

Quality First Teaching – 4 Areas of SEND and Music Specific

Communication and Interaction	
Quality First Teaching Strategies	Music Specific
<ul style="list-style-type: none"> • 'Rules' of good listening displayed, taught, modelled, and regularly reinforced. • Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card) • Pupil's name or agreed cue used to gain individual's attention – and before giving instructions • Range of multi-sensory approaches used to support spoken language and the introduction of new vocabulary e.g. symbols, pictures, concrete apparatus. artefacts • Instructions broken down into manageable chunks and given in the order they are to be done. • Checklists and task lists – simple and with visual cues • Delivery of information slowed down with time given to allow processing • Pupils are given a demonstration of what is expected • System of visual feedback in place to show if something has been understood (e.g. thumbs up) • Talking partners or similar used to encourage responses. • Classroom furniture and groupings consider whether pupils with speech & communication needs can see visual prompts and the teacher. • Access to a quiet, distraction free workstation if needed 	<ul style="list-style-type: none"> • Videos modelling the task/elements of the task • Repetition of key phrases and key vocabulary • Images to show key vocabulary/sets of instructions (using Widgeit) • Pre-teach this could be pre teaching of an instrument, musical notation, or listening to a piece of music prior to the listen for appraising. • Retrieval of previous session to remember what's been taught before so new learning can be linked to what's already known. • Teacher modelling step by step how to use an instrument. • Partner work and peer support • Scaffolds e.g. Widgeit instructions of the step by step process • Modelling, demonstration, and imitation help pupils begin to understand musical concepts. The adult teaching can model and ask children to 'join in' or 'watch and repeat back'. • Encourage pupils to use their voices expressively and to use different forms of communication, such as gesture, to compensate for difficulties when singing or speaking.

<ul style="list-style-type: none"> • Parents advised of new vocabulary so it can be reinforced at home. • Minimise use of abstract language 	
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Cognition and Learning	
Quality First Teaching Strategies	Music Specific
<ul style="list-style-type: none"> • 'Next steps' for learning derived from what the pupil can already do – referring back to earlier stages only when necessary • Instructions broken down into manageable chunks and given in sequence • Pupils encouraged to explain what they have to do to check understanding. • Links to prior learning explicitly made • Key learning points reviewed at appropriate times during and end of lesson • Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders • To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc. • Coloured paper for worksheets and coloured background on smart board (beige) • Additional time to complete tasks if necessary. • Teach and model memory techniques • 	<ul style="list-style-type: none"> • Talking tins/iPad recording feature to record instructions one at a time. • Key learning/images/instructions displayed on the whiteboard screen are printed/made available to the children on their desk. • Use of widgets/symbols and images • Reduce any reading that could be needed. • Give stem sentences for answering questions/for discussions with a partner. • Demonstrate in short, achievable steps for pupils who, for example, may have a poor concentration span or poor motor skills. • Reduce the possibility of frustration at not being able to play the instrument they choose. • Where possible give the children an instrument to themselves rather than peer sharing. • Plan for lots of repetition. • Provide opportunities for pupils to join in all together before being invited to play or sing individually. • Teaching the singing of songs by rote which then supports memory development and removes the need for written text.

	<ul style="list-style-type: none"> • Display and refer back to the music poster for lesson related vocabulary. • Use age-appropriate visual prompts for songs, such as pictures and graphic scores. • Use of knowledge organisers to help refer to any key learning and vocabulary definitions.
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Social, Emotional and Mental Health	
Quality First Teaching Strategies	Music Specific
<ul style="list-style-type: none"> • Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. • 'Catch' the pupil being good and emphasize positives in front of other pupils and staff (where appropriate) • Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency. • Give breaks between tasks and give legitimate 'moving around' activities e.g Brain Gym, wake up and shake up. • Where possible, create a quiet area both for working and as a 'quiet time' zone. • Use a visual timer to measure and extend time on task – start small and praise, praise, praise. • Ensure that tools/equipment are easily accessible and available for use. • Use pupil's name and ensure you have their attention before giving instructions. 	<ul style="list-style-type: none"> • Pre teaching the use of instruments, music terminology, listening and appraising, etc. • Allow time with the equipment prior to the lesson to reduce anxiety. • Teacher/TA check ins regularly throughout the lesson • Use the child to model to the class so they are actively involved in the lesson. • Chunk instructions and support with visual cues. • Discuss children's personal music choices with them to help engage in the discussions. What do they like to listen to? • Pupils particularly enjoying music/that are engaged in creating a composition may require warning that the session is coming to an end. • In group/partner work pupils are assigned specific roles which gives all pupils something to do and keeps them focused.

<ul style="list-style-type: none"> • Make use of different seating and grouping arrangements for different activities • Communicate in a calm, clear manner. • Keep instructions, routines and rules short, precise and positive. • Ensure groupings provide positive role models. • Use Social stories when appropriate. 	<ul style="list-style-type: none"> • Children may need to wear ear defenders during times when noise level arises due to the number of instruments being played. • Have a quieter (low arousal) area of the classroom available for those who need to be away from the main bulk of noise during composing sessions or for pupils or prefer to carry out composing individually. • Make sensitive use of audio and video recordings to keep records of pupils' work. Always make sure pupils are comfortable with this. Ask pupils if they are happy to be filmed/photographed doing the activity.
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Sensory Needs	
Quality First Teaching Strategies	Music Specific
<p><u>Visual Difficulties</u></p> <ul style="list-style-type: none"> • Ensure correct seating in relation to board, whiteboard, Smartboard taking into account levels of vision in each eye • Try out different paper/Smartboard colours to try to find best contrast • Consider lighting – natural and artificial – which is most comfortable? • Eliminate inessential copying from the board. • Always use verbal explanations when demonstrating to the class. 	<ul style="list-style-type: none"> • Use of headphones for listening to music • Minimal instructions or given in small chunks/one step at a time. • Provide enlarged handouts/print out so text from the board doesn't have to be read. • Use of talking tins/iPad voice recorder • Enlarge the individual's screen. • Adapted instruments may be required. • Ensure children can physically play the instrument they have been asked to play. E.g. percussion instruments are easily accessible to most. • Don't overload with lots of resources/worksheets

- Read out aloud as you write on the board
- Address the pupil by name to get their attention
- Avoid standing in front of windows – your face becomes difficult to see

Hearing Difficulties

- Careful seating that allows the pupil to see the teacher clearly and also see other speakers (back to the window is good)
- Gain pupil's attention before important information is given
- Keep background noise to a minimum
- Slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning
- Allow more thinking and talking time
- Model and teach careful listening along with signals when careful listening is required
- Repeat contributions from other children – their voices may be softer and speech more unclear
- Occasionally check that oral information/instructions have been understood
- Face the pupil when speaking
- Keep hands away from mouth
- Divide listening time into short chunks.
- Use visual symbols to support understanding

Co-ordination

- Pupils sing better when standing, if this can not be achieved see if the child can sit as upright as possible.

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| <ul style="list-style-type: none">• Consider organisation of classroom to allow free movement• Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk?• Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions.• Seated where there are minimal distractions e.g. away from windows and doors• Reinforce verbal instructions by repeating several times, give no more than one or two instructions at a time and ask the child to explain what is required to check understanding.• Cue cards may help the pupil to sequence a task e.g. 1. Clear your desk 2. Collect the equipment you need (with visual cues) 3. Put the date at the top of the page etc.• Allow additional time to complete tasks | |
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