



## Music Provision Map

### Possible indicators

Physical disability  
Fine and/or gross motor difficulties  
Coordination difficulties  
Sensory/physical impairment

EHCP

SEN Support

1-1 TA Support

Educational Psychology Referral

BSS

My plan

Sensory support

Individualised

One page profile,  
Group/individual work  
Targetted questioning in lessons  
Scribing  
Ear defenders  
Motor skills, adapted equipment

Targeted

Opportunities to perform, compose, listen and appraise music  
'Can do' approach for all children,  
All children work on same activities and use the same resources,  
Sentence stems to aid explanations  
Powerpoints on non white, clear fonts,  
Consistent vocabulary displayed each lesson,  
Verbal praise, feedback recognises praise and effort,  
units blocked and clear sequences of work planned using small coherent steps,  
Each lesson reviews previous learning/knowledge,  
Vocabulary, collaborative learning, talk partners, reasoning sentence stems to support explanations,  
Ping Pong style approach to teaching,  
Growth mindset, informal ongoing formative assessment throughout lesson to extend progress  
In lesson feedback,  
Use of lollipop sticks, targeted open questions, positive relationships, TA Support where appropriate  
Opportunities to record in different ways.

Universal Offer