

GLOSSARY

Definitions and explanations of terms frequently used by The Creative Advantage

Teaching Artist - Teaching artists are professional artists who are dedicated to arts education as an integral part of their professional practice and who have cultivated skills as educators in concert with their skills as artists. While the term “teaching artist” has been in existence for several decades, its widespread use is relatively recent. Within this growing field, there are many areas of specialty, just as there are many settings for arts learning. Teaching artists may work in and for schools, youth arts programs, community centers, and professional arts organizations. They may work within their own discipline only, or they may use their discipline as an entry point for learning about non-arts topics. In addition to their skills as artists and educators, teaching artists must also possess business-related skills so that they can successfully plan, communicate, and collaborate with the various teachers and institutions with whom they work. (Arts in Education, ArtsWA: “Roster of Teaching Artist Application Guidelines”)

Residency – A school day school arts learning opportunity that places an experienced teaching artist (or artists) in a classroom to lead lessons over a specified period of time. Typical residencies span 8 – 16 sessions.

Cultural Arts Residencies – Cultural arts residencies increase students’ cultural awareness by matching master teaching artists of different cultures with schools and classes for a unit of study in a core arts class. Cultural Bridge Units of study will be responsive to the community and the students served by each school. The goal of these classes will be to help students understand the role that arts play in all communities, to engage students who otherwise may not see themselves in their school’s staff and curriculum, and to increase the cultural competency and empathy of all students who are already living in global communities. Cultural bridge residencies can be in any art form, and will be chosen based on the priorities of each school’s arts plan.

Integrated Arts Residencies – Arts Integration is instruction that connects content and skills from the arts and other subject areas. This approach allows students to deepen their mastery of each subject and skills like creative problem-solving, team work, and critical thinking. Integrated arts residencies will be prioritized for K-5 classes, and 6th and 9th grade language arts, science and social studies classes.

Integrated Arts Learning - Integrated arts learning is an approach to teaching and learning in which students engage in a creative process that connects an art form with another subject to promote deeper learning. This approach leads students to demonstrate an understanding of content-specific objectives in each discipline, as well as an understanding of shared concepts, thinking skills, and the creative process. Standards for arts integration include:

1. Authentic connections between subject areas that mutually reinforce ideas, concepts, and skills, to promote deeper learning.
2. Learning processes include the creative process (creating, performing, and responding) and key learning principles (experiential, evolving, collaborative, problem-solving, and reflective).
3. Learning transcends the initial lesson and is relevant to the students on a personal and cultural level.
4. Clearly articulated learning objectives and criteria in the arts form(s) and the other content area(s).
5. Ongoing assessment.

6. Student understanding is constructed and demonstrated through the artistic process of creating, performing, and responding.
7. High-quality materials are used.
8. Terminology from integrated content areas is used correctly.

Learning objectives – What you want your students to know and be able to do

Assessment criteria – What you will observe in your students that let you know they understand your objectives (traits that can be seen and/or heard)?

21st century skills – Refers to skills needed by students in order to thrive in school, career and life.

These skills are a core component of high quality arts teaching and learning. The 21st Century skills to be cultivated through Seattle Public School arts learning are:

- **Creative and Critical Thinking:** To create new and useful ideas, innovations, and products; and to elaborate, refine, analyze, and evaluate one's own and others' ideas.
- **Communication:** To articulate thoughts and emotions effectively using oral, written, and nonverbal skills; to listen effectively; to inform, instruct, motivate, and persuade; to negotiate; and to give and receive feedback.
- **Collaboration:** To work effectively and respectfully with diverse teams, which involves flexibility, sharing, responsibility, and being open and responsive to new and diverse perspectives.
- **Perseverance and Growth Mind-set:** A belief that intelligence and ability can be increased with effort; a belief in one's own capabilities and capacity to learn. A growth mind-set is foundational to perseverance: persisting in a task through to completion; remaining focused; and looking for ways to reach one's goal in the face of obstacles.

Experiential Learning – Experiential education is a philosophy that informs many methodologies (approaches to teaching) in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. (For more information, visit Association for Experimental Learning at www.aee.org)

Culturally relevant and responsive teaching –

Culturally responsive teaching is validating, comprehensive, multidimensional, empowering, transformative, and emancipatory. Culture has been defined as “The system of values, beliefs, and ways of knowing that guide communities of people in their daily lives”. Effective teacher preparation addresses the need for teachers to acknowledge students' diversity and incorporate their pluralistic backgrounds and experiences into the learning experiences and classroom environment. In culturally relevant pedagogy, culturally responsive teaching (and other similar terms) teachers develop the knowledge, skills, and predispositions to teach children from diverse racial, ethnic, language, and social class backgrounds. Good multicultural teaching honors our diverse cultural and ethnic experiences, contributions and identities and teachers need to understand the experiences and perspectives [students] bring to educational settings and be responsive to the cultures of different groups in designing curriculum, learning activities, classroom climate, instructional materials and techniques, and assessment procedures. Culturally relevant pedagogy aims to ensure that educators acknowledge and honor the diverse viewpoints of their student population and refrain from promoting homogeneous perspectives as universal beliefs.

Trumbull, 2005; Ladson-Billings, 2001; Gay, 2000; Weinstein, Curran, & Tomlinson-Clarke, 2003; Kirkland, 2003

Check out these online resources and books for more information on culturally relevant and responsive teaching –

Culturally Relevant Pedagogy

<http://www.education.com>

Culturally Responsive Teaching

<http://www.intime.uni.edu/multiculture/curriculum/culture/teaching.htm>

NEA (National Education Association) Online Resources for Culturally Responsive Teachers

<http://www.nea.org/home/16723.htm>

Beyond Heros and Holidays: A Practical Guide to K-12 Multicultural, Anti-Racist Education and Staff Development

Edited by: Enid Lee, Deborah Menkart, Margo Okazawa-Rey

Rethinking Multicultural Education: Teaching for Racial and Cultural Justice, Second Edition

Edited by Wayne Au

Culturally Relevant Arts Education for Social Justice: A Way Out of No Way

Edited by: Mary Stone Hanley, George W Nobit, Gilda L Sheppard, Thomas Barone