

SOUTH CAROLINA MUSIC EDUCATORS ASSOCIATION

# Prioritizing and Promoting Health and Safety in School Music Instruction and Performance Settings

Guidance and Recommendations for the 2020-2021 Academic Year  
June 17, 2020



## Table of Contents

About SCMEA	2
Contributors	2
Preface and General Recommendations	4
Specific Content Area Guidance and Recommendations	6
Band	6
Choir	10
Elementary General Music	14
Guitar	17
Orchestra	19
Piano	22
Higher Education	24

## About SCMEA

The South Carolina Music Educators Association (SCMEA) is the state organization affiliated with the National Association for Music Education (NAfME), and its mission is the advancement of music education in South Carolina schools. SCMEA directed its division organizations to prepare plans for continuing quality music education to the students of South Carolina in the era of COVID-19. This document was created by members of SCMEA who met and discussed how to safely follow CDC, DHEC, SC High School League, and other guidelines to best serve our students.

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## Preface and General Recommendations

In *AccelerateED Task Force: Guidance and Recommendations for 2020-21 School Year*, the **South Carolina Department of Education calls on districts to provide continued access to a well-rounded education, including music, in both in-person and distance learning environments this fall.** The AccelerateED Task Force maintains that (1) the arts are an essential component of the world-class education identified in the *Profile of the SC Graduate*, and (2) access to a [well-rounded education has documented benefits](#) for the social and emotional wellness of students through the promotion of attributes such as hope and engagement.

**Though the arts may seem to be unduly impacted by the COVID-19 pandemic in comparison to other curricular areas, they need not, and must not, be eliminated – especially at a time when student hope and engagement are so vitally important.** It is, therefore, incumbent upon district leaders and arts educators to work closely together and, with humility and courage, ensure that students have continued access to music instruction in our schools.

To that end, **this document is intended to provide guidance and recommendations that prioritize and promote health and safety in school music instruction and performance settings.**

### A Developing Research Base

A number of research investigations and experiments in Europe ([Bamberg](#), [Vienna](#), [Freiburg](#), [Munich](#)) suggest that the risks of droplet-borne transmission associated with most music-making activities may be no greater than those associated with speaking. However, **questions regarding aerosol-borne transmission remain unanswered as of this writing.** Peer-reviewed studies currently underway ([University of Colorado—Boulder](#), [Colorado State University](#)) are designed to provide more specific information on the critically important issue of bioaerosol emissions and exposures in performing arts settings; published findings are expected late summer. As the number of peer-reviewed research studies grows, SCMEA will post updated guidance and recommendations on our website ([www.scmea.net/covid19](http://www.scmea.net/covid19)).

### A Creative Approach

In the meantime, **SCMEA recommends that schools make plans to continue music instruction with social distancing and other modified parameters in place.** Classes in which group performance is typically a central focus may temporarily pivot curricula to emphasize more of the creating, connecting, and responding portions of the South Carolina College- and Career-Ready Standards for Visual and Performing Proficiency. Arts integration collaboration between arts educators and colleagues in other subject area disciplines is encouraged where time, resources, and logistical support permit.

Special consideration and support should be given to music classes that may require additional time for sanitizing shared instruments between class periods. In some cases, large ensembles such as band, orchestra, and choir may need access to spaces such as a cafeteria, auditorium, gymnasium, or common area temporarily repurposed to accommodate additional social distancing. Some classes could be temporarily subdivided into smaller groups by scheduling multiple sections of the same class.

In considering and planning public events involving audience attendance, schools should consult the [SC Arts Alliance Arts Reopening Guide](#), Section 6: Patron Interactions and follow all relevant CDC and DHEC guidelines. Performances without an audience may be video recorded and/or livestreamed provided proper copyright permissions have been secured.

### An Important Note

The remainder of this document contains guidance and recommendations organized by specific content area. The information in this document is provided in good faith. Further, **SCMEA makes no representation of warranty of any kind, express or implied, regarding the adequacy or completeness of these guidelines.** Under no circumstance shall SCMEA have any liability to anyone for any loss or damage of any kind incurred as a result of the use of these guidelines or reliance on any information provided in this document. The reliance or non-reliance on and use of any information provided in this document are solely at the reader's own risk.

## Specific Content Area Guidance and Recommendations

### Band

#### **How Band Can Be Taught in School: Day-to-Day Functions**

The following guidelines and recommendations are provided as solutions for effectively providing band classroom instruction to SC students in the era of COVID-19. Following these guidelines does not guarantee that transmission of the virus will not occur. Participating in ensemble rehearsals comes with a risk of contracting COVID-19, other illnesses, or injury.

