

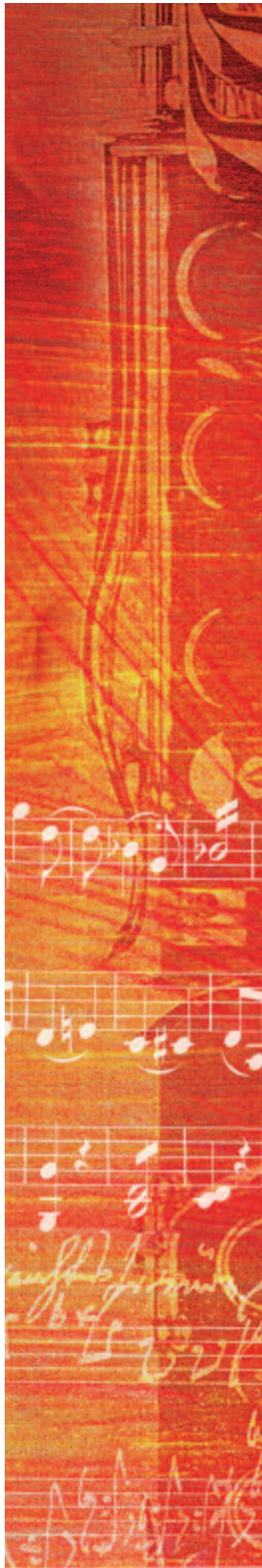
Bringing the Arts to Life, Bringing Life to the Arts

**PRESENT AN ARTIST IN RESIDENCE PROGRAM
WITH SUPPORT FROM THE NEVADA ARTS COUNCIL**

An Artist in Residence project encourages students and community members to understand the role of the artist in contemporary society, to engage in the creative process, and to think critically about the role of the arts in education. Artists contribute to the learning process for people of all ages. One artist can be the creative spark that inspires a teacher, administrator, school district, or whole community to incorporate the arts as a more central and permanent component of daily life.



ARTS EDUCATION BEGINS WITH YOU



WHAT IS AN ARTIST IN RESIDENCE?

An Artist in Residence program provides students, teachers and communities with direct hands-on arts experiences through personal interaction with teaching artists. These individuals are professional or traditional artists working in any artistic discipline with training and experience in an art form and with knowledge of educational practice. The teaching artist may work in long-term or short-term residencies in classrooms or in a community setting, or may lead program development through involvement in curricular planning and residencies with school partners. A teaching artist is an educator who brings the creative process into the classroom and the community, and whose discipline might include: Visual Art, Architecture, Design, Music, Dance, Choreography or Theatre Arts, Film or Video Arts, Writing or Art History, or Folk Arts.

The residency design allows the artist to explore his or her discipline with students, teachers and community members through a variety of components that may include teacher workshops, classes, lectures and discussions, rehearsals, performances, community events, and perhaps a final project.

Residency programs in school settings enrich and support ongoing arts education through innovative project-based leadership and modeling. Community-based residency programs provide opportunities for seemingly unrelated groups to find ways of engaging with each other. For example, a residency with a theatre artist could engage opponents of a planned development to explore different outcomes or “final acts.” Citizens can also collaboratively explore a topic, such as a residency with a filmmaker who works with community members to create a video commemorating town elders.

A very important part of a successful residency is sharing the ongoing and final activities with members of the community and elected officials to develop broad and continued support for arts education. Programs encourage students and community members to understand the role of the artist in contemporary society, to engage in the creative process, and to think critically about the role of the arts in education.

Rachel Hartsough is an arts education specialist, presently working and living in Davis, CA. Hartsough worked most recently as the Curator of Education at the Nevada Museum of Art in Reno. She has taught Visual Arts and Digital Media to children and adults for more than 15 years. Hartsough served as a member of the Nevada Academic Standards Development Team, writing the state’s Visual Arts Standards for grades K-12.

BRINGING THE ARTS TO LIFE/BRINGING LIFE TO THE ARTS

WHY HOST AN ARTIST IN RESIDENCE? WHY ARE THEY IMPORTANT?

An Artist in Residence provides a unique opportunity for students and community members to work directly with a practicing artist. In most cases, participants in an artist residency will acquire more advanced skills in a particular art form than they would normally achieve through regular educational experiences.

