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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🎭 2H: Visual and Performing Arts

All instructional models (in-person, hybrid, or online learning) include opportunities for arts education, and all models present unique challenges. Considerations and resources are listed below for planning instruction and performance within multiple models. It is critical to provide opportunities for students to reflect upon the 2021-22 school year and use the Arts as a way to express these experiences, leading toward healing and resiliency. It is also important to reestablish opportunities for students to engage in courses in dance, media arts, music, theater, and visual arts to provide safe spaces for students to be creative and reflect upon their lived experiences during the past year. In addition, it may be beneficial to infuse other content areas with arts instruction to support student well-being and creative expression.

Health and Safety Related Guidance Resources:
- National Association for Music Education COVID-19 Resources
- 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

Focus	Considerations and Resources
Content What is the essential learning?	**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. When limitations exist for students meeting in group settings, consider shifting the structure of a course to incorporate elements where students can work individually, 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. As with all education, encourage students to be creative and innovative in this process. **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, passionate, and creating safe spaces for students to connect with each other and the world. Essential content may shift away from a traditional focus on group performance toward providing an opportunity for students to engage in arts education as it relates to social and emotional learning. However, if possible, group performance and/or displays of work should still be included as part of this learning environment. **Maintain Arts Standards:** It is critical that instructional content remain high quality and focused on learning the content area. Oregon's Arts standards should be represented in this content.
Online Resources	- 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	**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

Focus	Considerations and Resources
What tools and resources do I use?	dance practice or performance due to internet lag time or slow connectivity issues. If possible, in-person options (such as outside concerts/shows) should be considered for group performance. **Recording tools** can be useful in online and offline structures. Even for in-person courses, these options can be helpful for at-home practice. ● Provide DVDs or other recordings of instruction or have 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. **Individual Kits** created for students to either use in the classroom or take home with them can provide equitable access for all students and should be considered across all instructional models.
Resources	● 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?	**Consider Integration of Arts Education with Other Subjects and Set Schedules at Elementary Grade Levels:** At the elementary 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. In addition, schedule and set time within the day/week for arts instruction. **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.
Resources	● 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?	**After establishing a class culture of learning, assessment options within the visual and performing arts include:** ● Performance assessments and demonstrations of mastery of critical skills. ● Multiple opportunities and modalities to showcase work. ● For class-based summative assessments, consider breaking down tasks into smaller segments and assessing separately. Use tools such as audio diaries, video response, or other technology tools. Please see the [formative assessment section](#) of this document for focused considerations and resources.

Focus	Considerations and Resources
Resources	● [Portland Public School Example](#) of Visual and Performing Arts Showcase