



# Residency Planning Guide

In order to plan an engaging & rich art experience the Teacher & Teaching Artist must address *The Standards Aligned System* and *The Curriculum Framework* listed in the points below as they write the residency plans and the lessons that will accompany that plan. **For more information please visit the PA Department of Education website and learn more about the Standards Aligned Systems (SAS) and the Curriculum Framework.** <http://www.pdesas.org/default.aspx>

*The Standards Aligned System (SAS)* is a comprehensive approach to support student achievement across the Commonwealth. SAS is partnered with *The Curriculum Framework* which specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

School: \_\_\_\_\_ Artist: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Subject Area: \_\_\_\_\_

Core Group(s): \_\_\_\_\_

Identify the number, age, and type of students in the core group(s) and how they are selected. The core group(s) can be comprised of various ages and grade levels but may not exceed three (3) groups of more than 30 students per group.

**IMPORTANT: *The Artist meets with each core group each day of the residency.***

1. **Learning Objectives:** Describe what you want the students to achieve as a result of this residency. Show how the art form will be integrated into various curricular areas.

*Example:* This unit reinforces students' understanding and provides practice in identifying literary devices, including figurative language, alliteration, and personification.

The Students will:

- ❖ review the use of figurative language.
- ❖ explore the use of alliteration.
- ❖ explore the use of personification.
- ❖ examine the effects of literary devices in fiction.

2. **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

*Example:* How does interaction with text provoke thinking and response?

3. **PA Academic Standards:** Pennsylvania Standards describe what students should know and be able to do; they increase in complexity and sophistication as students' progress through school. List the standards and their ID # here; this information is on the PA Department of Education website. <http://www.pdesas.org/default.aspx>

4. **Big Ideas:** A Declarative statement that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

5. **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
  
6. **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
  
7. **Key Art & Non Art Vocabulary:**
  
8. **Assessment / Evaluation:** Describe the Formative & Performance Assessment method(s) you will use to measure and evaluate the impact and effectiveness of the residency. Include copies of these assessments and their rubrics.
  
9. **Related Materials & Resources:** Describe any additional resources, art and non-art related that you will use to enhance the residency.
  
10. **Other Student Groups:** Describe any activities affecting a wider scope of the school/organization. Some examples would include Introductory Assemblies, Presentations, Workshops, Exhibits or Performances open to the school or organization.
  
11. **Community Outreach/Parent Involvement:** Describe any activities that would reach parents and the surrounding community. Some examples would include “Meet the Artist” breakfast/lunch at the school or organization, exhibit or performance open to parents and the community.
  
12. **Facilities/Supplies:** Describe the facilities, materials, supplies, space, etc. needed for the residency. Include studio time/space for the artist.

**Schedule / Residency Timeline:** Please include a sequence of events and/or activities here or in a separate document. This can be a day-by-day schedule with a general outline of each of the daily activities planned. Also, this helps for AIE Director to plan a site visit.

**Day 1:**

**Day 2:**

**Day 3:**

**Continue describing each day of your residency that you contracted for in the budget plan. Example: 2 planning days & 18 residency days will show a schedule outlining 20 days.**