

## Designing curricular and extracurricular activities for cultivating social inclusion in school environment

Extracurricular activities which are organised at SSOŠ Pro scholaris on a weekly basis include, among others, the School Band. It is composed of several music instruments and vocals comprising the drums, percussion, piano, guitars, bass and 4 vocalists.

One of the students engaged in playing the songs is a student officially integrated due to special educational and behavioural needs. He is not able to speak well and concentrate to certain matter for longer time period. Furthermore, he comes from the single-parent family in reality since he sees his mother twice a year due to work abroad. Sometimes, he feels lonely, sometimes he is exposed to bigger stress due to his own perceiving and understanding.

The School Band involves activities such as explaining, practising, arranging and performing live music. But if we come to the fact that music can be used as a powerful tool of expression and communication, man can imagine such a student playing an instrument as an integral part of his personality and skills.

Here are the principles and development of competences regarding the student with special needs in the School Band – concerning the dimension of cognition:

- explaining the rhythm patterns and their use in standard rhythmic sections as well as concentration to the tempo and dynamics,
- practising the rhythm patterns with a guitar or any other musical instrument to let the student feel the beat and flow of the music,
- arranging the songs demands full concentration and it also develops the student's memory by remembering the patterns and arrangements of the songs.

Concerning the dimension of emotionality:

- live performance builds up self-esteem of the student and awarding by the peers which results into direct inclusion and building the friendships.

There are several assumptions which must be accomplished by the student (dimension of the will):

1. will to be a part of the School Band,
2. will to work systematically and to build the technical skills of playing the percussion,
3. will to understand and express himself within the arts.

The techniques which are used by the student to play include mostly drumming with his palms or shaking the percussion instruments. Any technique he tries leads to satisfy the feelings and to overcome the communication problems more efficiently – using music. Will of the student is key to make progress in this field. Therefore, it is quite essential for the student to be supported also by his father.

He can join the live music rehearsal or performance without any problems. Concentrating to the beats and harmonies, melodies and colour of music for several-minute periods, he fully adapts for the real environment of playing music with teachers and schoolmates. And enjoying fun, developing social skills or communication, improving co-operation or flexibility and above all, being more satisfied and fulfilled within the school environment.

Thus, following the social inclusion approach for the attempts to fully integrate the students with special needs, music used for the purposes of inclusion and education, results in many positive ways. This means, e.g.:

- improved awareness and understanding for the disadvantaged pupils or students,
- developed social skills and co-operation among the students/players/singers,
- concentrated and fulfilled students in the school environment.