



# InResidence

December 2017

## Making it Visible

We all carry a well-rehearsed monologue about why the Arts and Arts education are important. How often do we reflect on that monologue to ensure the words are still relevant? Is our message connecting with the needs of communities, schools, and students? How do we know what those needs are? Are we listening?

In New Hampshire the opportunities for joy and learning through the Arts are rich and nuanced. Yet this engagement is also under-promoted. Our stale monologues might be partly to blame. Unfortunately these scripts can come across as cliché and detached; the opposite of what we know to be true about meaningful Arts experiences. Let's humanize our promotion of the Arts by putting forward personal stories on platforms people are actually listening to. Our experiences become normalized when we talk about what we're creating through social media, face to face with our friends, at local libraries, and in letters to the editor. Why did that musical make tears well up? What discussion points did audience members raise after your play? In their own words, why do students keep coming to your program week after week?

In the New Year, how can we as a field better communicate the value of the Arts? Whether you're a teaching artist or an organization, a little self-promotion actually helps the field as a whole. We do pretty interesting things all the time, yet are afraid that sharing this will come across as humblebragging. Trust that your friends, family, and community are genuinely interested in what you've got going on. How many times have you told a story about something you're creating or a program you went to and the response reveals a friend who is also dancer, or a memory of a great play they went to? The only way we are going to generate more buzz around the Arts in NH is if we all take a few steps out of our comfort zones and engage in broader discussion on our specific experiences. As individuals and collectively, we can create a buzz and viral energy around the Arts. Thankfully, we have great content to share.

This was the message you shared with us. In late November and December the [NH State Council on the Arts](#) convened four focus groups on Arts Education with the title, *Debrief/ Forward Thinking*. One topic that was mentioned at all locations from Portsmouth to Peterborough, from Manchester to Plymouth was that we need to be better at telling our stories. We are [sharing the full notes](#) from

our conversations and welcome any feedback or comments you have on the topics discussed. Through a facilitated game, the conversations centered on what builds a strong field of Arts Education in New Hampshire. Topics included:

- Access/Equity
- What are the concerns of those who control the resources?
- Who do you want to connect with that would strengthen both of your work?
- STEAM
- What would you improve or increase?
- What would you eliminate?
- School scheduling
- Grant funded programs, which ones?
- Teaching Artist professional development
- School administrator professional development

We shared highlights from these conversations [on twitter](#), and welcome you to keep the buzz going by responding and adding to the thread.

## InResidence Spotlights

There's [a new facebook group](#) for juried Teaching Artists in NH. Share what you're up to and what you're thinking about with your friends and other artist educators.

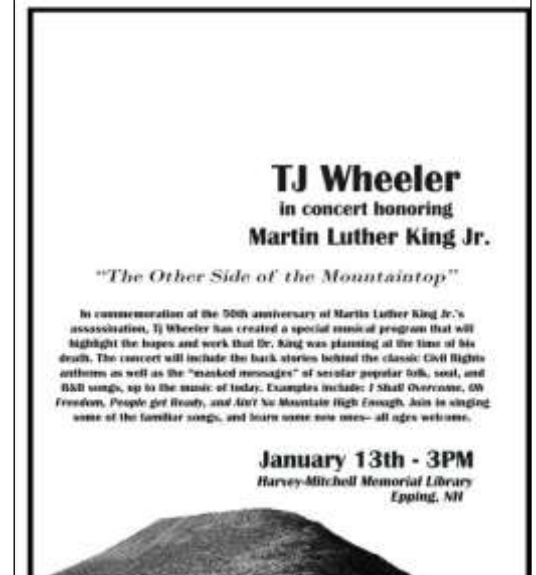


I'm interested in hearing about your particular challenges as teaching artists. What things are difficult for you and if you've found a solution, what is it?

**Thank you for the many holiday cards that were sent to NHSCA sharing photos from Arts education programs across the Granite State!**



“When I watch Cynthia mentor our young writers, I can’t help but think that I’m seeing the next generation of advocates, world-changes, and maybe even best-sellers grow right in front of me.” –Avenue A Teen Center, Antrim. Photo from weekly after school teen writing program with teaching artist, Cynthia West.



