

Artists in Rural Schools (AiRS) Handbook 2018-2019

WHAT IS AiRS?

Art Center East'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 AiRS program provides supplementary arts services throughout the state by placing professional teaching artists in schools and community facilities. The teaching artists work with students, teachers, and community members 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 teaching artist and school interests.



Photo credit: Carol Poppenga, Muralist, at Cove Elementary in Cove, UNION COUNTY

Why host Artists in Rural Schools?

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 teaching 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 teaching 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 Lindsay 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 Art in Rural Schools? You may also want to consider specific areas of your curriculum that could benefit from a teaching 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 teaching artists from the roster list.** A current list is available on our website <https://artcentereast.org/learn/airs/>
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.** Teaching 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 Art Center East if you need an alternative format.)

Selecting a Teaching Artist

1. Review the list of teaching artists from the Artists in Rural Schools section: <https://artcentereast.org/learn/airs/>
2. Teaching Artists are available on a first come, first served basis.
3. Considerations related to teaching 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 teaching artist and the participating student groups, fill out an online AiRS application form available at <https://artcentereast.org/learn/airs/> and return to Art Center East. Art Center East will contact the teaching 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*”

- Set a time with the teaching artist or a **Planning Meeting** at the site or by phone if teaching 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 teaching 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 teaching artist how the teachers can be actively engaged while they are conducting components of the residency.



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

- A copy of the finalized residency schedule must be sent to the teaching artist and Art Center East **at least two weeks prior** to the beginning of the residency.

Scheduling

- 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 teaching artist is scheduled for one to three sessions a day, they may be longer.
- Class size is limited to a **maximum of 35 students**.
- Each student should participate in at least three sessions.
- 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 teaching artist's lunch break.
- 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 Art Center East for rates.

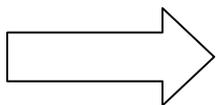
EXAMPLE OF A SCHEDULE

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 to Art Center East.

Cost of Residencies

1. The cost of a standard 20-hour per week residency is \$750. Additional residency hours may be purchased, please contact Art Center East for rates.
2. **Additional financial assistance may be available, depending on grant support Art Center East obtains. Please contact Art Center East 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 the teaching 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 teaching 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 teaching 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 Art Center East.
- Arrange home or motel stay for out-of-area teaching artists.
- Arrange planning session with teachers/artist at least two weeks prior to residency.
- Consult with teaching artist regarding any preparatory activities in advance of residency.
- Consult with teaching artist regarding necessary supplies (to be provided by school/site).
- Consult with teaching artist regarding appropriate residency space/storage of materials.
- Distribute residency information (schedule, residency curriculum, etc.) to staff as provided by the artist/Art Center East.
- 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. Art Center East would not be able to provide financial assistance to support the Art in Rural Schools program without the generous support it receives from local and regional Foundations. Please contact Art Center East for a complete listing of grantors.

During the residency:

- Serve as the liaison between the teaching artist and faculty, administrators, volunteers, etc.
- Greet teaching artist; introduce to appropriate parties.
- Give tour of facility.
- Provide assistance to teaching 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.
- If there are any problems with the residency, please contact Art Center East immediately.

After the residency:

- Complete the Site Coordinator’s Evaluation form, available at <https://artcentereast.org/learn/airs/>. Evaluations must be submitted within 2 weeks after your residency ends.
- Be sure Art Center East 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.
- Map of where the teaching artist can park. Please be sure to obtain any necessary parking permits for the duration of the teaching artist's visit.
- 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:
