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# Classroom -in- Residence at the Hammer



## Program Description

Classroom-in-Residence at the Hammer (CRH) is a **free**, innovative program designed to strengthen student and teacher learning about art through a **weeklong, immersive experience at the Hammer Museum at UCLA**. Two teachers of 4th, 5th, or 6th grade are given the unique opportunity to take their students out of the traditional classroom setting and teach with original works of art.

Surrounded by the processes and products of artistic innovation, students are inspired to reflect deeply on art's multiple meanings and make inferences using visual evidence. Over the course of five days at the Hammer Museum and Franklin D. Murphy Sculpture Garden on the UCLA campus, students build museum literacy while **supporting selected Common Core standards and strengthening essential 21st century skills—creativity, critical thinking, and communication**.

CRH is a unique collaboration between the Hammer Museum, the Visual and Performing Arts Education Program (VAPAE) in the UCLA School of the Arts & Architecture, and selected Title I public school teachers. This partnership gives students **unprecedented access to art education experts** while rooting the experience in the individual who knows the students best—their classroom teacher.

To prepare teachers for this arts-rich experience, teachers participate in **over 25 hours of free professional development** and collaborative lesson planning meetings. **Participating teachers are eligible for LAUSD salary points.**

**CRH received the 2019 EdCom Award for Excellence in Programming from the American Alliance of Museums and the 2016 Superintendent's Award for Excellence in Museum Education from the California Association of Museums and the Office of the State Superintendent of Public Instruction.**

## Why Spend Five Days at an Art Museum?

A multiday residency offers students the excitement and stimulation of a new learning environment as well as the space and time to engage mindfully with works of art. Unlike a typical field trip to a museum, CRH offers students and teachers an intensive, immersive, standards-based, and personally enriching experience. The multiday model allows CRH students to settle into a routine, thereby increasing their comfort level in the museum and allowing them to focus on their learning. After spending five full days at the Hammer, students and teachers make profound personal discoveries about works of art and discover the power of art and creativity as a catalyst for self-expression and social change.

**"This innovative program did an exceptional job addressing the needs of our students through the effective implementation of instruction that supported Common Core [English Language Arts] standards coupled with visual arts standards. It was so inspiring that I immediately made arrangements to schedule a time for students to return to the museum and share their work with their parents."**

**-Leah Bass-Bayliss, Principal,  
Carlos Santana Arts Academy**

**"The thing that mostly sticks out for me...is the fact that I felt I was in those paintings from the gallery. Thinking about the paintings and their meaning helped me finally become me."**

**-6th grade CRH student**

**"[Students] were engaged to a degree I didn't expect...they were far more outgoing and responsive than they usually are."**

**-CRH teacher**

**"I may not be able to draw a perfect portrait that looks exactly like me, but I can still draw something that shows who I am inside. I'm proud of my artwork now."**

**-CRH student**



## What Happens During the Five-Day Residency?

During the residency, students benefit from the expertise of all partners. Classroom teachers collaborate with Hammer and UCLA staff to provide arts-integrated instruction, utilizing works of art to enliven and enhance learning about arts and humanities topics.

**Hammer Museum educators** lead students in inquiry-based discussions about works of art, strengthening students' observation, communication, and critical thinking skills and enhancing their ability to make personal and contextual connections to art.

**UCLA VAPAE** teaching artists, who are trained and mentored by UCLA faculty, conduct movement and visual art lessons that encourage creativity and enhance artmaking skills and concepts that are reinforced by works on view in the galleries.

**Museum professionals** across departments give presentations about their jobs, inspiring students with a range of possibilities for careers in the arts. These unique behind-the-scenes experiences provide insight into how exhibitions are developed, installed, and shared with the public.



## Goals for Students

Students will:

- Enhance their ability to make personal, contextual, and cross-curricular connections to art.
- Discover the power of art and creativity as a vehicle for self-expression and social commentary.
- Build museum literacy and recognize museums as a place of life-long learning, enjoyment, and employment.