### Want to be featured?

[Fill out our short survey](#) and help us promote artist residences and programs across NH. We will feature residencies funded by any source.

- The Arts Alliance of Northern New Hampshire is [hiring an Executive Director](#).
- [Audio: How an American artist](#) helped Iceland combat their substance misuse in youth.
- NH Center for Excellence Community Health Initiative [powerpoint on substance misuse](#) and challenges facing NH youth
- Inspiration: “Being an artist is not just about what happens when you are in the studio. The way you live, the people you choose to love and the way you love them, the way you vote, the words that come out of your mouth... will also become the raw material for the art you make.” [Listen to sculptor and MacArthur Genius grant](#) recipient Teresita Fernandez’s commencement speech on that it takes to be an artist.
- Keep your profile up to date on [Creative Ground](#) so schools and organizations will know you are available for teaching.
- Follow the [NH Arts Learning Network](#) on facebook, and get ready! **We are designing a new website.**
- There is a [facebook group](#) for teachers using TAB: Teaching for Artistic Behavior
- A Teaching Artist Collaborative in Hawaii has [developed a toolkit for arts integration](#). This is a living resource that will be strengthened by user feedback.

## Resources & Ideas

### Can’t Stop the Beat!

[Educational Theater Collaborative](#) presents the Integrated Arts Conference. Hosted by Plymouth State University, this annual professional development and continuing education workshops showcase many different ways to bring the arts into your classroom. All classroom teachers, arts educators, administrators and artists are invited!!! Learn how to integrate visual art, music, drama and writing into your curriculum, based on the theme of this year’s production Hairspray! The day concludes with optional social hour, dinner and admission to the evening performance of Hairspray.



### Grant Funding: NH State Council on the Arts and Partners

The [grant guidelines](#) for Artist in Residence and Youth Arts Projects will be posted on our website in January 2018. **Now is the time** to start approaching schools and organizations about applying for funding to bring a teaching artist. We also share grants, resources, and opportunities every month [through E-Opps](#). New Hampshire Project Learning Tree has competitive funding for [nature based classrooms](#) and afterschool learning. Performing artists can apply to be eligible for [New England Touring Grants](#) by the New England Foundation for the Arts and organizations can apply for [Expeditions Tour Planning Grant](#). NEFA also offers grants for new works by [New England based Choreographers](#).

### Extending Learning Opportunities (ELOs)

Many school are now offering high school students competency credits for learning that occurs outside of the school day. This is an excellent opportunity for Teaching Artists. Schools often pay instructors to lead clubs or teach in afterschool settings. You may be able to approach a school about offering an afterschool arts learning opportunity where students can earn ELOs and you can be compensated.



## *What's Possible: A National Spotlight*

Take a look at this partnership between the nonprofit Cre8MKE and the city of Milwaukee to bring all students a Year of the Arts.



Image courtesy of [Express Yourself Milwaukee](#), a Cre8MKE partner.

Year of the Arts is a 2017-2018 Milwaukee Public Schools and Cre8MKE collaborative campaign to raise awareness of, reflect upon, draw connections to, and build support for arts education assets and resources in MPS. Year of the Arts activities will include: a student logo design competition; launch celebrations; release of a local study on arts education; the creation of a Year of the Arts plan at every school; a city-wide student/family passport to the arts; a calendar of district and community arts happenings; increase arts integration professional development for MPS teachers and administrators; increased community arts partnerships across the district; a continued spotlight on our Turnaround Arts schools; new national partnerships including the Kennedy Center's Partners in Education; a culminating student arts festival; and more!

### **GOALS**

- Promote and celebrate existing arts assets and positive events in the district and city-wide
- Encourage increased exposure to arts and arts integration strategies for MPS students
- Build support for expanding the arts as a way of redefining the MPS experience
- Visit the [MPS Year of the Arts webpage](#) for more information and resources!

