



Return to Learn 2020-21 Fine Arts Guidance

Presented by:

- Central Oklahoma Orff
- Oklahoma Art Education Association
- Oklahoma Bandmasters Association
- Oklahoma Choral Directors Association
- Oklahoma Chapter of the American String Teachers Association
- Oklahoma Dance Educators
- Oklahoma Kodály Educators
- Oklahoma Music Education Association
- Oklahoma Secondary Schools Activities Association
- Oklahoma Thespians
- Green Country Oklahoma Orff

And the Oklahoma Arts Council, Oklahomans for the Arts, and the
Oklahoma Alliance for Arts Education

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Introduction: Oklahoma Arts Education Coalition

In June 2020, the following Oklahoma arts organizations began developing guidance for administrators and fine arts educators as they plan the 2020-21 school year:

- Central Oklahoma Orff - Joy Vandergrift, President
- Green Country Oklahoma Orff - Kit Parker, President
- Oklahoma Art Education Association - Michelle Barnes, President
- Oklahoma Bandmasters Association - Josh Allen, President
- Oklahoma Choral Directors Association - Belinda Flynn, President
- Oklahoma Chapter of the American String Teachers Association - Michele Contreras, President
- Oklahoma Dance Educators - represented by Maria Krey-Gibson
- Oklahoma Kodály Educators - Kevin Pearson, President
- Oklahoma Music Education Association - Jeanine Gully, President
- Oklahoma Thespians - Ryan King, President
- Oklahoma Secondary Schools Activities Association - Mike Plunkett, Arts Director

In addition to the work of these groups, the Oklahoma Arts Council, Oklahomans for the Arts, and the Oklahoma Alliance for Arts Education gave assistance in crafting the final guidance. This coalition of Oklahoma arts education organizations and supporters believe the recommendations in this document will provide solutions to administrators and teachers as they plan courses and activities that are important to students, parents, and communities across Oklahoma. The arts in schools can thrive during this pandemic.

Takeaways for Administrators

The following information is based on guidance from the [National Federation of State High School Associations](#) and the [National Association for Music Education](#). Please refer to the document for more information.

There is no expectation that all schools in all districts will or should follow every mitigation recommendation included in this guidance. It is apparent that various parts of the state have been required to use different techniques and approaches to mitigate the spread of COVID-19. Whatever style of curriculum is offered (in-person, online or a hybrid of the two), the full inclusion of the arts in the curriculum of every school for every student is essential. While it may look different than in previous years, it is imperative that all students have access to an equitable delivery of arts education that includes dance, media arts, music, theatre, and visual arts that supports their educational, social, and emotional well-being, taught by certified professional arts educators in partnership with community arts providers.

There are many scheduling models being developed across the nation (e.g., block scheduling, flipped classrooms, small group pull-outs, and staggered scheduling). Arts education can and should occur in all scheduling models.

If a school district allows students at high-risk to opt out of in-person attendance and virtual learning is provided for those students, fine arts should be part of the well-rounded education provided to those students taught by a certified arts educator.

CBDNA, NFHS, NAFME, ASTA, the NAMM Foundation and over 100 performing arts organizations are supporting a scientific study to learn how COVID-19 may spread in the course of fine arts activities. The study is examining possible mitigation techniques to prevent or lessen aerosol distribution during singing, playing of wind instruments, acting, and other fine arts activities. The results of this research will shape our understanding and, subsequently, the development of effective mitigation strategies for arts education. [Preliminary results for band](#) are available now, results for singing, acting, and dancing will be available later in July.

The preliminary results of the study¹ include many recommendations for brass and woodwind instruments. Some of the recommendations include: 1) masks worn at all times while talking and playing, 2) students socially distanced in 6x6 spaces (trombones 6x9), and 3) use of nylon bell covers on all instruments to reduce emissions. Further information is available in the [music section](#) of this document.

If school performances are permitted, they may be streamed online without live audiences. However, the school must have a proper public performance license. Social distancing protocols, as directed by local and state health departments, should be followed for student performers and good instrument hygiene practiced. See the [performances and arts shows](#) section of this document for more information.

