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## MUSIC GUIDE 2020-2021

Current practice is subject to change based on the recommendations from LLCHD and/or decisions made by the LPS Board.

All Music	<p>Working on District wide Content Specific Curriculum to support teachers and students in what could be a fluid teaching and learning experience</p> <ul style="list-style-type: none"><li>● Build more video tutorials to support student learning</li><li>● Build projects into a Hyperdoc/Hyperslide format to support students working through projects in a mix of at school and at home</li><li>● Consider that the time you have with students may be shortened and that you may need to reduce your scope &amp; sequence to what is essential for student learning. Two questions you might consider: <i>What have our learners experienced? What will matter most in the design of our curriculum for the coming year?</i></li><li>● Consider that our location will be a unique space (outdoors, use of auditoriums for choirs, etc) for some courses. What can be done to meet the needs of the course standards and objectives? Consider the size of the class and space provided.</li><li>● Review Preparing for the 2020-21 School Year resources including<ul style="list-style-type: none"><li>○ <a href="#">COVID-19 Student Safety and Music Program Continuation Ideas for Consideration</a></li><li>○ <a href="#">ACDA Vocal Guidelines</a></li><li>○ <a href="#">ASTA Guidelines</a></li></ul></li><li>● Ask yourself how you will do the following:<ul style="list-style-type: none"><li>○ Determine the essential learning outcomes your students need during this time.</li><li>○ Learning will look differently for a while, it is okay to rethink and redesign our curriculum.</li><li>○ Make time for student reflection and consider providing extended opportunities for music making and creation.</li><li>○ Music rubrics/assessments will be adjusted reflecting changes to music essential learning outcomes.</li><li>○ Rewrite your course syllabi to reflect the essential skills and course objectives related to the Nebraska Music Standards.</li><li>○ Use devices that are currently accessible and available to students. Post notes, instructions on locations, procedures and objectives on Google Classroom for students to understand what is expected prior to daily lessons.</li></ul></li><li>● Limit the amount of equipment used and reduce sharing possibilities as much as you can in certain activities.</li><li>● PPE: Face masks must be worn by students at all times. Teachers will be provided a face shield to be worn in addition to the face mask while singing and playing is occurring.</li><li>● Students should be spaced apart as much as possible. Wind players and singers must be 6 ft or more apart.</li><li>● Limit singing and playing to 30 minutes during a class / rehearsal. Allow for 20 minutes of air flow exchange between classes / rehearsals.</li><li>● An unprecedented International Coalition led by <a href="#">Performing Arts Organizations to Commission COVID-19 Study</a>: On May 21, a number of performing arts organizations joined forces to commission a study on the effects of COVID-19 on the return to the music classroom and rehearsal hall. It is important to understand what risks exist in performing arts classrooms and performance venues. Specifically, the study will examine aerosol rates produced by wind instrumentalists, vocalists, and even actors, and how quickly those aerosol rates accumulate in a space.</li></ul>
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CONTENT	If All students return to school	If partial remote learning - synchronous / asynchronous	If 100% Remote Learning
	<ul style="list-style-type: none"> <li>● Curriculum and classroom procedures will be as normal with careful attention to cleaning items and keeping relative physical space between students.</li> <li>● Performances will resume.</li> </ul>	<ul style="list-style-type: none"> <li>● PPE: Face masks must be worn by students at all times. Teachers will be provided a face shield to be worn in addition to the face mask while singing and playing is occurring. Wind players should roll the mask up to their nose for playing.</li> <li>● Maintain physical distance as much as possible.</li> <li>● Limit playing and singing to 30 minutes at one time.</li> <li>● No Field Trips or tours. Tentatively, All-City Festivals are CANCELLED for the year. Consider Virtual Field Trips. HS music competitions are on hold and a clinician based experience will be considered.</li> <li>● Before and after school ensembles will not occur during the first quarter for middle school and All-City Ensembles. We will consider ensembles for the 2nd quarter depending on the status of our school procedures. Elementary schools will not meet before/after school for the first semester.</li> <li>● Students may not share any classroom equipment or instruments.               <ul style="list-style-type: none"> <li>○ percussion mallets, music stands, bows, large school instruments (e.g. tubas)</li> </ul> </li> <li>● Provide additional non-shared supplies.               <ul style="list-style-type: none"> <li>○ valve oil, reeds, rosin, mouthpieces, disinfectant spray, alcohol wipes</li> </ul> </li> <li>● Redistribute available instruments between schools based on student need.</li> <li>● Maintain active inventory of instruments and sign-out procedures.</li> <li>● A “Music Kit” of essential learning resources should be provided for students for remote learning scenarios. <a href="#">Music Student Resource List</a></li> </ul>	<ul style="list-style-type: none"> <li>● Synchronous, with teachers working with students through Zoom. Instructional time for students should be limited to 10-15 minutes with teachers staying on Zoom to answer individual questions as needed. Entrance and Exit tickets given via Google Classroom other technology.</li> <li>● Use technology (Google Drive / Classroom, Peardeck, SeeSaw, FlipGrid, WeVideo, etc.) that supports students' ability to record, evaluate, and share their skill work and physical activity with their teacher or peers when possible.</li> <li>● Plan for use of all devices available.</li> </ul>

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## HIGH SCHOOLS

CONTENT	If All students return to school	If partial remote learning - synchronous / asynchronous	If 100% Remote Learning
9-12 Band & Orchestra	<ul style="list-style-type: none"> <li>• Courses will resume under normal guidelines for Nebraska Course Standards for High School Music Courses.</li> <li>• Performances will resume.</li> <li>• Still may consider extra cleaning and hand hygiene, particularly during winter months.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Marching Band</b> (<a href="#">A/B SCHEDULE GUIDANCE</a>)               <ul style="list-style-type: none"> <li>○ Review <a href="#">LPS Guidelines for Marching Band</a>.</li> <li>○ Other guidance documents include: <a href="#">Guidance for a Return to High School Marching Band</a> by National Federation of State High School Associations (NFHS) and Sports Medicine Advisory Committee (SMAC), <a href="#">Iowa HSMA</a> and <a href="#">NDE Summer School Activities</a>.</li> <li>○ Utilize tape/cones to mark chairs 6 ft (or determined safe distance) apart for indoor rehearsals. Spacing in rehearsal blocks or show drill needs to be a 3 step interval.</li> <li>○ During the school year, marching bands will meet outside. Show should be designed allowing for appropriate physical distance. Students arrive and dismiss staggered by sections or are rehearsed in sections (brass / woodwind / percussion / guard). If a rotation is needed for class size, an A/B schedule will be developed.</li> <li>○ Each marching band rehearsal field may need a 1-2 Storage Pods provided for storage of large equipment. (16" x 8" pod - 3 month rental)</li> <li>○ Students with smaller instruments will store them in their cars. Students that do not drive will be assigned a designated locker accounting for physical distance.</li> <li>○ Have a communication plan prepared due to inclement weather. If rain, class is canceled</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Shift instruction from large ensemble to solo/small group instructional approach.</li> <li>• High School - focus on music theory units, music respond and create units and solo literature units.</li> <li>• Plan for use of all devices available to students, including personal cell phones. Google Classroom and MyVRSpot will be used for instruction. FLAT music notation software will be purchased for all secondary teachers and students, itinerants, and 4th/5th grade instrumental.</li> </ul>

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and students remain home during the first period or leave early if class meets at the end of the day. Small sectionals can occur inside for select sections.

- Competitions and performances will follow guidelines of NSBA. LPS bands will not travel outside of Lincoln.
- Rehearse in small ensembles using flex arrangements. ([FLEX Arrangement by Composers](#))
- Shift instruction from large ensemble to solo/small group if small class sizes are needed.
- **Concert Ensembles** (jazz band, concert band and orchestras)
  - [A/B schedule planning](#)
  - Jazz bands are smaller ensembles allowing for physical distancing.
  - All Ensembles must be set up in straight rows facing forward.
  - Create percussion pods for students to be assigned for each instructional day.
  - Masks are worn all the time when talking.
  - Limit playing to 30 minutes.
  - Maintain 6 ft physical distancing
  - No sharing of instruments.
  - Students have their own music. No sharing of stands, pencils. Etc.
  - Brass players MUST have a water key rag or puppy pad that is disposed each day.

