

AUGUST 2020

Visual and Performing Arts



Section 2H.

The purpose of this document is to provide considerations and resources for visual and performing arts when using a hybrid or comprehensive distance learning instructional model.



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SECTION 1. Overarching Design Considerations



1A. Essential Learning and Acceleration

Instruction—even in this time of disruption—should be designed to ensure that each student has access to grade-level content so they can progress to the next level of learning and be prepared for college and careers. Leveraging student and family funds of knowledge is critical in connecting student experience to current learning goals and student agency. This year, it is important to account for the range of learning opportunities students encountered during extended school closures and over the summer. Focusing on the most essential content will be critical.

Achieving this goal requires educators to understand the essential knowledge from the current and prior grades. The prior grade’s essential knowledge must be woven into the current year’s grade-level learning. Focusing on essential knowledge for each grade asks educators to resist the temptation to think students need to learn everything from the prior grade before taking on the next grade’s learning. That is not necessary for success. Freeing educators from this inclination will let them focus tightly on the highest-leverage learning.

This fall it will be critical to monitor the potential instinct toward over-remediation. Annenberg Institute for School Reform at Brown University and Results for America’s research brief, “[School Practices to Address Learning Loss](#),” recommends against strategies that compress additional content into an instructional timeframe or that increase tiered interventions that pull students away from core content. Evidence suggests that these practices may deepen learning gaps that already exist for struggling students.

Much of the content in every grade level and subject is accessible for students of that age, even if they missed some prior learning. **Thus, the recommendation**, supported in the Annenberg research brief, **is to focus on grade-level learning to ensure students keep making progress, even in these complex times, with supplemental instruction on prerequisite skills as necessary** (See [Learning Acceleration Guide: Planning for Acceleration in the 2020-2021 School Year](#)). This year, school districts/school systems must focus on strong formative assessment practices and adjust how students learn grade-level content through comprehensive distance learning and hybrid instructional models.

What remains in all instructional models and content areas:

- **Keep care and connection at the forefront.**
- **Design learning to include students experiencing disability and who are learning English, as they are first and foremost general education students.**
- **Focus on essential grade-level learning.**
- **Builds on students’ academic background, life experiences, culture and language to support [culturally relevant learning](#).**

This content is situated as a discipline-specific resource and intended to supplement rather than repeat content included in *Ready Schools, Safe Learners*; Comprehensive Distance Learning; and Ensuring Equity and Access (all of which are available on the [Oregon Department of Education website](#)).



1B. Formative Assessment Practices

Formative assessment practices are the most vital aspect of a balanced assessment system, as they increase student learning and agency. Formative practices inform instruction in the moment, on a daily basis, and apply across all instructional areas, from CTE, to visual and performing arts, to mathematics. Please refer to ODE’s [Formative Assessment Considerations for 2020-21](#) for information around where to focus formative assessment efforts for the coming school year. The assessment sections below focus on guidelines and content-specific interim assessment resources that are available for Oregon districts, where appropriate.

SECTION 2. Content-Specific Design Considerations



2H: Visual and Performing Arts

All of the instructional models in *Ready School, Safe Learners* include opportunities for arts education, and all models present unique challenges. Guidance around [on-site visual and performing arts](#) has been released, as an additional resource within the *Ready Schools, Safe Learners Guidance*. The considerations and resources listed below are particular to off-site (either through hybrid or comprehensive distance learning) instruction and performance for visual and performing arts.

General Guidance Resources:

- [Fall 2020 Guidance for Music Education](#) developed by the National Federation of State High School Associations and National Association for Music Education
- American Choral Directors Association [Resources for Choral Professionals during the Pandemic](#)
- Educational Theatre Association [Recommendations for Reopening School Theatre Programs](#)
- National Federation of State High School Associations [Performing Arts COVID-19 Resources](#)
- Oklahoma State Department of Education [Launching Instruction for Fine Arts](#)
- National Dance Educators Organization [Teaching Dance in Fall 2020](#)

Focus	Considerations for Comprehensive Distance Learning and Hybrid Delivery Models
<p>Content</p> <p>What is the essential learning?</p>	<p>Rethink and Revise Content and Instruction: Group performance and art exhibits are an important element of teaching visual and performing arts, but these are not the sole element. In the absence of students meeting in person, consider shifting the structure of a course to incorporate elements conducive to a distance learning model, including a focus on theory, composition/writing, solo performance/monologues, ear training (for music), history, and arts appreciation, as well as integration into other content areas. When instructing with instruments, tools, or props, provide these items to students so that they can keep them in their homes and plan for the delivery of replacement items. As with all education, encourage students to be creative and innovative in this process.</p> <p>Emphasize Social Emotional Learning: Visual and Performing Arts content is as much about the theory, practice, and performance/display as it is about engaging students and providing opportunities to be creative, expressive, and passionate. Essential content may take a temporary shift away from performance and toward providing an opportunity for students to engage in arts education as it relates to social and emotional learning.</p>

Resources	<ul style="list-style-type: none"> ● Oregon Department of Education Suggestions for Creating Individual Art Supply Kits ● Library of Congress Scores, Recordings, etc. ● National Association of Music Education Curriculum Units ● Western Region American Choral Directors Association Education Resources ● Educational Theatre Association Teaching Theatre Online Tools and Curriculum
Instructional Materials What tools and resources do I use?	<p>Online video conferencing where students are connected at the same time can be a useful tool for drama practice/performances and visual art displays/exhibits, but are not useful for group music or dance practice or performance due to internet lag time or slow connectivity issues.</p> <p>Recording tools can be useful in online and offline structures.</p> <ul style="list-style-type: none"> ● Provide DVDs or other recordings of instruction or have the students record themselves performing a piece. ● Provide CDs or other formats for students to listen to and incorporate these listening sessions with student feedback. ● Provide click tracks to students with recording options that could be combined together once recorded individually.
Resources	<ul style="list-style-type: none"> ● Educational Theatre Association Creating Virtual Performances Guide ● Oklahoma Department of Education Visual Art Remote Learning Strategies Presentation and Outline ● Connolly String Ovation Top 36 Remote Music Collaboration Tools for Teachers and Students
Instructional Practices and Student Engagement How do I engage students in learning?	<p>Consider Integration of Arts Education with Other Subjects or Set Schedules at Lower Grade Levels: At the lower grade levels, it will be imperative that instructors of arts education work with homeroom educators to endorse the importance of well-rounded education. Educators should work together to incorporate arts education within other subject areas or schedule a set time within the day/week for arts instruction.</p> <p>Consider Community Participation in Events: Since performances and exhibits are generally community-wide events, it is also important to engage the community regarding what performances/exhibitions might look like and how they can be involved to support arts education.</p>
Resources	<ul style="list-style-type: none"> ● The Kennedy Center, What is Arts Integration? ● Honolulu Theatre for Youth Arts Integration Framework
Assessment and Performance How will I measure learning and showcase student work?	<p>After establishing a class culture of learning, assessment options within the visual and performing arts include:</p> <ul style="list-style-type: none"> ● Performance assessments and demonstrations of mastery of critical skills. ● Multiple opportunities and modalities to showcase work (considerations should be made for live, online solo performances). ● For exhibits such as paintings, drawings, and ceramics, consider having students send in pictures of their work or allow for paid postage or a drop-off system for educators to receive student work. ● For class-based summative assessments in distance learning, consider breaking down tasks into smaller segments and assessing separately. Use tools such as audio diaries, video response, or other technology tools.

	Please see formative assessment information in ODE's Formative Assessment Considerations for 2020-21 for focused considerations and resources.
Resources	<ul style="list-style-type: none">• Portland Public School Example of Visual and Performing Arts Showcase