Just as important, because of current academic restrictions and economic factors, exposure to the arts in many educational settings has been severely limited. Now, more than ever, programs like these are needed to support learning experiences which encourage trial and error, creativity, self expression, and experimentation.

Residencies provide rich opportunities for students to gain important exposure to the many benefits of arts education, including improved academic performance, problem-solving abilities, critical and creative thinking, self-esteem, and collaboration skills. Arts education can play a major role in a child's academic and social development. Students who participate regularly in the arts are taught to be more attentive and perceptive, frequently possess higher tolerance for diversity, are bigger risk-takers, and better listeners.

Hosting an Artist in Residence can bring many wonderful benefits to the sponsoring school or organization. A residency can raise practical and cultural awareness and provide important community building experiences within an organization, which can ultimately lead to a beautified, and more cohesive, tolerant, and proud community or school climate.

WHO CAN HOST AN ARTIST IN RESIDENCE?

Artist in Residence programs most frequently take place in schools and arts or community organizations, but should by no means stop there. An applicant for Nevada Arts Council (NAC) funding does not have to be an arts organization either. As long as the organization meets the eligibility requirements, NAC welcomes applications to support arts projects from non-arts organizations such

as tribal governments, city agencies, county parks and recreation departments, social service organizations, hospices and juvenile centers. We understand that arts programs presented by these organizations may often be the sole source of cultural activity in their respective communities or the point of access to new audiences. Be creative in developing a residence program that serves the unique needs of your school or organization. Here are a few ideas to get your creative juices flowing!

Schools

- A ceramic artist, muralist, or mosaic artist works with elementary school students to create a curriculum-inspired work of art to be permanently installed on the school campus.
- A writer conducts poetry and writing workshops with students to write about the artwork that they created, and presents the writings in the form of a public poetry reading or presentation.
- Professional dancers teach after-school classes to middle/high school students and present their work to the community with a professional and student performance each spring.
- A visual artist conducts a portfolio preparation workshop which helps high school students review & prepare a portfolio for their college application.
- A cultural diversity program presents a survey of art from around the world in an effort to promote multicultural appreciation and tolerance and reduce racist attitudes among students.
- Moving Through Verbs and Adverbs provides engaging movement exercises and activities that teach and reinforce basic grammar in a fun and active learning environment.
- A professional development workshop for teachers, working with students in K-12 grades, explores how to address the arts standards in the classroom.

Non-Arts related Community Organizations

- A painter works with terminally ill patients at a local hospital. The residency culminates in an exhibit of patient artwork presented in the hospital and to the community.

schools

BRINGING THE ARTS TO LIFE/BRINGING LIFE TO THE ARTS

- Local wildlife preservation organization hosts a residency in which an illustrator works with high school students to develop botanical drawing skills in conjunction with a unit on botany. Students ultimately create a field guide to local flora.
- Historical society presents a community program series on the history of the American Cowboy, including culture and heritage, teaching poetic time and meter, and composition of Cowboy Poetry.
- Community science center explores images of the environment while creating a visual art project based on the theme of patterns within nature.

Tribal Governments

- Classical musician explores western music with students in rural or tribal schools.
- Nevada Folk Arts roster artists conduct community workshops or master classes in traditional arts, technologies, or lifeways in order to preserve and pass on these techniques.
- A multi-generational project works with an audio artist and storytellers to record traditional oral histories, tales, and legends. An audio CD or podcast is produced and made available to statewide schools and other organizations.
- An after-school program series is presented at public libraries throughout the state featuring Native American storytelling, language, cultural training, and oral history.
- Tribal government works with visual artists to create a mural project based on local history and culture.

County Parks and Recreation

- Dancers, visual artists, and writers present a series of family cultural celebrations, such as Day of the Dead, which represent the demographic of the community and are held at recreation centers.
- Theatre Arts workshops for children and teens teach pantomime, puppetry, mask-making, story theater & creative writing, physical comedy, improvisation, mime, and movement.
- Hip-hop: Evolution or Revolution dance workshop series for high school students explores the physics and philosophy of this fast-paced and provocative dance form.

- Cross-generational storytelling invites all members of the community to listen to stories of the shared cultural history of a locale, and to create and record new stories for future generations.

Arts Organizations

- Improvisational theatre artist can present professional development workshops with teachers at a museum, teaching them how to incorporate both the visual and performing arts into their classroom curriculum.
- Rock Arts Foundation works with an art scholar and visual artist to present a program on Modern Petroglyphs. Inspired by Red Rock petroglyphs, community members are invited to study actual petroglyphs and pictographs, and then design their own symbolic forms.
- Local dance company invites nationally acclaimed dancer to create new original pieces of choreography for the company. While in residence, these artists' classes are open to the public, and each residency ends with a public showing of the new dance.

HOW TO SET UP A RESIDENCY

Setting up a Residency

Typically, a residency, especially in a school setting, requires a planning committee that must include the artist, and could also consist of teachers, administrators, parents, and leaders of community groups like the local arts council, libraries, and parks and recreation programs. All involved parties should first consult deadlines and requirements for the grant application, and then develop a strong project or theme for the residency based on the strengths of the Artist in Residence and school or community groups, and the ability of the participants. It is important to develop a practical plan from the outset. Be ambitious, but realistic about what the participants can learn and achieve during the course of a residency.

community

BRINGING THE ARTS TO LIFE/BRINGING LIFE TO THE ARTS

WHAT ARE THE AREAS OF FOCUS

Artist in Residence Programs should address one or more of the following Areas of Focus. For community residencies, you may want to combine several components of these themes for your residency project.

Arts Education

The development of cognitive (knowledge), behavioral (skills) or affective (appreciation) learning in one or more arts disciplines which include dance, drama, music, visual arts, traditional and folk arts, video and film, and writing.

- A long-term residency systematically addresses specific visual arts media—such as painting, oil pastel, collage, and drawing—to develop skills and competency utilizing different media and recognizing the work of different artists who historically worked with these media.

Arts Integration

The use of the arts as tools to strengthen teaching and learning in non-arts subjects such as reading, social studies, science, math, etc. Residencies provide a great opportunity for children to participate in art activities based on what they are already studying in their classrooms. The art project reinforces the academic learning taking place in the curriculum, and at the same time gives students and teachers the opportunity to express their creativity.

- High school students studying specific historical periods, such as the Harlem Renaissance, Victorian England, the French Revolution, or the American Civil War, enhance their learning experience through an investigation of the art, music, or writing of an era.
- Middle school students enhance their study of Shakespeare by producing a period-specific staged performance, including set and costume design.
- Elementary school students work with a visual artist to research local flora and fauna, and then paint a mural at their school to promote environmental awareness, preservation, and conservation.

Arts for Social Development

The use of the arts as tools to promote social development (for example, improved social outcomes for at-risk teens) or health and healing, such as using the arts with seniors, patients with Alzheimer's, autism, other learning and/or physical disabilities.

- An art museum hosts a visual artist to create and provide a series of specialized classes for those suffering from Alzheimer's and their family members or care partners focusing on creating a dialogue around looking at and making art.
- A poet or writer works with incarcerated youth to develop creative writing skills and produce a literary journal documenting personal experiences, culminating in a public reading and poetry slam.
- A dancer provides creative movement workshops for students with physical disabilities or impairments, culminating in a public performance that includes work choreographed specifically for wheelchairs.

Consider These When Developing Your Residency

1. What is the greatest overall arts education need in your school or organization?
2. What kinds of arts education activities already take place in the school or organization, and how might an Artist in Residence enhance or complement these?
3. What makes your community unique and how might a residency celebrate these qualities?
4. Consider how you will evaluate the effectiveness of your residency.
5. How will you accommodate students with special needs in your residency?
6. Consider the kinds of professional development opportunities that might be provided by an Artist in Residence for your teachers, administrators, and staff.
7. What kind of housing or other hospitality might you be able to provide for the artist?
8. Are there any weather, schedule, or space restrictions or considerations that will dictate the best timing for your residency?
9. What are the relevant curricular links that can best support or be complemented by an Artist in Residence program? To which grades do these best apply?

BRINGING THE ARTS TO LIFE/BRINGING LIFE TO THE ARTS

Get More Bang For Your Buck!

Maximize the impact of an Artist in Residence by having them perform a variety of functions. For example, an artist can work with students during the school day, teach professional development workshops for teachers after school, and provide parenting tutorials in the evening (of course, probably not all on the same day). The more that the entire community can become engaged with the artist, the greater the impact after the residency has ended.

A Day, A Week, A Month...

An Artist in Residence can conduct programs that last anywhere from one day to one month or even longer. With the proper planning in place, an Artist in Residence can work with a school or other organization for an extended period of time—even an entire semester—spending 2-3 times a week with students, teachers, and other members of the public. Long-term residencies provide an opportunity for artists to develop a stronger relationship with their hosts, and provide a great structure for after-school, school break, and summer programs.

WHERE CAN AN ARTIST IN RESIDENCE PROGRAM TAKE YOU?

The sky is the limit! Here are just a few suggestions to get you thinking about how to incorporate an Artist in Residence into your school setting or community program:

- An artist and writer work with seniors at an assisted living center to create a Book of Days commemorating special events in their lives to share with their families and loved ones.
- A singer-songwriter works with low-income students in an after-school program to learn about song writing, write original music and lyrics, and create a music CD of completed works for their school peers and families.
- An artist works with local environmental organizations to create community arts projects celebrating the planet that are then displayed to the community at a public celebration for Earth Day.

Remember, the more you plan out your residency, and the better organized you are before you start, the more participants will get out of the program, and the greater the impact on learning and artistic growth. Hosting an

Artist in Residence is well worth the effort! Engage as many teachers, parents, and administrators as possible, and the whole community will benefit from the residency.

WHO CAN BE AN ARTIST IN RESIDENCE?

The Artist in Residence Roster

The Roster is a resource of artists for teachers and organizations seeking to bring the creative process into the classroom and community. Every three years the Nevada Arts Council convenes a panel of arts education experts to review applications from artists who have experience and/or training in the teaching of their art forms, and have the desire to be Artists in Residence in Nevada's schools and communities. The result of this process is the Artist in Residence Roster — a list of teaching artists specializing in visual arts, dance, music, theatre, media arts, folk and traditional arts, and literary arts. The roster artists are available to help sponsors plan, evaluate and implement arts in education projects in a variety of settings, from schools to youth organizations, to senior centers to prisons.

The roster also identifies artists who have program experience with at-risk youth, social services, special needs audiences, and life long learning. The roster features biographical information on each artist, as well as examples of sample and past programs, areas of expertise, geographical availability, language proficiency, references, contact information, and more.

The Nevada Folk Arts Roster

The Nevada Folk Arts Roster, part of the Folklife Education Initiative, is a resource for schools and community organizations. The roster features Nevada folk and traditional artists who are available for school programs, master classes, public presentations and performances. Available artists specialize in traditional arts ranging from African dance to Paiute storytelling, Irish dance to Japanese Taiko drumming, Mexican paper flower design to Chinese dance, and Thai cultural arts to Paiute-Washoe basket making.

roster

BRINGING THE ARTS TO LIFE/BRINGING LIFE TO THE ARTS

Information on specific academic standards that are addressed in each artist's program is available on the Nevada Folk Arts Roster web pages. These include Nevada educational standards for History, Science, Social Studies, Visual Arts, Geography, Music, and Physical Education in grades K-12. A Teacher's Guide is also available online for downloading and printing.

Both Rosters are available at www.nevadaculture.org/nac/ or by contacting NAC staff at 775.687.6680 or 702.486.3700.

LOOKING FOR FUNDING FOR AN ARTIST IN RESIDENCE?

Grants for Artist in Residence programs are available through the Arts Education program of the Nevada Arts Council. Grants usually require matching funds or in-kind support so get creative and start lining up resources now. Here are some ideas for funding and low-cost or donated supplies to get you started:

- Partner with your local Parent-Teacher Organization (PTO or PTA) to generate matching funds.
- Partner with other community groups—Rotary Club, Boys and Girls Club, Junior League, or other community service organizations for funding, supplies, or volunteer support.
- Find out what type of technical skills or business connections exist in your community (including your students' parents) and call upon these for support. For example, a cement company can help to pour the base for a public sculpture installation, a caterer can make food for an art opening, a designer can create an invitation to a poetry reading, a newspaper can place an advertisement for a public performance, a gallery or frame shop can provide mat board for mounting artwork, a seamstress can help make costumes, a carpenter can help to build sets for a performance, etc.
- Request specific donated art materials or other supplies from parents or local merchants.
- Consider using safe industrial waste products—are there any materials being made locally that have usable by-products from their production such as scrap wood, mat board, broken tiles, or surplus building materials?

