

# Arts Education ***RECOMMENDATIONS***

## Making School Safe for Students and Teachers in Ohio Schools



# Arts Education RECOMMENDATIONS

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## **OHIO SCHOOL RE-ENTRY FOR: DANCE, MUSIC, DRAMA/THEATRE ARTS, AND VISUAL ARTS CLASSES**

Guidance is provided within this document for each of the arts education disciplines typically found in Ohio schools. The recommendations have been provided by the Ohio Alliance for Arts Education and Ohio's statewide professional arts education associations for each discipline in consultation with their national organizations and thoughtful consideration of (CDC, Ohio Department of Health, and others) health and safety recommendations. These recommendations are designed to help administrators, educators, parents, and students discern how to create a balanced Arts Education program that weighs both safety and health along with best practices in creation, performance, and/or production in a classroom, rehearsal, or performance setting.

## ARTS EDUCATION RECOMMENDATIONS FOR REOPENING OHIO SCHOOLS

On May 19, 2020, the Ohio Alliance for Arts Education, OhioDance, Ohio Music Education Association, Ohio Art Education Association, and Ohio Thespians/Ohio Educational Theatre Association adopted and released a unified statement entitled - ***Sustained Relevance for Arts Education: A Shared Vision*** (for arts education):

Acknowledging the public health and economic realities of the current global pandemic and safety recommendations from health officials, the Ohio Alliance for Arts Education (OAAE) is joined by thousands of statewide members to present core beliefs for sustained arts education. Together with arts education professional associations, colleges and universities, K-12 schools, non-profits, arts educators, administrators, parents, and students, OAAE presents a shared vision for future planning:

1. All PK-12 students must continue to have access to a sequential, standards-based arts education taught by certified/licensed arts educators as an essential part of all curricular formats, including in-person learning, blended learning, and online learning.
2. Arts education addresses key components of social-emotional learning, allowing students to process complex emotions in these uncertain times.
3. Arts educators are committed to collaboration with state and local leaders to find creative and safe ways to continue learning in and through the arts in all areas of Ohio.

We must do what is best for the well-being of the whole child, which includes physical health and mental health, so that equal access to equitable learning opportunities can continue regardless of location, ethnicity, or socioeconomic status.

We know that the arts are a relevant, key component of every child's education and are as important as ever in our new, evolving reality.

On May 27, 2020, fifty-three national arts and education organizations across the United States joined together in a statement to **Support Arts Education as Essential for Students during the COVID-19 Pandemic**. We stand with our national leadership to support the ***Arts Education Is Essential*** unified statement as applicable for Ohio schools.

**It is imperative that schools continue to offer Dance, Music, Drama/Theatre, and Visual Art education in Fall 2020 as stated by the three principles outlined in the *Arts Education Is Essential* unified statement:**

- Arts education supports the social and emotional (SEL) well-being of students, whether through distance learning or in person.
- Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.
- Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.

We have borrowed substantially from the document *Pandemic Recovery Considerations: Re-Entry and Reopening of Schools* created by Missouri School Boards' Association's Center for Education Safety whose arts discipline guidance was assembled by a similar coalition of professional arts education organizations in Missouri and the North Carolina Arts Education Leadership Coalition (AELC): Arts North Carolina, North Carolina Arts Education Association, North Carolina Dance Education Organization, North Carolina Music Educators Association, North Carolina Theatre Arts Educators, and the North Carolina Theatre Conference. Ohio's arts education community thanks our colleagues for their professional courtesy and generosity.

As is true of the rest of this document, when new information becomes available these recommendations should be revised, added to, or eliminated. ***We encourage strict adherence to laws, restrictions and guidance issued by public health officials or governments at the federal, state, and local level.*** We also strongly encourage educators and administrators to do additional research through other resources, to determine the best methods that reduce risk to provide a safe and healthy educational environment for everyone. When in doubt, seek the advice of legal counsel, local/state/national health directors, and/or insurance providers.

