



# Teachers Guide

## On

## Using Music in Inclusive Education

**Project title:**

SMILE: Share the Music for Inclusive Education

**Programme**

EU ERASMUS + Cooperation for innovation and the exchange of good practices

**Project No.:**

2021-1-EL-KA220-SCH-000032762

**Authors and project partners:**

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## Table of Contents

<b>FOREWORD</b>	<b>3</b>
<b>FACTS ABOUT MUSIC IN PRIMARY EDUCATION.</b>	<b>4</b>
INTRODUCTION	4
COGNITIVE BENEFITS	4
SOCIAL AND EMOTIONAL BENEFITS	4
WHAT TEACHERS SHOULD KNOW ABOUT MUSIC FOR INCLUSION	5
WHAT STUDENTS SHOULD KNOW ABOUT MUSIC IN EDUCATION	7
NOW, PLEASE REFLECT:	7
<b>INCLUSION – WHAT? WHY? How?</b>	<b>9</b>
INTRODUCTION	9
THE IDEA OF INCLUSION	9
TYPES OF INCLUSION	11
HOW TO INCLUDE (WHAT IS AND WHAT IS NOT INCLUSION)	12
NOW, PLEASE REFLECT:	13
<b>MULTICULTURAL INCLUSION</b>	<b>15</b>
INTRODUCTION	15
CULTURE AND ITS DIFFERENCES	15
MULTICULTURAL, INTERCULTURAL, TRANSCULTURAL, WHAT DOES IT MEAN?	16
NOW, PLEASE REFLECT:	19
<b>MUSIC AS A TOOL</b>	<b>20</b>
INTRODUCTION	20
MUSIC IN EDUCATION	20
TEACHERS' SKILLS	20
NOW, PLEASE REFLECT:	21
<b>MUSIC AS A TOOL – NATIONAL CONTEXTS</b>	<b>23</b>
CYPRUS	23
CASE FROM CYPRUS:	23
GREECE	25
CASE FROM GREECE:	26
ITALY	28
CASE FROM ITALY	28
POLAND	31
CASE FROM POLAND:	31
SWEDEN	32
CASE FROM SWEDEN:	32
<b>THE SUPPORT TOOLS</b>	<b>35</b>
INTRODUCTION	35
ABOUT REPOSITORY	35
NOW, PLEASE REFLECT:	37



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## Foreword

When you think about music, you can have many different associations. One can say that music can calm you down, when one can say that music can be the best tool for invigorating. Anyway, it is out of discussion that music plays an important part of our lives. In our SMILE Project, we propose music as a tool for inclusion in pre-school and primary education. We believe that through music, that has no boundaries and can connect people no matter of the origin, culture, beliefs, status, etc., there can be created an inclusive, nice, and safe atmosphere for collaboration of all children. And that is why we propose the Guide to introduce the idea, the knowledge, and the tools for teachers to enable music as a tool for inclusive education.

This Guide is a short but precise compendium of knowledge in order to help teachers of pre-primary and primary schools to integrate music in their teaching procedure and successfully use music as a pedagogical tool for inclusive education. Of course, we cannot fulfill the whole topic in a very short tool, but that is why this is a guide, not a handbook. If you want to read more, we put some references, where you can deepen the knowledge or search for more solutions. But first of all we want you to be inspired to search for your own solutions in the way we propose. You are the one that knows your children best – their needs, their possibilities, but also their fears. We hope that with our tools you will be able to create a fantastic world of safety and inclusion in your class. But first, you have to feel safe and relaxed, so please, sit back, relax and read our guide. Imagine how happy, inclusive and safe your class can be. Thanks to the music.



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# Facts about Music in Primary Education.

## Introduction

In this chapter you will find answers for following questions:



- *What are the benefits from using music in primary Education?*
- *What should teachers know when they use music in their school?*
- *What should children learn by music to be more inclusive?*

Music education plays a crucial role in primary education as it helps develop various skills and has numerous benefits for children's cognitive, emotional, and social development.

## Cognitive Benefits

*Learning music helps develop skills, such as memory, attention, problem-solving, and critical thinking. Playing a musical instrument stimulates the brain, enhancing spatial-temporal skills, which are essential for understanding concepts like mathematics and engineering.*

## Academic Benefits

Research suggests that music education improves overall academic performance, including in subjects like mathematics, language skills, and reading comprehension. A study published in the Journal of Educational Psychology found that children who received music instruction in primary school showed higher IQ scores compared to those who did not receive music education.

## Brain Development

Learning and practicing music stimulates various areas of the brain, including those responsible for auditory processing, fine motor skills, and coordination. It has been found that early music training can have a lasting impact on brain structure and function, contributing to enhanced neural processing abilities.

## Improved Motor Skills

Playing musical instruments requires fine motor skills, hand-eye coordination, and finger dexterity. These skills are developed and refined through regular practice and playing.

## Social And Emotional Benefits

*Music education promotes emotional development by encouraging self-expression, creativity, and emotional awareness. It fosters social skills, teamwork, collaboration, and communication among students, as they often participate in group performances or ensembles.*



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## Awareness and Diversity

Music education introduces children to diverse musical styles, genres, and cultural traditions, promoting cultural understanding and appreciation. By exploring music from different cultures, children develop a broader perspective of the world and learn to respect and value diversity.

## Inclusive Learning

Music education can be adapted to accommodate children with various learning styles and abilities. It provides an inclusive and accessible platform for all students to participate and excel. Group music activities, such as singing in a choir or playing in an ensemble, promote teamwork, cooperation, and communication skills. They also foster a sense of belonging and community.

## Improved Well-being

Engaging in music can have positive effects on children's well-being, reducing stress, anxiety, and enhancing their overall mood. It provides an outlet for self-expression and emotional release, offering a form of therapy and personal enjoyment.

## Increased Confidence and Self-esteem

Performing music in front of others, whether in class or in school concerts, helps children build confidence and self-esteem. Music education provides opportunities for students to set goals, work towards them, and experience the satisfaction of achieving success.

## Long-Term Benefits

Children who receive music and rhythm education in their early years are more likely to continue pursuing music in later stages of education and even throughout their lives. Long-term engagement with music has been associated with higher levels of achievement, improved executive functions, and better overall well-being. It's important to note that the availability and extent of music education may vary across different primary schools and educational systems.

## What teachers should know about Music for Inclusion

*Teachers should be aware of several important aspects of music for inclusion in education. Key points for teachers to consider:*

### Understanding Inclusive Education

Familiarize yourself with the principles of inclusive education, which aim to provide equal opportunities for all students, regardless of their abilities, backgrounds, or circumstances. Recognize that music can be a powerful tool for fostering inclusivity, as it engages students in diverse ways and allows for multiple forms of expression.

### Different Learning Styles and Abilities

Recognize that students have different learning styles and abilities. Some may be auditory learners, while others may be visual or kinesthetic learners. Provide a variety of learning experiences that cater to different styles. Adapt music lessons to meet the needs of students with disabilities or special



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educational needs. This may involve modifying teaching strategies including rhythm exercises and dance.

### **Creating an Inclusive Environment**

Foster an inclusive classroom environment where all students feel valued and respected. Encourage positive interactions, empathy, and understanding among students. Promote a culture of acceptance and celebrate diversity by incorporating music from different cultures, genres, and traditions into the curriculum.

