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AN OUTLINE OF THE CONTENTS OF A DRAUGHT PROGRAM FOR THE SUBJECT “MUSIC” FOR THIRD-FORM SCHOOLCHILDREN WITH MILD INTELLECTUAL DISABILITY

Abstract. Modernization of education content with the purpose of bringing it in line with the modern socio-cultural requirements and needs is one of the urgent issues of the Russian special education. Work on the content of the programs for students with intellectual disability has been complicated all through the years of existence of the home oligophrenopedagogy by the deficiency of qualified specialists with interdisciplinary training in the fields of teaching children with intellectual disability and musical education. The problem has been solved recently via inclusion of the academic subject “Musical Education of Students with Intellectual Disability” called upon to form ideas about the technologies of musical education of junior schoolchildren with intellectual disability in the curricula of training bachelors in the field of “Olygophrenopedagogy”. In spite of the need for the problem solution and its urgency, the results of the design of the content of musical education of junior schoolchildren with intellectual disability have been scarcely presented in the works in the sphere of olygophrenopedagogy. The article presents research materials within the framework of the project “Design of the Program, Methodology and Academic Support for the Realization of the Requirements of the Federal State Educational Standard for Primary General Education of Students with Disabilities and the Federal State Educational Standard for Students with Intellectual Disabilities” initiated by the Ministry of Education and Science of the Russian Federation.

Keywords: musical education; olygophrenopedagogy; children with intellectual disability; intellectual disability; methods of teaching music; methods of teaching music at a special school; music; children’s singing; musical art.

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Acquisition of knowledge and skills by students with intellectual disabilities in correspondence with the requirements of the Adapted Basic General Education Program (ABGEP) created on the basis of the Federal State Educational Standard (FSES) for education of children with intellectual disabilities presupposes achievement of certain personal and academic results by such children [9]. Personal results include acquisition of life competences by the learners, which are necessary for realization of practice-oriented tasks ensuring the formation and development of social relations with other people. Academic results consist in mastering the content of the academic subject "Music", and are characterized by acquisition of the musical knowledge and skills, and the ability to use them by children with

intellectual disabilities in practical activity.

Personal results occupy the leading position among the predicted results, because it is these results that guarantee acquisition of the complex of life (social) competences determining the ways of achievement of the key goal of the modern special education – inclusion of the children with intellectual disabilities into culture and their accumulation of socio-cultural experience. **The personal results** achieved in the course of acquisition of the content of the educational program in music presuppose the formation of such properties as: positive motivation towards various kinds of musical activity; readiness for creative interaction and communication with the surrounding adults and peers, including those with typical development, in various kinds

of musical activities based on tolerance, mutual understanding and the established norms of social interaction; readiness to use the musical experience acquired in practice at lessons and in out of class activity including common socio-cultural projects; realization of oneself as an equal citizen of Russia proud of their country; adequate evaluation of one's own musical capabilities; primary skills of adaptation to the change of the social sphere; musical-aesthetical preferences, evaluations, emotions, needs and values; kind, responsive, open, understanding and empathetic relation to the feelings of other people; orientation towards healthy lifestyle, caring attitude to one's health; and respect for spiritual and material values.

Academic results are achieved through studying the subject Music. *At the elementary level* it means preparedness to determine the content of the pieces of music known to the child; good formation of the notions about musical instruments and their sounds; acquisition of the singing skill, both with instrumental accompaniment, and without it but with pedagogical support; joint emotional performance of the songs learnt with elements of expressive means; correct formation of sound production while singing vowel sounds and distinct pronunciation of consonant sounds at the end and in the middle of the word; correct melody production in the vocal

range D1 – B1; preparedness for identification of parts of a piece of music: prelude, introduction, refrain, break, finale, differentiations of a song, dance, march; skill to express rhythm with the help of voice, taps, percussion instruments; skills to distinguish musical pieces of various character (cheerful, calm, sad); acquisition of elementary knowledge about notation. *The sufficient level* is characterized by independence of performance of the songs learnt with instrumental accompaniment and *a capella*; good formation of the notions about all musical instruments included in the syllabus and their characteristic sounds; acquisition of the skills of singing solo and in chorus in compliance with the elementary requirements of artistic performance and the composer's recommendations about the means of musical expressiveness; distinct and clear articulation of words in the songs of lively character; skills to differentiate songs, marches and dances different in character and tone; acquisition of knowledge about the elementary means of musical expressiveness: loudness (piano – softly, forte – loudly), tempo (lento – slowly, moderato – at a moderate speed, allegro – fast), range characteristics (high, medium, low); acquisition of the notions about the elements of musical literacy as a means of visual representation of music [7; 8; 12].

