

HIGH SCHOOL VISUAL ARTS HYBRID LEARNING

APPENDIX: SPECIAL CONSIDERATIONS FOR ART

Social Distancing

All art programs:

- Masks
- School orientation on cleaning and hygiene before students are back. Also, teachers will need sufficient time to get classrooms cleared and ready for distancing.
- Classrooms given cleaning and sanitation supplies.
- Hand washing reminders and posted information.
- Students sanitize the last 15 minutes of each class.
- Proper and timely maintenance of ventilation systems (M&O)
- Consider square footage of a room to determine how many students can be in a room. 50% doesn't necessarily mean half of the class for 6 foot spacing. Also, adults in class inclusive of EA's need to be considered. Dividers are needed.
- Distancing in small classroom spaces less possible need to consider class size. Traffic Pattern Flow has to be considered. Some rooms do not have a second door.
- Can implement seating arrangement to help with distancing.
- Manage materials and supplies to support distancing.
- Distribution and cleanup areas to eliminate crowding.
- Manage student folder storage/drying racks to eliminate crowding. Project size will determine in room storage or need to take home and finish. Most artwork goes home for continued work or completion.
- Proper and timely maintenance of ventilation systems (M&O).

Scheduling (General):

Based on the number of kids in the classroom: Have students spread out evenly on available tables in the room. Consider how many students can fit in a space and if there are windows to support ventilation. (HEPA filters are needed because of chemical use with art supplies)

Some classrooms have space to move outside. Not an option during inclement weather

Rotate the students on specialized equipment. Wipe down every day with sanitizing. Alternate in between uses as well.

Curriculum & Instruction/Teaching Platforms

All students are greeted with support and expectation of the teacher to build relationships.

Implementation of NCAS in Visual Arts to guide curriculum. Students should not be overwhelmed.

ALL students must have access to technology- internet and Chromebook, iPad/Mac, etc.

Supplies:

- Look into organizations that can help, as there have been donations provided to some schools.
- Art supplies given through grab and go, and or, students can get supplies at school to use at home when they are learning in a remote capacity.
- Basic supplies: Assume that specialized media such as pastel and various paint types will have to be explored when students are at school. Vary materials for different situations and make supplies for one to one use to avoid contamination.
- Some schools are charging fees (compassion and grace extended when fees are late or do not come in at all)

CONTACT INFORMATION

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In support of the highest quality of instruction, funding for supplies needs to be addressed. Obtaining student fees may be problematic. Where this is a concern, please address the following:

- Can school budgets be assessed to look at funding from Operational or Title I budgets to support supplies and materials to provide a basic packet of supplies for student use at home.
- A flexible supply list for parents to support in getting supplies for at home use.
- Supplies if purchased by school will need to be provided at school in packets for individual use.
- Supplies carried in a backpack, if allowed, or lockers, if allowed. Students are not freely roaming the room.
- In class, tools and supplies will be placed in a separate container for each student according to those that are used regularly. If possible.

Instruction:

- 2-3-week assignment, several units organized to best prepare and be flexible, have backup plans
- Block scheduling will be helpful in A/B weeks for learning cycles
- Projects based on topics when out of the classroom
- Present projects through Google Suite or other platforms
- Pre-record how-to videos for students to watch asynchronously research YouTube for appropriate instructional videos.
- Students get information (assignments, demonstrations etc.) in class.
- Class length determined at school site. Most of the studio work will be done at home. Class time will be used for instruction, demonstrations, critiques, etc.)
- Passing Periods staggered dismissals to support smaller groups of students in the hallway for distancing
- Work can be turned into the teacher or through Google Classroom. Other platforms can be used such as Padlet
- Critiques take place through digital platforms and online resources.

Demonstration of Work:

- Virtual galleries
- School website
- Need parent permission for virtual galleries and websites. These permissions must be received at registration.

SEL Components:

- Social awareness and community building.
- Develop protocols to share thoughts and opinions in a safe space setting with respect for others' opinions
- Build trust skills. Allow for, and appreciate vulnerability
- Regularly survey for students' connection and ability to get what they need in visual arts.
- Incorporate student choice into art shows.
- Use creative thinking to encourage self-expression and anxiety relief.
- Art is created from the need to be heard. Let students use that voice.
- Develop/provide community within the art room. Give students a place to belong.
- Student outreach for social justice/ community building.

Special Education/Grading and Assessment

Special Education:

Students with needs will have the support of the General Education and Special Education teacher working together to accommodate and modify instruction based on IEP. Are students with medically fragile needs able to work 100% virtually?

Struggling students can receive one on one Google Meets or Office Hours

Submitting Work for Grading:

- Send in images through Google Classroom, teacher can screen shot during meeting, or email to the teacher.

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- Google can be linked to Synergy.
- Comments and communication through Google Classroom and through rubrics in Google Classroom attached to specific assignments.
- Google Meet for virtual critiques
- Informal assessment as students start work in class.
- Google Drive lends itself to submission of work by the student.
- Universal rubric for Visual Arts classes for grading purposes.

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