

**Directory of Los Angeles Unified  
School District (LAUSD) Arts  
Community Partnership**

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**June 2025**

Table of Contents	
Item	Description
A.	Introduction
B.	Contracting Procedure
C.	List of Art Community Partnership Providers
D.	Overall Statement of Work
E.	Summary of Services and Prices
	24th Street Theatre
	A Place Called Home
	Aimee Art Production
	Angels Gate Cultural Center
	ArtsUP LA
	Ballroom Madness
	Brains and Motion Education, Inc.
	Chloe and Maud Foundation, Inc.
	Collage Dance Theatre dba Heidi Duckler Dance Theatre
	Community Partners for LA Commons
	Conga Kids
	Create Now, Inc.
	Dance And Dialogue
	East West Players, Inc.
	Enrichment Works
	ETM-LA, Inc. dba Education Through Music
	Festival of New American Musical dba Foundation of New American Musical
	Fostering Dreams Project
	Fresh Films, Inc.
	Geffen Playhouse
	Grand Vision Foundation
	Guild Opera
	Guitars In The Classroom
	Heart of Los Angeles Youth, Inc.
	Inner-City Arts
	Institute of Contemporary Art, Los Angeles
	Invertigo Dance Theatre
	Jerome Vincent Carter dba Inspiration 52
	Joseph Abbate dba Gypsy Services
	LA Promise Fund
	Lead Guitar
	Los Angeles Choreographers & Dancers Inc.

	Los Angeles Master Chorale
	Lucas Museum of Narrative Art
	Mariachi Women's Foundation
	Musicians at Play Foundation Inc.
	Oasis Companies International dba Oasis Center International
	Pitstop LLC dba Minibop Music
	P.S. Arts
	Rediscover Center, Inc.
	Robbie Colley dba Play'n Around Theater Company
	San Pedro City Ballet
	School Yard Rap LLC
	Social And Public Art Resource Center
	Southland Sings
	Spirit Series, Inc.
	STEM from Dance
	Symphonic Jazz Orchestra
	The Actor's Gang
	The Bloom Arts Foundation, Inc.
	The Gabriella Foundation
	The Harmony Project
	The Lee Strasberg Theatre & Film Institute
	The Michael's Daughter Foundation
	The Music Center
	The Plus Me Project
	The Sacred Fools Theater
	The Shakespeare Center of Los Angeles, Inc.
	The Unusual Suspects
	Theatre of Hearts, Inc.
	Theater Works USA
	UniverSOUL Hip Hop
	Versa-Style Dance
	Woodcraft Rangers
	Young Producers Group, Inc.
	Young Storytellers

## **A. Introduction**

The District issued a Request for Proposals (RFP) for Arts Community Partnership with the goal of contracting a “bench” of vendors/providers to provide Arts community partnerships to enhance, support, and amplify the efforts district wide of the Arts

Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world.

The Arts Community Partnership RFP provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the District. Qualifying individuals, organizations, agencies, ensembles, and other entities will design, describe, and propose their services, fees, structure, and deliverables for the learning community of the District. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Multiple vendors were selected to provide Arts professional services in four disciplines below.

- Discipline 1 – Dance
- Discipline 2 – Music
- Discipline 3 – Theatre/Film
- Discipline 4 – Visual Arts/Media Arts

## **B. Contracting Procedure for Arts Community Network:**

Principals and other responsible staff should review the selection of approved Arts Community Network (ACN) vendors to obtain information on Scope of Work and pricing.

Ariba Purchase Requisition requests should be accompanied by a Work Order as required by the ACN contract.

### **Step by Step Instructions:**

1. Contact a vendor that offers services of interest to you based on their scope of work. Obtain a quote, determine the scope of services to be provided, and the period of performance for the services.
2. The vendor will submit a Work Order to the school site for their signature as stipulated by their contract. The Work Order will include 1) the vendor's signature, 2) contract number, 3) scope of services, 4) period of performance, and 5) maximum amount for the work order.

3. Submit the signed Work Order to the Arts Education Branch for approval. Email the Work Order to Maria Hoskins at mdh1727@lausd.net. Copy Jantré Christian (jantre.christian@lausd.net) and Shana Habel (shana.habel@lausd.net).
4. Once approved, the Work Order will be returned to the school site to be submitted with the Purchase Requisition.
5. Confirm with the vendor that they received the purchase order. No services can begin until the purchase order has been received.

### C. List of Art Community Partnership Providers

Vendor Name	Contract #	Vendor Number	Discipline	Contact Email
24th Street Theatre	4400009314 / C840	1000003541	3	theatre@24thstreet.org
A Place Called Home	C6752	1000027982	1,4	grants@apch.org
Aimee Art Production	C7015	1000006424	3	aimeeartproductions@gmail.com
Angels Gate Cultural Center	4400009315 / C841	1000011133	4	amy@angelsgateart.org
ArtsUP LA	C7018	1000011177	4	bcaldwell@ArtsUpLA.org
Ballroom Madness	4400009316 / C2992	1000011174	1	dponickly@gmail.com
Brains and Motion Education, Inc.	C7021	1000022120	2,3	lori.todd@brains-and-motion.com
Chloe and Maud Foundation, Inc.	C7023	1000027158	1	maud@chloeandmaudfoundation.org
Collage Dance Theatre dba Heidi Duckler Dance Theatre	4400009318 / C842	1000012130	1	INFO@HEIDIDUCKLER.ORG
Community Partners for LA Commons	C7024	1000001991	4	alicia.lara@communitypartners.org
Conga Kids	C7028	1000013082	1	barbara@congakids.org
Create Now, Inc.	C7029	1000011628	1,2,4	brandon@createnow.org
Dance And Dialogue	4400009319 / C3981	1000012343	1	ricka4danceanddialogue@aol.com
East West Players, Inc.	C7032	1000026896	3	kjohnson@eastwestplayers.org
Enrichment Works	4400009380 / C2294	1000011173	3	giovanna@enrichmentworks.org dwbabcock@enrichmentworks.org
ETM-LA Inc. dba Education Through Music	4400009400 / C855	1000002813	2	vlanier@etmla.org
Festival of New American Musical dba Foundation of New American Musical	4400009381 / C5966	1000011970	2,3	deirdre.marlowe@gmail.com
Fostering Dreams Project	4400009403 / C2998	1000018353	2	melanie@fosteringdreamsproject.org

Fresh Films, Inc.	C7033	1000027526	3,4	kellifeigley@freshfilms.org
Geffen Playhouse	4400010708 / C364	1000010058	3	briana@geffenplayhouse.org
Grand Vision Foundation	4400009382 / C843	1000009771	2	sukari@grandvision.org
Guild Opera	4400009399 / C854	1000018554	2	guildopera@gmail.com
Guitars In The Classroom	4400009383 / C844	1000010475	2	gail@guitarsintheclassroom.org jess@guitarsintheclassroom.org
Heart of Los Angeles Youth, Inc.	C7036	1000022099	4	cwood@heartofla.org
Inner-City Arts	4400009384 / C845	1000004972	1	nancy@inner-cityarts.org collette@inner-cityarts.org
Institute of Contemporary Art, Los Angeles	4400009405	1000013244	4	ahisa@theicala.org
Invertigo Dance Theatre	4400009613	1000020598	1	CHELSEA@INVERTIGODANCE.ORG
Jerome Vincent Carter dba Inspiration 52	C7022	1000004666	3	jerome@Inspiration52.org
Joseph Abbate dba Gypsy Services	4400009385 / C2995	1000012294	1	info@gypsyfolkensemble.com
LA Promise Fund	C7037	1000007018	4	LeslieA@lapromisefund.org
Lead Guitar	4400009401 / C856	1000017886		jennifer@leadguitar.org HOLLY@LEADGUITAR.ORG
Los Angeles Choreographers & Dancers Inc.	4400009386 / C846	1000005129	1	louisehr@l choreographersanddancers.org
Los Angeles Master Chorale	4400009387 / C847	1000007802	2	lbeard@lamc.org
Lucas Museum of Narrative Art	C7040	1000027151	4	leonorperez@gmail.com
Mariachi Women's Foundation	C7041	1000024818	2	kelly.williams@lucasmuseum.org
Musicians at Play Foundation Inc.	C7051	1000027808	2	april@musiciansatplay.org
Oasis Companies International dba Oasis Center International	C7052	1000020326	1,4	davida@muralcolors.com

Pitstop LLC dba Minibop Music	C7042	1000026596	2	marsha@minibopmusic.com
	4400009388 /			
PS Arts	C848	1000001173	4	guillaume.wateau@psarts.org
Rediscover Center, Inc.	C7055	1000015488	4	jonathan@rediscovercenter.org
Robbie Colley dba Play'N Around Theater Company	C7057	1000028978	2,3	playnaround@me.com
	4400009389 /			
San Pedro City Ballet	C1395	1000002134	1	cinderella61@cox.net
School Yard Rap LLC	C7059		3	schoolyardrap@gmail.com
	4400009398 /			
Social And Public Art Resource Center	C1396	1000011197	4	carlos@SPARCINLA.ORG
	4400009390 /			
Southland Sings	C849	1000006590	2	acnoriel@mac.com
Spirit Series, Inc.	C7060	1000004563	3	richards@spiritseries.org
STEM from Dance	C7061	1000027153	1	yamilee@stemfromdance.org
	4400009391 /			
Symphonic Jazz Orchestra	C850	1000011171	2	mitch@sjomusic.org
	4400009392 /			
The Actor's Gang	C851	1000000960	3	luis@theactorsgang.com
The Bloom Arts Foundation, Inc.	C7062	1000021901	1,2	radhikafliegel@bloomartsfoundation.org
	4400009393 /			
The Gabriella Foundation	C852	1000014951	1	jmiele@everybodydance.org
The Harmony Project	C7063	1000002940	2	natalie@harmony-project.org
	4400010707 /			
The Heart Project ArtworxLA	C363	1000014598	4	info@artworxla.org
	4400009402 /			
The Lee Strasberg Theatre & Film Institute	C1507	1000020318	3	PAUL@STRASBERG.EDU
The Michael's Daughter Foundation	C7064	1000027145	3	ciera@michaelsdaughter.org
	4400009404 /			
The Music Center	C2999	1000005292	1	mturner@musiccenter.org
The Plus Me Project	C7065	1000007701	3	richard@theplusmeproject.org
The Sacred Fools Theater	C7066	1000016322	3	sfmanagingdirector@sacredfools.org

The Shakespeare Center of Los Angeles, Inc.	C7067 4400009394 /	1000003045	3	louis.fantasia@gmail.com
The Unusual Suspects	C2996 4400009850 /	1000011965	3	melissa@theunusualsuspect.org
Theatre of Hearts, Inc.	C862	1000008680	1,2,3,4	info@theatreofhearts.org
Theater Works USA	4400010722 / C366	1000007911	3	ndean@twusa.org
UniverSOUL Hip Hop	4400009396 / C853	1000010130	1	info@universoulhiphop.com
Versa-Style Dance	4400010720 / C365	1000012175	1	cynthia@versastylepec.org
Woodcraft Rangers	C7068	1000005603	1,2	csalinas@woodcrafrangers.org
Young Producers Group, Inc.	4400009397 / C2997	1000010775	2	lawrence@youngproducersgroup.com
Young Storytellers	4400010721 / C1306	1000000613	3	bill@youngstorytellers.com

Discipline Legend: 1 Dance  
2 Music  
3 Theatre/Film  
4 Visual/Media Arts

## **D. OVERALL STATEMENT OF WORK**

### **LOS ANGELES UNIFIED SCHOOL DISTRICT**

#### **SECTION I**

#### **STATEMENT OF WORK**

##### **1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership RFP provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. Qualifying individuals, organizations, agencies, ensembles, and other entities will design, describe, and propose their services, fees, structure, and deliverables for the learning community of the District. All applicants who meet the criteria and requirements for the arts community network may develop a contract with the district for arts education services, K-12, focusing on student learning. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools may enter into work orders under contracts established via this Request For Proposal. Schools shall initiate Work Orders, as per Attachment I, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

##### **2.0 Requirements**

The contractor shall:

1. Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day after school or on weekends,

excluding holidays with focused arts education activities including residencies, workshops, master classes, and performances, exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.

2. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
3. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
4. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
5. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
6. If any online platforms are used in instruction, they must be UDIPP approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the ITSE standards (please describe it in detail).

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

1. Instructional time during the school day after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.

2. Appropriate planning time for greater coherence and collaboration at the school site level.
3. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
4. Resources, materials, and transportation that expand an arts learning experience for students.

### **Program Evaluation**

Evaluation of programs will be conducted through site observations by staff from the Arts Education Branch.

## E. SUMMARY OF SERVICES AND PRICES

24<sup>th</sup> Street Theatre  
Contract No. C840 / 4400009314

24<sup>th</sup> Street Theatre  
Discipline: THEATRE

### 1.0 Scope

The contractor shall provide Theatre programming to LAUSD K-S<sup>th</sup> Grade students with focused arts education activities through their in-school arts education program. *Programs* provide in-school workshop and field trip program that is designed to unleash children's creative potential, while teaching the California Visual and Performing Arts (VAPA) Standards, utilizing a standards-based curriculum, and supporting the Arts Education Branch (AEB) Arts Instructional Guides.

### 2.0 Requirements

The Contractor shall:

1. Provide their *Enter Stage Right*, *Virtual Enter Stage Right*, and *ICE* programs. All programs shall align with math (students use percentages to figure lighting levels), history (a scene highlighting early California is created with students) and other curricular areas. Program shall support several of the Common Core Standards, such as English Language Arts, as storytelling, listening, and language are key elements of theatre. The program shall begin with an in-class workshop conducted by a 24<sup>th</sup> Street Theatre expert teaching artist. The workshop is designed to prepare students for the upcoming field trip to 24<sup>th</sup> Street Theatre, a two-hour participatory experience during which they will become part of the performance, applying improvisation skills learned in the classroom while performing with professional artists, musicians and technical personnel. The teaching artists shall return to the classroom within a week for another in-school workshop.
2. Provide all materials and resources necessary for full participation in ESR, VESR, and ICE programs, including transportation, supplies, and an online Curriculum Guide for teachers, which extend the arts learning process beyond the in-school workshop, online workshops and field trip. Every student shall receive a souvenir playbill and Dramatic License.
3. Coordinate with classroom teachers and administrators and communicate with the AEB on an ongoing basis throughout the duration of the program. 24<sup>th</sup> Street Theatre staff shall work with each individual school site to schedule the in-class workshops and the field trip component. Teachers shall be surveyed before the Pre and Post so that the teaching artist can incorporate teachers' current areas of study into the workshops. Any special needs of the classroom shall be discussed. Staff shall follow up with teachers and administrators for post-program evaluations. 24<sup>th</sup> Street Theatre's Teaching Artists shall work to include teachers in the workshops, highlighting teachers' theatre skills and honoring them in front of their students whenever possible. Teachers shall also be brought on stage to take part of the field trip component.

### 3.0 Deliverables

Instructional Components:

- o Enter Stage Right will provide two (2) 45-minute classroom workshops and one (1) two-hour theatrical field trip experience for up to three classrooms or approximately 100 students.
- o Virtual Enter Stage Right will provide two (2) 45-minute synchronous online workshops and four asynchronous

theatre videos with curriculum for up to six classrooms or approximately 200 students.

- o ICE Field Trip will provide one (1) 45-minute pre-field trip classroom session, one (1) 60-minute live stage production of ICE, and one (1) 45-minute post-production discussion with the ICE director and cast.

Performance/Assemblies/Professional Development/Exhibitions Components:

- o Enter Stage Right will provide one exclusive two-hour Enter Stage Right performance for each participating school at 24th Street Theatre.
- o Virtual Enter Stage Right will provide two interactive synchronous performance/assemblies and four asynchronous theatre videos with curriculum.
- o ICE field trips will provide one 60-minute live presentation of ICE.

- Collaborative Planning/Meetings Components: 24th Street Theatre staff will coordinate the in-school and online workshops and field trips with each individual school's principal, administrators and teachers via a minimum of one (1) phone meeting, and detailed email correspondence. 24th Street staff is always available to meet with principals and coordinators onsite as well, if preferred.
- Offsite/Field Trip Components: 24th Street Theatre will provide one (1) two-hour field trip to the theatre, including bus transportation by an LAUSD-approved bus company for the Enter Stage Right and ICE programs. All bus booking and day-of coordination will be handled by 24th Street staff.

Resources/Materials: Enter Stage Right-24th Street Theatre will provide all program materials of a theatre playbill, a "Dramatic License" for each student and teacher, and curriculum guide. Virtual Enter Stage Right- 24th Street Theatre will provide online curriculum and resources. ICE- 24th Street Theatre will provide a theatre playbill and a "Dramatic License" for each student and teacher.

- Special Requirements: None. The in-school workshops will take place in each school's classrooms or online. Field trip components will take place at 24th Street Theatre, a fully compliant ADA facility.

- Total Number of Schools Served: o Enter Stage Right - 70 in-person programs  
o Virtual Enter Stage Right - 70 online programs  
o ICE Field Trip Program - 20 in-person programs

- Total Number of Students Served: o Enter Stage Right – 7,000 students  
o Virtual Enter Stage Right - 14,000 students  
o ICE Field Trip Program – 2,000 students

- 24th Street Theatre served 126 LAUSD ACN schools in the 2017/2018, 2018/2019 and 2019/2020 school years. In the current school year, the theatre has served more than 2,000 students from 33 ACN schools in fall 2020 via the Virtual Enter Stage Right program, all of which were deemed highest or high need by the Arts Equity Index. Enter Stage Right is open to serving any and all schools, up to 70 in-person programs and 70 online programs annually. Similarly, ICE can serve up to 20 schools per school year.

**24<sup>th</sup> Street Theatre**  
**Art Discipline: Theatre**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	2x 45 min. In-school workshops per classroom x 3 class- rooms=4.5 hours	\$75.00	2 x 45 min. In- school workshops per classroom x 3 classrooms	\$337.50
Performances/Exhibitions/Assemblies/ PD Workshops	Enter Stage Right Performance (2 hours x 1 time)	\$900.00	90-minute stage production and 30-minute theatre tour	\$1,800.00
Collaborative Planning/Meetings	Phone meetings to collaborate	\$25.00	Schedule pre- and post-field trip classroom sessions and field trip	\$25.00
Offsite/Field Trips/Location	Field Trip Transportation 2 buses x \$500 x 1 time	\$500.00	Field Trip Transportation 2 buses x \$500 x 1 time	\$1,000.00
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Rent/Materials (2 hours rent x 1 time)	\$200.00	2 hour occupancy of theatre	\$400.00

**Total Number of Schools Served:** 70

**Total Fees per Program:** \$3,562.50

**Total Number of Students Served:** 7,000

**Virtual Enter Stage Right Program  
Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	2 x 45 min. Online workshops per classroom x 6 class- rooms=9 hours	\$225.00	2 x 45 min. in- school workshops	\$2,025.00
Performances/Exhibitions/Assemblies/ PD Workshops	Online Enter Stage Right Streaming Performance (1 hours x 1 time)	\$200.00	6 streaming video segments	\$200.00
Collaborative Planning/Meetings	Phone meetings to collaborate	\$25.00	Schedule pre- and post-program online sessions.	\$25.00
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Curriculum activity development	\$100.00		\$100.00

**Total Number of Schools Served:** 70

Total Fees per Program: \$2,350.00

**Total Number of Students Served:** 14,000

**ICE Field Trip Program  
Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	1x 45 min. In-school workshop per class- room x 3 class- rooms=2.25 hours	\$75.00	1 x 45 min. In- school workshop per classroom x 3 classrooms	\$168.75
Performances/Exhibitions/Assemblies/ PD Workshops	ICE Performance (2 hours x 1 time)	\$900.00	60-minute stage production and 45-minute discussion	\$1,800.00
Collaborative Planning/Meetings	Phone meetings to collaborate	\$25.00	Schedule pre- and post-field trip classroom sessions and field trip	\$25.00
Offsite/Field Trips/Location	Field Trip Transportation 2 buses x \$500 x 1 time	\$500.00	Field Trip Transportation 2 buses x \$500 x 1 time	\$1,000.00
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Rent (2 hours rent x 1 time)	\$200.00	2 hour occupancy of theatre	\$400.00

**Total Number of Schools Served:** 20

**Total Fees per Program:** \$3,393.75

**Total Number of Students Served:** 2,000

## 1.0 Scope

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Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor student surveys shall go through the Committee for External Research Review (CERR). A proposal must be submitted to the [Strategic Data and Evaluation Branch / Committee for External Research Review \(CERR\)](#) for review and approval. Contractor will be required to obtain an approved Data Use Agreement.

Contractor shall provide high quality dance education and training in several styles, including ballet, tap, hip hop, world dance, contemporary, jazz, and modern dance classes. Classes range from beginner to intermediate, as well as an audition-based dance company for higher level dancers. Upon completing a class, students will be able to illustrate meeting course objectives through performance.

Contractor shall provide dance students with multiple performance opportunities through recitals, events, and showcases. APCH's Spring Dance Concert occurs annually and is the Dance Department's spring culminating event. Teaching artists and dance staff choreograph work with their students and showcase it to all APCH friends, families, and community.

APCH partners with various dance organizations to provide instruction and performance opportunities to students.

The following are examples of some of the dance classes that will be available to students:

**Ballet:** Introductory and intermediate ballet classes where dancers learn classical technique, terminology, and ballet repertoire.

**Dance Lab: World Dance:** Dance Lab is a training and exposure-focused class open to all teenage movers. This class is dedicated to anyone who wants to learn more about dance techniques or experiment with movement in general. Every lesson will be dissected and analyzed in writing, dialogue, and movement and may vary by genre.

**Reggaeton Hip-Hop I & II:** Hip Hop dance is open to all levels of dancers. In this class members will get in touch with Hip-Hop culture and learn choreography.

**World of Dance:** This class is an exposure-based class for numerous avenues and facets of cultural dance styles. Members will learn new techniques and choreography every week.

**Dance Company & Pre-Dance Company:** Audition-based company classes. These technique classes are for the APCH Pre-Dance Company and Dance Company to ensure they have consistent training as we prepare for performance showcases.

Contractor shall provide high quality visual arts and digital media education and training across several disciplines, including painting, graphic design, sculpture, textile art, animation, drawing, photography, book making, sculpture, printmaking, and more.

Contractor shall provide the students the opportunity to showcase their work at regular APCH and community events. Digital Media students shall have the opportunity to participate in the Spring Culmination: a Public-facing showcase of Digital Media work at the end of the Spring Semester in May. Media and Visual Arts also collaborates often in showcase events with other APCH programs, such as dance, music, and theater.

The following are examples of classes students will be able to sign up for as part of the Visual Arts and Digital Media program:

**Experimental Art:** A class in which students can paint, draw, drip, sculpt, and splatter with paint to create their own unique compositions.

**Textile Art:** Students experiment with dying, weaving, and embroidery as well as learn basic hand sewing techniques in this class. Their one-of-a-kind textiles will be used to create pillows, plush, decor and more.

**Mixed Media Sculpture:** Students will have the opportunity to create sculptures using unconventional and recyclable materials.

**Book & Zine Making:** Students will create their very own books and zines. They will explore the many layers of a book through collaging, creative writing, drawing and bookbinding.

**ReCreate: Famous Art From Around The World:** A class in which students recreate artwork from famous artists with their own personal creative and artistic twist.

**Mosaics:** In this class, students create mosaics using different materials like beans, papers, stones, and more.

**Graphic Design:** Students learn the fundamentals of graphic design and create their own intermediate graphics.

**Photography:** Students work on photography projects, learn how to use professional cameras properly, and how to edit images in a creative app and explore through the eyes of a lens.

**Exploring Digital Media:** Students learn the fundamentals of creative digital media by exploring tools for editing video, utilizing artificial intelligence (AI), creating digital graphics, animation, and more.

**Animation:** Students learn how to animate their own cartoon characters, create motion graphics and effects in using Procreate on the iPad, Adobe Character Animation and Rough Animator, and more.

Students shall have the opportunity to attend APCH's field trips, which occur approximately once per month and are held at locations such as: The Natural History Museum, LaBrea Tar Pits, and local art museums. Digital Media students shall have the opportunity to attend annual field trips to Warner Brothers Studios and the Academy Museum. Visual Arts students shall have annual field trips to the Los Angeles County Museum of Art, the Getty Center, the Museum of Contemporary Art, and The Broad.

Students shall have the opportunity to attend APCH's field trips, which occur approximately once per month and are held at community locations including The Pantages, The Broad, The Aratani Theater, and The Music Center. When school partnerships allow, APCH will also transport students to our campus, via our owned and operated school bus, to access our dance studio and theater, equipped with a lighting grid and audio-visual booth.

All courses will be provided at APCH's headquarters at 2830 South Central Avenue, Los Angeles, CA 90011 or onsite at LAUSD school sites. APCH will provide transportation for all participating students. APCH staff will work with LAUSD staff and/or teachers along with LAUSD administrators to determine the specific times and activity assignments for each student group for whom APCH will provide services. In addition to afterschool program instruction, APCH will engage with schools to provide tailored instructional time during the school day at APCH or at LAUSD school sites.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies,

workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.

- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education("ISTE") standards.
- 2.7 Ensure that all arts education programs align with the Arts Education Branch's Arts Instructional Guides and the CA Visual and Performing Arts Standards for dance classes. Curricula will be developed in adherence with the District's learning objectives, and student learning will be demonstrated through performance tasks and criteria. APCH is currently working toward a goal that all programs will align with these standards by June of 2024.
- 2.8 Work with LAUSD faculty and staff to support student needs and the Arts Education Branch's (AEB) learning objectives for dance classes. The regularity and modes of communication between APCH staff and school staff will be implemented immediately upon determination of services. Conduct regular meetings and "case conferences" with teachers and after-school staff to ensure a steady flow of communication, and address program and student needs and challenges as they arise.
- 2.9 Work with LAUSD faculty and staff to support student needs and the Arts Education Branch's (AEB) learning objectives for dance classes. The regularity and modes of

communication between APCH staff and school staff will be implemented immediately upon determination of services.

- 2.10 Dance Outcomes: The program includes instructional time that uses dance and creative expression as a means to improve youth outcomes, increase their access and capacity to pursue educational and vocational goals, and to acquire and refine developmental skills like confidence, resilience and critical thinking, as well as to enhance their technical abilities. Through the program, students will learn valuable skills from experienced dance instructors and will have ample opportunity to showcase what they have learned through various performances, events, and recitals. College and vocational advising will be available to teens who are preparing to transition into adulthood.

2.10.1 Dance Program Goals:

- Students will have access to dance instruction and education.
- Students will have access to artistic performances, installations, and other events.
- Students will be supported in accessing art-focused high school and post-secondary education options.
- APCH will provide the capacity to enroll 100 students in dance classes.
- APCH will provide the capacity for 2 classes per day after school, five days per week, for 38 weeks during the academic year onsite at APCH, facilitated through transportation on our school bus. Additionally, we will provide capacity to transport students, via our owned and operated school bus, to APCH and deliver dance instruction during the school day or arrange for APCH instructors to teach classes and workshops at school sites.
- APCH will offer special workshops to introduce students to the world of dance and teach specialized cultural techniques like bachata.
- 75% or more of students will report that dance has positively impacted their personal or academic development.

- 2.11 Visual Arts/Media Outcomes: The program includes activities that use visual arts and digital media as a means to improve youth outcomes, increase their access and capacity to pursue educational and vocational goals, and to acquire and refine developmental skills like confidence, resilience and critical thinking, as well as to enhance their technical abilities. Through the program, students will learn technical visual and media arts skills, and they will have ample opportunities to showcase their work.

2.11.1 Visual Arts and Digital Media Program Goals:

- Students will have access to visual art and digital media instruction and education.
- Students will have access to artistic performances, installations, and other events.
- Interested students will be supported in accessing art-focused high school and post-secondary education options,
- APCH will provide the capacity to enroll 400 students in classes.

- APCH will offer 4-6 classes per day, five days per week, for 38 weeks during the
- academic year.
- APCH will provide capacity to transport students, in our owned and operated school bus, to APCH and deliver visual arts and digital media instruction during the school day or arrange for APCH instructors to teach classes and workshops at school sites.
- APCH will offer special workshops to introduce students to the world of art and digital media and teach specialized culturally competent genres.
- 75% of students will report that visual arts and digital media instruction have positively impacted their personal or academic development.
- Technical learning outcomes for students will include proficiency in technology such as Procreate on the iPad, Adobe Character Animation, and Rough Animator; visual art media and concepts such as weaving, sewing, bookbinding, mosaics, sculpture, and color theory; and digital content creation utilizing the Adobe Suite.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
  - 3.4.1 Dance: Each youth participant is provided with the materials and resources needed to participate in our arts education programs. Contractor shall equip students with everything they need in order to participate in dance classes. Contractor shall provide proper dance shoes, leotards, tights, skirts, and costumes for performances.
  - 3.4.2 Visual and Media Arts: APCH will provide all necessary materials for students to learn, practice, and build toward mastery in a subject. Visual and Media Arts students will have access to our art studio, the digital media studio, and all applicable software, such as the Adobe Creative Suite. In Digital Media classes, APCH will provide students with the technology necessary to complete projects, including access to computers and other devices. Visual Arts students will receive supplies including all necessary art materials for their chosen class,

such as paint, pencils, crayons, clay, and more. Smocks and aprons will also be provided when necessary.

### Program Evaluation

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

### EXHIBIT B

### PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

### Arts Discipline: DANCE

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	380	\$151.73	Weekly dance classes - see breakdown	\$57,658.11
Performances/Exhibitions/Assemblies/ PD Workshops	38	\$196.45	Culminating performance showcases & workshops	\$7,465.06
Collaborative Planning/Meetings	171	\$100.66	Supervisions, planning w/ schools	\$17,212.38
Offsite/Field Trips/Location	38	\$200.86	Field trips time/tix incl. in sub-total	\$7,632.64
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	380	\$54.76	School bus expenses, costumes, supplies, and materials	\$20,809.94 See note on pricing breakdown

Total Number of Schools Served: 88

Total Number of Students Served: 100

See next page for pricing  
breakdown & details.

<b>PRICE BREAKDOWN - Fully Burdened</b>							
<b>Name of Applicant:</b>	A Place Called Home						
<b>Name of Discipline:</b>	Dance						
<b>Funding Source:</b>	LAUSD Arts Community Partnership (Refresh)						
<b>Number of Students:</b>	100 (though programs may engage fewer students)						
<b>Assumptions:</b>	Assumes ten hours/week for a full academic year						
<b>Variations:</b>	Programs may be adapted to school needs and offered at APCH or on school campuses						
<b>Expense</b>	<b># of staff</b>	<b>hourly rate*</b>	<b># hrs/wk</b>	<b># weeks</b>	<b>total</b>	<b>TOTAL # HOURS</b>	<b>HOURLY RATE</b>
<b>Instructional Time</b>							
Dance Program Manager	1.00	\$ 35.08	10.00	38.00	\$ 13,330.59		
Dance Program Assistant	1.00	\$ 24.99	10.00	38.00	\$ 9,496.20		
Dance Teaching Artists	4.00	\$ 75.00	2.00	38.00	\$ 22,800.00		
Associate Director of Arts & Creative Expression	1.00	\$ 47.48	2.50	38.00	\$ 4,510.70		
<b>Staffing Subtotal</b>					<b>\$ 50,137.49</b>		
<b>Indirect</b>					15%		
<b>Instructional Time TOTAL</b>					<b>\$ 57,660.11</b>	<b>380</b>	<b>\$ 151.73</b>
<b>Performances/Exhibitions/Assemblies/PD Workshops</b>							
Dance Program Manager	1.00	\$ 35.08	1.00	38.00	\$ 1,333.06		
Dance Program Assistant	1.00	\$ 24.99	1.00	38.00	\$ 949.62		
School Bus Driver	1.00	\$ 23.80	1.00	38.00	\$ 904.40		
Associate Director of Arts & Creative Expression	1.00	\$ 47.48	1.00	38.00	\$ 1,804.28		
<b>Staffing Subtotal</b>					<b>\$ 4,001.36</b>		
<b>Meals/Snacks</b>					\$ 1,500.00		
<b>Indirect</b>					15%		
<b>Performances/Exhibitions/Assemblies/PD Workshops TOTAL</b>					<b>\$ 7,465.06</b>	<b>38</b>	<b>\$ 196.45</b>
<b>Collaborative Planning Meetings</b>							
Dance Program Manager	1.00	\$ 35.08	3.00	38.00	\$ 3,999.18		
Dance Program Assistant	1.00	\$ 24.99	3.00	38.00	\$ 2,848.86		
Associate Director of Arts & Creative Expression	1.00	\$ 47.48	4.50	38.00	\$ 8,119.25		
<b>Staffing Subtotal</b>					<b>\$ 14,967.29</b>		
<b>Indirect</b>					15%		
<b>Collaborative Planning Meetings TOTAL</b>					<b>\$ 17,212.38</b>	<b>171</b>	<b>\$ 100.65</b>
<b>Offsite Field Trips/Location</b>							
Dance Program Manager	1.00	\$ 35.08	1.00	38.00	\$ 1,333.06		
Dance Program Assistant	1.00	\$ 24.99	1.00	38.00	\$ 949.62		
School Bus Driver	1.00	\$ 23.80	1.00	38.00	\$ 904.40		
<b>Staffing Subtotal</b>					<b>\$ 3,187.08</b>		
<b>Field Trip Expenses (Tickets)</b>					\$ 2,450.00		
<b>Meals/snacks</b>					\$ 1,000.00		
<b>Indirect</b>					15%		
<b>Offsite Field Trips/Location TOTAL</b>					<b>\$ 7,632.64</b>	<b>38</b>	<b>\$ 200.86</b>
<b>Resources/Materials/Rentals</b>							
<i>*denotes expenses that would apply if instructional time takes place at APCH</i>							
Costumes		\$ 9.21	10.00	38.00	\$ 3,400.80		
Supplies and materials		\$ 4.21	10.00	38.00	\$ 1,599.80		
Studio & Theater Maintenance*		\$ 13.15	10.00	38.00	\$ 4,997.00		
School Bus Expenses (Gas & Maintenance)*		\$ 21.05	10.00	38.00	\$ 7,999.00		
<b>Indirect</b>			10.00	38.00	15%		
<b>Resources/Materials/Rentals TOTAL</b>					<b>\$ 20,809.94</b>	<b>380</b>	<b>\$ 54.76</b>

**Arts Discipline: VISUAL ARTS/MEDIA**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	380	\$151.73	Weekly dance classes - see breakdown	\$57,658.11
Performances/Exhibitions/Assemblies/ PD Workshops	38	\$196.45	Culminating performance showcases & workshops	\$7,465.06
Collaborative Planning/Meetings	171	\$100.66	Supervisions, planning w/ schools	\$17,212.38
Offsite/Field Trips/Location	38	\$200.86	Field trips time/tix incl. in sub-total	\$7,632.64
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	380	\$54.76	School bus expenses, costumes, supplies, and materials	\$20,809.94 See note on pricing breakdown

**Total Number of Schools Served:** 88  
**Total Number of Students Served:** 100

**See next page for pricing  
breakdown & details.**

<b>PRICE BREAKDOWN - Fully Burdened</b>							
Name of Applicant:	A Place Called Home						
Name of Discipline:	Dance						
Funding Source:	LAUSD Arts Community Partnership (Refresh)						
Number of Students:	100 (though programs may engage fewer students)						
Assumptions:	Assumes ten hours/week for a full academic year						
Variations:	Programs may be adapted to school needs and offered at APCH or on school campuses						
<b>Expense</b>	<b># of staff</b>	<b>hourly rate*</b>	<b># hrs/wk</b>	<b># weeks</b>	<b>total</b>	<b>TOTAL # HOURS</b>	<b>HOURLY RATE</b>
<b>Instructional Time</b>							
Dance Program Manager	1.00	\$ 35.08	10.00	38.00	\$ 13,330.59		
Dance Program Assistant	1.00	\$ 24.99	10.00	38.00	\$ 9,496.20		
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Associate Director of Arts & Creative Expression	1.00	\$ 47.48	2.50	38.00	\$ 4,510.70		
<b>Staffing Subtotal</b>					<b>\$ 50,137.49</b>		
<i>Indirect</i>					15%		
<b>Instructional Time TOTAL</b>					<b>\$ 57,668.11</b>	<b>380</b>	<b>\$ 151.73</b>
<b>Performances/Exhibitions/Assemblies/PD Workshops</b>							
Dance Program Manager	1.00	\$ 35.08	1.00	38.00	\$ 1,333.06		
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Associate Director of Arts & Creative Expression	1.00	\$ 47.48	1.00	38.00	\$ 1,804.28		
<b>Staffing Subtotal</b>					<b>\$ 4,991.36</b>		
Meals/Snacks					\$ 1,500.00		
<i>Indirect</i>					15%		
<b>Performance/Exhibitions/Assemblies/PD Workshops TOTAL</b>					<b>\$ 7,405.00</b>	<b>38</b>	<b>\$ 196.45</b>
<b>Collaborative Planning Meetings</b>							
Dance Program Manager	1.00	\$ 35.08	3.00	38.00	\$ 3,009.18		
Dance Program Assistant	1.00	\$ 24.99	3.00	38.00	\$ 2,848.86		
Associate Director of Arts & Creative Expression	1.00	\$ 47.48	4.50	38.00	\$ 8,119.25		
<b>Staffing Subtotal</b>					<b>\$ 14,967.29</b>		
<i>Indirect</i>					15%		
<b>Collaborative Planning Meetings TOTAL</b>					<b>\$ 17,212.38</b>	<b>171</b>	<b>\$ 100.68</b>
<b>Offsite Field Trips/Location</b>							
Dance Program Manager	1.00	\$ 35.08	1.00	38.00	\$ 1,333.06		
Dance Program Assistant	1.00	\$ 24.99	1.00	38.00	\$ 949.62		
School Bus Driver	1.00	\$ 23.80	1.00	38.00	\$ 904.40		
<b>Staffing Subtotal</b>					<b>\$ 3,187.08</b>		
Field Trip Expenses (Tickets)					\$ 2,450.00		
Meals/snacks					\$ 1,000.00		
<i>Indirect</i>					15%		
<b>Offsite Field Trips/Location TOTAL</b>					<b>\$ 7,637.64</b>	<b>38</b>	<b>\$ 200.80</b>
<b>Resources/Materials/Rentals</b>							
<i>*denotes expenses that would apply if instructional time takes place at APCH</i>							
Costumes		\$ 9.21	10.00	38.00	\$ 3,400.80		
Supplies and materials		\$ 4.21	10.00	38.00	\$ 1,500.80		
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School Bus Expenses (Gas & Maintenance)*		\$ 21.05	10.00	38.00	\$ 7,009.60		
<i>Indirect</i>			10.00	38.00	15%		
<b>Resources/Materials/Rentals TOTAL</b>					<b>\$ 20,009.94</b>	<b>380</b>	<b>\$ 54.78</b>

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide the following:

**ENRICHMENT CLASSES**

Contractor shall collaborate with school sites to customize the below classes to each grade level and curricular standards.

