

**Concordia Academy
Emerging Artist
Curriculum**

**2016-2017
Student Handbook**

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Emerging Artist Curriculum Overview

Why support the Emerging Artist?

We believe that creativity is a God-given gift, and the Fine Arts Department offers a place to develop talents in the visual and performing arts with a career emphasis. This arts-focused curriculum acknowledges and affirms the notion that students headed for a career in the arts need a special program designed with them in mind.

In short, we are preparing Christians to make their innovative mark on the world through fine arts.

Features of the program:

1. Rigorous core curriculum. Curriculum path includes the equivalent of 5 years of fine arts (including performance-based credits *and* academic credits). Students must maintain a GPA of 3.0 or higher in arts curriculum courses.
2. Participation in at least one fall drama or spring musical.
3. Internship of 40-hours, compiled in a portfolio for review.
4. Independent research project, guided by a faculty mentor, and including field visits to museums or galleries.
5. Book study with EAC cohort.
6. Capstone Project of student work, presented in a portfolio as a capstone project, to be showcased in a public exhibition or performance.

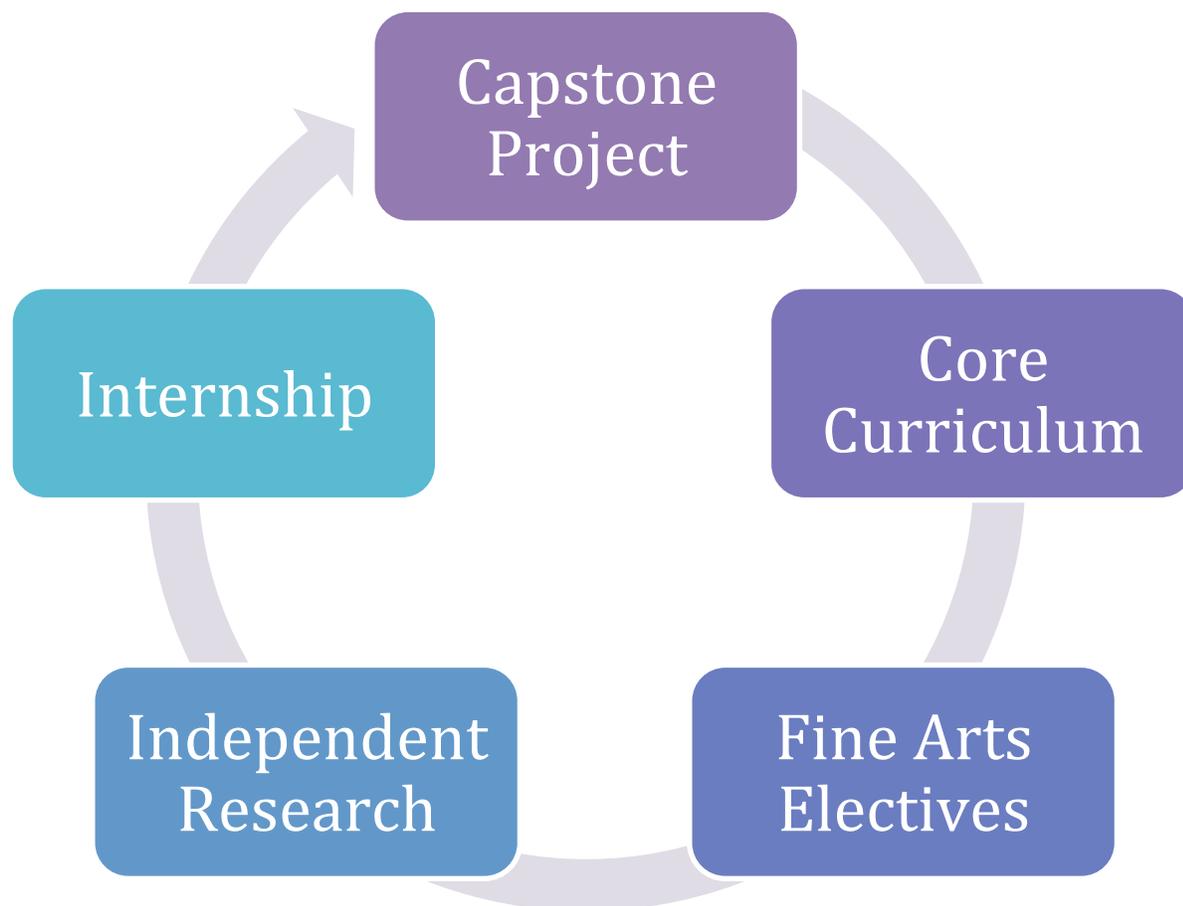
*Successful Emerging Artist Curriculum candidates will, upon completion, receive commendation on diplomas and on transcripts, as well as recognition at Concordia Academy's Honors Convocation.

