



Support SEND Pupils in Music

Barriers to Music	High Quality Teaching Strategies	Support 'additional to' or 'different'
Difficulties reading music.	<p>Use colour coding to initially teach note recognition. E.g. a different colour for each note.</p> <p>Limit the amount of new information provided at one time incl. new notes introduced.</p> <p>Use of a metronome to keep the rhythm. (or rhythm keeper on charanga) Pupils to clap out the rhyme prior to completing more complex melodies.</p>	<p>Allow pupils additional time at an alternative part of the day to rehearse new skills and revisit new learning</p> <p>Use pre-teaching where adult support is available.</p>
Sensory difficulties (e.g sound avoidance)	<p>Use of sounds cancellation headphones. Pre-warn the child prior to the lesson (sensory break before may benefit)</p> <p>Choose instruments carefully by considering their volume/ pitch.</p> <p>Go outside where possible</p> <p>Small groups/individuals playing rather than whole class.</p>	<p>Allow rest breaks from the classroom during lessons if needed for individual pupils.</p>
<p>Physical difficulties – fine motor impacting the ability to play instruments.</p> <p>Gross motor skills – following charanga movements/planning</p>	<p>Verbal reminders about laterality e.g. your left hand goes on top.</p> <p>Change to the movements suggested on charanga to suit the pupil/needs of the class.</p> <p>Consider percussion carefully e.g. one handed or two playing.</p>	<p>Consider an alternative musical instrument e.g. replace a recorder with a xylophone when using tuned instruments.</p> <p>Allow pupils additional time at an alternative part of the day to rehearse new skills and revisit new learning</p>
Difficulties understanding new musical vocabulary	<p>Plan to introduce new vocabulary over time with opportunities to revisit and recall.</p> <p>Use of mnemonics for teaching new words.</p> <p>Use of visual supports alongside new music vocabulary e.g. vocabulary mat on desk with images.</p> <p>New vocabulary included within other curriculum areas where appropriate. E.g. rehearsals for performances.</p>	<p>Adapted knowledge organisers—simplified version</p> <p>Pre-teaching key vocabulary prior to the lesson.</p>
Speech and language difficulties impacting singing.	<p>Play music to learners several times before reading or beginning to learn it.</p> <p>Split songs being taught into smaller chunks and focus on parts that are repetitive.</p>	<p>For individuals break longer words down into phonemes and rehearse with an adult where available- clap out the sounds to emphasize.</p>

