

# Documentation & P.R.: Step

# 1

## What to Document

**DOCUMENTATION:** showing the *process* behind the *production*

**WHAT:** Throughout the year, all CIAE teachers, with the help of their students, will collect documentary evidence of their work processes.

This documentation will eventually be fashioned into a display, which will be presented at your final performances.

### Possible types of evidence:

- Photographs of students working
- Video clips of students working
- Work samples (sketches, draft copies, notes from brainstorming sessions, musical motifs, etc.)
- Video-recorded or written interviews with students
- Students' & teachers' reflections on their own learning

## TEACHER

During your first weekly common prep time, determine a place where documentation materials will be stored. Each participating teacher is responsible for collecting evidence of their own work with students.



**DOCUMENT!** Throughout your CIAE materials, whenever you see this documentation symbol, it indicates an opportunity to collect evidence.



## WHY DOCUMENT?

- Although there will be a production at the end of this project, student-created work is very process-oriented. Effective documentation allows parents, teachers, and administrators to see all the “behind-the-scenes” work that went into this yearlong project. It also allows students the opportunity to reflect on their accomplishments.
- Documentation is also extremely important for assessment - of the students, of the teachers, of the teaching artists, and of the program.

### TIP!



When working together with the class, write ideas on chart paper rather than on the chalk- or white-board. Then they'll be right ready to be collected for documentation!

## PITFAL

**Don't wait** to begin collecting evidence! It is important that the beginning stages of the project are documented, as well as the middle and end stages. The goal is to show the entire project's progress over time!

# Documentation & P.R.: Step 2

## Thank-You List

**THANK-YOUS: an important part of your printed program**

- WHAT:**
- Each CIAE teacher, together with the students, should keep a running list of people who have helped out in any way during the year.
  - Although many of the people may be the same, each of the two classes should keep its own separate list.
  - Eventually, the thank-yous will be included in each production's printed program.

### Examples of people who may help out:

- Custodial staff
- Other teachers
- Paraprofessionals
- Security guards
- Parents
- Other students
- Administrators

- HOW:**
- Throughout the year, whenever anyone helps out on the project, their name is IMMEDIATELY added to a thank-you list. In addition, write a small note that reminds you of the nature of their assistance.
  - The lists should be posted in the classroom for easy reference. DO NOT WAIT to begin your list - it's easy to forget someone months later!
  - Writing names on the thank-you list could definitely be a student task.

### **PITFAL**

**MAKE SURE EVERYONE'S NAME IS SPELLED CORRECTLY.** Check, double-check, and triple-check. This information will eventually end up in a printed program; it feels really bad to have your name misspelled in an important document!

# Documentation & P.R.: Step

# 3

## Taking Photographs

Please refer to the insert entitled “Using your Canon PowerShot SD630” for specific technical instructions on using your camera, as well as your Canon User’s Guide.

**WHO:** • Photos can be taken by teachers, paraprofessionals, and/or students.

**WHAT:** • It is important to photographically document all phases of the project -- the **BEGINNING, MIDDLE, and END.**

• Photos must be taken in each different classroom environment, documenting all different aspects of the project.

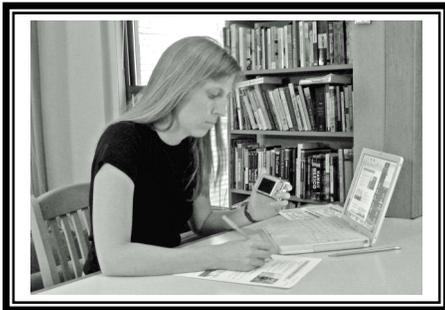


**TIP!** Make sure that all teachers agree on a system of keeping track of the camera’s location, so that any participating teacher can easily find it when it is needed. *Remember, this camera is for use with the CIAE project - you do not need to share it with anyone outside of the program!*

**HOW:** • Remember, you want to document the *process*. This means photographing people while they are **WORKING!** Although a few posed, smiling photos are fine, they do not tend to depict *the work* very effectively.

- Instruct students (and teachers!) that they should continue working and act as if the camera is not even there. ***They should not look at the camera!***

Working hard ...



Hardly working



• **Photography Pet Peeve:** Many novice photographers tend to place people’s heads in the very center of their shot. Occasionally this is desirable, but usually it just results in a lot of blank space at the top of your photo!

Her head is perfectly centered ...



... but what’s all this space for up here?

Now, THAT’S a photo!



# Documentation & P.R.: Step

# 4

## Invitations

**INVITATIONS:** sent to invite your audience to your show

**WHAT:** Invite people to your show!

Possible invitees	
Parents (send multiple reminders!)	District 75 administrators
School administrators	DoE arts directors
Other classes	Local politicians
Other schools / sites	Students' employers
Other teachers / therapists	School newspapers
Students' counselors / advisors	Community newspapers
MNMP administrators	Local TV stations

**HOW:** Remember to include the following in your invitation:

- a) **Who** - school, class
- b) **What** - the name of the show, the fact that it is an original production created by students, and your partnership with the Manhattan New Music Project
- c) **When** - time, day of the week, date, year
- d) **Where** - room number, school name, street address
- e) Some kind of "teaser" about the story's plot
- f) Can include original artwork (no clip art!)