MARCH 2018  
**YOUTH  
ARTS  
MONTH**

New Hampshire State Capital

Building the skills for 21st Century Careers,  
Creativity, Critical Thinking and Collaboration

**DANCE**  
**DESIGN**  
**Music**  
**MEDIA**  
**Theatre**  
**LITERATURE**  
**VISUAL ARTS**

**Youth Arts Month** is a national celebration of Arts Education. Explore all the YAM events in New Hampshire including dance, music, theater, media arts, design, visual arts and creative writing by visiting: [www.nhartslearningnetwork.org](http://www.nhartslearningnetwork.org)

YAM is organized in partnership with:

[NH Music Educators Association](#)

[NH Art Educators Association](#)

[NH Dance Alliance](#)

[NH Theater Education Guild](#)

NH Council of Teachers of English

NH Media Educators

[NH Arts Learning Network](#)

[Arts Alliance of Northern NH](#)

[NH Department of Education](#)

[NH State Council on the Arts](#)

*Bringing it Home: New Hampshire Youth Arts Month 2018*

All year we celebrate the Arts but especially in March! Join us as we bring attention to the amazing work produced by NH youth in the Arts, and share the outcomes of high quality arts instruction.

**Be an Arts advocate in your school and community:**

- Host a school event or design a bulletin board celebrating the skills learned through the Arts.
- Make sure your school administration knows it is Youth Arts Month. Remind them of skills you are practicing in your class.
- [Invite](#) elected officials such as school board members or local legislators to a school performance or ask them to simply spend time observing students engaged in creative activities. The NH Arts Learning Network has a [toolkit](#) for inviting officials and organizing an event.
- Demonstrate our breadth and depth. Add any event you are holding to the statewide [Youth Arts Month](#) map so we can show how NH widely values the Arts.
- The Arts are taking over the Capital! Lend your voice [by attending one of the events](#) listed on the NHALN calendar, including the Statewide Youth Arts Month reception, March 4, 2018.
- Make a January resolution for your practice as an artist and educator.

## ***Bringing it Home: New Hampshire Youth Arts Month 2018***

During YAM we will make suggestions to school administrators on how they can strengthen their Arts Education programs.

**We are collecting feedback on these points until [January 12, 2018](#)**

- ❑ Employ full time Arts Educators. Educators that are less than full time or visit multiple school sites are not fully integrated in the school culture and make for deep relationships between colleagues and students hard to establish. Some NH teachers visit between 3-4 schools per week.
- ❑ Limit the ratio of how many students each Arts Educator sees in one week. When a teacher sees over 200 students per week it is difficult to develop meaningful relationships that impact quality of teaching and feedback on rigorous projects. Many Arts Educators in NH see between 400-600 students every week.
- ❑ STEM is more effective when it has STEAM. Efforts to provide more access to STEM subjects come from our goal for workforce development, yet an IBM study found that employers most sought after trait in hiring was creativity. Skills in divergent, convergent, and critical thinking; collaboration; creativity; receiving feedback; and perseverance are all practiced through the Arts.
- ❑ Allow for planning time between Arts Educators and the Special Education team. Arts Educators work with all students in their classrooms and Special Educators often include musical, visual, and movement recommendations in IEPs.
- ❑ Provide in-depth learning experiences and build community connections by inviting Artists in residence. These professional artists bring real world knowledge for deep experiences with a core group over 3-5 periods. Multiple periods of engagement are documented to have a more lasting impact than singular exposure assemblies. Artists are trained to align projects with curricular connections.
- ❑ Complete a curriculum map for Arts Education in your district and offer after-school programs that fill holes in your offerings. Work with community organizations to offer Extended Learning Opportunities in the Arts. In NH less than 6% of schools offer access to dance or theater during the school day. There is also a critical shortage in media production.
- ❑ Adjust elementary and middle school schedules so students take Arts classes every day for a term and then rotate to other specialists. When students have either art or music only once a week for 40 minutes or less, rigorous learning is more difficult to achieve.
- ❑ Adjust High School schedules to longer periods. Schedule Arts courses when they do not compete with required classes that are only offered once per term. For example, do not schedule band at the same time the only Biology course is offered.
- ❑ The Arts are a tool for communication and investigation for all subjects. Provide professional development in Arts integration for both arts and non-arts educators and school leaders.

### **Missed an Issue?**

InResidence is archived on the [New Hampshire Arts Learning Network](#).