

Challenge	Description of Challenge	Solutions
<p><b>Music Room as a Shared Space</b></p>	<ol style="list-style-type: none"> <li>1. A large number of students move through music rooms in a day. This includes before and after school.</li> <li>2. Instrument storage shelves hold multiple instruments side-by-side</li> </ol>	<ol style="list-style-type: none"> <li>1. Handwashing routines before and after classes must be adhered to</li> <li>2. Hand sanitizer available in classroom</li> <li>3. High touch surfaces must be cleaned between classes</li> <li>4. Flute and Clarinet students must store their instruments in their lockers</li> <li>5. Instrument storage shelves will be labeled for each student and dividers will be placed between instruments</li> <li>6. Strict instrument cleaning procedures will be required for students to adhere to</li> <li>7. Investigate the use of portable air scrubbers (HEPA filtration system, for example)</li> </ol>
<p><b>Classrooms are too Small for the Number of Students in Ensembles</b></p>	<ol style="list-style-type: none"> <li>1. Many music rooms across the district are too small to hold the number of students regularly enrolled in a class with social distancing measures in place</li> </ol>	<ol style="list-style-type: none"> <li>1. Cordon off 2m sq. sections throughout your classroom to determine how many students can fit in the classroom at one with social distancing measures in place</li> <li>2. Find an alternative place to rehearse, such as the gym (if available), multi-purpose room, or theatre</li> <li>3. When possible, use the outdoors to rehearse while maintaining social distancing standards</li> <li>4. Create alternative rehearsal schedules where the group does not rehearse all at the same time</li> </ol>

<p><b>Class Size Limits Potentially implemented</b></p>	<ol style="list-style-type: none"> <li>1. Class size limits are likely to be present</li> <li>2. Large Ensembles will likely need to be divided to adhere to these limits</li> <li>3. Instrumentation will not be balanced due to divided classes</li> </ol>	<ol style="list-style-type: none"> <li>1. Investigate alternative instrumentation arrangements (such a flex band)</li> <li>2. Rewrite parts as necessary</li> <li>3. Consider opening additional teaching spots before school, after school, or lunchtimes</li> <li>4. Split large ensembles into woodwind and brass/percussion sections, meeting separately</li> <li>5. Record and rehearse with the other section's recording for greater context of their parts and roles within the music</li> <li>6. Split large ensembles into two smaller ensembles</li> <li>7. Use online resources, sectionals, and private lessons for extra help</li> <li>8. Consider creating small chamber ensembles</li> </ol>
<p><b>Classroom "Pinch Points"</b></p>	<ol style="list-style-type: none"> <li>1. The most congested areas within the music room that require routine and structure to deal with include: <ol style="list-style-type: none"> <li>a. Instrument Storage Rooms</li> <li>b. Folder Storage</li> <li>c. Chair and Stand Storage</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Create one-way traffic patterns for entry and exit of rehearsal rooms, instrument storage rooms, etc.</li> <li>2. No simultaneous opposing traffic</li> <li>3. Chair and stands always remain set up in a socially distanced configuration</li> <li>4. Establish routines for students entering the classroom</li> <li>5. Establish routines for gathering and setting up instruments</li> <li>6. Establish routines for gathering and setting up music folders</li> <li>7. Limit student access to storage spaces</li> <li>8. It is understood that these routines will result in more setup time and less rehearsal time</li> </ol>

