

WHAT IS AiR?

ArtsEast's residency program is the regional spin-off of a state model, *Artists in the Schools*, founded by the Oregon Arts Commission in 1972. (This program was modeled after a National Endowment for the Arts program called *Poets in the Schools*.)

The AiR program provides supplementary arts services throughout the state by placing professional artists in schools and community facilities. The artists work with students, teachers, and citizens to enhance existing local arts programs. Residencies are offered in most art disciplines including: visual and literary arts, music, theatre and dance. Activities may include a demonstration, workshop (including teacher seminars or in-service workshops), performance, exhibit, or a collaboration with students and/or citizens on special projects, depending upon the particular skills and preferences of the artist and school interests.

It is not surprising that visual arts instruction improves reading readiness, or that learning to play the piano or to master musical notation helps students to master math. Reading, math, and writing require students to understand and use symbols—and so does assembling shapes and colors in a portrait or using musical notes to learn fractions.

-Arne Duncan, US Secretary of Education, April 9, 2010

Why host an Artist-in-Residence?

While learning other disciplines (such as math or English) may focus on a particular skill, the arts are unique in that it engages multiple skills and talents. Numerous studies have shown that when arts education is incorporated into the general curriculum, students are more eager to learn. Further, schools that have incorporated arts into their general curriculum also report higher academic achievement. What's more, *the artist and your school can collaborate to develop a residency tailored to your school's specific needs*. Finally, the arts offer educators a powerful and effective tool to help children learn and excel and to provide a more engaging learning environment.

The goals of our program therefore, are to:

1. Enhance the power of perception and ability to express creatively.
2. Increase appreciation of the arts.
3. Encourage creative problem-solving.
4. Facilitate the establishment of the arts as a basic in education.

5. Give instructions in techniques that might not otherwise be available.
6. Help prepare a next generation audience for artists.
7. Present art as a viable career option.
8. Encourage a positive self-image through success-oriented projects.
9. Help teachers integrate the arts into their curriculum.
10. Enrich and supplement existing arts programs.

All Oregon school districts are required to provide a K-12 arts curriculum that supports the Oregon Arts Content Standards; residencies can help your school help meet these standards. All of our artists are required to develop programs based on the Oregon Arts Standards.

Essential Learning Skills

In order to understand the range of human imagination and emotions, people need more than words for eloquent expression. Students will:

1. Express ideas and emotions that cannot be expressed by language alone.
2. Develop “artistic literacy” or the ability to use and symbols and structures in the arts.
3. Communicate using the range and depth of human imagination.



An effective residency will:

- ★ help create an atmosphere of curiosity, imagination, discovery, empathy, and reflection among learners
- ★ is site-based and planned collaboratively by the school staff and artist
- ★ is based on the school’s particular needs and goals
- ★ encourage teacher collaboration
- ★ support the Oregon Arts Content Standard

PHOTO: Carol Poppenga at a residency hosted by the Pendleton Center for the Arts.

PLANNING A RESIDENCY

Preliminary planning includes:

1. **Assessing your needs.** What do you want to accomplish as a result of hosting the Artist-in-Residence? You may also want to consider specific areas of your curriculum that could benefit from an artist in your classroom – social studies, history, literature, science, etc.
2. **Selecting a planning group** (teachers, administrators, and parents) to discuss ideas for a residency. (Refer to “Selecting an Artist” below.)
3. **Appointing an On-site Coordinator** to oversee the project. (Refer to "On-site Coordinator Responsibilities" on page 8.)
4. **Selecting two artists from the roster list.** A current list is available on our website www.artseast.org.
5. **Selecting two dates in order of preference.** Consult your school’s calendar, paying particular attention to events and activities that may interfere with the residency.
6. **Preparing a budget.** Artist’s fee and travel expenses, extra cost for materials, are some expenses to consider as you’re planning your residency.
7. **Completing and submitting the application** available on the website. (Please contact the Programs Coordinator if you need an alternative format.)

Selecting an Artist

1. Review the list of artists from the Artists-in-Residence section of www.artseast.org.
2. Artists are available on a first come, first served basis.
3. Considerations related to artist selection:
 - ✓ How many students will participate?
 - ✓ What are the interests of students and staff?
 - ✓ Which art form will best link with existing instruction?
 - ✓ How can we further develop staff skills?
 - ✓ What new skills do we want to incorporate into instruction?
4. After selecting the artist and the participating student groups, fill out an AiR application form available at www.artseast.org and return to ArtsEast. The AiR Program Coordinator will contact the artist, confirm availability, and make arrangements to contact the On-site Coordinator for a Planning Meeting.

“The artist gave students many opportunities to rest, and filled their rest time with stories, music, cultural information, show and tell items. – *Seneca School (Grant County) Site Coordinator*”

5. Set a time with the artist for a **Planning Meeting** at the site or by phone if artist does not live in the area. Include participating teachers, principal, and/or staff. Work out the following details:

- ✓ Specifics of the activities.
- ✓ Residency objectives, expectations, and curriculum links. How does the residency relate to the Oregon Arts Content Standards?
- ✓ Details for special sessions such as assemblies or teacher professional development.
- ✓ Finalize proposed daily schedule of sessions relating to artist's individual needs.
- ✓ Special equipment needs.
- ✓ Ensure availability of required facilities and equipment.
- ✓ Supply requirements and estimated cost (site pays for supplies).
- ✓ Discuss with the artist how the teachers can be actively engaged while they are conducting components of the residency.



PHOTO: William Walther at Island City Elementary

Please refer to the **Residency Plan Form** as you meet with the artist (in person or by phone) to plan your residency.

6. A copy of the finalized residency schedule must be sent to the artist and ArtsEast's Programs Coordinator **at least two weeks prior** to the beginning of the residency.

Scheduling

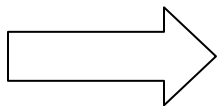
1. A standard one-week residency consists of a **maximum of four contact sessions/classes** per day and **up to 20 hours per week**. Each session must be **45 – 60 minutes** long. If the artist is scheduled for one to three sessions a day, they may be longer.
2. Class size is limited to a **maximum of 35 students**.
3. Each student should participate in at least three sessions.
4. Allow time for the artist to go to and from classrooms (at least 15 minutes), clean-up and have a lunch break. Please set aside about 30-45 minutes for the artist's lunch break.
5. The 20 hours should include time for student assemblies and culminating events like exhibits or performances. You may also want to offer a session for parents.
6. If you do not have enough time, additional hours may be purchased. Please contact your AiR Coordinator for rates.

EXAMPLE OF A SCHEDULE**5-day school week, 60-minute long sessions:**

	Monday	Tuesday	Wednesday	Thursday	Friday
8:50 – 9:50	Mr. Green	Ms. Yellow	Mrs. Orange	Mr. Blue	Ms. Red
10:00 – 11:00	Mrs. Orange	Mr. Blue	Ms. Red	Ms. Yellow	Mr. Green
11:10 – 12:10	Ms. Red	Mrs. Orange	Mr. Blue	Mr. Green	Ms. Yellow
12:10 – 1:00	Lunch	Lunch	Lunch	Lunch	Lunch
1:00 – 2:00	Ms. Yellow	Ms. Red	Mr. Green	Mrs. Orange	Mr. Blue

4-day school week, 50-minute long sessions:

	Monday	Tuesday	Wednesday	Thursday
8:00 – 8:50	Mr. Green	Ms. Yellow	Mrs. Orange	Mr. Blue
9:00 – 9:50	Mrs. Orange	Mr. Blue	Ms. Red	Ms. Yellow
10:00 – 10:50	Mr. Blue	Ms. Red	Mr. Green	Mrs. Orange
11:00-11:45	Lunch	Lunch	Lunch	Lunch
12:50-1:40	Ms. Yellow	Mr. Green	Mr. Blue	Ms. Red
1:50-2:40	Ms. Red	Mrs. Orange	Ms. Yellow	Mr. Green
2:50-3:40	Mr. Blue	Ms. Red	Mr. Green	Ms. Yellow



Once the residency schedule is finalized, please submit it to the AiR Coordinator at ArtsEast.

Cost of Residencies

1. The cost of a standard 20-hour per week residency is \$750. Additional residency hours may be purchased, please contact your AiR Coordinator at ArtsEast for rates.
2. **Additional financial assistance may be available, depending on grant support ArtsEast obtains. Please contact your AiR Coordinator at ArtsEast for more information.**

Often, there may be funds available for curriculum-related arts programming or for particular educational objectives, such as increasing literacy, and creating safe and drug-free schools. Some aspects of your residency may qualify for these special funds. Please contact your Principal or Superintendent for information on how some of these special funds may be used.

Don't forget to contact local businesses and service organizations (PTO/PTA, county arts councils, etc.) for their financial or in-kind donations.

3. Your school is required to purchase extra art supplies and materials. Additional expenses may include equipment rental, off-site kiln firing, etc.
4. Schools/sites must provide a home stay. Sometimes local motel/hotels may support your residency by donating lodging.
5. Your school is responsible for one round trip travel from to artist's home to the residency site. Mileage is calculated based on federal guidelines and is subject to change.

Examples of Available Residency Activities

1. Teaching an art form to students in classroom and community settings.
2. Special events such as demonstrations of the artist's personal work through performances, readings, audio/visual presentations, assemblies and exhibits.
3. Workshops for groups such as teachers, administrators, parents, local artists, community leaders, school boards and museum docents.
4. Professional development training or consulting time with school staff. This allows educators to develop new skills and new ways of integrating an art form into many different subject areas.
5. Apprentice programs where selected students can work closely with an artist.

Preparation for Faculty & Staff

1. Prepare students for the artist's time at your site.
2. Provide nametags for students.
3. Teachers are to remain in class to **PARTICIPATE** in activities and provide student discipline as needed. It is often helpful to schedule additional adult volunteers.
4. Remember, residencies are most effective when the teacher actively collaborates with the Artist to work alongside students, learning new skills, sharing work, and joining in discussions about the CREATIVE PROCESS.

A Note on Teacher Involvement

*The visiting Artist is a guest in the classroom, therefore **a certified teacher must be present at all times** to maintain a positive learning environment. Active teacher participation is highly encouraged, as a working partnership between the Artist and Teacher enhances the learning environment and can help further the goals of the classroom.*



PHOTOS: Bruce Orr and students at a residency hosted by the Pendleton Center for the Arts.

On-site Coordinator Responsibilities -- CHECKLIST

Before the residency:

- Schedule the residency with the AiR Coordinator.
- Arrange home or motel stay for out-of-area artists.
- Arrange planning session with teachers/artist at least two weeks prior to residency.
- Consult with artist regarding any preparatory activities in advance of residency.
- Consult with artist regarding necessary supplies (to be provided by school/site).
- Consult with artist regarding appropriate residency space/storage of materials.
- Distribute residency information (schedule, residency curriculum, etc.) to staff as provided by the artist/ArtsEast.
- Invite parents/community members to observe, volunteer, and attend related activities.
- Arrange for publicity and mention sponsors. Please refer to the sample PRESS RELEASE provided in this Handbook as a reference. Please contact your AiR Coordinator for a complete listing of grantors.

During the residency:

- Serve as the liaison between the artist and faculty, administrators, volunteers, etc.
- Greet artist; introduce to appropriate parties.
- Give tour of facility.
- Provide assistance to artist as need occurs. Check in with them each day.
- Make sure that the appropriate classroom teacher is on-site.
- Document residency activities. Supporting materials obtained during a residency is very helpful and sometimes required by the grantors. Please make sure parents/guardians have signed a "photo release" form.
- Contact the AiR Coordinator if there are any problems with the residency.

After the residency:

- Complete the Site Coordinator's Evaluation form, available at www.artseast.org. Evaluations must be submitted within 2 weeks after your residency ends.
- Be sure ArtsEast receives payment for residency.
- Please remember to THANK those individuals and organizations that contributed to the success of your residency. A thank you letter will let them know their support is critical and greatly appreciated.**

Information packet for the visiting Artist

To ensure smooth and successful residency, it is essential that the On-site Coordinator provide an information packet to the visiting Artist in advance. The packet should include an information sheet with the following:

- Daily schedule that includes the names of the teachers and room numbers where the residency will take place.
- Age, size of groups, and grade level of participants.
- Contact sheet with the names, addresses, and phone numbers (home, work, cell) and e-mail of key staff. Please also provide contact information of the host family.
- Map of the community and directions to the school. Be sure to include the host family's address as well.
- Map of the school with the school office, cafeteria, classrooms, and restrooms clearly marked.
- Policy sheet and/or school rules and regulations regarding smoking, checking in and out, attire, use of supplies and equipment, etc.
- Inclement weather policy.

Logic will take you from A to B. Imagination will take you everywhere.

- Albert Einstein

NOTES:
