

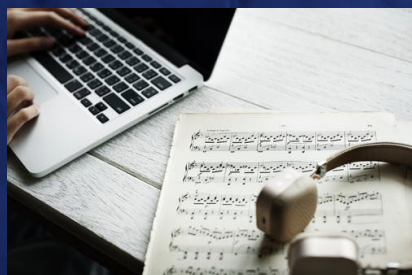
Enriching Music Pedagogies for Students with Special Needs



Elizabeth Schultz
University of Florida, Gainesville, FL

Purpose of the Literature Review

The purpose of this review of literature was to analyze the four common music pedagogies (Dalcroze, Kodály, Orff, and Music Learning Theory) and to determine if High-Leverage Practices (HLPs) in special education could be infused with these pedagogies.



What are High-Leverage Practices?

- ❑ In 2014, the Council for Exceptional Children (CEC) approved a proposal from the Professional Standards and Practice Committee (PSPC) to develop a list of research-based practices to aid educators.
- ❑ HLPs were intended to provide teachers with effective means to aid their differentiation within planning, content delivery, and assessment of student learning.
- ❑ Each HLP category contains the research-based practice and a description for how to use each practice most effectively to aid pre-service teachers, in-service teachers, and teacher educators in meeting the needs of students that were struggling academically.
- ❑ This collaborative writing effort yielded 22 research-based practices for students in grades K-12, grouped into four categories:
 - ❑ Collaboration (3 HLPs)
 - ❑ Assessment (3 HLPs)
 - ❑ Social/Emotional/Behavioral (4 HLPs)
 - ❑ Instruction (12 HLPs)

(Council for Exceptional Children, n.d.; Council for Exceptional Children, 2017; Riccomini, Morano, & Hughes, 2017)

Music Pedagogies and HLPs

Dalcroze Method

- ❑ The Dalcroze Method allows students to make connections among rhythmic movement, ear training, and improvisation. These all work together to help connect what students hear musically with the way in which they move. This concept is known as Eurythmics (Campbell & Scott-Kassner, 2006).
- ❑ In order to teach students cognitive and metacognitive strategies to support learning goals and independence (HLP 14), teachers using the Dalcroze Method should allow students to engage in musical learning without any specific literacy or reading goals. Additionally, these students are able to explore music with their own movements, which allows them to process the music at their own pace of musicianship development.

Kodály Concept

- ❑ The Kodály Concept is an underlying philosophy and approach to musical teaching that allows teachers to emphasize singing, performing, listening, and musical literacy through familiar folk songs from their own culture (Mark & Madura, 2014).
- ❑ In providing scaffolded supports (HLP15), teachers using the Kodály Concept allow students to build upon prior knowledge from established tonal and rhythmic syllables, moving from mastered to new material, and using familiar material to teach new concepts.

Orff-Schulwerk

- ❑ The Orff-Schulwerk is a sequential musical learning approach that teaches using exercises in speech, rhythm, harmony, and other musical concepts based in creativity and improvisation (Mark & Madura, 2014).
- ❑ Using flexible groups (HLP17) is common in Orff-Schulwerk and allows students to participate in music experiences at whatever level engages them most effectively with their physical and cognitive abilities in mind (Salmon, 2016).

Music Learning Theory

- ❑ Edwin Gordon's Music Learning Theory (MLT) uses sequential and specific tonal and rhythmic patterns in an incrementally more complex manner that mimics language acquisition (Mark & Madura, 2014).
- ❑ In order to maintain and generalize learning across time and settings (HLP21), teachers who utilize MLT use students' musical aptitude score results and audiation skills to meet their individual needs and challenge them to further develop and connect their inner hearing to musical practice and performance.

Conclusions

- ❑ The sequence and scope of all four pedagogies, if used correctly, allow for teachers to engage students in research-based practices to learn and improve their musicianship skills.
- ❑ Overall, the HLPs are met, but teachers should understand that grouping multiple pedagogies, underutilizing collaboration with other teachers or a student's family, and/or skipping sequential steps for musical instruction might make these pedagogies less effective for all students.

<https://tinyurl.com/IMTE-Schultz-HLPs>

www.eschultzmusiceducation.net

