



**Overall Music : Teaching music THROUGH music.**

**Our music classes may look different, but we can still have music.**

**We, as a group, need to think of what we CAN do and not what we can't do in class.**

### **Considerations Health and Wellness**

1. The health and well-being of faculty, staff, and students are of primary and critical importance.
2. Staff and students are required to wear the provided PPE.
3. [Cleaning of Instruments](#)
4. All field trips and out of state competitions are canceled as of this time. If you have specific questions, please contact your Principal/Supervisor.
5. All indoor performances are canceled through November 27<sup>th</sup>. A decision for December will be made at a later time.

CDC defines an exposure as in interaction with a positive individual that is within 6ft and lasts longer than 15min.

1. **Expand distance between musicians** - CDC requires a physical distance of 6ft to avoid exposures.
2. Students and staff will **hand sanitize** when entering room, before exiting room, before and after use of shared items.
3. Students and staff will follow **respiratory etiquette** to include wearing **masks/face shields**.
4. Prior behaviors of cleaning spit must be re-evaluated and any droplets coming from normal playing must be captured while indoors and disposed of properly. Normal cleaning and sanitation procedures for instruments will ensure a healthy environment. [Cleaning of Instruments](#)
5. If allowed, and when possible, outside doors should be open to allow for ventilation.
6. Directors should consider holding outdoor rehearsals and/or performances.
7. Classrooms should be marked with X's on the floor to designate proper spacing. Please talk with your building custodian on how they want the floors marked.
8. Students will not share copies of music.
9. Students will not share wind and/or brass instruments. If instrument sharing is required, please contact Cara Hinkson for further instruction.
10. High touch surfaces, such as music stands, may be disinfected using WASH protocols and every effort should be made to reduce touching surfaces that separate players. Contact school custodian for appropriate cleaning products and directions for use.
11. To reduce transmission, students (other than bassoons, cellos, piano, and tubas) should be encouraged to stand in rehearsals and performances. Avoid using chairs. If chairs are used, cleaning and disinfecting may occur between use.



### Programming and Repertoire

1. Due to many variables, consideration of different approaches to programming is advised. This could include programming compositions in the public domain so that individual parts can be shared digitally, programming works with flexible instrumentation and programming works that can be rehearsed with a **few musicians** at a time.
2. If budgets are compromised, which they are, consider using the music within your library, or ask a peer.

### Teaching and Instruction

1. **Increase in airspace and time** - Outdoor rehearsals and performances are best because they allow for rapid air exchange. When outdoor training is not possible, the largest space in terms of volume should be used to allow for maximum air dispersion. Additionally, time is a factor as it is not fully known how long a virus might stay in the air. Reduction in training time and scheduling longer breaks will allow any possible contaminated air to dissipate. **One-hour rehearsal blocks that contain 40 minutes of playing/singing and 20 minutes of rest/cleaning is recommended.**
2. Chamber music is a must. This gives the options of taking larger ensembles and breaking them down to smaller groups. **Try and rotate the days that each group plays to limit the number of students playing or singing at one time.**
3. It is advised to provide unique experiences to support our continued inclusion in the curriculum during the pandemic and beyond.
4. Consider project-based instruction involving all large ensembles within a unit and working collaboratively.
5. Consider creating assignments for students based on common areas of study, rather than instrument or part groups (i.e. assignments for future music majors, non-music majors)
6. In the case of online instruction (full closure), consider equitable access to equipment, technology, internet, software, and other virtual instruction needs.
7. Consider a combination of traditional large ensemble objectives and small ensemble objectives. Consider student input on ensemble objectives.
8. Be aware of and adhere to copyright laws.
9. **If we move to a full closure all classes will be taught using TEAMS classroom.**

### Performances-

1. **All indoor performances are canceled through November. Performances could occur outside.**



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2. Audiences - For performances, audiences should be minimized and separated by at least six feet. Outdoor spaces generally allow for this type of spacing, however, the total number of people is often out of the control of the Performing Groups.
3. Chamber music group performances. This gives the options of taking larger ensembles and breaking them down to smaller groups.
4. Collaborative composing in small teams – Assign pairs of students: one student creates and records a melody, and the other creates and records a counterpoint or harmonization. A third student could be added, to create and record a percussive or otherwise alternative part.
5. Other options include - Recording concerts at schools during the day and putting them on the classroom team sites for all to see.

### **Additional Assignments to Enhance Ensemble Musicianship**

1. Guided score study and analysis – Choose a public domain piece or purchase all necessary scores for the project. Download and print the score. Students create either an arch map or formal analysis for a movement (if multi-movement) or for the entire work.
2. Directed and comparative listening – Students listen to two (or more) recordings of the same piece and write a short paper that compares the constructive elements of the performances. The instructor provides an assessment rubric (i.e. pitch, articulation, general musicianship, overall effect, etc.). Choirs can use the new rubric for further understanding.
3. Critical listening and writing – Students choose works performed at a previous concert and provide a one-page assessment of the performance. The instructor provides a simple assessment rubric (i.e. pitch, articulation, general musicianship, overall effect, etc.)
4. Repertoire discovery – Students discover three pieces by a composer fitting a certain set of criteria (i.e. Australian, Scandinavian, etc..)
5. Guest artist videoconferences – Instructor leads and creates topics and assignments.

### **Honor Groups**

ALL Honor Groups sponsored by the district are TBD as of this point. As we approach audition dates, we will make a determination. Please stay in contact with your Cara Hinkson regarding district and CDH guidelines.

### **General Music**

1. No risers should be used in the music classroom.
2. Explore options for physical distancing. Could music classes meet in the cafeteria? Or outside?
3. Elementary Honor Choirs should not meet at this time.
4. All singing should be kept to a minimum and if done it should be only small groups with appropriate social distancing.



5. All indoor performances at this point are canceled through November. We will make a decision for indoor performances in future.

### Orchestra/Guitar Specifics

1. Directors should use chamber ensembles within the larger ensembles, keeping the groups the same throughout **Students should be wearing masks while playing.**
2. Practice rooms should only be used by 1 student at a time. Proper disinfecting procedures need to be in place and if either of these items are not possible then practice rooms should not be used.
3. Ideas that can be taught - music technology, studio musicianship, songwriting, recording, video production, music theory, music history.

### Band Specifics

1. Directors should use chamber ensembles within our larger ensembles, keeping the groups the same throughout. **When possible a mask with a small slit for mouthpiece access should be worn while playing. If a student does not have a slit in their mask, the mask should be replaced when they are done playing.**
2. When able, directors should consider outdoor rehearsals and/or performances.
3. When possible during inside rehearsals, and if allowed, outside doors should be open at all times.
4. All instruments that have a water valve need to release it in a trash can, "puppy pad", or outside. There will be no letting out of water valves onto the floors, even post Covid-19.
5. Practice rooms should only be used by 1 student at a time. Proper disinfecting procedures need to be in place and if either of these items are not possible then practice rooms should not be used.
6. Ideas that can be taught - music technology, studio musicianship, songwriting, recording, video production, music theory, music history.

### Marching Band:

1. The CDH guidelines must be followed regarding spacing and size of groups.
2. For shows, the show must be designed in such a way that the guidelines are followed.
3. On and off the field procedures must also follow guidelines.
4. Consider a performance on an away game Friday- so that there is sufficient space for the audience.

### Pep Bands:

1. The size and spacing guidelines must be followed.

### Choir Specifics

1. Directors should use chamber ensembles within the larger ensembles, keeping the groups the same throughout. **When singing all students need to either have a mask or face shield on, if not then they are not allowed to sing.**
2. **Spacing when singing should be a least 10 ft apart**



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3. When able, directors should consider outdoor rehearsals and/or performances. Using the auditorium is another option to fully space the students.
4. In order to reduce possible transmission, no risers are to be used.
5. Ideas that can be taught - music technology, studio musicianship, songwriting, recording, video production, music theory, music history.
6. What can you do that you were not able to do before?
7. Practice rooms should only be used by 1 student at a time. Proper disinfecting procedures need to be in place and if either of these items are not possible then practice rooms should not be used.
8. Virtual Voice lessons.
9. Watch/listen to old choir performances and listen for different levels using the CLaS rubric to help students learn. The Sharepoint will be a great place to pull performances.
- 10.4 Minute Mastery Sight Reading
11. My Choral Coach endorsed by ACDA on Youtube
12. Practice rooms should only be used by 1 student at a time. Proper disinfecting procedures need to be in place and if either of these items are not possible then practice rooms should not be used.
13. [Opinion | The pandemic shut down choirs. We're finding new ways to sing together.](#)