



Mass Cultural Council - STARS Residencies FY20
Sample School
Application #RES0005

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

Document Generated: Thursday, October 10th 2019, 4:56 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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School Information

School Name

(Enter the name of the applicant, the school applying for this grant.)

Sample School

ESE School Code (See school profile in ESE Directory)

(Enter the 8-digit school code from ESE's directory #####-#####)

0034-1234

School Principal Name

Frances Kelly

School Principal Phone

(###-###-####)

123-456-7891

School Principal Email

fkelly@sampleschool.org

School Contact Name

(School employee responsible for the residency)

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 above)

Project Contact Phone

Project Contact Email



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Cultural Partner Information

The “cultural partner” is the artist, scientist, or scholar who will be leading the residency.

Cultural Partner Name

Alicia Kent

Cultural Partner Organization Name

(if applicable)
Arts for All

Cultural Partner Phone

123-789-9876

Cultural Partner Email

alicia.kent@gmail.com

Cultural Partner Discipline(s)

(ctrl + click to select more than one, if the cultural partner has multiple disciplines.)

Dance (01)
Music (02)
Theater (04E)
Visual Arts (05)
Design Arts (06)
Media Arts (09)
Literature (10)
Folklife/Traditional Arts (12)
Humanities (13)
History (13A)
Science (15A)

Have you worked with this Cultural Partner before?

No

List the Name(s) of each additional Cultural Partner

(If using multiple Cultural Partners, they must be collaborating on the same residency.)



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Residency Summary

Project Title

(up to 100 characters. Example: Art on the Move!)
Art on the Move!

Provide a description of the residency in 100 characters or less.

(Example: "for a school residency in visual arts with Alicia Kent of Art for All.")

for a school residency in visual arts with Alicia Kent of Arts for All

Start Date

(Residencies may start no earlier than September 3, 2019.)
2019-9-3

End Date

(Residency must end by June 30, 2020.)
2020-6-30

Residency is scheduled during:

school hours

Has the principal approved this residency?

Yes

Has each cultural partner approved this residency?

Yes

Residency discipline(s):

(ctrl + click to select more than one)

Visual Arts (05)

Grade level(s) of participating students involved:

(Ctrl + click to select multiple grades [K-12])

5



Session & Grant Calculations

The session information should align with the responses provided within the *Residency Description*.

Please consider the following when preparing your answers:

- A session is the creative learning time when the Cultural Partner is working with students.
- One session is 40-60 minutes long, and 90-120 minutes equals two sessions.
- Additional sessions with the cultural partner are school assemblies, special afterschool sessions, etc.
- Culminating event session(s) are required when a residency is for 5 or more days and can be counted in the calculation only when the Cultural Partner(s) is present.

Students in Residency

Number of students directly involved in the residency: 62

Length of Residency

(Cultural partners must work with each group of students for a minimum of 3 sessions over 3 separate day.)

Total Number of days per classroom: 12

Total Number of days in school: 14

Calculate Sessions

In this section, applicant responses are used to calculate the total number of residency sessions.

A. Number of classrooms participating: 5

B. Number of sessions per classroom: 12

C. Number of additional sessions (if not applicable, Enter "0"): 2

D. Number of sessions for the Culminating Event, If not applicable enter "0": 1

E. Total Number of Sessions: 63

$((A \times B) + C + D = E)$

F. **Calculate (Line E x \$100) + \$200:** 6,500

(Total Number of sessions x \$100) + \$200 for required planning time with the cultural partner(s).

\$5,000 is the maximum dollar amount that may be awarded through this grant.

- If Line F is LESS THAN 5,000, then enter the value of Line F on Line G.
- If Line F is EQUAL TO or GREATER THAN 5000, ENTER "5000" on Line G.

G. Potential Grant Amount (if approved): 5,000

(This amount must not exceed \$5,000.)



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Residency Description

Note that the character limits for each question includes spaces & SAVE YOUR WORK frequently.

1. Please develop your responses to the narrative questions with word processing software, like Word.
2. Use the document to edit your answers and count the characters and spaces, then save your answers as a "text-only" file format (ends in .TXT).
3. Copy and paste your responses into the online application, then click the "SAVE WORK" button.
4. After saving your answers in the online application, click "View PDF" at the bottom of the screen to make sure your answer looks the way you want it to and is your complete response. If changes are needed, repeat the steps above.

Learning Objectives

Provide a brief description of the Top 2 Student Learning Objectives for this residency.

Student learning objectives must be connected to the curriculum.

(Character limit is 250 including spaces for each learning objective.)

Learning Objective #1:

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

Learning Objective #2"

Students will demonstrate an understanding of 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, environment, or another culture?)

(Character limit is 250 including spaces.)

Socially Conscious Learning Objective:

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 2,000 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



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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 art teacher will reinforce concepts between sessions. 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. (Character limit is 3,300 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.

Optional Afterschool Sessions:

Two additional sessions: Students can choose to work with Alicia and school custodian to install collaborative mobile and hang individual mobiles around the school in 2 afterschool sessions.



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Culminating Event

If there will be a Culminating Event, such as an exhibit or performance, please describe.

Indicate if the Cultural Partner will be there or not. Residencies of 5 days or more in the school must include a Culminating Event. (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. Students will take with their families see their mobiles. 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

Planning Time is a critical step in developing a valuable and high-quality learning experience for your students. Each grant will include a \$200 stipend to pay the Cultural Partner for time spent planning with the school before and during the residency.

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 teachers will meet with the Cultural 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.



Residency Projected Budget

Develop a projected budget for your residency project that includes the anticipated cost for the entire residency. Grant funds may be spent on any residency expense – cultural partner fees, materials, culminating activity, etc. – except the teacher’s salary.

1. Enter the estimated dollar amount needed for each of the line items or enter "0" if there is no anticipated cost.
2. Potential Grant Amount: This amount must be equal to Line G from the Session & Grant Calculations page.
3. Funds to be raised by school: Enter the dollar amount for all anticipated costs that exceed the Potential Grant Amount.

Cultural Partner Fee:	6,300
Planning (must be at least \$200):	200
Materials:	640
Other:	0
Expense Total	\$7,140

Potential Grant Amount (if approved): 5,000
(Enter the same amount from Line G on Session & Grant Calculation page.)
NOT TO EXCEED \$5,000.

Funds to be raised by the school: 2,140
(Funding to be raised = Total Expense - Potential Grant Amount)