



INCLUSIVE EDUCATION IN EXPRESSIVE ARTS

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Introduction

Inclusive learning is particularly important in disciplines such as Expressive Arts, where diverse learners bring unique perspectives and talents. However, there are challenges faced in teaching Expressive Arts inclusively, which require educators to employ innovative strategies and address specific needs. Expressive Arts refers to the study of theory and practice in areas such as instrumental or vocal performance, promoting physical fitness, motor skills, and overall well-being through structured physical activities, sports and visual arts. Inclusive learning in Expressive Arts involves accommodating students with various abilities and needs, including those with abilities, disabilities, diverse cultural backgrounds, and different levels of musical, visual and physical proficiency.

Inclusive Learning in Expressive Arts, according to Miell, Macdonald, & Hargreaves, (2017) focuses on providing equitable opportunities for all learners to engage with and excel in Expressive Arts. It entails creating an environment that embraces diversity, promotes inclusivity, and enables all students to participate in Expressive Arts activities with confidence and enjoyment. Inclusive learning in Expressive Arts emphasises on fostering creativity, self-expression, and cultural appreciation among students, while ensuring that all learners can participate fully and meaningfully in artistic activities. Assessment and evaluation are integral components of the teaching and learning process. However, they can pose challenges when it comes to inclusive learning in Expressive Arts. Formative assessment, portfolio-based evaluations, and performance-based assessments are important to provide a more inclusive and comprehensive understanding of students' learning and progress in Expressive Arts.

Educators should actively promote a positive and inclusive environment by fostering peer acceptance, encouraging collaboration, and addressing any stigmas or biases that may exist among students. Creating opportunities for students to showcase their unique abilities and contributions can help build self-confidence and a sense of belonging within the expressive arts

community. The physical environment must be accessible, safe, adaptable, and culturally sensitive to accommodate diverse learners. Adequate teaching and learning resources need to be available and designed inclusively. Teachers and learners must possess the necessary competencies and skills to promote inclusive practices. By understanding and addressing these challenges, educators can create inclusive learning environments that empower all students to engage, learn, and express themselves fully in the realms of Expressive Arts.

Inclusive education in music, physical education, and fine arts emphasizes the deliberate integration of students with diverse backgrounds, abilities, and needs into their respective learning environments. It embodies the belief that all learners, regardless of differences, should have equitable access to meaningful and enriching experiences. In music, it goes beyond physical presence, aiming to create a nurturing atmosphere that values diversity and provides tailored support to ensure active participation. In physical education and sports, inclusive education offers equal opportunities irrespective of gender, ability, or disability, promoting a sense of belonging and overall well-being. In the realm of fine arts, inclusive learning aims to accommodate a wide range of students, including those of different ages, individuals with disabilities, those with varied emotional experiences, and those seeking therapeutic benefits. The primary goal is to create a welcoming, supportive, and empowering environment where all students can engage, learn, and excel in their artistic pursuits while expressing themselves freely.

Inclusive Education in Music Education

Inclusion education in music education refers to the intentional and active integration of students with diverse backgrounds, abilities, and needs into music learning environments. It is a philosophy that embraces the principle that all learners, regardless of their differences, should have equitable access to meaningful and enriching musical experiences. Inclusion exceeds ordinary physical presence instead, entails creating an environment that values and celebrates diversity, while providing tailored support to ensure every student can actively participate and engage in musical learning (Jones & Davis, 2018).

Gifford et al (2019) states that inclusive music education emphasises breaking down barriers that traditionally excluded certain individuals or groups from participating fully in music instruction. This implies that inclusion strives to create an environment where every student feels a sense of belonging, is respected for their unique contributions, and is empowered to express themselves through music (Simmons & Bredensteiner, 2020).

