

GLUCK FELLOWSHIP APPLICATION INFORMATION PACK 2017-2018

EDUCATION | HEALTH | CULTURE | CREATIVITY

Introduce | Inspire | Involve | Impact

2017-2018 GLUCK FELLOWSHIP TIMETABLE

Date	Deadline/Event
April 1, 2017	2017-2018 Gluck Fellows Applications available on Gluck website
April 19	Open House for prospective Fellows at Gluck Office – INTN M1016
May 15	Deadline: 2017-2018 Gluck Fellows Applications due to Gluck Office via email
July 1	Department Coordinators begin sending notification emails to successful applicants. Gluck Office sends successful applicants Fellow Handbooks and forms
Beginning July 1	Gluck Office invites experienced Fellows to schedule 'Early Placement' Program Chat and Program Run-through
August 1	Deadline: ALL Fellows submit the following 5 forms: <ol style="list-style-type: none"> 1. Waiver Form 2. CANRA Child Abuse Mandated Reporter Form 3. Media Release Form 4. Certificate of Completion for CANRA California Mandated Reporter Online Training 5. Gluck Fellow Online Information Form *Links to forms and instructions are available in the Fellows Handbook
August - September	'Early Placement' program scheduling begins for experienced Fellows
September 26	Museum Education Fellows Orientation at 10am in Gluck Office – INTN M1016
September 26	ARTSblock Fellows Orientation at 1pm in Gluck Office – INTN M1016
September 26	MoveMore Fellows Orientation at 3pm in Gluck Office – INTN M1016
September 27 OR September 30	Classroom Fellows Orientation at 10am-12:00 in INTS 1113
October 1	Deadline: All Classroom Fellows (including ASK Residency Fellows) submit the following 2 forms: <ol style="list-style-type: none"> 1. Program Pack 2. Fall Availability Calendar
October 15	Deadline: All Classroom Fellows (including ASK Residency Fellows) complete the following: <ol style="list-style-type: none"> 1. Program Chat
November 1	Deadline: All Classroom Fellows (including ASK Residency Fellows) complete the following: <ol style="list-style-type: none"> 1. Submit CORD file 2. Program Run-through
November 15	Fellows who have not been scheduled or had interest shown in their program notified regarding program jeopardy
December 1	Deadline: All Classroom Fellows (including ASK Residency Fellows) submit the following 2 forms: <ol style="list-style-type: none"> 1. Fall Partial Program Evaluation 2. Winter Availability Calendar *This deadline applies only to Fellows who have not completed their full program obligation
January 3, 2018	All Fellowship Programs have begun
March 4	Deadline: All Classroom Fellows (including ASK Residency Fellows) submit the following form: <ol style="list-style-type: none"> 1. Spring Availability Calendar *This deadline applies only to Fellows who have not completed their full program obligation
April 1	2018-2019 Gluck Fellows Applications available on Gluck website
April 18	Open House for prospective Fellows at Gluck Office – INTN M1016
May 15	Deadline: 2018-2019 Gluck Fellows Applications due to Gluck Office via email
June 1	FINAL Deadline: ALL Fellows submit the following 2 forms by this date for payment: <ol style="list-style-type: none"> 1. Final Self-Evaluation 2. Final Site Evaluation
June 30, 2018	2017-2018 Gluck Program Cycle Ends

I. GLUCK ADMINISTRATION & DEPARTMENT CONTACTS

Erika Suderburg, Gluck Program Director
 Christine G Leapman, Gluck Program Assistant Director
 Leslie Paprocki, Gluck Program Coordinator

Art – Prof. Yunhee Min	Creative Writing – Prof. Allison Hedge Coke
Dance – Prof. Taisha Paggett	History of Art – Prof. Patricia Morton
Music – Prof. Ian Dicke	Theatre, Film and Digital Production – Prof. Robin Russin
UCR ARTSblock – Leigh Gleason	GluckTV, ASK, Outreach and Museum Education – Gluck Office Staff

II. INTRODUCTION

Gluck Fellows *introduce* the community to their research, *involve* them with interactive programs and serve as role models to the participants. Gluck Fellows' programs *impact* lives and *inspire* life-long learning for the community.