1. All teachers, staff, and students should be screened for signs/symptoms of COVID-19 prior to a class or rehearsal in a process that is consistent with the safe, educational practices determined and required by the school district.
2. If the teacher, staff member, or student answers YES to any of the screening questions for symptoms of COVID-19, they should not be allowed to participate in the rehearsal and should be sent home immediately.
3. Teachers and staff are to wear face coverings/masks that completely cover the nose and mouth at all times. Wind instrumentalists should wear face coverings/masks during extended periods of not playing the instrument. Percussion instrumentalists should wear face coverings/masks at all times when possible.
4. Teachers, staff, and students will practice social distancing of at least six feet distance to the greatest extent possible. In classrooms and rehearsal spaces where six-foot separation is not possible, teachers are to follow the guidelines that are consistent with the safe, educational practices determined and required by the respective school district. Teachers should seek and request the use of larger facilities (cafeteria, auditorium, etc.) when current facilities are not conducive to social distancing.
5. Students will have assigned instrument storage. Teachers will limit the number of students in confined instrument storage areas as needed to maintain safe social distancing.
6. Students will have assigned classroom seating that will follow social distancing guidelines.
7. Students will have their own music stand and will use their own method books and music.
8. Alcohol-based hand sanitizers should be available to all teachers, staff, and students. Teachers will disinfect their hands before and after helping students in close proximity.
9. Instruments and sheet music should not be shared unless absolutely necessary. If sharing an instrument, a method for disinfecting instrument after use should be used. Mouthpieces should not be shared under any circumstance. Students should use Steri-spray (or equivalent) to disinfect mouthpieces before and after each use.
10. Woodwind instrumentalists should use synthetic reeds that are more easily disinfected.
11. Doors to the facility should be open at the beginning of each class period to ensure that students are not required to touch doorknobs and handles.
12. Frequently touched surfaces should be cleaned and disinfected based on their frequency of use, according to CDC guidelines.

## **Band Curriculum and Standards**

***The following adjustments to SC band (instrumental music) curricula will help ensure a quality education in the classroom, at home, as well as online.***

1. South Carolina band teachers are to create a curriculum that utilizes best teaching practices for rehearsals and online virtual instruction to ensure that state and national standards are being met.
2. Music Theory & History education may be expanded to supplement ensemble rehearsals and band education.
3. Middle school band teachers should consider "testing" beginning instrumentalists based on physical appearance (mouth shape, etc.) and student interest and forego the traditional "mouthpiece testing" routines.

## **School Concerts and SCMEA Band Division Events**

***The following guidelines are recommended for school concerts and other SCMEA Orchestra Division Events, including Region, All-State, Concert Performance Assessment, and Solo & Ensemble.***

1. Large ensemble concerts, including school concerts, Region and All-State Concerts, and CPA performances: Students and teachers should maintain mandated distancing when rehearsing and/or performing in a classroom, gym, auditorium, or other facility.
2. In considering and planning public events involving audience attendance, schools should consult the [SC Arts Alliance Arts Reopening Guide](#), Section 6: Patron Interactions and follow all relevant CDC and DHEC guidelines. Performances without an audience may be video recorded and/or livestreamed provided proper copyright permissions have been secured.
3. Small ensemble concerts, including small ensemble classes and Solo and Ensemble Performance Assessment: Concerts can be given with smaller ensembles or classes to allow for proper social distancing in the audience and on stage.
4. Programs may alter the number of concerts per year and/or spread them over several days to allow for proper social distancing and cleaning of the hall.
5. Concerts may be given in alternate venues that may provide for better social distancing. Venues with movable chairs may work better for spacing audience members than the set seating in school auditoriums.
6. Staggered start times for grade levels/ensembles would improve social distancing for audience members and performers. For example: 6th grade/freshman - 5:45, 7th grade/concert - 6:30, 8th grade/wind ensemble - 7:15.
7. If transportation is required for SCMEA/SCBDA events, private transportation (by parents) is encouraged whenever possible. If bus travel is necessary and permitted by the students' school district, students must be socially distanced following their district guidelines for busing students during this pandemic.
8. When overnight lodging is required, parents are encouraged to provide lodging at a local hotel. School district personnel cannot stay in student rooms or supervise students directly overnight to ensure proper social distancing.



## Distance Learning Resources

***The following digital resources are available and useful distance learning tools for SC teachers and students.***

1. SmartMusic: \$80/teacher, \$10 or \$20/student
2. Sight Reading Factory (cost involved)
3. FlipGrid video platform
4. WeVideo for editing (free w/Google Account)
5. Screencastify video platform (free with Google account)
6. Website Resources: musictheory.net (note/key identification)

Private lessons are also possible on platforms like Google Meet, WebEx, and Zoom, but high traffic times and inconsistent WIFI can make private lessons or ensemble rehearsals through these platforms unproductively difficult.

## Marching Band

***The nature of marching band allows us to sufficiently follow CDC Guidelines relating to physical activity and social distancing. Because marching band takes place outside, it ensures there is adequate ventilation. Additionally, the following guidelines should be considered to assist in the prevention of possible spread of COVID-19:***

1. Follow SCBDA and local school district guidelines on maximum group sizes.
2. Establish an entry and egress plan for each building that will allow students to effectively enter and exit the building while still adhering to social distancing standards.
3. Modify drill, where able to achieve social distancing standards during rehearsals and performances.
4. Emphasize fixed small groups, class, or sectional rehearsals to minimize group size.
5. Prioritize outdoor rehearsals to maximize air circulation.
6. Students will utilize outside entry doors as much as possible to prevent unnecessary movement through the building.
7. Students will provide or be provided with their own equipment, meals, and drinks to prevent sharing.
8. No clothing, towels, etc. should be shared among students.
9. Prop doors open, as able, to ensure adequate airflow and to prevent touching knobs and handles.
10. Teachers will utilize loudspeakers, megaphones, or other technology to increase social distancing abilities.
11. Communicate with parents and students regarding the necessary drop off and pick up procedures.
12. When applicable, students will arrive at rehearsal or performances in clothing appropriate for weather conditions or performances to prevent the need for dressing rooms or additional time spent inside the buildings.