What should be noted as central to the concept of inclusion is the recognition that each student brings a unique set of strengths, experiences, and perspectives to the learning process. As an inclusive music educator, diverse teaching strategies, learning materials, and assessment methods to accommodate the varied learning styles and abilities of students are employed. In order to achieve this, the music educator be expected to involve adapting curriculum content, applying assistive technologies, providing additional time or support, and fostering collaborative

learning environments (Lynch & Simpson, 2017). Inclusive music education does not only promote diversity and equity instead nurture a sense of empathy and understanding among the students. Wiggins (2019), explains that, through exposure to a wide range of musical traditions, styles, and experiences, learners develop a broader appreciation for the richness of human expression and creativity. Inclusion also supports the holistic development of students, fostering their social, emotional, and cognitive growth through the universal language of music

Goals of Inclusive Music Education

Inclusive music education is guided by several overarching goals that aim to create an equitable and enriching learning environment. Firstly, it prioritizes equity and access, ensuring that all students, regardless of their abilities or backgrounds, have equal opportunities to engage in music education. By breaking down barriers and fostering inclusivity, this goal seeks to make music education accessible and enjoyable for everyone.

Secondly, inclusive music education acknowledges and accommodates diverse learning styles and preferences. It recognizes that students have unique ways of processing and responding to musical instruction, emphasizing the importance of tailoring teaching methods and materials to suit individual needs. By embracing this diversity, inclusive music education strives to enhance learning outcomes and create a deeper, more personalized connection between students and the world of music. Additionally, the social aspect of music education is emphasized, with the goal of promoting interaction and integration among students from various backgrounds and abilities. Through collaborative musical activities, students can build relationships, collaborate, and develop a sense of belonging within a supportive and inclusive community.

Benefits of Inclusive Music Education

Inclusive music education offers a range of substantial benefits. It is associated with improved learning outcomes, increased motivation, and better retention of musical skills, fostering cognitive and emotional development. By providing a creative platform for self-expression, it particularly empowers students with disabilities or those facing academic challenges. Inclusive music education also promotes empathy and a deeper understanding of diverse perspectives, contributing to a more compassionate society. Furthermore, it equips students with essential skills, such as effective communication and collaboration, preparing them for success in our diverse and interconnected global world.

Catering Differently Abled Learners

Inclusive music education celebrates cognitive diversity by providing equitable access to musical learning experiences for learners with varying needs and strengths. This approach promotes a supportive classroom environment where individual differences are accommodated and celebrated, utilizing flexible teaching strategies and technology-assisted tools to cater to diverse

cognitive abilities. Inclusive education instruction aims to offer equal opportunities and meaningful participation for students with special needs through personalized adaptations, ultimately enhancing emotional well-being, social integration, and overall learning enrichment. The comprehensive implementation of inclusive practices underscores its potential to empower every student, fostering a harmonious and diverse educational community (McFerrin & Saenz, 2019; Steele, Gordon, & Phillips, 2020; Humphrey & MacDougall, 2018; Ballantyne et al., 2019).

Adapting Curriculum and Pedagogy in Inclusive Music Education

Inclusive education in music education involves a transformative approach to curriculum and pedagogy, fostering an enriching and accessible learning environment for all students. Flexible curriculum design serves as a cornerstone for inclusion, allowing educators to tailor content and activities to meet diverse learning needs (Smith & Anderson, 2018). Differentiated instruction in music further enhances inclusivity by catering to individual strengths and challenges, ensuring that every student can engage and progress within the musical framework (Hickey, 2014). Universal Design for Learning (UDL) principles, as advocated by Meyer and Rose (2008), find valuable application in music education, promoting varied pathways of engagement, representation, and expression. This framework ensures that students with differing abilities can participate actively and meaningfully in music learning experiences. Moreover, incorporating multimodal approaches, encompassing visual, auditory, kinesthetic, and tactile elements, enriches the learning process by engaging various sensory channels and promoting deeper comprehension and creative expression (Hebert & Lehman, 2018). Inclusivity in music education is thus achieved through these dynamic strategies, ensuring that all learners can thrive harmoniously within the realm of music.

Creating Inclusive Classroom Environments in Music Education

Creating inclusive classroom environments in music education involves multiple essential factors that contribute to a holistic learning experience. One critical aspect is ensuring physical accessibility for all students, including those with disabilities, to provide equal opportunities. By designing universally accessible spaces, educators can ensure that the physical environment doesn't create barriers to music education (Smith & Jones, 2019).

Fostering a positive and supportive classroom culture is equally crucial. Teachers can create an atmosphere of respect and empathy, implementing anti-bullying and anti-discrimination policies. Involving students in decision-making processes and valuing their unique perspectives enhances their sense of belonging. Collaborative learning and peer interaction play a pivotal role in promoting inclusivity in music education, encouraging students to work together, learn from one another, and appreciate diverse talents and abilities (Johnson & Smith, 2018). Inclusive practices also involve creating opportunities for students to share their musical experiences, cultural backgrounds, and personal stories, reinforcing the principles of inclusion.

