











# Supplemental Guidance and Additional Considerations on Visual and Performing Arts

Updated: March 15, 2021

- ⇒ Provide a hand-washing station and have alcohol-based hand sanitizer readily available in the dressing rooms, green rooms, backstage and all other production areas.
- ⇒ No one should share any voice amplification equipment (microphones) during a single rehearsal or performance.
- ⇒ Consider avoiding forced breath cues (inhale/exhale). Avoid or minimize vocal warmups that reinforce projections, articulation, and vibration. Physical stretching warm-ups should be done with appropriate physical distance.
- ⇒ Provide scripts for each student—ideally digitally—that honor copyright restrictions. If students are using personal devices to access digital scripts, they should not be shared. Consider having hard copy scripts available for students without access to technology to avoid the need for students to share devices or scripts.
- ⇒ Meet technical needs (set and costume construction, lights, sound, etc.) through the application of standard safe practice procedures. Stagger the technical production work with rehearsal schedule to ensure physical distancing in all workspaces. Avoid overlapping technical production work with rehearsals.
- ⇒ Special measures and configuration should be in place for physical distancing when students are off stage, backstage, in the wings and in the house during rehearsals. Avoid having students in the rehearsal space or its supporting areas when not directly working with the theatre director or teacher.

## 3) Dance Instruction

### Required

- Reorganize and re-imagine dance instruction to allow for smaller classes and physical distancing of 10-12 feet.
- Plan lessons for dance activities that avoid direct or indirect contact such as partnering, tactile cueing, direct floor work, touching the same equipment or traveling across the floor. Consider alternative methods for teaching dance forms that traditionally involve physical contact (Latin dance forms, ballet pas de deux, and contact improvisation among others).
- Disinfect equipment, surfaces, and props after each use as well as high touch surfaces such as ballet barres, yoga mats and dance floors. Please see Task Force On Dancer Health informational paper on [COVID-19 FAQ for dancers and dance companies returning to the studios](#) for suggestions on cleaning vinyl dance floors.
- For indoor dance, follow the [OHA Indoor Recreation and Fitness Guidance](#) when/if the district's county is listed in the Advisory Metrics Framework in the Distance Learning (Red) column. Note if the county is in the Extreme Risk Level, the dance class must be moved outdoors or held virtually.

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## Recommended

- ⇒ Where possible, students should enter and leave the studios with dance clothes under street clothes.
- ⇒ Street shoes should be removed prior to entering any studios. Dance shoes should not be worn outside of the studio/classroom.
- ⇒ Teachers should monitor the intensity of class/workout to allow for wearing face coverings during exercise.
- ⇒ Consider avoiding forced breath cues (inhale/exhale).
- ⇒ Assign “spots” in the room; avoid rotating lines and cross-patterned group movement. Modified movement phrases in order to maintain distance.
- ⇒ Since  $\frac{1}{3}$  of a dance class is “across the floor” movement sequencing, consider avoiding or minimizing this section of classwork and avoid the customary practice of having students wait in line for these activities.
- ⇒ Consider double casting in order to minimize the number of people on stage together and to maintain distancing.
- ⇒ Consider reducing or eliminating dance floor work as skin contact, sweat, and breath on the floor may lead to increased chance of disease transmission.
- ⇒ Cleaning and disinfecting the floors should ideally happen prior to every new class or rehearsal.
- ⇒ Whenever possible dance instruction should take place in the designated dance studio, gymnasium or outdoors.

## 4) Visual Arts Instruction

Visual Arts can be readily adapted to the additional health and safety practices needed during the pandemic. Students can successfully engage in art-making individually, within a small space, so long as they have access to specifically designated materials and supplies. Two key components of visual arts education merit special attention: the regular need for clean-up of students' hands, tools and materials, and the common sharing of supplies and materials between students.

At the K-5 level, it is also important to note that specialist instructors generally meet with many groups of students in a day with minimal transition time. Alternate scheduling models are necessary to minimize the educators risk of exposure.

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## Required

- Students will wear face coverings and frequently wash hands. Use signage that encourages good hygiene (K-12).
- Provide adequate physical distancing of students and staff. The spacing could be encouraged through markings on tables and floor, and the placement of desks.
- Plan for the sanitation of surfaces (desks, work tables, partitions, doorknobs, etc.), tools, shared art materials, and personal protective equipment common to visual arts instruction, such as safety glasses, gloves, and aprons. Be certain to disinfect items before being used by another student. Have alcohol-based hand sanitizers and disinfectant wipes readily available.
- Review [CDC guidance](#) on disinfecting art supplies and materials if they need to be shared, with time built into the school day for cleaning. (K-12)

## Recommended

- ⇒ Establish practices for minimal sharing of necessary materials. Disinfect shared materials when possible.
- ⇒ Provide each student with a [personal art kit](#) of “high-touch” quality materials and supplies central to instruction (pencils, colored pencils, sketchbook, scissors, etc.) differentiated by grade level. (K-12)
- ⇒ Consider the traffic flow when distributing materials and other movements. Establish clear classroom procedures (e.g. the supplies will be given to students instead of walking around the room to retrieve them) consistent with CDC and State guidelines for health and safety in the use of materials and equipment in common areas. (K-12)
- ⇒ Consider using disposable materials and small-scale projects to reduce sanitation needs. (K-12)
- ⇒ Modify grouping practices. Provide additional seating/table space to allow for proper distancing. (K-12)
- ⇒ Prepare for how students will safely and effectively clean up at the end of instructional time. (K-12)
- ⇒ Increase transition time. When possible, provide longer transitions for cleaning the art room and tools between classes to allow for disinfecting supplies, wiping down tables or getting a whole new set of supplies to another classroom (if traveling). (K-12)
- ⇒ Whenever possible, art instruction should take place in the designated art room. (K-12)
- ⇒ If mobile teaching options are being considered (i.e., “art on a cart”), limit the number of students/classes a teacher is exposed to at a given time (for instance, grade levels rotate through specialist subjects a few weeks at a time) in order to reduce risk of exposure by specialists. (K-5)



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- ⇒ If mobile teaching options are being considered, additional supplies will be needed in order to have sets of tools/materials in “homeroom” or cohort-specific classrooms.
- ⇒ If mobile teaching options are being considered, preserve the art classroom as a dedicated safe environment for the art teacher to prepare materials and clean supplies between uses. (K-12)

## 5) Performance Events

### Required

- Enforce use of face coverings for all participants and attendees per state and local health authority requirements.
- Participation is limited to students and staff. Volunteers are not permitted at this time.

### Recommended

- ⇒ Once or if allowed, consider modifying productions to podcast or video broadcast events ([see example](#)) to minimize concerns of physical distancing at a live performance.
- ⇒ Consider outdoor performances, where maintaining physical distancing would be easier.
- ⇒ Educate audience members on health rules and expectations through:
  - school or program website;
  - social media channels;
  - online ticket purchasing;
  - mails and push notifications;
  - signage leading to and at the event site;
  - announcements at the beginning of each performance;
  - announcements in the printed program.
- ⇒ Identify, mark and enforce a one-way path of travel for entrance in and exit out of the theatre.
- ⇒ Provide alcohol-based hand sanitizer in the lobby and restrooms.
- ⇒ Disinfect all public areas prior to and after a performance—seats, rails, restrooms, back of house, and other high touch surfaces, using EPA-approved disinfectants.
- ⇒ Disinfect all set pieces and props before and after the performances.
- ⇒ Backstage for performance:
  - Face coverings should be worn at all times by all students and in the backstage area;
  - Disinfect all technical hardware--microphones/headsets, sound and light boards, lights, and rigging before and after the performance or rehearsals, per manufacturer instruction;

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- Disinfect all surfaces in the control booth, using EPA-approved disinfectants;
  - Limit the number of students in the control booth, based on physical distancing rules.
- ⇒ Concession sales at performances should consist of individually wrapped, commercially prepared items. Bake sales or homemade items are prohibited.
- ⇒ Open adequate restroom facilities in other parts of the building to reduce crowding and preserve physical distancing.
- ⇒ Place artwork exhibits far enough apart to allow for physical distancing.
- ⇒ Consider creating and uploading artwork in various online platforms and technologies to create virtual art galleries.

## Resources for Reference

- Educational Theatre Association [Recommendations for Reopening School Theatre Programs](#)
- Maryland Public Schools: [ARTS TOGETHER: PLANNING GUIDE FOR ART EDUCATORS IN MARYLAND PUBLIC SCHOOLS COVID-19 RESPONSE AND PATH FORWARD](#)
- Dance/USA [Task Force on Dancer Health](#)
- National Dance Education Organization: [Teaching Dance in the Fall 2020](#)
- [Considerations for Reintegrating Into the Dance Studio](#) by Dr. Kat Bower PT and Dr. Kathleen L. Davenport, MD
- The National Arts Education Association (NAEA) has established baseline guidance around specific components of the visual arts classroom in their publication “[Tips for Returning to the Visual Arts or Design Classroom.](#)”
- [September Ready Arts Ed. Guidance](#), produced by Arts Ed. New Jersey
- [Recommendations for Arts Education -- North Carolina](#)