- Request sponsorship from a local bank or business in exchange for presenting an exhibit of completed artwork from the residency.
- Most important, don't be afraid to ask—for money, materials, or volunteer support. Anyone is fair game. You may not always get what you ask for, but you won't know if you don't try!

Grant guidelines and applications are available at www.nevadaculture.org/nac/ or by contacting the Arts Education Coordinator at 702.486.3738.

The Arts Education (AE) Program of the Nevada Arts Council is dedicated to promoting and expanding quality arts education experiences and lifelong learning in the arts for all Nevadans. The audiences of tomorrow are born in today's schools. Studies have shown that quality arts education programs enhance academic performance. Arts education helps students of all ages develop essential life skills and problem solving abilities that prepare them to succeed in our global, technology-based society. Please join us in our goal to make the arts a basic part of the educational experience for preschool through college-aged students, and in lifelong opportunities for adults.

The intent of the AE Program is to enrich and support arts education, and is dedicated to:

- Providing resources that introduce Nevadans to the importance of lifelong learning in the arts
- Developing collaborative relationships with Nevada schools, teachers, parents and administrators
- Supporting and strengthening partnerships with local arts agencies and service organizations
- Promoting arts awareness throughout Nevada

Through program components and services we hope to provide the impetus for an administrator, teacher, student, school district or entire community to embrace the arts as central and permanent components of daily life.

To learn more about other funding opportunities for artists and educators, and for complete eligibility requirements, please review the Arts Education Grants Guidelines, which can be found at www.nevadaculture.org/nac/ or by contacting NAC staff at 702.486.3738.

funding

NEVADA ARTS COUNCIL

The Nevada Arts Council, a division of the Department of Cultural Affairs, was created as a state agency in 1967. Charged with supporting Nevada's arts and cultural sectors and expanding access to and public participation in the arts, The Nevada Arts Council (NAC) receives funding from the Nevada State Legislature, the National Endowment for the Arts and other private and public sources.

In partnership with schools, arts institutions and communities, NAC actively works to bring artists, a diversity of art forms and audiences together in Nevada's metropolitan centers and most isolated rural towns.

From folklife festivals to youth artwork projects, and concert series to visual arts exhibits, NAC's support of a breadth of public programs provides residents a rich quality of life – contributing to the health and diversity of Nevada's economy and workforce, increasing tourism, strengthening communities and fostering education through the arts.

Our Vision

That Nevadans understand the impact and central role of the arts in our lives, our communities and our state.

Our Values

That we work together to strengthen the environment for artists and arts organizations to accomplish this vision.

Our Outcome

A culturally vibrant state, from the most isolated and small rural communities to the urban centers of Reno/Sparks and Las Vegas.

Our Mission

To enrich the cultural life of the state through leadership that preserves, supports, strengthens and makes excellence in the arts accessible to all Nevadans.

Our Goals

- Increase public access, participation and investment in Nevada's arts and culture.
- Incorporate the arts as an essential element in the educational experience of all Nevadans.
- Strengthen the environment in which artists' work and contributions are valued and supported.
- Encourage and support diverse organizations that produce, present and promote excellence in the arts.

Jim Gibbons
Governor, State of Nevada

Michael E. Fischer
Director, Department of Cultural Affairs

BOARD

Tim Jones, Chair	Reno
Julia Arger	Reno
Stephen Caplan	Henderson
Stacy Endres	Reno
Firouzeh Forouzmand	Las Vegas
Barbara Good	Henderson
Carol Johnson	Reno
Joan Lolmaugh	Henderson
Bill Sims	Winnemucca

Susan Boskoff, Executive Director

Arts Education Program

Maryjane Dorofachuk, Coordinator, Las Vegas
mdorofachuk@nevadaculture.org; 702.486.3738
Catherine Borg, Program Assistant, Las Vegas
artsed@nevadaculture.org; 702.486.3700

Carson City Office

716 North Carson Street, Suite A
Carson City, NV 89701
775.687.6680 • 775.687.6688 Fax
1.800.687.6680 (toll-free)

Southern Nevada Office

2755 E. Desert Inn Road, Suite 160
Las Vegas, NV 89121
702.486.3700 • 702.486.3887 Fax

Website

nac.nevadaculture.org

**Artist in Residence written
by Rachel Hartsough**



NEVADA
arts
COUNCIL