### **Organizations that have contributed to this document are:**

Ohio Alliance for Arts Education



Ohio Music Education Association



Ohio Art Education Association



Ohio Educational Theatre Association



OhioDance



### *Resources*

#### ***Arts Education Is Essential***

[https://nafme.org/wp-content/files/2020/05/Arts\\_Education\\_Is\\_Essential-unified-statement.pdf](https://nafme.org/wp-content/files/2020/05/Arts_Education_Is_Essential-unified-statement.pdf)

#### ***Pandemic Recovery Considerations: Re-Entry and Reopening of Schools created by Missouri School Boards' Association's Center for Education Safety***

<https://ams.embr.mobi/DocumentsDocumentAttachment.aspxC=ZfON&DID=GJGDM&fbclid=IwAR-1gACqTAKetuUmJvvenfi6721PgWKAa8xjmTet4mmYvXumt6AGLixghEiE>

#### ***Ohio's Sustained Relevance for Arts Education***

<https://oaae.net/2020/05/20/sustained-relevance-for-arts-education-a-shared-vision/>

#### ***Recommendations for Arts Education as North Carolina Reopens Schools***

[http://artsnc.org/docs/RecommendationsArtsEd\\_final.pdf](http://artsnc.org/docs/RecommendationsArtsEd_final.pdf)

## GENERAL RECOMMENDATIONS FOR ARTS EDUCATION

**It is imperative to sustain the availability of Arts Education during this unprecedented time. These recommendations can guide Arts Education to continue safely in our schools.**

In addition to suggested procedures contained in this document, all instruction should adhere to the laws, restrictions and guidance issued by governments, local education officials, or school administrations.

[CDC Schools Decision Tree](#) provides suggestions for how school classes may be modified to accommodate social distancing, which is included in the recommendations below.

- Require social distancing for class, rehearsal, and performance. Spacing should be consistent with classroom requirements (i.e. if desks are required to be 6 feet apart, arts students will need to be at least 6 feet apart).
- Reorganize class registrations for smaller classes, permitting social distancing and other precautions.
- Entrance and dismissal procedures are established to allow for social distancing with utilization of various doors for one-way traffic whenever possible.
- Regular breaks between classes and other activities to allow for cleaning and to lessen the amount of overlap of departing/arriving students.
- Limited and monitored restroom usage.
- All students should face the same direction as much as possible.
- Manage social distancing when moving students to different areas.
- Prop doors open to limit the amount of physical contact on handles and knobs.
- Consider masks and/or gloves as an additional precaution whenever possible.
- Install hand sanitizer dispensers at every door. Hand sanitizer must have at least 60% ethyl alcohol or 70% isopropyl alcohol and should be allowed to dry for 30 seconds.
- As the virus is thought to be less virulent in humid conditions, monitor air conditioning, and encourage a more humid environment.
- Open windows and doors to try to maximize improved air circulation.
- Consider the use of HEPA air purifiers.
- When possible, hold classes in outdoor spaces.
- Limit use of fans.
- Eliminate lost and founds.

### Resources

#### **CDC Schools Decision Tree**

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/Schools-Decision-Tree.pdf>

# DANCE EDUCATION

**It is imperative to sustain the availability of Dance Education during this unprecedented time. These recommendations can guide Dance Education to continue safely in our schools.**

OhioDance and their partners are continually providing classroom guidance and professional development content for dance educators due to the coronavirus.

## *Prepping the Course and Space*

- Request that students maintain self-assessments (refer to United State Olympic and paralympic pages 3-6)
- At entry post signs of your requirements such as: social distancing, recommend face coverings, self-assessment, etc.
- Maintain 6-foot social distancing and when possible a 10-foot social distancing rule for classes which require an increased heart rate, hence, deeper respiratory breathing.
- Increase space between students during in-person instruction by measuring studio floor space and marking square areas for students to move in.
- Leave a 10-foot distance around the teacher area where the desk and/or music playing system is located for their precaution.
- Sectioning of space should also include designated spots along the perimeter of the room for students to stand and observe if having skill performance demonstration in smaller groups.
- If using ballet barres, measure and mark areas on the barre to allow for proper placement of dancers to permit social distancing and wipe down with a sanitizing agent after each use.
- Have a designated area marked off for individual shoes/bags to be assigned to students that can easily be wiped and sanitized in-between classes. Students, whether in the same block or in subsequent classes, should not be permitted to share lockers.
- Street shoes should not be permitted onto the movement space floor.
- Encourage underdressing of dancewear or for students to wear clothes suitable for movement to restrict the need to use dressing room facilities.
- Utilize hallway bathrooms for additional dressing room facilities, blocking off stalls for appropriate spacing and monitoring entrances and exits to comply with social distancing.
- Require individual water bottles for hydration. Consider water fountains that allow low-touch or no-touch filling.
- Ancillary equipment such as yoga mats, blocks, therabands (etc.) should be personally owned by the individual student and not permitted for sharing/communal use.
- Consider the use of masks during all activities (have disposable masks available). Please see Dance USA Guidance for more details.
- Open door or windows, if possible, for air circulation.

