

## SEND Adaptations for MUSIC

Often Music can “be the medium to break down barriers that may exist in other curriculum subjects.” “This is beneficial, not only for musical development, but for the growth of self-confidence and for the fostering of creative flair in all learners.”

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and/or Physical
<ul style="list-style-type: none"> <li>• Use of first-hand practical activities to explore and spark interest.</li> <li>• Use of word banks (and picture cards of instruments or musical concepts where necessary) to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for adults to point to during whole class teaching or independent learning. Keep referring back to the vocabulary.</li> <li>• Start each lesson with a recap of the vocabulary previously learnt.</li> <li>• Over-learning vocabulary throughout the school day, not just during Music i.e. using the vocabulary in singing assemblies, groups etc.</li> <li>• Break the content down into small steps and allow time to step by step build up conceptual understanding.</li> <li>• At Wrawby, we follow a ‘sound before sight’ approach, learning music through participatory interactions (listening, singing, speaking, playing, and moving) before introducing visual notation, whether graphic or otherwise.</li> <li>• Maximise opportunities to model, demonstrate and imitate to encourage active participation in a scaffolded manner.</li> </ul>	<ul style="list-style-type: none"> <li>• Making expectations of when children will be listening or playing very clear to avoid over-stimulation.</li> <li>• Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction.</li> <li>• Use of modified visual aids such as colour coded notation, mats to show positioning of chime bars, playing techniques, etc.</li> <li>• Music does not always run according to a set routine so children can be prepared for the structure of a lesson by breaking it down for them into manageable chunks and explaining this in advance of the learning. Now and Next boards could be useful for this.</li> <li>• Visual words/cues/phrases e.g. dual coding for the Interrelated Dimensions of Music.</li> <li>• Repetition and reinforcement.</li> <li>• Scaffolding observational skills for Music through careful and targeted questioning.</li> <li>• Use of appropriate modelling to support understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration.</li> <li>• Ensure that instructions are clear and tasks are broken down to be achievable.</li> <li>• Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening.</li> <li>• Providing a safe space for children within the lesson if needed – this can be accessed through a child-initiated time out card.</li> <li>• Use of positive language to encourage good choice and higher self-esteem.</li> <li>• Teaching with empathy and understanding of the child’s needs.</li> <li>• Allow movement breaks within the classroom for example giving out equipment or books etc.</li> <li>• Allow sensory/brain breaks as a break from learning.</li> <li>• Think about cognitive overload and the child’s ability to cope with this.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the practical layout of the room during Music and where the child will be to reduce feeling overwhelmed.</li> <li>• Think about whether visual or auditory stimuli needs to be altered for the child.</li> <li>• Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources.</li> <li>• Create hands on opportunities for children who cannot hear sounds clearly – brass, wind, string or percussion instruments are good for this.</li> <li>• Use of graphic scores /pictorial representation for composition which provides a non-verbal communication.</li> <li>• Modelling/demonstrating musical concepts.</li> <li>• Visual aids to help children identify pitch, tempo, dynamics, instruments.</li> </ul>