



## Arts Integration Partnership and Planning Best Practices Checklist

This checklist is your best practice guide for planning and implementing an Arts Integration residency between a teaching artist and a school, classroom, or grade level.

### 1. Set the Stage: Initial Planning Meeting (*preferably in-person*) (A)

- Define Your Residency Goal/s
- Discuss the Artist's Role, Teacher's Role, and Administrator's Role
- Determine the Non-Arts Focus Area (e.g. literacy, math...)
- Discuss the artist's repertoire of arts skills and select a specific approach that complements the non-arts focus area
- Discuss the Big Pieces – How will the arts & non-arts areas integrate best? What is the ballpark number of workshops? Will there be a culminating event?
- Budget Basics: Determine how residency will be funded as well as primary budget needs and requirements (if through a grant/PTO/school)
- Create the planning schedule: Meetings should be planned for – 1.Pre-residency, 2.During residency (ongoing check-ins), and 3.Post-Residency (debrief).

### 2. Get to know each other: Observation (*in-person*) (A)

- Artist observes a class to understand the dynamic
- Artist gets to know the unique culture and customs of the group
- Notice any focus prompts or classroom management strategies that are already in place in the classroom
- Discuss the student group's unique strengths and areas of growth potential and design a residency to support these strengths and areas

### 3. Finalize the Lesson: Detail Planning Meeting (*email or in-person*) (A)

- Finalize the Main Curriculum connections/standards
- Establish the Learning Outcomes
  - Artistic outcome(s) (can include the processes, elements, and vocabulary of art form)
  - Non-arts subject outcome(s) (curriculum connection)
  - Social Emotional Learning outcome(s)

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- Decide how Outcomes will be assessed
- Plan for Differentiated Instruction
- Define Student Participation
- Include Scaffolded design (for multi-visit residency)
- Finalize the Residency schedule: The exact dates, frequency of visits, length of sessions, etc.
- Finalize materials needed – quantity & type
- Finalize the budget: Using all the details above, what are the actual costs for artist fees, planning fees, supplies etc.

#### 4. Get Ready: Residency Preparation *(independently)* (A)

- Prepare/Purchase Materials
- Prepare Room Setup or Reserve alternate space

#### 5. Make it Happen: Residency Visits (A)

- Continue with Good Communication Throughout the residency
  - Communicate any schedule changes, school issues, or student changes that need to be addressed
- Provide Feedback after sessions as needed
- Do Evaluations/assessments as applicable
- Document the experience along the way

#### 6. How did it go: Debrief meeting (A)

- Teachers, Artists, and often, Admin debrief on successes and challenges
- Review evaluations as applicable



## Arts Integration Partnership and Planning Checklist Definitions & Explanations

**Pro Tip** - Best practice residencies are those in which the artist and teacher co-create the residency to meet both arts and classroom curricular goals and objectives.

### **1. Set the Stage: Initial Planning Meeting** (*preferably in-person*)

**Defining your big picture artist residency goals:** You're excited to do an arts integration residency; the key players are in place. Now it's time to chat about *\*why\** you're coming together to do this work. What exactly do you want to accomplish? **Key Questions:** What are the big goals each of you would each like to accomplish? Will there be a school-wide component like an assembly or perhaps culminating event? What's the main non-arts curricular focus (literacy, math, science)? Which of the artist's many artistic specialties or approaches will best fit these goals?

**Artist's role:** The artist designs and leads participants through arts-based activities that align with the overall residency goals. They also co-plan the residency with the teacher bringing their knowledge and experience of their artform to inform lesson designs.

**Teacher's role:** During artist-led residency activities, teachers take an all-star supporting role. The teacher supports the artist by:

- participating in activities and discussions
- documenting residency activities through photographs, video, and/or recording student comments during or in between workshops
- moving from group to group during small group activities
- doing things like adding new words to a word wall; and,
- providing necessary materials (computer, projector).

Teachers also lead in the residency co-planning by bringing their knowledge of their curriculum, academic standards, and the students to the lesson design.

**Administrator's role:** Critically important, administrators can potentially supply the artist with pertinent building information, give approval on the plan put forth, and provide additional planning, timing, and scheduling support. Make sure to determine who this key player is and keep them in the loop.

**Big pieces:** Start to shape the big pieces of the partnership. How many visits will it take to achieve the goals of the residency? Is there a minimum or maximum number of sessions expected by the funder (at least five (5) if it's from the IAC) or other requirements? A culminating event can be an impactful part of the residency to connect the students' work with their community – either external community or peers in the school – but it can be a lot of work. Talk through what the expectations are for the conclusion of the residency.

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**Observation:** Every group of students is different. Experienced teaching artists have found that there is no better way to understand the patterns and culture of a classroom than through observation. Observation is also where the artist learns how the teacher manages their classroom to ensure continuity. Look around the room and see if there are rules listed somewhere – these are nice to refer to when needed.

**Discuss the unique strengths and areas of growth potential** of this group of students and design a residency to support these. Do the students excel at group work and communication? Do the students have room for growth in their understanding of fractions? How can this residency be tailored to this unique group of students?

### 3. Finalize the Lesson: Detail Planning Meeting *(email or in-person)*

**Finalize Curriculum Connections:** Head's up classroom teacher, this is where you share as much detail as possible with your artist. The artist's role is to help advance arts understanding AND your curricular needs, but they need to know what those are. Write them down, chat about them, but be clear. *For example: Are you connecting with character perspectives? Spell out the exact vocabulary that would be most helpful related to character perspective. Connecting to the water cycle? What are the key phrases you want brought up?*

**Co-create the lesson plan:** **Pro-Tip** - keep the structure, sequence, and pace of the activities developmentally appropriate for the student ages and abilities.

Does your lesson plan:

- Incorporate elements and vocabulary of the art discipline.
- Include these artistic processes: (1) creating, performing/producing/presenting; (2) responding; and, (3) connecting.
- Address academic standards for both arts and non-arts.
- Emphasize student participation and personal choice.
- Include scaffolding.

**Learning Outcomes:** Use the residency goal(s) as a guide to set some specific and achievable learning outcomes. **Pro-tip - create one learning outcome for each key area: Artistic outcome, Non-Arts curriculum outcome, and SEL outcome.** We suggest using SMART goals for these learning outcomes (Specific, Measurable, Achievable, Realistic, and Timely.)

**Assessments:** How will your outcomes be measured? Will there be a pre and post survey, observations, or other evaluations?

**Differentiated Instruction:** Now that you know the strengths and areas of growth for the students in this group, discuss if alternate plans need to be made for any specific groups or contingencies. Does half the class tend to finish quickly? How can you plan to keep them engaged? Do you need to create a visual prompt for the activities every day because several students respond better to visual cues?

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**Student participation:** Be specific about how students will get hands-on in the learning process. They should be making their own versions of the artform by the end of the residency.

**Scaffolding** – With a scaffolded residency, the lessons connect & build from day to day with continuity. For example, a lesson on dance choreography may start with basic mimicking of the elements of dance in the first workshop, invite students to incorporate those elements in short tableaux in the second workshop, build those tableaux into eight-count dances in the third workshop, and then eventually create a full-length dance in workshops four and five. This building of knowledge creates a deeper, more comprehensive learning experience for students. Additionally, over the course of the residency, students should shift from (1) passive learning recipients to (2) active participants to (3) independent creators. Sometimes, this shift can happen in small ways in each workshop as well as in big ways over the course of the full residency.

**Finalize Scheduling:** There are three primary considerations when it comes to scheduling: (1) What School-based scheduling conflicts might there be? (2) What are the art-form considerations that need to be taken into account? (3) How many sessions with the artist are needed to be successful?

*Examples:*

1. *School-based conflicts might include school holidays, early release days, other field trips, testing dates, etc.*
2. *Artform-based considerations might include: time between sessions, how many classes they can visit in a day, and their travel distance to the school.*  
An example of why time between sessions is important: A ceramics artist often needs a week between sessions to allow drying time between steps, versus, a dance instructor who wants to keep the choreography fresh in the students' mind so they prefer consecutive days or every other day.
3. *As you plan to scaffold the information over several sessions, consider how many sessions it will take to start where the students currently are to get to the goal you've established for the residency.*
4. *& Don't forget to map in any culminating event or extra activities if planned.*

**Finalize Materials & Supplies:** Early on, you discussed budget needs. Now it's time to discuss and list all the materials needed to provide the best possible outcome based upon your lesson detail. **Key Questions:** What do we need and what do we already have? How much will materials cost? Who will pay for the materials (artist or teacher)? Who is responsible for purchasing the materials? Make sure the budget is approved by administration before moving forward.

**Finalize Budget:** When it comes to developing your budget, there are a couple important things to keep in mind: (1) If funding is coming from a funder, some items may \*not\* be eligible, so review any guidelines for eligible and ineligible expenses; and, (2) Artist fees and supply needs are a big budget factor – this may impact what's feasible in terms of overall budget, number of sessions, and if additional funding needs to be secured. Other things to start considering are \*who\* will manage the money including tracking spending, purchasing, making payments, and reporting on the budget as well as when to involve the administrator.

## 2. Get to know each other: Observation *(in-person)*.

**Observation:** Every group of students is different. Experienced teaching artists have found that there is no better way to understand the patterns and culture of a classroom than through observation. Observation is also where the artist learns how the teacher manages their classroom to ensure continuity. Look around the room and see if there are rules listed somewhere – these are nice to refer to when needed.

**Discuss the unique strengths and areas of growth potential** of this group of students and design a residency to support these. Do the students excel at group work and communication? Do the students have room for growth in their understanding of fractions? How can this residency be tailored to this unique group of students?

## 4. Get Ready: Residency Preparation *(independently)*

**Room setup:** If you'll be using a space outside the classroom, make sure to reserve the space and discuss set-up needs with facility staff or administration.

**Discuss culminating event:** If there is one, identify who is responsible for which roles of the event to ensure you have all bases covered. Culminating events often require special locations like a gymnasium, invitations to other teachers/students or parents, and sometimes food or drinks to help support attendance. It also might require the help of the building custodian to prepare the space or set up a sound system.

## 5. Make it Happen: Residency Visits

**Continue with Good Communication** – Experienced teaching artists will tell you that the best residency outcomes happen when the teacher provides them with real-time feedback. A quick email after a session with ideas of new vocabulary for the next session or tips for better student partner selections can make a big difference in the outcomes of the residency. There may also be last-minute scheduling changes or other events that need communicated. Don't be afraid to send quick texts or emails to stay in touch.

**Document along the way:** Even if you aren't doing a formal assessment. It's always helpful for the teaching artist to document their work in the classroom. Sometimes, photos of students are not allowable, but anonymous photos of hands, group photos from behind, student writing samples, or other ways to capture the progress and success of the residency are a great idea.

## 6. How did it go: Debrief meeting

**Pro-Tip - Schedule the debrief meeting early in the process when you're looking at the calendar to schedule the workshop visits.** It's extremely important, but easy to set aside. It's a great time to discuss both how it went, and to plan for the future. We're betting you'll want to do this again, and again, and again. **Key Questions:** When will the debrief happen? Will it be in-person, phone, or email? Who will be invited to debrief? Did we meet the goals we set out? How did the students grow from this experience?

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## Arts Integration Partnership and Planning Residency Planning Worksheet

Stage 1 (detail)	
<b>Teaching Artist:</b> Name, Email, Phone/Text Role/Responsibilities	
<b>Classroom Teacher:</b> Name, Email, Phone/Text Role/Responsibilities	
<b>Administrator:</b> Name, Email, Phone/Text Role/Responsibilities	
<b>Arts Integration</b> What are the main arts & non-arts concepts at the core of this residency?	
<b>Arts Integration Residency Summary</b> (in 500 words or less)	
<b>Arts Integration Residency Primary Goal/s:</b>	
<b>Budget Notes:</b> <b>Who is handling budget? Any funding restrictions?</b>	

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<b>Culminating event?</b> <b>YES/NO:</b> If yes, add notes on details:	
<b>When are you meeting to plan, check-in, and debrief?</b>	
<b>Stage 2 (detail)</b>	
<b>When can the artist observe a class?</b>	
<b>List any classroom strategies, routines, or customs to note:</b>	
<b>List the strengths and areas of growth potential of this group of students:</b>	
<b>Stage 3 (detail)</b>	
<b>Curriculum connections or standards:</b>	
<b>Learning outcome 1 (Arts)</b>	
<b>Learning outcome 2 (Non-arts)</b>	
<b>Learning outcome 3 (SEL)</b>	

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<p><b>Any evaluations, surveys, or assessments?</b></p>	
<p><b>Plans for differentiated instruction:</b></p>	
<p><b>How will this plan build over the sessions?</b> Make notes on the progressions from teacher-led to independent student learning</p>	
<p><b>Total # of sessions:</b> <b># of minutes/session:</b></p>	
<p><b>Frequency of sessions:</b> (e.g. twice/week) <b>Dates:</b></p>	
<p><b>Supplies/Materials needed? Who will provide them?</b></p>	

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<p><b>Budget details:</b> How much for artist fees, travel, planning, and supplies?</p>	
<p><b>Stage 4 (detail)</b></p>	
<p><b>Any special room setup needed?</b> Anyone else need to be contacted for this? Media specialist, custodian?</p>	
<p><b>Stage 5 (detail)</b></p>	
<p><b>Communication plan:</b> How often will you keep in touch and provide feedback? In what ways do you prefer to communicate?</p>	
<p><b>Residency Day 1 - Outline</b></p>	
<p><b>Residency Day 2 - Outline</b></p>	

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<b>Residency Day 3 - Outline</b>	
<b>Residency Day 4 - Outline</b>	
<b>Residency Day 5 - Outline</b>	
<b><u>Stage 6 (detail)</u></b>	
<b>When will the debrief happen?</b> Will it be in- person, phone, or email? Who will be invited?	

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