|  |  |  |
| --- | --- | --- |
| *ARTS_1st* | Hawai‘i State Foundation on Culture & the Arts  Artists in the Schools Program  Partnership Grant Application Form  SY 2019-2020 **APPLICATION QUESTIONS WORKSHEET** | *HSFCA_logo_rgb* |

Use this Worksheet to compose your answers to the application’s narrative questions. Then you can “cut and paste” your answers into the online application. These questions require time and editing to prepare a thoughtful and complete answer. Do not feel obligated to use the maximum character count.

**AITS Project Title** *(100 character maximum, including spaces)*

|  |
| --- |
|  |

**Summary of Project** *(250 character maximum, including spaces)*

|  |
| --- |
| Students will…………………to learn…………..in order to……………… |

What **Fine Arts experiences** are provided for students at your school: *(500 character maximum, including spaces)*

|  |
| --- |
|  |

**1. Questions for the Principal (worth 10 points)**

Administrative and faculty support is important to the success of the Artists in the Schools Program. Use this section to demonstrate the school’s support of arts learning. Please be specific.

1A. Tell us more about your school community and why your school should receive this grant. *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

1B. What are your expectations for teachers’ involvement in the AITS Program? *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

1C. How will the administration demonstrate commitment to the overall success of AITS? *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

**Questions 2 through 7 for Teaching Artists & Teachers (to jointly answer)**

A residency must be a minimum of 8 sessions (if elementary) or 5 sessions (if secondary) with the same core group of students. Each session is a minimum of 30 minutes for lower elementary and 45 minutes for upper elementary and above. If performances are included (e.g. ho`ike), they must be supportive of the residency. If different grade levels have different topics and rationales, please list separately by grade.

**2. Residency Description (worth 20 points)**

2A. Topic of residency – In 3-4 sentences, summarize what students will learn in and/or through the art form. If the arts are integrated with another core subject and/or GLO, state here as part of topic. If there is an Essential Question, state here. *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

2B. Rationale – In 2-3 sentences, summarize why it is important that students learn this? *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

2C. Who – Identify the core group of students. *(100 character maximum, including spaces)*

|  |
| --- |
|  |

2D. What is the projected schedule (# of sessions, length of sessions)? *(500 character maximum, including spaces)*

|  |
| --- |
|  |

**3. Benchmarks (worth 5 points)**

- Identify the ONE or TWO primary Fine Arts Benchmarks (HCPS III), or portions thereof, that this Artists in the Schools residency will address.

- If it is a Literary Arts residency, benchmarks should come instead from the Common Core English Language Arts standards.

- If the residency is arts integrated, also list no more than ONE or TWO primary benchmarks from the other core subject area (Common Core or HCPS III, as appropriate). *(1500 character maximum, including spaces)*

|  |
| --- |
|  |

**4. Expected Results (worth 15 points)**

4A. As a result of participating in this residency, students will KNOW… (what knowledge, facts, or information will students learn?) *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

4B. As a result of participating in this residency, students will BE ABLE TO… (what will students do with what they know? What skills will they have learned?) *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

4C. As a result of this residency, students will APPRECIATE… (at the end, what do you hope students will think/feel about the experience?) *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

**5. Art Activities (worth 15 points)**

Describe the art activities you are proposing, and how they will help students achieve the expected results and the benchmarks that you identified.

5A. How/what will students CREATE? *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

5B. How will students PERFORM/EXHIBIT/SHARE? (Could range from informal sharing of student artwork with classmates, to a more formal presentation.) *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

5C. How will students RESPOND (reflect on their own and others’ artwork)? *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

**6.** **Assessment (worth 10 points)**

In addition to planning and instruction, good teaching also includes continual assessment of student learning. Assessment should provide evidence of student learning that is a result of your instruction. The evidence may be exactly what you expected or you may need to make adjustments to your instruction.

6A. To answer this question, select ONE of your arts-related expected results from application question #4A or #4B and copy here. *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

6B. In relation to the selected expected result, describe ONE specific arts assessment task students will do to demonstrate their learned skills and understandings. *(500 character maximum, including spaces)*:

|  |
| --- |
|  |

6C. Define THREE criteria you will use to judge the quality of what students do for the above stated arts assessment task. For each criterion, identify observable indicators of student proficiency, i.e. what does proficient look like? *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

6D. Finally, state how you will provide feedback to students to help them improve what they did. *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

**7. Professional Development (worth 10 points)**

REQUIRED Professional Development (PD) – a one-hour session minimum – led by the teaching artist - for the classroom teachers involved in the residency. The purpose is to support the continuation of arts after the residency is over. More time for PD demonstrates higher school commitment; two or three hours are optimum. If there is more than one Teaching Artist, and they are in different art forms, the PD should address each TA’s art form.

7A. Describe the PD session(s) and how it will increase the classroom teachers’ knowledge, skills or confidence in the art form. *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

7B. Give # of PD sessions, # of hours, # of teachers. *(100 character maximum, including spaces)*

|  |
| --- |
|  |

**8. Questions for Classroom Teachers (worth 10 points)**

Teachers should understand that the residencies are partnerships in which they play an active and essential role: co-planning, reflecting and assessing with the teaching artist, following through in-between artist visits to support the learning goals, and learning from and using the professional development strategies outlined in this application.

8A. How will teachers benefit from this AITS residency? *(1000 character maximum, including spaces)*

|  |
| --- |
|  |

8B. How will teachers be involved during this residency? *(1000 character maximum, including spaces)*

|  |
| --- |
|  |