



Young Audiences

2012-13 Residency/Workshop Review by School Staff

Please mail or fax to: Adam Friedman, Artist Programs Specialist, Young Audiences ▪ 1220 SW Morrison, Suite 1000 ▪ Portland, OR 97205-2228 ▪ Phone: 503-225-5900 Fax: 503-225-0953.

Your feedback is helpful to YA program staff and the teaching artist, and will be shared with the artist -- with your name removed. Thank you for your time.

Artist name: _____ Your school name: _____

Grade level(s): _____ Approximate class size: _____ District: _____

Date(s) of residency/ workshop: _____

1. If applicable, how collaborative was the planning meeting?

2. Did the teaching artist encourage students to make artistic choices, take creative risks, investigate, and/or develop persistence?

No Minimally Moderately Working on those skills was the foundation of the workshop/residency

Comments _____

3. Which learning style(s) & intelligence(s) was the workshop/residency geared toward? Please circle all that apply.

Kinesthetic Visual/Spatial Verbal/Linguistic Musical/Rhythmic Intrapersonal
Auditory Intuitive Logical/mathematical Interpersonal

Comments _____

4. Did the artist adapt to your students' needs?

No Minimally Moderately Thoroughly

Comments _____

5. Did the teaching artist connect the art form(s) to academic and social learning in or out of school? (Circle one.)

No Minimally Moderately Connecting to other learning was the focus

Comments _____

6. How was the teaching artist's time management and pacing?

Each segment had enough time Some parts got rushed Each segment was rushed

Comments _____

7. (How) were you involved? Circle any that apply.

Student management Doing my own art-making Encouraging students in their processes
Documenting individual or group explorations Connecting arts experience to other classroom studies

Other _____

8. Describe any technical/logistical factors that might have affected the overall success of the workshop/residency.

9. (How) did the teaching artist encourage students to reflect on their own work/explorations and each others'? Circle any that apply.

Student showing finished work to class Structured feedback in pairs Written reflection on others' work
Verbal comments from classmates Artist's statements Teaching artist asking questions during student process

Other _____

10. When did your students seem most engaged? Describe specific examples, if possible.

11. When did your students seem least engaged? Describe specific examples, if possible.

Name

Title

Date

Thanks so much for your time!