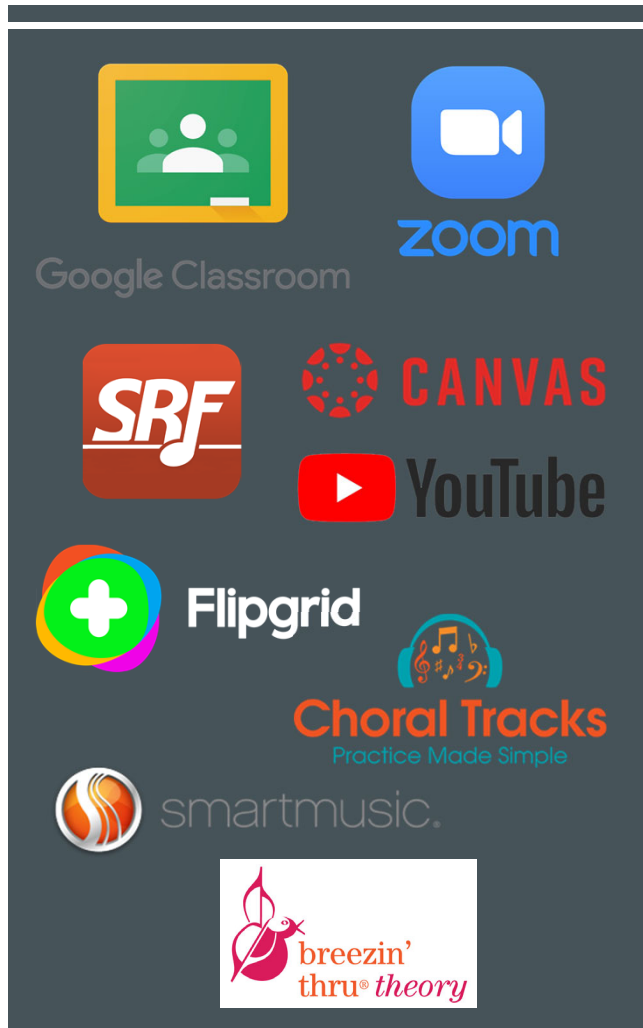




- **ELEMENTARY MUSIC**
- **BAND**
- **ESTUDIANTINA**
- **MARIACHI**
- **CHOIR**
- **DANCE**
- **THEATRE ARTS**
- **VISUAL ARTS**



Effective **FINE ARTS EDUCATION** can successfully continue in remote learning settings. Our **TEKS** outline artistic processes that can be achieved through adapting current curricula and lessons, using educational technology and virtual performance platforms. Our collective remote learning experience data, materials, and resources will be compiled to provide exemplary platforms, resources, and lessons that reflect meaningful remote learning **CONTENT** and remote learning **PERFORMANCE EXPERIENCES**.



# ELEMENTARY MUSIC

## SYNCHRONOUS



- Utilize Quaver Music, BISD's online elementary music curriculum, permitting interaction/engagement between educator and students to conduct lessons that follow the TEKS. Other instructional materials may be used as needed.
- The educator should have access to lighting and at least one webcam for virtual lessons. Students need access to an electronic device with a working webcam.
- Music educators can provide piggyback lessons through the classroom teachers' online classroom or in a separate Zoom meeting or Google Classroom.
- Music educators will provide live instruction for each class scheduled ahead of time with each individual classroom teacher. (See the curriculum department's suggested elementary schedule.)

# ELEMENTARY MUSIC

SYNCHRONOUS



- Each lesson, done at least bi-weekly, will consist of up to 30 minutes of synchronous instruction, which can be followed by 15 minutes of asynchronous work.
- Establish instructional protocols with students (everyone mutes, how do students get the teachers attention, etc.).

# ELEMENTARY MUSIC

## ASYNCHRONOUS



- Utilize Quaver Music to assign a variety of games and online assignments to deliver new and/or review previously learned music material (example: Instrument Crane game).
- Individual songs may be assigned through Quaver to be learned for the next class.
- Educators may assign music to groups of students with access to recorders or guitars.
- Educators may assign an at-home project for the students to complete. For example, students may make a homemade instrument.

