

2026-27 | Artists in Schools



Cultural Arts Representative Training Manual

TABLE OF CONTENTS

ABOUT	3
2026-27 CALENDAR	4
DETAILED STEP BY STEP GUIDE	5
DETERMINE BUDGET	5
UNDERSTAND PROGRAM TYPES	5
IDENTIFY PROGRAMMING NEEDS	5
SELECT ARTISTS/PROGRAMS	6
ARRANGE DATES.....	7
NEGOTIATE TENTATIVE AGREEMENT WITH ARTIST.....	7
SUBMIT GRANT APPLICATION AND FEE	7
GRANT AWARD NOTIFICATION	8
CONTRACTING	8
PREPARING FOR THE PROGRAM.....	10
PROGRAM DAY	12
POST PROGRAM REQUIREMENTS.....	13
APPENDIX	14
SAMPLE I - DIRECTORY PAGE	14
SAMPLE II - SOCIAL MEDIA POST BY SCHOOLS: HIGHLIGHTING PROPS AND TEACHER INVOLVEMENT	15
SAMPLE III - SOCIAL MEDIA POST BY SCHOOLS: HIGHLIGHTING VOCABULARY	16
SAMPLE IV - SOCIAL MEDIA POST BY SCHOOLS: HIGHLIGHTING STUDENT ENGAGEMENT	17
SAMPLE V - SOCIAL MEDIA POST BY SCHOOLS: HIGHLIGHTING FUNDING.....	18
TEMPLATE I - PRE-PROGRAM COMMUNICATION: WELCOME TO ARTIST	19
TEMPLATE II - PRE-PROGRAM COMMUNICATION: INTRODUCTION FOR TEACHERS/ADMINISTRATORS.....	20
TEMPLATE III - PROGRAM DAY INTRODUCTION: PRESENTING BACKGROUND & EXPECTATIONS	21

ABOUT

ARTISTS IN SCHOOLS PROGRAM

The Artists in Schools Program is a partnership between United Arts Wake County, the Wake County Public School System, and local schools.

For 47 years, the Artists in Schools program has placed professional teaching artists in public, private, and charter schools in Wake County, North Carolina. These artists and arts organizations work together with faculty, students, and volunteer Cultural Arts Representatives to implement curriculum-based arts in education programs beyond what is typically offered by arts specialists at each school.

CULTURAL ARTS REPRESENTATIVES

Cultural Arts Representatives are volunteers from each participating school who act as a liaison between the artist, United Arts, and school officials. Representatives are typically parents who also serve on the school's PTA or teachers who volunteer their time for the benefit of the school. Experience in the arts is not required for this service. Volunteers that believe in the power of the arts and strive to provide friendly communication between artists and their schools make the best Cultural Arts Representatives.

UNITED ARTS WAKE COUNTY

United Arts, a private nonprofit organization, builds a better Wake County through support and advocacy of the arts. Relying on individual, business, foundation, and government support, United Arts builds community by:

- Enhancing arts education in local schools and communities
- Nurturing diverse programming and new initiatives
- Bringing arts to towns across Wake County
- Supporting and funding local artists and arts groups

To learn more about United Arts, please visit www.unitedarts.org.

CONTACT INFORMATION

Julia Mastropaolo
Director of Arts Education
711 Hillsborough Street
Raleigh, NC 27603
jmastropaolo@unitedarts.org
919-839-1498 ext. 210

2026-27 CALENDAR

July 30, 2026	2025-26 Artists in Schools Directory Released
July 30, 2026, 6 pm August 1, 2026, 10 am August 5, 2026, 12 pm	REQUIRED: Cultural Arts Representative Training (virtual) ATTENDANCE MANDATORY AT ONE SESSION (all three sessions are identical)
August 8, 2026, 9 am – 3 pm	REQUIRED: Artists in Schools Expo at Enloe High School ATTENDANCE MANDATORY
September 9, 2026	DUE: Grant Applications and if applicable \$100 participation fee
September 18, 2026	Grant Award Notifications sent
September 18 – December 17, 2026	DUE: All signed United Arts contracts and school matching payments for programs to be completed during this time must be received at least two weeks prior to event
September 28, 2026	2026-27 Artists in Schools programs begin
December 17, 2026	DUE: Last day signed contracts and school contribution payments will be accepted for the entire 2026-27 school year
Rotating Date	DUE: Post-program evaluations for each Artists in Schools event are due within one week of a program's conclusion
June 9, 2027	Last day of programming for the year
June 30, 2027	Last day to submit an End of the Year survey

YEAR-ROUND SCHOOLS

Year-round schools may apply for one program that occurs outside the regular Artists in Schools schedule. This is not in addition to, but rather inclusive of, the total number of programs for which a school may apply.

