

HOW TO INITIATE AND REQUEST A RESIDENCY AT YOUR SITE

- ◇ **Read** through the Artist Residency Directory to get an idea of the various art forms, styles, and philosophies of the Resident Artists.
- ◇ **Look at** the “**fact sheets**” 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)** the Resident Artist(s) directly to see how you can work together or contact Mary Brenholts, Director of School & Community Programs, at mbrenholts@pittsburgharts.org or 412-361-0455 x368 to get suggestions on which artist(s) would be the best match for your site.

You must make contact with the 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 Residency Project. Residency 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. Pittsburgh Center for the Arts 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 the project.

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

Note: Some artists prefer to develop full plans early in the process.

ARTIST RESIDENCY REQUEST FORM

This form must be completed and signed by both the host site administrator and coordinator, as well as the Resident Artist. It should be submitted to the Pittsburgh Center for the Arts as early as possible in order to qualify for matching funds. The host site must contact the artist prior to submitting this form.

Please include all information. Please print legibly or type.

Host Site: _____ District: _____

Address: _____

Phone: _____ Fax: _____

Site Administrator/Principal: _____ Email: _____

Site Coordinator: _____ Email: _____

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

Artist(s): _____ Art Form: _____

Artist Residency Project Budget

Number of Days: _____ X Fee per Day \$ _____ = Total Cost \$ _____

Total Cost (from above) \$ = Site/School Match \$ + PCA Grant Request \$

Sources of Matching Funds (if known at this time):

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

Artist Residency Project Plan:

To be developed cooperatively with the artist(s), host site, and the Pittsburgh Center for the Arts using the Artist Residency Planning Form. Evaluation Forms must be submitted upon completion of the residency project.

Artist Residency Request Form Submitted By:

Signature of Site Administrator/Principal Date

Signature of Site Coordinator/Teacher Date

Signature of Artist Date

Signature of Pittsburgh Center for the Arts Date

THE PLANNING MEETING: Getting Things Started ! GUIDELINES & PROCEDURES

- ◇ 1 ½ - 2 hours will be allowed for the planning meeting. All involved teachers, site coordinator, and principal will meet with the artist. A staff member from PCA School & Community Programs 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. All materials must be on site when the residency begins. Make sure the acquisition, purchase, and accessibility of materials are understood and agreed upon in advance.
- ◇ Make sure the residency recognizes the need to give ownership of the process to the students and honors their visions.
- ◇ 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 in a residency.
- ◇ Develop shared goals that are rewarding for all participants: the students, teacher, artist, and administrators. Make sure all goals are clear and agreed upon.
- ◇ Discuss the site's previous residency experience.
- ◇ Discuss with the artist his/her art form and how that 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 standards to be met during the residency.
- ◇ 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 should be considered, including:

- Strengthening the 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?
 - ◇ What may be taken from this residency that can be integrated throughout the year and into the future?
 - ◇ How will this residency be documented?
Does the site have a staff member to assign to this or does the local intermediate unit provide assistance in this area? Is there a 35mm/digital camera on site that the teacher or artist may use?
 - ◇ How will participants be assessed?
 - ◇ Will there be a performance or exhibition at the end of the residency?
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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

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 PLANNING FORM

Developed and prepared by the Resident Artist, the site-coordinator, the principal, and the Pittsburgh Center for the Arts.

Host Site: _____ District (if applicable): _____

Address: _____

Phone: _____ Fax: _____

Site Administrator/Principal: _____ Email: _____

Site Coordinator: _____ Email: _____

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

Artist(s): _____ Art Form: _____

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

1. Residency Goal: What is the primary reason the 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?

3. Curriculum Connections or Standards to be met: If applicable, list ways in which the Resident Artist will connect with what the students are studying in other curriculum areas or how the project will assist in meeting state standards.

4. Core Groups: Each core group may not exceed 30 students, with a total of no more than 3 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.

5. Other Groups: The Resident 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 or a whole school introduction with slides or a performance.

6. Space/Set-up/Technical Requirements: What does the Resident Artist need to make this work? What will the site provide?

