



ONTARIO ARTS COUNCIL  
 CONSEIL DES ARTS DE L'ONTARIO  
 an Ontario government agency  
 un organisme du gouvernement de l'Ontario



# engageARTS: Diversity of Voices - Artist Residency

## Planning for a Successful Project

**Contact Information:**

Teacher:

School:

Address:

Phone:

School hours:

am start time	am recess	Lunch	pm start time	pm recess	dismissal	other

Artist:

Email/Phone:

**Dates of Project:**

Day 1	Day 2	Day 3	Day 4	Day 5

**Best opportunities to debrief/plan/check in** (eg lunch, prep, email, other):

**Focus of Project: Big Idea/Guiding Questions:**

**Learning Goals:**

Teacher:

Artist:

Students:

## Sharing Responsibilities

	Artist	Teacher
<b>Developing relationships with students</b>	<ul style="list-style-type: none"> <li>- learns students' names</li> <li>- engages all students in all activities</li> <li>- gives on-going positive feedback to students</li> </ul>	<ul style="list-style-type: none"> <li>- Ensures students are wearing name tags at all sessions</li> <li>- gives on-going positive feedback to students</li> </ul>
<b>Co-planning</b>	<ul style="list-style-type: none"> <li>- designs the overall residency project, with a focus on the chosen theme</li> <li>- shares a project overview prior to the project and a detailed plan in advance of each session</li> <li>- invites input and feedback from the teacher</li> <li>- invites participation of the teacher during and in between visits to extend and deepen the learning</li> <li>- debrief each session : <i>What was the learning for students? What worked well? What needs to be taken into consideration for the next session?</i></li> </ul>	<ul style="list-style-type: none"> <li>- provides in-put and feedback, based on knowledge of students</li> <li>- makes curriculum connections and extends the learning into other curriculum areas</li> <li>- plays a role during each session, e.g introductory activity, reflection activity (exit card, journal entry), leads a discussion, etc.;</li> <li>- documenting student learning</li> <li>- debrief each session : <i>What was the learning for students? What worked well? What needs to be taken into consideration for the next session?</i></li> </ul>

<b>Classroom Engagement</b>	<ul style="list-style-type: none"> <li>- honours the classroom agreements and routines that are in place</li> <li>- may choose to establish and introduce one or two additional agreements related to use of materials, or collaboration in arts activities. This is discussed with teachers first</li> <li>- Knows when to call upon the teacher for support</li> </ul>	<ul style="list-style-type: none"> <li>- communicates classroom agreements, expectations and routines to the artist</li> <li>- discusses routines and engagement techniques that the artists would like to put in place for the residency</li> </ul>
<b>Documentation of Student Learning</b>	<ul style="list-style-type: none"> <li>- engages the students in hands-on experiential learning</li> <li>- takes photos and video when appropriate (confirms media release forms are signed)</li> <li>- shares observations and impressions with the teacher after each session</li> </ul>	<ul style="list-style-type: none"> <li>- takes photos and video of arts learning in action (ensures media release forms are signed)</li> <li>- invites students to share their thinking aloud and in writing</li> <li>- displays student work or photos of student working, with their reflections to make their thinking visible</li> <li>- use assessment as and for learning tools to gather evidence of student learning</li> <li>- invites the principal to visit the classroom to see the learning in action</li> </ul>
<b>Celebration of Student Learning</b>	<p>Artist and teacher co-plan a way to celebrate the student learning. The process is the most important aspect of the residency.</p> <p>How will you highlight and celebrate the creative expression and thinking of the students throughout the residency?</p> <p>How will you engage the principal, vice principal, parents, other teachers and students in the school, with a focus on the process, rather than the pressure of final polished presentations?</p>	

Please note:

It is the teacher's responsibility to inform the artist if they need to be away from the class on a day that the artist is booked. Artists will not attend engageARTS sessions with supply teachers.

**Notes:**

**engageARTS: Diversity of Voices Contact Information:**

**Lorraine Sutherns**, Program Coordinator, The Arts  
lorraine.sutherns@tdsb.on.ca

**Jennifer Watt**, Program Coordinator, Teachers Learning & Leading  
jennifer.watt@tdsb.on.ca

**Tracy Thomson**, Central Lead Teacher, The Arts  
tracy.thomson@tdsb.on.ca