April 2027	United Arts sends application for funding to year-round schools
May 21, 2027	DUE: Grant application due from year-round schools for July – September 2027 programs
May 28, 2027	Grant Award Notifications sent to year-round schools with grants to support July – September programs
Rotating	DUE: Executed contracts and school contribution payments from year-round schools with summer (July – September) grant awards

DETAILED STEP BY STEP GUIDE

DETERMINE BUDGET

Work with school administrators and PTA contacts to determine funding available for cultural arts programming. Add the amount of grant funds you expect to receive from United Arts to determine the school's whole cultural arts budget. WCPSS schools planning a visual art residency that includes a permanent installation should anticipate additional costs to meet new facilities requirements.

UNDERSTAND PROGRAM TYPES

Artists in Schools programs provide experiences in one of these three categories:

Performance: A performance educates and entertains through a presentation/demonstration format. Shows typically run 45 to 60 minutes and involve audience participation.

For the 2026-27 year, there are 125 assemblies approved in the performance category.

Workshop/Residency: Workshop and residency programs offer hands-on arts-based sessions that enhance curriculum standards.

- Workshop Format: a one-time experience
- Residency Format: multiple sessions, working with the same group of students each session and culminating with a student product
- Workshops specifically designed for students with disabilities (introduced in 2018)

Both workshops and residences actively involve students in participatory work. While schedules may vary, most follow designated class times as published by each school.

For the 2026-27 year, there are 87 Workshop/Residency programs available, six of which are designed for students with disabilities.

Writer Residency: A writer residency involves a minimum of five sequential instructional sessions where the professional writer works directly with the same group of students. Each session focuses on the students and enhances their own understanding of the creative writing process.

Set periods of at least 40 minutes are required to ensure participating students receive ample instruction and have time to fully explore the writing process.

For the 2026-27 year, there are 12 programs approved in the Writer Residency category.

All workshop and residency programs require a planning meeting between the teaching artist, the lead teacher and any other relevant staff or PTA members. Specifics regarding this policy are provided on page 10 of this document.

IDENTIFY PROGRAMMING NEEDS

The Cultural Arts Representative should collaborate with school staff and PTA members to identify school's cultural arts programming needs. The following staff may be helpful in selecting appropriate programs:

- Classroom Teachers and Specialists (music, visual arts, media, physical education, etc.)
- Magnet Coordinators/Principals/Assistant Principals

Examples of programming needs are ones with:

- Cultural significance
- Focus on math or science
- School theme days (wellness event or Earth Day celebration)

Programs may also:

- Expose students to new art forms
- Serve as an introduction or reinforcement of a curriculum unit
- Provide information on a relevant topic (writing or anti-bullying)

SELECT ARTISTS/PROGRAMS

PERUSE ARTIST DIRECTORY

The Directory is an online catalog of all the curriculum-based programs offered by Artists in Schools artists. Each approved program has an individual webpage that contains the artist's contact information and other relevant information specific to that program.

Searchable by keyword, artistic discipline, grade level, program type, or cultural context, the directory is a great tool for helping Cultural Arts Representatives identify programs for their schools.

Artists and their programs are selected for the Directory through a rigorous application process, including evaluation by a panel comprised of arts education specialists, professional artists, parents, and United Arts staff.

All artists undergo a check against the national Sex Offender Registry annually. A cleared list remains on file at the Wake County Public School Arts Education office and at United Arts.

The Artist Directory is updated annually and can be found at <https://unitedarts.org/artist-directory/>.

ATTEND ARTISTS IN SCHOOLS EXPO

The Expo is an annual trade show style event that features approximately 60 Artists in Schools artists. In addition to meeting Cultural Arts Representatives individually at booths, many artists also showcase their talents by offering excerpts of their performances, workshops, and residencies.

For the 2026-27 year, the Expo will be held at Enloe High School on Saturday, August 8, 2026. The event is free and open to the public. School administrators, faculty, PTA members, and students are invited. Doors open at 9:00 am and close at 3:00 pm. This is a mandatory event for Cultural Arts Representatives.

