



## Erie Arts & Culture

The **Residency Plan Outlined** below should accompany a **Residency Request Form & Residency Budget Worksheet**.

*Use additional pages as needed.*

In order to plan an engaging & rich art experience the Teacher & Teaching Artist must address **The Standards Aligned System** and **The Curriculum Framework** listed in the points below as they write the residency plans and the lessons that will accompany that plan. **For more information please visit the PA Department of Education website and learn more about the Standards Aligned Systems (SAS) and the Curriculum Framework.**

<http://www.pdesas.org/default.aspx>

**The Standards Aligned System (SAS)** is a comprehensive approach to support student achievement across the Commonwealth. SAS is partnered with **The Curriculum Framework** which specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

**School:** Erie County Technical School

**Artist:** Tom Ferraro and Ed Grout

**Grade Level:**10-12      **Subject Area:** Writing, Welding, Electronics, Art and Design, Graphic Design, Metal Fabrication, Machine Shop, Facilities Maintenance

**Core Group(s):** 25-30 students representing seven different classes/ subjects

Identify the number, age, and type of students in the core group(s) and how they are selected. The core group(s) can be comprised of various ages and grade levels but may not exceed three (3) groups of more than 30 students per group. **IMPORTANT: The Artist should meet with each core group each day of the residency.**

**1. Learning Objectives:** Describe what you want the students to achieve as a result of this residency. Show how the art form will be integrated into various curricular areas.

*This residency is an interdisciplinary collaboration between students from the Erie County Technical School, residency artists, and manufacturer partners in the Erie Community. Students will participate in process driven activities leading to the generation of written and visual ideas relating to the role of manufacturing along the 12th street corridor in Erie, Pa. Students input will serve as stimulus for the design and fabrication of a public art piece that will be installed along the 12th Street Corridor.*

*-Students will learn the history of manufacturing in Erie, Pa.*

*-Students will understand the role of creativity and the visual arts in manufacturing design.*

*-Through reading, lecture, field trips and electronic presentations, students will develop an understanding of the role of manufacturing and it's aesthetic influence in Erie's physical landscape.*

*-Students will learn the basic elements of art*

*-Students will learn to work in a collaborative environment using history, writing, storytelling and elements of art to develop the imagery and create a model for a public art piece to be installed in a site specific location along the 12th street corridor in Erie, Pa.*

**2. Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

*How can public art tell the story of the history, the future and the current role of manufacturing in Erie, Pa?*

Can collaboration and creative thinking play a role in developing workforce skills for 21st century manufacturers?

- 3. PA Academic Standards:** Pennsylvania Standards describe what students should know and be able to do; they increase in complexity and sophistication as students' progress through school. List the standards and their ID # here; this information is on the PA Department of Education website. <http://www.pdesas.org/default.aspx>

## Art & Humanities

*Targeted Standard: 9.1 Production, Performance and Exhibition*

*Standard Statement: 9.1.3.A. & 9.1.5.A. Know and use the elements and principles of each art form to create works in the arts and humanities.*

### *Elements*

*Visual Arts: • color • form/shape • line • space • texture • value*

### *Principles:*

*Visual Arts: • balance • contrast • emphasis/focal point • movement/rhythm • proportion/scale • repetition • unity/harmony*

*9.1.3.B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.*

*Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media*

*9.1.3.E. Demonstrate the ability to define objects, express emotions, illustrate an action or relate an experience through creation of works in the arts.*

*9.1.3.H. Handle materials, equipment and tools safely at work and performance spaces.*

- 4. Big Ideas:** A Declarative statement that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.

*Public art can help showcase manufacturing as a source of creation, innovation and economic importance to our future. By engaging students in a public art project, students will increase their understanding of the hard and soft skills needed by manufacturers and the career opportunities in manufacturing.*

*Public art along Erie's 12th street corridor will help employees, residents and visitors build a better understanding and sense of pride in the manufacturing sector's role in the economic history and future of the region.*

- 5. Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.

- Students will understand the elements of art*
- Handle materials, equipment and tools safely at school and work spaces.*
- Students will understand the shapes observed in our natural world and their relationship to manufacturing.*
- Students will understand the value of art as a tool in individual and community transformation*
- Students will be exposed to manufacturers, their products, processes and potential job and/or internship opportunities.*
- Students will understand the historical and future role of manufacturing in the Erie community*
- Students will explore both individual and collaborative creativity*
- Students will create a legacy and renewed vitality with the installation of a public art piece along the 12th Street corridor.*

- 6. Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

- Understand basic elements of art.*
- Respond to sense memory exercises.*
- Understand the history and role of manufacturing*
- Understand vocabulary across interdisciplinary curriculum.*
- The ability to visualize and verbalize ideas using individual and collaborative exercises*
- Students will document the workshops and processes used to develop the model for the public art piece.*

- 7. Key Art & Non Art Vocabulary:**

### **Weight:**

**accurate, precise, tool and die, computer and numerical control, metal**

### **Volume:**

ECTS Planning Guide Art and Industry

*Flux, Slag, penetration, tungsten, argon, metal fabrication*

**Function:**

*tolerance, stock, design, modeling, measuring, creating, dimensioning, model building, heat, weld, cutting, engineering, draw, photoshop, offset printing, circuits, displays, memory, binary, transformation, oscilloscope, motor*

**Grid:**  
*Inspiration, balance, strength, composition elements, business professional, experiment, break, repair, diagram, illustrate, communicate, project, CAD, framing, drafting, math, beauty, freestyle, original, photography, layout, depth of field, hue, diversity, printing, ink science*

**8. Assessment / Evaluation:** Describe the Formative & Performance Assessment method(s) you will use to measure and evaluate the impact and effectiveness of the residency. Include copies of these assessments and their rubrics.

*This residency will utilize students from six different academic and technical disciplines. Each classroom instructor will need to develop a matrix to assess and evaluate their participating students. All students will be expected to integrate their respective disciplines into the formulation of ideas and technical applications.*

**9. Related Materials & Resources:** Describe any additional resources, art and non-art related that you will use to enhance the residency.

*All materials and documentation equipment needed for residency will be supplied by Erie County Technical School. Supply list includes:*

*paper*

*pencils*

*computers*

*cameras*

*video equipment*

*Any materials needed to build model of art piece(s). Materials will be determined after approval of final design.*

**10. Other Student Groups:** Describe any activities affecting a wider scope of the school/organization. Some examples would include Introductory Assemblies, Presentations, Workshops, Exhibits or Performances open to the school or organization.

*Other student groups may be required to assist in the fabrication and installation of public art piece*

**11. Community Outreach/Parent Involvement:** Describe any activities that would reach parents and the surrounding community. Some examples would include "Meet the Artist" breakfast/lunch at the school or organization, exhibit or performance open to parents and the community.

*Three community manufacturer partners will be recruited to provide materials and participate in the fabrication of the public art piece. One manufacturer partner will be selected to provide a site specific location for the installation of the public art piece.*

**12. Facilities/Supplies:** Describe the facilities, materials, supplies, space, etc. needed for the residency. Include studio time/space for the artist.

*Facility and supplies will be provided by Erie County Technical School for residency workshops. Facility and materials will be provided by Erie County Technical School and manufacturer partners to fabricate the final art piece. Facility location and materials needed for the fabrication and installation of the final art piece will be determined after the selection of final design.*

**13. Schedule / Residency Timeline:** Please include a sequence of events and/or activities here or in a separate document. This can be a day-by-day schedule with a general outline of each of the daily activities planned. Also, this helps for AIE Director to plan a site visit.

**Planning meetings: Sept 16th and October 13th**

**Residency dates:**

**January 21st, 23, 26, 28, 30 /February 2, 4, 6, 9, 11th/ Break from February 12th to March 4**

**March 4,6,9,11,16,18,20, 23, 25, 27**