**Inclusion in my subject area: Music**

*What is in place in your subject area for teaching it to children with SEND/EAL or GDS?*

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| **Cognition and learning** | | **Communication and Interaction** | |
| **Subject challenges for additional needs** | **Provision for additional needs** | **Subject challenges for additional needs** | **Provision for additional needs** |
| Retention of musical vocabulary.  Understanding new musical terms.  Fine motor skills to play musical instrument (ukulele, guitar).  Co-ordination to read and play music together.  Aural memory to remember short rhythms or phrases. | Use previous years data and termly assessments to support terminology understanding and retention.  Use picks  Write notes on the glockenspiels, visuals of notes on instruments (guitar/ukulele’s. Use coloured dots on strings linked to notes.  Use visuals and body percussion to support.  Use verbal prompting Sing the first part, fill in the gaps. | Musical notation like another language.  Technical language/using language  Singing words and phrases  Working in an ensemble/choir | Rhymes: Every Good Burger Deserves Fries  F A C E in the space  Use letter notation rather than staff notation  Widgit learning mat to be introduced to support.  Modelled language and repetition of ideas – choral response opportunities. Use verbal prompting Sing the first part, fill in the gaps  Working in smaller groups, mixed abilities |
| **Physical and Sensory** | | **Social, Emotional and Mental Health** | |
| **Subject challenges for additional needs** | **Provision for additional needs** | **Subject challenges for additional needs** | **Provision for additional needs** |
| Noise  Fine motor skills to access instrument provision.  Coordination when playing an instrument using 2 hands.  The feel of the strings when playing the instrument.  Moving your body to music | Ear defenders or individual resources to be used.  Adapting volume  Adapt method of playing e.g. tap glockenspiel and use finger to take away use of beater. Playing one note in a chord rather than all the notes.  Play 1 string in the chord, use dotted string, letters notes.  Use of picks, provide a variety of untuned percussion. Use fingers to touch or a beater.  Tap resources rather than body (body percussion). Move resources (scarves) to music. | Anxiety or confidence in playing in front of others.  Collaboration when performing with others.  Emotional reactions to music when appraising. | We all play together and teachers to assess children by tuning into individuals. Provide lyrics to songs, notation for instruments. Perform to partner or small group.  Providing opportunities for individualised work. Pair with a more confident singer. Mixed ability ensembles.  Sensitive discussions about how music makes us feel and that all emotions are okay. Consider changing songs to different artist within the genre. |

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| **Opportunities for further challenge in my subject (GDS):** |
| Partner support  Opportunities to perform to others and the class  Understanding and using a range of terminology  Opportunities to lead and conduct  Recording music on their score  Changing tempo, pitch, dynamics  Use more complex rhythms  Range of tools or resources  Using staff notation and graphic score to record improvising and compositions  Opportunities to access Extracurricular music activities (choir, music club and recorder club). |

**3 non-negotiables for inclusion in key subjects:**

1. Range of resources/ equipment always available

2. Check differentiation strategies on Kapow Primary planning before the lesson

3. Adaptive teaching strategies considered and in place before the lesson