



Guiding Principles

1. The arts are a **fundamental human right, and all students and educators deserve abundantly accessible arts education resources**. While the arts are intrinsically valuable as a curriculum subject in and of themselves, integrating the arts into social emotional learning, whole child well-being, and STEAM curriculum naturally amplifies the impact of each of these elements.
2. This project invests in **coalition building and partnership** with other organizations and individuals serving young people in Oregon in order to strengthen the field of arts education in Oregon.
3. Not every District will want to utilize this curriculum, so we have **built in support for individual educators** who may want to utilize these resources without the support of their District and collaboration of their direct colleagues. The program builds in opportunities for these individual educators to develop mutual support structures and collaboration with their state-wide colleagues.
4. This project builds on **previous research, practice, and relationship-building efforts by arts education stakeholders** in Oregon and beyond.
5. It is essential to provide individual educators and districts with **opportunities to connect with a diverse group of local teaching artists, artists, culture-bearers, and cultural organizations** in

their region in order to elevate and celebrate the cultural richness of our state. These connections extend and deepen learning and build relationships.

6. When **educators engage in inquiry** alongside students and families, they can better guide and facilitate learning that feels responsive, inclusive, engaging and creates opportunities for students and adults to be affirmed in their identities. Engaging in inquiry is an active approach, recognizing that the arts are not passively learned or taught. When there is shared inquiry and decision-making, and when educators take a purposefully curious approach that is guided by the lived experiences and collective wisdom of the community, then student engagement, collaboration, and creative problem-solving thrives.
7. As a “first step” for districts and educators with any level of experience with arts education, this program utilizes an inquiry **model of teaching and learning, wherein the teacher is explicitly exploring the artforms alongside the students** and is not expected to be an expert in every subject covered. This model reassures teachers that they can follow the creative process and create space to let students’ inner voices lead.
8. We believe that a **low barrier to entry is key for schools and districts** who do not yet have the infrastructure to support comprehensive arts education through dedicated staffing, materials and space resources, or professional development time. Our theory of change is that if we make it easy for participants to start and experience early success, schools and districts will develop the buy-in for more comprehensive investment in the future.
9. **Students have the right to learn in environments that honor their whole selves**, including their aspirations, their interests, and their cultural and linguistic assets. Each student brings tremendous strengths and unique ways of being that contribute to vibrant learning communities, where they help create the conditions to support each other in their learning. Students should be treated as experts in their own lived experiences and processes should honor and elevate their voices.

