A group of people are participating in a climate protest. In the foreground, a person on the left is shouting into a megaphone. Several people are holding up handmade signs. One sign reads "EVIDENCE OVER IGNORANCE!" with a globe icon. Another sign says "There is NO PLANET B" with a globe icon. A central sign reads "NOT CLIMATE CHANGE!" with a globe icon. To the right, a person holds a yellow sign that says "MAKE COOL AGAIN" with a globe wearing sunglasses and a smiley face below it. The background shows other protesters and a clear sky.

Singing for Social Change

*EDEN Engagement: New York
Root City Curriculum
Emily Eagen*

FEBRUARY - MARCH 2022



International Teaching Artists Collaborative (ITAC)
and
Joyce DiDonato's

EDEN ENGAGEMENT

ABOUT

Three-time Grammy Award winning opera superstar Joyce DiDonato has created the global tour of EDEN, her major concert hall performance about environmentalism. Her personal commitment and partnership with ITAC has launched a re-imagining of the impact of a concert experience through teaching artist-led workshops in every city. The International Teaching Artists Collaborative (ITAC) is the world-wide network of artists who work in community and educational settings, who have the skills to bring change to communities. Together ITAC and EDEN Engagement will pilot a new approach to prove that touring can be a legitimate and powerful tool for change in communities.

Cities on the tour are designated either "Root Cities" or "Seed Cities". Root Cities are multiple day events (up to five days) that engage the youth with a specific environmental issue. The teaching artist selects a specific environmental issue they care about, which has a direct relevance for local concerns, and that has a direct link to something in the EDEN performance.

Teaching Artist: Emily Eagen

Duration: Five two-hour workshops

Where: Carnegie Hall, New York City

Goals: The workshops aim to accomplish two things:

1. To creatively engage community participants in the themes and visions of EDEN with such force that it changes their understandings, behaviors, and sense of agency regarding a significant local environmental issue in ways that can be documented. Workshop activities connect with the EDEN performance to amplify the impact.
2. To document the impact of the workshop series in such a way that its effect is reliably evident to those who were not present. It is the goal of EDEN Engagement to demonstrate to the concert touring industry that producers and artists can reach for more ambitious positive community impact through touring. They can generate a larger social benefit from performances than just the good experiences of the lucky few who could afford tickets. Traditional views of "outreach" have been outgrown; EDEN Engagement pioneers a new and greater value proposition for touring.

WORKSHOP 1

Warm Up & Round Singing (30 minutes)

- Breath - humming - basic grounding
- Singing/breathing/visualization
- The body as an environment - bones/muscles/nerves/organs
- The environment as an organism - moving around the space, different states of motion, spatial awareness
- "Tree" visualization exercise - fruit /tree/leaf/roots/branch/bark/ROOTS
- Improvisation movement and sound using the words: Sow, grow, drown, chop

Round and Round

- Round and round the earth is turning
- Turning always into morning
- And from morning into night
- Teach this song then explore it - as a round, against a drone, hocketing, moving through space. Group singing as a metaphor?

Questions & Discussion (15 minutes)

- Partner chats ending in group chat - thinking like artists, thinking like activists
- "Which of your five senses is the most important to you?"
- "Have you ever written a song? Even a little song? How did you start writing it? What was the "spark"?"
- "Are singers artists? How?"
- "What is an example you can think of how art (including music) has made a difference?"

Break

Small Group Creations (20 minutes)

- Use the text of the piece to develop musical material, similar to what we just did
- Each group takes one line of the chorus and creates a melody for it

Sharing of Creations (20 minutes)

Debrief, Survey and "Homework" (15 minutes)

1. notice air, notice trees
2. What are YOU curious about in your environment? What would you want to bring awareness to?



WORKSHOP 2

Goal

- Create our "Vision Board" - what are some ideas that inspire us? Some songs, some of our own feelings and goals. Who we are and who we are in the world.
- What issues/ideas do we connect to re nature, the environment, and climate change?
- How can we turn these into song?

Popcorn

- students in the middle ask a question. If it applies to them, then they move and change seats. Example: Who is 12 years old?
- Who has a birthday this month? Who is left-handed? Who speaks a second language? Who plays an instrument? Who is a middle child? Who walks to school? Takes a vehicle?
- The goal is for kids to see that they have much in common despite their differences.

Build Song Snippet

- Grow, Chop, Sow, Drown - another word?
- Hand motions, layers - can we put this in motion? Walking around the room? In a circle?

Hand-Tracing Exercise

- Trace your hand on a page in your book. In each finger write the answer to the following questions: (pinky to thumb), and in the middle of the hand write some things that make you YOU.
 - Favorite music
 - What calms you down?
 - Something you feel passionately about in the world - an issue, a cause, etc.
 - Something you think is very funny
 - A goal or dream you have for your life
- Walk around, mingle, then freeze and share each answer in small groups. Skipping #3, and do this last in the large group as a full discussion

"Night Blooming Jasmine" by Elise Witt

*In the darkness, we walk with light
In the darkness, we walk with light
Light the night-blooming Jasmine, we light up the night
In the darkness, we walk with light*

Describe symbolism of the jasmine blooming at night

Show images of the flower, talk about what inspired Elise to write it

- What do you imagine when you hear this song? What are moves we can put with it?

Break

Decorate your book cover

- Write the word "EDEN" and something that represents nature, and your name if you want it

"Turn the World Around" by Harry Belafonte

*We come from the mountain (3x) turn the world around
We come from the water. . .
We come from the fire. . .
We come from the sky. . .*

Four elements - "We are stardust" - idea of interconnectivity

- What was his message?
- Put moves with it, make up new verses

EDEN Project

- Joyce DiDonato
- Introducing EDEN
- <https://joycedidonato.com/2021/12/07/eden/>
- "Seeds of Hope" with Bishop Ramsey School Choir

Discussion

- What did you notice in the videos, either about Joyce and her singing or about the choir?
- What are some things that you saw or heard that resonated with you?
- How are the artists in these clips getting their message across?

Closing

- Repeat Turn the World Around and Night-Blooming Jasmine

*"I see the entire world
as Eden, and every time
you take an inch of it
away, you must do so
with respect."
—Joni Mitchell*





WORKSHOP 3

Practicals: Pass out notebooks and one pen each – have books on hand for quick things

Goals

- We're going to keep learning songs, brainstorming, thinking about the earth and the "behind the scenes" idea of what it means to write a song and have something to say. We're going to think about what aspects of nature we feel particularly connected to, and write about these. We're going to learn a few more songs where people had something to say about something they cared about, and do our own creating inspired by this!

Breathing

- Touch on idea of air quality. There was just a NY news piece yesterday about how school ventilation matters: in short, better air means better learning. Articles recently about how there is more air pollution in impoverished places, not just cities, but towns where there are factories, or lots of agricultural industry. Covid has made us think a lot about breath, right?
- Breathe on a continuum – tight breath, loose breath, swimmer breath (singer breath), straw breath, figure 8 breath. . .

Nanuma

Nanuma, wy ee ay, nanuma (4x)

- Translate song "In our lives, have we done enough" – kind of pondering the question, what can I do? How can I make a difference? Am I doing what I believe in?
- Keep figure 8 pattern going as we learn this
- Do this w/eye contact and taking a walk
- Eventually plant "like a tree" as segue to next song

We Shall Not Be Moved

We shall not, we shall not be moved (2x)

Like a tree that's planted by the water

We shall not be moved

- Moving from "I" to "We" – what can "We" do?
- Context of Civil Rights Movement – songs for collective action, strength, message
- Being planted by the water – means what? Your roots are nourished
- Teach it, share a few verse examples
- How should we change it?
- Quick writing brainstorm: what is a natural thing in the world you feel connected to? (Draw concentric circles on page, thinking about what is near to you and what is far: go from the plants in your room to the trees on the street to a koala in Australia to the stars in the universe) What does it symbolize to you? What can you learn from it?
- Ideas? Ok, let's put those back in! Use "We Shall Not Be Moved" as a "base" to change words and possibly melody

Break

- Keep working on your verses, and come up to me if you want me to record a new melody you discovered, or give me a piece of paper with your lyrics on it

"This Pretty Planet" by John Forster and Tom Chapin

*This pretty planet spinning through space,
You're a garden; you're a harbor
You're a holy place
Golden sun going down,
Gentle blue giant, spin us around
All through the night, safe 'til the morning light*

I - ii - V - IV - I

Use concentric circle motions - small to big, remembering that idea of an interconnected world

Greta Thunberg Video

- Prep them ahead - 1st part is about activism, 2nd part is about her personal journey
- Open discussion
- What resonated with you? What do you relate to?
- What does this video show us about how to make a difference? What does it show us about "I" versus "We"? What does it show us about kids and activism?
- Involve adults in the room as well - what are differences/similarities in adult and kid points of view?
- Taking a cue from Greta Thunberg, what do YOU care about? What's important to YOU? - over the next few sessions we are going to dig deeper into what matters to us re. the environment. Last week we had ideas - animals, recycling, trash. What's coming up for you now?

End with a roundup of songs:

- Round and Round
- We Come From the Water - D
- Night Blooming Jasmine - A
- Our pastiche: sow, grow, chop, drown (Bb, gm)
- This Pretty Planet - D
- Nanuma

"We don't have time to sit on our hands as our planet burns. For young people, climate change is bigger than election or re-election. It's life or death."

—Alexandria Ocasio-Cortez

WORKSHOP 4

Practicals: Pass out notebooks and one pen each – have books on hand for quick things

Goals

- Write a group song
- Think about what a “call to action” means
- Build a strong chorus
- Write some verses around the four elements

Quick Reflection/Refresh

- What stuck with you from last time? Did you think about anything throughout the week? Did you notice anything in your environment based on what we discussed – i.e. did you notice the trees around you, the way your school deals with recycling, the way that the air feels in your school or neighborhood, etc? What songs were running through your head?

Quotes Page

- We are going to write a “call to action” song. What does “call to action” mean?
- Share quotes page, ask them to underline lines they like and lines they think could be sung
- Put a question mark by things they don’t understand or wonder about
- Mix and mingle, stop in small groups to discuss lines and potential lyrics
- 2 x discuss, on 3rd time try to sing a line

Group Chorus Writing

- Poll group to see what they felt were the strongest lines in the quotes, write these on screen
- Building off of this, what do we want in our “call to action” chorus?
- Create the lyrics of a chorus together and start a melody for it

Small Group Verse Brainstorm

- Big idea: we sang about the four elements in Harry Belafonte’s “Turn the World Around”
- Using the elements as a framework, how can we get specific in the verses about the urgency of climate change issues?
- Pick an element and make a verse, Each group based on a single element: air, fire, water, earth
- Use the words “I” and “we”. How am I affected by the elements? How are we affected by the elements?
- Incorporate both negative and positive ideas/solutions. Example: air can be polluted but can also help us with sustainable energy

Break (can keep group writing during the break if you want)

Sharing Verses

- Each group share their lyrics, and melodies if they have them
- We are starting to see how this could all fit together, and Emily will take these creations and put them all together for the final day

Microplastic Madness

- Building off of our conversation last time, how can we turn our sense of urgency into concrete action? Last time we talked about Green Teams at schools, Girl Scouts, other ways that we help our environment on a local level.
- Share trailer, intro, and clip about the way that plastic was invented in part as an alternative to cutting down trees
- Group discussion, let them know that they will have the link to watch the film, and that we will be interested in their feedback next time.

Singing

- This Pretty Planet, in a round with moves

Survey Questions



WORKSHOP 5

Check-In and Overview

- It's become spring since we last met! We traveled through a season change together.
- Think back to our last session. What did we do? What did you find yourself thinking about? Popcorn brief thoughts you might say more about in your survey later.
- Set up what we will do today: mostly we will sing! We will also reflect and share about the whole process

Small Group "Mingle, Mingle" (wander and land in trios)

- What is one thing you noticed about spring?
- What's something that stuck with you from our last session?
- Stay in trios and sing Nanuma, gradually mix and mingle back to the big group

My Roots go Down

- teach as zipper song. How does nature inspire us? What's a tree you love and why?

Round and Round

- review and enjoy, show how group can hold drone of root or "equator" while soloists sing (have Sara help call on people)

Dreams of Harmony (share screen)

- UN Summit of Climate Change happened this last week (show articles if anyone wants to read more). Many people made the point that it's not the practicals that are holding us back. We know how to do this! It's POLITICS. What does this mean? Get to idea of a need for countries to work together, equitably, peacefully. This is the context for this song in our project. Also reference the fact that they sing hello in different languages. This is "goodnight." Learn song text and ask who speaks these languages, sub in others.

Pass out booklet, give overview of what is in it

We Shall Not Be Moved - sing with student verses, ask for any tweaks

Turn the World Around - refresh idea of four elements (add clapping on 4 and 5)

Our Song

- Each verse is an element. I took what you wrote in groups, and I changed them to a) all fit a shared melody (based on the melodic idea Liat shared) and b) to include some more ideas from the quotes we liked
- Teach verses
- Review chorus - why did I add the "tick tock"? UN report emphasizes that saving the planet IS possible, but it is "now or never." Play with how to use the tick tock for effect, play with how to end the song
- What should the title be?
- Record it

Break

- Finish cover so we can photograph all the books together. When you are done bring it up and we'll make a quilt together.

Boats Go Home

This Pretty Planet

Night Blooming Jasmine

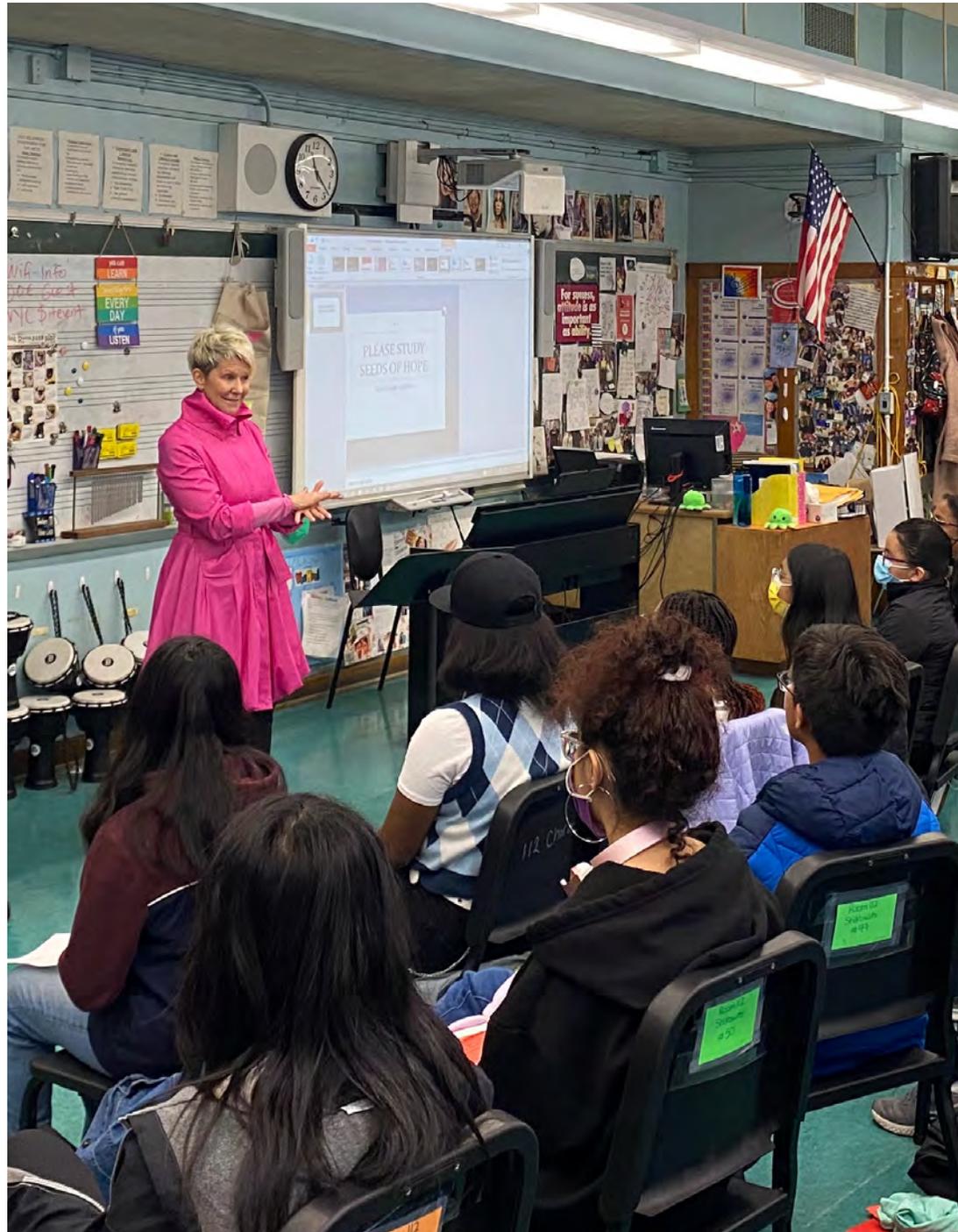
Group Reflection

- What surprised you? What did you learn? What might you do differently in the future? Touch on two things: MUSIC AND ACTIVISM - and how these go together!!! Reflections from adults in the room as well

Questionnaire

- Anouska





Seeds of Song

I like seeing willow trees on a slightly windy day
I can lead the way to help others to freedom
Like the north star that guides us at nighttime
I can be a star
-Millie

We are light, we will fight
We are a part of this universe
We are like the birds that fly free
We will shine bright even in the night
-Heeta

Like the bird that nests in the highest oak
We will fight for our home
-Quinn

Like a tree branching out to the sky
Like a flower blooming bigger
Like a vine flowing across the ground
Like the horses running, running free
-Dylan

One little raindrop can make a big wave
-Zabrina

. . .and more!

Seeds of Hope

EDEN Project Community Song
written by the choir of Bishop Ramsey, London
musically curated by Mike Roberts

Hear my voice, the message I bring
And listen to the song I sing
Is this world gonna be OK
When the last of my leaves have fallen away?

Brothers, sisters all cut down, I'm on my own, as nature drowns
Don't chop me down, don't you cut away, unsustainable price you are
going to pay!

Why? Why should I die? Why? No air supply?
Why? Why should I die? Why? Why, oh why?

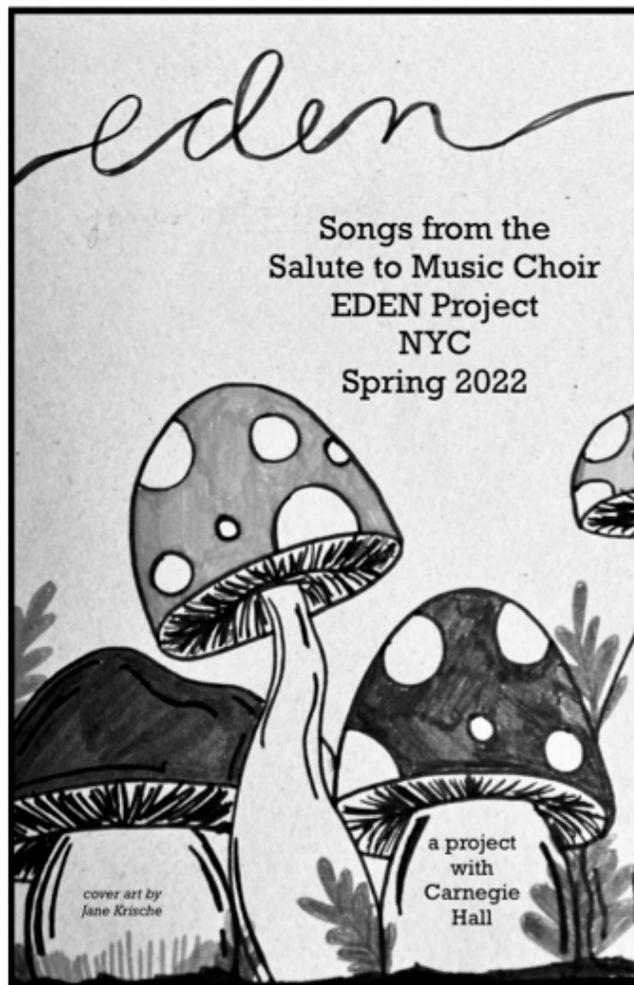
Wildlife could grow very strong, if we will help, help it along
All we need is to show some care with the things we consume and
the things that we wear
Sisters, brothers, all join as one, creating change, changing what's
wrong
The need is great and we can't delay, there is no time to lose, make
changes today!

No! Don't let them go! No! Let fresh air flow
No! Don't let them go! No! Commit to sow!

Think what we could do, if we renewed
Our world with seeds of life again!
Think what we could grow, if we would sow
Our world with seeds of hope again!

Go! Commit to sow! Go! What can we grow?
Go! Commit to sow! Go! Fresh seeds of hope!

Hear our voice, the message we bring,
And listen to the song we sing



Dreams of Harmony

By Joanne Hammil
*(languages: English, French, Japanese, Spanish, Swahili,
Chinese, Russian, German, Hebrew)*

Goodnight
Bonne Nuit
Oyasuminasai
Buenas Noches
Lala Salama
Wan an
Spokoinyu noche
Gute Nacht
Lilatov

Wherever you rest your head tonight
We are all one family, let's hold tight
And fill the world with dreams of harmony tonight

Boats Go Home

By Emily Eagen

Boats go home, and sparrows fly
And I know it's time to say goodbye
But we have met eye to eye
And in song

By The Salute To Music Choir

*I want you to act as if the house is on fire
We can't just sit on our hands
I want you to panic like you would in a crisis
It's life or death
There is no Planet B*

The water is boiling up, the icebergs are melting down
The land is submerging, the waves are surging
The earth has begun to drown
Water gives us life but it can do too much harm
The earth needs to flow, the balance needs to grow

We are blinded by the fog of the pollution in the air
It's full of smoke, we're bound to choke
Don't act like you don't care
Air is what we need, saving it's a good deed
The earth needs to flow, the balance needs to grow

We're using too much fire to make all the things we use
Instead of s'mores and candlelight
We use it for fossil fuel
Fire keeps us warm and safe but it's destroying the air and trees
The earth needs to flow, the balance needs to grow

When you see a deer running 'cross the road, you know their
home is there
Polar bears and bees, rainforests and trees
We need to protect and care
The land is not a thing we own, we borrow it from those to
come
The earth needs to flow, the balance needs to grow

Nanuma

Traditional, Ghana
(As we journey through life, have we done enough?)

Nanuma, wy ee ay, nanuma
Nanuma, wy ee ay, nanuma
Nanuma, wy ee ay, nanuma
Nanuma, wy ee ay, nanuma

This Pretty Planet

By John Forster and Tom Chapin

This pretty planet spinning through space,
You're a garden, you're a harbor, you're a holy place

Golden sun going down
Gentle blue giant, spin us around

All through the night
Safe 'til the morning light

Night-Blooming Jasmine

By Elise Witt

In the darkness, we walk with light
In the darkness, we walk with light
Light the night-blooming jasmine, we light up the night
In the darkness, we walk with light

Round and Round

Traditional, England/USA

Round and round the earth is turning
Turning always into morning
And from morning into night

My Roots Go Down

By Sarah Pirtle

My roots go down, down to the earth
My roots go down, down to the earth
My roots go down, down to the earth
My roots go down

I am a pine tree on a mountainside (3x)
My roots go down

I am a flower blowing in the breeze (3x)
My roots go down

I am a willow swaying through the storm (3x)
My roots go down

Turn the World Around

By Harry Belafonte

We come from the mountain
We come from the mountain
We come from the mountain
Turn the world around

We come from the water. . .
We come from the fire. . .
We come from the sky. . .

We Shall Not Be Moved

Traditional, African-American

We shall not, we shall not be moved
We shall not, we shall not be moved
Like a tree that's planted by the water
We shall not be moved

We, the people, will fight for our rights
We, the people, will fight for our rights
Like the leaders we cherish and follow to the light
We will fight for our rights

-Felice

We won't stop fighting for freedom
We won't stop fighting for freedom
Like that birds that fly to the highest heights
We won't stop fighting for freedom

-Mercy

Flowers blooming in the nearest spring
Flowers blooming in the nearest spring
Like the flowers blooming in the brightest light
Now we know it's spring

-Queenie

Inspirational Quotes

"We don't have time to sit on our hands as our planet burns. For young people, climate change is bigger than election or re-election. It's life or death."—Alexandria Ocasio-Cortez

"We do not inherit the earth from our ancestors, we borrow it from our children."—Native American Proverb

"Looking at life from a different perspective makes you realize that it's not the deer that is crossing the road, rather it's the road that is crossing the forest." —Muhammad Ali

"By polluting the oceans, not mitigating CO2 emissions and destroying our biodiversity, we are killing our planet. Let us face it, there is no planet B."—Emmanuel Macron

"You cannot get through a single day without having an impact on the world around you. What you do makes a difference and you have to decide what kind of a difference you want to make."—Jane Goodall

"Adults keep saying we owe it to the young people, to give them hope, but I don't want your hope. I don't want you to be hopeful. I want you to panic. I want you to feel the fear I feel every day. I want you to act. I want you to act as you would in a crisis. I want you to act as if the house is on fire, because it is."—Greta Thunberg

"I see the entire world as Eden, and every time you take an inch of it away, you must do so with respect."—Joni Mitchell

"We really need to kick the carbon habit and stop making our energy from burning things."—David Attenborough

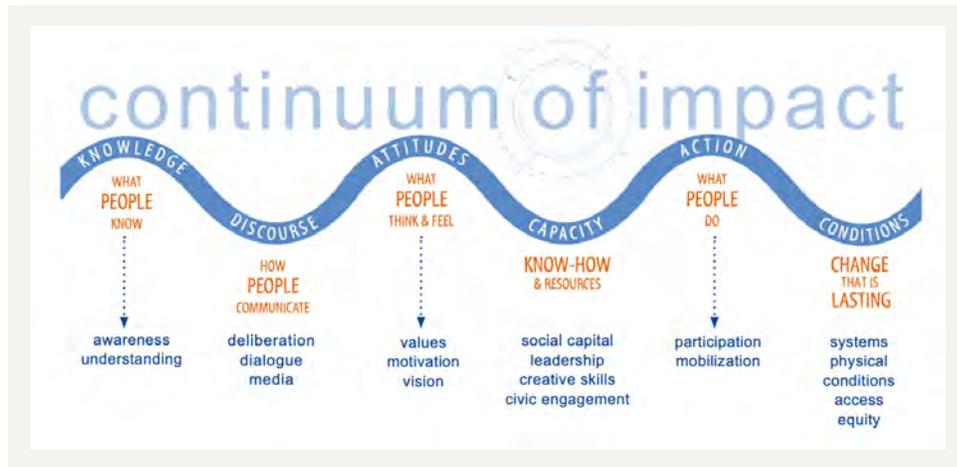
"It's not climate change that needs to be tackled. It is the political power of the fossil fuel industry."—Richard Denniss

"One touch of nature makes the whole world kin" —William Shakespeare

*The Earth is a Living Thing
is a black shambling bear
ruffling its wild back and tossing
mountains into the sea*
—Lucille Clifton



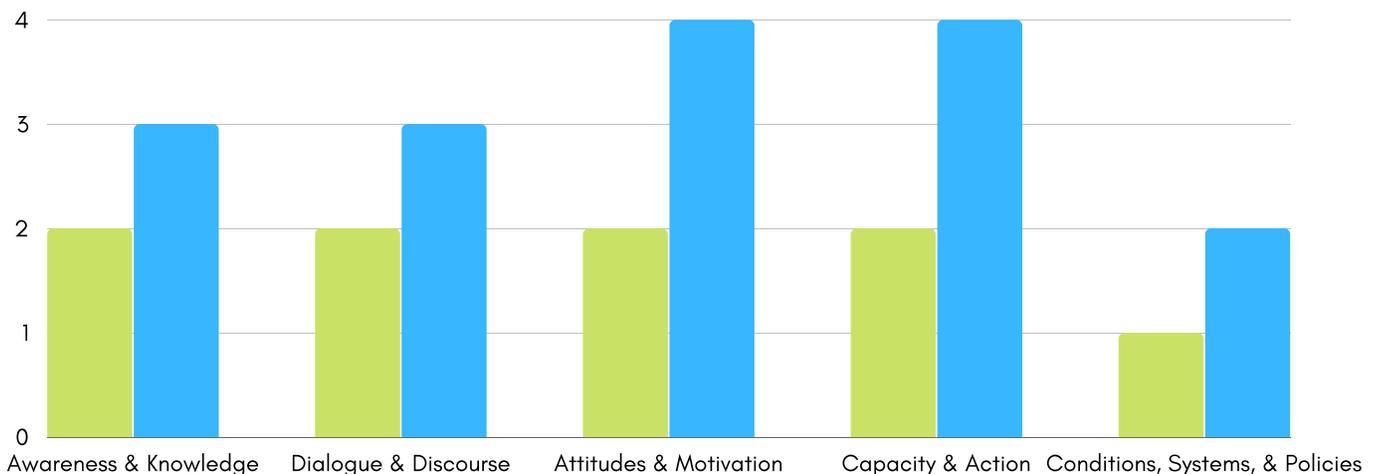
IMPACT & EVALUATION



The goal of this effort is to learn about the impact that the activities have on participants. It is not gathered to impress funders, but to advance our own effectiveness in generating objective information about the power of our work. We are especially curious to learn if there is any evidence that they have the impulse to take action and/or feel they can make a difference—this is the high goal of the arts-for-climate field, and we believe teaching artists have a particularly strong contribution to the field. Teaching artists were encouraged to use the Continuum of Impact Guide as a model when thinking about impact and assessment in their workshops. We asked: Did participants demonstrate greater personal connection to this environmental issue and deepen their understanding of it? Did participants demonstrate a personal motivation to do something about this issue and show a sense that they could make a difference if they did? Did they actually take some action?

The following graph results come from the teaching artist's observations of the students before and after the workshop series. They were asked to give their sense of the impact they saw in their students on a scale of 1 (No Knowledge) to 4 (Extremely Knowledgeable).

Before the Workshop
 After the Workshop



Post-Survey

What have you learned from the EDEN project?

- So much that I loved this and about our planet
- I have learned that I need to stand up for what I think is right. I also learned that I should use my voice to tell a story, to make a change
- Taking care of the world/nature around us is very important and we should pay attention to how we treat it
- I experienced the power of unity. Listening to students of all ages showed me how beautiful we are together. I also learned how powerful we can be when we're united
- I learned how powerful music is, it has the ability to create change, our song seeds of hope holds so much meaning and talks about things we should all care about
- I learned that it changed my perspective on how trees affect us
- Something that I have learned from the EDEN project is when you are spreading awareness in song tell a story to make the audience feel what you are sharing with them
- I learned that the world is being affected by many things such as deforestation, climate change, and much more. We have a chance to help the world become more stronger and healthier
- Something I learned from the EDEN project is that we should think about our actions before we do them. Especially if it can effect the earth. Small things can seem harmless but they are actually the most harmful thing we do
- I've learned that there are many ways to get your point across. I've learned to be creative and have fun in everything you do
- I learned how to write songs
- I've learned that we need the environment for many different things and we need to help our Earth because it can cause a lot of harm to our world
- Everyone, no matter who, can make a change
- Every small thing you do can have a big impact on nature
- Singing can help the planet
- How to help the environment
- Even kids can make a change
- Improve environment and make the world a better place
- Problems of nature
- I have learned a new way to present environmental issues. I have also learned how to allow myself to be a proper storyteller
- If you connect more to the music, the message you send comes out more strongly
- The impact was that anything is possible
- I have learned that music can connect to people even if it is mentioning a topic that they are not truly connected to
- I have learned that the trees are in danger and that we need to save them and we are able to do it
- I've learned that with your voice you can make a change, but if you don't say anything the change you want won't come to you
- That the earth is unhealthy and it's affecting us too. So, we need to improve and help the earth

Which seeds do you feel inspired to plant going forward?

- A weeping willow
- I feel inspired to plant seeds of compassion
- I want to plant seeds of community! Especially coming out of covid and quarantine I want to use the gift of music to connect and uplift those around me
- I inspire to plant seeds of joy and unity
- any flower: roses, sunflowers, peonies
- I want to start planting trees
- I can plant seeds of confidence, hope, love, happiness and anything to help the world know that I care
- I want to plant seeds that are abstract. I want it to grow from within, so planting seeds of hope in everyone's life is the most important seed
- Seeds of love. I say this because the world can be so mean and cold, so spreading love is very important
- Lavender flower seeds
- Daffodils, tulips, irises, white lilies
- My thoughts and dreams. I feel more determined to work towards my goals
- Tomato seeds
- Anything as long as it is helping the environment
- To help find your passion
- Olives
- Trees, flowers, food
- Equality
- Flower seeds
- Rose seeds
- I would spread the goals and lessons I learned about as well as to collaborate with others better
- Tulips, roses, seeds of hope
- Pretty flowers
- Flowers, crops, hope
- I will plant tree seeds and hope others do too
- I would plant seeds of hope for hope of the world to get better
- Watermelon, strawberries, and oranges
- Trees
- Hopeful ones
- Going forward, the seeds I feel inspired to plant are the seeds of love. This is because with so much love in the world, people will listen to each other and will start to make a difference, hope, and dreams would grow
- Maybe talking about how to make the earth a better place
- Trees, strawberries, roses, daisies
- Plant seeds to help the environment and the air
- Seeds of hope & life
- I feel inspired to plant a seed of change. I can save the ocean by making waves from my little seed
- I would like to grow oak trees and more!
- I feel inspired to take action through using things that produce less pollution and ways that can benefit human health and nature as the seeds I want to plant going forward

WORLD



POLLUTION

THERE
IS NO
PLANET B

"I have learned that we should care more about the earth and that we should not destroy it because there is no Plan B."

better
rees



THIS IS
OUR HOME



REFLECTIONS FROM THE TEACHING ARTIST

In what ways did you observe change in your participants understanding and engagement of the environmental issue you chose?

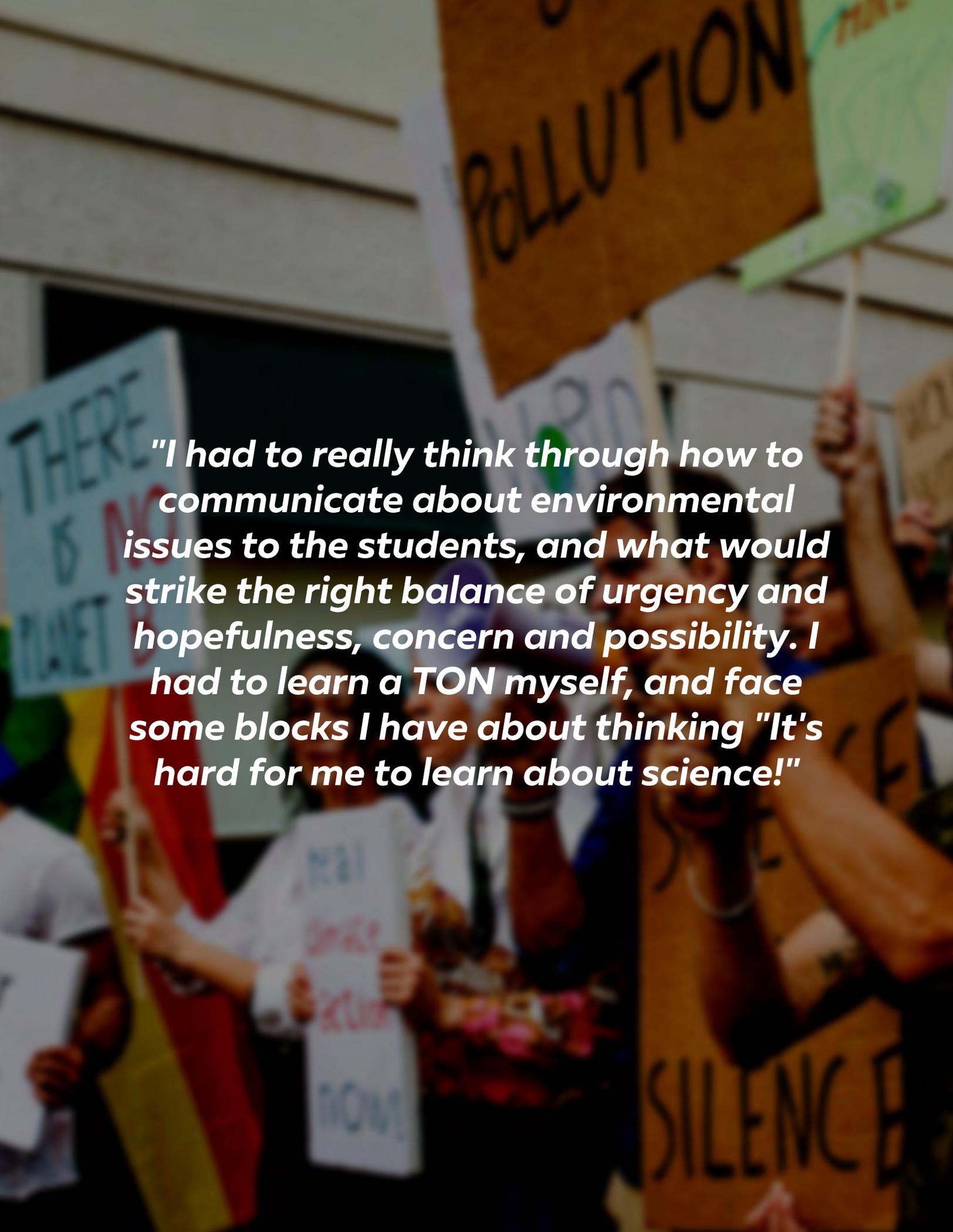
"Over the course of the five workshops, I saw a great change in everyone's ability (very much including mine!) to perceive and describe the ways that different environmental issues impact each other, i.e. chain reactions. We also talked a lot about how global issues are felt locally, such as in school (i.e. cafeteria waste), and in our communities (i.e. planting trees, green spaces.) A huge exploration for us was how to articulate these things, and, specifically, how song can articulate things about environmental activism. We wrote what we called a "call to action" song, as the capstone experience for the project, after exploring a variety of different songs that communicate a sense of both urgency and connection to the environment. I saw a huge shift in the students' understanding of the role of music in a community, and how music can be participatory for everyone, not just "singers", in rallying groups of people to sing and express together. I think that made a big impact on them, and I think after this project they will see the role of music in the world differently. I hope they will also see that they can contribute to it! We were inspired by youth activist Greta Thunberg, and her words about making a change, and also by video clips of students in Brooklyn taking action. These examples seem to really resonate with the students in the group and helped them feel like they could do something similar - in our case, through song."

What challenges did you face in creating and facilitating your workshop?

"I had to really think through how to communicate about environmental issues to the students, and what would strike the right balance of urgency and hopefulness, concern and possibility. I had to learn a TON myself, and face some blocks I have about thinking "It's hard for me to learn about science!" - I made myself really understand things like how fossil fuels are a problem, and what the chemistry there is! I also found it challenging to write a song with such a large group. I relied on skills I have built over the years in working with large groups, but I gained more by problem-solving in this particular setting, and figuring out what combination of "freeing constraints" would set them up for success."

Did your EDEN experience expand your work or skills as a teaching artist in any specific ways?

"Very much so! New topic, new colleagues, new format (working in support of a large concert), new goals. It was very stimulating for me because it constantly compelled me to expand my skills. I found it really interesting to build upon things I've been doing for a while and transfer skills and ideas: for example, teaching folk songs of an ilk I often teach to younger children, and thinking about how to make them rich musical experiences for middle school. Another example: using ideas from the Lullaby Project about visions for the future, hopes and dreams, but applying these to issues of climate change. One more example: thinking about musical skills and singing skills - i.e. clear text and resonant singing - but making sure that these felt relevant to and in support of the idea of singing music that is a "call to action" about an issue."

A group of people, likely students, are participating in a protest or demonstration. They are holding up various signs and banners. The signs include "POLLUTION", "THERE IS NO SILENCE", "SILENCE", and "ACT UP!". The background shows a building with horizontal siding. The overall atmosphere is one of active participation and environmental concern.

"I had to really think through how to communicate about environmental issues to the students, and what would strike the right balance of urgency and hopefulness, concern and possibility. I had to learn a TON myself, and face some blocks I have about thinking "It's hard for me to learn about science!"

ABOUT THE TEACHING ARTIST



EMILY EAGEN

Emily Eagen is a NYC-based singer, instrumentalist, songwriter, and teacher. She recently completed a Doctorate in Vocal Performance at the CUNY Graduate Center, and performs as a freelance singer in the New York City area. Emily sings with the M6: Meredith Monk Music Third Generation, toured for several years with singer Moira Smiley and her vocal quartet, and sang with the Bang on a Can All-Stars in staged performances of Julia Wolfe's *Steel Hammer*.

Emily is a teaching artist for Carnegie Hall's community engagement programs, including the Lullaby Project for expectant and new mothers. Lullabies that Emily co-wrote can be heard on the Lullaby Project's *Album Hopes and Dreams* (2018), sung by Roseanne Cash, Rhiannon Giddens, and Angélique Kidjo. She is the host and co-creator of *Sing with Carnegie Hall*, a video series for families with young children. Emily is a co-founder of *Moving Star*, a "collaborative vocal lab" in residence at Carnegie Hall, and co-wrote and performed in *Nooma* (2019), an opera for babies ages 0-2. Emily also teaches music through the Brooklyn Conservatory and at the Jalopy Theatre in Brooklyn, as well as at various summer festivals including the Amherst Early Music Festival and the Augusta Heritage Center. She has a special interest in American vernacular music, where she combines singing and her skills as a two-time International Whistling champion.

ACKNOWLEDGMENTS

Joyce DiDonato & Askonas Holt

EDEN Engagement
Sophie Dand, Rachel Walters

International Teaching Artist Collaborative (ITAC)
Madeleine McGirk, Eric Booth, Aislinn Ryan

ITAC's EDEN Engagement Project Manager & Packet Design
Katie Rainey

Teaching Artist & Curriculum Design
Emily Eagen

Choir
Salute To Music Choir

Education Partners
Aaron Siegel

Concert Venue
Carnegie Hall

