

English Learners and the Arts Ed Framework

Chapter 1:

Instruction in the arts disciplines must be accessible for all students. The *Arts Framework* supports teachers, administrators, and other educators and supporters of arts education in developing and delivering high-quality, discrete arts curriculum and instruction that meets every student's needs. This includes support for students with a wide range of needs, abilities, and experiences, including students who are English learners; at-risk students (per *Education Code* Section 96, the term "at-risk" is replaced in the *Education Code* with the term "at-risk"); lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) students; advanced learners; and students with visible and nonvisible disabilities.

Rather than providing a separate chapter to ensure access and equity in arts education, each chapter of the *Arts Framework* is designed to guide arts educators in ways to ensure that all students receive instruction designed for universal access. This support includes strategies and conditions for differentiation of instruction, approaches to formative and summative assessment, and examples for modifications and accommodations within arts classrooms.

California's pathway for equitable access to arts education considers all students as language learners. The emerging modes of communication and expression in the arts disciplines require both native English speakers and students learning English to learn how to decode and use symbols, coding, and meaning specific to the arts disciplines. The arts engage students in collective sense-making in a common language that extends beyond native languages. Students find alternative forms of expression and ways to demonstrate learning within these domain-specific languages. Every student is on the continuum of learning fluency with this new language, which includes opportunities to demonstrate learning and understanding in a variety of ways that often are not contingent upon the English language. Students celebrate diversity and cultural

backgrounds through the arts, sharing their culture through a common artistic language in a safe space. These conditions can help dismantle barriers that students learning English may face in other subject areas.

To promote the development of all students learning the arts languages, appropriate instructional support is required to provide equitable opportunities for learning and achievement. Guidance for this support is provided by the *California English Learner Roadmap*, which identifies specific principles guiding all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that add up to a powerful, effective, and relevant education for all students learning English. The Roadmap web page can be accessed at <https://www.cde.ca.gov/sp/el/rm/index.asp>.