

13th July 2020

Welcome

In this final newsletter for the summer, we would like to wish all our colleagues across Sandwell a restful and relaxing summer break. It has been a difficult and unexpected journey; we hope this newsletter has been of help to you, your pupils and families and you have been able to share some of the activities that have been recommended. For all previous newsletters, to view our YouTube clips and see our brochure, please visit our [website](#).

Thank you to all the schools who have responded to our requests for Autumn term – all of our staff are keen to start music making in your school. Please view our [brochure](#), detailing what we can offer.

If you require any additional information about music in your school, why not take this opportunity to discuss your school music education plan?

Email: music.arts@sips.co.uk

Telephone: 0121 296 2997

SIPS Music & Arts Service:

Interim Plans for September Delivery

Government Guidance Published 2 July 2020

Other Considerations

*Supply teachers, **peripatetic teachers** and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff.*

The announcement that peripatetic teachers can move between schools last week was welcome news. However, we appreciate that many schools will have concerns about face-to-face delivery from SIPS Music & Arts Service tutors, and the use of the singing voice and musical instruments.

We have contingency plans in place, should your school prefer a virtual offer.

- Expert advice and research on singing and playing instruments has been gathered from across the country. This information is being shared with all our staff to ensure they will deliver music safely in your school.
- Alternative delivery methods of humming, body percussion, listening activities and musical challenges have been planned for the autumn term.
- No musical instruments will be shared in any lessons

If you require any additional information, please contact music.arts@sips.co.uk



Whole Class / Curriculum Lessons

Keep music a key part of your recovery curriculum – why not buy into our music wellbeing programme for autumn term?

Hear it! Feel it! Make it!

In light of COVID-19, we have developed a Whole Class / Curriculum programme, which meets the educational and emotional needs of your pupils for the autumn term.

We will be focusing on the **five** NHS areas of wellbeing:

- Connecting!
- What makes us special?
- Learning new skills
- Feeling healthy – Inside/out
- Superheroes

Outcomes of the Programme

- Lifelong skills of music for reflection and resilience, supporting wellbeing and mental health
- Introduction to WCIT instrument and teacher
- Deeper understanding and appreciation of music
- Understanding of the power of musical diversity and community
- Virtual (across borough) performance to share with community
- Certificate of Achievement from WMM for every pupil

SIPS Music & Arts Service teachers will deliver a sequence of lessons to introduce key musical skills through a progressive model of new learning and discovery.

West Midlands Music services have developed this offer in collaboration, commissioning videos, musical challenges, and songs without words for us to share with Sandwell pupils .

Advice from Music Mark:

An interpretation of the DfE's Guidance for Full Opening of Schools (2nd July 2020)

Teaching Music in Schools

The curriculum should remain broad, so that the majority of pupils are taught a full range of subjects over the year, including...the arts...

Music can and should be taught to all pupils in KS1, KS2 and KS3 from the start of the Autumn term, in order to ensure that "the curriculum remains broad and ambitious". Schools should "make use of existing flexibilities to make time to cover the most important missed content" but "the majority of pupils" should still be taught "a full range of subjects over the year, including the arts."

Some schools may keep children in their class groups for the majority of the classroom time but allow mixing into wider groups for specialist teaching.

All teachers and other staff can operate across different classes and year groups in order to facilitate the delivery of the school timetable.

Where one person teaches music across the school, subject to risk control measures on class changeovers, this can continue, either on the basis of the teacher moving classrooms – as may happen in some primary schools – or with classes going into a music department or room, as will happen in secondary schools.

Singing is possible in groups up to 15, subject to sufficient space and ventilation. Use of classroom instruments (e.g. the percussion trolley) and ICT equipment is possible but additional cleaning will be necessary. Pianos and keyboards count as shared instruments.

Wellbeing

Schools should consider the provision of pastoral and extra-curricular activities to all pupils designed to:

- *support the rebuilding of friendships and social engagement*
- *address and equip pupils to respond to issues linked to coronavirus (COVID-19)*
- *support pupils with approaches to improving their physical and mental wellbeing*

Some pupils will need support to help them contextualise and process their emotional experiences of lockdown and COVID-19. All pupils are likely to have something they need to articulate in response to lockdown and the return to normality. Music activities can help meet this requirement at all key stages and a variety of online learning resources, both pre-existing and written since March 2020, exist. Local music education hubs may have published a music recovery curriculum like [this one](#) from Tri-Borough Music Education Hub in London.

Instrumental and Vocal Tuition

Peripatetic teachers can move between schools.