### **Universal Design for Learning (UDL)**

UDL focuses on creating flexible learning environments that accommodate diverse learners. Apply UDL principles to music education by providing multiple means of representation, engagement, and expression. Offer various learning materials, instructional strategies, and assessment options.

### **Collaborative Learning and Peer Support**

Encourage collaborative learning experiences in music, such as group performances or ensemble playing in cooperation with dancers. This promotes teamwork, cooperation, and peer support. Pair students with diverse abilities or backgrounds to work together, fostering mutual learning and understanding.

### **Individualized Instruction**

Recognize that students may have different levels of musical proficiency or prior knowledge. Provide individualized instruction, allowing students to progress at their own pace and supporting their unique strengths and challenges.

### **Assessment and Evaluation**

Assess students' musical abilities and progress using a variety of methods that accommodate diverse learning styles and abilities. This may include performance assessments, creative projects, rhythm and dance, written reflections, or recordings.

### **Funding and Availability**

The availability and quality of music education in primary schools vary across different regions and countries. Funding and support for music programs in primary schools can vary, depending on government policies, educational priorities, and community involvement. Remember that specific statistics on music education in primary schools can vary by country, region, and educational system. These facts and figures provide a general understanding of the benefits and importance of music in primary education.

### **Professional Development and Collaboration**

Seek professional development opportunities to enhance your knowledge and skills in inclusive music education. Attend workshops, conferences, or training sessions focused on inclusive teaching practices. Collaborate with special education teachers, music therapists, and other professionals to



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share knowledge and resources, ensuring a holistic approach to inclusive music education. Remember, fostering inclusion in music education requires an ongoing commitment to adapting and accommodating the diverse needs and abilities of all students. Collaboration, flexibility, and a supportive classroom environment are key to ensuring that music is accessible and beneficial for all learners.

An example from Sweden is Viksjöfors school. In the school garden there is a dance school, Viksjöforsbaletten. In cooperation a public school and a voluntary organization (NGO) have created a win-win situation so the pupils can learn by including cultural expressions in learning curricular subjects.

## What students should know about Music in Education

*Music is good for your brain in many ways. It can help your attention in school, improve your language skills, and help you connect better with other people.*

But do not be fooled—music for the sake of music itself is the greatest benefit of musical experiences. Again, imagine if the world had no music—it would be boring. Music connects us across cultures, is a lot of fun, and can help us to feel the most amazing emotions or cheer us up when we are sad. This is why every kid should have access to music training.

Music benefits you socially and emotionally, too! Drumming and moving with others can help you get along better with them. Singing in choir every day also makes young musicians more generous and likely to share rewards with others.

We know this because researchers have done specific experiments on it. In one, researchers asked kids to decide whether to split a reward or keep it all but risk losing it. Kids who sang in a choir together every day shared the reward more often than kids in art and competitive-game groups. Other studies with elementary school students showed that playing music in a group improves helping skills. In another experiment, children felt more included after being involved in group music. Participating in group music also significantly improved kids' ability to empathize with others. This means that they could more easily tell if someone was sad and needed comfort. All of this is important because the world is built on community and connecting with other people. Playing music with others is not only fun—it also helps us share and connect.

Unfortunately, not all kids are lucky enough to have access to music lessons. School budgets for music education—that is, money planned to pay for music teachers and instruments—are often small. What can you do to help? Keep participating in music! By attending music classes and playing music with your friends and family, you are showing your school and teachers that music classes are important to you. Now that you know all about the benefits of learning and practicing music, share your knowledge with your friends, classmates, and family members, and tell them why you love music.

### Now, please reflect:

- What kind of benefits are there by using music?
  1. There are two kinds of benefits: developmental, and socio-emotional.



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2. In the developmental benefits there are: academic, brain development and improved motor skills.
3. In the social and emotional benefits there are: inclusiveness, improved well-being, awareness and diversity, improved self-esteem, improved well-being and more. Think about what can be more.

- *What, in your opinion, is the most important factor of using music at school?*  
Try to take into account the benefits and obstacles.
- *What kids should be taught about it?*  
That there's no need to attend specific music training, the music can be found everywhere.  
The music can be interdisciplinary.

If you want to read more, please take a look:

- <https://kids.frontiersin.org/articles/10.3389/frym.2022.691255>,
- <http://www.kulturellahjarnan.se/en/the-centre-for-culture-cognition-and-health/>
- <https://www.youtube.com/watch?v=atxLFSywf4> (PhD Cecilia Björklund Dahlgren)
- <https://artinedviksjofors.se/>
- <http://www.viksjoforsbaletten.se/in-english-20742506>



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# Inclusion – What? Why? How?

## Introduction

In this chapter you will find answers for following questions:



- Q1 What is the idea of inclusion?
- Q2 Which are the faces of inclusion (types)?
- Q3 How to include (what is and what is not inclusion)?

### The idea of inclusion

The idea of inclusion refers to the practice of creating an environment in which all individuals are welcomed, valued, and supported regardless of their differences. It involves recognizing and celebrating diversity, promoting equity and justice, and addressing systemic barriers and prejudgments that prevent certain groups from accessing resources and opportunities. Cambridge Dictionary's official definition for inclusion is: *"The act of including someone or something as part of a group, list, etc., or a person or thing that is included."*

Inclusion is about creating a sense of belonging for all individuals, including those from underrepresented and marginalized groups. Inclusion involves creating policies and practices that promote diversity and equity, such as inclusive and promotion practices, accommodating individuals with disabilities and those who have historically been excluded (as because of their race, gender, sexuality, or ability) and creating an environment in which individuals feel comfortable expressing their unique perspectives and experiences.

The idea of inclusion is relevant in various settings, including education, the workplace, and society as a whole. Inclusive practices have been proven to have a positive impact on individual and organizational outcomes, including increased creativity and innovation, improved problem-solving, and higher levels of satisfaction and engagement.

Overall, the idea of inclusion is about recognizing and valuing the unique contributions that individuals from all backgrounds and identities can bring, and creating an environment in which everyone feels welcomed and supported.

Inclusion involves not only accepting individuals for who they are, but also creating opportunities for them to thrive and succeed. This can involve providing access to resources and opportunities that may have previously been unavailable, as well as actively seeking out diverse perspectives and experiences to inform decision-making and problem-solving.

To achieve true inclusion, it is important to address the systemic barriers and biases that prevent certain groups from accessing resources and opportunities. This involves acknowledging and actively working to dismantle structures of oppression and privilege, and creating policies and practices that promote equity and justice for all individuals.



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Some key principles of inclusion include:

1. **Celebrating diversity:** Inclusion involves recognizing and valuing the unique backgrounds, experiences, and perspectives from all individuals.
2. **Promoting equity:** Inclusion involves creating policies and practices to ensure that everyone has access to resources and opportunities they need to succeed.
3. **Fostering a sense of belonging:** Inclusion involves creating a welcoming environment in which all individuals feel valued and supported.
4. **Challenging bias and discrimination:** Inclusion involves actively working to address systemic barriers and biases that prevent certain groups from accessing resources and opportunities.

Overall, the idea of inclusion is about creating a more just and equal society in which all individuals have the opportunity to thrive and succeed.

Inclusion is an ongoing process that requires commitment, dedication, and continuous effort. It involves not only creating policies and practices that promote equity and justice, but also fostering a culture of inclusion that values and celebrates diversity.

Inclusive practices have been shown to have a positive impact on individuals, organizations, and society as a whole. By creating an environment in which everyone feels welcomed, valued, and supported, we can unlock the full potential of individuals from all backgrounds and identities, and promote greater creativity, innovation, and social cohesion.

Some practical steps that individuals and organizations can take to promote inclusion include:

1. Educating themselves and others about the importance of inclusion and the impact of systemic biases and barriers.
2. Creating policies and practices that promote diversity, equity, and inclusion, such as inclusive hiring and promotion practices, providing accommodations for individuals with disabilities, and creating an environment in which individuals feel comfortable expressing their unique perspectives and experiences.
3. Challenging bias and discrimination whenever they are encountered, and actively working to dismantle structures of oppression and privilege.
4. Seeking out diverse perspectives and experiences to inform decision-making and problem-solving.

By taking these steps, we can work towards creating a more just and equitable society, one in which all individuals have the opportunity to thrive and succeed.

## Types of inclusion

There are several types of inclusion that can be practiced in different contexts, including:

- **Social inclusion:** This involves creating a sense of belonging and acceptance for all individuals in society, regardless of their background, identity, or ability. Social inclusion aims to reduce discrimination and marginalization, and promote equal opportunities and participation for all.
- **Educational inclusion:** This involves creating an inclusive environment in schools and educational institutions that allows all students to learn and thrive, regardless of their background or ability. Educational inclusion may involve providing accommodations for students with disabilities and those who have historically been excluded (as because of their race, gender, sexuality, or ability), addressing issues of bias and discrimination, and creating a culture of respect and acceptance.
- **Workplace inclusion:** This involves creating an inclusive workplace that values diversity, promotes equity, and provides equal opportunities for all employees. Workplace inclusion may involve implementing inclusive hiring and promotion practices, providing accommodations for employees with disabilities, and creating a culture of respect and acceptance.
- **Cultural inclusion:** This involves celebrating and promoting diversity within a particular culture or community. Cultural inclusion may involve recognizing and valuing the unique traditions, practices, and beliefs of different cultural groups, and creating a space in which everyone feels welcome and respected.
- **Community inclusion:** This involves creating a sense of belonging and participation for all members of a community, regardless of their background or identity. Community inclusion may involve promoting equal access to resources and opportunities, addressing issues of discrimination and marginalization, and creating a culture of respect and acceptance.

Overall, there are many types of inclusion that can be practiced in different contexts, all aimed at promoting equity, justice, and equal opportunities for all individuals.



Figure 1 Source: UNESCO. 2020. *Global Education Monitoring Report Youth Report 2020: Inclusion and education: All means all*. Paris, UNESCO.

## How to include (what is and what is not inclusion)

Including others requires taking active steps to create an environment that is welcoming and inclusive. Here are some strategies for promoting inclusion:

1. **Listen actively:** One of the most important things you can do to promote inclusion is to actively listen to the perspectives and experiences of others. This means being open to hearing different viewpoints, asking questions, and showing empathy.
2. **Educate yourself:** Educating yourself about the experiences of different groups can help you better understand their perspectives and experiences. This can involve reading books or articles, attending workshops or seminars, or seeking out diverse perspectives through media and other sources.
3. **Be aware of your biases:** We all have biases that can impact our interactions with others. Being aware of these biases and actively working to overcome them can help create a more inclusive environment.
4. **Challenge discrimination:** If you witness discriminatory behavior or language, it's important to speak up and challenge it. This can involve having a conversation with the person engaging in the behavior or language, or reporting it to a supervisor or authority figure.
5. **Create inclusive policies and practices:** Whether in the workplace, in education, or in other settings, it's important to create policies and practices that promote inclusion and equity. This can involve providing accommodations for people with disabilities, promoting diversity and inclusion in hiring and recruitment, and addressing systemic barriers that prevent certain groups from accessing resources and opportunities.



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It's important to recognize that inclusion is not just about being tolerant or accepting of others. True inclusion requires actively working to create a welcoming and supportive environment where everyone can thrive. This means recognizing and celebrating diversity, addressing systemic barriers to inclusion, and promoting equity and justice for all.

Inclusion is not just a one-time action, but an ongoing commitment to creating a more inclusive and equitable world. It requires a willingness to listen, learn, and grow, as well as a willingness to take action to create real change.

In conclusion, promoting inclusion requires an ongoing commitment to creating a welcoming and supportive environment for all individuals. It means recognizing and celebrating diversity, challenging systemic barriers and biases, and promoting equity and justice for all. By understanding what is and what is not inclusion, we can work together to create a more inclusive and equitable world for everyone.

### Now, please reflect:

- What is inclusion?
  1. Creating a welcoming and supportive environment for all individuals, regardless of their background or identity.
  2. Celebrating diversity and recognizing the unique contributions that different perspectives and experiences can bring.
  3. Addressing systemic barriers and biases that prevent certain groups from accessing resources and opportunities.
  4. Promoting equity and justice for all individuals.
- What is not inclusion?
  1. Tokenism or performative acts that are not supported by real action or commitment to change.
  2. Ignoring or dismissing the experiences and perspectives of marginalized groups.
  3. Creating an environment where individuals feel isolated or unwelcome.
  4. Maintaining the status quo and not challenging systemic barriers and biases.

### If you want to read more, please take a look:

Ainscow, M. (2019). *Developing Inclusive Education Systems: The Role of Organizational Cultures and Leadership*. Routledge.

Artiles, A. J., & Kozleski, E. B. (Eds.). (2016). *Inclusive Education: Examining Equity on Five Continents*. Harvard Education Press.

Brown, J. (2017). *Inclusion: Diversity, The New Workplace & The Will To Change*. Berrett-Koehler Publishers.



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Frost, S. (2016). *The Inclusion Imperative: How Real Inclusion Creates Better Business and Builds Better Societies*. Kogan Page Publishers.

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Nind, M., & Vinha, H. (2014). *Including Pupils with Disabilities and Special Educational Needs: A Practical Guide for Primary School Teachers*. Routledge.

Priestley, M., & Florian, L. (2018). *Teacher Education for Inclusion: Changing Paradigms and Innovative Approaches*. Routledge.

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# Multicultural Inclusion

## Introduction

In this chapter you will find answers for following questions:



- *What is multiculturalism?*
- *What does it mean that education is intercultural?*
- *What are the differences between: multicultural, intercultural, transcultural?*

## Culture and its differences

In every class there are different children. They have different interests, abilities, but most of all they come from different social backgrounds: families with different habits or traditions. Nowadays, we live in a world of movement. This applies to values, technology, trends and fashions, but above all to people. Progressive technological changes have enabled people to travel on an unprecedented scale. Just like they made it easy to communicate. Today, it is easy to change the place of stay: the plane will take us to another place in the world in a few hours. And if we do not want to travel, technology will ensure easy communication with people from all over the world. Therefore, whether we like it or not, the world will become more and more mixed up when it comes to the cultures we live in.

