BEYOND TOLERANCE

affirming LGBTQ+ singers in the choral context

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Background

- High School in Missoula, MT
- Seattle University
- University of Arizona
- THEM Youth Ensemble

<u>Our Responsibility I</u>

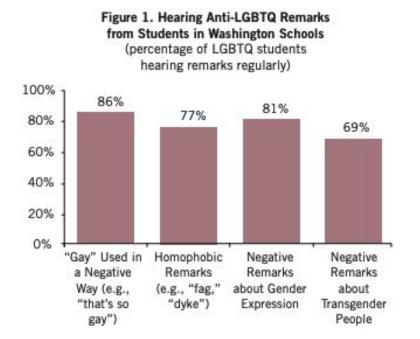


Figure 2. Anti-LGBTQ Harassment & Assault in Washington Schools (percentage of LGBTQ students harassed or assaulted in the past year based on ...) 63% Sexual Orientation 26% 11% 53% Verbal Gender 23% Harassment Expression 10% Physical 56% Harassment Gender 21% Physical 9% Assault

40%

60%

0%

20%

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Source: GLSEN, 2017.

80%

Strategies for Supporting LGBTQ+ Singers

- Musical
 - Programming: Representation & Content

- Extra-musical
 - Ensemble Names
 - Concert Attire
 - Choir Culture

Musical Strategies: Programming

- PROGRAMMING CONTENT

- Does my repertoire about romance leave room for a variety of romantic experiences, or is it restricted to love between men and women?
- When describing gendered experiences, does my repertoire describe a diversity of gender expressions, or does it describe only one (usually the dominant one?)

PROGRAMMING REPRESENTATION

- Are the works that I program predominantly by people of only one gender?
- What experiences or perspectives are missing from my programming (either on a specific concert, or in my programming in general?)

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Extra-Musical Strategies: Names & Attire

- ENSEMBLE NAMES
 - What is the most accurate way to describe the intended or actual membership of my choir?
- CONCERT ATTIRE
 - What concert attire can I wear that is both aesthetically-appropriate, as well as affirming and accessible for all people?

Common Challenges

- I want to do more to support my LGBTQ+ students but I'm worried about getting pushback from my admin/parents/other students!
- I don't have any LGBTQ+ students but when I do I'll support them!
- I want to support my LGBTQ+ students but I'm afraid of doing/saying the wrong thing.

Questions?

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