



Making music to
create moments of joy



PROGRAM GUIDE

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INTRODUCTION

Music Between Us is a collegiate community engagement program that uses interactive music-making to reach those living with dementia, opening pathways to communication and to an enhanced quality of life.

Participants experience moments of joy in singing and movement; interact socially with college students, with staff, and with one another; and communicate more easily despite cognitive decline. At the same time, the student team members who lead the music-making sessions gain opportunities to use and develop their musical and communication skills, learn collaboration and teamwork, and enjoy personal growth while serving the community.

Music Between Us was conceived and developed at the University of North Carolina School of the Arts by music faculty member Allison Gagnon to mobilize music students for service to those living with dementia. In collaboration with Rebecca Nussbaum and the UNCSA ArtistCorps program, the first session was carried out in September 2019. From the beginning, it was clear that connecting young musicians and elders living with dementia creates a symbiosis that brings joy and fosters community.

“There are two things guaranteed to work with those living with dementia: one is music and the other is the younger generation. Music Between Us uses both.”

CYNTHIA BECKER
WILLIAMS ADULT DAY CENTER
PROGRAM COORDINATOR



Witnessing the outcomes of Music Between Us for our students led us to prepare this program guide so others interested in creating a similar program have access to the information and our experience as a resource.

Please reach out and connect with us about your interest in starting a Music Between Us program at your school by emailing us at musicbetweenus@uncsa.edu.

Allison Gagnon, Founder of Music Between Us
Rebecca Nussbaum, Director of ArtistCorps

musicbetweenus@uncsa.edu

FRAMEWORK

At UNCSA, Music Between Us it is embedded in the Office of Community Engagement's ArtistCorps program but it could easily be a service learning course or service club.

The framework of Music Between Us has three pillars: administrative support, faculty mentorship and partnering sites.

Administrative support for:

- Establishing a Memorandum of Understanding between the school and the community partner.
- Background checks for students and faculty (people aged 60 and above are considered a vulnerable population so universities working with this population should carry out criminal background checks)
- Material support (piano keyboard, egg shakers, name tags or other identifying gear, speakers, ukuleles, hand sanitizer, etc.)
- Scheduling of trainings and Music Between Us work at the partnering sites
- Collection of hours documentation as well as student and partner site reflections
- Ongoing support for students



Faculty in a mentorship or instructional role provide:

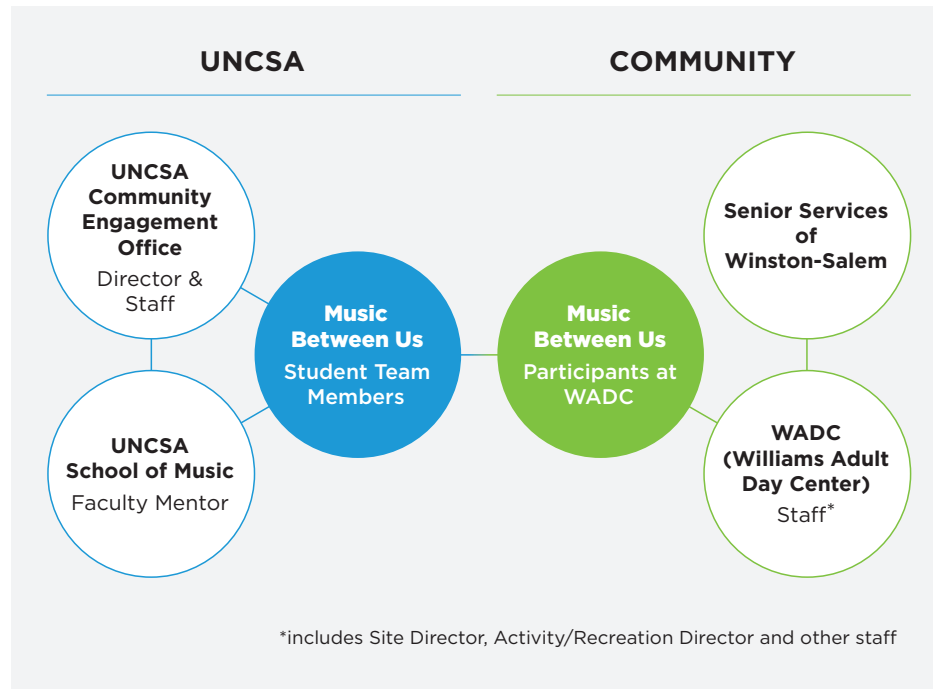
- Initial information and training to students
- Leadership at some of the first Music Between Us sessions
- Guidance and constructive criticism for students throughout their work
- Ongoing support for students

Partnering sites offer:

- Appropriate spaces
- Participants
- Support for participants during Music Between Us sessions
- Information about the participants, including musical interests, as possible
- Assistance in scheduling
- Ongoing feedback to Music Between Us students, administration, and faculty