Culture is generally everything that people do in a conscious way and which is a value for them that is passed down from generation to generation. Culture consists of the language that determines the way of thinking (after all, thinking is like talking to yourself), values, customs, but also patterns of everyday conduct. It is, to put it simply, a way of life that is passed on to us by those adults who influence our development, from the youngest childhood.

It is therefore important to remember that the way we live is characteristic of the environment in which we grew up. After all, everyone can grow up in a completely different environment.

Culture is multi-level. You can talk about the culture of a given family, where certain customs characteristic of your family are preserved, which were shaped over the centuries by our ancestors. We can also talk about the culture of a region in which historical events and traditions connect people in a given, small area. Finally, we can talk about the culture of a given nation that speaks a common language, has common historical or ethnic roots. Therefore, the phenomenon of multiculturalism does



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not only apply to a given country, nation or ethnic group. In fact, we are all multicultural because we come from different families, not just countries.

## Multicultural, intercultural, transcultural, what does it mean?

### Multicultural

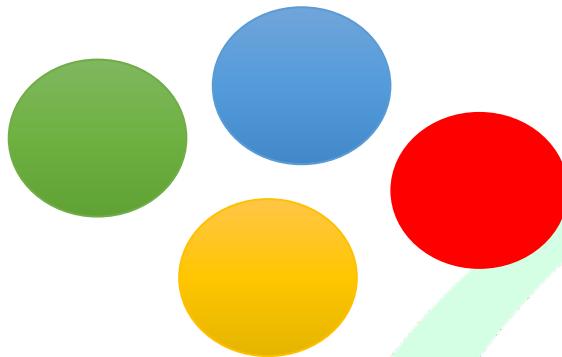


Figure 2: Multiculturalism

Multiculturalism is a very general term referring simply to a situation in which there are people from different cultures in a given area, in a given group. Therefore, we can, for example, talk about a multicultural neighborhood when migrants live in it. We can talk about a multicultural classroom when we have children from different countries, or children whose parents or grandparents have different origins. We can also talk about multicultural families when one parent comes from one country and the other from another. Especially when they live in a completely different country. But we can also talk about multicultural groups or classes when there are other ethnic groups within one country, or even, when there are people from different environments. We should consider that urban and rural culture, even within one ethnic group, are completely different.

However, there is also the possibility of a broader approach to multiculturalism. From this point of view, it is nothing new, and even exists from the moment when more than one culture appeared in the world. In this context, the whole world is simply multicultural, because there are many cultures on it. In this case, what is growing is the awareness of multiculturalism, because people travel more and more, and change their place of residence more and more often.



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It is worth remembering, however, that migrations are not a new phenomenon. People have been moving for centuries: Indo-Europeans, Vikings, or New Americans - these are people who, through their migration, created new, multicultural worlds.

## Intercultural

People in a multicultural group may or may not interact with each other. Multiculturalism itself does not presuppose any contact between groups. However, when contact occurs, it is important to take the form of a dialogue that will be characterized by mutual respect. This is what interculturalism is all about. That is why we talk about interculturality in the context of an action, and not a situation, as in the case of multiculturalism.

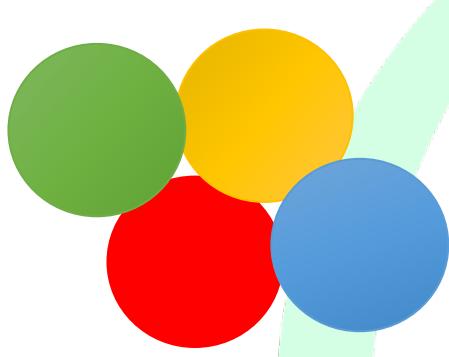


Figure 3: Interculturalism

Interculturality sets certain frameworks and standards of action, the most important of which are dialogue, respect and acceptance. In education, interculturality means learning that there are other cultures, that they have different values and different ways of behaving, that are important for people from different cultures, as there are important for us in our culture. Intercultural education has great value as it has practical application in the life of the modern world. Creating an intercultural atmosphere in the classroom pushes children to be more social and to gain mutual respect, dialogue skills and assertiveness not only in relations with another culture, but in social relations in general. In addition, they gain from contact with another culture, they enrich their lives, open their eyes and minds and can draw from cultural diversity what they find interesting, useful and wise.

There are fears, especially those expressed by those unfamiliar with cultural education, that interculturalism leads to the loss of one's own culture. That it destroys it by adopting foreign patterns



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of behavior and foreign values instead of its own. Such fears are unfounded, because in order to establish intercultural dialogue properly, one needs to know and be firmly embedded in one's own culture. Dialogue is about exchange of experiences and information and in order to be able to exchange them, you must have your own. Getting rid of one's own culture is not at all a manifestation of interculturality - on the contrary, it is its negation. In intercultural education, it is essential to know one's own culture. Therefore, a child who is to learn about another culture should first be familiar with his own. It should know it as its own, but not judge it as something better than others. When familiarizing a child with our culture, we can immediately point out that certain behaviors, traditions (e.g., songs) are different in other countries or in other regions.

### Transcultural

Globalization is a term that comes from economics. Originally, it meant the accumulation of capital in the hands of large, transnational corporations. Today, however, the term is broader. As previously mentioned, the development of transportation and communication has made the world much smaller and cultures can mix easily. Therefore, it is easy to observe the phenomenon that scientists have defined as transculturalism.

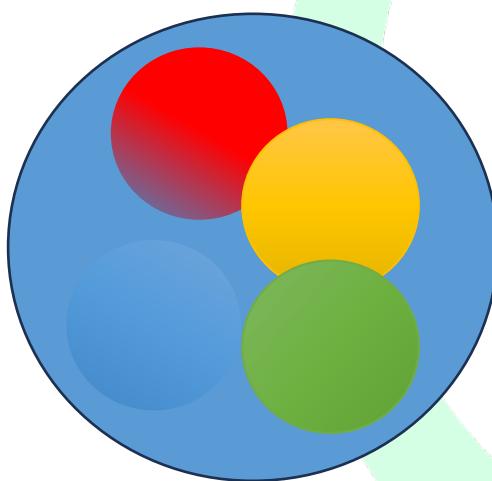


Figure 4: Transculturalism

It consists in the fact that in a variety of different cultures, including one's own, a person chooses those elements that are the most desirable for him, that make his life easier, or that he simply likes. That is why people all over the world like to dress in chain stores, McDonald's is a sensation and Korean pop bands are the object of admiration of crowds of young people.



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Unlike multiculturalism, which is a state, interculturalism, which is a conscious action, transculturalism is a process that occurs spontaneously. And although it is not something that can be stopped or reversed (can you imagine that we go back to dressing only in folk costumes, or we start eating only native cuisine?), it can cause many problems. In transculturalism may lie the threat of disempowerment from certain cultures, attitudes or values. People choose what is attractive and convenient. That is why fast food was able to replace national cuisines.

So, is transculturalism a bad or negative process? No, it is neutral in itself, it is like a natural process resulting from the development of our civilization. It only matters if we control it. It is possible thanks to cultural and intercultural education. The exchange of experiences, based on the awareness of one's own culture, allows minimizing the unconscious of choice, and the attachment to common values allows you to build completely new elements of culture, which definitely enriches it.