Details regarding our annual Expo can be found at <https://unitedarts.org/artists-in-schools-expo/>.

UTILIZE SOCIAL MEDIA

Many Artists in Schools artists highlight their work with other schools via their social media accounts. These posts often offer a unique glimpse of their programs. Search #AIS4all to view posts specific to Artists in Schools.

ARRANGE DATES

Once programs have been selected, potential dates should be considered. It is best to work with multiple members of the staff when selecting dates. To avoid conflict with holidays, teacher workdays, exams, and field trips, the Cultural Arts Representative should refer to the school's master calendar before discussing options with the artist.

NEGOTIATE TENTATIVE AGREEMENT WITH ARTIST

After the school confirms the plan, the Cultural Arts Representative will work with the artists to set specific program needs, dates, and fees.

SUBMIT GRANT APPLICATION

SCHOOL ELIGIBILITY

To be eligible to participate in Artists in Schools, a school must:

- Be a public, charter, or nonprofit private school located in Wake County, North Carolina
- Appoint a volunteer Cultural Arts Representative to administer programs
- Gain eligibility by attending a training session and the Expo
- Choose pre-approved artists/programs from the Artists in Schools Artist Directory
- Schedule programs that take place during the school day at school site

APPLICATION INFORMATION

Artists in Schools grant applications are available within the current year. A link to the online application will be emailed to Cultural Arts Representatives who have attended both a training session and the Expo.

The following information will be required on the application: Artist Name, Program, Date, and Artist Fee for a maximum of four grants:

Two Performance Grants: Schools may apply for up to 50% of the artist's fee or \$400 (whichever is less) for up to two performances by different artists.

One Workshop/Residency Grant: Schools may apply for up to 50% of the artist's fee or \$500 (whichever is less) for one workshop or residency program.

One Writer Residency Grant: Schools may apply for up to 50% of the artist's fee or \$500 (whichever is less) for one weeklong writer residency program.

For the 2026-27 year, applications are due by 5:00 pm on Wednesday, September 9, 2026, and grant supported programs may be scheduled between September 28, 2026 and June 9, 2027 (except for year-round schools that received a summer grant).

PARTICIPATION FEE

Due to funding provided on the district level, the participation fee is waived for all Wake County Public School System schools for the 2026-27 year.

Private and charter schools will provide a \$100 non-refundable fee to participate in the program. This fee does not affect the amount of grant funding received or the payment due to artists. Schools in their first year of operation may request to have this fee waived.

For the 2026-27 year, schools will be invoiced for their participation fees after applications are received, and payments will be accepted via HCS transfer, debit and credit card or check.

GRANT AWARD NOTIFICATION

Notification of grant awards will be sent via email by September 18, 2026. The notification will specify the dollar amount awarded for each grant type and the amount of matching funds required from the school to cover the artists' remaining fee(s).

If a grant is not approved and a school cannot pay the artist's entire fee, the Cultural Arts Representative must notify the artist in writing.

CONTRACTING

CONTRACT TEMPLATES AND SIGNATURES

After the grant award notification is received, the Cultural Arts Representative, using templates provided by United Arts, may proceed with creating contracts for each of the awarded programs. United Arts provides three similar but different contract templates that correspond to each of the three grant categories. To generate a contract, the Cultural Arts Representative will:

- Ensure date(s), time(s), venue, and student size are acceptable to both artist and school
- Complete page 1 of contract with information confirmed by both artist and school

- Obtain all relevant signatures (electronic or otherwise) as indicated on page 4 of the template
- Save the completed template as a PDF and submit to United Arts

A contract is legal and binding only after a representative of United Arts has approved the document and added a staff signature. A fully signed document will be emailed to all parties at that time.

Note: Neither a contract provided by the artist, nor one provided by the school, may substitute, or supersede the United Arts contract when grant funding is provided. Technical riders (documents that specify equipment, technical, and/or other needs) as provided by the artist are allowed for informational purposes, but they may not site additional requirements that are not specified in the Artists in Schools Directory.

For the 2026-27 -year, contract templates will be available by September 18, 2026 and may be obtained by visiting <https://unitedarts.org/school-guidelines/submitting-contracts/>.

CONTRACT DEADLINES

Cultural Arts Representatives manage the contracting process. Signed contracts should be submitted electronically via PDF to jmastro@unitedarts.org.

