

THE PLANNING MEETING: Getting Things Started!

Guidelines & Procedures

- 1-2 hours should be allocated for the planning meeting. All involved teachers, site coordinator, and principal will meet with the artist if at all possible. A staff member from PCA&M Artists in Schools & Communities will also attend if this is the first time you have developed a residency project with this particular artist.
- Review the Planning Form to get a sense of the potential scope of the project – keep in mind the need for creative approaches and flexibility within your original plan.
- The host site is responsible for providing the artist with: contact information, relevant curriculum materials, school calendar, and bell schedule.
- The host site provides and/or is responsible for reimbursing the artist for materials. Please make certain the acquisition, purchase, and accessibility of materials are understood and agreed upon in advance.
- Please make sure all those involved recognize the need and value of giving ownership of the creative process to the students and honors their visions.
- Please make sure all plans are realistic within the confines of time and space.

Key Topics to Address:

- Consider what the core group(s) will do on a typical day and define the most effective core group size for your project. Core groups are limited to three with no more than 30 participants per group.
- Establish how the residency process and goals will be periodically reviewed as it progresses.
- Share objectives for all components of a residency project.
- Develop shared goals that are rewarding for all participants: the students, teacher, artist, administrators, parents, and school community.
- Make certain all goals are clear and agreed upon.
- Discuss the site's previous residency experience, if any.
- Discuss with the artist his/her art form and how it can be customized to meet the needs of the site and its participants. Let the artist know your specific goals for the residency.
- Establish curriculum connections and Common Core/state standards to be met during the residency project as well as 21st Century Skills.
- Are there special needs students involved? Plan activity alternatives or extensions that comply with the Americans with Disabilities Act, www.ada.gov.

Educational and behavioral expectations of students to consider:

- Strengthening ability to assert independence
- Improving communication skills
- Enhancing the ability to work cooperatively within a group
- Building self-discipline and concentration skills
- Improving coordination of fine and/or gross motor skills
- Enhancing self-image

Questions to consider:

- How will the teacher be actively engaged when the artist is conducting the residency project?
- What may be taken from this project that can be integrated throughout the year and into the future?
- How will the residency project be documented? By whom?
- How will participants be assessed?
- Will there be a performance or exhibition at the end of the project?

Qualities of an Effective Resident Artist:

1. Sensitivity of students' needs and differences
2. Emotional Stability
3. Flexibility
4. A sense of humor
5. Capacity for insight
6. Ability to listen attentively
7. Ability to observe keenly
8. Ability to develop a rapport with others
9. Awareness
10. Patience

Things to look for during an Artist Residency Project:

1. Classroom management skills
2. How are the students brought into the creative process?
3. Comfort level with participants
4. Ability to communicate with participants
5. Relationship with teacher
6. How questions are asked and how responses are received
7. Organizational ability
8. Does the Resident Artist periodically adjust the process to meet the needs of the participants?
9. How does the Resident Artist connect with the participants and allow them to take ownership of the process?
10. Is the Resident Artist committed to the success of the process and project?