In accordance with the recommendations of the Draught program for the subject “Music”, by the end of third form, schoolchildren are **to know**: forms of pieces of music: one-part, two-part, three-part, four-part, couplet; names of musical instruments (balalaika, violoncello, saxophone), their sounds and playing techniques; **to be able**: to identify the melody in vocal and instrumental pieces of music; to make the voice sound rounded in the upper vocal range and soft in the lower one; to use exhalation in a rational and ergonomic way while singing cantilene with different loudness; to articulate vowels correctly while singing two sounds per syllable; to mutely articulate a familiar song with instrumental accompaniment.

The approaches to evaluation of academic knowledge are designated by the draught ABGEP for education of children with intellectual disabilities in its section “2.1.3. System of evaluation of achievement of planned results of acquisition of the adapted basic general education program by children with mild intellectual disability”. The planned results of acquisition of the ABGEP achieved are measured at the end of the first stage of education (by the end of Form 4). According to the requirements of the FSES for education of children with intellectual disabilities, personal and academic results are to be evaluated. Dynamic observation of pro-

gress in achieving planned results is carried out during Form 3. Encouragement and stimulation of academic activity of the pupils of Form 3 should be effected with the help of qualitative and quantitative evaluation [13].

Evaluation of academic results in points rests on the principles of the individual-differential approach. The use of the scoring system of evaluation should demonstrate the quality of the knowledge and skills acquired. The planned results evaluation criteria should include their adequacy or controversy to the existing knowledge and practical achievements; integrity and durability of knowledge; freedom and consciousness of application of the knowledge and skills obtained in one’s own practical activity. The procedure and the choice of the system of testing and evaluation of the current and summative (at the end of schooling in Form 3) achievements of schoolchildren are the leading factors of activization and stimulation of musical-educational activity of pupils with intellectual disability, and of positive influence upon the formation of their musical culture.

Acquisition of the content of the ABGEP of Variant 1 is planned to be done on the basis of the textbook “Music” using visual and technical means adapted to the capacities of the schoolchildren with intellectual disability, meeting their special

educational needs, and allowing pedagogues to realize the chosen variant of the program.

Evaluation materials and evaluation criteria. Academic results at the lesson of music are evaluated on a five-point scale and are orally commented on. The following aspects are tested and evaluated at the lessons of music: 1) skills of the learners with intellectual disability to listen to pieces of music (listener's motivation), to comment on their content and the musical expressive means used in them; 2) skills to compare pieces of music and to generalize the knowledge acquired; 3) knowledge of musical literature; 4) choir singing habits and skills [1; 14].

The procedure of the program acquisition control is organized by the teacher according to the following criteria: performing art is evaluated both during song learning through observation, and during final singing – “concert performance”; adequacy of knowledge acquisition is evaluated at the lesson during talks about music; emotional response is tested with diagnostic materials. The results of the program acquisition are evaluated in the form of current and topical control. Current control presupposes: oral quiz (individual, frontal); singing the song; playing musical instruments; creative tasks (musical improvisations; creation of a musical image by movement; making up

a story on a piece of music, etc.); musical puzzles. Topical control includes: lesson-concert; participation of children with intellectual disability in various group, school and out of school mass amateur art activities (concert, performance, competition, festival) [2; 3; 11].

Evaluation norms for music listening. Mark “five”: listener's motivation has been completed to the full; the answer is correct and complete, includes the characteristic of the content of the piece of music and the expressive means used; teacher's help is possible. Mark “four”: listener's motivation has not been completed to the full; the answer is correct but not complete, includes the characteristic of the content of the piece of music and the expressive means used; many leading questions are asked by the teacher. Mark “three”: listener's motivation has hardly been completed; the answer is correct but incomplete or too short, the expressive means used have not been described properly, many leading questions are asked by the teacher. ***Evaluation norms for choir singing.*** Mark “five”: knowledge of the melodic line and the lyrics; exact intonation and rhythmic performance; expressive performance. Mark “four”: knowledge of the melodic line and the lyrics; basically exact intonation and rhythmic performance; singing is not expressive enough. Mark “three”: certain inac-

curacies in the melodic line and the lyrics; intonation is unsure and not always exact, sometimes a little false, there may be rhythmic errors; singing is not expressive. *Interest and emotional response* are evaluated by the teacher's oral characteristic: expression of the attitude to life; skills to use key and peripheral knowledge; aspiration for showing musical abilities.

The design of the **content** of the academic subject "Music" depends on the following requirements: modern socio-cultural conditions of special education; priority of the home musical culture taking into account national and regional musical traditions making up part of the global musical culture; artistic value of the pieces of music; accessibility of musical activity and the content of the academic subject "Music" for schoolchildren with intellectual disability; psycho-therapeutic and psycho-rehabilitative opportunities of musical activity.

