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Delaware Art Education Association

[Delaware Dance Education Organization](#), [Delaware Music Educators Association](#), [Delaware Thespians](#), [Delaware Art Education Association](#) in association with the [Delaware Arts Alliance](#) present

## HOW TO MAKE IT WORK IN THE ARTS CLASSROOM

### *Best Practices for Teaching the Arts During the New Contexts of COVID-19*

Arts Education, with disciplines including dance, media arts, music, theatre, and visual arts, is an essential component of a well-rounded education. National studies show that K-12 students enrolled in standards-based Arts Education classes have higher GPAs, standardized test scores, and graduation rates compared to their peers that are not. Arts Education keeps students engaged and supports learning in other content areas, especially for students with different learning modalities.

Arts Education uniquely instills in students the top 21<sup>st</sup>-century skills employers are seeking: critical thinking, communication, collaboration, and creativity. Beyond the benefits that students reap while in PreK-12, Arts Education gives students a career pathway into the \$900 billion U.S. Creative Economy. The U.S. Bureau of Economic Analysis reports that this fast-growing industry accounts for 4.5% of the U.S. economy, contributing 5,107,889 jobs. In Delaware, Arts & Culture is also a growing \$1 billion industry that creates about 9,000 jobs. These economic statistics are only bound to grow as students with an education rich in the arts graduate into successful careers. Access to equitable, quality education in the arts is critical in supporting students' social and emotional wellbeing and in setting them up for a successful future.

As educators, we all faced the challenges of online teaching in the Spring of 2020. Many of us are now facing not only online teaching, but the likely transition to a hybrid model that varies by school and by district. With this in mind, members of the Delaware Visual and Performing Arts Organizations listed above have collected the following considerations and best practices. This information, sourced from our national discipline organizations, other states' guidance, the CDC, and the State of Delaware, is meant to provide you with suggestions and talking points when advocating for your classroom with school and district level administration. We all wish to teach

our students to the best of our abilities while providing the safest possible environment for our students, their families, and ourselves.

We all know how impactful Arts Education is to our students. In the midst of a pandemic, the Arts are getting so many of our students through the challenge of social distance at a time in their lives when social involvement is a driving force. Expressing oneself through dance, media, music, theatre, and visual art can provide a physical as well as an emotional outlet. It is imperative that our schools see and value the impact of the Arts on our students.

By maintaining access to safe and meaningful Arts learning, Arts Educators will continue to support the artistic, academic, social, and emotional development of students, schools, and communities across Delaware.

To that end, the most important things to bear in mind about this document are:

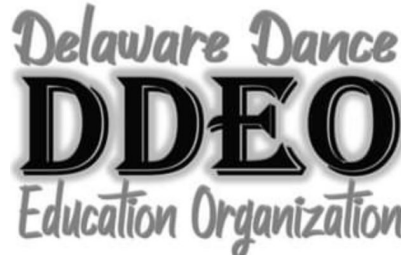
1. The guide does not purport to replace or contradict the guidelines issued by the Centers for Disease Control (CDC), the State of Delaware, or local public health departments and districts regarding the timing or protocols for how schools should operate in our new reality of education.
2. There is no expectation that all schools and districts in Delaware will or should follow every recommendation included here. As directed by [Delaware's Returning to School: Planning a Safe, Efficient, and Equitable Return to School for Students and Staff](#) guidance, every district is handling the pandemic differently whether in-person, hybrid, or remote.
3. Reference in this guide to any specific commercial product, process, or service, is for the information and convenience of the reader and does not constitute an endorsement by Delaware Art Education Association, Delaware Dance Education Association, Delaware Music Educators Association, Delaware Thespians, Delaware Arts Alliance, or our affiliated partners.

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## Dance



An essential component of a well-rounded education, dance teaches critical 21st century life skills such as collaboration, communication, creativity, and critical thinking. Performing arts such as dance provide a social and emotional outlet for students and are of the utmost importance during this time of collective trauma. Therefore, online and video classes and performances should be encouraged in both distance and hybrid scheduling.

### **Scheduling, Facilities, & Social Distancing Requirements**

- Must follow and adhere to all current CDC and state guidelines for facilities and social distancing requirements
- Teachers should establish clear classroom procedures consistent with state & CDC guidelines for health & safety in the use of materials & equipment in common areas. (e.g. materials will be given to students, instead of walking in the room to retrieve them, students must provide their own conditioning equipment like therabands, etc.)
- Teachers should consider using a portable amplifier to keep their voices at a low conversational volume to be able to be heard over music and dancing. Students should also ask questions in a low conversational volume with a mask. (International Coalition Performing Arts Aerosol Study)
- Teachers are assumed to talk the most and as a result, should wear the most efficient mask possible that is readily available, which are surgical masks. (N95s are not recommended at this time due to supply chain issues.) (International Coalition Performing Arts Aerosol Study)
- Existing HVAC systems should be fitted with HEPA filters if possible. The more HEPA filtration the better, and the higher the air exchange rate (ACH) the better. (International Coalition Performing Arts Aerosol Study)
- The use of air purifiers should be considered.
- Common use surfaces should be disinfected after each class. Dance floor disinfectants should be special ordered (StageStep Pro-D, Lucosol, etc) and cannot contain excessive alcohol content as the floors will degrade and be destroyed, leading to thousands of dollars in replacement costs.
- In each classroom, social distancing visual indicators should be established and maintained in each classroom/studio: gaff or painters tape, spike tape, poly spots, laminating material for signs. The studio floor needs to be taped in boxes of 6-10 feet in order to give students the space they need to dance. There also needs to be room on the sides, in between the boxes and in the front for the instructor to demonstrate and move safely and freely through the classroom. Mark spots at the ballet barres to adhere to social distancing guidelines in all directions. Students will make no contact with one another and choreographer will be sure there is no partnering, weight sharing, or contact improvisation in any dance classes. Designate specific procedures within the classroom to assign how students move to their spots to enter and exit the classroom while socially distanced.
- Individual cubbies, baskets, shoe racks or lockers should be available for each student's belongings. These should be disinfected after classes.
- Handwashing routines for before and after class should be established and followed.

## Dance

- Hand sanitizer must be available in the classroom.
- Instructors should avoid physical contact with students.
- Instructors and students must wear face coverings at the start, end, and during times when limited to minimal physical exertion is occurring. In the case of moderate to strenuous physical exertion, instructors and students should follow 6-10 feet social distancing guidelines before removing face covering. Students should bring an extra mask in case they get soiled with sweat.
- Instructor's room assignment should be made to avoid transitions to new spaces whenever possible. Instructors with a dedicated dance space should continue to use the safest space possible for their dancers as opposed to being transitioned to a common area.
- Optimally, outside organizations should not use the dance space. Other school groups sharing the space must use the same health and safety procedures as the dance classes. A cleaning checklist should be provided to the visiting groups with an agreement to abide by the current cleaning protocols. The dance instructor should be informed of other group's use of the space as soon as possible (minimum of a week before) in order to prepare the space in a timely fashion.
- Districts should provide instructors with access to software suites and instructional applications.
- Districts should provide instructors with recording equipment (webcam, video recorder, projector, adequate lighting) to allow for specific feedback in lieu of hands-on corrections.
- Indoor rehearsals should last for 30 minute intervals followed by clearing the room for 20-minutes for the HVAC system to change the air indoors with outside air. (International Coalition Performing Arts Aerosol Study). Longer classes should be held in a space where outside air can be circulated.
- Teachers, administrators, students, and families must understand that performances will look different this year. Teachers must be able to decide if and how performances can be used to enrich learning for students. Teachers who are looking to plan a performance should consider the following:
  - Teachers should consider outdoor venues whenever possible.
  - Social distancing is still the goal, and should be observed through all choreography. Partnering and other touch-based choreography should be avoided.
  - If a microphone is used during an event or class, it must be properly wiped down and put away in a clean/non-contaminated location.
- Locker Rooms/Dressing Rooms can be used if time is given for individual use following social distancing guidelines.
- Classroom studios should be disinfected in between each class with steam mops as well as a PH Neutral cleaners (specifically StageSTep Pro-D, Lucasol, or another non-alcohol based hospital grade disinfectant). All surfaces, floors, and barres should be disinfected between each class and be given time to dry. Time should be built in after each class to accommodate these cleaning procedures.
- Dance Staff, in addition to Custodial Staff, should have access to the proper cleaning supplies for the space.
- Windows and doors should remain open when possible in order to provide ventilation. Fans should be added to all corners of the room. The A/C should also be on if available.
- Theatre Staff in addition to Custodial Staff must know when a group is in the space so that proper cleaning protocols can take place before and after use of space (including performance area, back of house offices, dressing areas, green rooms, production areas, storage spaces, etc.)