Deadline dates vary based on the program start date. For the 2026-27 year, deadlines are as follows:

- If the event falls before December 18, 2026, the deadline is two weeks prior to the start date of the event. For example, a performance planned on Thursday, November 19, 2026 would have a contract due date of Thursday, November 5, 2026.
- If the event takes place after December 18, 2026, the deadline will be the published contract deadline of December 16, 2026. For example, a workshop residency set to begin on Tuesday, June 2, 2027 would also have a due date of Wednesday, December 16, 2026.

Once United Arts has signed the contract, a fully signed version of the contract will be emailed to the Cultural Arts Representative.

SCHOOL MATCHING PAYMENT

The portion of the artist's fee that is not covered by a grant is due from the school to United Arts and is called "School Matching Payment." Using the unique invoice number that will be emailed after the contract is submitted, payments should be made to "United Arts" for each contract separately. Payments may be made one of three ways:

Paper Check Option: To pay by check, prepare a paper check for the amount as indicated on page 1 of the contract.

- Make check payable to United Arts Council
- Verify amount by the school's matching funds as noted on your contract
- Include the unique invoice number (ASE-XXXX) on the memo line
- Mail the check to: United Arts Council, 711 Hillsborough Street, Raleigh, NC 27603

Electronic Payment Option 1 of 2: To pay with a debit credit card or HCS transfer (with no service charge), visit our online payment portal.

- Use the payment link as provided by United Arts
- Select check out using guest option
- Provide the requested information including the unique invoice number
- Verify amount by the school's matching funds as noted on the contract and submit payment
- Save the email receipt for your records

Electronic Payment Option 2 of 2: To pay with credit card (2% service charge) visit our online payment portal and follow the instructions for Electronic Payment Option 1 knowing the payment will include a 2% service fee.

FULLY FUNDED PROGRAM CONTRACTS

Occasionally a school may decide to book and fully pay for a program that does not involve grant funding. In the case of a fully school funded event, Cultural Arts Representatives may use United Arts contracts and systems to administer the program. To fully fund a program in this way, a school must:

- Use the appropriate contract template based on program type
- Place a zero on the line that reads "United Arts Grant Award"
- Adhere to all deadlines, procedures, systems, and policies applicable to grant funded programs

CHANGES TO SCHEDULE

Inform United Arts of any deviation from the fully signed contract. If a program cannot be offered as contracted, the artist and school contacts should work together to reschedule the event. If a program does not occur as planned, the options to proceed are:

- Artist and school reschedule for the current school year
- Artist and school reschedule for the next school year
- If the school cannot reschedule, as bound by the contract, the funds will be paid to the artist
- If the artist cannot reschedule, as bound by the contract, the funds will be returned to the school

PREPARING FOR THE PROGRAM

After a contract is fully signed, the Cultural Arts Representative will continue to facilitate communication, and all activities related to planning and promotion. Activities include:

PLANNING MEETING

Residency and workshop programs require a planning session with the artist, at least one lead teacher, all relevant staff, and PTA contacts.

Depending on the program needs, the planning session can involve face-to-face meetings, email correspondence, and/or phone conversations. The artist and school contacts should then define in writing:

- Specific program goals and outcomes
- A detailed list of program activities
- Expectations involving classroom management
- Location for all activities and installation site, as relevant
- Materials and supplies necessary to the completion of the program

Even if a school has worked with an artist in the past, planning is important because new teachers, students, and/or curriculum standards may impact success.

A planning meeting is crucial to all workshop and residency programs but most especially for visual art programs that will result in an installed piece of art.

REVIEW SPACE AND TECHNICAL NEEDS

Refer to artist's space and technical requirements as listed on their directory page to ensure the school can accommodate all requests. Should equipment be involved confirm that staff members who know how to operate equipment are available to support as needed.

ADDITIONAL EXPENSES

Many programs, especially visual art programs require schools to provide supplies or pay an additional fee to the artist or third party for installation. New this year, all installations in WCPSS schools will require a building permit. It is the shared responsibility of both the artist and school administration to identify these additional costs during the contracting process.

EDUCATIONAL MATERIALS

Artists prepare educational materials such as lesson plans and teacher guides to enhance their visit. At least two weeks prior to the start date the artist should provide materials to the Cultural Arts Representative who is responsible for distributing them to participating teachers.

