

## Performing Arts: Spotlight on Equity Resources

### Spotlight on Equity

Educational equity means that every student has access to the resources, opportunities, and educational rigor they need at the right moment in their education, whatever their race, gender/identity, sexual orientation, ethnicity, religion, language, ability, family background, or family income may be. (Adapted from CCSSO, Leading for Equity)

This Spotlight on Equity provides a list of considerations for developing an equity literate and socially conscious lens for the teaching and learning of the performing arts, as well as to recognize the historic exclusion and marginalization of groups and communities. When grade-level appropriate, educators may use these pedagogical considerations and thematic topics to critically engage students in relevant performing art learning opportunities. The considerations are not a complete list, but a starting point on which to target asset-based pedagogies (e.g., culturally sustaining pedagogy), personal identity, and students' sociopolitical perspectives.

Feedback on the draft versions of the Spotlights on Equity was solicited from the field between October 11th and November 22nd of 2021. A link to a Cognito form with focus questions created by content specialists at the Vermont Agency of Education was sent out through their networks. Additionally, feedback was requested from members of the Vermont Curriculum Leaders Association (VTCLA), the Equity Literacy and Equitable Education Systems grant awardees, the Vermont Foreign Language Association, the Vermont Principals Association, and the chairperson of the Act 1 Advisory Working Group. Thirty-two educators submitted feedback that was used to improve and refine the draft documents.

Supplemental resources can be found on the Agency of Education's [Visual and Performing Arts webpage](#).

### Create Anchor Standards

- Generate and conceptualize
- Organize and develop
- Refine and complete artistic work

### Spotlight on Equity:

#### Critical Elements and Pedagogical Considerations

- Access to materials
- Learning design around non-traditional processes and performances

### Contact Information:

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- Culturally sustaining pedagogy
- Real-world and personal relevance

### Thematic Content Considerations

- Self-perceptions
- Identifying emotions
- Multiple perspectives
- Goal setting
- Student-developed evaluation criteria

### Create Resources

Resources	Why it Matters
<a href="#">Music Radar: Browser-Based DAWs</a> : A list of browser-based DAWs.	With appropriate alignment with NCAS, this resource’s suggestions can aid in offering meaningful music experiences for students.
<a href="#">Free Music Tech Resources Guide</a> : A resource guide explaining different free music technology options.	Relevance is essential for student engagement. Music technology can guide students towards digital literacy as their interests shift to the use of technology.
<a href="#">Teach Rock: Distance Learning Resources</a> : At-home learning resources that can be adapted for classroom contexts with limited access to instruments.	The creative process, artistic literacy, and NCAS-aligned learning can maintain their rigor in music education settings – regardless of the learning model – with diverse, non-traditional materials, thus aiding in access to meaningful arts experiences for all students.
<a href="#">Arts Impact: Lessons and Resources</a> : A set of personally relevant and culturally responsive arts integrated lessons and resources.	Student-directed, sustained inquiry allows learners to explore artistic challenges through their own lens, applying their sense of self to their process and product.
<a href="#">Americans for the Arts: Art Well-Being</a> : An article describing how the arts guide students through gaining a positive sense of self.	To engage meaningfully in learning, students should have a positive sense of self and sense of purpose. Identifying and implementing approaches to support these senses is essential for an equitable learning environment.

### Perform Anchor Standards

- Analyze, interpret, and select
- Develop and refine
- Convey meaning through the presentation of artistic work

## Spotlight on Equity:

### Critical Elements and Pedagogical Considerations

- Sociopolitical consciousness
- Access to performances
- Access to resources
- Representation

### Thematic Content Considerations

- Social engagement
- Appreciating diversity
- Communication
- Target audience

## Perform Resources

Resources	Why it Matters
<a href="#">NPR: Tiny Desk Concerts</a> : NPR's collection of Tiny Desk Concerts.	To fully engage in the Perform domain, students need access to and an understanding of live performances. Not all students have access to the physical venues, but can gain an understanding of musical performance through virtual settings.
<a href="#">Virtual Steel Band</a> : A network of pannists from around the world that engage in virtual performances.	This resource provides access to a network of musicians and their virtual learning setting in addition to offering experience in real-time performances.
<a href="#">Jazz.Org: Live Webcasts</a> : A collection of past and upcoming performances in addition to live webcasts.	This virtual setting can offer all students an opportunity to consider different elements and skills related to the Perform domain and understanding performance.