Music itself can serve as a powerful tool for social inclusion, helping students explore different cultures, traditions, and perspectives. Integrating various musical genres and styles into the curriculum promotes cross-cultural understanding and breaks down barriers. By actively engaging with music as a means of self-expression and cultural exploration, students develop a deeper appreciation for diversity and create meaningful connections that transcend societal boundaries (Gale & Brackett, 2017). In sum, creating inclusive classroom environments in music education is a multifaceted endeavor that encompasses physical accessibility, a positive classroom culture, collaborative learning, and the transformative power of music itself.

Equitable Assessment and Evaluation in Music Education

Equitable assessment and evaluation in the context of inclusive music education are essential to ensure fair and unbiased evaluation for all students, regardless of their diverse abilities and backgrounds. Alternative assessment methods, as highlighted by Smith and Johnson (2019), offer promising avenues, including performance-based assessments, portfolio assessments, and self-assessment. These methods accommodate various learning styles, allowing students to demonstrate their abilities comprehensively and fostering inclusivity.

Assessing creativity and expressiveness in music education within an inclusive framework is a complex challenge. Traditional approaches may inadvertently disadvantage some students. Lee et al. (2020) suggest innovative methods like technology-based assessments and collaborative musical projects to evaluate creativity and expressiveness more equitably, enabling a broader spectrum of students to showcase their talents.

To ensure fair evaluation, accommodations tailored to individual needs are crucial. Johnson and Carter (2018) advocate for thoughtful implementation of accommodations, such as extended time, assistive technologies, and adjusted criteria, to level the playing field and provide equal opportunities. Additionally, assessing the progress of students with diverse abilities requires a person-centered approach, as highlighted by Davis and Brown (2017). Individualized goals and assessment criteria align with each student's unique learning trajectory, ensuring that evaluations are meaningful and relevant to their educational journey.

Professional Development for Inclusive Music Educators

In the Zambian context, the promotion of inclusive music education hinges on equipping educators with the requisite skills and knowledge. To achieve this, the emphasis is on providing music teachers with workshops, seminars, and online modules dedicated to inclusive teaching strategies and adaptive techniques, as highlighted by Jones and Williams (2020). These resources empower Zambian educators by introducing them to evidence-based practices and practical tools to effectively engage students of all abilities in music education. In addition, a commitment to continuing education and skill development, as emphasized by Brown and Davis (2019), ensures that Zambian music educators stay current with the evolving field of inclusive pedagogy.

Encouraging ongoing professional development, participation in conferences, and engagement in collaborative learning communities enables teachers to refine their instructional approaches and stay informed about emerging best practices. Furthermore, fostering a culture of self-reflection, as underlined by Johnson and Smith (2018), plays a pivotal role in enhancing the capabilities of Zambian educators, allowing them to identify areas for improvement and tailor their teaching methods to better serve the diverse needs of their students. This collective effort is essential for advancing inclusive music education in the Zambian educational context.

Challenges and Overcoming Barriers in Inclusive Music Education

Challenges and barriers in inclusive music education need to be addressed to ensure equity in learning. One significant challenge is the misconception and stigma surrounding students with diverse abilities, as noted by Blackwell and Lynch (2018). To overcome this, awareness campaigns and professional development are essential to change attitudes and foster inclusivity.

Resource allocation and funding issues also hinder inclusive music education, as highlighted by Brown and Smith (2020). Adequate accommodations and assistive technologies strain limited budgets, requiring collaboration among administrators, educators, and parents to secure funding and advocate for increased resources.

Administrative support is crucial, as inclusive education requires pedagogical shifts and personalized learning plans. Effective communication and professional development for administrators, as emphasized by Baker et al. (2019), are essential for aligning policies and practices with inclusion goals.

Physical and technological constraints can impact participation, as mentioned by Smith and Johnson (2017). Creating accessible spaces and leveraging assistive technologies, with input from accessibility experts, are key to fostering an inclusive music education environment that benefits all learners.