Whole-Class Ensemble Tuition, (Wider Opportunities) can be taught by peripatetic music teachers and/or class teachers in groups of up to 15. Tuition may include singing and mouth-blown instruments, subject to sufficient space: there is, as yet, no scientific justification for relaxing distances, suggested in *Music Unlocked*.

Mouth-blown instruments cannot be shared safely, and children should play only on their own, allocated instrument. Ideally, this also applies to instruments like violin or guitar. It may not be practical for percussion-based programmes (e.g. African drumming or samba), in which case, instrument cleaning and enhanced hand hygiene are essential.

Subject to risk assessment, 1:1 and small group tuition can recommence. Small practice rooms are unlikely to be suitable for singing, woodwind or brass tuition. If they can be satisfactorily ventilated, they may suffice for other instruments, as long as minimum distancing can be maintained at all times, while preserving the tutor's view of the student.

Ensembles and Choirs

Groups should be kept apart, meaning that schools should avoid large gatherings such as assemblies or collective worship with more than one group. Schools should consider playing instruments or singing in small groups, limiting group sizes to no more than 15.

This gives limited freedom to bring pupils together for music rehearsals. As always, risk assessment will be key. Even within the absolute limit of fifteen, the space available and the need for distancing must dictate maximum numbers.

N.B. Exceeding the limit of fifteen in the guidance may affect insurance, even if the space is large enough to allow more than 3m² per person or maintain 2-3m linear distancing. All advice in *Music Unlocked* on choirs and ensembles of different types still stands. If singing or playing mouth-blown instruments, rehearsing time should be limited to 40 minutes.

Music Around the School

Schools should consider resuming any breakfast and after-school provision, where possible, from the start of the autumn term.

Such provision will help...provide enrichment activities.

If it is not possible to maintain bubbles being used during the school day then schools should use small, consistent groups.

Ensuring that music regains its place in the school's extra-curricular life will help the school community feel like normality is on its way back. Consistent groups will promote progression and meaningful preparation for performance or sharing, by whatever means may be possible (e.g. streaming). As with any musical activity, risk assessments will need to take into account the specific circumstances of the group, in order to ensure all participants' safety.

Making Music Safely

While the science behind the risks of making music is still subject to peer review, it is prudent to follow sensible precautions. Therefore, in music lessons and musical activities:

- Keep singing to a soft dynamic. Avoid chanting loudly or using repertoire or activities that contain [plosive consonants](#). When doing these activities, try to keep as much physical distance as possible between all participants, including teachers. Actively use humming and vowel sounds as ways of pitching/singing.
- When using instruments, try to keep as much physical distance as possible between pupils/teachers. If appropriate, position pupils back-to-back or side-to-side to encourage active listening. Stagger lines so that children do not face each other directly.
- Do not share instruments between pupils and clean them between classes.
- Actively use body percussion (view some ideas [here](#) and [here](#)), as this can engage the whole body in a musical manner.
- Actively encourage listening tasks using quality recordings or films. Websites like the [Classical 100](#) and [BBC Ten Pieces](#) are free to use; you may have access to paid resources like the [Naxos Music Library](#) (includes commercial recordings of jazz and musicals) through your library membership.
- Deliver music sessions outside where possible and appropriate.

For more detail, consult the latest version of *Music Unlocked*.

Summary

The Department for Education expects that Music will be taught in schools up to and including year 9 from September. It can be delivered by class teachers and visiting music teachers who can work with different classes during the day. The caveat is that everything needs to be clearly risk assessed with mitigating and practical control measures in place. Each school will take decisions that are best suited to their physical buildings, their pupils and their community.

Wherever possible, the local Music Education Hub will be a supportive partner in helping to shape the return to in-person delivery and will actively welcome discussions with headteachers and music leaders about music education delivery.

Music Education will look and sound different for a while but everything is achievable.

Instruments at Home

Make music at home by using these everyday objects to make instruments. Use the following shapes to perform on your instruments.



Instruments in the Home



There are lots of things you may already have in the home that are ready to use to make music with.

Wooden Sounds



Wooden Spoon – Can be used as a drum stick to tap on a surface or tap against another wooden stick. Try tapping and scratching the spoon against different objects to hear different sounds.



Chopping Board – Use as a drum and tap with hands or try using something like a spoon to tap on it. Have the Board on your lap or in front of you.

Metal Sounds



Sieve - Try tapping the rim of this with a stick or spoon. You could try 'scratching' the stick or spoon against the metal netting of the sieve too. A colander or tea strainer would work similarly but have slightly different sounds.



