

Project Zero / Arts in Education Artist-in-Residence Program

Project Zero and the HGSE Arts in Education program are very excited to announce the fifth annual PZ/AIE Artist-in-Residence program. The goal of the program is to provide an opportunity for AIE students to engage deeply with a Project Zero idea, theme, question, or research project by creating an artwork that can be shared with the greater PZ community through an exhibition, installation, performance, or other culminating event.

The Residency will take place in the 2017 spring semester. The application process occurs in the 2016 fall semester. AIE students from all walks of artistic life are invited to apply—painters, muralists, videographers, dancers, theater people, writers, sculptors, D.J.s, and others. (Last year the PZ AIRs included one opera singer, one theater director, one activist and video documentarian, and one writer. See the brief descriptions of their projects below.)

Who can apply? Anyone in the HGSE Arts in Education program. Applications can come from individuals or groups.

How many Residencies will be granted? Last year we anticipated granting two residencies but ended up granting four. The number is subject to change depending on the nature of the applications.

How will the Residencies be credited or compensated? Credit will vary according to applicants' interests and constraints. There are two options:

1. Independent Study for credit (with prior approval of GSE faculty member and overseeing PZ researcher)
2. A Field Experience Program project for credit, (please visit <http://www.gse.harvard.edu/academics/other/fep/> for step-by-step process and guidelines)

APPLICATION AND RESIDENCY TIMELINE

- October 6th: Submit 1-page Letter of Intent (guidelines follow)
- October 21th: Invitations to submit full-length proposal sent out. (All applicants will be notified, but only a limited number will be invited to submit a full proposal)
- November 11th : Submit full-length project proposal (2 pages). Guidelines will be made available after the letters of intent have been submitted.
- December 2th: Awards announced.
- January 2 –February 3th: Residencies begin anytime within this timeframe.
- March 22th: Work in progress displayed in PZ offices. Artists lead in formal session around process with PZ researchers and AiE community.
- May 1-May 15th: Culminating exhibition or event occurs anytime within this timeframe (event must be scheduled in advance).
- May 23th (Commencement week): Gallery Walk and Reception at Project Zero

FOUR GUIDELINES FOR ARTIST-IN-RESIDENCE LETTER OF INTENT (1 page)

- Briefly identify a Project Zero theme, question or idea you'd like to address through an art-making project and articulate its connection to Project Zero ideas. Be as specific as possible about which PZ themes/projects/ideas you are interested in.
- Specify the medium or form you intend to work with and/or in, and how you envision your process advancing. What is the timeline for this project? Would you like to collaborate with other artists, members of your cohort or community partners or would you prefer to work alone? What kind of budget will your project require?
- Include the names of the PZ researchers with whom you are particularly interested in working. We strongly encourage you to talk with these researchers before submitting your letter of intent, in order to explore their interest and availability.
- What culminating event, exhibit, or display do you envision for your piece (recognizing that your ideas may change as the work evolves)?

Submit letter of intent online to Jordy Oakland (jordy_oakland@harvard.edu) and Scott Ruescher (scott_ruescher@harvard.edu).

CONSIDERATIONS

Project Zero researchers' time is very limited. It's best not to expect more than an hour or two a month in consultation with PZ researchers, unless other arrangements have been agreed upon and made explicit as part of your project proposal.

Project Zero and the HGSE Arts in Education program are funding this program jointly. The overall funds for the program are modest. There will be very limited funds available for materials and supplies.

There is no dedicated studio space available at Project Zero, although Project Zero is interested in creative ways of making the ongoing artistic work of the residencies visible in the Project Zero offices.

Please contact Jordy Oakland (Jordy_oakland@harvard.edu) and Scott Ruescher (scott_ruescher@harvard.edu) with questions.

PROJECT ZERO ARTIST-IN-RESIDENCE PROJECTS FROM YEARS PAST:

Andrea Alejandra Gordillo Marquina continues to work with the unaccompanied minor migrants at Menores en el Camino, a shelter in Oaxaca de Juárez, Oaxaca, México. Employing ideas from PZ's [Youth and Participatory Politics](#) and [Out of Eden Learn](#) projects, she created and implemented an arts-based curriculum that focuses on storytelling through photographic images taken by the youth, video interviews, and rap performances in the name of crafting of

personal narratives to be used by the students in advocacy initiatives on local, national, and international levels. She is interested in the influence of arts-based learning on personal transformation and agency over one's own narrative and, consequently, one's ability to individually and collectively effect social change. Her project culminated in a multimedia (mostly digital, given the distance) gallery/showcase at HGSE in May of 2016. You can have a look at "Historias Desde el Albergue," a digital archive of photographs, presentations, and raps created by the adolescents *Menores en el Camino* [here](#).

Anjali Rodrigues drew from [Out of Eden Learn](#) and [Making Learning Visible](#) to pursue a storytelling project with students from the [Urbano Project](#) under the guidance of Principal Investigator, Liz Dawes Duraisingh. Rodrigues' students shared stories of themselves and their communities through black and white photography and written narrative in the name of exploring and documenting the common themes and issues that shape their experiences. The culmination of the project was a community celebration and gallery walk at the Urbano Project at which the student artists will share their experiences creating this project.

Aysha Upchurch partnered with high-school aged students from the [Henderson School](#), in Boston, to create a choreo-poem that explored students' conceptions of complex causal relationships and connectivity. Informed by ideas from Principal Investigator Tina Grotzer's [Causal Learning in a Complex World](#) project, the students employed [Making Learning Visible](#) ideas and practices to document and reflect on their collective and individual process(es). The project culminated in a performance-exhibit at which the students performed their choreo-poem and displayed the evolution of their writing.

Azucena (Suzie) Verdin choreographed and mounted a dance piece exploring the experience of the visuo-spatial learner. She cast her piece with fellow HGSE students from AIE and other HGSE programs and documented the ensemble-building and rehearsal processes using ideas from the [Interdisciplinary and Global Studies](#) and [Making Learning Visible](#) projects. Her troupe performed the piece at the Harvard Dance Center at the end of the spring semester.

Brendon Snyder, whose background is in editorial cartooning and illustration, created a graphic novel exploring Howard Gardner's [theory of Multiple Intelligences](#), the correlations between the intelligences, debates surrounding the theory, where it is found and absent, its impact, and its future. He did some of his work in the PZ space, sketching and pinning his drafts to the wall, and exhibited the entire draft-in-progress of his graphic novel at PZ during the final reception.

Ellen Pierce, Amelia Spinney, and Maggie Cavallo partnered with teens from the [Urbano Project](#) to explore historical and personal notions of Toile, or leisure, in *Take it Easy*, a collaborative print-making project inspired by ideas from PZ's [Making Learning Visible](#) & [Artful Thinking](#) projects. Their project culminated in the creation and installation of custom made

wallpaper from the prints created by the students, on the gallery wall at the Urbano Project and in the PZ office suite.

Iliana Gutierrez wrote and illustrated a children's book that represents ideas through the metaphor of light. The use of such a metaphor--visually through illustrations, as well as through the simple language of picture books--can depict that not all ideas are bright and clear in the mind and aims to show that even the far away and foggy ideas can be worth pursuing. Drawing on ideas from [Learning to Think, Thinking to Learn](#) and [Making Thinking Visible/Visible Thinking](#) projects, Iliana partnered with a fifth grade class as a way of researching the strengths and limitations of her children's book as a pedagogical tool for the classroom with the hope that it will aid teachers, parents, and students in a dialogue about what it is like to have ideas. While there are many picture books available for teachers to promote self-observation and self-reflection among younger students, there are only a few picture books geared towards upper elementary students to reflect on their own personal agency as learners. The project culminated in an art show of students' own visual metaphors for the pursuit of ideas as well as a final draft of the book Iliana set out to write. Iliana's book and her students' illustrations are on display at the PZ offices.

Indi McCasey documented [Conversations in Motion](#) with teens from the [Urbano Project](#) as they explored the group dynamics inherent in the co-creation of a performance piece. This project culminated in a circus acrobalance event at the Urbano Center accompanied by the screening of a short film about the collaboration process, at PZ. Indi's process was informed by PZ's [Making Learning Visible](#) & [Studio Thinking](#) projects.

Laura Stickle explored Artful Thinking ideas within a musical context through her work as a choral teaching artist with The Metropolitan Opera Guild at an after-school program in Lawrence, MA. With an eye on writing a curriculum that teachers can use at the beginning of the year to build relationships with and among their students through [Artful Thinking](#) ideas and the performing arts, Laura facilitated an exploration of a different choral piece each week by using the Artful Thinking project's thinking routine Hear/Wonder/Connect and [Vivian Paley's Story Telling/Story Acting work](#). Documenting the semester-long process through journaling, photos, video, and individual and group reflections, Laura's project culminated a collection of student interviews and a display of her documentation at HGSE in May of 2016.

Maria Giarrizzo and Lisa Yanofsky collaborated on the creation of *in(habit)*, a movement & spoken word duet that explored the artist/educator duality through a collective lens and as it lives in their own creative practices. This piece was informed by the interviews, text, and research of Steve Seidel's Talking With Artists Who Teach project.

Nancy Guevara and Amelia Spinney explored the Chican@ sensibility of *Rasquachismo* by inviting community members to rework the pages of a standard U.S. history textbook to tell a more complete story...inspired by PZ's [Agency by Design](#) project.

Peter Woods facilitated a production workshop with local artists to support their creation of non-narrative theater and performance art pieces by utilizing a compositional process inspired by the research behind the [Agency by Design](#) project. This process, which he came to call the Systematic Scoring Method, allows performers to identify sources of artistic and thematic inspiration and explore these through thinking routines and [frameworks developed by the Agency by Design](#) and [Visible Thinking](#) projects. Peter also created his own performance piece alongside his colleagues and then combined them into an evening of live theater at local venue, Boston Hassle. For an overview of the research that went into this show, check out Peter's blog at the following link. <https://agencyforartists.wordpress.com/>

Zoe Blatt created a large-scale multi-layered knitted sculpture and installed it outside, near the [Peabody Terrace Children's Center](#), where she documented, pulling from [Artful Thinking](#) and [Making Learning Visible](#) ideas, a class of 4 and 5 year olds as they discovered, explored, and discussed what they encountered. Finally, she documented the same group of children as they made their own pieces of art in response to their discoveries. You can visit her installation on display in the PZ office suite.