

Through our partnership with the Pennsylvania Council on the Arts*, *Artists in Schools & Communities* at Pittsburgh Center for Arts & Media (PCA&M) offers Artist Residency Projects and other vital arts services to schools, community organizations, and nonprofit service agencies working with children and/or adults in Allegheny, Beaver, Greene, and Washington counties through our *Artist Residency Program*.

Artist Residency Projects have lasting benefits for all participants: students are fully immersed in an art form and see how it connects to life and learning, teachers are exposed to alternative ways of experiencing and sharing the creative process and what it brings to their classrooms, administrators observe the ways in which the arts fully engage students and impact their learning across the curriculum, parents/caregivers recognize how the arts are essential for optimum development of children of all ages,, and our dedicated Teaching Artists are artistically reinvigorated through the collaborative creative process.

As stated in the National Endowment for the Arts' publication ***Learning Through the Arts*** "...the arts help us all better understand and interpret the world around us. The arts improve our ability to think critically and act creatively and offer us the opportunity to communicate our most profound thoughts and deepest feelings. Arts learning ensures that this creative spirit lives on, instilling a love and understanding of the arts to each new generation." PCA&M and our Resident Artists fully embrace this philosophy and welcome the opportunity to share the skills and rewards of the creative process with enthusiastic and motivated participants.

Through residencies in dance, craft, music, folk arts, theater, media arts, literature, visual and interdisciplinary arts, schools, community organizations, and service agencies can expect to improve themselves and strengthen their communities. By immersing participants in the creative process from beginning to end, and giving them ownership of the process, Resident Artists model the needed focus and rigor of their school and life.

The arts are proven to stimulate and enhance student performance in all curriculum areas and to encourage the development of improved self-image and empowerment. The arts provide opportunities for:

- Imagination and creativity to flow
- Communication and problem-solving skills to grow
- Self-directed intrinsic motivation to be engendered
- Teamwork to be encouraged and appreciated
- Diverse thinking to take place
- Individuality to excel
- Positive self-expression to evolve



Mary Brenholts
Director, Artists in Schools & Communities

*The Arts in Education Partnership is a program of the Pennsylvania Council on the Arts' Arts in Education (AIE) Division. The AIE Partnership fosters educational improvement through participation in the creative process in schools and community settings via residencies, projects, and partnerships between schools and/or other educational institutions, artists, and arts organizations. The Arts in Education Partnership is administered in sw PA by Pittsburgh Center for Arts & Media.



Pittsburgh Center for Arts & Media

Artists in Schools & Communities

Photograph and Media Release Form

Thank you for allowing us the opportunity to photograph and/or videotape your child and his/her artwork as he/she participates in a Pittsburgh Center for Arts & Media's Artist Residency Project in Partnership with the PA Council on the Arts at **site tbd**. *Artists in Schools & Communities* at PCA&M provides unique and quality arts programs that place trained, knowledgeable practicing artists into school and community settings where they can share the benefits, skills, and joy of the creative process.

We appreciate the opportunity to photograph/videotape your child participating in activities involving Teaching Artist **tbd** and children working/creating in classroom and community settings. By documenting the creative arts process from beginning to end and capturing the energy, enthusiasm, focus, and pride reflected in each participant's face and work we will be better able to share the value and importance of the work in order to advocate for the continued exposure to and funding for the arts.

The photos and/or images of your child and his/her artwork work may be displayed and included in PCA&M's, and/or the Teaching Artist's, printed and/or electronic media publications including, but not limited to, catalogs, newsletters, websites, promotional DVDs and/or grant reports to regional funders as well as the PA Council on the Arts.

Your child will not be identified by name.

Please complete the information below and return this form to your child's teacher.

PLEASE SELECT and CHECK ONE:

___ I **do** give my permission to Pittsburgh Center for Arts & Media and/or PA Council on the Arts to use the photograph(s)/video(s) of my child and/or images of his/her work for the above-stated purposes. I understand that there is no compensation of any kind for any use of my child's likeness or images of artwork.

or

___ I **do not** give my permission to Pittsburgh Center for Arts & Media and/or PA Council on the Arts to use the photograph(s)/video(s) of my child and/or images of his/her work for the above-stated purposes.

Child's Name: _____

Signature of Parent/Guardian

Date

ATTRIBUTION: To be used in all written materials (programs, invitations, PR materials, etc.) and/or signage of any type.

This project was supported in part by the Arts in Education Partnership of the Pennsylvania Council on the Arts, a state agency funded by the Commonwealth of Pennsylvania and the National Endowment for the Arts, a federal agency. The Arts in Education Partner serving Allegheny, Beaver, Greene, and Washington counties is Pittsburgh Center for Arts & Media.



Pittsburgh Center for **Arts & Media**



Pittsburgh Center for Arts & Media Artist Residency Program

1047 Shady Avenue
Pittsburgh, PA 15232
(412) 361-0455
www.pghartsmedia.org
EIN 25-1229210

I N V O I C E



Site Name:	
Contact:	
Address:	
City/State/Zip:	
Phone:	

Invoice #:	ARP1516RA?
Date:	September 28, 2022
Due Date:	Upon Receipt

Days	Description	Dailey Rate	TOTAL
10	Artist Residency Project with Resident Artist ????	\$200	\$2,000
	2022 September 28, 29 October 6, 13, 20, 27 November 3, 10, 17, 24		
	Materials		\$300
		SUB-TOTAL	\$2,300
		ADMIN FEE	\$200
		TOTAL	\$2,500
		PCA MATCH	\$600
		TOTAL DUE	\$1,900

Please remit payment to **Pittsburgh Center for Arts & Media**, along with a copy of this invoice, to the attention of **Mary Brenholts** at the address



Pittsburgh Center for **Arts & Media**

Office Use Only

Acct # 41400 - 99 - 325k - 24 - \$1,400
Acct # 40000 - 99 - 999 - 24 - \$200
Acct # 41000 - 99 - 999 - 24 - \$300

Pittsburgh Center for Arts & Media Artists in Schools & Communities

Pittsburgh Center for Arts & Media (PCA&M) is committed to the artist and the advancement of artistic excellence in visual arts – specifically film, video, photography, digital media, and fine and creative arts and crafts; the provision of equipment and facilities for artists; the conduct of instructional programs; and the stimulation of public understanding and awareness through exhibitions, demonstrations, and sales.

Artists in Schools & Communities at PCA&M is dedicated to bringing high quality arts services to tens of thousands of participants at schools, nonprofit service agencies, and community organizations working with both children and adults in Allegheny, Beaver, Greene, and Washington counties through our partnership with the Arts in Education division of the Pennsylvania Council on the Arts. Our programs place trained, knowledgeable, and practicing artists into school and community settings where they can share the benefits of the creative process.

PCA&M places great emphasis on recruiting professional, trained, practicing artists to work in our programs as part of the partnership mission. Artists are accepted into the program based on the quality of their artwork, their familiarity with best practices in arts in education and community artmaking, and their abilities as communicators/educators/facilitators.

Our Resident Artists (RAs) and Teaching Artists (TAs) are skilled at all facets of the working artist's life: producing high-quality artwork, planning dynamic residencies, partnering with organizations and individuals, documenting both process and product, designing and implementing appropriate residency budgets, completing paperwork in a timely fashion, and all other myriad details of an artist's work. Focused attention is given to the various components of the collaborative process, from brainstorming to interactive group management to presentation of a vibrant finished product, all of which contribute greatly to the quality of the participants' experiences.

Our many years of experience working in education have provided us with insights into how to develop and evaluate programs designed to inspire, encourage, motivate, and assess individual students while building and fostering positive group dynamics. Our goals within all the programs in which we participate are to work closely with each student to facilitate the discovery of hidden talents and develop new strengths while working with teachers and administrators to recognize the value of the arts to youth development. We believe that learning through the arts is essential for optimum development of students in all grade levels; the arts provide infinite opportunities for creative ideas to take hold and elicit unique (sometimes unanticipated) outcomes for all participants: students, teachers, administrators, and artists alike!

