

Visual Arts P-12: Preparing for the 2020/2021 school year



This document was developed in consultation with Nova Scotia visual arts educators and informed by research and practice. These recommendations are consistent with the advice of the OCMOH (Office of the Chief Medical Officer of Health) with a public health perspective based on current epidemiology. As new information and research emerges these materials will be updated.

The following recommendations for Visual Arts P-12 are based on research and practice and are informed by the [Government of Canada COVID-19 Guidance for Schools Kindergarten to Grade 12](#). Schools should also consider broader public health guidance from the [Back to School Plan Appendix](#), including considerations for careful frequent hand hygiene and cough and sneeze etiquette.

Background

Visual Arts Education will be included as a subject area that requires full engagement of learners and drama teachers in all 3 reopening scenarios in the 2020-21 school year. No matter what the physical learning setting, curriculum outcomes can be achieved in a variety of ways, understanding that modification is required to develop safe, equitable instruction for all students in in-school, blended/partial in school, or at-home learning environments. Visual arts provide students with opportunities for making, looking, and reflecting. Visual arts are a dynamic part of our life and culture, providing pleasure and enjoyment, as well as enabling us to gain deeper insight and awareness. Visual arts play a significant role in the development of a vibrant learning community and offer an integral way for students to maintain and develop connections to their personal identity, cultural identity, mental health, emotional health, and cognitive well-being. The Department of Education and Early Childhood Development has made suggestions for prioritizing foundational outcomes to assist teachers as they continue to support student learning. These are connected to the provincial curriculum site for easy access by teachers. <https://curriculum.novascotia.ca/>

It is suggested that teachers ease into the new school year through establishing new routines for their classes, and initially minimizing the use of equipment until new practices are understood and reinforced with students. A return to full visual arts education practices will be achieved as public health guidelines permit. Updates will be published on the provincial [e-learning site](#).

	Full In-School Learning	Blended/Partial In-School Learning	Learning from Home
		P-8 in school (see column 1) and 9-12 primarily working from home	
	<p>P-12</p> <ul style="list-style-type: none"> ▪ Taught by classroom teachers and visual arts specialists ▪ Prioritize isolated skills practice ▪ Classes could be conducted outside as possible, with the classroom as the primary learning space ▪ Familiarize students with the approved technology that they will be using to connect with the teacher and their classmates while in school and should we move to scenarios 2 or 3 ▪ Consider virtual guest artist/clinician visits <ul style="list-style-type: none"> ○ e.g. Artists in Schools program will be virtual in 2020-2021 and there will be no cost share fee 	<p>9-12</p> <ul style="list-style-type: none"> ▪ See In-School and Learning from Home columns ▪ Teachers could use the foundational outcomes as linked from the curriculum site to help guide instructional choices ▪ Involve students in choice for how they might address learning outcomes at home for visual arts (which could be personalized) <ul style="list-style-type: none"> ○ Adapt curriculum to ensure learning from home is student-directed, engaging, accessible, and set up for success 	<p>P-12</p> <ul style="list-style-type: none"> ▪ See Blended/Partial In-School column ▪ Provide ready to go at-home print learning packages and equipment to support at-home learning <ul style="list-style-type: none"> ○ P-8 suggestions for basic materials that may be available at home and those without access will be provided the materials <ul style="list-style-type: none"> ▪ Drawing materials (pens, pencils, crayons, markers, etc.)

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	<ul style="list-style-type: none"> ▪ Have ready to go classroom kits for students ▪ Eliminate or reduce sharing ▪ Where sharing must occur students should wash hands before and after use and materials should be disinfected prior to use by someone else ▪ Sessions focus on teacher modeling and providing students with feedback on their techniques <p>P-8</p> <ul style="list-style-type: none"> ▪ Emphasis on drawing, painting, collage, plasticine <p>9-12</p> <ul style="list-style-type: none"> ▪ Techniques that require expensive tools (i.e. linocut printmaking) could be used on a rotation basis, minimizing the number of students who will use the tools in a single class (see disinfecting guidance below) 	<ul style="list-style-type: none"> ▪ Project-based work that offers choice and flexibility ▪ Assignments/projects that can be completed individually/in small groups and fused together easily <ul style="list-style-type: none"> ○ Student active involvement will assist in motivation ▪ Designated times to be built into the school schedule for synchronous classes ▪ Create synchronous and asynchronous learning experiences for learning and engagement of students 	<ul style="list-style-type: none"> ▪ Tapes, glues ▪ Found objects ▪ Paper ▪ Food color ▪ Creating painting tools from found/natural objects ○ 9-12 material suggestions <ul style="list-style-type: none"> ▪ Students will sign out art kits for at home artmaking ▪ Provide a supply list of tools and materials students would have at home and those without access will be provided the materials <ul style="list-style-type: none"> ○ Pencils, erasers, scissors, glue, sketchbook, coloured pencils, basic set of paint brushes, containers for paint (paint will be retrieved from art classroom) ▪ Synchronous Engagement <ul style="list-style-type: none"> ○ Instructional expectations will meet guidelines and schedules coordinated through the school. ○ Demonstrations, video conferencing, chat box discussions, individual, small group work and whole class options, phone calls, conversations, weekly check-ins, etc. ▪ Asynchronous Engagement ▪ Video(s) of the teacher (or others) teaching/