Whisk or Mixer – If you have x2 you can try tapping these against each other or try them on different objects in the home.

Plastic Sounds



Drink Bottle and Milk Bottles - Try shaking these with water in or perhaps but some small plastic objects or seeds inside them to make shakers.



Plastic Toys - So many toys made of plastic that can be used to make sounds on there on like Lego. Try putting some into a bowl and move your hands through to make sounds, or putting some small plastic pieces into a drinks bottle to make a shaker.

Rainbow Shaker



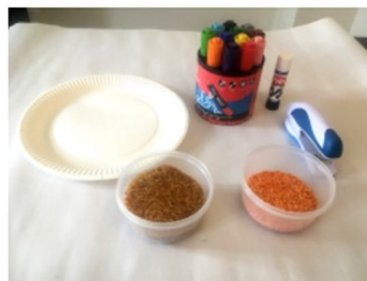
Rainbow Shaker



Step 1

Gather your materials. You will need:

- a paper plate
- colouring pens, pencils or paint
- dried beans, lentils or rice (anything that will make a shaker sound)
- glue or stapler



Step 2

Turn your plate to the back and colour in a rainbow



Step 3

Fold the plate in half



Step 4

Stick the sides of the rainbow but leave a gap at the top



Step 5

Pour in your rice or other dried food into the top of the rainbow



Step 6

Staple or glue up the top of the rainbow. I added in some ribbon to finish it off.

Doodling Varèse

In [this activity](#) you will listen to BCMG oboe player Melinda Maxwell performing her own composition *Sounding Out Varèse* inspired by *Octandre* by Edgard Varèse. You will doodle along to the music and then use your doodle to create your own music.

As you listen to the music, create your own sounds and shapes of the music you hear, or which come into your imagination.

EYFS Music Making and SEND Say Hello To Summer!

Delivered by Soundabout's Georgie




Heart n Soul

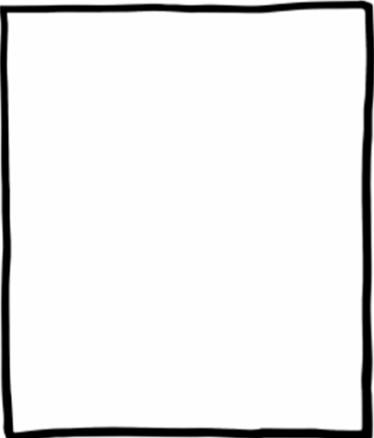
Check out their creative packs for [doodles, colouring and activities](#) , like the one below.


The Daily _____
(Your name goes here)


DAY _____ **DATE** _____


○ + ○ + ○ + ○ = How I'm feeling today
(Draw an Emoji face in the circles e.g 😊)


(write down a song that got you through the day)


Draw or write something you've done today


Questions You Have


Something I Feel Positive About


Something I'm worried about

Bring The Noise



The BBC has launched [Bring the Noise](#), an educational campaign set to help primary school teachers and parents inspire children to become musicians and see the joys of music-making.

Musicians and artists will come together for the campaign from BBC Education which is aimed at children between the ages of four and seven. Fun, easy-to-follow educational films are set to help start children on their first steps towards a life of musical enjoyment as well as highlight the positive impact that music education has.

Teachers and parents can expect a suite of fun, accessible and catchy child friendly songs, simple to use lesson plans for teachers and a new digital interactive tool, Bring the Noise: Play It! that is easy to use in the classroom or at home. There are also Teacher Support Films for teachers who have never or rarely conducted music lessons, bespoke content that supports teachers and parents in engaging Special Educational Needs and Disability children and two new animations, Sonic Explorers and Thunder Jam which features acclaimed musicians Joss Stone and Omar.

BBC Education is also working in partnership with leading arts, music education and music industry organisations including the British Phonographic Industry (BPI), the Incorporated Society of Musicians (ISM), the UK Association of Music Education.

The Beat Goes On



Are you looking to get started with junk percussion? This free guide will show you the resources that you can use and the rhythms best suited to each instrument. This will be perfect for:

- starting your own junk percussion ensemble
- expanding the repertoire of existing percussion ensembles
- making the most of your existing classroom percussion

Down load resources here:

[Samba Rhythm Grids](#)

[Junk Percussion Guides](#)

Nurturing Home Grown Talent in Sandwell (KS3-6)

HomeGrown 31 have launched a series of FREE Arts and Social Action opportunities for young people in Sandwell. For more information please visit the [link](#), or email hello@homegrown31.com



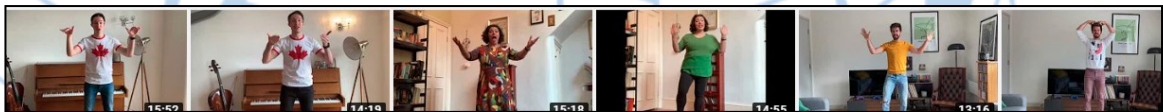
Singing in Sandwell



Song of the Week from **Sing Up** – [Great Day](#)

Arranged by Francesca Matthews, this great song will put you in the mood for a great day!

