

Special Guidance for Applications in Arts Basic to Education

The Council has placed a high priority on arts education and supports it in a variety of ways through a long-established and multi-faceted Arts Education program, of which this grant program is one important part. For further information on the full range of these arts education programs, please check the arts education section of the Council's website.

The Arts Basic to Education (ABE) category supports the operations of non-profit organizations (other than schools) that have a primary focus on making the arts a basic part of a sound, quality education for pre-K through 12th grade students. ABE grants support school-time and school-based arts programs taught by professional teaching artists that are directly connected to the curriculum and/or professional development for teachers. Supported programs provide direct learning about art, art forms and the processes of creating and expressing art. Learning IN the arts is primary purpose of ABE grants, although it is understood that learning THROUGH the arts is often an additional aspect to reach classroom teachers in a comprehensive arts education program.

While such activities as student assembly programs, one-time or short-term workshops are important, valuable and much needed supplements to arts education, the ABE category supports and encourages longer-term in-school programs that lead to further development of core curriculum in the arts and help meet school-defined goals. Therefore, ABE stresses a direct and usually longer term relationship between the non-profit provider of the arts learning experience and the educational institution. An ABE organization's program should be grade and learning level appropriate and taught in a sequential manner. The teaching artists involved should be reviewed for their artistic and educational abilities and prepared to collaborate with teachers.

The following are key terms used throughout the program and should be used by applicants in presenting their applications.

Art as Part of Basic Education: The arts as a part of the core education for all pre-K through grade 12 students which involves the transference of understanding and mastering of skills in the arts accomplished through a course(s) of study/curriculum.

Sequential Learning: An approach to teaching and learning that is systematically organized and presented over a period of time so as to bring students to a progressively fuller understanding and/or mastery of the subject.

Assembly Program: A presentation or performance (both interactive and passive with respect to audience participation) in which students are audience members.

One-Time or Short-Term Workshop: A session of limited duration (one day or less) in which students and/or educators are actively engaged in learning a skill or subject.

Artist's Residency: A fully developed multi-day school-time and school-based project in which students and educators are actively engaged in working with and learning from teaching artists. Such residencies approach ABE goals when they focus on teaching art forms and skills, are done

so sequentially, and support the core curriculum content standards. They may include assemblies and historical/contextual material useful to teaching the art form.

Teaching Artist: A professional practicing artist with the capacity for and training to effectively teach their art form in an educational setting in collaboration with classroom teachers and art specialists. A teaching artist should also be aware of current school and education issues.

Keep the following in mind in preparing the narrative and assembling support materials:

- Provide evidence of your board’s commitment to arts education. Panels will be looking for a strong statement of the board’s arts education philosophy and evidence of tangible ways the organization acts on that philosophy.
- Be sure to address educational quality issues as well as artistic quality issues.
- When addressing how to assess quality and measure success, be sure to include how student learning is being evaluated.
- Be sure to describe the hands-on sequential arts learning activities that the program provides for students and teachers.
- In the narrative questions for GOS and GPS, ABE applicants should interpret “audience” to mean the students and/or teachers who directly benefit from and participate in the ABE program. In discussing numbers of students served, applicants should make clear distinctions among those served through residencies, workshops and other ABE activities and those served by assemblies.
- Describe how school staff is involved in the planning process for residencies and other school programs.
- Remember when completing Finance Charts, income that is a fee for service (regardless of source) is considered “Earned” income. Contributed income received from a School Board/District should be listed under Contributed Income-Government.
- Describe teaching tools used and how they were developed.
- Describe the selection, review and training processes for teaching artists who work in your programs.
- Describe how professional development for teachers and school administrators is incorporated into residencies and other programs.
- Check the Guidelines for **basic support material requirements** and information. Be sure to upload or provide links to audio/visual support materials that document both the artistic and educational quality of your programs. Include sample curriculum/evaluation materials including lesson plans, student learning assessment forms and the like.
- Letters of support are most valuable when they speak to the experience and/or impact provided/to be provided by the applicant, as opposed to simply thanking the applicant for the programs, especially for letters from schools regarding arts education programs.