**Dynamic Drumming:** All students play a variety of drums and learn about rhythm, while singing songs from different cultures and traditions.

**Super-STOMP!** A singing and dancing class combining all the hottest dance moves from your favorite videos, as well as learn how to sing like your favorite MTV stars. Definitely a fun way to build confidence, performance skills, stage presence and get the inside scoop on the making of a STAR! Beginning with early African tribal rhythms and Sub-Saharan dance, moving into West African rhythms, songs and movement, then early Step dance from the American south, Cheer, and finally the Stomp moves of current groups such as Stomp, Blue Man Group and more, we will use Buckets, body percussion, drums, and movement to create incredible ensemble rhythms, chants and musical performance art!

**Marvelous Musical Theatre:** Sing, dance, act, perform, create backstage lighting charts, costume designs, sets, and more! From soup to nuts, we will learn the basics of Musical Theatre and culminate with an “informance” or informal performance for the school community of our own integrated musical! Whether we choose a classic such as “The Wizard of Oz”, design our own Broadway Revue or original student-created musical based on classroom themes and community friendship, anti-bullying, or other culturally and socially-emotionally SEL relevant topics, select a contemporary piece such as Heartful Hamilton incorporating 5<sup>th</sup> grade U.S. History standards in a clean version of our favorite rock/rap/hip hop musicals, perform “Gold Dust or Bust” and other California history musicals for 4<sup>th</sup> grade, or bring it home with the traditional home-run Disney faves like The Lion King, Beauty and the Beast, Aladdin, Little Mermaid and more, we will warm hearts and ignite minds as we learn melody, harmony, rhythm, movement, character, and story in Musical Theatre!

**Glee Club:** What if you love to sing AND dance? This class is a chance for you to learn how to sing your favorite songs and dance along with them at the same time! It will equip you with the skills to really perform them and be the star you believe you can be! Beginning with Vocal Warmups and moving into songs, both a capella and accompanied by piano, guitar and karaoke, we will rehearse and perform in solos, duets and ensembles. From Pop to Rock to Musical Theatre, explore, engage, and rock out with us through song!

**Around the World Through Song! World Music and Dance:** Students take an imaginary journey to experience authentic rhythm, music and dance of different cultures including North American Native Americans, South American Jungle Birds, Australian clapping sticks and animal dance, Antarctica water creatures, Asia-India temple dance, Chinese Ribbon songs and dance, Korean flower song and dance, Adventures in Egypt, and European Waltz/Tea Party Dance, Bollywood and Indian music, Irish dance and songs such as Lukey’s Boat and classic Irish step dance, Mexican Mixer and “Des Colores,” Filipino dance such as Tinkling and Tagalog songs such as Bayang Magilu and Ang Pasko, and more! Each land has a prop such as ankle bells, ribbon, scarf, drum, rhythm sticks or wings. Students are encouraged to dance, sing, or both as we learn and explore together!

**Fantastic Folk Music!** Sing folk songs from around the world, drum out the rhythms from West Africa, Afro-Brazilian favorites, incorporate Capoeira and folk dance, and sing and play in harmony to such favorites as “Des Colores,” “Chocolate!” “Sobanana Kasasa,”

**Drum as One Community:** African Drum and Dance. Children learn Nigerian children's songs, celebration chants, songs for families, games and stories told by the song of a Tribal Chief of the Okpe land and peoples, using authentic West African djembes, rhythms, and traditions.

**Multicultural Chorus:** Children use vocals and some percussion to sing in a group, traditional songs from around the world, using movement and yoga and team-building choral experiences.

**Afro-Brazilian Music and Movement:** Children learn songs in the Afro-Brazilian tradition of Capoeira, including “Boa Viagem,” “Marinheiro,” “O Sim Sim Sim, O Nao Nao Nao” and many more. They hear and see the Bimmbao, made from a coconut, and learn its music, dance and rhythms

**Magical Drums and Dance:** Children explore music by moving to the rhythm and making sounds with their voices, hands and feet. The fundamentals of music are taught by using tuned percussion tubes, shakers, ankle bracelets, sound shapes. Children learn African songs and other children's

songs from around the world, combining rhythm, melody, and movement and are also encouraged to express their creativity.

**Ukeleles:** Students explore ukuleles and traditional folk songs, read and write their own songs, and learn about steady beat, teamwork, melody, harmony and more!

**Recorders -** Students explore recorders, reading music and traditional folk songs, write their own songs, and learn about steady beat, teamwork, melody, harmony and more!

**Pop Stars!** Students enjoy singing solos, duets, trios and ensembles in a light, karaoke-style fun class using a variety of styles including Motown, Funk, Soul, Hip-hop, Pop, Rock, and R&B. The origins and history of Pop culture and music are explored, as well as the lives of composers, and students are encouraged to write their own lyrics to familiar melodies and to create their own simple songs and share them in an Open Studio performance!

**Hip-hop Jazz Funk Music!** This class explores the musical and dance fusion which is Hip-hop. Beginning with African tribal music and rhythms, moving into American spirituals such as "This Little Light of Mine," "Sweet Chariot," and "Down by the Riverside," building up to Jazz standards, R&B, Motown, Soul and Funk, arriving at the early music of DJ Coolio and street dance/music of Hip-hop in the 1960's Bronx to the Breakdance of the 1980's, Jackson 5, Michael Jackson, and current Hip-hop of Bruno Mars and contemporary Rap artists, this class explores beat boxing, rapping, dancing, singing, step and stomp, and Hip-hop song and dance. Join us!

**Guitar Club:** Students jam on guitar, learning simple chords and singing along with multicultural folk and pop songs, from Beatles to Bob Dylan to class Americana such as "This Land is Your Land" and "Puff the Magic Dragon," kiddo songs by Raffi such as "Willoughby Walloughby Woo" and "One Light, One Sun," and more! Whether you love to sing, play guitar, keep the beat, play a solo or be part of a band, this class promises to be fun and engaging for all, learning basic music notation and culminating in an "informance" (informal performance) for the school community!

**Spectacular Songwriting!:** Students use technology and USB microphones to laptops/ipads to make beats (with or without lyric writing), incorporating music theory concepts such as the circle of 5ths and some basic keyboard playing. Whether through poetry, chords, beats, rap or melodies, each student composer will find their own voice as we create music together in groups, pairs, solos and whole group! Join us to create songs together!

**Storybook Music and Movement!:** Read, sing and explore! Enjoy reading folk tales from around the world, using Common Core English/Language Arts standards for each grade level (Example: Cinderella stories from around the world for 2nd grade) and weave in music and movement from these cultures. For example, we read Adelita, the Mexican Cinderella, sing and dance to "La Bamba" and create the Mexican Mixer circle dance and song together, then read the Nigerian Cinderella, play African rhythms on drums, dance the Sub-Saharan tribal bird dance, and sing "Shosholoza" from South Africa, Sobanana Kasasa from Ghana, and other Nigerian and African folk songs. Then we read the Caribbean Cinderella and sing the Jamaican Banana Boat Song and Tingalayo from the West Indies with movement, and more. Kinder and TK may use folk tales such as Anansi the Spider, Aesop's Fables, and Upper graders incorporate other folk tales such as the Greek and Roman myths and other age-appropriate multicultural folk tales, songs and dances. This class can be adapted for any grade level K-6th gr. And students with Special Needs.

**Mozart, Butterflies, Water Cycle and More! Math, Science, Music and Movement! NGSS (Incorporates NGSS/New Generation Science Standards and Common Core Math Standards):** – Beginning with Classical music, learn about Mozart and Beethoven and then create your own Rondo like Mozart did using ABACABA form and see how Bruno Mars, the Beatles, Zindea, Alisha Keyes, and other contemporary pop artists still use this musical form (Verse, Chorus, Verse, Bridge, Verse, Chorus, Tag!) Upper graders will sing The Water Cycle song in 5-part harmony and dance to each section from rain to thunder to condensation, and create the Life Cycle of the Butterfly for K-2 students using songs and movement, wings and scarves, and simple creative movement, rhythms and songs. Learn about fractions and decimals using Pizza Story for quarter notes, half notes and more music notation, and create your own songs using pennies, charts, Boomwhackers, bells and percussion! Science standards and Math standards are brought to life and made fun and engaging while classroom learning teams are built in a deep, meaningful way!

#### **AFTER-SCHOOL ENRICHMENT EVENTS:**

**Recycled Art:** Instrument making (rain sticks with toilet paper rolls and paper towel rolls, maracas with egg shakers and Tupperware and beans, paper plate tambourines, shoebox guitars and ukeleles, bucket, oatmeal container and box drums, etc.).

**Literacy:** Sound bath with storytelling, chimes, drums, and recording it on iPads; Story puppets and story walk/maze – make a puppet and take it on a journey led by storyteller with rhythm and drums.

**Multicultural Faire:** Karaoke in different languages, cultures and styles; Cinderella Stories from around the world -- songs and dances from Egypt, Mexico, Africa and more.

**Family Science /STEAM Astronomy Night:** Songs with Master Musician Teaching Artists singalong and drum circle with space songs such as “Rocketman,” by Elton John, “Space Oddity” by David Bowie, the “Planets” by the Pentatonix, and more!

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB’s Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students’ life experience and culture and promote students’ access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.

- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.

3.5

#### Deliverables

Instructional Components:

Performance/Assemblies/Professional Development/ Exhibitions Components: *performance at culmination of each 10-week program for school community and families*

Collaborative Planning/Meetings components: *5 hrs. per reading*

Offsite/Field Trip Components: *as applicable, up to 1 per residency*

Resources/Materials: *art supplies per project, costumes*

Special Requirements: *microphone and sound system*

Total Number of Schools Served: *10*

Total Number of Students Served: *500*

## **EXHIBIT B**

### **PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

#### **ENRICHMENT CLASSES**

##### **Package A:**

**Integrated Arts and Music Classes for 16 30-minute or 8 One-hour Classes (TK-5th Grade)**

\$80.00/hour x 11 hours/week x 36 weeks = \$31,680.00

Professional Development (workshop for teachers) \$80.00/hour x 2.5 hours = \$200.00

Collaborative Planning with teachers \$30.00/hour x 5 hours = \$150.00

Prep time for teaching artists \$30 x 20 hours = \$600.00

Assemblies \$80.00 x 2 hours = \$160.00

**GRAND TOTAL FOR 2023-2024 ACADEMIC YEAR: \$32,790.00**

##### **Package B:**

**Integrated Arts and Music Classes for 10 30-minute Classes or 8 One-hour Classes (TK-2nd Grade)**

\$80.00/hour x 7 hours/week x 36 weeks = \$20,160.00

Professional Development (workshop for teachers) \$80.00/hour x 2.5 hours = \$200.00

Collaborative Planning with teachers \$30.00/hour x 5 hours = \$150.00

Prep time for teaching artists \$30 x 20 hours = \$600.00

Assemblies \$80.00 x 2 hours = \$160.00

**GRAND TOTAL FOR 2023-2024 ACADEMIC YEAR: \$21,270.00**

##### **Package C:**

**Integrated Arts and Music Classes for 16 45-minute Classes (TK-5th Grade)**

\$80.00/hour x 16 hours/week x 36 weeks = \$46,080.00

Professional Development (workshop for teachers) \$80.00/hour x 2.5 hours = \$200.00

Collaborative Planning with teachers \$30.00/hour x 5 hours = \$150.00

Prep time for teaching artists \$30 x 20 hours = \$600.00

Assemblies \$80.00 x 2 hours = \$160.00

**GRAND TOTAL FOR 2023-2024 ACADEMIC YEAR: \$47,190.00**

##### **Package D:**

**Integrated Arts and Music Classes for 10 45-minute Classes (TK-2nd Grade)**

\$80.00/hour x 10 hours/week x 36 weeks = \$28,800.00

Collaborative Planning with teachers \$30.00/hour x 5 hours = \$150.00

Prep time for teaching artists \$30 x 20 hours = \$600.00

Assemblies \$80.00 x 2 hours = \$160.00

**GRAND TOTAL FOR 2023-2024 ACADEMIC YEAR: \$29,910.00**

**AFTER SCHOOL ENRICHMENT EVENTS**

**PACKAGE A: Events Package**

\$250 for 2 hours, 1 artist, up to 20 students  
\$500 for 2 artists, a la carte \$100/hour  
\$300 for 3 hours, 1 artist, or 2 artists for 90 minutes

**PACKAGE B: Events Package**

1 artist, 2 hours a day, once a week  
3:30-5:30 pm 1 day per week TBD  
\$1600 teaching  
\$200 supplies  
TOTAL = \$1,800.00

**PACKAGE C: Events Package**

2 artists, 2 hours a day, once a week  
3:30-5:30 pm 1 day per week TBD  
\$3200 teaching  
\$200 supplies  
TOTAL = \$3,400.00

**PACKAGE D: Events Package**

A La Carte After-School Enrichment \$80-\$100/hour,  
Plus, any supplies needed.

Or

\$100 per student with a minimum of four (4) children for 10 week- session, maximum 20 students  
and if more, the school will provides parent volunteer or school-site staff or hire 2 Teaching Artists.

**ANGELS GATE CULTURAL CENTER**

**Art Discipline: CREATIVE WRITING**

**1.0 Scope**

Angels Gate Cultural Center's Artists in Classrooms (AIC) program has been serving LAUSD schools in the Los Angeles Harbor Region since its inception in 1999. Professional artist-teachers in residence with Angels Gate Cultural Center teach all classes. The AIC program is a Fine Arts program with 12-week arts residencies designed to promote creativity, cross-disciplinary knowledge and critical thinking skills in accordance with state standards. The third grade program helps to coalesce students with professional art settings and instruction. The AIC program includes four components: *Artists in Classrooms Residencies*, *Art+ Exploration Fieldtrips*, *Model Arts School*, and the *Culminating Events*.

The Model Arts School component adds a twelve-week residency in different art forms to every grade in that school. The curriculum includes: first grade -multi-arts, second grade -dance, third grade -visual arts, fourth grade -music, and fifth grade -creative writing. The fifth grade option of improvisational writing blends theatre, movement & creative prose together to prepare students for their middle school writing careers.

Through participating in the Angels Gate Cultural Center's Artist in Classrooms program, students of Title 1 schools, underserved with arts education receive exposure and instruction in the fine arts one hour a week for 12 weeks. The program allows students to cultivate their creative expression, and foster a climate of artistic involvement at each school site. In addition, the students participate through the art process rather than just building single art projects.

At the end of each semester classroom teachers submit a written evaluation providing feedback on the artist-teacher and the curriculum presented to their students. These forms are shared with the Artist-Teachers in one-on-one coaching sessions and used for data about the program.

**2.0 Instructional Support**

Three artist-teacher in-service trainings shall be conducted throughout the academic year on the Angels Gate Cultural Center campus. In addition, most artist-teachers shall attend two additional arts educator evoots at LACMA and with LACAC each year. In conjunction with these trainings, the staff of artist-teachers shall also receive two books to help with curriculum building and class curriculum.

**3.0 Requirements**

Angels Gate Cultural Center shall:

1. Build curriculum for 12, one-hour sessions for 5th graders in improvisational writing.
2. Provide all supplies needed for each student to succeed in the program.
3. Select and obtain elementary school sites that will benefit from the program.
4. Teach all improvisational writing classes to the selected 5th grade classes.
5. The writing component is in compliance with the California State Standards; English Language Arts Standards, Writing, Grade 5:
  - a. CCSS.ELA-LITERACY.W.5.3: Write narratives to develop or imagined or events using effective

technique, descriptive details, and clear event sequences.

b. CCSS.ELA-LITERACY.W.5.3.C: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

c. CCSS.ELA-LITERACY.W.5.3.D: Use concrete words and phrases and sensory details to convey experiences and events precisely.

d. CCSS.ELA-LITERACY.W.5.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

e. CCSS.ELA-LITERACY.W.5.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, and trying a new approach.

6. Packets of student writing for classes to read every other week.

#### **4.0 Deliverables**

1. 12, one-hour sessions for every 5th grade classroom at five elementary schools, up to 20 classrooms.
2. Culmination exhibition where students can share their writing.
3. Evaluations from classroom teachers at the end of the semester.

**END OF STATEMENT OF WORK**

**Angels Gate Cultural Center**  
**Art Discipline: Visual Arts**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	1 hour/week over 12 weeks	\$129	\$1548	\$1548
Performances/Exhibitions/Assemblies/ PD Workshops	1 culmination performance	\$129	\$129	\$1677
Collaborative Planning/Meetings	1 per semester	\$123	\$123	\$1800
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	art supplies per semester	\$700	\$700	\$2500

**Total Number of Schools Served:** This is pricing for 1 classroom; we would like to serve 20 classrooms total, in 6 schools

**Total Number of Students Served:** 600

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor offers the following programs:

- **Theatre by the Blind** helps visually impaired youth, teen, and adult participants become empowered actors that push the limits of their disability through the dynamic medium of theatre. Our adult performing group is the only entirely blind adult theatre troupe in the country that creates and performs original theatrical works.
- **Film by the Blind** follows the innovative singularity of Theater by the Blind. It is the country's first and only educational film program composed entirely of blind and visually impaired acting students.
- **Rex & Friends** provides support and training in musical abilities and performance opportunities for individuals in Southern California who are blind and/or autistic.
- **The Butterfly Effect**, our new school assembly program, features actors from Theatre by the Blind. Students learn how the performing arts can help visually impaired individuals push the limits of their disability. The assembly facilitates dialogue and interaction between students and people with disabilities, introduces theatre techniques, and encourages the students to think creatively about how to overcome their own challenges.

- **Creative Youth Theatre** teaches underserved Los Angeles based students valuable life skills inherent to the play-making process including teamwork, conflict resolution, public speaking, and responsibility – all while crafting and performing their own original pieces.
- **Veterans Empowerment Theatre** is a performing arts program for military veterans that uses theatre as a form of art therapy encouraging participants to explore creative elements and use artistic expression to find a path to overcome addiction, effectively deal with PTSD, build job skills, and reintegrate into society.

**Each residency delivers:**

(14) one-hour workshops broken down as follows:

- 12 workshops
- 1 culminating event
- 1 reflection workshop

The program will provide 50 residencies spread across 10 schools throughout the 2024-2025 and 2025-2026 school years. Each residency will meet once a week for 14 weeks during the school day. Each residency serves one classroom, approximately 30 students. The first 12 weeks are workshops, week 13 is the culminating performance, and week 14 is a reflection session.

**2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Theatre/Film to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding

the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.

- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan (“UDIPP”) approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education (“ISTE”) standards.

### 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
  - 3.2.1 Program Manager coordinates all logistics with school (administrators and classroom teachers)
  - 3.2.2 Teaching Artist meets with all grade level teachers prior to CYT residency, mid-point check-in, and during reflection workshop.
  - 3.2.3 Program Manager administers post-residency evaluation with both teachers and students
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
  - 3.3.1 45-minute performance, including performance, student interaction, and Q&A.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
  - 3.4.1 Teachers are given curriculum resources, lesson plans, scripts and evaluation surveys prior to the CYT residency and the Butterfly Effect assembly. Contractor provides costumes, props, and scripts to each student.
  - 3.4.2 In addition to the curriculum, we also provide props, costumes, scripts, green screens (for digital performances), handouts, and referrals to local performances to watch.
- 3.5 Special Requirements  
Contractor provides all paratransit transportation for the Butterfly Effect actors from Theater by the Blind to the participating schools.

## EXHIBIT B

### PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

1. Attachment F: Pricing Sheet

The cost on the pricing sheet is shown by service (50 residencies and 10 assemblies):

- \$65/hour for instructional time (1 hour per workshop x 14 workshops per residency - \$910 per residency x 50 residencies) = \$45,500
- \$1000 flat rate per assembly (10 assemblies) - \$10,000
- \$30/hour for planning time (1 planning session before each event: 50 residencies and 10 assemblies) = \$1,800
- \$200 flat rate for resources (\$100 for each residency's costumes: \$100 for each residency's script = \$200 x 50 residencies) = \$10,000

This is a total of \$67,300 worth of services across 10 schools. We want to stay flexible about the number of residencies each school selects. However, if each school requested identical services (five residencies, plus one assembly), the cost for each school would be \$6,730:

Item	Cost	Total
Instructional Time	\$65/hr x 14 hrs (\$910 per class x 5 classes)	\$4,550
Assembly Performance	\$1,000 flat rate per school	\$1,000
Planning Time	\$30/hr (5 classes + 1 assembly)	\$180
Resources	\$200 per class for costumes and scripts (x 5 classes)	\$1,000
	<b>SCHOOL TOTAL</b>	<b>\$6,730</b>

## **Exhibit A**

### **STATEMENT OF WORK**

#### **1.0 Scope**

Ballroom MADNESS is a not-for-profit 501c3 organization that provides a unique and meaningful dance arts education program for fifth and sixth grade children, but it is so much more than that. The program teaches students to problem solve, it teaches personal responsibility, critical thinking, crisis management and conflict resolution. The dances include Merengue, Foxtrot, Rumba, Tango, Swing, the Electric Slide and the Heel-Toe- Polka.

Teachers are trained in the patent-pending Ballroom MADNESS Syllabus and Lesson Plan (See Addendum #2), which meets the content standards for California Public Schools.

The Program will consist of two semesters of work, totaling 36 (or as many as possible within LAUSD Arts Education Branch and Arts Community Network decision) schools served.

Each school will have up to three (3) classes participating. Class size can accommodate up to 40 students per class.

The Ballroom MADNESS dance program adheres strictly to, and is synergistic with, the CA Arts Standards, as detailed in Attachment H (F).

The backbone of the program is respect. Creating the teamwork necessary to execute the dance steps happens only when students give and receive respect for one another. Calling the students "Ladies and Gentlemen", not boys and girls, and elevating their own behavioral expectations create this environment of respect and high standards.

In supporting collaboration, Ballroom MADNESS involves school administrators and classroom teachers in preparing for, and assisting in, the classes so that the entire school becomes part of the program. Special exhibitions are given to lower grades to prepare students for future participation, and teachers, parents, and officials take part in culminating activities/performances with the class. Ballroom MADNESS coordinates performances and special events with other arts specialists working in the schools to create collaborative, inclusive, arts events showcasing arts' broad reach across different paths and pursuits.

Community arts partners are involved in helping create special events, such as competitions and shows. Throughout the years, Ballroom MADNESS has been proud to introduce parents from Boyle Heights elementary schools to the Esteban Torres High School and its 5 independent schools/academies.

#### **2.0 Requirements**

2.1) The Ballroom MADNESS program will clearly demonstrate to students that only by working together – in collaboration, overcoming conflict, problem solving footwork and teamwork, and creating creative solutions - can they successfully execute the ballroom step patterns and routines. Ballroom MADNESS utilizes the CASEL wheel to lead Social and Emotional Learning instruction to improve the quality of life for all participants, schools, and communities involved.

The program begins with a professional development session for all school staff to better familiarize them with the demands and expectations involved in partnership with a SEL-based arts-integration program.

Additionally, Ballroom MADNESS has developed a leading, cutting-edge virtual program that will serve as an ancillary tool for educators who can share the virtual lessons with their students, should they choose. The program completely aligns with the new California Arts Standards.

The basic structure of the in-class program is:

- Starting with set “escort position” partners, students enter class as a team, linked arm in arm.
- They get into Ballroom position with arms around each other, elbows pressed together.
- Students will dance together and will be asked to change partners.
- They thank each other for the dance and shake hands with their new partners.
- Within the structure of established dance patterns, students will learn a new, creative, and social vocabulary in which to express themselves.
- The program culminates in a school-wide performance where all the participants perform all the dances.
- Part of the curriculum includes written reflections and other homework assignments, either historical or personal, which are shared at the discretion of the classroom teacher.
- The students will come to learn that each individual dance has its own particular style and movement quality. For example, the Foxtrot and the Tango are smooth and sophisticated, the Swing is quick and bouncy, and the Rumba and Merengue are rhythmic and Latin. The wide variety of music allows students to experience different movements in a personal way while acting in concert with their classmates.
- The partner dances will teach children the control necessary to work together as a team, and the line dances will offer them the chance to cut loose on their own and express themselves individually.

Two final “Special Events” will be the cluster-wide Ballroom MADNESS Team Match Dance Competitions held between the participants of each cluster – one in December and one in June. Schools will be bused in and out of each Team Match, and BM will provide all technical needs, staffing, and awards for participants.

Through the program, students explore the historic roots and cultural relevance of each dance, as well as their own cultural dances. This way, movement is integrated into classroom geography and history curriculum. Appreciation for dance involves listening to and understanding music composition and structure. But more than this, the fundamental lessons of this program are found in the actual physical connection students make with each other.

Learning how to touch and relate to each other in a constructive, respectful way is the ultimate goal of the program. The maturity necessary to dance together fosters respect, teamwork, confidence, and a sense of joy and accomplishment that is critical to academic and personal growth.

2.2) Students are routinely given homework assignments from the Ballroom MADNESS homework folder and graphic organizer which are distributed to each student. The assignments examine each dance's cultural relevance and historical/cultural time frame. The tools inform students of each dance's integral part in society and broaden their appreciation for all forms of artistic expression.

Additional materials include:

- Dance Assessments and Homework Folders so that students understand what standards they are working towards.
- Copies of the Ballroom MADNESS Syllabus.
- Appropriate speaker/sound systems for Teaching Artists to be able to travel between schools.

2.3) Ballroom MADNESS has developed - and will provide - all teacher-training materials, as well as train all staff under the patent pending Ballroom MADNESS Syllabus. The materials emphasize meeting the needs of all students including: English Learners, Students with Disabilities, Gifted and Talented students, and Standard English Learners.

Asking students to get into ballroom position, and asking classroom teachers to participate is a delicate situation for many people. We address teacher's concerns, and have worked with classroom teachers who do not feel comfortable getting into ballroom position with their partners, find a way to still participate as fully as possible.

Ballroom MADNESS works with a constant partner rotation, interspersing extra students around the circle as necessary so that there is never more than one turn without a partner. Additionally, the BM liaison will discuss what kind of language the school and teachers would like to use regarding gender. Also, special considerations are given to students who might be physically or emotionally limited also participate in the program as fully as they are able. Daniel Ponickly and

the school liaison go over structural class rules with school officials and classroom teachers so that once the class is started the transition is seamless.

2.4) Prior to a program's commencement, Director Daniel Ponickly and the Ballroom MADNESS school liaison will meet with school sites to provide planning time with classroom teachers, administrators, and any other arts providers working in the school. The orientation meeting addresses some major components key to the program's success such as: ballroom position and classroom management.

There is also a final, wrap-out meeting to review the program's efficacy and engage in an assessment that helps refine and continue to develop the program, school communication, and sensitivity training.

Finally, the culminating event is decided on upon commencement of the program, often times coordinating and working within any previously scheduled concerts or performances. All arts providers are consulted on how to make the culminating event most successful. Ballroom MADNESS has - and will continue to - collaborate with Visual Arts partners to create a visual backdrop for the dance show.

2.5) Ballroom MADNESS - and its representatives - stay in communication with the Arts Education Branch, informing LAUSD of all Culminating Events and Dance Competitions. Director Daniel Ponickly will attend and participate in any and all Professional Development opportunities provided by the Arts Education Branch.

2.6) Ballroom MADNESS will submit for approval its entire online program to the Arts Education Branch prior to execution of its contract.

### 3.0 Deliverables

3.1) All Teaching Artists are certified graduates of the patent pending Ballroom MADNESS Syllabus and Lesson Plan.

All Teaching Artists have appropriate pedagogical content knowledge with CA Arts Standards, are finger-printed (Live Scan), and have been teaching with the program for over 10 years.

Ballroom MADNESS shall:

- Meet with school staff and arrange a professional development session for teachers, administrators, and school staff to familiarize all with dances, protocols, and expectations for success
- Implement the ballroom program/residency in schools
- Each school will have up to three (3) classes of ballroom instruction, twice a week, equaling six (6), 50-minute classes of instruction per week, per school.

- The maximum number of students in each class will be 40. This allows schools with more than three (3) participating classes to blend students into dance class, and allows Ballroom MADNESS to ensure its high level of quality instruction.
- All participating teachers will have access to the Ballroom MADNESS virtual program to be used in their classroom or assigned for asynchronous work.
- Each residency will run for 16 sessions. Included in each residency is one professional development session with school staff, a Culminating Event (Dance Performance Assembly) at each school site, and a Team Match Dance Competition.

3.2) Since Ballroom MADNESS has been working with LAUSD for over ten years, and has been an ACN partner for five years now, it has significant connections to the school community and understands the amount of time and pre-planning necessary for a successful collaboration. Ballroom MADNESS will plan for each semester ahead of time, and will allocate all resources necessary to ensure a successful program.

After the first cluster of schools has begun, Ballroom MADNESS will reach out to the second cluster (when permitted) to begin implementation and orientation to ensure greater coherence and collaboration at the school site level.

3.3) As in any artistic pursuit, ballroom dance has an aesthetic we strive for. Getting into proper position consists of good posture; standing up straight, holding your arms up, and facing each other. Proper Latin motion means coordinating knee and hip movements with the steps. Proper Ballroom movement consists of moving smoothly and stepping confidently through space. Students will work to Ballroom MADNESS' individual arts Assessment, made with LA County's Arts For All, and will be available for District review to ensure successful demonstration and execution of the program goals.

In addition, each school site will execute a Culminating Event that involves all the students performing the dances on stage, in front of parents and lower grades. This way, younger students are exposed to what they will be embarking on in the future, planting a seed for success in them. Students introduce the dances with information of the dance's origin, rhythm, etc. They might also share a reflection from their experience in the class. Ballroom MADNESS is open to, and strives for, cross-arts collaboration whenever possible and has coordinated culminating events with visual and performing arts (musical) events.

At the end of the Culminating Event, the students are told that now is the time we will be checking their homework assignment from lesson #1: to teach someone in the homes the dances they know. Parents are asked to join their children in a culminating dance party that is a definite highlight of the year.

3.4) Ballroom MADNESS will provide all resources, materials, and transportation necessary to expand the dance arts learning experience for students. Ballroom MADNESS creates a comprehensive, inclusive, and expansive arts learning experience, with in class instruction time, demonstrations, exhibitions, chances for reflection and critical assessment, and performance. Students finish the program well versed in the language and understanding of dance as an art form, and as a professional artistic pursuit. Ballroom MADNESS is committed to creating a lasting, empowering impression for students and will provide all necessary materials, including proper sound equipment, dance assessments and homework folders, and bus transportation to and from special events to ensure its high standard of dance education is realized.

END OF STATEMENT OF WORK

**Ballroom Madness**  
**Art Discipline: Dance**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	14	\$112	x 3	\$4,704
Performances/Exhibitions/Assemblies/ PD Workshops	2	\$247	x 3	\$1,482
Collaborative Planning/Meetings	1	\$112	1	\$112
Offsite/Field Trips/Location	1	\$232	1	\$232
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	1	\$450	1	\$450

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall offer stand-alone or integrated in-school and after-school art courses. Arts curriculum aligns with nationally recognized standards, emphasizing critical skills and knowledge.

Courses include:

<b>DISCIPLINE 2: MUSIC COURSES</b>			
<b>Subject</b>	<b>Course Title</b>	<b>Grades</b>	<b>Description</b>
Music & Motion	Rhythms & Beats	K to 2 3 to 5	Engage in drumming, clapping, and imaginative play to learn and showcase musical skills in a vibrant performance!
Music & Motion	Melodies & Songs	K to 2 3 to 5	Learn singing, notation, and instruments through fun songs and activities. Then, end with a mini-concert showcasing your musical journey!
Music & Motion	Music & Movement	K to 2 3 to 5	Move to various genres, use fun props, and perform in a final showcase of your dance and musical talents!
Unruly Music	Music	K to 2 3 to 5	Unruly Music merges music with coding via Unruly Splats. Kids create, explore rhythm, and learn teamwork, blending STEM and art.
Music Production Studio	Intro to Soundtrap	3 to 5	Learn Soundtrap, explore genres, and craft your own songs. End with a showcase of your new skills.
Music Production Studio	Video Game Music	3 to 5	Compose soundtracks, design sound effects with Soundtrap, and bring gaming worlds to life.
Music Production Studio	Films & Podcasts	3 to 5	Master storytelling, sound design, and production with Soundtrap, and share your own compelling narratives.
Unruly Music	Splat Fun Music Production Sampler	K to 5	Engage with musical concepts like rhythm, melody, and dynamics, and code programmable floor tiles and create musical patterns, transforming the classroom into an interactive musical playground.
Music & Motion	Rhythms & Beats	K to 5	Discover the magic of rhythm and beats with Music & Motion. Engage in drumming, clapping, and imaginative play to learn and showcase musical skills in a vibrant performance!

DISCIPLINE 2: MUSIC COURSES			
Music & Motion	Melodies & Songs	K to 5	Dive into melodies with Music & Motion. Learn singing, notation, and instruments through fun songs and activities. End with a mini-concert, showcasing your musical journey!
Music & Motion	Music & Movement	K to 5	Join Music & Motion to blend music with dance. Move to various genres, use fun props, and perform in a final showcase of your dance and musical talents!
Music Production Studio	Intro to Soundtrap	3 to 5	Dive into music creation with Music Production Studio! Learn Soundtrap, explore genres, and craft your own songs. End with a showcase of your new skills.
Music Production Sampler	Video Game Music	3 to 5	Craft the heartbeat of video games in Music Production Studio! Compose soundtracks, design sound effects with Soundtrap, and bring gaming worlds to life.
Music Production Sampler	Films & Podcasts	3 to 5	Create captivating films and podcasts in Music Production Studio! Master storytelling, sound design, and production with Soundtrap, and share your own compelling narratives.

DISCIPLINE 3: THEATRE/FILM COURSES			
Subject	Course Title	Grades	Description
StageCraft	Improv Comedy	3 to 5 6 to 8	Join us in StageCraft as you craft captivating scenes, explore character dynamics, write dialogue, and build emotions to bring stories to life in this dynamic drama course.
StageCraft	Creating Scenes	3 to 5 6 to 8	Join us in StageCraft as you craft captivating scenes, explore character dynamics, write dialogue, and build emotions to bring stories to life in this dynamic drama course.
StageCraft	Playwrights	3 to 5 6 to 8	Join us in StageCraft as you explore your inner playwright in this playwriting program. Learn the art of crafting compelling scripts, from dialogue to stage directions.

## 2.0 Requirements

The Contractor shall:

- 2.1 Design and implement a program in Music and Theatre/Film to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
  - 2.2.1 Contractor will supply all necessary equipment and curricular materials to support these objectives, ensuring a seamless integration into the school's existing framework. Our equipment for each activity is carefully selected to

promote safety, engagement, and active participation among students of varying ages and abilities. LAUSD will not be expected to provide anything beyond space. Our equipment may include art supplies, tablets for digital design and music production, paper, props, and much more.

- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
  - 2.4.1 Before starting a program at each school, our School Partnership Manager and Program Manager schedule a "Know Your Customer" call with the school's point of contact to understand the logistical needs of each school. During this meeting, we assess the school's specific needs and recommend aligned courses and content to address these needs. During this time, we provide our contact information and learn our processes for working with the school and who our contacts are. We also gather information on requested policies, rosters, and all logistics.
  - 2.4.2 We will schedule regular meetings as necessary to work with associated teachers, whether during PLC or after school. We aim to integrate into the classroom easily or provide reliable services after school. In addition, we can incorporate school-designed SEL topics into our daily SEL activities if requested.
  - 2.4.3 The Program Manager will also meet with the primary school point of contact weekly to discuss program status, challenges, and progress. Our Program Manager acts as the main point of contact for school personnel. He will check in regularly to discuss the students' experience in each program and gather feedback on each program. Internally, our team will discuss areas of improvement and work to solve needs, whether it involves iterations to curriculum or staff training.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
  - 3.4.1 Brains & Motion Education provides **all** the necessary resources and materials to conduct our courses. The cost of all materials is included in the program cost. Please refer to the following detailed list of all equipment and supplies Brains & Motion Education provides:
    - Art Supplies
    - Drama Supplies including paper, props, and more
    - Tablets and Computers (as needed)
    - Software Programs (licenses will be purchased as needed)
      - Software programs must be District approved.

#### **4.0 Special Requirements**

- 4.1 Access to Wi-Fi and onsite storage for materials.

#### **Program Evaluation**

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

## EXHIBIT B

### PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	1 hour 1-2 times/week	Art, Music, Drama K-8*: \$175 Unruly Splats Music K-5: \$195	10	\$1,750 \$1,950
Performances/ Exhibitions/ Assemblies/ PD Workshops	TBD	\$81	TBD	\$81
Collaborative Planning/Meetings	TBD	\$81	TBD	\$81
Offsite/Field Trips/Location	TBD	\$81	TBD	\$81
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)		\$0	Included	\$0

Courses priced based on 10 class sessions and 12 students in each course  
\* All courses in K-8 except Unruly Splats

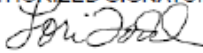
Total Number of Schools Served: 300

Total Number of Students Served: 30,000

COMPANY NAME:  
Brains & Motion Education

FEDERAL ID #/LICENSE  
934293223

AUTHORIZED SIGNATURE:



DATE: 4/15/2024

PRINT NAME AND

TITLE: Lori Todd, VP of School Partnerships

## 1.0 Scope

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

The Unity Dance Moves program facilitated by the Chloe and Maud Foundation fosters and creates an environment of safety and empowerment by providing physical, mental and emotional workshops that allow self expression, empowerment, and physical and mental health exercises and resources that will yield results both academically and socially. This health based substance and instruction is imperative especially considering the CDC states the disproportionate amount of obesity amongst people of color. We will provide students the tools needed to navigate their daily academic circles as well as provide tools to encourage positive leadership amongst their peers. By equipping students with this knowledge this, in turn, provides them the opportunity to enhance their community and their lives simultaneously. As we equip the students with the tools they need, we will provide resources and support techniques to parents, guardians, or their responsible adult to increase their students' personal growth and academic achievement at home. The student and parent program will run concurrently as each will have tasks that will need to be completed throughout the duration of the program.

Unity Dance Moves participants will be rewarded on a points system, both students and parents will have the opportunity to earn points each session. Points for students will be earned based on attendance, participation in physical and group mentorship activities. Parents will receive

merit points based on assignments that reinforce physical and mentorship activities that are completed during each session. Each session we will seamlessly integrate African American history: teaching of athletes as workouts occur, learning of music as dance programs occur, teaching of African American's impact in making Los Angeles what it is today and civic service too instilling pride in Black students and all attendees.