What Is The Gluck Fellows Program Of The Arts?

Established in 1996, the Gluck Fellows Program of the Arts at UC Riverside is a privately funded arts outreach program that is designed to create the opportunity for graduate and undergraduate students of the Departments of Art, Creative Writing, Dance, History of Art, Music, Theatre, Film and Digital Production and the Sweeney Art Gallery and UCR/California Museum of Photography to extend their creative, performative, and expository talents to local schools, residential homes for elderly care, and community centers that have little or no access to the arts by bringing performances and workshops that address the **educational, health, cultural, and creative** needs of the participants.

III. FELLOWSHIP RESPONSIBILITIES

Gluck Fellows are selected by their Department based on an approved project proposal and interest shown, or by audition. In order to receive their fellowship, Fellows must fulfill the following responsibilities. Failure to comply with these obligations may result in the postponement or termination of a Fellow's project, as well as jeopardize consideration for future fellowship opportunities, or termination of the fellowship. You **MUST** be a **regularly registered** UCR student to be a Gluck Fellow.

Community Outreach

Gluck programs require at least 12 hours/visits of contact time with community participants (K-12 schools, residential homes for elderly care, community centers, special events, etc.) Additional time for lesson plan preparation and rehearsals for performance ensembles is assumed. For every hour of community contact, Fellows should allow 5 to 10 hours of preparation time. Partners and student-run ensembles do a maximum of 24 hours/visits of contact time. Half-hour programs are very popular with grades K-2, one-hour programs are suitable for grades 3+. Gluck Fellows will do 12 one-hour or 24 half-hour programs; generally scheduled back-to-back at a single site on the same day. Fellows will also prepare a Classroom Online Resource Document (CORD) that will accompany their project and will be available on the Gluck website. Please expect each venue to have challenges around heating, lighting, equipment, furniture and cleanliness.

IV. TYPES OF FELLOWSHIPS AND DEPARTMENT-SPECIFIC FELLOWSHIP INFORMATION

For an in-depth look at past Gluck programs, please visit the [Program Archive](#) section of our website.

CLASSROOM FELLOWS

- **Art (3 graduate Fellows, \$200 budget each)**
- **Creative Writing**
 - **Classroom Fellows (3 graduate Fellows, \$25 budget each)**
 - **Mosaic Undergraduate Fellows (OPA! Fellowships for Mosaic outreach)**
- **Dance**
 - **Classroom Fellows (9 graduate Fellows, \$0 budget)**
 - **Contemporary Dance Ensemble (9 undergraduates by audition, 1 graduate ensemble leader)**
 Graduate Fellow leader will work with faculty and ensemble to create dance choreography and interactive elements for audience. Leader will organize props and costumes and participate in class

during fall quarter and tour with the ensemble during winter quarter performances. Please indicate interest on application.

- **MoveMore (3 graduate Fellows in Dance, \$0 budget – programmatic supplies provided)**
Selected by the Dance Department, *MoveMore* Fellows are experienced in multi-session delivery and are especially suited to movement-based workshops with a focus on health. 8 visits to same 3rd grade class at one school, nutrition module, HealthyHabits weekly worksheets. Begins in October. Please indicate interest on application.

- **History of Art (7 graduate Fellows, \$100 budget each)**

The History of Art Department organizes its own Gluck Fellowship competition with internal dates. Please contact the History of Art Department Coordinator for deadlines for application and notification.

- **Music (13 graduate Fellows, \$0 budget)**

The Music Department has a number of fellowships for individuals, but there have been exceptions made for enthusiastic ensembles. OPA! Fellowships are offered for single performances for both undergraduate and graduate students. Please contact the Gluck Music Department Coordinator or Gluck Office for more information.

- **Theatre, Film, and Digital Production**

- **Classroom Fellows (4 graduate Fellows, \$25 budget each)**
- **Improvology Ensemble (2 ensembles of 8 led by graduate student; auditions are organized through TFDP and all majors are eligible.)** *Improvology* tours local schools during the week before zero week in September, and during spring break week in March. Each tour has 8 cast members and one graduate student ensemble leader.

- **ASK Residency Fellowships (graduates in all CHASS departments eligible, number of offers subject to applications)**

ASK Residency Fellows will spend all 12 contact hours with one group of students or one school and create a tangible outcome. ASK Fellows must be highly experienced and dedicated teaching artists willing to create a curriculum based upon the needs of the host school/site. Please contact Gluck Office for more info.

OUTREACH PROGRAM FAMILY LEARNING (OPFL)

- **UCR ARTSblock/California Museum of Photography (1 graduate Fellow, budget to be arranged)**

ARTSblock Outreach Coordinator will be responsible for coordinating and leading educational workshops, creating materials, etc. Minimum of 8 events required. There are additional time requirements for ARTSblock Fellows. Please speak with UCR ARTSblock Collections Manager Leigh Gleason at (951) 827-5303 for details.

- **Museum Education: Family Learning on First Sundays (1 graduate and 1 undergraduate - \$100 budget per session)**

Programs take place on the first Sunday of the month from October – May from 1-4pm (excluding set up and tear down time) at the Riverside Art Museum and/or other site in Downtown Riverside. Fellows will develop make and take tabletop art programs for families, approximately 300 participants each session. Programs will relate to current museum content.

- **GluckTV.UCR Filmmaker (all CHASS departments eligible - 1 graduate or undergraduate Fellow, equipment provided; submit application and show reel to the Gluck Office, chosen by interview)**

Record and produce video promoting Gluck Program activities, or create teaching tool content. Produce 12 minutes of films on subjects to be arranged with Gluck Office. See GluckTV.UCR on YouTube for ideas.

- **Internet/Social Media Outreach Fellow (1 graduate or undergraduate Fellow, equipment provided; Media and Cultural Studies major preferred, chosen by interview, \$1500 fellowship only)**

- 12 sessions in Gluck Office, uploading to and maintaining various social media accounts and website.
- **OPA!** Outreach Performing Artists– if your application does not fit any of the above categories.
 - **OPA! Fellowships** are available to graduate and undergraduate students for single-session performances. If you don't have time or are not chosen as a Gluck Fellow, consider auditioning for an OPA! Fellowship – contact the Gluck Office for more info.

IMPORTANT NOTE for MoveMore, ASK Residency, OPFL, GluckTV and Museum Education Fellows: there are additional requirements, including an Event Schedule, for MoveMore, ASK Residency, GluckTV, and Museum Education fellowships. Please speak with the Gluck Office.

Gluck Special Events and Programs: Like to try something different?

Gluck Music Library	Get credit for one hour's obligation by giving permission to use your original music file in GluckTV films, minimum 10 minutes of music per file.
GluckTV	Do you have filmmaking skills? Give a film to GluckTV and receive credit for one hour's obligation
Arts Walk	Performances and presentations First Thursday 6-9pm of each month in downtown Riverside
First Sunday	Performances and presentations First Sunday 1-4pm of each month in downtown Riverside – Family friendly, family learning
November	Homecoming
March	Watkins Society performances
April	National Poetry Month workshops and programs with Inlandia Institute
Memorial Day	SaturationFest – Gluck Fellows Perform at downtown Riverside DIY events

Joint Applications and Ensembles – If you would like to submit a joint application or ensemble application, please understand that each fellowship carries with it its own obligation of time. Two or more people working together must do a minimum of 24 hours outreach. Each member of the ensemble should complete a separate application and submit under single cover.

V. GETTING STARTED WITH YOUR APPLICATION

Fill in the correct application!

<u>Classroom Fellows</u>	<u>Family Learning Fellows</u>	<u>OPA! Fellows</u>
Individual or Ensemble Fellows who develop a one-hour workshop for K-12 students. <i>MoveMore</i> and ASK Resident Fellows use this form.	Fellows who are applying for one of the following areas: Museum Education, GluckTV.UCR, Social Media Outreach.	Fellows who are interested in offering one-off performances that do not fit into one of the other categories.

