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COMPOSE THE ENVIRONMENT

GOAL: Organizations ensure 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.

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 Artist, 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

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.