

**MIDDLE AND HIGH SCHOOL PERFORMING ARTS HYBRID LEARNING**

**APPENDIX: SPECIAL CONSIDERATIONS FOR BAND**

**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.

Learning devices, such as chromebooks, will be necessary. In every case possible, each student needs access to their own instruments (no sharing of instruments). When possible, students need access to other instructional materials such as method books, technique books, sheet music, and/or written assignments which can be accessed online in some cases. Student access to individual music stands would be beneficial for student use at home. 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. Where possible the teacher will be provided a portable amplifier to keep voice volume to a low conversational volume to reduce risk of transmission. Bell covers will be provided for all wind instruments. Additionally, brass players will need some type of material in which to dispose of condensation in a safe manner, such as a puppy pad. These recommendations are evolving based on most current research.

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 student's success. Consider utilizing outdoor or other larger spaces in the school to accommodate social distancing guidelines such as gymnasiums, cafeterias, and auditoriums. It is recommended students are set-up in straight rows all facing the same direction with staggered placement between rows. Students should be set minimum 6 feet apart with extra space for trombone players (9 feet from the students in front of them) to accommodate the extended nature of the instrument.

**Curriculum & Instruction/Teaching Platforms**

At home practice combined with in-person outdoor rehearsals will allow for learning of band repertoire. As schools enter hybrid learning, bands may begin theory, percussion, and SEL instruction during synchronous time while students continue wind playing/singing during asynchronous time. As weather and safety protocols permit, synchronous time would transition to wind playing/singing outdoors. If research dictates wind playing/singing in person is not possible, all repertoire practice would be individual and conducted online.

We recommend the approved APS Google Suite access. SmartMusic would be the preferred platform to engage students in ensemble performing arts classes. Supplementary instructional sites such as Flipgrid, EdPuzzle, Kahoot, SightReadingFactory, MusicTheory.net, Noteflight, Muscores, and others may be utilized as well. All of these platforms can be used in-person and online which will help with contingency plans for pivoting between various learning models.

Focusing attention on students present in the classroom will be essential for their social-emotional health as well as educational needs. Students who are working remotely can be accommodated through office hours on teacher prep days.

Meetings or recordings will be kept in the Google classroom suite and other supplementary sites. Further sharing of student musical recordings will be shared with permission from student and guardian. In the case of class sharing of musical performances, students will understand that recording and sharing will only be allowed with student, guardian, and teacher permission. Students' work will be displayed in Google classroom, or as

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appropriate on other platforms. This may include digital portfolios, virtual performances, musical compositions and arrangements, etc. Dependent on changing circumstances, teachers may choose to display in-class performances, streamed performances, and in-class sharing. It is imperative that teachers follow copyright laws and exemptions regarding the six different types of copyright uses: reproducing, recording, preparing derivative works, distribution, performance, and display.

Delivery of instruction will be guided by teacher autonomy informed by best practices in synchronous and asynchronous learning platforms. This autonomy can include but is not limited to direct instruction, video tutorials, activities such as choice boards, assignments in alternative platforms such as SmartMusic, individual projects, student-led activities.

Band classes will receive equitable instructional time in students' educational load. This will include following APS and site-based guidelines. Instrumental music 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.

District procedures will be followed for students to come to their school for instrument/materials distribution while following social distancing and PPE guidelines/requirements. **IMPORTANT:** If schools operate within a virtual model it is imperative that students be able to pick up instruments and materials in order to complete their coursework.

Students will have access to other instructional materials such as method books, technique books, sheet music, and/or written assignments which can be accessed online in some cases.

### Special Education/Grading and Assessment

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 your individual students.

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

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

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