Program Standards Guide


The Arts Ignite guide to programmatic excellence in design, implementation, evaluation, and impact.

FY2022-2023
The Arts Ignite Program Standards Guide is designed to ensure that all Arts Ignite programs are implemented and evaluated through our core values and mission-driven pedagogy to develop agency in young people through the arts by cultivating their creative capacity, sense of community, and individual courage needed to thrive.

Supported by a robust metrics and evaluation process, our standards-aligned approach fosters essential life skills and character traits that bring out young people’s best selves and inspiring lives of deep fulfillment and purpose.
### Creative Capacity

#### National Arts Standards

National Core Arts Standards are framed by a definition of artistic literacy that includes philosophical foundations and lifelong goals, artistic processes and creative practices, anchor and performance standards that students should attain, and model cornerstone assessments by which they can be measured. Students are evaluated in four areas:

1. **Creating** - Students will conceive and develop new artistic works.
2. **Performing/Presenting/Producing** - Students will realize and share artistic ideas and works.
3. **Responding** - Students will understand and evaluate how the arts convey meaning.
4. **Connecting** - Students will relate artistic ideas with personal meaning and external context.

**Focus area: Content/Delivery**

### Universal Design for Learning (UDL)

The goal of Universal Design for Learning (UDL) is to provide equal opportunity for all students to learn, understanding that for many students (e.g., students with disabilities, English language learners, etc.) access to learning has been unequal. UDL is measured through three lenses.

1. **Multiple means of Representation** - Teaching Artists present information using different means of delivery of information.
2. **Multiple means of Action and Expression** - Teaching Artists provide a variety of ways for students to actively construct/demonstrate understanding.
3. **Multiple means of Engagement** - Teaching Artists involve students in learning activities that optimize individual choice and autonomy.

**Focus Area: Content/Delivery**

### Depth of Knowledge

Depth of Knowledge categorizes tasks according to the complexity of thinking required to successfully complete them. All Arts Ignite programming will be created and evaluated on DOK Level 1-4 that is commensurate with program participant experience.

**Focus area: Content**
Community

Social Justice Learning Standards and Culturally Relevant Arts Education

Adapted from the Learning for Justice Social Justice Standards, “the Social Justice standards and learning outcomes are divided into four domains—identity, diversity, justice and action (IDJA). These standards recognize that students need knowledge and skills related to both prejudice reduction and collective action. Together, these domains represent a continuum of engagement in anti-bias, multicultural and social justice education. The work is both culturally relevant and responsive, highlighting multiple lived experiences and intersectional identities and inviting multiple voices from multiple stakeholders into the design and delivery of the arts learning experience.

1. Identity: Students will recognize that people’s multiple identities interact and create unique and complex individuals.
2. Diversity: Students will respond to diversity by building empathy, respect, understanding and connection. (SEL Connection)
3. Justice: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
4. Action: Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

Focus area: Content/Delivery

Courage

Social Emotional Learning (SEL)

SEL consists of five components that Arts Ignite programming will look at on various levels (1-4) in all its programming. The five components include self awareness, self management, social awareness, relationship skills and responsible decision making.

Focus area: Content/Delivery
Sources

• The UDL Guidelines (Cast) - https://udlguidelines.cast.org/
• Arts Integration and Universal Design for Learning (Kennedy Center) - https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/arts-integration-and-universal-design-for-learning
• UDL Lesson Design - https://assets.ctfassets.net/p0qf7j048i0q/7vXo4bBocglQvcdUzeNDmv/ea7f480d59f6321072b47699085e1d4/StepbystepplannerUDL_Understood.pdf
• SEL for Students (Casel) - https://drc.casel.org/promote-sel-for-students-rubric/
Arts Ignite (formerly Artists Striving to End Poverty), founded in 2006, cultivates community, creative capacity, and courage in young people through arts experiences across multiple genres. We deeply believe in the potential of the young people we work with, and are genuinely excited about the opportunities we create with them. The Arts Ignite team amplifies joy, collaboration and communication in supporting the success of each of our individual students.

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