

SEND – MUSIC

Our Curriculum INTENT

At Unstone Schools Federation, we believe that music is a powerful form of expression and communication that enriches children's lives and supports their personal, social, and academic development. Our curriculum is delivered through the Kapow Primary Music scheme for years 1 to 4 which aligns with the National Curriculum and provides a structured, inclusive, and engaging approach to music education. Year 5 and 6 are taught through the Derbyshire Music Hub. (clarinet)

Our music curriculum is designed to develop:

- Substantive knowledge – understanding musical elements such as pitch, rhythm, dynamics, tempo, timbre, texture, and structure.
- Disciplinary knowledge – learning how to listen, compose, perform, and evaluate music with increasing sophistication.
- Musical fluency – enabling pupils to internalise and apply musical concepts through repeated practice and meaningful experiences.

Children are given regular opportunities to:

- Create, perform, and respond to music, both individually and collaboratively.
Explore a wide range of musical genres, traditions, and cultures.
- Develop technical skills in singing, playing instruments, and using digital tools for composition.
- Build confidence and enjoyment through performance, including assemblies, concerts, and enrichment activities.

Our curriculum is sequenced to support progression in musical understanding and includes explicit vocabulary instruction to help pupils articulate their ideas and responses. We also ensure that music is accessible to all learners, with adaptations and support where needed.

The children have the opportunity to take part in Young Voices at Sheffield Arena, where they learn the songs and choreography in an extracurricular club before joining pupils from many other schools for the large-scale performance. The children are also given the opportunity to engage in peripatetic lessons – currently cello. Years 5 and 6 play with the Halle orchestra annually.

Areas of Need

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and Specific Learning Difficulties (SpLD) encompassing a range of conditions including dyslexia, and dyscalculia.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Autistic children are likely to have particular difficulties with social interaction.

Physical and sensory

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided and they may require additional ongoing support and equipment to access all the opportunities available to their peers. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Social Emotional and Mental Health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Barriers	• Recall of instructions • Use of specific language • Delay between instruction and task results in forgetting • Accessing learning due to poor literacy, processing or cognitive skills • Reading music • Remembering a musical sequence • Remembering lyrics to a song for a performance	• Children may struggle to communicate their view and express opinions • Language difficulties • Noise and movement – overstimulating • Sharing space and equipment with others • Working in a group	• Recording information • Holding and managing instruments • Hand control • Difficulty in hearing instructions from teacher/peers • Hearing impairment (listening, composing and ensemble work) • Sensitive hearing	• Difficulty in taking turns and sharing • Difficulty with not succeeding • Low self-esteem in musical abilities • Children who struggle may become upset/angry/withdrawn particularly in subject areas they find more difficult
Suggested Provision	• Key words displayed and introduced prior to lesson • Use of shorter/less complex sentences in resources given • Pictorial representation • Constant retrieval opportunities and reinforcement • Option to learn by ear • Colour code notes and corresponding positions on instrument • Use of voice recording • Coloured paper and 'white' boards • Coloured overlays	• clear structure of lesson with minimal periods of inactivity • absolute clarity of instruction • safe space and safe people identified for learning • consistent expectations • Pre-teaching of rules and expectations • Discuss answer with a partner first to allow processing time • Ensure any written information is also explained verbally • Use of simple instructions – small steps with modelling • Visual aids and dual coding	• positioning in learning space • use of communication in print/signals • visual modelling • instruction in classroom before lesson • peer support • specialist and adapted equipment • Ear defenders available • Adapted seating and access to performing areas	• Careful consideration of groupings (reduce size if needed to reduce overwhelming sense) • Specific rules and expectations • Work on resilience • Time out/movement breaks • Provide chn with jobs • Have clear expectations of group work • Ensure consistency • Language used – that we are all artists • Own set of equipment where possible • Therabands on chair legs • Adapted seating styles e.g. wobble cushion • Use of fiddle toy

Adaptive teaching ideas

- Pre-teach vocabulary e.g. whilst getting equipment out
- Re-cap vocabulary and skills e.g. whilst putting equipment away at the end of the lesson
- Celebration of disabled artists can show all pupils what is possible – without this, there is a risk of exclusion
- Clarity of instruction, explanations and modelling are crucial
- Ensure resources are suitable for all
- Motivation is vital to bring about engagement – if it feels too hard or too easy it will not be motivating