### Now, please reflect:

- *What are the differences among what is multicultural, intercultural, transcultural?*
  1. Multicultural means that there are many cultures in one area.
  2. Intercultural means that in the multicultural area people make a dialogue based on mutual respect and acceptance.
  3. Transcultural means that cultures are mixing and we constantly choose what we want from other cultures.
- *How to proceed with intercultural education?*

Please reflect that in order to communicate with other cultures, one must know his/her own culture first.
- *Why and how to control transculturalism?*

To make this process beneficiary, not harmful. It can be controlled by cultural and multicultural education.
- *According to your opinion, what will be the direction of development of the world: monocultural back again, multicultural, transcultural?*

Please think if we can stop mixing cultures nowadays. Remember what globalism is.



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**If you want to read more, please take a look:**

Guilherme M., Dietz (G. 2015) Difference in diversity: multiple perspectives on multicultural, intercultural, and transcultural conceptual complexities, *Journal of Multicultural Discourses*, 10:1, 1-21, DOI: 10.1080/17447143.2015.1015539

Marotta, V. (2014). The multicultural, intercultural and the transcultural subject. 10.4324/9781315769332.

[https://www.researchgate.net/publication/261216820\\_The\\_multicultural\\_intercultural\\_and\\_the\\_transcultural\\_subject](https://www.researchgate.net/publication/261216820_The_multicultural_intercultural_and_the_transcultural_subject)



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SMILE

# Music as a tool

## Introduction

In this chapter you will find answers for following questions:



- *Is it possible to use music as a tool for inclusive learning?*
- *Can teachers of general education, with no previous music background, apply music techniques for inclusive learning in their classrooms?*
- *What are the skills that a teacher should develop to be able to use music techniques for inclusive learning?*
- *Are we applying music for the sake of making music or for inclusive learning?*

## Music in education

Music serves as a universal language that transcends cultural and linguistic barriers, enabling communication among people from diverse backgrounds. Its power to overcome obstacles to inclusive learning in multicultural classrooms is undeniable. Countless examples exist where various forms of music have facilitated effective communication between teachers and students, fostering strong relationships and leading to remarkable educational achievements.

Educators worldwide have recognized the value of incorporating music as a tool in their classrooms. As West and Kearsley (1991, 20) aptly noted, "Music plays an important part in the lives of most young people. Because the music we actively listen to is so much a matter of choice, students may sympathize more with the sentiments of a song than with the formally imparted knowledge of the classroom." Music enables students to connect with one another and their teachers, encouraging greater engagement in the learning process. Consequently, music can be employed to motivate every student to actively participate in their education, thereby promoting inclusive learning. Given music's ability to foster connections, it is a valuable tool for integration into educational practices.

It is essential to clarify that the integration of music into teaching is not limited to individuals with prior musical knowledge. Music can be easily incorporated in various forms by teachers without extensive musical backgrounds. Music educators can guide general teachers on how to leverage music in their classrooms, with the aim of promoting inclusive learning. Examples of music integration techniques include singing songs together, playing music-based games, introducing rhythmic activities to foster teamwork, using songs to introduce new concepts, employing background music to create a conducive learning environment, and establishing music routines for smooth transitions between activities. Many of these techniques can be found in the SMILE's Repository of Activities.

## Teachers' Skills

To effectively integrate music into their classrooms, teachers should acquire certain fundamental skills, including:

1. Sense of the beat: This skill enables teachers to implement rhythmic games effectively.

2. Singing skills: Teachers should be able to sing along with their students, utilizing karaoke versions of songs.
3. Understanding basic elements of music: Familiarity with concepts such as beat, rhythm, phrasing, and dynamics enhances comprehension of musical structures.
4. Familiarity with diverse music genres: Teachers should strive to introduce students to different music cultures, cultivating this knowledge through years of experience and research.
5. Basic knowledge of musical instrument categories: Teachers should possess a basic understanding of wind, string, and percussion instruments.
6. Creativity: This skill enables teachers to develop techniques tailored to their students' needs and their own capabilities.

It is crucial for general teachers to overcome any apprehensions they may have about engaging in music-related activities. The goal of using music as a tool is to enhance inclusive learning, not to provide a comprehensive music education. Music, like other art forms, originated from the human need to express emotions and communicate with others. Therefore, general teachers should recognize and embrace the potential of music techniques in their classrooms to promote inclusive learning and active student participation. By doing so, they can harness the transformative power of music in education.

#### Now, please reflect:

- Do you believe that you have the skills to achieve inclusive learning through music?  
Please, reflect on what is needed to do this. How can these skills be obtained?
- Would you dare to apply music techniques in your classroom if you had training or guidance from music experts?  
Remember that we are keen on music from nature. It comes from the sense of a heartbeat.
- Do you believe that music integration in teaching will have a positive impact?  
We now believe you do. Music can be an ideal inclusive tool as it has no boundaries and needs no special skills as everyone can sing, although not everyone can be a singer.

#### If you want to read more, please take a look:

<http://www.tandfonline.com/loi/rjog20>

(15) Everyone has a song - welcoming refugees through music | Tacoma Refugee Choir | TEDxSeattle - YouTube

Full article: Music in the school life of newly arrived migrant children: potential paths to participation and belonging (tandfonline.com)



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Abril, C. R., & Gault, B. M. (2008). The state of music in secondary schools: The principal's perspective. *Journal of Research in Music Education*, 56(1), 68-81.

Darrow, A. A. (2012). Making music meaningful: Exploring the engagement of students in music education. *Music Education Research*, 14(2), 129-146.

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Pun, J. (2018). Music for intercultural learning and social integration: A case study of a music program for migrant children in Hong Kong. *International Journal of Music Education*, 36(3), 384-398.

Rickard, N. S., et al. (2012). Singing in a foreign language: The effect of vocal and instrumental accompaniment on the pronunciation of sounds and words in a second language. *Psychology of Music*, 40(5), 595-610.

Schellenberg, E. G. (2011). Music lessons, emotional intelligence, and IQ. *Music Perception*, 29(2), 185-194.



## Music as a Tool – National Contexts

### Cyprus

Even though Cyprus has for many years now, multicultural classes, the national curriculum does not refer to the use of music as a tool. The official curriculum of music lessons does provide some lessons for intercultural understanding through music pieces of other countries.

Officially there is no policy that refers to specific methods of using music at school as a tool for inclusion.

### Case from Cyprus:

**Place:** Nicosia

**School:** *El Sistema Cyprus*

El Sistema Cyprus was founded in 2018. Its purpose was to create an orchestra where children from vulnerable backgrounds with no previous music knowledge could join and be part of this ensemble. After five years of presence, El Sistema Cyprus has managed to have 3 groups in Nicosia and Larnaca. Children are taught music in groups starting from zero knowledge. All instruments and lessons are provided for free.

El Sistema has shown the need that exists today for integration. He managed this year to create a sense of belonging to all these students and also to their parents. El Sistema now collaborates with other musical groups (Cyprus Symphony Orchestra, Choirs etc) in Cyprus and co-perform their music.

