



# NORTHERN TIER PARTNERSHIP FOR THE ARTS IN EDUCATION

ARTIST-in-RESIDENCE HANDBOOK FOR ARTISTS AND EDUCATORS

A PARTNERSHIP PROGRAM OF  
THE BRADFORD COUNTY REGIONAL ARTS COUNCIL  
&  
PENNSYLVANIA COUNCIL ON THE ARTS





**All parties please read through this handbook to prepare for your residency.**

### **What is an Artist Residency?**

An artist residency is a collaborative effort between artists and educators to engage students in the creative process. Students learn or reinforce the teacher's core curriculum through the medium of the artist's specialty. This provides a fresh angle on subject material and brings a unique, memorable, and lasting arts experience to the classroom!

Typically, educators/organizations select and work together with qualified artists who spend *at least* 10 days on-site conducting the artist residency. Artists, too, can contact schools to inquire about artist residencies.

Up to 3 separate core groups can be included, with each group consisting of no more than 30 students/ participants. At least one core group must meet with the artist each day of the residency for **at least** one hour. Remember, the more time spent with your core group(s), the better!

It is highly encouraged that the artist be available to interact with non-core groups as well. Here are some examples:

- Conduct a workshop or in-class presentation
- Provide an introductory presentation for the whole school
- Create a culminating event such as a play or art show

Artist Residency dates DO NOT have to be consecutive. Training and/or professional development days for teachers and staff, field trip days, and group planning/reflection days should be included in the residency date plan. At least one Planning Day must be established prior to the start of the residency. The **Artist/Host Site Planning Session Checklist** covers necessary talking points and topics of discussion.



**All parties please read through this handbook to prepare for your residency.**

### **Hosting an Artist-in-Residence**

Eligible residency host sites can be any 501(c)3 Organization (typically a school or community organization) wishing to enhance existing curricula and/or provide hands-on artistic experiences for students, educators, and community members.

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Artists qualified to work within Artist Residencies are professional, presently practicing, and are listed in the PCA Artist Directory.

Core groups can be student groups, educator groups for professional development/training, community groups or a combination. Student core groups can consist of various grade levels.

**Please Note:** Artists do not substitute as teachers in artist residencies! Teachers must be involved in the residency for the sake of the students; it sends the wrong message when you're not engaged in what is going on. Teachers should be able to relate to their students about the experience, so that its impact is powerful, reinforced, and widely felt.

Communication is key! The Planning Day, as well as daily reflection/evaluation time between artist and educator is essential. Make sure to set aside adequate time to go over the day's events, successes and pitfalls in order to better prepare and adjust the lesson plan for the next day.



## **Getting Started:**

### How To Initiate an Artist-in-Residence Program



#### **STEP 1:**

***Think about specific areas of your curriculum that could benefit from an artist in your classroom—Social studies, math, literature, science...***

Then think about an art form you'd like to work with and select an artist that 'fits' your curricular needs and goals.

***Tip:*** If you have trouble identifying an appropriate artist for a specific area of the curricula, contact Kelly at 570-268-2787 for recommendations.

#### **STEP 2:**

***Contact the artist of your choice to discuss:***

- ***Artist's availability*** - A residency should incorporate 10 or more days of the artist's time. Artist days do NOT have to be consecutive (you could do 10 days in the Fall and another 10 in the Spring). It is important that at least one planning day is established prior to the start of the residency.
- ***Artist Fees (including mileage & lodging if applicable)*** - Per the PA Council on the Arts' guidelines, artists must be paid a minimum of \$185/day; Artists set their own daily fees and will negotiate fees with you when you call. Max daily fee for artists in our region is \$200/day. The planning day fee is fixed at \$185.
- ***Materials/Supplies*** - Materials are not included in the PCA's residency program, material costs should be discussed between artist and host.
- ***Core group*** - Determine the number of students per group, number of groups, & age/grade level.
- ***Curricular area of interest*** - Most artists will give you examples of typical residency activities and how those activities can be tailored to meet your needs.

#### **STEP 3:**

***Complete the enclosed Artist-in-Residence Application and Request for Funds form and submit to BCRAC office at 601 Main Street, Towanda, PA 18848. (Attn: Kelly White).***

#### **STEP 4:**

***Secure matching funds***

Hosts are responsible for a 50% cash match of the total 20+ day residency (please see the next page for a detailed funding match list). Residencies with fewer than 20 days can be funded, but will not receive the full match from BCRAC.

***Please note that the 50% cash match is dependent upon sufficient grant funds from the PA Council on the Arts and is not guaranteed; funding verification for your residency will be mailed to you upon approval.***

***Tip:*** Matching funds can be obtained from the school district or host organization, Parent/Teacher Organizations, local businesses, grants (other than PA Council on the Arts funds), donations, etc..



