



Inclusion and cooperation in a musical theater project: The case of a Spanish bilingual school

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Introduction



Inclusive education:

recognized as a Human Right (UN, 2006)



4th Sustainable Development Goal (SDG)
of the Global 2030 Agenda (UN, 2015)



the Council
Recommendation on Key
Competences for Lifelong
Learning (EU, 2018)



The Spanish educational system: **COMPETENCES** →

Inclusive education (4th SDG)



Introduction: characteristics of the project



- Spanish bilingual school
- Project “Drama & Songs” (D&S) developed entirely in English.
- From the 1st year of Primary Education to the 3rd year of Secondary Education.
- Production of a **musical theater** by the students of each course, under the guidance of their music teachers.
- The students participate in the different phases and roles: set team, sound team, wardrobe team and cast of singers/actors.
- Artistic disciplines: **music, dance and theater.**



Aims

Analyse the following issues:

- 1) Work dynamics between students and with the teachers
- 2) Actions for **educational inclusion**
- 3) Effect of artistic activities on **psycho-emotional development**
- 4) **Strengths and difficulties** of the project



Method



PARTICIPANTS

Three teachers (Music subject):

- 2 Primary Education teachers (P)
- 1 Secondary Education teacher (S)

2 groups of students:

4th and 5th grades (Primary Education)



Method



PROCEDURE

Data collection:

- 1) **Interviews** with each participant (teachers)
- 2) Non-participant **observation** of students group dynamics.

Qualitative-thematic analysis (*ATLAS.ti* software for category building of each theme)



Results



1A) Work dynamics between students and with the teachers: attitudes of cooperation and promotion of self autonomy

- Team building based on the students' previous skills
→ different types of groups: same level or multilevel
- Teacher role: guidance

I think the issue is mixing that way of doing groups so that they get used to the fact that sometimes I follow what someone else tells me, who may be an equal, but I follow what they tell me, and sometimes I have to put myself on the line because I see that no one is pulling my group, so we have to put ourselves on the line, there is no one who comes to tell us: “do this, do that”. (S)



Results

1B) Work dynamics between students and with the teachers: **theatrical improvisation activities**

- Guidance for the group:
Don't laugh / Don't turn your back / Pronunciation and voice projection / To emphasize the details and character emotions
- Warm up (whole class)
- Improvisation training in pairs: Dramatization of situations
- Feedback: teacher - students (depending on the course/level)



Results

2) Actions for educational inclusion: inclusion positions to involve all the members of each working group, including students with special educational needs.

A child who perhaps has a lot of difficulty in English, well you can't assign him a role that talks a lot alone, because you highlight the difficulty that he has.

So you have to choose to say a few things and work on those things very, very well so that when he does it he succeeds.

(S)

