SEND IN MUSIC

Planning Inclusive Lessons

Music is a unique and powerful form of communication that can change the way people feel, think and act. It combines creativity with emotion, enabling personal expression, reflection and development. As well as creating a sense of group identity and togetherness, music enables personal expression, encourages emotional development, and can foster links with the wider world. Through the primary phase, music teaching and learning should offer a progression of skills and include opportunities to appraise, compose and perform. For music education to be accessible and inclusive for all, teachers need to anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation. For some learners, music can be a medium to break down barriers that may exist in other curriculum subjects. The nature of the subject allows freedom and flexibility in musical expression, preferences and performance. 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.

Creating an Inclusive Environment

Where possible, music should form part of the culture of a learner's primary school experience. Beyond discrete music lessons, assemblies, performances, and other curriculum areas can provide opportunities for exposure to a wealth of musical experiences. Considering this, ensuring that all aspects of learners' involvement in music education is as inclusive as possible, is paramount. Music can form an effective method of communication, so including it as part of repetitive routines such as the attendance register, number and phonics learning, as well as other daily routines, can provide predictable, reassuring and memorable experiences for learners. At times, music can create challenges for learners with sensory issues. This needs to be considered when creating an effective learning environment. Consider the practical layout of the room and the position of the learners. Will they be working with a large class or a smaller group? Although music-making opportunities, such as playing instruments together or singing, lend themselves to groups, some learners may benefit from working individually, with or without the support of an adult and/or ICT. Consider the physical layout of the workspace. Will all learners, especially those with physical disabilities, be able to access resources and have the space to play an active part in the lesson? If there is the opportunity to alter visual and/or auditory stimuli to respond to individual needs, then this should be considered.

Strategies to Scaffold Learning

How can I support learners who struggle with attention?
•Carefully consider the layout of the learning environment to engage all learners and maximise access to resources, bearing in mind that circles and grouped tables can be a barrier to attention on learning.
•Pre-expose learners to the content of the lesson ,e.g., show them particular instruments and how they are played, share snippets of music and pre-teach musical elements and terminology.
•Consider potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.
•Give learners a particular role in the lesson to keep them engaged and promote active participation.
•Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary.

How can I support learners who have sensory issues?
•Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work.
•Music lessons can be challenging for learners with auditory sensitivity. Pre-exposure to music and/or instruments can help to prepare learners, as can the use of a neighbouring room, if space allows. Ear defenders can enable learners to partake in lessons with more confidence.
•Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly. Percussion, stringed, wind and brass instruments all lend themselves well to this.
•Consider the lighting in the learning environment and if learners would benefit from reduced glare on interactive whiteboards and computer screens.

How can I support learners who struggle to access lessons because of literacy difficulties?
•Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.
•Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts.
•Create a graphic score or pictorial representations of a composition to provide a form of non-verbal communication.

How can I support learners who struggle to retain vocabulary?

•Begin each lesson with a recap of key vocabulary learned to date.

•Provide visual word banks that are accessible throughout, as necessary. For support in identifying different instruments photographs of those learners playing the instruments, can help with retention. For support with the meanings of musical dimensions, pictorial word banks can be effective.

•Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons. Discussions around music listened to during assemblies or in other curriculum areas can help to embed this language.

<u>How can I support learners who need additional time to develop conceptual understanding?</u>

•Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding.

•If resources allow, create a small group opportunity to enable learners to develop understanding with closer adult intervention.

•Maximise opportunities to model, demonstrate and imitate in to encourage active participation through a scaffolded experience.