## **Additional Resources for Band**

[Arts Education is Essential](#)

[SCMEA/SCBDA Returning to Marching Band – Summer Guidelines](#)

[National Association for Music Education COVID-19 Resources](#)

[National Association for Music Education Virtual Learning Resources for Music Educators](#)

[COVID-19 Instrument Cleaning Guidelines](#)

[American Bandmasters Association COVID-19 Student Safety](#)

## Choir

### **How Choir Can Be Taught in School: Day-to-Day Functions**

The following guidelines and recommendations are provided as solutions for effectively providing choral classroom instruction to SC students in the era of COVID-19. Following these guidelines does not guarantee that transmission of the virus will not occur. Participating in ensemble rehearsals comes with a risk of contracting COVID-19, other illnesses, or injury.

### **Classroom Layout, Physical Distancing, and Classroom Procedures for Daily Instruction**

1. All teachers, staff, and students should be screened for signs/symptoms of COVID-19 prior to a class or rehearsal in a process that is consistent with the safe, educational practices determined and required by the school district.
2. If the teacher, staff member, or student answers YES to any of the screening questions for symptoms of COVID-19, they should not be allowed to participate in the rehearsal and should be sent home immediately.
3. Teachers and staff are to wear face coverings/masks that completely cover the nose and mouth at all times.
4. Teachers, staff, and students will practice social distancing of at least six feet distance to the greatest extent possible. In classrooms and rehearsal spaces where six-foot separation is not possible, teachers are to follow the guidelines that are consistent with the safe, educational practices determined and required by the respective school district. Teachers should seek and request the use of larger facilities (cafeteria, auditorium, etc.) when current facilities are not conducive to social distancing. Outdoor facilities may also be utilized to maintain distance guidelines.
5. Ensembles may need to be scheduled to reduce the class size of the ensemble to allow for social distancing. Sectionals may be utilized to limit the number of students singing in the rehearsal space.
6. Students should not share music, and music storage should be removed from the classroom. Digital copies of music should be used when possible. Teachers should contact publishers for permission and limitations on the use of digital music.
7. Textbooks and sight-reading materials should be digital or projected in the classroom. Students should not share sight-reading materials or textbooks.
8. Rehearsal should not include activities using physical touching. Warm-ups that include sustained exhalation should not be used at this time.
9. Utilize digital applications for information gathering documents such as handbooks and syllabi.
10. The use of a personal amplification system by the teacher should be utilized if rehearsing in a large space if the physical distance from students is significant.
11. Alcohol-based hand sanitizers should be available to all teachers, staff, and students. Teachers will disinfect their hands before and after helping students tune their instruments.
12. Doors to the facility should be open at the beginning of each class period to ensure that students are not required to touch doorknobs and handles.
13. Frequently touched surfaces should be cleaned and disinfected based on their frequency of use, according to CDC guidelines.

14. Policies on uniforms for the 2020-2021 School Year should be developed by the teacher and approved by the administration. Policies should account for the health and safety of the students and teachers. If alternate uniforms are used for the 2020-2021 school year, considerations should be made for the current financial and health circumstances of the students.

### **Choral Curriculum and Standards**

***The following adjustments to SC choral curricula will help ensure a quality education in the classroom, at home, as well as online.***

1. South Carolina choral directors are to create a curriculum that utilizes best teaching practices for rehearsals and online virtual instruction to ensure that state and national standards are being met.
2. Teachers should adjust warm-ups to limit excessive exhalation. Lip trills, buzzing, and other sustained unpitched warm-ups are not recommended.
3. When possible, utilize digital resources to assess student's singing. Digital recordings by the students can be used in place of live vocal assessments.
4. Choral directors should use discretion when selecting music due to the expected decrease in rehearsal time given.
5. Music Theory & History education may be expanded to supplement choral rehearsals and vocal education.

### **School Concerts and SCMEA Choral Division Events**

***The following guidelines are recommended for school concerts and other SCMEA Choral Division Events, including Region, All-State, Concert Performance Assessment, and Solo & Ensemble.***

1. Large ensemble concerts, including school concerts, Region and All-State Concerts, and CPA performances: Students and teachers should maintain mandated distancing when rehearsing and/or performing in a classroom, gym, auditorium, or other facility.
2. In considering and planning public events involving audience attendance, schools should consult the [SC Arts Alliance Arts Reopening Guide](#), Section 6: Patron Interactions and follow all relevant CDC and DHEC guidelines. Performances without an audience may be video recorded and/or livestreamed provided proper copyright permissions have been secured.
3. Concerts can be given with smaller ensembles or classes to allow for proper social distancing in the audience and on stage.
4. Programs may alter the number of concerts per year and/or spread them over several days to allow for proper social distancing and cleaning of the performance space.
5. Concerts may be given in alternate venues that may provide for better social distancing. Venues with movable chairs may work better for spacing audience members than the set seating in school auditoriums.

