



## Focus area: Music

### Curriculum considerations for children across all areas of SEN in Music

- Pedagogy and content adapted to meet the child's needs.
- For those working more than 2 years behind adapted sequencing/basic skills focus time delivered to fill gaps.
  - Celebrating and recognising that children with SEN may be very talented in this area.
- Ensuring all children with SEN are supported to access Music enrichment via reasonable adjustments

### Additional enhancements

#### Key Learning Challenges:

Understanding vocabulary  
Understanding the task  
Remembering the lyrics.  
Potential sensory issues relating to volume/different instruments

### Communication and Interaction

- Breaking down instructions in to small chunks,
- Providing visual reminders of instructions.
- Pre teaching new vocabulary prior to lessons.
- Language structures to support talking,
- Being aware of children's sensory needs – use of ear defenders, a quieter environment to access music .
- Bespoke pre-arrangements with parents, pupils and staff around performances and performing to an audience for those with additional needs e.g. pre recording, Alternative options available to still be part of the performance (technical, stage management)

#### Key Learning Challenges:

Understanding vocabulary  
Remembering the lyrics  
Transferring skills from previous lessons.

### Learning and Cognition

- Vocabulary mats and regular review of vocabulary.
- Removal of barriers to writing such as matching activity, missing words ,scribes, talking tins.
- Pre teaching of lyrics, texts and vocabulary
- Additional time to practice
- Working with untuned/percussion instruments
- Songs with repetition
- Pre teaching of the beat/pulse
- Adapting how musical notation is represented.
- Time to explore new instruments in advance of the lesson and familiarise themselves.
- Using mindmaps to build up and link the learning together from previous lessons.

#### Key Learning Challenges:

Likely to have gaps due to missed learning. Lack of interest.  
Difficulties around concentration/task completion.  
May find music overwhelming or not know how to join in the lesson.

### Social, emotional and mental health

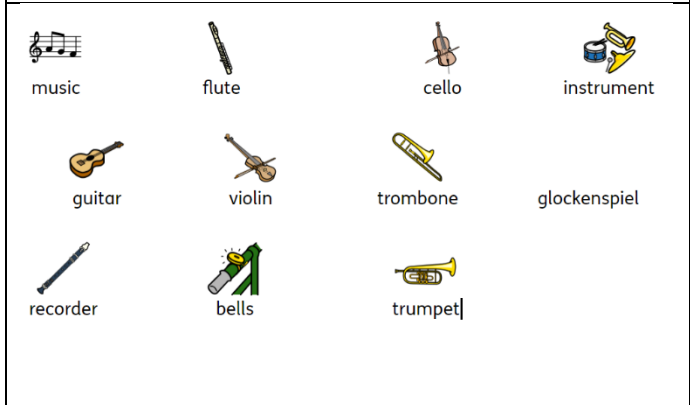
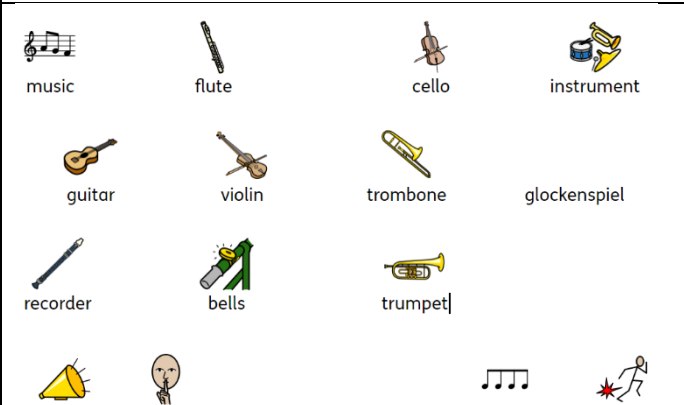
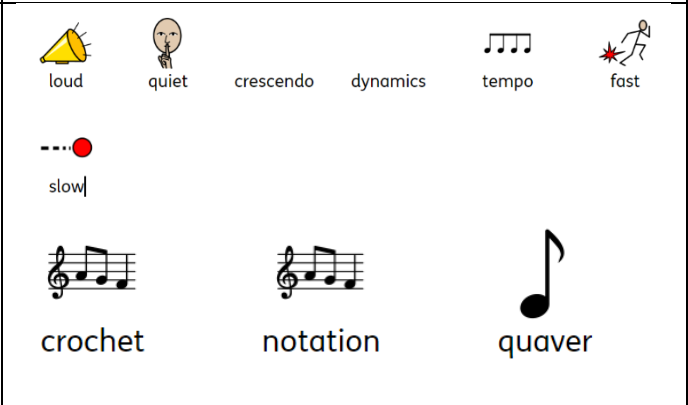
- Using task planner/task chunking.
- Time framing and use of timers.
- Checking understanding/ small group/individual modelling
- Band in a box/ejay to motivate pupils.
- Pre-expose children to content of the lesson- give instruments prior to the lesson to explore.

#### Key Learning Challenges

Being able to read the text/ questions/board.  
Being able to hear the teaching/instructoons  
Sensory overload

### Physical and Sensory

- Seated near the front of class.
- Use or radio aids by teacher/pupil (as advised by HI service), but an awareness that the music class may make it difficult for children in a busy classroom and they may need a quieter space.
- Opportunity to feel instruments for children with HI.
- Pre reading of texts and vocabulary.
- Angled writing boards and equipment such as pencil grips
- Use of Soundbeam for pupils with physical disabilities
- Use of Cakewalk sequencer for pupils with visual impairment.

EYFS Example	KS1 Example	KS2 Example
 <p>music      flute      cello      instrument</p> <p>guitar      violin      trombone      glockenspiel</p> <p>recorder      bells      trumpet</p> <p>Breaking instructions into small chunks.  Visual/sensory opportunities to experiment.  Awareness of sensory needs e.g. ear defenders  Recap key vocabulary at the beginning of each session</p>	 <p>music      flute      cello      instrument</p> <p>guitar      violin      trombone      glockenspiel</p> <p>recorder      bells      trumpet</p> <p>loud      quiet      crescendo      dynamics      tempo      fast</p> <p>slow</p> <p>Breaking instructions into small chunks.  Visual/sensory opportunities to experiment.  Awareness of sensory needs e.g. ear defenders  Recap key vocabulary at the beginning of each session</p>	 <p>loud      quiet      crescendo      dynamics      tempo      fast</p> <p>slow</p> <p>crochet      notation      quaver</p> <p>Breaking instructions into small chunks.  Visual/sensory opportunities to experiment.  Awareness of sensory needs e.g. ear defenders  Recap key vocabulary at the beginning of each session</p>

**What does this look like in practice? (pictorial examples)**

**Pre exposure to content of the lesson and instruments to explore prior to the lesson.**

**Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly.**

## Recap key vocabulary



music



flute



cello



instrument



guitar



violin



trombone

glockenspiel



recorder



bells



trumpet