More detailed information is available from the following professional arts organizations:

- [American Choral Directors Association Covid-19 Response Committee Report](#)
- [National Art Education Association Tips for Returning to the Visual Arts and Design Classroom](#)
- [NAEA Tips for Teaching Visual Arts and Design in a Distance Learning Environment](#)
- [National Federation of State High School Associations and the National Association for Music Education- Fall 2020 Guidance for Music Education](#)
- [National Dance Educators Organization Teaching Dance in Fall 2020](#)
- [Educational Theatre Association Recommendations for Reopening School Theatre Programs](#)
- [American String Teachers Association Resuming Instruction During COVID-19: Classroom and Studio](#)

¹ Based on the preliminary 7-13-2020 findings of the Performing Arts Aerosol Study – University of Colorado, University of Maryland.

Arts Education is Essential

June 2020 Consortium of National Arts Education Organizations²

It is imperative that all students have access to an equitable delivery of arts education that includes dance, media arts, music, theatre, and visual arts that supports their educational, social, and emotional well-being, taught by certified professional arts educators in partnership with community arts providers.

Teaching and learning will never quite be the same in our post-COVID-19 world. However, our commitment to provide rich and varied educational experiences remains unwavering. The arts have played an important role in these tumultuous times and will continue to do so for all students, including the traditionally underrepresented, those with special needs, and from low-income families. Here's why:

Arts education supports the social and emotional well-being of students, whether through distance learning or in person. Self-awareness, self-efficacy, self-management and perseverance, social awareness and relationship skills are central to any arts education activity, no matter the age and ability of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team-building and self-reflection are supremely suited to reignite students' interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication.

Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way. Celebrating our ability to come together as educators and students is vital to creating a healthy and inclusive school community. The arts, through a rich partnership among certified arts educators, teaching artists, and community arts providers, play a valuable role in helping students and their families build and sustain community and cultural connections.

Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers. As defined in ESSA, "music and the arts" are part of a well-rounded education. Every state in the nation recognizes the importance of the arts as reflected in rigorous PreK-12 state arts standards. Forty-six states require an arts credit to receive a high school diploma, and 43 states have instructional requirements in the arts for elementary and secondary schools. As noted in Arts Education for America's Students: A Shared Endeavor: "An education without the arts is inadequate."

The healing and unifying power of the arts has been evident as the COVID-19 pandemic swept the country. We have seen and heard it play out through works of art on sidewalks, shared musical moments from porches, in plays and dance performances, and every other imaginable iteration of art making. As our state and schools work through multiple challenges in the years ahead, arts education must remain central to a well-rounded education and fully funded to support the wellbeing of all students and the entire school community.

² Read the full statement here:

https://nafme.org/wp-content/files/2020/05/Arts_Education_Is_Essential-unified-statement.pdf

Social Emotional Learning & the Arts

The current events related to the COVID-19 pandemic present opportunities for fine arts educators. As students and families are impacted by these life-altering events, arts education can make a difference through the thoughtful incorporation of social emotional learning (SEL). The [SEL competencies](#) include: self awareness, self management, social awareness, relationship skills, and responsible decision-making. Arts education naturally incorporates social and emotional outcomes in the process of engaging with the subject matter. A few ideas for incorporating the arts with SEL include:

- Encourage students to create art that expresses student feelings and ideas on racial injustice and/or the pandemic including visual art works, scripts, dances, or compositions.
- Lead special art projects that encourage students to recognize and then process feelings.
- Utilize music, dance, and theatre arts creation and performance to address post traumatic stress issues.

Arts educators have enhanced opportunities to impact SEL outcomes, as they often work with the same students for multiple years, positioning them well to positively impact students' individual growth. Arts classes create community and give students opportunities to develop relationship skills. Arts education will be a crucial part of the 2020-21 school year.

Resources for Teaching the Arts and Social Emotional Learning

- [Arts Education and Social-Emotional Learning Outcomes Among K-12 Students: Developing A Theory of Action](#)
- [CASEL CARES: Covid 19 Initiative](#)
- [CASEL SEL Roadmap for Reopening Schools](#)
- [New Jersey - Arts Education Social and Emotional Learning Framework](#)
- [OSDE Virtual and Distance SEL During Covid-19 Outbreak Educators and Family Guide](#)

Guidance for Arts Educators

As fine arts educators prepare for instruction in the 2020-21 school year, it is recommended that they develop or adapt a year-long scope and sequence that includes connections between content knowledge and disciplinary practices from previous grades and the current grade. In subject areas which do not connect to previous knowledge (for example, beginning band or high school dance I), educators should examine their yearly plan and modify instruction as needed. All arts educators should be flexible as they create and plan curriculum for the year. Interruptions and changes to the learning environment should be expected.