## Dance

### Dance Teaching Resources

Be sure to look at the resources listed under other content areas because they may be useful to you as well!

[University of Washington](#)

[National Dance Education Organization](#)

[Flipgrid](#)

[Luna Dance Institute](#)

[International Association for Dance Medicine and Science](#)

[Dance Ed Tips](#)

[Intellidance](#)

[CLI Studios](#)

[Nearpod](#)

[Panapto](#)

[Playposit](#)

[Trello](#)

## Media Arts

### MEDIA ARTS

Media Arts synthesizes knowledge from our perceptions and our senses. It organizes the ephemeral qualities of light, images and sound, constructing a unique point of view in a sequential record of where we have been and what our perceptions of present culture and future might be. It allows us to create an experience making connections with an individual or audience that lasts well after the event.

#### Key Imperatives

- Media Art Educators **value is in informed** teaching in their content area, both in asynchronous and synchronous methods of delivery.
- Media Art Educators **should** be limited to the same number of student exposures that other teachers are assigned.

#### Delaware Media Arts Standards

- Experienced Media Arts teachers use standards based Media Arts units with lessons building sequentially, on prior knowledge, chunking information with students individual manipulatives, tools or graphic organizers making use of novel delivery systems, animations, and sound constructions.
- Content should include teacher created asynchronous video, and synchronous lessons and resources.
- Consider flipping the classroom, training students in processes that can be continued in hybrid and remote contexts.
- Instructional design should build in longer transition times between classes to allow for disinfecting sound construction keyboards, microphones, cameras, and drawing tablets.

#### Social Emotional Learning (SEL) (<https://casel.org/reopening>)

- Should engage students with art learning and making tasks that support and strengthen SEL competencies for self, and social awareness and that emphasize personal responsibility to accomplish tasks as scheduled
- Consider pod learning: Coach student teams through Zoom screen sharing of their document creations. Consider collaborative processes in which students can work online virtually together on projects, such as Google Slides, developing a virtual exhibition or event, of their film or sound constructions for a zoom shared screen presentation.
- Plan to implement daily /weekly question prompts for journaling to access SEL competencies (self and social awareness) in the Media Arts making process. Students can write critical analysis of selected media constructions, with written or verbal recorded reflection response. Ex: How does this Media work reflect aspects of your life currently?
- Instruct students to develop digital productions and presentations according to DE MA Standards. Use visual examples, (ie. Google Slides, Bitmoji classrooms with hyperlinks, Jamboard for brainstorming.)
- Should instruct students to photograph, film, or record created works and/or film short videos of themselves in the creation process, and upload the information to LMS or digital platform. Students can add written or audio reflections, allowing teachers to track and give feedback on media works.

#### Safety

- We should all follow and adhere to all current CDC and State guidelines for facilities and social distancing requirements.

## Media Arts

- Schools should consider providing teachers with a portable amplifier to keep their voices at a low conversational volume. Students should also ask questions in a low conversational volume *with a mask*. (*International Coalition Performing Arts Aerosol Study*)
- Teachers best practice will include providing instruction to students on safety protocols, with class made graphic organizers, and posters, to remind them of protocols of the classroom, and care of shared materials. Ex: handwashing before and after class. Cleaning of equipment before and after class. (Cameras, keyboards and drawing tablets)
- Administrative Best Practices would not rotate another teacher into an Arts Discipline classroom, while the resident teacher is cleaning or planning in that classroom. Superspreader teachers rotating to everyone's room plan may increase infection spread. Art on a cart is not sanctioned.
- Teacher should record an asynchronous video that can be stored and link shared to homeroom elementary teacher, to prevent Media Arts on a cart super spreader.
- Teachers should read, and commit to following CDC and NAEA recommendations to safe dispensing, and sanitation of shared art materials. Schools should provide appropriate cleaning solutions.

## Scheduling

- Must follow and adhere to all current CDC and State guidelines for facilities and social distancing requirements.
- Mask up for accountability in all personal encounters.
- Media Arts on a cart should instead remote broadcast to student homerooms according to CDC and State guidelines for facilities and social distancing requirements. Preventing traveling superspreaders.
- Record parent contact information, and check for correct phone and email addresses.
- Check on access to reliable WiFi.
- Closed caption should be used on video whenever possible
- Conduct virtual orientations prior to the start of year, with contacts, and lesson delivery systems listed.
- Check and record whether students have access to a phone or digital camera for image and sound capture.
- Should establish clear classroom procedures consistent CDC guidelines for health & safety in the use of materials & equipment in common areas. (e.g. supplies will be given to homeroom teachers to pass out instead of students walking around the room to retrieve them.)
- Build in longer transition times between classes to allow for disinfecting sound construction keyboards, microphones, cameras, drawing tablets.
- Assign students to Media Arts teachers the equivalent to a 75% of typical class sizes to allow for more individual attention due to social distancing requirements. (ie. Elementary students may be limited to one arts discipline per cycle)

## Assessment

- Assess student progress and work based on Delaware Media Arts Standards
- Use a digital platform or LMS for student portfolios (ie. Google Slides, Schoology, Artsonia)
- Remember we do not violate student copyrights. Respect school social network policy.

## Technology and Materials

Teacher Recommendations:

- A Laptop, Document Camera (IPEVO) and Smartboard (for in-person teaching)
- Should consider a headphone with microphone set (Logi) for room noise when creating film.



## Media Arts

- Should use a digital platform or LMS for student portfolios (ie. Google Slides shared with teacher for commentary, revision notes and assessment)
- Should use a digital platform or LMS to communicate with students for instruction such as demonstrate film processes, sound constructions, animation processes, or audio reflection statements, interactive mind mapping, synchronous class discussions, interactive virtual sticky note exit tickets (ie. Google jamboard) Document correspondence in Google doc, or Google forms.
- Teachers should have Internet access for home based instruction
- It is recommended they have the tools, platforms and resources that the students are given to facilitate instruction on them.

### Learner Recommendations:

- 1:1 tablets Pre-K - 1st grade.
- 1:1 laptop/Chromebook 2-12th grade for equity.
- Provide device protocols (ie: cleaning, no food or drink near Chromebooks.)
- Should be provided a Tech supply kit consisting of apps, platforms, and hardware such as (Logi) headsets, drawing tablets, usb sound keyboards, appropriate for grade levels.

## Professional Development

- Districts should provide or accept asynchronous professional development using a variety of examples of formats that meet best practices for Arts Educators. See State Arts Organization as a resource for Media Arts Staff.
- Teachers should commit to networking with State and national Media Arts teachers for best practices, and methods of “New Context” instruction through formal and informal groups/meets.
- Districts should provide intensive training in CDC guidelines in-sterilizing shared tools, tech supplies, keyboards, mikes and materials. Time is needed to be built into the school day for cleaning.
- School discussions should include what the "new context" means; the protocols, changes and procedures supporting students, parents and staff through our new context of learning.
- Schools should provide coordinated professional development training teachers on video conferencing platforms (ie.: Schoology, Zoom, Google Suite, Screencastify, LOOM, Google meet, Google Hangout, Jamboard, and related technologies).
- IT trainers should train staff on instructional synchronous and asynchronous lesson creation.
- Media Arts Teachers should form Arts PLCs discussing best practices using digital tools for student achievement. (ie. free trials, Canva, Adobe Spark, Genial.ly, Adobe individual license for remote learning.
- Media Arts teachers may provide professional development to Arts Teachers in creating digital Media Art Works.
- During in person hybrid class days encourage the use of laptops/Chromebooks/tablets in the Media Arts room (ie. posting video reflections, Jamboard exit tickets, Google Play sound construction attached as hyperlinks to google docs.) Train them on tools that can go remote.
- Be proactive and generate a list of district/school supported digital tools, apps & websites and digital arts making tools for hybrid use in synchronous and asynchronous instruction.

## Media Arts

### Media Arts Teaching Resources

Be sure to look at the resources listed under other content areas because they may be useful to you as well!

