



artists *as* educators

Kennedy Center Seminar
**Mapping the Journey:
Planning Effective
Residencies for Students**

**NOTE TO
PROSPECTIVE
SEMINAR
SPONSORS**

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INTRODUCTION

**We're delighted that you're considering hosting the Seminar,
*Planning Effective Residencies for Students.***

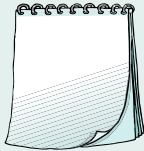
To ensure this Seminar will meet your needs and align with your organization's approach to residency work, the Kennedy Center has created this document outlining key Seminar concepts.

**The recommended prerequisite for this Seminar is
Laying a Foundation: Defining Arts Integration that examines a definition for arts integration. Teaching artists need to be familiar with this information to successfully participate in the
Residency Planning Seminar,**

If you decide to host the Seminar, please review the Agreement and complete the online Seminar request form.

THREE RESIDENCY PURPOSES

**NOTE TO
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The Seminar outlines three residency purposes but focuses on PURPOSE 2.

While your organization may provide residencies that meet the other two purposes, this Seminar is designed for teaching artists who will lead instructional residencies in classrooms that build students' knowledge and skills.

The Seminar is not appropriate for artists who perform for students and offer pre- or post-performance discussions.

Residency Purpose 1:

To spark students' awareness and interest in the arts

Achieved through performances

Residency Purpose 2:

To develop students' knowledge and skills

Achieved through classroom instruction

Residency Purpose 3:

To build teachers' capacity to teach in, through, and about the arts

Achieved through workshops and coaching

ARTS INTEGRATION DEFINITION

**NOTE TO
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The Seminar focuses on helping teaching artists develop arts integration residencies.

Read the definition for arts integration.

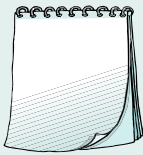
If your organization has a different definition, include it on the Agreement Form (p. 9).

This Seminar assumes a thorough understanding of Kennedy Center’s definition and builds on that knowledge. As a result, it is strongly recommended that participants first attend the Seminar: *Laying a Foundation: Defining Arts Integration*.

Arts Integration is
 an **APPROACH** to **TEACHING**
 in which students
 construct and demonstrate
UNDERSTANDING
 through an
ART FORM.
 Students engage in a
CREATIVE PROCESS
 which **CONNECTS**
 an art form and another subject area
 and meets
EVOLVING OBJECTIVES
 in both.

RESIDENCY COMPONENTS

NOTE TO PROSPECTIVE SEMINAR SPONSORS

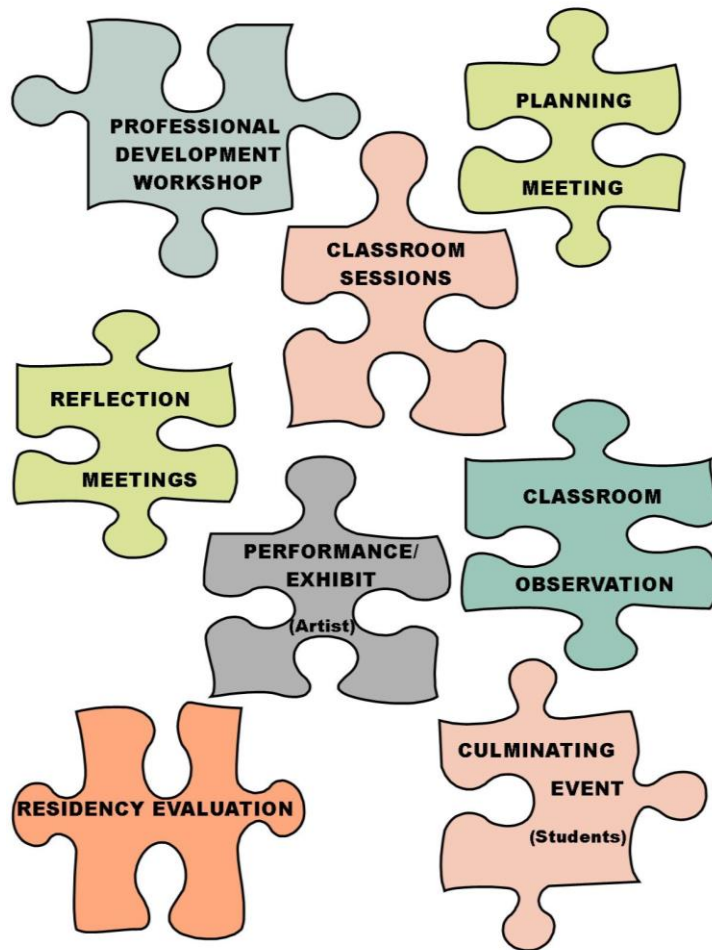


Residencies may include many different components.

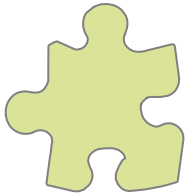
Look at the puzzle pieces and read their definitions on the following pages.

The Seminar states that although any of these components are appropriate, there are only two components that must be included in EVERY residency: Classroom Sessions and Evaluation.

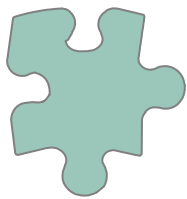
Sponsoring organizations inform the Seminar leader about the residency components they require so those components can be included in the worksheets.



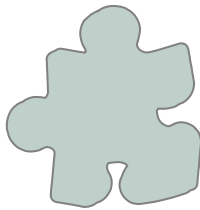
DESCRIPTION OF RESIDENCY COMPONENTS



Planning Meeting(s)—meetings with the residency artist and the teacher prior to or during the Residency; may also include a representative from the sponsoring organization. At the planning meeting(s), the residency artist discusses the Residency Plan and checks teachers’ understanding. Planning Meetings also help orient the residency artist to the school, and the teacher, and the unique attributes of the class(es). If the residency is an “Original Design,” considerable time is required to determine residency content.



Classroom Observation—the time, prior to the residency, when the teaching artist visits the classroom. This observation allows the teaching artist to get oriented to the students, the teacher, as well as the school.

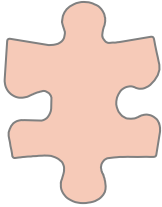


Professional Development Workshop—a workshop for teachers led by the teaching artist. It is usually attended by teachers involved in the residency, but may include other teachers. Sometimes the workshop provides examples of what the teaching artist will do during the residency. At a more advanced level, workshops provide strategies that the teachers can use on their own. Leading workshops for teachers is advanced work that requires much planning and preparation. The professional development workshop may take place at the beginning, during, or at the conclusion of a residency. Workshops scheduled at the end of successful residencies (where the effects of the work have been visible and the excitement is high), tend to attract a larger number of teachers.

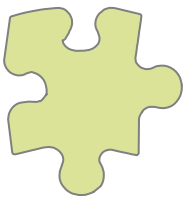


Performance/Exhibit— artist’s performance/exhibit or demonstration for students that introduces and links to the work students will do in the classroom.

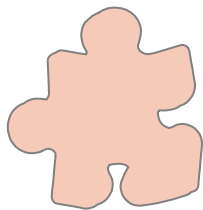
DESCRIPTION OF RESIDENCY COMPONENTS (CONTINUED)



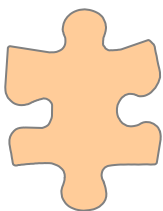
Classroom Sessions — the instruction provided to students. This component also includes planning for assessments of student learning as well as the specific roles teachers will play (e.g., assisting small groups, helping to distribute materials, taking photographs to document the residency, taking notes about individual students' progress.)



Reflection Meetings— time with teachers to discuss the Residency's progress, discuss student progress, teacher observations, teacher-led follow-up between sessions, and next steps after the residency concludes. Reflection meetings may take place after each or selected classroom sessions.



Culminating Event—an event in which students demonstrate what they have learned. The Culminating Event may be shared with other classes, the whole school, with families, or with the wider community. It may take place within or outside the school day, at the school or at another community venue. In arts-integration residencies, the Culminating Event highlights the process in which students have participated and provides an opportunity to share documentation of student learning.



Residency Evaluation—allows the teaching artist to determine to what extent a class has met the residency's Expected Results; Also allows the teaching artist to examine the plans and its presentation to determine how they can be improved to promote better learning. Effective evaluation brings in four perspectives: the teachers', the students', the sponsors'/administrators', and the teaching artists.

RESIDENCY STRUCTURE EXAMPLE

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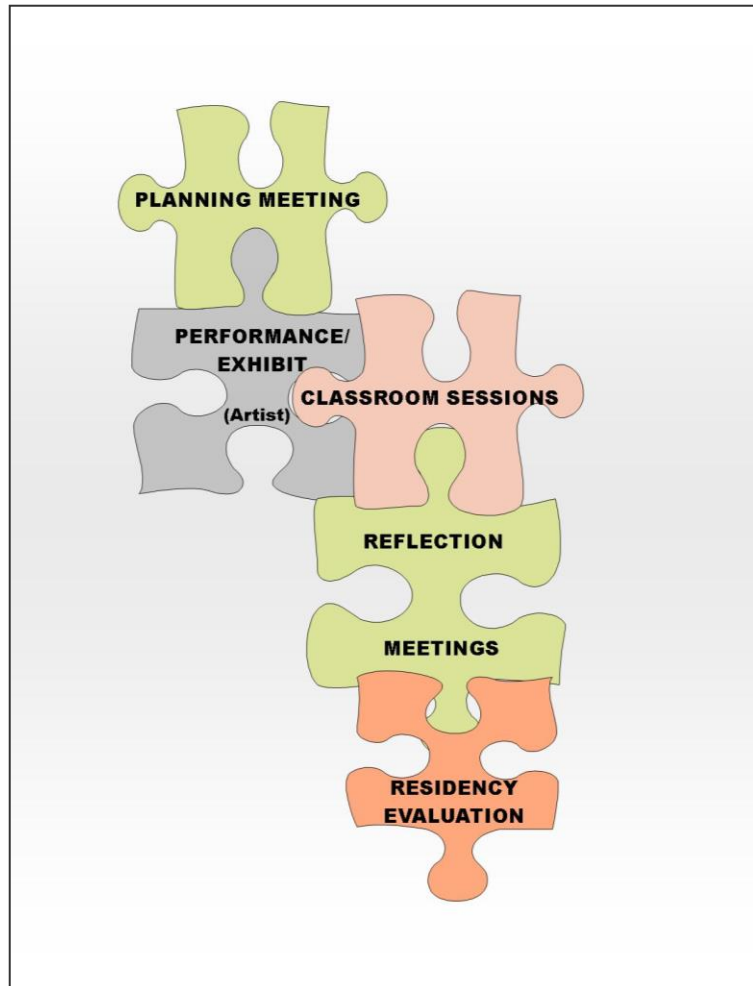
The Seminar states that residency components can be organized in a variety of ways.

