

## Visual 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)

The Spotlight on Equity provides a list of considerations for developing an equity literate and socially conscious lens for the teaching and learning of all content areas. When grade-level appropriate, educators may use these pedagogical considerations and thematic topics to critically engage students in relevant 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 products
- Culturally sustaining pedagogy

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- Real-world and personal relevance

### Thematic Content Considerations

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

Resources	Why it Matters
<p><a href="#">The Art of Education: Art Activities that Require Minimal Supplies</a>: A curated list with supplemental demo videos of arts-based activities using basic, non-traditional, and found materials.</p>	<p>The creative process, artistic literacy, and NCAS-aligned learning can maintain their rigor in art education settings – regardless of learning model – with diverse, non-traditional materials, thus aiding in access to meaningful arts experiences for all students.</p>
<p><a href="#">The Art of Education: Running the Art Room on a Minimal Budget</a>: Modules to support art teachers with managing their curriculum and classrooms on a minimal budget.</p>	<p>Arts education advocacy, art room culture, and a thoughtful and relevant curriculum are essential when operating on a small budget. Advocacy, culture, and curriculum can offer students valuable experiences in the art room, with or without a hefty budget.</p>
<p><a href="#">Education World: Art on a Shoestring</a>: Considerations for maintaining rigor in the art room on a shoestring budget.</p>	<p>With appropriate alignment with NCAS, this resource’s suggestions can aid in offering meaningful arts experiences and products for students.</p>
<p><a href="#">The Pocket Project</a>: A simple at-home identity project from the Warhol Museum.</p>	<p>Exploring one’s identity through the arts can support students’ exploration of their intersectionality, self-confidence, accurate self-perception, strengths, and cultural assets, thus ensuring students’ individual cultures are at the center of their self-directed inquiry.</p>
<p><a href="#">Arts Impact: Lessons &amp; Resources</a>: A set of personally relevant and culturally responsive arts integrated lessons and resources.</p>	<p>Student-directed, sustained inquiry allows learners to explore artistic challenges through their own lens, applying their sense of self to their process and product.</p>
<p><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.</p>	<p>To engage meaningfully in learning, students should have a positive sense of self and sense of purpose. Identifying and implementing approaches to supporting these senses is essential for an equitable learning environment.</p>

### Present 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 exhibits
- Access to resources
- Representation

### Thematic Content Considerations

- Social engagement
- Appreciating diversity
- Communication
- Target audience

Resources	Why it Matters
<a href="#">Travel and Leisure: 12 Museums with Virtual Tours</a> : An article, video, and resources of museums with virtual tours.	To fully engage in the Present domain, students need access to and an understanding of galleries and museums. Not all students have access to the physical venues, but can gain an understanding of galleries and museums in virtual settings.
<a href="#">Frist Art Museum: Frist Kids</a> : A database of museum-based at-home art making, responding, and presenting activities.	This resource provides access to an arts organization and their virtual learning setting in addition to offering students experience to museum-based, out-of-school learning.
<a href="#">Create a Virtual Art Gallery Using Google Slides</a> : A tutorial on supporting students and your program with a virtual showcase.	All students should have the opportunity to showcase their work in a professional manner. Virtual settings such as Google Slides or Sites can serve as a platform to give all students access to showcase opportunities.
<a href="#">Art Gallery: An Interactive Template to Showcase Your Students Work</a> : A platform to create an interactive gallery to showcase student work.	This virtual setting can offer all students an opportunity to consider different elements and skills related to the Present domain and showcase artwork.
<a href="#">5 Steps to Make your own Political Art</a> : A brief guide outlining simple steps to developing and displaying sociopolitical work.	Exploration of sociopolitical issues and interests through the arts can offer all students a structured and powerful outlet to express their feelings and opinions in a well-communicated and meaningful way.