#### State and National Organizations

- [National Arts Education Association](#)
- [National Endowment for the Arts Media Arts Page](#)
- [Delaware Media Arts Standards](#)
- [NAEA Remote Learning Toolkit](#)
- [CASEL - Social Emotional Learning](#)

#### Technology/App Recommendations

- [Adobe Spark - Create Engaging Presentations](#)
- [Adobe Education](#)
- [Google Jamboard Interactive whiteboard, for ticket out the door](#)
- [Google Slide Portfolios](#) with hyperlinks
- [Google Sites](#) with banners, class welcome.
- [Google Sheets Tips and Tricks YouTube Playlist](#): To create student loan lists, records of equipment, budget orders.
- [PiskelApp](#) - Create 8-bit animations
- [unscreen.com](#) - Remove video backgrounds
- [Remove.bg](#) for .pngs
- Apple Products: [iMovie](#), [Quicktime](#), [GarageBand](#)
- [Final Cut 90 day free trial](#)
- [Adobe Premiere Film Media Editor](#)
- [Adobe Audition Sound](#)
- [Adobe Illustrator](#) to build characters to rig in [Adobe Character Animator](#)
- [Adobe InDesign](#) for layout and publishing
- [Pixlr Image editor](#)
- [Smore graphic design templates](#)
- [SumoPaint Drawing and Painting](#)
- [Animoto](#) - Create and share videos
- [Tinkercad 3D Modeling](#)
- [Hero Forge Custom Made Miniatures](#)
- [Byond](#) - Create and share animated videos
- [Vocaroo Voice Recorder](#)

#### Video Tools

- [LOOM Video Messaging](#)
- [WeVideo](#) - Online video editor

#### Resources

- [Remix](#) - Exploring and creating multimedia projects
- [Timothy Samara Graphic Design Textbook](#)
- [20 Rules for Good Design YouTube Video](#)
- [Beginning Graphic Design YouTube Video](#)
- [Typography YouTube Video](#)
- [Wacom Tablet Drawing Capture Input](#)
- [PBS Learning Media Art](#) - Videos about Media Art

## Music



As schools are beginning to roll out their plans for the fall, we want you to know that the Delaware Music Educators Association is here to help. The DMEA website has a [COVID-19 Music Teaching Resources Page](#) with almost 100 links to classroom, advocacy, and health-related resources for teachers of music at every grade level. If you come across a resource you think would benefit others by being on this document, please send your suggestion to Christine Hadfield, Professional Development Chair, at [professionaldevelopment@delawaremea.org](mailto:professionaldevelopment@delawaremea.org). If you need help advocating for your needs in your building or district, please reach out to Dominic Pisano, Advocacy Chair, at [advocacy@delawaremea.org](mailto:advocacy@delawaremea.org).

### COVID-19 Aerosol Study

Several national and international performing arts education organizations including the National Federation of High School Associations (NFHS) and the National Association for Music Education (NAfME) have combined resources to study the effects of COVID-19 aerosol transmission in performing arts performance settings. What follows are the preliminary findings from this research that apply to all areas of music. For more information specific to general, vocal, and instrumental music, look to the appropriate sections below.

From the research team:

*"These preliminary results are from our few weeks of exploratory testing. They will be further defined as the study continues. The research team is providing these preliminary results to assist in the safe return to classrooms. (Normally they do not release data until they have been quality assessed and peer-reviewed). This study focuses strictly on the distribution of respiratory aerosols that are released while playing wind and brass instruments, singing, acting, speaking, dancing, and during a simulated aerobic activity. This study did not use a live virus or infected participants and therefore cannot be used to determine specific infection rates. This study was designed to (1) identify performing arts activities that generate respiratory aerosols including volume, direction, density, (2) estimate the emission rates of respiratory aerosol, (3) model the dispersion of these aerosols, and (4) investigate mitigation strategies."*

[Link to the study results](#)

### Music Safety Guidance

- Social distancing should occur as suggested by the CDC. Currently, that distance is a 6x6 foot space (9x6 for trombone players) around each student with the student sitting in the center.
- Straight lines should be used as curved setups can affect the aerosol movement in a room.
- Students should sit all facing the same direction back to front to minimize potential exposure.
- Where possible, outdoor rehearsals are encouraged, using individual mitigation techniques described above.
- If using a tent outside, a canopy tent with fully open sides is recommended over a tent with side panels. A tent with side panels would behave like any other indoor space and there would be no benefits in risk reduction by outdoor airflow in that enclosure.

## Music

- *Indoor* rehearsal times should be reduced to 30 minutes or less (which may increase with additional research) followed by allowing a minimum of 1 air change prior to the next use of the room (3 air changes would be better). If outside, playing should cease for approximately five minutes to allow the aerosol to disperse.
- Storage areas should be managed to limit the number of students at a time in the room. Anyone who enters the room 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.
- Teachers should consider using a portable amplifier to keep their voices at a low conversational volume. Students should also ask questions in a low conversational volume with a mask.
- Masks should be worn by all students and staff prior to entering the performing arts room. Masks should continue to be worn at all times.
- Teachers are assumed to talk the most and as a result, should wear the most efficient mask possible that is readily available, which are surgical masks. (N95s are not recommended at this time due to supply chain issues.)
- If singers wear well fitting masks, aerosol emission is reduced.
- A well fitting mask has no gaps, covers the nose, is tight around the edges, and should leave a mask outline once removed.
- No talking should occur in the room without a mask being properly worn.
- Hand sanitizer should be readily available.
- Soap and warm water should be available.
- Hands should be washed after contact with surfaces and others.

## Guidance Regarding HVAC Systems

- Existing HVAC systems should be fitted with HEPA filters if possible.
- The more HEPA filtration the better, and the higher the air exchange rate (ACH) the better.
- 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.
- Air change rate accounts for the volume of the room. A minimum of 3 times per hour should be the goal. The more frequent the ACH the faster the room air will be cleaned.
  - Air refresh rate per room to “clean” the room:

Please refer to the Association for Heating, Ventilating and Air-Conditioning Engineers (ASHRAE) guidance on ventilation during COVID-19: <https://www.ashrae.org/technical-resources/resources>

## Technology

- Both students and teachers should have access to hardware and software for recording, editing, and sharing audio and video recordings.
- Teachers and students should also have access to music-specific learning management software to aid with safely delivering quality instruction.
- Teachers must have relevant professional development in the areas of audio and visual editing and be given ample time for editing if asked to put together "Virtual Performance" videos.
- Teachers should have access to performance space cameras and microphones for recording/streaming performances in a hybrid or in-person situation.
- Teachers should have access to in-classroom speakers for amplifying recordings.

## Scheduling

- Schedule Visual and Performing Arts Classes to be flexible and accessible for all students.

## Music

- Create schedules in conjunction with Arts teachers and Arts supervisors that allow students to fully participate.
- Especially in Middle and High School scenarios, Visual and Performing Arts classes must be scheduled first to ensure that students are enrolled in correct Visual and Performing Arts classes, as well as core academic classes.
- Add to class time for materials and tools to be distributed by the teacher only or areas designated for individual storage.
- Maintain current program of studies and course offerings.
- Remote learning time should be equitable across all teachers and disciplines

### Assessment

- Prior to beginning the semester, teachers, students, and families should be clear on expectations for semester-ending assessment and/or student feedback deliverables.
- Continue to assess student progress and work based on Delaware Visual and Performing Arts Standards.

### Additional Resources

- Additional resources for teaching Music during COVID-19 can be found on the [NAfME](#), [ACDA](#), and [DMEA](#) websites.
- [DMEA COVID-19 Music Education Resources](#)

## Performances

Teachers, administrators, students, and families must understand that performances will look different this year. Teachers must be able to decide if and how performances can be used to enrich learning for students. Teachers who are looking to plan a performance should consider the following:

### Performances During In-Person Instruction

- Performances could include small groups and small audiences. Live streaming may still be necessary. Consider hosting the performance outdoors.
- Teachers must be mindful of digital licensing for live stream performances and having the proper equipment to edit if recording the performance. Districts might need to invest in microphones and/or portable systems for live streaming concerts. In most cases, a performance license held by the school is sufficient to allow for streamed online performances, as long as the video is only streamed live and is unavailable for viewing after the conclusion of the live performance.
- Teachers could phase back into what they consider “normal” performances in increments as CDC guidelines allow.
- If planning a large-scale gathering it should take place outside and be aligned with current state guidance on outdoor gatherings.

