

Self-Assessment Checklist for Online Arts Programs

Please use this checklist as a guide or resource for creating your online arts program.

PREPARATION FOR ONLINE ARTS LEARNING ACTIVITY

Identify specific artform content that:

- Is effectively deliverable online for asynchronous and/or synchronous learning

Collaborate with school/site to:

- Clarify purpose, goals, needs, outcomes
- Assure online/software platforms are safe, user-friendly, meet accessibility requirements
- Confirm tech and Wi-Fi access

Confirm technical components such as:

- Stable Wi-Fi connections with contingency back-up plans
- Choosing an appropriate space, effective camera angle(s)/lighting
- Testing sound, music, and media , links, etc.
- Visual content is presented with [design principles for online learning](#) in mind and is accessible for people with disabilities (See [National Endowment for the Arts Accessibility Resources](#))

DELIVERY OF ONLINE ARTS LEARNING ACTIVITY

The online arts learning activity should:

- Meet the needs and interests of the participants
- Build an online community by:
 - Acknowledging all participants
 - Providing encouragement
 - Giving authentic praise and polish
 - Sharing opportunities for growth
 - Attending to cultural responsiveness, equity, and inclusion

The structure of the online arts learning activity should be:

- Coherent, concise, with attention to varied pacing and smooth transitions
- Carefully crafted to include:
 - Clear objectives
 - Clear purpose and/or historical/cultural context
 - Rich arts content
 - Clear directions with multiple examples (live, video clips, etc.)
 - Multiple opportunities to:
 - Interact with teaching artists/peers
 - Participate, reflect on their work,, succeed

REFLECTION ON ONLINE ARTS LEARNING ACTIVITY

The online learning activity should include opportunities for students to reflect on:

- Next steps for artistic growth
- The purpose and objectives for the session
- Connections between the work and the world around them