

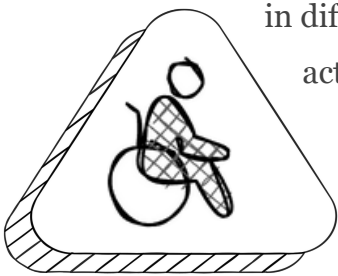
'Community, Creativity & Engagement'

Karen Kyriakou July 2025

To acknowledge the importance of developing a strong community in our instrumental programs which is a safe and inclusive spaces for students, while putting students at the centre of the learning process.

Accommodations built into the lesson

Accommodations are built into the lesson and not retro-fitted. Every lesson or class accommodates all students in the class. This is done by delivering the curriculum in different ways, allowing for appropriate brain breaks and transition activities, using positive language, speaking about students correctly, having a structure and routine in class (music teachers are very good at this already), and that the classroom is a safe place for all students - everyone is welcome. *'All students can use the 'ramp'.*



Inclusion is a concept in education most often associated with minority groups and people who experience disability, but in fact, *inclusion is about everyone.*

"Inclusive education means that all students are welcomed by their school in age appropriate settings and are supported to learn, contribute and participate in all aspects of school..." "Inclusive education is about how schools are developed and designed, including classrooms, programmes and activities so that all students learn and participate together"

(DET 2015, p 2)

<https://www.aitsl.edu.au/research/spotlight/inclusive-education-teaching-students-with-disability>

Language

Use of positive language

Positive language benefits all students.

Develop language where students feel safe to participate, ask questions if they need to, and not feel criticised for their mistakes.

A great starting point: focus on what is expected, rather than what is *not* expected.

**'How quietly can you hold
your instruments'**

vs

**'Stop fiddling with your
instruments'**

'Show me your best posture'

vs

'Don't slouch'

Behaviour

Routines:

**Allow students to
feel empowered/
confident knowing
what is going to
happen**

**Reduce anxiety in
students when they
know what to expect**

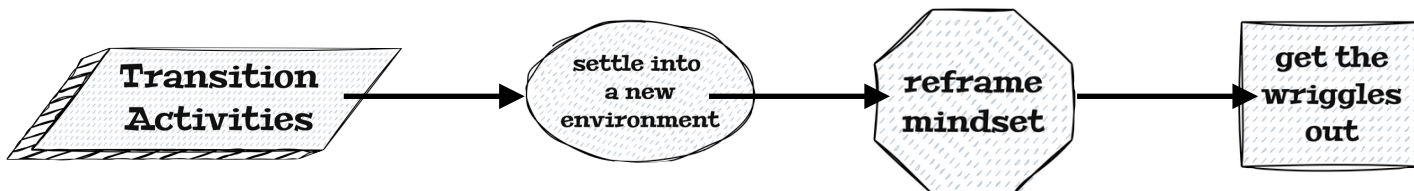
**Support
transitional
needs**

It can be useful to:

- Write the lesson plan on the board (warm ups, Bb major scale, Piece 1, Piece 2 etc)
- Tell students what is happening next. "We will spend another 5 minutes in this piece and will do Piece X next until the break." This reduces anxiety in many students as the class has been told that the activity will change, what it will change to, and how long it will go for.

Activities

Aside from the curriculum and repertoire being delivered in the class or ensemble, other activities can be (and should) take place. **Transition Activities** and **Brain Breaks**.



Transition Activities

Some students find it difficult to move between activities and between locations. Transition activities can re-energise students, help to reframe one's mindset, and when part of a routine, supports students to regulate themselves and therefore be ready for learning.

Transition activities in the music class or ensemble can be a song, a chant, body percussion activity, music game, etc.

Brain Breaks

"Brain breaks" are activities designed to reset the brain and body by allowing an outlet from demanding mental work.

Brain-breaks generally are between 3-5 minutes long and allow students to re-energise so that they can continue to learn.

Research suggests:

Primary school

- Every 10-15 mins of hard mental work, a 3-5 min break break activity

High School

- Every 20-30 mins of hard mental work, a 3-5 min break break activity

In the music class, we can use continue with music activities, but vary them from the regular ensemble or class work.

Singing

Twinkle activity #1

(with body percussion)

knee knee clap, knee knee clap, knees clap

Twinkle activity #2

Lyrics are '1,2,3,4,5' then back to 1 again, etc.

Keep going until you end on '5' (Maybe go faster each lap!)

Body Percussion

Subdivisions

Stamp on beat 1 (to feel the beat)

Feet now play quavers (both feet)

Clap triplet quavers on top

Added challenge: Every 4th cycle call out a word!

Action Songs

From Wobbleton to Wobbleton is fifteen miles.

From Wobbleton to Wobbleton is fifteen miles.

From Wobbleton to Wobbleton,

From Wobbleton to Wobbleton,

From Wobbleton to Wobbleton is fifteen miles.

Wobbleton - stamp

Wobbleton - click

fifteen miles -knee knee clap

Instruments:

Band Together and **Strings Together** were written with the intention of helping students develop skills off the printed page:

- Developing students' aural skills and musical intuition
- Reinforce skills with peer-to-peer learning activities
- Facilitate a platform for students to develop composing and arranging skills
- Enable leadership opportunities to develop engaged and informed players
- Help students develop an internalised sense of pulse

