



SEND support for music

Barriers to music	High Quality Teaching Strategies	Support additional to or different
Difficulties reading music	<ul style="list-style-type: none"> • Use colour coding to initially teach note recognition. Eg a different colour for each note. • Limit the amount of new information provided at one time incl. new notes introduced. • Use of metronome to keep the rhythm. Pupils to clap out the rhyme prior to completing more complex melodies. 	<ul style="list-style-type: none"> • Allow pupils additional time at an alternative part of the day to rehearse new skills and revisit new learning. • Use pre-teaching where adult support is available.
Sensory difficulties (eg. Sound avoidance)	<ul style="list-style-type: none"> • Use of sounds cancellation headphones. Pre-warn the child prior to the lesson. • Choose instruments carefully by considering their volume/pitch. • Go outside where possible • Small groups/individuals playing rather than whole class. 	<ul style="list-style-type: none"> • Allow rest breaks from the classroom during lessons if needed for individual pupils.
Physical difficulties – fine motor impacting the ability to play instruments. Gross motor skills	<ul style="list-style-type: none"> • Verbal reminders about literalities eg your left hand goes on top. • Change the movements suggested on Kapow to suit the pupil/needs of the class • Consider percussions carefully eg one handed or two playing. 	<ul style="list-style-type: none"> • Consider an alternative musical instrument. Eg replace a recorder with a xylophone when using tuned instruments. • Allow pupils additional time at an alternative part of the day to rehearse new skills and revisit new learning.
Difficulties understanding new musical vocabulary	<ul style="list-style-type: none"> • Plan to introduce new vocabulary over time with opportunities • Use of mnemonics for teaching new words • Use of visual supports alongside new musical vocabulary eg vocabulary mat on desk with images. • New vocabulary included within other curriculum areas where appropriate. Eg rehearsals for performances. 	<ul style="list-style-type: none"> • Adapted knowledge organisers – simplified version. • Pre-teaching key vocabulary prior to the lesson.



<p>Speech and language difficulties impacting singing</p>	<ul style="list-style-type: none">• Play music to learners several times before reading or beginning to learn it.• Split songs being taught into smaller chunks and focus on parts that are repetitive.	<ul style="list-style-type: none">• For individuals break longer words down into phonemes and rehearse with an adult where available. Clap out the sounds to emphasise.
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