



COVID GOVERNMENT GUIDANCE:

Key changes to the message for music in schools:

- A broad and balanced curriculum, including creative subjects, should be taught to all pupils; discretion to reduce exam subjects is expected to be exceptional;
- Visiting teachers can be welcomed into schools; they can teach in multiple schools and across bubbles with mitigations
- Singing and playing of woodwind and brass instruments is no longer limited to groups of 15;
- Extended social distancing for these activities appears to have been lifted, although we continue to recommend it as a mitigation, particularly for singing and playing mouth-blown instruments;
- There is still a risk from cumulative build-up of aerosols, so the need for ventilation is heightened.

Music, dance and drama in school

All pupils should have access to a quality arts education. Music, dance and drama build confidence and help children live happier, more enriched lives, and discover the joy of expressing themselves. There may, however, be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments, dance and drama takes place.

Minimising contact between individuals

You must do everything possible to minimise contacts and mixing. Your overarching objective should be to reduce the number of contacts between pupils/students and staff. This can be achieved through keeping groups separate (in bubbles) and through maintaining the social distance between individuals. These are not alternative options. Both measures will help, but the balance between them will change depending on the age of pupils, the layout of the building, and the feasibility of keeping groups separate from each other while offering a broad curriculum

You should take particular care in music, dance and drama lessons to observe social distancing where possible. This may limit group activity in these subjects in terms of numbers in each group. It will also prevent physical correction by teachers and contact between pupils in dance and drama.

Additionally, you should keep any background or accompanying music to levels which do not encourage teachers or other performers to raise their voices unduly. If possible, use microphones to reduce the need for shouting or prolonged periods of loud speaking or singing. If possible, do not share microphones.

Peripatetic teachers

Schools can continue to engage peripatetic teachers during this period, including staff from music education hubs.

Peripatetic teachers can move between schools, for instance, but you should consider how to minimise the number of visitors where possible. They will be expected to comply with arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff



and pupils. To minimise the numbers of temporary staff entering the premises, and secure best value, you could consider using longer assignments with peripatetic teachers and agree a minimum number of hours across the academic year.

If a teacher is operating on a peripatetic basis, and operating across multiple groups or individuals, it is important that they do not attend a lesson if they are unwell or are having any symptoms associated with coronavirus (COVID-19) such as fever, a new and sustained cough, loss of sense of taste or smell. In addition, they should:

1. Maintain distancing requirements with each group they teach, where appropriate.
2. Avoid situations where distancing requirements are broken; for an example demonstrating partnering work in dancing.
3. Make efforts to reduce the number of groups taught and locations worked in, to reduce the number of contacts made.

Further information on the music education hubs, including contact details for local hubs, can be found at [music education hub](#), published by the Arts Council England.

Music teaching in schools and colleges, including singing, and playing wind and brass instruments in groups

When planning music provision for the next academic year, schools should consider additional specific safety measures. Although *singing* and playing wind and brass instruments do not currently appear to represent a significantly higher risk than routine speaking and breathing at the same volume, there is now some evidence that additional risk can build from aerosol transmission with volume and with the combined numbers of individuals within a confined space. This is particularly evident for singing and shouting, but with appropriate safety mitigation and consideration, singing, wind and brass teaching can still take place. Measures to take follow in the next sections.

Playing outdoors

Playing instruments and singing in groups should take place outdoors wherever possible. If indoors, consider limiting the numbers in relation to the space.

Playing indoors

If indoors, use a room with as much space as possible, for example, larger rooms; rooms with high ceilings are expected to enable dilution of aerosol transmission. If playing indoors, limiting the numbers to account for ventilation of the space and the ability to social distance. It is important to ensure good ventilation.

Singing, wind and brass playing

Singing, wind and brass playing should not take place in larger groups such as choirs and ensembles, or assemblies unless significant space, natural airflow (at least 10l/s/person for all

Live, Love, Serve

Executive Headteacher: Mrs M Brown | Head of School: Mrs A Teasdale
St Edward's Catholic Primary School, Eastbourne Road, Linthorpe, Middlesbrough, TS5 6QS
Tel: 01642 819507 | Email: enquiries@stedwards.npcat.org.uk | Website: stedwards.npcat.org.uk

Part of the Nicholas Postgate Catholic Academy Trust





present, including audiences) and strict social distancing and mitigation as described below can be maintained.

Social distancing

In the smaller groups where these activities can take place, schools should observe strict social distancing between each singer and player, and between singers and players, and any other people such as conductors, other musicians, or accompanists. Current guidance is that if the activity is face-to-face and without mitigating actions, 2 metres is appropriate.

Seating positions

Pupils should be positioned back-to-back or side-to-side when playing or *singing* (rather than face-to-face) whenever possible. Position wind and brass players so that the air from their instrument does not blow into another player.

Microphones

Use microphones where possible or encourage singing quietly.

By considering and adopting these cumulative risk mitigation measures, the overall risk will be reduced.

Handling equipment and instruments

Measures to take when handling equipment, including instruments, include the following.

Handwashing

Requiring increased handwashing before and after handling equipment, especially if being used by more than one person.

Avoiding sharing instruments

Avoid and equipment wherever possible. Place name labels on equipment to help identify the designated user, for example, percussionists' own sticks and mallets.

If instruments and equipment have to be shared, disinfect regularly (including any packing cases, handles, props, chairs, microphones and music stands) and always between users, following

Live, Love, Serve

Executive Headteacher: Mrs M Brown | Head of School: Mrs A Teasdale
St Edward's Catholic Primary School, Eastbourne Road, Linthorpe, Middlesbrough, TS5 6QS
Tel: 01642 819507 | Email: enquiries@stedwards.npcat.org.uk | Website: stedwards.npcat.org.uk

Part of the Nicholas Postgate Catholic Academy Trust





government guidance on cleaning and handling equipment available at [hygiene: handwashing, sanitation facilities and toilets](#).

Instruments should be cleaned by the pupils playing them, where possible.

Handling scores, parts and scripts

Limit handling of music scores, parts and scripts to the individual using them.

Suppliers

Consider limiting the number of suppliers when hiring instruments and equipment. Schools should agree whose responsibility cleaning hired instruments is with the suppliers. Clean hire equipment, tools or other equipment on arrival and before first use. Equipment and instruments should be stored in a clean location if you take delivery of them before they are needed, and they should be cleaned before first use and before returning the instrument.

Pick up and drop off points

Pick up and drop off collection points should be created where possible, rather than passing equipment such as props, scripts, scores and microphones hand-to-hand.

Live, Love, Serve

Executive Headteacher: Mrs M Brown | Head of School: Mrs A Teasdale
St Edward's Catholic Primary School, Eastbourne Road, Linthorpe, Middlesbrough, TS5 6QS
Tel: 01642 819507 | Email: enquiries@stedwards.npcat.org.uk | Website: stedwards.npcat.org.uk

Part of the Nicholas Postgate Catholic Academy Trust

