

MIDDLE AND HIGH SCHOOL PERFORMING ARTS HYBRID LEARNING

APPENDIX: SPECIAL CONSIDERATIONS FOR MARIACHI

Social Distancing/PPE/Sanitation

These recommendations are evolving based on most current research. Procedures should be established for students to come to their school for instrument/materials distribution while following social distancing and PPE guidelines/requirements. **IMPORTANT:** If schools are forced to transition to an all virtual model at any time, it is imperative that students be able to pick up instruments and materials in order to complete their coursework.

It is recommended that teachers wear the most efficient mask possible that is readily available such as a surgical mask to reduce spread of particulates. Face shields should also be available for teachers to use along with wearing a mask.

Rubbing alcohol should be considered PPE for sanitizing of stringed instruments. **Vihuela and guitarrónes need to be tested in a small area to make sure this will not affect the fingerboards and fretboards that may or may not have been treated with varnish.** As a consideration for PPE, where possible the teacher should use a portable amplifier to keep voice volume to a low conversational volume to reduce risk of transmission.

In keeping with CDC guidelines, we recommend teachers set up the classroom space to allow for social distancing. Students will sit in rows facing the front of the teaching space allowing six feet between students. For teachers sharing chairs, stands and classroom space with other departments, the district needs to provide extra sanitizing and cleaning materials to use between classes. Teachers should set entrance and exit patterns for the classroom space. Students should be scheduled in groups small enough to allow for maintaining social distancing within the fine arts classroom **WITHOUT** excluding any students from the fine arts program who wish to be enrolled in those classes. It is highly recommended that administrators consult with their fine arts instructors about the best ways to divide large classes such as performing ensembles to ensure success. Consider utilizing outdoor or other larger spaces in the school to accommodate social distancing guidelines such as gymnasiums, cafeterias, and auditoriums.

Each student needs access to their own instruments (no sharing of instruments). When possible, students need access to their own copies of other instructional materials such as method books, technique books, sheet music, and/or written assignments which can be accessed online in some cases.

Curriculum & Instruction/Teaching Platforms

We recommend the approved APS Google Suite access. This will include Google Classroom and Google Meets. SmartMusic or Music First would be the preferred platform to engage students in ensemble performing arts classes. Teachers are also recommended to use sources such as FlipGrid, MusicTheory.net, Kahoot, Sightreading Factory, Musescape and Noteflight to provide material for students. All of these platforms can be used in-person and online which will help with contingency plans for pivoting between various learning models.

In a hybrid model, it is recommended that teachers use the in-class face to face time to teach music fundamentals, technique, and review essential concepts and skills. It is also recommended that teachers video record all live classes and upload them to a Google classroom for students to view at home asynchronously. Delivery of instruction will be guided by teacher autonomy informed by best practices in synchronous and asynchronous learning platforms.

Teachers should post their lesson plans for the week ahead on Google Classroom or post a syllabus, so

CONTACT INFORMATION

Joe Gershin, Zones 1 & 4 @ joseph.gershin@aps.edu or Antonio Romero, Zones 2 & 3 @ antonio.romero@aps.edu

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

students can prepare for upcoming lesson activities.

Teachers should cultivate and promote a library of music learning resources on their Google Classroom such as practice guides, logs, references and articles.

It is recommended that teachers use Google Classroom or a password-secured Google Website to display student work. This may include videos of student performances, digital portfolios, musical compositions and arrangements, etc. All efforts should be made to protect student privacy.

It is imperative that teachers follow copyright laws and exemptions regarding the six different types of copyrights uses: reproducing, recording, preparing derivative works, distribution, performance, and display.

It is recommended that teachers provide a designated space for students to keep their instruments throughout the day. Students should be allowed to carry the larger instruments on the bus. This will allow students to each have their own instruments at school. Students must be given time at the end of the school day to pick up their instruments before going home

Mariachi classes will receive equitable instructional time in students' educational load. This will include following APS and site-based guidelines. A typical instrumental music students' education consists of direct instruction, learning management platform time, and student self- study to provide multiple opportunities for students to play and engage in curricular content.

*Please also see Choir section considerations for guidance on singing in the mariachi classroom.

*Please also see Band section considerations for guidance on trumpets in the mariachi classroom.

Special Education/Grading and Assessment

Teachers will utilize Google Classroom for students to turn in written assignments. Digital portfolios, Google Meets, virtual recitals, and streamed concerts can also be used for grading. Teachers will use formative, summative and benchmark assessment designed to meet the needs of the student.

Teachers will provide authentic feedback, post grades in a timely manner to in the format that is used for student/parent access to grades
i.e. Google Classroom, Synergy, Parent and Student View.

Accommodations for IEP's would include modeling, short and clear directions, speak slowly, facing camera, repeat directions. Provide clear directions verbally, written, and/or pictures. Utilize special ed teachers at schools for support with individual students

There will be a focus on one or two New Mexico Core Art Standards. All standards may not be graded during the current grading period.

See: [Guardian's Guide to Accessibility](#)

CONTACT INFORMATION

Joe Gershin, Zones 1 & 4 @ joseph.gershin@aps.edu or Antonio Romero, Zones 2 & 3 @ antonio.romero@aps.edu

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