

# Quality Criteria of Inclusive Music Lessons in Primary School

## 1. Inclusion in Primary School Music Lessons - a Problem Area in Practice and Research

### Inclusion in School Practice

- Implementation of inclusion in the classroom is currently the greatest problem (FORSA/VBE 2017)
- 2016: 122 written complaints from teachers and headmasters to Ministries due to the excessive demands caused by inclusion
- Decline in fundamentally positive attitude of teachers towards inclusion (FORSA/VBE 2017)
- Increasing teacher dissatisfaction due to the lack of inclusive teaching quality (Gehrling 2017)



### Current State of Research in Music Education

- There are hardly any substantiated research studies on the specific design of music lessons (Nimczik 2015)
- Classroom research is neglected in music pedagogy (Hess 2017)
- There is a lack of research on quality criteria for inclusive music lessons in primary school



## 2. Research Questions

- Does inclusive music instruction differ from that of standard classes?
- If so, for which quality criteria?

### 3. Research Methods

- Teaching observations of music lessons to record and compare teaching profiles
- Qualitative expert survey with primary school music teachers in the "Kempten Regional Inclusion Model"

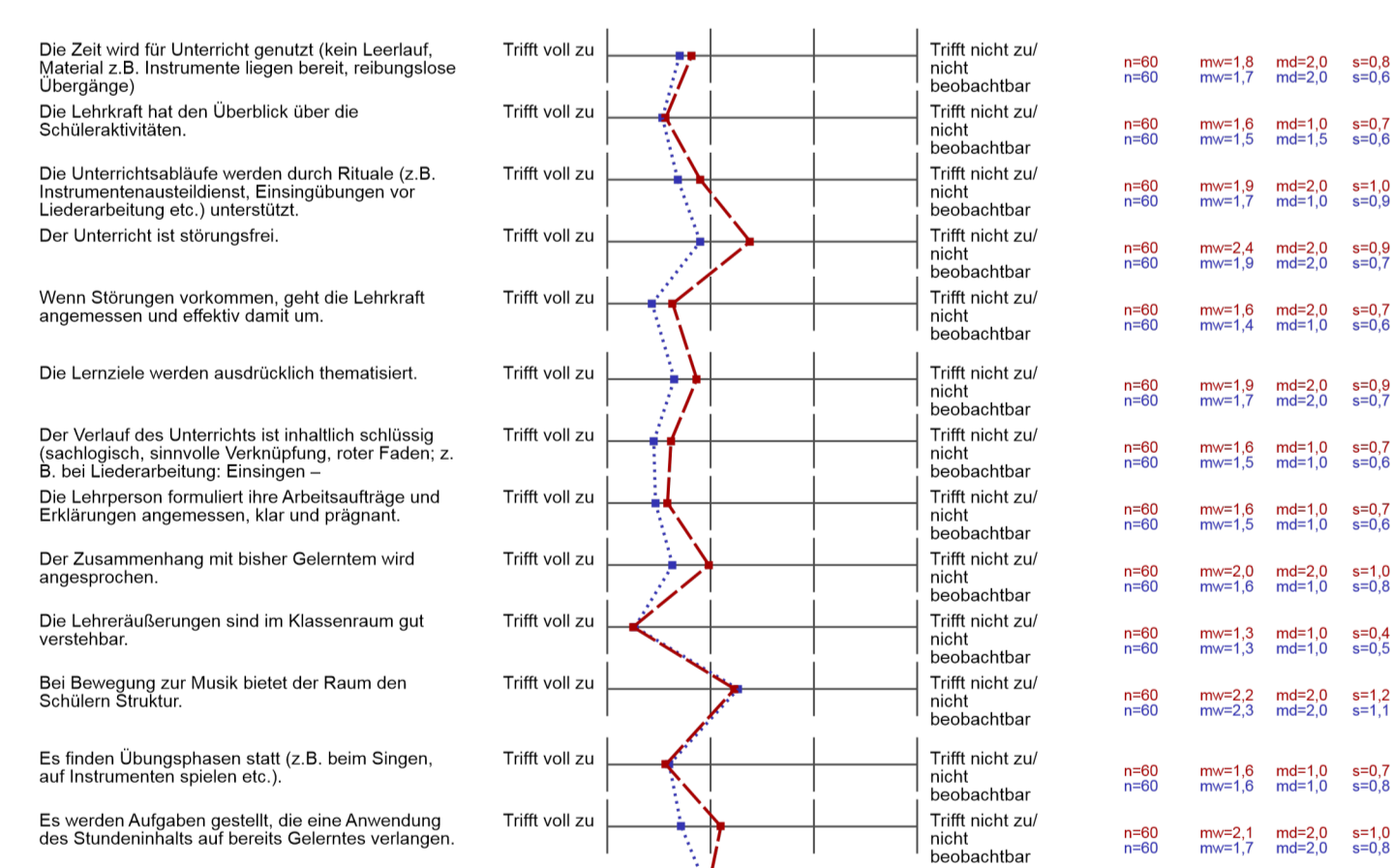
### 4. Research Objectives

- Research into quality criteria of inclusive music teaching in primary schools
- Quality assurance or improvement
- Gaining knowledge for the training, further training and continuing education of music teachers in primary schools

