



# Creative Youth Programs

**GLOSSARY:** *Definitions and explanations of terms frequently used in guidelines and application for The Creative Advantage Community Arts Partner Roster and Youth Arts Grant.*

**Cultural Arts Residencies** – Arts residencies led by teaching artists that increase students’ cultural awareness. These programs take place during the school day in core art classes, physical education, technology, world languages, and library programs.

**Integrated Arts Residencies** – Arts residencies led by teaching artists that deepen learning in both the arts and other content areas, e.g. language arts, science, or social studies.

**Culturally responsive teaching** – An instrumental pedagogy (method and practice of teaching) that recognizes students as the center of learning and uses student’s cultures and experiences as an entry point for teaching and learning. Identifies and integrates the cultural knowledge, prior experiences, and the varied learning and participation styles of students to make learning more appropriate and effective.

**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](http://www.aee.org))

**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. 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. (Arts in Education, ArtsWA: “Roster of Teaching Artist Application Guidelines”)

**Lesson/Teaching Plan** – A tool for planning and communicating the work that you will be doing with young people over the course of your program. Elements will likely evolve in implementation, based on participant input and progress. Lesson Plans include:

- **Learning Objectives** – What I want my students to know and be able to do
- **Assessment Criteria** – What I will observe in my students; traits that can be seen and/or heard; *What do you want your students to understand? What do you want students to be able to do as a result of your class or program?*



**Youth Development/Learning Environment** –The approach, pictured in the pyramid, is premised on the belief that it is a youth worker’s job to set up an environment for youth in which needs are met and learning is encouraged—to create a space in which youth can thrive. The pyramid provides a way to organize the many, many things a youth worker does to build a great experience for young people by creating a safe, supportive, and productive environment. (Wiekart Center for Youth Program Quality)

**21<sup>st</sup> Century skills/Life 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 and include:

- **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.