



LANE ARTS COUNCIL
Arts Education Teaching Artist Application

To fill out online: [Teaching Artist Application](#)

Residency and Performance Assembly Programs

Name:

Primary Discipline:

Personal Biography (3-5 sentences):

Address:

Phone:

E-mail:

Website:

Indicate age-appropriateness of your activities/performance. Circle or X next to response

Grades K-2 (ages 5-8)	Very Appropriate	Could Do	Not Appropriate
Grades 3-5 (ages 9-11)	Very Appropriate	Could Do	Not Appropriate
Grades 6-8 (ages 12-14)	Very Appropriate	Could Do	Not Appropriate
Grades 9-12 (ages 15-18)	Very Appropriate	Could Do	Not Appropriate
Intergenerational groups	Very Appropriate	Could Do	Not Appropriate

Availability

We understand that schedules change and special circumstances are always an issue. Please note any other commitments that affect or factors that further clarify your availability.

If accepted as an Arts Education artist I agree to a criminal history check. _____YES _____ NO _____Need Info

If accepted as an Arts Education artist, maintaining insurance is required. When such policies are purchased, Lane Arts Council must be listed as additional insured. The artist must provide certificates of required insurance to Lane

Arts Council before commencing work. General liability with limits not less than \$1,000,000 per occurrence and \$2,000,000 for the aggregate are required as well as the teaching artist maintaining auto liability insurance.

Indicate your experience with/proficiency in:

Second languages:

Extensive work with/exposure to another culture or special population:

Have you currently or previously worked with an Arts Education program? ____YES ____NO

If yes, please describe:

How familiar are you with Oregon Content Standards and Common Core Standards (in the Arts and other related areas) and/or school performance measurements or curriculum goals:

____ Very Familiar _____ Somewhat familiar _____ Not familiar

Are there trainings that will help you become a more effective Arts Education artist? Please describe.

Signature

Date

RESIDENCY DESCRIPTION

Answer only if you are interested in Artist Residencies

Describe an example of one residency you propose to teach as a teaching artist. Base your description on a two-week residency, assuming you meet with 8 (K-5) classes 4 times each.

Residency Title:

Grades: Type of Class:

Length of session (min.):

Describe what supplies, facilities, and/or equipment may be needed for your residency. Include an approximate cost, either per project or per child.

LEARNING OBJECTIVES

("Students will be able to..." or "Students will understand...")

1.

2.

3.

ASSESSMENT CRITERIA

(What are you looking for to determine progress?)

1.

2.

3.

ARTS INTEGRATION

(What [Arts Standards](#), [Common Core State Standards](#), and/or [21st Century Skills](#) best reflect your residency?)

It is important for teachers and principals to understand the specific ways in which your program helps K-12 students meet arts, social studies, language arts, science and math standards. Below are sets of questions that apply to the each subject area's standards. Please read over them carefully and check the ones which most accurately describe your residency or assembly.

Arts Standards - Please select TWO statements from below. Does your program...

- Help students explore and describe the use of ideas, techniques and problem solving in the creative process?
- Help students create, present or perform a work of art that demonstrates an idea, mood or feeling using essential elements or organizational principles?
- Allow students ample opportunities to respond to works of art and give reasons for preferences using new arts/culture terminology?
- Help students examine how a work of art reflects an artist's environment and personal experience within a society or culture?

Social Studies Standards - Please select ONE statement from below. Does your program...

- Allow room for students to construct, support and refute interpretations of history using social or cultural perspectives?
- Help students compare and contrast past and present situations, people and events in neighborhoods and communities?
- Allow students to identify how people or other living things are affected by events, issues or problems?
- Give space for students to engage in informed and respectful discussion of issues, events and ideas?

Language Arts Standards - Please select ONE statement from below. Does your program...

- Demonstrate the skills and dispositions needed to be a critical consumer of information?
- Help students develop and strengthen their writing skills by planning, revising, editing, rewriting or trying a new approach?

Math Standards - Please select ONE statement from below. Does your program...

- Help students measure and estimate lengths in standard units?
- Help students reason with shapes and their attributes?
- Help students develop an understanding of fractions as numbers?
- Demonstrate a different way to represent and interpret data?

Science Standards - Please select ONE statement from below. Does your program...

- Helps students conduct an investigation to determine whether the mixing of two or more substances results in new substances?

___Help students plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model that can be improved?

___Explain the reasons why similar investigations may have different results?

___Define the criteria and constraints of a design problem, taking into account relevant scientific principles?

___Help students evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem?

ACTIVITY STEPS

Provide the goal for each day and a sample of the sequence of activities you will use to meet your objectives. Or attach curriculum examples that you have already developed. (Must cover at least 4 sessions).

Session	Goal	Lesson Steps
1		
2		
3		
4		

Is there any new arts, social sciences, language arts, science or math related terminology students will gain from your residency or assembly? Examples: composition, mass, value, bisque, tempo, etc. (5-10 terms)

Are there any videos of you on YouTube of you performing, interacting with students or others?

What related study or preparation is requested before the teaching artist arrives?

How will the classroom teacher support the teaching artist during the residency visits?

What finish-up, follow up work will the classroom teacher complete once the teaching artist leaves?

Describe activities or workshops you can offer teachers, parents or volunteers in connection with your residency.

PERFORMANCE ASSEMBLY

Answer only if you are interested in providing Performance Assemblies

Describe ONE example of a performance assembly that you can provide. Assemblies are typically 45-60 minutes in length and are often performed for the entire school (k-5), middle or high school.

Discipline: Grades:

Description:

Main idea(s) you wish to communicate to the audience.

Describe any specific culture(s) that your assembly reflects.

How will the students be engaged in the assembly?

Describe activities or workshops you can offer students or teachers in connection with your assembly.

Describe what facilities and equipment are needed for your assembly.

Are there any videos of you on YouTube of you performing, interacting with students or others?

IMAGES

Please attach a profile picture image and an image or two of your work to the email you send to Lane Arts Council with your application. THANK YOU!