Number of Students: The program will engage **100 kids per school** a day across kindergarten to 12th grade levels as we have the experience, staffing, and programming to successfully handle. We are proposing for 5 plus schools equating to a total scope of **500**

Meeting Times: The Chloe and Maud Foundation, Unity Dance Moves will host our Mental, Physical and Emotional workshops: 2 hours of class, 3 days a week to ensure all objectives are met with success. This will allow and yield optimal results via access to these services as we are firm believers that "Health is a Human Right."

Locations: We will utilize the classroom space provided with our materials: Guided Journals for each student, soccer ball for each student, dance shoes for each student, yoga mat for each student

## 2.0 Requirements

The Contractor shall:

- 2.1 Design and implement a program in Dance to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.

- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education("ISTE") standards (please describe it in detail).

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.

### **Program Evaluation**

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

**END OF STATEMENT OF WORK**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	4 Hours	\$150	Tap Dance, Guided Journal Instruction, Stretch, Meditation	\$1800
Performances/Exhibitions/Assemblies/ PD Workshops	2/year.	\$1000		\$2000
Collaborative Planning/Meetings	2/month	\$500		\$10,000
Offsite/Field Trips/Location	N/a			
Resources/Materials/ Rental costs if "capital" type Tap items (ex: Performance stage, instruments, etc.)	Guided Journals - \$40 each Shoes- \$75 each T-Shirt- \$15 Yoga Mats- \$20 Tap Floors- \$1500	85 children per school		\$14,250

**Total Number of Schools Served:** 5 Schools

**Total Number of Students Served:** 425 Students

**School Level:** *Elementary, Middle and High School*

**Art Discipline:** *Dance*

Contractor shall provide *Heidi Duckler Dance (HDD) Educational Residencies*, a curriculum-based site-specific dance education program, to interested LAUSD schools with a score of 1 or 2 on the Arts Equity Index. The *HDD Educational Residencies* curriculum, which adheres to both the AEB's Arts Instructional Guides and the California Visual and Performing Arts Standards, is adaptable for grades 3-12 and challenges students to view and interact with their surroundings in new, creative ways.

*Structure*

Over the course of 8-12 weeks, a max of 40 students will participate in weekly or twice weekly dance instruction sessions ranging from 45-90 minutes with one to two HDD Teaching Artists - specifics dependent upon the individual needs of each school. Instruction sessions will investigate dance through visual, kinesthetic, and auditory learning techniques, as they explore the existing spaces and architecture of their school grounds with movement. Following the final workshop session, students shall perform original movement pieces for their friends, family, and community members in an hour-long, free performance professionally produced by Contractor. During the program, Contractor shall also transport the students to a professional dance performance off site, giving students the opportunity to view professional art, build on their capacity to speak knowledgeably about artistic experiences, and cultivate their appreciation for the arts.

*Contractor's Role*

Contractor's Education Manager, Kaitwan Jackson, shall provide consistent administrative support throughout the program, with further support provided by Founder/Artistic Director, Heidi Duckler, Managing Director, Raphaelle Ziemba, and Associate Artistic Director, Himerria Wortham.

Contractor staff and Teaching Artists shall provide all curriculum resources, including instructional handouts, surveys, and workshop materials/props, transportation, and staff support at the off site performance, and professionally produce the student performance with audio and other technical needs, all at no extra cost to LAUSD and its schools. Contractor shall not solicit lessons or other services to members of the LAUSD community at an additional cost.

Contractor shall initiate meetings with school administrators and classroom teachers at least five weeks prior to the start of the program to enable time to ensure a successful collaboration. At least 20 hours shall be devoted to planning the logistics of the program, including revising any curriculum to the needs of the school and discussing scheduling the sessions, field trip, and final performance details.

Contractor shall manage consistent communication with school administrators, classroom teachers, and the Arts Education Branch regarding programming, participate in the Branch's Professional Development opportunities, and adhere to all deadlines. Contractor shall also actively work with school and classroom teachers to enhance other arts opportunities by initiating collaborative planning.

*Scope of Work*

Contractor shall provide one to two Teaching Artists for each program, which serves up to 40 students to maintain a ratio of no more than 20:1. With a consistent roster of ten Teaching Artists, Contractor is able to provide up to 5 programs per semester, directly teaching 175 students per semester. Contractor is particularly interested in teaching at schools in the company's neighborhood

of South/Central LA and the Downtown Fashion District, including the following schools with a priority ranking on the Arts Equity Index:

- 1) Ritter Elementary School
- 2) Obama Global Preparatory Academy
- 3) Curtiss Middle School
- 4) Gompers Middle School
- 5) Boyle Heights High School
- 6) Weemes Elementary School
- 7) Bellingham Elementary School
- 8) Arminta St. Elementary School

#### *Accessibility*

*HDD Educational Residencies* challenge students to critically think about how they define 'dance' and where it can be performed, as well as who can perform it. Through its focus on non-verbal communication and the given environment, dance, and specifically site-specific dance, has the ability to transcend physical, economic, learning, and language barriers. The HDD curriculum does not require any prior experience with dance, and is responsive and inclusionary of each student's own self-expression. *HDD Educational Residencies* are therefore uniquely placed to maximize accessibility to students with these barriers. Teaching Artists are also uniquely qualified to teach a variety of students. 50% of Teaching Artists speak fluent Spanish, allowing the company to provide at least one Spanish speaking Teaching Artist for every *HDD Educational Residencies* program. All Teaching Artists have previously taught to CA VAPA standards for participants with varying degrees of ability.

#### *Requirements*

The contractor shall:

1. Design and implement a program in Dance, Theatre, Music, Visual Arts, Film/Media Arts, and/or Creative Writing with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs shall need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
2. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
3. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District. Differentiation must be provided for all students, including, but not limited to English language learners, students with special needs, and students identified as gifted and talented.
4. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event.
5. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
6. Provide all instructional supplies and equipment necessary for full participation at no additional cost to the LAUSD community.

Collage Dance Theatre dba Heidi Duckler Dance Theatre  
Contract No. 7023 / 4400009318

7. Arts partners shall not solicit private lessons to members of the LAUSD community for an additional fee or cost.
8. Arts partners must adhere to all deadlines, including, but not limited to work orders and invoices. Work orders received after the deadline may not be considered. Invoices received after the deadline may not be processed for payment.
9. Arts partners must take place in selected professional development coordinated by the Arts Education Branch.
10. All arts partners shall strive to enhance other arts opportunities offered by other arts partners and/or credentialed arts teachers at the schools. This shall include collaborative planning when sharing instructional space.

*Deliverables*

Programs shall include:

1. Instructional time with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
2. Appropriate planning time for greater coherence and collaboration at the school site level
3. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members
4. Resources, materials, and transportation that expand an arts learning experience for students.

<b>Instructional Components</b>	8-24 curriculum-based, site-specific dance sessions
<b>Performance/Assemblies/ Professional Development/ Exhibitions Components</b>	One culminating student performance
<b>Collaborative Planning/ Meetings Components</b>	20 hours of planning in collaboration with Contractor's Education Manager, Managing Director, Associate Artistic Director, and Founder/Artistic Director, two meetings with school administrators and classroom teachers prior to the start of the program, one check-up meeting during the program, and an evaluative meeting after the conclusion of the program
<b>Resources/Materials</b>	Educational materials (handouts, sidewalk chalk, props, etc.) Rentals (audio, cabling, etc. for performance) Evaluation surveys Marketing/community outreach print materials about performance
<b>Transportation</b>	One LAUSD-approved bus for transporting students to view off site professional performance, plus one truck rental to move residency supplies (i.e. speakers for final performance)
<b>Total Number of Schools Served</b>	8 per year
<b>Total Number of Students Served</b>	350

Collage Dance Theatre dba Heidi Duckler Dance Theatre  
Contract No. 7023 / 4400009318

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	18	\$100	1	\$1,800
Performances/Exhibitions/Assemblies/ PD Workshops	6	\$210	1	\$1,260
Collaborative Planning/Meetings	20	\$60	N/A	\$1,200
Offsite/Field Trips/Location	5	\$210	N/A	\$1,050
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	30	\$80	N/A	\$2,400

Total Fees: \$7,710

Total Number of Schools Served: 8

Total Number of Students Served: 350

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Artist mentors shall guide students through the ideation, design, and fabrication stages of public art creation. Following story summits, students discern key themes and lessons that they have garnered from interviewing their neighbors, and they discuss these ideas with their peers. Each student will start with their own initial sketches/depictions of their learnings, and through collaboration, are able to decide on the medium and central motifs to present in their final co-created artwork. Contractor's staff and lead artists highlight artists' various skills, such as critical thinking, information consolidation, and attention to detail. The outcome of this process is a public artwork that authentically represents the current social, economic, and political conditions within that neighborhood.

Contractor shall provide:

- a) One (1) 16-week residency with arts instruction meeting once per week and ten (10) artmaking/fabrication sessions.
- b) Two (2) community sharing events – one (1) story summit and one (1) culminating opening celebration. One (1) professional development workshop.
- c) Twenty (20) hours of collaborative planning and organizing meetings over two (2) months prior to residency start with school personnel, teachers, artists, and community partners.

- d) Each participating student will be provided with an art kit including drawing pencils, colored pencils, markers, paint brushes, sketchbooks, paint, work samples of finished projects, a personalized portfolio and a stipend in recognition of participation.
- e) Each residency shall serve up to 30 students; as well as up to 700 story summit and opening celebration participants.

## 2.0 Requirements

The Contractor shall:

- 2.1 Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5 Instructional Components: Youth will participate in workshops to develop art skills, learn about local issues impacting the community, share their own stories, interview community members, and use their stories as inspiration for the design and creation of temporary public art. At the conclusion of the program, we will host a celebration of the public artwork.
- 3.6 Performance/Assemblies/Professional Development/ Exhibitions Components: LA Commons can host a professional development workshop for teachers and staff prior to the workshop series. Two public presentations/events will be part of the project. One is a story gathering event in the first third of the project, and the second is a public art opening event at the culmination of the project.
- 3.7 Collaborative Planning/Meeting Components: Collaborative planning will take place prior to the project with the input of school personnel, teachers, and community partners. The planning team will help to define the focus of the project and will participate in lead and associate artist selection. In addition, LA Commons will conduct planning meetings with the teaching artists to confirm curriculum and engage cultural organizers as liaisons between the school and the youth arts team during the course of the project.
- 3.8 Offsite/Field Trip Components: The majority of the work will take place at the schools. There may be field trips during the art fabrication phase if the group needs to access specialized equipment such as printing presses. Another option is that the community story gathering could take place at a park or civic location near the school to more broadly include the community.
- 3.9 Resources/Materials: Youth will be provided with Art Kits for the needed art supplies and as well as all materials needed at the end of the project for the production of the final artwork.

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	52	80	3	12480
Performances/Exhibitions/Assemblies/ PD Workshops	4	500	3	6000
Collaborative Planning/Meetings	20	100	1	2000
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	30	250	1	2000

**Total Number of Schools Served:** 1  
**Total Number of Students Served:** 30; 700 student presentation attendees

COMPANY NAME: Community Partners for LA Commons

FEDERAL ID #/  
LICENSE: 95-4302067

AUTHORIZED  
SIGNATURE:

DATE:

PRINT NAME AND

President and CEO

4/10/2024

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Conga Kids shall provide LAUSD with a comprehensive, art-focused, and inclusive program designed to give all students access to high-quality dance and music instruction, foster social emotional learning, promote cultural awareness among school communities, and elevate equity and inclusion practices.

Conga Kids programs:

**A. Conga Kids Premier Residency Program (In-School)**

Teaching Artists guides students through our social dance in-school residency programs:

- The 4th-grade residency is a 10-week program that includes ten (10) 50-minute dance lessons per classroom offered in the Spring semester.
- The 5th-grade residency is a 20-week program that includes nineteen (19) 50-minute dance lessons and one (1) culminating performance for the school.

The programs give students a celebratory introduction to dance forms of the African Diaspora and the social and emotional lessons learned from them. Dances include Merengue, West African Lamban, Salsa, Charleston, Disco-Funk, Cumbia, Hip Hop, and Reggaeton.

- B. Discover the Diaspora Assembly Program (In-School, After-School, and Weekends)**  
Conga Kids: "Discover the Diaspora" is a 60-minute Assembly performance by professional dance and music artists. The performance is a powerful and interactive live event designed to foster conversation about the cultural impact of African descendants worldwide. It is available for all grade levels, in-school, after-school, and weekends. This opportunity includes pre- and post-performance resources that chronicle the history and cultural roots of the dances and culminate with a performance by professional dance and music artists.
- C. Bridge The Generations Program (In-School, Afterschool and Weekends)**  
Conga Kids: "Bridge The Generations" is a two-hour social dance lesson for families/caregivers and students designed to bring together students and their caregivers in a fun and engaging environment. The program aims to promote physical activity, creativity, and bonding through dance. Caregivers are encouraged to participate alongside their children, fostering a sense of togetherness and shared experience. Available for all grade levels, after school, and on weekends. This program strengthens family bonds and provides an opportunity for caregivers to experience their children's learning while spending quality time with their loved ones.
- D. Expanded Learning Social Dance Program (Afterschool and Weekends)**  
Conga Kids: "Expanded Learning Social Dance Program" is an after-school social dance program that includes fifteen (15) lessons and five (5) professional workshops for up to three hours for all grade levels. It is a dynamic, inclusive initiative designed to provide students with a comprehensive introduction to the world of social dance. Created to complement our existing dance curricula, this program offers a unique blend of dance instruction, social-emotional learning, and community building for the entire school population. The workshops include Storytelling, Acting Through Dance, Mindfulness, Performance/Choreography Creation, and Music Appreciation.

All our programs are inclusive. Teaching Artists receive training on how to modify their teaching methods to meet the needs of all students, including those with varying abilities and cultural and linguistic diversities.

The materials are lesson plans included in our curriculum that prepare students to learn about the origins, history, and culture of the dance. Contractor shall provide all equipment needed for the program including speakers, voice amplifiers, hand sanitizer, and Conga Kids t-shirts.

The timeline for implementing the Conga Kids programs will be determined in collaboration with each participating school, considering factors such as their scheduling needs, space availability, and programmatic goals. Generally, the programs will be ongoing throughout the school year, with regular dance instruction supplemented by periodic performances and events.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to

deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.

- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 Conga Kids will maintain regular communication with the schools as well as the Arts Branch. We will participate in all professional development opportunities provided to share and promote our dance and music programs within the larger LAUSD education community.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.

- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5 Customized dance curriculum tailored to the needs and interests of each participating school.
- 3.6 Provide trained and vetted Teaching Artists to deliver planned dance instruction for each of its programs during the school day or after school.
- 3.7 The organization of periodic performances, showcases, and community events to highlight the student's achievements and promote engagement with the broader school community.
- 3.8 Ten (1) and twenty (20)-week residency programming for 50 minutes per lesson.
- 3.9 One (1) Culmination performance.
- 3.10 60-minute professional assembly.
- 3.11 Two (2) hour dance workshop after school for caregivers serving all grade levels.
- 3.12 Up to three (3) hours of after-school programming for all grade levels.
- 3.13 Each Residency program shall serve each classroom with participating 4<sup>th</sup> & 5<sup>th</sup> grade levels.

#### **Program Evaluation**

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

**END OF STATEMENT OF WORK**

Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Residency Program (20) weeks	50 minutes per lesson (20 weeks)	\$182.50	50 minutes per lesson ( 20 weeks)	\$3,650.00
Residency Program (10) weeks	50 minutes per lesson (10 weeks)	\$215.00	50 minutes per lesson ( 10 weeks)	\$2,150.00
Assembly	1 hour per Assembly	\$436.36	(1) Assembly (1) Hour (11) Musicians/Dancers	\$4,800.00
Bridge the Generations	two-hour lesson	\$750.00	(2) Hours Lesson	\$750.00
Expanded Learning Program	1 hour per lesson = 20 hours (20 weeks)	\$594.75	(20) lessons 2-3 Hours per lesson	\$11,895.00

Total Number of Schools Served: 250

Total Number of Students Served: 60,000

COMPANY NAME:

Conga Kids

FEDERAL ID #/

LICENSE:

AUTHORIZED  
SIGNATURE:



DATE:

4/2/21

PRINT NAME AND  
TITLE:

Gil Solis, Chief Operating Officer

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to the start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

No online platforms will be utilized in the Contractor's programming.

Create Now will engage, contract, and fully background check teaching artists, supply complete curriculum, premium art supplies and materials, music books, sheet music, instrument accessories, musical instruments (with the exception of the Mariachi program which will rely on *some* school inventory), speakers and playlists for dance, and, in the case of the Comic Book Creation workshop, finalized designed, printed, and bound anthologies of student work for students, families, and schools.

## DANCE

### Level: Middle School

-Dance - This dance performance class is designed to help middle-school students achieve training in Hip Hop and K-Pop techniques as well as an awareness and appreciation of the principles of movement in this time-space art. Emphasis is placed on training students to reach their most energetic and balanced physical state in commercial Hip Hop that is diverse, stimulating and fun as is the increasingly popular K-Pop choreography. Participants will be encouraged to express and share ideas in movement. Program ends in a final performance, with additional performances throughout the school year as determined by the school.

This class guides participants through Hip-Hop fundamentals such as: Popping, Breaking, Locking, House, Footwork, as well as Jazz Funk, a style that is associated with pop culture and also fundamentals of K-POP - Partnering, Team Building, and Performance. Participants will see an increase in self-esteem and confidence through learning and performing unique dances with original choreography for seasonal performance for peers and staff, and parents if available. The students will develop the technical skills and vocabulary of jazz and hip-hop and will explore the origins and history of the forms. Each session features warmups and exercises students to improve strength, flexibility, endurance, balance, and coordination. Students learn performance skills through combinations. The program features dance performances by the students at assemblies as well as a final performance.

This dance performance class is designed to help students achieve training in Hip Hop and K-Pop techniques as well as an awareness and appreciation of the principles of movement in this time-space art. Emphasis is placed on training students to reach their most energetic and balanced physical state in commercial Hip Hop that is diverse, stimulating and fun as is the increasingly popular K-Pop choreography. Participants will be encouraged to express and share ideas in movement.

#### Structure of Workshops:

#### CLASS FORMAT

The class will meet twice weekly OR once weekly, after school, during an existing class period, or for students pulled specifically for this workshop. . Instruction will include preparation for performance for selected school assemblies, many seasonal. PLEASE NOTE: Pricing sheets are included for both once weekly and twice weekly.

- 29 workshops, once per week, 1 hour per meeting, with a final performance for peers, families, and school teachers and administration. Program will extend from late September through end May.

OR

- 58 workshops, twice per week, 1 hour per meeting, with a final performance for peers, families, and school teachers and administration. Program will extend from late September through end May.

PLEASE NOTE: Pricing sheets are included for both once weekly and twice weekly.

**Performance/Assemblies/Professional Development/Exhibitions Components:**

This program culminates with a student performance and celebration of Hip-Hop culture for parents, teachers, other students and school administrators.

**Collaborative Planning/Meetings components:**

Create Now will allocate sufficient planning time at the school site for greater coherence and collaboration between our teaching artists, classroom teachers and administrators. We will supply all necessary materials, assist in the promotion of the program to students, formulate rosters and attendance, and coordinate final culmination production. We will administer pre- and post-surveys to evaluate the programs.

**Offsite/Field Trip Components:**

Create Now will offer students' families tickets to *Cultural Journeys* field trips so they can experience concerts and plays on a first-come-first-served basis. These might include tickets to the Hollywood Bowl, Walt Disney Concert Hall, Circus Vargas, and more.

For example, last December, Create Now arranged for 20 children and families from Farmdale Elementary to attend the Nutcracker Ballet.

**Resources/Materials:**

Create Now will supply dance playlists for both exercise and performances. And recommend a list of dance tutorials for extended practice via online sources.

**Special Requirements:**

None

**Total Number of Schools Served:**

Create Now can serve 2 schools per year for this year-long program either once per week or twice per week. NOTE: Separate pricing sheets are submitted for once per week and twice per week.

**Total Number of Students Served:**

Each school - approximately up to 30 students

## MUSIC

### MARIACHI – Level: Elementary, Middle, and High School

-Mariachi - Create Now will provide students with an exceptional educational experience that will expand their cultural awareness and promote a lifelong appreciation for music and music-making. The program offers up to 12 violin and 15 Armonia elementary and middle school students - many of them English Language Learners - a high-quality musical experience of a multigenerational tradition. Students will learn music essentials such as reading and understanding music theory, instrumental technique in Violin and Armonia, and experience the etiquette and excitement of performing live in front of an audience. Program consists of 29 weeks for a total of 58 hours of instruction (29 sections - Violin and Armonia, 2 teaching artists), 1 hour per meeting, ending with a final performance for peers, school administrators and teachers, and families. Program will extend from late September through

the end of May. This program is intended for schools that have an inventory of violins and guitars, however the pricing sheet attached includes Create Now purchase of specialty instruments. We can serve two schools per year with this program.

Create Now will provide students with an exceptional educational experience that will expand their cultural awareness and promote a lifelong appreciation for music and music-making. The program offers students - many of them from lower socioeconomic backgrounds - a high-quality musical experience of a multigenerational tradition. Students will learn music essentials such as reading and understanding music theory, instrumental technique in Violin and Armonia, and experience the etiquette and excitement of performing live in front of an audience.

The program is intended to

- develop an appreciation for musical form and its development
- demonstrate the regional and historical variations of mariachi music
- demonstrate a variety of playing techniques and performance skills using appropriate instruments
- incorporate the traditional rhythms used in mariachi music into musical performances that are representative of the authentic style
- to increase awareness of the literal and emotional content of music

Structure of Workshops:

-Up to 12 violin students and up to 15 Armonia students will be selected from sign-ups for this after-school or during school program.

Program meets once per week and will comprise two separate "sections," violin and Armonia, which will meet simultaneously in separate rooms. This will allow the students to play as an ensemble once they are sufficiently advanced.

Program consists of 29 weeks for a total of 58 hours of instruction (29 sections times 2 teaching artists), 1 hour per meeting, ending with a final performance for peers, school administrators and teachers, and families. Program will extend from late September through end May.

**Performance/Assemblies/Professional Development/Exhibitions Components:**

This program culminates with a student performance and celebration of Mariachi culture for parents, teachers, other students and school administrators.

**Collaborative Planning/Meetings components:**

Create Now will allocate sufficient planning time at the school site for greater coherence and collaboration between our teaching artists, classroom teachers and administrators. We will supply all necessary materials, assist in the promotion of the program to students, formulate rosters and attendance, and coordinate final culmination production. We create instrument check-out forms for parent signatures and assign instruments to students for practice at home.

**Offsite/Field Trip Components:**

Create Now will offer students' families tickets to *Cultural Journeys* field trips so they can experience concerts and plays on a first-come-first-served basis. These might include tickets to the Hollywood Bowl, Walt Disney Concert Hall, Circus Vargas, and more.

**Resources/Materials:**

All student participants receive music books, sheet music folders, and specialized regional songbooks as well as all accessories needed for their instruments. The teaching artists recommend online tutorials for students to study at home - in addition to their homework and practice assignment.

**Special Requirements:**

Schools must have an inventory of violins and guitars sufficient for the program. Create Now will supplement with specialty instruments as needed. When possible, Create Now will supply guitars.

**Total Number of Schools Served:**

Create Now can serve 2 schools per year for this year-long program.

**Total Number of Students Served:**

Each school - approximately up to 27 students

**MUSICALLY SPEAKING – Elementary School**

-Musically Speaking - a music program that reinforces steady beat and advances reading and math skills while delighting children with music and movement. Each workshop is 8 sessions and serves an entire grade level of elementary students, up to 140 students. Program to be held during school hours. We can serve four schools per year with this program.

Using (mostly) classical music as well as movement, students learn and connect to academic concepts including reading/speaking with expression, main idea, author's purpose, prosody, division and fractions to name a few. Students' reading fluency is also often improved with the joyful steady beat singing dance activities used as "brain breaks" during each session, as an inner sense of timing directly correlates with reading and language fluency and therefore, comprehension.

Each lesson builds upon the last, with review of the fun singing and movement exercises that build Steady Beat.

**Structure of Workshops:**

-Either entire grade level or, in the case of low enrollment, two grade levels.

Create Now will provide all of the musical instruments needed for *Musically Speaking*. This includes drums, rattles, shakers, and a keyboard for Beth Sussman to use in her instruction.

Parents will receive a list of free resources they can watch online or download to continue these classes by interacting directly with their children at home. This will have multiple benefits: (1) Providing the students with at-home lessons to continue and enhance their learning; (2) Bonding parents with their children, and (3) Helping parents to improve their own English communication skills.

-Eight days of workshops. Teaching Artist remains on campus for each workshop day in order to host each classroom of the grade level selected.

-Final session will be a performance and demonstration by the children for peers, teachers, and families

-Create Now will arrange a separate Professional Development session for classroom teachers so they can continue and reinforce what they learned during the workshop

-Create Now will furnish keyboard, percussion instruments, and all accessories for delivery of program

**Performance/Assemblies/Professional Development/Exhibitions Components:**

This program culminates with a student performance for parents, teachers, other students and school administrators. Beth Sussman provides professional training for teachers so they can continue implementing *Musically Speaking* with their students.

**Collaborative Planning/Meetings components:**

Create Now will collaborate with the school principals and teachers to prepare, schedule, and organize our *Musically Speaking* program so that it meets the needs of their students. We will also partner with the school administrators, teaching artists and school teachers, as well as students and their parents to evaluate the impact of our classes to ensure the highest relevancy.

**Offsite/Field Trip Components:**

Create Now will offer students' families tickets to *Cultural Journeys* field trips so they can experience concerts and plays on a first-come-first-served basis. These might include tickets to the Hollywood Bowl, Walt Disney Concert Hall, Circus Vargas, and more.

**Resources/Materials:**

Beth Sussman provides all of the following FREE online resources:

Her original steady beat video program: *Joppity Learn Steady Beat*. Aimed at TK-3<sup>rd</sup> grade:

Around 25 short videos are available on Beth's YouTube Channel [Miss Beth Piano](#): This includes everything from her performances of short pieces, like "How a Piano Works," "How to Make Simple Instruments," and "The Difference Between Classical Music and Other Genres." Guest artists join Beth, who play and talk about the: flute, cello and theremin.

**Special Requirements:**

There are no special requirements.

**Total Number of Schools Served:**

Create Now can serve 4 schools per school year with our *Musically Speaking* program.

**Total Number of Students Served:**

**Each school - approximately up to 140 students per 8-session workshop based on number of grade-level classrooms and number of students in each class**

**GUITAR – Middle and High School**

-Guitar - Students will learn music essentials such as reading and understanding music theory, instrumental technique for guitar, and experience the etiquette and excitement of performing live in front of an audience. Workshop will include a field trip to the Grammy Museum. Program is held for up to 20 high school or middle students, after school or during school as either an elective or students specifically pulled for the program. We can serve two schools per year with this program.

Create Now will provide students with an exceptional educational experience that will expand their cultural awareness and promote a lifelong appreciation for music and music-making. The program offers students - many of them from lower socioeconomic backgrounds - a high-quality musical experience of a multigenerational tradition. Students will learn music essentials such as reading and understanding music theory, instrumental technique for guitar, and experience the etiquette and excitement of performing live in front of an audience.

The program is intended to

- develop an appreciation for musical form and its development
- demonstrate the regional and historical variations of mariachi music
- demonstrate a variety of playing techniques and performance skills using appropriate instruments
- incorporate the traditional rhythms used in mariachi music into musical performances that are representative of the authentic style
- to increase awareness of the literal and emotional content of music

**Structure of Workshops:**

-Up to 20 students, after-school, during school as either an elective or students specifically pulled for the program.

Program meets twice per week for one hour plus per session.

Program consists of 12 sessions plus a final performance.

**Collaborative Planning/Meetings components:**

Create Now will allocate sufficient planning time at the school site for greater coherence and collaboration between our teaching artists, classroom teachers and administrators. We will supply all necessary materials, assist in the promotion of the program to students, formulate rosters and attendance, and coordinate final culmination production. We create instrument check-out forms for parent signatures and assign instruments to students for practice at home.

**Offsite/Field Trip Components:**

Create Now will arrange a field trip to the Grammy Museum for students, accompanied by appropriate partner school staff. We will arrange admission purchases and bus transport, included on our pricing sheet.

In addition, Create Now will offer students' families tickets to *Cultural Journeys* field trips so they can experience concerts and plays on a first-come-first-served basis. These might include tickets to the Hollywood Bowl, Walt Disney Concert Hall, Circus Vargas, and more.

**Resources/Materials:**

All student participants receive music books, sheet music folders as well as all accessories needed for their instruments. The teaching artists recommend online tutorials for students to study at home - in addition to their homework and practice assignment. And we will supply guitars at zero cost to partner schools.

**Special Requirements:**

There are no special requirements.

**Total Number of Schools Served:**

Create Now can serve 2 schools per year for this program.

**Total Number of Students Served:**

Each school - approximately up to 20 students

## **VISUAL ARTS / MEDIA ARTS**

### **COMIC BOOK CREATION** – Level: Middle and High School

–Comic Book Creation - Through our Comic Book Creation workshop, students learn the basics of drawing to include perspective, shadow, pointillism, and shape theory. This allows students an outlet to develop storylines with their own original visual style and techniques that reflect their own viewpoints of their own lives and the world around them. After students have created their own stories through this visual medium, Create Now designs, prints, and produces 200 final anthologies of student work. Up to 25 students will be chosen for this after-school or during school program for high school or middle school students. Program meets once or twice per week. Program consists of 10 meetings, 1 ½ hour per meeting, ending in a final book reading and signing of printed final comic book anthologies. We can serve two schools per semester with this program.

Comic books and graphic novels are a marriage of the written word and visual art. Creative writing is one outlet for expression however comic book creation students are given the opportunity to create through multiple mediums. The storytelling aspect encourages students to find their own voices and to develop their own distinctive viewpoints without relying strictly on the written word. This is especially effective for English language learners and students who find written communication difficult.

Students are introduced to the history of the graphic form with examples of past and present canon. They learn basics of drawing to include perspective, shadow, pointillism, and shape theory.

The teaching artist supplements the student drawing by sharing industry knowledge on character design, writing, and editing.

Our program goals are to:

- Have students learn the basics of drawing to include perspective, shadow, pointillism, and shape theory.
- To allow students an outlet to develop storylines with their own original visual style and techniques that reflect their own viewpoints of their own lives and the world around them.
- To introduce students to the real-world skills of meeting deadlines. All original work must be finalized in time in order to be assembled, paginated, and designed for final anthologies. Meeting deadlines is an important aspect of any published medium.
- To introduce students to jobs and careers in an industry in which young people such as themselves have been historically underrepresented.
- To have students experience the satisfaction of having completed their own original works of art and receive printed comic books of their original work

Structure of Workshops:

- Up to 20 students will be chosen for this after-school or during school program. Program meets once or twice per week. Program consists of 10 meetings, 1 ½ hour per meeting, ending in a final book reading and signing of printed final comic book anthologies.

**Performance/Assemblies/Professional Development/Exhibitions Components:**

Create Now edits, paginates, designs, and has the final comic book printed and delivered for final book reading.

**Collaborative Planning/Meetings components:**

Create Now will collaborate with the school principals and teachers to prepare, schedule, and organize our *Comic Book Creation* program so that it meets the needs of their students. We assist in recruiting students for the program. We also work directly with classroom teachers to align story content to targeted grade-level learning objectives in English Language Arts and History.

We will also partner with the school administrators, teaching artists and school teachers, as well as students and their parents to evaluate the impact of our classes to ensure the highest relevancy. We also collaborate with schools to ensure accurate information on final printed pieces.

**Offsite/Field Trip Components:**

Create Now will offer students' families tickets to *Cultural Journeys* field trips so they can experience concerts and plays on a first-come-first-served basis. These might include tickets to the Hollywood Bowl, Walt Disney Concert Hall, Circus Vargas, and select film screenings.

Create Now supplies premium art supplies such as sketchbooks, rulers, set squares and triangle sets for comic production as well as blank comic book page templates. Create Now supplies the complete Graphic Canon as reference. And most importantly, we deliver several hundred final designed, bound, and printed final anthologies.

**Special Requirements:**

There are no special requirements.

**Total Number of Schools Served:**

Create Now can serve 2 schools per semester with our *Comic Book Creation* program.

**Total Number of Students Served:**

Each school - Up to 20 students per 10-hour workshop

**CONCEPT ART - Level: Middle & High School**

Classes can be held virtually or in person.

-Concept Art - Concept art is crucial in industries like animation and gaming, and helps students develop their imagination and problem-solving skills while also preparing them for real-world projects. Each workshop will serve up to middle or high-school students during or after school. Program consists of 12 meetings, 1 ½ hour per meeting, ending in a final presentation for peers and families. We can serve two schools per year with this program.

Concept art is a form of visual art used to convey an idea for use in films, video games, animation, comic books, or other media before it is put into the final product.

Our goal is to help students develop their imagination and problem-solving skills while also preparing them for real-world projects through concept art - which is crucial in industries like animation and gaming. And to introduce students to jobs and careers in an industry in which young people such as themselves have been historically underrepresented.

Students are introduced to the world of Concept Art and its importance in the initial creation of the types of fantasy worlds with which we all have become familiar. They also learn the artistic pipeline of the animation industry. They explore options for their own character/background creations.

The workshop begins with traditional sketching techniques to learn shapes, curves, and lines, shadow, and perspective. Students learned to locate references in the physical world as a basis for rendering environments. They then finalize either original characters for insertion into various digital media or create entire environments to represent the worlds and universes these characters inhabit.

The workshop features guest speakers from the industry who shared with the students not only career options but also work outside of animation studios including advertising, mobile game studios, freelancing opportunities online, product design, etc. They also discussed the many types of jobs in studios that people don't often think of - texture artist, 3D rigger, UI design and animation, etc.

The workshop culminated in a gallery exhibition of student work featuring guest artists who viewed the mounted pieces alongside the students - giving them feedback and tips.

#### **Structure of Workshops:**

-Up to 15 students will be chosen for this after-school or during school program Program consists of 12 meetings, 1 ½ hour per meeting, ending in a final presentation for peers and families. Create Now can serve 2 schools per year with this program.

#### **Performance/Assemblies/Professional Development/Exhibitions Components:**

This program culminates with a student art show for parents, teachers, other students and school administrators. In addition we will bring in guest speakers from the industry.

#### **Collaborative Planning/Meetings components:**

Create Now will collaborate with the school principals and teachers to prepare, schedule, and organize our *Concept Art* program so that it meets the needs of their students. We will also partner with the school administrators, teaching artists and school teachers, as well as students and their parents to evaluate the impact of our classes to ensure the highest relevancy. We will also work with the school to create a final culmination for peers, family, and school teachers and administrators.

#### **Offsite/Field Trip Components:**

Create Now will offer students' families tickets to *Cultural Journeys* field trips so they can experience concerts and plays on a first-come-first-served basis. These might include tickets to the Hollywood Bowl, Walt Disney Concert Hall, Circus Vargas, and select film screenings.

**Resources/Materials:**

Teaching artists will provide students with online resources to assist in content creation including online tutorials and use of tools such Google Earth to help find references for cityscapes and landscapes.

**Special Requirements:**

There are no special requirements.

**Total Number of Schools Served:**

Create Now can serve 2 schools per school year with our *Concept Art* program.

**Total Number of Students Served:**

**Each school - Up to 15 students per 12-session workshop**

**DRAWING AND PAINTING – Level: Elementary & Middle School**

Students are issued quality paints and sketchbooks and learn how to properly care for the brush and paint sets. The students retain the same premium sketchbook throughout the classes and in perpetuity so they can view their own progression. The teaching artist reviews student work between classes to give individual guidance to each student.

Students are introduced to the works of artists from throughout history and from all parts of the world. Special focus is on the paintings of esteemed African American painter, Stanley Whitney. They learn to mix paint, create color wheels and study geometric patterns to produce grid-like color field paintings influenced by Whitney's work.

The students advance to the next level where they learn facial proportions for the creation of portraits. They do exercises in LatinX facial characteristics and in African American faces. With these techniques under their command, they gain confidence in drawing themselves and members of their families and community.

The students also explore the works of Mexican painter Rufino Tamayo. They will produce numerous versions of watermelons, inspired by some of his most important works. In addition, students will explore other still-life and portrait options based on current interests or areas of study.

Program culminates with an art show for peers, family, and school administrators and teachers.

**Structure of Workshops:**

Elementary or Middle School: For 5<sup>th</sup>, 6<sup>th</sup>, or 7<sup>th</sup>-grade students – up to 20 students per class – Workshops consist of 12 sessions, once or twice per week, 1-½ hour per session. The final meeting will be a gallery show for peers and teachers and possibly families.

Classes can be held during school hours or after school.

Create Now will provide premium art supplies to all students for creation of their artwork. . We supply all students with premium art supplies, sketch-books, etc. and visual presentations of the history and various styles of visual art.

**Performance/Assemblies/Professional Development/Exhibitions Components:**

The final meeting will be an art show for peers, family, and school teachers and administrators.

**Collaborative Planning/Meetings components:**

Create Now will collaborate with the school principals and teachers to prepare, schedule, and organize our Mural program so that it meets the needs of their students. We assist in recruiting students for the program. We also work directly with classroom teachers to align story content to targeted grade-level learning objectives in English Language Arts and History.

We will also partner with the school administrators, teaching artists and school teachers, as well as students and their parents to evaluate the impact of our classes to ensure the highest relevancy. We administer pre- and post-surveys for program evaluation.

**Offsite/Field Trip Components:**

Create Now will offer students' families tickets to *Cultural Journeys* field trips so they can experience concerts and plays on a first-come-first-served basis. These might include tickets to the Hollywood Bowl, Walt Disney Concert Hall, Circus Vargas, and select film screenings.

**Resources/Materials:**

Create Now supplies premium art supplies such as sketchbooks, pens, pencils, paint for their creations. And we will supply all materials needed for an "art show" culmination.

**Special Requirements:**

There are no special requirements.

**Total Number of Schools Served:**

Create Now can serve two schools per year with our Visual Arts program.

**Total Number of Students Served:**

Each school - Up to 20 students per 12-meeting workshop

**VISUAL ART MURAL – Level: Middle & High School**

**WALL MURALS**

Consultant shall use paint products approved by the District. District's Office of Environmental Health & Safety ("OEHS"): <https://www.lausd.org/oehschemeval> or <https://www.lausd.org/OEHS>.

-Mural Workshop - This program offers an opportunity for middle or high-school students to create a lasting vision of unity and inclusion. Students learn to create a theme, draw, mix colors , and scale up in production of a mural directly on a single wall, or onto a portable format. Youth build math and calculation skills as they learn how to transfer their designs to the wall and then paint them. The Mural Workshop allows students to render lasting large scale images that represent the experiences of themselves and their families and communities - something tangible and empowering for students.

Up to 30 students will be chosen for this after-school or during school program (either within a particular class period or pulled for the program.) Program meets twice per week. Program consists of 12 meetings, 1 ½ hours per meeting, ending in a final mural painting.

This program offers an opportunity for students to create a lasting vision of unity and inclusion. Students learn to create a theme, draw, mix colors , and scale up in production of a mural directly on a single wall, or onto a portable format. Youth build math and calculation skills as they learn how to transfer their designs to the wall and then paint them.

The Mural Workshop allows students to render lasting large scale images that represent the experiences of themselves and their families and communities - something tangible and empowering for students.

Students will learn how to generate a theme, brainstorm content and imagery, create sketches of the Imagery, arrange the composition, draft the composition, finalize the composition, calculate colors needed, transfer the sketch to the wall, and finally come together and paint the final product

Structure of Workshops:

-Up to 30 students will be chosen for this after-school or during school program (either within a particular class period or pulled for the program.) Program meets twice per week. Program consists of 12 meetings, 1 ½ hour per meeting, ending in a final mural painting and installation. NOTE: Mural may be produced on large portable panels in cases where painting directly on walls is not permitted.

**Performance/Assemblies/Professional Development/Exhibitions Components:**

The final meeting will be a mural unveiling for peers, family, and school teachers and administrators.

**Collaborative Planning/Meetings components:**

Create Now will collaborate with the school principals and teachers to prepare, schedule, and organize our Mural program so that it meets the needs of their students. We assist in recruiting students for the program. We also work directly with classroom teachers to align story content to targeted grade-level learning objectives in English Language Arts and History.

We will also partner with the school administrators, teaching artists and school teachers, as well as students and their parents to evaluate the impact of our classes to ensure the highest relevancy. We administer pre- and post-surveys for program evaluation.

**Offsite/Field Trip Components:**

Create Now will offer students' families tickets to *Cultural Journeys* field trips so they can experience concerts and plays on a first-come-first-served basis. These might include tickets to the Hollywood Bowl, Walt Disney Concert Hall, Circus Vargas, and select film screenings.

**Resources/Materials:**

Create Now supplies premium art supplies such as sketchbooks, pens, pencils, paint for their individual mural concept creation. And finally high quality primer, paint, and seal for the final product. We will supply tarps and accessories for the installation. NOTE: Mural may be produced on large portable panels in cases where painting directly on walls is not permitted.

**Special Requirements:**

There are no special requirements.

**Total Number of Schools Served:**

Create Now can serve 2 schools per year with our Mural program.

**Total Number of Students Served:**

Each school - Up to 30 students per 12-meeting workshop

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, Music, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.

- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
  - 3.1.1 *Musical Speaking* program includes professional development for classroom teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5 Contractor will offer students' families and school staff free tickets to *Cultural Journeys* field trips to experience concerts, plays, and art experiences on the first-come-first-serves basis. Ticket may include the Hollywood Bowl, Walt Disney Concert Hall, Circus Vargas, and more.

## EXHIBIT B

### PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

### DANCE – YEAR LONG DANCE PROGRAM TWICE A WEEK

Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	58	118.00	1	6844.00
Performances/Exhibitions/Assemblies/ PD Workshops	4	118.00	1	472.00
Collaborative Planning/Meetings	12	59.00		708.00
Offsite/Field Trips/Location	n/a			
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)			n/a	

Total Number of Schools Served: 2 per year, two meetings per week

Total Number of Students Served: 60

COMPANY NAME:

Create Now, Inc.

FEDERAL ID #/

LICENSE:

95-4590574

AUTHORIZED SIGNATURE:



DATE:

4/13/24

PRINT NAME AND TITLE: Brandon Dean Johnson

**DANCE – YEAR LONG DANCE PROGRAM ONCE PER WEEK**

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	29	118.00	1	3422.00
Performances/Exhibitions/Assemblies/ PD Workshops	4	118.00	1	472.00
Collaborative Planning/Meetings	12	59.00		708.00
Offsite/Field Trips/Location	n/a			
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)			n/a	

**Total Number of Schools Served:** 2 per year, one meeting per week

**Total Number of Students Served:** 60

**COMPANY NAME:**

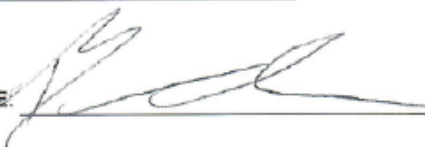
Create Now, Inc.

**FEDERAL ID #/**

**LICENSE:**

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**AUTHORIZED SIGNATURE:**



**DATE:**

4/13/24

**PRINT NAME AND TITLE:**

Brandon Dean Johnson

**PRICING SHEET - YEAR-LONG MARIACHI PROGRAM**

**Provide your fully burdened hourly rates below.** The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. The hourly rates or per class will remain fixed during the duration of the contract.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	58	148.00	2	8555.00
Two teaching artists, 29 instructional days, 2 musical "sections"				
Performances/Exhibitions/Assemblies/ PD Workshops	4	148.00	1	500.00
Collaborative Planning/Meetings	24	59.00		1416.00
Offsite/Field Trips/Location	n/a			
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)			n/a	1700.00
3 specialty instruments, student workbooks and sheet music, strings, picks, resin, and other instrument accessories				

**Total Number of Schools Served:** 2 per year

**Total Number of Students Served:** 54

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AUTHORIZED SIGNATURE: \_\_\_\_\_

DATE: 4/13/24

PRINT NAME AND TITLE: Brandon Dean Johnson . CEO

**PRICING SHEET - MUSICALLY SPEAKING**

**Provide your fully burdened hourly rates below.** The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. The hourly rates or per class will remain fixed during the duration of the contract.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	40	118.00	1	4720.00
Performances/Exhibitions/Assemblies/ PD Workshops - Professional Devel	2	118.00	1	236.00
Collaborative Planning/Meetings	12	59.00		708.00
Offsite/Field Trips/Location	n/a			
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	keyboard accessori es and stand, batteries		n/a	370.00

Total Number of Schools Served: 4 per year

Total Number of Students Served: up to 560 students

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DATE: 4/13/24

PRINT NAME AND TITLE: Brandon Dean Johnson, CEO

**PRICING SHEET - 12 session Guitar Workshop**

**Provide your fully burdened hourly rates below.** The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. The hourly rates or per class will remain fixed during the duration of the contract.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	12 hours	148.00	1	1776.00
Performances/Exhibitions/Assemblies/ PD Workshops	4 hours	148.00	1	592.00
Collaborative Planning/Meetings	12	59.00		708.99
Offsite/Field Trips/Location Grammy Museum admission purchase and bus	1			800.00
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)  Guitar tuners, picks, accessories, music books, etc.			1	400.00

Total Number of Schools Served: 2 per year

Total Number of Students Served: 40

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**PRICING SHEET - COMIC BOOK CREATION**

**Provide your fully burdened hourly rates below.** The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. The hourly rates or per class will remain fixed during the duration of the contract.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	16.5 hours	118.00	1	1947.00
Performances/Exhibitions/Assemblies/ PD Workshops	n/a	n/a		
Collaborative Planning/Meetings	12	59.00		708.00
Offsite/Field Trips/Location	n/a			
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)  Premium art supplies and scans, \$700. Book design, \$600. Book printing and delivery, \$800			1	2100.00

Total Number of Schools Served: 4 per semester

Total Number of Students Served: 80

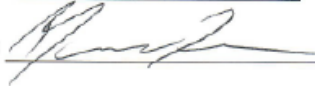
COMPANY NAME:

Create Now, Inc.

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LICENSE: 95-4590574

AUTHORIZED SIGNATURE:



DATE:

9/13/24

PRINT NAME AND TITLE: Brandon Dean Johnson, CEO

**PRICING SHEET - CONCEPT ART WORKSHOP**

**Provide your fully burdened hourly rates below.** The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. The hourly rates or per class will remain fixed during the duration of the contract.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	19 hours	118.00	1	2242.00
Performances/Exhibitions/Assemblies/ PD Workshops	4 hours	100.00	1	472.00
Collaborative Planning/Meetings	18	59.00		1062.00
Offsite/Field Trips/Location	n/a			
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.) <b>Premium art supplies, culmination framing and mounting</b>	Premium art supplies, framing and mounting		n/a	900.00

Total Number of Schools Served: 2 per year

Total Number of Students Served: 30

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AUTHORIZED SIGNATURE:  DATE: 4/13/24

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**PRICING SHEET - VISUAL ARTS DRAWING AND PAINTING**

**Provide your fully burdened hourly rates below.** The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. The hourly rates or per class will remain fixed during the duration of the contract.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	13 hours	148.00	1	1918.00
Performances/Exhibitions/Assemblies/ PD Workshops	4 hours	148.00	1	592.00
Collaborative Planning/Meetings	12	59.00		708.00
Offsite/Field Trips/Location	n/a			
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.) <b>Premium art supplies, culmination mounting</b>	Premium art supplies, culminati on mounting		n/a	400.00

Total Number of Schools Served: 2 per year

Total Number of Students Served: 40

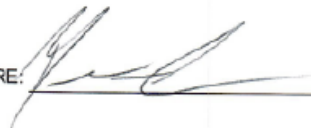
COMPANY NAME:

Create Now, Inc

FEDERAL ID #/  
LICENSE:

95-4590574

AUTHORIZED SIGNATURE:



DATE:

4/13/24

PRINT NAME AND TITLE: Brandon Dean Johnson, CEO

**PRICING SHEET - MURAL WORKSHOP**

**Provide your fully burdened hourly rates below.** The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. The hourly rates or per class will remain fixed during the duration of the contract.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	20 hours	118.00	1	2360.00
Performances/Exhibitions/Assemblies/ PD Workshops	4 hours	118.00		472.00
Collaborative Planning/Meetings	12	59.00		708.00
Offsite/Field Trips/Location	n/a			
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)			1	1700.00
Sketchbooks and materials for class, primer, paint, sealant, tarps, lift, etc.				

Total Number of Schools Served: 2 per year

Total Number of Students Served: 60

COMPANY NAME: Create Now, Inc.

FEDERAL ID #/

LICENSE: 95-4590574

AUTHORIZED SIGNATURE: 

DATE: 9/13/24

PRINT NAME AND TITLE: Brandon Dean Johnson, CEO

**School Level:** *Middle School and High School*

**Art Discipline:** *Dance*

### Scope

The program is designed to give all students access to dance classes which go beyond the art of dance, make of it opportunity to learn about themselves and others using movement as a medium of communication, and informed by self-knowledge gained in guided council sessions (especially those on Level 1 and 2 of the Arts Equity Index). That self-knowledge also becomes, in the context of the program, the inspiration for them to see a way to use the art they have learned about as a means to benefit others, to “pay it forward” by utilizing that art in a philanthropic event they conceive, plan and execute in the course of the program.

The program is to be conducted during the school day as a scheduled event adjunct to a school’s dance program and in consultation with the dance teacher and the school administrator. It is planned to be offered in each school which requests the program, a total of twenty times in the course of the school year, for an hour each occurrence. Each hour shall involve the site coordinator presenting a class reflecting one or more of the three elements of the Program:

- Dance instruction in one of many styles of dance: world dance styles, historic styles, modern dance styles. Dance classes shall typically involve the participation of a dance professional as a guest speaker/artist. The site coordinator shall provide all the music and technology needed to conduct the dance classes. None of the dance instruction shall involve techniques or skills which would be so advanced as to leave any of the students unable to participate, but at the same time there would still be room in the instructional plan to offer more advanced instruction for those who could handle it.
- Participation in Council sessions in which the students are guided to share their stories about themselves and their experiences. Council sessions shall sometimes involve the participation of an adjunct facilitator as guest speaker/facilitator.
- Development classes for conceiving, planning the philanthropic event the members of the class shall present as their concluding event of their participation in the Program at a site or in circumstances chose in consultation with the teacher and the school administrator. These event development classes shall sometimes involve the participation of a guest speaker/event planner.

The organization of classes covering these three elements of the program shall be a reflection of the students’ interests and the teacher’s own program. The intention is to begin with the Council sessions in combination with dance instruction which ties into how the students related to experience of the council session. Following classes may emphasize one or the other of those elements, but all the classes shall be given in consideration of the progress the site coordinator observes in the students’ understanding of the underlying direction: to guide the students in the use of dance as a way to communicate their self-understanding and understanding of others through movement, culminating in their conception of how they can “pay it forward” in the world beyond themselves.

The outcomes expected from students' participation in Dance and Dialogue are:

1. Increase their knowledge about dance styles and techniques in classes taught by professionals, and so improve in practicing the art of dance.
2. Use the experience of council sessions as an opportunity to gain better understanding of themselves and others and apply the empathy gained to the emotional context and meaning of dance as communication in movement.
3. Find out that dance can be a means to help in their communities and is more than an isolated personal experience – that it has responsibility attached to it to make a difference in the world. By learning to create outreach philanthropic programs using their dance abilities they learn to share their art with others for whom the arts are not otherwise accessible. Or they could use their art to create fundraising concerts to benefit charities that make their communities better places.

#### **Requirements**

The contractor shall:

1. Design and implement a program in Dance, Theatre, Music, Visual Arts, Film/Media Arts, and/or Creative Writing with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs shall need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
2. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
3. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District. Differentiation must be provided for all students, including, but not limited to English language learners, student with special needs, and students identified as gifted and talented.
4. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event.
5. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
6. Provide all instructional supplies and equipment necessary for full participation at no additional cost to the LAUSD community.
7. Arts partners shall not solicit private lessons to members of the LAUSD community for an additional fee or cost.
8. Arts partners must adhere to all deadlines, including, but not limited to work orders and invoices. Work orders received after the deadline may not be considered. Invoices received after the deadline may not be processed for payment.

9. Arts partners must take place in selected professional development coordinated by the Arts Education Branch.
10. All arts partners shall strive to enhance other arts opportunities offered by other arts partners and/or credentialed arts teachers at the schools. This shall include collaborative planning when sharing instructional space.

#### **Deliverables**

Programs shall include:

1. Instructional time with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
2. Appropriate planning time for greater coherence and collaboration at the school site level
3. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members
4. Resources, materials, and transportation that expand an arts learning experience for students.

<i>Instructional Components</i>	Site coordinator/teacher – dance instruction, facilitator Guest speaker/artist – dance instruction Guest speaker/facilitator - council Guest speaker/event planning – planning philanthropic event
<i>Performance/Assemblies/Professional Development/Exhibition Components</i>	Students' philanthropic event conceived, planned and presented at approved location End of Program Joint Dance Concert for all Dance and Dialogue participants to be given for them at Luckman Performing Arts Center
<i>Collaborative Planning/Meetings Component</i>	Per time scheduled by Site Coordinator with Classroom teacher and School Administrator at start of program, mid-session, and at final session
<i>Resources/Materials</i>	All music and music technology as required by dance classes scheduled
<i>Transportation</i>	Buses to be provided to end of Program Dance Concert
<i>Total number of schools served</i>	Potential for 10-15 at Arts Equity Index level 1 – 2.
<i>Total Number of Students Served</i>	Potential of 30 – 40/school = Max Potential of 600

**PRICING SHEET**

Services per School	Number (how much? How often?)	Hourly Rate	Services per Class
Instructional Time with Students	8 to 13 Sessions 1 hr	\$100.00 (per instructor)	2 teachers per class
Performances/Exhibitions/Assemblies/PD/Workshops	1.5 hrs	\$100.00	2 teachers per class
Collaborative Planning/Meetings	No Charge	No Charge	No Charge
Offsite/Field Trips/Location	All School Events @ Luckman	No Charge	No Charge
Transportation	Buses to all school events	No Charge	No Charge
Resources/Materials/Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	All technology for music and materials	No Charge	No Charge

**Total Number of Schools**

Served: 15 max

**Total Number of Students**

Served: 1800 max

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide two educational programs, Theatre for Youth ("TFY") touring production and Partners and Educators in Arts Collaboration ("PEAC")

TFY highlights the stories of Asian American and Pacific Islander ("AAPI") historical figures, covers the lives of dozens of significant leaders, such as Bhagat Singh Thind, Carlos Bulosan, and Yuri Kochiyama. The goal for TFY isn't just to educate students on the AAPI experience but to bring theatre to those seeing a play for the first time. Shows are written, designed, directed, and acted by professionals.

PEAC created in 2004, takes place in schools and is flexible to fit a school period of 45 minutes or after school at an hour and a half. In the program, students learn basic improv games, acting techniques, and playwriting skills. They are given writing prompts, which help them put together a monologue that they perform for their cumulative performance. PEAC is flexible in regard to working with any size or group.

Both PEAC and the Theater for Youth program aim to develop students' theater literacy by allowing them to respond to and critique professional theatrical work. East West Players intentionally explore subjects that encourage students to connect the work to their own lives and

current issues around them. These subjects have included labor union strikes, allyship between communities, bullying, exclusion, and even K-Pop and its historic intricacies. Below are some specific standards that East West Players focuses on.

1. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.
2. Describe and record personal reactions to artistic choices in a drama/theatre work. Identify artistic choices made in a drama/theatre work through participation and observation.
3. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.
4. Explain responses to characters based on cultural contexts when participating in or observing drama/theatre work.

Based on the needs of the students and educators, the Contractor can provide targeted panel discussions to deepen understanding of the play's themes and align it with what the students are learning in their classes.

**Offsite / Field Trip Components:**

PEAC: Potential for culmination project to be held at EWP's Historic David Henry Hwang Theater depending on the school's wishes.

**Special Requirements:**

**TFY:**

1. A separate space where actors can change into costumes, away from students.
2. Theatre for Youth tour has the capability to work in any space, from a classroom to a large open gym. Contractor shall send a technical rider to each venue, outlining our technical needs.
3. Contractor can provide ASL interpretation.
4. Time and space where the Contractor can load the set in and out.

**PEAC:**

1. Notification of how many classes/students are in attendance to provide the appropriated number of teaching artist available.

**2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Theatre/Film to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would
-

support collaboration among classroom teachers, arts specialists and community arts partners.

- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education("ISTE") standards.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
  - 3.2.1 Each tour has a tour coordinator who works closely with each school site's point of contact to ensure a valuable and impactful experience for their students. The tour coordinator can plan logistics, which include load in, load out, sound, changing areas, check-in, supplemental learning materials, schedule, and all technical needs.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.

- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
  - 3.4.1 Contractor provides worksheets and exercise ideas to assist teachers in preparing their students for the play before they watch it. These same resources can be used after watching the show as tools for reflection.
  - 3.4.2 Upon request and pending budget, the East West Players team is happy to provide students and teachers with a unique learning experience facilitated by a teaching artist before or after seeing the show. This can look like monologue workshops, ensemble building, or creative writing.
  - 3.4.3 Contractor shall provide Guide in English and Spanish, which includes a supplemental reading list and targeted exercises. Contractor shall also have the capability to do panels and artist talkbacks (Q&A). Logistically, we provide marketing materials to help publicize/share the show with other teachers and community members; bring our own A/V equipment; minimal set and props, and costumes.

### PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

### THEATRE FOR YOUTH

#### Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	0			
Performances/Exhibitions/Assemblies/ PD Workshops	4 hours		\$2000 per performance	\$2000.00
Collaborative Planning/Meetings	3 at an hour each		included in services above.	
Offsite/Field Trips/Location	0			
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, Instruments, etc.)	0			

Total Number of Schools Served: 50

Total Number of Students Served: 11000

COMPANY NAME: East West Players

FEDERAL ID #/  
LICENSE: 95-6151775

AUTHORIZED  
SIGNATURE: Jade Cagalawan

DATE: 4/12/2024

PRINT NAME AND  
TITLE: Jade Cagalawan, Arts Education Director

## **STATEMENT OF WORK**

Enrichment Works  
Los Angeles Unified School District  
Arts Education

### **1.0 Scope**

Enrichment Works is proposing to provide theatrical performances at elementary, middle and high schools throughout LAUSD. The organization can travel to any school in the district and has a strong interest in bringing programs to those schools that ranked 1 and 2 in the Arts Equity Index. The organization is capable of serving 80-100 schools per year with two or three performances each to reach their entire school population. The work will be scheduled at the schools' request. Costs for all production expenses, including casting, rehearsals, directors' fees, royalties, props, backdrops, costumes and music production as well as all administrative costs are built into the proposed performance fee of \$575. We expect costs to increase incrementally over the next five years.

### **2.0 Requirements**

Enrichment Works will produce and make available to schools, theater pieces about topics that youth are learning about in school (e.g., mythology, historical figures, fables) and topics that are relevant to young people (e.g., social justice, nutrition and health, financial literacy). The organization integrates theater arts with these and other important subjects to help students connect emotionally to the topics they are required to learn.

Enrichment Works plans to produce 2-3 new productions for the 2021/22 school year and will continue to create and present new works each year. New works are selected and/or created to address topics that are relevant to students and that represent and respect varying learning styles and the cultural diversity of Southern California youth.

Some productions will be phased out over the years to make room for new works. Our roster of plays will consist of 10-12 productions each year. Classroom Connection guides will be created for each new production.

Enrichment Works will consult the Arts Equity Index and work with members of the Arts Education Branch for guidance to select schools that will benefit most from our programs.

### **3.0 Deliverables**

Enrichment Works programs consist of original 40-45-minute theatrical productions with a cast size of 1-3 actors followed by a 15-minute Question & Answer period that begins with the actors introducing grade appropriate information from the California

Arts Education Framework (ex: discussion of the costumes and set, the playing of multiple characters, and how direction and acting choices can affect a performance.) Each play or musical supports the Content Standards for California Public Schools including the Visual and Performing Arts (VAPA) Standards for theater.

Additionally, connections to English Language Arts, History-Social Science, Science and other content standards are also covered based on the topic of the selected play.

Schools will be allowed to choose from among all Enrichment Works "Assembly Programs" offered on its web site, [www.enrichmentworks.org](http://www.enrichmentworks.org). Administrative staff will provide guidance to school representatives and teachers in selecting grade appropriate productions and preparing for the performance.

Each play produced by Enrichment Works has a Classroom Connection guide associated with it that includes background information on the play and creative team, vocabulary words, discussion questions, suggested activities and a resource list. Each guide also includes descriptions of how elements in the play connect to the VAPA standards. These guides are available to schools as a free download from our website.

School administrators and teachers will be asked to complete host survey forms which provide valuable feedback to our organization. Results will be shared with the Arts Education Branch.

End of Statement of Work

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Enrichment Works**  
**Art Discipline: Theatre**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Hourly Rate
Performances/Exhibitions/Assemblies/PD/Workshops	100	\$575.00

**Education Through Music-Los Angeles**  
**Art Discipline: MUSIC (Elementary Schools)**

**1.0 Scope**

**The contractor shall provide sequential, comprehensive Music Education programming to LAUSD PreK through 5th/6th Grade students who otherwise would not receive weekly, yearlong music instruction. As student communities across LA County vary geographically and culturally, we ensure that each music program and our accompanying community services are tailored to the school and surrounding community's specific needs so that they may reach their fullest potential.**

The music curriculum is guided by our Pre-K–8 Expected Outcome Benchmarks and Instrumental Expected Outcomes. These benchmarks were written based on California's Visual and Performing Arts Standards (VAPA) as well as the national music standards set by National Association for Music Education. Students gain deep music skills and concepts which include but are not limited to composition, improvisation, music theory and literacy, ensemble and vocal development, and more. Music instruction, when integrated into the core curriculum as part of the daytime routine, supports transferable skills among music and all subjects, and nurtures character development, empathy, cognition, self-esteem, and social skills.

A common thread throughout our teacher trainings is culturally responsive teaching (CRT)—training our teachers to understand, embrace, and leverage the cultural richness of the different school communities in which they teach. ETM-LA continues to participate in collaborative meetings with our school districts to discuss strategies and initiatives focused on efforts to provide equity and access to a holistic education.

Our organization empowers our music teaching faculty to utilize their professional training as a musician and educator to create a curriculum that is not only aligned to these benchmarks, but is culturally relevant to the neighborhoods we service. It is the expectation that our Music Teachers work collaboratively with their site's school staff to then further integrate their music lessons with content students are currently studying in their regular classrooms.

Music Teachers work with their Instructional Supervisor in the beginning of each school year to map out the Scope and Sequence of instruction. Throughout the school year, teachers submit weekly lesson plans to their Instructional Supervisor for feedback on the alignment of their lesson plans. ETM-LA partners with each school we serve to ensure all students have access to a variety of classroom instruments and materials to enhance and support their learning. Additional programming includes performance opportunities, parent and teacher workshops, and more.

In partnership with district and school leaders, classroom teachers, parents, students, and champions of music and the arts, ETM-LA ensures that the school community can be an equal partner in advocating for music for all children.

## 2.0 Requirements

The Contractor shall:

1. Program design, program planning, and resource development
  - a. Assist the School in developing a strategic plan for implementing and sustaining music instruction for all students
  - b. Assist the School by hiring highly qualified music teachers
  - c. Provide the School, specifically the students, with materials that are necessary for the class
  - d. Collaborate with the School in developing alternative sources of funding for music instruction
  - e. Collaborate with the School's parent association in promoting and sustaining the music instruction
2. Music faculty and music instruction resources and management
  - a. If the school lacks sufficient music faculty to serve every child at least once per week, the Contractor will employ one or more supplemental music faculty to provide instruction at the School
  - b. Provide comprehensive sequential music curricula for music faculty to follow that fulfills applicable instruction standards
  - c. Collaborate to design a grading policy for all music students, focusing on providing specific feedback to teachers and parents regarding their children's work in the music classroom
3. Professional development for music teachers
  - a. Provide training, ongoing support and oversight to the music faculty to improve their teaching skills
4. Professional development for other school faculty
  - a. Provide professional development to all teachers of the school in support of school-wide teaching initiatives. Meet with teachers periodically to address/share the impact of the music education on student development, collaboration and cross-curricular connections, and best teaching practices examined through a musical lens.
5. Program oversight and evaluation
  - a. Provide consultation services to the School Principal regarding issues of managements, assessment, and resource development that are relevant to the music instruction
  - b. Communicate promptly with the School regarding any staff changes or concerns
  - c. Provide site visits by the Contractor's supervisory staff to help oversee the music instruction, assist in staff training, and serve as liaisons between the School and the Contractor
  - d. Monitor program effectiveness on and on-going basis and suggest adjustments to the music instruction

### **3.0 Deliverables**

The Contractor will:

1. Provide music faculty (1-3) to provide general music instruction to students in a range of grades levels (PreK-5<sup>th</sup>/6<sup>th</sup>) to supplement any gaps in music education provided by the district
2. Provide supplemental music instruction for at least a minimum of 30 minutes once a week for lower grades
3. Provide supplemental music instruction for a minimum of 45 minutes once a week for upper grades
4. Provide supplemental pull-out instrumental music class such as determined by each partner school (i.e. orchestra and/or band)
5. Provide supplemental after school rehearsal for a minimum of an hour as determined by each partner school (in conjunction with the ETM-LA band, orchestra or other ensembles)
6. Provide a fall and spring student music performance with the schedule to include dress rehearsal
7. Provide curriculum materials for students
8. Donate musical instruments and materials as needed; determined in conjunction with the school
9. Provide the School with monthly site visits (i.e., teaching observations/evaluations/mentorship) by the Contractor's supervisory staff
10. Provide professional development for the School's staff members
11. Provide collaboration, strategic planning, and oversight meeting to implement the music program at the School site for all students

**END OF STATEMENT OF WORK**

**EXHIBIT A - 1**  
**STATEMENT OF WORK**

**Education Through Music-Los Angeles**  
**Art Discipline: MUSIC (Middle Schools)**

**1.0 Scope**

The contractor shall provide sequential, comprehensive Music Education programming to LAUSD 6th through 8th Grade students who otherwise would not receive weekly, yearlong music instruction. As student communities across LA County vary geographically and culturally, we ensure that each music program and our accompanying community services are tailored to the school and surrounding community's specific needs so that they may reach their fullest potential.

The music curriculum is guided by our PreK–8 Expected Outcome Benchmarks and Instrumental Expected Outcomes. These benchmarks were written based on California's Visual and Performing Arts Standards (VAPA) as well as the national music standards set by National Association for Music Education. Students gain deep music skills and concepts which include but are not limited to composition, improvisation, music theory and literacy, ensemble and vocal development, and more. Music instruction, when integrated into the core curriculum as part of the daytime routine, supports transferable skills among music and all subjects, and nurtures character development, empathy, cognition, self-esteem, and social skills.

A common thread throughout our teacher trainings is culturally responsive teaching (CRT)—training our teachers to understand, embrace, and leverage the cultural richness of the different school communities in which they teach. ETM-LA continues to participate in collaborative meetings with our school districts to discuss strategies and initiatives focused on efforts to provide equity and access to a holistic education.

Our organization empowers our music teaching faculty to utilize their professional training as a musician and educator to create a curriculum that is not only aligned to these benchmarks, but is culturally relevant to the neighborhoods we service. It is the expectation that our Music Teachers work collaboratively with their site's school staff to then further integrate their music lessons with content students are currently studying in their regular classrooms.

Music Teachers work with their Instructional Supervisor in the beginning of each school year to map out the Scope and Sequence of instruction. Throughout the school year, teachers submit weekly lesson plans to their Instructional Supervisor for feedback on the alignment of their lesson plans. ETM-LA partners with each school we serve to ensure all students have access to a variety of classroom instruments and materials to enhance and support their learning. Additional programming includes performance opportunities, parent and teacher workshops, and more.

In partnership with district and school leaders, classroom teachers, parents, students, and champions of music and the arts, ETM-LA ensures that the school community can be an equal partner in advocating for music for all children.

## 2.0 Requirements

The Contractor shall:

1. Program design, program planning, and resource development
  - a. Assist the School in developing a strategic plan for implementing and sustaining music instruction for all students
  - b. Assist the School by hiring highly qualified music teachers
  - c. Provide the School, specifically the students, with materials that are necessary for the class
  - d. Collaborate with the School in developing alternative sources of funding for music instruction
  - e. Collaborate with the School's parent association in promoting and sustaining the music instruction
2. Music faculty and music instruction resources and management
  - a. If the school lacks sufficient music faculty to serve every child at least once per week, the Contractor will employ one or more supplemental music faculty to provide instruction at the School
  - b. Provide comprehensive sequential music curricula for music faculty to follow that fulfills applicable instruction standards
  - c. Collaborate to design a grading policy for all music students, focusing on providing specific feedback to teachers and parents regarding their children's work in the music classroom
3. Professional development for music teachers
  - a. Provide training, ongoing support and oversight to the music faculty to improve their teaching skills
4. Professional development for other school faculty
  - a. Provide professional development to all teachers of the school in support of school- wide teaching initiatives. Meet with teachers periodically to address/share the impact of the music education on student development, collaboration and cross-curricular connections, and best teaching practices examined through a musical lens.
5. Program oversight and evaluation
  - a. Provide consultation services to the School Principal regarding issues of managements, assessment, and resource development that are relevant to the music instruction
  - b. Communicate promptly with the School regarding any staff changes or concerns
  - c. Provide site visits by the Contractor's supervisory staff to help oversee the music instruction, assist in staff training, and serve as liaisons between the School and the Contractor
  - d. Monitor program effectiveness on and on-going basis and suggest adjustments to the music instruction

### **3.0 Deliverables**

The Contractor will:

1. Provide music faculty (1-3) to provide general music instruction to all students in a range of grades levels (6<sup>th</sup> - 8<sup>th</sup>) to supplement any gaps in music education provided by the district
2. Provide supplemental music instruction for a minimum of 45 minutes once a week
3. Provide supplemental after school instruction for a minimum of an hour for the orchestra and/or band (as designed in conjunction with the school)
4. Provide a fall and spring student music performance with the schedule to include dress rehearsal
5. Provide curriculum materials for students
6. Donate musical instruments and materials as needed; determined in conjunction with the school
7. Provide the School with monthly site visits (i.e., teaching observations/evaluations/ mentorship) by the Contractor's supervisory staff
8. Provide professional development for the School's staff members
9. Provide collaboration, strategic planning, and oversight meeting to implement the music program at the School site for all students

**END OF STATEMENT OF WORK**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	Gen. Music: Weekly, 30-45 min. Ensembles classes: Weekly, 60 min. Sectional classes: Weekly, 45 min.	\$42 / GM class (ETK-2) \$52 / GM Class (Grades 3-6) \$52 / Ensemble (Grades 4-6) \$52 / Sectional (Grades 4-6)	Gen. Music: 32 Ensemble classes: 30 Sectional classes: 30	\$1,344 / GM class (ETK-2) \$1,680 / GM class (Grades 3-6) \$1,575 / Ensemble (Grades 4-6) \$1,575 / Sectional (Grades 4-6)
Performances/Exhibitions/ Assemblies/PD/Workshops	6-9 hours / month; frequency varies per school	\$45-\$75/hr	2-4	\$2,950
Collaborative Planning/ Meetings	7-10 hours / month; frequency varies per school	\$40-60/hr	n/a	\$2,850
Offsite/Field Trips/Location	1-2 Full Days per year	no additional charge	1-2	no additional charge
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Music Class Supplies, Music Bks, Resources & Curriculum	n/a	n/a	\$700 per school

Total Number of Schools Served: 16 (Projected)

Total Number of Students Served: 7,000 (Approximate)

**EXHIBIT A**  
**STATEMENT OF WORK**

**Festival of New American Musical**  
**Art Discipline: Theatre/Music**

**1.0 Scope**

The contractor shall provide Creative Writing programming to LAUSD High School level students with focused arts education activities, show writing classes, and workshops through their enrichment program, **The Pathway**. The Pathway places special emphasis on primarily minority high schools. The Pathway is an education program that provides a "PATHWAY" from high school to college to university to career.

**2.0 Requirements**

The Contractor shall provide the following as a part of **The Pathway** program:

1. The Pathway shall be offered during school hours with regular in-classroom sessions, taught by industry professionals in collaboration with language arts/arts departments.
2. The program is semester long, with weekly sessions.
3. Materials and Resources shall include scores, show scripts and video material.
4. Professional Development shall include opportunities for participating interdisciplinary teachers to work closely with writing, composing and other industry professionals.
5. Student participants will attend end-of-year rehearsals and/or performances at the Vision Theater or other venue where end products of the Pathway program will be showcased.

**3.0 Deliverables**

1. There shall be forty-four (44) instructional hours: twenty-two for preparation and twenty-two in class with students.
2. The twenty (20) hours for "Performance" shall reflect performance-ready transcription of original student writing for presentation by industry professionals.
3. The twenty (20) hours for collaborative planning shall cover the preparatory work between the school and the Foundation and includes program planning, monitoring and oversight, documentation, site teacher professional development, evaluation, etc.
4. The twenty-nine (29) hours for "offsite" will help fund a showcase of student work created by the class and/or other Pathway participants to be produced at the Vision Theater in Leimert Park or other Greater Los Angeles venue. The requested amount shall cover a portion of the costs of rehearsal and performance for professional talent, musicians, director and student transportation.

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Festival of New American Musical**  
**Art Discipline: Theatre/Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Hourly Rate	Services per Class	Initial Period:
Instructional Time with Students	15 wk. Sessions 1 class/ 2 artists	\$200.00	Student teams	\$3,000.00
Performances/Exhibitions/Assemblies/PD/Workshops	1 Day stage performance and recording	\$156.25	8 hr - 8 industry professional	\$1,250
Collaborative Planning/Meetings	15 wkly / 2 in advance (17)	\$100.00	Initial/Post meetings	\$950.00
Offsite/Field Trips/Location	No Charge	No Charge	No Charge	No Charge
Resources/Materials/Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	All technology for music and materials			\$800 (rental for filming if pandemic \$250.00) = \$1050

Total Number of Schools served: 1

Total Number of Students Served: 30@12.50/hr during residency plus 200 members

**EXHIBIT A**  
**STATEMENT OF WORK**

**Fostering Dreams Project**

**Summary**

Fostering Dreams Project (FDP) will provide LAUSD (The District) with a program that focuses on providing targeted youth development through the art of dance.

**Deliverables**

**1. Classes**

- a. FDP will provide The District with eight, 60-90-minute classes that focus on building dance and soft skills targeted at the foster youth, homeless, ESL learners population. Each class will consist of a mix of dance lessons, journaling, and discussion. Every class will focus on dance instruction, choreography and soft skills, to be outlined below.
  - i. **Week 1:** The first week's class will focus on hip-hop and lessons around self empowerment, motivation and confidence building.
  - ii. **Week 2:** The second week's class will focus on hip-hop and teamwork.
  - iii. **Week 3:** The third week's class will focus on hip-hop and building trust.
  - iv. **Week 4:** The fourth week's class will focus on hip-hop performance and self-expression.
  - v. **Week 5:** The fifth week's class will continue with hip-hop choreography preparing for the culminating performance. The class will also focus on teaching students to step outside of their comfort zones.
  - vi. **Week 6:** The sixth week's class will continue with hip-hop choreography, learning to exercise resiliency to overcome obstacles.
  - vii. **Week 7:** The seventh week's class will film the students hip-hop performance. The class will focus on teaching principles of civic and community engagement.
  - viii. **Week 8:** The eighth's week class will focus on refining and practicing the culminating performance's choreography. The class will bring together all previously taught skills to focus on the power youth have in themselves and their identity as foster youth.

**2. Culminating Performance**

- a. **Performance/Choreography:** FDP will teach students the choreography necessary to perform a final showcase.
- b. **Costumes:** FDP will provide all youth with costumes/items specific to their culminating performance.

**3. Evaluations**

- a. FDP will use quantitative and qualitative measures to assess the program's impact on a variety of soft and dance skills. FDP will create a report based on the evaluation's results that will be provided on The District's request.

**4. Video and Communications Collateral**

- a. FDP will create a video for the program and of the culminating performance that will be provided to the district, on The District's request. FDP will also create various communications collateral (social media posts, newsletters, etc.) that will be provided on The District's request.

**5. Field Trip**

- a. Students will have the opportunity to participate in a field trip to professional dance studio(s) in Los Angeles to experience what it's like as a professional dancer. Students will be able to take dance classes and participate in a Q&A with choreographers and have a tour of the dance studio.

END STATEMENT OF WORK

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Fostering Dreams Project**  
**Art Discipline: Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (How much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time With Students	8 Weeks, 2x a week, 1 hours per class*	\$218.75	16	\$3,500.00
Performances/Exhibitions/Assemblies/PD Workshops	Once per program	0	1	0
Collaborative Planning/Meetings	8 weeks/Once per week	\$62.50	8	\$500.00
Offsite/Field Trips/Locations	Once per program (4 hr)	\$250.00	1	\$1,000.00
Resources/Materials/Rental Costs if "capital" type items (ex: performance stage, instruments, etc.)**	8 Weeks, 2x a week, 2 hours per class	\$156.25	16	\$2,500.00

\*Each class requires 2 teaching artists for instruction

\*\*Including costumes for youth

TOTAL NUMBER OF SCHOOLS SERVED:	<u>1</u>
TOTAL NUMBER OF STUDENTS SERVED:	<u>30</u>

## **EXHIBIT A**

### **STATEMENT OF WORK**

#### **1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

The Contractor shall provide youth work through our proprietary curriculum which follows the professional filmmaking process: (1) concept and script development; (2) pre-production (storyboards, shot lists, creative planning; (3) filming; and (4) editing and (5) release/marketing. The purposeful fast pace of the projects creates a continuous sense of accomplishment and opportunities for persistent growth and improvement of their technical and life skills. Each project culminates with a premiere cross all sites to celebrate the completed films.