CONFIRM DETAILS WITH ARTIST

The week before a program, school contacts should confirm previously agreed upon details with the artist and send any relevant logistical information, including check in procedures and parking instructions.

SPREAD THE WORD

Ensure the principal, office staff, PTA, and teachers all know when a scheduled program is approaching by posting announcements through:

- PTA and School Social Media accounts (use #AIS4All)
- School Website
- Principal's Weekly Message

CREDIT

The following credit should be placed on all printed materials related to this grant:

“This program is supported in part by a grant from the United Arts Wake County.”

Please also use United Arts logo if space permits. Logos can be downloaded from [Find logos for promoting United Arts Council.](#)

PROGRAM DAY

On the day of the program, the Cultural Arts Representative should verify the school is prepared to host the guest artist. The following tasks can help establish a successful day for all involved.

CHECK THE VENUE

Verify the space in which the event will occur is clear, clean, and appropriately cooled/heated. Confirm again the artist’s technical needs will be accommodated.

WELCOME THE ARTIST

Greet or have someone else meet the artist upon arrival. Make sure the artist knows where to go and the location of restrooms.

INTRODUCE PROGRAM

Welcome the visiting artist and introduce them to staff and students.

For workshops and residencies:

- Share a few engaging details about the artist when introducing them to students.
- Ensure teachers understand they must remain present and are responsible for student supervision throughout the program.

For performances:

- Arrange introduction of guest artist to the audience.
- Review audience expectations and appropriate behavior before the performance begins.

In all cases, be sure to acknowledge United Arts as the program sponsor.

POST PROGRAM REQUIREMENTS

After the program, Cultural Arts Representatives should provide follow-up support.

EVALUATION

The Cultural Arts Representative, participating staff, and administrators should each submit a post program evaluation. This feedback is collected online via Survey Monkey. United Arts Staff will provide a link to the survey prior to the program.

It is important that surveys are submitted within five days as the artist receives payment only after surveys have been completed. This anonymous feedback is shared with artists later in the school year.

WORK SAMPLES

Residency programs should culminate with a student product. Examples depend on the type of residency activity, and may include a performance, artwork(s), or written pieces. Please consider sharing such work with United Arts or inviting our staff and board members to attend events.

THANK YOU NOTES

Whether created by students or on school letterhead, thank you notes are always appreciated! United Arts welcomes the opportunity to share cards, notes, and student artwork with donors and elected officials whose support makes these programs possible.

Please mail items to 711 Hillsborough Street, Raleigh, NC 27603, any time during the school year.

POST ON SOCIAL MEDIA

A step-by-step guide is available for social media posting. This document can be found on our website at <https://unitedarts.org/wp-content/uploads/2024/07/Updated-Posting-Your-Artists-in-Schools-Programs-on-Social-Media-2.pdf.pdf>.

Please remember to use #AIS4all.

APPENDIX

SAMPLE I- DIRECTORY PAGE



[Arts Calendar](#) | [Donate](#) | [Login](#)

[About](#) | [Community](#) | [Education](#) | [WakeArts Hub](#) | [Support](#) | [Register Your Organization](#)

Contact Information

Mimi Herman
(919) 606-7686
mimiherman@gmail.com
<https://www.mimiherman.com/>

[Facebook](#)
[Instagram](#)

Space Requirements

Standard classroom

Tech Requirements

Whiteboard, projector or Smartboard.

Availability

Year round

Fee Structure

Writer Residencies require a five-day commitment. Programs lasting fewer than five days should be requested under the Workshop/Residency category.

–

\$2,500/week for up to four classes
Daily rate: \$600/day

Keyword(s)

Search terms

Discipline

All Disciplines

Grade Level

All Grade Levels

Program Type

All Program Types

Cultural Context

All Cultural Contexts

☐ Accepts bookings in Johnston County

☐ Specifically created for students with disabilities

Poetry Residency

Mimi Herman
Program Type: [Writer-in-Residence](#)



Can you smell your grandmother's chocolate chip cookies baking? Dive into a cool, blue swimming pool on a steamy August day? Mimi Herman leads your students to writing and makes them think. Everyone's a poet in this accessible, hands-on and delightful poetry residency. As your students swim through memory and imagination, they learn to express themselves clearly through imagery, metaphor and simile, and to write not only for assignments, but also for themselves. They also discover the joys (yes, joys!) of revision, and gain the skills they need to write and edit everything from poetry to the next book report. One- to three-day poetry workshops for teachers and students are also available.

