



Idaho Commission on the Arts presents

Gain THE arts advantage



residency Planning and reflection Templates

arts
IDAHO



residency PLAN PART 1: residency idea

SCHOOL:

ARTIST:

ATTENDEES:

DATE/TIME
OF MEETING

GRADE LEVEL:

ARTS DISCIPLINE:

SCHOOL GOALS/FOCUS

TEACHING ARTIST STRENGTHS

TEACHER STRENGTHS

IDENTIFY THE CORE GROUP OF STUDENTS WHO WILL PARTICIPATE IN THE RESIDENCY.

Include the projected number of students participating, and number of classes/groups and number of sessions per group. (Sessions should be scheduled with a core group of participants over an extended period of days, allowing for an in-depth experience, rather than simple exposure to an art form.)

POTENTIAL AREAS OF RESIDENCY INTEGRATION WITH OTHER SUBJECTS

Potential Focus on 21st Century skills

http://www.p21.org/storage/documents/P21_arts_map_final.pdf

CURRICULUM CONNECTIONS/LEARNING STANDARDS

GRADE LEVEL CURRICULUM CONNECTIONS:

IDAHO CONTENT STANDARDS:

<http://sde.idaho.gov/academic/standards/>

NATIONAL CORE ART STANDARDS:

<http://www.nationalartsstandards.org/>

residency IDEas

RESIDENCY PLAN PART 2: ESSENTIAL UNDERSTANDINGS AND Learning Targets

ENDURING UNDERSTANDING

ESSENTIAL QUESTION

ARTS LEARNING TARGETS: As an artist, the learner will know, do, or be:
Assessment Criteria: Observable evidence that student has met the target.

Learning Target:

Assessment Criteria:

Learning Target:

Assessment Criteria:

Learning Target:

Assessment Criteria:

ARTS/CONTENT AREA INTEGRATION LEARNING TARGETS/ASSESSMENT CRITERIA

Learning Target:

Assessment Criteria:

Learning Target:

Assessment Criteria:

RESIDENCY PLAN PART 3: Teaching & Learning Sequence

IDAHO CORE ARTS STANDARDS: Check those in the right columns that apply for each learning step

- **Creating:** Conceiving and developing new artistic ideas and work
- **Performing/Presenting/Producing:** Realizing artistic ideas and work through interpretation and presentation
- **Responding:** Understanding and evaluating how the arts convey meaning
- **Connecting:** Relating artistic ideas and work with personal meaning and external context

LEARNING SEQUENCE: Indicate the steps needed to achieve learning targets.

		CREATE	PERFORM EXHIBIT	RESPOND REFLECT	CONNECT
BEFORE RESIDENCY	TEACHER'S ROLE:				
	ARTIST'S ROLE:				
	HOW WILL TEACHER/ARTIST BUILD INTEREST AND CURIOSITY BEFORE THE PROJECT BEGINS? <i>How can you prepare students for residency learning?</i>				

HOW and WHAT WILL YOU communicate WITH FAMILY, SCHOOL and Greater community ABOUT THE residency?

RESIDENCY TITLE:

DESCRIPTION OF RESIDENCY:

SCHOOL/COMMUNITY EVENT/ VENUE SHOWCASING RESIDENCY:

MODE OF COMMUNICATION: SOCIAL MEDIA, SCHOOL WEBSITE, FAMILY LETTER, LOCAL NEWS MEDIA

resources

KEY VOCABULARY: Arts and literacy-focused

ARTS HISTORICAL/CULTURAL RESOURCES: Artists, artwork, performances, music, websites, DVDs, books

MATERIALS, EQUIPMENT, SPACE: Art or classroom supplies, tools, instruments, props, special classroom set-up arrangements

DESCRIBE HOW MATERIALS, EQUIPMENT, SPACE WILL BE MET

RESIDENCY PLAN PART 4: PLANNING BACKWARDS EVIDENCE AT 3 POINTS

Teachers and artists document student learning for the whole class at three points. In each case, these samples should represent the same kinds of performances (e.g., writing a poem, discussing a performance, leading tour of a mural, etc.) so that it is possible to examine what young people have learned over time. Consider collecting evidence of student learning in four areas: student expression, student creative process, student reflective process and student ability to integrate, developing links to other forms of learning and their lives.

Evidence of learning collected PRIOR to the residency experience

Evidence of learning collected DURING the residency experience

Evidence of learning collected FOLLOWING to the residency experience

Teachers use arts strategies to "extend" the work after the artist has gone. ("spill over")

DOCUMENTATION OF Learning/STUDENT INTERVIEWS

A large, empty rectangular box with a thin black border, occupying most of the page. It is intended for the documentation of learning or student interviews.

FACILITATED REFLECTION MEETING RECORD

SCHOOL:

DATE/TIME OF MEETING:

ATTENDEES:

What the **TEACHERS** noticed in the evidence of student learning collected:

What the **ARTISTS** noticed in the evidence of student learning collected:

SHARED OBSERVATIONS ABOUT OUR STUDENTS AND THEIR LEARNING:

What surprised us and what do we still wonder about?

What implications does the student evience reveal for future teaching and learning?

RESPOND TOGETHER TO THE FOLLOWING QUESTIONS:

What did the students do to explore the enduring understanding and essential question?

To what extent were our expectations, goals, and standards achieved?

What would we do differently next time?