



Massachusetts Cultural Council - STARS Residencies FY18
Sample School
Application #RES0002

Primary Contact: Diane Test
Phone: (617) 858-2709
Email: diane.daily@state.ma.us

Document Generated: Thursday, August 24th 2017, 3:51 pm

Applicant Profile

Applicant Type

Organization

Legal Name

Sample School

Address1

23 Elm Street

Sample Town, Massachusetts 02116

UNITED STATES

Telephone

(617) 858-2709

Primary Contact

Diane Test

Phone: (617) 858-2709

Email: diane.daily@state.ma.us

Applicant Status

Government - State

Applicant Institution

Elementary School

Applicant Discipline

Multidisciplinary

Grantee Race

No single race/ethnic group listed above made up more than 25% of the population directly benefited

FEIN / TAX ID

00-0000000

DUNS Number

000000000

Web Address

<http://>



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Residency Summary

School Name
Sample School

School's Dept. of Elementary & Secondary Education (ESE) Code
1234-5678

School Principal Name
Frances Kelly

School Principal Phone
123-456-7891

School Principal Email
fkelly@sampleschool.org

Has principal approved this residency?
yes

School Contact Name
Grey Freeban

School Contact Title
Arts Specialist

School Contact Phone
123-456-1234

School Contact Email
gfreeban@sampleschool.org

Project Contact Name (if different from School Contact)

Project Contact Phone (if different from School Contact)

Project Contact Email (if different from School Contact)

Cultural Partner Name
Alicia Kent

Cultural Partner's Organization
Arts for All

Cultural Partner Phone
123-789-9876

Cultural Partner Email
alicia.kent@gmail.com

Cultural Partner Discipline



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Visual Arts (05)

Have you worked with this Cultural Partner before?

no

List names of any additional Cultural Partners. If using multiple Cultural Partners, they must be collaborating on the same residency.

Has each Cultural Partner named above approved this residency?

yes

Project Title

Art Moves!

Start Date

2018-1-20

End Date

2018-3-10

Residency is scheduled during:

school hours

Number of students directly involved in the residency:

62

Grade level(s) involved:

5

Residency discipline(s):

Visual Arts (05)

Length of Residency

Total Number of Days Per Classroom

10

Total Number of Days in School

11

Calculate Sessions

A. Number of classrooms participating

3

B. Number of sessions per classroom

10

C. Number of additional sessions (if applicable)

2

D. Number of sessions for culminating event (only count if cultural partner will be present)

1



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E. Total Number of Sessions

33

Calculate Grant Amount (if approved)

Enter (Line E x \$100) + \$200 for planning with the cultural partner

3500



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Residency Overview

Top 2 Student Learning Objectives

Learning Objective #1

[Character limit is 250 including spaces]

Students will apply visual and design principles, including principles of balance and motion, to construct their own mobile.

Learning Objective #2

[Character limit is 250 including spaces]

Students will demonstrate an understanding about the influence of Alexander Calder and his invention of the mobile as a fine art sculpture.

Socially Conscious Learning Objective - What will students learn to prepare them to be positive contributors to their world? For example, does the residency help them connect with their own voice or with the world around them (such as their school, their community or environment, or another culture?)

[Character limit is 250 including spaces]

Students will use found and recycled objects to demonstrate an understanding of re-purposing materials in an effort to be environmentally conscious and to use their self-expression to voice this.

Residency Overview - What is the goal of the residency? What will the cultural partner(s) be doing? What will the students be doing? What will the teacher(s) do before and after the residency to extend learning? (Note: descriptions of individual sessions belong in the next section.) If the residency involves more than one grade, identify the unifying theme and discuss how the grades will explore the same content.

[Character limit is 2000 including spaces]

The goal of this residency is to give 5th grade artists at Sample School a special art project for their last year at the school with a local visiting artist. Alicia Kent from Arts for All will work directly with the visual art teacher and 5th grade students to build kinetic sculptures inspired by Alexander Calder and found object art. Alicia will work collaboratively with the visual art teacher to develop lessons and facilitate classes. She will engage students to think about art and science concepts and vocabulary to construct an aesthetic and functional sculpture. The project will take place over a period of two months and the expectation is that each student will have their own kinetic sculpture as well as a collaborative classroom one that Alicia will initiate and assist with throughout the project. The sculptures will be exhibited throughout the school for the entire school to enjoy.

