

02D

FOCUS AREA 2: PREPARE FOR QUALITY INSTRUCTION Component 2D: Compose the Environment

COMPONENT GOAL: Organizations ensure the arts education environment is designed to support quality instruction when there is sufficient time allocated, suitable materials available, and a safe, aesthetic physical setting for artistic practice.



Characteristics of Practice

ELEMENTS

CHARACTERISTICS OF PRACTICE

Organizational Role in Planning

Organizations pay close attention to their own sphere of influence when launching a relationship with a school community. The organizations' role in the planning process is to contribute to the overall strategic direction of the partnership by setting shared expectations and building efficient, effective communication practices. Organizations may advance their own mission and vision through their work in the school—but they also may adapt their strategies based on the school's unique assets and needs.

In partnership with Teaching Artists, organizations explain key elements of their practice to explore ways in which it might be adapted to the school's context. At times, organizations may need to play an ongoing facilitative role throughout planning to ensure mutual expectations are set and rapport is established.

Organizations develop a strong understanding of how material and space constraints may impact what programs are a fit for any given school environment. Adequately resourcing programs results in a high-quality environment for arts learning.

Sufficient Time

Curriculum planning occurs in partnership between organizations and Teaching Artists, with the adequate time and attention required to design a thoughtful approach. Typically planning will involve the Teaching Artists, classroom teacher, and school administration. It may require agreement regarding:

- The schedule and structure of the program, including duration and dosage
- Time needs, including time for instruction, planning and preparation, evaluation, and a culminating event or exhibition

Characteristics of Practice *(continued)*

ELEMENTS	CHARACTERISTICS OF PRACTICE
Suitable Materials	Organizations and schools are in agreement regarding the materials needed to execute programs effectively, including who will source, re-stock, and pay for materials. When Teaching Artists need new or different materials, organizations make their best effort to supply them.
Physical Environment	The space needs of the program are clear and mutually understood by organizations and schools at the start of the program. Programming occurs in the same space, as needed, each session. Functionality and flexibility are assessed to enable programming to adapt to varying uses (e.g. the Teaching Artist can move furniture). The space is suitable to the aesthetic of the program (e.g. lighting, color, etc.) and prioritizes display or exhibition of student creations or performances.
Physical Safety	Organizations adapt or modify space for the given art form with attention to the needs of families, logistics, and access for those at different ability levels.



Improving Practice in this Component

The following questions, organized by element, are designed to help organizations and program managers improve and sharpen current practices in this element as well as engage in professional conversations with colleagues and organizational decision-makers.

ELEMENTS	GUIDING QUESTIONS
Organizational Role in Planning	<ul style="list-style-type: none"> • How do I talk about the work of the organization in a way that makes sense to administrators and classroom teachers? • How do I talk about the work of the Teaching Artist and their students in a way that makes sense to high-level decision makers in my organization? • Is it my role to “translate” expectations and systems of schools to Teaching Artists, and vice versa? • How do I help Teaching Artists understand their role as a representative of my organization? • How do I help cooperating teachers/administrators/partners understand the role of the Teaching Artist? • What structures can I build around planning to support a healthy role for the organization and ensure Teaching Artists have what they need to launch quality programming?

Improving Practice in this Component *(continued)*

ELEMENTS	GUIDING QUESTIONS
Sufficient Time	<ul style="list-style-type: none"> • What strategies can be developed in advance to curb scheduling or timing issues that may arise during the program? • What can we realistically and successfully accomplish in our given timeframe? • What is negotiable: time, outcomes, resources? • How do we know sufficient planning time has been committed to provide quality instruction?
Suitable Materials	<ul style="list-style-type: none"> • What materials are a must have? Nice to have? Total luxury? Who decides? • Who purchases materials? Who manages them? • What are strategies for communicating about consumable materials and ongoing material needs? • How do we balance budget constraints with our desire to provide high quality materials? Are expenses shared, or the responsibility of one partner?
Physical Environment	<ul style="list-style-type: none"> • How and in what ways can Teaching Artists manipulate physical space that they do not manage on a day-to-day basis? • What are partner and Teaching Artist expectations about moving/replacing furniture, equipment, etc.? • What is the impact of space on the program? What is a must-have, nice-to-have, or luxury setup? • Who is responsible for any damage that might occur during the course of programming?
Physical Safety	<ul style="list-style-type: none"> • Does the space allow all students to participate in arts activities? • What accommodations must be made for students with differing physical abilities? • Does the space preclude participation for any student or group of students? • How can physical safety issues and opportunities be addressed between the classroom teacher and Teaching Artist?



Demonstrating Growth in this Component

SUPPORTING DOCUMENTS: Organizations have multiple opportunities to gather tools as evidence of practice in this component. The supporting documents below can serve as artifacts and evidence of practice, and can be shared during professional conversations, uploaded to *artlook*,[®] or gathered during an observation. The following provides examples, rather than an exhaustive listing, of how organizations can showcase their practice.

- Materials management log
- Materials budget
- Communication logs
- School partnership agreements
- Program schedules
- Detailed lesson plans with timing
- Classroom floor plans
- Accessibility plans
- Photographs



Implications for Field Trips

Organizations work with field trip partners in a way that reflects the role in planning described above—even if the field trip is not tied to a residency. Field trips occur within a mobile environment, but the importance of sufficient time, suitable materials, and physical safety still apply.