

## Special Guidance for Applications in Arts Basic to Education

For additional support with Arts Education, please contact [Danielle Bursk](#) or (609)633-1184.

The Council places a high priority on arts education and supports it in a variety of ways through a long-established and multi-faceted Arts Education program. For further information on the full range of Council-supported arts education programs, please check the arts education section of our [website](#).

The Arts Basic to Education (ABE) category for GOS/GPS/APS applicants is to support the operations or projects of non-profit organizations that have a primary focus on making the arts a basic part of a sound, quality education for pre-K through 12th grade students, and/or arts-focused professional development for teachers. Supported programs provide direct learning about art, art forms and the processes of creating and expressing art. The learning of other subjects through art are not supported by ABE grants.

ABE supported programs could include (but are not limited to) student assembly programs, in-class workshops, residency programs and curriculum-connected art-making activities. An ABE organization's programs should be grade and learning level appropriate. Teaching artists involved should be reviewed for their artistic and educational abilities and experience, and well-prepared to collaborate with teachers. ABE supported programs involve direct relationships between the non-profit provider of the arts learning experience and educational institutions.

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 that involves the transference of understanding and mastering of skills in the arts accomplished through a course(s) of study/curriculum.

**Arts Integration:** An approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets objectives in both. Often arts integration with other subjects may be part of a providers' overall program offerings; please note the Council's main interest is in supporting arts learning activities.

**Arts Learning:** Learning specifically focused to allow students to develop skills in, and experience of, a range of art techniques and processes.

**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 sequential, 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 as well as artistic quality issues. Include support materials that document the educational quality and the artistic quality your programs provide.
- 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 programs provide for students and teachers.
- In the narrative questions, ABE applicants should interpret "audience" to mean the students and/or teachers who directly benefit from and participate in the ABE program. When addressing public benefit, please consider the students, school staff, parents and greater geographic community of the school in your responses.
- In discussing numbers of students served, applicants should make clear distinctions among those served deeply through residencies, long-term workshops and other programs focused on a sequential arts experiences and those served broadly by assembly programs, and short-term workshops.
- Describe how school staff is involved in the planning process for residencies and other school programs.
- 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.

- While no specific materials are required, ABE applicants must provide links or upload work samples based on the different disciplines involved in the programs. Consult the examples of support materials suggested for Performing Arts, Visual Arts and Crafts and/or Theatre for submission selections and instructions.
- Describe teaching tools and “leave-behind” materials (such as lesson plans) used and provided by your programs for schools and students and how they were developed. Consider including examples as support material.
- 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.
- When completing Finance Charts, remember that 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.