Students will do a self-survey at the beginning and end of the project to assess learning.

Residency Session Detail - Detail what will happen in the residency sessions to show how the residency will achieve all three Learning Objectives listed above. If the residency is 8 sessions per classroom or less, detail each session. If the residency is more than 8 sessions per classroom, provide the detail by groups of sessions (for example, Sessions 1-3, Sessions 4-6, Sessions 7-9, etc.) For each session (or group of sessions) tell us what the cultural partner will teach, what activities the students will do, and what the teacher(s) will do before and after the session(s) to extend the learning.



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[Character limit is 3300 including spaces]

Session 1:

Introduction of Alicia and artwork. Students fill out self-survey. Alicia begins by showing some of her own artwork that uses motion and found objects. She engages the students in a balancing activity with their bodies and natural materials and explains the art and science concept of kinetic movement.

Session 2:

Introduction of Alexander Calder. Look through his work and discuss how this relates to the previous lesson including appropriate vocabulary. Alicia demonstrates the basic concept of making a mobile by initiating a large collaborative one for the classroom.

Session 3-4:

Students begin working with various materials. They experiment with found objects, thinking about ways to re-purpose materials and testing weight and balance and also working with wire as the main structural material in their mobile. Alicia provides demo's for each.

Session 5:

Students take a break from 3D materials and sketch their proposed mobile. Upon completion they share it with a friend and receive feedback from Alicia and the art teacher. Continue to create the collaborative mobile.

Session 6-8:

Students create their own mobiles with the assistance of Alicia and art teacher. Look at examples of other artists who use mobiles. Continue to work together on the collaborative classroom mobile and discuss where it will hang in the school.

Session 9:

Classroom exhibit and critique session. Alicia leads the critique and students share positive feedback on their final mobiles and creative process. Students and art teacher brainstorm about culminating event and prepare their artist statements.

Session 10:

Alicia works with students to put finishing touches on the collaborative mobile and finish artist statements. Students fill out self-survey to assess learning.

2 Optional Afterschool Sessions (2): Students can choose to work with Alicia and school custodian to install collaborative mobile and hang individual mobiles around school in 2 afterschool sessions .

Culminating Event - If there will be a culminating event such as an exhibit or performance, please describe. Residencies of 5 days or more in the school must include a culminating event. Indicate if the Cultural Partner will be there or not.

[Character limit is 500 including spaces]

The culminating event will be a family breakfast showcase for the families and school staff. Each student's artist statement will be posted next to their mobile; 3 students will be selected to read theirs out loud. The collaborative mobiles will be hung in prominent places in the school and remain to the end of the school year.. Community members, MCC, school board, city council members, and state legislators will be invited.

Planning with the Cultural Partner

Each grant will include a \$200 stipend to pay the cultural partner for time spent planning with the school before and during the residency. This is a critical step in developing a valuable and high quality learning experience for your students. Briefly indicate which school representatives will be involved in the planning with the cultural partner, approximately when that will happen, and for how long they will meet/talk. For example: "The four 3rd grade



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teachers will meet with the creative partner for one hour in person one month before the residency followed by a total of one hour of individual meetings during the residency."
[Character limit is 500 including spaces]

Alicia will meet with the art teacher two times prior to the residency (45 minutes each) to plan lessons and gather materials. She will check-in after each lesson to reflect and adapt lessons to the needs of the class. At the close of the residency, Alicia will have a reflective meeting with the art teacher to address successes and improvements and plan for the culminating event.



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Residency Projected Budget

Total Expense cannot be less than the Total Grant Amount you calculated on the Residency Summary page.

Cultural Partner Fee	3,300
Planning	200
Materials	300
Other	0
Expense Total	\$3,800
Grant Amount (if approved)	3,500
Funds to be raised by school	300