Future Directions and Trends in Inclusive Music Education

In the ever-evolving landscape of inclusive music education, the future is marked by exciting technological advancements and a global perspective. Innovations in technology, such as music notation software with accessibility features and virtual reality simulations for instrument learning, are set to enhance accessibility and engagement for students with diverse abilities (Wang et al., 2021). Additionally, the future of inclusive music education places importance on a global outlook, fostering collaboration and the exchange of diverse ideas and practices (Barrett, 2019). Advocacy and policy will continue to play a pivotal role, as educators and stakeholders work to raise awareness and advocate for equitable access while shaping comprehensive policies to ensure all students benefit from high-quality, inclusive music education experiences.

Principles and Practices of Inclusive Education in Physical Education and Sport

In the realm of physical education and sports, the foundation of inclusive education is built upon a core set of principles and practices. Some of these principles include; accessibility and adaptation involvement by providing accessible facilities, equipment, and activities to people with different abilities. This could entail offering equipment that adapts to individual needs, adjusting activities to suit individual abilities, and establishing an environment that is inclusive of diverse requirements. Physical education values individualized instruction that caters to the unique abilities, preferences, and learning styles of each participant. Equitable Participation is another important principle and practice in physical education and sports. Inclusion emphasizes equal opportunities for participation, regardless of a person's gender, disability, ethnicity, or any other characteristic. This involves fostering an environment where everyone feels welcomed and valued. Collaborative Teaching and Support is the bedrock of our teaching strategies in physical education. Inclusive education involves collaboration between PE teachers, coaches, support staff, and families.

This collaborative approach ensures that all stakeholders work together to address the needs of individuals with diverse abilities and provide the necessary support. Creating an inclusive environment involves promoting positive social interactions to build empathy, understanding, and acceptance among all participants, regardless of disability is another important principle applied to inclusive education in P.E. Additionally, we focus on Awareness and Education as vital tools for Inclusive education in PE and sports by raising awareness about different abilities and promoting education that helps reduce stigma and biases. It's important to spread the word about the advantages of inclusion to everyone in the educational community. That means reaching out to students, teachers, coaches, and even the wider community to make sure everyone understands the benefits. Flexible Assessment and Evaluation is yet another principle we apply in PE to measure learners' progress and development. Inclusive education recognizes that traditional assessment methods may not be suitable for everyone.

Assessments should be modified to accommodate diverse abilities and focus on progress rather than just performance outcomes. To effectively implement inclusive education, physical education teachers and sports coaches should engage in ongoing professional development. This allows them to stay up-to-date on the latest strategies, techniques, and approaches for inclusive instruction. In PE and sports, inclusive education is promoted through policies and regulations that ensure equal opportunities and access. Advocacy efforts are essential to enforce and respect these policies. We aim to embrace diversity and celebrate the unique contributions of each

individual, creating a positive and empowering atmosphere where everyone's strengths are recognized and appreciated.

Composition of Learners in a PE Inclusive Classroom

In physical education and sports, inclusive education aims to provide equal opportunities for all learners, including those with diverse abilities and backgrounds. The learners targeted in this context include; Students with disabilities, including those with physical, sensory, intellectual, or developmental disabilities, should have equal opportunities to participate in physical education and sports activities through inclusive education. Inclusive education in PE also targets students with varying levels of physical skills and abilities. It aims to provide opportunities for both highly skilled athletes and those who are less experienced or have lower skill levels. In some cases, PE classes or sports programs might include learners of different age groups. Inclusive education ensures that age differences do not hinder participation and that appropriate modifications are made to accommodate the various age ranges. Another set of learners is those from diverse cultural and socioeconomic backgrounds who should not be excluded but should promote an environment where all students feel valued and respected regardless of their cultural or economic differences. In the African context learners of different genders are sometimes side-lined in certain physical activities or sports. Inclusive Education in physical education and Sports aims to eliminate gender-based stereotypes and biases. It encourages participation and equal opportunities for all genders. Sometimes students with different language proficiencies are excluded in diverse educational settings but might require inclusive practices to ensure effective communication and participation. We also need to consider learners with varied learning styles and preferences. We need to engage all students by offering activities and teaching methods that accommodate various learning approaches. Additionally, learners with medical conditions or health concerns may need accommodations in physical education and sports to ensure inclusive participation. This can be extended to students who might have temporary limitations due to injury, illness, or other factors. PE teachers should offer ways for these students to participate and stay engaged during their recovery. Inclusive Education in PE should also target learners without disabilities by aiming to create an environment where students without disabilities are also active participants. It encourages empathy, understanding, and the development of inclusive attitudes among all students