El sistema was created to give new opportunities from vulnerable environments initially in Brazil and has now spread around the world.

It basically offers group music lessons to children from vulnerable backgrounds with the prospect of performing their music as an orchestra. Although music is used as a tool for inclusion and new opportunities, it has positive effects on children's lives.

If somebody attends a concert of El sistema will easily spot the benefits of the work done beyond the music education. On the stage anyone can see a multicultural orchestra with kids of various age groups to perform their music as a whole where no discrimination of age, color, race or background is visible. All kids are equal to each other and all together they share the joy of music making.

In the audience you will meet parents who attend their kids' concert and everyone is hugging each other for their kids' activities without any discrimination. You will also meet people who congratulate the parents coming from a different background for the achievement of their kids. You can see the smiles of many people who live in between us but, due to their different social or economic background, they would never have the opportunity to be among the locals and share the same experiences.



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Visiting the backstage or the rehearsals of "El Sistema" you will meet many volunteers who support the vision and the work of the orchestra. These volunteers can either be music educators, or music lovers, or even young migrants who recognise the benefits that this orchestra offers to these kids and want to support it. So, beyond the music education and the inclusion done through the orchestra there is a way of inclusion that happens backstage between adults coming from various backgrounds. Further, through the community created from the work done in El sistema, you will meet volunteers offering their expertise in other fields beyond music, for example to support El sistema kids school study.

In conclusion, el Sistema uses music to achieve inclusion for young children but through the power of music. The inclusion is achieved to an extended group of people and these kids have more opportunities to support their future life.

You can find more pics here: [Sistema – Sistema Cyprus is an El Sistema inspired program which aims to provide all children and young people with free music education through orchestras and choirs.](#)

### **Why can it be useful?**

El Sistema was founded by a young musician who worked with children from vulnerable backgrounds and realized the lack of opportunities they had, and she was also aware of the power of music that it could bring changes on those children's lives.

It is directly connected with our project that it proves that even an exclusively musical activity can lead children and their families to create a sense of belonging.

The relationships that have been developed between the teachers, maestro, children, volunteers and their families are unique and worth to be highlighted. Even during their performances, the audience can understand and see the connections that have been developed between the members and the teachers since everyone is helping everyone during the concerts.

Further, some children have found their talent, which in any other case they wouldn't have even realized they had, unless such opportunity was given. Some children got the opportunity to play in orchestras throughout Europe, or even take momentarily the position of the conductor and conduct their peers on a few pieces.

Talking with volunteers, they confirmed that when those kids have even a slight chance of gaining new knowledge, they are always eager to grasp the opportunity and learn as much as possible. As a result, the interest in learning has been increasing the last few years. Therefore, it is important to try and provide as much as possible to vulnerable kids and develop this idea of inclusive learning.

Getting slightly outside of the scope of inclusive learning, another positive outcome from EL Sistema is that migrant children that were facing difficult situations in their homes, such as domestic violence, neglect etc., they managed to find an 'asylum', a safe place, that now is more than their home. They managed to create connections and have a reason to fight for one more day. They become motivated and feel vital to society while seeing a window out of these difficult life situations they have been in. They begin to dream again and make plans for their future.



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**Try it for yourself:**

- Develop body percussion orchestras in the classroom.
- Develop singing habits in classrooms.
- Try Welcoming and Goodbye songs or drumming on a daily basis.

**Source:**

Maria Dimosthenous – El Sistema Cyprus (website link above)

## Greece

The Greek national curriculum for primary and pre-primary education places a strong emphasis on the use of music as a tool for promoting children's development and learning. The curriculum recognizes that music is an integral part of children's lives and that it can support their emotional, cognitive, social, and physical development.

According to the Greek national curriculum, music is incorporated into various areas of the curriculum, including language, mathematics, science, social studies, and physical education. Music is used as a means of engaging children in learning and promoting their creativity, imagination, and self-expression.

Moreover, the curriculum emphasizes the use of music for developing children's motor skills, such as coordination, balance, and rhythm. Children are encouraged to participate in musical activities that involve movement, dance, and play.

In addition, the Greek national curriculum promotes the use of music as a means of fostering cultural awareness and appreciation. Children are exposed to a variety of musical genres and styles from different cultures and traditions, both from Greece and around the world.

Overall, the Greek kindergarten national curriculum has a positive influence on the use of music at school, as it recognizes the importance of music in children's development and learning and provides specific guidelines for its integration in the educational process.



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## Case from Greece:

**Place:** Ossa (Lagadas, Thessaloniki)

**School:** *Kindergarten Ossas*

The children and the teacher sing the song about winter clothes and at the same time they accompany sing-song phrases by actions (wear coat, hat, gloves, scarf etc). They can use their own clothes while they are signing or pretend the relevant actions. It is the ideal way to learn a basic vocabulary about winter clothes and introduce them to the topic of winter through the Total Physical Response methodology. You can hear the action song in the following video

<https://www.youtube.com/watch?v=K49v4rlw1Xc&t=39s>



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### Why can it be useful?

Through this action-song all children can participate, feel accepted, learn and develop in an environment that supports their individual strengths and interests. Children with a different first language from the speaking one at school can enhance their language skills (learn a basic vocabulary). Moreover, action songs boost self-confidence, improve creativity and develop social skills.

### Try it for yourself:



- Use of visual aids (such as pictures of coat, scurf etc) while singing
- Modify the action-song by inserting words from the spoken languages in the classroom

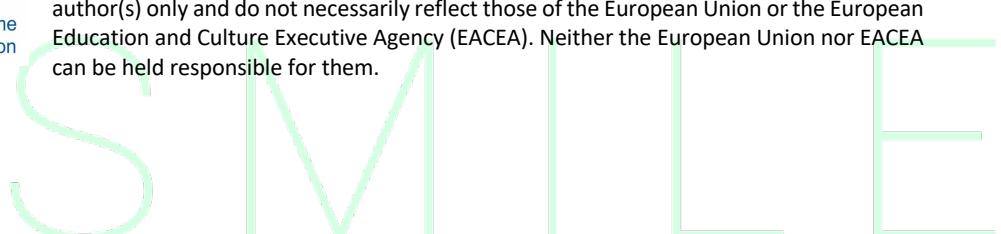
### Source:

[http://nipiablog.blogspot.com/2016/01/blog-post\\_13.html](http://nipiablog.blogspot.com/2016/01/blog-post_13.html)



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## Italy

Music is a complex and "global" communicative form: it encompasses and conveys an infinite number of meanings because it is closely related to imagination and thought, bodily and motor skills, and is thus linked to the entire existential sphere of human beings. Music is regarded as a subject that fully contributes to each student's formation by providing cognitive, symbolic, linguistic, and emotional tools for dealing positively with the uncertainty and changeability of social and professional scenarios.

With the "Elementary School" programs drawn up by Giuseppe Lombardo Radice on the occasion of the Gentile Reform of 1923, music became compulsory in Italian schools. Since then, Italian school legislation supports the educational use of music from preschool to lower secondary school. The musical experience is currently incorporated into the Italian curriculum as part of the preprimary school curriculum (the area of "Images, sounds, colors' ') and the elementary school subject "Music". A recent Ministry of Education decree from 2021 urged schools to start projects that strengthen their educational practices by incorporating music in a specific intercultural and inclusive direction.