## Sanitizing the Dance Floor

- Most vinyl dance flooring cannot be cleaned with bleach solutions. Ammonia based or pH neutral cleaners that are generally used do not disinfect properly for COVID-19.
- It is recommended that once a day, the floors should be cleaned as usual, followed by a cleaning with 90+ alcohol in a sprayer and spread by a mop to spread the solution. The mop pad should be washed with bleach in the washing machine between uses.
- Disinfecting the floors with this alcohol solution should ideally happen prior to every class or rehearsal.

## Modifying Instruction

- Design movement activities so that students are all facing the same direction and able to remain in their designated space to comply with social distancing guidelines.
- For stationary center work, dancers should be able to maintain 8-10 feet distance.
- Teachers must refrain from any physical contact with students for the purpose of alignment corrections.
- No activities should be allowed that require direct or indirect contact including: partnering, tactile cueing, direct floor work, touching the same equipment or traveling across the floor.
- As restrictions are lifted, movement across the room can occur. Dancers should maintain 6 feet distance apart from each other standing side by side in one line and allow each group to complete the combination to the end of the room prior to the next group starting.
- Consider a rotational plan for dividing student instruction into various grouping stations; performing, reading, writing, and observing so that not all students need to be in motion on the same day.

## Resources

**OhioDance** (Dance Education Organization) <https://www.ohiodance.org>

**National Dance Education Organization** <https://www.ndeo.org/>

**Dance USA Task Force On Dancer Health** <https://www.danceusa.org/informational-papers>

**Dance USA Task Force On Dancer Health: COVID-19 FAQ for Dancers and Dance Companies Returning to the Studios** [https://dance-usa.s3.amazonaws.com/page\\_uploads/COVID%20FAQ%20-%20MAY%202020.pdf](https://dance-usa.s3.amazonaws.com/page_uploads/COVID%20FAQ%20-%20MAY%202020.pdf)

**Dance USA Task Force On Dancer Health: Return to Dancing and Training Considerations Due to-COVID-19** [https://dance-usa.s3.amazonaws.com/page\\_uploads/COVID%20-%20RETURN%20TO%20DANCE%20-%20MAY%202020%20-%20PDF.pdf](https://dance-usa.s3.amazonaws.com/page_uploads/COVID%20-%20RETURN%20TO%20DANCE%20-%20MAY%202020%20-%20PDF.pdf)

**United State Olympic and paralympic committee- Guidance: Return to training and sport event planning** <https://www.teamusa.org/coronavirus>

# MUSIC EDUCATION

**It is imperative to sustain the availability of Music Education during this unprecedented time. These recommendations can guide Music Education to continue safely in our schools.**

The Ohio Music Educators Association (OMEA), in consultation with the National Association for Music Education (NAfME) and their partners, are continually providing classroom guidance and professional development content for music educators due to the coronavirus. The following recommendations will continue to be revised and are subject to pending results of in-progress research studies.

## *General Music and Ensemble Guidelines (Chorus, Band, Orchestra); (All grade levels)*

- **Practice social distancing before, after, and during music class:**

- Use other classrooms or spaces for sectionals or small group rehearsals.
- Provide students with assigned seats or assigned areas.
- Mark standing/sitting spots on the floor with stickers or dots
- Use separate partitions in the open spaces.
- Conductors should face chorus/band/orchestra from 10 to 20 ft. away from the first row of musicians (possibly install a plexiglass shield or wear goggles).
- Safe singing may require more than 6 ft of distance, pending research results.

- **Instructional Implications:**

- Activities that require close contact or potential contact with another person should be excluded from instruction.
- Avoid songs/dances with touching and singing/playing in circles.
- Provide lessons that limit instruments/voices (solos, small ensemble, sectional rehearsals, etc.).
- If students engage in activities for the purpose of stretching or “warm-ups” that would require elevated heart rates or heavier breathing – Dance Education social distancing should be observed.
- Teachers should have access to technology to broadcast instruction to socially distanced students (large screens for projection of instructional materials/music, speakers to project accompaniment, microphones/megaphones for announcements/instructions, etc.).
- Introduce alternate instrument classes that do not require strong exhalation - string and percussion instruments, possibly including ukelele and guitar.
- Explore other avenues of music learning besides singing or playing (music theory, music appreciation, songwriting, music history).
- Blended Learning/Flipped classroom utilizing technology platforms.
- Individualized programs requiring multiple activity stations. Allow for personal choice with appropriate record keeping (personalized logs, goal setting, etc.).
- Record class rehearsals to share with students who cannot attend school due to illness or compromised immune systems.