6. Staggered start times for grade levels/ensembles would improve social distancing for audience members and performers. For example: 6th grade/freshman - 5:45, 7th grade/concert choir - 6:30, 8th grade/chamber choir - 7:15.
7. If transportation is required for SCMEA events, private transportation (by parents) is encouraged whenever possible. If bus travel is necessary and permitted by the students' school district, students must be socially distanced following their district guidelines for busing students during this pandemic.
8. When overnight lodging is required, parents are encouraged to provide lodging at a local hotel. School district personnel cannot stay in student rooms or supervise students directly overnight to ensure proper social distancing.

### **Distance Learning Resources**

***The following digital resources are available and useful distance learning tools for SC teachers and students.***

- Instruction
  - EdPuzzle
  - SmartMusic
  - My Choral Coach
  - Google Classroom
  - Schoology
  - MusicTheory.net
  - Sight Reading Factory
  - Charms, CutTime
  - American Choral Directors Association
  - Google Meet, Microsoft Teams
  - MusicFirst (LMS package for Band, Chorus and Orchestra)
  - Soundtrap (Collaborative sound recording)
  - Acapella App
  - Midnight Music (free music technology help for remote teaching)
- Recording
  - Screencastify
  - Vocaroo.com
  - FlipGrid
  - Audacity
- Virtual Choir Resources
  - WeVideo
  - Final Cut Pro
  - Davinci Resolve
  - iReal Pro

## **Additional Resources for Choir**

[Arts Education is Essential](#)

[National Association for Music Education COVID-19 Resources](#)

[National Association for Music Education Virtual Learning Resources for Music Educators](#)

[American Choral Directors Association Resources for Choral Professionals During the Pandemic](#)

[American Choral Directors Association COVID-19 Response Committee Report – June 15, 2020](#)

[National Association of Teachers of Singing COVID Resources Page](#)

[Chorus America: Choruses and COVID-19](#)

## Elementary General Music

### How Elementary Music Can Be Taught in School: Day-to-Day Functions

The following guidelines and recommendations are provided as solutions for effectively providing choral classroom instruction to SC students in the era of Covid-19. Following these guidelines does not guarantee that transmission of the virus will not occur. Participating in ensemble rehearsals comes with a risk of contracting COVID-19, other illnesses, or injury.

#### Classroom Layout, Physical Distancing, and Classroom Procedures for Daily Instruction

1. All teachers, staff, and students should be screened for signs/symptoms of COVID-19 prior to a class or rehearsal in a process that is consistent with the safe, educational practices determined and required by the school district.
2. If the teacher, staff member, or student answers YES to any of the screening questions for symptoms of COVID-19, they should not be allowed to participate in the rehearsal and should be sent home immediately.
3. Teachers and staff are to wear face coverings/masks that completely cover the nose and mouth at all times.
4. Teachers, staff, and students will practice social distancing of at least six feet distance to the greatest extent possible. In classrooms and rehearsal spaces where six-foot separation is not possible, teachers are to follow the guidelines that are consistent with the safe, educational practices determined and required by the respective school district. Teachers should seek and request the use of larger facilities (cafeteria, auditorium, etc.) when current facilities are not conducive to social distancing. Outdoor facilities may also be utilized to maintain distance guidelines.
5. Additional time may be needed between classes for proper sanitizing of instruments, classroom furniture, and/or materials.
6. No sharing of equipment (e.g. unpitched percussion, manipulatives, etc.) unless equipment can be properly sanitized between needed use by multiple students (see NAFME guidelines for cleaning and sanitation of shared instruments).
7. If recommendations indicate that the students should not sing or play instruments in class, at least in mass, then consider work that can be done in class in a large group:
  - Non-locomotor skills (e.g., use of Body Percussion, rather than work with partners, etc.)
  - Steady Beat
  - Rhythm
  - Music History
  - Composition
  - Theory
  - Visual and Aural Analysis of music
8. Assignments and work for students based on teacher-chosen appropriate repertoire and fundamentals, worked on at home, and done in small group pass-offs or digital submissions until such a time as the group can work in mass.
9. School Ensembles:
  - Follow normal school protocol and scheduling if allowed to function and meet.

- Practice social distancing in rehearsal areas, and use of PPE as stated in NAFME guidelines.
- consideration should be given to social distancing guidelines and either forgoing large performance ensembles or creating smaller ensembles that would be better able to follow the CDC guidelines
- Performances may need to be recorded and streamed virtually or postponed until CDC guidelines permit

### ***Blended/All-Virtual Start Setting***

The in-building portion of blended instruction should follow the guidelines listed above in Day to Day functions, while the virtual portion of blending or all-virtual learning should consist of online classes and digital communication that adheres to local school directives.

