ARTS PARTNERSHIP PROCESS BUILDING EFFECTIVE, IMPACTFUL, AND SUSTAINABLE ARTS PARTNERSHIPS

PLANNING

The school and the arts partner work to plan the vision and outline of the program. Goal setting, scheduling, role assignments, pedagogical approach, assessment strategies, communications calendar, and program logistics should be defined during this phase of the process.

IMPLEMENTATION

During the implementation phase, the school and the arts partner work together to support high quality classroom interactions. Although all of the program details have been outlined, there should be some openness to change based on alignment to students' interests and needs.

REFLECTING & REVISING

The school and the arts partner work together to review and reflect upon student learning, program outcomes and goals, and logistical needs and supports. This step encourages deep reflection so that the revisions and lessons learned can be applied in the future.

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IMPORTANT QUESTIONS THAT SHOULD BE CONSIDERED DURING EACH PHASE

PLANNING

- Who will be the **point person** from the school and from the arts partner organization? What role does each play in the partnership?
- How and when will you communicate throughout the partnership? At what point will you check-in throughout this process? Who will you contact if the plan goes off course?
- How many planning sessions need to be scheduled? What is a realistic amount of time to plan for each individual session from the program?
- What will a successful process and product look like? What will happen if the shared definition of success is not met?
- What arts based skills or techniques will students learn?
- What non-arts based skills will students learn?
- What resources or materials are needed? What can be provided by the school? By the partner? Can high-quality resources and materials be provided consistently?
- What supports do teaching artists and classroom teachers need?
- How will the arts partner learn to integrate into the school's culture and climate? What information should be shared about students, families, and the school community?

IMPLEMENTATION

- How can the school and the arts partner adapt when changes happen to the timeline or plan?
- How can you prepare to be in a **different space** on different days of the partnership?
- How do you know students are engaged and interested?
- How do you know if you are **meeting the goals** of the program?
- How do you know if students are meeting the desired learning outcomes? What is your plan for ongoing assessment throughout the partnership?
- How can aspects of the arts program be **shared** with classmates, families, and the community?

REFLECTING & REVISING

- What did students learn?
- What did we learn?
- Did we meet our goals?
- What went well?
- What needed improvement?
- What data supports the success of the partnership?
- What will we do differently next time?

