**ArtsConnection Residency Map**

**Teaching Artist Name:**  **Residency:**

# OVERVIEW

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| --- | --- | --- | --- |
| **Program Manager Name & Contact Information** |  | | |
| **District:** |  | **School number, borough letter, name:** *(Ex: PS 130K – Parkside School)* |  |
| **Program Name:**  *(Ex: Broadway Jr, MLL-SWD, CASA...)* |  | **Number of sessions:** |  |
| **Art Form/Discipline:** |  | **Participants:** |  |
| **Grade (s):** |  | **Indirect Participants:**  *(estimated audience/ visitors for sharings including family members, students and teachers)* |  |
| **Reflection meetings Dates** |  | **Planning Meeting Date:** |  |
| **Class Schedule**  *Teacher Names, Room, Time of classes, # of students in classes*  *Can be link or copied* |  | | |
| **Residency Planning**   * School/Classroom Teachers' Goals; *areas of growth artistically, developmentally/ emotionally?* * Student interests, cultural backgrounds, any additional student information |  | | |

## Goals & Standards

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| --- |
| **Co-Generated Overarching Goals/Learning Outcomes:** *(Social, Emotional, Artistic goals identified by teachers and TA)*  1.  2.  3. |
| **Skills and Knowledge in the Arts Discipline:** *(*[NYC Blueprints for teaching and learning in the arts)](https://www.weteachnyc.org/resources/collection/blueprint-for-teaching-and-learning-in-the-arts/) |
| **School Curricular Connection(s):** *(specific academic curriculum connections if applicable)* |

# RESPONSIVE PLANNING TOOL

* [AC Framework](https://teachwithartsconnection.org/wp-content/uploads/2025/07/ArtsConnections-Arts-Education-Equity-Framework-resource-8.pdf) *(Agency, Belonging, & Cultural Humility)*

## Session Breakdown

*Copies of the lesson plan template should be duplicated so that a lesson can be completed for each residency session.*

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| --- | --- | --- |
| **Session #1:** | **Focus of the Day:**  **Learning Target/Goals**  *What are students learning?* |  |
| **Warm-Up**  *Introduce main activity/artistic process focus for the session* |
| **Main Activity**  *What artistic skill or part of the process are you working on and how?* |
| **Reflection**  *What questions are you asking students throughout the session and how are students responding? (verbally, written, physically, turn and talk, whole group discussion)?* |
| **Practical:**  **Role of Collaborating Teachers**  *How can teachers plan to partner/support? What do teachers need to know?*   * Space * Materials * Accommodations and who will provide them |
| **Additional notes A**ccommodations, or lesson plan shifts that took place: |
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| **Main Activity**  *What artistic skill or part of the process are you working on and how?* |
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# ENDING REFLECTION

|  |  |
| --- | --- |
| What Happened?  1. What goals were reached by students throughout this residency? 2. Describe the artistic process. How did students communicate, work and think as artists? 3. Share examples of students’ growth in the skills of the art form. |  |
| Teaching Reflection  1. What were the successes and challenges of the residency?    1. *Please include student needs that were identified and how you addressed those needs.*      1. Please describe which [Key Approaches](https://artsconnection.sharepoint.com/:b:/s/Programs4/EY1_cA51TrRClLm6u9Q5wcYBdjNPfY1_Eo82HIb5BSnzCA?e=WLDB5K) you used to teach with Agency, Belonging and Cultural Humility. 2. What are you curious about, still learning about, and/or how you are deepening your work in the AC Framework content areas. |  |

*Feel free to include visual media to support your reflections for enhanced accessibility. While written reflection is needed, those who need to provide information in a reduced written capacity can do so by including 3-4 media sources (pictures or video) that clearly support written aspects of their reflection.*