

AEP Virtual Gathering

Changing the Frame: Arts and Cultural Education as a Civil and Human Right

Presenters

- Quanice Floyd, Executive Director, Arts Education in Maryland Schools
- Jeff M. Poulin, Managing Director, Creative Generation
- Dr. Amir Whitaker, Staff Attorney, ACLU of Southern California

Session Description

Arts education should be a fundamental right of every learner — well, in fact, it is. This session will explore international frameworks, American public policy and two state-based examples so participants can learn how to craft policy and programmatic language to shift the paradigm in their state or community. Join organizational leaders, policy researchers and a civil rights lawyer to unpack how leaders can frame arts education as a fundamental civil and human right.

Learning Objectives

Participants will ...

- Gain an understanding of international doctrine and American cultural policy connecting arts education to civil and human rights.
- Explore policy language and examples of reframing arts education within the larger fight for human rights, dignity and equality.
- Apply their learnings by cross-walking policy language supportive of a human and civil rights approach to their own work and individual context.

Session Outline and Summary

This session seeks to develop knowledge in local, state and national leaders about the philosophical shift underpinning arts education in the United States towards a civil and human rights approach. Grounded in the research and analysis of international doctrine and American public policy, the session will explore two examples of how statewide and local policy-focused organizations — from the arts/culture, education and legal communities — are working to change the systems governing arts education. Participants will garner an understanding of new theoretical perspectives, applicable policy analysis and hands-on approaches to navigating the complex systems which govern our work in arts education.

Participants will understand how to reframe arts education within the larger fight for human rights, dignity and equality.

Through facilitated discussion, practical examples and an applied virtual activity, participants will immediately apply their learning. Throughout the session, participants will be guided through discussion of theory and public policy, and facilitators will encourage synthesis with their individual contexts. Second, the main points will be illustrated with two state-based examples, where participants may identify similarities to their own work. To conclude the session, presenters will collaborate with participants to crosswalk their organization's mission with the policy language utilized in example contexts forming a human rights approach for arts education.

Supplemental Materials

The following materials will be referenced:

1. [Powerpoint slide deck](#)
2. This blog about [Arts and Cultural Education as a Fundamental, Civil, and Human Right](#)
3. This blog spotlighting [Amir Whitaker](#)
4. This blog spotlighting AEMS (forthcoming)