## Respond Anchor Standards

- Perceive and analyze.
- Interpret intent and meaning.
- Apply criteria to evaluate.

## Spotlight on Equity:

### Critical Elements and Pedagogical Considerations

- Cultural perspectives
- Cultural expectations
- Sensory perceptions

## Thematic Content Considerations

- Empathy
- Representation
- Cultural Evaluation

## Respond Resources

Resources	Why it Matters
<a href="#">Institute for Composer Diversity Databases</a> : A site with maintained databases of diverse musicians.	Cultural and racial representation gives all students opportunities to see themselves in the content they are learning, applying, and responding to while supporting resistance to race-based negativity.
<a href="#">Folk Cloud: Folk Music from Around the World</a> : A comprehensive collection of artists, playlists, and other materials of traditional music from around the world.	Exposure to and understanding of diverse perspectives supports students' sociopolitical consciousness and ability to consider cultural contexts in response to music and artistic performances.
<a href="#">Amani Project: The Power of Music and Social Emotional Development</a> : A resource outlining social and emotional connects with music.	Responding to arts-based challenges through a lens of social awareness and with self-perception can guide students through developing communication, collaboration, and citizenship skills necessary for arts and non-arts content areas.

## Connect Anchor Standards

- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

## Spotlight on Equity:

### Critical Elements and Pedagogical Considerations

- Multiple modalities
- Culturally relevant, responsive, and sustaining learning
- Appropriation versus appreciation
- Censorship and freedom of expression

### Thematic Content Considerations

- Community
- Social Justice
- Social Engagement
- Agency
- Intersectionality

## Connect Resources

Resources	Why it Matters
<p><a href="#">The First Amendment Encyclopedia: Arts Censorship</a>: An article offering an overview of first amendment rights as they pertain to the arts.</p>	<p>Arts education can be used to support student exploration of ideas and communication of their values and beliefs. Understanding how and when to refrain from publicly displaying certain ideas (e.g., expression that offends others’ rights) is essential as students express real-world concerns or values through art-making.</p>
<p><a href="#">Seven Leadership Skills Fostered in Arts Education</a>: A list with accompanying explanations of leadership skills gained through arts education.</p>	<p>Students must develop a sense of agency to investigate the social issues about which they would like to learn and understand more. Arts education is a powerful source of developing this sense of agency.</p>
<p><a href="#">Music for Social Justice with Aisha Fukushima</a>: In this video, Aisha explains her journey towards becoming a “raptivist” in order to promote social justice around the world.</p>	<p>Responding to art and arts-based challenges through a social justice and anti-racist lens can guide students through developing communication, collaboration, and citizenship skills necessary for non-arts content areas.</p>
<p><a href="#">The Beat as an Object of Celebration and Concern in Segregation-Era America</a>: These activities enable students to investigate some of the ways listeners feel and relate to rhythms, focusing on the language used to describe “the beat,” and the manners in which rhythms connect to a deeper past and seem to anticipate particular futures.</p>	<p>Understanding the meaning and purpose of musical elements from a variety of cultures is essential to ensure representation and appreciation while avoiding cultural appropriation.</p>
<p><a href="#">The Art of Writing Songs for Social Change</a>: This open-themed annual contest, held for more than a decade, encourages Berklee students to write songs expressing their convictions about social issues and promoting positive social change.</p>	<p>As students explore issues of social justice and sociopolitical perspectives, approaching the instructional design in a well-informed manner is critical. This resource offers a structured approach to support students’ identity as change agents.</p>

## Additional Vermont Agency of Education Resources

[Educational Equity and Diversity Professional Development Providers \(2020\)](#)

[Equity Lens Tool](#)

[Equity Literacy Resources - Spring 2019](#)

[Equity Literacy Resources - Fall 2019](#)