## 5. Results

### ➤ Comparison of teaching profiles (n = 120)

#### Standard classes – Inclusive music classes

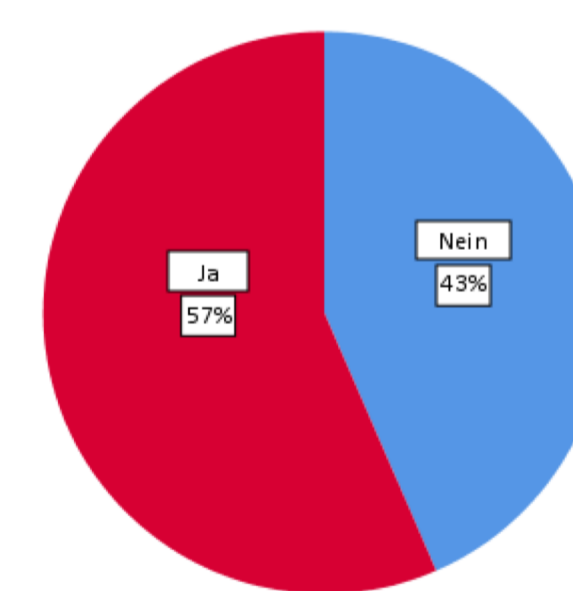


Deviation in classroom management, clarity and structuring, consolidation, learning-fostering atmosphere. (Standard classes better mean values than inclusive music classes)

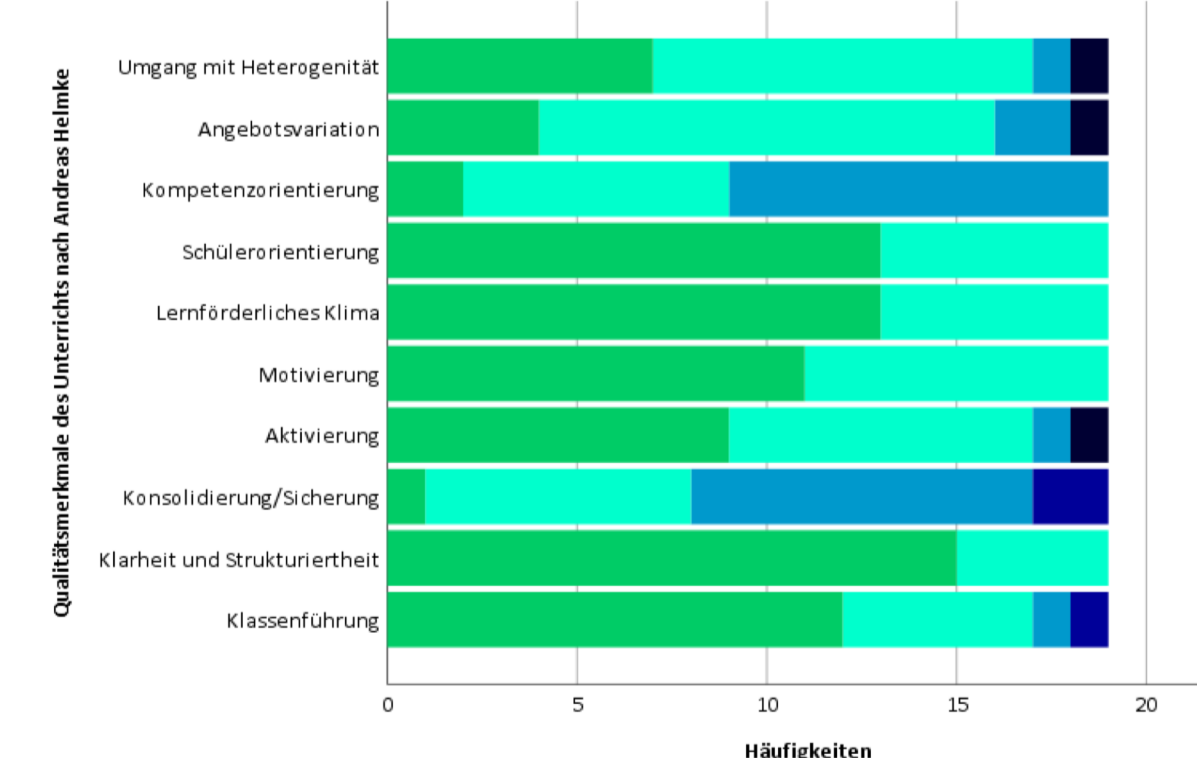
#### General result:

Differences between inclusive music lessons and those in regular classes are only found for a few quality criteria. These can be specifically addressed in training and further education in order to counteract fears, insecurities and teachers feeling overwhelmed.

### ➤ Expert survey (n = 27)



57% of the experts interviewed believe that there is a difference in lesson planning.



Clarity and structuring, learning-fostering atmosphere, student orientation and classroom management are very important characteristics in inclusive music lessons.

## 6. Literature

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