Here is an example of one way residency components can be organized into a residency structure.

Does your organization require a specific residency structure?

Or, are the components and structure determined by each teaching artist?

The Seminar leader will adapt the Seminar to reflect your required residency structure and components.



THREE OPTIONS FOR RESIDENCY DESIGN

NOTE TO PROSPECTIVE SEMINAR SPONSORS



The Seminar states that there are three types of residencies designs:

- Fixed
- Adaptable/Drop-in
- Original

The Seminar recommends artists begin with Fixed and Adaptable/Drop-in designs and after they have considerable experience, create Original designs with teachers.

Are pre-planned residencies compatible with your organization’s approach to residencies?

Next Steps/ Follow-up

Is your organization able to offer locally-led follow-up after the Seminar?

DESCRIPTION	EXAMPLES
<p>In Fixed residency designs, the artist has pre-determined the objectives and learning activities and the specific curriculum connection.</p>	<ul style="list-style-type: none"> • Bringing Fairy Tales to Life Through Drama
	<ul style="list-style-type: none"> • Moving and Marching Through the Causes of the Civil War
<p>Adaptable/Drop-in residency designs are similar to fixed residency designs in that the artist has pre-determined the objectives and Learning Activities. However, the design allows similar curriculum connections to be “dropped-in.” This “drop-in” curriculum connection can be determined by the artist or in collaboration with the participating teacher.</p>	<ul style="list-style-type: none"> • Bringing <i>Folk Tales</i> to Life Through Drama • Bringing <i>Tall Tales</i> to Life Through Drama
	<ul style="list-style-type: none"> • Moving and Marching Through the Causes of the Revolutionary War • Moving and Marching Through the Causes of the War of 1812
<p>In Original residency designs, the objectives, learning activities, and curriculum connections are determined by both the teacher and artist working in collaboration.</p>	

Next Steps/Follow-Up

Sponsors should be aware that the Seminar requires them to provide post-Seminar feedback to participants about the residency plans they will create. This follow-up is critical to getting the best results from the Seminar training.

AGREEMENT

If, after reading the information and discussing it with a Seminar Leader or Kennedy Center staff, you would like to host this Seminar, please confirm that you have read and understand the following by checking the appropriate box on the online Seminar Request Form.

Residency Purposes

- I have read the three purposes for residencies (p.2) and understand that this Seminar addresses Purpose #2: to develop students' knowledge and skills through classroom instruction.

Arts Integration

- I understand this Seminar helps artists create arts-integrated residencies.
- I understand that this Seminar builds on the knowledge and understandings developed in The Kennedy Center's Seminar *Laying a Foundation: Defining Arts Integration* and it is strongly recommended as a prerequisite for this Residency Seminar.
- I have read the Kennedy Center's definition of arts integration (p. 3) and it is consistent with our work.

OR

- Our organization uses a different definition for arts integration; it is listed below:

Residency Components and Structure

- I understand the various Residency Components (pp.4-6) and how they can be organized to create a Residency Structure (p. 7).
- My organization does not require specific residency components.
- OR**
- My organization requires specific residency components. I have circled them below:

- Planning Meeting
- Classroom Observation
- Professional Development Workshop
- Performance/Exhibit
- Classroom Sessions
- Reflection Meetings
- Culminating Event

- Residency Evaluation

Residency Design: Pre-planned Residencies (Fixed and Adaptable/Drop-in)

- I understand that this Seminar focuses on helping artists to design residencies that they plan before they go to a school (p. 8). I understand this Seminar does not examine the more advanced skill of creating “Original” residencies in which each artist and teacher together create objectives and content for the residency.

Requirements for Sponsor Follow-up/Next Steps

- After the Seminar, I understand that the Sponsors provide feedback and guidance to the teaching artists as they continue to develop their Residency Plans. We are committed to offering this feedback and guidance.
- I recognize that if individuals, other than the Sponsors, will provide this follow-up, they are required to observe all Seminar sessions.

When the artists’ Residency Plans meet our standards, we plan to promote their residencies in the following ways:

- Provide opportunities for artists to lead their residencies and get feedback on the quality.
- Advertise residencies in a brochure/catalog or online
- Other: