

School Closure Toolkit: Fine Arts

Updated 04/06/2020

I. Summary

Fine arts classes and programs at all grade levels may be impacted by extended school closures and transitions to alternative instructional delivery formats. While the transition to non-traditional and alternative instructional delivery formats present several unique and unseen challenges, engagement and activities in the fine arts can and should continue. Fine arts instruction in Tennessee includes dance, media arts, music, theatre, and visual arts.

In addition to the myriad intrinsic values and soft-skills development, engaging with the fine arts content and providing opportunities for artmaking can help provide a sense of normalcy to students during this time of crisis and uncertainty.

The purpose of this document is to help teachers, school administrators, and district leaders think through opportunities to support the creative development and growth of all students through the fine arts during school closures in response to COVID-19. The document outlines important considerations for ongoing learning and engagement during closures, as well as planning for sustainability and continuity of fine arts programs.

District leaders are encouraged to share this guidance with school administrators and fine arts (dance, media arts, music, theatre, and visual arts) educators.

Fine arts teachers are encouraged to emphasize personal artmaking and engagement in arts learning. In addition, there are a variety of instructional resources and strategies to engage students within all domains in the fine arts standards. In situations where online access is limited, students should have access to alternative resources and activities to prioritize engagement in learning and creativity rather than strict alignment and instruction in the standards.

II. Considerations and Best Practices

General Considerations

- ❑ Fine arts teachers, school administrators, and district leaders are encouraged to emphasize personal artmaking and engagement in arts learning during the extended school closures.
- ❑ There are a variety of instructional resources and strategies to engage students within all domains in the fine arts standards. Some examples of suggested resources are provided in the fine arts resource list packet.
- ❑ In situations where online access is limited, students should have access to alternative resources and activities to prioritize engagement in learning rather than strict alignment and instruction in the standards.
- ❑ Not all students and families have access to devices or reliable internet service. Consider

- alternative activities for those who may not be able to access virtual lessons or resources.
- ❑ Consider a variety of non-traditional delivery methods, including live-streamed and recorded video instruction, as well as printed activity packets or supplements for learners.
 - ❑ Be mindful of the limits of online/distance learning platforms and the attention span of young learners.
 - Daily virtual engagements with all learners and class cohorts may not be possible.
 - The frequency and duration of instruction, tasks, and activities may need modification in order to be effective.
 - Designing a series or suite of activities to engage learners in the arts may be more effective than transitioning daily classroom instruction and work for non-traditional delivery.
 - ❑ Follow any applicable district guidelines or directives for sending and receiving music, dance, or theatre recordings and video files to/from students.
 - ❑ Consider offering opportunities to explore the arts through writing. For example, students can write in response to watching videos, listening to recorded music, or interview a family member about their favorite song/genre of music or art/dance, etc.
 - ❑ Consider activities that connect across multiple arts disciplines or strong connections with other content areas to make activities and task enriching and meaningful.
 - ❑ Assessment of fine arts activities, tasks, and assignments during school closure should emphasize feedback on personal artistic growth, self-assessment, and artistic processes (e.g., [Studio Habits of Mind](#), etc.).
 - Note: the decision to mandate and/or take grades on assignments is a district decision. The department strongly encourages districts to maximize student learning opportunities, where viable. Please reference the Academics Toolkit for additional ideas and strategies.
 - ❑ Many fine arts programs rely on fundraising activities. The school closures may affect the ability for schools and school support organizations to engage in fundraising. District and school leaders should collaborate with fine arts educators and support organizations to identify strategies to safeguard fine arts program budgets to ensure continuity of programming.
 - ❑ District and school leaders should consider the impacts of closures on purchasing for arts programs. Many arts programs may purchase supplies, including high-quality instructional materials, consumables, instruments, and equipment during the spring and final months of the school year.
 - District and school leaders are encouraged to collaborate with arts educators to ensure essential purchasing, including scheduled services like musical instrument repair, are able to continue throughout the school year. Many purchasing processes may require significant time and collaboration among stakeholders to procure instruments and materials.

Considerations for Dance Programs

- ❑ Students enrolled in dance classes may not have access to essential equipment (i.e., proper attire, footwear, barres, mirrors, sound equipment, etc.).
- ❑ Work with school and district administration to identify ways to provide supplies and materials, where possible, for continued arts learning/making. Prioritize adherence to

social distancing and proper hygiene protocols from the CDC and Tennessee Department of Health.

- ❑ Provide safety recommendations and suggestions for students and parents.
- ❑ Live virtual dance instruction and recorded videos from professional ballet companies and dance studios are available online.
- ❑ Dance programs may typically have a variety of recruitment or outreach activities during the spring.
 - Educators and administrators should collaborate to determine equitable solutions in the event these activities are not able to continue, especially as these cancellations and delays may impact registration, scheduling, and class rostering.
- ❑ Students who were selected to participate in one (1) of the Governor’s Schools or who satisfy any of the other criteria for “state distinction” in the arts, such as qualifying for statewide or national recognition and awards (TAEA Regional Art Exhibitions, Youth Art Month Flag Contest, Scholastic Art Awards, etc.) should be recognized as graduating with “state distinction” in accordance with the requirements outlined in the State Board of Education High School Policy 2.103 (3)(6), even if the state or national events are cancelled.

Considerations for Media Arts Programs

- ❑ Students enrolled in media arts classes will likely not have access to a diverse range of art making supplies and tools at home; however, arts learning can and should continue with what is available.
- ❑ Work with school and district administration to identify ways to provide supplies and materials, where possible, for continued arts learning/making. Prioritize adherence to social distancing and proper hygiene protocols from the CDC and Tennessee Department of Health.
- ❑ In the absence of access to online tools and resources, students in the media arts may use the thinking and design processes necessary to create artistic media in a low or now tech approach through storyboarding ideas, writing production sheets, or considering through written analysis how photographs or video media may be captured, edited, and shared.
- ❑ Consider creative ways of displaying and sharing student artwork using the school’s webpage, social media accounts, other appropriate websites, etc.
- ❑ Students who were selected to participate in one (1) of the Governor’s Schools or who satisfy any of the other criteria for “state distinction” in the arts, such as qualifying for statewide or national recognition and awards (TAEA Regional Art Exhibitions, Youth Art Month Flag Contest, Scholastic Art Awards, etc.) should be recognized as graduating with “state distinction” in accordance with the requirements outlined in the State Board of Education High School Policy 2.103 (3)(6), even if the state or national events are cancelled.

Considerations for Music Programs

- ❑ Students enrolled in general, instrumental/vocal, and other types of music classes may not have access to essential equipment (i.e., instruments, method books, sound recording equipment, etc.).
- ❑ Work with school and district administration to identify ways to provide supplies, materials, and instruments for continued arts learning/making. Prioritize adherence to social distancing and proper hygiene protocols from the CDC and Tennessee Department of

Health.

- Provide a window of time for students and families to retrieve personally-owned or assigned school-owned instruments. Strategies include: limited-entry pick-up stations, curbside pick-up, delivery to student homes, etc.
 - Follow school/district protocols regarding the checkout of school- and district-owned equipment. Ensure a plan exists for the return of equipment at the end of the school year or continued access throughout the summer.
 - Be mindful of the need for increased hygiene and review protocols for cleaning and sanitizing instruments and equipment with students and families.
- ❑ Many schools and districts conduct routine maintenance and repairs to instruments and equipment during the spring and summer. District and school leaders should collaborate with music educators to develop a plan for instrument maintenance, repair, and cleaning in preparation of the next school year.
- ❑ Students who were selected for one of the Tennessee All-State Musical Organizations (through the Tennessee Music Education Association) but were unable to attend the event due to cancellation should be recognized as graduating with “state distinction” in accordance with the requirements outlined in the State Board of Education High School Policy 2.103 (3)(6)(c)
- ❑ Students who were selected to participate in one (1) of the Governor’s Schools or who satisfy any of the other criteria for “state distinction” in the arts, such as qualifying for statewide or national recognition and awards (TAEA Regional Art Exhibitions, Youth Art Month Flag Contest, Scholastic Art Awards, etc.) should be recognized as graduating with “state distinction” in accordance with the requirements outlined in the State Board of Education High School Policy 2.103 (3)(6), even if the state or national events are cancelled.
- ❑ Many middle school instrumental and vocal music programs may typically engage in recruitment activities (informational meetings, instrument placement, etc.) with feeder elementary schools during the spring.
- Educators and administrators should collaborate to determine solutions in the event these activities are not able to continue.
 - Middle school music teachers may need to work with elementary school administrators and counselors for access to student contact information and to facilitate communication to parents.
 - Recruitment activities may have to be shifted to the summer or start of the next school year and may result in delayed registration, scheduling, and class rostering.
- ❑ Many high school instrumental and vocal music programs may typically engage in recruitment activities (informational meetings, auditions, spring training camps, etc.) with feeder middle schools during the spring.
- Educators and administrators should collaborate to determine solutions in the event these activities are not able to continue.
 - High school music teachers may need to work with middle school administrators and counselors for access to student contact information and to facilitate communication to parents.
 - Recruitment activities may have to be shifted to the summer or start of the next school year and may result in delayed scheduling and class rostering.

