

Music: Strategies to Scaffold Learning to Support Learners with Additional Needs



COGNITION AND LEARNING	COMMUNICATION AND INTERACTION
<p><u>How can I support learners who struggle to access lessons because of literacy difficulties?</u></p> <ul style="list-style-type: none"> • Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo. • Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts. • Create a graphic score or pictorial representations of a composition to provide a form of non-verbal communication. <p><u>How can I support learners who need additional time to develop conceptual understanding?</u></p> <ul style="list-style-type: none"> • Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding. • If resources allow, create a small group opportunity to enable learners to develop understanding with closer adult intervention. • Maximise opportunities to model, demonstrate and imitate to encourage active participation through a scaffolded experience. <p><u>How do I support learners who have difficulties following or reading music?</u></p> <ul style="list-style-type: none"> • Support with colour coding of notes or providing the written letter to assist with music reading. 	<p><u>How can I support learners who struggle to retain vocabulary?</u></p> <ul style="list-style-type: none"> • Explicit teaching of new and technical vocabulary. • New vocabulary displayed with visual aids and demonstrations to illustrate the meaning. • Begin each lesson with a recap of key vocabulary learned to date. • Provide visual word banks that are accessible throughout, as necessary. For support in identifying different instruments photographs of those learners playing the instruments, can help with retention. For support with the meanings of musical dimensions, pictorial word banks can be effective. • Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons. Discussions around music listened to during assemblies or in other curriculum areas can help to embed this language. • Use recordings for children to demonstrate their knowledge rather than explaining it, for example can demonstrate and record change in volume or pitch rather than trying to explain it • Carefully considered groupings/pairings
PHYSICAL/SENSORY	SOCIAL, EMOTIONAL AND MENTAL HEALTH
<p><u>How can I support learners who have sensory issues?</u></p> <ul style="list-style-type: none"> • Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work. • Music lessons can be challenging for learners with auditory sensitivity. Pre-exposure to music and/or instruments can help to prepare learners, as can the use of a neighbouring room, if space allows. Ear defenders can enable learners to partake in lessons with more confidence. • Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly. Percussion, stringed, wind and brass instruments all lend themselves well to this. • Consider the lighting in the learning environment and if learners would benefit from reduced glare on interactive whiteboards and computer screens. • Use of technological musical solutions to overcome physical barriers. • Liaison with outside agencies regarding specialist support and appropriate noise levels for hearing impaired children. 	<p><u>How can I support learners who struggle with attention?</u></p> <ul style="list-style-type: none"> • Carefully consider the layout of the learning environment to engage all learners and maximise access to resources, bearing in mind that circles and grouped tables can be a barrier to attention on learning. • 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. • Consider potential unhelpful sources of distraction, such as over frequent changes of task or unstructured group work. • Give learners a particular role in the lesson to keep them engaged and promote active participation. • Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary. <p><u>How can I support learners who have anxiety about new or different experiences or having to perform?</u></p> <ul style="list-style-type: none"> • Social stories and clear explanations before new experiences to explain what will happen and provide opportunities for children to ask questions. • Opportunities to share their work in different ways, (behind scenes, pre-recorded, quieter areas of school). <p><u>How can I support learners who have difficulty regulating behaviour or coping with others who are not regulating their behaviour in a noisy/busy environment?</u></p> <ul style="list-style-type: none"> • Shared signals for stopping which are agreed at the start of the lesson to provide security for the child. • Visual cards for child to show that they are feeling overwhelmed.