1. Standards-based lesson collaboration with District, State, and National Music Teachers
2. Attention should be given to flipped learning when in a blended setting. (e.g., Teaching music reading fundamentals when face to face, so students may work on singing, playing music at home, and practicing individual concepts)
3. Digital Lessons based on: (see Distance Learning Resources for specific resources)
  - The musical works and fundamentals assigned and provided
  - Composition
  - Theory
  - Music History
  - Visual and Aural Analysis of music
  - Relating music to other curricular areas and art forms
  - Steady beat
  - Non-Locomotor/Body Percussion

### **School Concerts and SCMEA Elementary Division Events**

*The following guidelines are recommended for school concerts and other SCMEA Elementary Division Events, including South Carolina Elementary Honor Choir.*

1. Students and teachers participating in ensembles and the South Carolina Elementary Honor Choir should maintain mandated distancing when rehearsing and/or performing in a classroom, gym, auditorium, or other facility.
2. In considering and planning public events involving audience attendance, schools should consult the [SC Arts Alliance Arts Reopening Guide](#), Section 6: Patron Interactions and follow all relevant CDC and DHEC guidelines. Performances without an audience may be video recorded and/or livestreamed provided proper copyright permissions have been secured.
3. Transportation will need to be considered for any field trips or performance travel. School district guidelines must be followed.



## Distance Learning Resources

The following digital resources are available and useful distance learning tools for SC elementary music teachers and students:

- BrainPop (subscription required)
- Canva
- Chrome Music Lab
- Classics for Kids
- EdPuzzle
- Flipgrid
- Google Classroom
- Google Meet
- Google Slides
- Little Kids Rock
- MusicPlay Online (subscription required)
- QuaverEd (subscription required)
- Midnight Music Technology (subscription version also available)
- Screencastify
- Voice Thread
- WeVideo
- YouTube
- Zoom (limited without a subscription)

## Additional Resources for Elementary General Music

[Arts Education is Essential](#)

[National Association for Music Education COVID-19 Resources](#)

[National Association for Music Education Virtual Learning Resources for Music Educators](#)

[Early Childhood Music and Movement Association COVID-19 Information](#)

[American Choral Directors Association Resources for Choral Professionals During the Pandemic](#)

[American Choral Directors Association COVID-19 Response Committee Report – June 15, 2020](#)

[National Association of Teachers of Singing COVID Resources Page](#)

[Chorus America: Choruses and COVID-19](#)

## Guitar

These guidelines and suggestions are intended for application in non-healthcare related places of employment. The foundation guidelines for businesses and employers remain the Centers for Disease Control and Prevention (CDC) 's Interim Guidance for Business and Employers to Plan and Respond to Coronavirus Disease 2019 (COVID-19).

In addition to the CDC Guidelines, the following guidelines are designed to further reduce the risk of transmitting COVID-19 during classes, rehearsals, or performances. Following these guidelines does not guarantee that transmission of the virus will not occur. Participating in classroom environments, ensemble rehearsals, or performances comes with a risk of contracting COVID-19, other illnesses, or injury.

1. Maintain minimum physical distancing of at least six feet between participants at all times.
2. All directors, staff, and students should be screened for signs/symptoms of COVID-19 prior to a rehearsal, which includes temperature checks and questionnaires.
3. Responses to the screening questions should be recorded and stored so that there is a record of everyone present in case a director, staff member, or student develops COVID-19 with appropriate attention given to privacy and confidentiality. Possible screening questions are:
  - Have you had a fever of 100.4 or higher in the past 72 hours?
  - Are you experiencing any of the following: cough, difficulty breathing, sore throat, new loss of taste or smell, vomiting, diarrhea?
  - Have you had contact with a person known to be infected with COVID-19 within the previous 14 days?
  - Do you have a compromised immune system or chronic disease?
4. If the director, staff member, or student answers YES to any of the preceding questions, they should be sent home immediately.
5. If a director, staff member, or student has a temperature of 100.4 or greater, they should be sent home immediately.
6. The use of a digital thermometer is recommended. If a touch thermometer is used, it must be disinfected between individuals.
7. Face coverings/masks that completely cover the nose and mouth should be worn by all directors, staff, and students at all times.
8. Taking into consideration that classrooms/rehearsal spaces vary among schools, we advise you to consult your local school district policies as to how many students/staff can participate in face to face activities at a given time. However, we advise to practice proper social distancing practices be adhered to no matter the setting or number of participants.
9. Bathroom access should be limited to every other stall, with no more people allowed inside than the number of stalls in use.
10. Classes/Rehearsals should be conducted in "pods" of students with the same group of students always rehearsing together. This ensures more limited exposure if someone develops an infection.
11. Alcohol-based hand sanitizer with at least 60% alcohol or handwashing stations should be available to all participants.
12. Instruments, equipment, and sheet music should not be shared.

13. Individuals should bring their own water bottle to each class/rehearsal and not share this bottle with anyone. The use of communal water fountains is not recommended and should be avoided.
14. Signs should be posted at the front entrance to alert staff and students not to enter the facility if they have had known exposure to someone with COVID-19 in the past 14 days or have symptoms such as cough, sore throat, fever, shortness of breath, or loss of taste or smell.
15. Adequate cleaning schedules should be created and implemented for all facilities used to mitigate any infectious diseases.
16. Prior to an individual or group of individuals entering a facility, hard surfaces within the facility should be wiped down and sanitized (chairs, stands, furniture, doorknobs, etc.).
17. For indoor rehearsal spaces that are utilized, a few suggestions are:
  - Use portable air scrubbers (HEPA filtration system for large square footage).
  - Example of Air Scrubber: <https://www.amazon.com/Purifier-Washable-Pre-Filters-ParticleAllergens/dp/B073WJPK5H?th=1>
  - Use of UVC lighting.

While this list is not exhaustive in terms of preventative measures, we hope that these recommendations can serve as a guide and a starting point for measures to be put in place to ensure the safety of directors, staff, and students as you begin instruction.

#### **For Guitar Division Events:**

*All-State Auditions:* All-State auditions will be done by video submission to limit exposure.

*All-State Performance:* Students and teachers participating in any performance of the All-State Guitar Ensemble should maintain mandated distancing when rehearsing and/or performing in a classroom, gym, auditorium, or other facility. In considering and planning public events involving audience attendance, schools should consult the [SC Arts Alliance Arts Reopening Guide](#), Section 6: Patron Interactions and follow all relevant CDC and DHEC guidelines. Performances without an audience may be video recorded and/or livestreamed provided proper copyright permissions have been secured.

#### **Additional Resources for Guitar**

[Arts Education is Essential](#)

[National Association for Music Education COVID-19 Resources](#)

[National Association for Music Education Virtual Learning Resources for Music Educators](#)

[COVID-19 Instrument Cleaning Guidelines](#)

## Orchestra

### **How Orchestra Can Be Taught in Schools: Day-to-Day Functions**

The following guidelines and recommendations are provided as solutions for effectively providing string/orchestra classroom instruction to SC students in the era of Covid-19. Following these guidelines does not guarantee that transmission of the virus will not occur. Participating in ensemble rehearsals comes with a risk of contracting COVID-19, other illnesses, or injury.

1. All teachers, staff, and students should be screened for signs/symptoms of COVID-19 prior to a class or rehearsal in a process that is consistent with the safe, educational practices determined and required by the school district.
2. If the teacher, staff member, or student answers YES to any of the screening questions for symptoms of COVID-19, they should not be allowed to participate in the rehearsal and should be sent home immediately.
3. Teachers, staff, and students are to wear face coverings/masks that completely cover the nose and mouth at all times. Orchestra students are able to perform all string instruments while wearing a face mask.
4. Teachers, staff, and students will practice social distancing of at least six feet distance to the greatest extent possible. In classrooms and rehearsal spaces where six-foot separation is not possible, teachers are to follow the guidelines that are consistent with the safe, educational practices determined and required by the school district.
5. Students will have assigned instrument storage. Teachers will limit the number of students in confined instrument storage areas as needed to maintain safe social distancing.
6. Students will have assigned classroom seating that will follow social distancing guidelines.
7. Students will have their own music stand and will use their own method books and music.
8. Alcohol-based hand sanitizers should be available to all teachers, staff, and students. Teachers will disinfect their hands before and after helping students tune their instruments.
9. Smaller string instruments and sheet music should not be shared. Teachers must have a system to ensure as few cello or bass students are assigned to shared school instruments as possible. Cello/bass students who feel more comfortable using their own instruments will be allowed to bring their home instruments each day.

### **Orchestra Curriculum and Standards**

***The following adjustments to SC orchestra curricula will help ensure a quality education in the classroom, at home, as well as online.***

1. South Carolina orchestra teachers are to create a curriculum that utilizes best teaching practices for rehearsals and online virtual instruction to ensure that state and national standards are being met.
2. Teachers may adjust when to teach students to tune their own instruments to help slow the spread by having fewer people tune the instrument. Utilizing resources from other teachers and also training parents at home will make this successful.
3. Music Theory & History education may be expanded to supplement orchestra rehearsals and string education.

## **School Concerts and SCMEA Orchestra Division Events**

***The following guidelines are recommended for school concerts and other SCMEA Orchestra Division Events, including Region, All-State, Concert Performance Assessment and Solo & Ensemble.***

1. Large ensemble concerts, including school concerts, Region and All-State Concerts, and CPA performances: Students and teachers should maintain mandated distancing when rehearsing and/or performing in a classroom, gym, auditorium, or other facility.
2. In considering and planning public events involving audience attendance, schools should consult the [SC Arts Alliance Arts Reopening Guide](#), Section 6: Patron Interactions and follow all relevant CDC and DHEC guidelines. Performances without an audience may be video recorded and/or livestreamed provided proper copyright permissions have been secured.
3. Small ensemble concerts, including small ensemble classes and Solo and Ensemble Festival: Concerts can be given with smaller ensembles or classes to allow for proper social distancing in the audience and on stage.
4. Programs may alter the number of concerts per year and/or spread them over several days to allow for proper social distancing and cleaning of the hall.
5. Concerts may be given in alternate venues that may provide for better social distancing. Venues with movable chairs may work better for spacing audience members than the set seating in school auditoriums.
6. Staggered start times for grade levels/ensembles would improve social distancing for audience members and performers. For example: 6th grade/freshman - 5:45, 7th grade/concert - 6:30, 8th grade/chamber - 7:15.
7. If transportation is required for SCMEA events, private transportation (by parents) is encouraged whenever possible. If bus travel is necessary and permitted by the students' school district, students must be socially distanced following their district guidelines for busing students during this pandemic.
8. When overnight lodging is required, parents are encouraged to provide lodging at a local hotel. School district personnel cannot stay in student rooms or supervise students directly overnight to ensure proper social distancing.

## **Distance Learning Resources**

***The following digital resources are available and useful distance learning tools for SC teachers and students (free - no fees required).***

1. Google Meet and Zoom (Private lessons are possible on these platforms, but rehearsals are not due to high traffic times, inconsistent WIFI, and delays)
2. FlipGrid (Video Platform)
3. Screencastify (Video Platform)
4. WeVideo (Video Editing)
5. Website Resources: [musictheory.net](http://musictheory.net), [classicsforkids.com](http://classicsforkids.com), etc.

***The following digital resources are available and useful distance learning tools for SC teachers and students (paid subscriptions/fees required).***

1. SmartMusic
2. Sight Reading Factory

## Challenges

***We continue to seek guidance from our state, district, and organizations geared toward music education with the following challenges:***

1. To meet social distance guidelines, some programs may need to purchase more music stands to put one student on each stand.
2. Programs with large class sizes or smaller rooms may not have enough space to meet social distancing guidelines, though string students can wear masks while they play their instruments.
3. Many schools have instruments used by more than one student. To help slow the spread of Covid-19, students in programs with limited school instrument inventories may need to bring their own instrument to school for classroom rehearsals.
4. During the recession and job losses caused by the pandemic, more families may have difficulty affording instrument rental.

## Additional Resources for Orchestra

[Arts Education is Essential](#)

[National Association for Music Education COVID-19 Resources](#)

[National Association for Music Education Virtual Learning Resources for Music Educators](#)

[COVID-19 Instrument Cleaning Guidelines](#)

[American String Teachers Association COVID-19 Updates and Resources](#)

[American String Teachers Association Tools for Teaching Remotely](#)

## Piano

### **Classroom Teaching**

#### Entrance:

If the room has two doors, use one door for entering and one door for exiting the room. If the room does not have two doors, establish procedures in which students do not try to enter the room while other students are exiting the room.

#### Classrooms:

The most ideal situation would be to have small classes. Depending on the number of instruments in the classroom (and if your class sizes can become smaller), it may be a good idea to have students sit at a keyboard that someone did not sit at during the period before so that the disinfectant has a chance to sit and work. Alternating use of keyboards might be a safer way to disinfect them properly.

#### Classroom Sanitation:

Have several hand sanitizing stations in the room and have students wash their hands before they come to class. Districts and schools should support [healthy hygiene](#) behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (if possible) and no-touch/foot-pedal trash cans.

Pianos/keyboards should be at least 6 feet apart. Turn pianos/keyboards to face in the same direction (rather than facing each other), or have students sit on only one side and spaced apart from one another.

- Discourage the sharing of items that are difficult to clean or disinfect.
- Keep belongings of each child separated and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible. Assign each student their own supplies, equipment, music/textbook materials, and headphones or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use. Headphones should not be shared.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- No food or drink should be allowed in the classroom.

### **Recommendations from the Piano Technicians Guild for cleaning the instruments safely:**

#### Disinfection for Pianos (and Keyboards):

- Use alcohol-based disinfectants; do not use bleach-based disinfectants or any citrus-based product.
- If using a spray or liquid bottle, use a disposable towel like [WYPALL L30](#). Put the disinfectant on the towel and not the piano.
- After use, immediately put the towel or disinfectant hand wipe in the trash and wash your hands as recommended by the CDC. Do not use reusable towels or cloths which could spread germs.
- Dry towel and never leave any liquids on the piano or keys
- Allow the disinfectant to remain on materials for at least 20 minutes before wiping dry.

### Keys:

The keys are the most specific area of infection. Generally speaking, most disinfecting wipes or sprays should be safe to use on the keys. If the keys are dirty, use Cory Key-Brite to clean and then follow up with the disinfecting wipes or sprays.

### Cases:

Always test the disinfectant in a discrete area before cleaning the entire instrument to ensure there is no adverse reaction. Check to make sure the finish does not come off, discolor, and change the sheen of the instrument. If there is no change, it should be safe to proceed with disinfection.

A high gloss polyester finish is the most durable to almost any store-bought disinfectants. Always do the test first. If the finish is dirty, it is suggested that Windex or Cory Pre-Polish Finish Cleaner be used first, followed by the disinfectant, then for the final step, use the Cory Super High-Gloss Piano Polish. Make sure to always finish with a dry towel.

Polyurethane and lacquer finishes require a more careful approach. Disinfectant wipes and sprays may be harmful to these finishes. Test an area first. In these cases, it is recommended to use a few drops of hand/dish soap with warm water on a towel. Make sure to always finish with a dry towel.

For pianos with a satin finish, always wipe down the piano in the direction of the 'hand-rubbed' finish or grain. Going in the opposite direction may result in hazing the finish or adding scratch marks to the finish.

Aged, alligatored, and damaged finishes are a challenge. It is difficult to know what is best to keep the integrity of the finish and still clean thoroughly. Always test an area and proceed with caution.

Cleaning pianos is a gentle process, not a scrubbing process. Pressing hard or vigorous scrubbing may lead to scratching or removing the finish. Always proceed with caution and use common sense. Remember to wash your hands after you have thrown away the towels or wipes.

### **Additional Resources for Piano**

[Arts Education is Essential](#)

[National Association for Music Education COVID-19 Resources](#)

[National Association for Music Education Virtual Learning Resources for Music Educators](#)

[COVID-19 Instrument Cleaning Guidelines](#)

[Piano Technicians Guild: COVID-19 and Piano Care](#)

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>



## Higher Education

There is still much to be learned about the novel coronavirus. Research is currently being conducted by several organizations and universities to help bring a better understanding of aerosols with the process of performing music through playing musical instruments and singing. Preliminary results are expected during Summer 2020. This document contains a brief summary of what is known about COVID-19 and suggestions to consider for returning to in-person instruction for music schools. *As of June 15, 2020.*

### **Current research suggests:**

- Droplets created by speaking and singing can carry a high viral load of Covid-19.
- The number of droplets is increased by loud speaking and singing.
- Because singing is sustained, it creates a cloud of particles that lingers in the air for several minutes.
- Wind instruments (Brass and Percussion) spread exhaled air by 2.5 feet
- All other musicians that do not power their instruments by breath can spread the virus as any other person

### Building

- Post signage not to enter facilities if they have known exposure to COVID-19 in the past 14 days or have symptoms such as cough, sore throat, fever, shortness of breath, or loss of taste or smell.
- Multiple hand sanitation stations available in all buildings.
- Building cleaned more frequently and more thoroughly.
- Masks available for students, faculty, and staff.
- Masks worn in buildings by students, staff, and faculty.
- Create outside options that will allow social distancing rather than indoor gatherings.

### Classrooms

- Students seated socially distanced 6-8 feet apart.
- Reduce class sizes to meet classroom space for social distancing. Consider opening up additional sections to accommodate for indoor social distancing.
- Use large spaces as classrooms.
- Ventilation for all indoor spaces.
- Consider holding classes outdoors.
- Classroom cleaned more frequently and thoroughly.
- Allow time between classes for wipe down of common surfaces.
- Students and faculty wear masks.
- Consider portable air scrubbers (HEPA filtration system) or added ventilation for all indoor spaces.

### Private Lessons

- Instrumental Lesson:
  - Socially distanced 6-8 feet apart.
  - Alternate locations for faculty not comfortable having lessons in their office.
  - Wear masks during lessons for strings, piano, percussion.

- Vocal Lesson:
  - Socially distanced 10-15 feet.
  - Masks for students and teachers when not singing.

#### Practice Rooms

- Students are assigned specific practice rooms and times.
- Thorough cleaning of practice rooms, including pianos, during and at the end of the day.
- Masks provided for students to use in practice rooms.
- Students are discouraged from being in practice rooms together.

#### Instrumental Ensembles:

- Socially distanced 6-8 feet apart.
- Rehearse in sections to minimize the number of people
- Player rotation for pieces, meaning one per part for each piece.
- Those who can wear masks should be permitted to do so.
- Outside rehearsals or sectionals when weather permits.
- Cleaning materials for wiping down equipment.

#### Vocal Ensembles:

- Space singers 10-15 feet apart.
- Move rehearsal to large spaces.
- Reduce choir size or rehearse in small vocal ensembles to achieve appropriate spacing.
- Masks for singers and teachers when not singing.
- Rehearse outside as weather permits.
- Consider amplifying each singer so that they can hear one another while being far apart.
- Consider scheduling performances outdoors.

In an effort to minimize the spread of COVID-19 in our workspaces, consider the following suggestions:

- If you are ill, stay at home.
- Practice social distancing.
- Wash hands frequently.
- Avoid touching eyes, nose, and mouth.
- Wear a mask in public.
- Avoid using other people's equipment (pens, computers, phones, etc.)
- Cover mouth and nose when coughing or sneezing and throw used tissue away immediately.

#### Additional Resources:

- <https://www.cdc.gov/coronavirus/2019-ncov/index.html>
- <https://www.scdhec.gov/infectious-diseases/viruses/coronavirus-disease-2019-covid-19/are-you-higher-risk-severe-illness-covid-19>
- <https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/>
- [https://www.researchgate.net/publication/222567351\\_Size\\_distribution\\_and\\_sites\\_of\\_origin\\_of\\_droplets\\_expelled\\_from\\_the\\_human\\_respiratory\\_tract\\_during\\_expiratory\\_activities](https://www.researchgate.net/publication/222567351_Size_distribution_and_sites_of_origin_of_droplets_expelled_from_the_human_respiratory_tract_during_expiratory_activities)