Contractor's programs include opportunities to visit directly with professionals, either during the academic year afterschool programs and/or during the summer internship. Contractor's participants engage with 30+ industry professionals throughout the Fresh Film's program, that is more than one per week. Speakers and volunteers from Disney, ESPN, Marvel, Paramount, Fremantle (AGT/Idol), Roku, Sony, United Talent, Lifetime, IATSE and other production companies share best practices, review resumes and engage youth at tours & events. Beyond speakers, youth build connections at events and tours.

## 2.0 Requirements

The Contractor shall:

- 2.1 Design and implement a program in Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
  - 2.2.1 Fresh Films brings its proprietary career pathway curriculum to all of its partners at school districts across the U.S. This curriculum is also co-designed with each of our industry partners to best reflect their standards and best practices that are vital to each students' learning experience. Our budget for our programs includes the cost of our curriculum design and revision each year, program implementation and supervision, program materials, equipment to ensure successful deployment of our program and other program related costs including marketing, incidentals, transportation for field trips, etc. Fresh Films program costs assumes a minimum of 2 filmmaking equipment packages (which we purchase for the program), each with 2 DSLR cameras, 2 lenses batteries and tripods, audio (zoom mixer, 2 headphones, boom mic and pole & lavalier and XLR cables), lights (3- LED, batteries and stands) and various supplies (hard drives, SD cards, slate, batteries, sandbags, gaffer tape, reflectors, card readers, editing headphones and splitters etc). We prefer that our school district partners provide a location to hold the program that includes at least 6-10 computers (as students edit in teams of two). Fresh Film staff can arrange for installing editing software. Fresh Film staff coordinate with the school site for equipment delivery. Equipment is stored at the site and available for use even outside of Fresh Films program hours. Additional equipment and supplies for the summer internship are supplied by Fresh Films via a separate budget. We are happy to provide a full equipment list upon request.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow

for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.

- 2.4.1 FF holds weekly meetings with its media arts instructors (we also in many districts, train the partner schools' teacher, provided they meet Fresh Films' standards and requirements for our teaching artists. We also hold bi-monthly status update meetings with building leaders/administrators to ensure smooth implementation and communication from planning/recruitment/enrollment phase through to premiere and screenings.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.
- 2.7 In the program, students are mentored by professional filmmakers and industry professionals who share best practices on a weekly basis. Students gain direct, hands-on creative experience collaborating on real projects, an unscripted talent competition show, an unscripted social change documentary and a capstone short narrative film project in partnership that is the pre-apprenticeship project.
- 2.8 Every project is real and has high stakes. Students are paired with an actual local band or music artist to create a "deliverable" for the artists' use. It's not just a task to create a general documentary, but one about a "change-maker" that could premiere on a major channel. This elevation of expectations and opportunity allows students to realize what they are capable of and that working in the industry is attainable no matter where they are from.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.

3.4 Resources, materials, and transportation that expand an arts learning experience for students.

3.5

1. Instructional Components: Fresh Films' proprietary curriculum (available upon request and confirmation of this RFP)
2. Performance/Assemblies/Professional Development/ Exhibitions Components  
(link to ROKU Season 1 and 2)  
  
<https://therokuchannel.roku.com/details/26347b743d6aa877b1d912dcc969ccaa/roku-change-makers/season-1>  
  
<https://therokuchannel.roku.com/details/26347b743d6aa877b1d912dcc969ccaa/roku-change-makers/season-2>
3. Collaborative Planning/Meetings components: (Sample agenda from school partner meeting)
4. Offsite/Field Trip Components: Field Trips to SONY, Fremantle, ROKU, Paramount - meetings with a variety of representatives from different departments, etc. PLUS trips to view live tapings (including going behind the scenes to meet with various members of production team and crew)
5. Resources/Materials: Fresh Films proprietary curriculum co-designed with our partners from ROKU, Paramount, Fremantle, SONY. (\*available upon request once we proceed forward with school selections together)
6. Special Requirements: See above for school site location/space requirements (we bring equipment)

EXHIBIT B

PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

THEATRE AND FILM & VISUAL/MEDIA ARTS

Budget Breakdown

Services for School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub-Total
Instructional Time with Students	4 hours per week, 20 weeks includes tech and soft skills 80 total hours	200	Tech learning - filmmaking of projects Resume, mock interviews + other soft skills Premiere screenings of student films	16000
Performances/Exhibitions/Assemblies/PD	30 total hours 1.5 hours per week PD, 20 weeks	140	This is for PD / training for instructors; exhibitions are built into the instructional time	4200
Collaborative Planning/Meetings	75 total hours 2.5 hours per week, 30 weeks	140	All coordination and planning with students, teachers, instructors for full program	10500
Offsite/Field Trips/Location	75 of the hours for the off-site experiences and field trips.	250	Field trips to LA production studios, including Americas Got Talent, UTA, Sony On-set internship on TV/Film Includes transportation & stipends	18750
Resources/Materials/Rental costs if "capital type" items	Used throughout full 155 hour program	110	Equipment per site, on-set summer equipment curriculum w/industry professionals, crew shirts, marketing materials, program research, insurance	17050

Total Number of Schools Served: 4

Total Number of Students Served: 80

COMPANY NAME:

FRESH FILMS / John  
FRESH FILMS  
DREAMING  
TREE

FEDERAL ID #/

LICENSE:

32-0246706

AUTHORIZED  
SIGNATURE:

Kelli Keigley

DATE:

4-14-24

PRINT NAME AND  
TITLE:

Kelli Keigley Panagaris  
DIP.

## **Fostering Dreams Project**

### **Summary**

Fostering Dreams Project (FDP) will provide LAUSD (The District) with a program that focuses on providing targeted youth development through the art of dance.

### **Deliverables**

#### **1. Classes**

- a. FDP will provide The District with eight, 60-90-minute classes that focus on building dance and soft skills targeted at the foster youth, homeless, ESL learners population. Each class will consist of a mix of dance lessons, journaling, and discussion. Every class will focus on dance instruction, choreography and soft skills, to be outlined below.
  - i. **Week 1:** The first week's class will focus on hip-hop and lessons around self empowerment, motivation and confidence building.
  - ii. **Week 2:** The second week's class will focus on hip-hop and teamwork.
  - iii. **Week 3:** The third week's class will focus on hip-hop and building trust.
  - iv. **Week 4:** The fourth week's class will focus on hip-hop performance and self-expression.
  - v. **Week 5:** The fifth week's class will continue with hip-hop choreography preparing for the culminating performance. The class will also focus on teaching students to step outside of their comfort zones.
  - vi. **Week 6:** The sixth week's class will continue with hip-hop choreography, learning to exercise resiliency to overcome obstacles.
  - vii. **Week 7:** The seventh week's class will film the students hip-hop performance. The class will focus on teaching principles of civic and community engagement.
  - viii. **Week 8:** The eighth's week class will focus on refining and practicing the culminating performance's choreography. The class will bring together all previously taught skills to focus on the power youth have in themselves and their identity as foster youth.

#### **2. Culminating Performance**

- a. **Performance/Choreography:** FDP will teach students the choreography necessary to perform a final showcase.
- b. **Costumes:** FDP will provide all youth with costumes/items specific to their culminating performance.

**3. Evaluations**

- a. FDP will use quantitative and qualitative measures to assess the program's impact on a variety of soft and dance skills. FDP will create a report based on the evaluation's results that will be provided on The District's request.

**4. Video and Communications Collateral**

- a. FDP will create a video for the program and of the culminating performance that will be provided to the district, on The District's request. FDP will also create various communications collateral (social media posts, newsletters, etc.) that will be provided on The District's request.

**5. Field Trip**

- a. Students will have the opportunity to participate in a field trip to professional dance studio(s) in Los Angeles to experience what it's like as a professional dancer. Students will be able to take dance classes and participate in a Q&A with choreographers and have a tour of the dance studio.

END STATEMENT OF WORK

**Fostering Dreams Project**  
**Art Discipline: Music**

Services Per School	Number (How much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time With Students	8 Weeks, 2x a week, 1 hour per class*	\$218.75	16	\$3,500.00
Performances/Exhibitions/Assemblies/PD Workshops	Once per program	0	1	0
Collaborative Planning/Meetings	8 weeks/Once per week	\$62.50	8	\$500.00
Offsite/Field Trips/Locations	Once per program (4 hr)	\$250.00	1	\$1,000.00
Resources/Materials/Rental Costs if "capital" type items (ex: performance stage, instruments, etc.)**	8 Weeks, 2x a week, 2 hours per class	\$156.25	16	\$2,500.00

\*Each class requires 2 teaching artists for instruction

\*\*Including costumes for youth

TOTAL NUMBER OF SCHOOLS SERVED:	<u>1</u>
TOTAL NUMBER OF STUDENTS SERVED:	<u>30</u>

## **STATEMENT OF WORK**

### **1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. Qualifying individuals, organizations, agencies, ensembles, and other entities will design, describe, and propose their services, fees, structure, and deliverables for the learning community of the District. All applicants who meet the criteria and requirements for the arts community network may develop a contract with the district for arts education services, K-12, focusing on student learning. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools may enter into work orders under this contract. Schools shall initiate Work Orders, as per Attachment D, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

### **2.0 Requirements**

The contractor shall:

1. Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
2. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.

3. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
4. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
5. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
6. If any online platforms are used in instruction, they must be UDIPP approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the ITSE standards (please describe it in detail).

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

1. Instructional time during the school day with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
2. Appropriate planning time for greater coherence and collaboration at the school site level.
3. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
4. Resources, materials, and transportation that expand an arts learning experience for students.

The Geffen Playhouse offers theater arts education programs at NO costs to the schools being served.

Provide your fully burdened hourly rates below. The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. The hourly rates or per class will remain fixed during the duration of the contract.

Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	32 hours per year @ 1hr per class	0		0
Performances/Exhibitions/Assemblies/ PD Workshops	1-3 sessions @ 1 hour each per year	0		0
Collaborative Planning/Meetings	8 hours @ 1hr each, per school year	0		0
Offsite/Field Trips/Location	4 hours per matinee / 4 matinee events per school year	0		0
Resources/Materials/ Rental costs if "capital" type Items (ex. Performance stage, instruments, etc.)	N/A	0		0

Total Number of Schools Served: 5-7

Total Number of Students Served: 1,000

EXHIBIT A-1  
STATEMENT OF  
WORK

GRAND VISION FOUNDATION  
Art Discipline: MUSIC

**Program 1: Recorders In Schools - Elementary School**

**1.0 Scope**

The contractor shall provide Music programming to LAUSD primary students with focused arts education services through their Meet the Music program. This program provides hands-on musical skill- building and enriches students' perspectives, expanding their understanding of the diversity cultures in Los Angeles, as well as their place in our city and our world. Students interact with professional artists, who bring learning to their classrooms, enhancing critical thinking skills, creativity and collaboration. Meet the Music program directly aligns with CA Visual and Performing Arts Standards (VAPA) strands: 1.0 Artistic Perception, 2.0 Creative Expression, 3.0 Historical and Cultural Context, and 4.0 Aesthetic Valuing.

Meet the Music is made up of three projects; the school-year-long Recorders in Schools, the school-year-long Percussion and the semester-long Roots of Music Program (RoMP). The contractor shall provide music classes as outlined in the requirements below.

**2.0 Requirements The Contractor shall:**

1. Provide Recorders in Schools project consisting of 24 sequential, standards-based weekly classes in recorder playing technique, music notation and ensemble performance for fourth or fifth graders. Each student shall receive 800 minutes of interactive instructional time per year.
2. Provide a culmination event at each participating school with an in-school spring recital performance of recorder repertoire before an audience of peers, family, and school administrators.
3. Provide pre-program and post-program professional development in-service training for classroom teachers, detailing program goals and complementary arts integration strategies. Teachers shall be invited to attend professional development trainings where they are introduced to classroom connection materials, and to extend learning throughout the week, connecting it to core curriculum whenever possible.
4. Provide school administrator planning meeting on site before and after each program.
5. Provide participating students with Recorders in Schools Student Workbook, which includes a clear outline of the program and its requirements, an introduction to recorder provided by Carnegie Hall Education, a full beginning level recorder curriculum, and "bonus songs" that relate to American History and Social Study core curriculum. In addition, the contractor shall provide CD with all curriculum songs for reference and classroom practice and recorder instrument and case for all participating teachers and students to keep. Teachers shall receive music charts, cleaning supplies, spare recorders and a music stand for their classroom.

**3.0 Deliverables**

### **3.0 Deliverables**

Recorders in Schools shall include:

1. 24 weekly classes for 4th & 5th grade students
2. 800 minutes of interactive instructional time per year
3. Culmination event at each participating school
4. One (1) pre-program professional development in-service training
5. One (1) post-program professional development in-service training
6. School administrator planning meeting before and after each program
7. Training for teaching artists and educators
8. Recorders in Schools Student Workbook
9. CD for teachers
10. Recorder instruments and carrying case for all participating teachers and students
11. Teachers receive music charts, leaning supplies, spare recorders, and music stand for the classroom

EXHIBIT B-1  
PAYMENT  
SCHEDULE

GRAND VISION FOUNDATION  
Art Discipline: MUSIC  
Recorders in Schools Project

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School Recorders in Schools *approx. 33 students/class	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	24 30-min. lessons	\$125	N/A	\$1,500/class
Performances/Exhibitions/Assemblies/ PD Workshops	1 recital	N/A	\$100/class	\$100/class
Collaborative Planning/Meetings	3 mtgs + 2 PDs	N/A	\$60/instance	\$300/class
Offsite/Field Trips/Location	N/A	N/A	N/A	\$0
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Materials + recorders	N/A	\$400/class	\$400/class

**Total Fees: \$2,300/class**

**Total Number of Schools Served:** 8

**Total Number of Students Served:** 900

EXHIBIT A-2  
STATEMENT OF  
WORK

GRAND VISION FOUNDATION  
Art Discipline: MUSIC

Program 2: Roots of Music Program (RoMP) - Elementary School

2.0 Requirements The Contractor shall:

1. Provide Roots of Music Program (RoMP) project consisting of a 10-lesson curriculum for 3rd and 4th graders that introduces foundational music concepts and world music traditions through three units: Rhythm; Melody & Dynamics for up to 100 students at a time. Through assembly- style lessons in school auditoriums and field trip concerts at the Grand Annex, students shall apply understanding of music in a cultural context. Each RoMP student shall receive over 460 minutes of interactive instructional time, which incorporates singing, drumming, listening, call and response, gestures, movement and repetition. RoMP's ten lessons shall be as follows:

- In-school Introduction to Rhythm and West African music with professional teaching artists;
- Live concert emphasizing Rhythm through the lens of African culture, held at the Grand Annex (bus transportation provided);
- In-school post-concert lesson on Rhythm, introducing songs in a music making activity;
- In-school Introduction to Melody & Pitch;
- Live concert emphasizing Melody & Pitch, through the lens of American folk music and the California gold rush;
- In-school post-concert lesson on Melody & Pitch with song and music making activity;
- In-school Introduction to Dynamics;
- Live concert emphasizing Dynamics through the lens of Mexican/Latinx American traditions;
- In-school post-concert group song and music making activity; and
- In-school culminating performance of five international songs, presented before an audience of peers and parents;
- Provide additional in-school lessons that may be added for those schools exceeding 100 students.

2. Provide three interactive world music field trip concerts each semester session of RoMP. Field trips shall be held at the Grand Annex in downtown San Pedro. Bus transportation shall be provided to all students outside of a half mile radius of the theatre.
3. Provide a culmination event, which is a musical activity, where students present for their peers and school at the end of the each RoMP semester.
4. Provide two planning meetings each year with administrators, and pre- and post-program in-service professional development sessions shall be offered to all classroom teachers. In addition, Grand Vision staff and educators shall use active and consistent communication, including regular email and phone reminders to ensure that services are provided on schedule and goals are achieved. One pre-program and one post-program professional development in-service training for classroom teachers, detailing program goals and complementary arts integration strategies, shall be provided.
5. Provide school administrator planning meeting on site before and after each program.
6. Provide participating students a Student Handbook- comprised of resource materials for each of three units: Discussion and Activity Guide; Unit Song Lyrics; and RoMP Student Journal. Provide participating teachers with Teachers' Classroom Connection Guide - comprised of resource materials for each of three units, as well as three Classroom Activities that connect to classroom core curriculum and Arts Integration extension resources.
7. Provide the option of "RoMP on the Road", which includes all components from the RoMP program, except for the field trip concerts at the Grand Annex. All activities, including concerts and pre and post-concert lessons, shall take place at the participating school. In-school concerts shall be presented for up to 200 students at a time.

### 3.0 Deliverables

RoMP shall include:

1. 10-lesson curriculum for 4th grade students
2. Over 460 minutes of interactive instructional time per semester
3. Culmination event at the end of each semester
4. Three (3) field trips and bus transportation
5. One (1) pre-program professional development in-service training
6. One (1) post-program professional development in-service training
7. School administrator planning meeting before and after each program
8. Training for teaching artists and educators
9. Student Handbook
10. Teachers' Classroom Connection Guide

RoMP on the Road shall include:

1. 10-lesson curriculum for 4th grade students
2. Over 460 minutes of interactive instructional time per semester
3. Culmination event at the end of each semester
4. Three (3) in-school concerts
5. One (1) pre-program professional development in-service training
6. One (1) post-program professional development in-service training
7. School administrator planning meeting before and after each program
8. Training for teaching artists and educators
9. Student Handbook
10. Teachers' Classroom Connection Guide

EXHIBIT B-2  
PAYMENT  
SCHEDULE

GRAND VISION FOUNDATION  
Art Discipline: MUSIC  
Roots of Music Program (RoMP)  
Project

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Roots of Music Program (RoMP) *4th grade classrooms up to 100 students	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students		7 40-minute lessons	\$120	N/A	\$840
Performances/Exhibitions/Assemblies/ PD Workshops		3 1-hour Concerts	\$800	N/A	\$2,400
Collaborative Planning/Meetings		3 mtgs + 2 PDs	N/A	\$180/instance	\$900
Offsite/Field Trips/Location	*For 3 concert field trips	6 buses	N/A	\$500/bus	\$3,000
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)		100 workbooks	N/A	\$1.25/book	\$125

**Total Fees: \$7,265/100 students**

**Total Number of Schools Served:** 8

**Total Number of Students Served:** 900

EXHIBIT A-3  
STATEMENT OF  
WORK

GRAND VISION FOUNDATION  
Art Discipline: MUSIC

Program 3: Percussion - Elementary School

2.0 Requirements The Contractor shall:

1. Provide Percussion project consisting of 24 (year-long) sequential, standards-based weekly classes in percussion playing technique, rhythmic skills building and ensemble performance for fourth or fifth graders. Each student shall receive 800 minutes of interactive instructional time per year.
2. Provide a culmination event at each participating school with an in-school spring recital performance on multiple hand and malleted percussion before an audience of peers, family, and school administrators.
3. Provide pre-program and post-program professional development in-service training for classroom teachers, detailing program goals and complementary arts integration strategies. Teachers shall be invited to attend professional development trainings where they are introduced to classroom connection materials, and to extend learning throughout the week, connecting it to core curriculum whenever possible.
4. Provide school administrator planning meeting on site before and after each program.
5. Provide participating students with Percussion Student Workbook, which includes a clear outline of the program and its requirements, an introduction to the cultures and histories behind world percussion, a full beginning level percussion curriculum, and a set of quality wooden drum sticks to keep. Teachers shall receive a set of percussion instruments (for students to share), cleaning supplies, and a music stand for their classroom.

3.0 Deliverables

Percussion shall include:

1. 24 weekly classes for 4th & 5th grade students
2. 800 minutes of interactive instructional time per year  
Culmination event at each participating school
3. One (1) pre-program professional development in-service training 1
4. One (1) post-program professional development in-service training
5. School administrator planning meeting before and after each program 6
6. Training for teaching artists and educators
7. Percussion Student Workbook
8. Percussion instruments (i.e., hand percussion, malleted drums, hand drums) for all participating teachers to be shared in class
9. Wooden drumsticks for each participating student to keep
10. Teachers receive cleaning supplies and music stand for the classroom

EXHIBIT B-3 PAYMENT SCHEDULE

GRAND VISION FOUNDATION  
Art Discipline: MUSIC  
Percussion Project

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Approx. 33 students/class	Number (How much time? How Often?)	Hourly Rate	Services Per Class	Sub-Total
Services Per School				
Instructional Time with Students	24 weeks 1-hr. lessons	\$108	N/A	\$2,600
Performances/Exhibitions/Assemblies /PD Workshops	1 recital	N/A	\$100/class	\$200
Collaborative Planning/Meetings	3 meetings & 2PD	\$60/meeting		\$300
Offsite/Field Trips/Location	N/A	N/A	N/A	\$0
Resources/Materials/Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Materials + Instruments	N/A	\$3,000/school (one-time instrument cost) \$450/class	\$3,450

Total Fees: \$6,550/class

Total number of Schools Served: 1

Total number of Students Served: 74

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**GUILD OPERA COMPANY, INC.**  
**Art Discipline: MUSIC**

**1.0 Scope**

**The contractor shall provide Music arts education through two possible learning models that provide multilingual arts education to schools and enhance the overall learning experience for LAUSD students grades K-6. Guild Opera Company Inc. (GOCI)'s programs for grades K-6 meet common core standards, VAPA, and California State Standards. These models include In-School Interactive Performances and Professional Development Workshops that focus on different branches of the learning process and give the schools flexibility to incorporate a variety of opportunities to meet their own specific needs.**

GOCI's two learning models are: Interactive Performance and Professional Development Workshops. Depending on the quality or depth of the arts education experience the schools require, or the duration of their commitment, each school may choose a combination of the two models as a third option. While contributing to their personal development, students receive a deeper understanding of music in general, and opera in particular. The Interactive Performances give the students an opportunity to engage with professional singers, as well as learn about the elements of opera, including music, theatre, production, and how to work with others as a group. The Professional Development Workshops offered work directly with teachers by providing them with additional tools that offer a more enhanced, engaging, balanced, and comprehensive learning experience.

In the Interactive Performance, GOCI brings powerful and interactive bilingual performances of two different age-appropriate operas to schools, all featuring the unamplified human voice. To prepare the students prior to the performance, the schools receive a study guide which contains information about the opera, the story, basic music terminology, the lyrics, and some of the sheet music. In the performance, students are invited to participate in the show, either by singing in the chorus and/or donning simple costumes and joining the singers onstage to act out characters.

GOCI's repertoire consists of FOUR fully staged and costumed operas for schools to choose from: Estrella, Alice in Wonderland, Little Red Riding Hood, and Wade in the Water. Option one, Estrella, uses authentic Zarzuela (Spanish Opera) music, with an original story by Guild Opera Co.'s artistic director Gabriel Reoyo-Pazos. A bilingual opera, performed in both Spanish and English. Option two, Alice in Wonderland, with music and lyrics by Guild Opera Co.'s president Robert Chauls, takes the familiar Lewis Carroll stories in an operatic setting.

The Professional Development Workshops by GOCI offers one-hour sessions that focus directly on the teachers' growth by using music and art as a tool to enrich the learning experience for students. The session will guide the teachers as to how the human voice functions and its various uses in singing. The teachers will learn about rhythm, melody, and basic music notation, and will learn techniques on how to implement them in the classroom for the benefit of the student.

## 2.0 Requirements

The contractor shall:

1. Provide Music arts education through the live performance of a fully staged opera, which incorporates a variety of artistic elements including singing, instrumentation, theatre, and production. Additionally, opera is a novel form of performance that most students will not likely encounter otherwise in their music education throughout school, thus promoting music literacy and encouraging connection to a centuries-old form of performance in a live setting. Students have the opportunity to connect their personal experiences to themes presented through music and theatre. Additionally, GOCI offers a Spanish/English bilingual production, incorporating different aspects of the students' culture and personal lives.
2. Provide a study guide prior to the show. The study guide contains information about the opera, the story, basic music terminology, the lyrics, and some of the sheet music. These materials enhance GOCI's performance and the students' overall learning experience, allowing them to see the components involved in producing an opera and deepening their understanding of the musical and theatrical elements.
3. Provide students an opportunity to watch and sing with professional opera singers in an accessible and interactive setting, allowing students to acquire an expanded view of opportunities and interests they might pursue in an educational or future professional setting.

## 3.0 Deliverables

1. **Performances and Assemblies:** classes will converge for a one-hour performance of a fully staged and costumed opera to be introduced to and participate in kid-friendly opera.
2. **Collaborative Planning and Meetings:** Should the teacher of any individual classroom choose to do so, they can use the provided Study Guide or information gleaned from Professional Development Workshops for preparation to engage students in reflection on

how they connect to the performance, themes they recognize in the story, and the experience of interacting with performers.

3. **Resources/Materials:** GOCI shall arrange to contact the school with the Study Guide used to support the program and encourage the opportunity for more holistic music education.
4. **Total Number of Students Served:** Up to 200 students per school per performance, depending on assembly size allowed by school auditorium specifications.

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Guild Opera Company**  
**Art Discipline: Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	N/A	N/A	N/A	N/A
Performances/Exhibitions/Assemblies/ PD Workshops	2 hours	\$250	1	\$500
Collaborative Planning/Meetings	N/A	N/A	N/A	N/A
Offsite/Field Trips/Location (setup/teardown)	2 hours	\$250	1	\$500
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.) (equipment transportation)	2 hours	\$75	1	\$150

TOTAL FEES: \$1,150

Total Number of Schools Served: 36  
Total Number of Students Served: 7200

**EXHIBIT A**  
**STATEMENT OF WORK**

**GUITARS IN THE CLASSROOM**

**Art Discipline: MUSIC**

**1.0 Scope**

Guitars in the Classroom (GITC) shall provide Music programming to LAUSD K-5<sup>th</sup> Grade students with focused arts education activities through their residency program. Residency teaching artists provide direct literacy through music instruction with hands-on ukulele, singing, songwriting and performing. These residencies combine teaching, co-teaching and gradual release coaching of the participating classroom teachers to impact long-lasting musicality in both students and in the faculty members who will go forward teaching literacy through music.

Lessons are planned together with participating teachers in order to engage students' "whole selves" through singing, moving to, playing, composing, and interpreting their own "Lyrics for Learning Language and Literacy" in classrooms. Students are taught to sing in tune, keep time, express and create rhythmic patterns, sing a variety of songs with origins in different cultures, and interpret music expressively using dynamics while playing ukulele. They arrange, choreograph, perform and discuss their efforts on these original songs while receiving music instruction from their Guitars in the Classroom teaching artist and ongoing in-class song leadership from their regular classroom teacher.

Inclusion of students with special needs in this program during normal instruction time is also a plus. When music is integrated in ELA lessons, students who might normally be "pulled out" during an arts or elective activity are instead, included. Songs with their repetition and musical cues make perfect vehicles for reaching learners of every style. The program assists students with low verbal skills as well as auditory processing, focus and memory related conditions to advance their speaking and listening skills through the predictable musical and linguistic patterns in songs. GITC trainers will also create adaptive holding and playing techniques for students with limited mobility and dexterity. With this grant, our work will, as always, utilize cooperative learning techniques that bring all students together. "Pair shares" and group musical projects in alignment with Speaking and Listening Standards (CCSS) will guide students to contribute to the creative process.

**2.0 Requirements**

The Contractor shall:

1. Provide six-week music residency, which consists of music instruction with hands-on ukulele, singing, songwriting and performing. Each teaching artist can reach 2 classrooms once per week for six weeks. Teaching artists shall meet in person and via telephone and email with their classroom teachers for 20 minutes every week to plan the next lessons, based on classroom teacher availability.
2. Each residency classroom shall receive 4 donated ukuleles for students to share in GITC strumming station rotations in which students will join the classroom teacher to accompany the singers in the class. Teaching artists shall provide their own 7 ukuleles, totaling 11 available to the participating classroom. This approach gives every student a turn to play within a 20 minute time frame. Classrooms wishing to build their ukulele supplies shall be freely invited to access GITC sponsor companies to directly purchase instruments at a manufacturer subsidized discount.
3. Each teaching artist shall include a 20-minute planning period for every 40 minutes of instruction they deliver. Teaching Artists meet with classroom teachers to create curriculum. Midway per 6 week

residency, Project Director shall meet with teachers and teaching artists to reflect upon each residency and visit each involved classroom.

4. GITC shall provide song books, musical supplies, and ukuleles to each participating classroom.
5. Each participating classroom shall be completed with a final culminating event lasting 1 hour. Parents and family members shall be invited to attend. The classroom teacher shall have the option to hold the event in her classroom or if the teachers agree that a larger performance would serve the needs of the students, it can be held in another shared space in the school that is large enough to include more guests. These events shall be planned collaboratively between the teaching artist and the classroom teacher to take place during the school day, preferably at the normal time and day of the residency. During the culminating performance, the students and teacher will in some manner share the songs they have been playing and singing. The GITC teaching artist will be on hand to facilitate.

### **3.0 Deliverables**

1. One (1) six-week music residency for up to 12 classrooms each
2. Collaborative meetings
3. One (1) Culminating event for each residency
4. Song books and musical supplies
5. Four (4) Waterman Ukuleles

**END OF STATEMENT OF WORK**

**EXHIBIT B  
PAYMENT SCHEDULE**

**Guitars in the Classroom  
Art Discipline: Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Hourly Rate	Services per Class	Initial Period:
Instructional Time with Students	10 hrs - 1 or 2 per week	\$110.00	1 residency per class:20 total sessions	\$1,100.00
Performances/Exhibitions/Assemblies/PD/Workshop	Performances included above. PDs - 6 hrs	\$110.00	1 PD course for 30 teachers	\$660
Collaborative Planning/Meetings	6: 1 per residency 5 throughout	\$40	6 mtgs: per 1 residency	\$240
Offsite/Field Trips/Location	None	No Charge	No Charge	No Charge
Resources/Materials/Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	No cost for instruments/Donated in kind rental space to train LAUSD teachers	No Charge	No Charge	No Charge

Total Number of Schools Served: 8-14 per school year max

Total Number of Schools Served: 200-350

## **GUITARS IN THE CLASSROOM**

### **Art Discipline: MUSIC**

#### **1.0 Scope**

Guitars in the Classroom (GITC) shall provide Music programming to LAUSD K-5<sup>th</sup> Grade students with focused arts education activities through their residency program. Residency teaching artists provide direct literacy through music instruction with hands-on ukulele, singing, songwriting and performing. These residencies combine teaching, co-teaching and gradual release coaching of the participating classroom teachers to impact long-lasting musicality in both students and in the faculty members who will go forward teaching literacy through music.

Lessons are planned together with participating teachers in order to engage students' "whole selves" through singing, moving to, playing, composing, and interpreting their own "Lyrics for Learning Language and Literacy" in classrooms. Students are taught to sing in tune, keep time, express and create rhythmic patterns, sing a variety of songs with origins in different cultures, and interpret music expressively using dynamics while playing ukulele. They arrange, choreograph, perform and discuss their efforts on these original songs while receiving music instruction from their Guitars in the Classroom teaching artist and ongoing in-class song leadership from their regular classroom teacher.

Inclusion of students with special needs in this program during normal instruction time is also a plus. When music is integrated in ELA lessons, students who might normally be "pulled out" during an arts or elective activity are instead, included. Songs with their repetition and musical cues make perfect vehicles for reaching learners of every style. The program assists students with low verbal skills as well as auditory processing, focus and memory related conditions to advance their speaking and listening skills through the predictable musical and linguistic patterns in songs. GITC trainers will also create adaptive holding and playing techniques for students with limited mobility and dexterity. With this grant, our work will, as always, utilize cooperative learning techniques that bring all students together. "Pair shares" and group musical projects in alignment with Speaking and Listening Standards (CCSS) will guide students to contribute to the creative process.

#### **2.0 Requirements**

The Contractor shall:

1. Provide six-week music residency, which consists of music instruction with hands-on ukulele, singing, songwriting and performing. Each teaching artist can reach 2 classrooms once per week for six weeks. Teaching artists shall meet in person and via telephone and email with their classroom teachers for 20 minutes every week to plan the next lessons, based on classroom teacher availability.
2. Each residency classroom shall receive 4 donated ukuleles for students to share in GITC strumming station rotations in which students will join the classroom teacher to accompany the singers in the class. Teaching artists shall provide their own 7 ukuleles, totaling 11 available to the participating classroom. This approach gives every student a turn to play within a 20 minute time frame. Classrooms wishing to build their ukulele supplies shall be freely invited to access GITC sponsor companies to directly purchase instruments at a manufacturer subsidized discount.
3. Each teaching artist shall include a 20-minute planning period for every 40 minutes of instruction they deliver. Teaching Artists meet with classroom teachers to create curriculum. Midway per 6 week

residency, Project Director shall meet with teachers and teaching artists to reflect upon each residency and visit each involved classroom.

4. GITC shall provide song books, musical supplies, and ukuleles to each participating classroom.
5. Each participating classroom shall be completed with a final culminating event lasting 1 hour. Parents and family members shall be invited to attend. The classroom teacher shall have the option to hold the event in her classroom or if the teachers agree that a larger performance would serve the needs of the students, it can be held in another shared space in the school that is large enough to include more guests. These events shall be planned collaboratively between the teaching artist and the classroom teacher to take place during the school day, preferably at the normal time and day of the residency. During the culminating performance, the students and teacher will in some manner share the songs they have been playing and singing. The GITC teaching artist will be on hand to facilitate.

### **3.0 Deliverables**

1. One (1) six-week music residency for up to 12 classrooms each
2. Collaborative meetings
3. One (1) Culminating event for each residency
4. Song books and musical supplies
5. Four (4) Waterman Ukuleles

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Guitars in the Classroom**  
**Art Discipline: Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Hourly Rate	Services per Class	Initial Period:
Instructional Time with Students	10 hrs - 1 or 2 per week	\$110.00	1 residency per class:20 total sessions	\$1,100.00
Performances/Exhibitions/Assemblies/PD/Workshop	Performances included above. PDs - 6 hrs	\$110.00	1 PD course for 30 teachers	\$660
Collaborative Planning/Meetings	6: 1 per residency 5 throughout	\$40	6 mtgs: per 1 residency	\$240
Offsite/Field Trips/Location	None	No Charge	No Charge	No Charge
Resources/Materials/Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	No cost for instruments/Donated in kind rental space to train LAUSD teachers	No Charge	No Charge	No Charge

Total Number of Schools Served: 8-14 per school year max

Total Number of Schools Served: 200-350

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide an arts program prioritizing in experiential learning through culturally responsive curricula. Wherever possible, class content is aligned with state and national arts standards to ensure that students are receiving the highest quality of arts education and developing fundamental technical skills. Elementary school students and first-time Heart of LA enrollees at our Westlake campus often begin with classes such as Intro to Art, through which they learn the basics of art-making including color theory, drawing, painting, and other foundations. Students will then advance to classes in classical techniques and art history in subsequent sessions. In addition to expanding foundational skills and vocabulary through the use of traditional modalities, students are also exposed to contemporary themes and materials. Students are invited to experiment through mediums like conceptual art, performance, and public art to cultivate a creative process that is authentic and unique. Through these classes and additional programmatic activities, students are regularly engaged in the four key artistic processes outlined in the California Arts Standards for visual arts: creating, presenting, responding, and connecting.

Contractor shall provide our Visual Arts Program to up to 15 identified LAUSD elementary (up to 10) and middle school (up to 5) campuses. By integrating this program into school hours, amidst the core academic schedule, schools increase equitable access to quality arts programming for up to 200 students per school. The Program will be provided to schools in 16-week sessions. Over the

course of the 16-week session, Contractor's teaching artists shall be on-site to lead one-hour art classes one day each week. Each one-hour class will serve an elementary or middle school cohort; Contractor is prepared to serve up to 200 students at each school site through a minimum of four (4) and a maximum of eight (8) classes provided by up to two (2) teaching artists. By the end of the program, each student will have received 16 hours of arts instruction, early career awareness through guest artist workshops, and a culminating exhibition of student works to reaffirm and amplify their successes.

Contractor shall coordinate with school staff to produce and curate one student art exhibition per 16-week session at each contracted site. For the culminating art show, Contractor will need ample open space to display art and host a school-wide reception, as the school community will be invited to attend.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Visual/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
  - 2.4.1 Introductory meetings: Contractor and LAUSD staff will work collaboratively to schedule two (2) Introductory and Planning Meetings, to be held on the identified school site. In the first meeting, the Heart of LA Visual Arts Program staff will be introduced to 14 additional key personnel (including the Principal, key school administrators, and teachers), familiarize themselves with the school

grounds and policies, discuss preliminary scheduling, and provide an overview of our organizational ethos, teaching principles, and best practices. This will serve to establish the foundation for a cohesive working environment. The second meeting will take place after Teaching Artists have been assigned and a programming day has been determined. This meeting will finalize logistical details and thematic adjustments to the curriculum based on identified priorities, needs, and interests pertinent to the school site and student body.

- 2.4.2 Create a class schedule: Contractor will work with the Principal/key point of contact to create a class schedule for each concurrent 16-week session (minimum 4 classes/day per TA; up to 8 concurrent sessions per school site)
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
  - 3.4.1 Contractor will provide all materials necessary to successfully conduct all facets of the Visual Arts Program. Teaching artists will be equipped with mobile art kits that can be set up in a multipurpose space or spare classroom, as available. Programming is designed to meet the unique needs of each school site, so the curriculum and relevant materials are nimble and supported by input from the school staff.

#### **4.0 Special Requirements**

Heart of LA will require consistent access to the following facilities throughout the 16-week term in which faculty are leading their program on school sites:

- 4.1 Assigned class locations: Contractor's teaching artists will have an assigned classroom or workspace to teach from and store materials. Contractor understands that the availability of space may vary from site to site and will work to accommodate the needs of the schools (i.e. moving between classrooms) as necessary. School sites will provide a clean, working classroom for each class or maintain viable workspace conditions for classrooms from which teaching artists will work.
- 4.2 Storage space: school sites will provide storage space for art in progress and supplies. Audio-visual tech may be requested for presentations.

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students (includes instructional hours, class set up and break down, personnel expenses, and program management)				Minimum: \$6,668 Maximum: \$13,336
Performances/Exhibitions/Assemblies / PD Workshops (includes guest artist fees)				Minimum: \$200 Maximum: \$400
Collaborative Planning/Meetings (includes curriculum planning & design, staff meetings, and administration costs)				Minimum: \$2,092 Maximum: \$4,184
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)				Minimum: \$3,520 Maximum: \$7,040
Total, per school	Minimum: 64 (4 weekly classes for 16 weeks)  Maximum: 128 (8 weekly classes for 16 weeks)		\$195 (fully burdened class rate)	Minimum: \$12,480  Maximum: \$24,960

**Total Number of Schools Served: Up to 15 Total Number of Students Served: Up to 3,000**

COMPANY NAME: Heart of Los Angeles Youth, Inc. FEDERAL ID# /LICENSE : 95-4397418

AUTHORIZED SIGNATURE:  DATE: April 10, 2024

PRINT NAME AND TITLE: Tony Brown, CEO

**EXHIBIT A**  
**STATEMENT OF WORK**

**INNER-CITY ARTS**  
**Art Discipline: DANCE**

**1.0 Scope**

The contractor shall provide Dance programming to LAUSD K-8<sup>th</sup> Grade students with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions as outlined in the requirements below.

**2.0 Requirements**

The Contractor shall:

1. Provide Learning and Achieving Through the Arts Program, which includes dance instruction to 780 K-8 students during the instructional day; extended professional development and supportive coaching for 32 classroom teachers and whole partner school staff to grow their potential as art educators; and activities that engage members of students' support network, namely parents, in arts experiences.
2. Provide seven-week, twice-weekly sessions to serve as an integral component of the regular school curriculum. Students shall attend 1 session for a total of 26.25 hours of instruction. The arts shall be placed on the same level as other core subjects while serving the specific purpose of meeting literacy development needs. Each session shall culminate with student performances, exhibitions and family art days held on Saturdays and in evening hours to provide the opportunity for community building, learning and fun.
3. Provide studio facilities to include a visual arts complex, performing arts complex equipped with dance studio, ceramics complex, and theater and resource center.
4. Provide teaching artists to lead delivery of sessions. Lesson plans shall incorporate pedagogical methods that have proven effective in fostering language development, including cooperative learning, collaborative interaction and sheltered instructional approaches that build on students' experiences and cultural perspectives.
5. Provide workshops for Classroom Teachers to participate in orientation and mid-session workshops introducing teaching practices, and accompany their students for a full session in one art form. Workshops shall include an introduction to the creativity-based approach, the application to other content areas, logistics and a meeting with the teaching artist for exchange of information regarding their student studies in other content areas.

**3.0 Deliverables**

The Contractor shall:

1. Provide four (4) seven- or eight-week sessions for K-8 students and their classroom teachers
2. Provide four (4) performances by professional artists
3. Provide four (4) culmination events for all participating students and classroom teachers

4. Provide eight (8) standalone LAUSD classroom teacher orientation and mid-session workshops; 468 hours of planning and meetings
5. Provide curriculum maps and student journals
6. Provide a workshop for all staff of participating schools
7. Attend up to two (2) Arts Community Network (ACN) meetings during the period of performance
8. Attend, participate, and present at least two (2) of the Arts Education Branch (AEB) professional developments in-services
9. Serve up to 780 students per program
10. Serve up to 36 teachers and/or classrooms per program
11. Serve up to seven (7) schools per program

**END OF STATEMENT OF WORK**

**EXHIBIT A-1  
STATEMENT OF WORK**

**INNER-CITY ARTS**  
**Art Discipline: VISUAL ARTS**

**1.0 Scope**

The contractor shall provide Visual Arts programming to K-8<sup>th</sup> Grade students with focused arts education activities including residencies, workshops, master classes, performances , and exhibitions as outlined in the requirements below.

**2.0 Requirements**

The Contractor shall:

1. Provide Learning and Achieving Through the Arts Program, which includes visual arts instruction to 2,140 K-8 students during the instructional day; extended professional development and supportive coaching for 32 classroom teachers and whole partner school staff to grow their potential as art educators; and activities that engage members of students' support network, namely parents, in arts experiences.
2. Provide seven-week, twice-weekly sessions to serve as an integral component of the regular school curriculum . Students shall attend 1 session for a total of 26.25 hours of instruction. The arts shall be placed on the same level as other core subjects while serving the specific purpose of meeting literacy development needs. Each session shall culminate with student performances, exhibitions and family art days held on Saturdays and in evening hours to provide the opportunity for community building, learning and fun.
3. Provide studio facilities to include a visual arts complex, performing arts complex, ceramics complex, theater and resource center.
4. Provide teaching artists to lead delivery of sessions. Lesson plans shall incorporate pedagogical methods that have proven effective in fostering language development, including cooperative learning, collaborative interaction and sheltered instructional approaches that build on students' experiences and cultural perspectives.
5. Provide workshops for Classroom Teachers to participate in orientation and mid-session workshops introducing teaching practices , and accompany their students for a full session in one art form. Workshops shall include an introduction to the creativity-based approach, the application to other content areas, logistics and a meeting with the teaching artist for exchange of information regarding their student studies in other content areas.

**3.0 Deliverables**

The Contractor shall:

- 1 .Provide four (4) seven- or eight-week sessions for K-8 students and their classroom teachers
  - 2 Provide four (4) performances by professional artists
  - 3 Provide four (4) culmination events for all participating students and classroom teachers
-

- 4 Provide eight (8) standalone LAUSD classroom teacher orientation and mid-session workshops; 1,092 hours of planning and meetings
- 5 Provide curriculum maps and student journals
- 6 Provide a workshop for all staff of participating schools
- 7 Attend up to two (2) Arts Community Network (ACN) meetings during the period of performance
- 8 Attend, participate, and present at least two (2) of the Arts Education Branch (AEB) professional developments in-services
- 9 Serve up to 2,140 students per program
10. Serve up to 84 teachers and/or classrooms per program
11. Serve up to ten (10) schools per program

**END OF STATEMENT OF WORK A-1**

**EXHIBIT A-2  
STATEMENT OF WORK**

**INNER-CITY ARTS  
Art Discipline: FILM/MEDIA**

**1.0 Scope**

The contractor shall provide animation, film and media arts programming to LAUSD K-8th Grade students with focused arts education activities through their instructional day program, Learning and Achieving Through the Arts. Instruction in the arts shall reflect the Visual And Performing Arts (VAPA) Content Standards and the Common Core State Standards.

**2.0 Requirements**

The Contractor shall:

- I. Provide Learning and Achieving Through the Arts Program, which includes animation, film and media arts instruction to 662 K-8 students during the instructional day; extended professional development and supportive coaching for 28 classroom teachers and whole palmer school staff to grow their potential as art educators; and activities that engage members of students' support network, namely parents, in arts experiences.
2. Provide seven-week, twice-weekly sessions to serve as an integral component of the regular school curriculum. Students shall attend 1 session for a total of 26.25 hours of instruction. The arts shall be placed on the same level as other core subjects while serving the specific purpose of meeting literacy development needs. Each session shall focus on the core content area of the art form. Each session shall culminate with student performances, exhibitions and family days held on Saturdays and in evening hours to provide the opportunity for community building, learning and fun.
3. Provide studio facilities to include a visual arts complex equipped with animation studio, performing arts complex, ceramics complex, theater and resource center.
4. Provide teaching artists to lead delivery of sessions. Lesson plans shall incorporate pedagogical methods that have proven effective in fostering language development, including cooperative learning, collaborative interaction and sheltered instructional approaches that build on students' experiences and cultural perspectives.
5. Provide workshops for Classroom Teachers to participate in orientation and mid-session workshops introducing teaching practices, and accompany their students for a full session in one art form. Workshops shall include an introduction to the creativity-based approach, the application to other content areas, logistics and a meeting with the teaching artist for exchange of information regarding their student studies in other content areas.

**3.0 Deliverables**

The Contractor shall:

- I. Provide four (4) seven- or eight-week sessions for K-8<sup>th</sup> grade students and their classroom teachers

**EXHIBIT A-3  
STATEMENT OF WORK**

**INNER-CITY ARTS**  
**Art Discipline: FILM/MEDIA**

**1.0 Scope**

The contractor shall provide animation, film and media arts programming to LAUSD K-8th Grade students with focused arts education activities through their instructional day program, Learning and Achieving Through the Arts. Instruction in the arts shall reflect the Visual And Performing Arts (VAPA) Content Standards and the Common Core State Standards.

**2.1 Requirements**

The Contractor shall:

- I. Provide Learning and Achieving Through the Arts Program, which includes animation, film and media arts instruction to 662 K-8 students during the instructional day; extended professional development and supportive coaching for 28 classroom teachers and whole partner school staff to grow their potential as art educators; and activities that engage members of students' support network, namely parents, in arts experiences.
6. Provide seven-week, twice-weekly sessions to serve as an integral component of the regular school curriculum. Students shall attend 1 session for a total of 26.25 hours of instruction. The arts shall be placed on the same level as other core subjects while serving the specific purpose of meeting literacy development needs. Each session shall focus on the core content area of the art form. Each session shall culminate with student performances, exhibitions and family nights held on Saturdays and in evening hours to provide the opportunity for community building, learning and fun.
7. Provide studio facilities to include a visual arts complex equipped with animation studio, performing arts complex, ceramics complex, theater and resource center.
8. Provide teaching artists to lead delivery of sessions. Lesson plans shall incorporate pedagogical methods that have proven effective in fostering language development, including cooperative learning, collaborative interaction and sheltered instructional approaches that build on students' experiences and cultural perspectives.
9. Provide workshops for Classroom Teachers to participate in orientation and mid-session workshops introducing teaching practices, and accompany their students for a full session in one art form. Workshops shall include an introduction to the creativity-based approach, the application to other content areas, logistics and a meeting with the teaching artist for exchange of information regarding their student studies in other content areas.

**3.1 Deliverables**

The Contractor shall:

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- I. Provide four (4) seven- or eight-week sessions for **K-8<sup>th</sup>** grade students and their classroomteachers
2. Provide four (4) performances by professional artists
3. Provide four (4) culmination events for all pa1ticipating students and classroom teachers
4. Provide eight (8) standalone LAUSD classroom teacher orientation and mid-session workshops;364 hours of planning and meetings
5. Provide curriculum maps and student journals
6. Provide a workshop for all staff of participating schools
7. Attend up to two (2) Arts Community Network (ACN) meetings during the period ofperformance
8. Attend, participate, and present at least two (2) of the Arts Education Branch (AEB) professionaldevelopments in-services
9. Serve up to 662 students per program
- I0. Serve up to 28 teachers and/or classrooms per program
11. Serve up to four (4) schools per program

**END OF STATEMENT OF WORK A-3**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Inner City Arts**  
**Art Discipline: Dance**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, A-1, A-2, A-3 upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	1.25x18	\$26		\$585.00
Performances/Exhibitions/Assemblies/ PD Workshops	6	\$190		\$1,140
Collaborative Planning/Meetings	10	\$30		\$300.00
Offsite/Field Trips/Location				
Resources/Materials/Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	27	\$25		\$675.00

**Total Number of Schools Served:** 10

**Total Number of Students Served:** up to 1,200 per term

**EXHIBIT A**  
**STATEMENT OF WORK**

***-Mondays for Schools and Community Groups***

Workshops (onsite and/or online)

Onsite: Tours of the museum's exhibitions followed by hands-on art workshops. For select Monday dates during October, November, December, ICA LA can welcome up to 2 school groups per day.

Online: Virtual tour of exhibitions are provided with curriculum lesson plans which teachers may do with their students in partnership with ICA LA's Learning and Engagement department via ZOOM.

For onsite visits, LAUSD or private donor to provide bus transportation.

Fee for onsite visit: \$100 (sliding scale)

Participation on other days of the week is negotiable.

VAPA Standards applied to workshops and discussion during tour

Approximate time commitment: onsite requires RT travel time + 90 minutes on site; online requirement is approximately 2 periods (45 mins each)

***-ARTransmissions***

Printed and online resources for learning about contemporary art with a focus on one artwork per season (2 per year: Fall and Spring). Bilingual and ASL.

Focused discussion and lesson plan around 1 work of art per exhibition.

Teachers may use the materials and work with students and ICA LA's Learning and Engagement department via ZOOM.

Participation fee: \$100/year per classroom (sliding scale)

VAPA Standards applied to lesson plans and discussion around artworks

Online requirement is approximately 1 period (45 mins each)

***-Agency of Assets***

7-month fellowship program for upper level high school teens who attend LAUSD schools in the East Los Angeles/Boyle Heights and Downtown Los Angeles areas.

Participation by the student is without a fee. Students receive a fellowship stipend.

Usual timeframe: April-October for 12 students

Thank you for the opportunity to serve and provide learning opportunities in the visual arts for LAUSD

**EXHIBIT B**  
**PAYMENT SCHEDULE**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number of Hours	Hourly Rate	Subtotal
Instructional time with Students	30 hrs	\$40.00	\$1,200.00
PD Workshops/2 per year	16hrs/ Fall (8hrs)/Spring (8hrs)	\$40.00	\$320.00
Collaborative Planning/Meetings	2 hrs	included	\$0
Resources/Materials (ex. Performance stage, instruments, etc.)	included	included	included

**Exhibitions:** ICA LA presents approximately 3 exhibitions per year.

**PD Workshop:** ICA LA has provided it's space for Arts Branch PD sessions with LAUSD Art Teachers. The preparation and execution of these workshops need approximately 3 hours administrative labor and 5 hours of on-site organization and execution. ICA LA has hosted an is willing to host up to 2 PDs per year.

## **Exhibit A**

### **Statement of Work**

#### **Invertigo Dance Theatre**

Invertigo Dance Theatre (Invertigo) will deliver its Invert/ED Storytelling Through Movement Workshop to LAUSD schools which are selected to contract with Invertigo during the 2022 school year. The Workshop focuses on dance theatre technique and composition rooted in personal exploration, dance history and cultural influences and storytelling basics.

The Storytelling Through Movement Workshop allows for two thematic tracks: Our Bodies, Our Identities and Our Cultural Heritage Through Object Work. Invertigo Teaching Artists will work with LAUSD teachers and students to choose a thematic track that resonates most with the culture and needs of the classroom.

Through a six week workshop series, students will deepen their understanding of contemporary movement practices, the practical application of movement and storytelling in their interpersonal communications and cultivate their unique voice through a deeper connection with their own bodies, spatial relationships and cultural heritage. All bodies and levels of experience are welcomed and celebrated. The workshop is adaptable for all bodies, comfort levels and student demographics.

Invertigo's Storytelling Through Movement Workshop works to enhance, support and cultivate students' experience and exposure to arts practices, specifically dance and dance theatre. Dance as an art form is the universal language of our collective imaginations and identities. Classes encourage curiosity, exploration, kinetic movement and quiet reflection. Teaching Artists work collaboratively with classroom teachers to serve the demographics and sensibilities of the students in their classroom; Storytelling Through Movement workshops are student focused and driven, responding directly to the needs, interests and backgrounds of the students participating.

#### **Requirements**

- Instructional time with students: 2 TAs @ \$60/hr for 6 90min workshops = \$2,160
- Collaborative planning time: 2 TAs @ \$20/hr (plus overhead for Directors' staff time) for approx. 60hrs of collective prep = \$2,400
- Culminating student performance showings (TAs staff time) = \$200
- Resources/materials = \$210
- Transportation (mileage reimbursement) - \$30

Total = \$5,000

Teaching Artists will require:

- Technology to view and share video performances.
- System for music playback.
- Open space for classroom.
- Paper and pens for journaling and writing exercises.

### **Deliverables**

The planned outcomes achieved by the participating students as a result of Invertigo's curriculum include:

- Develop movement practices to empower their daily lives and self-expression during and after the workshop series.
- Experience dance through the lens of their own life and culture and the point of view of their fellow students.
- Use learned movement vocabularies to inspire original movement studies.
- Understand and discuss the concept of contemporary dance and their relationship to dance and movement in storytelling.
- Articulate personal movement preferences both kinesthetically and verbally.
- Plan a presentation of a dance they created in class.
- Use tools and exercises learned in the class for grounding, body connection and emotional regulation in their lives.
- Better understand themselves as storytellers.
- Feel an increase in self-confidence and improve their interpersonal communication.
- Process trauma and healing through storytelling and movement.
- Relearn how to connect with other students through eye contact, body language and spatial presence after an extended separation during the pandemic.
- Understand how a story is affected by the context of the times in which it was created.
- Cultivate cultural literacy towards self and others.
- Use the choreographic process to create dance studies based on their personal stories and the stories of their peers.
- Improve their work practices individually and with others.
- Provide feedback to and receive feedback from peers based on set criteria.

### **Program Evaluation**

Teaching Artists will work with classroom teachers and other collaborators to evaluate the students' needs, to refine the curriculum, to complement teachers' goals for their students and to support teachers as holistic humans who also need space to stretch and express themselves.

Teachers are encouraged to participate in the process when appropriate, to facilitate connection with their students in a new way and to give teachers a chance to refuel creatively and energetically. Teaching Artists offer a check-in with classroom teachers and other collaborators before and after each session.

END STATEMENT OF WORK

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Invertigo Dance Theatre**  
**Art Discipline: Dance**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	90min, 6	120	2	2,160
Performances/Exhibitions/Assemblies/ PD Workshops	60min, 1	40	5	200
Collaborative Planning/Meetings	3hrs, 20	20	2	2,400
Offsite/Field Trips/Location	60min, 1	30	1	30
Resources/Materials/ Rental costs if "capital" type Items (ex. Performance stage, instruments, etc.)	90min, 4	35	1	210

**Total Number of Schools Served:** 12

**Total Number of Students Served:** 360

## **Exhibit A**

### **Statement of Work**

#### **Invertigo Dance Theatre**

Invertigo Dance Theatre (Invertigo) will deliver its Invert/ED Storytelling Through Movement Workshop to LAUSD schools which are selected to contract with Invertigo during the 2022 school year. The Workshop focuses on dance theatre technique and composition rooted in personal exploration, dance history and cultural influences and storytelling basics.

The Storytelling Through Movement Workshop allows for two thematic tracks: Our Bodies, Our Identities and Our Cultural Heritage Through Object Work. Invertigo Teaching Artists will work with LAUSD teachers and students to choose a thematic track that resonates most with the culture and needs of the classroom.

Through a six week workshop series, students will deepen their understanding of contemporary movement practices, the practical application of movement and storytelling in their interpersonal communications and cultivate their unique voice through a deeper connection with their own bodies, spatial relationships and cultural heritage. All bodies and levels of experience are welcomed and celebrated. The workshop is adaptable for all bodies, comfort levels and student demographics.

Invertigo's Storytelling Through Movement Workshop works to enhance, support and cultivate students' experience and exposure to arts practices, specifically dance and dance theatre. Dance as an art form is the universal language of our collective imaginations and identities. Classes encourage curiosity, exploration, kinetic movement and quiet reflection. Teaching Artists work collaboratively with classroom teachers to serve the demographics and sensibilities of the students in their classroom; Storytelling Through Movement workshops are student focused and driven, responding directly to the needs, interests and backgrounds of the students participating.

#### **Requirements**

- Instructional time with students: 2 TAs @ \$60/hr for 6 90min workshops = \$2,160
- Collaborative planning time: 2 TAs @ \$20/hr (plus overhead for Directors' staff time) for approx. 60hrs of collective prep = \$2,400
- Culminating student performance showings (TAs staff time) = \$200
- Resources/materials = \$210
- Transportation (mileage reimbursement) - \$30

Total = \$5,000

Teaching Artists will require:

- Technology to view and share video performances.
- System for music playback.
- Open space for classroom.
- Paper and pens for journaling and writing exercises.

### **Deliverables**

The planned outcomes achieved by the participating students as a result of Invertigo's curriculum include:

- Develop movement practices to empower their daily lives and self-expression during and after the workshop series.
- Experience dance through the lens of their own life and culture and the point of view of their fellow students.
- Use learned movement vocabularies to inspire original movement studies.
- Understand and discuss the concept of contemporary dance and their relationship to dance and movement in storytelling.
- Articulate personal movement preferences both kinesthetically and verbally.
- Plan a presentation of a dance they created in class.
- Use tools and exercises learned in the class for grounding, body connection and emotional regulation in their lives.
- Better understand themselves as storytellers.
- Feel an increase in self-confidence and improve their interpersonal communication.
- Process trauma and healing through storytelling and movement.
- Relearn how to connect with other students through eye contact, body language and spatial presence after an extended separation during the pandemic.
- Understand how a story is affected by the context of the times in which it was created.
- Cultivate cultural literacy towards self and others.
- Use the choreographic process to create dance studies based on their personal stories and the stories of their peers.
- Improve their work practices individually and with others.
- Provide feedback to and receive feedback from peers based on set criteria.

### **Program Evaluation**

Teaching Artists will work with classroom teachers and other collaborators to evaluate the students' needs, to refine the curriculum, to complement teachers' goals for their students and to support teachers as holistic humans who also need space to stretch and express themselves.

Teachers are encouraged to participate in the process when appropriate, to facilitate connection with their students in a new way and to give teachers a chance to refuel creatively and energetically. Teaching Artists offer a check-in with classroom teachers and other collaborators before and after each session.

END STATEMENT OF WORK

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Invertigo Dance Theatre**  
**Art Discipline: Dance**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	90min, 6	120	2	2,160
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Collaborative Planning/Meetings	3hrs, 20	20	2	2,400
Offsite/Field Trips/Location	60min, 1	30	1	30
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	90min, 4	35	1	210

**Total Number of Schools Served:** 12

**Total Number of Students Served:** 360

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide the following:

**Program Structure:**

Duration: 10-week enrichment program with End of Program Showcase and Field Trip to Loyola Marymount University Worldclass ARTS and THEATRE Department.

Location: On LAUSD School Campus

Time: During School or After School

Weekly schedule: Each week focuses on a different aspect of our arts education program (Dates and Time will be determined based on school site and their needs)

Pedagogy: Holistic and Student-Centered.

Style: Emphasis on hands-on and project-based learning.

Week-by-Week Curriculum Outline/Overview:

Week 1: Introduction to Arts Integration and 21st Century Skills

- Overview of the program goals and objectives
- Develop Norms and Expectations with students input and agreement
- Introduction to 21st Century Skills (critical thinking, creativity, collaboration, communication)
- Exploration of how arts education enhances these skills
- Icebreaker activities to foster a sense of community and collaboration
- Group discussion on the importance of creativity and critical thinking in the arts
- Hands-on brainstorming session to generate ideas for upcoming projects

Week 2: Video Production Basics

- Introduction to video production equipment and tools
- Hands-on practice with camera operation, framing, and composition
- Discussion of storytelling techniques in film
- Outdoor photography excursion to practice camera techniques and composition
- Storyboarding exercise to plan for upcoming film projects
- Group session to analyze and provide feedback on icon film clips

Week 3: Editing Techniques

- Introduction to video editing software (e.g., Adobe Premiere Pro)
- Basic editing techniques: cutting, transitions, effects
- Hands-on practice editing footage from previous weeks
- Film editing challenge where students are given raw footage to edit into a short film
- Hands-on editing workshop with instructor guidance and support
- Peer editing session to refine and improve each other's edits

Week 4: Music Soundtrack Engineering

- Introduction to music composition software
- Basics of music theory and composition
- Hands-on practice creating original soundtracks for short films
- Collaborative music composition activity where students work together to create a soundtrack for a short film clip
- Analysis of famous film scores to understand different approaches to music in film
- Presentation of original compositions with peer feedback

#### Week 5: Lighting and Sound Design

- Basics of lighting techniques for film and video
- Introduction to sound design principles
- Hands-on practice with lighting setups and sound recording
- Hands-on lighting setup activity using different types of lights and modifiers
- Foley sound effects creation workshop where students experiment with creating sound effects using everyday objects
- Sound design exercise where students create soundscapes for different film scenes

#### Week 6: Film Making and Set Design

- Overview of the film production process: pre-production, production, post-production
- Introduction to set design principles and techniques
- Hands-on practice painting, designing, and constructing mini-sets for short films
- Group project to design and construct sets for short film scenes
- Scriptwriting workshop where students develop scripts for their group projects
- Set design presentation where students showcase their designs and receive feedback

#### Week 7: Acting and Storytelling

- Introduction to acting techniques and methods
- Basics of storytelling and scriptwriting
- Hands-on practice with improvisation and scene work
- Improvisation games to develop acting skills and spontaneity
- Scene study activity where students analyze and perform scenes from famous films
- Scriptwriting exercise where students create original monologues or dialogues

#### Week 8: Literary Arts Integration

- Exploration of how literature can inspire and inform filmmaking
- Analysis of literary elements in film scripts
- Hands-on practice adapting literary works into film scripts
- Book-to-film adaptation discussion where students explore the process of adapting literature into film
- Group project to adapt a short story or poem into a film script
- Script reading and feedback session to refine and improve the adapted scripts

#### Week 9: Project Development and Collaboration

- Group project conclusion: teams collaborate to plan and execute a short film project
- Emphasis on teamwork, communication, and problem-solving skills
- Guidance and support from instructors as students work on their projects and use the skills they learned in the past 8 weeks
- Group project planning session where students collaborate to plan their final film projects
- Scriptwriting and storyboarding workshops to finalize project plans
- Production meetings to assign roles and responsibilities for the final projects

#### Week 10: Final Projects and Showcase

- Filming and editing of final projects
- Rehearsals for the final project showcase
- Presentation and screening of final projects to peers, instructors, and invited guests
- Celebration and reflection on the achievements and growth of the students throughout the program.
- Reflection on learning outcomes and future opportunities in the arts

#### End of Program Field Trip

- Students will have the opportunity to go on a Field Trip to Loyola Marymount University
- Tour of LMU MBB Media Center
- Tour of LMU Arts Department
- Tour of LMU Theatre Arts Program
- Meet and Greet with LMU Arts Department Teachers
- LMU's Theatre Arts Program consist of international, award-winning faculty comprised of a Pulitzer Prize winner, Fulbright Scholars, Princess Grace Award recipient, Emmy-nominated, and many other accolades. Who train students for a variety of careers in film, television, and theatre, while encouraging them to develop practical communication and leadership skills for application in a humanistic context.

## 2.0 Requirements

The Contractor shall:

- 2.1 Design and implement a program in Theatre/Film to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would

support collaboration among classroom teachers, arts specialists and community arts partners.

- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.

### 3.5

#### **Deliverables**

Instructional Components: 10 week Arts Program (Please see Scope of Services in Volume I)

Performance/Assemblies/Professional Development/ Exhibitions Components: Student Showcase and Performances

Collaborative Planning/Meetings components: Weekly Collaborative Meetings with Art Teachers and School Site Staff

Offsite/Field Trip Components: Field Trip to Loyola Marymount University, Tour of LMU Media Center, Arts Department, Tour LMU Theatre, Meet and Greet with LMU Arts Department Staff

Resources/Materials: Books, Media Arts, Photography, Film Equipment

Special Requirements: Software and Equipment for Arts Program

Total Number of Schools Served: 10 per School Year

Total Number of Students Served: 350 Per School Year

Our ability to provide student materials, resources, and support for our programs is unmatched. We are dedicated to ensuring that students have access to a wide range of tools and resources that enhance their learning experiences and support their creative endeavors. From state-of-the-art equipment such as cameras, lighting gear, and audio recording devices to specialized software and editing suites, we spare no effort in providing students with the tools they need to excel in the program. Including but not limited to the following:

Video Production Equipment

Cameras DSLRs

Highly portable camera

Tripods

External microphones

Lighting Kits

Gimbal

Green Screens

Editing/production software licenses

Laptops

High-Quality Memory Cards

Spare Batteries & Dummy Batteries

Props for Set

Set Design Materials

Microphones

Headphones

Broadcasting Software

Music Licensing Coverage

Additionally, we maintain an extensive library of books, music, poems, DVD's and reference materials, as well as online resources covering various aspects of our programs, from foundational principles to advanced techniques. These resources serve as invaluable assets for students, enabling them to deepen their understanding of the arts, explore new ideas, learn new art forms, and enjoy hands on experience throughout our program.

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	2 hours /wk	\$2000.00	Multiple	\$40,000.00
Performances/Exhibitions/Assemblies/ PD Workshops	1-Showcase	Involves in instructional time	N/A	N/A
Collaborative Planning/Meetings	1-Hour Weekly	\$2000.00	N/A	\$20,000.00
Offsite/Field Trips/Location	4-hours	\$2000.00	total class trip	\$8000.00
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Laptop Cart Mac Computers Cameras Microphones Lights Podcast Equipment	N/A	N/A	\$100,000.00

Total Number of Schools Served: 10- Schools

Total Number of Students Served: 350 Students

COMPANY NAME: Inspiration 52

FEDERAL ID #/  
LICENSE: 26-4251365

AUTHORIZED  
SIGNATURE: Jerome V. Carter

DATE: 4-07-2024

PRINT NAME AND  
TITLE: Jerome Vincent Carter/ CEO

**Organization: Gypsy Services**

**STATEMENT OF WORK**

**1.0 Scope**

The proposal aims to help implement the Los Angeles Unified School District's policy of providing elementary school students the opportunity of attaining a substantive education in dance in accordance with California state education standards for dance.

The program proposed consists of an eight-week Comprehensive Dance Program which combines dance assembly performances to motivate students and introduce them to dance, a series of direct in-depth instructional periods in dance for students, and a fully interactive Professional Development workshop for teachers. A planning meeting to assure that the program will parallel school needs and a culmination event to involve families are also included. The goals to directly further dance education for students and to prepare faculty to extend that education after the program period. Our organization has the ability to serve 25 elementary schools.

**2.0 Requirements**

Gypsy Services will provide an eight-week multi-cultural Comprehensive Dance Program which shall include:

1. A one hour planning meeting with faculty and administration to explain the workings of the program and allow for input from school staff so the program can be tailored for maximum benefit to meet school and student needs.
2. Two 45 minute assembly programs featuring international dance to introduce students to dance concepts, dance as performance, and the role of dance in other cultures. Audience participation is included as well as discussion and practice in counting rhythms.
3. A series of twenty 45 minute instructional workshops for selected classes. Students will do a variety of folk dances while learning about dance vocabulary, movement and formations, the role of dance in society, creative expression, and group cooperation. Dances to be taught are chosen to illustrate a variety of dance forms and types and to portray a wide diversity of cultures.
4. A two hour fully interactive Professional Development session with all faculty members will provide teachers with dance material and instructional techniques to continue students' active involvement in dance and to use ethnic dance as an adjunct in teaching social science. A culmination event at the school location which can be incorporated into special school activities, a holiday celebration, or a career day.

### 3.0 Deliverables

The contracted services will be performed on the school campus using auditoriums and classrooms as available. Services and materials provided shall include:

1. Two 45 minute assemblies featuring folk and ethnic dance given by professional dance performers. Twenty 45 minute student workshops taught by experienced teaching artists familiar with state curriculum standards for dance in elementary schools. Two hours of Professional Development training by dance professionals with wide experience and background in teaching ethnic and folk dance.
2. An assembly guide with background material and suggestions for preparation and follow-up for assembly performances. Lesson plans for teachers in the student workshops. A comprehensive teacher's resource guide with full dance directions and digital music for all dances taught for teachers in the Professional Development workshop.
3. Written evaluation of the program through feedback from teachers and administration.

**If in-person activities are not available, we have the facilities and experience to provide all program services via online sessions using Zoom or another approved application. If such services are necessary, we certify that we shall have a completed, approved LAUSD Unified Digital Instructional Procurement Plan (UDIPP) before the execution of the contract.**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Gypsy Services**  
**Art Discipline: Dance**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Hourly Rate	Services per Class	Initial Period:
Instructional Time with Students	20 - 45min workshop	\$130.00	N/A	\$1,950.00
Performances/Exhibitions/Assemblies/PD/Workshops	2 - 45min	\$530.00	N/A	\$795
Collaborative Planning/Meetings	1 Hr.	\$150.00	N/A	\$150.00
Offsite/Field Trips/Location	N/A	N/A	N/A	N/A
Resources/Materials/Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Written materials and music in digital format	\$275.00	N/A	\$275.00

Total: **\$3470**

Total Number of Schools Served: **25**

## 1.0 Scope

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide a Media ArtsMatter 12-week residency: 1 hour per week for 12 weeks.

ArtsMatter's curriculum units are structured to provide genuine opportunities for student choice and creativity while addressing media arts standards across categories, including connecting, responding, creating, and producing. This comprehensive approach ensures that students develop a well-rounded proficiency in media arts, encompassing both technical skills and critical thinking abilities.

The ArtsMatter curriculum is designed to align not only with California's Arts Standards for Media Arts, but also with other essential educational frameworks, including 21<sup>st</sup>-century skills, Common Core Standards, and STEM principals.

Designed to integrate seamlessly with academic content, ArtsMatter lessons encourage students to think critically, work collaboratively, communicate effectively, and adapt to new challenges. Integrating ArtsMatter programs into the classroom creates opportunities for students to apply academic concepts in practical and meaningful ways and gain real-world connections to L.A.'s creative economy.

Through domain specific ArtsMatter units, students analyze visual narratives in filmmaking, interpreting data visualization through animation, and synthesize information in multimedia presentations. Media arts training provides a natural connection to STEM objectives, with opportunities for students to explore the technical aspects of design tools and software while experimenting with design principles and aesthetics, and problem-solving to achieve a desired outcome.

ArtsMatter specializes in connecting students and teachers with real-world expertise and experiences that will encourage the next generation of young media artists. Through high-profile partnerships with L.A.'s creative leaders, we offer students immersive opportunities such as field trips to animation studios and engaging guest speaker sessions with accomplished artists. Through first hand exposure to the professional world of media arts students can interact with professionals, ask questions, and explore career pathways, inspiring them to pursue their passions and aspirations.

## 2.0 Requirements

The Contractor shall:

- 2.1 Design and implement a program in Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow

for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.

- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.

#### 3.5

**Instructional Components:**

MAM 12 week residency: 1 hour per week for 12 weeks

**Performance/ Assemblies/ Professional Development/ Exhibition Components:**

MAM 12 week residency: 2 hour onboarding PD, 2 hours wrap up/ reflection session  
Animating Young Minds Professional Development training: 2-hour PD session/ one-time  
ArtsMatter Professional Development Symposium: 16 hours of Arts PD workshops, 2 days/ one event per year

**Collaborative planning/ Meetings components:**

MAM 12 week residency: 1 hour of co-planning per week/ 2 teachers

**Offsite/ Field Trip Components:**

**Resources/Materials:**

MAM 12 week residency: Supplies & Equipment

Animating Young Minds Professional Development Training: Supplies

ArtsMatter Professional Development Symposium: Venue rental and parking

**Special Requirements:**

**Total Number of Schools Served: 150**

**Total Number of Students Served: 6,000**

## PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

### Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	MAM 12 week residency: 1 hour per week for 12 weeks	\$275	Teaching Artist provides a shared delivery model of arts integration alongside the classroom teacher.	\$3,300
Performances/Exhibitions/Assemblies/ PD Workshops	MAM 12 week residency: 2 hour onboarding PD, 1 hour wrap up/ reflection session	\$275	In class teaching support	\$1,100
	Animating Young Minds Professional Development training: 2-hour PD session/ one-time	\$275	Training on a specific media arts project that is designed for classroom integration. Hands on training and guided practice  Teaching Artist modeling and feedback  Access to editable instructional slide deck and exemplars  Integration ideas and examples	\$2,600
	ArtsMatter Professional Development Symposium: 16 hours of Arts PD workshops	\$325	2 days of PD coordination of multiple workshops offerings, logistics, speakers, etc to cover	\$5,200

	2 days/ one event per year		all arts and STEAM domains	
Collaborative Planning/Meetings	MAM 12 week residency: 1 hour of co-planning per week/ 2 teachers	\$275	TA/Teacher co-planning to develop, adapt, and reflect on implementation of MAM arts integrated unit	\$6,600
Offsite/Field Trips/location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)			MAM 12 week residency:	\$2,000
			Supplies: \$1,000	
			Equipment: \$1,000	
			AYM PD: \$200	
			Symposium: Venue: \$75,000	\$102,000
			Parking \$27,000	

Total Number of Schools Served: 300

Total Number of Students Served: 14,000

COMPANY NAME:

LA Promise Fund

AUTHORIZED

SIGNATURE:

Veronica Melvin

FEDERAL ID #/

LICENSE:

20-4562686

DATE:

4/9/2024

PRINT NAME AND TITLE:

Veronica Melvin, CEO/President

**EXHIBIT A**  
**STATEMENT OF WORK**

**Lead Guitar**  
**Art Discipline: MUSIC**

**1.0 Scope**

Lead Guitar's mission to establish and provide in-school guitar classes for schools with low arts access dovetails ideally with LAUSD's objective to enhance, support, and amplify arts education offerings in the district by partnering with the larger arts community. Lead Guitar believes that in-depth arts learning engages the whole child through stimulating right-left brain activity, increases confidence, determination, and teamwork, and can positively change a student's personal narrative. Furthermore, these learning objectives can lead to increases in attendance rates, graduation rates, and interest in attending college, as well as reducing disciplinary incidents among participants. Finally, bringing teaching artists into the schools helps to foster trust and a collaborative atmosphere in the district and community to help students feel connected and a sense of belonging.

Lead Guitar shall provide Music programming to LAUSD for students Grades 3-12 with focused arts education activities through on-site, in-school classical guitar classes. Lead Guitar serves public school students, teachers, and communities by providing in-school music instruction—at no cost—to populations disenfranchised through income, location, or disability. By mirroring the curricular integrity of the best band and orchestra programs, but appealing to students not traditionally drawn to them, Lead Guitar offers all of the benefits of a high-quality instrumental music education to thousands of underserved students. Lead Guitar's music education curriculum is aligned with the California State Visual and Performing Arts: Music Content Standards as well as the Common Core Standards and the CYD Frameworks (more details on Page 2). The Lead Guitar consists of Method Book I, Method Book II, and Songs of the Wild, as well as a collection of Supplementary Repertoire and instructional video resources available on our website. This proprietary curriculum is a living curriculum; our team of instructors gather annually to determine the current curriculum's strengths and weaknesses to serve our student guitarists and their certified teachers from Grades 3-12. We are currently preparing our 5<sup>th</sup> Edition of Method Books I and II. All curricular materials are available to teachers, students, and parents/guardians affiliated with a Lead Guitar program at their school.

Lead Guitar has developed successful operations with more than 20 school districts in five states—Arizona, Oklahoma, Colorado, Illinois, and California—including major urban districts like Chicago Public Schools. Lead Guitar has a 20-year history of success having served more than 25,000 students and earned the consistent support of the NEA as our programs in Phoenix and Chicago have come to be celebrated for their impact by the Arizona Senate and Chicago Public Schools.