Examples of Internship Experience:

- Music: college music department; songwriter shadow; instrument repair.
- Visual Art: art museum; college art department; professional artist shadow; city arts council.
- Theater: community stage manager; community education course assistant; box office; actor shadow.
- Creative Writing: The Loft; publisher such as Milkweed Publishers.
- Dance: box office; professional choreographer; studio instructor.

Examples of Capstone Projects:

- Music: composition performed by self or others in public concert; recording published
- Visual Art: Gallery opening or other public exhibition.
- Theater: Original monologue performed by self or others; featured community performance.
- Creative Writing: Original work published for public view; public reading of original work
- Dance: Performance of original composition or solo featured performance in dance company



Key Faculty Members

EAC Coordinator.....	Stephanie Lundorff
Faculty Mentors*	Rebecca Fritz Kelly Mack Chris Roth Rebekah Vincent Julie Aikin Bruce Felt Sara Neel
Additional Resources.....	Concordia University, St. Paul Adjuncts

Key Milestones

Freshman year

- Enroll in full year of fine arts coursework
- Produce and compile original work outside of school

Sophomore year

- Enroll in full year of fine arts coursework
- Identify faculty mentor
- Identify topic for independent research project; complete project by graduation
- Identify timing of involvement with CA drama or musical
- Produce and compile original work outside of school

Junior year

- Enroll in full year, plus one semester, of fine arts coursework
- Secure Internship for summer
- Propose senior year Capstone; begin working on Capstone pieces
- Check in on progress in independent research project
- Begin writing Artist Statement
- Produce and compile original work outside of school

Senior year

- Ensure completion of Independent Research Project
- Turn in completed Internship Portfolio
- Read *Walking on Water: Reflections on Faith and Art* (L'Engle) and *Roaring Lambs: A Gentle Plan to Radically Change Your World* (Briner); participate in cohort discussion
- Enroll in full year, plus at least one semester, of fine arts coursework
- Complete Capstone Project pieces
- Public performance or display of Capstone Project
- Honors Convocation

*The faculty mentor is a resource for students to ask advice and seek feedback on ideas, and also an experienced professional voice to offer encouragement,

Academic Requirements

- 3.0 GPA or higher (3.25 needed for college courses)
- Fine arts courses all semesters, totaling at least 10 semester credits by graduation
- At least one of the following courses: Discovering American Music, Creative Writing, College Intro to Literature, or other course as arranged with teacher.

Emerging Artist Graduation Path:

Freshmen (7 credits of required courses)

Seminar I	Geography	Math (Pre-alg/Alg/Geom)	
English/Honors		Scrip/Life I	
Physical Science		Fine Arts	
Foreign Language, or Study Hall		Basic PE	

Sophomores (7 credits of required courses)

Western Heritage	Math (Alg/Geom/Adv Alg)		
English/Honors	Scrip/Life II		
Biology/Honors	Fine Arts		
Foreign Language, or Study Hall	Health	Adv. PE, RTPF, Sport, or Study Hall	

Juniors: (5 credits of required courses)

American History	Math (Geom/Adv Alg/Pre-calc)		
American Literature	Scrip/Life III		
Chemistry/Honors	Fine Arts		
Foreign Language, or Study Hall	Elective	Fine Arts	

Seniors: (2.5 credits required courses, leaving 5 elective credits required for graduation by the end of senior year)

Rhet/Public Speaking	English or Com	Scrip/Life IV	
Government	Elective	Fine Arts	Fine Arts
Elective	Elective	Elective	Fine Arts
Elective	Elective	Elective	Elective

*26.5 credits required for graduation beginning with class of 2019. Returning students need 26 credits for graduation.

