

# AGC: Arts Exposure Experience 2017-18 Roster Application

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**ORGANIZATION:** \_\_\_\_\_

**CONTACT NAME:** \_\_\_\_\_ **CONTACT TITLE:** \_\_\_\_\_

**CONTACT ADDRESS:** \_\_\_\_\_ **CITY:** \_\_\_\_\_ **ZIP:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_ **PHONE:** \_\_\_\_\_

## Description of Arts Exposure Experience

Arts Exposure Experiences are arts education assemblies appropriate for a variety of school settings, including multi-purpose rooms with no stage, cafeteriums, and gymnasiums.

Arts Exposure Experience assemblies should:

- Promote student understanding, interaction, and involvement around an art form
- Accommodate 100-600 students at a time
- Be approximately 45 minutes in duration and no more than 60 minutes
- Be available during school hours within the school year, September-June
- Maximum payment of \$550 per assembly; \$350 maximum for second assembly (same school, same day)

It is preferred (but not required) that assemblies align with the [California Visual and Performing Arts Content Standards](#).

## Application Questions

### Artistic Merit

1. Please provide a brief description and history of your organization, and its primary art form.
2. Include resumes of the primary artists who will be performing in the proposed assemblies.
3. Provide at least one and up to three artistic work samples; one work sample may be an educational material. *(Describe the work samples in the **log** at the end of this application.)*

### Educational/Instructional Merit

4. Please provide a short description of your proposed assembly, followed by a list of the specific activities. *(Example: (a) Perform dance (b) Explain use of mime while dancers demonstrate (c) Students mime in their seats (d) Q&A)*
5. (a) Describe two concepts students will understand about your art form after participating in this program. (b) Describe what opportunities the students will have to reflect on, or connect to, the concepts listed. Be specific. *(Examples: (a) Students will understand the difference between locomotor and axial movement in dance and identify examples of each, (b) Some students will be selected to demonstrate each example in front of the entire audience; (a) Students can give examples of how voice, gesture, and facial expression help create a character, (b) Students will replicate facial expressions based on emotions experienced by characters in program in pairs.)*

Concept 1: (a)

(b)

Concept 2: (a)

(b)

6. How will your assembly be relevant, meaningful, and appropriate to students of varying grade levels (K-8) and varying experience in your art form? (You may choose to focus on audiences of specific grade-levels for your assembly.)

### **Capacity Assessment**

7. Describe other opportunities/jobs your organization has had performing in front of audiences of 100-600 people. Please specify if these have been K-8 audiences.

8. What experience does your organization have working: (a) on a contractual basis? (b) with schools? (c) with invoicing? (d) outside of the Sacramento city core?

## Work Samples Log

Provide at least one and up to three artistic work samples; one work sample may be an educational material. *(The first two entries are examples, for your reference.)*

The description column should contain a brief statement that will help the panelists understand what you would like them to look or listen for in that sample, or to help them understand how you feel the sample represents your potential for working with the K-8 student population.

	Work Sample	Start playing at:	Description
1	<i>Example: www.youtube.com/myvideoURL</i>	<i>0:52</i>	<i>An example of a recent performance, which will give panelists an idea of the artistic quality of our original material and overall performance level</i>
2	<i>Example: CD, track 2: On the High Seas</i>	<i>Beginning</i>	<i>A song in our repertoire that we will use in our assembly for 4-6 grades</i>
1			
2			
3			

## **Application Checklist:**

Completed application questions

Resumes or short bios

Work samples (including log)