

Artist Residency Request Form Part One

All applicants should provide the following materials:

- **Part One** Artist Residency Request Form (this form)
- **Part Two** Narrative Description of Project (see attached)
- **Residency Budget Worksheet** (see attached)

Please type or print clearly.

School/Community Site _____ **District** _____

Mailing Address: _____

City: _____ Zip +4: _____ County: _____

Congressional District _____ PA House District _____ PA Senate _____

Site Coordinator _____

Phone: _____ Email _____

Principal/Administrator _____

Phone: _____ Email _____

Artist _____ Art form: _____

Phone: _____ Email _____

Grade level(s) of Core Groups: _____

Tentative Dates for Residency (MM/DD/YY) ____ / ____ / ____ to ____ / ____ / ____

Application Submitted by (*all signatures required in blue ink*)

Signature of Site Coordinator Date

Signature of Principal/Administrator Date

Signature of Artist Date

Please **submit this form WITH the Residency Request Form part two** (project narrative) and the Residency Budget Worksheet to: **stARTSomething** 14 West Market Street, York, PA 17401 717-812-9255; aie@culturalalliance-york.org

Artist Residency Request Form Part Two

Narrative Description of Residency: Attach to Artist Residency Request Form, Part One.

Residency projects should be developed collaboratively with the artist(s), host site, and stARTSomething. While project plans must be developed prior to application submission, it is understood that some “fine tuning” of the plans will occur between submission and the actual residency. stARTSomething will use this narrative to determine award amounts in the event funding is not sufficient to match the Host site’s request.

Your narrative should: 1. address each of the points listed below, 2. be no more than three pages long using 10 or 12 point font.

- **Introduction:** Briefly describe your school/community organization: e.g., district, number of students, demographics, etc.
- **Goals and Objectives:** **What do you want the students to achieve as a result of this residency? How can the art form be integrated into classroom curricula? Consider arts-related goals as well as curriculum-related goals. You may want to list a series of learning objectives. For example, “at the conclusion of residency, students will demonstrate achievement in . . .**
- **Core Group(s):** Identify the number, ages and types of students in the core group(s) and how the students are selected. The core group(s) can be comprised of various grade levels but may not exceed three (3) groups with up to 30 students per group. The artist should meet with each Core Group each day of the residency.
- **Other Student Groups:** Describe activities that will involve the wider scope of the school/organization. The Resident Artist should be accessible to other groups of students on a limited and practical basis, e.g., a special workshop with a non-core group class or a school-wide performance or assembly.
- **Schedule of Events:** Include a sequence of events and/or activities. You may list a day-by-day schedule or a more general outline such as describing the beginning, middle, and end of the residency.
- **Evidence of Student Involvement in the Creative Process:** Define the creative process and show clearly how students will be involved directly in the process.
- **Teacher/Staff Involvement:** How will the teacher assist the Resident Artist throughout the residency? What activities are planned to bring the artist(s) and other teachers/staff together? Describe activities such as staff in-service workshops, a resource list of books &/or websites, etc. Please, be specific.
- **Community Outreach/Parental Involvement:** Describe activities that will include the larger community. Possibilities include “Meet the Artist” breakfast/lunch at school, Parents’ Night exhibit or performance, school time exhibit or performance to which parents and community have been invited.
- **Facilities/Supplies:** What facilities, materials, supplies, space, etc., will be needed and made available for the residency? Include studio time and space for the artist when relevant.
- **Plans to extend the impact of the residency:** What activities are planned to insure that the processes learned in the residency will continue to be implemented and used in various forms beyond the artist’s time.
- **Evaluation/Follow-up:** How will the participants be assessed? What elements will be assessed? What evaluation tools will you use? What will you do with the results of the evaluations? Consider using a variety of tools such as pre- and post-testing, reflective journals, performance tasks, etc. Include copies if those tools are already developed. **Poor evaluation plans are the “deal breakers” when requesting funding support.**