



Artist Application FAQ

What does it mean to integrate the arts with social-emotional learning (SEL)?

There are endless ways to integrate the arts and SEL. Arts and social-emotional learning have many natural and rich crossovers. Many teaching artists (TAs) already are working in SEL modalities. Our Design Team has created a “roadmap” with some lesson targets (big ideas) and essential questions to help guide the TAs selected for this program.

Can you tell me more about the guiding ideas for this project?

This project is grounded in the belief that all students and educators deserve abundantly accessible arts education resources. As a “first step” for districts and educators who have little or no experience with arts education, this program utilizes a co-learning model of teaching and learning, with the teacher explicitly learning the artforms alongside the students.

By weaving together fundamental values within arts and social-emotional learning, this project seeks to create lessons in which students learn in ways that honor their whole selves, including their aspirations, their interests, their cultural and linguistic assets and as experts in their own lived experiences. To see our Guiding Principles for the project, please [click here](#).

What kind of art forms and arts lessons are you looking for?

The lessons will integrate the [Core Art Standards](#) in dance, music, theater and visual arts with Oregon’s Transformative [Oregon’s Transformative Social-Emotional Learning Framework and Standards](#). We know many teaching artists work in multiple forms, and encourage you to pick a lesson in an art form you love, that marries well with social-emotional learning.

What else is a factor in the selection of artists?

We are looking to engage with the diversity of teaching artists across Oregon (race, culture, gender, age, disability, art form, location, etc) so that the students served will see themselves represented.

What kind of support will I have to create lessons?

In addition to several professional development training sessions for the teaching artists selected for this program, there will be ongoing coaching, mentorship and support by members of our Design Team, who are teaching artists themselves.

What kind of support will I have to create video modules?

In addition to the training sessions, we will be working with film and video production professionals. Artists will have the opportunity to do their own filming in their space if they would like to.

I'm not very techy. Is that a requirement of this program?

No, it is not a requirement. Our Design Team and staff from Arts for Learning NW will be able to support TAs through the process.

If my application is accepted, when will I start working on this project?

Teaching Artist training sessions will begin in early December with in-person and virtual options. Sessions will continue into January 2024.

How many hours are anticipated for lesson design and module creation?

We estimate that most artists will spend about 10-12 hours on the design and creation.

What is the duration of work?

Our first round of lessons and modules will be produced between January and May 2024 after TA training sessions are held. Artists will have approximately one month to complete their project. An additional round of lessons and modules will follow between June and October 2024.

How many modules will I create? Is each module a separate lesson and video?

Artists will have the opportunity to create between two and four modules. Each module is a separate lesson plan and set of videos.

What kind of materials and supplies can I use?

Supplies should be something easily found in a school building, including schools in rural locations across Oregon. Giving examples of various materials that might work for the lesson will be helpful for teacher and student participation.

I am bilingual/multilingual. Is that a benefit to this project?

Yes! Many Oregon students are also bilingual or emerging bilingual. We plan to provide some lessons in Spanish.

