

INCLUSIVE MUSIC MAKING

INCLUSIVE MUSIC MAKING IDEAS FOR PRIMARY SETTINGS

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SESSION PLAN

1-1.20pm Introductions and hopes

1.20-1.40pm

Why?

1.40-2pm

How?

2-2.20pm

Practical activity

2.20-2.50pm

Break

2.50-3.15pm

Sensory

3.15-3.45pm

What?

3.45-4pm

Reflections



WHY?

National Curriculum for music aims to ensure **all** pupils

Perform: Listen: Review: Evaluate: Use their voices

Create: Compose: Learn an instrument

Improvise: Use and understand notation



WHY?

Differences in...

- Communication
- Sensory processing
- Co-ordination
- Interest
- Attention
- Self-regulation
- Literacy skill



WHY?

What are the differences in the children you work with in your own setting/delivery?



HOW?

'Learners can share musical experiences and communicate on many different levels in ways that require no words at all'

(Corke, 2002)

REGULATE

RESPOND

REFLECT

REGULATE

Does the environment support opportunities for effective communication?

Where is the learner?

- Proximity to you/others
- Distractions
- Easy exit route
- Lights/mirrors/window/glare

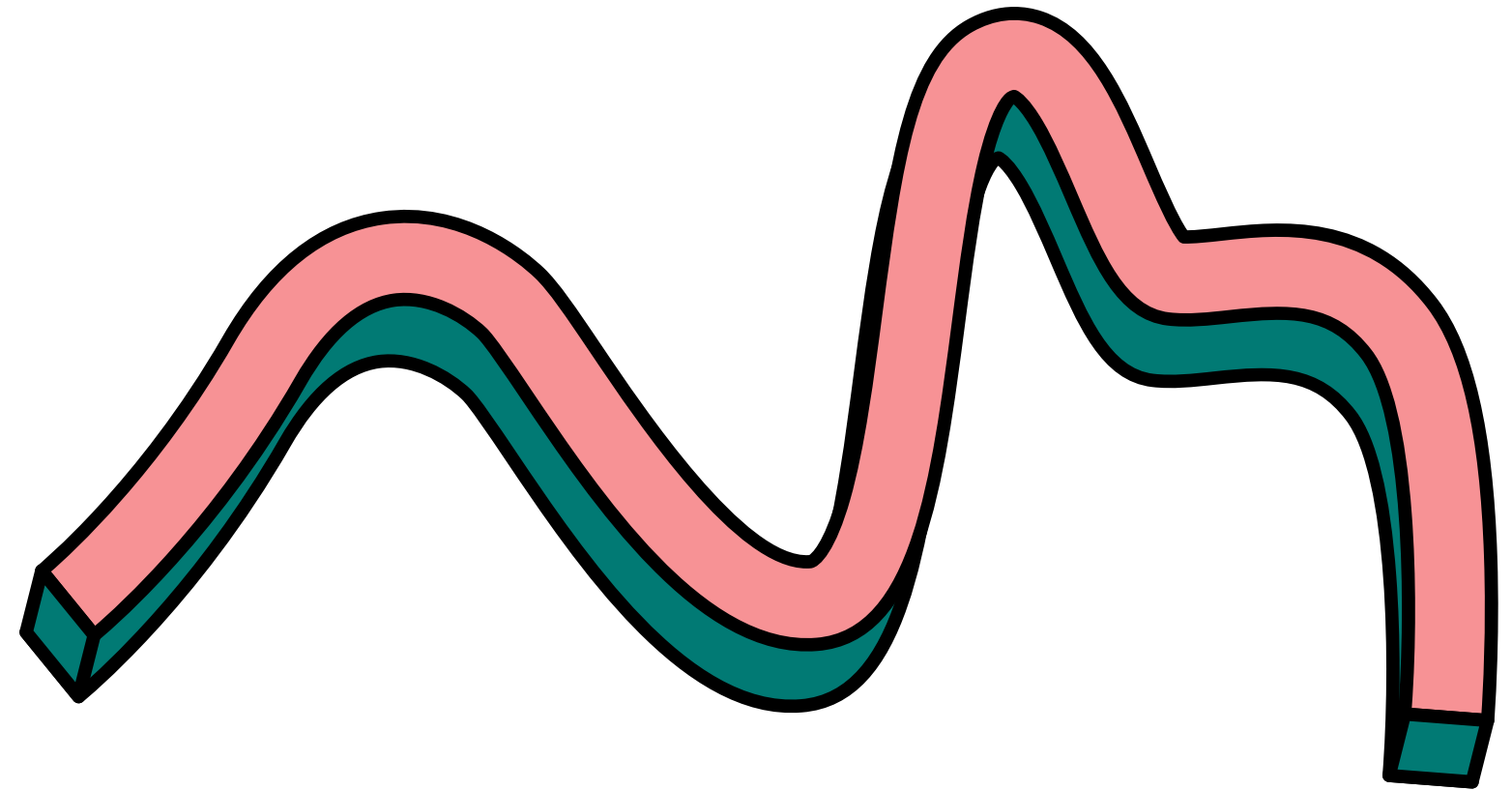
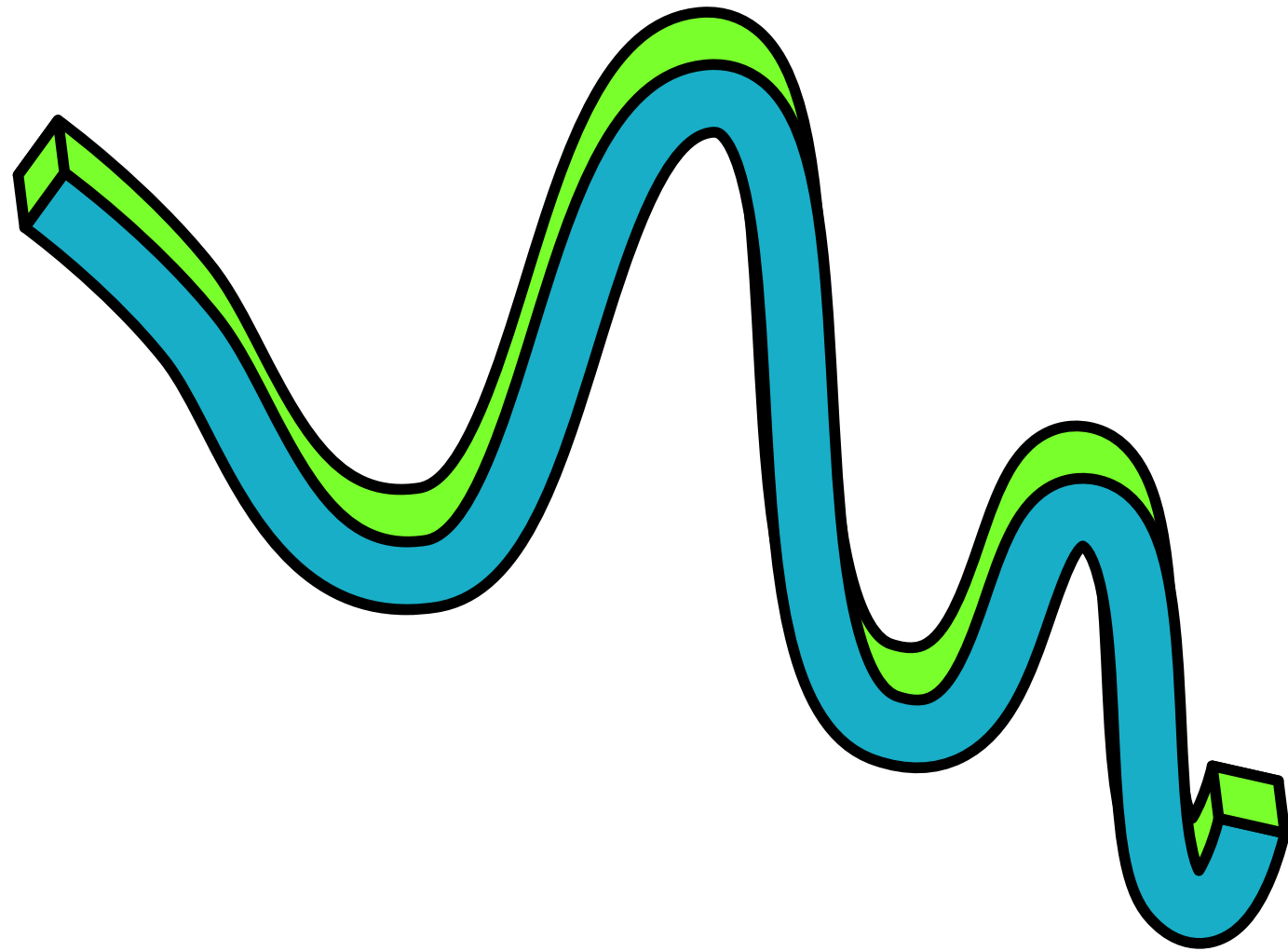


REGULATE

- Length
- Language
- Location
- Expectations
- Structure
- Support
- Content



REGULATE



RESPOND

How well are you listening?

Can you adapt your response?

Do you validate contributions?



RESPOND

- Learner led
- Validation
- Flexibility
- Openness
- Pace
- Repetition
- Opportunity to achieve
- Child specific praise



REFLECT

What is actually happening?

Are you communicating effectively?

Is it working?



REFLECT

- What happened?
- Why did it happen?
- What did you learn?
- What will you keep?
- How will you change things?



PRACTICAL ACTIVITY

Discuss, in pairs/small groups, an activity/music session that you are currently delivering.

What are the aims of the activity, how could you make it more inclusive?

What can you **regulate**, how can you **respond**?

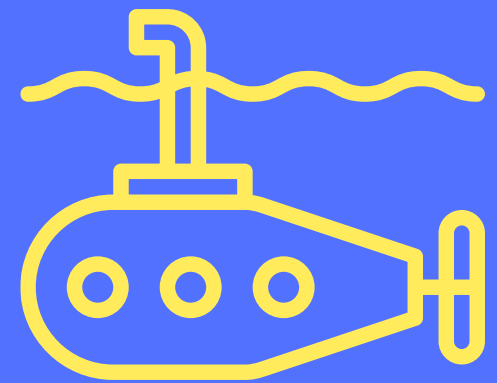


PRACTICAL ACTIVITY

Imagine you are teaching the song/piece Yellow Submarine.

How might you break this down into achievable steps?
What could this look like?

You might want to use the props/instruments for some
inspiration





BREAK

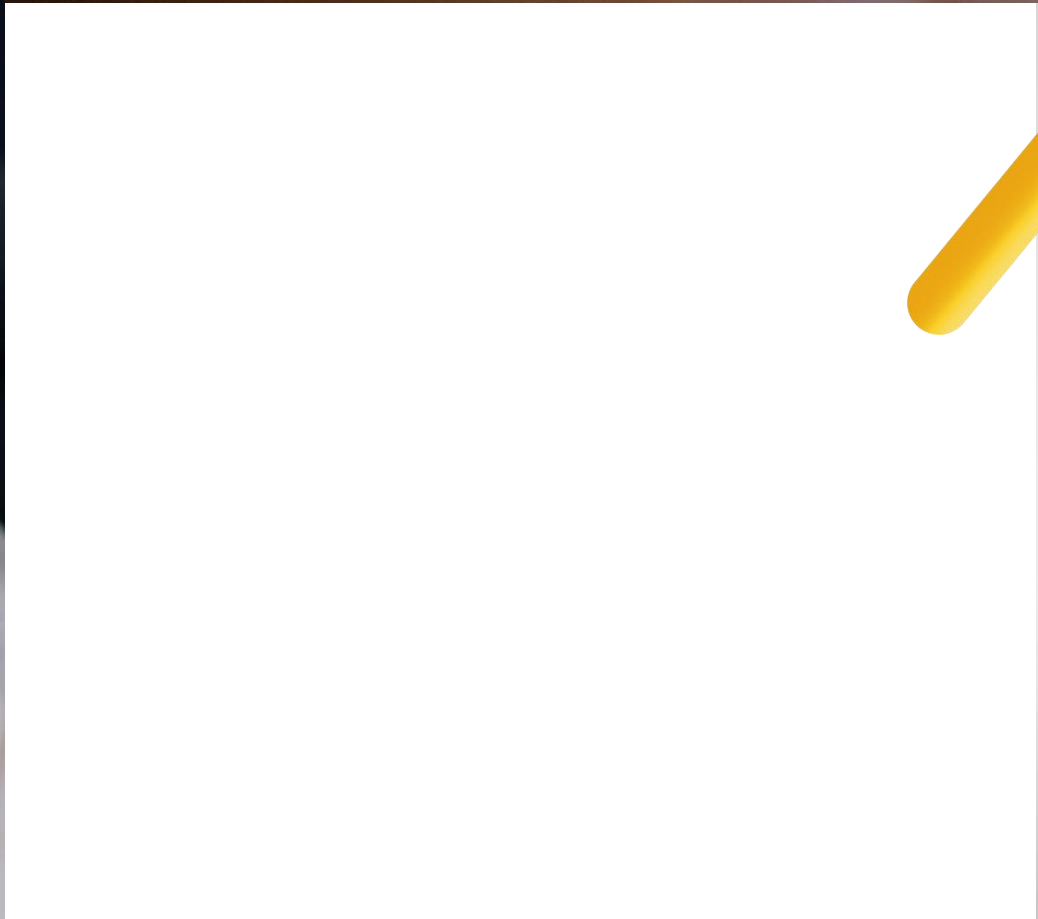
20 MINUTES

SENSORY

Hyper or hypo-sensitivity

- Acknowledge this is real and have reasonable expectations.
- Model skills to self-regulate.
- Know that these may vary.
- Adjust and accommodate.

How might this look in a music session?



SENSORY

Autism

Differences in verbal and non-verbal communication

Social awareness and interaction

Routine and repetitive actions

**Sensory processing, ADHD, ADD, physical disability,
dyspraxia, global developmental delay**

WHAT?

- Preparation
- Visual aids
- Timetable (now and next)
- Clear instruction
- Warning on when an activity is going to end

WHAT?

- Repetition and consolidation
- Familiarity and use of language
- Introduce instruments/resources with purpose
- Allow time for sensory processing/adjustment
- Reassurance and child specific praise
- Directed/undirected exploration/music-making

PRACTICAL ACTIVITY

Discuss, in pairs/small groups, an activity/music session that you are currently delivering.

What adjustments might you make to your delivery to make it more inclusive of children with **hyper/hypo sensory differences?**

Maybe think of a child/group you already work with





CREATIVE POTENTIAL

Unusual and abstract outcomes.

Original ideas

Creative exploration, which may be less inhibited.

Exciting and new material.

QUESTIONS AND REFLECTIONS

Ideals vs reality

Our responsibilities

What about everyone else?



THANK YOU

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