Meet with your Department Coordinator

Gluck Fellows are chosen by the Department through which they apply. **Before applying, meet with the Department Coordinator to discuss your plans.** The Coordinator may give you information to help you write your Program Title and Description. Fellows are encouraged to be in regular contact with their Department Coordinator throughout the course of their project. Once you have been notified that you are a fellowship recipient, please schedule a meeting with your Department Coordinator to discuss the details of your project. Gluck Fellowships are recognized as research opportunities as they have ladder rank faculty mentors.

Come to the Gluck Prospective Fellows Open House on April 19, 2017

Before you apply, we *strongly encourage* you to schedule a talk-through with the Gluck Office. We can help you troubleshoot your program before you concretize your plans, and give you advice on what programs are most popular (meaning easiest and quickest to schedule). We have generic art materials and samples of previous projects to help you make your decisions as you plan. We want your program to be successful and have lots of experience with what schools want from their Gluck visitors.

VI. FILLING OUT YOUR APPLICATION: COMPONENTS OF A SUCCESSFUL GLUCK APPLICATION

Gluck Fellows *introduce* their research, *inspire* the participants with whole group activities, *involve* participants in small group and individual activities, and create a lasting *impact* on the lives of program participants through arts enrichment. A successful Gluck Program is less about the specific subject you are teaching and more about the methods you use to engage your audience. Please consider these factors when conceiving your program and completing your application:

- Gluck programs *must* address the educational, health, cultural and/or creative needs of the underserved and support the participants' natural capabilities to help them realize their full potentials. This supports the mission of the Max H. Gluck Foundation, our Program's sponsor.

- Simplify, simplify, simplify – the fewer materials and media you rely upon, the easier you will find creating and delivering your program, as PA systems and LCD projectors can fail; thumb drives and laptops can be incompatible.
- Most Gluck CLASSROOM Fellows present to Kindergarten through 6th grade students. There is some contact with Middle School classes, but very little with High Schools. Programs that are quickly booked are designed to appeal to children between the ages of 5 through 11. Programs specifically designed for High School classes often take a longer time to schedule. **Fellows with programs that do not have many requests by November 15 will be asked to adjust or change their program offering.**
- The most popular CLASSROOM programs are single session half-hour or one-hour presentations that can be included in a teacher's curriculum. Programs that are designed to be multiple sessions with the same class of students are harder to schedule as teachers have a difficult time justifying giving up too many classes. Half-hour programs are very popular with kindergarten through 2nd grade; one-hour sessions are more popular for grades 3+. Class sizes are typically 35 children.
- **Be aware of the time commitment.** Each CLASSROOM Fellow's program will offer 12 one-hour sessions or 24 half-hour sessions. OPFL Fellows have very different event schedules. Consider the length of your sessions to take into account how much material you can cover with activities and choose the time frame best suited for what you want to accomplish. In order to fill these CLASSROOM 12 hours of obligation, the Gluck Office needs reliable blocks of time to accommodate our sites and schools. **We require at a minimum 40 hours available over one complete 10-week quarter – Fall or Winter.** Spring is very difficult to schedule, most schools have testing in April and finish in May. OPFL Event schedules run throughout the academic year.

Arts Integration

Schools want arts-based workshops and presentations that relate to 'Learning in Other Art Forms and Subject Areas and to Careers.' As a guest to their school, the students are very interested in you, your program and the job you hope to get at the end of it. Let the schools know how your subject is relevant in today's world. Cover this in your 'statement of learning objectives'.