Arts education, whether in-person or online, should include on-grade-level content and disciplinary practices associated with the [Oklahoma Academic Standards for Fine Arts](#) and should be taught by a certified arts educator. Lessons about be designed with all learners in mind including Gifted and Talented, English Learners, and Special Education students.

Dance

Professional Learning & Prepping the Course

- Dance educators are encouraged to gather supplemental teaching tools such as online articles, livestream performances, and virtual master classes to help support online learning. Educators could also consider reaching out to local professional dance companies or dance artists to present Master Classes in technique or adjudication/feedback on choreography for students.
- Dance educators are encouraged to join social media groups ([Dance Teachers Unite](#)) and offer to teach master classes and/or record master classes to share with colleagues.
- Consider adding virtual learning practices in your classroom even when teaching in-person so it is an easier transition for students if online learning is needed.
- Plan choreography for fewer students in order to practice social distancing.
- [NDEO](#) has many resources for teaching online classes. Other professional dance organizations may be of some help also.
- Check into recording/streaming and privacy issues (if video will include students in the classroom).

Sanitization

School district should supply the teacher with reusable or disposable gloves, wipes, and spray disinfectant to use as needed throughout the school year.

- Masks should be worn by all students and staff prior to entering the classroom or rehearsal space. Masks should continue to be worn while dancing as much as possible. No talking should occur in the room without a mask being properly worn.
- Dance is fortunate to not need equipment, so after students leave the space, the floor/room should be thoroughly cleaned and ready to accommodate the next group. In some cases, dance classes could be moved to the gym or outdoors to allow for more social distancing.
- Use tape to maintain recommended social distance on barres and sanitize after every use.

- Particular care needs to be taken when cleaning marley floors. Only specialized floor cleaner should be used to keep the flooring safe. Districts should require that outsourced janitorial services follow the dance industry recommended procedures for cleaning specialized flooring. Dance educators should prepare written instructions, and source the proper cleaners, to be shared with administrators and district personnel.
- Students bring their own water bottles - no use of water fountains if possible.
- Existing HVAC systems should be fitted with HEPA filters if possible.
 - There are HEPA air purifiers on the market to provide additional filtration appropriate to the size of the rehearsal space which will increase the air exchange rate from standard HVAC systems.

Teaching and Learning

- Students should not be required to change into dance or rehearsal clothing. Students should wear clothing that is appropriate for weather conditions, allows for full movement and is safe for participation when scheduled for dance class or activities.
- Movement should be focused on axial movement to reduce risks of injury. Reduce cardiovascular work to eliminate heavy breathing near others.
- Utilize social distancing and reduce locomotor activities. Classes should avoid contact partnering.
- Educators may place greater emphasis on creative assignments in general to avoid issues of limited space for a full range of movement.
- Incorporate more strengthening and conditioning exercises as part of your curriculum during online learning.
- Find innovative ways to focus on the creating and performing strand with dance history, terminology, theory, anatomy and physiology, composition and choreography, and analysis of dance.
- When filming for online learning, be sure to repeat movement and film with your back to the camera to avoid confusion about movement on the right or the left.
- Be prepared to video dance technique when a student cannot attend an in-person class.
- For online learning, online collaborative performances around a central theme could be developed, filmed, and shared.
- If teaching in a blended environment, use a video of a lesson for students to use on their own and then when you meet together, use that time for discussion. Establish norms for how to interact in class. For synchronous sessions, use a 1-1-1 framework.
 1. Learning Aid-video, reading, etc.
 1. Activity/Assessment
 1. Discussion Post
- For online dance learning, synchronous sessions are suggested for critiques and corrections as it is very difficult to verbalize physical movement in written notes.

Materials and Supplies

- When teaching from home, provide dance teachers with a portable barre and dance floor to reduce injury and provide a safe work environment or allow dance educators to use the school dance studio to record instruction.

Resources

- [DanceMaker App](#)
- [Dance USA Return to Dancing and Training Considerations](#)
- [Dancing Alone Together](#)
- [Jacob's Pillow Dance Interactive](#)
- [NDEO Teaching Dance in Fall 2020](#)
- [NDEO Webinars: Teaching Dance Online](#)
- [Numeridanse](#)