# ELEMENTARY MUSIC

FACE-TO-FACE



- Classes conducted in person should adhere to all BISD COVID-19 guidelines and protocols.
- The educator should focus on activities students can do without the use of devices or instruments, such as body percussion pieces, creating short melodies, etc.
- When possible, use Smart Boards or a music stand instead of shared music books/music.
- Adapt songs and dances that are traditionally performed in circles or involve contact to accommodate social distancing restrictions.
- Explore other avenues of music learning besides singing or playing (music listening/appreciation, composition, music history, and so much more).

# BAND

## SYNCHRONOUS



- Host virtual discussions via online video platforms on music-related topics, recordings, or performances.
- Group warm-up and instrument fundamental lessons will be held through video platforms. Smaller groups are preferred to minimize difficulties with bandwidth.
- Virtual marching fundamental lessons will be provided by staff and students leaders via video conference.
- Homogeneous sectional playing rehearsals will be provided for marching band/pep music.
- Online masterclasses and synched playing lessons will be provided in small groups in preparation for Texas Music Educator Association auditions. Students will have the opportunity to qualify for the All-State Band via recorded auditions.

# BAND

## ASYNCHRONOUS



- Music theory assignments will be assigned on Google Classroom for students to complete at their own pace. These assignments will cover music notation, scales and key signatures, and other components essential to music literacy.
- Students will be assigned playing and marching assessments. Students will record videos of their performance and upload them to the platform.
- Staff will upload instructional videos based on instrument fundamentals for students to watch, imitate and practice on their own.
- Students will record and upload excerpts of their daily practice for director feedback.



# BAND

## FACE-TO-FACE



- Students will practice/perform on their instruments with COVID recommendations in place.
- Surgical-style masks shall be worn by all students and teachers to mitigate the risk of aerosol spread.
- When possible, it is optimal to wear a mask with a small slit for mouthpiece access 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.
- Bell covers are highly recommended as "masks" for the instruments. Bell covers should be made of multi-layered high denier nylon material and provide a barrier for aerosols.

# BAND

## FACE-TO-FACE



- Social distancing should occur as suggested by the CDC. Currently, that distance is a 6x6 foot space around each student with the student sitting in the center. When possible, it is recommended to hold rehearsals outside.
- 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.
- All instruments and classroom furniture will be wiped down and disinfected after each class.
- Spit valves should not be emptied on the floor. It is recommended using strategically placed trash cans to catch the contents of the spit valve and discard.

# BAND

## FACE-TO-FACE



- Students should be taught COVID-19 Instrument Cleaning Guidelines and be required to regularly clean their instruments. This requirement should be communicated to students' families as well.
- Students must demonstrate and model appropriate safety precautions at all times, including hand washing, instrument sanitizing, social distancing, and, when appropriate, the use of PPE.

# ESTUDIANTINA/MARIACHI

## HI

SYNCHRONOUS



- Host virtual discussions via online video platforms on music-related topics, recordings, or performances.
- Small group instrument fundamental lessons will be held through video platforms. Smaller groups are preferred to minimize difficulties with bandwidth.
- Because of aerosol emissions, open-mouth singing is encouraged as an online activity only. Students will be led in online singing and ear training instruction remotely.
- For mariachi, online masterclasses and synched playing lessons will be provided in small groups in preparation for the Texas Music Educators Association auditions. Students will have the opportunity to qualify for the inaugural All-State Mariachi via recorded auditions.

# ESTUDIANTINA/MARIAC

ASYNCHRONOUS



## HI

- Music theory assignments will be assigned on Google Classroom for students to complete at their own pace. These assignments will cover music notation, scales and key signatures, and other components essential to music literacy.
- Students will be assigned playing assessments. Students will record videos of their performance and upload them to the platform.
- Staff will upload instructional videos based on instrument fundamentals for students to watch, imitate, and practice on their own.
- Students will record and upload excerpts of their daily practice for director feedback.
- Students will play and sing along with recordings provided by directors.

# ESTUDIANTINA/MARIAC

## FACE-TO-FACE



## HI

- Students will practice/perform on their instruments with all COVID recommendations in place.
- Surgical-style masks shall be worn by all students and teachers at all times.
- It is recommended to use humming during the learning process rather than open-mouth singing; extended use of audiation as an instructional strategy; equip singers with resources for self-directed learning, such as accompaniment and part recordings; and reduce number of singers at any given time while other students listen and assess.