We are very enthusiastic about working with schools and community sites as we know so well how in-depth experiences in the arts impact children's lives for the better capacity. Our teaching methods incorporate exploration, enjoyment, excitement, rigor, and even play* for both students and Teaching Artists! While the arts provide many opportunities for "success," there is also an inherent "risk" to some degree of perceived "failure" due to unrealistically high expectations directly connected to the finished products. Our TAs place great emphasis on both process and product, setting students up for success by providing clear, sequential instruction, high quality materials, and an infinite amount of patience that encourages questions, taking creative risks, and learning from mistakes.

**The creation of something new is not accomplished by the intellect but by the play instinct acting from inner necessity. The creative mind plays with the objects it loves." Carl Jung*

Pittsburgh Center for Arts & Media
ARTIST RESIDENCY PROGRAM

FACT SHEET

- Our partnership with the Pennsylvania Council on the Arts' Arts in Education Division was formed in 2001.
- The mission of the Artist Residency Program is to offer unique and quality arts services in the form of Artist Residency Projects in in southwestern Pennsylvania including Allegheny, Beaver, Greene, and Washington counties.
- Artist Residency Projects are designed to place trained, knowledgeable, and practicing artists into school and community settings where they can share the benefits of the creative process.
- We have over 40 Resident Artists in our program including media artists, dancers, folk artists, musicians, visual artists, glass artists, craft artists, and writers.
- Artist Residency Projects allow traditionally underserved areas to experience the value of the arts.
- We typically receive approximately 75 inquiries and requests from host sites per program year (September 1 through August 31) and implement approximately 40-50 projects.
- School-based projects include public, private, parochial, and charter schools serving elementary, middle, and high-school students. Projects can also be designed for the collegiate level.
- Community-based projects may take place at social rehabilitation sites for adults, special needs children in an inclusion-oriented program, senior citizen facilities, and at many other types of regional community and cultural organizations.
- Artist Residency Projects are funded by both host sites and with matching funds provided by PCA&M through our Partnership with the PA Council on the Arts' Arts in Education Division.
- Resident Artists in the Program have a minimum daily rate of \$200 for individuals. Group or ensemble rates vary.
- PCA&M's Artist Residency Program continues to grow and evolve and is readily adaptable to a variety of needs, expectations, and situations at all host sites.

Frequently Asked Questions

1. What is an Artist Residency Project?

Artist Residency Projects are designed to place professional artists into school and community settings where they can share the myriad benefits of their creative processes. Each Residency Project is a custom-designed collaboration between the host site and the Resident Artist. PCA&M's Artist Residency Program was founded in 2001 through our partnership with the Pennsylvania Council on the Arts' Arts in Education Division.

2. Who is eligible for an Artist Residency Project?

Schools, nonprofit agencies, and community organizations working with both children and adults in Allegheny, Beaver, Greene, and Washington Counties are eligible for an Artist Residency Project. School-based residencies include public, private, parochial, and charter schools serving elementary, middle, and high-school students. Residencies can also be designed at the collegiate level. Community-based residencies in social and human service agencies include social rehabilitation sites for adults, special needs children in an inclusion-oriented program, senior citizen facilities, as well as projects at many other types of community and cultural organizations.

3. What are the benefits of an Artist Residency Project?

Studies have shown a significant correlation between arts education and skills development, resulting in improved levels of achievement. Skills developed through the arts are recognized as being essential elements for success in today's society. These skills, as noted by Robert Root-Bernstein, Professor of Physiology at Michigan State University, include the ability to:

- observe acutely
- think spatially and kinesthetically
- identify the essential components of a complex whole
- recognize and invent patterns
- gain empathy with objects of study
- synthesize and communicate the results of one's thinking, visually, verbally, or mathematically.