Drama/Theatre

Professional Learning & Prepping the Course

- Review spaces throughout the school building including the stage/auditorium/cafetorium (when available), outdoor spaces, etc., and consider using those spaces to allow for more social distancing.
- Consider modifying curriculum as needed. Many units in theatre, although modified, can be completed virtually or in-person with assessments from their teacher.
 - a. Monologues - Dramatic, Comedic, Modern, Classical, Student-Written.
 - b. Character Analysis.
 - c. Differing Acting Styles - Stanislavski, Strasburg, Meisner, Hagen, Adler, etc.
 - d. Theatre History - Greeks, Japanese, Medieval, Elizabethan, etc.
 - e. Masks - Construction and performance.
 - f. Puppetry - Construction and performance.
 - g. Technical Theatre - Prop making, Costume Design, Make-up Design, Set Design, etc.
 - h. Musical Theatre - Analyze different genres such as Golden Age, Juke Box, Mega Musicals, Book Musicals, Concept Musicals.
- Resources for virtual learning: Although we cannot endorse a product, these are some options. Videos, PDF's, Assessment and Feedback are all accessible from these platforms for theatre classes.
 - [Theatre Folk](#)
 - [International Thespian Society](#)
 - [EDTA- Theatre Educator Pro](#)
 - [Theatreish](#)
 - [SketchUP](#)
- Start the year by clearly communicating a virtual learning plan if closure occurs. Make virtual learning part of learning in your classroom even when face to face so it becomes part of practice. This will limit the transition time to all online if needed.

Sanitization

School district should supply the teacher with reusable or disposable gloves, wipes, and spray disinfectant to use as needed throughout the school year.

- Masks should be worn by all students and staff prior to entering the classroom or rehearsal space. Masks should continue to be worn until all students are seated and ready for instruction. No talking should occur in the room without a mask being properly worn.

- Stage make-up, microphones, shared tools/props should be avoided. No sharing of costumes.
- Teachers need to sanitize shared resources between classes.
- Existing HVAC systems should be fitted with HEPA filters if possible.
 - There are HEPA air purifiers on the market to provide additional filtration appropriate to the size of the rehearsal space which will increase the air change rate from standard HVAC systems.

Teaching and Learning

- Avoid theatre exercises and games that involve touching or close contact.
- Focus on individual instructional techniques.
- If there are days with distance learning, use online experiences with lighting, sound, and staging techniques.
- Consider individual design concept ideas for building student design portfolios rather than relying on live productions. Trash bag couture, online lighting labs, costume design research project, scenic design model building, etc.
- For online learning, create collaborative performances around a central theme. These could be developed and shared online.
- Use digital collaboration to perform and develop group pieces through group meeting platforms.
- Use technology resources to allow students to do before/after videos (flip grid, for example) with an online self-assessment (on Google Forms or other means) to track progress.
- Use a video of a lesson for students to use on their own and then when you meet together, use that time for discussion. Establish norms for how to interact in class. For synchronous sessions, use a 1-1-1 framework.
 1. Learning Aid-video, reading, etc.
 1. Activity/Assessment
 1. Discussion Post
- Consider distancing requirements when creating technical crews for productions.
- Refer to vocal music guidelines for singing in musical theatre.

Materials and Supplies

- As students often have to share technology and or materials once they enter the classroom, develop new procedures to avoid lines for shared items (portable devices, headphones, scripts, journals, etc.).

Resources

- [Broadway Licensing Stay at Home or Safe on Stage Musicals](#)
- [EDTA Curated Resources for Creating Online Learning](#)
- [EDTA Recommendations for Reopening School Theatre Programs](#)
- [EDTA- Theatre Educator Pro](#)
- [Event Safety Alliance Reopening Guide](#)
- [Theaterish: Virtual Theatre Education Resources](#)
- [Theatre Folk](#)

