

# Harrison Artist-In-Residence Program (HARP)

## Purpose and Mission

The Harrison Artist in Residence Program (HARP) is designed to provide Harrison students with access to qualified professional artists who provide artistic instruction to students in the artist's respective disciplines. The goal is to use the artistic communities as resources to supplement the arts education provided by Harrison teachers. Participants in the HARP will work directly with Harrison students and should seek to stimulate students' individual creativity, assist teachers in developing arts curricula, and encourage school/community partnerships.

The HARP is specifically designed for longer-term residencies – meaning 3 weeks or longer. Any artist working with Harrison students/teachers under a shorter time frame would be considered a visiting guest artist and not subject to the requirements outlined in the HARP guidelines below. Harrison offers professional artists the opportunity to work with students in any of 12 disciplines: chorus, creative writing, dance, guitar, jazz, motion picture arts, musical theatre, orchestra, piano, theatre-acting, theatre-technical, and/or visual arts.

## Program Guidelines

### *Program Target*

Each residency plan should focus on a “Core Group” of Harrison students. A core group consists of a single class room or selected students from a grade level meeting separately on a regular basis with the artist during a residency. While multiple “core groups” of students can be accommodated in a residency plan, it is important to make sure that appropriate time is given to the specific plan objective. Residency plans that combine multiple core groups with appropriate allocated instructional time given to each will receive priority in the HARP residency plan selection process. In other words a residency plan that crosses different artistic disciplines while still being reasonable and practical in its time allocation and in achieving the desired deliverables has a better chance of being selected for inclusion in the HARP.

### *Program Schedule*

During long term residencies (one month or longer), the artist will observe the same holidays or days off as the school faculty. The artist should indicate a comprehensive time-line for his/her respective residency plan. This time-line should not only include instructional time requirements (the artist working with students/teachers), but should also include a schedule for an “end-of-residency” deliverable session. This may be an exhibit, a concert, or some other type of demonstration of the results of the residency with the Harrison students.

### *Program Compensation*

The HARP will compensate as follows: A stipend of \$2500 for a nine-week (1/2 semester) residency or a stipend of \$5000.00 for an 18-week (semester) residency. The artist is responsible for any expenses she/he may occur during the residency – with the exception of any expenses related to artistic instruction occurring during the residency. For example: The HARP does not provide housing for artists, however it would cover the cost of art materials used while working with the student/teachers. The primary payment schedule would be to issue payment at the conclusion of the residency, however with longer-term residencies (longer than one month) a payment schedule can be negotiated with the artist and with HARP administrator.

Artists are required to submit to a background check and must submit a Form W-9 (attached to this document) prior to beginning the residency. Failure to successfully complete a background check and/or failure to turn in a W-9 will result in the residency agreement being null and void.

#### *Program Expectations – Harrison School for the Arts*

- The regular classroom teacher must be actively present in the classroom with the artist at all times. Classroom discipline is the responsibility of the regular teacher, not the artist. If the teacher is not present in the classroom, the artist should not conduct the session due to liability concerns.
- Harrison recognizes that each arts discipline requires different materials, work space, and/or equipment. The HARP administrator will review any specific needs/requirements listed in the residency plan and then will discuss them with the artist prior to the residency. Harrison is responsible for student art supplies to be utilized during the residency. Sponsor and artist should agree on necessary supplies and costs in the initial planning stages of the residency.
- As stated above, the artist will be paid on the last day of the residency OR during long term residencies (one month or longer), a more frequent payment schedule can be arranged if practical.
- The HARP requires each residency to be evaluated once the residency is completed. The artist will receive a copy of this evaluation once it has been received and reviewed by the HARP administrator.

#### Residency Plan Components

The artist should complete a HARP Residency Application (see attached). This application will describe the potential residency plan and requires the following information from the artist:

1. Narrative of the artist's ideas/concepts for the residency plan. What does the artist hope to accomplish with the residency and how does he/she plan to go about accomplishing this (these) goal(s). How will the students/teachers benefit from said residency? How will Harrison School for the Arts benefit from developing a relationship

with the artist? Are there any aspects of the plan that will engage other members of the local community (other schools, other arts organizations, etc.)?

2. A resume of the artist's professional qualifications – both artistic and educational achievements. While samples of the artist's work are NOT required, the artist is free to submit such samples in an effort to provide the HARP selection committee with a comprehensive understanding of the artist's professional acumen.
3. A list of references who can vouch for the artists' abilities and her/his character.
4. Identification as to which artistic disciplines the plan encompasses. A plan may include multiple disciplines, however it is important to make sure the plan isn't overly ambitious in terms of goals/time-lines/etc.
5. Time-line of the respective plan. This should be as specific as possible, noting the exact amount of student contact time for each goal/objective in the plan.
6. Specific items/supplies needed to accomplish the goals set forth in the plan. Especially note if any items might be deemed "unusual" or "problematic" for use in a public high school. For example, an artist teaching pyrotechnics to technical theatre students would want to clearly specify up front his/her desire to use incendiary devices on campus. If specialized items need to be purchased the artist should include a "budget" that lists items/costs/vendor information.
7. Transportation Request(s). If the plan includes transporting students (fieldtrips, working in a different location, etc.), then that should be noted on the application.
8. List of Deliverables. This would include what and how the artist plans to demonstrate the success of the residency. Deliverables may also include a performance/exhibit *by* the artist in addition to any/all of the following (all created during the residency):
  - Visual art exhibit
  - Reading of written work
  - Performance/reading of a dramatic work
  - Performance of a musical piece
  - Other demonstration of student-artist collaborative efforts