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<p>9-12 Vocal</p>	<ul style="list-style-type: none"> <li>● Courses will resume under normal guidelines for Nebraska Course Standards for High School Music Courses.</li> <li>● Performances will resume.</li> <li>● Still may consider extra cleaning and hand hygiene, particularly during winter months.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">A/B schedule planning</a></li> <li>● Use large spaces like the auditorium and cafeteria to accommodate moderate-sized chorus rehearsals. Possibly divide the class in half and each half sings separately if in a smaller room.</li> <li>● Embed diagnostics for in-person learning to include score analysis, music history, and composer's intent based on the text.</li> <li>● Students should have their music - no sharing.</li> <li>● Avoid using choral uniforms (robes) for the first semester. At which point uniforms are used, it should be assigned to each student. Uniforms should be cleaned prior to distribution.</li> <li>● <b>Show Choirs</b> <ul style="list-style-type: none"> <li>○ <a href="#">A/B schedule planning</a></li> <li>○ <a href="#">Guide for pre-school camps and show design prep.</a></li> <li>○ Use large spaces like the auditorium, large rehearsal room or use outside to accommodate moderate-sized chorus rehearsals.</li> <li>○ Rehearse half of the group at a time. Other half may work on music in one area and choreography. Practice choreography outside weather permitting.</li> <li>○ Students should have their own music. No sharing of costumes or props.</li> <li>○ Students should have their own hand sanitizers in addition to dispensers located in the music room.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Shift instruction from large ensemble to solo/small group instructional approach.</li> <li>● High School - focus on music theory units, music respond and create units and solo literature units.</li> <li>● Plan for use of all devices available to students, including personal cell phones. Google Classroom and MyVRSpot will be used for instruction. FLAT music notation software will be purchased for all secondary teachers and students, itinerants, and 4th/5th grade instrumental.</li> </ul>
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<p>Guitar / Music Tech</p>	<ul style="list-style-type: none"><li>• Courses will resume under normal guidelines</li><li>• Still may consider extra cleaning and hand hygiene, particularly during winter months.</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">A/B schedule planning</a></li><li>• Class size of less than 20-22</li><li>• Physical distance of chairs within room, Face masks worn at all times.</li><li>• Guitar is assigned to one student. If a student has their own instrument, they should use it. We may need to do a community donation for more guitars for each student.</li><li>• Computer stations assigned to one person (not shared)</li><li>• Cleaning of all equipment after every class. Multiple guitar classes, guitar must be disinfected between classes.</li><li>• Google Classroom and MyVRSpot will be used for instruction. FLAT music notation software will be purchased for all secondary teachers and students</li></ul>	<ul style="list-style-type: none"><li>• Plan for use of all devices available to students, including personal cell phones. Google Classroom and MyVRSpot will be used for instruction. FLAT music notation software will be purchased for all secondary teachers and students, itinerants, and 4th/5th grade instrumental.</li></ul>
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## MIDDLE SCHOOLS:

Music	If All students return to school	If partial remote learning - synchronous / asynchronous	If 100% Remote Learning
<b>6-8 Band and Orchestra</b>	<ul style="list-style-type: none"> <li>• Courses will resume under normal guidelines for Nebraska Course Standards for Middle School Music Courses.</li> <li>• Performances will resume.</li> </ul>	<ul style="list-style-type: none"> <li>• Class size may require use of larger spaces in the school. Rows are set up in straight rows facing forward. Utilize tape to mark chairs 6 ft apart or as far apart as you can within the room. Consider half the class playing, other half on chromebook assignments sitting on the perimeter of the room.</li> <li>• Create percussion pods for students to be assigned for each instructional day.</li> <li>• Masks are worn all the time when talking.</li> <li>• No sharing of instruments.</li> <li>• Limit playing to 30 minutes. If a large group, coordinate an A / B band with playing at one time.</li> <li>• Students have their own music. No sharing of stands, pencils. Etc.</li> <li>• Brass players MUST have a water key rag or puppy pad that is disposed each day.</li> <li>• Shift instruction from large ensemble to solo/small group if small class sizes are needed. (<a href="#">MS Solo/Chamber Unit</a>). A possible solution is to have small chamber groups rehearse on half of the room while the other half work on creating and responding units on Chromebooks.</li> <li>• Use flex band/orchestra arrangements to allow for various instrument combinations (<a href="#">FLEX Arrangement by Composers</a>)</li> <li>• Before and after school ensembles will not occur during the first quarter. We will consider</li> </ul>	<ul style="list-style-type: none"> <li>• Shift instruction from large ensemble to solo/small group if small class sizes are needed.</li> <li>• Middle School - focus on PLC developed music individual skill and theory assessments</li> <li>• Plan for use of all devices available to students, including personal cell phones. Google Classroom and MyVRSpot will be used for instruction. FLAT music notation software will be purchased for all secondary teachers and students, itinerants, and 4th/5th grade instrumental.</li> <li>• A “Music Kit” of essential learning resources should be provided for students for remote learning scenarios. <a href="#">Music Student Resource List</a></li> </ul>

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		ensembles for the 2nd quarter depending on the status of our school procedures.	
<b>6-8 Vocal</b>	<ul style="list-style-type: none"> <li>● Courses will resume under normal guidelines for Nebraska Course Standards for Middle School Music Courses.</li> <li>● Performances will resume.</li> </ul>	<ul style="list-style-type: none"> <li>● Masks are worn all the time when talking &amp; singing. Use the class microphone - do not speak too loudly. Do not have students sing louder because they have a mask on.</li> <li>● Possibly divide the class in half and each half sings separately if in a smaller room.</li> <li>● Limit actual singing to 30 minutes of the class.</li> <li>● Students should have their own music - no sharing.</li> <li>● For general music classes, divide the class in half, one half positioned on one side of the room or on the perimeter of the room to sing. The other half is located on the other half or in the center to play instruments. Next class time, switch student roles.</li> <li>● Assist students in building a <a href="#">successful mindset for solitary singing</a>.</li> <li>● Adjust pacing guides and instructional materials by standards to promote in-person learning (responding/connecting) and distance learning (creating/performing).</li> <li>● Before and after school ensembles will not occur during the first quarter. We will consider ensembles for the 2nd quarter depending on the status of our school procedures.</li> </ul>	<ul style="list-style-type: none"> <li>● Shift instruction from large ensemble to solo/small group if small class sizes are needed.</li> <li>● Middle School - focus on PLC developed music theory, individual voice development skills</li> <li>● A “Music Kit” of essential learning resources should be provided for students for remote learning scenarios. <a href="#">Music Student Resource List</a></li> </ul>



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## ELEMENTARY SCHOOLS:

Grade Band	If All students return to school	If partial remote learning - synchronous / asynchronous	If 100% Remote Learning
<b>Music</b>	<ul style="list-style-type: none"> <li>Courses will resume under normal guidelines for Nebraska Standards for Elementary Music Education.</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn music through a combination of Quaver Music, an online music curriculum resource, and other normal methods with consideration of safety to students and teachers. Teachers should follow the revised <a href="#">K-5 Music Pacing Guide</a>.</li> <li><a href="#">Music on a Cart</a>: Music materials for each lesson will need to be on a cart easily transferred to each classroom. Consider designing lessons so that all grade levels will use some Orff, drum, or misc. Instruments in one rotation.</li> <li>Space students according to health department guidelines. Altered and adjusted lessons with movement or singing may need to be considered.</li> <li>Do not share instruments without proper sanitization.</li> <li>Recorders should be assigned to only 1 student and cleaned each night. <u>Recorder units may be postponed to later in the school year.</u> Ukuleles may be used, 1 instrument per student and follow proper and safe disinfecting.</li> <li>Have drop off bins for sticks, mallets and small instruments. <a href="#">LPS Instrument Inventory/Cleaning Guidelines</a></li> <li>Some students/families will choose to stay home and join remotely. A plan of how to engage students who are joining the class remotely.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist teachers will follow a remote learning rotation by grade level and will connect with students through Zoom. Instructional time for students should be limited to half of the regular class time (20-25 minutes on Zoom) with additional asynchronous activities for students to do on their own.</li> <li>For teachers who are not confident in facilitating synchronous learning, they may consider recording their lessons for the purposes of practicing. Teachers should submit and share their videos through MyVRSpot.</li> <li>Use technology (Quaver Grooves, WeVideo, Flipgrid) that supports students' ability to record, evaluate, and share their performance(s).</li> <li>Incorporate project-based learning that connects to artistic processes through the use of Quaver Music. Teachers should continue to follow <a href="#">K-5 Music Pacing Guide</a></li> </ul>

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<b>Band and String Small Class Instruction</b>	<ul style="list-style-type: none"><li>• Courses will resume under normal guidelines and will continue to be offered following the requirements for a well-rounded curriculum. Adaptations with scheduling, recruiting and actual start times may need to be adjusted depending on the school schedule for beginning of the year.</li></ul>	<ul style="list-style-type: none"><li>• Small group scheduling will need to be by classroom cohort, not by ability or like-instrument. <u>The general music classroom may need to be used as an alternative space for instr. class to allow for physical distancing.</u></li><li>• Schedule in transition time to escort students from classroom to music room.</li><li>• Hands are washed prior and after instrumental class.</li><li>• Face masks are worn at all times except when wind players are actually playing.</li><li>• Before and after school ensembles will not occur during the first quarter. We will consider ensembles for the 2nd quarter or 2nd semester depending on the status of our school procedures.</li></ul> <p style="text-align: center;"><b>INSTRUMENTAL SCHEDULING PLANS</b></p>	<ul style="list-style-type: none"><li>• If we are able to start groups before RED, instruction will continue using Google Classroom.</li><li>• Instrumental teachers will follow a remote learning rotation and will connect with students through Zoom. Instructional time for students will be limited to 15-20 minutes.</li><li>• If it is determined that instrumental small group classes should wait until 2nd semester, then itinerant teachers will be assigned to middle and high schools as additional staff to help create smaller secondary instrumental classes.</li></ul>
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## **CLEANING / DISINFECTING FOR INSTRUMENTAL MUSIC CLASSES**

- **LPS Summer 2020 Inventory and Disinfecting Guidelines**
- [COVID-19 Instrument Cleaning Guidelines](#) by National Federation of State High School Associations, National Associations for Music Education, and the NAMM Foundation.
- It is suggested that teachers aid in the daily cleaning and disinfecting of classroom materials and physical environment. However, the appropriate maintenance staff member should be responsible for cleaning and maintaining the classroom on a regular basis.
- Teachers should be trained on proper disinfecting practices for safe instrument handling and classroom equipment (music stands, percussion instruments, storage carts).
- Utilize non-teaching personnel and repair vendors to assist with ongoing instrument disinfecting and cleaning.
- Teachers will need access to hand sanitizer and approved instrument cleaning wipes, and sprays. **DO NOT USE THE BLEACH WATER SUBSTANCE ON ANY INSTRUMENT.** It will cause damage to the instrument.
- String, percussion, and keyboard instruments present fewer hygienic issues that can be solved simply by the player washing their hands before and after use for a minimum of 20 seconds. All personal instruments can be treated the same way.
- Brass students will be required to have their own water key rag or a “puppy pad”. No dispensing of water keys on the floor of the music room. This rag must stay with the instrument and be cleaned each night.
- Improve air circulation in schools where this is an issue. Air circulation systems need to be operating in all school buildings 24/7.