FRAMEWORK (CONTINUED)

How Music Between Us works at UNCSA



Overview of Sessions

Three times weekly, ca. 45 min. each



Number of team members:
3 to 5 each session, but may be larger



Number of participants
ranges from 10 to 20



- Member-curated program of music including familiar songs and action songs
- Members sing, and play on keyboard, guitar or other portable instruments
- Participants sing along, keep rhythm with egg shakers or rhythm sticks, move with the music or sit and listen

Variations of Service Explored since inception of Music Between Us

In-person programming with WADC participants

Virtual delivery of curated and recorded programming

Hybrid programming with some members in-person and some on the Zoom screen

Larger groups, more diverse team

FRAMEWORK (CONTINUED)

Team organization

The Music Between Us team becomes a self-sufficient group during the first six weeks of programming (with faculty and administrative support ongoing). In order to facilitate team functionality, an ideal team includes:

- Three to four musicians, all of whom are willing to lead song selections
- At least one musician who plays an accompanying instrument such as keyboard, guitar, ukulele, or mandolin
- A point person within the team who organizes the session and playlist and is responsible for making sure any needed supplies are brought to the session
- A liaison to the site coordinator to filter questions, requests, or issues through the appropriate channels and follow up as needed

Choosing the music and deciding the order

- Include dance student to lead movement on dance breaks
- Include an instrumentalist (sax, trumpet) who plays with the backing tracks

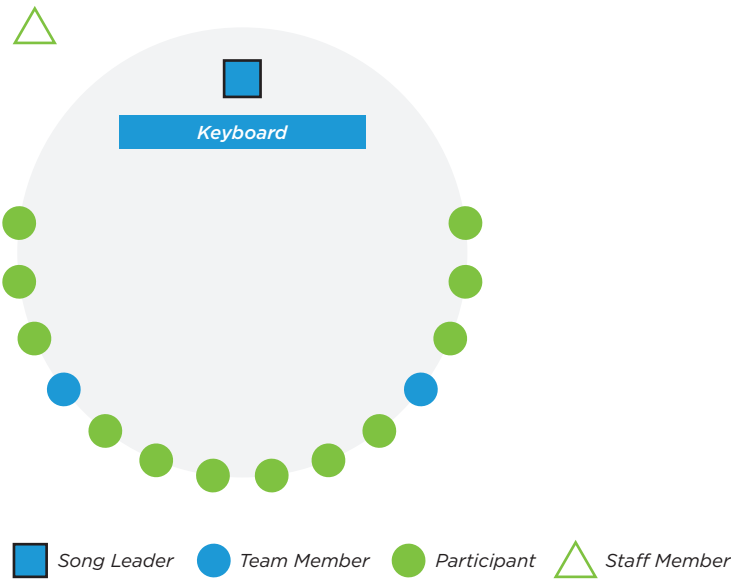
TIPS

- Music Between Us sessions are facilitated by formations in which the participants and team members can easily see one another.
- Have one designated space from which each team member leads their selections.
- When not leading, team members should be interspersed throughout the room and engaging with participants around them.
- A general ratio of one team member to four participants is recommended, depending on the level of function of the participants.
- Have at least one staff member from the site in the Music Between Us session.

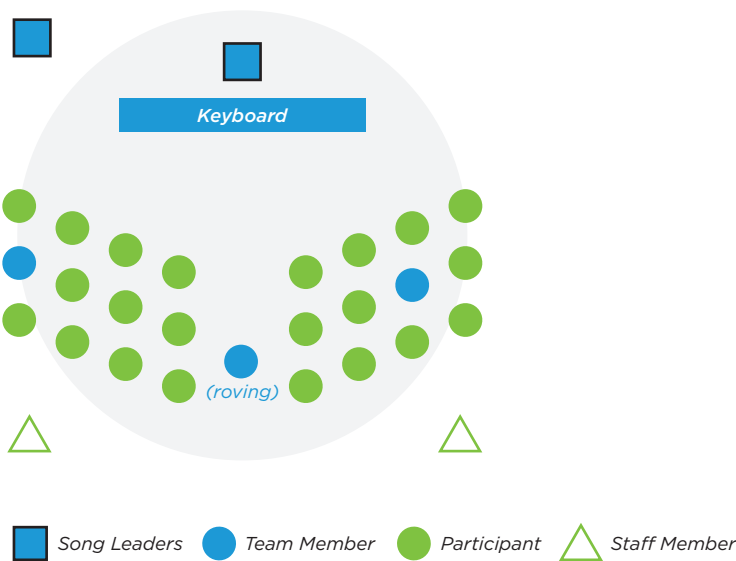
See graphic on next page for an illustration of the concept for best room set-up.

FRAMEWORK (CONTINUED)

Room set-up option 1



Room set-up option 2



PREPARATION & ORIENTATION

Music Between Us is based on the premise that sharing music is a way to connect with those in cognitive decline. When combined with the youthfulness of college students, interaction through music is particularly effective. Creating moments of joy, however and whenever possible, is a primary goal of Music Between Us.

Students embarking on this work will benefit from preparation that orients them to the power of music in dementia care, and which provides some tips for communicating effectively.

Learn about the power of music in dementia care

Concepts that will help students prepare:

- Music is stored in the brain in such a way that it is not impacted by dementia
- Accessing pathways through music can awaken a participant's ability to engage
- Conversation may become possible as a result of the music-making session
- Behaviors like distress and agitation are often mitigated by time spent with music
- Interaction through music counteracts the social isolation that dementia often creates

There are several publications that may be of value in this preparation. These are provided in the Resources section.

“Living with dementia creates such isolation and uncertainty. When music is combined with personal interaction, the connection is powerful and lasting.”

ALLISON GAGNON
UNCSA SCHOOL OF MUSIC FACULTY
MUSIC BETWEEN US FACULTY MENTOR

PREPARATION & ORIENTATION (CONTINUED)

Learn about ways to interact effectively with those living with dementia

It is crucial to focus on what participants can do, and not on what they can no longer do. Music Between Us sessions include musical, verbal, and non-verbal interaction.

Considering ways to approach participants will orient students for effective work. These include:

- Addressing participants by name, and using yours
- Establishing and maintaining eye contact
- Speaking at the same physical level as the participant, whether standing or sitting
- Repeating as needed
- Modeling actions, or initiating actions with participants, to avoid distress from not knowing what to do
- Smiling and nodding to encourage participation
- Having no fear! (Each participant could be your grandparent!)
- Doing whatever works!

There are some very good resources listed in the Resources section that will support this portion of students' preparation.



“Some folks at the adult center might be withdrawn or unengaged, but the moment they hear a song they recognize they join right in. They might not remember where they are, or why they are not at home, or why they are holding an egg shaker or even what an egg shaker is—but they remember their songs. They remember the music.”

LAURENCE
UNCSA SCHOOL OF MUSIC STUDENT, VIOLA
MUSIC BETWEEN US TEAM MEMBER

THE LIVE MUSIC SESSIONS

Music Between Us is most effective live and in person! It can be adapted for hybrid and fully virtual modes of delivery. Ask us for more information if you will use one of these formats.

It is essential to have regular and frequent sessions. The in-person model that has been effective, for us, has sessions that take place three times each week in the morning, for 45 minutes each.

There are three aspects to consider: planning each session, documenting each session, and planning from one session to the next through a semester or year.



“Over time, we’ve discovered that although one of the participants can’t remember the present moment very well, she remembers every word to Hank Williams’ “Hey Good Lookin” and Elvis Presley’s “Love Me Tender.” As a former pianist, presumably in a church, she can rattle off by heart most hymns and spirituals that we bring in. Learning more about her taste in music has helped us curate the sessions into more moments of joy. Nowadays she’ll even look up after a song is finished and say, “Well, that’s great isn’t it?”

EMMA

UNCSA SCHOOL OF MUSIC STUDENT, COLLABORATIVE PIANO
MUSIC BETWEEN US TEAM MEMBER

THE LIVE MUSIC SESSIONS (CONTINUED)

Planning each session

There are some aspects of planning that will be important regardless of participants, venue or team members. These include:

Choosing the music and deciding the order

- Get to know the musical background and interests of participants
 - Music from one's late teens and early 20s is often particularly meaningful and recognizable
 - Effective music styles will depend on the demographic of the participants
 - A reference list of possible selections is a good starting point (see the Sample Sessions & Song Lists section)
- Consider the pacing and content of the session
 - Selections of different speeds and styles
 - Some action songs, or free dancing
 - Songs with refrains
 - Selections just for listening, or moving to the rhythm
- Use a variety of available tools
 - Egg shakers, rhythm sticks
 - Song sheets (these are sometimes useful)
 - Pre-recorded selections (eg. Spotify) or sing-and-play live selections
 - Backing tracks for instrumentalists



“Music Between Us is a lesson in how important what you do is. It’s making people happy and forming relationships. We’re doing this to do good, take care of our community, and help UNCSA reach people where they are.”

DOMANTAS

UNCSA SCHOOL OF DESIGN & PRODUCTION STUDENT
MUSIC BETWEEN US TEAM MEMBER

THE LIVE MUSIC SESSIONS (CONTINUED)

Planning each session (continued)

Running the session

- Plan each team member's role in the flow of the session, as well as set-up and striking
- Facilitate the flow of the session through emceeing by each member
- Use branded T-shirts, name tags, or lanyards so team members are easily identifiable
- Be ready to adjust any aspect of the session plan in real time, depending on how the room feels that day

TIP

- Emceeing allows the students to connect with the participants and the music in an informal manner. This interaction is not only an introduction to their selections, but can include conversation, comments about the weather, and funny stories, to name just a few. For music students accustomed to performing without speaking to the audience, this may be quite new and may need some practice!