Lead Guitar's core pillars of service are:

- 1) CO-TEACHING between a Lead Guitar Master Instructor and a K-12 teacher to provide in-school guitar classes;
- 2) TEACHER PROFESSIONAL DEVELOPMENT WORKSHOPS provide K-12 teachers formal Professional Development towards promotion and recertification as they master the LG curriculum and improve their own technique and comprehension;
- 3) IN-SCHOOL CONCERTS inspire students through up-close connections to global artists; and

- 4) ON-CAMPUS EVENTS give students opportunities to perform, learn, and be celebrated on the campus of their local university. LG Institutional Partners include The Aspen Music Festival, University of Chicago, UArizona, University of Denver, and CSU-Northridge.

Lead Guitar's co-teaching model pairs a Master Guitar Instructor with a certified Teacher-of-Record (TORs) from a partner school. Through annual accredited Teacher's Workshops, we empower TORs to be able to continue the program on their own at any time after their first two years as partner teachers. Teachers of Record also receive one-on-one lessons with an instructor (in person or online) should it be deemed necessary for classroom success. With up to five hours per week of combined instruction from our Master Guitarist and a well-trained, certified Teacher of Record, Lead Guitar helps students access a level of mastery and depth that is normally not available to students in our project schools. Our partner schools operate with large numbers of at-risk youth, minority youth, and high poverty levels; extracurricular music classes are simply out of reach.

Lead Guitar curriculum aligns with National Arts Standards. In Year One, students learn to play in an ensemble and read music similarly to the way students learn those same skills in a band or orchestra class. Lead Guitar's learning objectives include:

- Read music in standard notation
- Play music from a variety of cultures and traditions (jazz, blues, world, pop/rock)
- Understand and develop ergonomic technique
- Play and understand scales in all keys
- Perform solo guitar music in two voices
- Write and perform original music
- Play in large and small ensembles with 3 or more independent lines
- Follow a conductor
- Perform with expressiveness using dynamics, phrasing, tone color changes
- Develop performance skills and etiquette
- Understand how music is transcribed from one medium to another
- Understand basic music terminology

In Years Two through Three, Lead Guitar students delve deeper into all aspects of musicianship including advanced guitar technique, chord building, intervallic relationships and college audition level repertoire.

In terms of California's standards, Lead Guitar's curriculum also fulfills these areas:

**California Visual and Performing Arts Standards:**

- Creative Expression: Improvisation and Composition exercises and activities
- Historical and Cultural Context: Inclusivity across Method Book and Supplementary Repertoire to acknowledge guitar styles and traditions beyond classical music (such as Mariachi, jazz, blues, rock, and more)
- Connections, Relationships, Applications: Instructors are professional guitarists who explain and identify career pathways in music and guitar

**From Common Core:**

- Application of arts from one discipline to another: mathematical concepts of rhythm, symmetry, and formal structure in music; music and language arts are both pathways to self-expression and empathy and connection with others

**From CYD Frameworks:**

- Positive relationship building through small and large ensemble playing and collaboration; Leadership-building through helping and playing with classmates outside of class

- Youth-Driven: Advanced students can take a self-driven approach to learning solo and small group repertoire, composition/improvisation exercises encourage self-expression with less emphasis on "right and wrong" and more emphasis on multiple "right" answers

Lead Guitar has a history of success in poorly performing schools as evidenced in the Impact Report by Dr. J. David Betts referenced below. LG has also adapted its curriculum over the years to serve various underrepresented populations, including the addition of Black and Brown composers. Lead Guitar corrected the Eurocentrism of our Method Books by incorporating new repertoire featuring a multitude of composers of African and Hispanic descent. In 2018-19, LG created and piloted an Adaptive Curriculum which will be in wide-use in our Los Angeles programs moving forward. It uses 'The Chord Buddy' – a device that attaches to the guitar and, by pushing a single color-coded button, allows the user to play chords – which, in combination with our color coded adaptive method book, empowers students with a wide variety of abilities to fully participate in guitar classes and performances. Finally, Lead Guitar is currently producing Spanish-Language curricular materials to encourage Lead Guitar partner students who speak Spanish at home to share their guitar experiences with their families.

## **2.0 Requirements**

The Contractor shall:

1. Provide up to 70 hours of on-site classroom instruction annually—typically weekly two-hour visits—with dates and times to be determined with each school site. Lead Guitar serves both certified music teachers as well as non-music certified classroom teachers in schools with low arts access for Grades 3-12 with a focus on reading in standard notation, ergonomic technique, ensemble-playing, and performance.
2. Provide a Lead Guitar instructor with at least a Master's degree in classical guitar, at least one year of classroom guitar teaching experience, and ten hours of individualized training before teaching their first classes under supervision from senior leadership. Our instructors are reviewed regularly through the submission of lesson plans and through site visits from the Executive Director or Regional Director. Lead Guitar Instructors shall work closely with school site administration and teachers to deliver the Lead Guitar curriculum by leading one meeting per week per classroom, providing one-to-one support of students during the class, answering student questions, and providing 20-30 minutes per week of collaborative lesson-planning time via phone, videoconference, or in person with the teacher, most commonly scheduled just before or after Lead Guitar class or during part of a teacher's prep period.
3. Provide the four-year progressive, Arts Standards-based curriculum, including Method Books I and II, access to Supplementary Repertoire in sheet music, evaluation and testing materials (for Elementary, Middle, and High School levels), and additional digital teaching resources. Lead Guitar partner teachers are provided with the password to access these resources online. Teachers may also project our curriculum via SmartBoards or other digital projection devices. Hard copies of Lead Guitar curricular materials can also be used; printing is at the school's discretion and cost.
4. Provide Professional Development for participating teachers, in the form of the Lead Guitar Teachers' Workshop, which provide 8 hours of interactive training in guitar technique and pedagogy best practices through the Lead Guitar curriculum.

5. Provide an Adaptive Method Book I to meet the needs of all students. The Adaptive Method Book provides differentiated learning so that all students can perform together as an ensemble regardless of ability, when used in conjunction with the Chord Buddy adaptive device.
6. Through our partnerships with Yamaha and Cordoba, Lead Guitar provides schools quote to order guitars at or near the manufacturing cost.
7. Collaborate with partner teachers to select repertoire that reflects the culture and life experience of students participating in the Lead Guitar program. Where possible, our instructors will arrange multi-part pieces to add to our Supplementary Repertoire collection and give schools a voice in our growing library.
8. Lead Guitar administrative staff, including Executive Director Brad Richter, Director of Operations Holly Holmes, and Regional Director for Los Angeles Jaxon Williams will maintain open communications with the Arts Education Branch, school principals and teachers, and other district offices to ensure successful implementation of the Lead Guitar program, including adhering to timelines related to work orders and invoices.
9. Provide all Lead Guitar students with a culminating event both in school and on a college campus. In-School concerts can be implemented in myriad ways, including as part of a larger music performance event (band, orchestra, or choir concert), community celebration (Parent's Night or District event), assembly, or traveling to other classrooms to perform for peers. The Lead Guitar Showcase Concert will be implemented in partnership with California State University-Northridge and Professor of Guitar Steve Thachuk during the month of May each year.

### 3.0 Deliverables

**Instruction and Professional Development:** Lead Guitar will provide highly-qualified personnel for instruction of students and school staff members with at least a Master's degree in classical guitar (often doctoral study), at least one year of prior classroom guitar experience, and successful completion of 20 hours of Lead Guitar on-boarding, including observation, observed classroom teaching, lesson plan submissions, and submissions of teaching videos for review. Lead Guitar provides weekly professional development to teachers in learning fundamental classical guitar technique and pedagogy as well as up to 8 hours of the Lead Guitar Teachers' Workshop annually.

**Performances and Assemblies:** All participating schools will receive assistance from a Lead Guitar instructor to plan and implement at least one in-school concert for participating Lead Guitar students to perform in front of peers, teachers, friends, and family/guardians. The Lead Guitar Showcase Concert is hosted each May with our partner institution California State University-Northridge with assistance from guitar professor Steve Thachuk. In this setting, Lead Guitar students can hear, learn from, and celebrate peers from across LAUSD in a free public performance at Cypress Hall. When possible, Lead Guitar will coordinate assembly performances from world-class touring classical guitar soloists and chamber ensembles. Assemblies benefit not only Lead Guitar students and teachers, but any students and staff interested in attending.

**Collaborative Planning and Meetings:** Jaxon Williams, Lead Guitar Regional Director for Los Angeles, shall meet with school teachers and administrators regularly to implement the Lead Guitar program for each school site. He shall continue to work directly with the schools to establish schedules, identify onsite resources (computers), deliver the digital curriculum and assist in the

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school purchase of guitars, train teachers on the Lead Guitar curriculum, conduct pre- and post-tests, supervise the Lead Guitar instructor or deliver the curriculum himself, collaborate with teachers on lesson-planning, selection of repertoire, and use of Lead Guitar evaluation materials, and supervise the final performance. Executive Director Brad Richter and Director of Operations Holly Holmes will provide logistical and administrative support as needed.

**Resources/Materials:** All Lead Guitar programs receive online access to our curriculum, evaluation materials, instructional videos, and Supplementary Repertoire, which schools have permission to print and use in hard copy. Additionally, partner schools receive quotes in order to purchase discounted Yamaha and Córdoba classical guitars if the school does not already own nylon-string guitars.

**Total Number of Students Served:** In 2020-21, Lead Guitar anticipates serving 465 Los Angeles students in eight schools with direct instruction, an additional 2,000 students through in-school concerts, guest artist assemblies, and other events, and 8-12 LAUSD teachers with guitar related Professional Development. Nationally, Lead Guitar forecasts circa 80 schools and 4,750 students in direct instruction.

**END OF STATEMENT OF WORK**

**EXHIBIT B PAYMENT SCHEDULE**

**Lead Guitar**  
**Art Discipline: MUSIC**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

<b>Services per School</b>	<b>Initial Period:</b>
Instructional Time with Students	\$ 0.00
<b>Total cost per School</b>	<b>\$ 0.00</b>

**EXHIBIT A  
STATEMENT OF WORK**

**LOSANGELESCHOREOGRAPHERSANDDANCERS**

**Art Discipline: DANCE**

**1.0 Scope**

The contractor shall provide Dance programming to LAUSD K-liv Grade students with focused arts education activities through their Dance Residencies. These Dance Residencies will provide students with the opportunity to perform with LA Choreographers and Dancers' professional as well as participate in Dance workshops. All workshops enhance students' dance skills by sequential learning of the California Visual and Performing Arts Standards and the five Component Strands, and interfacing with professionals.

**2.0 Requirements**

The Contractor shall:

1. Provide ten (10) 45-minute Dance workshops. Workshops shall be divided into two (2) classrooms and each classroom shall receive five (5) workshops. Schools shall have the option to choose ten (10) different classrooms of one (1) workshop each, or, five (5) classrooms of two (2) workshops each.
2. Provide two (2) performances which shall include: 1. Dance with LA Choreographers and Dancers, and 2. "The Patchwork Girl of Oz" or "The Better To Bite You With."
3. Provide one (1) Professional Development workshop per Residency.
4. Provide two (2) meetings per Residency. There shall be a meeting with the leader and/or team as well as a Pre/Post- Professional Development (PD) integration planning session. Residency shall also provide an optional short meeting with parents before assembly.
5. Provide a Resource Package consisting of: Lesson Plans for workshops, Study Guides for Assemblies, Curriculum Guides for PD and a CD-ROM with company videos, Music CD's.

**3.0 Deliverables**

The Contractor shall:

1. Provide ten (10) Dance Workshops (45-minutes each)
2. Provide two (2) performances
3. Provide one (1) Professional Development workshop
4. Provide two (2) Collaborative Planning/Meetings
6. Provide the following resources and materials: Lesson Plans for workshops, Study Guides for Assemblies, Curriculum Guides for PD and a CD-ROM with company videos, Music CD's.
5. Serve up to 1000 students per residency
6. Serve up to 23 schools/residencies per year

**END OF STATEMENT OF WORK A**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**LOS ANGELES CHOREOGRAPHERS AND DANCERS**  
**Art Discipline: DANCE**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term while rates for the option years shall remain firm for the duration of the each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee. Additional services requested, beyond the Residency Package, may be ordered and shall be invoiced on a "Unit Rate" basis, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	How much time? How often?	Rate by time or item	Sub-Total
Instructional Time with Students	45' x 10/ by 2 teachers	\$209	\$2090
Performances/Assemblies/ PD Workshops	2 perfs/45' each 1 PD/ 45'	\$880 \$605	\$1760 \$605
Collaborative Planning/ Meetings	60' planning/ 30" post PD integrating into classroom	\$110 \$55	\$110 \$55
Offsite/Field Trips	See other package		
Resources/Materials	1-2 sets Lesson plans for workshops/ study guides- assemblies/ curriculum guides- PD/CD or files of Videos/ Music	\$220	\$220
			\$4840 total 1 residency

Because each service is itemized, schools can also put together the package they want, for example:  
20 weeks of 2 classes, back to back, = 20 x 2 x \$209 each= \$8,360  
Total Number of Schools Served: 1 above, contract for 23 school residencies/year (\$111,320)  
Total # of Students Served: 1,000 for 1 residency, 23,000 for 23 residencies average per year

**EXHIBIT A  
STATEMENT OF WORK**

**LOS ANGELES MASTER CHORALE**  
**Art Discipline: MUSIC**

**1.0 Overview**

The Los Angeles Master Chorale (LAMC) shall provide Music programming to primarily 5<sup>th</sup> grade elementary students through their Voices Within program in alignment with the current VAPA and Common Core State Standards. At the core of this 12-week artist-in-residency program is a team of three teaching artists—a composer, lyricist and singer—who work in partnership with classroom teachers to mentor students and encourage them to express their inner voices through the composition of their own original songs. Voices Within is designed so that students with a wide range of learning styles can be successful. Song topics are based on academic subjects that address themes and topics that relate to the classroom curriculum. Students work together collaboratively in groups alongside LAMC's professional teaching artists to deepen and extend classroom learning and promote the kind of problem-solving and critical-thinking skills identified as being crucial in the 21st century workplace.

Over the course of the residency, students emulate the three teaching artists in taking on the role of composer, lyricist and singer. The teaching artists provide insights and activities about their chosen career path, so that by the end of the residency students will have gained a hands-on understanding of the life experiences and skills involved with becoming a professional singer/musician/composer. The program culminates in two performances where students "premiere" their new works for the entire school community. They even have the opportunity to share the stage with the singers from the LA Master Chorale who perform a short program of choral classics for the student body and attendees.

**2.0 Requirements**

The Voices Within program shall include:

1. **Instructional Components:** Far more than simply going to a performance or participating in a one day workshop, Voices Within deeply engages students in a creative and collaborative process that results in an enthusiasm and quality of learning that is truly remarkable. The following are key components of the program:
    - 1) Teaching artists guide students through the complete songwriting process, from brainstorming ideas and writing lyrics through performance of the song, resulting in increased understanding of the foundational music skills and concepts underlying songwriting, composition and choral singing.
    - 2) The program's core philosophy of "Just Say Yes!" models a positive approach to learning and collaboration that effectively provides a "safe" space for students to freely express themselves without being judged themselves or having to judge others.
    - 3) Designed to connect the dots between academic content and creative expression, the program uses an immersive project-based learning model that leads to greater impact and knowledge retention, improved academic achievement and classroom engagement.
    - 4) Students work collaboratively in groups to create the lyrics and melody for the chosen song topic. As they rehearse, sing and perform in front of peers, their ability to work as a team increases and personal growth and confidence soars. All
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of this adds up to improved attitudes toward collaboration and their ability to enjoy and be successful in school.

5) Theatrical "warm up" exercises are just one of the techniques used to encourage students to feel comfortable performing in front of and with peers. This atmosphere of

acceptance creates a more positive classroom learning environment which spills over into the rest of the school day as well.

6) Work-based learning is intrinsic to the program as students learn about and assume the three distinct roles-lyricist, composer and singer- they will play as they compose and then perform their own original songs.

2. **Performance Component:** Students experience the pride of performing on stage with the world-class singers of the Los Angeles Master Chorale. After a showcase performance by the singers of the Master Chorale, each group of students introduces the song that they created and shares with the audience thoughts about their artistic choices. Then all students rise to sing the song together. Since many schools' auditorium capacity is limited, students perform their program twice so that the whole school as well as family and friends have a chance to see the presentation.
3. **Professional Development Component:** Throughout the entire Voices Within residency, classroom teachers follow and support LAMC's team of professional teaching artists who model the most effective strategies for integrating arts with academic subjects, in alignment with VAPA and Common Core State Standards. This kind of professional development for classroom teachers is invaluable since it can then be applied across multiple academic disciplines and repeated over the entire course of their career.
4. **Collaborative Planning/Meetings:** Ample time is given for putting the program foundations in place well in advance of the start date. The education programs manager first meets with administrators at the District and at the school level in the previous year if possible. Once the program is in full swing, the lead teaching artist, who is onsite at the school every week, assumes responsibility for such things as scheduling rehearsal time, reserving the auditorium for the school-wide assembly, creating announcements sheets for the students to bring home to their parents, etc. And from beginning to end, the education programs manager is in constant contact with all parties monitoring the program at each milestone to ensure the desired outcomes are reached.
5. **Resources/Materials:** LAMC provides source materials for research, music recordings to listen to, art materials and other visuals to use in brainstorming story narratives, recording devices to capture newly created melodies for playback to students, a multi-media slideshow with project images and words to the songs to show at the culmination performances, program books for audience members, and a keepsake copy of the songs including lyrics and professional arrangement for each of the participating students.

### 3.0 Deliverables

1. One (1) 12-week residency of Music instruction- meeting twice per week, 1.5-2 hours each meeting.
2. Two (2) culminating performances
3. Two (2) Professional Development Workshops
4. Provided materials for each participating student shall include, but not limited to, music recordings, art materials, recording devices, program books, keepsake copy of songs and lyrics
5. Each residency shall serve up to 75 students; as well as up to 700 performance attendees

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Guitars in the Classroom**  
**Art Discipline: Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	120	\$110.59	4	\$13,270
Performances/Exhibitions/Assemblies/ PD Workshops	4	\$934.79	1	\$ 3,739
Collaborative Planning/Meetings	20	\$120.44	1	\$ 2,408
Offsite/Field Trips/Location	0	\$0	0	\$0
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	31	\$149.21	1	\$4,626

**Total Number of Schools Served:** 1

**Total Number of Students Served:** 50; 700 student performance attendees

**EXHIBIT A**  
**STATEMENT OF WORK**

**LOS ANGELES OPERA COMPANY**  
**Art Discipline: MUSIC**

**1.0 Overview**

Los Angeles Opera Company (LA Opera) shall provide the Voices for Tolerance program (VFT) to elementary schools based on need in the Arts Equality Index outlined by LAUSD. Through VFT, two (2) fourth or fifth grade classroom teachers at elementary school sites will partner with two (2) LA Opera teaching artists to create a ten-week choral programs, which reinforce and supplement classroom curriculum while fostering a love of music. This ensemble choral program will clearly address multiple VAPA standards. The program is focused on exploring themes of tolerance and intolerance of groups and minorities, community building, social justice, and cooperative action through music. Voices for Tolerance would serve two (2) fourth or fifth grade classes (up to 60 students) at each site, while the end-of-program performance serves a larger audience of additional students and community members. Classroom teachers and LA Opera teaching artists create school-site programs that reflect the specific cultural landscape and linguistic diversity of that school, and encourage students to think critically about difficult themes on tolerance and intolerance. A student reflection notebook and additional resources for teachers reflect Reading and Writing Common Core Standards, as well as provide opportunities to differentiate instruction for students.

**2.0 Requirements**

Los Angeles Opera Company shall:

1. Design and implement a music program, in collaboration with classroom teachers, to help promote healthy vocal techniques in a choral ensemble, teach diverse music from unique cultural perspectives, and teach important musical skills and vocabulary.
2. Develop and provide materials and resources for students and teachers, including all sheet music for the sessions and a student notebook which contains related reading and prompts for analytical and creative writing. Additionally, LA Opera will provide teachers with resources and links for curriculum connections and classroom extensions, providing differentiated learning opportunities.
3. Provide two (2) highly qualified teaching artists with both professional and educational experience, versed in VAPA and California Writing Common Core Standards, to lead the program reaching up to 60 students per program. In addition, 250-500 students per site will experience the performance based on the space at each school.
4. Facilitate appropriate planning time to ensure successful collaboration, including an opportunity for teaching artists to use Los Angeles Opera Company's library of music and educational materials.
5. Monitor the program, oversee the artists with weekly follow up sessions and progress reports, and communicate with the Arts Education Branch as needed.

**3.0 Deliverables**

The Voices for Tolerance program will:

1. Deliver nine (9), one (1) hour sessions of instructional time, led by experienced teaching artists who have appropriate pedagogical knowledge of California **VAPA** standards.
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2. Facilitate greater collaboration by providing time for teachers and artists to work together in developing a site specific program uniquely targeted to the cultural landscape and linguistic diversity of that school.
3. Present one (1), one (1) hour culminating vocal performance of varied repertoire to families, fellow students, and community members. This performance shall meet high professional and artistic standards, according to clear expectations and structure set by the teaching artists, including researched presentations by students.
4. Produce a student notebook based on LA Opera materials.

#### **4.0 Evaluation**

1. Demonstrate increased student knowledge and skill, including music fundamentals and basic vocal technique, through a pre and post Google Forms survey. Learning goals will be aligned with California VAPA Standards. The results would be made available to LAUSD upon request.
2. Demonstrate completion of clear outcome expectations with a student portfolio practice, including researched writing (based on California Common Core Reading and Writing Standards), reflections, and a visual art component. Upon completion of all portfolio protocols, participants will be rewarded with a medal; teachers of students who complete protocols will be eligible for LA Opera's Premiere Teacher program.

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**LA Opera**  
**Art Discipline: Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	(9) 1 hour sessions	\$150 x 2 teaching artists	Singing music notation, social and historical context	<b>\$2700</b>
Performances/Exhibitions/Assemblies/ PD Workshops	(1) 1 hour performance	\$150 x 2 teaching artists	accompanime nt/choir conducting	<b>\$300</b>
Collaborative Planning/Meetings	(1) 1 hr collaborative mtg w/ teachers and teaching artists AND (1) 1 hr collaborative mtg w/teaching artists	\$100 x 2 teaching artists	music choices, lesson activities and accompanying materials discussion	<b>\$400</b>
Offsite/Field Trips/Location	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	music purchases, copy needs/ notebooks/ medals	<b>\$200</b>	Students receive music, notebooks/ workbooks, student completion medals	<b>\$200</b>

**Total Number of Schools Served:** 4

**Total Number of Students Served:** 280

## **EXHIBIT A**

### **STATEMENT OF WORK**

#### **1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

The Lucas Museum of Narrative Art's slate of educational programs will be designed to align with a standards-based curriculum, ensuring that they meet the educational needs and expectations set forth by California Content Standards, Common Core, and other National Content Standards.

In addition to directly aligning with standards, Lucas Museum of Narrative Art's will offer a wealth of K-12 resources to seamlessly integrate the arts into subjects such as ELA, Science, Math, and Social Science. These resources include plug-and-play activities, enabling teachers to integrate the arts into their curriculum effortlessly.

Co-creation is at the heart of our approach. Lessons provided for classroom teachers are created and iterated in collaboration with educators, administrators, and other experts in the field. This cooperative process ensures that our resources meet educational standards and resonate with students' diverse interests, needs, and experiences.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.

## **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.

- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5 Collaboratively develop resources alongside educators to effectively address the unique needs of their classrooms, particularly focusing on accommodating language requirements specific to their student demographics. Our instructional components during the school day will include visits to the museum, Teaching Artist and staff visits to classrooms, and professional development for school communities. The Teaching Artist and PD components will be co-developed with LAUSD constituents from each school to meet their needs.

Our sessions are held by seasoned educators with extensive classroom experience, integrating standards-aligned curricular materials and other resources. By fostering collaboration from the outset, we believe we can generate innovative instructional resources with the experts in the field.

- 3.6 Students, educators, and administrators will receive invitations to the Lucas Museum of Narrative Art for student-led performances and exhibitions held in our education wing and gardens. Additionally, we will organize gatherings for schools and educators to partake in our programs, both during and outside of school hours, in alignment with LAUSD's After School Providers and Cultural Arts Passport program. These events, including community day gatherings, family events, and dedicated educator sessions, are designed to offer enriching resources and experiences for all participants.

- 3.7 We will engage educators and administrators through structured professional development sessions at their school sites, conducted during their planning periods and other designated times. Professional Development sessions outside of school hours will take place during designated district times, as well as evenings and weekends so that educators can participate at will. This ensures our offerings are accessible to all school community members, maximizing participation and collaboration.

Additionally, we will establish a paid Educator Council comprised of teachers and administrators to provide invaluable expertise and guidance. These council meetings will convene quarterly on weekends, ensuring meaningful collaboration and input and that times are convenient for educators during out-of-school time.

- 3.8 A hallmark of the Lucas Museum educational programming will be museum-site field trips. We are building our internal funding structures so there is no cost for LAUSD Title 1 schools. Educators will be able to choose from self-guided or guided options. Self-guided opportunities will include activities and challenges that are both fun and classroom-aligned. Guided tours will be led by paid professionals and include a studio or film component for students. Each tour will be carefully crafted with educators and students and include grade-based curriculum connections. All field trips will be bracketed with engaging pre-and post-visit activities in the classroom and an invitation to return to the museum with parents and guardians.
- 3.9 The Lucas Museum Youth + K-12 department is currently in the process of designing comprehensive K-12 pre- and post-visit resources, student guides, and family guides to enhance youth engagement while on campus and in their communities. These resources

are meticulously designed to ensure a seamless and enriching experience from start to finish, offering invaluable support to both educators and families alike.

- 3.10 Upon opening, every school in LAUSD will be invited to participate in a field trip program. Simultaneously, we hope to establish close partnerships with dozens of schools, with a special focus on those within our 3-mile radius. It is our goal within our first year of opening to collaborate with at least 500 LAUSD schools through field trips, partnerships, and professional development sessions.

#### 4.0 Program Evaluation

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

### END OF STATEMENT OF WORK

#### EXHIBIT B

#### PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students				N/A
Performances/Exhibitions/Assemblies/ PD Workshops				N/A
Collaborative Planning/Meetings				N/A
Offsite/Field Trips/Location				N/A
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)				N/A

The Lucas Museum of Narrative Art will not invoice LAUSD, nor any of its schools or constituents, during this bench period. There will be no charge for program participants.

Total Number of Schools Served: \_\_\_\_\_

Goal upon opening= 500 Schools and 100,000  
Students served per year

Total Number of Students Served: \_\_\_\_\_

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

At the school site, the Mariachi Women's Foundation (MWF) shall provide:

Mariachi Music Instruction: The MWF supports the Youth Mariachi Pathways (YMP) program that provides holistic mariachi music education with the intention to promote the use of cultural assets as a springboard for personal, social, educational and career development. The YMP program has 4 components: 1) Youth Mariachi Showcase 2) Mariachi instruction for Schools & Community 3) Mariachi Femenil for Girls and 4) Mariachi College and Career Workshops.

Community Engagement: The MWF engages the community in presentations, dialogues, performance demonstrations, films and exhibits to promote greater understanding of the culture, history and lived experiences of mariachi women. The *Trailblazing Women of Mariachi Music* exhibit unveils the 120-year history of women in mariachi music based on the original research of the MWF's founder and executive director, Dr. Pérez. This exhibit includes the historical narrative, vintage and contemporary photographs, artifacts and displays of suits of mariachi women who performed in all-female mariachi groups as early as 1947 and includes the achievements of those who are actively performing today.

PowerPoint presentation of the *Trailblazing Women of Mariachi Music* is based on an exhibit that unveils the over 120-year history of mariachi women instrumentalists and all-female groups throughout the world. It includes names and places in the context of a cultural practice, mariachi,

that LAUSD students are familiar with and that can give rise to a stronger sense of belonging and pride in the culture and communities of Latino and non-Latino students alike. This history also provides surprises including information not widely known such as the performance of mariachi by women and all-female groups in other countries like England, Canada and Japan. Knowledge about how women of color have made significant contributions to the male mariachi world can ignite life-enhancing qualities within students such as joy, inspiration, intellectual stimulation, emotional connection, and meaning especially to women and girls.

The MWF provides programs that align with an arts standards-based curriculum core that can be modified and expanded to meet the needs of each school as determined in consultation with key personnel, and a source for schoolteachers to develop pre-and-post concert lesson plans. A professional mariachi presentation or master class instructors can integrate the desired standards into their performance and instructional activities.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Music to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, and curriculum resources. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.

### **Program Evaluation**

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total	
Instructional Time with Students Mariachi Workshops/Master Classes	3 hours	\$250	1	\$750 per person	
Performances/Exhibitions/Assemblies/ PD Workshops Professional Mariachi Performance	1 hour A. B. C.	\$6,000 \$ 5,000 \$3,500	1	A. \$6,000 per group/10 ppl B. \$5000 per group/10 ppl C. \$3,500 per group/7 ppl	A. = Mariachi Sol de M 10 Musicians B = Mariachi Divas or Mariachi Reyna 10 musicians eac C = Mariachi Divas 7 Musicians
Collaborative Planning/Meetings	3 hours	\$200	1	\$600	
Offsite/Field Trips/Location PowerPoint Mariachi Women History Presentation	1 hour	\$1,000	1	\$1000	Mariachi Divas is willi to offer smaller group
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.) Complete Sound System for 10 Musicians	1	N/A		\$3000.	

& Instrument/vocal mics, monitors, soundboard & Technician  
In case the school does not have

**Total Number of Schools Served:** Mariachi Performance -360/Mst Classes&Workshops 20/ Mariachi History PP 10

**Total Number of Students Served:** Mariachi Performance - Unlimited/Mst Classes &Wkshps 10:1 per person/ History PP 40 per presentati

Total Schools & Student Number is per academic year but for instruction and presentation number of students is per service.

Additional Instructors for Master Classes/Workshops can be added depending on needs. Max 10 students:1 Instructor at \$250/hrX 3hr  
class  
FEDERAL ID #/

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

The Contractor shall provide after-school music teaching and mentorship program at Los Angeles Unified Elementary, Middle School, and/or High Schools (2) times per week for (2) hours per day after school. Each site will have up to three (3) teachers to cover Brass, Woodwinds, Violin, and/or Percussion as well as on-site administrative support.

The Contractor shall facilitate five (5) concerts and events as well as one (1) field trip. Approximately twelve (12) teaching hours per week, thirty-six (36) weeks per school year, totaling an additional three hundred eighty-four (384) hours. The project also requires approximately two (2) hours per week of administration, totaling two hundred twenty-two (228) hours.

The Contractor's program could serve from one (1) to six (6) LAUSD schools and impact 200+ students and their families. The program will run in alignment with the regular school calendar, ensuring that students have consistent access to high-quality music education throughout the academic year with the following goals:

Instrumental Music Education: Provide comprehensive instrumental music education to students, equipping them with the skills and knowledge needed to excel in orchestral and band instruments.

**Enrichment:** Enrich students' lives by nurturing their musical talents, fostering creativity, and instilling a deep appreciation for the arts.

**Career Pathways:** Introduce students to potential career pathways in the music industry, encouraging their pursuit of music-related professions.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards. – *If applicable*

## **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate

pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.

- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5 Instructional Components: Provide up to three (3) classes/teachers with two (2) sessions per week, each lasting two (2) hours per day. To be conducted either after school or in school, depending on the school's schedule. Mentor services are to be provided for instructional support, while administrative services will ensure smooth program operation.
- 3.6 Performances/Exhibitions/Assemblies/PD Workshops: Each school shall receive event services, including two (2) mandatory student performances, one (1) industry pane, one (1) guest performance, and one (1) professional development workshop. The events will showcase student talents, provide industry insights, and offer professional development opportunities for teachers.
- 3.7 Collaborative Planning Meetings: A total mentor meeting per school year, meeting every four (4) weeks. The meeting shall facilitate collaborative planning and ongoing communication between program mentors, administrators, and school staff.
- 3.8 Offsite/Field Trip/Location: Each school will have one (1) field trip per year to enrich students' musical experiences and broaden their cultural horizons. These field trips will be coordinated to enhance learning outside the classroom environment.
- 3.9 Resources/Materials: Provide rental of musical instruments and other resources to support music education activities. If available, utilize existing District inventory.

#### **Program Evaluation**

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

**END OF STATEMENT OF WORK**

## EXHIBIT B

### PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

#### Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	3 classes: 2 hrs/day, 2 days/week	mentor: \$100.00 admin: \$58.22	72	\$51,583.68
Performances/Exhibitions/Assemblies/ PD Workshops	2 student concerts 1 industry panel 1 guest concert 1 PD Workshop	Guest rate: \$500/flat Guest Performer: \$500 flat / per performer	6 per school	\$6,764.76
Collaborative Planning/Meetings	1 mentor meeting every 4 weeks		9 total meetings	\$3,747.96
Offsite/Field Trips/Location	1 field trip per year			\$1,432.88
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	As needed: rental of musical instruments. Ideally, would utilize LAUSD instruments	\$500/ instrument	12 per class	up to \$18,000 per school

**Total Number of Schools Served:** 1-6

**Total Number of Students Served:** 216-288

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

**2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students.

- 2.3 Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc. Course materials are packaged by Contractor and delivered to school site.
- 2.4 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.5 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.6 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.7 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education("ISTE") standards.
- 2.8 Discipline: Dance
  - 2.7.1 Provide Art Leads®, a 10-week curriculum, delivered in a combination of synchronous (real-time, virtual communication) and asynchronous (off-line, virtual communication), and in person instruction for our students.
  - 2.7.2 Provide one (1) Art Leads® in-person instruction and curriculum for the art forms Tap Dance, Hip-Hop, and Modern dance for elementary schools in the Los Angeles Unified School District. The Dance programs teach students from the 3rd grade to 5th grade, the basic fundamentals of these dance forms. The class focuses on developing rhythm, proper technique, style, and fun.
  - 2.7.3 The class format will implement three (3) sets of dance classes, each for the duration of ten (10) weeks with one (1) hour of in-person instruction per week. Class size is limited to 30 students. Hosted by a professional art instructor, the class will be facilitated with an average adult-to-student ratio of 1:10. One on-site supervisor (from the school) and one on-site instructor from Oasis Companies International dba Oasis Center International ("OASIS") is required. Two (2) art assemblies, each for a duration of 30 minutes, will be held at the end of the school year.
- 2.8 Discipline: Visual/Media Arts
  - 2.8.1 Provide Arts Leads®, 10-week curriculum, which is delivered in a combination of synchronous (real-time, virtual communication) and asynchronous (off-line, virtual communication), and in person instruction for our students.

- 2.8.2 Provide one (1) Art Leads® in-person instruction and curriculum for the Mural Arts Program for High Schools in the Los Angeles Unified School District. The Mural Arts programs will teach high school students from the 9th grade to 12th grade, the basic fundamentals of the art form and design.
- 2.8.3 The proposed class format will implement one (1) set of mural arts classes, for the duration of ten (10) weeks with one (1) hour of in-person instruction per week. Class size is limited to 20 students. Hosted by a professional art instructor, the class will be facilitated with an average adult-to-student ratio of 1:10. One on-site supervisor (from the school) and one on-site OASIS instructor is required. Participating students will have the choice to participate in the annual OASIS Arts Festival to engage with an Artist Panel and volunteer which will be held at the end of the school year to facilitate experiential learning and career development.
- 2.8.4 Curriculum
  - Week 1: Introduction to Foundations of Mural Arts
  - Week 2: Preparations for the Wall
  - Week 3: How to Scale the Wall
  - Week 4-7: Painting the Mural
  - Week 8-10: Clean Up, Doubling up, & Line Work

### 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

**Budget Breakdown**

Discipline: Dance

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	Once a week (1- hour) for 10 weeks, and 3 implementations	\$285	30	\$8,550
Performances/Exhibitions/Assemblies/ PD Workshops	2	\$2,500	2	\$5,000
Collaborative Planning/Meetings	20 hours	\$200		\$4,000
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)				\$7,450

Total Number of Schools Served: 1 (one) school (for this pricing sheet)

Total Number of Students Served: 400 students (In class-90 students, overall in school-400)

COMPANY NAME: Oasis Center International

FEDERAL ID #/  
LICENSE: FIN: 45-5166960

AUTHORIZED  
SIGNATURE:

DocuSigned by:

Jin Sung

ADFT2ANDF01847

DATE: 04/15/2024

PRINT NAME AND  
TITLE:

Jin Sung, Executive Director

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

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Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

**2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students.

- 2.3 Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc. Course materials are packaged by Contractor and delivered to school site.
- 2.4 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.5 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.6 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.7 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education("ISTE") standards.
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  - 2.7.1 Provide Art Leads®, a 10-week curriculum, delivered in a combination of synchronous (real-time, virtual communication) and asynchronous (off-line, virtual communication), and in person instruction for our students.
  - 2.7.2 Provide one (1) Art Leads® in-person instruction and curriculum for the art forms Tap Dance, Hip-Hop, and Modern dance for elementary schools in the Los Angeles Unified School District. The Dance programs teach students from the 3rd grade to 5th grade, the basic fundamentals of these dance forms. The class focuses on developing rhythm, proper technique, style, and fun.
  - 2.7.3 The class format will implement three (3) sets of dance classes, each for the duration of ten (10) weeks with one (1) hour of in-person instruction per week. Class size is limited to 30 students. Hosted by a professional art instructor, the class will be facilitated with an average adult-to-student ratio of 1:10. One on-site supervisor (from the school) and one on-site instructor from Oasis Companies International dba Oasis Center International ("OASIS") is required. Two (2) art assemblies, each for a duration of 30 minutes, will be held at the end of the school year.
- 2.8 Discipline: Visual/Media Arts
  - 2.8.1 Provide Arts Leads®, 10-week curriculum, which is delivered in a combination of synchronous (real-time, virtual communication) and asynchronous (off-line, virtual communication), and in person instruction for our students.

- 2.8.2 Provide one (1) Art Leads® in-person instruction and curriculum for the Mural Arts Program for High Schools in the Los Angeles Unified School District. The Mural Arts programs will teach high school students from the 9th grade to 12th grade, the basic fundamentals of the art form and design.
- 2.8.3 The proposed class format will implement one (1) set of mural arts classes, for the duration of ten (10) weeks with one (1) hour of in-person instruction per week. Class size is limited to 20 students. Hosted by a professional art instructor, the class will be facilitated with an average adult-to-student ratio of 1:10. One on-site supervisor (from the school) and one on-site OASIS instructor is required. Participating students will have the choice to participate in the annual OASIS Arts Festival to engage with an Artist Panel and volunteer which will be held at the end of the school year to facilitate experiential learning and career development.
- 2.8.4 Curriculum
  - Week 1: Introduction to Foundations of Mural Arts
  - Week 2: Preparations for the Wall
  - Week 3: How to Scale the Wall
  - Week 4-7: Painting the Mural
  - Week 8-10: Clean Up, Doubling up, & Line Work

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.