Music

Professional Learning & Prepping the Course

- Music teachers often teach in multiple buildings. District leaders should work to unify technology platforms so a teacher in an elementary, middle school, and high school will use one platform for vocal or instrumental music.
- Plan for virtual learning in your curriculum and ask students to use devices during in-person music class. This will ensure a smooth transition if the school needs to switch to distance learning.
- Build elementary schedules with at least 5 minutes transition time to allow for disinfection of instruments and supplies. This will ensure classes are not standing near each other in the hallway or on sidewalks.
- Try to limit the close contact with other students and plan the entrance and exit into classrooms.
- Consider utilizing a larger space, such as the auditorium, outdoor spaces, etc., to aid in social distancing. Secondary schedules could also consider smaller class sizes, rather than large ensembles, splitting classes by instrumentation/voice part or split into smaller chamber groups. Conductor should stand 10 feet away from the first row of musicians.
 - If large ensembles are not feasible due to health concerns, the instrumental or choral director could have a pull-out small ensemble/lesson program for all students throughout the school day. This would require administrative support and support from other faculty to ensure students attend their lesson/small ensemble time. Assure administration and colleagues that this is only temporary and will end once large ensembles are able to be together again.
- It is recommended to balance numbers in the room to available square feet to match CDC guidelines and/or move classes to larger spaces or outdoors when appropriate.
- Existing HVAC systems should be fitted with HEPA filters if possible.
 - There are HEPA air purifiers on the market to provide additional filtration appropriate to the size of the rehearsal space which will increase the air change rate from standard HVAC systems.
- Use markings on the floor, sit spots, chairs, and/or student workstations to adhere to social distance requirements in classrooms. Instrumental music students should be 6x6 with the exception of trombones who should be given a 6x9 space if instruments are played.
- Purchase nylon hose or other materials for bell covers according to the Performing Arts Aerosol study.³
 - Bell covers are highly recommended as “masks” for the instruments. Bell covers tested so far were made from pantyhose made of 80 denier in 2 layers.
- Plan to place all students in straight rows and face them in the same direction within the classroom or rehearsal hall. Do not curve chairs or follow traditional choral riser formations.
- Plan safe instrument distribution, following CDC guidelines.
- Plan to stagger access to instrument storage lockers and music folder cabinets or require students to bring their folders to class each day (avoid multiple students touching

³ [NFHS and NAFME Performing Arts Aerosol Study - Preliminary Results, July 13, 2020](#)

the music cabinets). Anyone who enters the area should bring a 70% alcohol wipe to wipe all surfaces before and after touching. The wipe should be discarded properly upon leaving the storage area.

- Plan for shorter singing or playing times in the second half of the class period. Use the initial time to focus on other music skills including creating music, responding, and connecting. If possible, allow the room air to recirculate after singing/playing and work with the next class in another space (i.e., outdoors, the auditorium, cafeteria, etc.).⁴
- Purchase enough music so that every student has their own copy or share music digitally.
- Create a video tutorial demonstrating the audio recording and uploading process for students so they may submit singing or playing videos to the school's online platform. Include information about camera set-up/angle and requirements for instrumental or vocal music.
- Plan for online teaching and network with other music educators in the district or area. Consider working together to create instrument/voice demonstrations, online units for music history, composition, etc.
- Consider individual performance goals in place of large performance group goals.
- Focus on sharpening skills through virtual coaching and making music at home (playing and singing). Use class time to focus on other aspects of music making - creating, responding, and connecting.
- Purchase gloves for elementary students to wear while playing Orff instruments. The school should wash the gloves every evening.
- For elementary music, plan to use easily disinfected items, homemade instruments, bucket drums, or body percussion.
- If necessary, elementary music may be taught from a cart. When scheduling music on a cart, administrators should consider the distance between classrooms and time needed to pack everything and walk from room to room, especially if the building is large. The music teacher should have an airplay option or ability to hook up their computer to the Smart Board or screen in the homeroom. Possible cart supplies could include: a bluetooth speaker, puppets for teacher use, books, mini keyboard, tuning fork, instruments that can be easily sanitized, wipes, hand sanitizer, teacher water bottle, laptop, manipulatives (page protectors for manipulatives), and power strip.
- Purchase puppy pads or other similar items for spit valves.
- Purchase a portable amplifier to keep teacher voices at a low conversational volume. Students should also ask questions in a low conversational volume with a mask.

Sanitization

School district should supply the teacher with reusable or disposable gloves, wipes, and spray disinfectant to use as needed throughout the school year.

Elementary Music

- Follow district protocols for masks with PK-2nd grades; masks are highly suggested for 3-5. No singing should occur in the room without a mask being properly worn. When

⁴ [NFHS and NAfME Performing Arts Aerosol Study - Preliminary Results, July 13, 2020](#)
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possible, a mask with a small slit for mouthpiece access should be worn while playing recorder. Move the class outdoors for recorder playing.⁵

- Hand sanitizer should be available for students entering and leaving the room.
- Students should bring personal pencils and erasers to class.
- The school may purchase page protectors so the teacher can place rhythm or melody cards in the protector and easily disinfect after class.
- Consider using only plastic instruments with the students (boomwhackers, plastic maracas, egg shakers, etc.). Disinfect thoroughly between classes and do not allow students to share.
- If not using gloves, teachers may allow students to play Orff instruments using one pair of mallets. After each class, the teacher should disinfect the mallets. Use alcohol-based wipes or sprays containing at least 70% alcohol.
- Plastic recorders can be washed with warm, soapy water prior to use. Disinfectant solution and alcohol wipes may also be used. It is highly recommended that students use one recorder throughout the year, stored in a bag or case.

