

Overcoming barriers to engagement in music

Communication:

- Minimise talk; use music as the primary language of the lesson.
- Sign while singing (e.g., Makaton)
- Use visual aids (e.g., Widgit Online) for prompts and timetable.
- Choose nonsense/foreign-language songs to reduce language processing barriers.
- Use voices/instruments to communicate (e.g., musical conversations).

Sensory Processing:

- AUDITORY: Consider the volume in the room and provide ear defenders when needed.
- VISUAL: Keep the space clutter-free and limit distractions.
- TACTILE: Accommodate instrument preferences where possible; allow exploration.
- TASTE & SMELL: Manage strong smells in both instruments and the classroom.

Attention:

- Give clear, simple instructions and break tasks into achievable steps.
- Use visual aids (timetables, prompts) and revisit key vocabulary often.
- Incorporate movement opportunities.
- Use physical demonstrations to explain concepts (e.g., tempo).

Physical Disabilities:

- Consider space requirements and adapt instruments as needed.
- Ask students about their instrument preferences.
- Modify playing techniques where required.
- Explore instrument adaptations (e.g., via OHMI Trust)