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COMPOSE THE ENVIRONMENT

> **GOAL:** The arts education environment is designed to support quality instruction. There is sufficient time allocated, suitable materials available, and a safe, aesthetic physical setting for artistic practice.

Sufficient Time

Teaching Artists dedicate time and systems to support program execution by:
• Planning for sufficient preparation and reflection time
• Ensuring enough time is committed per session and across the program
• Building extra time into the schedule to arrive early and stay late

Schools and Teaching Artists agree to key time-related elements as they map out a partnership, including:
• The schedule and structure of the program, duration and dosage
• Time needs, including time for instruction, planning and preparation, evaluation, and a culminating event or exhibition

Suitable Materials

Teaching Artists and schools are in agreement regarding the materials needed to execute programs effectively, including who will source, re-stock, store and pay for materials. Teaching Artists proactively assess and communicate material needs to school and organizational administrators. Materials are stored in a dedicated, neat, and clean storage space.

Physical Environment

The space needs of the program are clear and mutually understood by Teaching Artists 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). Space is suitable to the aesthetic of the program (lighting, color, etc.) and prioritizes display or exhibition of student creations or performances.

Teaching Artists plan for, evaluate, and adjust physical space needs with classroom teachers, school administrators, and their organizational leadership (i.e. securing materials, advocating for a different location in the school, adapting set-up, etc.).

Physical Safety

Teaching Artists 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. Teaching Artists solicit appropriate resources from organizational leadership and the school or community partner to help ensure safe spaces are available for programming.