7. Schedule: A general plan of action that addresses the needs and expectations of the site as well as the realities of the creative process. This may be done by daily, weekly, or quarterly plans, as long as everyone is satisfied with the outcome. Please list specific dates and times.

8. Teacher Involvement and Responsibilities: How will the teacher work with the Resident Artist through this Residency Project? Be as specific as possible at this point.

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.

10. Parental/Caregiver/Community Involvement: What are some ways that parents/caregivers/community can become involved in this Residency Project?

11. Presentations/Performances/Exhibitions: How will the participants' efforts be recognized and validated? How will they share their knowledge and work?

12. Assessment/Evaluation: How will participants be assessed during the Residency Project? After? How will the Residency Process and Project be evaluated?

13. How will what is learned during the residency be used in the future? By participants? Teachers? Administrators?

FOLLOW-UP AND PROMOTION

◇ In all publicity materials regarding an Artist Residency Project, the Pittsburgh Center for the Arts and the Pennsylvania Council on the Arts' Arts in Education Division must be cited as providing administrative and financial support. Please use the following information when sending out press releases or publicity materials:

“This project was made possible through the Arts in Education Partnership of the Pennsylvania Council on the Arts, a state agency. It is funded by the citizens of Pennsylvania through annual legislative appropriation and administered locally by the Pittsburgh Center for the Arts – the arts center where artists and the community can create, see, support, and learn about art. The Pennsylvania Council on the Arts is supported by the National Endowment for the Arts, a federal agency.”

- ◇ Let parents know an artist is coming to the school via the school's newsletter or website.
 - ◇ Are there any local media who might like to do a story or photo essay on the project?
 - ◇ Make sure you have the Pittsburgh Center for the Arts Photo Release Form so that documentation can be used in publicity materials and to promote future residencies.
 - ◇ How can the residency be documented? Does the site have a staff member to assign to this or does the local intermediate unit provide assistance in this area? Is there a 35mm and/or digital camera at the site that the artist and the teacher can use?
 - ◇ A written evaluation form will be distributed and should be turned in within 30 days of the completion of the residency program.
 - ◇ An invoice will be sent at the beginning of the project and should be returned with payment within 30 days of the completion of the project.
 - ◇ Recruit a local business or industry that may provide financial or in-kind support of this residency or future residencies.
 - ◇ If you send information to your local state legislators (always a good idea) also let them know of the Center's and the PA Council on the Arts' support. Their continued support is the reason these programs exist.
 - ◇ Have your students and staff send thank you cards to the artist, legislators, and the PA Council on the Arts. This follow-up helps keep future funding secure! Please feel free to contact us for names and addresses.
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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 Residencies in southwestern Pennsylvania including Allegheny, Beaver, southwest Butler, Greene, and Washington counties.
 - ◇ Artist Residencies 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 45 resident artists in our program, including media artists, dancers, folk artists, musicians, visual artists and writers.
 - ◇ Artist Residencies allow traditionally underserved areas to experience the value of the arts.
 - ◇ We received over 45 residency inquiries and requests from host sites in 2005-2006 and implemented 42 residency projects. 2006-2007 we have received over 55 inquiries and have implemented 47 residency projects so far this academic year.
 - ◇ Residencies span 10-180 days for individual artists and 5-180 days for groups and ensembles.
 - ◇ 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 include social rehabilitation sites for adults, special needs children in an inclusion-oriented program, senior citizen facilities, and other community and cultural organizations.
 - ◇ Pittsburgh Center for the Arts mails Artist Residency packets to over 2,500 sites each year. Directories are also distributed at Arts and Education conferences throughout the year.
 - ◇ Artist Residencies are jointly funded by host sites and matching funds provided by the Pittsburgh Center for the Arts through our Partnership with the PA Council on the Arts' Arts in Education Division.
 - ◇ Most Resident Artists in the Program have a minimum daily rate of \$200 for individuals. Group or ensemble rates vary.
 - ◇ Pittsburgh Center for the Arts' Artist Residency Program continues to grow and is adaptable to a variety of needs, expectations, and situations at all host sites.
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