Challenges in Inclusive Education in Physical Education and Sport

Inclusive education in physical education and sports presents challenges that require innovation, critical thinking, and creativity from teachers, coaches, and administrators. One of the challenges is the lack of training and special skills to deal with learners in an inclusive learning environment. Most curricula in PES are designed to teach only one category of learners. Many educators lack adequate training in inclusive practices, which can hinder their ability to effectively include

students with diverse abilities in physical education classes. Educators face another challenge of limited resources that include adaptive equipment, staff support, and professional development opportunities. It is always a mammoth task to address learners with diverse needs within a single class. This challenge requires careful planning and individualized approaches. Attitudinal barriers can hinder inclusion success. Fostering acceptance and overcoming biases is crucial in inclusive education. It is always a daunting task for educators to address challenges related to assessing and evaluating student progress in an inclusive physical education setting. It can be quite a daunting task to come up with effective techniques that cater to varying abilities and offer valuable feedback. Implementing inclusive practices in schools can be challenging due to time constraints. It's important to find ways to support students with diverse needs in limited time frames.

Best Practices for Inclusion in Physical Education

The research by Lieberman and Houston-Wilson (2009) explores the perspectives of physical education teachers on inclusive practices, strategies, and methods that teachers can use to teach physical education and sports to different target groups of learners. Universal Design for Learning is an educational framework that aims to make educational materials, methods, and environments accessible and effective for all students, regardless of their diverse abilities, backgrounds, learning styles, or preferences. We teach physical education and sports to pupils with disabilities using adaptive equipment and modifying activities to suit their needs. We select culturally sensitive physical activities and sports and design cultural discussion topics for students from diverse backgrounds. We teach traditional games and dances from various tribes in Zambia to promote cultural awareness. Through this approach, learners of different genders are given opportunities to learn without discrimination based on gender. A wide range of physical activities that don't favour one gender over the other are carefully selected or modified, allowing all learners to participate comfortably. We promote respect among learners by creating an environment where learners respect and value each other's abilities, regardless of gender.

Teachers use Differentiated Instruction to accommodate diverse student needs, interests, and abilities in teaching PES. Physical skills are assigned to learners based on their individual skill levels, allowing them to choose appropriate challenges. Sometimes, learners are grouped based on their skill level into small group activities. This strategy allows learners of different ages to work together and teachers to employ flexible grouping strategies. Activities can be easily adjusted to accommodate different age groups, facilitating mentorship and collaboration. This approach helps learners with varied learning styles by providing varied instructions through visual, auditory, and kinesthetic methods to accommodate different learning preferences. In PES we emphasize good demonstration of physical skills coupled with clear explanations. Learners with different language proficiencies are catered for in an inclusive PES lesson through the use of visual aids and demonstrations to supplement verbal instructions. Teachers of PES are taught skills of effective communication through the use of simple and concise language and

encourage peer support for translation when the need arises. In PES we provide opportunities to learners with medical conditions to exercise and participate in physical activities. Physical activities, exercises, and sports are tailored to accommodate their medical conditions, focusing on encouraging them to participate while considering their health concerns.

The key to effective inclusive instruction is to remain flexible and creative in your teaching approach, adapting strategies to fit the specific needs of your learners and the resources available to you. Additionally, collaborating with other teachers, support staff, and professionals can provide valuable insights and ideas.

Inclusive Education in Fine Arts

The benefits of inclusive learning in Fine Arts are quite numerous to count. They are linked to all the forms of Art, be it painting and drawing, sculpture, ceramics and so on. Inclusive learning in fine arts lessons goes beyond just art skills; it raises holistic development and enriches participants' lives by creating an inclusive, supportive, and vibrant artistic community. However, the subsequent paragraphs outline the benefits of inclusive learning arising from the mentioned forms of art involving the participants.

Diverse Perspectives are encountered in inclusive learning that brings together students with diverse cultural, social, and personal backgrounds. Kelly & Kortegast (2023). Contend that this diversity enriches discussions, critiques, and collaborations, leading to a broader understanding of artistic concepts and techniques.

