



The Arts in Education Program of Central Intermediate Unit 10

200 Shady Lane • Philipsburg, PA 16866

814-342-0884 • FAX: 814-342-5137

Galaxy Artist Residency Guidelines

For the Artist

I. Before the Residency – The Planning Meeting

Purpose: The purpose of the meeting is to plan in partnership with the artist and other host site representatives (Site Coordinator, Core Group Teachers, etc.) as you each share objectives and goals for the residency. Together you will discuss and come to some consensus on all of the components of the residency, using the “Residency School Planning Form” questions.

A. Getting Ready:

- Contact the Site Coordinator to set up a date/time/location (preferably on site) to meet with him/her AND all of the Core Group Teachers, as well as with anyone else who will be actively engaged in the residency and/or is interested in attending. (For example, the principal.)
NOTE: Arrange for Galaxy's Director to be present for a residency with any school that has not hosted an artist residency within the past 2 years.
- Scheduling the Meeting - The length of the meeting, while it varies, should be apx. 1-2 hours long.
(Past experience has shown that at least this much time is needed to attend to the majority of things.) Therefore, it is best to schedule the meeting after school, unless everyone involved has an extended common planning period. Or, if the principal is willing, meet during a time when substitute teachers can be brought in to cover the Site Coordinator's/Core Group Teacher's classes.
- Notify Galaxy's Director of the date/time/location of the meeting regardless of her involvement.
- Download and take “Residency Planning Meeting Participation Form”, which you are responsible for completing and submitting to Galaxy.
- Show up for this meeting a) on time; b) on the right date; and c) at the right location.

- Come prepared with a pencil, paper and your calendars. Use these items.

B. During the Meeting:

- Use the “Residency School Planning Form” to guide your discussion and to plan the residency with school personnel.

NOTE: You are “not” responsible for completing the “Residency School Planning Form”, nor should you. It is up to the Site Coordinator to fill it in and send it to Galaxy *before* the residency. A copy will be sent to you. You should, however, be prepared to assist the site coordinator with responding to the questions that are on this form.

- Be proactive at this meeting. But also remember to “wait” as needed to elicit input from those present.
- Share ideas. Define and discuss with the Site Coordinator what you, as an artist, usually do in a residency. Include examples of how you may have customized the work for similar groups of children/adults.
- Show examples. Be prepared to show examples of what you are discussing. For example, if you are proposing the students will make an instrument then show the site coordinator/core group teachers what the instrument looks like. Or, if you are asking them to decide between two clay processes (fired and un-fired), then show them what each would look like. **Never assume** the educators know and/or understand what you, the artists, are talking about.
- Core groups - Collaborate with who the core group students will be and how many will work with you at any given time. It is up to you how many you work with, but it must not exceed 3 core groups nor exceed 30 students each core group/90 total students. This is a PCA guideline. Please adhere to it. Going over these amounts not only compromises the success of the residency, it also impacts future relationships between the school and other artists/Galaxy.

NOTE: You must have at least one core group. You do not “have to have” three. Having less than 3 core groups allows more time to work with non-core group students. Sometimes this is beneficial for schools of various sizes.

- Student Goals/Assessment –
 - Develop residency goals that are mutually rewarding for you and the educators/students.
 - Decide if the residency will be process-oriented or if it will have a culminating experience.
 - Remember to stay focused on the artistic process so the residency does not become product driven.

- Discuss with the educators how to integrate curriculum aspects and/or the PA Academic Standards with the residency.

- Consider educational as well as social skills/behavioral expectations of the residency. These can include (but are not limited to):
 - o Strengthening the ability to assert independence;
 - o Enhancing self-image and self-esteem;
 - o Improving communication skills;
 - o Improving coordination of fine and/or gross motor skills;
 - o Naming and expressing inner feelings and moods;
 - o Building discipline and concentration skills;
 - o Enhancing the ability to work cooperatively in a group; and Preparing ones-self to join the workforce.

- Determine how you will assess student knowledge (as related to residency goals) before, during and at the conclusion of the residency.

- Teacher participation -Discuss with the educators how they can be actively engaged during the residency.