“As a society, we are focused on the increasing limitations that people living with dementia experience. So it’s always so impressive to me how quickly the participants learn new music. Within a few sessions they all know and enthusiastically sing the good morning and goodbye songs — and since these are original works, there is literally no way they knew them previously.”

REBECCA NUSSBAUM
ARTISTCORPS DIRECTOR

THE LIVE MUSIC SESSIONS (CONTINUED)

Documenting each session

This is a critical component of the process for developing effective Music Between Us practice and for planning sessions with intention as the program unfolds.

Some examples of meaningful documentation:

- An archive of session playlists, which may also include:
 - Rating of overall participant response to each selection
 - Individual participant response to particular musical selections
 - Notes on variations in content and flow of the session
 - An attendance list of participants that day
- A rubric to track individual participant response, with notes on mood or behavior
- A master archive of selections that compiles playlists
- A media archive of photos/videos captured during sessions

On the following page are two samples of ways to set up documentation for sessions and participants.

TIPS

- **Set aside time to document on the day of the session.**
- **Take notes during the session in a small notebook or on your device.**
- **Establish a practice of team debriefing. This is particularly helpful if multiple teams are serving at the same location.**

THE LIVE MUSIC SESSIONS (CONTINUED)

Samples of documentation for sessions and participants

Music Between Us Archive of Session Playlists with Rankings and Responses

Wednesday 3/11/20

Song/Activity	Rank (1-5)	Notes
(What a) Wonderful World (Sam Cooke)	3	
When the Saints Go Marching In	4	
My Girl	5	Leroy and Marsha stood up and danced
Swing Low, Sweet Chariot	4	Olivia sang every word!
Can't Help Falling In Love (sung)	5	I asked for everyone to choose between this song and others, and it was a unanimous decision – they really like this song!
Twist and Shout	4	
This Little Light of Mine (Sam Cooke)	5	Everyone was singing the “Amen”s
Over the Rainbow (sung)	4	Marion really seems to like this one, and Dwight was stick singing!
Love Me Tender (Laura solo)	3	
The Twist	5	Nancy actually got up to dance with Marsha!
Twistin' the Night Away	5	
Que Sera, Sera	4	All the women really like this one and even Marvin was singing along.
General Notes	Leroy is finally back! He is using a walker but seems to be in good spirits. Laura wanted to do a solo so she sang Love Me Tender. Olivia was also in good spirits and was joking around with me at the beginning. Everyone knew every word to the good morning and goodbye songs. Dwight got up and left in the middle of the session.	
Attendance	Olivia, Leroy, Marsha, Dwight, Marvin, Marion, Nancy, Laura, Pam, Anna	

Music Between Us Rubric of Participant Responses to Music

10/18/19

Name	Laura	Nancy	Dwight	Leroy	Marsha	Marion	Pam	Olivia	Marvin	Anna
Did he/she sing along?	X	X		X	X	X	X	X	X	
Tapping feet	X		X	X		X	X	X	X	X
Body movement	X	X	X	X	X	X	X	X	X	X
Got agitated										
Humming along to songs	X	X	?				X			X
Interacting with others	X	X	X	X	X	X	X	X	X	X
No interaction										
Falling asleep/Dozing off								/		
Dancing	X	X		X	X		X			
Rhythm	1x	1x	stick-singing!	Ox	Ox	1x	Ox	1x	Ox	Ox

THE LIVE MUSIC SESSIONS (CONTINUED)

Planning from one session to the next

Documenting each session creates a bank of information for ongoing planning. As the team gets to know its participants and one another, session planning can be revised on an ongoing basis to refine both content and delivery.

As you continue to plan from one session to the next, consider the following:

- Maintain the opening and closing songs that frame each session to establish and reinforce a routine for the participants
- Make use of the tendencies that you observe in group response; repeat the selections that are met with enthusiasm and archive the ones that were less engaging (remember: whatever works!)
- Notice if there are individual selections that awaken response in individual participants, especially if they are normally less engaged
- Play to the strengths of team members, while allowing chances to try new elements
- Take note of musical elements, such as: keys that work well for singing; arrangements that can be played well; songs with refrains that are easily learned

TIPS

- Create an index that groups music according to the pace or style or type of interaction.
- Take note of artists that are popular and find more of their music to include.
- Choose selections based not only on participants' responses but also team members' abilities and musical versatility.
- Present similar sessions if something is working well! No one complains about singing songs they love!

REFLECTING

Student reflection should be embedded into the Music Between Us structure. This allows students to track their skill development as well as their emotional and cognitive understanding of this work while simultaneously permitting the administration and faculty to understand how the program is operating on a number of levels.