The content of the program is based on the home (Russian) classical and contemporary works of musical culture: folk and composer music; folklore pieces of music as reflection of popular traditions, national history, love for Motherland, natural wealth, labor activity, people; written and oral forms of translation of musical experience and traditions; the existing genres of Russian folk songs; spiritual and singing traditions as the basic com-

ponents of the Russian folk and professional musical culture; folklore motifs in the creative work of the home composers. The construction of the program on the basis of recurrence of pieces of music corresponds to the concentric principle of usage of the learning material. Revision by the children with intellectual disability of the pieces of music learnt before (listening to, singing, instrumental performance) facilitates better realization and understanding of the musical expressive means; reinforcement of the notions, knowledge and practical and performing habits and skills acquired previously; enrichment of one's own musical experience [4; 5; 6].

The choice of musical compositions for listening depends, to a great degree, on the correspondence of the content and the emotional constituent of the works of music to the perceptive abilities of the children with intellectual disabilities. The presence of the imagery content responsible for compliance with the principle of artistic creation has been proved by researchers. Schoolchildren with intellectual disabilities better understand the images of the closest environment associated with their everyday life: toys and games, fairy tale characters, animals, school life, relations with peers and relatives, social, historical and natural processes, and labor activity. It is important that music for listening should meet the

following demands: clear, salient structure and form; simple and explicit musical language; classical harmony of arrangement; expressive melodic and metro-rhythmic patterns; and presence of onomatopoeic (imitation of the voices of people, birds, animals; sounds of nature, mechanisms, etc.), visual and dancing elements. The section of the program “Musical Perception” is aimed at acquisition by schoolchildren with intellectual disabilities of the skill to listen to music with emotional and behaviorally adequate responses to the artistic images of musical compositions; elementary notions about the wealth of the inner content of the piece of music created by the composer; emotional comprehension of the character of musical compositions of various genres; ability to express in words and give a verbal outline of a piece of music; skills to identify musical compositions differing in form and character; skills to recognize and name well-known pieces of music independently by listening to the introduction (“Guess the Tune”); readiness to identify the melodic and harmonic structure (accompaniment) of a song or instrumental piece of music; skill to distinguish the structure of a song (introduction, refrain, break, finale); knowledge about solo and choir singing; notions about the specificity of various musical collectives (band, orchestra); and knowledge

about musical instruments and their sounds [10; 15].

The tasks in the field of realization of the pedagogical activity in the area “Teaching Form 3 Schoolchildren with Intellectual Disability Listening to Music” are the following: to develop the skill to differentiate the structure and parts of a piece of music; to form the ability to differentiate the melody and accompaniment in a vocal and instrumental musical composition; to acquaint children with the names of musical instruments (saxophone, violoncello, balalaika) and their sounds; to reinforce the skills of playing different children’s instruments; to teach children play balalaika, spoons (and other folk musical instruments).

The song repertory of the section “Choir Singing” of the program consists of Russian folk and authored musical works (children’s, classical and modern songs). The vocal material included in the program meets the requirements of semantic clarity, reflection of familiar images, events and phenomena, simplicity of the metro-rhythmic pattern of the melody, and contains short musical phrases to ensure the organization of voice protection. The song topics may include: fairy tale and game situations; animal life; labor activity; social and historic events; school life. The song genres may be the following: ditties, New Year round dances; songs

about Motherland defenders; songs about mother; game songs and lullabies.

The formation and development of the skills of vocal performance in schoolchildren with intellectual disability can be facilitated by the formation of good singing posture, unstrained but concentrated position of the chest with straight back and shoulders down or slightly back, with the chin parallel to the floor, standing firm with the arms free and relaxed; the development of singer's breathing, noiseless, deep, fast and quick inhalation corresponding to the character and tempo of the song; teaching the skill to breathe in before a musical phrase; practicing economical exhalation and breath hold on longer phrases; perfection of the skill of quick, calm change of breathing while singing songs without lengthy pauses between phrases; formation of the skill to distribute breathing while singing cantilene with change of dynamic shades (while reducing and enhancing breathing); singing shortened melodic formulae and phrases in one breath; development of a stable skill of natural, free sound (correct articulation of vowels and distinct pronunciation of consonants, intonational distinction of vowels according to the lyrics content; correct articulation of vowels while singing two sounds as one syllable; clear and distinct pronunciation of the lyrics corresponding to the tempo of

