



Zoom Tips

Setting Up Zoom

What is the best plan? - work out the best Zoom plan for you – do you require a paid plan? [See pricing plans here](#)

Access the latest advice – new resources are being added regularly to the [RAD COVID 19 Member Support Page](#) including; insurance, adequate internet connection, protecting intellectual property and using disclaimers, safety and safeguarding considerations, filming tips and music licensing

Privacy and security – we have provided further advice on Zoom privacy and security settings can be found there also see - **Zoom Tips for Privacy and Security Guidelines**

Check your settings - you can start a meeting on your own to check your settings, once you are happy, do a test run with your students to iron out any glitches before your first class

Zoom names – be sure you know who is participating in your classes, sometimes people can use unusual names for their account. Each participant can change their display name by going to **Participants** (bottom toolbar), look at the list of participants and hover over your account > More > Rename

Managing Different Views

Zoom allows for multiple views, you can shift between each view depending on your needs;

Speaker View – this allows the speaker to be seen as the largest video screen and others are smaller thumbnails at the top of the screen.

Gallery View – this lets you see thumbnail displays of all participants, in a grid pattern, which expands and contracts as participants join and leave the meeting.

Spotlight Video – this function puts a participant as the primary active speaker for all participants. All participants will only see this speaker as the active speaker. You should use **Spotlight Video** when explaining or demonstrating and revert to either Speaker View or Gallery View when your students are dancing. Further assistance with setting up Spotlight Video can be found [here](#)

Mirror My Video – use this function so you are mirrored to your students as you would be in the studio. Go to the ^ to the right of the **Stop Video** button; and select **Video Settings**, then check the box for **Mirror my video**.

Further assistance with Zoom views can be found here - <https://support.zoom.us/hc/en-us/articles/201362323-How-Do-I-Change-The-Video-Layout->

Sound Considerations

Using Mute - student's should be muted as they listen to you teach and unmute themselves when they want to speak

Use an external microphone – for better sound quality for your voice, use a microphone that can plug into your device or use wireless ear buds that are connected to your device

Check the audio preferences on the device you are using – firstly, turn up the volume on your device, then check your settings, some settings are on default and need to be changed manually to enhance the sound for teaching. Go to the ^ to the right of the **Mute** button; and select **Audio Settings**, then **Advanced** - the two main settings you need to change are:

- 1) disable the audio enhancements (disable *Suppress Persistent & Intermittent Background Noise*) and preserve the true original sound of the microphone
- 2) disable automatic volume control so that the dynamics changes in a piece of music come through (uncheck *Automatic Volume Control*)

This video is helpful for checking your audio setting and optimizing for better sound quality -

<https://vimeo.com/403871088>

Playing music on your device - using the system sound (i.e. the computer/device) to play music is better than using a separate speaker (another music player/device), in terms of minimising lag. Go to the ^ to the right of the **Mute** button; and select **Audio Settings** to change the settings in Zoom.

Issues with lag/timing - if there are major issues with music lag/timing (due to Zoom or internet connectivity), consider asking the students to video an exercise and send it to you. You will then be able to ascertain if the issue is with their understanding of the musicality; or simply an internet issue.

Class Content

Length of your class - consider the length of your class - 45mins for older students and 35-40mins for younger students seems to work well

Start slowly - be prepared for things to go wrong to start with but they will get better and so will you

Warm Up/Conditioning Tasks - ask older students to do 15 mins of warm up before the class starts to ensure they are warmed up so you can focus on class content during the session. They can also finish with 15mins of conditioning after the class.

Break it down - work with smaller elements such as working on port de bras or tendus rather than longer exercises

Barre - start with a barre and progress to a few centre work exercises

Allegro - consider limiting allegro or not including it at all, some petit allegro maybe ok depending on the flooring each student is using. Grand allegro should not be included. Where possible, suggest students use something soft under foot on the floor for any allegro, gym mats are available at hardware stores and carpet shops will sell off-cuts of vinyl. Pilates or yoga mats can also be used. You can also suggest students wear sneakers for any allegro work.

Pointe work - some elements of pointe work can be done at the barre. Younger students should not be introduced to pointe work during online classes.

Directions - for students who are having issues with direction changes, ask them to number the edges or corners of their mat (or place a number card in the corresponding corner of the room). The teacher can then instruct that, at this point in the exercise, students will be turning to face number two. Older students can use numbers or traditional theatre directions (i.e. downstage right).

Keeping Your Students Engaged

Open early - if possible, open the class 10 mins earlier to allow some chat time before classes start, for younger student 5 mins is adequate

Expectations - remember that online learning, especially via digital streaming, requires more concentration – expect your students to be less attentive at times

Use all resources - use the resources located in the RAD Members Area under Resources – [Australian Teacher Resources](#) - to provide students with extra content – not all learning needs to be done via live stream, ask them to watch a performance and talk about it or do the conditioning exercises available from [RAD@Home](#)

Get creative – craft tasks are great for younger students find an activity [like this](#) and ask students to make them and bring them to their next class

Try something new – [Flipgrid.com](#) is an educational video sharing platform that you can use to set video tasks for your students

Remember to look after you too - there are some great resources in the [RAD Members Area](#) for teachers, maybe you could take some time out and watch one of the TED talks or a live performance from around the world.