Music Between Us reflection can include:

- Individual check-in meetings with the students at the six-week mark by the program leader
- Having students write essays or stories about their work throughout the experience
- Observing the work of the students throughout the year and providing feedback and questions that permit conversation as well as individual and team reflection
- End-of-semester and/or end-of-year surveys



“In Music Between Us, I’ve witnessed the process of strangers becoming friends through music and shared time together. Three days out of the week, they can count on hearing, dancing and singing to songs from their youth. I see them feel the music, not just hear it. And I see them access something inside of themselves that doesn’t seem to be reached very often.”

TANNER
UNCSA SCHOOL OF FILMMAKING STUDENT
MUSIC BETWEEN US TEAM MEMBER

SAMPLE SESSIONS & SONG LISTS

The examples and lists in this section are sessions and songs that our team members have used, and are provided as a starting point for your group to modify to best fit your program.

Sample Sessions

SAMPLE SESSION 1

Good Morning Song
 Shady Grove
 Moon River
ACTION:
The Hokey Pokey
 Swing Low, Sweet Chariot
 What a Wonderful World
 Jesus Loves Me
 Amazing Grace
 Dream a Little Dream of Me
 If You're Happy &
 You Know It
 Tennessee Waltz
Goodbye Song

SAMPLE SESSION 2

Good Morning Song
 The Sound of Music
 L.O.V.E.
 This Land is Your Land
 Hey Good Lookin'
DANCE BREAK!
Stand By Me (Ben E. King)
 Fly Me To The Moon
 When the Roll is Called
 Up Yonder
 Out of My Dreams
 Peace Like a River
 You Are My Sunshine
Goodbye Song

SAMPLE SESSION 3

Good Morning Song
 All Shook Up
 I've Been Working On the
 Railroad
 Johnny B. Goode
 Till There Was You
DANCE BREAK!
The Twist
MOVEMENT:
Happy
 Amazing Grace
 Battle Hymn of the Republic
 Home On the Range
 Go Tell It On The Mountain
 Shake, Rattle, & Roll
 Ain't Too Proud To Beg
Goodbye Song

SAMPLE SESSION 4

Good Morning Song
 Hokey Pokey
 Shady Grove
 What a Wonderful World
DANCE BREAK!
Y-M-C-A
 Amazing Grace
 You Are My Sunshine
 Tennessee Waltz
 Swing Low, Sweet Chariot
 Moon River
 Can't Help Falling in Love
Goodbye Song

SAMPLE SESSION 5

Good Morning Song
 You Can Fly
 Olde Irish Blessing
 Zip-a-dee-doo-dah
 Unchained Melody
 He's Got the Whole World
 In His Hands
DANCE BREAK!
Build Me Up Buttercup
 Give Me Oil in My Lamp
 This Little Light of Mine
 Stand By Me
 Do Lord
 You Are My Sunshine
Goodbye Song

SAMPLE SESSION 6

Good Morning Song
 Amazing Grace
 Blue Suede Shoes
 Jesus Loves Me
ACTION:
If You're Happy &
You Know It
 Tomorrow (from *Annie*)
 The Ballad of Gilligan's Isle
DANCE BREAK!
The Macarena
 Over The Rainbow
 Love Lifted Me
Goodbye Song

SAMPLE SESSIONS & SONG LISTS (CONTINUED)

Sample Sessions

SAMPLE SESSION 7

Good Morning Song
 Great is Thy Faithfulness
 If I Only Had a Brain
 Edelweiss (from
The Sound of Music)
DANCE BREAK!
Twist and Shout
 She'll be Coming Round
 the Mountain
 Somewhere Over
 the Rainbow
 Ring of Fire
 Y-M-C-A
 Ave Maria
 Tennessee Waltz
Goodbye Song

SAMPLE SESSION 8

Good Morning Song
 Rudolf, the Red-Nosed
 Reindeer
 Mele Kalikimaka
 Silent night
 Frosty the Snowman
 12 Days of Christmas
 God Rest Ye
 Merry Gentlemen
 Go Tell It on the Mountain
 We Wish You a
 Merry Christmas
Goodbye Song

SAMPLE SESSION 9

Good Morning Song
 Oh What a
 Beautiful Morning
 This Land is Your Land
 Do Lord
DANCE BREAK!
Achy Breaky Heart
 Joshua Fought the
 Battle of Jericho
 Can't Help Falling in Love
 You Are My Sunshine
 Keep on the Sunnyside
 I Only Have Eyes
Goodbye Song

SAMPLE SESSION 10

Good Morning Song
 Tutti Frutti
 When the Saints Go
 Marching In
 Lean On Me
 Beyond the Sea
 I Got Rhythm
 If You're Happy and You
 Know It
 Love me Tender
 Battle Hymn of Republic
MOVEMENT:
Boogie Wonderland
 Stand by Me
Goodbye Song

SAMPLE SESSION 11

Good Morning Song
 Great Balls of Fire
 This Little Light of Mine
 I Saw Her Standing There
 Love Me Tender
 Something's Got a Hold
 On Me
 Beyond the Sea
 Amazing Grace
MOVEMENT:
Tutti Frutti
 I Want You Back
 Battle Hymn of the Republic
 Every Day with Jesus
Goodbye Song