### Performances During Hybrid Instruction

- Live performances could include small performing groups who are appropriately spaced out following CDC guidelines.
- Teachers could consider live streaming events or performances so that the same number of patrons may attend overall, but with fewer at each performance. Discourage parents from attending more than one performance.
- Virtual performances can be a temporary solution for the inability to perform in large ensembles. It is

## Music

important to recognize that these video productions do not allow students to develop musicianship skills such as listening and reacting that can only be developed through ensemble rehearsals and performances. Teachers could consider teaching what they can safely in person and have students practice, refine, and record their parts at home.

- Teachers must be mindful of digital licensing for live stream performances and having the proper equipment to edit if recording the performance. Districts might need to invest in microphones and/or portable systems for live streaming concerts. In most cases, a performance license held by the school is sufficient to allow for streamed online performances, as long as the video is only streamed live and is unavailable for viewing after the conclusion of the live performance.
- Teachers must follow CDC and state social distancing guidelines if considering having a live audience.
- Large-scale gatherings of more than 50 people should be avoided. Attendees at large-scale gatherings must be able to maintain 6 feet of social distancing at all times from non-household members.

### Performances During Remote Instruction

- Virtual recitals (live, featuring individual performers), pre-recorded, and edited virtual collaborations/performances can be an option. While live ensemble rehearsals and performances are irreplaceable, teachers may consider virtual performances to create the effect of an ensemble piece. Teachers should have the appropriate technology/time resources and professional development to complete these time consuming and labor-intensive projects.
- Teachers must be mindful of digital licensing for live stream performances and having the proper equipment to edit if recording the performance. In most cases, a performance license held by the school is sufficient to allow for streamed online performances, as long as the video is only streamed live and is unavailable for viewing after the conclusion of the live performance.

## General Music

### GENERAL MUSIC

*In addition to the recommendations below, teachers should also reference the other music sections of this document for more suggestions that may apply to their classroom.*

#### Best Practices for In-Person Instruction

- Music classes should take place in the music room (if there is enough space to socially distance students) or outdoors. Work with administration to find a space for music that allows the students and teacher to follow appropriate social distancing guidelines. Consider using larger spaces such as the gym, multipurpose room, theatre/auditorium, cafeteria, etc.
- If these locations are not possible, consider broadcasting the music teacher's lesson into the classroom or have the music teacher go to students' classroom.
- Music and other Related Arts teachers should be included when brainstorming solutions for scheduling difficulties and locations for class.
- Longer transition times will be needed between classes to allow for disinfecting supplies and equipment and possible travel to the next teaching space.
- Ensure that singing-based activities are aligned to updated [recommendations from the Delaware Division of Public Health](#).
- Consider creating inexpensive individual music kits. If opting to use traditional handheld classroom instruments and movement props, items must be cleaned between uses. Refer to [instrument disinfecting guidelines from NAFME](#).
- Assign students specific seats or areas in the room.
- In lieu of pencil and paper assignments, use technology or dry erase boards and markers that can be easily sanitized.
- Display sheet music for students using a projector and screen instead of using paper copies.
- Pre-record or find quality recordings of classroom repertoire rather than singing live.
- While singing and chanting may not be possible, teachers can incorporate the use of musical activities that do not require strong exhalation. Examples include humming, non-locomotor movement, body percussion, technology-based instruments, and instrument simulators.
- If using movement in the classroom, rework folk dances to accommodate social distancing restrictions and focus on non-locomotor movement activities.
- Teachers who typically include recorder instruction as a part of their curriculum should wait until further guidance is released from the COVID-19 Aerosol Study before beginning this instruction in person.

#### Best Practices for Hybrid Instruction

- Capitalize on the strengths of remote learning and in-person learning. Please view all three sections when making decisions and planning lessons.
- Record in-person teaching so that students may access at home. Teachers must be provided with appropriate technology (cameras, microphones, software) to make this happen.
- Consider creating inexpensive individual music kits. If opting to use traditional handheld classroom instruments and movement props, funding should be provided for sanitation materials and items must be cleaned between uses. Refer to [instrument disinfecting guidelines from NAFME](#).
- Give primary teaching, directions, and expectations in-person. Extensions of primary teaching, practice/refinement time, and student assignments (especially performance-based!) can then be done remotely.

## **General Music**

### **Best Practices for Remote Instruction**

- Consider the technology & wi-fi that is available to students when planning music activities & assignments.
- Work with administration to establish a routine or schedule that remains consistent for teachers, students, and families throughout remote learning. Ex. all 1st graders have virtual music class on Mondays at 1:00
- Work with administration to decide if Synchronous or Asynchronous Instruction will be utilized.
- If using Synchronous Instruction, classes should be scheduled during the school day at a time that does not conflict with other classes/content areas. Consider having a designated time for all RA classes building-wide. Include teacher preparation time between live sessions.
- Consider creating inexpensive individual music kits for each student to use at home.
- Use pre-recorded instructional videos to deliver new and/or review previously learned material.
- Assessment strategies can include submitting recordings (via Flipgrid, Schoology, or Seesaw for example) or unmuting one at a time to perform.
- Be reasonably available to support students who may have questions or need extra help as necessary.
- Provide a variety of tools and resources to create engaging lessons.
- Establish remote classroom instructional protocols and classroom management routines with students (mute, raise hand, chat, etc.).
- Provide students with choices for at-home assignments.
- Consider creating at-home assignments that engage families (e.g. interview a family member about music, teach them a song, etc)



## Instrumental Music

### INSTRUMENTAL MUSIC

*In addition to the recommendations below, teachers should also reference the other music sections of this document for more suggestions that may apply to their classroom.*

### Safety Considerations for In-Person/Hybrid Instruction

#### Facilities

- In some instances, it may not be possible to use the music room due to class sizes and the need to socially distance. If this is the case:
  - Teachers should Investigate the ability to use larger spaces such as the school gym, multipurpose room, theatre, cafeteria, community center, etc. Students and teachers may take into account outdoor spaces to adhere to social distance guidelines.
  - The more HEPA filtration the better, and the higher the air exchange rate (ACH) the better.
  - 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.
  - Air change rate accounts for the volume of the room. A minimum of 3 times per hour should be the goal. The more frequent the ACH the faster the room air will be cleaned.
  - Please refer to the [Association for Heating, Ventilating and Air-Conditioning Engineers \(ASHRAE\)](#) guidance on ventilation during [COVID-19](#).
- Using Music Rooms as a shared space:
  - Handwashing routines for before and after class are strongly recommended.
  - Hand sanitizer should be available in the classroom.
  - It is highly recommended that high touched surfaces be cleaned between classes.
  - Students should be given the option to bring their own music/music stand to class.
  - All teachers & students must wear masks when not playing instruments. Masks with a small slit should also be used while playing instruments as much as possible.
  - Students are suggested to bring their own water bottles from home.
    - If not, have a system in place for students to use the water fountain within your building.

#### Social Distancing, Sanitization & Hygiene

- Social distancing should occur as suggested by the CDC and the NFHS aerosol study. [National Federation of State High School Associations \(NFHS\) Aerosol Study Updates](#)
- Currently that distance is a 6x6 foot space around each student (6x9 for trombones) with the student sitting in the center.
- Straight lines should be used as curved setups can affect the aerosol movement in a room.
- Students should sit all facing the same direction, back to front to minimize potential exposure.
- Marks should be placed on the floor to mark where chairs should be set up.
- Masks should be worn by all students and teachers.
- There should be no talking without a mask.
- Masks are worn at all times when practicing with a slit for the mouthpiece. (Follow updates from the International Coalition Performing Arts Aerosol Study)
- Bell covers should be used for all wind instruments. Refer to the latest information from the aerosol study regarding coverings for woodwind keys.
- Indoor rehearsal times should be reduced to 30 minutes or less (which may increase with additional research) followed by clearing the room 20-minutes for the HVAC system to change the air indoors

## **Instrumental Music**

with outside air.

