ARTIST RESIDENCY PROJECT PLANNING FORM *for* HOST SITE
SCHOOL-BASED PROJECT

Developed and prepared by the Teaching Artist, the site-coordinator, the principal, and/or Pittsburgh Center for Arts & Media. This form is filled out by the <u>host site</u> and submitted to *Artists in Schools & Communities*.

Host Site:_____ School District: _____

Street Address:_____

City:_____ County:_____Zip:_____

Phone:_____ Alt. Phone:_____ Fax: _____

Site Administrator/Principal:_____ Email:_____

Site Coordinator:_____ Email: _____

Title/Grade Level(s) of Site Coordinator:_____

Teaching Artist(s):_____ Art Form(s):_____

Please provide as much detail as possible when planning your Artist Residency Project. You may attach additional pages.

1) Residency Goal:
    What is the primary reason the Teaching Artist is at this site?

2) Objectives towards the Goal:
    What will be done to fulfill this goal? What are the specific steps taken to achieve this?

    Please see separate attached form for the Teaching Artist to fill out with their sequenced daily plan and submit to Artists in Schools & Communities and the host site. Please reference PA Core Standards, PA Academic Standards (including Arts and Humanities), and/or any relevant 21st Century Skills.

3) Curriculum Connections/PA Core ELA (English Language Arts) and/or other State Standards:
    List the ways in which the Teaching Artist will connect with the curriculum and how the project will assist in meeting PA Core Standards and/or PA Academic Standards (including Arts and Humanities). Please list relevant standards.

4) Core Groups:
    Each core group should not exceed 30 students, with a total of no more than three core groups. Smaller, focused core groups are preferable. Please list the grade level (if applicable) and number in each core group, e.g., 3 core groups of 5th graders - 25, 23, 30=78 total students working directly with the Resident Artist.
    # of core groups: _____
    # of students in each group: _____
    total # of participants: _____
    grade level(s): _____

Please reference attached 21st Century Skills Definitions downloaded from the IMLS (Institute of Museum and Library Service) website.

5) Other Groups:
    The Teaching Artist should be accessible to other groups of students on a limited and practical basis, e.g., a special workshop with a different grade level, classroom visits, whole-school assembly, culminating event, etc. Please list these in detail.

    Total # of non-core group students in the school who will be impacted by this project: _____

6) Space/Set-up/Technical Requirements:
    What does the Teaching Artist need to make this program work? What will the site provide?

7) Schedule:
    When will the Teaching Artist be at the site and at what times. Please submit a copy of your bell schedule with this planning form.
    Dates:

    Times:

8) Teacher Involvement and Responsibilities:
    How will the teacher(s) work with the Teaching Artist during this residency project? Be as specific as possible.
    Please provide names and contact information for all the teachers who will be directly involved in the project.

9) Other Teacher or School Involvement:
    For example: a hands-on workshop, a book list made available, related websites, a collection of relevant information distributed. How does the school welcome and interact with the Teaching Artist?

10) Parental/Caregiver/Community Involvement:
    How will parents/caregivers/community be involved in this residency?

11) Presentations/Performances/Exhibitions:
    How will the participants' efforts be recognized and validated? How will they share their knowledge and work?

12) Assessment/Evaluation:
    Please include a detailed plan for assessment. Artists in Schools & Communities will provide online Artist Residency Project evaluation forms but unique participant assessment for each project should be designed by the host site and Teaching Artist working together to determine how to best assess intended learning/creating goals and expected outcomes.

13) How will what is learned during the residency be used in the future?
    By participants? teachers? administrators?