Spritzer (2022) observed that Inclusive learning can be a conduit for participants to express themselves authentically through their artwork. This can be quite helpful to empower individuals especially those who may struggle to communicate their thoughts and feelings through words alone. Fine arts takes visual expression to replace words.

An opportunity unfolds to promote individualized learning is noted. Instructors aim to understand each student's strengths, weaknesses, goals, and interests. To facilitate this, inclusive teaching allows instructors to tailor their approaches to meet individual student needs. This approach can foster a deeper understanding of the subject matter and encourage students to explore their artistic strengths.

Inclusive learning is a safe haven for participants to pour out their emotions and relieve themselves of stress (Oleson, 2023). From the preceding statement it can be noted that art provides a safe space for participants to explore and express their emotions. Its activities can be therapeutic, helping individuals process their feelings and experiences in a creative and constructive way. On the other hand, it provides a space where participants can escape from the pressures of daily life and find comfort in their artistic endeavours.

For inclusive learning to be successful it demands for teamwork and collaboration and not merely taking an individual route. Participants can draw their artistic inspiration from one another's

work, techniques, and styles, (Sanger, 2020). They can also be exposed to different artistic approaches and encourage themselves to experiment and broaden their creative horizons. Working as a team is linked to success especially in times of mass assignments. Here inclusive learning often involves collaborative projects and discussions. This fosters teamwork and cooperation, as participants learn to respect and incorporate different viewpoints into their creative process. The idea to critique and appreciate individual participants' work culminates into a big milestone. Equally it acts as an opportunity to check on one another's route to sharpen artistic skills.

Inclusive learning has the capacity to help to bring about social interaction among participants. (Nilholm, 2021). Firstly, this is achievable through the engagement of participants in organizational workshops or group activities related to art techniques, art history, or cultural aspects encourages participants to engage in collaborative learning experiences. Secondly, through Art exhibition opportunities where participants display their work to a wider audience. These events provide a platform for participants to share their creativity and receive feedback. Thirdly, Inclusive learning settings can lead to the development of professional connections and friendships by networking. (Kefallinou, Symeonidou & Meijer, 2020). This may assist participants to find peers who share their artistic aspirations and interests.

Lastly but not the least on the benefits - inclusive learning promotes a culture of continuous improvement of participants. Instructors may seek feedback from students to continuously improve the inclusiveness of their teaching methods and course content. In essence feedback and assessment tend to be vital elements of inclusive learning when it incorporates fair and equitable assessment methods that take into account individual differences. This might mean allowing for multiple ways of demonstrating learning and creativity beyond traditional tests or assignments. Frequent Continuing Professional Development meetings of participants may lead to refining the learning experience over time.

Challenges of Implementing Inclusive Education in Fine Arts

Implementing inclusive learning has its own challenges. This is so because there is no single pedagogy that can cater for inclusiveness in executing artworks. Both experienced artists and novice instructors make mistakes in implementing inclusive learning. The challenges of implementation are too many to mention. We have teased out a few to support the discussion. Consider participants being given assignments that require strict replication. In an effort to do so, production of a single reference image exactly, might not be inclusive. Fox & Schirrmacher (2014) agree that such circumstance inclusive learning can suppress individual creativity and limit artistic expression, especially for those who want to interpret the subject in their own unique way. Inclusive learning can be suppressed when participants are assigned themes or tasks that involve culturally sensitive elements without proper education or sensitivity training can lead to cultural appropriation. This can make participants from the affected culture uncomfortable or perpetuate harmful stereotypes. What can be considered beautiful by one may not be by the other person. With reference to freedom of executing nudes either in pictorial or sculptural forms when

learning human anatomy might not be seen as inclusive especially for persons from particular religious background.

The tendency to persuade participants to focus overemphasising on realism defeats the purpose of inclusive learning. Focusing solely on highly realistic representations might exclude participants who prefer or excel in other styles, such as abstract, surrealism, or expressionism. This narrow focus could discourage individuals with diverse artistic visions. This could implant a wrong notion to think that realism is the best among the styles.

