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Temples for  
Tomorrow

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Unveiling of Black Participation in Classical  
Vocal Music

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*Temples for  
Tomorrow*

Shifting Power  
Research Project  
Report

August, 2021



**Candace Burgess &  
Amanda Cross**

Temples for Tomorrow: Evaluation of a  
Curriculum Designed to Close the Gap  
in Black Representation in Classical  
Music

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# About this project

- Inspired by Langston Hughes' essay "The Negro Artist and the Racial Mountain", Temples for Tomorrow is a 8 week cross-curricular music history workshop for high schoolers.
- The program is designed to strengthen students' presentation/public speaking, musical historical evaluation, self-efficacy for musical text comprehension, research and translation skills while introducing students to the history of Black participation in Classical vocal music.

This program was developed via 2020-2021 cohort of



Centering the voices,  
knowledge, and skills of Black  
and Latinx educators in  
educational research



**Valerie Kinloch**  
Shifting Power Co-  
Principal Investigator



**Allyce Pinchback-  
Johnson**  
Shifting Power Co-  
Principal Investigator

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# Shifting Power is

- A cohort of 20 educators and 20 researchers participating in the design and implementation of an innovative equity-focused research process that positions Black and Latinx educators as research leaders.
- a collaborative initiative between Remake Learning and the University of Pittsburgh School of Education funded by the Bill & Melinda Gates Foundation.

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# Research Design

the 2020-2021 cohort of Shifting Power utilized the emancipatory R&D infrastructure (based on the work of Dr. Temple Lovelace) to create their project.



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# Early Pilot

- To test the Temples for Tomorrow Framework, Ms. Burgess tested out her framework via Creative Learning Network's Creative Learning Rapid Resource.
- Creative Learning Rapid Resource is a paid opportunity for Southwestern PA teaching artists impacted by COVID-19. Participants either create one-time virtual workshop or a virtual residency.
- Ms. Burgess taught a 5 week virtual residency being on Sunday, October 18th 2020 and ending on Sunday, November 15th 2020.



As Arranged by Camille Nickerson



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# Evaluation

- The main evaluation methods for this pilot were observation and verbal feedback.
- Dr. Cross observed live program lessons and gave Ms. Burgess her findings after the lesson was over.
- During and at the end of lessons, select participants would give feedback to Ms. Burgess directly.



# Example of the lessons

[Click to play video](#)

This lesson was tapped November 1st, 2020

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# Findings from the Pilot

- The advertising of pilot did not reach many people.
- Our pilot did not reach our target demographic. Adults, Teachers and academics in particular, chose to engage with our content.
- Most participants did find the content engaging enough to for an entire lesson.
- Lesson with interactive activities (such as those seen on the last slide) received better engagement.

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# Outcomes

- Temples for Tomorrow Curriculum has been refined, elaborated and formalized
- Listening to the feedback of participants, lessons are now more interactive
- Because our pilot did not reach our target demographic, we plan on doing a second pilot this school year with **Pittsburgh Creative and Performing (CAPA)** to more accurately assess the program
- Connections made through the Shifting Power Cohort have expanded Ms. Burgess' professional network and potential partners for program implementation