Secondary Music

- Masks should be worn by all students and staff prior to entering the music room. Masks should continue to be worn until all students are seated and ready for instruction (example, long rests, sectional work, moving around the room, etc.). No talking should occur in the room without a mask being properly worn. When possible a mask with a small slit for mouthpiece access should be worn while playing. In instrument groups where a mask cannot physically be worn the mask should be worn over the chin and replaced during periods where the student is not playing.⁶
- All shared items should be disinfected after each use and before use by another student (i.e., instruments, books, stands, etc.). Teachers and student helpers with appropriate PPE should thoroughly disinfect every music stand and chair at the end of class. Students could also use a personal music stand.
- String instruments may be sanitized isopropyl alcohol that's above 70%. The disinfectant should only be used on the strings and unfinished finger and fret boards.
- Teachers should instruct students on the proper cleansing of instruments.⁷
- String, percussion, and keyboard instruments present fewer hygienic issues that can be solved simply by the player washing their hands before and after use for a minimum of 20 seconds.
- If using hand sanitizer, make sure hands are completely dry before touching a string instrument.

Teaching and Learning

- Dancing or movement may occur if students are socially distanced and dancing without a partner. Teachers could take students to an outside area to ensure adequate space to move. Folk dances with partners and in groups should be approached with extreme caution and discussed with administration in advance.

⁵ [NFHS and NAfME Performing Arts Aerosol Study - Preliminary Results, July 13, 2020](#)

⁶ [NFHS and NAfME Performing Arts Aerosol Study - Preliminary Results, July 13, 2020](#)

⁷ See disinfecting guidelines listed in the [NAfME/NFHS guidance document](#).

- Elementary music on a cart - teachers should keep in mind and follow district expectations for social distancing and furniture in the classroom. Though music at desks is not optimal for students, safety should be the priority.
- For ensemble and secondary music, see the [recommendations from the National Association for Music Education and the National Federation of State High School Associations](#) for detailed guidance.
- Ensemble and secondary music: if recommendations indicate that the students should not play instruments or sing in class, at least enmass, then consider the following to meet [Oklahoma Fine Arts standards](#) in music:
 - Focus in-class instruction on aspects of music learning that do not require in-class performance. Standards related to creating (e.g., composing), song writing, responding, and connecting music to students' lives provide guidance for such an approach.
 - Explore the use of virtual instruments or virtual choral methods to address performance standards via ensemble music making during in-class instruction.
 - Issue equipment for students to take home⁸ so they can engage in music performance in a safe environment at home.
 - Send music and other materials home or make it available digitally.⁹
 - Focus on solo and chamber performance, perhaps assigning days for small ensembles to bring equipment to school and work on performance skills.
- When filming for online learning, the camera angle should include the instrument and hands should be visible on camera. Vocal students should make sure the upper body and face are visible on the camera for posture checks and vocal placement of the mouth.

Materials and Supplies

- Elementary music students could use individual music kits with homemade instruments, restaurant cups with two unsharpened pencils, a scarf, and a shaker.
- Consider using iPads and other technology for music instrument options.
- Students should not play pianos unless accompanying a choir. Sanitize the keyboard between classes if more than one student is using it. For keyboard classes, students should use the same keyboard everyday and keyboards should be disinfected between classes.
- Shared instruments are discouraged, but all schools have different resources. If instruments must be shared, the instrument should be disinfected between uses and the students should have a personal mouthpiece.
- Uniform check out should be streamlined and given to only one student. Uniforms should be laundered at the local cleaners before returning to the school uniform closet. If uniforms need to be shared, they should be laundered between uses.

Resources

- [ACDA Covid-19 Response Committee Report](#)
- [ACDA Resources for Choral Professionals during the Pandemic](#)
- [ASTA Resuming Instruction During Covid-19: Classroom and Studio](#)

⁸ See disinfecting guidelines listed in the [NAfME/NFHS guidance document](#).

⁹ Educators need to have proper copyright clearances to share materials in digital format.