Teachers and artists working together gain skills and insights from each other that translate into improved learning for current students as well as future learners.

4. How many days constitute and Artist Residency Project?

Residencies can last anywhere from 10 to 180 days for individual artists and groups/ensembles. The days don't need to be consecutive. A Resident Artist can work at a site one day a week for eighteen weeks, twice a week for five weeks or twice a month for the whole school year. Artists may work directly with core group participants up to four hours per day. If pre-determined during the planning meeting, they may also work with or present to other classrooms or conduct workshops for teachers, administrators, and/or parents.

5. What is a core group?

An Artist Residency Project is designed as an in-depth medium-specific experience for up to three core groups of students, not to exceed 30 students per group. The program is described as allowing a full embrace for a smaller number of participants rather than providing just a handshake for every student in the school. The artist may be introduced at an assembly, may do a whole school performance or slide show, may visit classrooms to talk with other students, and may provide workshops for teachers to take specific techniques and creative ideas back to their classrooms. Please welcome the Resident Artist to your site with the idea of positively impacting everyone in the building, but giving the core group students and teachers a fuller, richer, in-depth experience.

6. What kinds of artists are in the Artist Residency Program?

We currently have approximately 40-45 Resident Artists in our program, including media artists, dancers, folk artists, inter- and multi-disciplinary artists, fiber artists, jewelers, musicians, visual artists, craftsmen, clown artists, writers, and more! These artists are professionals who are exhibiting, performing, and publishing regularly. If you open up a regional, or sometimes a national, newspaper, you are likely to see positive reviews of their works each week. Part of the skill set of a Resident Artist is his/her ability to communicate both the creative process and the techniques of his/her medium. Artist applying to the program undergo an independent panel review process. Qualifying artists are chosen based on the quality of their artwork, their ability to articulate their artform and residency project plans to an independent review panel of artists, educators, and administrators, and on their proven ability to fully implement a

successful residency plan. The panel sends its recommendations to the Pennsylvania Council on the Arts, which makes the final decision regarding approval. Once approved, the Resident Artists are placed on our roster but are not employees of Pittsburgh Center for Arts & Media. They maintain their own studio spaces and often work for other non-profit arts organizations as well as PCA&M.

7. How do the Resident Artists get paid?

Artist Residencies are funded by the host site with support funding provided by PCA&M through our partnership with the PA Council on the Arts' Arts in Education Division. PCA&M contracts with and pays the artist in full and invoices the host site for its match.

8. Is it difficult/competitive to receive matching funds for an Artist Residency Project?

It is not at all difficult, although artists' schedules fill up quickly so make your requests in a timely fashion. The program is designed to operate on an on-demand basis, but funding is limited.

9. How much will this cost?

Most individual Resident Artists are paid \$200 per day. Some artists have slightly higher fees. Companies' and ensembles' daily rates vary depending on the size of the group. There is a sliding rate scale for host sites based on the number of days of a residency project as required by the PA Council on the Arts. This information can be found on Side B of the Artist Residency Request Form. The host site is solely responsible for the cost of materials and for any compensation to the artist associated with travel expenses. Resident Artists excel at making the cost of materials for their projects affordable to the host sites.

10. How will the Artist Residency Project fit in with existing programs/curriculum?

Since the Resident Artist, representatives from the host site, and PCA&M plan the residency project together, much care is taken to address Pennsylvania's Arts & Humanities Standards in all art forms and to clearly articulate the goal of having the Resident Artist at the site. Artists and teachers regularly communicate regarding the intent of the project and how to tie the art form into a specific program and/or extend it throughout the curriculum. Often it is not the Arts Educators who are working with the Resident Artist but, rather, the Classroom Teacher who recognizes how an artform brought to life by a practicing artist can fully illuminate a concept for students.