### • **General Sanitation Guidelines:**

- Instrument, equipment, and music sharing should be prohibited.
- Disinfect instruments, equipment and other materials between classes.
- Music may be projected on a screen or viewed through a personal device (follow copyright laws when sharing music).
- Students should be provided a mask to wear when singing.
- Teachers should have the ability to communicate for safety purposes. (ex. cell or classroom telephone).

### • **Instrumental Music Guidelines:**

- Outdoor (marching) bands may need use of up to two practice fields for spacing.
- Indoor plans should be in place to maintain proper social distancing during poor weather.
- Use the [NFHS, NAMM, NAFME instrument cleaning guidelines](#) (see additional resources below).
- Recommend that students provide their own disinfectant spray for mouthpieces.
- Plastic rather than cane reeds should be used for sanitation purposes.
- Careful consideration must be given to teaching flute, relying on the most up-to-date information available.

## Resources

The National Association for Music Education (NAFME) is continually providing classroom guidance and professional development content for music educators due to the coronavirus.

**Ohio Music Education Association** <https://www.omea-ohio.org>

**National Association for Music Education** <https://nafme.org/>

**NFHS: COVID-19 Instrument Cleaning Guidelines** <https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/>

**NFHS: Educational Use of Copyrighted Music** <https://www.nfhs.org/articles/music-publishers-agree-to-allow-educational-use-of-copyrighted-music/>

**ACDA report** <https://acda.org/wp-content/uploads/2020/06/ACDA-COVID-19-Committee-Report.pdf>

**Lakewood Blueprint** [https://docs.google.com/documentd/1Hi035dErHdHrvq14uYtjNLfET9syo5PQdcTpjuG\\_D\\_4/edit](https://docs.google.com/documentd/1Hi035dErHdHrvq14uYtjNLfET9syo5PQdcTpjuG_D_4/edit)

**NFHS: Guidance for a Return to High School Marching Band** <https://www.nfhs.org/media/3812329/2020-nfhs-guidance-for-returning-to-high-school-marching-band-activities.pdf>

**NFHS: Aerosol commission study** <https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/>

The School Bands Committee of the **American Bandmasters Association** has published a document titled: Student Safety and Music Program Continuation (provided on request).

## DRAMA/THEATRE ARTS EDUCATION

**It is imperative to sustain the availability of Drama/Theatre Arts Education during this unprecedented time. These recommendations can guide Drama/Theatre Arts Education to continue safely in our schools.**

The Ohio Thespians and Ohio Educational Theatre Association, in consultation with their national partners, are continually providing classroom guidance and professional development content for drama/theatre arts educators due to the coronavirus.

### *Scheduling, Classes, Rehearsals and Performance*

- Schedule outdoor activities, rehearsals, and performances as much as possible with weather conditions being considered
- Create separation in large spaces, to rehearse smaller groups simultaneously, while still observing social distancing.
- Minimize numbers of students in rehearsal rooms and theatres by rehearsing scenes or sections, when possible
- Students should be provided their own theatre props, make up, costumes, and any other equipment for class, rehearsal, or performance. Prohibit sharing of these items and disinfect after each use.
- Teachers should have access to technology to broadcast instruction due to increased social distancing (ex. megaphone or microphone).
- All efforts should be made at every level to assist students in creating personal activities that include logging and reporting of learning processes, achievement of standards and all available assessment benchmarks.
- When rehearsing/performing musical numbers, follow guidelines for Music Education
- When rehearsing/performing choreography, follow guidelines for Dance Education

### *Theatre Arts Storage Spaces and Dressing Rooms*

- Devise an access plan that minimizes the number of students or staff who utilize the spaces and preserves social distancing.
- Students should not be required to use costumes until final rehearsals or performances.
- Dressing rooms should not be open to students until dress rehearsals and performances. Utilize hallway bathrooms and nearby classrooms, if necessary, to comply with social distancing
- Students should not be required to change into rehearsal clothing. Students should wear clothing that is appropriate for weather conditions, allows for full movement and is safe for participation when scheduled for theatre arts class or activities.

## Considerations about Performance Activities for Students

- Consider plays with smaller casts (or A/B casts).
- Use of larger stage performance and rehearsal equipment that cannot be disinfected should be kept at a minimum. Curtains and drops should be flown out or drawn open during rehearsals.
- When using live music, follow guidelines for instrumental music.
- Cast understudies and swing performers to allow for missed rehearsals/performances for students who may feel sick or may need to use an excused absence

## Resources

**Ohio Educational Theatre Association** <https://ohedta.org/>

**Educational Theatre Association** <https://www.schooltheatre.org/home>

# VISUAL ARTS EDUCATION

**It is imperative to sustain the availability of Visual Arts Education during this unprecedented time. These recommendations can guide Visual Arts Education to continue safely in our schools.**

The Ohio Art Education Association (OAEA), in consultation with the National Arts Education Association (NAEA) and their partners, are continually providing classroom guidance and professional development content for visual arts educators due to the coronavirus.

## *Classroom/Space Management*

- It is recommended, where schools share a Visual Art teacher, materials be provided and stored at each individual school; thus, avoiding potential transference of virus.
- We recommend arranging tables or desks in a manner that correlates with social distancing guidelines. Consider desk dividers to create individual work spaces.
- Whenever possible art instruction should take place in the designated art room.
- We recommend that art rooms have at least one sink or offer a location to wash hands and disinfect media/tools/equipment.
- If visual art teachers are to travel from one room to another (art on a cart), building leaders assist the art instructor to create a disinfecting system for materials and supplies used in multiple classrooms.

## *Instructional Considerations*

- When hands-on art-making is not feasible, lessons supporting the art curriculum should focus presenting, responding, and connecting, as well as digital art lessons, as aligned with the Ohio Visual Arts Standards.
- If centers are used for visual arts instruction, students should remain in a designated center for the duration of that class or project.
- When possible, blended learning/flipped instruction can be used to avoid close contact during instruction, especially for demonstrations.

## *Supply Management and Disinfection*

- Teachers should demonstrate proper hand washing and cleaning of tools, equipment and media so that students can properly clean shared items when appropriate.
- If students need to share media/tools/equipment, students should wash or use hand sanitizer before entering and leaving the visual arts classroom.
- When sharing supplies, teachers should consider limiting media and materials for sanitary purposes.

- If students are required to have individual media/tools:
  - Items should be stored in an individual container that is disinfected at the end of each use, prior to being returned to storage.
  - Items should not be taken home, unless they can be disinfected when a student re-enters the school building.
  - Equitable access to materials should be considered in the creation of individual packs of materials/tools.
- When possible, visual arts instructors should consider a staggered product schedule for use of school media/tools by class. (e.g.: pastels for class 1, paint for class 2, scissors for class 3) giving time to sanitize between use.
- Teachers should be trained in proper disinfection techniques as well as provided with proper disinfecting materials and adequate time to carry out this responsibility.
- Digital media labs and instructors will require disinfecting procedures and supplies for equipment, students, and instructors.
- Clay (regular, modeling, etc.) recommendations:
  - While open clay is drying or being stored between lessons, it should be stored in a safe place out of student's reach.
  - When possible, teachers should develop simple hand-building lessons that require no shared supplies, or use disposable supplies/tools when possible such as, plastic spoons, craft sticks, straws, etc.
  - When reconstituting clay after student use, the visual art instructor can use 1 part bleach to 4 parts water, (increasing if needed to 1 part bleach to 9 parts water) to spray the surface of clay before bagging and storing.
  - Any clay issued to students should not be shared, and treated as suggested above when the lesson is complete.
- Possible disinfection techniques:
  - UV light for shared media/tools/equipment that can't be washed quickly or exposed to liquids.
  - Have containers of liquid disinfectant that tools can be placed in until used again.
  - Use spray or aerosol disinfectants with proper ventilation.
  - Open top trash containers are recommended.

## Resources

**Ohio Art Education Association** <http://www.ohioarted.com/>

**National Arts Education Association** <https://www.arteducators.org/>

**An Open Letter to Superintendents, Principals, and School Board Members** <https://www.arteducators.org/advocacy-policy/articles/684-an-open-letter-to-superintendents-principals-and-school-board-members>

## PERFORMING AND VISUAL ARTS EVENTS

**It is imperative to sustain the availability of Performing and Visual Arts Events during this unprecedented time. These recommendations can guide Performing and Visual Arts Events to continue safely in our schools.**

The Responsible Restart Ohio information should be used in planning public events and access to the performing and visual arts.

