

ABSTRACT

This qualitative research study documents the observed and reported experiences within four third grade music classes, when musical composition encourages the growth of music literacy and knowledge for students with disabilities. All students within the study participated within a variety of activities, which deal with the learning, and applications of reading and writing music. The study examines and reports the processes of the students' achievement throughout these scaffolded activities and the connection music literacy has to other aspects of music such as achievement, growth through scaffolding, and the development of music as a language.