

# Curriculum activity risk assessment

## Music

clever • skilled • creative



### Activity scope

This document relates to student participation in Music as a curriculum activity. Music for the purposes of this document refers to all forms, including:

- singing
- playing instruments
- reading and writing music
- listening to music
- composing
- moving to music
- conducting ensembles.

Processes covered by this document include:

- primary and secondary general music classes
- instrumental music tuition
- choral and instrumental ensembles
- setting up the stage and working with related equipment.

Teachers/leaders:		
Activity description:		
Start date:	Finish date:	No of students (approx.):
Class groups:		Supervision ratio (approx.):

### Risk level

The actual risk level will vary according to the specific circumstances of the activity and these **must** be considered when assessing the inherent risk level and planning the activity. As a starting point, ask the following questions:

- Which students will be involved?
- What will the students be doing?
- What will the students be using?
- Where will the students be?
- Who will be leading the activity?

Inherent risk level		Action required / approval
<input type="checkbox"/>	Low	Little chance of incident or injury.
		<input checked="" type="checkbox"/> Manage through regular planning processes.

Listed below are the minimum recommendations for this type of activity. For any items ticked 'No', provide further information regarding the additional or alternate controls to be implemented for the safe conduct of the activity.

Minimum supervision	
<input type="checkbox"/>	Adequate adult supervision is to be provided. In determining what is adequate, consider the number of students, their individual needs, and the nature of the activity.
<input type="checkbox"/>	If an adult other than a registered teacher or an instrumental music instructor is engaged for instruction, a teacher is to be present to take overall responsibility. <a href="#">Blue Card</a> requirements <b>must</b> be adhered to.
<input type="checkbox"/>	Registered teacher with minimum qualifications as outlined below
	<b>OR</b>
<input type="checkbox"/>	An adult with minimum qualifications as outlined below, in the presence of a registered teacher.
Further information:	

## Minimum qualifications

*The qualifications listed in this section are minimums for each type of situation. Leaders are encouraged to seek training to raise their qualification level above the minimum listed.*

Current first aid qualifications including Cardio Pulmonary Resuscitation (CPR) or ready access to first aid facilities, including qualified personnel.

[Blue Card](#) requirements met

The leader for primary music classes is:

a registered teacher with a tertiary music education qualification

**OR**

a registered teacher with expertise in music.

The leader for secondary music classes is:

a registered teacher with a tertiary music qualification

**OR**

a registered teacher with expertise (formal qualifications) in music.

The leader for instrumental music tuition should be:

a registered teacher with knowledge of the current instrumental music curriculum and competence (demonstrated ability) in an instrument or instruments

**OR**

a music instructor (instrumental) employed by the Department of Education

**OR**

an adult with competence (demonstrated ability) in an instrument or instruments, if a person as described above is not available

**OR**

an adult with the relevant qualifications, if a teacher with qualifications as described above is not available.

Further information:

Minimum equipment/facilities <i>For any items ticked 'No', provide further information</i>	Yes	No
First aid kit suitable for activity.	<input type="checkbox"/>	<input type="checkbox"/>
Communication system: <input type="checkbox"/> phone-line at location <input type="checkbox"/> walkie talkies/UHF Radio <input type="checkbox"/> mobile phone <input type="checkbox"/> student/adult messenger Other:		
Sun safety equipment (hat, sunscreen, shirt etc)	<input type="checkbox"/>	<input type="checkbox"/>
Drinking water (students should not share drinking containers)	<input type="checkbox"/>	<input type="checkbox"/>
When a school already has rooms specially designed or designated for the purpose of all music instruction and rehearsals, these rooms should be used. Where such rooms do not exist, the school should make every effort to ensure that suitable rooms or teaching areas are provided for music classes, instrumental tuition and ensemble rehearsals.	<input type="checkbox"/>	<input type="checkbox"/>
Chairs of suitable design and size should be available for student use.	<input type="checkbox"/>	<input type="checkbox"/>
Seats and backs should be straight and the height should allow the students' feet to be flat on the floor.	<input type="checkbox"/>	<input type="checkbox"/>
Further information:		

## Hazards and suggested control measures

All persons engaging in this activity should:

- identify the hazards, including any additional hazards not mentioned here
- assess their significance
- manage the potential risks.

Listed below are indicative hazards/risks and suggested control measures. They are by no means exhaustive lists. After checking these, add details of any other identified hazards/risks and additional controls you intend to implement.

Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
<b>Biological material</b> <ul style="list-style-type: none"> <li>• Body fluids (e.g. blood, saliva, sweat)</li> </ul>	<ul style="list-style-type: none"> <li>• Note that descant recorders should not be shared.</li> <li>• Ensure that facilities for washing mouthpieces of instruments are immediately accessible.</li> </ul>	<input type="checkbox"/>  <input type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>	





Hazards/risks	Control measures	Yes	No	Implementation plan / Additional controls
	<ul style="list-style-type: none"> <li>Refer to Individual Education Plan/Educational Adjustment Plan/Behaviour Management Plan and other student documents.</li> <li>Where necessary, obtain advice from relevant Advisory Visiting Teachers or Specialist Teachers.</li> <li>Ensure there is adequate adult supervision.</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

Additional control measures	
<i>These would relate to the specific student needs, location and conditions in which you are conducting your activity.</i>	
Hazards/risks	Control measures

<b>Submitted by:</b>	<b>Date:</b>
List the names of those who were involved in the preparation of this risk assessment.	

Approval	
<input type="checkbox"/>	Approved as submitted:
<input type="checkbox"/>	Approved with the following condition(s):
<input type="checkbox"/>	Not approved for the following reason(s):
By:	Designation:
Signed:	Date:
Once approved, activity details should be entered into the <b>School Curriculum Activity Register</b> by administrative staff.	Reference No.

<b>Monitor and review</b> <i>To be completed during and/or after the activity and/or at the completion of the series of activities.</i>	Yes	No
Are the control measures still effective?	<input type="checkbox"/>	<input type="checkbox"/>
Have there been any changes?	<input type="checkbox"/>	<input type="checkbox"/>
Are further actions required?	<input type="checkbox"/>	<input type="checkbox"/>
Details:		

## Important links

- HLS-PR-003: First Aid  
<http://education.qld.gov.au/strategic/epr/health/hlspr003/>
- HLS-PR-004: Infection Control and Management of Prescribed Contagious Conditions  
<http://education.qld.gov.au/strategic/epr/health/hlspr004/>
- HLS-PR-005: Health and Safety Incident Reporting and Notification  
<http://education.qld.gov.au/strategic/epr/health/hlspr005/>
- SCM-PR-002: School Excursions  
<http://education.qld.gov.au/strategic/epr/schools/scmpr002/>
- HLS-PR-013: Developing a Sun Safety Strategy  
<http://education.qld.gov.au/strategic/epr/health/hlspr013/>
- HLS-PR-006: Managing Occupational Risks with Chemicals  
<http://education.qld.gov.au/strategic/epr/health/hlspr006/hs16.pdf>
- Infection Control Guideline:  
[http://education.qld.gov.au/health/pdfs/healthsafety/infection\\_control\\_guideline.pdf](http://education.qld.gov.au/health/pdfs/healthsafety/infection_control_guideline.pdf)
- HRM-PR-010: Working with Children Check - Blue Cards  
<http://education.qld.gov.au/strategic/epr/hr/hrmpr010/>

### Further information

For further information on incorporating risk management strategies into curriculum activity planning refer to [HLS-PR-012 Managing Risks in Curriculum Activities](#) and the associated list of [Curriculum Activity Risk Assessment Guidelines](#). (See: <http://education.qld.gov.au/strategic/epr/health/hlspr012/index1.html>)

For further support with risk management training and advice, contact trained staff in schools such as Workplace Health and Safety Officers (WHSOs) and Workplace Health and Safety Representatives (WHSRs), and regional staff such as Senior Health and Safety Consultants.