



Recommendations for School Dance Classrooms

Planning in person, virtual, and hybrid programs in 2020

Guidelines for using this document:

- The recommendations are intended to make dance possible, not prohibitive.
- These suggestions are flexible. Each school may apply these recommendations alongside recommendations from OSPI and the Department of Health as is best for their facility and population.
- School administrators must ensure dance educators are at the table with administration in determining needs for their classroom.
- Each school district should refer to city and county as well as state guidelines.
- Teachers will benefit from connecting and sharing ideas and success with other teachers.

In-Person Classrooms:

[DOH Employer Health and Safety Requirements for School Scenarios](#)

From the Washington State Department of Health: Physical Education carries a low transmission risk (outdoor) or medium transmission risk (indoor), with consistent mask wearing, social distancing, and no strenuous activity. Please see DOH guidelines and requirements for staff working in medium transmission risk environments.

- Ventilation:
 - Teach classes in outdoor spaces when possible.
 - Increase ventilation in your teaching space.
 - Add fans and coordinate with facilities staff
- Social distancing:
 - To maintain a minimum of 6 feet between dancers:

- Tape out spaces for social distancing on the floor and at the barre
 - Avoid traveling movement
 - Avoid partnering
 - Decrease/ eliminate floorwork
 - Increase transition time during and between classes
- Locker Rooms/ Dress Code:
 - Avoid locker rooms
 - Elementary: Expect students to come to school in movement-appropriate attire
 - MS/ HS: Offer more lenient dress code or underdress dance clothes.
- Mask Wearing
 - The Health Department requires mask wearing at all times and stipulates "no strenuous activity"
 - To accommodate, educators should:
 - Reduce Cardio training
 - Shorten the time students are expected to dance
- Sanitization & Disinfecting:
 - Increase time between classes for deep cleaning
 - UV Light sanitizer recommended for quick cleaning if feasible
 - Sanitize Floors & Barre between classes
 - Follow Health Organization guidelines on
 - This makes it possible to use these tools/ do floorwork
 - Provide personal prop bags for each student
 - Shoes, scarves, etc.
- Shift to Smaller Class Sizes/ Cohorts:
 - To allow for social distancing within the space available
 - Adjust class times and rotation schedules

Hybrid Learning: *Forget either/or. Lean into BOTH/AND.*

- Create asynchronous online lessons that relate to the classroom in (A/B) format
- Offer a live stream of classroom instruction
- Invest in technology to effectively live stream in-person classes to online students

- Wireless Body mic (throat mics)
- Recording technology
- Make site specific work (in person or online)
 - Incorporating objects in home/ outdoors

Nurture Culture & Community Online:

- Create Community Agreements in all class formats
- Try activities like:
 - The hat dance- drop an object to the next square on the screen
 - Mirroring and shadowing
 - Improvisational explorations
- Use qualities unique to tech to enhance creativity
 - lag time, freezing and stuttering, flipping camera upside down
 - using camera angles to study Levels, perspectives, body parts, etc.
 - Incorporate stuttering movements into choreo
- We recommend FLIP GRID
 - Flip Grid is a powerful tool for sharing & responding to videos
 - can pull other people's design templates to create your lesson
 - offers an easy platform for assessments
 - Flip Grid's developers are very dedicated to Tech Equity

We support integrating dance with other learning areas:

- **Arts Integration MUST support Standards in BOTH Subjects.** This includes supporting all four artistic processes- Create, Perform, Respond, Connect.
- **ALL** subjects can be integrated with dance.
 - PE, Language Arts, Science, DEI may offer the most obvious and natural connections.

Learning Priorities For This Time:

- Using Trauma-Responsive Practices
- Amplifying Marginalized Voices in Curriculum Supports
 - Emphasize admirable qualities in the work over the racialized context of the work

- Emphasize perseverance & achievement of the artists over the suffering the artist may have endured
- Social-Emotional Learning
 - Identity: Sense of Self & Social Awareness of Culture
 - Perseverance
 - Empathy
- Examples for Social Emotional Curriculum in Dance:
 - Start with a Character Trait or SEL Concept (Perseverance & Identity)
 - Connect to Dance Concept (Repetition, Energy)
 - Connect to Student's Lives
 - Connect to Social Studies/ History by studying important figures & learn their style of movement:
 - -Frankie Manning- Lindy Hop
 - -Katherine Dunham- Modern
 - -The Nichols Brothers- Flash Dancing
 - Curricular Supports: Literature, Civics Documents, Historical Recordings
 - -use visual art & music from unacknowledged artists to inspire dance (i.e. Jacob Lawrence)