

## Timeline For AIE Residency Artists

### 1-2 months before the residency:

- Participate in the planning meeting to discuss, confirm and schedule all details of the residency.
- Share personal background, vision, and objectives for the residency with participating teachers and administrators.
- Develop suggestions for possible field trips, Visiting Artists or special events.
- Plan the residency's daily class activities as well as the staff Professional Development Workshop.
- Determine supplies/materials list; discuss procedures, responsibilities and timeline for ordering and reimbursement (if applicable).
- An AIE Mentor will contact first time AIE artists to offer support in the process and set up the on-site visits.

### 1-2 weeks before the residency:

- Provide teachers/staff with any materials that will help staff and students to prepare for the residency: slides, photographs, stories, poems, music, topics or web links that can inspire discussion, research or journaling.
- Touch base with the On-Site Coordinator to confirm that all supplies/materials are on hand, confirm the schedule and discuss any last-minute details.
- Be available to communicate with teachers/staff and AIE Partner by phone or e-mail.
- Notify AIE Partner of any changes in residency design or schedule.

### On the first day of the residency:

- Arrive early to allow time needed for: signing in at the main office, getting school visitor ID badge (if needed), verifying any last-minute schedule changes (fire drills, early dismissal, assemblies), and setting up for teaching class sessions.
- Introduce yourself to students and staff, share your work experience as an artist and explain what the residency will involve.
- Plan an opening activity that engages all learners and sets a tone for respect, joy and collaboration.
- Speak with residency classroom teachers and/or On-Site Coordinator after class or at the end of the day to gather helpful feedback, to discuss any problems or concerns and to determine any necessary modifications.



Theatre Residency at ECO Charter School, Camden

## During the residency:

- Be prompt, enthusiastic, curious and flexible.
- Communicate regularly on the residency's progress with your AIE Partner and submit invoices for payment as contracted.
- Discuss residency progress and documentation frequently with classroom teachers to note successes and address any challenges.
- Follow school and district policies and procedures; ask school staff or site coordinator for guidance as needed.
- Foster an atmosphere of creative collaboration; be willing to learn as well as teach.
- Conduct a staff Professional Development Workshop to introduce techniques and concepts in your art form and discuss possible extensions of the residency's impact through follow-up activities.

- Work with staff to arrange field trips, Visiting Artist workshops and culminating community. Hold an exit meeting with participating teachers and staff to discuss/evaluate residency.

## After the residency:

- Complete the Residency Artist's Final Report evaluation and submit remaining invoices.
- Reflect on the residency's successes/challenges and make notes for future residencies.
- Help to document the residency by sharing photographs, audio- or videotapes and/or student work samples, with the site.
- Participate in ongoing professional development opportunities for teaching artists such as those offered by AIE Consortium partners and the New Jersey Arts Education Collective (see Resources, pg. 48).

## David Brearley High School, Kenilworth

Kenilworth High School Students created a community cookbook, *Culinary Kenilworth*, that represented the hard work of the AIE students, teachers, and citizens of Kenilworth. The cookbook was filled with recipes submitted by community members, along with art work and poetry produced by students with the help of AIE Teaching Artist and printmaker Nanci Hersh and visiting author Penny Harter. Art work was created from photographs taken by students on a walking tour of their town. The photos were then transferred to prints to be included in the cookbook. The local Historical Society became part of the project as Art teacher Janice Marsili contacted the organization to tell them about her students' work. The Historical Society was grateful that students were taking an active interest in the community, and acquired several of the students' prints to help document the present life of the town. Schering-Plough also sponsored the project and agreed to mount, frame, and display all of the students' prints at their corporate gallery. Art teacher Janice Marsili wrote, "I had taught Lexi, a special education student before. She liked art, but was often distracted in class. She quickly took to Nanci Hersh, our AIE Teaching Artist, and with her support ended up creating two etchings instead of one during the residency. Lexi also became the 'expert' on helping students pull their prints at the press. Even when the residency was over for the year, her interest in art continued to grow. This grant proved to be the catalyst for her newfound artistic passion." The business students typed all the cookbook recipes and were present at the culminating event on June 12, 2008 where they marketed the cookbook and raised over \$1,000 to help restore the Oswald J. Nitschke House.