## HI

- Social distancing should occur as suggested by the CDC. Currently that distance is a 6x6 foot space around each student with the student sitting in the center. When possible, it is recommended to hold rehearsals outside.
- All instruments and classroom furniture must be wiped down after each class.
- Students must demonstrate and model appropriate safety precautions at all times including hand washing, instrument sanitizing, social distancing, and, when appropriate, the use of PPE.



## R

- Secure the necessary technology to deliver the best quality digital instruction, including a high-quality (USB) microphone, a digital audio workstation, and a quality web-enabled camera.
- Utilize online learning platforms that permit interaction and engagement between educator and students (e.g., chat feature, screen sharing, non-verbal communication tools) to discuss music-related topics, recordings, or performances.
- Equip singers with resources for self-directed learning, such as accompaniment and part recordings. (ChoralTracks)
- Give assignments requesting video and/or audio recordings to track and evaluate individual student progress.
- Conduct choral fundamental lessons in small groups.





## R

- Plan for 1:1 voice lessons and tutoring sessions.
- Equip student leaders with digital tools for student-led activities.
- Give written assignments through Google Classroom.
- Give assignments requesting video and/or audio recordings to track and evaluate individual student progress through Google Classroom, FlipGrid, or another preferred platform.
- Explore digital performance technologies for solo/ensemble singing.
- Create online office hours and/or appointment opportunities.
- Online masterclasses and synched singing lessons will be provided in small groups in preparation for Texas Music Educator Association auditions. Students will have the opportunity to qualify for the All-State Choir via recorded auditions.



## R

- Secure the necessary technology to deliver the best quality digital instruction, including a high-quality (USB) microphone, a digital audio workstation, and a quality web-enabled camera.
- Use a learning management system for organization of assignments and assessments, such as Google Classroom.
- Create instructional videos (supplemented with found videos) with singing demonstrations, exercises, and explanations of musical concepts specified in the TEKS.
- Equip singers with resources for self-directed learning, such as accompaniment and part recordings. (ChoralTracks)
- Give assignments requesting video and/or audio recordings to track and evaluate individual student progress.



## R

- Plan for 1:1 voice lessons and tutoring sessions.
- Equip student leaders with digital tools for student-led activities.
- Give written assignments through Google Classroom.
- Give assignments requesting video and/or audio recordings to track and evaluate individual student progress through Google Classroom, FlipGrid, or another preferred platform.
- Create online office hours and/or appointment opportunities.



## R

- Clearly communicate classroom procedures with students and parents. For example: Surgical-style masks will be worn by all students and teachers at all times to mitigate the risk of aerosol spread. Students must demonstrate and model appropriate safety precautions at all times, including hand washing, social distancing, and, when appropriate, the use of PPE. Face shields are being considered.
- Ensure that ensemble size does not exceed mandated room capacities for rehearsal by dividing into sectionals, thus limiting group singing to small groups, and engaging students in musical leadership roles.
- Consider a campus space that is larger than the classroom (auditorium, gym, outdoors) for full ensemble rehearsals.



## R

- If possible, an air-purifying machine with HEPA filters should be used.
- Use chairs with proper social distancing (as suggested by the CDC) instead of risers. To minimize exposure, all students should sit, facing the same direction, in straight lines.
- Reduce spread of droplets and aerosols based on emerging research by using any of the following strategies: humming during the learning process rather than open-mouth singing; extended use of audiation as an instructional strategy; equip singers with resources for self-directed learning, such as accompaniment and part recordings; and reduce number of singers at any given time while other students listen and assess. Should emerging research warrant stricter measures, limit open-mouth singing to remote instruction.



## R

- Utilize a personal amplification device to broadcast instruction due to increased physical distancing.
- Eliminate storage of folders, music, etc. Each singer will take materials home after each rehearsal and will not share music.
- Plan for non-contact social/team-building activities.
- Use live streaming in combination with or in place of in-person audiences.

# DANC

## SYNCHRONOUS



### E

- Create a safe movement environment at home for both teacher and students.
- Host virtual discussions via online video platforms on dance-related topics, recordings, or performances.
- Group warm-up and dance fundamental lessons will be held through video platforms. Smaller groups are preferred to minimize difficulties with bandwidth.
- Virtual dance fundamental lessons will be provided by staff and student leaders via video conference.
- Music for lessons will also be available to students through various online sources.

