NYU | GALLATIN SCHOOL OF INDIVIDUALIZED STUDY

Distance-Learning Tips for Gallatin Arts Workshops: Getting Started

"I really do think the way forward is not to pretend we are in a classroom, but to think about the particular and unusual "spaces" that this unexpected interlude will create, and perhaps even to use collaboration as a way to connect students to each other in ways that a classroom doesn't always allow." -- Nina Katchadourian, Arts Faculty, NYU Gallatin

For many of us, teaching practice-based courses remotely is far from ideal if not incredibly problematic. For others, distance technology serves as the basis for collaboration and art-making. Below are a few ideas for moving forward with adjusting course content and structuring class sessions. The suggestions are intended as offers rather than directives or prescriptions. There is much expertise among us and now is a great time for us to collaborate and learn from one another.

Course Content

Structuring Class Sessions

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Music Performance Courses

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Course Content

- Review your syllabus. What information/learning goals might make the most sense to focus on as the semester progresses? What are reasonable and manageable shifts in the focus of your course objectives you can make that will allow you to incorporate discussion platforms like Zoom?

- Engage with the circumstances of the moment. What does it mean to teach art-making in the 21st century? What are the students noticing about institutional response to crisis? Industry response? What can this moment teach about the world we live in and the fields we work in?

- Are there artists in your field who have produced work through distance collaboration? Consider discussing them with your students and using this as a moment to learn collectively about ways to collaborate across time and space.

- How might these online formats stimulate ways to think about environments, space, and time? For example: what might be ways to "build environments for the screen" or think about the bounded screen as a kind of theatrical space?

- How might students collaborate in this new space? For example: working in pairs or groups to create projects that are shared and built upon remotely?

Structuring Class Sessions

- Consider one-on-one appointments with students during class time to discuss their work in the course, questions, and assignments. Utilizing a class period or two for individual mid-term meetings with each student to discuss their progress can be an invaluable way to provide feedback and productively use class time. Zoom's [waiting room](#) feature may be useful for this purpose.

- Set aside some class time for students to work on their projects or an assignment independently or in small groups (Zoom's [breakout rooms](#) would work well here). Choose a time for students to reconvene and discuss their work via Zoom.

- Do students share the artistic pieces they are working on during class? If so, students can also share work on NYU Classes ahead of class time. Students can come to Zoom already having viewed, read, or listened to the work and prepared to discuss. Or you and your students can view/read/listen to work synchronously by using Zoom's [screensharing](#) feature.

- Do you provide artistic instruction/tutorials during class? Or do you ask students to share their artistic work in class and then moderate critiques? Pre-record the instruction or posting artistic work ahead of time. Choose a time to reconvene via Zoom for discussion.

- Can artistic assignments or performances be created digitally? This may allow for collaboration between students. For example, a student who might have an idea for a musical track can send it to another student who edits and adds on, and so on, back and forth. (The hip-hop group [Foreign Exchange famously created their album *Connected* remotely](#), with the producer in Holland and the emcee in the U.S.). Additionally, musicians such as [Telematics](#) perform live via the internet with collaborators in different geographic locations.

- Have students view visual art online or performance/dance work via YouTube (or the many digital resources available through [Bobst subject guides](#)), compose written responses, and then share these as a group via Zoom conferencing call.

Visual Art Courses

- Students will likely not have the same materials that they would have had available to them in the studio. Encourage students to use what they have access to remotely or, create digital art, if possible (digital artwork could allow students to collaborate with each other).

- Students can take photos of their artwork and post assignments to NYU Classes.

Music Performance Courses

- Post music files on NYU Classes before class time so that students can listen.

- If students share their own music performances during class, ask that they film or record themselves and submit this work via NYU Classes before class begins.

- Focus class time on critique, discussions of music, music theory and/or composition.

- There are online platforms where distance music collaboration is possible (students may already be using these).

- Make sure your music clips are available digitally. If you do not currently have digital copies, check to see if the music is available at NYU's [Avery Fisher Center](#).

Performance/Dance Courses

- Students could record at-home rehearsals/performances/exercises and share via NYU classes for viewing by instructor or other students.

- For group work, ask small groups to meet via Zoom and then reconvene in a larger Zoom conference with the entire class.

- What rehearsal structures and strategies might be suited for these formats?

- What questions do online formats raise about the ways we think of and define acting, rehearsing, directing, etc. and their theoretical and artistic underpinnings?

Design Courses

- If your students use specific software, is a version available in [NYU's Software Library](#)?

- If students do design work by hand, are there materials that they will not have access to at home? If so, are there alternate materials students may be able to use that are more readily available?

Contacts

For questions, concerns, or assistance in teaching a distance-learning arts workshop, please contact:

- [Kristin Horton](#), Chair, Gallatin Interdisciplinary Arts Program