The planning considerations that are common to all curriculum activities can be found in the CARA generic template. These must be considered as well as the activity-specific considerations outlined below.

Activity scope
This guideline relates to student participation in all forms of music as a curriculum activity, including singing, playing instruments, reading and writing music, listening to music, composing, moving to music and conducting ensembles.

Activities covered by this guideline include general music, primary and secondary specialist music classes, instrumental music tuition, choral and instrumental ensembles. Activities can take place in classrooms, on stages, in outdoor locations and as off-site performances (e.g. eisteddfods) and include working with related equipment.

Mandatory/special requirements
Mandatory requirements must be met for the activity to be conducted. Special requirements are to be considered in the planning and delivery of this activity.

For the purpose of instrumental music, it is recognised that the Department of Education and Training employs music instructors who may not be registered as teachers in Queensland. These instructors are, however, deemed to be competent to have overall responsibility for instrumental music activities.

For instrumental music programs, adhere to the Instrumental Music Program procedure.

Risk level
- Low risk: Teaching of music, practice and participation in competitions in classrooms/controlled environments.
- Medium risk: Use of locations that increase exposure to excessive levels of noise or the level of risk (e.g. performances on a stage, platform, rostrum).

Minimum supervision requirements
- Covered in the Planning Considerations section as outlined in the CARA generic template.

Minimum qualifications for supervisors
- For general classroom music:
  - a registered teacher.
- For primary and secondary specialist music classes:
  - a registered teacher with a tertiary music education qualification
    OR
  - a registered teacher with expertise (qualifications) in music.
- For instrumental music:
  - a registered teacher with knowledge of the current instrumental music curriculum and competence (knowledge and skills) in an instrument or instruments
    OR
  - a music instructor (instrumental) employed by the Department of Education and Training
    OR
- a leader other than a registered teacher with competence (knowledge and skills) in an instrument or instruments.

**Minimum requirements for equipment/facilities**

*Low risk level*

- Teaching and rehearsal areas that are:
  - appropriate for the type of music activity
  - accessible for large instruments and equipment
  - large enough to comfortably seat up to 10 students and one instructor, together with their instruments and the required number of music stands
  - immediately accessible to facilities for washing mouthpieces of instruments
  - as soundproof as possible
  - not excessively resonant (e.g. not with concrete floor and walls). Sound-absorbing drapes, carpets and coverings on seating can assist with an excessive reverberation problem.

- Adequate ventilation.

- Adequate lighting for reading music without eyestrain.

- Chairs of suitable design and size for student use (i.e. chairs that have straight seats and backs and allow for students’ feet to be flat on the floor).

*In addition to the above, for medium risk activities*

- Stage trap doors are fixed closed to eliminate fall risk.

- Stage edges are clearly visible and delineated, regardless of lighting.

**Hazards and controls**

*Low risk level*

<table>
<thead>
<tr>
<th>Hazards</th>
<th>Control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equipment</strong></td>
<td>• Do not share descant recorders.</td>
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<tr>
<td></td>
<td>• Ensure mouthpieces of all musical instruments being reallocated to students are:</td>
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<tr>
<td></td>
<td>- cleaned inside with an appropriate brush, warm water and detergent</td>
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<tr>
<td></td>
<td>- allowed to air dry or dried with paper towels</td>
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<tr>
<td></td>
<td>- disinfected with alcohol wipes.</td>
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<tr>
<td></td>
<td>• Ensure that draining of breath-condensation fluid in brass instruments is regular and is done with due care and consideration.</td>
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<tr>
<td></td>
<td>• Use secure light stands.</td>
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<tr>
<td><strong>Extreme temperature sources</strong></td>
<td>• Ensure lights are not moved when hot.</td>
</tr>
<tr>
<td></td>
<td>• Advise students to hydrate before, during and after participating in any rehearsal or performance, particularly if it will be conducted in extreme weather conditions or involve an extended amount of time.</td>
</tr>
<tr>
<td><strong>Manual tasks</strong></td>
<td>• Ensure students are aware of the risks associated with large, heavy instruments (e.g. the potential for upright pianos to topple over when they are moved). Note: Refer to Manual tasks and ergonomics when moving these instruments and ensure students do not operate the specialised equipment required for lifting them.</td>
</tr>
<tr>
<td><strong>Noise</strong></td>
<td>• Consider the room/area where music activities are to occur and the impact that noise levels will have on the participants and others in the school.</td>
</tr>
</tbody>
</table>
### Hazards: Student Considerations

- For instrumental music instruction, activities should occur in specially designed or designated rooms (i.e. as outlined in Minimum requirements for equipment/facilities) where exposure to excessive noise has been managed (e.g. acoustically treated rooms). Where such rooms do not exist, the school should make every effort to ensure that suitable rooms or teaching areas are provided.

- Ensure that students do not sing and/or play for extended periods without breaks and are aware of the risks of doing so.

- Encourage correct posture and technique at all times to minimise or avoid back problems.

- Consider the use of earplugs for students involved in drumming activities.

### In addition, for medium risk activities

<table>
<thead>
<tr>
<th>Environmental conditions</th>
<th>Control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Ensure performance adjustments (e.g. regarding positioning of students and chairs) are undertaken to suit the performance locations.</td>
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<tr>
<td></td>
<td>• Remove debris, water, rocks and other hazards from the field or parade route for marching bands.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Manual tasks</th>
<th>Control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Consider students’ physical capabilities and fitness when participating in marching bands and drum lines.</td>
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<td></td>
<td>• Ensure instruments are harnessed correctly (if appropriate).</td>
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</table>

<table>
<thead>
<tr>
<th>Student considerations</th>
<th>Control measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Reinforce the need for spatial awareness in relation to the stage edge, choir stands, working at heights and near stairs during rehearsals/performances to minimise the risk of trips and falls from heights.</td>
</tr>
</tbody>
</table>

### Additional links

- Creating Healthier Workplaces – Noise  

- Working at Heights guideline  

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