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## Write an Introduction

**INTRODUCTION:** spoken by a student before the show

**WHAT:** Ideally given by a student, the introduction kicks off the show. It is written and rehearsed well ahead of time.

**HOW:** An effective introduction will -

- a) welcome the audience, and thank them for coming
- b) ask audience members to turn off their cell phones
- c) explain the CIAE (Creative and Integrative Arts Educators) process. Important points to mention:
  - that the story, dialogue, music, choreography, sets, and costumes were created by students!!!
  - that you have been working on this project all year long, and that today's performance represents the culmination of a year's worth of hard work
  - that you have been working with teaching artists from the Manhattan New Music Project
- d) give a BRIEF plot synopsis (don't tell the climax!)
- e) include some type of "we hope you enjoy the show" statement



**TIP!**

Often a school administrator wishes to say a welcome. However, because this is a student-created production, it works best to leave the introduction to the student, and to have administrators speak at the end of the show.

# Documentation & P.R.: Step

# 6

## Programs

**PROGRAM:** a sheet or booklet an audience member gets at a show that gives important information about the performance

**WHAT:** A good program will provide the audience with background information for the show.

**HOW:** 1. Programs can be created in a traditional format (8.5" x 11", printed horizontally and folded in half), or in "flyer format" (8.5" x 11", printed vertically and not folded).

2. Programs should include the following:

- a) **On the cover:** Who, What, When, Where - i.e., the title of the play, original artwork (NOT CLIP ART!), date, time, location, school name, class number (or other identifying name)
- b) The story's **setting** (place and time)
- c) **All students' names** who participated in the creative process, whether or not they have a role on stage. For those with a stage role, put the student's name after their character's name (i.e., Mickey Mouse.....Juan Martinez)
- d) Names of CIAE **teachers** and participating paraprofessionals, and names of Manhattan New Music Project teaching artists
- e) Names of anyone who helped out and needs to be **thanked** (Teachers? Parents? Administrators? Paraprofessionals? Custodians? -- put in anybody who helped you; a little recognition goes a long way!)
- f) **The following blurb MUST be included:** "The Creative and Innovative Arts Educators Project is presented by District 75 in partnership with the Manhattan New Music Project, and is made possible through the generous support of the U.S. Department of Education Office of Innovation and Improvement."

3. Programs may also include the following:

- a) A brief **synopsis** that tells the setting and the basic plot -- remember to OMIT THE CLIMAX in the synopsis!
- b) **Song lyrics**

### **PITFALL**

*Check, recheck, and check again the correct spelling of names. It feels really bad to have your name misspelled in a program.*

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### Traditional program format:

BACK PAGE	FRONT PAGE
Thank-yous	Title of play
Funding blurb	Cover art
	Location of performance
	Time/Date of performance

INSIDE LEFT PAGE	INSIDE RIGHT PAGE
Setting	All students' names (and stage roles, if applicable)
Synopsis	Teachers', Paras' and Teaching Artists' names
Lyrics	

### Flyer format:

FRONT OF FLYER
Title of play
Cover art
Location of performance
Time/Date of performance
Funding Blurb

BACK OF FLYER
(if space allows, setting, synopsis and lyrics)
All students' names (and stage roles, if applicable)
Teachers', Paras' and Teaching Artists' names
Thank-yous

# Documentation & P.R.: Step

# 7

## Documentation Display

**WHAT:** The documentation display will show your audience the **PROCESS** of all the students' (and **YOUR!**) hard work, and how amazing it is that the students created all aspects of the production!

**WHERE:** Work will be displayed at the performance space, possibly in the lobby.

**WHEN:** At a minimum, the documentation display will be available for viewing immediately prior to and following the performance.

**HOW:** Make a display out of any and all of the following:

- Photographs of children working, rehearsing, etc.
- Work samples such as script drafts, character sheets, choreography notes, visual design sketches, etc.
- Captions for photos and work samples explaining what they are/what part of the process is happening
- Video clips of children working and rehearsing, and/or interviews with participating students and teachers, playing on a TV or computer
- Head shots of all participating students (not just those with on-stage roles)
- Bios of all participating students (you can conduct interviews for this)
- Timeline of the year's work (first, we chose a topic, next we chose a setting; then, we developed some characters; etc.)
- Quotes from students about what they learned and/or what they enjoyed
- Anything else that helps show the process!

**Displays can be in the form of a bulletin board, a video, a slideshow, a three-dimensional display, or any combination thereof.**