*Chapter Fourteen*

*Good practices in inclusive education*

by Federica Pilotti

**Project Sheet**

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| School | | | Region | |
| City | | |  | |
|  |  | |  |  |
| Teacher: | | | | |
|  |  | |  |  |
| Student with disability/SLD | | | Diagnosis | Class attended |
| **FILL IN THE SPECIFIC SKILLS THAT ARE DEVELOPED BY THE ACTIVITY[[1]](#footnote-1)**  **ACTIVITY 1: TITLE**  **TYPE OF MUSICAL INSTRUMENT:** | | | |  |
| **#LISTENING SKILLS[[2]](#footnote-2)** | | | | |
| ASPECT 1: *Describe the specific aspect of the listening skills which is developed***[[3]](#footnote-3)**  *(e.g. perceptual discrimination)* | | **DESCRIPTION OF THE ACTIVITY** | | |
| **Objective(s)** | |
| You can add lines below if you have more objectives and activities | | *Describe the various steps of the activity and link each step to the corresponding objective* *(ATTACH ANY RELEVANT FILES)* | | |
| 1. …….. | |
| 1. ………. | |
| *List the objectives and corresponding activities for each aspect of the Listening Skills* | | *Describe the various steps of the activity and link each step to the corresponding objective* *(ATTACH ANY RELEVANT FILES)* | | |
| **#PLAYING SKILLS** | | | | |
| ASPECT 1: *Describe the specific aspect of the playing skills which is developed (e.g. performance):* | | **DESCRIPTION OF THE ACTIVITY** | | |
| **Objective(s)** | |
| You can add lines below if you have more objectives and activities | | *Describe the various steps of the activity and link each step to the corresponding objective* *(ATTACH ANY RELEVANT FILES* | | |
| 1. …….. | |
| 1. ………. | |
| *List the objectives and corresponding activities for each aspect of the Playing Skills* | | *Describe the various steps of the activity and link each step to the corresponding objective* *(ATTACH ANY RELEVANT FILES* | | |
| **#READING/WRITING SKILLS** | | | | |
| ASPECT 1: *Describe the specific aspect of the reading/writing skills which is developed (e.g. use of unconventional notation):* | | **DESCRIPTION OF THE ACTIVITY** | | |
| **Objective(s)** | |
| You can add lines below if you have more objectives and activities | | *Describe the various steps of the activity and link each step to the corresponding objective* *(ATTACH ANY RELEVANT FILES)* | | |
|  | |
|  | |
| *List the objectives and corresponding activities for each aspect of the Reading/Writing Skills* | | *Describe the various steps of the activity and link each step to the corresponding objective* *(ATTACH ANY RELEVANT FILES)* | | |
| **FILL IN THE TRANSVERSAL SKILLS THAT ARE DEVELOPED BY THE ACTIVITY** | | | | |
| ***PERSONAL AND SOCIAL COMPETENCE (emotional awareness/recognition of one's own and others' emotions, prosociality, respect for the rules ...)*** | | | | |
|  | | | | |
|  | | | | |
| ***DIGITAL COMPETENCE[[4]](#footnote-4) (Information and Data Literacy,*** ***Communication and Collaboration, Digital Content Creation, Security, Troubleshooting)*** | | | | |
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| --- | --- |
| **Devices and materials** **used in activities** | *e.g. tuner, editing software (indicate which), LIM, tablet, orchestral arrangements...* |
| **Teaching aids[[5]](#footnote-5)** | e.g.*Trackball, Kodaly – Kibo, motion sensors, modified musical instruments, gearboxes for stringed instruments...* |
| **Compensatory instruments** | *e.g. specially prepared bases, note marker stick, use of colors, video recordings in which the teacher plays the piece to be studied, CAA, form…* |
| **Dispensative measures** | *e.g. not sight-reading, separating rhythmic reading from melodic reading, giving more time…* |

1. <http://musicascuola.indire.it/index.php?action=vedi_pagina&id=1422> [↑](#footnote-ref-1)
2. Tab. 1 <http://musicascuola.indire.it/quadro_didattico.pdf> [↑](#footnote-ref-2)
3. Tab. 1 <http://musicascuola.indire.it/quadro_didattico.pdf> [↑](#footnote-ref-3)
4. <https://www.agid.gov.it/sites/default/files/repository_files/digcomp2-1_ita.pdf> [↑](#footnote-ref-4)
5. <http://portale.siva.it/it-IT/home/default> [↑](#footnote-ref-5)