

# Adaptive Teaching in Music

## Quality First Teaching

- Flashbacks that revisit all learning in music as it has been taught and to fill gaps in knowledge and understanding.
- Key vocabulary displayed for that particular lesson and explicitly discussed.
- Key knowledge being taught and modelled clearly to the children.
- Interrelated dimensions of music explained and woven throughout.
- Quick checks of knowledge gained during the lesson (mini recaps).
- Questions both imparted from the teacher and children asking their own.
- Using music from a range of genres and styles from different cultures.
- Links to jobs and musicians.



## Potential Barriers to Learning (including SEND)

Cognition and Learning		Communication and Interaction	
Potential barriers	Adapted Provision	Potential barriers	Adapted Provision
Retaining knowledge taught/slow to process information. Struggles making learning 'stick'.	Good quality regular flashbacks and AFL in lessons to embed learning 'sticky learning'. Multisensory approach to support all learning styles and provides different ways of making learning stick.	Limited speech/voice Struggling to communicate with others effectively EAL	Clear, quality visual cues for children and adults to use where needed either picture form or known musical hand movements from adult. This will help children identify pitch they can make sounds to if can't sing. Adult support Translations where possible for home language Makaton/signing
Physical and Sensory		Social Emotional and Mental Health	
Potential barriers	Adapted Provision	Potential barriers	Adapted Provision
Can't sit/stand in same place for a whole lesson. Poor hand strength to play instruments. Distracted by environment Struggles with noise Sight impairment	Ear defenders Adult support Large visuals Practical aids for instruments e.g. stands Gloves to support playing	Get upset a lot with learning that doesn't match their main interests or strengths. Low self-esteem (can't do attitude).	Adult support Incentives/rewards Easy goals to achieve first to show success and promote a thirst for learning and more confidence. Stretch and deeper thinking after.

## Stretch and Challenge Opportunities

Finding ways of children to improve others work as well as their own. Deeper thinking.  
Drawing inferences  
Deep questioning and applying knowledge in different contexts.  
Looking at different cultural contexts relating to learning. How is this linked to the wider community/world cultures?

