



Wardley CE Primary School Curriculum Inclusion Strategies - Music



Quality First Teaching – Promoting independence, providing suitable adaptation and challenge, meeting learners needs and overcoming barriers.

At Wardley CE Primary School, wherever possible, all pupils work on the same curriculum in music. If necessary, adaptations are made to meet individual needs, making learning accessible for all pupils. Provision will depend on the particular barrier to learning pupils face.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none"> - All adults are aware of individual children’s barriers to learning, so they can best meet their needs. - A quiet, calm working environment, to minimise distractions. - Adaptive, responsive teaching e.g. knowing when to revisit concepts, move on or provide an intervention. - Deploy all adults strategically, to achieve the best pupil outcomes. - All adults modelling accurate and precise musical language. - Regular opportunities to revisit prior learning in music. - A teaching sequence based on links to previously taught skills and knowledge and repetition is utilised to scaffold new learning. <i>At Wardley, this takes the form of a link- it, learn-it, check-it, show-it and know-it teaching structure.</i> - Adults use Blank Level Questioning, appropriate to each child. - Adults facilitate group work and provide in the moment feedback, to both support and challenge pupils’ musical understanding. - Plenty of speaking and listening opportunities for pupils to articulate their understanding of musical concepts and listen to their peers. - Provide extra time to allow children to process questions, think about their answers and respond. - Listening and appraising existing and peer performances. - Support with fine and gross motor skills required to play instruments. - Hands-on practical experiences, wherever possible, to observe music in action/real life.
Early Years Foundation Stage Linked to Expressive Art and Design; ‘being imaginative’	Within a music lesson: <ul style="list-style-type: none"> - Provide opportunities to respond to what they have heard, expressing their thoughts and feelings. - Effective deployment of adults to ensure access for all and in the moment intervention. - Explore and engage in music making in mixed ability groups. - Music subject leader regularly drops into music sessions in Reception. During these drop-ins, SL checks-in on pupils with SEND to offer support if necessary. - Skills taught in clear sequence, building on prior knowledge. <i>For example, children in Nursery are introduced to the glockenspiels through independent exploration and modelling. Children in Reception use the glockenspiels for simple rhythm activities.</i>

<p>and expressive’</p> <p>Development Matters area of learning.</p>	<ul style="list-style-type: none"> - Repetition of musical vocabulary throughout a unit ensures that children are regularly hearing this new language modelled correctly and in context. - Nursery looks at tuning into sounds, making sounds with the body, following instructions, rhymes and songs, action songs and instruments cause and effect. <p>Within continuous provision:</p> <ul style="list-style-type: none"> - Music focus afternoons. <i>For example, children take instruments into the outdoor provision area to experiment with different instruments and sounds.</i> - Instruments laid out in continuous provision areas for independent exploration. <i>Instruments provided in continuous provision areas are regularly rotated so that children experience a wide range of instruments and practise the skills needed to play them in different ways.</i> - Instruments provided in the outdoor provision for independent exploration. - Provide opportunities to practise taught skills in different contexts. <i>For example, independent exploration, performing as part of a group, playing a ‘performance’ for the whole class, playing instruments in performances for the parents.</i> - Emphasis on the use of nursery rhymes and daily songs to develop communication and language skills in an engaging way. <i>For example, across all EYFS, counting songs/ days of the week/ topic-based songs etc. are sung regularly.</i> - Ensure all children can access instruments, supporting this with ‘my turn, your turn’ modelling of key skills. - Fine motor skills. <i>For example, Nursery take part in daily activities to develop fine-motor skills needed to play the musical instruments.</i>
<p>Key Stage 1 & 2</p>	<ul style="list-style-type: none"> - Visual prompts used to support understanding of the sequence of a piece of music/ use of specific instruments. <i>In KS1, symbols, numbers and rhymes are used to support teaching of rhythm patterns/ note progression.</i> - Provision of adult support to aid depth of pupil understanding and facilitate playing certain instruments. <i>For example, music SL teaches music to upper KS2 pupils once per week. Pupils with SEND are supported by their respective class teachers to facilitate the development of their skills.</i> - Modelling of skills required to play an instrument/ perform a piece of music. <i>Across both key stages, the skills needed are modelled by class teacher/ music teacher and pupils’ skills are developed gradually over time.</i> - Careful use of pupil musicians, who are able to model correct use of vocabulary and explain musical concepts clearly to their peers. - Use of ‘my turn, your turn’ when modelling key skills. - Offer of individual and partner practise to consolidate new learning, before final performances. <i>Across both key stages, children practise skills in pairs and then take it in turns to practise full performances.</i> - Regular adult check-ins to maximise participation, reinforce new learning and demonstrate success. - Adults use appropriate non-verbal communication. Include gesture, body language and eye contact. - Adults use appropriate ELKLAN strategies e.g. allow thinking time, repeating what the child says so the child hears good examples (reinforcing sentence structure), adding short simple ideas (to expand vocabulary and knowledge).

- Limit the number of questions asked.
- Children are given the confidence to 'Speak Out' to encourage self-reflection. Giving them the language to express their views and feelings and encouraging them to seek out and vocalise any support that they need.
- Verbal information made visual e.g. word lists, vocabulary lists.
- Give lots of targeted, focused praise e.g. good listening, good sitting.
- Use of Blank Level questions targeted and pitched to the children at their correct level.
- Independence is promoted, so children can manage their own learning. *Across both key stages, peer evaluation is used to assess performances against relevant skills and knowledge.*
- Use of multi-sensory approaches employed throughout music lessons. *To maximise engagement across both key stages, a variety of activities such as performing, composing, transcribing and describing music are used.*

Vocabulary

- Reduce the amount of new vocabulary within a music lesson to avoid cognitive overload.
- Repetition of vocabulary throughout a unit, ensures that children are regularly hearing this new language modelled correctly in context.
- Children are encouraged to use new vocabulary themselves in different contexts to support their understanding of musical terminology. *Children practise using the new musical vocabulary with their partner before using it in whole-group discussions to develop their confidence.*
- Pre-teaching new vocabulary wherever possible for links to be made. *For example through use of word maps, spidergrams, mind maps (see other ELKLAN resources for extending vocabulary)*
- Where necessary, simplify musical vocabulary to make language more accessible.
- Where necessary, provide picture prompts alongside words to aid understanding of musical vocabulary and concepts.