

# SEND in MUSIC



Teachers set high expectations for every pupil



**H&A**

## QUALITY FIRST TEACHING IN MUSIC

- language is clear, unambiguous and accessible
- key words, meanings and symbols are highlighted, explained and written up
- instructions are given clearly and reinforced visually
- wording of questions is planned carefully
- questions are prepared in different styles and levels
- alternative communication modes are used where necessary
- where appropriate children are allowed time to discuss answers in pairs
- time to think, time to explain and respect responses to questions
- additional adults used effectively and appropriately to support pupils

## SEND STRATEGIES

TEACHERS' COMMUNICATION

- display key words and concepts clearly - commercial posters and diagrams readily available
- use pupil's own work - graphic scores - as visual support
- use modelling and practical demonstration to support verbal questioning
- modelling, demonstration and imitation help pupils begin to understand musical concepts
- adopt the model; 'join in with', 'imitate', 'practise' and 'initiate'.
- Creating 'graphic scores' or pictorial representations and compositions becomes another means of non-verbal communication

## SEND STRATEGIES

PUPILS' COMMUNICATION

- encourage pupils to use their voices expressively and to use different forms of communication, such as gesture, to compensate for difficulties when singing or speaking
- much music can be shared without the need for words, but where appropriate, pupils should be encouraged to talk about their work and make use of appropriate language
- listen, appraise and model and use sentence stems
- children signal if they would like to perform their work to the group
- children to wear ear defenders if necessary
- adapted instruments if available

## SEND STRATEGIES

GENERAL

- working walls - accessible, clear, adding new knowledge and vocabulary
- story maps - bring ideas and tricky concepts to life by drawing them out together
- using photographs and audio can help children with learning about events - makes things less abstract and more real
- writing slopes can help children with handwriting difficulties
- break down tasks into smaller chunks or disclose one task at a time can ease cognitive load

our curriculum is accessible to all children



our aim is to enable all children to enjoy success in all areas of the curriculum