

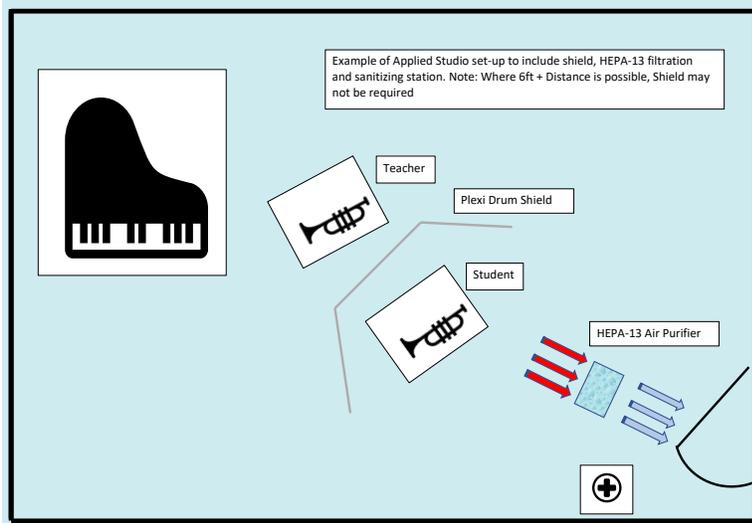


GUIDELINES FOR APPLIED LESSONS

These guidelines are supplemental to the University plans found here:

<https://www.memphis.edu/coronavirusupdates/plan/index.php>

- Before holding class on campus, faculty should review classroom safety protocols (i.e. ingress, egress, distancing, etc..) with students over Zoom.
- Applied lessons will be delivered in a hybrid format for all faculty that do not fall within the high-risk category. A portion (1/4 to a 1/3) of the semester's lessons need to be offered face-to-face (f2f) and the remainder of lessons need to be delivered online. This would equate to 4-5 f2f lessons over the course of the semester.
- When meeting one-on-one for f2f instruction, faculty must be behind a plexiglass shield with the student at least 6 feet away. Where 6ft.+ distance is possible, a shield may not be required (see diagram below). HEPA-filter units are available to be set up during lessons.
- Lessons of no more than 60 minutes.
- f2f lessons should be scheduled with a minimum of 30-minute room vacancy between each lesson to allow for adequate air exchange. A 1-hour vacancy is needed for the room used by unmasked singers.
- Students will be responsible for bringing their own music stands.
- No equipment or instruments are to be shared.
- Faculty/students will be responsible for cleaning of music stands, keyboards, and other surfaces before and after each lesson. Students using chairs will need to disinfect after use.
- Condensation/spit from instruments must be emptied into a plastic container with a disposable towel or material that is designed to absorb a high amount of moisture (e.g. a puppy pad). The container must have a lid to prevent spills.
- All doors and/or windows should remain open for increased ventilation.
- Instrument bells should not be directed towards others.
- If an outdoor space is available, the preference may be to have class outside. We are planning to have designated open-air tents for outside instruction.
- Music should be handled digitally through PDF. Students are advised to print their own music or use a tablet.
- If an outdoor space is available, the preference may be to have class outside. We are planning to have designated open-air tents for outside instruction.
- Strings, percussion, keyboard, and composition students will be masked at all times. Wind and brass students will wear masks at all times except when playing. Depending on the room size, voice students should be masked at all times (larger spaces may allow to sing unmasked). Faculty and accompanists will wear a mask at all times.



BEST PRACTICES FOR APPLIED LESSONS

- A variant of the once weekly online lesson is to have students submit files of their rehearsals/ practice sessions during the week, with a virtual meeting once a week to discuss their submissions for part of the meeting and having a “mini-lesson” for the remaining part. For this virtual instruction in voice, submission of audio/video files and subsequent review could be optimally accomplished in the Collabra platform.
- An additional variant is to have the virtual meeting outdoors, 10 feet socially distanced, with the student and teacher reviewing the file submissions together, f2f, each with their own laptop/phone/tablet. This way, the student and teacher could actually see one another live, which could go a long way toward removing a possibly perceived barrier, helping to maintain the important student-teacher relationship.
- Success and quality of Applied Lessons offered in the virtual space will be largely determined by network reliability, audio set up and platform.
- Consider using a platform like FlipGrid (<https://info.flipgrid.com/>) to create a “studio forum” that allows students to interact much as they would in the weekly Masterclass or Performance Class. This is a great way for students to continue to hear and learn from each other while in the virtual space.
- The cost of basic audio equipment needed is nominal and no more (and often far less) than the required textbooks for a standard college course. This should be factored into the costs for students like any other course at the university.
- To maintain a reliable experience, it is highly essential that the network be accessed via ethernet and imperative that upgraded audio equipment be utilized on both sides of the lesson, when possible. Students should be given detailed instructions on set-up and a “Tech lesson” to work out any bugs in their system.

ESSENTIAL TECHNICAL EQUIPMENT

Faculty should consult the Student Technology Recommendations document for hardware and software suggestions. This includes guidance for purchasing microphones, laptops, etc...That document is found here:

https://www.memphis.edu/music/faculty_covid_resources/student_tech_recomnd.pdf

- A set of earbuds or headphones to limit echo cancellation built into all commodity conference platforms. These can be as simple as those “white” earbuds you received free with your phone. Always avoid using the computer’s built-in speakers if you wish to achieve high quality audio improvements. [Example of simple earbuds](#)
- For virtual applied lessons, a mic stand to ensure proper posture, particularly for vocalists.

ADDITIONAL SOFTWARE AND TECHNOLOGY RECOMMENDATIONS

Technology recommendations fall into three basic categories because of their core audio codec and the user's ability to modify the audio settings for musical interaction. From best to least, these are:

Tier 1

- Polycom RealPresence Desktop - Requires license (run in Music Mode)
- Zoom (Pro) – Free through UofM (with "Original Sound" enabled/echo cancellation disabled)

Tier 2

Apple Facetime - Restricted to Apple devices
(Paired with Yamaha Disklavier System for Piano lessons, this is a good option)

Skype - Free
(Not advised but OK for instruments that do not have a large sound spectrum or dynamic range, you will most likely experience sound disturbance)

Tier 3

These common platforms are not recommended.

- Bluejeans
- Google Meet
- WeChat
- Facebook
- WhatsApp

APPLIED TEACHING SPACES

Certain full and part-time faculty and GAs teaching applied lessons will be able to schedule larger rooms for the f2f lessons they will teach. Since the risk factor varies depending on the area, spaces will be prioritized and assigned appropriately for safe delivery of applied instruction. Not all faculty might find these options necessary. It is highly recommended that faculty needing to use these spaces stagger their f2f lessons over a few days or a two week period. For example, every third week 50% of an applied studio receives a f2f lesson and the remaining 50% receives a f2f lesson the following week. This will allow a more efficient use of the time allotted to these large spaces. The scheduling of these spaces can be done through Marcie Richardson and the VEMS system.

COMMERCIAL & CLASSICAL VOICE - G-6, MU-113, CFA-137, or Harris

WOODWINDS & DRUMSET - G-8 or CFA 105

STRING & COMPOSITION - MU-101, 103, or 107