

Send in my subject area: MUSIC

What is in place and needs to be place in your subject area for teaching that subject to pupils with SEND?

Cognition & Learning		Communication & Interaction	
Subject challenges for pupils with SEND	Provision for SEND	Subject challenges for pupils with SEND	Provision for SEND
Musical language and confusing terminologies	<ul style="list-style-type: none"> - 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. - 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. 	<p>Engagement with the lesson when directed</p> <p>Focussing on their own work</p>	<ul style="list-style-type: none"> - Give learners a particular role in the lesson to keep them engaged and promote active participation. - 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. - Consider potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.
Physical and Sensory		Social, emotional and mental Health	
Subject challenges for pupils with SEND	Provision for SEND	Subject challenges for pupils with SEND	Provision for SEND
Volume Levels	<ul style="list-style-type: none"> - 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 	Focus on extended tasks	<ul style="list-style-type: none"> - Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary

	<p>defenders can enable learners to partake in lessons with more confidence.</p> <p>- Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work.</p>		
<p>Self Control</p>	<p>- allow time to use instruments freely and time to use in a directed way</p>		
<p>Hearing impairment</p>	<p>- 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.</p>		
<p>Visual impairment / visually distracted</p>	<p>- Consider the lighting in the learning environment and if learners would benefit from reduced glare on interactive whiteboards and computer screens.</p>		