

EXAMPLES OF INCLUSIVE NON-FORMAL PRACTICES IN MUSIC

INCLUSION THROUGH MUSIC

1. Resonant flower pots

Age group: 10+

Aim: creative development of music cognition and mind while working with various types of material on invention of an original musical instrument, using ecological recyclable materials

Time: 45 min

Materials:

Flower pots - scissors, knife, 4-5 flower pots from ceramics of different sizes, solid/rigid string, 5 short sticks, approx. 3 cm long, 1 straight rod/stick of dry wood (approx. 100 cm), colours for the flower pots

Mallets - knife, 2 straight rods/sticks of dry wood approx. 30 cm long, 1 cotton (embroidery thread), 1 cork (cork stopper), liquid glue

Preparation: without preparation

Procedure:

Creation of the Flower pots

We'll colour the flower pots and let them dry. We'll wrap each stick on an individual string of different sizes. Once the flower pots are dry, we'll pass the string on the stick through the hole in the pot. We'll secure each of the flower pots on a solid rod/stick in different heights.

Creation of the Mallets

Take a cork stopper and cut it in half, so you'd have 2 small corks. In the centre of each cork make a hole with a rod/stick. Put some liquid glue in the hole (little) and connect the cork with the rod/stick. For better grip of the mallets, wrap the end of the rod with a cotton.

Discussion questions:

Can you think of another natural material similar musical instrument could be made of?

Do you know websites or videos for creation of simple musical instruments? Do you have any suggestions for improving the musical instrument/ making it unique?

Have you ever tried to invent a musical instrument on your own?

Notes / Practical recommendations: 4-5 flower pots from ceramics of different sizes (with the hole in the bottom).

The most common complication of the technique is:

It is necessary to fix a flower pot firmly on the rope with a few knots. We fix the rest of pots in the same way on the thick wood stick/ beam. The complete musical instrument must be put carefully on/between the tables /chairs. You need to make sure that the wood stick is not moving while playing the instrument

2. Maracas

Age group: 7+

Aim: developing a feeling for rhythm while working with various types of material on invention of an original musical instrument, using ecological recyclable materials, enhancing musical cognition

Time: 10 min

Materials: scissors, newspaper, 2 empty plastic bottles, e.g. from yoghurt drink, filling of the bottles (e.g. a handful of rice, legumes etc.), adhesive tape – Both transparent and coloured

Preparation: without preparation

Procedure: From the folded newspaper we'll create an approximately 12 cm wide strip. We will roll it into a roll, the dimension will correspond with the diameter of the neck of the plastic bottle. We will pour some rice or legumes into the plastic bottles.

On each side of the paper roll, we put on a plastic bottle. We'll connect it strongly with some adhesive tape. We'll finish the musical instrument to our liking, with some coloured adhesive tape.

Discussion questions:

If you should create such an instrument only from food raw materials, which ones would you use?

How would you improve the instrument?

Which maracas filling would you use for better sound?

Notes / Practical recommendations: It works very well in practise to use a regular adhesive tape instead of a decorative one for tight connection. Individual parts of the instrument can be decorated with coloured adhesive tapes.

The most common complication of the technique is:

Always make sure that the paper is tight-knit to yoghurt bottles with the tape.

3. Musical chess

Age group: 10+

Aim: development of vocabulary with music topic (musical genres, musical instruments, music terms)

Develop mutual learning with pupils and friendly classroom

Time: 30 minutes

Materials: empty sheets of paper A5 for each pupil, two game dice (the dice with a letter and the dice with a number)

Preparation: Without preparation

Procedure:

1. This game shall be played by 2 players. It is possible that there are two pairs playing against each other.
2. The game starts with the person who scores a higher number on the game dice. The game shall begin.
3. Pupils always throw both game dice at the same time, one of the dice shows a letter, the other dice shows a number, which signifies the number of letters the word is supposed to have.
4. The letter on the other dice is the initial letter for the word. For example, let's say you throw both dice and get "D" on one and "4" on the other, which makes the word "drum".
5. Before the game starts, the players discuss the time they'll have to think about the word (for example one or two minutes).
6. You score 2 points for every word which starts with a correct letter and has a correct number of letters.
7. You throw the dice twice in case you get the same number repeatedly.
8. The game finishes once one of the players reaches the stated highest score and wins the game.

Discussion questions:

How many new words did you learn during the game?

What word did you find interesting?

What kind of letter made you the biggest problem?

Notes / Practical recommendations:

The game is part of the communication lessons. It can be played in English or music classes. It is suitable to play in the beginning of the lesson, it serves as a motivation and increases competition.

The most common complication of the technique is:

At present, pupils do not have sufficient vocabulary. Some pupils need more time and lose motivation.