## **Cost:**

Residency costs are split between the host site and BCRAC by re-granting funds provided by the PA Council on the Arts.

### **Included in the costs are:**

- **Daily artist fee (No less than \$185/day)**
- **Artist's travel & lodging (Over 50 mi one way)**
  - **Administrative fee (10% total cost)**

Residencies of **20+ days** will receive first consideration & *up to* a full cash match of funds requested.

Residencies of **15+ days** can receive *up to* a 40% cash match.

Residencies of **10+ days** can receive *up to* a 30% cash match.

Residencies of less than 10 days can be done, but do not qualify for PCA funding.

*Note: All residencies must include a 10% administrative fee on total residency cost. (per PCA requirements)*



# **Planning & Action**

*You've been notified that your residency request has been approved! — Now what happens?*

## **STEP 1:**

***Upon verification of residency funding & receipt of your residency paperwork (mailed to you as part of your approval packet):***

- Contact your artist to schedule your planning session. At least one of your planning sessions should occur 30 days prior to the beginning of your residency and should be held at the residency site. Include appropriate personnel in your planning session; i.e., principal or supervisor, other educators, art and music teachers, a representative from your parent/teacher group, etc.
- Notify NTPAIE staff of your planning session date.
- Make the appropriate number of copies of your host & student evaluation forms and distribute during your residency.
- Review **Press Release Guidelines** and contact local press regarding your residency activities; invite press to your school for interviews and photos, invite them to culminating performances and/or exhibitions.
- Send the invoice form to the individual responsible for submitting payment to send to the NTPAIE.
- NTPAIE will invoice you for your portion of the residency cost and will pay the total residency amount to the artist— **the host organization does not pay the artist directly.**

## **STEP 2:**

***Attend the planning session.***

Gather together the site coordinator/ administrator/teacher and artist for your planning session and use the **Planning Session Checklist** to cover all aspects of the residency.

Think about ways to include other educators (perhaps a professional development day), non-core group students (an assembly or workshops), and the community (evening exhibit, performance, 'meet-and-greet' with the artist, etc.) in your residency.

Submit your planning checklist **and a list of residency dates or calendar** to the BCRAC office and notify NTPAIE staff of an appropriate day for a residency observation.

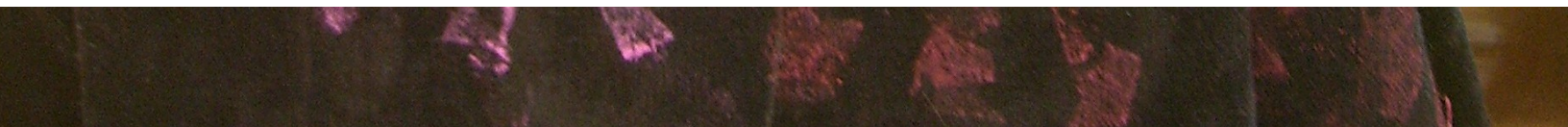
Prepare students for the residency (bulletin boards with photos of the artist, exhibit of the artists work, flyers sent home to parents, etc.)

## **STEP 3:**

***Start your residency!***

Learn and have fun with your residency, then complete and have students complete the evaluation forms and mail them along with any press clippings, photos, etc. to NTPAIE staff.

**Note:** Evaluation forms are shared with the artist to help the artist learn and improve upon his/her work.



## **Who is involved in an Artist Residency?**

### **What are the specific roles?**

**Site Coordinator:** the educator responsible for coordinating an artist residency.

**Site Administrator:** usually the principal, department head, or executive director.

**Classroom Teacher:** the primary core group educator hosting the artist in his/her classroom. The teacher should be actively involved in all activities.

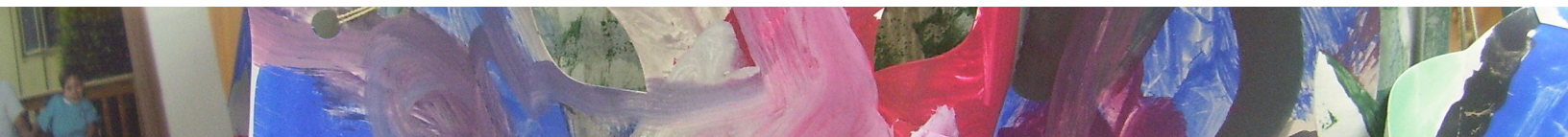
**Artist:** an individual artist or a company/ensemble who spends a length of time at the site conducting the residency.

