

How to organise a project in your school

Planning

- **Select the artist(s)** you would like to work with and the main teacher or member of staff coordinating the project. Apart from thinking about what the children in your school would get the most out of, it is even better to think of the skills base of your staff. Every visit from an artist represents a chance for your staff to learn, develop and have a breath of fresh air. In fact if you think of the project as an investment in your staff for future children to benefit from your school will get the best value for money. Besides looking at past projects it will be interesting to follow the links to the artists' websites.
- **Contact the artist** by phone or email (maybe more convenient for both teacher and artist if both are teaching) to check artist's availability and mutual interest. The ARTEACH artists can be contacted out of school hours. Likewise, if you are hard to get hold of during school hours you may leave your home telephone number if you wish.
- If at all possible **arrange a meeting** to talk about the project, either at the school or at the artist's studio. This initial meeting is very important to establish the needs of both the artist and the school and to explore what can be achieved within the timescales and funding secured for the project. You can download the ARTEACH planning checklist to help make sure the most important topics are covered.....(link)
- The **Planning Checklist** (below) will help as a reminder to cover important aspects (such as : how will the project be recorded and evaluated), and will help ensure your school gets maximum benefit from the project and optimum value for money.
- Arteach artists do – except in exceptional circumstances – have to charge a **fee** of £75 per planning meeting plus travel @ 40p/mile. If artist and school have worked together previously, or if the project you have in mind is very small and funding is severely limited, you may opt to do your initial planning by phone (making sure you put in place ongoing evaluation), for which there is no charge. It goes without saying that the most successful projects are those that are based on a good level of understanding between artist and teacher, where each can be supportive of the other.
- The most important two people to be present at a planning meeting are the teacher(s) in charge of the participating young people and the artist. Input/ideas, interest and support from the school management are invaluable and always welcome. It always pays off for any other participating adults such as auxiliary staff to attend the meeting if at all possible. Not only participating children will stand to benefit from the opportunity to work with an artist, but school staff too and through them the children in years to come.

What the school needs to provide

The artist will go through with the school what needs to be available for the workshops, which may be easy access to water or a request to cover tables before the workshop begins. The school needs to provide a teacher to work alongside the artist as the artist is only responsible for the delivery of the art workshop and the teacher must be available to control behaviour and to participate in the workshop itself. This should all be discussed before the artist comes in to deliver the first workshop and is normally sorted out within the first meeting with the school.

What a host/school should expect from the artist

The school should expect an experienced artist – which all ARTEACH artists are- to be professional at all times in conduct and behaviour and to deliver the workshop to the best of their abilities. Participants should be engaged fully in all aspects of the artwork and provided with an exciting experience to be remembered by all.

Materials and Equipment

Any materials or equipment should be sorted out within the initial meeting(s) with the host/school. The artist will provide any specialist equipment that maybe required for the workshop and this is normally provided on the day. In many instances artists can provide materials from their own stock, and invoice the school for this at the end of the project depending on the amount used. It is important to discuss the material requirements and budget limitations at the outset.

Introduction of the Project

The artist may do an introduction into his or her work, to which other children may be invited. Some schools like the idea of the artist being involved in the school assembly. He/she will show some of his or her pieces and explaining the process involved in making it from sketchbook to finished piece. Where appropriate objects such as tools, sketchbooks, different kinds of material or source material such as bones, can be explored by small hands to be passed around.

Most children have only ever heard of artists that lived long ago and often far away. It is always very exciting and inspiring for them to meet an artist who is local and who has not yet popped his/her clogs.

Evaluation

Informal ongoing evaluation between artist and teaching staff is invaluable, as is the opportunity for participants to evaluate their own work and that of others around them. Opportunities for spontaneous comments to be captured on paper, for the processes to be recorded, and for finished work and general achievements to be celebrated, should be grasped where at all possible. A sharing of the experience is a good and positive way to finish the workshop.

Handouts and advice on finishing or developing further projects

The artist will be able to make further suggestions, and is happy to be contacted to answer any burning questions. Ideas for further projects can also be found in this website.

Payments

The artist will invoice the school for the amount agreed at the beginning of the project. All artists expect to be paid within 30 days of completion.

WORKSHOP PLANNING CHECKLIST

- School:
- Artist:
- Partner Teacher:
- Others Involved such as Art Coordinator:
- Assistance needed from parents, support staff, older children?
- Date(s) of Session(s):
- Time:
- Duration:
- Number of Participants:
- Workshop space:
- Aims / Objectives of Workshop:
- Expected Outcomes (or purely process led):
- Theme / Subject:
- Introduction / Slideshow / Visits (may involve children who do not participate in workshop)
- Materials;
 - School to provide:
 - Artist to provide:
- Preparation:
 - Drawing/Design
 - Research / gathering of resources
 - Clothing/Aprons
- Staff training;

- Teacher and support staff involvement
- Formal session or informal drop-in sessions for staff to experiment and play
- Keeping a record:
 - Photographs - whose job is it?
 - Children's Comments
- Evaluation:
 - Children; e.g. self assessment or letter to the artist
 - Teacher; mid way as well as at the end
- Celebration / Raising profile of art:
 - Exhibition / display/book
 - Who to invite (parents, teachers, governors)
- How to finish the work;
 - Firing
 - Colour / Glaze / Oxides / Alternatives
 - Mount or Display
- Ideas for future activities / projects