

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/Community 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): _____

5) Others:

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. If a piece of artwork is created/displayed, please provide the estimated number of persons who will view the artwork this school year.

Total # of non-core group students and/or adults in the school and/or community who will be 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 email digital Artist Residency Project evaluation survey links at the conclusion of the project for Teaching Artists, Teachers, and Administrators to fill out/submit.

13) How will what is learned during the residency be used in the future?

By participants? teachers? administrators?

14) Please provide a one or two paragraph description of the residency project.