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			<ul style="list-style-type: none"> ○ demonstrating a skill, technique, etc. based on visual arts outcomes for students to practice; individual practice/creation; Email; at home learning materials; weekly assignments; project-based work, feedback; etc. ▪ Promote and value student voice and choice, providing opportunities for them to speak to their strengths and challenges and preferred ways of learning in visual arts <ul style="list-style-type: none"> ○ Relationship building is critical during at-home learning ▪ Consider virtual guest artist/clinician visits <ul style="list-style-type: none"> ○ e.g. Artists in Schools program will be virtual in 2020-2021 and there will be no cost share fee
What are the considerations for equipment, resources, and shared objects that require disinfectant protocols?	<p>In General: From the Public Health Agency of Canada</p> <ul style="list-style-type: none"> ▪ Increase frequency of environmental cleaning, high touch surfaces or equipment (for example, pencil sharpeners, knobs and push buttons, doorknobs, faucet handles, water fountains, toys, electronic devices, and seats, books...) ▪ Reduce the number of common surfaces that need to be touched (for example, prop doors open...) ▪ Avoid sharing communal equipment/supplies as much as possible and implement post-use hand hygiene and environmental cleaning (for example, toys, tablets, electronic devices...) ▪ Ensure adequate supplies where possible to minimize sharing (for example, art supplies, pencils...) 	<ul style="list-style-type: none"> ▪ See In-School column 	<ul style="list-style-type: none"> ▪ N/A for learning from home

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	<ul style="list-style-type: none"> ▪ Disinfect essential shared equipment before and after use (for example, electronic devices) ▪ Keep belongings separated from others ▪ Limit items carried between the school and home <ul style="list-style-type: none"> ○ Reinforce no sharing of home items ▪ Reinforce "no sharing" food and drink policies ▪ Have children/youth bring filled water bottles to school rather than having them drink directly from the mouthpiece of water fountains. <p>Other General Considerations:</p> <ul style="list-style-type: none"> ▪ Build time into classes for necessary disinfecting and hand hygiene as per the federal public health guidance and the provincial, Appendix A, Back to School Plan ▪ Increase ventilation <ul style="list-style-type: none"> ○ Consider moving classrooms outside when space and weather permit ○ Ensure that the ventilation system operates properly, notify maintenance staff if there are issues ○ Open windows when possible and if weather permits ▪ Teachers will follow public health guidance when preparing and/or distributing materials ▪ Single use, no sharing supplies include items such as: <ul style="list-style-type: none"> ○ Plasticine, pre-cut and bagged for each student ○ Air dry and firing clay (pre-cut by teacher) ○ Textiles (students provided with pre-packaged amounts) Charcoal, chalk, pastels (can be pre-packaged for individual students to reuse) 		

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	<ul style="list-style-type: none"> ▪ Particular attention to disinfection of high touch surfaces must occur. Health Canada has a list of approved disinfectants that are suitable for use. Your RCE/CSAP will provide disinfecting materials and additional information for classrooms ▪ When sharing of equipment can not be eliminated, complete disinfecting as per public health guidance <ul style="list-style-type: none"> ○ Be creative in planning for classes throughout the day so that equipment can be used safely <ul style="list-style-type: none"> ▪ Any equipment used will undergo disinfecting as per public health guidance. Some items can be washed with soap & water prior to reuse (plastic containers, paint brushes, brayers, scissors, metal, plastic/wood tools, sponges, paint/ink trays, cookware, baking ware, construction, and metal fabrication tools) ▪ Larger items, tools, and equipment can be sprayed/wiped ▪ Paint bottles need only to be handled by teachers (wash hands before and after) and can be wiped down when finished ▪ For all courses, teachers should familiarize students with the approved technology that they will be using to connect with the teacher and their classmates (i.e., Google Classroom, use of Chromebook) 		
What are considerations around physical distancing?	<ul style="list-style-type: none"> ▪ Physical distancing guidance will be followed ▪ Directional arrows for entry/exit, movement throughout the space, and storage procedures recommended ▪ Within each class, assign students to small group/table “bubbles” that would then follow public health guidance 	<ul style="list-style-type: none"> ▪ See In-School column 	<ul style="list-style-type: none"> ▪ N/A for learning from home

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What are other considerations?	<ul style="list-style-type: none"> ▪ Virtual art exhibits that meet curriculum outcomes can be presented to virtual audiences and curated by students ▪ To assist visual arts teachers throughout the province, an online network has been established within a Google Classroom to share lesson ideas and to provide updates as new evidence is reviewed and deemed feasible for Nova Scotian teachers and students. Visual arts teachers can click here to access this Google Classroom or select the Google Classroom link on the GNSPES landing page, click the + (upper right), Join Class and enter y2nrlbs then click JOIN (upper right). <ul style="list-style-type: none"> ○ Collaboratively create resources together rather than as individuals ○ Share lesson ideas, assessment strategies and classroom practices ○ Provide ongoing professional learning opportunities 	<ul style="list-style-type: none"> ▪ Resources for visual arts teachers will be on the e-learning site ▪ When teachers are sourcing resources they are reminded to review the e-learning site for approved resources, and consider the wide variety of resources accessible on the gnspes landing page (like Learn 360 videos, EBSCO for articles, Google for Education...) 	<ul style="list-style-type: none"> ▪ See Blended/Partial In-School column ▪ VIA platform (see your regional technology integration mentor to establish a VIA platform) ▪ Great tool for break-out rooms and simultaneous group work ▪ A needs assessment for resources needed at home per course should be conducted ▪ Loan equipment as needed
Evidence-based documents for reference and additional ideas to support visual arts teachers	<ul style="list-style-type: none"> ▪ https://novascotia.ca/coronavirus/docs/back-to-school-plan.pdf ▪ https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/guidance-schools-childcare-programs.html ▪ https://www.eduarts.ca/resources-for-the-arts-and-learning-sector-during-the-covid-19-pandemic ▪ https://arttherapy.org/blog-best-practices-using-art-supplies-during-covid-19-outbreak/ ▪ Halifax Regional Arts Resource Portal of videos will be made available to all regions and is accessible in the Google Classroom 		