NOTE: Be sure there is an educator or other school-designated adult with you at all times. The only exception to this would be for muralists who are in a hallway, just outside of a classroom with a teacher.

- Materials, etc. - Determine space requirements, set-up, and materials/supplies that will be needed. Remember to verify that the host site has secured these items before the residency begins.

NOTE: There is no money available through Galaxy for materials/supplies. However, if you, the artist, orders/obtains/provides the materials/supplies on the school's behalf (after approval from the Site Coordinator/Site Administrator), you will need to submit an invoice to Galaxy and Galaxy will in turn invoice the school. The school should then make payment to Galaxy, which will reimburse the artist. **At no time** should monies/receipts be exchanged between the artist and the school.

- Residency schedule - Establish residency dates and develop a residency schedule for every day of the residency. Be sure to build in dates for re-scheduling purposes! (Do not plan multiple-residencies back-to-back.) Be sure everyone (Artist, Site Coordinator, Core Group Teachers, etc.) has a copy of this schedule. Artists should e-mail Galaxy's Director their dates as soon as they are set.

- On-going communication - Design a plan of how you, the Site Coordinator and Core Group Teachers will periodically review the progress and goals of the residency. This review (and revision as applicable) should take place at the beginning of the residency and throughout

the residency. (In fact, daily communication is best.) Plan, also, to evaluate the residency at its conclusion.

- Share and obtain the contact information (home/work/cell phone numbers, e-mail addresses, etc.) of all involved so the channels of communication can be established.

C. After the Meeting

- Submit the “Residency Planning Meeting Participation Form” to Galaxy.

II. During the Artist Residency:

- Give the residency your full attention. Challenge yourself in each residency.
- Be an appreciative and considerate guest. Adhere to school policy relative to parking, arrival/departure, dress, decorum, etc.
- Be accessible. Talk with students, teachers and community members beyond formally scheduled contact sessions.
- Have a teacher or school-designated adult with you when you are with students. Again, the exception could be when you are a muralist in a hallway, outside of a classroom with a teacher.
- Advocate for the arts! Invite the principal and superintendent to observe and/or participate in residency activities.
- Respect the residency schedule. Discuss proposed amendments with the Site Coordinator. Confer with the Core Group Teachers and/or Galaxy as needed.
- Be flexible if change is needed. Remember that new ideas may emerge as the residency develops.
As a result, the residency plan may need to be changed.
- Evaluate and re-evaluate. Maintain open communication every day of the residency. Talk to the Site Coordinator, Core Group Teachers, Principal, etc. to share ideas and discuss residency progress. Voice your concerns and needs regarding scheduling, materials/supplies, volunteer help, etc.
- Be open and seek constructive criticism from residency participants.

- Act to resolve misunderstanding or potential problems immediately. Inform Galaxy's Director of any major concerns.
- Arrange to talk with students and teachers as needed to help them understand what they are doing and how their learning connects to other experiences.
- Help the site implement assessment strategies, such as journals, videos, group discussions, etc.
- Provide resource materials and ideas for follow-up activities.
- Be an ambassador for the arts in education, for Galaxy and for PCA. Plus, remember that you are your own best marketing tool. If these teachers are pleased (or not) with this residency, they *will* talk to other teachers in other schools, districts, etc.

III. After the Residency:

- Meet with the site coordinator and/or core group teachers to evaluate the residency's strengths and weaknesses. Discuss after-residency plans to extend or deepen the residency experience for students.
- Thank all involved in hosting the residency.
- Download, complete and submit to Galaxy the "Residency Artist's Final Summary/Stats". Galaxy will then process your payment for the residency.
- If applicable, send Galaxy the invoice for the material expenses.

NOTE: There is no money available through Galaxy for materials/supplies. However, if you, the artist, orders/obtains/provides the materials/supplies on the school's behalf (after approval from the Site Coordinator/Site Administrator), you will need to submit an invoice to Galaxy and Galaxy will in turn invoice the school. **At no time** should monies/receipts be exchanged between the artist and the school.

- Rejoice in the knowledge that you shared your skills and talents with a very appreciative group of individuals. You have made a difference. Thank you!