

The Special Education Music Classroom and Composing Games

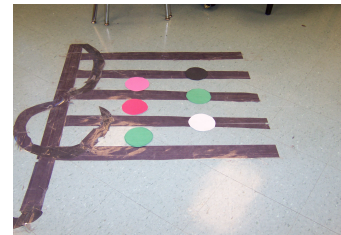
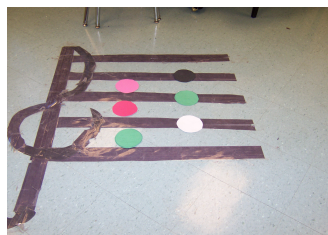
A special education music classroom can be the place where many hidden abilities of students struggling to overcome developmental disabilities can excel.

Activities in music can erase the line between developmental disabilities and higher level functioning. For example, some students with autism can play or sing melodies by ear using pitched instruments such as piano or xylophone. Other students may demonstrate an ability to imitate or even create intricate rhythmic phrases and patterns. All these abilities can surface regardless of challenge. Correlating music to some form of notation can bring great satisfaction to students.



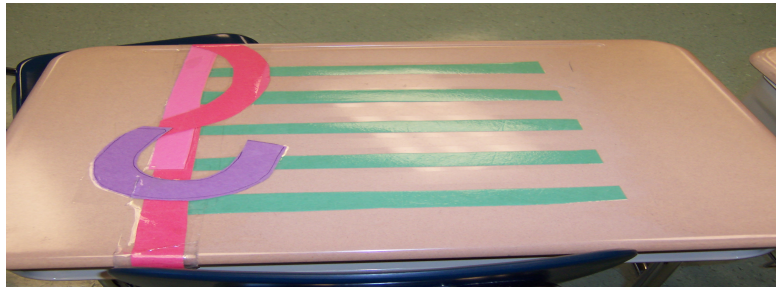
Creating a special education music classroom environment with a large floor staff, desk staffs, colorful notes made out of construction paper or paper plates, provides an opportunity for students to grasp concepts of musical notation. Pitch names, the direction of musical phrases, intervals, chords and random composing games may be included too.

An accessible closet containing instruments labeled with Mayer Johnson symbols can give students a sense of independence to choose their own instruments.



Students should be given the opportunity to hear, play or sing the notation they create with their colorful notes. The teacher, a para or another student can throw or place a note on the floor staff for the students who are unable to do so for themselves.

The important question is; Do you like where the note is placed? Smile if you do!



A composing game box can be filled with flowers when not in use. The box may be decorated with colorful notes, one and two step music directions about dynamics or tempo and short musical phrases or composer pictures.