Program Content: Inspiring Your Audience

Successful programs have distinct components that *introduce* a subject and *inspire* the participants with whole group activities before implementing an individual activity. Activities complement lecture information – a program in which the Fellow presents something similar to a TED talk with a corresponding making or doing component is always desirable. For a one-hour workshop, a 15 to 20-minute subject introduction, followed by 40 to 45-minutes of activities (whole group and, if relevant, individual) that complement the lecture, is an ideal ratio of time division. For a half-hour workshop, a 10-minute discussion time with 20 minutes of activity is a successful division of time. You do not have to do the entire discussion portion first, followed by the activity: you may design the workshop so that the discussion portions are interspersed between the activities. The ratio of **1 part discussion to 2 parts activities** makes for a more successful program.

When planning your program, remember that DOING art is more important than talking about it or filling in a worksheet. Lecture **only** when necessary. Implement individual activities to *involve* each student once your class is *inspired* by and informed about your program topic. Keep making, doing, and experiencing your art form at both the center and the circumference of your presentation for the greatest *impact* on your audience. If you are teaching about dance, start your presentation with dancing or, even better: **involve them in your art form early and often.**

Flexibility

The more rigid a program's requirements, the more difficult it is to schedule. Although the Gluck Office will do its best to accommodate your preferences regarding your program, this may not always be possible. The best way to avoid unnecessary headaches is to be flexible with your program, scheduling availability, and age group with which you wish to work. Fellows whose programs have few requests in the Fall quarter will be notified in November, and asked to come to the Gluck Office for a meeting about changing/adapting their program.

Age Appropriateness

The sites you will be sent to give your workshops/presentations are not like your graduate seminars or rehearsals on campus. When working in community settings such as schools and elder care centers, keep in mind that their

curricular requirements or artistic tastes may be more conservative than those you are used to. And more importantly, the audiences there might not be as fully immersed in the advanced nature of your mediums as you, your colleagues, and professors are. Be aware of this when preparing your lesson plans or performance repertoire. Repeat vocabulary words, show and tell, show again and tell again, check for learning.

When working with elementary and secondary schools, keep in mind that elementary, middle and high school students have different developmental needs. Be aware of this when preparing your lesson plans or performance repertoire. If you are uncertain about the age appropriateness of some of your presentation material, schedule a Gluck talk-through where we will address the issue. Later, ask the host teacher at each site you visit. They will be able to tell you if the material is appropriate for their class.

Common Core Curriculum

When creating your program, have set goals in mind. By the end of your presentations, what do you want your audience to have gained from their time with you? You should be able to state this in one concise sentence. We have a [Top Tips for Workshop Planning](#) sheet on the website based upon Bloom's Taxonomy, as well as other resources for planning.

Programs must adhere to Common Core Curriculum standards and provide opportunities for:

- Speaking and Listening
- Learning through active practice, rehearsal, and creation or performance of works in the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria and
- Connecting and applying what is learned in the arts to other art forms and subject areas and to careers

Standards for the Visual and Performing Arts (VAPA) for students in K-12

All programs must satisfy the five component strands making up the VAPA standards:

1. ARTISTIC PERCEPTION
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to (your subject)
2. CREATIVE EXPRESSION
Creating, Performing, and Participating in (your subject)
3. HISTORICAL AND CULTURAL CONTEXT
Understanding the Historical Contributions and Cultural Dimensions of (your subject)
4. AESTHETIC VALUING
Responding to, Analyzing, and Making Judgments About Works of (your subject)
5. CONNECTIONS, RELATIONSHIPS, APPLICATIONS
Connecting and Applying What Is Learned in (your subject) to Learning in Other Art Forms and Subject Areas and to Careers

VII. SUCCESSFUL APPLICANTS

Application Notification – July 1, 2017

Fellows should be notified by their departments of their fellowship status by July 1, 2017. When a Fellow is notified of their successful application, they will be sent a Handbook and pack of information by the Gluck Office, including links to the 7 forms necessary for creating a Gluck Fellows folder. You are responsible for downloading and reviewing the Gluck Fellows Handbook.

File Paperwork

Gluck Fellows must file the following forms:

- **5 forms due August 1 for ALL Fellows:** Waiver, CANRA Acknowledgement, Media Release, Online Information Form, and online Praesidium Armatus Child Protection Training (submit the Certificate of Completion)
- **2 forms due October 15 for Classroom Fellows only:** Program Pack and Fall Availability Calendar

Attend Orientation – Mandatory!

