



# **Artist Residency Program**

*connecting professional artists with schools*

## **Artist Residency Handbook**



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## BACKGROUND

The Artist Residency Program is designed to bring teaching artists into FCPS middle schools to engage students in cross-curricular learning through education in the arts. It is a collaboration initiated and supported by **ARTSFAIRFAX** and the Fairfax County Public Schools (FCPS).

The goals of the Artist Residency Program are to provide Fairfax County artists with opportunities to share their expertise through unique arts education programming that supplements the FCPS curriculum and to engage middle school students in cross-curricular learning through the arts. Through the residencies, artists connect their creative processes in architecture, design, music, new media, film, literature, poetry, theater or visual art, with the core curriculum areas of social studies, language arts, mathematics, and sciences, to enhance students' skills in creativity, critical thinking, communication and collaboration.

**ARTSFAIRFAX** launched the pilot program in the 2014-2015 school year. In the first year, three artists participated in the teaching artist seminar, led by an educational consultant selected by FCPS, to increase their knowledge of state and local standards across disciplines and to become familiar with pedagogical methods appropriate for adolescent learners. The artists developed, with FCPS guidance, meaningful, interdisciplinary learning experiences for middle school students. These artist residencies were carried out during the second half of the 2014-2015 school year. The pilot program was funded in part by Dominion Foundation and Jean Schiro-Zavela and Vance Zavela, with institutional resources committed by **ARTSFAIRFAX** and FCPS.

The Artist Residency Program has trained a total of twelve artists and successfully placed and facilitated their residences in Fairfax County Public Schools middle schools. In FY19, the fifth year of the program, the Teaching Artist Seminar will be expanded beyond the three artists selected for the **ARTSFAIRFAX** Artist Residency Program to include additional artists with interest in teaching in a K-12 school environment.

The Artist Residency Program, Teaching Artist Professional Development Seminar, and Keynote Address are funded in part by Carnival Foundation, Claude Moore Charitable Foundation, Cruise Industry Charitable Foundation, Dominion Energy Foundation, The Dimick Foundation, Virginia Commission for the Arts, National Endowment for the Arts with institutional resources committed by **ARTSFAIRFAX** and FCPS.

## ARTIST RESIDENCY FRAMEWORK

The Artist Residency Program places professional artists in middle school settings to work with students as teaching artists. In the school, the artist in residence works directly with a core group of students on a residency designed to meet program goals. In addition, the artist works in partnership with a classroom teacher to plan and execute the residency lesson plans. The classroom teacher collaborates with and teaches alongside the artist in residence to support the learning environment and expand the artist's capacity to engage students in a creative endeavor.

During the residency, the artist in residence is expected to provide a unique cross curricular learning experience for students based on his/her expertise in an artistic discipline. The school provides a supportive learning environment and promotes integration of the residency project into the school. Classroom management remains the responsibility of the classroom teacher and school and does not fall to the artist in residence.

### Residency Topic

The artist in residence is responsible for selecting an appropriate topic related to his or her area of expertise that fosters cross curricular learning in a unique way. Innovative ideas and the use of technology to enhance the residency experience are encouraged.

- Residency projects involve hands-on participatory experiences with at least one core group of students who works with the artist throughout the residency.
- Residency projects are appropriate for 7<sup>th</sup> or 8<sup>th</sup> grade students.
- Project designs are appropriate for students with varying levels of experience or no prior experience in the artistic medium.
- Emphasis is on **learning through the arts**, as opposed to learning about various arts forms. Learning through the arts uses the arts as a lens through which to ask questions, engage in experiential learning about a topic or issue, synthesize ideas into different formats, generate personal responses to research or inquiry and create work which expresses those new thoughts, learnings or ideas.

### Classroom Experiences

Artist residencies focus on providing classroom experiences that lead to the creation of individual or group artworks, performances, or presentations as outlined by the artist.

- Homework and/or outside of the classroom assignments are *optional*. If used, they are to be part of the learning and/or rehearsing process. Specific assignments are coordinated with the classroom teacher to facilitate the completion of such assignments.

## **Culminating Event**

The artist residency includes a culminating event designed to reveal how learning through the arts builds 21<sup>st</sup> century skills of creativity, communication, collaboration, and critical thinking. Participation by additional students outside of the core group, parents and community members is *optional*.