Curriculum Offerings

Visual Art: Fundamentals of Art, Intermediate Art, Advanced Art, Select Studio, College Drawing, College Graphic Design, College Digital Photography, College Ceramics

Vocal and Instrumental Music: Chorale, Concert Choir, His People, Concert Band, Chamber Orchestra, Discovering American Music

Creative Writing: Creative Writing, Advanced Creative Writing, Photojournalism,

Theater: College Improvisation

Creative Thinking: Innovation Lab

Co-curricular Offerings

Visual Art: Tri-Metro Arts Festival, Bethany College Lutheran Art Invitational, Congressional Art Contest

Vocal and Instrumental Music: MSHSL Contest, Tri-Metro Art Festival, Praise Team, Pep Band,

Creative Writing: Writers' Block Club,

Theater: Fall Drama, Spring Musical, Spotlight Competition.

Dance: Dance Team; Spring Musical; Chapel special events

Research Project Guidelines

Rationale:

- Researching a particular artist, genre, era, or style, complements regular coursework, and deepens understanding of prior knowledge.
- Connecting to a larger body of work with a narrow focus will foster lifelong curiosity about, and respect for, those whose work has influenced the world of the fine arts.
- While much of the high school fine arts curriculum focuses on performance or production of creative work, academic research provides necessary academic balance to the EAC.

Objectives: *The student will...*

1. Research and summarize relevant information from a variety of sources
2. Reflect upon the significance of information to the fine arts field
3. Articulate a personal connection to information in a written reflection
4. Evaluate the usefulness and quality of sources in an annotated bibliography
5. Demonstrate depth of knowledge through meeting with faculty

Steps:

1. Select a focus area of the fine arts (music, visual art, dance, theater, writing).
2. Name a particular artist, genre, style, or era as your subject.
3. What is the question your research will answer? _____
4. Search for **at least 8 sources** and begin reading, viewing, and listening. The sources should meet the following criteria:

___At least 1 primary source

___At least 2 sources via museum, gallery, live performance, or special-focus library

___At least one source should be a book-length print publication

5. Read and take notes, read and take notes, read and take notes.
6. Meet with your EAC Faculty Mentor for a Q and A about what you are learning.
7. Write your annotated bibliography in MLA format: Citation, paragraph of summary, and paragraph of evaluation of the quality of the author and the content of the source.
8. Write a one-page reflection on the significance of the information you learned and your own personal connection to it.
9. Meet with Faculty Mentor and EAC Coordinator to demonstrate your mastery of the subject chose for this project

How to Organize *Each* Entry in an Annotated Bibliography

1. Bibliographic citations. Alphabetize by author. Sometimes it is helpful to divide sections by primary/secondary, or by print/online, and then alphabetizing by author within each section.
2. Paragraph or two summarizing the highlights and key parts of the information. This summary should be in the writer's own words. Do not plagiarize.
3. Paragraph of source evaluation, stating how the document could be used for research, defend or criticize the credibility of the information

Tips:

- Make sure your annotations effectively communicate your thorough knowledge and understanding of the source information.
- Use the Purdue OWL for format examples and guidelines.

Internship Guidelines

The Internship Experience

Concordia Academy believes that when students are connected to authentic experiences, they will be especially prepared to reach their potential in their select fields of study. Through community networking, students will secure a job-related internship in the fine arts that will expose them to myriad possibilities for their own career development. The internship experience will be guided and supported by the EAC Coordinator and the EAC Team to help students enjoy and appreciate the work they will do in a fine arts organization.

Junior Year Timeline

January-February

- EAC Coordinator facilitates meeting with EAC Team and students to explain internship and internship binder requirements
- Students brainstorm and research possible internships
- Students brainstorm capstone projects
- Students meet with EAC Coordinator and faculty mentor

March-April

- Internship proposal is turned in to the EAC Coordinator
- Students begin making inquiries to potential internship sites
- [Capstone project proposal for end of senior year is also turned in to the EAC coordinator at this time.]

May

- EAC Advisory Team reviews both the internship and capstone project proposals
- Student receives approval and schedules internship dates

Examples of Mentorship/Internship Experiences:

- Music: college music department; songwriter shadow; instrument repair; ensemble conductor
- Visual Art: art museum; college art department; professional artist shadow; city arts council
- Theater: community stage manager; community education course assistant; box office; actor shadow
- Creative Writing: The Loft; newspaper; publisher such as Milkweed Publishers; blog management
- Dance: box office; professional choreographer; studio instructor

Internship Proposal for EAC Coordinator

1. Provide the name and address of the site and supervisor.
2. Write a brief paragraph explaining your connection to this organization and why it would be a good fit for you.
3. Construct 5 skills and learning experience objectives. List them in bullet points and present to the EAC Coordinator.

Examples:

- Learn the different aspects of a career in dance studio management
- Learn how to be financially independent as a writer
- Learn how to prepare for professional auditions
- Learn how museum installations are coordinated
- Learn about effective marketing strategies for gallery or theater openings
- Find out the level of collaboration needed to produce a dance or theater production
- Assess the perfect balance between producing art and exhibiting or selling art
- Learn how music is being produced today
- Learn how technology is used in this field
- Master new computer applications

Introductory Meeting with Internship Supervisor

Helpful tips for a successful meeting

1. Dress professionally—no jeans, no t-shirts. Nice slacks and collared shirt. Dress shoes.
2. Present them with your resume and with your Letter of Introduction.
3. Take notes on your meeting—record details. You will be writing a reflection on this meeting!
4. Thank Supervisor for opportunity. Shake their hand and thank them up front for the opportunity.
5. Be flexible—remind them you need to complete 40 hours, but that you are flexible to their schedule and will work around what works best for their business.
6. Let them know you are willing to explore any area they feel worthy.
7. Ask questions:
 - What can I contribute to your organization?
 - What are your expectations of me?
 - Are there any special projects you'd like me to complete?
8. Tell them preferred date you'd like to start and finish.

Sample Internship Letter of Introduction

Thank you for considering this proposal for internship/volunteer opportunity with your organization. I am a student pursuing an advanced fine arts curriculum called the Emerging Artist Curriculum at Concordia Academy in Roseville, Minnesota. Your willingness to help me learn more about this field in a work environment is truly invaluable.

The internship is to comprise at least 40 hours on site, to be fulfilled in a way agreeable to all parties. I have listed below the objectives for my learning during this internship and I would be happy to discuss or amend these after you've had a chance to consider them.

Learning objectives:

1.
2.
3.
4.
5.

Attached you will find a resume and any other information you may find useful in approving this internship. I look forward to discussing the particulars of this opportunity. Again, thank you for your consideration.

Kind regards,

Student's typed name.

Student's typed contact information (telephone number and then email typed below the phone number)

Suggested Resume Template

Name

Address

Phone number and email address

Objective: What you hope to learn from the experience

Relevant Classes Completed

List classes that will pertain or relate to the internship experience

Relevant Skills, Experiences, and Interests

Once again, list only things that pertain to the internship experience

Future Plans

Emerging Artist Internship Agreement Forms

Intern Name: _____

Preferred phone: _____

Email: _____

Internship Mentor/Supervisor _____

Mentor/Supervisor Job Title: _____

Work Phone: _____

Work Email: _____

Company Name: _____

Address: _____

I, (*mentor name/title*) _____ agree to supervise, guide, and direct the above student during his/her entire internship with the intent of exposing the student to learning opportunities in the following areas:

Dates and total hours of the Internship:

I, (*intern name*) _____, agree to complete the Internship experience as outlined above with the intent of achieving the following learning objective(s) as presented in the attached letter of introduction.

The student, internship supervisor, and parent understand and agree that Concordia Academy does not provide on-site supervision of students during the internship, any meetings with a supervisor, or other work-based learning experiences. Parents/guardians must arrange for the transportation of their student to and from the internship location and maintain such insurance coverage that they deem appropriate to protect their student. Under no circumstances will Concordia

Academy, its employees, agents or insurers be held responsible to either the student, the parent/guardian or the supervisor for any injuries or damages to persons or property arising out of the internship, supervisor, or work-based learning experience.

Signatures:

Student name (printed)	Student Signature	Date
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Supervisor name (printed)	Supervisor Signature	Date
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Parent name (printed)	Parent Signature	Date
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Internship Binder Contents

1. Cover page
2. Table of Contents
3. Signed forms
4. Reflection on your first meeting/interview for the internship
5. Reflection #2, following the half-way mark
6. Daily logs
7. Brochures, site map if applicable, business cards, any and all documents that help to tell the story of what you did, with whom, and where.
8. Photographs of you on-site.
9. Final reflection on the whole internship.
10. The evaluation your supervisor filled out.
11. Copy of the thank you letter you sent.
12. A copy of the daily log rubric that will be used to score your portfolio.

Student Reflections on Meetings with Internship Supervisor

Reflection Guidelines

For each reflection, type about one page, double-spaced. As you think back on your meetings, address the questions as described below. NOTE: Do not include these questions as headings or in the body of your writing. Simply use them as prompts.

Reflection #1: Following introductory meeting

- How would you characterize the meeting? Describe how you feel it went.
- What did your mentor seem to be most interested in?
- What expectations were described for you as an intern?
- What are you most looking forward to and what are you most nervous about?

Reflection #2: Following the half-way-through check-in

- How did you prepare for this meeting? Share some of the questions you asked your mentor about your performance.
- Describe how your mentor gave your feedback about your performance.
- What have you learned so far about working with others in this field?
- What are some of the skills you were surprised to learn are so clearly important for this type of work?

Reflection #3: Following your exit interview

- Describe what you learned about this field.
- Describe what you learned about this company.
- Describe what you learned about yourself.
- What feedback did your mentor give you about your contribution during the internship?
- What advice was offered to you during the internship regarding education, interpersonal skills, technology skills, finding purpose in work, etc.
- What do you see as the role of your faith in this kind of work?

Daily Log Template

Date: Day of week, date **Time started today:** **Total hours today:**

Log Entry: Write for a ½ page's worth. Here are some *examples of appropriate topics to reflect on in these logs.*

- Include specific details about what you did today, what you learned today, and how you feel about how you did today.
- What questions arise for you now?
- What feedback did you get from your supervisor?
- What were you able to contribute?
- What felt new and uncomfortable? What pushed you out of your comfort zone? How
- What was interesting and challenging?
- Did you take any notes today? You may consider adding them here.
- Maybe a sketch or drawing could capture your experience today? Add it to your notes!

Exit Interview Tips

Be sure to thank the company or organization. Share with your supervisor what you have learned and what was valuable for you in this experience.

Ask Supervisor...

- What is my potential in this field?
- What advice do you have for me if I continue in this field?
- What do you see as essential skills to succeed in this field?
- Can I use you as a reference?

Give Supervisor evaluation sheet and self-addressed stamped envelope.

Double-check that you have taken a photo with the Supervisor (preferably in front of the business log) for your portfolio.

CA Emerging Artist Internship Evaluation

To Whom It May Concern:

Thank you for mentoring this student as part of the Emerging Artist Curriculum at Concordia Academy. The purpose of the internship component is to expose the student to an organization in an arts field and to have them contribute in a meaningful way to your work environment.

Please answer the following questions about your student intern. Your assessment will play a role in the student's final program evaluation.

Circle a number from 1 (Low) to 5 (High), rating your agreement with the statements. Throughout this internship, the student was...