# DANC

## SYNCHRONOUS



### E

- Designate a dedicated dance space with safe flooring (e.g., wood, thin carpet).
- Encourage a warm room temperature to avoid injury.
- Provide students with dress guidelines for both in-person and remote learning.
- If applicable, identify a barre substitute at home (e.g., heavy chair, countertop, solid table).
- Encourage students to use a sheet, blanket, drapes, or large material as a decorative background.



# DANC

## ASYNCHRONOUS



### E

- Create a safe movement environment at home for both teacher and students.
- Dance assignments will be assigned on Google Classroom for students to complete at their own pace.
- Students will be assigned assessments. Students will record videos of their performance and upload them to the platform.
- Staff will upload instructional videos based on dance fundamentals for students to watch, imitate, and practice on their own.
- Students will record and upload excerpts of their daily practice for director feedback.

# DANC

## ASYNCHRONOUS



### E

- Designate a dedicated performance space with safe flooring (e.g., wood, thin carpet).
- Provide students with dress guidelines for both in-person and remote learning.
- If applicable, identify prop substitutes at home (e.g., heavy chair, ladder, countertop, solid table).
- Encourage students to use a sheet, blanket, drapes, or large material as a decorative background.

# DANC

## FACE-TO-FACE



### E

- All COVID-19 recommendations will be implemented.
- Surgical-style masks shall be worn by all students and teachers to mitigate the risk of aerosol spread.
- Student to teacher ratio: 20 students to 1 teacher is suggested for training, instruction, and rehearsals.
- Studios/gyms/dance spaces should be operating at the suggested capacity set by local and state government officials.
- Dance students should remain at least 6 feet apart.
- Choreography should not allow for physical contact. No partnering or stunting should be performed during these trainings, instruction, or rehearsals.



## E

- The dance floor needs to be disinfected and cleaned between each class.
- If possible, an air-purifying machine with HEPA filters should be used.
- There will be visual and verbal reminders for social distancing and masks.
- Students should avoid sharing at all costs.
- Tactile aides and equipment should be made of materials that are easily cleaned/disinfected and should be disinfected before and after each use.

# THEATRE ARTS

## SYNCHRONOUS



- Host virtual lessons and discussions via online video platforms on theatre arts-related topics, recordings, or performances.
- Group warm-up and activities will be held through video platforms. Smaller groups are preferred to minimize difficulties with bandwidth.
- Virtual drama fundamental lessons will be provided by staff and student leaders via video conference.
- Scripts for lessons/performances will also be available digitally to students through various online sources.

# THEATRE ARTS

## SYNCHRONOUS



- Create a safe movement environment at home for both teacher and students.
- Designate a dedicated performance space with safe flooring.
- Provide students with dress guidelines for both in-person and remote learning.
- If applicable, identify set piece substitutes at home (e.g., heavy chair, ladder, countertop, solid table).
- Encourage students to use a sheet, blanket, drapes, or large material as a decorative background.

# THEATRE ARTS

ASYNCHRONOUS



- Theatre assignments will be assigned on Google Classroom for students to complete at their own pace.
- Students will be assigned written and performance assessments.
- Students will record videos of their performance and upload them to the platform.
- Staff will upload instructional videos based on theatre arts fundamentals for students to watch, imitate, and practice on their own.
- Students will record and upload excerpts of their daily practice for director feedback.

# THEATRE ARTS

## ASYNCHRONOUS



- Create a safe movement environment at home for both teacher and students.
- Designate a dedicated performance space with safe flooring.
- Provide students with dress guidelines for both in-person and remote learning.
- If applicable, identify set piece substitutes at home (e.g., heavy chair, ladder, countertop, solid table).
- Encourage students to use a sheet, blanket, drapes, or large material as a decorative background.



# THEATRE ARTS

## FACE-TO-FACE



- All COVID-19 recommendations will be implemented.
- Surgical-style masks shall be worn by everyone to mitigate the risk of aerosol spread. Students must wear masks in rehearsal.
- When sitting in auditorium seating or similar, maintain ample social distance. One seat = 2–3 seats on each side of person and NO person between rows (in front or behind one's seat).
- When possible, consider outdoor venues or creating outdoor performance and/or instructional areas if indoor activities become restricted, removal of indoor seating is not possible, or the number of participants is too large for an interior space.