Artist Background

Mimi Herman transforms lives. She has taught over 25,000 teachers and students—many of whom would rather scrub a bathtub than write a poem—to fall in love with writing and integrate the arts across the curriculum. Mimi is a Kennedy Center Teaching Artist and director of the United Arts Council Arts Integration Workshop Series. She has provided over 25,000 students with writing residencies, as well as offering professional development for teachers, administrators, and teaching artists.

In addition to her work in the schools, Mimi co-directs Writeaways writing workshops in France, Italy, Ireland, North Carolina, and New Mexico. A North Carolina Piedmont Laureate and recipient of the United Arts Council Business Support of the Arts Award, Mimi is the author of *The Kudzu Queen*, *A Field Guide to Human Emotions*, *Logophilia*, and *The Art of Learning*.

Search Criteria

- Program Type: [Writer-in-Residence](#)
- Discipline: [Literary](#)
- Grade Level: [Elementary](#), [High](#), [Middle](#)
- Accepts bookings in Johnston County

[Back to Search Results](#)

SAMPLE II- SOCIAL MEDIA POST BY SCHOOLS: HIGHLIGHTING INSTRUMENTS AND PROPS



Lincoln Heights ES PTA

September 23, 2022 · 🌐

This morning the students were so excited to welcome our first cultural arts guest, Queen Nur and Mr. James! Queen Nur is an amazing storyteller who shares her love for African folk tales throughout the performance. Students learned how there's a difference between sweet potatoes and yams, participated in storytelling, danced, played instruments...and of course we had to get the teachers involved too 💚💙💛. Thank you to all the staff for helping us organize this assembly! Be on the lookout for more cultural arts posts throughout the school year! [#growingtogether](#) [#artistsinschools](#) [#ais4all](#)



SAMPLE III- SOCIAL MEDIA POST BY SCHOOLS: HIGHLIGHTING VOCABULARY



Jones Dairy Elementary PTA

April 4 · 🌐

Last week we hosted Storyteller Linda Gorham at JDE. Linda shared three folktales and rhymes, with lots of movement, giggles, positive messages and even vocabulary. (Ask your kiddo if they remember what "ostracized" means!) Special thanks to [United Arts Council of Raleigh and Wake County](#) for making this possible. #AIS4all #ArtistsinSchools #UnitedArts #MakeArtHappen #Arts919



SAMPLE IV- SOCIAL MEDIA POST BY SCHOOLS: HIGHLIGHTING STUDENT ENGAGEMENT



Annie Pakes

March 23 · 🌐

Our first ever [Barton Pond Elementary School](#) legacy mural is assembled! 😊 Thank you so much Jeannette Carwane Brossart for working with me again at my new school. Thanks [Barton Pond Elementary PTA](#) and [United Arts Council of Raleigh and Wake County](#) for all of your support! Looking forward to seeing our first installation up in the hallway soon! [#ais4all](#) [#artistsinschools](#)



SAMPLE V- SOCIAL MEDIA POST BY SCHOOLS: HIGHLIGHTING FUNDING



Centennial Campus Middle School PTSA

December 3, 2021 · 🌐

The students had a wonderful time with [ComMotion](#) this week! Thank you to [United Arts Council of Raleigh and Wake County](#) for providing a grant to make this happen. And thank you to [NC State Dance Program](#) graduate student Layla for assisting with the classes! We can't wait for more programming in the spring. #AIS4all



TEMPLATE I- PRE-PROGRAM COMMUNICATION: WELCOME TO ARTIST

*Artists should have expectations and logistics before arriving at the school. Pertinent information includes confirmation of the date(s) and time(s), location within school, program participants, where to park, how to check-in, who is the point-person on the day, any equipment brought by artist/provided by school. **You may modify this template as appropriate.***

Dear Artist :

We are very excited to have you come to our school on date. This email is a reminder of the arrangements we have discussed.

Please plan to arrive at time to set up. You can park location, instructions, etc. ; please refer to the attached map for directions to our school. The school phone number is phone #.

Name will meet you at designated entrance. He/she will take you to the office to sign in and then lead you to the venue; e.g. classroom, gym, auditorium, cafeteria.