- [CBDNA Covid-19 Response Committee Report](#)
- [Creative Repertoire: Flexible Band Arrangements](#)
- [Music Ed Tech Conference 2020](#)
- [NAfME Virtual Learning Resources for Music Educators](#)
- [NFHS, NAfME, & NAMM Instrument Cleaning Guidelines](#)
- [NFHS and NAfME Fall 2020 Guidance for Music Education](#)
- [NFHS Guidance for a Return to Marching Band](#)
- [Westminster Choir College Remote Teaching Lesson Plans](#)

Visual Art

Professional Learning & Prepping the Course

- The district may create a list of easily sourced art supplies for art classes in the summer and add those to school purchase lists or purchase them in bulk for the students. This will allow art teachers to create lessons with the limited art supplies that can be used in the classroom or in a virtual environment. Another option could be to create DIY at home art supply recipes for parents and students. Even with limitations on supplies, students should have experience in creating and producing art.
- CARES Act funding may be used to fund kits to be sent home for online learning. Teachers could work together to create kits that could be used in the art room, social studies class, math, etc., so the supplies cover multiple subjects.
 - Elementary - pipe cleaners, straws, beans, etc., in bulk could be cost-effective for districts. Purchase markers, crayons, and colored pencils but do not send a full set to every student. Send colors of each so students have different mediums to use and a selection of colors.
 - Secondary - Pencils, markers, crayons, etc., of varying colors for every student.
- Plan projects that use easily sourced materials.
- If teaching online, 3-D classes and projects (ceramics, sculpture, jewelry, etc.) will need an adjusted curriculum. Teachers should consider using cardboard, natural/found objects, homemade salt dough, etc.
 - It may be possible to send home a small bag of clay in a gallon ziploc bag for ceramics. The student could work on one sculptural piece for the semester using clay that would be available in the classroom.
- Consider enhanced tech tools for online teaching including tripods, mics, lights, and training/access to software.
- As teachers plan the year, it is suggested they concentrate on several shorter assignments that cover the same standards, but use different materials, so students do not have to share art supplies or equipment. In addition, create lessons that concentrate on art criticism, aesthetics, and responding to art.
- Think through options for formative and summative assessment during online learning. Use technology resources to allow students to do before/after videos (Flipgrid, for example) with an online self-assessment (on Google Forms or other means) to track progress. Develop assessment rubrics for online learning and/or network with colleagues to share rubric ideas.

- Set up online protocols and assignments for art at the start of the year. Train students on how to utilize technology in art and how to communicate virtually in case of closures and have that part of every lesson even in a traditional setting. This will limit the transition time to all online, if needed.
 - Students in AP Studio Art courses will need to take their portfolios, supplies, and work home or pick it up during closures. Each AP Studio student may have a different portfolio exam situation which may not lend to working on digital assignments or without specialised supplies. Work with students to address these difficulties.

Sanitization

School district should supply the teacher with reusable or disposable gloves, wipes, and spray disinfectant to use as needed throughout the school year.

- Balance numbers in room compared to available square feet to match CDC recommendations and/or move classes to larger spaces or outdoors when appropriate.
- Many visual art rooms have large student tables. Administrators and teachers are encouraged to work together to create a plan for students to maintain physical distancing with the furniture available. Some alternatives could include allowing flexible seating options, limiting the number of students at each table, and mobile teaching options.
 - If students are seated in close proximity, masks are highly suggested.
 - If feasible, tables/desks should be arranged so as to face in the same direction with students sitting on only one side.
- Tables and stools should be wiped down several times per day or between classes if possible.
- Hand sanitizer should be available to students as they enter and exit the art room.
- When possible, provide longer transitions for cleaning the art room and tools between classes.
- If able, provide each student a kit of individual “high touch” supplies such as pencils, erasers, drawing materials, scissors, and brushes that are carried with them. Consider providing storage bags for students to transport their own tools in and out of the art room.
- Students should not share art supplies unless there is time to disinfect between classes. Shared tools should be sanitized/washed after each use (brayers, paint brushes, darkroom photography tools, scissors, etc.).
- Shared equipment, such as enlargers, pottery wheels, band saws, 3-D printers, computers, etc., should be cleaned and sanitized between student use.
 - For classes where students need to use art equipment, including but not limited to, printing presses, slab rollers, and pottery wheels, split the class into small groups so that only one group of students is sharing the equipment in the room.
- Darkroom equipment and high touch surfaces need to be cleaned and sanitized between student use. Students should use single-use gloves during photo processing.
- Art teachers need a sink for handwashing after using materials and have many supplies per project. If teachers are asked to travel between homeroom classes, there should be a cleaning location and adequate time to clean and disinfect supplies.