<https://coronavirus.ohio.gov/wps/portal/gov/covid-19/responsible-restart-ohio/>

Below are a few additional suggestions pertaining to performing and visual arts events in an education environment:

### *Performing Arts Events*

- Consider modifying some productions to podcast or video broadcast events to minimize concerns of social distancing at a live performance.
- Concession sales at performances should consist of individually wrapped, commercially prepared items. No bake sales or homemade items.
- Silent auctions to raise money during performance events should be moved to an online platform.
- Open adequate restroom facilities in other parts of the building to reduce crowding and preserve social distancing.
- Information that would normally go in paper programs could be projected on screens
- Prohibit sale and distribution of flowers or gifts for performers from family and friends.
- Eliminate post performance gatherings of performers with family and friends.

### *Visual Arts Events*

- Place artwork exhibits far enough apart to allow for social distancing.
- Allow only limited numbers to view art at any given time.
- Prohibit works that encourage touching or handling by multiple individuals.
- If students are expected to stand by their artwork, maintain social distancing guidelines or explore virtual, prerecorded introductions by student artists.
- Consider creating and uploading artwork in various online platforms and technologies to create virtual art galleries.

### *Resources*

**Event Safety Alliance Reopening Guide** <https://www.eventsafetyalliance.org/esa-reopening-guide>

**American Alliance of Museums, Preparing to Reopen** <https://www.aam-us.org/programs/about-museums/preparing-to-reopen/>

**CDC Guidelines for Large Gatherings** <https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/mass-gatherings-ready-for-covid-19.html#plan-prepare>

## SOCIAL EMOTIONAL LEARNING (SEL)

While much uncertainty surrounds how and when school will reopen, we know that social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. This unprecedented shift to a new type of learning experience may have a lasting and profound impact on young people's academic, social, emotional, and life outcomes. School leaders will need to bring together administrators, teachers, school staff, families, youth, and community partners to co-create supportive learning environments where all students and adults can enhance their social and emotional competencies, feel a sense of belonging, heal, and thrive. (CASEL, 2020)

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Decades of research, practice, and policy have demonstrated the effectiveness of SEL in supporting students' academic and long-term success. By systemically integrating SEL across classrooms, schools, homes, and communities, adults and students work together to develop and apply five core competencies of self-awareness, self-management, social awareness, and responsible decision-making. These competencies are needed generally throughout our lives and particularly in this moment to manage our own stressors, anxieties, and joy; understand how the pandemic is influencing others (often in inequitable ways); and build relationships and make decisions that best support our communities. (CASEL, 2020)

Arts Educators have taken the lead in Social Emotional Learning (SEL). The five core competencies of Social Emotional Learning are central to any arts education activity, no matter the age and ability of the student or the environment in which the learning takes place. The arts, with their strong emphasis on team-building and self-reflection, are supremely suited to re-ignite students' interest in learning through collaboration, while simultaneously fostering creativity, critical thinking, and communication. (AIE, 2020)

Arts education fosters community, opens students up to exploring their own and others' emotions, and facilitates the exploration of intrapersonal perspectives. Especially in this time of uncertainty and new experiences, providing space to attend to the SEL needs of students is imperative. For so many students, the arts teacher is a trusted adult who provides a "home away from home" where students can address their new, and often frustrating, feelings.

Utilizing the arts to help students process and address their social and emotional issues is imperative in the new school year. Many models for these programs already exist. A brief outline of examples is below:

- Create student driven visual and performance art that express student feelings and ideas on COVID 19. This could be a painting, play, dance, or composition.
- Establish special art projects that encourage students to recognize and then process feelings.
- Utilize music, dance, and theatre arts performance and creation to address Post Traumatic Stress issues.
- Explore Arts Integration and STEAM instruction as evidence-based methodologies to address Social-Emotional Education for students.
- Explore the myriad of lesson plans and activities for arts teachers which exist from reputable organizations.

## Resources

**Arts Education Is Essential** [https://nafme.org/wp-content/files/2020/05/Arts\\_Education\\_Is\\_Essential-unified-statement.pdf](https://nafme.org/wp-content/files/2020/05/Arts_Education_Is_Essential-unified-statement.pdf)

**NAfME: Music Education And Social Emotional Learning** <https://nafme.org/music-education-social-emotional-learning/>

**NAfME: Social Emotional Learning Pamphlet** <https://nafme.org/wp-content/files/2020/05/Music-and-SEL-Pamphlet.pdf>

**An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community**  
[https://casel.org/wp-content/uploads/2020/05/CASEL\\_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf](https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf)

This resource is provided by the following organizations, along with other partners who contributed greatly to its content, to ensure the arts are an integral part of the education of every child:

