

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"> • Use of first-hand practical activities to explore and spark interest. • 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. • Start each lesson with a recap of the vocabulary previously learnt. • Over-learning vocabulary throughout the school day, not just during Music i.e. using the vocabulary in singing assemblies or when listening to music in the classroom during independent writing or similar. • Pre-learning and over learning to support understanding including topic related vocabulary tick sheets so children can tick off when they feel confident in using the word. • Break the content down into small steps and allow time to step by step build up conceptual understanding. 	<ul style="list-style-type: none"> • Making expectations of when children will be listening or playing very clear to avoid over-stimulation. • Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces. • Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction. • Pre-expose children with some of the Musical instruments so that they naturally have an interest in what the learning is going to be about. • Plan movement breaks and classroom jobs to allow children to move within a lesson. • 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 	<ul style="list-style-type: none"> • 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. • Ensure that instructions are clear and tasks are broken down to be achievable. • Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal. • Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening. • Using IT to support where necessary either for whole class learning or for recording their learning. • Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card. 	<ul style="list-style-type: none"> • Consider the practical layout of the room during Music and where the child will be to reduce feeling overwhelmed. • Think about whether visual or auditory stimuli needs to be altered for the child. • Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources. • Use of an iPad to support children with a visual impairment where screen sharing can occur. • Some children may prefer group learning but for some children this may be too much and practising/performing individually may be easier. • Adult or IT support may be needed.

<ul style="list-style-type: none"> • Maximise opportunities to model, demonstrate and imitate to encourage active participation in a scaffolded manner. • Use of small groups to scaffold SEND children where needed. • Ensure that parents are aware of the vocabulary of the Music curriculum and can support with the learning of terminology at home through research. Where this does not take place, allow the child time with an adult before the learning begins to research the Music vocabulary. • Knowledge organisers are sent home and referred to in class if applicable. • Sticky knowledge quizzes in mixed ability groups to be completed to recap important knowledge regularly. 	<p>learning. Now and Next boards could be useful for this.</p> <ul style="list-style-type: none"> • Visual words/cues/phrases. • Repetition and reinforcement. • Scaffolding observational skills for Music through careful and targeted questioning. • Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer. • Simple, step by step instructions verbally and then in a prompt sheet if needed. • Use of appropriate modelling to support understanding. 	<ul style="list-style-type: none"> • Use of positive language to encourage good choice and higher self-esteem. • Teaching with empathy and understanding of the child's needs. • Allow movement breaks within the classroom for example giving out equipment or books etc. • Allow sensory/brain breaks as a break from learning. • Think about cognitive overload and the child's ability to cope with this. 	<ul style="list-style-type: none"> • Pre-expose children (with an auditory sensitivity) to instruments and consider the use of ear defenders to allow a greater level of confidence. • Through pre-exposure, prior to the Music lesson, children can gain in confidence and become the 'expert' before the lesson even begins. • Create hands on opportunities for children who cannot hear sounds clearly – brass, wind, string or percussion instruments are good for this. • Use of graphic scores /pictorial representation for composition which provides a non-verbal communication. • Modelling/demonstrating musical concepts. • Visual aids to help children identify pitch, tempo, dynamics, instruments. • Careful consideration of trips for Music, will the child need some access arrangements or physical support? Additional risk assessments may be required.
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