

UNIVERSAL VOICES

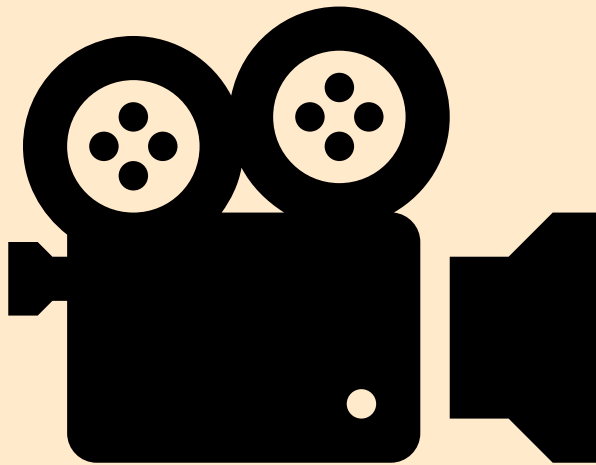
UNI OF READING



INCLUSIVE VOCAL AND MOVEMENT WORK WITH CHILDREN

This session explores ideas and challenges in making singing and movement work accessible and inclusive to all children in the primary classroom. Children with special needs, whether identified or not, can find singing and movement work challenging in the classroom especially when it involves working socially with other children and needs movement fluency that they may not have fully mastered. Join Rebecca Berkley and Music Education students from the University of Reading for a practical, discursive session exploring our on-going work into finding ways to make our work in choral education more inclusive whilst still providing a high quality music education to all children.

VIDEO FILMING



- We are videoing this presentation and will use clips from the video for social media posts and future teaching.
- If you do not wish to be videoed, please remain out of shot.

Language and communication development

Non-verbal communication, speech, vocal sounds and singing

Physical Development

Body function, motor skills, co-ordination, laterality, balance, haptic knowledge, mobility, intentional movement, control

SEN relating to language, physical co-ordination, neuro-diversity and social anxiety

Behavioural, emotional and social development

Pro-social behaviour, participation, self-esteem, social confidence

Sensory and cognitive development

Brain function, attention, concentration, cause and effect, memory, psychosomatic learning

WARM UP GAMES

- Clapping practise
- Bala pata zoom
- Tartar folk melody

YES 😊 NO 😞 MAYBE 😐

- I heard everything the teacher said and sung clearly
- I felt worried that I didn't really know what was going on in the games
- The teacher said too many words too quickly for me to understand easily
- I could see everything the teacher did
- It was icky having to work with people I didn't know in these games
- I had to copy my neighbour to keep up with the rest of the class
- I remembered all the words I had to sing easily
- My body could not do these movements easily
- I felt confident that I knew what was going on all the time
- I felt left behind in these games
- I like playing musical games with the other people in the class