Considerations for Theatre Programs

- ❑ Students enrolled in dance classes may not have access to essential equipment (i.e., scripts, texts, props, costumes, sound and lighting equipment, etc.).
- ❑ Similar to the considerations for media arts programs, in the absence of tools and resources, theatre students may engage in the thinking and design process used in creation of dramatic productions.
- ❑ Students may be provided with high-quality text and literature to create scenes based on pre-written text, write short stories, dialogues, and skits with limited characters, or access music and dance resources to build and maintain musical theatre skills.
- ❑ Provide opportunities that include not only performance tasks, but activities in written analysis, playwriting, theatre history, and technical theatre.
- ❑ High-quality plays and other dramatic productions are readily available for viewing online and through various streaming platforms.
- ❑ Follow school/district protocol for using video conferencing programs (such as Google Hangouts, Skype, Flipgrid, or Zoom) for interactive activities.
- ❑ Theatre programs may typically have a variety of recruitment or outreach activities during the spring.
 - Educators and administrators should collaborate to determine equitable solutions in the event these activities are not able to continue, especially as these cancellations and delays may impact registration, scheduling, and class rostering.
- ❑ Students who were selected to participate in one (1) of the Governor’s Schools or who satisfy any of the other criteria for “state distinction” in the arts, such as qualifying for statewide or national recognition and awards (TAEA Regional Art Exhibitions, Youth Art Month Flag Contest, Scholastic Art Awards, etc.) should be recognized as graduating with “state distinction” in accordance with the requirements outlined in the State Board of Education High School Policy 2.103 (3)(6), even if the state or national events are cancelled.

Considerations for Visual Arts Programs

- ❑ Students enrolled in visual arts classes will likely not have access to a diverse range of art making supplies and tools at home; however, arts learning can and should continue with what is available.
 - There are a variety of ways to participate in artmaking using household items. Teachers should consider providing recommendations for activities that safely utilize a variety of common materials.
- ❑ Consider creative ways of displaying and sharing student artwork using the school’s webpage, social media accounts, websites like Artsonia, etc.
 - In the event school closures are extended, determine a plan to archive or return student artwork left at school.
- ❑ Students should be encouraged, whenever possible, to work on projects that encourage varied outcomes in addition to skill based practice.
- ❑ Students who were selected to participate in one (1) of the Governor’s Schools or who satisfy any of the other criteria for “state distinction” in the arts, such as qualifying for statewide or national recognition and awards (TAEA Regional Art Exhibitions, Youth Art Month Flag Contest, Scholastic Art Awards, etc.) should be recognized as graduating with “state distinction” in accordance with the requirements outlined in the State Board of

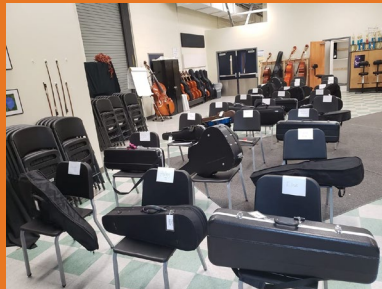
Education High School Policy 2.103 (3)(6), even if the state or national events are cancelled.

Best Practices Spotlight:

Music teachers Carole Grooms and Mark Garey at Freedom Middle School (Franklin Special School District) helped organize a pick-up day where students and parents drive up for curbside pickup of the students' musical instruments, learning packets, and method/textbooks.



Just a few miles away, Centennial High School (Williamson County Schools) orchestra teacher Allison Cowan prepped string instruments for student and family pick-up.



Whitwell Elementary School (Marion County Schools) art teacher Kimerlin Moore shares simple, fun art activities on the school's Facebook page to keep the students interested and engaged in the visual arts. Activities include creating a color wheel using household items and outdoor shadow drawing.



Click [here](#) for the latest updates on coronavirus (COVID-19) from the department. Please reference the Academics Toolkit for additional information about Academics and Instruction.

For questions regarding COVID-19 fine arts guidance or for more information about fine arts programs in Tennessee schools, call (615) 762-6330 or email Arts.Education@tn.gov.