[If the contact person is different from the Cultural Arts Rep or person meeting the artist, provide that information.] Your contact person is Name. His/her phone number is cell #, if available to share.

You will facilitate your program with number age/grade level students in venue; e.g. classroom, gym, auditorium, cafeteria.

The school will provide the following materials and equipment:

- [Examples: dressing area, water, microphone, projector, CD player, tables, chairs, etc.]
- _____
- _____

The artist will provide:

- Educational materials and publicity information at least two weeks before the event.
- _____
- _____

If you have any questions, please contact me at phone or by e-mail at e-mail address. Thank you again—we are looking forward to your visit!

Sincerely, NAME
Cultural Arts Representative, SCHOOL

TEMPLATE II- PRE-PROGRAM COMMUNICATION: INTRODUCTION FOR TEACHERS/ADMINISTRATORS

Teachers should have logistics and program information so they can anticipate the event and prepare students. Pertinent information includes program date(s) and time(s), program topic, artist's name and educational materials, and examples of how to coach students on proper behavior at a cultural arts event.

*To help establish buy-in and provide context for the program, it is important to manage teachers' expectations and convey why the program was selected. **You may modify this template as appropriate.***

Our first cultural arts event of the year will take place this day , date . Artist name will lead # of programs, with # grade(s) at time(s).

These assemblies are made possible by School name's PTA and the United Arts Council of Raleigh & Wake County.

To prepare your students for our first arts assembly of the year, you may consider utilizing the attached study guide. This guide, created by Artist name, contains pre- and post-assembly information and activities such as list a few (e.g. instrument descriptions, vocabulary, topics for classroom discussions, writing activities) —all of which are related to what the students will experience.

The program, program name from Directory, was selected because list a few reasons (e.g. it is loud, fun, completely different than any of the assemblies from the last couple of years; it relates to important topic for school; it connects to classroom curriculum; it connects to a theme day).

In addition, it would be great if you could remind your students what it means to be a good audience member. Listen with your ears, watch with your eyes, stay in your seat, don't talk to your neighbor, laugh if something is funny, clap if you like the show . . . are all great audience practices to share with your classes.

If you have any questions, please don't hesitate to ask.

If you want to learn more about Artist name, click [link from Directory].

Artist name bio: [You can copy and paste from the online directory.]

If you have any questions, please contact me at phone or by e-mail at e-mail address. Thank you again—we are looking forward to this arts experience at our school!

Sincerely,
NAME, Cultural Arts Representative

TEMPLATE III- PROGRAM DAY INTRODUCTION: PRESENTING BACKGROUND & EXPECTATIONS

We all learn best when we can expect what is going to happen, what we will do, and what is the point. When armed with this knowledge before a program begins, students can more easily focus on content and contextualize what is happening—thus better enabling the program to meet the outcomes you anticipate. Pertinent information to share includes the artist’s name, art form, program format, what students will do, how they should behave, and why they are participating. Even if classroom teachers provide expectations, it doesn’t hurt to repeat and reinforce them. While all this information is important to convey, remember to keep it succinct and brief!

Briefly introduce:

- Artist/group (name and a couple of interesting highlights about the artist’s background)
- Type of art (dance, music, storytelling, theatre, etc.)
- Format of program
 - Performance: an artist will demonstrate art form and/or topic; Q&A at end (if planned)
 - Workshop: students will work on art alongside the artist
 - Residency: students will see the artist for several days (i.e. 3 days, 5 days) and the artist will help them produce a work of art such as dance, play, written piece
- How they will participate in the program, e.g.:
 - Listen to the performer
 - Watch a dance, play, etc.
 - Create art (music, dance, visual art) with the performer
- Appropriate behavior, e.g.:
 - Respect artist through quiet listening
 - Respect each other through encouragement, not talking over each other, etc.
 - Remain seated unless instructed by the artist
- Purpose of the program, e.g.:
 - Opportunity to meet a professional artist, see artist in action, and ask questions
 - Learn about an art form that might be completely new to students
 - Reflect on a topic students have studied, or introduce a topic students will study later
 - Expand vocabulary or hone descriptive writing skills

Don’t forget to say that the program is made possible by support from the United Arts Wake County! Grassroots marketing is one the best methods for raising awareness and increasing funding. A reference to the United Arts Council can help teachers and administrators connect the school’s cultural arts programming to this organization. Please mention United Arts along with other entities that make possible your school’s cultural arts program.