

Planning Inclusive Lessons  
Music

Inclusive Environment	Resources	Scaffolding
<ul style="list-style-type: none"> <li>• Regular, predictable routines</li> <li>• Give warnings in advance of major changes, which might be noisy or involve a lot of movement, for example by saying ‘in a minute you will get out your instruments and start practising’, or ‘we will be listening to your performances in 10 minutes.’</li> <li>• For transitions involving learners moving around the room, consider a phased approach where small numbers move at any one time, to avoid any kind of free-for-all.</li> <li>• Anticipate potential barriers for individual learners and consider ways of minimising these to ensure participation</li> <li>• Consider the practical layout of the room and the position of the learners</li> <li>• Build in lots of repetition</li> <li>• Encourage pupils to develop their own strategies, eg an agreed approach to asking for help, rehearsal, note-taking, use of long term memory, and place-keeping and organisational strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Music and ICT such as Chrome Music Lab - BBC - Bring the Noise - free interactive musical games to support learners - BBC Ten Pieces - Soundbeam - software for learners with physical disabilities - AudioMulch and Garage Band - interactive composition tool</li> <li>• Ear-defenders</li> <li>• Low-arousal area</li> <li>• Use age-appropriate visual prompts for songs, such as pictures and graphic scores</li> <li>• Key vocabulary displayed</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-expose learners to the content of the lesson, e.g., show them particular instruments and how they are played, share snippets of music and pre-teach musical elements and terminology</li> <li>• Consider potential unhelpful sources of distraction, such as over frequent changes of task or unstructured group work.</li> <li>• Give learners a particular role in the lesson to keep them engaged and promote active participation.</li> <li>• Arrange movement breaks or short ‘time out’ breaks away from the learning environment when and if necessary.</li> <li>• Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.</li> <li>• Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work</li> <li>• Pre-exposure to music and/or instruments can help to prepare learners, as can the use of a</li> </ul>

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		neighbouring room, if space allows. Ear defenders can enable learners to partake in lessons with more confidence
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