Voices Foundation Virtual Singing Assembly



A LIVE daily 10–15 minute sing for children, parents and teachers! Join [Voices Foundation](#) every weekday at 1:00 PM (BST) from wherever you are for some fun, uplifting singing led by their VF practitioners. Music brings us all together, so please share **#VFVirtualSing** with friends and family and let's get everybody singing!

Creative Listening at Home and School



The BBC Ten Pieces team continue to share fantastic resources for you and your pupils to enjoy. [BBC Ten Pieces](#) has weekly activities for primary schools, home educators and parents to share with their students. Each includes a Ten Pieces film to watch and enjoy and a linked creative activity that can be completed by children at home without any special materials or preparation. A perfect, simple and easy way to keep listening, enjoying and creating music at this time.

This week: Explore beginnings with Beethoven

This week it's all about beginnings and Beethoven with one of the most famous motifs in musical history! This is the final week of Ten Pieces at Home before we hand over the (conductors) baton to [BBC Proms at Home](#).



Music Room's Family Zone

Focus on first access to music for very young children, plus instruments and resources for adults to learn with their children.

FAMILY ZONE

Parents and teachers find themselves in a unique situation at the moment, with home learning and parent-led teaching the new norm for the next few weeks or months. Fortunately, there's a wealth of fun learning materials, games, beginner instruments and instrumental tuition books to keep us all amused and ensure everyone learns a little. For parents who aren't musicians why not take this opportunity to learn alongside your children! Below you'll find some suggestions for suitable teaching resources, games and starter instruments.

Instrumental & Music Making

For Instrumental Students in Your School (please pass this on!)

If any of your pupils/students play an instrument, there are tutorials being uploaded regularly with suggestions for home practice, backing tracks and activities on our [YouTube](#) channel.

IMPORTANT: Year 6 Leavers

Could all Year 6 pupils leaving your school please return their musical instrument before the end of term?

Any parents not wishing to return their child's instrument, as they wish their child to continue playing during the summer, are asked to please contact music.arts@sips.co.uk for direct agreements to be made.

Instrument collection and cleaning is planned for the autumn term. We appreciate your help in this matter.

Music CPD for Your Staff

Autumn Term Music Inset

Do you, or your school staff, need some ideas of how to teach music in their classroom? Let us know if you would like a Zoom practical session to upskill your staff in some basic and easy wins for delivering music in your school

September Inset for your school. Session delivered via Zoom or face-to-face. Cost: £210 per 1.5-hour session. Delivered in partnership with Dr Liz Stafford and Music Education Solutions



Courses Available

- Primary Music National Curriculum Essentials
- Planning Music within the Creative Curriculum
- Vocal Confidence for Non-Singing Teachers
- Learn to Read Music Notation in 1.5 hours!
- Devising Composing activities for KS1 and KS2 Curriculum Intent for Primary Music

Please contact music.arts@sips.co.uk for more details.

Other events taking place:

- **Moonbeams Seminar Physicality & Musicality in the Early Years**

Tuesday 14th July 2020 (9:30am–12:00pm) / via Zoom at £10 per person

This online seminar will consider approaches to musicality and physicality in early childhood.

- **Developing the Role of the Primary Arts Coordinator**

Tuesday 14th July 2020 (1:30–3:30pm) / £10 per person

The workshop will focus on auditing provision; planning for and tracking progression; commissioning artists & developing your school's CPD.



Keeping In Touch

Continue to look out for this weekly newsletter, which is also available through our website. We'd also love to get your feedback on its content, and hope to tailor it to your needs, as the weeks progress.

Email: music.arts@sips.co.uk

Telephone: 0121 296 2997

Website: www.sandwellmusic.org

Facebook: [/sipsmusicarts](https://www.facebook.com/sipsmusicarts)

Twitter: [@SIPS_music](https://twitter.com/SIPS_music)

Instagram: [@sipsmusicarts](https://www.instagram.com/sipsmusicarts)

Keep making music and take care!

Music & Arts Service Team



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