



Photo courtesy of Elisabeth Fuchsia at Broke: The Affordable Arts Fair, Peterborough, NH, June 11, 2016

ELO Title: Community Arts Event Organization

ELO Description: Discover all the practical components that are involved when planning and executing a community-based arts event. (Examples: musical performance, visual arts workshop, collaborative public art creation, poetry reading, dance performance, theater.)

School: Contoocook Valley Regional High School

Essential Question: How do you plan and execute a public arts event?

Area(s) of Study: ½ credit in Arts/Music or elective credit. (Credit and timeframe has been determined in accordance to my school's scheduling and credit requirements. This could be adjusted according to the hosting school's schedule.)

Community Partner: Identify a community partner to mentor student through the steps needed to plan and curate a community arts event. (Event could take place within the school community or community-at-large.) Meet with arts teacher and/or ELO supervisor to review artwork, experience, and inspiration in relation to: visual arts, music, theater, writing, or other creative interests. Determine the arts discipline that will be focused on (visual art, music, theater, dance, poetry, or creative writing). Within the student activities, the student and community partner will work together to identify more artists/performers to bring to the event.

Duration: semester

Type and amount of credit earned: 1/2 credit, arts credit, or elective

Student Activities (up to 10):

1. Meet with arts teacher and/or ELO supervisor to review artwork, experience, and inspiration in relation to: visual arts, music, theater, writing, or other creative interests. Determine the arts discipline that will be focused on (visual art, music, theater, dance, poetry, or creative writing).

2. Meet with at least 2 local arts non-profits, and interview a representative.

Sample Interview Questions:

- ★ **What is your name and the title of the arts non-profit that you represent?**
- ★ **What is the mission statement of this non-profit?**
- ★ **How did you become involved with community arts organization? What are your roles and responsibilities?**
- ★ **Can you name a specific public art event that you organized or attended that was particularly successful?**
- ★ **Where did you go to school, and what did you study?**
- ★ **What advice would you give your 16 year old self?**
- ★ **What are some key characteristics of a successful public arts event?**
- ★ **What is hard or frustrating about your job?**

3. With support and guidance from a community partner, research local arts non-profits and work collaboratively with a mentor to identify artists/performers, audience, location, plan, promote, and execute an arts event.
4. Maintain a sketchbook/journal practice reflecting on interviews, ideas, inspiration, timelines, and progress.
5. Engage in constructive collaboration with community partner.
6. Execute community arts event. Secure creative talent, venue, date, timeframe, identify supports, and manage the project. (some examples: student art show, musical performance, poetry reading, theater, collaborative public art project)
7. Final presentation, which is outlined in the document:

CommunityArtsEventOrganizationFinalPresentation

Competencies:

Competency: Apply skills and visual art language to design, plan, and execute a community-based arts event.

Competency: demonstrate effective self-management skills: responsibility, dependability, punctuality, perseverance, throughout the semester (criteria outlined in school-wide Self-Management rubric).

Competency: demonstrate effective public speaking skills: coherence, clarity, preparation, integration of graphics/multimedia, fluency, posture, and eye contact (criteria outlined in school-wide self-management rubric).

Competency: demonstrate problem-solving skills: understanding of the problem, identification of a strategy and resources, implementation of a strategy, monitoring of progress, revisions as needed, evaluation of results, and demonstration of independence. (criteria outlined in school-wide problem-solving rubric).

Competency: demonstrate the ability to work in collaboration: listens to others, gathers and shares information, cooperates and helps team, performs duties. (criteria outlined in school-wide collaboration rubric).

Community Partner:

Arts non-profit in the local community.

Helpful link:

<https://www.nh.gov/nharts/>

<http://www.nhbca.com/organizations.php> (see attachment for list)

Community Partner responsibilities in this ELO:

Share information about their arts non-profit with the student. Mentor the student through the process of planning and executing a community-based arts event of their own design.

Assessment: Student compiles a portfolio throughout the ELO including visual and written documentation of the event and the process of organizing the event. They are assessed based on their portfolio and the final portfolio presentation to an audience which may include peers, teachers, community partners, and/or other audience members they select; their final reflection; and the community partner's final evaluation (Community Partner Evaluation of ELO Student). The student self-evaluates their work throughout the semester on the school wide Problem Solving and Self-Management rubrics, and their final presentation on the Speaking rubric.

Assessment documents:

1. Community Partner Evaluation of ELO Student
2. Rubric_Collaboration
3. Rubric_Problem Solving
4. Rubric_Self-Management
5. Rubric_Speaking

Connection to student's measurable postsecondary goals (for students with IEPs): This ELO would be ideal for a student with a strong interest in an arts discipline. Some students might struggle with contacting non-profit representative in the community, and/or exploring the wide world of digital art resources. This ELO could be modified for students in myriad ways. Some students might need more structured support from their ELO coordinator/teacher, and help using graphic organizers to map out their progress throughout the semester. This ELO could be modified accordingly for students with disabilities. Much of the research and communication with mentors can be done on a laptop, iPad, or smartphone.

Comments and suggestions for other schools implementing a similar ELO: This ELO depends on building relationships with community partners. Schools that are interested in implementing a similar ELO should reach out to a wide variety of arts non-profits, as it might take multiple tries to find an appropriate fit. This ELO could be perfect for students who are interested in a variety of art disciplines: visual art, music, dance, theater, poetry, creative writing.

For more information, contact: mgoldthwaite@conval.edu

Supporting material:

1. Community Partner Evaluation of ELO Student
2. Community Arts Event Final Presentation
3. Rubric_Collaboration
4. Rubric_Problem Solving
5. Rubric_Self-Management
6. Rubric_Speaking
7. Sample Interview Questions
8. NH-basedartsnon-profits.docx
9. Photos (6) were all photographed by CVHS student Oliver Ward as part of an informal internship with The Glass Museum (510c3 non-profit arts organization). He has given permission to publish the photos, but needs to be given credit.

Helpful Links:

Links:

<u>Broke Arts Fair</u>
<u>The Thing in the Spring</u>
<u>3S Artspace</u>
<u>Artsy</u>
<u>Bad At Sports</u>
<u>Behance</u>
<u>ICA Boston</u>
<u>Mass Moca</u>
<u>MFA Boston</u>
<u>Museum of Art, UNH</u>
<u>Nahcotta</u>
<u>Pinterest</u>
<u>Saatchi Arts</u>
<u>Skillshare</u>
<u>The Art Assignment</u>
<u>The Jealous Curator</u>
<u>Thorne Sagendorph Art Gallery</u>

Suggested reading on public arts events:

Art

<http://www.newyorker.com/magazine/2015/06/22/what-else-can-art-do>

Music

<http://www.sevendaysvt.com/vermont/waking-windows-5-the-past-present-and-future-of-winooskis-music-festival/Content?oid=2570398>

<http://blurtonline.com/review/chicago-underground-duo-61016-peterborough-nh/>

<http://flywheelarts.org/band-booking-process/>