The culminating event:

- is appropriate to the arts discipline;
- celebrates student accomplishment; and
- fosters reflection and response to the residency experience.

Depending on the artist residency, a culminating event may not be appropriate; i.e. songwriting. If it is not appropriate to have a culminating event, the artist and school are encouraged to consider alternatives for sharing the artist residency with a broader audience. Options include, but are not limited, to meet and greet sessions with the artist in additional fine arts classes or after school to a broader school-wide audience and parents sharing some of the activities and processes the students engaged in during the residency.

## **Pre-Residency Planning Sessions:**

The artist in residence meets with the classroom teacher, school and FCPS administrators, and **ARTSFAIRFAX** representatives as necessary to support the artist residency and its implementation in a specific school.

## **Post-Residency Evaluation Sessions:**

The artist in residence meets with the classroom teacher, school and FCPS administrators, and **ARTSFAIRFAX** representatives as necessary to evaluate the artist residency and its implementation in a specific school.

## **Core Student Group(s)**

An artist residency can involve one or more core student groups. The number of students in the core group(s) varies by school and by subject. Generally, an artist should plan for 20-30 students in each class and can expect students to be performing at or near grade level.

The school and the classroom teacher select the core groups and work with the artist in residence as needed to adapt the artist residency to the specific school's requirements and student needs.

## Time Frame and Contact Hours

The length of the residency needs to be long enough to provide meaningful contact between the artist in residence and the core group of students and to facilitate completion of the cross curricular classroom experiences. To maintain the momentum of the project, the preference is for a short intense period of frequent interaction between the artist in residence and the students.

- Artist residencies can last from one week up to a maximum of six weeks.
- The expected total number of contact hours with students is nine to eighteen (9-18) classroom hours.
- The contact hours can be split between multiple classes/core groups.
- No less than 4.5 hours should be spent with each core group of students; i.e. approximately six (6) 45-minute class sessions or three (3) 90-minute class sessions based on current FCPS middle school bell schedules.

The structure of each residency varies depending on the project or activity and the arts discipline. The expected number of contact hours can be accomplished in different ways.

Note: FCPS middle school class schedules vary in two ways:

90-minute/1.5-hour classes every other day or 5 times in 2 weeks, &  
45-minute/.75-hour classes every day or 5 times in 1 week

Some schools also have a blended schedule, with a day where students attend all of their classes for 45 minutes.

## Artist Compensation

Artists selected to participate in the **ARTSFAIRFAX** Artist Residency Program are required to attend the Teaching Artist Professional Development Seminar and will be paid for the intellectual property created and shared with the **ARTSFAIRFAX** Artist Residency program. This amount will be adjusted for artists who adapt an existing residency.

An artist whose program is placed in a school through the **ARTSFAIRFAX** Artist Residency Program is paid for providing the artist residency based on the number of classroom contact hours. In the artist's first year in the program, the variable fee is calculated as \$650 plus \$150/contact hour; up to a maximum of \$5,000 per residency. The fee for subsequent residency placements is \$150/contact hour; up to a maximum of \$5,000 per residency. The schedule and contact hours will be negotiated with the artist, teacher, and school.

Artists will not be paid for transportation or materials, supplies, equipment, and technology they personally provide for the residency.

The number of Artist Residencies awarded each school year will vary depending on the number of artists participating and available funding.

### **Space Requirements**

In general, the residency project is offered in the classroom teacher's regular classroom space. As school facilities vary, the artist is responsible for describing the space requirements, in the classroom and/or any additional spaces needed, and on-site storage needs for his/her specific residency project.

### **Materials, Supplies, Equipment, and Technology Needs**

The artist is responsible for describing the materials, supplies, equipment, and technology requirements for his/her specific residency.

*Specialized needs* and any materials, supplies, equipment and technology not available in the school are the responsibility of the artist in residence; *standard needs* are the responsibility of the school.

All personal materials, supplies, and equipment brought into the school by the artist are his or her responsibility.

### **Timing of an Artist Residency**

The scheduling of the artist residency is at a mutually agreed upon time for the artist and the school. The artist residency is to be completed no later than the end of the current school year.

## **TEACHING ARTIST PROFESSIONAL DEVELOPMENT SEMINAR**

Designed for teaching artists seeking to develop viable artist residencies for school students, this 4-day seminar prepares professional artists to design an artist residency to serve as a catalyst for learning. Content covers residency goals, criteria and guidelines; context of school environments; learner characteristics and learning styles; state and local curriculum standards for core disciplines; unit and lesson planning techniques and instructional methodologies appropriate for teaching the arts to students of diverse backgrounds and age groups. Participants collaborate to link their area of expertise with curricula and to develop an artist residency commensurate with students' interests and needs. Focus is placed on strategic approaches to 21<sup>st</sup> century skill building in creativity, critical thinking, communication and collaboration. A dossier including a residency description and

unit plan with a personal statement, residency goals, session outlines, lesson plans, engagement activities, and potential outcomes is developed.

### **Course Objectives**

Instruction will:

- Clarify residency goals and criteria
- Describe the context of school environments
- Present an overview of learner characteristics
- Introduce and provide access to state and local curriculum standards in core disciplines
- Demonstrate methods to motivate creativity, critical thinking, communication and collaboration
- Assist in the design of a residency proposal relevant to a specific arts discipline
- Guide unit and lesson planning development

### **Course Delivery**

Participants work collaboratively to establish and meet learning objectives. Sessions include presentation, inquiry, dialogue, and active involvement in the application of instructional methods. Focus is placed on insight, inquiry, and decision making regarding course content topics. Discussions are based on research, experience and personal reflection. Instructional methods are modeled and presented to allow for hands on practice. Participants apply knowledge and experience in the design of a residency proposal relevant to their profession and to the school setting. Sessions are conducted five and one-half hours daily, Tuesday through Friday as announced.

### **Course Outcomes**

As a result of the training, participants will:

- Establish pertinent residency goals and criteria
- Design and draft a residency proposal relevant to a specific arts discipline
- Address constraints of school environments
- Target learner characteristics and address learner needs of a school population
- Identify and align with appropriate state and local curriculum standards in core disciplines
- Follow instructional methodologies to include engage, develop, produce/perform and respond
- Apply strategies to motivate creativity, critical thinking, communication and collaboration among students
- Focus on ideas that connect learning to life in the world

## PARTICIPANTS AND ROLES

### Artist in Residence

The artist's role is one of teacher, facilitator, technical adviser and advocate for arts education. In the middle school setting, the artist in residence is expected to provide a unique cross curricular learning experience for students based on his/her expertise in an artistic discipline. The artist works in partnership with a classroom teacher to plan and execute the residency lesson plans.

- Design and draft a residency proposal (artist residency description and unit plan) relevant to a specific arts discipline.
- Collaborate with the classroom teacher **to plan** the residency at a specific school.
  - Attend pre-residency planning meetings as needed.
  - Schedule the artist residency
  - Provide input to the classroom teacher on:
    - the selection of the specific class/core group
    - the space for the residency
    - provisions for materials, supplies, equipment, and technology as needed.
  - Adapt residency lesson plans as needed to incorporate the needs of an individual school's population and scheduling constraints.
- Collaborate with the fine arts teacher **in presenting** classroom experiences.
  - Work with students during scheduled classes with the teacher present. A teacher may step out of the room briefly from time to time.
  - Ensure that lesson plans are followed and adapted as needed to foster curriculum integration and to meet program goals.
- Maintain flexibility to incorporate emerging ideas and new approaches as they occur.
- Monitor residency progress.
- Maintain a professional decorum at all times.
  - Give the residency full attention when preparing, conducting, and evaluating classroom experiences.
  - Maintain open communications with the fine arts teacher and school coordinator.
  - Address issues or problems in a timely manner.
  - Maintain a sense of humor when things go wrong.
  - Follow all FCPS rules and regulations.
- Participate in the evaluation of the artist residency.
  - Provide feedback during the artist residency.
  - Collaborate with the classroom teacher to ensure completion of evaluations by students.
  - Complete the artist's written evaluation within 30 days of the end of the artist residency.
  - Attend post-residency evaluation meetings as needed.
- Responsible for transportation to and from the school during the residency.

## Classroom Teacher/School Coordinator

The classroom teacher collaborates with the artist in residence to support the learning environment and expand the artist's capacity to engage students in a creative endeavor. For the **ARTSFAIRFAX** Artist Residency Program, "classroom teacher" refers to the fine arts teacher, who serves as the school coordinator and the primary contact at the school level.

- Coordinate the artist residency at the school level.
  - Participate in pre-residency planning as needed.
  - Coordinate with the artist to schedule the residency - including plans for inclement weather, illness, etc.
  - Select the desired focus for the residency when choices are offered within the residency description.
  - Select the core group of students in conjunction with school administrators.
  - Plan the culminating event in collaboration with the artist and school administrators.
  - Ensure availability and preparation of space and required materials, supplies, and equipment.
  - Promote integration of the residency into the school.
  - Inform the artist of school philosophy, policies and procedures.
  - Welcome and introduce the artist to the school community.
  - Facilitate communications between the artist and the school; including access to home/business phone numbers and email addresses as appropriate.
  - Address artist residency inquiries and problems at the school level.
- Support, adapt and enhance the residency.
  - Advise the artist in adapting the residency to the school and classroom.
  - Assist in adapting classroom experiences for special learners, as appropriate.
  - Suggest workable student groupings.
  - Screen materials to determine school appropriateness.
  - Suggest and model effective routines, strategies, games, and methods for use during the residency.
  - Inform and assist the artist in handling the nuances of classroom discussions on current issues; i.e. teen suicide prevention, anti-drug, social justice, the environment, sex trafficking, etc., if applicable to the residency.
  - Provide feedback to the artist *throughout* the residency.
  - Encourage flexibility to incorporate emerging ideas and approaches as they occur.
  - Provide feedback to the FCPS artist residency administrator and the **ARTSFAIRFAX** representatives, as needed.

- Participate in and complete post-residency evaluation requirements.
- Manage classroom and student behavior.
  - **Maintain a presence in the classroom with the artist in residence.**  
Note: The artist in residence does not replace the teacher. A teacher may step out of the room briefly, i.e. anything beyond 10 minutes should be avoided.
  - Provide feedback/input/encouragement to students in support of the residency's classroom experiences.
  - Follow-up on assignments to be completed by students.

### **FCPS Artist Residency Administrator**

For the **ARTSFAIRFAX** Artist Residency Program, the FCPS fine arts coordinator serves as the artist residency administrator and is the primary contact for all planning, information, and coordination of the program at Fairfax County Public Schools.

- Establish a supportive tone for the artist residencies within FCPS.
- Participate in planning sessions with **ARTSFAIRFAX**.
- Promote the Artist Residency Program within FCPS.
- Assist in the matching of artist residencies with specific middle schools.
- Address artist residency inquiries and problems that are beyond the scope of an individual school.
- Support fine arts teachers and schools with individual artist residencies as needed.
  - Work with schools on background checks of the artists in residence as needed.
- Participate in the evaluation of the Artist Residency Program.

### **ARTSFAIRFAX**

**ARTSFAIRFAX** is the primary funder of the Artist Residency Program and works with Fairfax County Public Schools to select and place artists in middle schools. **ARTSFAIRFAX** organizes the Teaching Artist Professional Development Seminar; works with artists to develop and refine residency topics and lesson plans; provides support to the resident artists, classroom teachers, and school administrators in the planning and conduct of the artist residencies; and is responsible for program evaluation.

- Develop the framework for the Teaching Artist Professional Development Seminar in collaboration with the FCPS residency administrator and the educational consultant.
  - Provide administrative and logistical support for planning and conducting the Teaching Artist Professional Development Seminar.
- Prepare the handbook to support the Artist Residency Program.
- Provide administrative and logistical support for artist residencies.

- Identify artists to be considered for the Artist Residency Program.
- Work collaboratively with FCPS to select artists for the program.
- Handle communications with the artists.
- Develop and execute artist residency agreements for the seminar.
- Develop and execute artist residency agreement for the artist residency with the artist and with the school.
- Process payments to the artists as required by **ARTSFAIRFAX** policy.
- Develop and implement the promotional plan for the Teaching Artist Professional Development Seminar and Artist Residency Program.
  - Create and maintain program information on the **ARTSFAIRFAX** website.
- Document activities related to the Artist Residency Program, including activities and events at the school level.
- Design an evaluation plan for the Teaching Artist Professional Development Seminar and Artist Residency Program.
  - Design evaluation surveys for the artists in residence, classroom teachers, school administrators, FCPS residency administrator, and other participants.
  - Collaborate with the artists and classroom teachers to ensure completion of student evaluations at the schools.
  - Summarize findings of evaluations and create evaluation report.
- Provide information for final reports on the Artist Residency Program for grantors.

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