

## HIGH SCHOOL VISUAL ARTS HYBRID LEARNING

### APPENDIX: SPECIAL CONSIDERATIONS FOR PHOTOGRAPHY, COMPUTER GRAPHICS, DIGITAL FILM

#### Social Distancing

##### All art programs:

- Masks
- Consider square footage 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.
- School orientation on cleaning and hygiene before students are back. Also, teachers will need more than a day to get classrooms cleared and ready for distancing.
- Classrooms given cleaning and sanitation supplies.
- Students sanitize the last 15 minutes of each class.
- Proper and timely maintenance of ventilation systems (M&O).

##### Scheduling (General):

Based on the number of students in the classroom: Have students spread out evenly on available tables in the room.

Some classrooms have space to move outside.

Rotate students on specialized equipment.

Create schedules for rotation of students to use lab equipment and for outdoor photo shoots.

Class cameras and computers need to be sanitized in between each use. (Will it damage cameras? Do not know at this point.) Advise going strictly digital during hybrid model

#### 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.

##### Supplies:

In support of instruction, funding for supplies need to be addressed. Student fees are 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?
- **Can we establish a Donors Choose funding source?**
- A flexible supply list for parents to support in getting supplies for at home use.
- Supplies if purchased by school will need to be handed out curbside.
- 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

##### Instruction:

- 2-3-week assignment, several units organized to best prepare and be flexible, backup plans
- Block Scheduling will be helpful in A/B weeks for learning cycles
- Projects based on topics when out of classroom
- Present project through Google Meet
- Pre-record demonstration videos for students to watch. Research YouTube for appropriate instructional videos.
- Students get information (assignments, demonstrations etc.) in class.

#### CONTACT INFORMATION

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**DISCLAIMER:** The intent of this document is to offer general suggestions to assist in the classroom.

- Consider the amount of synchronous and asynchronous learning. Most of the studio work will be done at home. Class time will be used for instruction, demonstrations, critiques.)
- Work can be turned into the teacher or through Google Classroom.
- Critiques can be given through Google Suite platforms and online resources.

**Demonstration of Work:**

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

**Darkroom Photo**

- Determine platform/s (Photoshop requires a license, Canva may be an option)
- Concentrate on book work, photo history, writing, focus on knowledge acquisition. Independent at each school.

**Photo General**

- Classroom spaces are limited.
- Some software is not accessible on Chrome.
- More research needed for free software (Ed Tech would need to support as students cannot load on their own software).

**Computer Graphics**

- Check into the following platforms:
  - Gimp (Photoshop type), Canva (online based students would set up own account), Word, Google Docs, Google Draw

Contact Fine Arts Department Resource Teachers to support in determining additional online platforms and teaching resources.

**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 both the general education and special education teacher working together to modify instruction based on IEP. Are students with a medically fragile need able to work 100% virtually? Individual Office hours (online) for struggling students may be incorporated into the school day to support student

**Submitting Work for Grading:**

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