11. OK, I've decided that I want to participate in this program! What are the next steps?

Step 1: Think about specific areas of your curriculum or program that could benefit by having a Resident Artist with whom to work. Review the online Artist Residency Directory to see which artist(s) might provide insight into or illumination of that area. You may call Mary Brenholts, Director of Artists in Schools & Communities at 412-361-0455, ex 404 to discuss which artist(s) might be most suitable to meet the needs of your host site. Read through the supporting materials included in this packet in order to get a better understanding of how the program works and how it is intended to improve host sites, now and into the future.

Step 2: Contact the Resident Artist(s) to discuss your ideas. Check on availability, daily rate, potential cost of materials, and other items particular to each artist/artform.

Step 3: Complete the enclosed Artist Residency Request Form making sure to provide us with as many details as possible. If you are uncertain at this point about the source or confirmation of your matching funds simply write “pending” or “awaiting approval.” You may have funds provided by a school budget, district budget, a PTA, PTO, or PTG, or from a foundation or local business. Some sites hold fundraisers in their communities. The request form is not a binding document, it simply allows us to determine demand for the program and how to best allocate our funds. If you are unsure of how to complete the budget section, call us for assistance. Make certain to get signatures from principals or other appropriate administrators. Submit your request form as soon as possible to ensure having a good chance to receive matching funds.

Step 4: Meet with the Resident Artist(s) to review and complete the Artist Residency Planning Form. Use the questions as tools to help develop a comprehensive plan designed to have lasting impact. Set dates with the Resident Artist(s) as soon as possible! Submit your planning form upon completion.

Step 5: Once we have received your Artist Residency Request Form and we receive our funding confirmation from the Pennsylvania Council on the Arts, we will generate the paperwork designed to keep the process moving forward cleanly and clearly. We are just a phone call (412-361-0873, ext 404) or e-mail (mbrenholts@pfpca.org) away at all times and love hearing from potential host sites to answer questions and/or share ideas.

HOW TO INITIATE AND REQUEST an ARTIST RESIDENCY PROJECT AT YOUR SITE!

- **Read** through the online list of Resident Artists to get an idea of the various art forms, styles, and philosophies of our talented and dedicated Resident Artists.
- **Look at** the “**fact sheet**” and supporting materials included in this packet to get a sense of the way the program works most effectively. Jot down any questions you might like to ask.
- **Contact the Resident Artist(s)** directly to see how you can work together or contact Mary Brenholts to get suggestions on which artist(s) would be the best match at your site.

You should make contact with the Resident Artist before a Request Form is submitted. Confirm their daily rate and the number of days needed to make a residency work best for all participants.

- **Submit** the **Artist Residency Request Form** *as soon as possible* to secure funding for your project. Requests are accepted on a rolling basis. Funding amounts and availability are determined based upon a variety of factors.
- **Make sure** matching funds from your site are made available and kept accessible for the Artist Residency Project. PCA&M contracts with and pays the Resident Artist in full and invoices the host site for their portion of the fee.

Consider working with a local business or industry to help fund your project!

- Once your Artist Residency Project has been confirmed, **schedule a Planning Meeting** with the artist and PCA&M to develop your Residency Plan. Set project dates with the artist as soon as possible; schedules fill quickly!

Note: Our Resident Artists are Independent Contractors and therefore are responsible for their own schedules and scheduling.

**Pittsburgh Center for Arts & Media
Artist Residency Program
in partnership with the
PA Council on the Arts**

ARTIST RESIDENCY PROJECT CHECKLIST

Before a Project Begins

- ☐ Artist Residency Request Form Completed, Signed, and Submitted
- ☐ Planning Meeting Scheduled and Held
- ☐ Planning Forms (including residency dates/times) Discussed, Completed, and Submitted

The above items MUST be completed and submitted before an Artist Residency Project begins.