Each Individual and Ensemble Gluck Fellow **MUST** attend orientation to discuss the program and fellowship responsibilities. Gluck Orientation is during Zero week of Fall Quarter. Plan to attend one session – see Timetable on Page 1 for dates. *MoveMore*, Museum Education, GluckTV, and ARTSblock Fellows have separate orientations – see Timetable on Page 1 for dates.

Program Chat with the Gluck Office *by October 15*

Fellows are required to meet with Gluck Office staff for a 30-minute chat about their program. This chat takes place before the formal Program Run-through and is designed to talk through the program and work out any potential kinks that may require re-planning of the project. After the Program Chat, Fellows will schedule their formal Program Run-through, described below.

Program Run-through and CORD with the Gluck Office *by November 1*

Before the first public presentation, Fellows are required to stage their projects and give a complete Run-through of the workshop/presentation at the Gluck Office. Fellows will also present their Classroom Online Resource Document (CORD) for review at this time. We will coach you on your self-introduction and opening statement of learning objectives and give you feedback so you can *inspire* your participants. We will also do program activities with you. The Program Run-through must be completed before program sessions will be scheduled with sites. (*MoveMore*, Museum Education, GluckTV, and ARTSblock Fellows have different requirements.)

Program Scheduling

Once you have met with your Department Coordinator and the Gluck Office to discuss your project, submitted the correct paperwork, and completed the Program Chat, Program Run-through and CORD, the Gluck Program Coordinator will begin contacting sites to schedule your project. Please release your telephone and email information, so scheduled sites can contact you, as well. Plan to begin your project no later than December. Fall quarter is the easiest quarter to schedule in the community; spring is the most difficult. **You are required to have at least 40 hours over one full quarter (10 weeks) available for scheduling.**

Overall Professionalism, Principles of Community, Equal Opportunities

Gluck Fellows are ambassadors of the University of California, Riverside, the College of Humanities, Arts, and Social Sciences, and their home departments. It is assumed that all Fellows will adhere to the highest standards of professionalism and that they will treat their engagements with the same degree of commitment they would any other professional engagement. **We expect Fellows to be committed to creating an environment in which each person has the opportunity to grow and develop, and is recognized for their contribution.**

Transportation

Fellows are responsible for providing their own transportation to and from all presentation sites. All sites are within 20 minutes of UCR by car. Bus routes to most of our Gluck sites are upwards of one hour from UCR. UCR has a Zipcar scheme, for those without cars.

LIVESCAN Fingerprinting

Although not a requirement now, we may require LIVESCAN fingerprinting in the future.

Program Documentation and Evaluations

We encourage all Fellows to retain some documentation of their program for their own portfolios. While the degree of program documentation required of Fellows varies from department to department (Fellows should speak with their Department Coordinator to find out exactly how much documentation their department requires), the following **must** be submitted to the Gluck Office:

- **Classroom Online Resource Document (CORD)** (*exception: MoveMore, Museum Education, GluckTV, and ARTSblock Fellows do not submit CORDS*)
- **Self Evaluation Form:** Submitted **no later than two weeks** after the completion of the fellowship obligation.
- **Site Evaluation Form:** One completed for each site – up to twelve, submitted **no later than two weeks** after the completion of the fellowship obligation.
- **Fall Partial Evaluation Form:** Fellows who begin but do not complete their program obligation during the Fall quarter.
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VIII. FELLOWSHIP DISBURSEMENT

Gluck Fellowship disbursement occurs in the quarter that the Fellow completes his/her program and returns evaluation form(s).

Disbursement of Graduate and Undergraduate Fellowships is arranged through the **Financial Aid Office**. As soon as a student is notified that they have been selected to be a Gluck Fellow, it is **strongly recommended** that

they set up an appointment with their Financial Aid Counselor to discuss exactly how their Gluck Fellowship will be disbursed and whether it will affect their current financial aid package in any way.

