

Adaptation	What does this look like in music?
Use of Connecting Steps to personalise the learning objective.	Lesson plans closely linked to National Curriculum for music and clear skills progression developed with Sussex Music. Specialist music teacher able to adapt activities for different groups of pupils.
Group discussions.	Used frequently during each lesson. Sharing of ideas for group piece creations.
Use of artefacts.	Exploring musical instruments from different cultures and genres.
Use of drama.	Included as part of musical performance and sharing.
Use of technology.	Use of ipads/ digital music programs/ recording devices.
Brain breaks.	Planned into lesson times for specific children when needed – TA who knows children there to facilitate
Sensory profiles.	Adaptations made for sound e.g. headphones where needed, quieter working space
Adjustments to the lighting, layout, furniture and work spaces.	Classroom space often adapted for different music activities
Ear defenders.	Used for specific pupils when needed.
Adult support.	Year group Tas in sessions to support music specialist
Relating the learning to what the children already know well.	Clear progression of skills from Years 1-6 each area of music building on previous year groups e.g. singing, composing etc
Word mats.	Key vocabulary displayed on lesson slides – vocabulary progression through years 1-6
Voice recordings.	Used to capture music evidence
Group work.	Used frequently as part of group singing/ composing
Talk partners.	Used frequently as part of group singing/ composing
Listening to the views of the children.	Listening project – session each half term for children to reflect their thoughts on different musical pieces
Google translate.	For musical specific vocabulary
Revisiting learning after a period of time.	Clear progression across the school with opportunities to revisit.
Pre-teaching of key vocabulary and/or subject matter.	Specific progression of music vocabulary.
Use of video clips.	Video recordings used to capture music evidence/ pupil performance for assessment. Video clips to share examples of professional musicians/ music pieces.
Open ended tasks.	Used as and when needed.
Modelling.	Tasks modelled by teacher/ children for specific music tasks.

Communication with home to reinforce the learning and to share successes. Use of Evidence Me with our Reception children.	Mini music performances each term with buddy year groups – musical successes shared in parent newsletters and weekly learning emails.
Scribing when necessary when writing is not the focus.	TA support for scribing during written sessions.
Practical investigations.	Freedom for children to explore different musical instruments and ways to create different sounds.
Use of physical resources, manipulatives and Hands On experiences.	Practical elements incorporated into each music lesson.
Visual supports.	Use of powerpoint slides and visuals on board.
The opportunity to choose how they present their work.	Mixture of written, performance, recording, use of devices