Resources	Why it Matters
<p>Suggested works for exploring social awareness, communication, and meaning-making in the Present domain:</p> <ul style="list-style-type: none"> <li>• <a href="#">Descent, 2013, Amber Lelli</a></li> <li>• <a href="#">The Giant Asian Girls series, Misoo Filan</a></li> <li>• <a href="#">Adaptation, 2019, XPayne</a></li> <li>• <a href="#">A Clear Unspoken Granted Magic, 2017, Amy Sherald</a></li> </ul>	<p>Exploring a variety of works that address diverse cultures and identities can ensure all students see themselves in the content – both inside and outside of school. In addition to exposure to diverse artists, it is essential that students have regular opportunities to explore their own identity through artistic processes and art production.</p>

**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

Resources	Why it Matters
<p><a href="#">PBS: How Black Art Can Spark Conversations with Children</a>: A discussion-based article on ideas and considerations for supporting representation in arts education.</p>	<p>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.</p>
<p><a href="#">AFSC: Art as a Tool for Social Change</a>: A blog on how art can be used to consider new perspectives and engender change.</p>	<p>Exposure to and understanding of diverse perspectives supports students’ sociopolitical consciousness and ability to consider cultural contexts in art response.</p>

Resources	Why it Matters
<p><a href="#">Teaching Visually Impaired: Art Adaptations for Students Who are Blind or Visually Impaired</a>: Suggestions for designing meaningful visual arts education experiences for students who are blind or visually impaired.</p>	<p>All students deserve access to relevant and rigorous arts education. Identifying and implementing processes with which students who are visually impaired or blind can engage in art response, art making, and the creative process supports this access.</p>
<p><a href="#">The Anti-Racist Art Teachers</a>: A comprehensive collection of resources and strategies to support anti-racist teaching practices in art classes.</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="#">VTS: Supporting Analytical and Evidence-Based Reasoning</a>: A report describing the outcomes of an art analysis protocol.</p>	<p>Art analysis can improve overall cognition for all students while targeting analytical thinking and evidence-based reasoning. Adapting VTS can serve as a guide through art analysis.</p>
<p>Artists to consider for response to social justice:</p> <ul style="list-style-type: none"> <li>• <a href="#">Roberto Lugo</a></li> <li>• <a href="#">Tamara Natalie Madden</a></li> <li>• <a href="#">Nick Cave</a></li> <li>• <a href="#">Howardena Pindell</a></li> </ul>	<p>To support exploration of a range of perspectives, students should view and analyze artworks by artists that represent a range of identities.</p>

**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

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="#">NAEA: Statement on Position of Arts Censorship</a>: A discussion and outline of NAEA's position on arts censorship.</p> <p><a href="#">NAEA: Statement on Position of Freedom of Speech through Visual Expression</a>: A discussion and outline of NAEA's position on freedom of speech in arts education.</p>	<p>Considering the role of an arts educator in guiding all students through self-expression through art is essential if addressing the Create domain in an authentic and relevant way. Educators should consider their own biases as they support individual expression and student understanding of communicating beliefs to a wide audience.</p>
<p><a href="#">Learning Justice: Art and LGBT Rights: A Study of Symbols</a>: Suggestions for lessons and activities to teach elementary students about symbols in artwork and what viewers can infer from them. These suggestions are guided by symbols used to advance LGBT rights.</p>	<p>Student awareness of how symbols are used and what viewers might infer from them is essential when producing artwork on social justice and sociopolitical issues. Additionally, understanding culturally-specific symbolism and iconography can support conversations about avoiding appropriation in artwork.</p>
<p><a href="#">The Art of Relationships: Correlations Between Art, Education, and Society</a>: An article outlining connections between the arts and exploration of sociopolitical perspectives.</p>	<p>As students explore issues of social justice and sociopolitical perspectives, approaching the instructional design in a well-informed manner is critical. The correlations between art, education, and society lay the foundation for this approach.</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 for developing this sense of agency.</p>
<p><a href="#">29 Collaborative Art Projects to Build Community in your Art Room</a>: A list of simple community building and collaborative activities.</p>	<p>Collaborative cultures and communities of artists can support meaningful conversations and processes regarding arts and social justice. These activities can strengthen the collaborative culture and class community of the arts class.</p>
<p><a href="#">NAEA: Position Statement on Use of Imagery, Cultural Appropriation, and Socially Just Practices</a>: An outline of suggestions for arts educators to address cultural appropriation and social justice in their learning settings.</p>	<p>Understanding the meaning and purpose in artwork from a variety of cultures is essential to ensure representation and appreciation while avoiding cultural appropriation.</p>

## **Additional AOE Resources**

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

[Equity Lens Tool](#)

[Equity Literacy Resources, Spring 2019](#)

[Equity Literacy Resources, Fall 2019](#)