Neglecting to consider the physical accessibility of the learning environment, such as not having adjustable easels or appropriate seating for people with mobility challenges, can exclude participants with disabilities in Fine Arts. Learning should take place in a friendly environment that can accommodate everyone. According to Ferguson, B. T., McKenzie, et al (2019), there should be adequate accessibility to materials and resources. For instance, ensuring that physical spaces are accessible to students with mobility challenges, or providing alternative formats for visual materials for students with visual impairments.

There is a need to provide instructions and critiques in a common language that cuts across which is free from offering translations or alternative methods of communication. It should also avoid barriers for participants who are not fluent in that particular language. So, language used accommodates all learners. It's important to note that inclusivity involves tailoring lessons and activities to accommodate the diverse needs, preferences, and backgrounds of participants (Patey, Jin, et al 2019). By being aware of potential exclusionary practices, instructors can work towards creating a more inclusive and welcoming learning environment for all.

Implementation of Inclusive learning in Fine Arts

This borders on a wide range of activities that can be designed to give the participants. The activities should be carefully selected to suit their needs since there is no specific trajectory to successful implementation of the artistic skills. To illustrate the concept of implementation here are the examples. Learners can be given a project or assignment where they would be required to work as a team. In this case, consented effort to create a mural cannot only encourage them to work together but also exercise self-expression. They end up acquiring almost the same level of excitement or job satisfaction. There is no loser or winner since all have attained a similar emotional release. Therefore, group projects, discussions, and critiques can create an inclusive environment where students learn from each other's experiences and perspectives.

The story approach to inclusive learning can be quite inspiring to individuals who want to express themselves using clay, cement, wood, stone or any other material to model or sculpt something. Participants can then create artwork based on their interpretation of the narrative, fostering a diverse range of artistic expressions (Sanger, 2020). Characters from the story or poem can be created to something which is tangible and has length, breadth and height – commonly described as 3 Dimension (3D) in Art. The inclusiveness is coming by giving participants room to choose the kind material to produce the imagined characters. This approach enables participants to explore their imagination.

Allowing different genres of music to be played while creating an artwork individually or as a group has potential to encourage participants to translate the emotions and rhythms of the music into visual art. The probability is that almost all participants love the music which can be considered as a stress reducer. Usually, as work progresses apparently it becomes difficult to note how time flies. The type of genre allows participants to work in an atmosphere where they feel to be part and parcel of the creative process.

Open-Ended Themes are a common approach which is found in the classroom and in exhibition halls and wherever artworks may be found. This is so inclusive in that participants interpret the themes in their own unique ways. There is no restriction in exploring their originality or creativity to their artwork. The way a child may think of presenting the concept of family might be very different from another child in a different setting. Of course this is dependent on the availability of material. Different versions may be noticed. These may range from 2 Dimensions (pictorial) to 3 Dimensions (tangibles). Inclusiveness in Art demands for a variety of learning styles or ways of presenting finished artworks (Carballo, Cotán, & Spinola-Elias, 2021).

However, the use of varied teaching methods should not be ruled out as far as implementation of inclusive learning is concerned. Instructors use diverse teaching methods to accommodate different learning styles and preferences. This might include demonstrations, hands-on activities, discussions, critiques, and one-on-one guidance, allowing students to engage with the material in ways that resonate with them. Variations in acquisition of different approaches gives confidence to the participants. Take for instance, participants could be tasked to make a clay pot by using various techniques to shape and decorate their creations. To be precise, participants would be free to create forms by hand using techniques like pinching, coiling, and slab construction. In addition, throwing can be done by using a pottery wheel to shape clay on a rotating disc to create symmetrical forms like bowls, cups, and vases. The sculpting technique makes the clay to be sculpted into intricate and complex forms, ranging from small figurines to large outdoor sculptures (Taylor, 2020).

Conclusion

In conclusion, inclusive education is an invaluable approach in various domains, including music, physical education and sports (PES), and fine arts. Its impact goes beyond education, fostering empathy, dismantling barriers, and promoting a sense of belonging among diverse learners. In music education, educators are pivotal in championing inclusivity, while in PES, inclusive practices enhance opportunities for all physical abilities and backgrounds. Similarly, inclusive learning in fine arts promotes creativity and mutual respect. While challenges exist, the dedication to inclusivity remains essential, requiring continuous adaptation and innovation. Ultimately, by upholding the commitment to inclusivity, society embraces diversity and thrives as a result.

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