

Students

CORE GROUPS:

- The core group students work with artist(s) intensively and usually see the artist everyday of the residency.
- The residency will engage the core groups in an in-depth experience in the art form.

OTHER STUDENTS (PERIPHERAL GROUPS)

- Students who see the artist less regularly than the core groups (i.e., 1-5 times)
- Peripheral groups have opportunities to tie the art form to other academic areas. They might participate in lectures, demonstrations, and/or workshops. They may explore the art form, the artistic or cultural heritage, and/or processes by which the arts are created and expressed.

Ideally, the residency will integrate art into core curriculum like history, math, science, etc. For example, In a sculpting residency, the artist(s) may introduce physics students to the effects of water, heat, and/or tension on wood or metal.

Teachers

Teachers are key to a successful residency since they are partners with the artist.

SITE COORDINATOR:

- is the artist's liaison to the site, students, and community. The Site Coordinator must be a person who can maintain a good rapport with all groups.
- is generally a teacher, department head, vice-principal, or administrator.
- identifies areas of need, introduces the artist to the faculty and staff and is the liaison between the artist, administration, and other teachers.
- works cooperatively with the artist and continues to stimulate and expand arts activities at the site after the residency is completed.

TEACHER(S):

- has the opportunity for professional development and Act 48 credit while working with the artist.
- should be an active participant and in the class room at all times. The artist and teacher plan the residency in advance and define the teacher's role.

TEACHER WORKSHOPS:

- Increase understanding of the arts and its educational potential.
- Plan for workshops that will help teachers identify topics of interest and brainstorm ways to incorporate the arts. In particular, introduce the artist's art form.

Community

COMMUNITY ACTIVITIES:

- increase the artistic experience and build a broader context for the residency.
- expand awareness and understanding of the arts and its educational potential.
- Are integral to advocacy (communicating the importance of the arts)
- can take many forms, e.g, workshops, performances, demonstrations. Particularly powerful when students are involved.

Artists

RESIDENT ARTIST(S):

- is contracted for a number of days and is intimately involved in the planning the residency.
- designs the residency in cooperation with the teacher and site coordinator. Residency includes activities for students, teachers, and members of the community. Artist(s) prepare resource materials for the teachers to use after the residency is completed (e.g., bibliographies, curriculum materials, supply sources, etc.)

VISITING

ARTISTS/COMPANIES:

- augment and enhance the particular art form and increase understanding.

Field Trips

Attending live performances, exhibitions in professional facilities or an art studio adds perspective to students' experience and enhances their understanding of the "product" of the art. Dance in a cafetorium isn't the same as dance in a performance space.

On-Site

OBSERVER (usually Partner staff)

THE ON-SITE OBSERVER

- visits the residency and observes.
- develops conclusions based on observations about the appropriateness and effectiveness of the residency plans and the interaction between and among the artist, teachers, and students.
- develops recommendations for follow-up such as recommending individual consultations between the AIE Partners and the artist or recommending specific professional development opportunities for artists or teachers.