## Student Outcomes

Students gain observation and evidence-based reasoning skills that enable them to identify and apply personal, curricular, and sociopolitical themes and concepts in a variety of artworks and art forms.

Students expand art vocabulary and skills, describe how art techniques are used to convey meaning in works of art, and apply art techniques in their own works with intentionality.

Students are familiar with and possess a sense of agency within the museum environment, and are familiar with a variety of museum jobs.

## Goals for Teachers

Teachers will:

- Strengthen skills in developing and implementing lessons that integrate the arts and humanities.
- Enhance their ability to facilitate learning processes that allow students to make personal and contextual connections to works of art.
- Increase their exposure to and awareness of a range of art forms.

## Teacher Outcomes

Teachers have multiple and varied arts-integration teaching strategies and materials in their “toolkits” and a strong understanding of how to incorporate them into their teaching practice.

Teachers have multiple and varied close looking, questioning, movement, and artmaking processes in their “toolkits” and a strong understanding of how to incorporate them into their teaching practice.

Teachers bring their awareness of a range of art forms to their lesson planning processes.

## Program Components

CRH includes the following:

- **Over 25 hours of teacher professional development**, including a three-day summer institute, one Saturday workshop, and lesson planning meetings.
- **Pre-residency art and movement lessons** taught in school by VAPAE teaching artists, a dance specialist, and museum educators.
- **Subsidized bus transportation** for five consecutive days during residency.
- **Post-residency art lessons** taught in school by VAPAE teaching artists.
- **Free art supplies** for all pre-, during-, and post-residency lessons.
- **Five-day residency at the Hammer**, including the use of classroom and gallery space for teacher-led lessons, art lessons taught by VAPAE teaching artists, movement lessons taught by a dance specialist, presentations by museum staff, and access to museum and university staff.

## Requirements for Participation

Program participants must:

- **Teach 4th, 5th, or 6th grade at a Title I school** during the 2019–2020 school year.
- Commit to full and timely participation in all program components, including **all teacher professional development, program meetings, email correspondence, and pre-, during-, and post-residency lessons**.
- Plan, collaborate on, and **teach arts-integrated lessons** (minimum of three, 1.5-hour sessions), which will be implemented during the residency.
- Develop and facilitate journal assignments during the residency.
- **Secure approval and support from the principal** to participate in this program and implement the strategies presented and developed for CRH.

## Questions?

For more information, contact [academicprograms@hammer.ucla.edu](mailto:academicprograms@hammer.ucla.edu).



## Program Timeline

### Summer Teacher Institute (18 hours)

Teacher professional development on strategies for strengthening evidence-based reasoning and 21st century skills through art.

**When:** July 8–10, 2019 | 8 a.m.–3 p.m.  
**Where:** Hammer Museum and Broad Art Center, UCLA

### Team Meeting

With teachers, principals and CRH staff

**When:** TBD  
**Where:** School

### Lesson Development (1.5 hours)

With teachers and CRH staff

**When:** after-school meeting in December  
**Where:** School

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### CRH Alumni Gathering

With teachers and CRH staff

**When:** TBD  
**Where:** Hammer Museum

### Introduction to the Hammer Museum & Model Gallery Teaching Lesson

Led by Hammer educators

**When:** 1 class period in January  
**Where:** School

### Lesson Development (5 hours)

With teachers and CRH staff

**When:** 1 full day in January or February  
**Where:** Hammer

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### Pre-Residency Visual Art and Movement Lessons

Led by VAPAE teaching artists

**When:** 2–3 class periods (pending availability and curricular goals) in February  
**Where:** School

### Five-day Residency at the Hammer

A weeklong, immersive arts-rich experience

**When:** 5 full, consecutive days in March  
**Where:** Hammer Museum and Franklin D. Murphy Sculpture Garden at UCLA

### Post-Residency Visual Art Lessons

Led by VAPAE teaching artists

**When:** 2–3 class periods (pending availability and curricular goals) in March or April  
**Where:** School