SAMPLE SESSION 12

Good Morning Song
DANCE BREAK!
The Twist
 Zip-a-dee-doo-dah
 All I Have To Do Is Dream
 September
 Swing Low, Sweet Chariot
 Oh What A Beautiful Mornin'
DANCE BREAK!
I Wanna Dance
 I Can't Help Myself
ACTION:
**If You're Happy &
 You Know It**
 I Will Survive
Goodbye Song

SAMPLE SESSIONS & SONG LISTS (CONTINUED)

Song Lists

1920s to 1940s

Ain't Misbehavin'
Beautiful Dreamer
Blue Moon
Blue Skies
Chattanooga Choo Choo
Don't Get Around Much Anymore
Don't Sit Under the Apple Tree
Five Foot Two
God Bless America
Hello, My Baby
Home on the Range
I Get a Kick Out of You
I Got Rhythm
If I Had a Hammer
In the Good Old Summertime
It Had to Be You
I've Been Working on the Railroad
I've Got You Under my Skin
Let Me Call You Sweetheart
Meet Me in St. Louis, Louis
On the Sunny Side of the Street
One For My Baby
Red Sails in the Sunset
Sentimental Journey
Side by Side
Somewhere Over the Rainbow
Someone to Watch Over Me
Summertime
Sweet Georgia Brown
They Can't Take That Away from Me
When You're Smiling

1950s

All I Have to Do Is Dream
All the Way
Blue Suede Shoes
Can't Help Falling in Love
Come Fly with Me
Getting To Know You
Great Balls of Fire
Johnny B. Goode
Love Me Tender
Maybelline
Singin' In the Rain
So This is Love
Where Have All the Flowers Gone?
Wouldn't It Be Lovely
You Send Me

1960s

Bad Moon Rising
Blowin' in the Wind
Brown Eyed Girl
Can't Buy Me Love
Can't Help Falling in Love
Come Together
Help
Here Comes the Sun
Hey, Jude
I Can't Help Myself (Sugar Pie Honey Bunch)
I Second That Emotion
I Want to Hold Your Hand
I'm a Believer
In My Life
Leaving on a Jet Plane
Moon River
My Girl
My Way
OB-LA-DI OB-LA-DA
Proud Mary
What A Wonderful World
With a Little Help from My Friends
Yellow Submarine
Yesterday

SAMPLE SESSIONS & SONG LISTS (CONTINUED)

Song Lists

1970s

American Pie
Annie's Song
Boogie Wonderland
Bridge Over Troubled Water
Candle in the Wind
Cat's in the Hat
Country Roads
Desperado
Fire and Rain
Forever Young
Have You Seen the Rain
Hotel California
I Can See Clearly Now
I Will Survive
Imagine
Lean on me
Let It Be
Layla
Just the Way You Are
Margaritaville
Peaceful Easy Feeling
Piano Man
She's Always a Woman to Me
Sunshine On My Shoulders
Take it Easy
Tie a Yellow Ribbon
Wonderful Tonight
You've Got a Friend



1980s

All Night Long
Beat It
Closer to Fine
Don't Worry, Be Happy
Every Breath You Take
Footloose
I Wanna Dance with Somebody
Never Gonna Give You Up
Purple Rain
The Rose
Time After Time
Under Pressure
What's Love Got to Do With It
Wind Beneath My Wings
With or Without You

Traditional

Christmas/Holiday music
Danny Boy
Home on the Range
House of the Rising Sun
I've Been Working on the Railroad
My Wild Irish Rose
Shine on Harvest Moon
When Irish Eyes are Smiling
You Are My Sunshine

Jazz Standards

All of Me
All the Things You Are
Almost Like Being in Love
Bésame Mucho
Dream a Little Dream of Me
Fly Me to the Moon
I Fall in Love Too Easily
Isn't She Lovely
It Don't Mean a Thing
Satin Doll
Tea For Two
Tennessee Waltz

SAMPLE SESSIONS & SONG LISTS (CONTINUED)

Song Lists

Gospel/Hymn

(does not include Praise and Worship)

Ain't Gonna Let Nobody Turn Me 'Round
All Night All Day
Amazing Grace
Ave Maria
Because He Lives
Blessed Assurance
Church in the Wildwood
Do Lord
Down by the Riverside
Glory, Glory Hallelujah
Go Down, Moses
God be with You
He's Got the Whole World
His Eye is on the Sparrow
How Great Thou Art
I Believe
I'll Fly Away
In the Garden
I Want Jesus to Walk with Me
Jesus Loves Me
Just a Closer Walk with Thee
Kum Ba Yah
Michael, Row the Boat Ashore
Nobody Knows the Trouble I've Seen
Peace Like a River
Precious Lord, Take My Hand
Soon and Very Soon
Sweet By and By
Swing Low Sweet Chariot
The Old Rugged Cross
There's a Sweet, Sweet Spirit
This Train
This Little Light of Mine
Wade in the Water
What a Friend We Have in Jesus
When the Roll is Called Up Yonder



Country

Back in the Saddle Again
Coal Miner's Daughter
Cold, Cold Heart
Crazy
Delta Dawn
Don't Fence Me In
Folsom Prison Blues
Hey Good Lookin'
He Stopped Loving Her Today
King of the Road
On the Road Again
Red River Valley
Ring of Fire
Rocky Top
Stand By Your Man
Tennessee Waltz
The Gambler
Your Cheatin' Heart
Walkin' After Midnight

New Country

Breathe
Chattahoochee
Cowboy Take Me Away
Friends in Low Places
I Hope You Dance
Jambalaya
Sweet Home Alabama
That's My Job
The Dance

RESOURCES

The lists and links in this section provide resources of several kinds that will support team training and mentorship. Depending on the format of your Music Between Us program, there will be different opportunities for use and you may find new ones to add.

Resources for Preparation and Orientation

Recommended Publications and Online Materials

Bell, Virginia; Troxel, David; Cox, Tonya; Hamon, Robin. *The Best Friends Book of Alzheimer's Activities, Volumes 1 and 2*. Health Professions Press, 2004, 2007.

Bell, Virginia; Troxel, David. *The Best Friends Approach to Dementia Care, Second Edition*. Health Professions Press, 2016.

Brackey, Jolene. *Creating Moments of Joy: Along the Alzheimer's Journey*, Fifth Ed. West Lafayette, IN: Purdue University Press, 2017.

Brenner, Tom and Karen. *The Montessori Method for Connecting to People with Dementia: A Creative Guide to Communication and Engagement in Dementia Care*. London: Jessica Kingsley Publ., 2020.

Brenner, Tom and Karen. *You Say Goodbye and We Say Hello: The Montessori Method for Positive Dementia Care*. Lexington, KY: Brenner Pathways, 2013.

Kitwood, Tom. Dawn Brooker, ed. *Dementia Reconsidered, revisited; the person still comes first*. London: Open University Press. 2019.

Rio, Robin. *Connecting through music with people with Dementia: A Guide for Caregivers*. London: Jessica Kingsley Publ. 2009.

also:

Four things to know about Music and Dementia (2023)

<https://alzheimerscaregivers.org/2023/08/08/music-and-dementia/>

Music and Dementia: An Overview (2017)

<https://practicalneurology.com/articles/2017-june/music-and-dementia-an-overview>

Ted Talk by Anne Basting (author of *Creative Care*)

https://www.ted.com/talks/anne_basting_how_to_meaningfully_reconnect_with_those_who_have_dementia?language=en

RESOURCES (CONTINUED)

Media Reports related to Music in Dementia Care (most recent listed first)

Still there: Alzheimer's has ravaged his mother's memory, but music brings her back (2023)

<https://www.npr.org/2023/09/21/1199315894/alzheimers-ravaged-his-mothers-memory-but-music-brings-her-back>

Music helps patients with dementia connect with loved ones (2022)

<https://news.northwestern.edu/stories/2022/08/music-helps-patients-with-dementia-connect-with-loved-ones/>

Tony Bennett and Lady Gaga prepare for Tony's last big concert (2022)

<https://www.cbsnews.com/news/tony-bennett-lady-gaga-alzheimers-disease-60-minutes-2022-01-30>

Tony Bennett's Battle with Alzheimers' (2021)

<https://www.aarp.org/entertainment/celebrities/info-2021/tony-bennett-alzheimers.html>

Dementia patients in Dedham compose song of hope during COVID-19 crisis (2020)

<https://www.bostonglobe.com/2020/04/08/metro/dementia-patients-dedham-compose-song-hope-during-covid-19-crisis>

Acoustics, music treatments help patients (2016)

https://www.weatherforddemocrat.com/news/local_news/acoustics-music-treatments-help-patients/article_fe077f70-9c3b-579b-ba3e-a63cda26791d.html

Music and Memory: How Songs Rejuvenate Seniors' Lives (2016)

<https://www.kut.org/post/music-and-memory-how-songs-rejuvenate-seniors-lives>

Why does music evoke memories? (2014)

<http://www.bbc.com/culture/story/20140417-why-does-music-evoke-memories>

How frailty leads to loneliness and isolation (2014)

<https://www.youtube.com/watch?v=fZzskDKisCs>

RESOURCES (CONTINUED)

Publications for Planning Live Music Sessions

Sing Out! All time and old-time favourites for senior citizens, vol. 1. (lyrics) and
Sing Out! A project by the Seniors of Markhaven (piano/vocal score).
Toronto: Gordon V. Thompson, 1996.

