

PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP:  
ARTIST RESIDENCY PROGRAM GRANT PROPOSAL  
CENTRAL MONTCO TECHNICAL HIGH SCHOOL, PLYMOUTH MEETING, PA

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**NARRATIVE DESCRIPTION OF PROJECT**

***I. Goals and Objectives***

***A. Project Summary/Project Goals***

The Residency Project will serve select Central Montco students who are in grade 12. The students are enrolled in one of the following programs: Teacher Academy (TA), Early Childhood Education (ECE) or Visual Communications (VC). There will be approximately 42 students participating in the project. The TA Program is a one-year dual enrollment program for high school seniors interested in education careers; the ECE focuses on careers in PK; the VC program is divided between a fine arts focus and film & sound production. The arts is embedded in all three programs in various ways that will help support this residency. With the help of an artist in residence, students will engage in arts-based work to examine their personal belief systems and how they relate to their beliefs about teaching and learning (TA & ECE) or what it means to be an artist (VC). Students will create a mixed media book, which incorporates either Visual Teaching Philosophy Statement (TA & ECE) or an Artist Statement (VC).

***B. Essential Question of Project***

Through a critical approach, students will examine various life situations, and will question their assumptions as they delve into issues of historical events, race, class, gender and difference and how these issues connect to their respective program of study. They will consider the following questions: What kind of teacher do I want to become? How will I honor the rich cultural and linguistic backgrounds of my future students? How will I build strong relationships with my students and the community? (TA & ECE) What does it mean to be an artist? What is my role as an artist within my community, both local and global? What kind of impact do I hope my art will have in the world? (VC).

***C. Experiential Activities & Events***

***Activities***

Students will travel to The Fabric Workshop for a Study Tour and hands-on silk screening project at the beginning and at the end of the project. While at the workshop, students will view current exhibitions and use the professional art studio to create original hand silk-screened prints. The teaching artist will visit Central Montco over the course of the project, for planning meetings and instruction. During each visit the teaching artist will address a different aspect of the printing process, from formulating ideas, drawing, using studio materials, learning design composition, and incorporating text into design.

***D. Connections to literacy***

The project focuses on the idea that our own life experience colors the way we interpret what we read and see, and how we experience the world. Students will be reading educational literature from the field, specifically related to their on-going teacher research projects. Students will write a culminating one-page teaching philosophy, which they will incorporate into their visual teaching philosophy book. (ECE & TA) VC students will be reading and writing mentor artist statements and composing their own artist statement based on a series of "beliefs" exercises.

***E. Integration of curricular connections***

The project will integrate a variety of curricular connections including Art, as well as the education curriculum. Students will draw from their internship experience in the field, their course readings, and their on-going research projects as sources of inspiration for their visual teaching philosophies. (ECE & TA). For VC students, the project will serve as a natural addition to the program curriculum, which incorporates drawing, painting, sculpture, film making, sound production. During the course of the project, students will be actively immersed in learning new technology or building on their existing knowledge. Students will be using a variety of technology including, but not limited to the following-Hardware: laptops, cameras, and scanners. Software: Photoshop, and iPhoto.

***F. State Standards Addressed***

A rich variety of PA State Standards<sup>1</sup> will be met through this project.

- PA Standards for the Art & Humanities:

- Standard 9.1.12 A, B, C, E, F, H, J: Production & Exhibition of Visual Arts

- PA Standards for Reading, Writing, Listening & Speaking:

- Standard 1.3.12 C: Reading, Analyzing & Interpreting texts

- Standard 1.4.12 A: Types of Writing/Write personal essays

- Standard 1.5.12 D, E, F: Quality of Writing

***G. Learning Objectives***

The following learning objectives are detailed according to each area of integration: Art, English, Civics & Technology

**Art**

- Students will be able to (SWBAT) use elements and principles of visual arts to create images for their projects.
- SWBAT use silk-screen tools and resources to print their images.
- SWBAT recognize, know, use, and demonstrate a variety of art elements to produce, review, and revise original works.
- SWBAT paint, draw, design, and print images that will be displayed in the classroom.
- SWBAT actively engage in the revision process of their works.
- SWBAT learn a core vocabulary of print terms for techniques as well as equipment and art tools.
- SWBAT integrate and apply advanced vocabulary to the art forms.
- SWBAT safely use printing tools and will be able to articulate the safety rules.
- SWBAT integrate and apply advanced technology vocabulary to the art forms.

**Technology**

- SWBAT use and articulate how to use a variety of hardware including laptops, cameras, and scanners.
- SWBAT evaluate for effectiveness the use of technology in the art works.

**English**

- SWBAT compose a one-page philosophy/artist statement using a variety of literacy modes.
- SWBAT analyze the effectiveness of literary elements, literary devices, diction and respond to texts
- SWBAT create original writing using a variety of literary elements.
- SWBAT design a unifying theme for their visual teaching philosophy/artist statement books and will create unifying motifs throughout their books.

**Education/Civics**


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<sup>1</sup> Source: <http://www.pdesas.org/standard>

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- SWBAT critically examine issues of race, class, gender and difference in selected texts and in their own creative work.

## ***II. Core Groups***

TA, ECE, & VC students who are in grade 12 will participate in the project, approximately 42 students. These students will also have an opportunity to explore relevant curricula already embedded in their program curriculum. The project coordinator and classroom instructor is Dr. Debora Broderick.

## ***IV. Evidence of Student Involvement in the Artistic Process***

Throughout the artist residency, students will be involved in a variety of arts and multiliteracy experiences. Students will participate in a hands-on silk screening process of visual representations of their original work using a variety of technology. This experience can be divided into two distinct areas: hand-made visual art book and art image(s).

## ***V. Teacher/Teaching Artist/Staff Involvement***

Activities are planned that will bring the artist and teacher(s)/staff together, including artist-led in-service professional development (TBD and on-going planning meetings.) Beyond this initial professional development activity, participating staff will have an opportunity to meet with the visiting artist before or after teaching sessions on scheduled days in order to plan for the project. The following teachers will be participating in limited capacity: ECE instructor: Eileen Lawler; VC Instructor: Fred McCarthy; VC Instructional Assistant: Marcus Branch

## ***VI. Community Outreach/Parental Involvement***

Parents and guardians are a huge support to students and their involvement is welcomed and desired in this project. Parents and guardians are encouraged and invited into the classroom to participate on teaching artist days, as well as the Fabric Workshop field trip day.

## ***VII. Facilities/Supplies/Arts Resources***

The artist will have access to the classroom teacher's supplies and classroom space. The Fabric Workshop and Museum will provide many of the necessary art supplies and resources. Because we are located in an academic space, there is no designated studio space; however, we do have access to sinks, and the teaching artist will collaborate with the classroom teacher to make sure that all necessary arrangements are made for each class.

## ***VII. Assessment and Evaluation***

The program will also be evaluated through the use of process portfolios within their sketchbooks. Using process portfolios can serve as a meaningful on-going assessment tool where students are able to learn and grow during the project. Students will create their portfolios throughout the entire project. These portfolios will document the process of creating their books and will include sketches, writing drafts, storyboards, and on going written reflections. Students will be expected to present their portfolios/sketchbooks during the residency to the

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classroom teacher, teaching artist and their peers. We will have a celebration of student projects at the end of the residency.

Teachers involved in the project, as well as the visiting artist, can also use student process portfolios/sketchbooks for on-going assessment of their own teaching methods and to determine the effectiveness of the program.

## Calendar

Session #	Date	Description
1	Oct 8	Introduction to the project; FWM; and the Teaching Artist
2	Oct 29	Field trip to FWM
3	Nov 12	Teaching Artist @ Central Montco (Activities TBD)
4	Dec 17	Teaching Artist @ Central Montco (Activities TBD)
5	Jan 14	Teaching Artist @ Central Montco (Activities TBD)
6	Jan 28	Teaching Artist @ Central Montco (Activities TBD)
7	Feb 18	Teaching Artist @ Central Montco (Activities TBD)
8	March 17	Teaching Artist @ Central Montco (Activities TBD)
9	April 14	Field trip to FWM
10	April 28	Culminating Celebration of Student Work