**Visiting Artist:** a visiting artist(s) can join the artist and perform residency activities.

**Students:** can consist of core and non-core groups. Core groups work with the artist extensively, most every day.

**Community:** any participant who is outside of the school community. Involving community members expands the scope of the residency and is vital to communicating the importance of the arts.

**NTPAIE Director:** the AIE Director is the BCRAC staff member responsible for facilitating all paperwork involved in the residency. Typically, he/she also visits the host site for an informal observation day.



### ***The NTPAIE Director is your contact with the BCRAC and the PA Council on the Arts.***

He/She is the administrative end of the AIR program, and is available to offer recommendations and answer questions.

The NTPAIE Coordinator typically also acts as the on-site observer, and develops conclusions about the appropriateness and effectiveness of the residency before, during, and after. This evaluation is necessary for continued funding of the AIR program.

#### **NTPAIE Director**

Kelly White

[ntpaie@bcrac.org](mailto:ntpaie@bcrac.org)

570-268-2787



## **Participant Roles**

***The site coordinator and/or administrator serves as the primary liaison between the artist, members of the host site, and the community.***

Examples of this would be facilitating an introduction of the artist to the school community, documentation of the residency, press time, etc.

The site coordinator/administrator should attend the planning day, communicate frequently with the artist and teachers, and move to resolve any potential problems with residency activities.

***The core group classroom teacher should work closely with the artist to develop residency goals and objectives.***

- Ask yourself what you want to accomplish during and as a result of the residency, and what curricular areas you want to address.
- Work with the artist to develop a lesson plan and to define your role.
- Talk with the artist about how to enhance student learning and meaningfulness of the lessons in the curricular areas you've chosen.
- Determine how you will assess student knowledge and progress as related to your residency goals.
- Discuss how the students can continue to benefit from the residency after the artist leaves.

The teacher must attend the planning session. During the residency, pay attention to how students respond to residency activities and to the number of individuals benefiting from the experience (students, staff, community). At the conclusion of the residency, you will need to fill out the Host/Teacher Evaluation Form and copy and distribute the Student Evaluation Forms to your class. Return all forms to the BCRAC office.

***The artist is responsible for presenting/delivering material to students in accordance with residency goals and objectives.***

You should work with the teacher from beginning to end of the residency to develop a lesson plan for the core group(s), workshops or demonstrations, and a plan for residency documentation, media coverage, and community outreach. Discuss with the teacher how you, the teacher, and the site coordinator will periodically review the progress and goals of the residency. Plan to make a journal entry for each day of your residency that details your sequence of events. Also plan to evaluate the residency at its conclusion, and fill out the Artist Evaluation Form and return it to the BCRAC office.

Visiting artists add to the particular art form by providing further expertise and knowledge. For example, you could have a member of a professional dance troupe or orchestra come in for a day, or for a few days to perform or help instruct students.

***Core group students need to be engaged in an in-depth experience of the art form.*** They see the artist almost every day.

***Non-core groups can consist of other students who see the artist less regularly (1-5 times).*** Peripheral groups can attend lectures, demonstrations, or workshops to explore the art form and tie it to other academic areas.

***The community can be involved in the residency in many of the same ways a non-core group can.*** In fact, performances, demonstrations, and workshops are more powerful when students are involved. For example, you could plan a student play as a culminating act, bring in community members to help with costumes or props, then perform the play for the community.

Community involvement enhances and prolongs the artistic experience by creating a broader context for the residency.

# **How to create a successful artist residency experience:**

Use the following pages as your guide for a successful & rewarding residency.



**Planning  
Participation  
Communication  
Advocacy  
Assessment**

## **Residency Personnel**

Determine specific roles of all residency personnel: Site Coordinator and/or Administrator, Teacher, and Artist.

## **Goals & Objectives**

What do you want to accomplish during and as a result of the residency?

- ⇒ The teacher and artist should establish that they both understand the goals of the residency, and discuss how the artist's art form will fit into existing curricula.
- ⇒ Residency personnel should agree upon the focus of the residency as being process (learning through the use of art), product (what the students take away from the residency), or dually orientated.
- ⇒ The host or site administrator should outline his/her expectations (i.e. clear understanding of a curricular area of study, an end-performance or art exhibit, etc.).

## **Planning Meeting**

Schedule your planning meeting ***at least 30 days before the start of the residency, and allow at least 2 hours.***

Invite all those involved (site coordinator/administrator, teachers, and artist). The NTPAIE Coordinator will attend if available, and also upon request.

### ***For the Artist:***

- Bring the school schedule breakdown, including breaks between classes and lunchtime.
- Provide relevant curriculum materials to share.
- Discuss space needs: Is there a room where the artist can work independently and still invite visitors in?
- Inform the artist where he/she can store materials/supplies, if there is a phone or copy machine, etc.