- Consider storage areas to be managed to limit the number of students at a time in the room. Anyone who enters the room should bring a 70% alcohol wipe to clean all surfaces before and after touching. The wipe should be discarded properly upon leaving the storage area.
- Establish routines for students entering the classroom, sanitizing hands, and gathering and setting up materials and music folders.
- It is highly recommended that students not share instruments, folders, music or music stands.
- School districts should consider providing sanitizer, tissues, gloves, masks, etc. to facilitate instruction.
- Wind Instruments (including brass and woodwinds) are recommended not to be shared.
- Orchestral String Instruments and bows are recommended not to be shared.
- It is strongly recommended percussionists have their own sticks/mallets and a practice pad. If percussion instruments must be shared, they should be disinfected between each student.
- Any non-wind instrument (keyboard, guitars, ukuleles, etc.) shared between students shall be disinfected between each person. If this is not possible, they should not be shared.
- Spit valves should be emptied onto a personal/individual puppy waste pad, personal towel or bucket (or similar) rather than the ground/floor so that contents can be contained and disposed of. Each student is responsible for disposal of their own item.

## **Scheduling Considerations**

- Create alternative schedules where the ensembles are divided into smaller ensembles that do not rehearse at the same time.
- Schedule more ensembles that are smaller in size as opposed to one large ensemble.
- Consider focusing on small/chamber ensemble or solo music instead of large ensemble music (when possible).
- Inside practice times should be reduced to 30 minutes or less, followed by clearing the room for 20-minutes for the HVAC system to change the air indoors with outside air.
- Work with building admin/guidance staff on scheduling.
- Provide them with lists of students you would like to see in class together.

## **Technology Considerations**

- Districts should consider providing teachers with voice amplification systems to reduce aerosol spread.
- Appropriate technology access and resources will be required to support quality music education in all learning environments (hybrid model, in-person with restrictions, and remote learning). The unique needs of music courses should be considered in the district technology plan for all reopening scenarios. Basic requirements should include: Educator access to functioning equipment to enhance music instruction (including devices, equipment such as webcam and USB microphone, and software) in the classroom, in 'traveling' settings, and at home.
- Students should consider printing/downloading their own music to reduce infection spread if able to do so. (Teachers should provide if asked from students/families.)
- Teachers may consider using virtual band software: Filmora, Davinci Resolve, Adobe Premiere, etc.
- Access to software such as SmartMusic, MusicFirst, Quaver, Flipgrid, Noteflight, etc. can be very beneficial. Schools and districts should consider providing an adequate amount of funding for subscriptions to one or more of these platforms based on what is needed for each class.

## **Instrumental Music**

### **Teaching Strategies for Remote/Hybrid/In-Person**

#### **Host online pre-screening for students to confirm interest prior to in-person instruction**

- Greater focus on individualized instruction/small chamber ensemble formation.
- Musicianship-building skills as well as solo performance and peer critique.
- Guided independent practice time, and student-created recordings (with resources provided).
- Building upon compositional, theory, and aural skills.
- Student Choice-Boards/differentiated models.
- Consider having students create instructional videos that teach other students how to play their specific instrument (basic, intermediate, advanced, instrument care and maintenance, instrument tendencies, etc.).

#### **PBL (Project Based Learning) focusing on Create, Respond, Connect**

- Connecting to music that students may already know and to their life experiences.
- Discovering and creating meaning in partnership with other students and the teacher.
- Open-ended learning through discussion and creative problem-solving.
- Consider lesson plans to allow for objectives to be differentiated for a hybrid model and school districts should not require teachers to create multiple plans per class period. (Ex, Hybrid model AND in-person model should appear similar)
- Teachers should consider sharing previously recorded lessons/rehearsal videos for hybrid/in-person models.
- If marching band is normally part of your class, consider having students collaborate to design their own show. (This can include everything from music selection, uniform selection, drill design, guard work, visuals, etc.)
- Watch a video performance of a band and have the students be the adjudicators. They can fill out adjudication sheets with written comments and/or provide verbal feedback (as judges do during competitions and festivals).

#### **Equity & Access to Technology**

- Prioritize in-person lessons for those students who do not have access to reliable technology.
- Teachers consider the technology & wi-fi that is available to students when planning music activities & assignments.
- Capitalize on the strengths of remote learning and in-person learning.
- If possible, school instruments can be loaned to students for use at home. Assignments should be adjusted to accommodate students without access to instruments.
- Schools need to take into account that some students may not be able to play their instruments at their house.

#### **Asynchronous**

- Create or provide instructional videos to deliver new material and/or review.
- Threaded discussion posts/responses in Google Classroom or similar platforms.
- Google Forms, Schoology and/or Flipgrid for attendance, participation, and/or assessment.

#### **Synchronous**

- Ensure scheduled live instruction does not conflict with other classes/content areas.
- Establish a schedule that includes sufficient preparation time between live sessions.
- Establish instructional protocols/norms with students (everyone mutes, how do students get the

## Instrumental Music

teacher's attention, conduct in a live class or discussion meet, etc).

- Plan time to teach students how to use selected learning platforms.
- Host virtual discussions on music-related topics, recordings, or performances.
- Use YouTube premiere feature to schedule a viewing of a recorded performance or presentation, discussion can be held in the chat feature.

## Performance Considerations

If schools are permitted, stream online WITHOUT a live audience. Commenting on the live stream will also be disabled.

- 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.
- When actively practicing and rehearsing, students and staff should maintain the recommended social distancing guidelines, or use an online platform for rehearsing.
- Teachers may consider using virtual band software; Filmora 9, Davinci Resolve 16, FL Studio, MuseScore, SmartMusic, ForScore, Staff Wars, etc.
- Though 'virtual performance' video productions give the appearance of ensemble performance, they **should not** be thought of as replacements for typical school concerts. These video productions, though enjoyable to watch, do not allow for student musicianship skills that are required to listen and respond to fellow musicians in real-time - essential skills that are developed.
- Districts must understand that concerts and/or performances will look different this year.
- Performances will vary from informal/formal (refer to "Performances" section under the overarching music headline).
- ***Nothing replicates the experience of live music-making.***

## Vocal Music

### VOCAL MUSIC

*In addition to the recommendations below, teachers should also reference the other music sections of this document for more suggestions that may apply to their classroom.*

### Safety Considerations for In-Person/Hybrid Instruction

#### Facilities

- In some instances, it may not be possible to use the music room due to class sizes and the need to socially distance. If this is the case:
  - Teachers should investigate the ability to use larger spaces such as the school gym, multipurpose room, theatre, cafeteria, community center, etc. Students and teachers may take into account outdoor spaces to adhere to social distance guidelines.
  - The more HEPA filtration the better, and the higher the air exchange rate (ACH) the better.
  - 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.
  - Air change rate accounts for the volume of the room. A minimum of 3 times per hour should be the goal. The more frequent the ACH the faster the room air will be cleaned.
  - Please refer to the [Association for Heating, Ventilating and Air-Conditioning Engineers \(ASHRAE\)](#) guidance on ventilation during [COVID-19](#).
- Using Music Rooms as a shared space:
  - Handwashing routines for before and after class are strongly recommended.
  - Hand sanitizer should be available in the classroom.
  - It is highly recommended that high touched surfaces be cleaned between classes.
  - Students should be given the option to bring their own music/music stand to class.
  - All teachers & students must wear masks.

#### Social Distancing, Sanitization & Hygiene

- Social distancing should occur as suggested by the CDC and the NFHS aerosol study.  
[National Federation of State High School Associations \(NFHS\) Aerosol Updates](#)
- Currently that distance is a 6x6 foot space around each student with the student sitting in the center. Straight lines should be used as curved setups can affect the aerosol movement in a room.
- Students should sit all facing the same direction, back to front to minimize potential exposure.
- **Singers will need to sing forward-facing, not in a circle or facing each other.**
- Marks should be placed on the floor to mark where chairs should be set up.
- Well fitted masks should be worn by all students and teachers as face shields are not as effective in mitigating the risk of aerosol spread for singing.
- **No** talking without a mask.
- Indoor rehearsal times **should** be reduced to 30 minutes or less (which may increase with additional research) followed by clearing the room 20-minutes for the HVAC system to change the air indoors with outside air.
- Consider managing storage areas to limit the number of students at a time in the room. Anyone who enters the room 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.
- Establish routines for students entering the classroom, sanitizing hands, along with gathering and setting up materials and music folders.
- It is highly recommended that students **not** share folders, music or music stands.

## **Vocal Music**

- Consider face shields along with well fitted face masks for vocal instruction to prevent the spread of droplets.
- School districts should consider providing sanitizer, tissues, gloves, masks, etc. to facilitate instruction.

## **Scheduling Considerations**

- Create alternative schedules where the ensembles are divided into smaller ensembles that do not rehearse at the same time.
- Schedule more ensembles that are smaller in size as opposed to one large ensemble.
- Inside practice times should be reduced to 30 minutes or less.
- Work with building admin/guidance staff on scheduling.
- Provide them with lists of students you'd like to see in class together.

## **Technology Considerations**

- Districts should consider providing teachers with voice amplification systems to reduce aerosol spread.
- Appropriate technology access and resources will be required to support quality music education in all learning environments (hybrid model, in-person with restrictions, and remote learning). The unique needs of music courses should be considered in the district technology plan for all reopening scenarios. Basic requirements should include: Educator access to functioning equipment to enhance music instruction (including devices, equipment such as webcam and USB microphone, and software) in the classroom, in 'traveling' settings, and at home.
- Students should consider printing/downloading their own music to reduce infection spread if able. Teachers should provide if asked from students/families
- Teachers may consider using virtual choir software; Filmora 9, FL Studio, etc

## **Teaching Strategies for Remote/Hybrid/In-Person**

### **Host online pre-screening for students to confirm interest prior to in-person instruction**

- Greater focus on individualized instruction/small chamber ensemble formation
- Musicianship-building skills as well as solo performance and peer critique
- Guided independent practice time, and student-created recordings (with resources provided)
- Building upon compositional, theory, and aural skills
- Student Choice-Boards/differentiated models

### **PBL (Project Based Learning) focusing on Create, Respond, Connect**

- Connecting to music that students may already know and to their life experiences.
- Discovering and creating meaning in partnership with other students and the teacher.
- Open-ended learning through discussion and creative problem-solving.
- Consider lesson plans to allow for objectives to be differentiated for a hybrid model and school districts **should not** require teachers to create multiple plans per class period. (Ex, Hybrid model AND in-person model should appear similar)
- Teachers should consider sharing previously recorded lessons/rehearsal videos for hybrid/in-person models

### **Equity & Access to Technology:**

- Utilize a creative schedule, for example, whereby some students could go to a computer lab for

## Vocal Music

in-person instruction while other students are working in the ensemble. Students at home could use available technologies.

- Prioritize in-person lessons for those students who do not have access to reliable technology.
- Teachers **should** consider the technology and wi-fi connection to families within the district.

## Asynchronous

- Create or provide instructional videos to deliver new material and/or review.
- Threaded discussion posts/responses in Google Classroom or similar platforms.
- Google Forms and/or Flipgrid for attendance, participation, and/or assessment.

## Synchronous

- Ensure scheduled live instruction does not conflict with other classes/content areas.
- Establish a schedule that includes sufficient preparation time between live sessions.
- Establish instructional protocols/norms with students (everyone mutes, how do students get the teacher's attention, conduct in a live class or discussion meet, etc).
- Plan time to teach students how to use selected learning platforms.
- Host virtual discussions on music-related topics, recordings, or performances.
- Use YouTube premiere feature to schedule a viewing of a recorded performance or presentation, discussion can be held in the chat feature.

## Performance Considerations

If schools are permitted, stream online WITHOUT a live audience. Commenting on the live stream will also be disabled.

- 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.
- When actively practicing and rehearsing, students and staff should maintain at least 10 feet of distance when possible, or use an online platform for rehearsing.
- Teachers should consider using virtual choir software; Filmora 9, FL Studio, MuseScore, SmartMusic, ForScore, Staff Wars, etc.
- Though 'virtual performance' video productions give the appearance of ensemble performance, they **should not** be thought of as replacements for typical school concerts. These video productions, though enjoyable to watch, do not allow for student musicianship skills that are required to listen and respond to fellow musicians in real-time - essential skills that are developed.
- Districts **must** understand that concerts and/or performances will look different this year.
- ***Nothing replicates the experience of live music-making.***

## Theatre



The following is fundamental curriculum guidance from the Educational Theatre Association, which is relevant to the different models of teaching that might work in the 2020-21 school year and perhaps beyond:

1. When in-person theatre performance is either limited or unavailable, the curriculum should include curated teacher-guided virtual or recorded theatre performances that are or will be widely available so students can gain a better understanding of play structure, playwright intent, and production elements.
2. Curriculum and scheduling must be mindful of how instruction can support the social and emotional wellbeing of students, whether through playmaking, classroom instruction, or virtual environments in the COVID-19 era.
3. Virtual or hybrid curriculum should re-imagine in-class lessons, whenever possible, and create visible evidence of student learning that is measurable.
4. For students with special needs, adaptation tools must be provided to maximize their participation in classroom and production activities, either virtually or in-person.
5. The size of in-person theatre classes should meet CDC and state or district public health guidelines.
6. Coursework must continue to educate students on the elements and importance of intellectual property, copyright, and licensing fees, especially as there is an increased interest and demand for streaming of theatre performances.
7. Regular and meaningful opportunities for students to rehearse, produce, and perform theatre is of paramount importance, whether in person or remotely.

### Safety Considerations

- School staff and students must follow and adhere to all current CDC and state guidelines for facilities and social distancing requirements.
- Teachers should establish clear classroom procedures consistent with state & CDC guidelines for health & safety in the use of materials & equipment in common areas. (e.g. materials will be given to students, instead of walking in the room to retrieve them.)
- Teachers should consider using a portable amplifier to keep their voices at a low conversational volume. Students should also ask questions in a low conversational volume with a mask. (International Coalition Performing Arts Aerosol Study)
- Existing HVAC systems should be fitted with HEPA filters if possible. The more HEPA filtration the better, and the higher the air exchange rate (ACH) the better. (International Coalition Performing Arts Aerosol Study)
- Teachers are assumed to talk the most and as a result, should be provided with the most efficient mask possible that is readily available to wear, which are surgical masks. (N95s are not recommended at this time due to supply chain issues.) (International Coalition Performing Arts Aerosol Study)
- Masks should be worn at all times. (International Coalition Performing Arts Aerosol Study)
- Teachers should consider outdoor rehearsals and outdoor performance venues whenever possible.
- Indoor rehearsals should last for 30 minute intervals followed by clearing the room for 20-minutes for the HVAC system to change the air indoors with outside air. (International Coalition Performing



## Theatre

### Arts Aerosol Study)

- Whenever rehearsing, students should be socially distanced by at least six feet from one another (in each direction). If social distancing must be maintained on stage, clear taped markings and specific blocking should be used for actors to keep safe distance between one another.
- Handwashing routines for before and after class must be established and followed.
- Hand sanitizer must be available in the classroom.
- High contact surfaces should be cleaned prior to every class.
- In the event that school spaces, which have traditionally been used for theatre class (auditorium, black boxes, etc.), are going to be reassigned to other subject areas due to spacing requirements, administration should provide a viable alternative classroom for the theatre class with suitable space for socially distanced acting activities. Teachers should be notified no less than one week in advance if they will need to relocate for a class period.
- Outside organizations should not utilize the school space.
- Theatre staff in addition to Custodial Staff must have access to proper cleaning supplies for a space.
- Theatre Staff in addition to Custodial Staff must know when a group is in the space so that proper cleaning protocols can take place before and after use of space (including performance area, back of house offices, dressing areas, green rooms, production areas, storage spaces etc.)
- A cleaning checklist should be posted outside the space for people to initial with date/time to maintain a hard copy record of when the space was last utilized and cleaned.
- When sitting in auditorium seating or similar, all should maintain ample social distance. 1 seat = 2 - 3 seats on each side of person and NO in person between rows (in front or behind your seat).

### Performance Considerations

- If a microphone is used during an event or class. It must be properly wiped down and put away in a clean/non-contaminated location using appropriate cleaners- soap and water with a soft bristle brush.
- Props & Wigs should be used by a single student and not be shared. They should also be cleaned regularly while all temporary makeup tools should be discarded after one use.
- All sound and light boards should be cleaned between uses using isopropyl alcohol wipes or at the direction of the manufacturer.
- Box offices should utilize clear partitions. If there is no physical Box Office, 2 tables should be placed side by side (width to width) to ensure safe distance from patron to Box Office Attendant.
- Whenever possible, schools should utilize online ticket options. In the event that this is not financially possible, a Credit Card/Chip reader should be available so that no physical money is exchanged. If patrons are lining up to purchase tickets, queues should be marked with six feet of distance between patrons. Schools should shift towards a model that eliminates in-person ticket sales and instead relies on electronic tickets purchased in advance of the event.
- All sets, prop pieces, etc. should be wiped down during & after rehearsals/ performances with CDC-approved disinfectant.
- If concessions are to be sold, concession stand items should be prepackaged.
- Whenever possible, staff should have audiences utilize multiple entrances into the performance space. Audiences should utilize separate entrance and exit doors when possible.
- Whenever possible, audience arrivals should be staggered so that only a percentage of the audience is arriving at once.
- Teachers should consider producing shorter productions or JR/School Edition versions of shows which tend to run between 60-90 minutes. (MTI has recently lifted age restrictions on their titles).
- All power tools, cables, hand tools, sewing machines, and any other equipment that could be used by multiple people must be cleaned with isopropyl alcohol wipes before next use.

## Theatre

### Theatre Teacher Resources

Be sure to look at the resources listed under other content areas because they may be useful to you as well!

[Theatre Educator Pro](#)  
[Drama Teacher Academy Tech Resources](#)  
[Drama Teacher Academy](#)  
[TYA USA](#)  
[Jamulus Software](#)  
[Realtime Music Solutions](#)  
[GoReact](#)  
[Music Theatre Educator's Alliance](#)  
[AntiRacist Theatre Training](#)  
[Nearpod](#)  
[Panapto](#)  
[Playposit](#)  
[Trello](#)  
[Scenic and Lighting Design](#)  
[Digital Theatre +](#)  
[Working on Broadway](#)  
[Cleaning Microphones](#)  
[Broadway on Demand](#)  
[Flexible Show Selection for Theatre Productions](#)

## Visual Arts



The Delaware Art Education Association is committed to helping **all** visual art teachers with instructional strategies, safety practices and advocacy. We believe that our commitment to follow the vision from the National Art Education Association is especially vital during this health crisis: “Students of all ages benefit from comprehensive, balanced, and sequential learning in the visual arts, led and taught by qualified teachers who are certified in art education. Art educators meet ethical and rigorous standards of excellence in preservice preparation, ongoing professional development, pedagogy, and inquiry in the field. School-based visual arts instruction surpasses national, state, and local standards and is enhanced through access to art museums and other community resources. The power of the visual arts to enrich human experience and society is recognized and celebrated throughout the world.” Visual Art is a spatial art form that satisfies the human need to respond, construct and expand from life experiences through images, structures and tactile works. Through *Creating, Presenting, Responding, and Connecting* students develop skills such as collaboration, communication, creativity, and critical thinking. DAEA will continually share updated resources on their website [daea.weebly.com](http://daea.weebly.com)

### Key Imperatives

- Visual Art Educators **should** teach and are most valued in their content areas
- Visual Art Educators **must** be limited to the same number of student exposures that other teachers are assigned

### Curriculum

#### Delaware Visual Arts Standards

- Develop standards based arts units/lessons building sequentially, on prior knowledge, chunking information with students individual manipulatives, tools or graphic organizers.
- Create asynchronous video and resources.
- Develop focused 3-5 minute asynchronous (best practice) scripted lessons and up to 20 minute asynchronous scripted lessons introducing & reinforcing new material, methods, and techniques, available for student viewing for in home or in person use.
- Teach synchronous classes scheduled to include peer feedback, teacher check in and feedback
- Provide units/lessons that meet standards in all areas. Noting that digital platforms do not replicate the experience of visiting a museum/gallery in-person.

### Social Emotional Learning (SEL) (<https://casel.org/reopening-with-sel/>)

- Engage students with art learning and making tasks that support and strengthen SEL competencies for self, and social awareness and that emphasize personal responsibility to accomplish tasks as scheduled
- Implement daily/weekly question prompts for journaling to access SEL competencies (self and social awareness) in the artmaking process. Students can write critical analysis of selected works of art,

## Visual Arts

with written or verbal recorded reflection response. Ex: How does this artwork reflect aspects of your life?

- Instruct students to develop digital displays & art exhibitions according to DE VA Standards (ie. Google Slides)
- Instruct students to create artworks using digital applications
- Instruct students to photograph created works of art and/or film short videos of themselves in the artwork creation process, and upload the information to LMS or digital platform. Students can add written reflections, allowing teachers to track and give feedback on art works.

## Safety

- Follow and adhere to all current CDC and state guidelines for facilities and social distancing requirements.
- Visual Art Educators must be limited to the same number of student exposures that other core teachers are assigned.
- Teachers must follow CDC and NAEA recommendations to treat shared art materials. Schools must provide appropriate cleaning products and sanitizer for classroom and cleaning supplies for art tools.
- For in-person instruction, teachers should be provided with a portable amplifier to keep their voices at a low conversational volume. Students should also ask questions in a low conversational volume with a mask. (see Resources for International Coalition Performing Arts Aerosol Study)
- Teachers should instruct students on safety protocols, with graphic organizers, and posters, to remind them of protocols of the classroom, and care of shared materials. Ex: handwashing before and after class and cleaning of their area.
- Other teachers should not rotate into an Arts Discipline classroom, while the resident teacher is cleaning or planning in that classroom.

## Scheduling

- Follow and adhere to all current CDC and state guidelines for facilities and social distancing requirements.
- Mask up for accountability in all personal encounters.
- For elementary, remote broadcast instruction or use asynchronous videos in homerooms in lieu of elementary art on a cart to avoid arts specialists as super spreaders in multiple classroom contact, according to CDC and state guidelines for facilities and social distancing requirements.
- Record parent contact information.
- Have access to reliable WiFi.
- Video should be closed caption whenever possible.
- Conduct virtual orientations prior to the start of year, with contacts, and lesson delivery systems listed.
- Check and record whether students have access to a phone or digital camera for image capture.
- Establish clear classroom procedures consistent with state & CDC guidelines for health & safety in the use of materials & equipment in common areas. (e.g. supplies will be given to homeroom teachers to pass out instead of students walking around the room to retrieve them.)
- Assign students to arts teachers the equivalent to a 75% or less of typical class sizes to allow for more individual attention due to social distancing requirements. (ie. Elementary students may be limited to one arts discipline per cycle)
- Disperse Art Supply kits with students at the beginning of year/semester/marking period.
- Flip arts classroom to allow asynchronous lesson and unit instruction, and synchronous class time for additional help and information.

## Visual Arts

- Engage class in zoom meets as appropriate for elementary, middle & high school.
- Build in longer transition times between class to allow for disinfecting supplies, spray wiping tables or to travel to another classroom to drop off supplies.

## Technology and Materials

### Teacher Recommendations:

- Utilize a Laptop, Document Camera (ex. IPEVO) and Smartboard (for in-person teaching, meeting CDC and state guidelines for facilities and social distancing requirements)
- Utilize a Headphone with microphone set. (ex. Logi)
- Record an asynchronous video that can be stored and link shared to the homeroom elementary teacher.
- Manage a digital platform or LMS for student portfolios (ie. Google Slides, Schoology, Artsonia)
- Utilize use a digital platform or LMS to communicate with students for instruction such as demonstrate drawing, artist statements, mindmapping, class discussions, exit tickets (ie. Google jamboard)
- Secure Internet access for home based instruction
- Provide list of items for Minimum School based Art Kit
- Provide guidelines for use and care of supplies
- Must have art supplies that the students are given

### Learner Recommendations:

- Have access to a 1:1 laptop/chrome book for equity, & provide protocols (ie: No food or drink near chromebooks.) PreK-1st grade 1:1 tablets
- Have and use Minimum School based Art Kit
- Follow guidelines for use and care of supplies
- Store supplies with individual class, and store Individual Student Art Kits in containers (ie. plastic gallon zip locks)

## Assessment

- Assess student progress and work based on [Delaware Standards for Visual Art](#)
- Utilize a digital platform or LMS for student portfolios (ie. Google Slides, Schoology, Artsonia)
- School Based Art Kit follows each student, based on Delaware Standards for Visual Art curriculum, lessons, and units
- **Grades Pre K-2 Materials Recommendations:**  
#2 pencil, eraser, colored pencils, Crayola crayons (16+), Prang glue sticks, scissor, hand sharpener, white drawing paper, colored construction paper, Prang Watercolor set, #3, #6, #12, sketchbook (sketchbook may be composition notebooks, or copier paper three hole punched with paper fasteners in a folder)
- **Grades 3-5 Materials Recommendations:**  
#2 pencil, eraser, colored pencils, Crayola crayons (16+), markers, oil pastels, glue, scissor, hand sharpener, white drawing paper, colored construction paper, black Sharpie marker, Prang watercolor set, brushes #3, #6, #12, sketchbook
- **Grades 6-8 Materials Recommendations:**  
Sketchbook 9x12 side spiral 25 pages, or folder with paper sheets, basic drawing pencil set; 2b, 4b, 6b, eraser, colored pencils, glue, scissor, hand sharpener, tortillion stump, Crayola crayons (16+), markers, black Sharpie marker, oil pastels, watercolor set, brushes #3, #6, #12, basic acrylic set, acrylic paint brushes, sketchbook, permanent markers (ie. Sharpies), modeling clay, colored paper

## Visual Arts

- **Proficient Grades 9-12 Art I Materials Recommendations:**  
Sketchbook 9x12 side spiral 50 pages, or folder with paper sheets  
Packaged individual student kits (ie. in gallon plastic ziploc bags), basic drawing pencil set; 2b, 4b, 6b, kneaded eraser, charcoal, Prisma colored pencils, glue, scissor, hand sharpener, tortillion stump, Crayola crayons (16+), oil pastels, watercolor/Reeves gouache set, watercolor brushes #3, #6, #12, basic acrylic set, acrylic paint brushes, permanent markers (ie. Sharpies), modeling clay, colored paper, NuPastels sets, alcohol, solvents
- **Accomplished Grades 9-12 Art II Materials Recommendations:**  
Sketchbook 9x12 side spiral 50 pages, Same as Art I and including india inks, tracing paper, printmaking inks, linocut, lino cutters, scratchboard
- **Accomplished Grades 9-12 Art III Materials Recommendations:**  
Same as Art I & Art II and including charcoal pencils, Fixatif Spray, oil paint sets, oil brushes, rags, solvents, turpenoid, brush markers, palette knives, bristol board, gesso, xacto knife, Exhibition materials, mat board
- **Advanced Grades 9-12 - 3D Classes Materials Recommendations:**  
Sketchbook 9x12 left side spiral 50 pages, Note: AMACO clay advises against recycling of classes shared clay. 1/4 box Stoneware or 12.5lbs/50 lb box, 32.00 box  
Standard Clay, Clayworks Baltimore. NO Sharing, 100% silicone caulk, cornstarch, plaster, Stoneware clay, handbuilding tools, wheel tools, wire, bristol board, cardboard, foam core, dust masks
- **Advanced Grades 9-12 AP ART /IB Materials Recommendations:**  
Same as Art I, Art II & 3D including Stabilo Pastel pencils, dust masks, air brush equipment, Dr. Ph. Martin Inks, frisket film, Physical Portfolio/Cardboard Folder, Materials appropriate for Individual Sustained Investigations, (AP) and Process Portfolio Experimentations (IB)
- Alternatives or additions should be decided by the art teacher based on standards based lessons
- Omit items from Art Materials kits in take home kits that might be deemed unsafe without teacher supervision.

## Professional Development

- Be provided or accepted asynchronous professional development using a variety of examples of formats that meet best practices for Arts Educators. See State Arts Organization as a resource for Arts Staff
- Be provided intensive training in CDC guidelines including ways to sterilize art supplies and materials if they need to be shared and time built into the school day for cleaning.
- Be provided cleaning products and sanitizer for classroom and tool cleaning.
- Be provided professional development of what the "new context" means for schools; the protocols and procedures supporting students, parents and staff through our new context.
- Be provided coordinated professional development training teachers on video conferencing platforms (ie.: Schoology, Zoom, Google Suite, Screencastify, LOOM, Google meet, Google Hangout, and related technologies)
- Provided staff training on making instructional synchronous and asynchronous instruction.
- Form Arts PLCs discussing best practices using digital tools for student achievement. (ie. free trials, Canva, Adobe Spark, Genially)
- Be provided professional development to Arts Teachers in digital arts making tools to create digital Art Works.
- Encourage use of laptops/Chromebooks/tablets in the Arts room (ie. posting exit tickets, student reflections)
- Generate a list of district/school supported digital tools, apps & websites

## Visual Arts

### Visual Arts Teaching Resources

Be sure to look at the resources listed under other content areas because they may be useful to you as well!

#### State and National Organizations

- [Delaware Art Education Association \(DAEA\)](#)
- [National Art Education Association \(NAEA\)](#)
- [National Art Education Association \(NAEA\) Remote Learning Toolkit](#)
- [New Jersey's "September Ready" Arts Education Guidance](#)
- [CASEL Social and Emotional Learning](#)
- [Online Art Teachers Facebook Group](#)
- [AP Art Teachers Facebook Group](#)

#### Tech/App Recommendations

- [Adobe Spark](#) - Create engaging presentations
- [Canva Graphic Design Program](#)
- Schoology Assessments: EQ prompts with written reflections, VA standards based rubric.
- [Procreate App \(iPad\)](#)
- [Google Draw](#) for drawings, [Google Jamboard](#), [Google Play](#) for reflections (sound)
- [Bitmoji classroom](#) for virtual exhibitions, collections
- [Bitmoji Craze for Educators](#)
- [Strata Digital 3D Sculpting](#)
- [Remove.bg](#) to remove backgrounds from digital .pngs
- [unscreen.bg](#) to remove video backgrounds
- [Loom](#) - free video messaging and presenting
- [Genial.ly](#) presentations
- [Quick, Draw!](#) - From Google, an online doodling tool/game
- [Photopea](#) - online free photo editor - like Photoshop
- [Pixlr](#) - Photo editor with Photoshop-like interface
- [Gimp](#) - open source code image manipulation
- [Tinkercad 3D Modeling](#)
- [Hero Forge Custom Made Miniatures](#)
- [Padlet](#)
- [Seesaw](#)
- [Flipgrid](#)
- [Kami](#)
- [Screencastify](#)
- [SMART Learning Suite](#)

## Resources

### Resources Used in This Report

#### State Arts Guidance

- Connecticut - [COVID-19 and Beyond: Guidelines for Connecticut K-12 Arts Programs](#)
- Georgia Tech - [Event Risk Assessment Tool](#)
- New Jersey - [September Ready: Fall 2020 Guidance for Arts Education](#)

#### National Guidance

- [Dance USA Resources Related to the Coronavirus](#)
- [NFHS/NAfME Fall 2020 Guidance for Music Education](#)
- [NFHS COVID-19 Aerosol Study \(ONGOING\)](#)
- [NFHS Guidance for a Return to High School Marching Band](#)
- [NFHS COVID-19 Instrument Cleaning Guidelines](#)
- [NFHS Copyright Guidance](#)
- [NFHS Free Understanding Copyright and Compliance Course](#)
- [Educational Theatre Association - Recommendations for Reopening School Theatre Programs](#)
- [National Art Education Association \(NAEA\)](#)
- [National Art Education Association \(NAEA\) Remote Learning Toolkit](#)

#### Delaware COVID-19 Guidance

- [Delaware's Returning to School: Planning a Safe, Efficient, and Equitable Return to School for Students and Staff](#)
- [For Schools and Universities](#)
- [Guidance for Singing or Yelling](#)



## **Resources**

### **Partners in Collaboration with the Delaware Arts Alliance to Create this Document:**

#### **Delaware Arts Alliance (DAA)**

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#### **Delaware Art Educators Association (DAEA)**

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Lorraine Poling  
Kristen Rosenthal  
Wendy Wallace

#### **Delaware Dance Educators Organization (DDEO)**

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Tracy Friswell-Jacobs  
Tara Madsen-Robbins

#### **Delaware Educational Theatre Association (Delaware - EdTA)**

Sadie Andros  
Tracy Friswell-Jacobs  
Rick Neidig

#### **Delaware Music Educators Association (DMEA)**

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Lauren Anderson  
Christine Hadfield  
Gabriel Harley  
Maria Parks  
Richard Weaver

#### **Media Arts**

Judith Loeber