### Case from Italy

Place: Catania

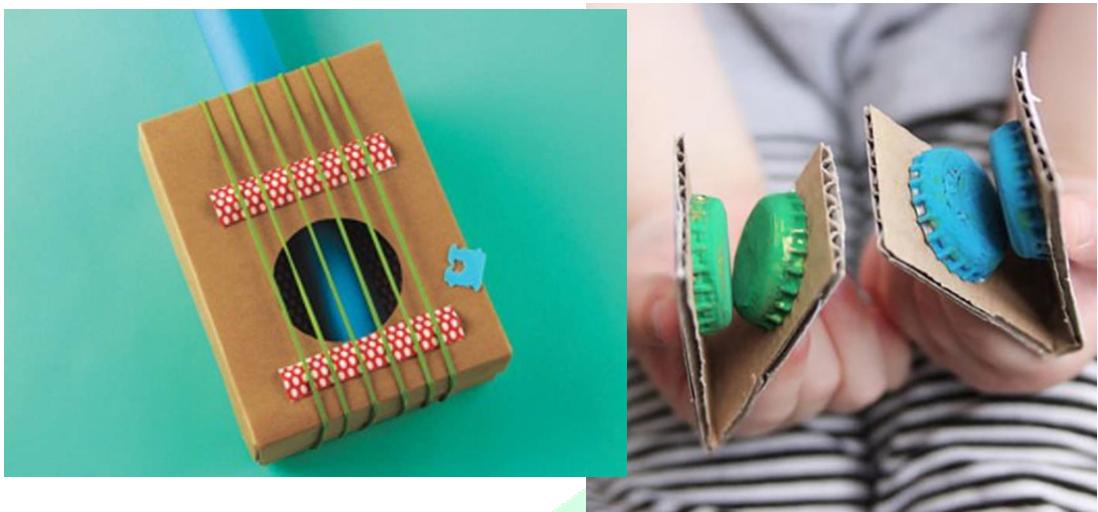
School: IV ISTITUTO COMPRENSIVO STATALE "Galileo Galilei", Acireale,

The project included the presentation of various musical instruments in order to become acquainted with the variety, as well as the possibility of using different instruments to read, create, or interpret rhythmic sequences. The instruments were carefully chosen to arouse curiosity and interest in various materials and uses, all of which can be experimented with. This was a method of rediscovering the five senses as well as the variety of pressure and apprehension. For example, T Sonic whip: an instrument used for "beating" becomes a series of small woods that, when tied one after the other, condition each other and produce sounds.



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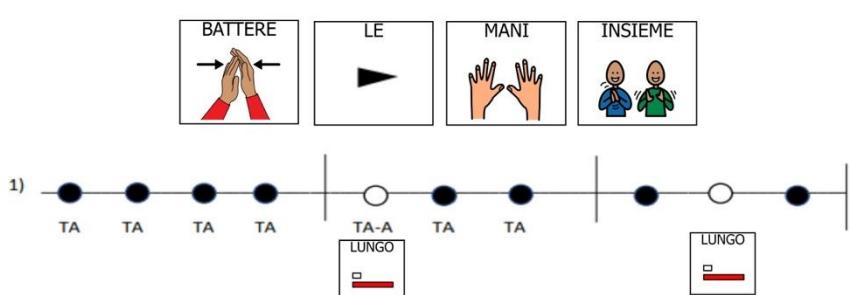
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The cabasa, in which rubbing produces a rhymed sound that is accompanied by body movements.



Before they were even presented concurrently, all of the proposed activities were translated into AAC (**Augmentative Alternative Communication**). Everything from the line rhythm used to begin the propaedeutics to the sheet music used. The end result was a propaedeutics book written in various formats and structured to meet the needs of the group.





The project then also included "body percussion" moments to emphasize the role of nonverbal communication and to fuse together specific educational needs that could unite rather than divide and differentiate.

## Why can it be useful?

The goal was to create a laboratory environment in which basic skills that are transversal to the entire educational path could be acquired through music and playful experiences. Music is viewed as a nonverbal language that is articulated in structured sequences of pauses, silences, sounds, and noises. All of these are prerequisites for verbal communication or are otherwise fundamental in relationships, not only with peers but in general in the social context. It is critical to promote not only sound and its various modulation possibilities, but also listening and discovering the value of silence, motor and gestural not only verbal, transformed into visual language. All of this is accompanied by the possibility of identifying the colors of sound, because nuances and emotional charges, like our personalities, must be known and recognized.

## Try it for yourself:



- This can be used to create an inclusive environment in which the term inclusion is understood from a variety of perspectives (ranging from intercultural to children with special needs).

## Sources:

## Video

<https://drive.google.com/file/d/1hsJel14oqWtbtI33A0xHhCigk1UXMtI/view?usp=sharing>

## Project

[https://drive.google.com/file/d/1m\\_8cZXGRzS\\_7KdqQq1AumC8LooayyuBj/view?usp=sharing](https://drive.google.com/file/d/1m_8cZXGRzS_7KdqQq1AumC8LooayyuBj/view?usp=sharing)



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## Poland

The National Curriculum in Poland refers to music in a few places. But not as a tool or method, rather as a part of the general development of a child. In the Polish education system, both pre-school and early childhood education are integrated. There is no division into individual subjects, but the subject educational areas are indicated. Music education is one of them. Interestingly, in teacher education there is no verification of how they deal with music, although they formally receive music education as part of teacher studies. Most teachers, however, are happy to use music classes of various types and in various situations.

### Case from Poland:

Place: Zelów

School: Municipal Kindergarten No. 1

As part of the project, the kindergarten purchased drum kits and sound equipment. The first stage of the project was learning to play percussion instruments. Two groups of children prepared two different pieces of music, which were later to be presented on stage in the local community centre.

The second stage of the project was family music making. Children, together with their parents, learned songs, which they then performed with their families during the concert. In addition, musicians from the philharmonic took part in the project, who not only played for children, but also



taught them folk songs. The children also had drama and rhythm classes.

### Why can it be useful?

Inclusion is a process that can have many different faces. This also applies to cooperation between generations. This project shows how parents can be involved, but also how to engage many children



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through various activities, both those who can and like to sing, and those who prefer to dance. The project shows various possibilities of using music in kindergarten.

### Try it for yourself:



- Try to invite parents for some activities, maybe organize a song contest.
- Think about the variety of possibilities of using music: singing, dancing and also acting in one activity.

### Source:

<https://dzialajlokalnie.pl/muzyka-leczy-pokolenia-zelowie/>

## Sweden

Sweden has received many immigrants in recent years. The integration of these newcomers has been a major challenge for the country, and schools have played a key role in facilitating their integration. One approach that has been used is the use of music as a tool for promoting social cohesion and understanding between different cultural groups.