# THEATRE ARTS

## FACE-TO-FACE



- Need extensive glove-use, wiping of door handles, push plates, doorways, railings, light switches, thermostats, cabinet handles, telephones, computers, keypads, mouse, backstage and technical equipment, and trash receptacle touch points
- If social distancing must be maintained on stage, clear taped markings and specific blocking should be used for actors to keep a safe distance between each other.
- Props and wigs should be used by a single student and should not be shared. They should also be washed or cleaned regularly. All temporary makeup tools should be discarded after one use.
- All sets, prop pieces, etc. need to be wiped down during and after rehearsals/performances with CDC-approved disinfectant.

# THEATRE ARTS

## FACE-TO-FACE



- If a microphone is used during event or class, it must be properly wiped down and put away in a clean/non-contaminated location.
- Provide a hand-washing station and have hand sanitizer readily available in the dressing rooms, green rooms, backstage, and all other production areas. Monitor social distance in all areas.
- Technical booth(s) will be limited in capacity according to current social distancing requirements.
- All boards must be wiped down after use.

# VISUAL ARTS

## SYNCHRONOUS



- Secure the necessary technology to deliver the best quality digital instruction, including a laptop, a high-quality (USB) microphone, a digital audio workstation, and a quality web-enabled camera and a document camera.
- Utilize online learning platforms that permit interaction and engagement between educator and students (e.g., chat feature, screen sharing, non-verbal communication tools) to discuss art-related topics, art history lectures, and class discussions.
- Give step-by-step art instructions using a document camera in a video conferencing platform.
- Students will upload their work-in-progress for teacher feedback. Then they will upload their complete art project for teacher final assessment.



- Give written assignments through Google Classroom or other preferred platform.
- Equip student leaders with digital tools for student-led activities.
- Prepare and train students in the use of digital art portfolios, digital displays, and virtual exhibitions to collect and share images of created artworks for peer and teacher review, feedback, and personal/family enjoyment. This will also contribute to ongoing electronic cataloging for AP Studio Art.
- When necessary, conduct AP and/or Dual Art small groups sessions and one-to-one tutorials through video conferencing.
- Create online office hours and/or appointment opportunities.

# VISUAL ARTS

## ASYNCHRONOUS



- Visual assignments will be assigned on Google Classroom or preferred platform for students to complete at their own pace.
- Students will use their art supply kit, home supplies, and sketchbook to complete their assignments.
- Students can create artworks using digital software, where possible, which can preserve precious consumable materials for other tasks.
- Identify whether students have a digital camera or camera phone to capture images and upload for teacher assessment.

# VISUAL ARTS

## ASYNCHRONOUS



- Students will view instructional videos with art demonstrations, virtual art museum tours with explanations of art history, and art techniques specified in the TEKS.
- Students will submit written assignments through a preferred platform by implementing daily or weekly question prompts for journaling. Students can write critical analysis of strategically selected works of art from instructional videos.
- Strengthen drawing and observation skills by designing lessons with multiple tasks so the learner can develop independently with scheduled peer and teacher check-in supports and feedback.

# VISUAL ARTS

## FACE-TO-FACE



- All COVID-19 recommendations will be implemented.
- Follow and adhere to all current CDC and state guidelines for facilities and social distancing requirements.
- Surgical-style masks will be worn by all students and teachers at all times to mitigate the risk of aerosol spread.
- Provide intensive training in CDC guidelines, including ways to sterilize art supplies and materials if they need to be shared. Have time built into the school day to clean high-touch surfaces between classes.
- Provide a hand-washing station and have hand sanitizer readily available. Face shields and gloves are being considered.



# VISUAL ARTS

## FACE-TO-FACE



- Ensure that size of class does not exceed mandated room capacities.
- Rearrange desks and common seating spaces to maximize the space between participants. Turn desks to face in the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- Students should be equipped with individual art supply kits and a sketchbook, which will be carried by students in their backpacks for use in the classroom and at home. These supplies will not be shared.
- If shared supplies are necessary, consider using designated bins for clean and used supplies. Community supplies are considered high-touch and should be cleaned frequently.

# VISUAL ARTS

## FACE-TO-FACE



- Identify whether students have a digital camera or camera phone to capture images of completed artwork to upload and create digital portfolios.
- Secure the necessary technology to deliver the best quality digital instruction in the classroom with a mounted projector and a document camera.
- Utilize a personal amplification device to broadcast instruction due to increased physical distancing.