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Our strongest abilities as educators are to find experiences that are valuable and rewarding for our students. We are experts at guiding them through their musical journeys to becoming well rounded, capable contributors to our musical society. While the challenges we are facing heading into the Fall Semester of 2020 are new, we can overcome these hurdles and continue to do what we do best: Provide quality music education to all students through band.

This following document is an assemblage of information from the National Federation of State High School Associations, the National Association for Music Education, and several state music educators associations. These recommendations are similar to practices being put into place in states facing similar circumstances, based upon the scientific studies surrounding the spread of aerosols from wind band instruments.

The purpose of this document is to provide practical guidance for schools as administrators and band directors work together to provide meaningful musical education for students during the COVID-19 pandemic. In this unique time, band directors are working to modify their practices not only in teaching, but in classroom orientation, cleaning, spacing, and management. It's understood that music educators, as trained professionals, are committed to offering the very best instruction so all students can learn and grow in their knowledge, understanding, and love of the arts. This guide asserts that music educators can still do that, but also acknowledges that how we teach may be different than in the past.

The guide is not to replace or contradict the guidelines issued by the Centers for Disease Control (CDC), the State of Idaho, or local public health departments regarding the timing or protocols for how schools should operate in our new reality of education.

# Advocacy

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*Above all else: Continuation of sequential music education while maintaining the safety of our students, staff, and communities.*

Band remains a valuable part of every public school curriculum. The value of sequential band instruction lies in:

- Musicianship skills
- Creative learning skills
- Problem Solving Skills
- Team Work Skills
- Positive community building for every student.

These values must continue to be prioritized to enhance student well being and learning in all areas throughout public school reopening. Often, these core music learning outcomes have traditionally been taught through performance. They can, and should remain a vibrant part of every Idaho learning community through a combination of modified performance instruction and other pedagogical methods.

# Safety Recommendations

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*The following considerations should be made when planning and preparing for various events typically involved in music education.*

## District/Regional Events:

- Marching Band Competitions
  - Cancel
  - Keep home shows shorter, consider spacing, air circulation, wind direction
- District Honor Bands/Clinics/Festivals
  - Attempt to move district meetings to BEFORE school starts to discuss within districts
  - Cancel - consider using funds to commission a piece, or bring in a zoom clinic.
  - Festivals - E-adjudication (consider video or audio recordings with comments)

- Pep Band (indoor/outdoor)
  - Adequate space - consider air circulation and wind direction
  - Provide AD with pep band recordings
  - Create shifts for students per game when possible
- Solo/Ensemble Festivals
  - Cancel - consider using funding to bring an adjudicator to your location
- When District/Regional Activities are planned, site managers and all parties involved should consider avoiding close congregation of participants and attendees for extended periods of time in the following circumstances
  - Bussing
  - Meal times - Consider discontinuing practices of shared meal items (i.e. booster dinners, etc.)
  - Changing/Dressing times/areas
    - Consider simplified uniform requirements allowing students to arrive dressed from home.
  - Instrument storage/assembly
  - Entering/exiting performances & rehearsals

## Proceeding with class in person:

- Masks for all (students, staff, instruments)
  - Instrument coverings
    - Brass bells covered, woodwinds fully covered, percussion disinfecting plan
  - No talking without mask
  - Face shields where masks are not possible
  - Masks on before entering class
  - Consider masks with horizontal slits for mouthpieces where possible
  - Due to prolonged exposure, extra barriers or N95 masks for instructors are safest if appropriate to purchase with supply chain considerations for medical workers.
  - Voice amplification for directors to avoid vocal fatigue and heightened risk of spread from loud talking
    - Minimize or eliminate group singing
- Possible restructuring of classes to limit room occupancy
  - Woodwind Class, Percussion Class, Brass Class
- Be aware of spacing issues and directional output of aerosol
  - Discontinue “arc” style set up - arrange in straight rows where possible.
  - All band members facing 1 single direction is safest
  - Social Distancing: 6x6 for most 6x9 for trombones
  - Teacher should indicate seating of the class with some kind of floor markings as appropriate for the surface to direct set up (i.e. tape, chalk, small cones, etc.)
  - Minimize or eliminate group singing (see choral recommendations)
  - No Breathing Gym
- Be outside if you can

- Considerations for hydration, shade, sunscreen
    - Do not share water bottles or sunscreen
- 30 minutes of playing at a time with appropriate time to circulate and clean air - **TIME IS IMPORTANT -  $(1/\text{air changes per hour}) \times 60 \times 3 = \text{number of minutes to clean and recirculate air}$**
- Limit access to small spaces - instrument closets etc.
  - Consider students who can bring instruments back and forth
  - Consider instruments that can be stored in the band room
- Consider avoiding close congregation for extended periods of time in the following circumstances
  - Instrument storage/assembly areas
  - Condensation mitigation/management
  - Room entrances/exits
- Plan for increased ventilation where possible
  - Doors, windows, fans
- Shared Instrument/Supplies
  - Eliminate any/all shared items as possible - implements, instruments, music, stands, etc.
  - Any shared equipment must be properly disinfected
  - Suggested to have students wash hands before and after class especially if they will have contact with shared equipment
  - Minimize shared surfaces to include considerations like stands only (no chairs) with the exception of certain instruments (tuba, drum set, bassoon, etc.)
  - Percussion provide own items where possible
  - Disinfectant Plans

## Performances:

- Consider alternative ensemble based curriculum (i.e. chamber ensembles, flexible ensembles, drive in concerts etc.)
- Largest possible venues (gym, auditorium, cafeteria, football field)
- Shortest possible performances
- Smallest possible audiences
- Record it for families and the community, etc; while following social-distancing guidelines to include as many students as possible, spread out as needed to put on performances.
- Please be sure to follow appropriate copyright laws.
- Consider avoiding close congregation for extended periods of time in the following circumstances
  - Entering/Exiting Performance and Audience areas
  - Dressing/Changing Areas
  - Instrument Storage/Assembly

# Professional Development/Teaching Strategies

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## Virtual Learning Best Practices:

- Equal access to learning opportunities for every student - regardless of means.
- Balance real time interaction with recorded interaction
- Multiple different opportunities for interaction and feedback student / teacher and student / student
- Manage expectations of practice requirements in home environment
- Emphasize community principles to keep student musicians feeling connected
- Carefully manage communication, assignment, work, and delivery time and opportunities.

## Teaching ideas to supplement limited large ensemble playing:

- Solo music playing
- Music technology planning, producing, editing as a packaged lesson segment
- Collaborative recording group projects
- Improvisation curriculum - tonal, and free improv
- Percussion based music making / chamber music curriculum for all musicians in your classes
- For models where some students are at home and some at school, students at home can perform and submit assignments, where those in school could utilize reflection and discussion.

## Resources:

- Professional Organization Websites
  - [Idaho Bandmasters Association](#)
  - [Idaho Music Education Association](#)
  - [National Association for Music Education](#)
  - [NFHS Website](#)
- Reopening Guidance/Guidelines
  - [New Jersey September Ready Arts Ed Guidance](#)
  - [UIL Texas Marching Band Summer Guidelines](#)
  - [NAfME & NFHS Fall Guidance](#)
- Social Media Groups
  - [Creative Repertoire Initiative](#)
  - [Creative music educators facebook group](#)