

## ARTIST RESIDENCY PROJECT PLANNING FORM for HOST SITE SCHOOL-BASE PROJECT

Developed and prepared by the Teaching Artist, the site-coordinator(s), the principal, and/or Southern Alleghenies Museum of Art.

**This form is to be filled out by the host site** and submitted to Southern Alleghenies Museum of Art at [kmiller@sama-art.org](mailto:kmiller@sama-art.org) or One Boucher Lane Rt 711S, Ligonier PA 15658.

Contact Kristin Miller at 724-238-6015 if you have any questions.

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 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 sheet for the Teaching Artist to fill out with their sequenced daily plan and submit directly to SAMA. Please reference PA Core Standards, PA Academic Standards (including Arts in Humanities), and/or relevant 21<sup>st</sup> Century Skills.**

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 Blair, Bedford, Cambria, Fayette, Somerset, and Westmoreland counties is Southern Alleghenies Museum of Art.

**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 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 5<sup>th</sup> graders – 25, 23, 30=78 total students working directly with the Teaching Artist.

# of core groups: \_\_\_\_\_

# of students in each group: \_\_\_\_\_

Total # of participants: \_\_\_\_\_

Grade level(s): \_\_\_\_\_

*\*Please reference attached 21<sup>st</sup> Century Skills definitions 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 the residency project? Be as specific as possible.

Please provide names and contact information for all the teacher(s) who will be directly involved in the project.

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**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 the residency?

**11. Presentations / Performances / Exhibitions:**

How will the participants' efforts be recognized and validated? How will they share their knowledge and work?

**12. Assessment / Evaluations:**

Please include a detailed plan for assessment. SAMA will provide residency project evaluation forms/link but unique participant assessment for each project must be designed by the host site and Teaching Artist working together to determine how to best access intended learning/creating goals and expected outcomes.

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

By participants? Teachers? Administrations?

**14. Please provide a one or two paragraph description of the residency project to be incorporated into a "letter of introduction" for parents.**

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