Graduate and Undergraduate Fellows must be regularly registered students at UC Riverside. If a Fellow withdraws from UCR prior to the completion of their program, their fellowship will be terminated.

Fellows are required to complete at least 12 hours of contact time with community participants in order to receive their full fellowship. If a Fellow is unable to fulfill this obligation in a timely manner, they may receive a prorated portion of their fellowship.

International Students

International students must establish a tax rate code in SIS/Banner (Student Information Systems) – please contact your Financial Aid Officer for more information.

IX. FELLOWSHIP APPLICATION FORM

Submit application via email to the Gluck Office by **May 15, 2017**.

See below for brief instructions for completing each section of the application. Please answer all questions, incomplete applications will not be accepted.

1) Candidate Information

Please answer all questions. Each member or an ensemble or team must fill in Candidate Information, and combine with one Program Information section to submit a single application.

2) Program Information

Please answer all questions. If you wish to apply to multiple departments, please submit one application per department, under separate cover.

- **Program Title and Description**

This paragraph describes the topic of your program, your understanding of it, and your pedagogical methods for delivering information. Please include goals, objectives and techniques for achieving them when describing your program. This is your pitch to your Department Coordinator and your explanation of your program to the Gluck Office.

- **Advertising Blurb**

The teachers who read the list of Gluck Programs are looking for curricular enrichment for their classes that also sounds fun and interesting for the participants. This is your advertising pitch to the *teachers who will request your program* – write directly to them!

Can you summarize your program in a very short, clear paragraph that says:

1. What the students will learn about
2. What they will DO while learning?

If not, your program will be slower to schedule. Teachers read through dozens of single-paragraph blurbs to determine which Fellows they want to invite and give up class time for. A punchy title and short, clear, and exciting description of what will happen in the classroom is a sign to them that your program is a good fit for their students. If you cannot summarize it in one paragraph, it might not be a good fit for their classrooms and be more difficult to schedule. See the [Gluck website](#) for examples.

- **Content Area Keywords/Searchable Terms**

Create a list of 6-10 searchable terms that a teacher could use in a Google search to learn more about your program content and subject matter, and how it is connected to other subjects / knowledge and understanding.

- Examples for different disciplines:
 - Woodwind instruments: 19th Century British composers, military band music, sea shanty, oboe, orchestra, clarinet, foghorn, slide whistle, Europe
 - Chinese poetry, hand scroll, ink stone, brush painting, calligraphy, brush script, pictorial language

- **Learning Outcomes and Objectives**

Summarize the three elements of your program in one sentence: What will they learn, how will they reflect upon it, and what will they do. “By the end of the lesson all participants will...” Teachers want to know what the final pedagogic product will look like. Write a single sentence description that lists what knowledge the students will receive, how they will experience it and what they will do by engaging with your program. Outlining the learning objectives will help you shape your planning and articulate the Common Core Curriculum Standards.

- Examples for different disciplines:

By the end of the program, students will...

- Identify the three styles of rhythm used in Western music, evaluate their preferences, and use percussion instruments to make rhythms.
- Learn to identify the four different types of sculptural modes in contemporary art, express their opinions on them, and make sculptures.
- Participate in active dance choreography to express their unique personality to the class and learn about the cultural influences in the steps.
- Engage performers in using improvisational theater games to learn the importance of having goals and life ambitions.
- Explain how metaphor in writing allows for more concrete expression of complex ideas, and write examples of metaphor.

- **Common Core Learning Objectives**

Why is your subject important in today’s world? How will your subject enhance the participant’s lives? The Common Core Standards take the VAPA Standards (see Page 6 above) and make them current. The Common Core list tells how you will achieve your Learning Outcomes. Your program must offer three types of interactive activities based around the following:

1. Knowledge: Connect and apply what is learned to other art forms, subject areas and to careers (Identify, inform, discuss, describe...)
2. Reflection: Participate in arts criticism on the basis of observation, knowledge and criteria (evaluate, decide, inspire, enjoy...)
3. Execution: Learn through active practice, rehearsal creation or performance (create, design, use...)

