

The Okanogan Region Arts Education Partnership

Enter our county schools and you will hear, see and feel the arts in action. Artists are pairing their ideas with local teachers to create engaging arts programs for students grades K-12 that teach essential skills in the arts. Jazz and blues theory for music students, stained glass windows designed and produced by students, puppetry and story telling, fiber arts: weaving, spinning and color with natural dyes, silk paintings that brighten a local hospital hallway. Bug costumes, spinning and dyeing natural fibers, petroglyph studies, African drumming and dance performances, handmade poetry books, Georgia O'Keefe inspired flower paintings, a 15 foot glass mosaic mural, a visit with Will Shakespeare, clay totem masks inspired by Native American Folklore. These things and many more, including professional performances in schools and trips to the Seattle Opera, Art Museum and Repertory Theatre are what the Okanogan Arts Education Consortium brings to regional students.

The program is facilitated by **Methow Arts Alliance** and includes the Pateros, Omak, Okanogan, Brewster, Paschal Sherman Indian School and Methow School Districts. The Washington State Arts Commission provides funding for the program through a Community Consortia grant which is leveraged by funding from the Greater Wenatchee Community Foundation, the Public School Funding Alliance, National Endowment for the Arts, the Methow Ranger District, civic groups and a host of private businesses and foundations.

The program

Artist residencies are the cornerstone of the Methow Arts education partnership. Artists provide direct hands-on learning in the expressive arts to students K-12. Residencies take place in classrooms and provide integrated arts learning as a part of the school day. Artists facilitate workshops that teach basic skills in the arts, and plan lessons that integrate the arts into other curricular areas. Residencies are between 2 to 40 hours, and artists are expected to closely plan with teachers to use their time effectively. Artists are paid \$30/hour for contact time with students, and up to a \$50 planning stipend per residency. Mileage expense reimbursement at the current state rate is available for artists traveling outside their school district. Artists should budget a portion of each residency for consultation time with classroom teachers, planning and assessment.

Program Goals:

- To facilitate learning in the arts for students to develop essential skills as outlined by the state **Essential Academic Learning Requirements**.
- To develop partnerships between artists and teachers enabling more arts integration in classrooms and deeper learning in the arts for students.
- To share students' expressive work with the community.
- To develop local capacity for arts education through teacher and artists professional development

The Artist Roster

The Okanogan Region Artist Roster is a listing of professional regional artists who have been selected to teach through the Okanogan Region Arts Education Partnership. It is a resource for teachers who select artists for residencies in the literary, performing & visual arts in their classrooms. Teachers may also find statewide artists from the Washington State Arts Commission Teaching Artists Roster which is available online.

Regional Artists wishing to teach in the program are invited to apply at any time. Applications will be reviewed and interviews will be conducted. Artists new to the program will work with a seasoned artist-in-residence before conducting a residency. Artists who demonstrate the skills and interest to teach in the program will be included in the printed and online roster that will be used by teachers to plan residencies.

Residencies

Teachers, artists and other community members can initiate a residency and apply to Methow Arts for funding, however most residencies are initiated by teachers or teacher / artist partnerships. Performing artists and groups may also apply for a performance residency to bring theatre, music and dance to large or small student groups. Our funding addresses areas of greatest need; predominantly grades K-8, in order to provide a continuum of arts education for students throughout their school years. When possible, we also serve the upper grades and advanced art students. Our preference is to serve all of the students at a particular grade level with the same residency. Residencies can take place October through May.

How to Apply

Develop a proposed “Roster Page” that includes the following sections:

- Name, address, phone number, email, website
- Preferred age/grade levels
- Possible curricular ties (list them)
- Residency Ideas
Dream up your ideal residencies, how you might share student work with the community, and consider which essential learning goals they address.
- **Supplies, Equipment, Space and Time Considerations**
Do you need a gym for dance? A kiln for clay projects? Storage space, musical instruments, stage access, art supplies? Are you available any part of the day? Are you available at certain times of the year? Are you willing to travel within the county?
- **Teaching experience**
- **Artist’s statement**

Please include the following additional materials:

- Artist Resume
Include education, awards, exhibits, commissions, performances, etc.
- Two references and their phone numbers
- Work Sample
Provide a link to your myspace or website and/or the following samples of your work. We will use your sample for our online roster once selected.
Literary artists, Composers, Art Scholars, Playwrights: Written work sample in a digital format.
Visual Artists: Pictures of your work in digital format if possible. *Singers, Musicians:* CD . *Media Artists, Dancers, Performance Artists, Actors;* DVD, link to Myspace or website.

Suggestions for Successful Residencies

- Refer to the existing roster and artist bios as a resource and an inspiration.
- Utilize our mentoring program- we will connect you with a seasoned artist who can help you work out the details of your residency.
- Collaboration between artists and classroom teachers during the planning process is crucial to keeping the residency realistic.
- Less is more. Plan experiential projects that engage students. Monologues are dull.
- Think about curricular ties and list them.
- Be as concise as possible in your description.
- Consider age appropriateness of your lessons, keeping in mind attention spans of given ages.

- Find out whether there will be any kids with special needs or behavioral issues and what their participation will entail.
- Get familiar with the EALRS and plan residencies that teach them.
www.k12.wa.us/curriculumInstruct/arts/EALRs.
- Consider materials. Be frugal but realistic. Think quality, and also be resourceful with found and student grade or common classroom materials.
- Consider storage, work, and teaching space.

Sample roster page: (please copy the given bold sections)

Bruce Morrison
 PO Box 172
 Carlton, WA 98814
 509-429-7726
 ovalpeak@yahoo.com

3 Dimensional Construction
 All Districts

Preferred Age/Grade level: grades 3 - 12

Possible Curricular Ties: History, Life Science, Literature

Residency suggestions:

Creatures and Characters: Puppets, Masks and Totems with a story to tell: Students will create three-dimensional figures or masks to explore such themes as history, life science or literature. Mythic, real or imagined, these creatures could take several forms: they could be a freestanding sculpture constructed from paper mache and built on a wire armature, or in the form of a mask, constructed from cardboard and paper mache. Using simple sculptural techniques, students will form and model features and gesture to show character. Previous residencies have explored Greek mythology, extraterrestrials, Chaucer’s Chanticleer and regional wildlife. A presentation event can follow, adding impact to the construction experience. Artist is also experienced in bilingual instruction with Spanish fluency.

Supplies, Equipment, Space and Time Considerations:

Readily available materials
 Parent volunteers are helpful
 Safe storage is needed for works in progress
 These projects require 3-4 one hour working sessions

Teaching Experience:

2001-2010 Artist in Residence, Methow Valley Elementary School, Liberty Bell Jr. High Omak East Elementary School
 2000-2002 Procession of the Species Art Camp, Twisp, WA, Natural history activities and costume creation for students of all ages
 1992-2007 6th Grade Outdoor Education; Methow Valley Intermediate School, Mountain drawing instruction
 1990-96 Methow Arts, Community Art Program, Carving Instructor

Artist’s Statement: For thirty years I have worked as a sculptor and teacher in our mountain valley. Offering students the ability to manifest their vision as form is a deeply satisfying aspect of my work.