During a Project

- ☐ Photo/Media Release Forms Distributed, Signed, and Submitted
- ☐ 5-10 Captioned Photos (students~with photo releases~ hands working, finished products, etc.) Submitted
- ☐ Project Information Shared with Stakeholders:
 - Parents
 - School Administrators
 - PTA Members
 - Community Members
 - Press Contacts
 - Politicians (state, local, or regional)

Invite Stakeholders to visit the Artist Residency Project as it's taking place or to attend any celebrations, receptions, presentations, or exhibitions of the work created during the Artist Residency Project.

After a Project Concludes

- ☐ On-line Project Evaluations Completed and Submitted:
 - 1) Resident Artist
 - 2) Teacher/Site Coordinator
 - 3) Administrator/Principal



ARTIST RESIDENCY PROJECT REQUEST FORM

This form **must be** completed and signed by the host site administrator and project coordinator and submitted to PCA&M in order to be considered for support funding.

Please include all information.

Host Site: _____ District: _____

Address: _____ City: _____ Zip + 4: _____

Phone: _____ Fax: _____

Site Administrator/Principal: _____ Email: _____

Site Coordinator: _____ Email: _____

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

Teaching Artist (TA): _____ Art Form: _____

Artist Residency Project Budget

Number of Days _____ X TA Fee per Day* \$ _____ = TA Cost \$ _____

10% Admin. Fee on TA Cost = \$ _____ + TA Cost \$ _____ = Project Cost \$ _____

Project Cost (from above) \$ _____ - PCA&M Funding Support** (\$ _____) = Site Cost \$ _____

*Typical TA Fee per Day is \$200

**See back for funding formula

The host site is responsible for the cost of materials and travel, if applicable.

Source(s) of Host Site funds (e.g., foundation grant, school or district budget, PTA/PTO/PTG, local business, etc): _____

Artist Residency Project Plan:

To be developed cooperatively with the artist(s), host site, and PCA&M using the **Artist Residency Planning Form**. Online **Evaluation Forms** must be submitted upon completion of the residency project.

Artist Residency Project Request Form Submitted By:

Signature of Site Administrator/Principal _____ Date _____

Signature of Site-Coordinator _____ Date _____

Please return this form to: Mary Brenholts, Pittsburgh Center for Arts & Media, 1047 Shady Avenue, Pittsburgh, PA 15232
Voice: 412-361-0455, ext 404 • Email: mbrenholts@pfpca.org

As required by the PA Council on the Arts, PCA&M support funding for Artist Residency Projects is based on the number of project days and there is a 10% administration fee on all projects.

Side B

Examples:

10 DAY ARTIST RESIDENCY PROJECTS ~ 10% admin and 30% PCA&M SUPPORT FUNDING

10 days X \$200 TA Fee per Day = \$2,000

10% Administration Fee = \$200

\$2,200 Project Cost

PCA&M 30% Funding Support = (\$600)

Host Site = \$1,400 + \$200 Administration Fee

Total Site Cost = \$1,600 (plus materials)

15 DAY ARTIST RESIDENCY PROJECTS ~ 10% admin and 40% PCA&M SUPPORT FUNDING

15 days X \$200 TA Fee per Day = \$3,000

10% Administration Fee = \$300

\$3,300 Project Cost

PCA&M 40% funding support = (\$1,200)

Host Site = \$1,800 + \$300 Administration Fee

Total Site Cost = \$2,100 (plus materials)

20 DAY ARTIST RESIDENCY PROJECTS ~ 10% admin and 50% PCA&M SUPPORT FUNDING

20 days X \$200 TA Fee per Day = \$4,000

10% Administration Fee = \$400

\$4,400 Project Cost

PCA&M 50% Funding Support = (\$2,000)

Host Site = \$2,000 + \$400 Administration Fee

Total Site Cost = \$2,400 (plus materials)

THE PLANNING MEETING: Getting Things Started!

Guidelines & Procedures

- 1-2 hours should be allocated for the planning meeting. All involved teachers, site coordinator, and principal will meet with the artist if at all possible. A staff member from PCA&M Artists in Schools & Communities will also attend if this is the first time you have developed a residency project with this particular artist.
- Review the Planning Form to get a sense of the potential scope of the project – keep in mind the need for creative approaches and flexibility within your original plan.
- The host site is responsible for providing the artist with: contact information, relevant curriculum materials, school calendar, and bell schedule.
- The host site provides and/or is responsible for reimbursing the artist for materials. Please make certain the acquisition, purchase, and accessibility of materials are understood and agreed upon in advance.
- Please make sure all those involved recognize the need and value of giving ownership of the creative process to the students and honors their visions.
- Please make sure all plans are realistic within the confines of time and space.

Key Topics to Address:

- Consider what the core group(s) will do on a typical day and define the most effective core group size for your project. Core groups are limited to three with no more than 30 participants per group.
- Establish how the residency process and goals will be periodically reviewed as it progresses.
- Share objectives for all components of a residency project.
- Develop shared goals that are rewarding for all participants: the students, teacher, artist, administrators, parents, and school community.
- Make certain all goals are clear and agreed upon.
- Discuss the site's previous residency experience, if any.
- Discuss with the artist his/her art form and how it can be customized to meet the needs of the site and its participants. Let the artist know your specific goals for the residency.
- Establish curriculum connections and Common Core/state standards to be met during the residency project as well as 21st Century Skills.
- Are there special needs students involved? Plan activity alternatives or extensions that comply with the Americans with Disabilities Act, www.ada.gov.

Educational and behavioral expectations of students to consider:

- Strengthening ability to assert independence
- Improving communication skills
- Enhancing the ability to work cooperatively within a group
- Building self-discipline and concentration skills
- Improving coordination of fine and/or gross motor skills
- Enhancing self-image

Questions to consider:

- How will the teacher be actively engaged when the artist is conducting the residency project?
- What may be taken from this project that can be integrated throughout the year and into the future?
- How will the residency project be documented? By whom?
- How will participants be assessed?
- Will there be a performance or exhibition at the end of the project?

Qualities of an Effective Resident Artist:

1. Sensitivity of students' needs and differences
2. Emotional Stability
3. Flexibility
4. A sense of humor
5. Capacity for insight
6. Ability to listen attentively
7. Ability to observe keenly
8. Ability to develop a rapport with others
9. Awareness
10. Patience

Things to look for during an Artist Residency Project:

1. Classroom management skills
2. How are the students brought into the creative process?
3. Comfort level with participants
4. Ability to communicate with participants
5. Relationship with teacher
6. How questions are asked and how responses are received
7. Organizational ability
8. Does the Resident Artist periodically adjust the process to meet the needs of the participants?
9. How does the Resident Artist connect with the participants and allow them to take ownership of the process?
10. Is the Resident Artist committed to the success of the process and project?

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 host site 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(s):

What is the primary reason the Teaching Artist is at this site?

2) Objectives towards the Goal(s) – Teaching Artist:

What will be done to fulfill this goal? What are the specific steps you will take to achieve this/these?

Please see separate Teaching/Resident Artist Plan for School Projects form for the Teaching Artist to fill and submit to Artists in Schools & Communities and the host site.

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: _____
Please include # of adults you anticipate being impacted by/exposed to 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?

*This Artist Residency Project is supported in part by the Arts in Education Partnership of the Pennsylvania Council on the Arts, a state agency funded by the Commonwealth of Pennsylvania and the National Endowment for the Arts, a federal agency.
The Arts in Education Partner serving Allegheny, Beaver, Greene, and Washington counties is
Pittsburgh Center for Arts and Media.*

ARTIST RESIDENCY PROJECT PLANNING FORM for TEACHING ARTIST SCHOOL-BASED PROJECT

Teaching Artist: _____

Host Site: _____

Grade Level(s): _____

of Core Groups: _____

Total Number of Core Group Students: _____

If applicable, total number of persons impacted by the project, i.e., via a performance, an exhibition, and/or installation of public artwork: _____

Question 2 on the School Planning Form) Objectives towards the Goal, i.e., outcomes:

- What will be done to fulfill the project goal?
- What are the specific steps taken to achieve the goal?
- What do you want students to learn? Please cite specific outcomes such as: a) students will learn about color and will mix primary colors to create secondary colors b) students will learn about different types of natural fibers and how they can be colored c) students will learn the differences between scripted and improvisational acting techniques.