SOUNDSCAPE

**Inclusive musicianship teaching
for all children.**



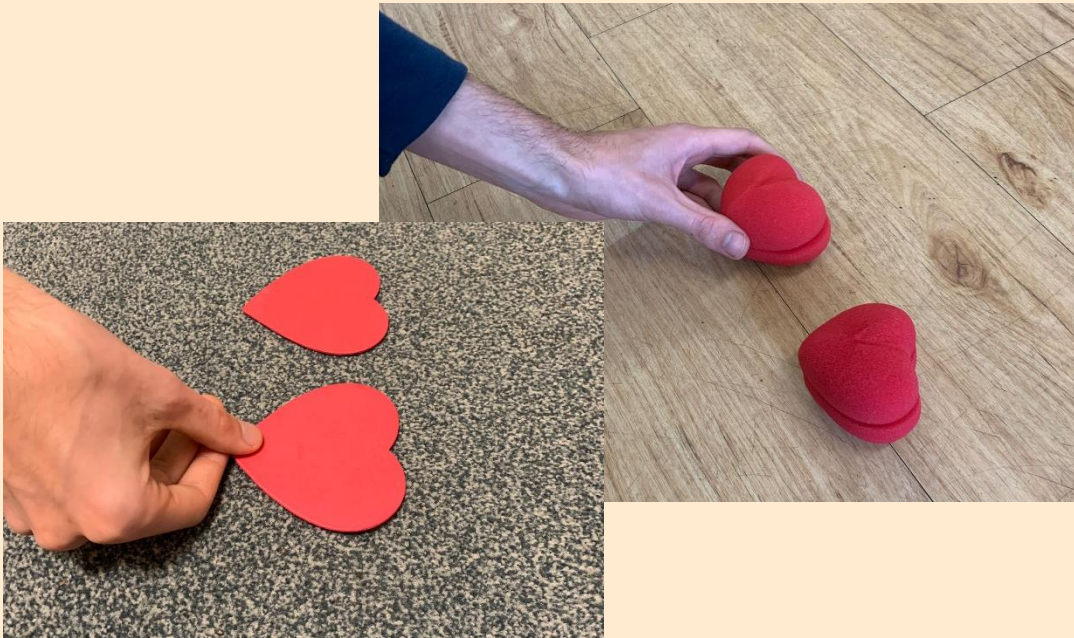
SOUNDSCAPE: THE INSPIRATION



PITCH MONKEYS & TREBLE CLEFS DEMO (LEVEL 1)



NOTATION



Pulse heart –one for each beat

NOTATION



ta

One sound, one star

NOTATION



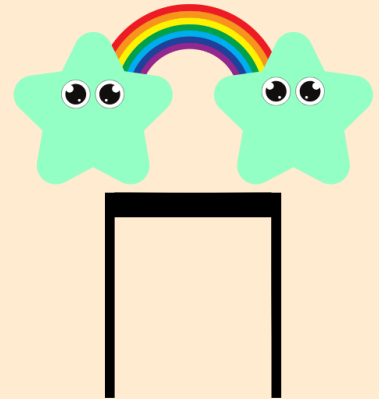
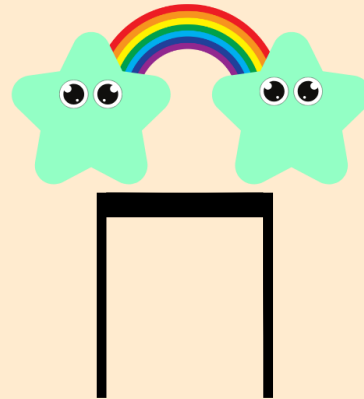
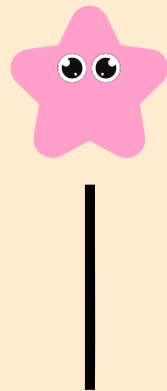
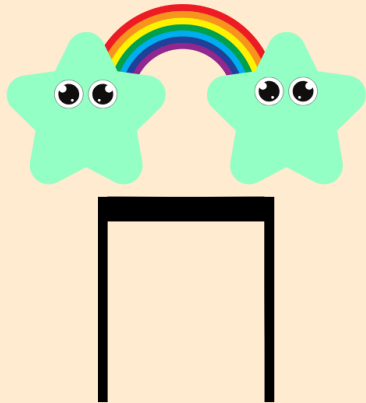
ti ti

Two sounds, two stars. BUT...