Hamons, Meredith; Jenkins, Tara; Befi-Hensel, Cathy. *Music, Memory and Meaning:
How to Effectively Use Music to Connect with Aging Loved Ones.*
Whelk and Waters Publishing, 2017.

Hamons, Meredith. *Musically Engaged Seniors: 40 session plans and resources for a
vibrant music therapy program.* Whelk and Waters Publishing, 2013.

Kerr, Diana. *Singing Groups for People with Dementia: A guide to setting up and running
groups in community and residential settings.* UK: Choir Press, 2015.

also:

Library of Books and Publications for Arts Activities (Dementia Action Alliance)
<https://daanow.org/discovery-center/arts/books/>

RESOURCES (CONTINUED)

Organizations with Resources for Music in Dementia Care

Alive Inside (film and foundation)

<https://www.aliveinside.org/outreach>

Alzheimer's Association

https://www.alz.org/alzheimer_s_dementia

Alzheimer's Caregivers Network

<https://alzheimerscaregivers.org/>

Alzheimer's Disease International

<https://www.alzint.org>

American Music Therapy Association

<https://www.musictherapy.org>

Canadian Music Therapy Association

<https://www.musictherapy.ca>

Crisis Prevention Institute Library

<https://www.crisisprevention.com/Library>

Dementia Action Alliance

<https://daanow.org/>

Live Music Now

<http://www.livemusicnow.org.uk>

Music and Memory (US)

<https://musicandmemory.org>

Music and Memory (UK)

<https://musicandmemory.org.uk>

Music for Dementia

<https://www.musicfordementia2020.com>

National Institute of Health

<https://www.nia.nih.gov/health/alzheimers-disease-fact-sheet>

RESOURCES (CONTINUED)

Supplementary Publications Related to Music in Dementia Care

Baird, Amee, Sandra Garrido, Jeanette Tamplin Eds. *Music and Dementia: From Cognition to Therapy*. London: Oxford University Press, 2019.

Basting, Anne. *Creative Care: A Revolutionary Approach to Dementia and Elder Care*. New York: HarperOne, 2020.

Cohen, Donna and Eisdorfer, Carl. *The Loss of Self: A Family Resource for the Care of Alzheimer's Disease and Related Disorders*. New York: WW. Norton & Co., 2001.

Ingram, Jay. *The End of Memory: A Natural History of Aging and Alzheimer's*. New York: Thomas Dunne Books, 2014.

Levitin, Daniel J. *The Organized Mind: Thinking Straight in the Age of Information Overload*. Toronto: Penguin Canada Books Inc., 2014.

Perlmutter, David. *The Better Brain Book*. New York: Riverhead Books, 2004.

Powell, Tia. *Dementia Reimagined: Building a Life of Joy and Dignity from Beginning to End*. New York: Avery, an Imprint of Penguin Random House. 2019.

Sacks, Oliver. *Musicophilia: Tales of Music and the Brain. Revised and expanded*. New York: Vintage Books, 2008.

Wong, Lisa. *Scales and Scalpels: Doctors who practice the healing arts of music and medicine*. New York: Pegasus Books, 2012.

RESOURCES (CONTINUED)

Selected Research Articles Related to Music in Dementia Care

Are We Doing More than We Know? Possible Mechanisms of Response to Music Therapy (2018)
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6141741>

A Systematic Literature Review of Music Therapy Assessments for Persons Living with Dementia (2017)
<https://spectrum.library.concordia.ca/982349>

Could Music Therapy Ease the World's Dementia Crisis? (2022)
<https://dana.org/article/could-music-therapy-ease-the-worlds-dementia-crisis/>

How Can Music Engagement Address Loneliness? A Qualitative Study and Thematic Framework in the Context of Australia's COVID-19 Pandemic Lockdowns (2023)
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9819799/>

In Conversation: Investigating the power of music for dementia (2023)
<https://www.medicalnewstoday.com/articles/in-conversation-investigating-the-power-of-music-for-dementia#How-music-aids-health>

Music as Medicine for Alzheimer's Disease and Dementia: Music Intervention May Increase Communication (2022)
<https://www.nm.org/healthbeat/healthy-tips/emotional-health/music-as-medicine-alzheimers-dementia>

Musical memories in normal and disordered aging (2009)
<https://www.cirmmt.org/activities/distinguished-lectures/cuddy>

Music, memory, and Alzheimer's disease: is music recognition spared in dementia, and how can it be assessed? (2016)
<https://pubmed.ncbi.nlm.nih.gov/15607545>

The importance of music for people with dementia: the perspectives of people with dementia, family carers, staff, and music therapists (2014)
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4066923>

The role of music in the lives of older adults with dementia aging in place: A scoping review. (2018)
<https://www.ncbi.nlm.nih.gov/pubmed/26993049>

What carers and family said about music therapy on behaviours of older people with dementia in residential aged care. (2014)
<https://www.ncbi.nlm.nih.gov/pubmed/25399513>

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