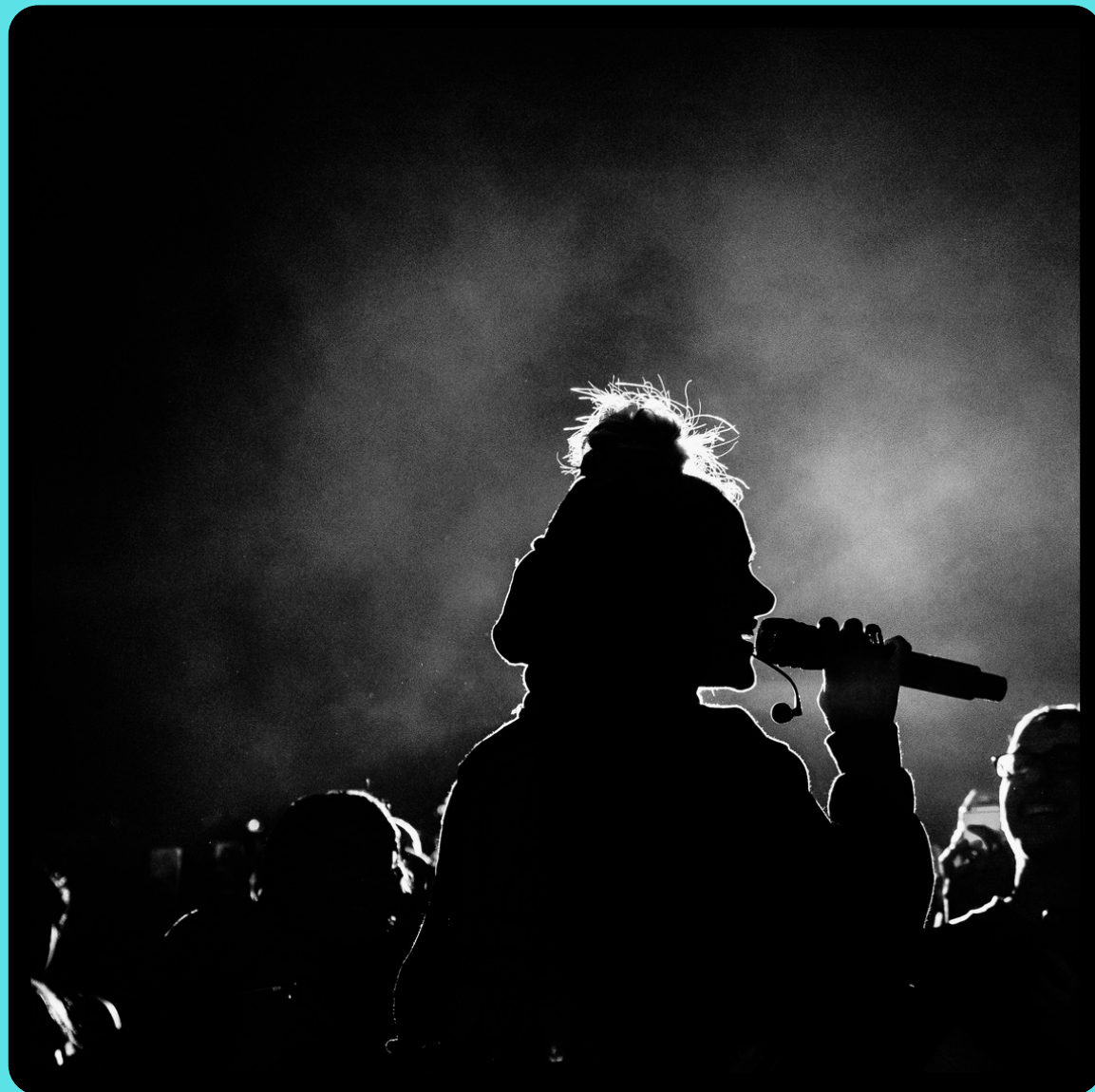
From the beginning they know that everyone is essential in the musical, whether they speak more or less, without one of the roles, the musical cannot be done. So we try to emphasize that everyone has their role even if he or she does not have much text. Without one of them it can no longer be done. (S)



Results

3) Effect of artistic activities on psycho-emotional development

There are many children who have learning difficulties but they are fantastic at dancing and singing, so it is a wonderful opportunity for those children who generally fail in the subjects they take, to shine in this subject [D&S], and to have moments in which their classmates say: “Wow, how cool you sing! How cool you dance!” (P)

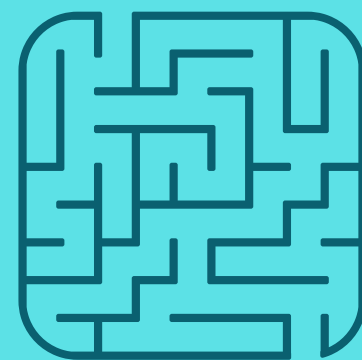


Results

4) Strengths and difficulties of the project

Strengths:

- Oral expression
- English learning
- Improvisation skills
- Generate positive dynamics among students
- Psycho-emotional and psychomotor benefits of this kind of subjects

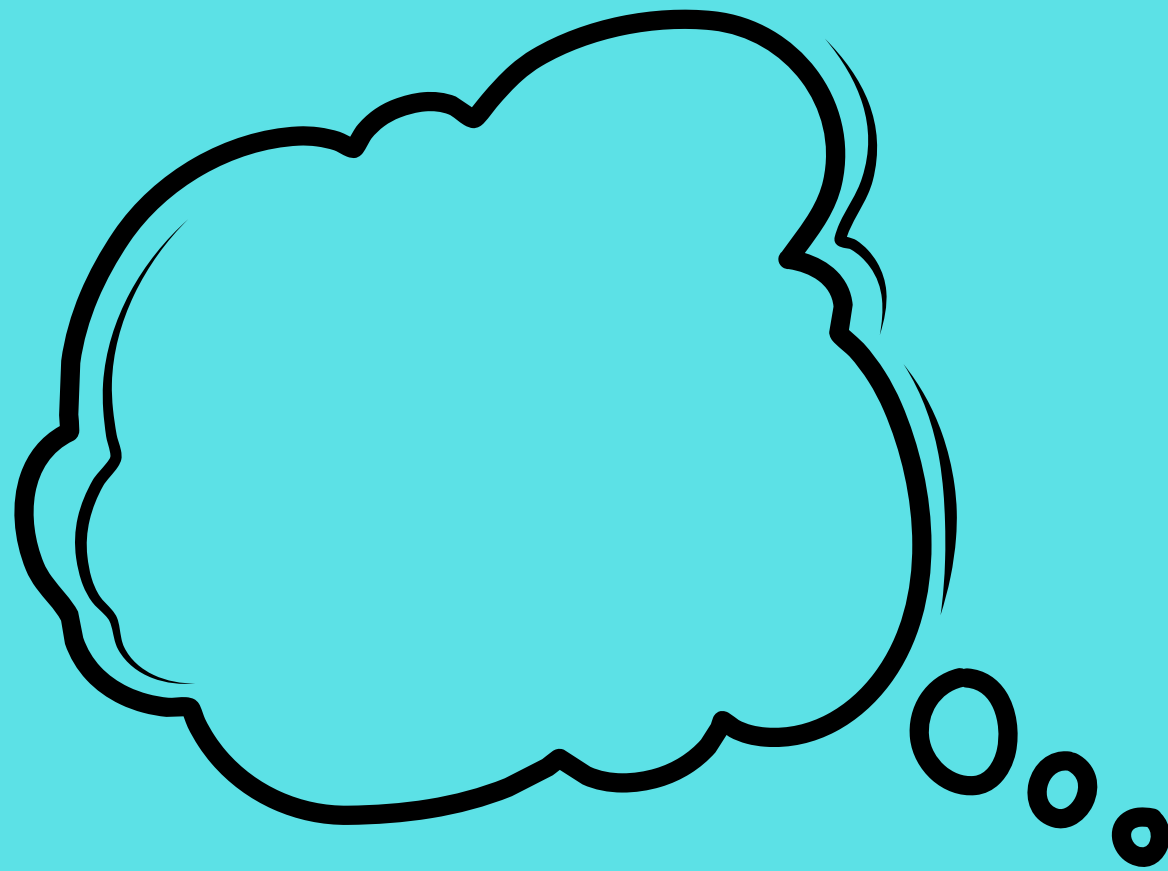


Difficulties:

- Coordination between English and music departments
- Foreign language itself



Discussion



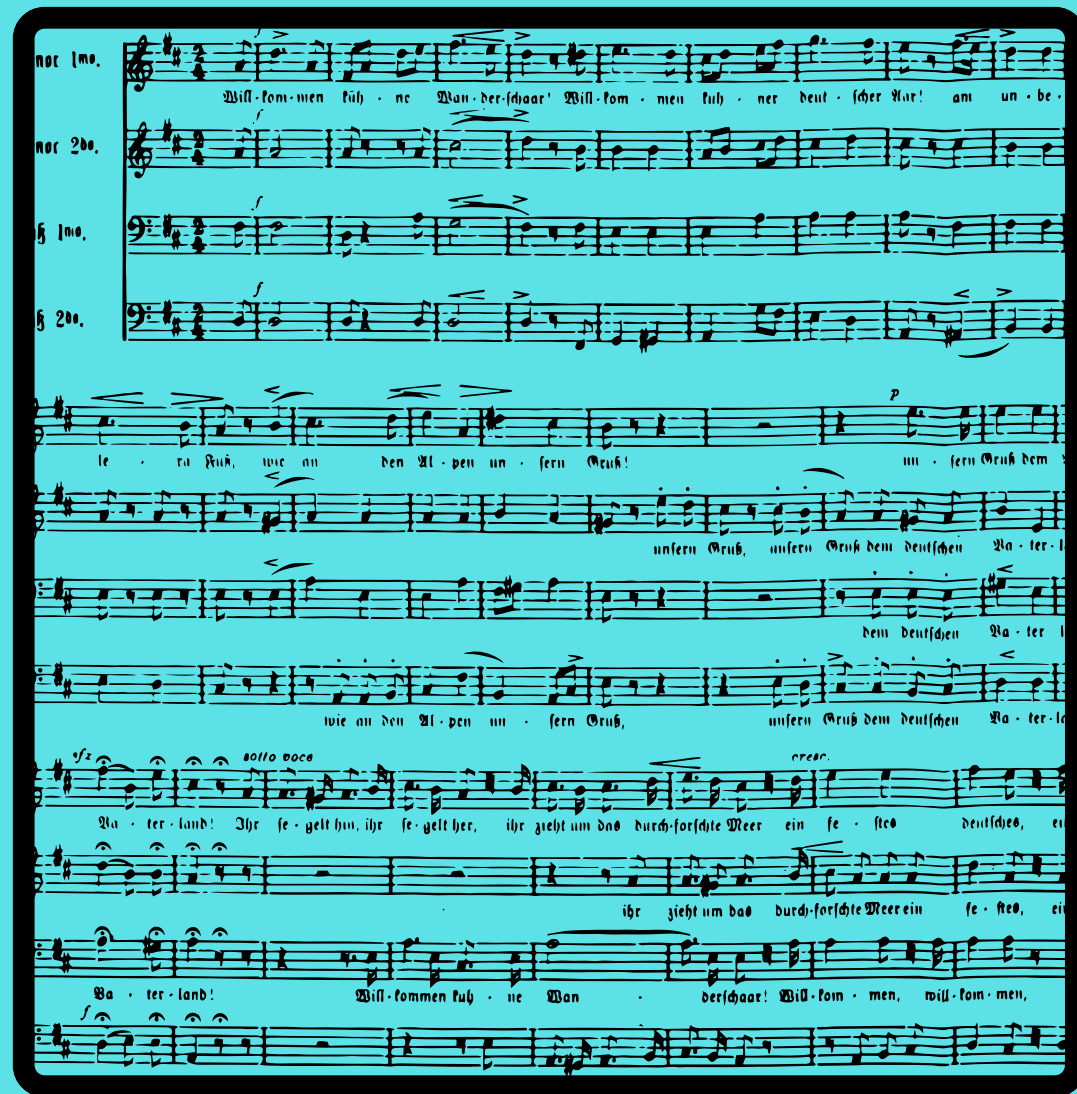
D&S project:

- Can be an educational tool to foster cooperation and to promote self autonomy
- Enables successful academic experiences
- Makes the inclusion easier than in other academic contexts

This kind of educational projects can act as a vehicle to achieve the aims of national and international agendas



References



- CRC, UN. (2006). *General Comment No. 9: The rights of children with disabilities*. United Nations Committee on the Rights of the Child.
- *Council Recommendation on Key Competences for Lifelong Learning*. Official Journal of the European Union (2018/C 189/01)
- UN (2015) Transforming our world: The 2030 agenda for sustainable development, United Nations



Thank you very much!

