



Massachusetts Cultural Council - STARS Residencies FY17
Sample School
Application #RES0002

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

Document Generated: Wednesday, September 21st 2016, 3:47 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 group
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

12-3456789

School Principal Name

Chris Collins

School Principal Phone

617-858-1234

School Principal Email

ccollins@ssps.k12.ma.us

Has principal approved this residency?

yes

School Contact Name

Diane Test

School Contact Title

K-2 Teacher

School Contact Phone

617-858-2709

School Contact Email

diane.daily@state.ma.us

Cultural Partner Name

Frances Storyteller

Cultural Partner Organization**Cultural Partner Phone**

508-337-3737

Cultural Partner Email

fstories@gmail.com

Cultural Partner Discipline

Theater (04E)
Literature (10)

Have you worked with this Cultural Partner before?

yes

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



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Has each Cultural Partner named above approved this residency?

yes

Project Title

Telling Our Stories

Start Date

2017-3-7

End Date

2017-3-28

Length of Residency

Total Number of Days Per Classroom

7

Total Number of Days in School

14

Calculate Sessions

A. Number of classrooms participating

6

B. Number of sessions per classroom

7

C. Number of additional sessions (if applicable)

3

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

2

E. Total Number of Sessions

47

Calculate Grant Amount (if approved)

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

4900

Residency is scheduled during:

school hours

Number of students directly involved in the residency:

79

Grade level(s) involved:

1

2

3



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Residency discipline(s):

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Residency Overview

Top 2 Student Learning Objectives

Learning Objective #1

[Up to 250 characters, including spaces]

Students will demonstrate oral storytelling skills by using key tools of voice, gesture, inflection, timing, and dynamics in spoken language.

Learning Objective #2

[Up to 250 characters, including spaces]

Students will create a story with a beginning, middle, and end based on an original idea.

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?)

[Up to 250 characters, including spaces]

Students will demonstrate the ability to communicate their original story to their community.

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.

[Up to 2,000 characters, including spaces]

The goal of this 14-day residency is for all 79 students in grades 1-3 to work with cultural partner Frances Storyteller to develop skills in: 1) key tools of oral storytelling; 2) creating their own original stories; and 3) sharing their stories with their community. The residency will also give students an opportunity to get to know and work with a professional storyteller. Before the residency begins, we'll hold a school-wide assembly for Frances to introduce himself and tell several stories to show students the art of storytelling. Then, Frances will work with grades 1-3 through a series of experiential sessions in which students create, shape, write, polish and present their stories. The sessions will focus on the artistic aspects of developing a story arc, character, "interest," and tone. Throughout the residency, students will have multiple opportunities to "listen" for and use their "creative voice" as they develop their story line, flesh out characters, and practice telling their stories to classmates and ultimately their families. Before the residency, Frances and the classroom teachers will identify vocabulary and writing connections to the grade-level curriculum to be made during the residency. Before and after each session, teachers will extend the learning by working with students to capture their stories in writing.

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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[Up to 3,300 characters, including spaces]

Session 1: Frances will guide students in engaging their creative, spoken word "muscles" by learning a simple joke and carrying it through the process of learning, developing, adding their own "creative voice," then finding their courage and sharing it with the class. Students will be encouraged to tell their joke to someone at home. The next day, teachers will ask in class if anyone told their joke and how it went.

Session 2: Before the session, teachers ask students to think of a story they'd like to tell. Working with Frances, students create and/or recreate the bones of a story by telling what happened "first", "next", "then", "after that", and "in the end". Through this process students start to shape their story; then they'll draw it in a "comic strip". Between sessions, teachers work with students to begin writing their stories to accompany the "comic strip."

Session 3: Frances works with students to fatten out the text of their stories through a magnifying process: students "become" characters at important moments in their story, tell others about the experience and add visuals and/or text details. After the session, teachers continue to work with students to capture the new details in their written stories.

Session 4: We playfully develop character voices and texture through a series of interactive and reflective activities. Students then will be challenged to revise their spoken stories and writing with great gusto. Students continue working with teachers after the session on the writing revisions.

Session 5: Frances tells the "worst story ever;" students coach him to make the telling better. These ideas are recorded and become our storyteller's tool-box. Next: Frances challenges students to tell their stories at different emotional pitches, from boring to super exaggerated. They tune the storytelling till they find a "just right" emotional quality to their sharing. Teachers work with students between sessions to capture the tone in their writing.

Session 6: Frances and students explore different ways to tell the stories: words only, gestures only, spoken in gibberish. Students try telling their stories using words, gesture, and inflection in such a way that at any moment when "freeze" is called out students freeze into statues that are full of life energy.

Session 7: Students prepare to share their stories with their families by first sharing with a small group of children in another classroom. Stories are shared then students come back and discuss "how it went", "what went well" and "how it could improve." Before the culminating event, teachers help students practice telling their stories with what they learned from their sharing experience.

Additional Sessions: The week of the culminating event, Frances will work with each grade individually in a "dress rehearsal" for their storytelling evening in the cafetorium.

Culminating Event - If there will be a culminating event such as an exhibit or performance, please describe. Residencies of 5 days or more must include a culminating event.

[Up to 500 char.incl. spaces] Frances will join us for a "Storytelling Festival" on two separate evenings (one for gr. 1-2 and one for gr. 3) for the school community, families, friends, school committee, MCC and legislators. We'll encourage the local paper to cover the festival and we'll cover it on our website. Students will be given the choice of speaking their stories at the event or posting their written stories and comic strips outside their classrooms for families and others to read.

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."
[Up to 500 characters, including spaces]

Frances will meet with the 6 classroom teachers and the principal in person for one hour at least one month before the residency. As the residency progresses, Frances will regularly check in with the teachers and the principal for feedback and to identify any issues. Mid-way through the residency, Frances will again meet with all relevant staff to support classroom connections 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	5,100
Planning	200
Materials	0
Other	50
Expense Total	\$5,350
Grant Amount (if approved)	4,900
Funds to be raised by school	450