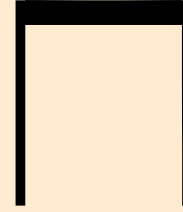
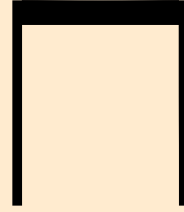
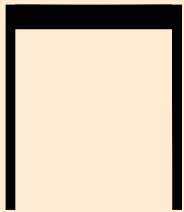
STAGE 1



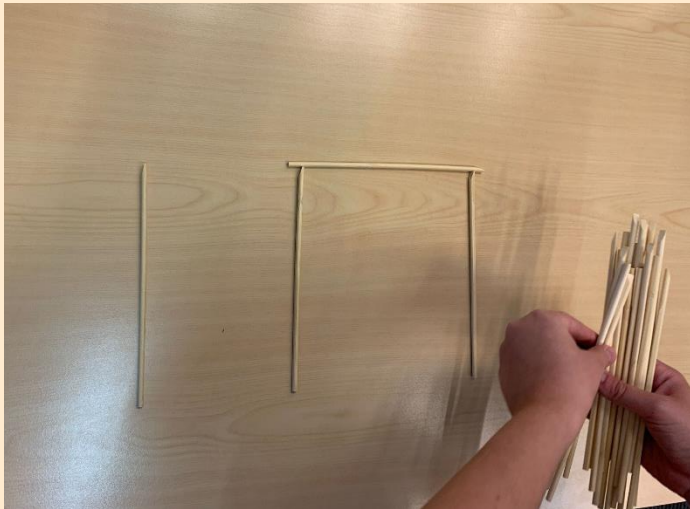
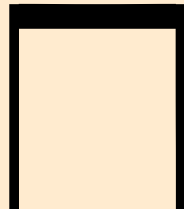
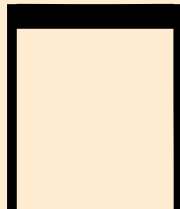
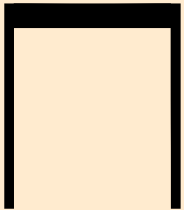
STAGE 2



STAGE 3



STAGE 4



THE RESOURCES

- We made these resources using foam sheets from Hobbycraft and some wiggly eyes!
- This isn't essential for this approach to work though.
- The same teaching and more importantly learning can happen without needing to spend time and money on arts and craft projects!



TRY IT OUT

- We are going to demonstrate this now, with you as the children.
- Each group will be given some pulse hearts and rhythm stars – either the foam stars we have made, or the stars from the PE set.
- We are going to tell you a rhythm, and we want you to notate it using the pulse hearts and rhythm stars.
- Then, represent the same rhythm using rhythm sticks underneath (stage 2 of our notation approach).

FINAL THOUGHTS ON NOTATION



SENSORY LEARNING

- Sensory learning helps the children to see, hear and feel the music.
- It is an approach which can be non-verbal, helping those who may struggle with anxiety to be involved in the lesson, giving them a way to contribute (show me what you know).
- It can support a child's well-being and help with cognitive development as well as development of fine-motor skills.
- Supports self-regulation and communication skills.
- Helps to develop language skills and is great for EAL children (English as an Additional Language).
- It's engaging, fast-paced and active.
- The children are learning through doing.

SHAKY EGGS DEMO (LEVEL 2)



SOUNDSCAPE IN 24.25 AND BEYOND

- Based on the NYCOS Sing for Bronze Musicianship scheme, teach musicianship using inclusive and therapeutic pedagogies in 24.25, gathering a year of planning and teaching content
- Trial and assess specific pedagogies, techniques, resources and assessment tools
- Record and review views, opinions and experiences of the children, parents and student teachers of this teaching and learning

In 25.26, also

- Devise a teacher training resource for inclusive and therapeutic musicianship teaching in the primary classroom or choir
- Deliver training with our partnership schools



**ANY
QUESTIONS**



INCLUSIVE VOCAL AND MOVEMENT WORK WITH CHILDREN

- Advice from the team

Follow
-US-



universalvoices@reading.ac.uk



@universalvoices.readinguni



@UniRdgUV



@UniRdg_UV

UNIVERSAL VOICES

- A community choir for all children aged 7-11
- Rehearsals Wednesdays in term time, 16.00 – 17.30, L29
- Student volunteers from the University of Reading
- Musicianship classes
- Regular performances