Teaching and Learning

- If teaching in an online environment, use a video of a lesson for students to use on their own and then when you meet together, use that time for discussion. Establish norms for how to interact in class. For synchronous sessions, use a 1-1-1 framework.
 1. Learning Aid-video, reading, etc.
 1. Activity/Assessment
 1. Discussion Post
- During online learning, hold students accountable. Give grades for assignments and know who is participating. Keep organized documentation of your teaching and student learning.
 - Utilize rubrics to keep track of student progress. Example - day 1, student submits sketches; day 2, student submits picture of project, etc. Time-lapse videos may also be submitted to ensure students are not turning in other's work.
- If a teacher is working with students online and in-person at the same time, it is suggested that the online students work one day behind the students in-person. Then the teacher may record parts of lesson instruction, make adjustments as needed for home learning, etc.

Materials and Supplies

- Use technology to avoid close contact during instruction, especially for demonstrations. Teachers should have access to adequate technology to support learning from a social distance - e.g., document cameras, projectors/interactive whiteboards, multiple computers, or tablets.
- Single-use packaged wet material (e.g. clay, paper mâché, plaster, plasticine clay, and etc.) allotments for students is recommended. Do not allow wet materials that have been touched by students to be recycled and reused during this time. Leftover clay may be placed in containers to recycle or reuse in the future after further safety information is provided. Clay extruders and pug mills should not be used during this time.

Resources

- [Artsonia Classroom](#)
- [NAEA Remote Learning Toolkit](#)
- [NAEA Tips for Teaching Visual Arts and Design in a Distance Learning Environment](#)
- [NAEA Tips for Returning to the Visual Arts and Design Classroom](#)
- [The 75 Best Virtual Museum Tours Around the World](#)

Performances & Art Shows

For all in-person performances, social distancing protocols, as directed by local and state health departments, should be followed for student performers and good instrument hygiene practiced. Be prepared to assist in contact tracing, per district health guidelines.

- [Event Safety Alliance Reopening Guide](#)

Audience/House Protocols

- Utilize every other row seating. Calculate acceptable audience attendance based on house capacity that ensures 6-foot social distancing.
- Educate audience members on health rules and expectations through:
 - School or program website.
 - Social media channels.
 - Online ticket purchasing.
 - Emails and push notifications.
 - Signage leading to and at the event site.
- It is suggested that all patrons:
 - Undergo temperature checks before entering the theatre.
 - Wear masks throughout the performances.
 - Follow a pre-marked pathway of entrance in and out of the theatre.
 - Limit clustering in groups before the production begins, during intermission, and afterwards.
- Concession sales at events should be limited to individually wrapped products.
- Open additional restroom facilities in the building to preserve social distancing.
- Create digital programs and eliminate post performance gatherings of the cast.
- Consider a traveling option. Double or triple cast the show and set scenes in different areas of the building. In a certain order, small audience groups would walk from space to space to see each scene. Use projectors in classrooms for backdrop or use basic set pieces. In addition, record the show on stage without an audience and stream or release the video to families.

Backstage

- Whenever possible, students, staff, and volunteers should wear masks when backstage, in the green room or other theatre spaces, and adhere to the CDC guidelines for handling and sanitizing the masks.
- Sanitize all technical hardware such as microphones/headsets, sound and light boards, spotlights, rigging equipment, etc., before and after the performance or rehearsals, per manufacturer instructions.
- Limit the number of students in the control booth, based on social distancing rules.

For safety and opportunity, schools may consider these three options regarding live student performances:

- [Virtual performance](#) models that rely on video conferencing applications.
- Outdoor performances, where social distancing would be easier.
- In-person onstage performances simultaneously streamed live to an online audience.

If streaming a performance online, the school must have a proper public performance license. In most cases, a performance license held by the school is sufficient to allow for streamed online performances, so long as the video is only streamed live and is unavailable for viewing after the conclusion of the live performance. Review [Music and Theatre Copyright COVID-19 Guidance](#) for virtual and in-person performances.

Art Show Considerations

In-Person

- If planning an in-person art show, utilize district crowd control protocols.
- Place artwork far enough apart to observe social distancing.
- Establish a schedule to allow limited numbers to view artwork.

Online

- Plan the year with art shows scaled down to account for time it takes to put together virtual presentations and portfolio viewing.
- Attend professional training to learn and use virtual exhibition/presentation software/tools.
- Create an online art show and promote the show through the school website, social media, and other communication tools.