### Case from Sweden:

**Place:** Viksjöfors

**School:** Viksjöfors School

Viksjöfors is a little isolated village in the northern countryside. Not only immigration but also social, economic and geographical obstacles are to be faced. In Viksjöfors school we developed a method to use music and dance for integration. We learned from each other through music and movements. In regular curricular classes we included music from different cultures and traditions, such as Swedish folklore, African drumming, and Middle Eastern classical music while learning with artistic expressions (dance and movements). The method was well-received and attracted learners as well as teachers, parents and members of the wider community (village Viksjöfors and municipality Ovanåker). Viksjöfors skola has a dance school in the garden (<https://artinedviksjofors.se/>) where workshops and educational sessions were arranged for pupils to learn about the music and culture of other countries when at the same time having a curricular theme, i.e. photosynthesis or table 7. In music classes history of African drumming, the meaning behind Middle Eastern classical music, and the significance of Swedish folk music were other focuses. The classes were interactive and engaging, and allowed pupils to develop a deeper appreciation for the diversity of music and culture in their community.



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## The Scenario of the workshop for pupils

*Grade 5-6 (11-12 years old)*

The teacher's introduction is about making a song in English.

Teacher asks for words children know in their surrounding nature.

Childrens suggestions are

- school
- lake
- like a dream
- welcome
- temperature is low
- fox, lynx, moose
- school bus

Now the children make rhymes that goes well with a popular melody;

- Bay-lake-stream (Vik-sjö-fors), it's like a dream
- Welcome to our school, and our indoor pool.
- Come onboard the bus, have some fun with us!

The teacher conducts the children, asks for suggestion of song opening etc.

Finally the created song is recorded:

<https://www.youtube.com/watch?v=yqwi0ZtyoPg>

*Continuation*

Grade 5-6 representants assist the teacher when making an English song in grade 3-4 (9-10 y.o.):

Words they come up with are:

- One, two, three, four, five, six
- What happened?

Again children come up with rhymes that fits to a known melody and make a song:

What happened to one? Probably all gone

What happened to four? Can't be around no more

What happened to seven? Seven is in heaven

And ten and eleven? Went along with seven

Oh yeah oh yeah oh yeah

The teacher records the result. The song is performed for parents in class meeting.

### Why can it be useful?

All children contribute. All words suggested are important and noted. Finding rhyme in lower classes is supported by assistants from grade 5-6. Since the tune is familiar children easily adapt the words and start to sing along and so they learn English.

### Try it for yourself:



- Find a familiar melody
- Decide for a theme and ask students for random words
- Create rhymes together following the melody
- Record and share with parents
- Perform when children's program is needed

### Source:

<https://artinedviksjofors.se/> and <http://www.viksjoforsbaletten.se/in-english-20742506>



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# The support tools

## Introduction

In this chapter you will find answers for following questions:



- What is the Repository of Activities?
- How can teachers use the repository?

## About Repository

The SMILE's Digital Repository of Activities is a comprehensive collection of techniques, methods, and ready-to-use activities designed to assist teachers in utilizing music as a powerful tool for inclusive learning.

The repository is organized into different categories, each serving a specific purpose. The first category focuses on Traditional songs from partner and other countries. These songs are provided in mp3 format, with options for both karaoke and non-karaoke versions. The lyrics are presented in the original language, accompanied by English translations. The inclusion of English translations enables teachers to understand the song's lyrics and allows them to sing the song in their own language. Additionally, translating the song into the students' language can become an engaging activity involving student participation.

Students coming from different countries often find it challenging to fully assimilate into new settings, as they may always carry a part of their cultural heritage and connection to their home country. However, by incorporating music from their countries of origin as playback during lessons, we can immediately foster a sense of belonging in these students. Traditional music holds a significant impact in people's lives, and even if the younger generation may not actively listen to traditional music, it still holds a profound place in their hearts and minds. When someone listens to traditional music, especially when they are away from their country, it automatically evokes a sense of belonging and familiarity.

Within this category, teachers can find numerous examples of traditional music from partner countries within the European Union and other countries where students commonly originate. However, if the available repository does not fully meet your needs, the category of music apps offers guidance on creating your own customized repository. This ensures that teachers have the flexibility to tailor the selection of music to their specific classroom and student requirements.

The second category consists of Traditional kids' songs, which can be used depending on the age of the students. Some songs are simple and suitable for younger students, while others may be more appropriate for older students. Teachers can utilize the mp3 karaoke versions to create playlists and play the music during their lessons. Using karaoke versions is preferred to minimize distractions and

maintain students' focus. Moreover, teachers with students from different countries can incorporate music from their students' countries into the playlist, fostering a sense of belonging for all students.

Similar to the first category, this section specifically focuses on kids' songs to assist educators in finding age-appropriate songs. It aims to support teachers of pre-primary and lower primary school levels in discovering a broader range of songs suitable for their students' ages.

The third category, "Traditional Instruments," provides information about traditional instruments from both partner and other countries. This section aims to enhance teachers' and students' understanding of the cultural connections fostered through music.

The purpose of this category is to facilitate students' understanding of the world as a whole through the profound influence of music. By observing and studying traditional instruments, individuals can gain insight into the historical connections between neighboring countries, the existence of trade among different nations, and the development of human skills over time. Music, as a universal language, serves as a powerful medium through which people can understand the interconnectedness of the entire world.

In the fourth category, "Teaching Practices in Musical Way," familiar teaching techniques are presented with a musical twist. Through the research conducted by the SMILE project, music educators offer innovative approaches to incorporate music into these teaching practices.

Drawing from widely used teaching practices in classrooms, we have redefined these practices through music. Recognizing the profound impact that music can have on individuals' lives, the SMILE team has gathered practices from teachers within their network and reorganized them in a more musical manner. This category aims to support teachers who may have reservations about integrating music techniques into their classrooms. By incorporating familiar teaching practices with a musical approach, teachers can feel more confident and comfortable in applying these techniques.

The "Music Tools Apps" category offers a list of music apps along with brief descriptions and ideas for how teachers can use them to integrate music at their lessons, through technology. At this category, you will find a comprehensive presentation of diverse music apps that are designed to assist teachers in developing their own practices and techniques for implementing Inclusive Education through Music. These apps serve as valuable resources, providing teachers with the means to enhance their teaching strategies and promote inclusivity in the classroom by leveraging the power of music.

"Music games on song" presents a range of music games accompanied by step-by-step guidance for teachers. The songs used in these games are sourced from the first and second categories and are categorized based on the age of the students.

Finally, the "Musical Activities in Classroom" category provides teachers with detailed, step-by-step guides on how to implement various musical activities in their classrooms. These activities can serve as team-building exercises, energizers, or icebreakers, all contributing to the goal of inclusive learning. This category offers a wide range of music games and activities that have been developed using melodies collected from different countries. These games can be implemented in the classroom to bring joy and foster a playful atmosphere. Through these interactive games, students have the



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opportunity to engage with their peers, establish eye contact, and physically interact, creating a sense of connection and enjoyment. These games encourage children to communicate and collaborate, sharing the joy and overcoming challenges together, ultimately promoting inclusivity.

### Now, please reflect:

- *How would you feel if you were living in a foreign country and suddenly you listen to music that comes from your mother country?*
- *How would you feel if you had the opportunity to play interesting games with your peers and work together to achieve a common goal?*
- *How would it feel if you could listen to a song, understand its meaning and try to translate it in your own language and sing it in both languages?*

The repository can be found here:

<http://www.smile-pr.eu/index.php/en/projectresults>



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