<p><b>Shared Classroom Equipment</b></p>	<p>This includes...</p> <ol style="list-style-type: none"> <li>1. Music Stands</li> <li>2. Chairs</li> <li>3. Music Folders/Music/Method Books/Pencils</li> </ol>	<ol style="list-style-type: none"> <li>1. Chairs and music stands must be cleaned between each class</li> <li>2. Students should be encouraged to stand where possible</li> <li>3. No shared Stands</li> <li>4. Students can bring their own music stand</li> <li>5. No shared folders, music, method books, or pencils</li> </ol>
<p><b>Shared Musical Instruments</b></p>	<p>This includes...</p> <ol style="list-style-type: none"> <li>1. Percussion</li> <li>2. Large Instruments</li> <li>3. Double Basses</li> <li>4. Pianos</li> </ol>	<ol style="list-style-type: none"> <li>1. Percussionists will be required to have their own stick bag and sticks.</li> <li>2. Fresh gloves should be provided for when percussionists must use "shared" sticks</li> <li>3. Bass drum, cymbals, drum kit, chimes, etc. must be cleaned after each use</li> <li>4. No large instruments are permitted to be shared</li> <li>5. Double Basses must be sanitized after each use</li> <li>6. Pianos may not be used by students unless required in music classes</li> <li>7. Pianos must be sanitized after each use</li> </ol>
<p><b>Personal Musical Instruments</b></p>	<ol style="list-style-type: none"> <li>1. Wind instruments are in contact with students' mouths</li> <li>2. Wind instruments must be blown into</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish expectations for students to regularly clean their instruments</li> <li>2. Students must sanitize their mouthpieces regularly</li> <li>3. Students must demonstrate and model appropriate safety precautions at all times including hand cleaning, instrument cleaning, social distancing, and, if appropriate, the use of PPE</li> </ol> <p><a href="https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/">https://www.nfhs.org/articles/covid-19-instrument-cleaning-guidelines/</a></p>

<p><b>Concerts</b></p>	<ol style="list-style-type: none"> <li>1. Gatherings of more than 50 people are currently prohibited</li> <li>2. It is likely this restriction will remain in place into the coming 2020-2021 school year</li> </ol>	<ol style="list-style-type: none"> <li>1. Concerts are important demonstrations of cumulative learning and must occur in some form</li> <li>2. Concerts can be pre-recorded and distributed to concert participants</li> <li>3. Concerts can be livestreamed without an audience</li> <li>4. If restrictions are lightened, outdoor concerts could be considered with social distancing measures in place</li> </ol>
<p><b>Water Keys</b></p>	<ol style="list-style-type: none"> <li>1. Condensation accumulates in instruments and must be released as they are being played</li> </ol>	<ol style="list-style-type: none"> <li>1. A central condensation dumpsite will be provided</li> <li>2. The dumpsite will likely be a bucket containing an alcohol solution</li> <li>3. Personal sterilization materials will be made available to all students</li> </ol>
<p><b>Aerosol Concerns Related to Playing Musical Instruments and Singing</b></p>	<ol style="list-style-type: none"> <li>2. Some recent articles have suggested that instrumentalists and singers spread aerosols a greater distance than those not engaged in these activities</li> </ol>	<ol style="list-style-type: none"> <li>1. A recent study commissioned by the Vienna Philharmonic Orchestra suggests that 2m social distancing is appropriate to maintain musician safety <a href="https://medicalxpress.com/news/2020-05-vienna-philharmonic-virus-orchestras.html">https://medicalxpress.com/news/2020-05-vienna-philharmonic-virus-orchestras.html</a></li> <li>2. Another recent study conducted at the University of Bundeswehr Munich has shown musical activities are safe when adhering to a social distance of 2m. <a href="https://www.unibw.de/lrt7-en/making_music_during_the_sars-cov-2_pandemic.pdf">https://www.unibw.de/lrt7-en/making_music_during_the_sars-cov-2_pandemic.pdf</a></li> <li>3. Two studies are currently being conducted. One is at the University of Colorado Boulder and the other is through Colorado State University. These studies are specifically investigating the distance aerosols travel when people are engaged in</li> </ol>

		<p>music-making, both instrumental and vocal. Preliminary results are expected in late June – early July.</p> <p><a href="https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/">https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/</a></p> <p><a href="https://education.musicforall.org/wp-content/uploads/sites/4/2020/05/CSU-Performing-Arts-Aerosol-Study-v3.pdf">https://education.musicforall.org/wp-content/uploads/sites/4/2020/05/CSU-Performing-Arts-Aerosol-Study-v3.pdf</a></p>
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Please also refer to the American Bandmasters Association’s published document [ABA COVID-19 Student Safety and Music Program Continuation Ideas for Consideration](#). Some ideas are directly credited to this publication.

This is a living, evolving document.  
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