



# COVID-19 AND BEYOND

## GUIDELINES for CONNECTICUT K-12 ARTS PROGRAMS

This is a set of guidelines to assist administrators/teachers in modifying and enhancing the Arts (Music, Theater, Visual Arts, Media, Dance) including ensembles, classes and co-curricular activities. We encourage administrators to work with arts educators to develop and promote best practices for their individual learners and classes. It is imperative that the education, funding and staffing for arts education are maintained at levels at least equal to those in effect prior to the pandemic. Essential artistic skills as well as social/emotional needs can be taught in a variety of environments.

The Connecticut Arts Administrators Association (CAAA) in cooperation with the State arts organizations and the CSDE have provided the following arts education recommendations.

### MAJOR CONSIDERATIONS

*Current arts programs must remain active and students must have equal access to the arts.*

With flexibility and support, education can continue with modifications based on health recommendations.

Online and blended teaching models present a variety of creative, accessible and equitable opportunities in all arts subjects.

Maintaining these courses in a virtual environment will fulfill essential social/emotional needs as well as artistic, oral and written communication skills.

### ONLINE INSTRUCTION

*If online instruction is required, arts courses can be taught using a virtual platform.*

Teachers may utilize arts pathways (such as music theory, history, technology) in order to guide distance learning.

While group performances and presentations may be limited, virtual classes focused on pathways or technique development should be utilized.

Accessible and affordable software tools allow for engaging virtual instruction if in-person instruction is restricted.

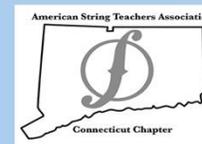
### BLENDED INSTRUCTION

*In-person and virtual arts instruction will vary based on current guidelines and may include:*

- Smaller sub-groups of arts classes to develop skills and concepts
- Social/Emotional support for students through arts program activity
- Technical lessons, exercises and discussions offered in virtual and in-person settings
- Traditional or modified performances based on current restrictions
- Readily available software tools utilized to deliver a wide range of cutting-edge arts instruction
- Support and Professional Development through the CAAA network of Connecticut Arts Organizations



Department of Economic and Community Development  
Office Of The Arts



## COVID 19 and Beyond Guidelines for Arts Education in CT K-12 Schools

### May, 2020 - The Connecticut Arts Administrators Association

Connecticut General Statutes, Section 10-16b, mandates all public schools shall include the arts as taught by legally qualified teachers. In 2016, the Connecticut State Board of Education (Board) adopted new Connecticut Arts Standards and the Position Statement on the Implementation of the Connecticut Arts Standards. In the position statement, the Board asserted that *all Connecticut public schools must provide for challenging and rigorous programs of study in the arts across all grade levels; that artistic literacy cultivates the crucial skills necessary for student success as Connecticut looks towards its social and economic future; and that all students should have access to a quality arts education regardless of demographic reference group, school setting or district configuration*. Through federal law, the Every Student Succeeds Act (ESSA) considers the arts to be essential components of “a well-rounded education” and ESSA provides support for the integration of the arts into STEM classes. In full support of this position of the CSBE and in adherence to ESSA, Arts Education Leaders throughout the state have joined together to ensure that the COVID 19 Pandemic nor unseen future crises still the opportunity for all Connecticut students to acquire lifelong skills in creative thinking, social and emotional awareness, collaborative work, effective communication, logical reasoning, and meta-cognition, (skills identified as being acquired) through arts learning embedded in a well-rounded education.

The Connecticut Arts Administrators Association in cooperation with the State Department of Education, the Connecticut Office of the Arts, and other Connecticut arts education associations provide the following recommendations for Connecticut school districts as administrators, teachers, and boards of education plan for education of the whole child through an innovative delivery system in a new realm of social distancing and a changing educational environment. Recommendations consider past best practices, recognize new and emerging best practices, and provide vision for reimaging PK-12 arts education in the months and years to come.

