

Music at Dothill Primary School

Planning Inclusive Lessons

At Dothill, music teaching and learning offers a progression of skills and includes opportunities to appraise, compose and perform with a range of instruments. In order for music education to be accessible and inclusive for all, teachers anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation.

For some learners, music can be a medium to break down barriers that may exist in other curriculum subjects. Music at Dothill allows freedom and flexibility in musical expression, preferences and performance. This is beneficial, not only for musical development, but for the growth of self-confidence and for the fostering of creative flair in all learners.



Creating an Inclusive Environment

Considering this, we ensure that all aspects of learners' involvement in music education is as inclusive as possible. Music can form an effective method of communication, so including it as part of repetitive routines such as the attendance register, number and phonics learning, as well as other daily routines, provides predictable, reassuring and memorable experiences for learners.

Music has the potential to create challenges for children with sensory issues. At Dothill we consider this when creating an effective learning environment. Teachers consider the layout of rooms and groups sizes to maximise participation for children with specific needs.

Although music-making opportunities, such as playing instruments together or singing, lend themselves to groups, some learners benefit from working individually, with or without the support of an adult and/or ICT.

How do we support learners with sensory issues?

- Pre-exposure to music and instruments to help prepare learners
- Create opportunities for physical contact with instruments
- Consider the lighting in rooms to reduce glare

How do we support learners who struggle to retain vocabulary?

- Begin each lesson with key vocabulary learned to date
- Visual word banks on learning objectives for all children
- Embed language throughout the school day and refer back to vocabulary used

How do we support learners who need additional time to develop conceptual understanding?

- Break down concepts into small steps
- Maximise opportunities for modelling and imitation
- Where possible, create small group opportunities with closer adult intervention

How do we support children who struggle with attention?

- Consider layout to engage all learners and maximise access to resources
- Consider potential sources of distraction
- Arrange movement breaks or short 'time-outs'

Teaching Considerations

EYFS	KS1	KS2
<ul style="list-style-type: none">- Children to be exposed to appropriate range of instruments- Time for singing incorporated into the school day- Reference to nursery rhymes and simple songs that can be memorised	<ul style="list-style-type: none">- Singing, rhyming and chanting for significant parts of the KS1 curriculum- Carefully selected instruments so all learners have access- Correct terminology to be used (simplify with visual aids rather than simpler vocabulary)	<ul style="list-style-type: none">- Further development from KS1 considerations- Children given the opportunity to compose and improvise- Children to develop understanding of musical notation