

**Dynamics – The Medway Music Education Hub CIC**  
**Guidance on teaching KS2 Wider Opportunities provision during 2021/22 for schools and Licensed Music Teachers**

Dynamics CIC has produced these guidance notes to enable the delivery of KS2 Wider Opportunities music projects. It is hoped that projects can take place as planned in 2021/22, however, there may be circumstances under which flexibility may be required.

You will have received your Funding Agreement 2021/22 in July 2021, which outlines planned provision for 2021/22.

Music Mark has produced detailed guidance on how to accommodate different types of teaching, for example room sizes, distancing, ventilation etc. We would urge you to review this information while planning delivery of music in 2021/22. Please particularly read *Music Unlocked – Guidance for Schools 2021/22*. This document helpfully includes a Code of Conduct for visiting music teachers and a sample Risk Assessment.

<https://www.musicmark.org.uk/resources/music-unlocked-guidance-for-schools-and-music-providers/>

We may be subject to further guidance from our funders Arts Council England and the DfE. Should we receive updated information from them, we will contact all schools and Licensed Music Teachers (LMTs) to ensure all projects are being delivered within updated guidelines.

**KS2 Wider Opportunities – Alternative Model Options for when normal teaching arrangements are not possible**

We expect that, under current guidance, the majority of projects will be able to take place as planned, with appropriate mitigations. However, we understand there will be circumstances requiring flexibility. The circumstances in each school will be unique, so please choose an appropriate option, or mixture of options, in agreement with your LMT, to enable safe delivery of projects for your pupils, staff and LMTs.

We understand these options may not cover the specific circumstances of some schools, so do contact us if you have questions about your school's situation.

**1. Blocking time – relevant to large and small group teaching**

Schools can extend the length of LMT visits, meaning less frequent LMT visits.

*Example*

- *Instead of LMT visiting for 1 hour per week, they may visit for 3 hours per week every 3 weeks, or until normal circumstances can resume.*
- *Within these longer visits, classes or large groups could be split into smaller groups, or provision could be adapted to do a more in depth project across 3 hours with the same group of children.*

**2. Adapting Provision – relevant for large groups**

Some instruments may be more difficult to use in large groups, particularly wind instruments like recorder, or shared instruments like djembe, which may be difficult to clean in a short turnaround between sessions.

Instead, LMTs could come in and use methods such as body percussion to develop general musical skills without needing instruments that are difficult to use in the short term.

### **3. Reducing group sizes and frequency – relevant to large and small group teaching**

Using the Music Mark guidance included above, negotiate with LMTs to find appropriately sized groups for suitable rooms, dependent upon the type of instrument. We understand that this may reduce group sizes significantly.

- Should group sizes be reduced, then the frequency of lessons for pupils can be reduced. For example, if a group that would normally be 6 pupils has to be reduced to 3 pupils, then lessons could take place every other week on a rotation basis. Alternatively, these lessons could be blocked into longer visits by LMTs (see Option 1), so that LMTs only come in once a fortnight and work with a larger number of smaller groups.
- If only one-to-one provision is considered possible then please contact Dynamics to discuss this request.

### **4. Working with bubbles (if these are reintroduced in a school)**

Some scheduled LMT provision will be planned for more than one bubble within a school. We understand this may not be possible, so we would be open to flexibility within and across bubbles.

*Example*

- *An LMT working with Year 3 and Year 4, who are in separate bubbles, could work with each year group for an extended session on alternate weeks.*
- *Alternatively, an LMT could limit their work to one bubble, working with smaller groups, in the short term.*

### **5. Online learning**

If in person provision is not deemed possible, we would be happy for schools to discuss online delivery models with their LMTs using funding from the Dynamics Wider Opportunities programme. We ask that LMTs contact Dynamics with the proposed delivery plan before this begins to ensure it meets funding requirements.

Should the need arise, we hope that one or a mixture of these options, in negotiation with your Licensed Music Teacher, and with reference to the Music Mark guidelines, will provide a safe solution for specialist music provision.

Please contact us if none of the above options work within your circumstances or if you have any questions: [office@dynamicsmedway.co.uk](mailto:office@dynamicsmedway.co.uk)

### **Instruments**

Music Mark has produced detailed guidance on the cleaning of instruments in the document *Music Unlocked – Guidance for Schools 2021/22*:

<https://www.musicmark.org.uk/resources/music-unlocked-guidance-for-schools-and-music-providers/>

### **Notes for Licensed Music Teachers**

We ask that you keep Dynamics updated on how provision is being delivered at each school. This will inform further allocations of funding and provide us with information for our funders Arts Council England, who are regularly doing Music Hub surveys.

We would encourage LMTs to contact their schools if they have not yet reached an agreement on provision, to discuss the possibilities.