There will likely be multiple objectives/outcomes taking place during your project.

Please provide a detailed sequential daily plan for your artistic/educational process with students and teachers during your Artist Residency Project.

Please include the following elements in your plan as are relevant:

- Overview, goal, or “big idea”
- Objectives (see above)
- **Sequential daily activities**
- Arts discipline and/or other content area vocabulary and/or terminology
- Other relevant resources such as books, websites, apps, and/or images
- Materials/costs

ARTIST RESIDENCY PROJECT PLANNING FORM for HOST SITE COMMUNITY-BASED PROJECT

Developed and prepared by the Teaching Artist, the site-administrator(s), and/or Pittsburgh Center for Arts & Media.
This form is filled out by the host site and submitted to *Artists in Schools & Communities*.

Host Site: _____

Street Address: _____

City: _____ County: _____ Zip: _____

Phone: _____ Alt. Phone: _____ Fax: _____

Site Administrator: _____ Email: _____

Site Coordinator: _____ Email: _____

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

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

1. Residency Goal:

What is the primary reason the Resident Artist is at this site?

2. Objectives towards the Goal:

What will be done to fulfill this goal? What are the steps taken to achieve this? Please include a sequenced implementation/action plan.
Please see separate attached sheet for the Resident Artist to fill out with their sequenced daily plan and submit directly Artists in Schools & Communities. Please cite any relevant connections to in-school activities and/or curriculum.

3. Core Groups:

Each core group should not exceed 30 participants, 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 participants in each group: _____

total # of participants: _____

ages(s): _____

4. Other Groups:

The Resident Artist should be accessible to other groups of participants on a limited and practical basis.

of participants who will be impacted by this project: _____

5. Space/Set-up/Technical Requirements:
What does the Resident Artist need to make this program work? What will the site provide?
6. Schedule:
When will the Resident Artist be at the site and at what times.
Dates:

Times:
7. Site Staff Involvement and Responsibilities:
How will the staff work with the Resident Artist during this residency project? Be as specific as possible.
Please provide names and contact information for all the staff members who will be directly involved in the project.
8. Other Staff or Site Involvement:
For example: a hands-on workshop, a book list made available, related websites, a collection of relevant information distributed. How does the site welcome and interact with the Resident Artist?
9. Parental/Caregiver/Community Involvement:
How will parents/caregivers/community be involved in this residency?
10. Presentations/Performances/Exhibitions:
How will the participants' efforts be recognized and validated? How will they share their knowledge and work?
11. Assessment/Evaluation:
Please include a detailed plan for assessment if applicable. Pittsburgh Center for Arts & Media will provide residency project evaluation forms but unique participant assessment for each project must be designed by the host site and Resident Artist working together to determine goals and expected outcomes.
12. How will what is learned during the residency be used in the future?
By participants? Staff?
13. Please provide a one or two paragraph description of the residency project to be incorporated into a "letter of introduction" for parents.

This Artist Residency Project was supported in part by the Arts in Education Partnership of the Pennsylvania Council on the Arts, a state agency funded by the Commonwealth of Pennsylvania and the National Endowment for the Arts, a federal agency. The Arts in Education Partner serving Allegheny, Beaver, Greene, and Washington counties is Pittsburgh Center for Arts & Media.

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

Resident Artist: _____

Host Site: _____

2) Objectives towards the Goal:

What will be done to fulfill the project goal? What are the specific steps taken to achieve the goal?

Please provide a detailed, sequential daily plan for your artistic/educational process with participants and staff during the Artist Residency Project.