Key Imperatives for Connecticut education leaders to consider as they set policy:

- **Arts education must continue through periods of distance learning and altered school schedules.**
- **Funding and staffing for arts education must be maintained at levels at least equal to those prior to the COVID-19 pandemic.**
- **Arts teachers must be included in short-and long-term planning as arts learning environments, materials, and materials care and storage vary considerably from that of a non-arts classroom.**
- **Professional development must be provided for arts teachers as discipline cohorts and for arts teachers with their non-arts teacher colleagues so that they may develop and co-develop visionary strategies for and for delivery of arts and arts integrated instruction adaptable to various learning environments and conditions.**
- **Provide for Equity and Access to the Arts for all students through curriculum in which all students may fully participate.**
  - **Assure that curriculum and instruction connect to cultures represented in the district and in the schools.**
  - **Ensure socio-emotional support for students, teachers, and families by collaborating with district Student Support Resources and robust school/home communications.**

The following document is designed to assist administrators and teachers to modify and enhance the Arts (Dance, Media Arts, Music, Theatre, and Visual Arts) through and beyond the COVID-19 pandemic including ensembles, classes, and co-curricular activities. We envision that the future of education includes a hybrid method of teaching of skills- and knowledge-building in all disciplines including standards-based arts education, and the integration of arts and non-arts disciplines to connect students' learning with life experiences and to strengthen students' abilities to apply knowledge in new ways

**. \*Section I (included here) includes guidelines and suggestions for administrators. \*Section II (to be released prior to 2020/21 school year) includes best practices, models and recommendations for arts teachers.**

## COVID 19 and Beyond

### Guidelines for Arts Education in CT K-12 Schools

**Abbreviations: VA=Visual Arts, GM=General Music, C=Chorus, IM=Instrumental Music, TA=Theater Arts, and EA=Equity/Access Considerations**

#### • **Scheduling & Social Distancing**

- **Provide sufficient instructional minutes to support standards-based curriculum, student learning expectations, and district goals**
  - Need to be scheduled within the master schedule; specific time to follow district scheduling practices **EA**;
  - Add to class time for materials and tools to be distributed by teacher only or area designated for individual storage **All**;
  - Maintain current program of studies and course offerings **All**;
- Blend synchronous and asynchronous learning **All**;
- Encourage cross-disciplinary planning between arts and subject area/classroom teachers **All**;
- Maintain proper spacing by scheduling large ensembles in auditoriums, cafeterias, gyms or other large spaces. Existing rooms preferred **IM/C**;
- Rotate schedule of specials or divide the population over the year to consider the number of students being taught **All**.
  - Divide to teach only part of the population per trimester **VA**
  - Schedule large ensembles into smaller groups throughout the day. Curriculum focus to solo & small ensemble work **IM/C**;
  - Group small homogeneous grouping of instruments for lesson instruction **IM**;
  - Create flexible scheduling and accessibility for all students **EA**;
  - Need for less space for string and percussion students due to the lack of blowing into instruments or singing **IM**;
- Require time for distance learning -- equitable across all teachers and discipline **All**;
- Continue full access to beginning instrumental music **IM/EA**
- Obtain permissions for presenting student audio/video work on websites **All**;
- Shift from a concert format to a recital format **IM/C**;
- Consider support teams (paras, etc.) needs and space **All**;
- Provide space for storage of individual students work, materials and instruments **All**.

#### • **Materials and Supplies**

- **Supply an adequate budget to sustain quality Standards-Based programs and district goals in school and/or on-line All;**
- Provide individual art supply kits for each student; if not affordable then UV sterilizing units must be provided for all classroom materials **VA**;
- Separate 3-D supplies such as clay, wire, paper mache, etc., for each student, that require space and additional storage **VA**;
- Sanitize tools (e.g., brushes, clay tools, rulers, exactos, etc.) and instruments, pianos and folders after each use **All**;
- Ensure students have equal access to materials, technology & instruments **EA**;
- Use individual mouthpieces, percussion mallets and sticks **IM**;
- Use hand towels on wooden instruments that cannot be cleaned with liquid or alcohol-based products **IM**;

#### • **Technology**

- **Ensure equitable (1-1) use of devices at home -- access to (e.g. Wifi & Hot Spots, Chromebooks, I-Pads) EA;**
- Include tech devices as options for photography at home, storage of photos and exporting image files **VA**;
- Use on-line apps or platforms for student work (e.g. SeeSaw, Artsonia, Google Classroom, Flip Grid, SmartMusic, Sound Trap, Acapella, museum collections, painting/drawing platforms), video displays (e.g. Youtube), and slides (e.g. Google Slides, Powerpoint) **VA, IM, C**;
- Create virtual performance experiences and assessments **GM, C, IM, TA**;
- Use software to maintain in-school and home instruction in a virtual or hybrid environment **All**;
- Use Smart Boards instead of shared books **All**.

#### • **Professional Development**

- **Provide opportunities for teachers to develop visionary strategies for arts and arts integrated instruction adaptable to various learning environments All;**
- Teach the technology for new apps, and platforms **All**;
- Practice instructional distance learning, planning and developing of learning expectations, and assessments (e.g. Flipped classroom) **All**;
- Foster curriculum recommendations or modifications to meet the needs of distance learning **All**;
- Develop instructional practices that support Social-Emotional Learning **All**;
- Make accommodations /modifications for SPED and 504 **EA**; Create professional learning for the CDC school safety and distance learning guide

**COVID 19 and Beyond**  
**Guidelines for Arts Education in CT K-12 Schools**  
**Best Practices and Guidelines Supporting Equity and Access:**  
**Guidelines for Administrators**

**Scheduling**

- Schedule Music, Visual Art and Theatre to be flexible and accessible for all students. Create schedules in conjunction with Arts teachers and Arts supervisors that allow students to fully participate. Especially in Middle and High School scenarios, Music and Arts classes must be scheduled First to ensure that students are enrolled in correct Music and Arts classes, as well as core academic classes.

**Curriculum**

- Align teaching and learning with State and National Standards, state and district curriculum, courses and extra-curricular activities. Courses should be engaging, inclusive and culturally relevant to cultures and demographics represented within each district and its schools. Curriculum should also present global cultures and be aligned with State and National Standards.

**Funding and Resources - Materials, Equipment and Supplies**

- Ensure students have equal access to supplies, materials, instruments needed for classes and transportation for extra-curricular activities when they return to school. Students may need assistance with obtaining PPE.
- No shared instruments

**Technology**

- Ensure that all students and teachers have equal access to technology (Chromebooks/I-Pads/Hot Spots), including content specific digital software needed for course work (such as Smart Music, Quaver and Soundtrap).

**Professional Learning**

- Support training for students in using technology at home, in collaboration with educational consultants such as ACES or Open Choice liaison as appropriate.
- Assure adequate Professional Development for teachers for consistent delivery of high quality meaningful, Standards-based lessons for students.
- Train parents (in native languages) to use technology also to support students with learning that takes place at home.

**Social-Emotional Support for Students and teachers**

- Collaborate with Student Support Resources such as ACES and/or CREC Open Choice as liaisons for supporting students who may need additional support and flexibility.
- Provide community health updates to teachers.
- Connect families in need with local food, clothing, health care, mental health services as needed.

**Guidelines for Teachers**

- Engage students positively in the work. Design relevant and engaging lessons connecting students to the real world.
- Be flexible in curriculum design and assignments - Differentiate and provide choice in assignments. Curriculum and delivery of instruction reflects the diverse population of students enrolled in classes.
- Create viable means for students to access technology - Notify administration of any student hardship.
- Create an inclusive and welcoming sense of community in the classroom and online.
- Develop a consistent and supporting relationship with parents and guardians.
- Create special showcase and community celebration opportunities - Virtual showcase/performances or onsite showcase/performances as appropriate.
- Provide access to district owned instruments and art materials for underserved students.

# COVID 19 and Beyond

## Guidelines for Arts Education in CT K-12 Schools

### Endorsements and Authors

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