



Westdale Infants: Equality, Diversity and Inclusion within Music Education

- SEND -Children included in lessons, with support where appropriate, invited to join in, preferences taken into account with songs, instruments and participation. Environment made accessible and appropriate, hearing aids etc.
- ALL children have a chance to learn instruments where possible: enough instruments for all children, or for pairs (eg claves, maracas, glockenspiels, ukuleles)
- Choir and recorders: non-auditioned and free to join, anyone welcome. Help with obtaining a recorder if needed.
- Opportunities to choose percussion instruments during lessons
- Community visits, inviting Carlton Digby to performances, choir visits to local residential homes.
- Choice of songs by children – requests, and choices of own made-up verses.
- Avoiding songs which overly encourage stereotypes.
- During roleplay activities/songs or in productions, allowing/encouraging children to go against stereotypes in the roles they play.
- Variety of teaching methods – eg teaching concepts through explaining, singing/actions (eg This is my... voice), games (eg high/low listening game), playing on musical instruments, listening to examples, visual stimuli eg flashcards, powerpoints, pictures, words, exploration eg finding the high/low/middle sounds on glockenspiel.
- Learning songs through various methods including: Listening to recorded/live performances and letting it sink in, actions/sign language, copycats, and words on the screen.
- Singing songs (particularly in assembly) that reflect the school's values including diversity (eg 'We're so proud of our school', 'Good to be me')
- Sign language (eg Ring out the Bells)
- Songs from round the world/other religions (eg Kye kye kule, Senwa, Shalom, My paddle's keen and bright, 'Children of the World' production songs, Toombah,)
- Performing and listening to a range of musical styles – classical, jazz, pop/rock, music from around the world and from different cultures/religions. Children of the World production – song styles and scene change music – eg Irish fiddle, Chinese pentatonic music, gospel style songs, Sikh visitor.
- Songs in other languages (Bate bate Chocolate, Naka naka hoi (Japanese to tie in with Tokyo Olympics), counting songs, various songs from 'Tam Tam Tambalay' book).
- Songs the children like from home – instigate a 'My favourite music/have you heard this?' box? Include teachers? For walking into assembly etc?
- Songs used by teachers in class from range of cultures and countries