

# AGC: Teaching Artist Residency 2017-18 Roster Application

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TEACHING ARTIST: \_\_\_\_\_

ART FORM/DISCIPLINE: \_\_\_\_\_

RESIDENCY TYPE PREFERENCE:      **Theme-Based**                      **Arts-Integration**                      **Both**

ADDRESS: \_\_\_\_\_                      CITY: \_\_\_\_\_                      ZIP: \_\_\_\_\_

EMAIL: \_\_\_\_\_                      PHONE: \_\_\_\_\_

## Description of Teaching Artist Residencies

For the Any Given Child program, residencies should:

- Promote student understanding, interaction, and involvement around an art form
- Accommodate 30-40 students at a time
- Be approximately 45-75 minutes in duration per lesson; session lengths will be determined in collaboration with the classroom teacher
- Occur during school hours within the school year, September-June

The Any Given Child - Sacramento program includes two types of residencies:

### Theme-Based Residency

Elements of this residency type include:

- Teaching learning objectives in the art discipline
- Six (6) hours of preparation
- Four (4) hours of collaborative planning with the classroom teacher
- Six (6) hours of in-class instruction
- Required professional development workshops
- Payment of \$700 upon completion of residency
- Up to a \$50 reimbursement for residency supplies, based on art form and approval

### Arts-Integration Residency

Elements of this residency type include:

- Teaching learning objectives in the art discipline **plus** another subject area using the Kennedy Center's definition of Arts Integration
- Twelve (12) hours of preparation
- Ten (10) hours of collaborative planning with the classroom teacher
- Ten (10) hours of in-class instruction
- Required professional development workshops
- Payment of \$1300 upon completion of residency
- Up to a \$50 reimbursement for residency supplies, based on art form and approval

## Application Questions

### Artistic Merit

1. Please provide a brief description and history of yourself as a professional artist and as a teacher of your art form.
2. Include your resume or C.V.
3. Provide at least one and up to three artistic work samples; one work sample may be an educational material. *(Describe the work samples in the log in **Appendix A** at the end of this application.)*

### Educational/Instructional Merit

4. Include a video-recorded sample lesson example or prepare a live sample lesson for the review panel. *(Sample lesson details provided at the end of this application in **Appendix B**.)*
5. Include an outline of a 6-lesson Unit Plan. *(Unit plan worksheet is provided in **Appendix C**.)*
6. How will you ensure your lessons are relevant, meaningful, and appropriate to students in your assigned classroom (considering both age appropriateness and experience in your art form)?

## Capacity Assessment

7. Describe other opportunities you have had creating public school standard-based lesson/unit plans and working in classroom settings.

8. What experience do you have working: (a) on a contractual basis? (b) collaborating with classroom teachers? (c) with invoicing? (d) outside of the Sacramento city core?

## Appendix A: Artistic Work Samples Log

Provide at least one and up to three artistic work samples; one work sample may be an educational material. *(The first two entries are examples, for your reference.)*

The description column should contain a brief statement that will help the panelists understand what you would like them to look or listen for in that sample, or to help them understand how you feel the sample represents your potential for working with the K-8 student population.

	<b>Work Sample</b>	<b>Start at:</b>	<b>Description</b>
1	<i>Example: www.youtube.com/myvideoURL</i>	0:52	<i>An example of a recent performance, which will demonstrate the artistic quality of my original material and overall performance level</i>
2	<i>Example: JPEG image</i>	N/A	<i>A painting in a recent exhibition at ABC Gallery that will demonstrate artistic mastery</i>
1			
2			
3			

## Appendix B: Sample Lesson Detail

### Instructions for Sample Lesson

1. Teach the panel a 10-minute lesson (10 minutes maximum from set up to finish, strictly enforced.) The lesson can be demonstrated live, or be a video recording submitted with your other application materials. **Video submissions should be described in the log below.**
2. Lesson should be self-contained in that period, with a clear beginning, middle and end.
3. Lesson can be anything within your arts discipline that is engaging for students in grades K-8. Choose one grade level to focus on.
4. **If you are giving an in-person lesson:**
  - a. Bring any materials you want the panelist students to use. Plan for 5-7 participants.
  - b. Feel free to ask panelists to interact or move about as you would in any classroom. Assume panelists have a variety of levels of experience with different art forms.

### Review Criteria for Sample Lesson

1. Clear communication
2. Clear learning objectives
3. Demonstration of mastery in the art form
4. Ability to engage the panelists in the lesson
5. Appropriate activities for the grade level you have chosen
6. Effective lesson structure, with sequential skill-building as lesson progresses

### Suggestions:

1. You won't have time to teach a quick version of a lesson you usually do. Select a very small slice of a lesson, or focus on one portion of a skill contained in a longer lesson.
2. Keep your focus very limited so you can accomplish your learning objectives in 10 minutes, using as much of the allocated time as possible.
3. If conducting an in-person lesson, practice teaching your lesson to someone else before you come so you can see how it works in 10 minutes. Remember, you'll be teaching 5-7 people.
4. Don't engage the panel in explanations about the lesson plan while you are teaching. They are there to learn what you have brought to teach them.
5. Panelists will be participating as themselves (not acting as young children), but will be assessing the activity for its appropriateness for students in the grade level you have chosen.

\_\_\_\_\_ I prefer to schedule an in-person, live sample lesson during the panel review.

Grade Level	Sample Lesson	Start playing at:	Description

## Appendix C: Unit Plan Outline

Unit Overview and Learning Objectives:					
Grade Level:		Arts Discipline:		Non-Arts Discipline: <i>Arts-Integration</i> <i>Residency only</i>	
VAPA Standard 1:					
VAPA Standard 2:					
Non-Arts Standard 3: <i>Arts-Integration Residency only</i>					
Lesson 1 Description:					
Lesson 2 Description:					
Lesson 3 Description:					
Lesson 4 Description:					
Lesson 5 Description:					
Lesson 6 Description:					

## **Application Checklist:**

Completed application questions

Resume or C.V.

Work samples (including log)

Sample Lesson video or checked preference to conduct live Sample Lesson

6-Lesson Unit Plan example