



Yale University President's Public Service Fellowship

Proposal for Fellowship Placement • Summer 2009

Instructions: Please type responses on this document. While we ask you to follow the format of this page, please adjust spacing as necessary. E-mail this document as an attachment to reginald.solomon@yale.edu

(Use bold, 14 pt font)

- Organization: **Artspace**
- Full Address: **50 Orange Street, New Haven, CT 06510**
- Phone: **203-772-2709** FAX: **203-772-0850**
- E-mail & web site: **leslies@artspacenh.org** **http://www.artspacenh.org**
- Agency/Department Director: **Leslie Shaffer**
- Name and Title of the Direct Supervisor: **Leslie Shaffer, Executive Director**
- Email address of Direct Supervisor: **leslies@artspacenh.org**
- Dates* (8-11 weeks between June 1 and August 14, 2009): **June 1 – August 14, 2009**
- Hours of the program (placements should be equivalent to full-time): **10am – 6pm**

Placement Description

Please type responses onto this document and follow the format below. Please make sure that the question appears before each of your responses.

- Project Description **Summary** Statement: (Over-all goal, type of work, population served, work site, etc. *Approximately one paragraph.*)

Yale President's Public Service Fellow will aid Artspace in developing and launching a new and innovative school partnership program called 8x8x8. The program brings together eight New Haven artists with eight New Haven schools through educator-led workshops, artist residencies, engaging lesson plans, and student art exhibitions. The population served is New Haven middle and high school students and teachers. The Fellow will work at Artspace as part of the education team gathering material, research, and images for the lesson plans, and planning and designing the sixteen in-school workshops. Both the lesson plans and the in-school workshops will be drafted based on the artistic style and concept of each of the eight local artists in residence. Additional responsibilities may include corresponding with and coordinating schools, artists and students.

*Please refer to the instructions regarding start dates and length of placements.

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- Specific skills/experience required for the project (*Please list*):
The ideal fellow will have a strong interest in both contemporary art and secondary education. The Fellow must be a proficient researcher and writer. The Fellow should be able to work well independently and in a team environment.
- Additional requirements (i.e.- a car or working weekends):
Fellow may be requested to work until 8pm on Thursday evening. Fellow may also be asked to accompany an Artspace staff member to a school or artists studio.
- Briefly describe the work that Yale students have done with your agency in the past and present.
In the past, Yale has generously awarded Artspace high quality students who performed a range of important tasks including aiding in the development and execution of our Summer Apprenticeship Program, designing exhibitions, writing and implementing audio tours for a public art program, helping in the management and coordination of Artspace's City-Wide Open Studios program, writing a business plan, performing evaluative research on programs and audiences, and serving as general gallery staff, among many other projects.
- Please write a complete description of the project you propose and the ways in which it relates to the goals of your organization. (*Suggested length: one to two pages*)

Major Project Activities

8 x 8 x 8: Art, Schools and New Haven, is a multi-part, multi-site program that brings New Haven Public middle and high school students with the ideas and innovations of the highly skilled local arts community. The program components include lesson plans, pre- and post-residency workshops, and school exhibitions.

Lesson Plans

Artspace will create eight unique lesson plans addressing each of the National Standards for Art Education in Visual Arts for grades 5-8 and 9-12. The content for the lesson plans will be based on the diverse art-making practices of eight New Haven-based artists working in different mediums. The subject artists were selected for their ability to make new connections between middle and high school students and the world in which we live. The artistic practice and content are relevant to the interests of the students at these levels. Each of the eight lesson plans will be produced printed individually to be used alone or as a set and include the following sections: Goals and objectives, Glossary of terms, Art History Timeline, Suggested pre- and post-visit activities, Suggested inter-disciplinary curriculum-based activities, CD with images of the artist's work, Artist biography and statement.

Pre- and post- residency Workshops

Artspace educators will visit each classroom on two occasions prior and two occasions following the artist residency in each school. The goal of the pre-residency workshops is to provide an introduction to the history of the artist's practice and develop the skills necessary to interpret visual art. The goal of the post-residency workshops is to teach methods of art criticism, and make connection to the development of the student's personal work.

Artist Residencies

Eight individual artists living and working in the New Haven area will visit each school and classroom two times. During the first visit, the artist will introduce the concepts behind their work, drawing attention to decisions made to achieve a certain meaning or aesthetic. The second visit is a hands-on demonstration by

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the artist using their signature materials, and introducing the student to new media or new approaches to using the media.

School Exhibitions

Artspace will partner with the following eight New Haven Public Schools over the course of one year to develop student made artwork for exhibition at the school: Betsy Ross Arts Magnet School, Cooperative Arts & Humanities High School, High School in the Community, Hillhouse Highschool, Hyde Leadership Academy, Wilbur Cross High School, Worthington Hooker School, and New Haven Academy. Exhibition will be presented at the end of the year following the implementation of all workshops and all residencies. A celebratory reception will be held at the opening of each exhibition in the community.

Phase I: Research and Development: September 2008-May 2009

The first stage of *8 x 8 x 8: Art, Schools and New Haven Artspace* will work with educators at the eight schools to design evaluation front-end and summative evaluation tools, and to develop appropriate time schedules for the workshop implementation and residencies. Next, Artspace educators will perform front-end evaluations on the participating students to identify level of experience with the subjects and media used by project artists, and the familiarity of art history and contemporary art practice. Also prior to the development of the lesson plans and the pre- and post- residency workshops, Artspace educators will visit each classroom in process to observe and identify specific interests and trends. Artspace further research and become familiar with the work of the eight subject artists.

Phase II: Product and Program Development: June – August 2009

Program development will occur after all research and audience studies have been completed and evaluated, historical material and images and information on the artists have been collected. Draft lesson plans will be presented to educators at the partner schools to review the before the material is designed, printed and implemented in the schools. Pre- and post- residency workshops will be designed and written at this time, and Artspace will work with the resident artists to develop their lesson plans for execution in the classroom.

Phase III: Program Implementation: September 2009-June 2010

Program implementation occurs at the beginning of the academic year split over two semesters. Artspace will work with four schools and four artists in the fall 2009, and four schools and four artists in the spring 2010

Relevancy to Artspace's mission

Artspace engages year-round with local, regional and national artists. Through experience and research we've learned that middle and high school students respond best to the art with which they can personally connect. Direct engagement with artists has also been proven as a very successful mentor initiative that has encouraged at-risk teens to more actively pursue higher education and professional employment. *8x8x8* brings together two key Artspace audiences—emerging local artists and inner-city youth. It is our hope that this program will serve as a model for other organizations.

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