REMOVING BARRIERS FROM THE MUSIC CURRICULUM

Strategies to remove potential barriers in the curriculum

Subject: Music

Potential Barrier	Adaptations to Teaching
Maintaining an inclusive learning environment: Sound and Light	• Background noise and reverberation are reduced • Sound field system is used, if appropriate • Glare is reduced ensuring there is enough light for written work • The teacher's face can be seen – avoid standing in front of light sources, eg windows • Pupils use hearing and low vision aids, where necessary • Video presentations have subtitles for deaf or hearing-impaired pupils and those with communication difficulties, where required.
Difficulty with recording information or literacy barriers	• Use alternatives to written recording, e.g. drawing, scribing, mind maps, videos, voice recordings • Provide word banks and picture cards that the learners can use • Scaffold learning to make it accessible for all • Sentence stems • Use of templates • Use of colourful semantics
Attention and focusing	• Pupils' seating and the main board position are planned for the shape of the room. Pupils can see and hear clearly, as necessary: the teacher, each other and the board/TV/screens. • Seating allows for peer or adult support. • There is room for pupils with mobility difficulties to obtain their own resources, equipment and materials. • Furniture is suitable -Consider the choice of chairs and desks, eg adjustable height tables, raised boards.
Processing questions	• Pupils given opportunities to discuss the answers to questions in pairs, before the teacher requests verbal answers • Prepare pupils to contribute to feedback sessions, visual prompts • Re-phrasing questions
Working and long-term memory	• Reduce the amount of material to be remembered and display important information on the board for children to refer back to • Word mats to support with recalling key vocabulary • Retrieval practice – ensuring children have good theology knowledge for each religious and non-religious world view. • Use of memory aids- posters, working wall, provocation areas, word banks • I do, we do, you. Ensure we spend the most amount of time on the 'we do' and check that the child/ren know what to do • Keep instructions short and use visual prompts • Use of visitors/visits • Hands on learning – safe use of all instruments and music resources

Additional strategies

- Health and safety - Health and safety issues have been considered, eg trailing leads secured (guitar, keyboard) and space for whole class sets of instruments.
- Low-arousal areas - A low-arousal area is planned for pupils who may need it and is available for use by all pupils. The area only needs to have immediately relevant materials/ resources to minimise distraction.