



St Thomas of Canterbury Curriculum Inclusion Strategies



Music

Quality First Teaching – Promoting independence, providing suitable challenge, meeting a variety of learners needs and overcoming barriers.

Key Stage	Strategies for inclusion
Whole School	<ul style="list-style-type: none">- All adults aware of individual children's barriers to learning, so they can meet their needs.- Adaptive, responsive teaching e.g. knowing when to revisit concepts/move on from a taught skill.- Deploy all adults strategically, to achieve best pupil outcomes.- All adults modelling accurate and precise scientific language.- Paired and group work, to support learners of all abilities.- Learning is chunked into manageable steps e.g. when learning a specific song or piece of music.- Support with fine and gross motor skills required to play instruments.- Repetition of the use of instruments, ensuring only one instrument is played for each unit of work.- Lessons follow a revisit, teach, practise, apply model.- Listening and appraising existing and peer performances.
Early Years Foundation Stage is linked to Expressive Art and Design; 'being imaginative and expressive' Development Matters area of learning.	<p>Within a music lesson:</p> <ul style="list-style-type: none">- Provide opportunities to respond to what they have heard, expressing their thoughts and feelings.- Effective deployment of adults to ensure access for all and in the moment intervention.- Explore and engage in music making in mixed ability groups.- How-to videos utilised to model song examples and use of instruments <i>e.g. Reception follows 'BBC Music: Bring the Noise' scheme, which is taught in three week blocks.</i>- Skills taught in clear sequence, building on prior knowledge <i>e.g. nursery follows 'Can Do' music scheme, which is taught in groups of ten twice a week.</i>- Acorn – tuning into sounds, making sounds with the body, following instructions, rhymes and songs, instruments cause and effect. <p>Within continuous provision:</p> <ul style="list-style-type: none">- Music focus afternoons <i>e.g. Reception take instruments out to the forest school area to experiment with different instruments and sounds.</i>- Instruments laid out in continuous provision areas for independent exploration.- Provide opportunities to practise taught skills in different contexts.- Emphasis on use of nursery rhymes and daily songs to develop communication and language skills in an engaging way. <i>e.g. across all EYFS, counting songs/ days of the week etc. are sang regularly.</i>- Ensure all children can access instruments, supporting this with 'my turn, your turn' modelling of key skills.- Fine motor skills <i>e.g. Nursery use 'dough disco' sessions to develop fine motor skills needed to play certain instruments.</i>

<p>Key Stage 1 & 2</p>	<ul style="list-style-type: none"> - Visual prompts used to support understanding of the sequence of a piece of music/ use of specific instruments. <i>In KS1, symbols and numbers are used to support teaching of rhythm patterns/ note progression.</i> - Provision of adult support to aid depth of pupil understanding and facilitate playing certain instruments. - Modelling of skills required to play an instrument/ perform a piece of music. <i>Across both key stages, the final piece of music is demonstrated to begin with, followed by modelling of specific elements of the music.</i> - Careful peer pairing – always pair up less confident children with a confident musician who is able to model correct use of vocabulary and demonstration of taught skills. - Use of ‘my turn, your turn’ when modelling key skills. - Offer of individual and partner practice to consolidate new learning, before final performances. <i>In KS1, children practise skills in pairs and then take it in turns to practise full performances.</i> - Repetition of warm-up methods and previously taught skills are utilised to scaffold new learning. <i>At St Thomas of Canterbury, a revisit, teach, practise, perform structure is followed.</i> - Regular adult check-ins to maximise participation, reinforce new learning and demonstrate success. - Independence is promoted, so children can manage their own learning. <i>Across both key stages, peer evaluation is often used to assess performances against relevant success criteria.</i> - Use of multi-sensory approaches employed throughout music lessons. <i>To maximise engagement across both key stages, a variety of activities such as singing, moving, playing instruments and composing is used.</i>
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