- | | | | | | |
|---------------------------------------|---|---|---|---|---|
| 1. Punctual and prepared | 1 | 2 | 3 | 4 | 5 |
| 2. Eager to learn | 1 | 2 | 3 | 4 | 5 |
| 3. Helpful and made contribution | 1 | 2 | 3 | 4 | 5 |
| 4. Approachable and communicative | 1 | 2 | 3 | 4 | 5 |
| 5. Appropriately dressed | 1 | 2 | 3 | 4 | 5 |
| 6. Shows high potential in this field | 1 | 2 | 3 | 4 | 5 |

What are this student's strengths? _____

What additional learning experiences should this student seek? _____

Additional comments:

Please feel free to contact me with additional comments or questions. Once again, thank you!

Stephanie Lundorff, EAC Coordinator
Stephanie.Lundorff@concordiacademy.com

Internship Binder Assessment Rubric

All components will be scored on the following scale:

- + Far exceeds expectations
- ✓+ Exceeds expectations
- Does not meet expectations
- Far below expectations

Items	Quality Target	Score
<u>Format</u> <ul style="list-style-type: none"> • Cover page • Table of contents • This rubric 	<ul style="list-style-type: none"> • Cover page and Table of Contents in MLA format as described on the Purdue OWL. • Table of Contents accurately organizes all components included in binder. 	
<u>Personal reflections</u> <ul style="list-style-type: none"> • Following first meeting • Following half-way progress check • Final reflection after evaluation meeting 	<ul style="list-style-type: none"> • Dated and titled • References are made to specific details brought up in the meetings with supervisors. • Shows evidence of critical thinking and posing questions that have come from that thinking. 	
<u>Forms</u> <ul style="list-style-type: none"> • Signed agreements • Learning objectives form • Evaluation • Copy of thank you letter that was sent to supervisor(s) 	<ul style="list-style-type: none"> • Appropriate pre-internship forms are signed by supervisor, parent, student, and EAC Coordinator • Final evaluation is included, either having been given back to student or mailed to EAC Coordinator 	
<u>Company/Org Documents and Photos</u> <ul style="list-style-type: none"> • Brochures and other organizational literature • Maps • Required photos with supervisor 	<ul style="list-style-type: none"> • Documents that help clarify the nature of the company, and of the work, is included. • Appropriate floor plans, grounds map, etc., is included • Required photographs of student on site with supervisor is included 	
<u>Daily Logs</u> <ul style="list-style-type: none"> • Entries are written at the end of every day spent interning. 	<u>Daily Headings</u> <ul style="list-style-type: none"> • Include date, location, times, and number of hours <u>Entry Content</u> <ul style="list-style-type: none"> • Clear and specific, with detailed information • Sketches/notes are included in most or all entries 	

Capstone Project Guidelines

The Emerging Artist Curriculum culminates in sharing the result of the student's creative work in the spring of the senior year. The format and content of this project will have been proposed, approved, and supported by the student's faculty mentor, as well as by the EAC Coordinator and the EAC Team.

Included in typed proposal:

- Scope of work explicitly detailed (What, how many, how long, etc.)
- Unifying theme of body of work
- Materials needed/used, including technology
- Artist statement
- Vision for how the works will be presented to the public
- Dates for progress checks agreed upon by student and faculty mentor

Examples of Capstone Projects:

- Publishing, distributing, and reading of creative writing.
- Exhibition of visual art around a theme
- Choreographed dances performed by student or students
- Musical or theatrical performances
- Multi-media experience capturing multi-genre fine arts product

Artist Statement Instructions:

1. Read *Walking on Water: Reflections on Faith and Art* (L'Engle) and *Roaring Lambs: A Gentle Plan to Radically Change Your World* (Briner) to prepare for group discussion on what it means to be a Christian artist in the world.
2. Read the instructions found through this link in order to write your artist's statement of 3-5 paragraphs, 3-5 sentences in each paragraph:
<https://www.lightspacetime.com/newsletter/how-to-write-the-perfect-artist-statement/>