



# CURRICULUM ADAPTATIONS IN MUSIC

<b><i>Cognition and Learning</i></b>	<b><i>Communication and Interaction</i></b>
<p>Retrieval of previous/prior learning linking to skills in new learning.</p> <p>Pre-teaching new learning and key knowledge/facts/song words etc.</p> <p>Music journals for all children which include core knowledge (dimensions of music), topic vocabulary, orchestral instruments and musician timeline.</p> <p>Music displays and/or images shown on board referred to when teaching and recapping core knowledge and concepts to support recall of ideas such as notation, instrument recognition etc.</p> <p>Time allowed for children to explore instruments and voice in ways beyond the usual way of playing.</p> <p>Paired and group discussion to support ideas in lessons.</p> <p>Sentence stems modelled during teacher input and reinforced, particularly for listening activities (e.g. the music was 'piano' at the beginning of the piece. There was a slow crescendo until it reached 'forte' at the end of the piece)</p> <p>Opportunities for children to play and sing together in groups before being asked to do so individually.</p> <p>Modelling examples ('I do'), shared paired work ('We do') and individual practice ('You do') approach.</p>	<p>Recognise that the language/vocabulary of music may be challenging for some children (for example terms specific to music such as 'dynamics' or 'timbre').</p> <p>Explicitly teach the meaning of key music vocabulary in lessons.</p> <p>Where appropriate to need, pre-teach key musical vocabulary.</p> <p>Encouraging children to answer in full sentences, using sentence stems to support and model, including in listening activities.</p> <p>Use of oracy skills to allow time for children to think, generate and practice their oral responses.</p> <p>Use pictures/listening/instruments as starting points for developing the concepts and language needed to describe, discuss and explain.</p> <p>Use of visual aids, such as graphic scores, note cards, or instrument videos/pictures to support ideas and discussion.</p> <p>Use of listening sentence stems to support children to express their ideas about what they have heard and listened to.</p> <p>Teachers model musical talk and use of musical vocabulary.</p> <p>Pairs and group discussion opportunities.</p>
<b><i>Physical and/or Sensory</i></b>	<b><i>Social, Emotional and Mental Health</i></b>
<p>Regular use of instruments to allow children to feel comfortable with their handling and playing.</p> <p>Suitable choices of font/backgrounds to assist readability and access for reading and written activities. Coloured paper used where necessary.</p> <p>Pre-teach showing/experiencing anything that may have sensory implications.</p> <p>Regular modelling to support ideas, including interactivity within lesson delivery.</p> <p>Consistent and regular use of models and representations in lesson delivery and activities (including Music Express) to support ideas.</p> <p>Musical written activities (composition for example) to have structures/templates pre-printed or pre-written if needs require, allowing children to focus on main task rather than copying out.</p> <p>Scribe ideas where needed.</p> <p>Provision of ear defenders or suitable quiet places to work where required to avoid sensory overload.</p> <p>Adapted instruments if required to overcome difficulties with mobility or manipulation.</p>	<p>Use of oracy skills to allow time for children to think, generate and practice their responses in a less formal manner.</p> <p>Variety of techniques employed to choose children to answer questions including pre-warning anxious children that they will be asked to share their correct answers.</p> <p>Use of modelled examples ('I do'), shared paired work ('We do') and individual practice ('You do') approach to ensure independent practice takes place when a pupil has already gained in confidence.</p> <p>Use of whiteboards if needed for pupils who may feel anxiety about committing errors to paper.</p> <p>Teacher modelling of possible errors and 'getting stuck' to demonstrate positive attitudes towards perseverance.</p> <p>Use of an adult scribe, turn talking and paired shared work where needed to reduce anxiety.</p> <p>Ability to work in a small group with a trusted adult for emotional support.</p> <p>Pre-teaching and discussing responses to music.</p>