



Durham Arts Council CAPS Teaching Artist Roster
Residency Lesson Plan

Residency Title: Just for Me		Teaching Artist: Maria Geary	
Grade Level(s): 6-12	Maximum Student Participants: 25	Length of Residency: Total Days: 5 Length of sessions: 60	
Arts Focus: Healthy Living		Curriculum Focus: Creative Writing	
Primary Learning Objective: <i>(List primary learning objective for this program)</i> To develop and encourage free and creative writing with artistic expression.			
Connecting NC Essential Arts Standard <i>Identify at least two NC Essential arts standards being addressed by the residency and primary learning objective.</i> <ul style="list-style-type: none"> • Apply creative and critical thinking skills to artistic expression. • Create art using a variety of tools, media, and processes, safely and appropriately. 		Connecting Common Core State Standard(s) <i>Identify at least two common core standards being addressed by the residency and primary learning objective.</i> <ul style="list-style-type: none"> • CCSS.ELA-Literacy.WHST.6-8.10 <ul style="list-style-type: none"> ○ Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. • CCSS.ELA-Literacy.WHST.9-10.5 <ul style="list-style-type: none"> ○ Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <i>focusing on addressing what is most significant for a specific purpose and audience.</i> Connecting NC Essential Standard(s) <i>Identify at least two NC Essential science, social studies, information & technology, healthful living, or world languages standards being addressed by the residency and primary learning objective.</i> <ul style="list-style-type: none"> - (Grades 6-8): Analyze the potential outcome of positive stress management techniques - (Grades 9-12): Create positive stress management strategies. 	
Residency Overview <i>(Describe the activities you will present each day (session) of the residency in order to develop participant understanding of the primary learning objective and the connecting arts and core curriculum standards. (Include approximate length of each activity. Add or delete days according to the anticipated length of your residency.)</i>			
Day One: Introduction to Art Journaling (20 mins); my story (10 mins); review supply list (10 mins); project overview (10 mins), Q&A (10 mins).			

<p>Day Two: Introduction to using supplies (15 mins); Hands on activity: Background techniques (adding paint, using stencils (additive and reductive), rubber stamping, using a heat tool, using collage materials and other embellishments (35 mins); clean up and Q&A (10 mins)</p>	
<p>Day Three: Introduction to stream of consciousness writing and its importance (10 mins). Begin work in journal using learned techniques (40 mins); clean up and Q&A (10 mins)</p>	
<p>Day Four: Independent work in journal (50 mins); clean up and Q&A (10 mins)</p>	
<p>Day Five (if applicable): Independent work in journal (30 mins); clean up and Q&A (week in review) (20 mins);</p>	
<p>Materials: <i>List materials that will be required to conduct this residency.</i> Pencil, paper, assorted colors of wet media (acrylic paints, inks,) 140# watercolor paper and mixed media journal, gesso, collage materials (discarded books can be used), rubber stamps, stencils, paper towels, baby wipes, foam brushes, matte medium to adhere collage elements, sea sponges, sponge brushes, assorted mark making tools (skewers, plastic caps etc.), color wheels</p>	
Teacher Involvement	Program Evaluation
<p>Teacher(s) role: <i>Describe the role of the classroom teacher before, during, and/or after the sessions and activities.</i></p> <ul style="list-style-type: none"> - Teacher(s) should be available if any behavior problems exist, and to assist in explaining any detail of the activity that may not be understood. 	<p>Evaluation Tool(s): <i>Describe how you will evaluate your program's success. Address at what points you will check in throughout the residency to determine student learning and participation levels.</i></p> <ul style="list-style-type: none"> - A visual survey of the students will be ongoing to ensure participation. A short survey (~ five questions) will be distributed at the end of the residency to ensure primary objectives have been met.
<p>Teacher-Artist Orientation: <i>Outline your orientation checklist, including any questions, suggestions, collaboration ideas and any information you will provide to teachers/staff as part of this program.</i></p> <ul style="list-style-type: none"> - Is there a teaching style that works better with your students? - Is there a subject matter you would like them to write about? - Are there special needs or "different" learners in the class? - What is the protocol to get their attention? - Do you find it difficult for them to maintain their attention? - What medium (paints, crayons, watercolors) would you prefer your students to create with? - Are there questions I cannot ask the students (home life, fear?) - Are there any expectations you have of me? - Would you like to participate? 	<p>Documentation: <i>Describe how this program will be documented including formats that will be used (photos, video, etc.) if applicable.</i></p> <ul style="list-style-type: none"> - I will actively take photos when appropriate during the class to document participation of the students. I may also choose to record video.

<p>Extension Activities: <i>Describe the tools you will leave behind for teachers and staff to develop and implement after you have left the classroom.</i></p> <p>n/a</p>	
<p>Resources: <i>List resources consulted or used during the residency (books, DVD's, music, web resources, and other supporting materials)</i></p>	
<p>Space Requirements: Large tables with appropriate seating with proximity to water for clean-up and changes</p>	<p>Technical Needs: None identified</p>
<p>Residency Variations Available: <i>Describe any flexibility in the program or other variations of the program offered, etc.</i></p> <p>This residency can be taught using dry medium, but it's more fun for students using paint!</p>	
<p>Additional Comments: Daily activities can be tailored to meet time available per grade level.</p>	