**NARRATIVE**

This *WORD documents provide all of the required narrative questions.* ***Artists*** *can build their narrative and upload this document into their application. (5 page maximum)*

**Applicants are required to upload documents answering the following questions:**

**Artistic Capacity:** Provide a brief history and vision of your work as an individual artist. What steps do you take to stay current as an artist?

**Teaching Capacity:** Why do you want to be a teaching artist? How have you prepared yourself for the role of teaching artist? Describe your experiences working with students, schools and/or community arts programs.

**Residency Planning:** Describe one idea or project that you might offer to a school for a residency. ***Address the following:***

* State the overall goal of your residency work. What do you want students and teachers to know and be able to do once a residency has been completed?
* Describe the main steps you will take to implement your residency plan. What will happen at the beginning, middle, and end?
* Artists in Schools & Communities Guidelines require the teaching artist to work with a designated core group of students each day of the residency with the intent of providing an in-depth experience. This often consists of one specific grade-level or small group of students. Describe how you might deepen or extend your described project to provide an in-depth experience for the core group of students?
* During your residency, you may also have time to meet with students not included in the core group. For this group of students, you will be asked to provide an abbreviated lesson or exposure to your art form. Describe how you might adjust/modify the above-described residency project to fit the needs of the non-core students.
* Does your residency help teachers meet any of the Fine Arts Content Standards or integrate the arts with other content areas? If so, describe how. (Online at <https://doe.sd.gov/contentstandards/documents/FineArts-051822.pdf>) (Listed by grade level, online at <https://doe.sd.gov/contentstandards/documents/FineArts-GradeLevels.pdf>)
* How will you incorporate reflection in the described residency and emphasize its importance in the learning process?

**Teacher/Artist Involvement:** Involving teachers and Administrators in your residency plan is essential to overall success. Describe what steps you will take to engage these key players in your residency plan. ***Consider the following:***

* How will you foster communication and collaboration in the planning prior to the residency?
* What information and resources will you share with teachers and/or students prior to your residency to foster excitement as they prepare for your visit?
* What information and resources will you leave upon completion of your residency to extend the learning for both students and teachers?

**Community Engagement:** Engaging the community (students, teachers, school-board members, parents, and others) during the residency provides a platform for sharing your art and student work. In addition, it provides an opportunity for the community to discover the value of partnerships in arts education. It is a good idea and often requested to include some form of performance or presentation to the community (parents, other teachers, students, community members, etc.) at the end of the residency. Describe your ideas for this community event.