



Adaptive Teaching

Curriculum Overview

Music

All pupils will be provided with high quality teaching that is adapted to meet the diverse needs of all learners, enabling them to access the curriculum and participate fully. Examples of the types of learning challenges children might face are below with examples of the provision that may support them in Music.

Cognition and Learning Cognition is the umbrella term for a child's learning skills. It is their ability to process information, reason, remember and relate. Includes specific learning difficulties like dyslexia, dyscalculia, dyspraxia as well as moderate/severe/complex learning difficulties.		Communication and Interaction Speech and language needs. Social communication and interaction difficulties.		Social, Emotional and Mental Health ADHD, ADD, attachment disorder, mental health difficulties such as anxiety, depression, self-harm, emotional regulation		Physical and/or sensory, hearing or sight impairment. Physical and medical needs.	
Learning challenge	Provision	Learning challenge	Provision	Learning challenge	Provision	Learning challenge	Provision
Needs more time to process information	Pre-teaching Recap with an adult before working independently Use of symbols and colour codes before more formal music symbols Graphic scores Think – pair - share	Remembering next steps	Tick lists, now and next board Breaking down of tasks to smaller steps Modelling	Difficulties with listening, attention, focus	Learning breaks Timers Now/next Ensuring lesson slides are clear Seating plan/groups Lesson broken down in to short activities Moving for different tasks e.g. standing to sing Give specific feedback	Difficulty with manipulation and using resources successfully	Different instruments with different levels of motor skills needed Modelling Scaffolds
Poor memory skills	Knowledge organiser Retrieval in each lesson Key facts to refer back to Show how the lessons fit together and develop an area of work in music Build in lots of repetition across year groups and the curriculum Teaching songs by rote	Unable to interact in group/ paired work	Visual prompts Oracy discussion guidelines Sentence starters/prompts Clear routines for moving from group work to whole class	Struggles to start an activity	Avoid cognitive overload – focus on one thing at a time Use of growth mindset so that pupils aren't scared of making mistakes	Hearing impairment	Seating plan Instruments with vibrations as well as sound 1:1 TA for visual communication Follow individual advice from ATS & SaLT
Lack of motivation/ engagement	Timers, rewards Use of hands on resources Use of a range of music styles including musical technology Clear structure to the lesson Build on prior learning	Understanding tasks	Worked examples Targeted questioning Step by step instructions with visual support	Difficulty coping with emotions e.g. aggressive/ withdrawn if frustrated when not understanding a task	Help card Zones of regulation Brain breaks Modelled feedback		
Difficulty with applying taught skills	Pre-teaching concepts Discussion about what they have learnt before Checklist on what skills to apply Coaching from other children Practical resources Adapt resources to focus on a specific skill (avoid cognitive overload)	Dominates conversation	Modelling interaction Oracy discussion guidelines Social story – conversations Talk tokens to encourage turn taking	Struggles to share resources	Modelling Sat with a good role model Social story on sharing Timers Seating plan Having adequate space to play instruments	Further support ideas for specific situations are available: https://dera.ioe.ac.uk/id/eprint/13802/1/music.pdf	