the song performed); formation of soft, melodious, light singing of cantilene, formation of melodious performance of the child's voice; enhancing attention to the uniform, correct, "clear" intonation, exact intonation of the motif of the song learnt while singing solo and in chorus; formation of the skill of keeping to exact rhythmic pattern of a song without vocal accompaniment of the teacher or musical instrument (*a capella*); perfection of clear intonation and voice stability over the whole range of the song melody; work on development of musical perception, attention and rhythmic awareness with the help of special rhythmic (dancing-rhythmic) exercises; formation of the skill to reproduce a verse of a well-known song via voiceless articulation with instrumental accompaniment; distinction of the pitch of the voice and direction of melodic motion (low-, medium-, high-pitch sounds; falling and rising melodic line, level tone); formation of the skill to indicate the direction of melodic motion with the hand (upward and downward); identification of the strong beat by ear; understanding of the content of the vocal composition on the basis of its melody character (quiet, cheerful, sad, restless) and lyrics; emotionally rich singing of the songs learnt with elementary dynamic shades; understanding conductor's gestures ("ready", "attention", "inhalation",

beginning and end of singing); formation of the skill presupposing the ability to listen to the introduction and begin singing correctly together with the pedagogue or independently listening to the singing of other members of the chorus (singing in unison, rhythmically and expressively, preserving the tuning or ensemble); use of various means of musical expressiveness (tempo, rhythm, dynamic shades) to improve artistic performance; formation of the skill of quiet, moderate in tempo, relaxed and smooth singing from *mezzo piano* to *mezzo forte*; formation and gradual enrichment of the vocal range E1 – A1, D1 – B1, C1 – C2; activation of aesthetic delight and pleasure in one's own singing.

The tasks in the field of realization of the pedagogical activity in the area "Teaching Form 3 Schoolchildren with Intellectual Disability Choir Singing" are the following: to reinforce singing habits and skills on the material learnt at previous stages and on the material of new songs; to develop the skill of quick and calm change of breathing during singing songs without lengthy pauses between phrases; to develop the skill to distribute breathing while singing cantilene with change of dynamic shades (while reducing and enhancing breathing); to develop the skill of correct articulation of vowels while vocalizing two sounds in one syllable; to develop the skills

of auditory control of the quality of singing; to develop the feeling of musical rhythm and the skill to reproduce a verse of a well-known song via voiceless articulation with instrumental accompaniment; to use various means of musical expressiveness (tempo, rhythm, dynamic shades) to improve artistic performance; to perfect the clarity of intonation, rhythmic patterns, expressiveness and unison stability in choir singing.

Acquisition of the elements of musical literacy as one of the most difficult kinds of musical activity can be provisionally subdivided into three learning periods corresponding to the development of mental abilities of children with intellectual disability.

The first, propedeutic period – from 6 to 8 years of age, including supplementary Form 1 and Form 1 – is the time of the primary accumulation of experience of music perception, elementary musical experiments, musical-imagery, extra-musical and rhythmic notions, and correct intonation of the vocal part. During acquaintance with the music character (cheerful, sad, quiet), with dynamic shades (softly, loudly), children get to know elementary ideas about versatility of the inner content of the musical works listened to; children become acquainted with musical instruments, their sounds and methods of playing them (piano, drum, violin, accordi-

on, guitar, trumpet); receive elementary knowledge about the structure of a song (introduction, refrain, break, finale), the existing simplest music genres (song, dance, march), kinds of musical activity (singing, listening, dance, playing musical instruments) and general rules of behavior at music lessons.

The second period, embracing children with intellectual disabilities from 9 to 11 years of age, includes more intensive acquisition of musical notions and musical performance skills. The children with intellectual disability are acquainted with such musical notions as pitch and length (duration) of sound, members of a musical collective – ensemble, orchestra, choir, instrumental band; various kinds of sounds, appearance and method of playing of different musical instruments (balalaika, flute, organ, saxophone, violoncello, harp, folk musical instruments), structure (parts) of an instrumental musical composition. The learners accumulate elementary knowledge about the opportunities to use music in various life situations (entertainment, sports, recreation, work, and festive occasions); march styles (military, festive, sport, wedding, funeral, etc.) and dance (round dance, slow waltz, polka, foxtrot, tango, polonaise, etc.).

The third period (the learners between the ages of 12 and 14 years, Form 5) is aimed at systema-

tization and generalization of knowledge received through practice. The children with intellectual disability gain elementary ideas about the methods of notation, graphic representation of pauses, meter, duration, melody and accompaniment. The children get acquainted with musical professions – composer, conductor, musician, singer, and performer; peculiar features of music writing; membership and sound of symphonic orchestra and modern musical groups; musical genres (romance, serenade, sonata, concert, quartet, symphony, ballet, opera, etc.).

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