- **Example:**

1. Knowledge - **Identify** how YOUR SUBJECT influenced SOME AREA and is used in SOME CAREER
2. Reflection - Students will **evaluate/analyze/show** their enjoyment/opinion of their experience of YOUR SUBJECT by WRITING/SPEAKING ...
3. Execution - Students will **make/play/try/create a** YOUR SUBJECT.

- **Outcome Assessment Strategies**

List three techniques you will use to gauge audience memory retention. Successful programs have activities that promote memory retention for salient points of the stated Learning Objectives and Outcomes, and use assessment to show knowledge, comprehension and understanding.

Do not try and do this all by yourself. Not only is it impossible to hold the attention of 5-11 year olds for 55 minutes straight by talking at them, it is also the least efficient way to ensure memory and experience retention for the subject you are teaching. Use the students themselves as participants, collaborators, and aides.

So, how will you know the class is with you and understands your concepts? Using call and response to trigger repetition and memory is a very popular device, and kids love it! Asking your audience questions, using their answers to embellish your own is another useful way to check knowledge. Having students demonstrate a task or show and talk about their work will also demonstrate to you and their teachers their knowledge, comprehension and application. See the [Gluck website](#) for more ideas on assessment.

- **Example:**

1. We will use call and response to imbed (LIST THESE) key terms. (Demonstrate knowledge/information)
2. We will discuss YOUR SUBJECT so participants can speak and listen to each other’s opinions. (Demonstrate reflection/inspiration)
3. When we DO THE ACTIVITY, participants will have the opportunity to show examples of how they interpreted the key terms. (Demonstrate execution/activity)

- **Classroom Online Resource Document (CORD)**

For your application, **describe** the CORD you will prepare to accompany your program. A completed CORD file is due at the time of the Program Run-through, no later than November 1.

Each program requires a Classroom Online Resource Document (CORD) that you will send to the host teacher or Site Coordinator with whom you correspond prior to your visit: a poster, study guide, or PowerPoint etc.

The CORD is a 'stand alone' document and should satisfy the VAPA and Common Core Curriculum standards by offering information, key words, and activities for:

- Reading about arts or artists
- Researching, writing and communicating about the arts
- Making connections between concepts in all of the arts and across subject areas
- Reflecting on the arts in thoughtful essay or journal writing one's observations, feeling and ideas

This CORD should clearly summarize the purpose of your subject and give clear directions for activities or research so that any teacher, anywhere, could use it in the classroom without your direct guidance. The CORD is a 'stand alone' document and should not depend upon the reader knowing the subject. The CORD should contain all the necessary information for using it, in it. These will also be available on our website as freely downloadable Classroom Online Resource Documents. Please refer to the CORD Style Guide on the [Gluck website](#).

- **Brief Biography**

Write in the 3rd person and include your educational background, awards, etc.

- **Any media/IT needed**

Will you require any hardware for your program – iPod, speakers, projector, laptop? Will you provide it yourself or do you need to borrow items from the Gluck Office or Site? Not all media can be accommodated, and a program change may be necessary if items are not available. You must provide your own VGA patch cable for your Mac laptop.

- **Materials List and Budget**

Please see Pages 2-3 for budget allocations of each department's program. All materials and photocopies must be included in the budget. Planning your budget carefully, and including all expenses in your proposal, will avoid misunderstandings later. Plan to see approximately 400 students during your fellowship.

- **Gluck Foundation Requirements**

The Gluck Foundation, sponsors of the Gluck Fellows Program of the Arts at UCR, funds programs that meet their mission statement. We support programs that support the mission of the Gluck Foundation, to contribute to the education, health, culture, or creative endeavors of the underserved.

**In order to be considered for a Gluck Fellowship, you must return application as a Word doc by email to: Gluckprogram.ucr@gmail.com

Please save the file in the following format:
 Department_LastName_Firstinitial_17-18.doc (e.g. Dance_Smith_J_17-18.doc)
 and email to the Gluck Office by **May 15, 2017**.