Also discuss how you will document your residency (journals/write-ups, newsletters, photos, video, etc.).

Exchange contact information with everyone involved!

## **Scheduling**

Develop a realistic schedule during your planning meeting. Artists are with the host site for at least 10 days, and days do not need to be consecutive. The artist should meet daily with every core group. Make plans for back-up days in case of inclement weather or other unforeseen circumstances. Communicating about the schedules for extra-curricular activities (such as dance or music rehearsal) is essential!

*Continued...*

## Residency Activities

Develop activities for the core group students, non-core group students and other participants. During your planning meeting.

**Core Groups:** You can have **up to** three core groups, each consisting of **no more than** 30 students. The core groups can be comprised of students from the same grade/age level or from various grade/age levels. The artist and teacher should outline detailed activities for the core group(s).

**Non-Core Groups:** Determine non-core group classroom visits (workshops, presentations, etc.) with the other teachers.

- ⇒ Will you have an introductory show or activity for the school?
- ⇒ Have you made plans for field trips or after-school activities for other students? Faculty and/or parent involvement?
- ⇒ What about community outreach or other outside activities within the residency?
- ⇒ Remember your visiting artists (if applicable)!
- ⇒ Have you scheduled and ironed out the details of a culminating show or performance (if applicable)?

## Financial Expectations

Funding is shared, and residencies of 20+ days qualify for 50% funding. Refer to the bottom of page 3 of this handbook for a full funding breakdown.

Transportation for the artist (if traveling over 50 miles in one direction) can be included in the total residency cost (compensation is determined by the current PCA mileage rate), and lodging is capped at \$80/day.

The AIR program does not provide for artist supplies. The host organization is responsible for providing or reimbursing the artist for materials and supplies, if necessary. If your school/organization has budget constraints, consider looking to a local business for in-kind or financial support. The BCRAC is also available to help you find a funding partner if needed.

## Promoting the Residency

Consider how you will promote the residency throughout both the host site and the community —

- ⇒ Will the site coordinator take responsibility for this or will it be a group effort?
- ⇒ Is there a still or video camera available?
- ⇒ Do you know of any local media group that would be interested in doing a story/photo-essay on the project?
- ⇒ Does the host site have a newsletter or website?

Please review the **Press Release Guide**, as it provides a sample all-purpose press release. Make sure to acknowledge NTPAIE and PCA in all press.

It is always a good idea to send information about the residency to your legislators, and invite them to any workshops, performances, or community activities. Consider also having your students send individual or group thank-you

cards/letters to legislators and the PCA. It is your legislators' support for programs like AIR and the state-wide funding from the PA Council on the Arts that make the Artist-in-Residence program possible.

Clear evidence of student appreciation for the artist and Artist-in-Residence program is immensely helpful in our efforts to secure future funding!



## Assessment

It is important that you establish an evaluation plan that will tell you whether your goals were met and objectives accomplished.

⇒ Did your students understand the lessons in such a new context?

⇒ What did they enjoy or dislike that you could tell?

For instance, if some aspect of the residency falls through with your students, it could be traced back to an earlier lesson; if you know what was missed earlier, you can correct the issue more readily and move forward.

Some ways to evaluate your students are to keep observation notes each day, or give out short quizzes or surveys at regular intervals.

Try to set aside time at the end of each day to confer with the artist about the day's events, successes and concerns. The artist will need to keep a journal detailing the sequence of events throughout the residency.

Move to document classroom projects, activities, performances, etc. throughout the duration of the residency.

Send documentation, along with the **Host/Teacher Evaluation**, **Artist Evaluation**, and the **Student Evaluation** forms within 30 days of the completion of the residency to: **BCRAC, 601 Main St., Towanda, PA 18848.**

**Please note:** Artist payment cannot be processed until all paperwork from both the artist and the host organization is received by the NTPAIE.



***All forms are available at [www.bcrac.org](http://www.bcrac.org) under “Programs” then “Arts in Education”***



# Thank you!

**NTPAIE Coordinator**

Kelly White

[ntpaie@bcrac.org](mailto:ntpaie@bcrac.org)

**BCRAC Office**

601 Main St.,

Towanda, PA 18848

570-268-2787 (phone)

570-265-4558 (fax)

**[www.bcrac.org](http://www.bcrac.org)**

**<http://www.pacouncilonthearts.org/>**

Matching funds for artist residencies are available to schools & non-profit organizations through the **Northern Tier Partnership for Arts in Education** and the **Pennsylvania Council on the Arts**, a state agency.