

The Metropolitan Opera Guild

Metropolitan Opera Guild Teaching Artist Part-Time, Seasonal beginning August 2019

The Metropolitan Opera Guild seeks professional artists in all the disciplines of music and theatre interested in working with schools to facilitate ongoing K-12 School Partnerships.

ABOUT SCHOOL PARTNERSHIPS

Guild School Partnerships use opera to provide arts learning opportunities for K-12 students. We offer a variety of programming centered in *opera-based learning*, an integrated and cross-curricular approach that uses the components of opera (source material analysis, libretto writing, music composition, staging, acting, singing, movement, visual design and critical response). *Opera-based learning* may involve the examination of specific opera repertoire, or the artistic exploration of stories, poems, or historical events from classroom curriculum. *Opera-based learning* can also be focused in a choral music context, providing opportunities for text analysis, music reading, music composition, ensemble building, and performance.

The Metropolitan Opera Guild Believes:

- Comprehensive and quality *opera-based learning* occurs when thoughtfully connected to other classroom learning and instruction.
- *Opera-based learning* must include opportunities for both students and teachers to create, present, and attend opera.
- Empowering teachers to facilitate artistic and creative processes with students in overall instructional practices.
- Collaboration with classroom teachers is integral to designing, coordinating, and delivering integrated instruction.
- The most powerful learning occurs when students are guided toward self-discovery and self-assessment.
- Ongoing data collection and analysis enable us to review, revise, and share our discoveries with the organization and with others.

Our Approach is:

- Based on national, state and/or local learning standards
- Customized to meet the needs of specific teachers and their students

More information about the Guild's School Residency Programs can be found at www.metguild.org/schoolpartnerships.

JOB DESCRIPTION AND RESPONSIBILITIES

A Guild Artist is a practicing, professional artist who partners with K-12 classroom teachers to incorporate, facilitate, and regularly apply artistic processes into all aspects of student instruction.

Primary Responsibilities of a Guild Artist:

- Serve as an instructional partner who contributes to ongoing classroom instruction.
- Design and adapt integrated arts curriculum that supports the partner teacher and their work with students.
- Deliver discrete integrated student instruction by facilitating/modeling/co-leading artistic processes with teachers.
- Apply research-based practices (inquiry, assessment, and documentation methodology) in a K-12 classroom setting.

Guild Artists have the opportunity to work in school-based classroom partnerships (weekly instruction ranging from 5-20 sessions), after-school/out-of-school time projects, and professional development sessions for teachers.

QUALIFICATIONS

The ideal candidate will be a practicing, professional artist interested in student learning and teacher collaboration in a broad educational context. Candidates with previous classroom teaching experience are strongly preferred. We accept applications from artists in all disciplines; however ideal candidates will have the ability and expertise to facilitate at least two or more of the following processes with K-12 students: vocal/choral music instruction, libretto writing, music composition, or visual production design.

***Please note: we have a high need for teaching artists who will accept work in outer boroughs and New Jersey.*

Additionally we look for artist candidates who demonstrate:

- Enthusiasm for working with students, teachers, and school communities.
- Ability to collaborate and contribute as part of a team.
- Flexibility and adaptability in a variety of situations.
- Ability to communicate effectively in person and in writing with a variety of stakeholders.
- Excellent organizational skills and attention to detail.
- Ability to articulate goals and objectives, design a plan of action in advance to meet targets.
- Desire to grow and improve in their work.
- Spanish or other language speaking fluency a plus

APPLICATION PROCESS & TIMELINE

The Metropolitan Opera Guild is currently accepting applications for the 2019-2020 school year. Applications will be due 9:00am on Wednesday May 1, 2019. Interested candidates must complete an online application in order to be considered for an interview. *No phone calls.*

- Qualified applicants will receive an in-person interview on May 14-16 or May 21-23, and may be asked to complete a teaching audition on May 28-30 or June 3rd, 4th or 6th. We will not be able to accommodate candidates who are unavailable during these windows of time.
- Candidates who are selected to be Guild Artists are required to:
 - Attend the Summer Opera Learning Institute for teachers (August 4th-9th)
 - Participate in Guild Artist Pre-Service Training (August 19th-22nd), as well as three additional training dates during the school year.
- Guild Artists are eligible to facilitate a variety of school partnership programming upon completion of observation and training.

- Work is offered on a project basis, determined by school participation, availability, and completion of artist training.

COMPENSATION & EMPLOYMENT STATUS

- Guild Artists are part-time employees paid an hourly wage.
- Guild Artist payment includes compensation for collaboration and communication time with teachers.
- Guild Artists are employed on a seasonal, part-time basis, determined primarily by school demand. Placement on the roster is not a guarantee of work.
- Status on the roster of Guild Artists is reviewed annually.
- Guild Artists who teach in New York City are required to be fingerprinted by the New York City Department of Education. The Metropolitan Opera Guild is unable to cover fingerprinting fees.

The Metropolitan Opera Guild, an Equal Opportunity Employer, encourages applications from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.