



Teaching Artist Roster Application: Supplemental Materials

Video Recording of Arts Learning Instruction or Performance

The Teaching Artist Roster application requires a recording of arts learning instruction or a performance. The purpose of the recording is to provide the reviewers with an understanding of your work and how you deliver the arts learning experience. The recording should demonstrate step-by-step instruction or how the arts experience builds the knowledge and skills of the participants.

Audience: The recording may be done with:

- **A real audience** consisting of actual participants in an educational or community setting
- **An arranged audience** consisting of people you invite to participate in the lesson (such as friends or family members)
- **A pretend audience** in which the camera becomes the imaginary audience

Length of Recording: The video you submit could be:

- Up to 10 minutes of unedited video
- Up to 10 minutes of a lesson or performance that is edited or cut to show segments from the beginning, middle, and end of a program

What to include in the Recording:

- **Identify your selected audience:** This may be a verbal reference made within the recording or included in the description box provided in the application.
- **Select which part or parts of the program you would like to highlight:** Consider choosing a section of the program that demonstrates what you would like the reviewers to know and appreciate about your work. Any additional information that the reviewers should know about the arts learning program may be verbally described during or at the end of the recording or written in the description box in the application.

Pretend Audience Tips:

- When presenting your program to the camera, envision a class or group of the intended audience.
- Consider putting up a picture of a class or the intended audience near your camera to help you imagine the program's true audience.
- Conduct the program as you would for the intended audience and respond to the "imaginary" audience as you would in a real setting or situation.
- Consider your pacing and try not to rush. Plan what you want to share in your recording so that it fits comfortably in the timeframe.

Technical Considerations:

- Consider an effective camera angle and placement
- Use an appropriate space that provides ample room for gestures/movement, if applicable
- Consider lighting that allows the reviewer to fully see the lesson or performance in action
- Test for audible sound quality
- Rehearse props and media (slides, video clips, links, etc.) to ensure they are working, if applicable
- Before you record, rehearse the entire program segment or lesson excerpt so that glitches are resolved

Recording Link:

The applicant is required to submit a weblink to the recording in the application. Guidance on creating a weblink for the application includes:

- Upload the recording to a video sharing platform, such as Google Drive, YouTube, Vimeo, etc.
- Create a direct weblink to the recording and copy/paste into the application
- Set permissions in the sharing platform so that panelists have access to view the recording during the application submission and review period
- If you wish to password protect the recording, include the password in the description box in the application.

Recording Example:

You may [view an example recording](#) with a pretend audience by Anabel Milton, a drama teaching artist who works with InterAct Story Theatre. Please note that this is one example of a recording. Your recording may look different depending on your art form, instructional delivery, or performance style.

Example of recording description: This recording includes two exercises geared towards early learners. The first exercise is Shake & Freeze, a warm-up game that helps to get students moving and to establish the word “Freeze” as a control device. The second exercise is Imaginary Mask, an exercise that encourages students to explore recognizing and demonstrating different feelings or emotions using just their facial expressions. This is an introductory lesson that sets up routines that will be used throughout the residency as students explore texts through drama.