

PROJECT DESIGN: *Where Are We Going?*

Project Design Tool

The purpose of this tool is to create a high-level overview of the partnership. Use it to generate ideas and plans for your project, create common goals, and build an understanding of roles and responsibilities of all involved. This form should be completed in collaboration with the partnering classroom teacher, arts partner (teaching artist or community arts organization), and other essentials, such as arts team representatives.

1. **Contact Information of Key Individuals**

School:

Teacher:

Community Arts Partner:

Others:

2. **Timeline**

Note: Seattle Public Schools Personal Services Contracts take 2 – 3 weeks to process. Projects may begin only once contracts are in place..

- What are the general dates, timeline for the project?

3. **Discussion Point: Project Idea**

Note: This is a discussion that includes an exploration of opportunities for project alignment to classroom learning and school culture.

- What do we want to do together?
- Teacher: What themes and units are you teaching? How can this project connect and expand to what you're already doing? What past art projects have been successful?
- Arts Partner: Talk about your arts practice and teaching style. What ideas do you have to inspire learning in the classroom?

4. **Discussion Point: Learning Objectives & Assessment**

Note: Arts Partner will develop a lesson plan informed by this conversation

- What do we want students to be able to know and do?
- How will we assess/check-in on student learning?

5. **Discussion Point: Classroom Management and Collaboration**

Note: This is a discussion to name expectations and articulate how you will work together.

- Talk about your approaches to classroom management and community building.
- How do you make learning culturally relevant and responsive to students lives?
- What are your respective roles and responsibilities? How will you work together?
- Teacher: student or classroom dynamics to be aware of?

6. **Materials and Space**

- Where will the activities take place? Are there space needs such as access to a sink or large open space for dance and movement classes?
- What materials do we need? Who will provide? Where will we store them?

7. **Sharing Student Learning and Work**

Note: Be realistic about what's possible given everyone's time/length of residency, etc. Find ways to communicate about the project to families or throughout the school community.

This could include a gallery walk in the classroom or a hallway; a performance or presentation for peers, family, etc.

- What are ideas for how you will share back student learning?

8. **Budget**

Note: Reference Arts Partnership Program Budget to inform discussion

- What is the project for the budget?
- Do we need to revise the plan based on available resources?

Next Steps

Note: Identify who is responsible for what...

Lesson Plan Tool (to be completed by arts partner)

Personal Services Contract (see Guidelines for Partnership Document)

Observe a class (if time permits, arts partner will visit class prior to beginning of the project)

Identify opportunities to engage student voice/input in process (i.e. – group surveys)

Schedule check-ins for progress