

Inclusive Approaches and Adaptations Across All Music Units			
Planning and Design - Provide clear learning intentions and success criteria using child-friendly language. - Share examples of performances, compositions, rhythms and musical outcomes before beginning tasks. - Use teacher modelling and live demonstrations of musical skills. - Break musical learning into manageable stages: listen → explore → practise → perform → evaluate. - Provide visual prompts, musical notation support, diagrams and knowledge organisers. - Use practical exploration before expecting pupils to perform or compose independently. - Allow pupils to demonstrate musical understanding in different ways, including: - Singing, playing, movement, composition, discussion and reflection. - Provide opportunities for pupils to explore, create, rehearse and perform musical ideas. - Use repetition and rehearsal to build confidence and automaticity. - Make links between previous musical experiences and new learning.	Foundational Knowledge and Vocabulary Development - Identify and explicitly teach essential musical knowledge before pupils apply practical skills. - Pre-teach musical vocabulary using sounds, images, demonstrations and practical examples. - Revisit key musical concepts throughout units, including: - Pulse and rhythm - Tempo - Dynamics - Pitch - Melody - Structure - Timbre - Texture - Use knowledge organisers, vocabulary mats and displays to reinforce musical language. - Use retrieval activities and regular opportunities to revisit previously taught skills. - Develop pupils' understanding of how musicians use musical elements to create effects.	Musical Skills and Practical Learning - Model practical skills before independent performance. - Provide opportunities to explore instruments and sounds before expecting accurate performance. - Teach skills in small steps: - Holding instruments correctly. - Producing sounds. - Following rhythms. - Playing with control. - Performing with others. - Provide structured practice opportunities with clear feedback. - Use call-and-response activities to develop confidence and accuracy. - Support pupils to maintain rhythm through movement, actions or visual cues. - Allow alternative ways to participate, including singing, playing, conducting, moving or responding. - Use peer modelling and ensemble work to develop confidence.	Communication and Language Support - Pre-teach musical vocabulary through listening, movement and practical experiences. - Use visual word mats including: - Rhythm - Beat - Tempo - Volume - Pitch - Melody - Encourage pupils to discuss musical choices with partners before sharing. - Provide sentence starters: "I noticed the music sounded..." "The composer used ____ to create..." "I changed my music by..." "The performance was effective because..." - Allow pupils to explain musical thinking verbally where appropriate.
Cognition and Learning Support - Break complex musical concepts into smaller steps. - Use explicit teaching and modelling before independent application. - Provide clear explanations supported by: - Demonstrations. - Visual representations. - Practical examples. - Repeated modelling. - Reduce unnecessary written demands while maintaining musical challenge. - Provide visual representations of abstract concepts such as: - Rhythm patterns. - Musical structures. - Notation. - Pitch movement. - Provide additional opportunities to practise key skills. - Use repetition and overlearning to build confidence and memory.	Physical and Sensory Needs - Consider pupils' sensory needs when planning musical activities. - Prepare pupils for unfamiliar instruments, sounds and performance environments. - Consider volume levels and provide alternatives where loud sounds may create barriers. - Allow pupils to explore instruments gradually. - Provide adapted equipment where appropriate: - Easier-to-hold instruments. - Larger percussion instruments. - Visual rhythm cues. - Technology-based alternatives. - Ensure all pupils can access instruments and performance spaces. - Provide opportunities to participate through: - Playing. - Singing. - Movement. - Conducting. - Listening. - Evaluating.	Social, Emotional and Mental Health (SEMH) Inclusion - Create a supportive environment where all musical contributions are valued. - Encourage pupils to take creative risks and experiment with sounds. - Reinforce that mistakes are part of musical development and improvement. - Provide structured group roles to develop confidence and teamwork. - Celebrate different musical strengths including: - Performing. - Composing. - Listening. - Leadership. - Creativity. - Build confidence through small-group rehearsal before larger performances. - Provide opportunities for pupils to share music from different cultures and backgrounds.	Challenge and Greater Depth for SEND Pupils Where appropriate, pupils should be challenged through: - Explaining musical choices using accurate vocabulary. - Evaluating how musical elements create effects. - Developing independence when composing and performing. - Creating more complex rhythms, melodies or structures. - Adapting compositions for different purposes or audiences. - Comparing musical traditions, genres and composers. - Justifying performance decisions. - Taking leadership roles within ensembles. - Supporting others through modelling and collaboration. - Making links between music and: - History.

• Provide structured roles within group music-making. • Use peer support and collaborative performance opportunities. • Allow additional processing time before responding or performing. • Build confidence through carefully sequenced progression.	• Provide suitable seating and workspace where required. • Consider physical access during performances and group activities.	• Develop a sense of belonging through ensemble music-making. • Support pupils who experience anxiety around performance through gradual exposure and alternative roles.	• Culture. • Technology. • Careers.
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Music Area	Inclusive Adaptations
Singing	Use repetition, call-and-response and teacher modelling. Provide lyric sheets with visual prompts. Allow pupils to join through actions, humming or selected sections before singing independently.
Rhythm and Pulse	Use movement, clapping, body percussion and visual rhythm patterns. Provide repeated practice and concrete examples before using notation.
Playing Instruments	Allow exploration of instruments first. Provide adapted equipment, clear demonstrations and structured practice opportunities.
Composition	Use templates, rhythm grids, graphic notation and sound exploration. Encourage creativity through supported choices.
Listening and Appraising	Use repeated listening, images and guided questions. Support pupils to identify musical features using vocabulary mats.
Performance	Provide rehearsal opportunities, smaller group performances and alternative roles such as conductor, accompanist or evaluator.
Notation and Musical Symbols	Use visual representations, colour coding and practical examples. Link symbols directly to sounds and actions.
Music from Different Cultures and Traditions	Use images, stories, instruments and practical experiences to develop understanding of different musical contexts.
Digital Music and Technology	Provide accessible software, step-by-step guidance and opportunities to create music using technology.
Musical Vocabulary	Revisit key terminology regularly through displays, retrieval activities and practical application.