### **Program Evaluation**

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

**END OF STATEMENT OF WORK**

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

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Fully burden hourly rates.

**Budget Breakdown**

Discipline: Dance

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	Once a week (1- hour) for 10 weeks, and 3 Implementations	\$285	30	\$8,550
Performances/Exhibitions/Assemblies/ PD Workshops	2	\$2,500	2	\$5,000
Collaborative Planning/Meetings	20 hours	\$200		\$4,000
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)				\$7,450

**Total Number of Schools Served:** 1 (one) school (for this pricing sheet)

**Total Number of Students Served:** 400 students (In class-90 students, overall in school-400)

### Budget Breakdown

Discipline: Visual Arts

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	Once a week (1- hour) for 10 weeks	\$385	10	\$3,850
Performances/Exhibitions/Assemblies/ PD Workshops				
Collaborative Planning/Meetings	15 hours	\$200		3,000
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)				\$3,50.00

**Total Number of Schools Served:** 1 (one) school (this pricing sheet,  
intend to serve 10 schools)

**Total Number of Students Served:** 20 students per implementation

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

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Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide the following classes: General Music Theory, Music Adventures, Songwriting & Vocals, Group Band, Custom classes based on school's needs.

**2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Music Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.

- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
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Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.3 Resources, materials, and transportation that expand an arts learning experience for students.

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

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Fully burden hourly rates.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	30-60min classes, Daily or Weekly	\$225	Based on 1 teacher per 20 or so students	\$225
Performances/Exhibitions/Assemblies/ PD Workshops	1-60 min performance and / or assembly per grade per semester if applicable	\$2250	Full designed program tailored to each grade level	\$2250
Collaborative Planning/Meetings	60 min Pre plans, site visits etc... Daily or Weekly	\$175	Discussions and class assessment reporting	\$175
Offsite/Field Trips/Location	Not generally in scope but custom trip can be created to Minibop annually if applicable	\$1450	TBD	\$1450
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Based on class or program being implemented at school	\$5000	Materials and instruments for 1 elementary school based on 200+ students	\$5000

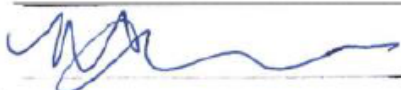
Total Number of Schools Served: 400+

Total Number of Students Served: 80,000+

COMPANY NAME: Minibop

FEDERAL ID #/  
LICENSE: 81-4062462

AUTHORIZED  
SIGNATURE:



DATE: 4/11/2024

PRINT NAME AND  
TITLE:

Marsha Smith, CEO

**EXHIBIT A  
STATEMENT OF WORK**

**P.S.ARTS**

**Art Discipline: Visual Arts**

**1.0 Overview**

P.S. Arts shall provide Visual Arts programming to LAUSD elementary students with focused arts education activities. P.S. ARTS programs are strategically designed to support schools' specific academic priorities and increase parent and community engagement. The P.S. ARTS curriculum framework can be adapted and differentiated to reinforce a wide range of academic subject content and acquisition of targeted Common Core standards across various learning populations, including English learners and students with special needs. Finally, P.S. ARTS programs emphasize learning about artists and art forms from a wide variety of historical periods and cultures, and thoughtful inclusion of artists and art forms reflecting LAUSD's diverse students population.

**2.0 Requirements**

Contractor shall:

Provide LAUSD elementary schools with 30 weeks for up to 25 classes per week of direct visual arts instruction during the school day for each participating school. P.S. Arts can provide programming at up to five (5) elementary schools per year.

**3.0 Deliverables Instructional Components:**

Students at participating elementary schools will receive 30 hours of direct visual arts instruction during the school day.

**Performance/Assemblies/Professional Development/Exhibitions Components:**

P.S. ARTS Teaching Artists are required to attend 20 hours of professional development workshops based on current research and educational trends each year. Participating classroom teachers develop arts-based teaching strategies and an arts activity repertoire through observation of the Teaching Artist, as well as structured co-planning and teaching opportunities. Students will participate in at least one formal or informal opportunity to showcase their artwork every year. In addition to culminating exhibitions and/or performances, P.S. ARTS Teaching Artists facilitate "informances," an open-classroom opportunity for students to present their work and learning to their parents and the broader school community in an informal setting. Finally, P.S. ARTS will supplement the direct arts instruction by providing students and their families with at least one Family Art Night every year; Family Art Nights are optional, two-hour art-making events for the whole family.

**Collaborative Planning/Meeting Components:**

P.S. ARTS Teaching Artists are paid for 40 hours of curriculum development and planning. During this time, they are expected to collaborate with classroom teachers, district administrators, and P.S. ARTS staff to develop a curriculum in alignment with VAPA standards as well as with the partner school's educational priorities.

**Offsite/Field Trip Components:**

No field trips are included in the budget for this proposed scope of services. However, frequent opportunities arise for students to enjoy field trips to museums, galleries, and other arts and culture resources.

**Special Requirements:**

P.S. ARTS requires the allowance of a designated art space.

**Total Number of Schools Served:**

One as written (30 weeks). It is possible to add an additional school for 30 weeks or modify to accommodate two 15 week sessions.

**Total Number of Students Served:**

Up to 700 as written (30 weeks). It is possible to modify to accommodate 1,400 (15 weeks sessions).

**END OF STATEMENT OF WORK**

**PAYMENT SCHEDULE**

**P.S. Arts  
Art Discipline: Visual Arts**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	750	72	1 hour visual arts classes, 25 classes/week; 30 weeks.	54,000
Performances/Exhibitions/Assemblies/ PD Workshops	20	72	20 hours of PD/year	1,440
Collaborative Planning/Meetings	40	72	40 hours of curriculum development/year	2,880
Offsite/Field Trips/Location	N/A	N/A	N/A	N/A
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	700	8	\$8 supply budget/student	5,600

**Total Number of Schools Served:** 1

**Total Number of Students Served:** 700

## **EXHIBIT A**

### **STATEMENT OF WORK**

#### **1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Rediscover shall provide hands-on art-first STEAM/maker programming to PreK-12 students in schools, at community events, and at the public youth makerspaces operated in Culver City and Mid City. Rediscover's school-day and afterschool programs incorporate NGSS standards, VAPA, Common Core Math, and CASEL. Rediscover shall provide 30-90-minute workshops, during the school day, afterschool, and on the weekends, as standalone activities or in sequences of up to 30 sessions, that use recycled materials, Design Thinking, and LA's rich cultures of engineering and assemblage art. Rediscover's focus on recycled materials, particularly cardboard, is a key approach that develops children's creativity, teaches maker skills that students can use in the home and throughout the school curriculum, and raises awareness of environmentally sustainable practices. Rediscover curates these materials for safety, creative possibilities, and age appropriateness. Rediscover's programs provide opportunities for students to make personal connections with Teaching Artists. Classes teach students about art history, careers in Visual Arts, and sustainable practices in artmaking that can also be applied outside of Visual Arts.

Rediscover shall work with schools, before instruction, collaborate with administrators and classroom teachers to learn about and build on successful art education already happening at the school. This collaboration supports professional development for classroom teachers, in which Rediscover Center Inc.

Contract No. C7055

Disciplines: Visual Arts and Media Arts

School Level: Elementary, Middle, and High

teachers and Rediscover Teaching Artists work side by side to develop co-teaching techniques that apply VAPA standards for standalone lessons and art activities that can be used when teaching lessons around math, engineering, science, and ELA. Rediscover Teaching Artists shall connect with teachers between professional development workshops for one-on-one coaching and planning for how to most effectively use instructional time. Instruction by Rediscover Teaching Artists is provided with an LAUSD teacher present who will be the teacher of record.

**Semester Long Artist Residency (10 weeks):** 30-60 minutes of instruction weekly per class in a classroom, multipurpose room, or dedicated school makerspace, in which students experience a progressive sequence of lessons emphasizing skills building, creative expression, and hands-on projects using recycled materials ranging from paper goods and cardboard to construction lumber and industrial offcuts.

At the end of a Semester Long Artist Residency, Rediscover organizes a culminating event in which students exhibit their work with the support of Rediscover Teaching Artists. The audience for these events is determined in collaboration with teachers and administrators and may include selected students, all students, parents, or the community at large.

For school day or afterschool. PreK-12.

**School-wide free choice activities at a school festival (one day):** In a large multipurpose room or outdoors, Rediscover Teaching Artists facilitate an activity at a school event, such as a STEAM Expo or Spring Fair. These free choice activities can accommodate up to 40 simultaneous participants and 200 total over the course of the day in creative play that includes individual and collaborative artmaking using recycled materials.

For school day, afterschool, or weekends. PreK-12.

**Field Trips to a Rediscover Center (one day):** School groups of up to 30 students at a time visit a Rediscover Center in Culver City or Mid City for a hands-on workshop of 60-150 minutes to gain new skills in ideation, design, and construction of student-centered sculptures and maker projects. Field trip workshops provide age appropriate tool sets and project prompts, determined in conversation with teachers and administrators, ranging from Loose Parts Play to Cardboard Construction to Introduction to Woodworking.

PreK-12.

**Makerspace design and installation** Rediscover works with teachers and administrators to transform an unused room into a school makerspace. This process includes a site assessment of current maker-related activities in the school and teacher readiness for hands-on maker-, project-based-, and visual arts-integrated-learning. Rediscover designs a customized makerspace that fits the current needs of teachers and students, then installs equipment, tools, and materials. Rediscover's makerspace installations include a series of teacher professional development workshops to support teachers' use of the new facility and integration of the makerspace's resources into their classroom teaching.

PreK-12.

The core experience is hands-on creative expression using recycled materials. Rediscover shall create fun student-centered learning experiences that are playful, creative, and open ended. In addition to VAPA skills growth, the programs appeal to students' interests in expressing their creativity and working with their hands, increasing student engagement and attendance overall. Activities provide multiple entry points for students with varied interests, backgrounds, and skills.

Student work will scale from handheld models to collective dream cities made from appliance boxes.

Activities include:

- Skills building workshops with maker tools and techniques
- Design Challenges
- Themed prompts for individual and group maker projects
- Sketching
- Journaling
- Presentations
- Design Thinking games
- Guest speakers
- Cardboard Playground/Big Box outdoor activities
- Culminating presentations celebrating student achievement through the display of completed maker projects

## 2.0 Requirements

The Contractor shall:

- 2.1 Design and implement a program in Visual Arts and Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two

Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.

- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5 **Semester-Long Artist Residency**  
Instructional Components: Ten (10) in-class hands-on art workshops co-taught by Rediscover Teaching Artist and a LAUSD classroom teacher.

Performance/Assemblies/Professional Development/ Exhibitions Components: Two professional development workshops; a culminating event/exhibition displaying student work in the classroom or other space designated by the school.

Collaborative Planning/Meetings components: Up to three meetings with administrators and/or classroom teacher before the residency to plan customization of Rediscover's curriculum to match student needs; coaching to the LAUSD classroom teacher and instructional aides on art education techniques and ongoing curriculum development.

Resources/Materials: Sufficient art materials provided from Rediscover's Creative Reuse Materials Warehouse for ten (10) weeks of sculpture, costuming, woodworking, and/or upcycled craft projects; crafting, art, and woodworking tools included

Special Requirements: Preference for on-site storage of materials, tools, and students' work in progress, such as in a dedicated school makerspace.

- 3.6 **Festivals**  
Instructional Components: 6-hour engagement on a single day providing an art activity for up to 200 students in a drop-in setting or rotation of classes, with options for

experiential lessons, “make-and-take” activities, or creation of a collaborative installation art piece by students, teachers, and Rediscover Teaching Artists

Collaborative Planning/Meetings components: one (1) to four (4) planning meetings with administrators and teachers, including a site visit to the proposed location for the festival activity

Resources/Materials: Sufficient art materials provided from Rediscover’s Creative Reuse Materials Warehouse for a large scale collaborative installation art piece and/or participatory “make-and-take” art activity; crafting, art, and woodworking tools included.

Special Requirements: large multipurpose room or outdoor space of at least 25’x25’. Rediscover’s Festivals Program is most effective as part of a larger school event such as a STEAM Fair, Spirit Day, or Back to School Picnic.

### **3.7 Field Trips**

Collaborative Planning/Meetings components: one (1) to three (3) meetings with administrators, teachers, and/or parent volunteers to plan the field trip, customize the field trip workshop to match students’ needs and interests, and train teachers and chaperones on how to most effectively support students’ participation in the field trip.

Offsite/Field Trip Components: Access to a youth makerspace at a Rediscover Center, in Venice or Mid City, with a tour of the facility and a facilitated workshop of 60-120 minutes that includes tool training, creative ideation, and construction of an individually designed assemblage sculpture or woodworking project.

Resources/Materials: Sufficient art materials provided from Rediscover’s Creative Reuse Materials Warehouse for assemblage sculpture or woodworking project; crafting, art, and woodworking tools included.

Special Requirements: LAUSD provides transportation between the school and a Rediscover Center

### **3.8 Makerspace Installation**

Performance/Assemblies/Professional Development/ Exhibitions Components: Four (4) professional development workshops of two (2) hours each supporting teachers’ skills as makers, maker educators, and effective users of the school makerspace, including tool training, art-first STEAM project-based learning teaching techniques, and grade level differentiated lesson plans

Collaborative Planning/Meetings components: 120 hours of collaborative planning, preparations, and makerspace installation

Resources/Materials: Sufficient art materials provided from Rediscover’s Creative Reuse Materials Warehouse for a semester of makerspace-based hands-on art and STEAM classes; crafting, art, and/or woodworking tools; custom built tool and materials storage furniture.

Special Requirements: classroom or multipurpose room with at least 40 square foot of available space for installation of makerspace furniture.

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

**PRICING SHEET: Semester Long Residency**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	100	\$90	10 workshops per unit 1 hour per workshop Max of 15 students per unit, 10 classes per week	\$9,000
Performances/Exhibitions/Assemblies/ PD Workshops	12	\$180	10 hours of PD per semester 2 hour End-of-semester exhibition	\$2,160
Collaborative Planning/Meetings	30	\$90	30 hours of planning, coordination, coaching, curriculum development per semester	\$2,700
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	150	\$20	Consumable art supplies per student	\$3,000

### **PRICING SHEET: Festivals**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	6 hours	\$180	Art project for up to 200 participants	\$1,080
Performances/Exhibitions/Assemblies/ PD Workshops	n/a	n/a	n/a	n/a
Collaborative Planning/Meetings	4	\$90	4 hours of planning meetings, site visits, etc.	\$360
Offsite/Field Trips/Location	n/a	n/a	n/a	n/a
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	200	\$5	Consumable art materials	\$1,000

### **PRICING SHEET: Field Trip**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	n/a	n/a	n/a	n/a
Performances/Exhibitions/Assemblies/ PD Workshops	n/a	n/a	n/a	n/a
Collaborative Planning/Meetings	3	\$70	3 hours of collaboration to prepare teachers ahead of field trip	\$210
Offsite/Field Trips/Location	1	\$650	1 120 minute field trip workshop at a Rediscover Center for up to 30 students	\$650
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	30	\$5	Creative Reuse Materials for individual art projects	\$150

**PRICING SHEET: Makerspace Installation**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	n/a	n/a	n/a	n/a
Performances/Exhibitions/Assemblies/ PD Workshops	4	\$180	8 hours of PD workshops	\$1,440
Collaborative Planning/Meetings	1	\$90	120 hours of makerspace preparatory collaborative planning and installation	\$10,800
Offsite/Field Trips/Location	n/a	n/a	n/a	n/a
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	1	NA	Custom-built furniture and storage, tools, and curated materials.	\$12,500

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide a 45-minute live educational musical production filled with singing, dancing, and audience participation.

Production includes the following.

1. Question and answer segment after the performance,
2. Pre- and post-show activity study guides with curriculum connections (downloadable),
3. Meet and greet with pictures with the cast, and
4. Performance announcements informing students about the presentation.

**2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Music and/or Theatre/Film to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the

AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.

- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.

## EXHIBIT B

### PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

#### Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students				
Performances/Exhibitions/Assemblies/ PD Workshops				
Collaborative Planning/Meetings				
Offsite/Field Trips/Location	1 HR	\$600.00	Educational Program	\$600.00 Per performance
Resources/Materials/ Rental costs if "capital" type Items (ex. Performance stage, Instruments, etc.)				

**Total Number of Schools Served:** TO BE DETERMINED

**Total Number of Students Served:** TO BE DETERMINED

COMPANY NAME: Play'n Around Theatre Company

FEDERAL ID #/  
LICENSE: 267699635

AUTHORIZED  
SIGNATURE:

Robbie Colley

DATE: 03/27/2024

PRINT NAME AND  
TITLE:

Robbie Colley - Owner

**EXHIBIT A**  
**STATEMENT OF WORK**

**SAN PEDRO CITY BALLET**  
**Art Discipline: DANCE**

**1.0 Overview**

San Pedro City Ballet shall provide Dance programming to LAUSD students with focused arts education activities through their DancEd Steps Up program. The DancEd Steps Up program provides skilled, dance education, instruction, exercise, as well as a culminating performance to children in public schools, in particular to those from homeless and low-income families. Utilizing a comprehensive dance activity plan aligned with the California State Standards for Education created by Cynthia and Patrick Bradley, the curriculum includes lessons in Ballet, Contemporary, Hip Hop, jazz, modern, and performance.

Educational lectures by guest professionals are also given during the school semester. Students observe and learn different styles of dance, as well as the need for proper nutrition, good eating and health habits, and the importance of a quality education.

All of the lessons and delivery of instruction shall be aligned with the California State Standards for the Visual and Performing Arts and LAUSD Standards, Practices, and Policies. Instructors shall review the VAPA standards regularly and work closely with a credentialed consultant to develop comprehensive lessons based on the VAPA standards.

**2.0 Requirements**

1. Contractor shall provide dance classes for 10 weeks, for (4) hours per week, for up to four (4) classrooms.
2. All lessons and delivery of instruction shall be aligned with the California State Standards for the Visual and Performing Arts and LAUSD Standards, Practices, and Policies. Instructors review the VAPA standards regularly and work closely with credentialed consultants to develop comprehensive lessons based on the VAPA standards. In addition, instructors are versed in the development and delivery of differentiated instruction for EL students and students with special needs. Instructors and classroom teachers work side by side to enhance the learning experiences of students with IEP's and 504 plans, crafting instruction to meet the needs of **all** students regardless of cognitive ability.
3. Students shall learn a form of dance- Ballet, Modern, Jazz, Contemporary, Tap, or Hip-Hop or a combination of styles.
4. Contractor shall provide a culminating event to be attended by parents, classroom teacher, and school administrators.

**3.0 Deliverables**

1. Dance classes for 10 weeks, for four (4) hours per week, per school
2. One (1) culmination event at the end of each program per school

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**San Pedro City Ballet**  
**Art Discipline: Dance**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Hourly Rate	Services per Class	Initial Period:
Instructional Time with Students	10hrs/1hr per week	\$150.25	25	\$6,030.00

Total Number of Schools served: 4

Total Number of Students Served: 400

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor's program include hip-hop music along with visuals that inform scholars about the history, social-emotional health, mental health, and experiences of African Americans, Latino/a, Asians & Pacific Islanders, Women, and more. The program includes cultural arts field trip, school site performance (assemblies), supplemental curriculum, and professional learning opportunities.

Contractor shall provide the following:

**Cultural Arts Field Trip:**

*Description:* School Yard Rap's Cultural Arts Concert, a field trip experience is a concert with a live band, dancers, and educational hip hop music. Each student will receive a School Yard Rap book to help further learning. Depending of the time of the year, our show will center around historical information, with special highlights of the Los Angeles region. The performances feature our billboard charting clean, copyrighted hip-hop music as well as our animated lyric films.

*Scope:* Latino/a Cultural Arts Concert Field Trip to take place in September or October, Black History Cultural Arts Concert Field Trip to take place in January, February, or March, and Multicultural Cultural Arts Concert Field Trip to take place at the end of May.

*Schedule:* Varies on the theatre availability. School Yard Rap typically offers four options for show times 9:30 AM, 12:30 PM, 3:30 PM, and or 6:30 PM.

*Number of Students:* Varies on the theatre; however, we are able to book a theatre more than one day to accommodate the needs of LAUSD.

*Grade Level:* All

*Current Theatre Partnerships:* Wilshire Ebell Theatre, Alex Theatre, Terrace Theatre, and Youtube Theatre

Materials and Supplies: School Yard Rap agrees to provide all necessary materials and supplies (including technology and personal protective equipment [PPE]) for staff and student use in the program and understand the need to have an expense summary. Each concert students receive a book on the content that was delivered.

**School Performances:**

*Description:* Students in grades TK-12th will participate in a live assembly performance. Our performances center around historical information on different communities. The performances also feature our billboard charting clean, copyrighted hip-hop music as well as our animated lyric films– that's different than our Cultural Arts Concert. This modality of learning will entertain and educate every student in attendance. This program will also leave each student inspired and uplifted and proud of their heritage and potential.

*Scope:* Schools will have an opportunity to get a fall and spring assembly. Content will differ per opportunity. Fall is the beginning of the year engagement get students excited about the school year while highlighting the history of Latino/a excellence throughout the years. Spring assemblies focus on building students confident to be able to tackle any obstacle that they might face academically or personally while highlighting the history of Black Americans and or Multicultural.

*Schedule:* Schedule will be determined with the school site. During the day of the assembly our team will need one hour to set up and each assembly will be between 45-60 minutes depending on the school site needs, schools are able to have 2 assemblies during our morning block 8 AM- 11AM or afternoon block 12:30 PM – 3:30 PM. We can currently perform at 12 schools in one day, 60 schools in a week, 240 schools in a month. Our team will work closely with district and or school site leaders to create a comprehensive schedule for each semester.

*Number of Students:* Varies on school space. We typically host two assemblies to ensure all students are able to attend.

*Grade Level:* All

*Location:* School Site (theatre, auditorium, cafeteria, multipurpose space, outdoors, etc.). Varies on school site capability.

**Professional Learning**

*Description:* We offer professional learning for any schools who are implementing our curriculum.

- School Yard Rap Curriculum Implementation

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Theatre/Film to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

## **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.

- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5

**Deliverables**

**Instructional Components:** We will ensure comprehensive instructional materials and methods tailored to meet the needs of the students and curriculum objectives.

**Performance/Assemblies/Professional Development/Exhibitions Components:** Our team will coordinate and facilitate engaging school site performances (assemblies), concerts, and professional development sessions to enrich the educational experience of all students.

**Collaborative Planning/Meetings Components:** We are committed to active participation in collaborative planning sessions with district and school site leaders to align our efforts with the district and school objectives and ensure seamless integration.

**Offsite/Field Trip Components:** We plan to offer three field trip experience, adhering to safety protocols and educational objectives to enhance learning beyond the classroom.

**Resources/Materials:** We will provide necessary resources and materials to support the implementation of instructional activities and ensure a conducive learning environment.

**Special Requirements:** We require students to be able to see a screen during our school performance, so ensuring we have access to a projector screen or large TV for visual learners.

**Total Number of Schools Served:**

- Varies for concerts depending on venue.
- Supplemental curriculum there is no limit.
- We can serve up to 240 schools a month for school assemblies.

**Total Number of Students Served:**

- Varies for concerts depending on venue and size of schools for assemblies.
- Supplemental curriculum there is no limit.

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students				
Performances/Exhibitions/Assemblies/ PD Workshops	-8 PD -2 Assemblies per visit		-4 PD per semester -3 visits a year	-\$14,000 per PD -\$6,500 per assembly
Collaborative Planning/Meetings				
Offsite/Field Trips/Location	3 offsite field trips a year			-\$50 per ticket
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	-supplemental curriculum -Theatre rental cost			-supplemental curriculum: \$12,000 per year -Theatre rental cost up to \$65,000 per venue

**Total Number of Schools Served:** Unlimited

**Total Number of Students Served:** Unlimited

**COMPANY NAME:** School Yard Rap

**AUTHORIZED  
SIGNATURE:** 

**PRINT NAME AND  
TITLE:** Arlena Brown

**FEDERAL ID #/  
LICENSE:** 86-1338079

**DATE:** 4/12/2024

**EXHIBIT A  
STATEMENT OF WORK**

**Social and Public Art Resource Center (SPARC)  
Art Discipline: VISUAL ARTS**

**1.0 Scope**

The contractor (SPARC) shall provide Visual Arts programming for K-12 students with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions as outlined in the requirements below.

SPARC shall create a thriving arts environment for culturally, ethnically, and linguistically diverse students enrolled in grades K12 using an interdisciplinary approach to mural making and learning. The *Emancipation Project: Liberating Children's Dreams (EPLCD)*, is an arts program that provides three modules: (1) *Self-Portraiture*, (2) *Student Narrative Murals*; and (3) *Namesake Mural*; which is the painting of an original mural by SPARC artists, and the *Multidisciplinary Arts Workshops* with SPARC's teaching artists.

**2.0 Requirements**

The contractor shall provide:

1. The *Self-Portraiture* module, which shall introduce students to advanced digital composition and traditional painting techniques through the development of self-portraits that challenge them to imagine their future selves. Each lesson shall last 2.5 hours once a week. The class shall start 1 hour before the end of school and extend 1.5 hours into after school. Students shall develop their artworks with UCLA student mentors enrolled in Judy Baca's *Beyond the Mexican Mural* undergraduate course. These artworks shall be physically exhibited on campus and featured online as part of a SPARC digital publication. The artworks shall be published in a fine arts softcover book.
2. The *Student Narrative Murals* module, which shall include the production of student-designed murals facilitated by SPARC muralists. Continuing students from the *Self-Portraiture* module, and possible new students, shall receive 2.5 hours of class instruction once a week. The class shall start 1 hour before the end of school and extend 1.5 hours into after school. SPARC artists shall teach team-building techniques, collaborative conceptualization and visual narrative development, and digital mural design methods.
3. The *Namesake Murals* module, which shall produce an original mural painted for the partnering school by the SPARC team and high school students participating in a four-month apprenticeship program. The mural shall be a portrait of the individual who the school is named after. Approximately 6-10 high school students shall be selected to paint on the mural production with muralists. These students shall receive modest stipends for labor and effort.
4. Eight (8) professional development sessions (4 sessions per school semester), which contractor shall share all curriculum with classroom teachers. Key SPARC personnel shall be in communication with the school administration and classroom teacher daily.
5. A culminating event at the end of the school year, in which students shall showcase their performance and artistic work to the school community. SPARC shall work with the parents of the student participants to coordinate and attend the event.
6. Updates to the Arts Education Branch about program implementation and progress throughout the school year.

### 3.0 Deliverables

#### Professional Development Sessions and Curriculum:

1. SPARC shall offer a total of 8 professional development (PD) sessions, 4 at the beginning of each school semester. The PD sessions shall introduce SPARC staff and teaching artists to the participating school's staff and teachers, and provide a review of the *Emancipation Project: Liberating Children's Dreams* curriculum and module structure. 2 PD sessions shall be dedicated to the EPLCD modules and 2 PD sessions focus on the *Multidisciplinary Arts Workshops* per semester. SPARC teaching staff shall receive 8 sessions of PD around curriculum development, differentiation, and classroom management, in addition to participating in at least two professional development opportunities provided by the Arts Education Branch. These PD sessions shall take place prior to the start of program at participating schools. Classroom teachers shall be encouraged to participate in the teaching artists' workshops and activities.

#### Professional Development Summary

8 total Professional Development Sessions

##### Semester 1:

- 2 Professional Development Sessions for Self-Portraiture Workshop Curriculum
- 2 Professional Development Sessions for Multidisciplinary Arts Workshops (Theater, Music, Choral Reading, Spoken Word/Language Arts)

##### Semester 2:

- 2 Professional Development Sessions for Student Narrative Murals Curriculum
- 2 Professional Development Sessions for Multidisciplinary Arts Workshops (Theater, Music, Film/Video, Dance)

SPARC shall continue to revise the *Emancipation Project: Liberating Children's Dreams* arts curriculum to meet the Visual and Performing Arts Standards (VAPA); Common Core State Standards (CCSS); and History Social Science Content Standards (HSSCS). The *Emancipation Project: Liberating Children's Dreams* arts curriculum shall continue to focus on teaching compassion, civic engagement, community pride, elevating self-esteem and supporting identity formation.

2. The *Self-Portraiture* module shall span over the course of one academic semester. Up to 20 students shall receive on average 2.5 hours of instruction at least once a week for 14 weeks (14 sessions). At the end of the semester, students shall install an exhibition of their completed self-portraits. Students shall receive a total of 35.5 hours of instruction by SPARC artists and mentors for the duration of one semester. Teachers will receive two professional development sessions on the *Self-Portraiture* module curriculum. Participating students shall receive
  - 1) 3 sessions of identity exploration and development,
  - 2) 2 sessions of digital photography instruction on tablets,
  - 3) 2 sessions of digital composition instruction on tablets, and
  - 4) 6 sessions of painting instruction.Students will also learn about displaying artwork and presentation in a  
  - 5) 1 sessions exhibiting art workshop leading up to their exhibition.

Up to 20 students enrolled in their graduating year (e.g., fifth/sixth grade, eighth grade, twelfth grade youth) shall be selected. SPARC educators shall work with these youth and provide a total of 14 sessions. Students shall receive in-class and afterschool instruction and learn to utilize computers to digitally create their self-portraits. SPARC artists shall provide approximately 6 studio painting sessions, as needed by the students to thoroughly complete their artworks. UCLA students through Judy Baca's.

*Beyond the Mexican Mural* undergraduate course shall provide mentorships throughout the 14 session module.

**Self-Portraiture Module Summary**

- 2 Professional Development Sessions for Teachers
- 20 Students shall be selected
- 2.5 hours of instruction, once a week for 12 weeks
- 12 total sessions
- 1 culminating exhibition event

**35.5 hours total of SPARC artist instruction**

1. 3 sessions (7.5 hours) identity exploration and development
2. 2 sessions (5 hours) digital photography instruction
3. 2 sessions (5 hours) digital composition instruction
4. 6 sessions (15 hours) painting instruction
5. 1 session (3 hours) exhibiting art workshop

The self-portraits shall be exhibited on the school campus and published in a softcover book and website gallery.

3. The *Student Narrative Murals* module shall span one academic semester. Up to 20 students shall receive 2.5 hours of instruction, once a week for 18 weeks (18 sessions). At the end of the semester, students shall install an exhibition of their completed narrative murals. Students shall receive 47.5 hours of instruction by SPARC artists for the duration of one semester. Teachers shall receive two professional development sessions on the Epiphany Mural Methodology and Narrative Mural curriculum. At the school's request, SPARC shall either continue working with students from the Self-Portraiture Workshop, or select 20 new students through another application process. The participating school's teachers and SPARC staff shall select 20 students to participate in the workshop. Participating students shall receive

- 1) 2 sessions of team building workshops and collaborative techniques
- 2) 4 sessions of narrative mural design and concept development
- 3) 3 sessions of digital mural designing on tablets, and
- 4) 8 sessions of mural painting instruction.

Students shall also learn about mural installations in a

- 5) 1 to 2 session installation training workshop leading up to a dedication of their murals. The murals shall not exceed 6 ft in height.

SPARC educators shall work with up to the 20 selected students to professionally complete 2-3 student-designed murals over a course of 18 sessions. Students shall receive in-class and after-school instruction and learn to utilize artist grade tablets to digitally design. SPARC artists shall provide approximately 8 studio painting sessions, as needed by the students to thoroughly complete their artworks. SPARC artists and guest muralists shall provide mentorships throughout the 18 session module.

**Student Narrative Murals Module Summary**

- 2 Professional Development Sessions for Teachers
- 20 Students shall be selected
- 2.5 hours of instruction, once a week for 12 weeks
- 18 total sessions
- 2-3 completed murals (measuring no more than 6 ft high)- Students and SPARC artists shall install murals on the interior walls of the school.
- 2-3 culminating dedications (Depending on quantity of murals and scheduling)

**47.5 hours total of SPARC artist instruction**

1. 2 sessions (5 hours) Team building workshops and collaborative techniques
  2. 4 sessions (10 hours) Narrative mural design and concept development instruction
  3. 3 sessions (7.5 hours) of simplified mural painting instruction
  5. 1-2 sessions (5 hours) of mural installation training (Target age group is high school students)
4. The *Namesake Murals* module shall be composed of 1 original mural painted by the SPARC team on the participating school. Approximately 6-10 high school students shall be selected to participate in the namesake mural. Students shall work alongside professional SPARC muralists on-site and learn how to design a traditional painted mural.

**Namesake Mural Module Summary**

- Shall take place during the Spring Semester
  - 6-10 High school students shall be selected
  - 2-4 Design sessions with SPARC muralists
  - 9 days of on-site painting with SPARC muralists
  - Modest stipends for participating students
5. The *Multidisciplinary Arts Workshops*, which shall include workshops from SPARC teaching artists on spoken word, theatre, choral theater, dance, film/video, and choral music. Each workshop shall consist of 13 sessions per semester. Theater and Choral Music shall be offered each semester. Theater and Music instructors shall continue to work with the same student group, or cycle to a new group of students (to be determined by participating school). SPARC shall offer arts workshops on Choral Poetry, Hip Hop Dance, Film/Video Production and Editing, and Spoken Word/Language Arts. Each of the Arts Workshops (with the exception of the Film/Video Production and Editing class) shall accommodate up to 30 students. The Film/Video Production and Editing class shall accommodate up to 20 students.

**Multidisciplinary Arts Workshops Summary**

- Shall accommodate 170-230 students.  
Each workshop shall be 1 hour long, once a week for 13 weeks

**Winter Semester**

13 Sessions of Each Arts Workshop

- 30 students- Theater Instruction
  - 30 students- Choral Music
  - 30 students- Choral Poetry
  - 30 students- Spoken Word/Language Arts
- Culminates with the Winter Performance Showcase

**Spring Semester 2**

13 Sessions of Each Arts Workshop

- 30 Students- Theater Instruction
  - 30 Students- Choral Music
  - 20 Students- Film/Video Production and Editing
  - 30 Students- Hip Hop Dance
- Culminates with the Spring Grand Performance

**Performances and Exhibition Components:**

SPARC and the participating school shall plan a culminating event each semester where students both the modules and Multidisciplinary Arts Workshops can showcase their performance and artistic work to the

larger school community, parents and friends. There shall be a total of 2 showcases: the Winter Performance Showcase shall exhibit artworks from the Self-Portraiture Workshop and include performances by students who participate in the Theater, Choral Music, Spoken Word/Language Arts, and Choral Poetry arts workshops. The Spring Grand Performance shall showcase 2-3 student narrative murals, as well as feature performances by students who participate in the Theater, Choral Music, FilmNideo, and Dance arts workshops, and the Namesake Mural.

**Performance and Exhibition Summary**

**Winter Performance Showcase**

- Self-Portraiture Exhibition
- Theater Performance
- Choral Music
- Spoken Word/Language Arts
- Choral Poetry

**Spring Grand Performance**

- 2-3 Mural Dedications of Student Narrative Materials
- Theater Performance
- Choral Music
- FilmNideo Screening
- Hip Hop Dance Performance
- Dedication of Namesake Mural

**Offsite Field Trips**

Students shall participate in SPARC-facilitated field trips to the SPARC arts center and the Great Wall of Los Angeles mural. SPARC docents shall provide two field trips to 200 students. The SPARC arts center field trip shall take place in the winter semester, and the Great Wall of Los Angeles mural field trip shall take place during the spring semester.

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**San Pedro Ballet**  
**Art Discipline: Dance**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (How much time? How often?)	Hourly Rate	Services Per Class	Sub-Total
Instructional Time with Students	224	\$617.75	Multidisciplinary Workshops (7-10 Weeks) Self-Portraiture (10 Weeks) Namesake Mural (12 Weeks) Great Wall Curriculum (8 Weeks)	\$138,376.00
Performances/Exhibitions/Assemblies/PD Workshops	20	\$587.50	Culminating Exhibition/Presentation Teaching Artist PD Workshops	\$11,750.00
Collaborative Planning/Meetings	100	\$250	25 Hours of Collaborative Planning/Meetings per Arts Module	\$25,000.00
Offsite/Field Trips/Location	10	\$500	Field Trip to Great Wall of LA Mural Field Trip to SPARC	\$5,000.00
Resources/Materials/Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)				\$0.00

1 School (20-21 Classes Per School)  
Note: SPARC can serve multiple schools per semester and individual modules by school need

Total Number of Schools Served:

Total Number of Students Served:

525

**EXHIBIT A STATEMENT  
OF WORK**

**SOUTHLAND SINGS**  
**Art Discipline: MUSIC**

**1.0 Scope**

The contractor shall provide Music programming to LAUSD Elementary School students with focused arts education activities through their 14-session sequential songwriting program, *My Story My Voice: Poetry to Song 14-Week Residency*. The role of Southland Sings in this project is to educate and inspire children through the effective delivery of our arts program, tailoring it to the specific needs of each individual classroom. Southland Sings will provide and train the professional Teaching Artists, and will provide the necessary equipment and materials. The residency shall combine music composition and performance, writing, and theatre in support of California State Standards in the arts with Common Core touch points.

*My Story, My Voice: Poetry to Song* teaches children to become writers, composers, singers and performers of their own original musical. This program culminates in a live performance of the musical that the children have written. Music Specialists assist in the song writing and singing, and artists with extensive theatre background work with the students to design their own staging. A spoken word artist assists students in writing lyrics and dialogue, and assists with projection and emotion in their spoken lines.

For SDC Classroom or mainstreamed special needs students, Southland Sings utilizes a spoken word artist who is licensed art therapists and credentialed special education teacher to teach students to express themselves through movement. The program uses cutting-edge adaptive technologies, such as Beamz and Pro Loquo, to make the program fully inclusive. Beamz is a musical tool that allows students with motor skills issues to create music by simply waving their hands through laser beams. Pro Loquo is an alternative and augmentative communication device that speaks text, allowing dialogue to be inputted so that nonverbal student can "speak" his/her lines.

**2.0 Requirements**

1. The contractor shall provide their *My Story My Voice: Poetry to Song 14-Week Residency*. The residency shall offer fourteen (14) sequential learning sessions to each of four workshop groups. The workshop groups shall consist of the following:

**Planning Sessions**

- Program Coordinator will coordinate with the school's Primary Contact to identify four workshop groups
- Workshops scheduled
- Site goals discussed, including Common Core Curriculum integration, vocal music techniques, literacy and English Language acquisition and special needs adaptations

**Beginning: Inquiry and Acquisition of Knowledge**

**Sessions 1-2**

- Introductions to components of music in opera and musical theatre
- Students work in small groups creating musical accompaniment on MacBook computers using Garage Band software and instrumental music loops.

The sessions will include the demonstration and practice of:

- Rhythm and rhyme
- Phrasing in music as compared with phrasing in spoken and written language
- Tempo and volume in telling stories, and how they work in poetry, prose and music

**Sessions 3-4**

- Continue work in small groups to create poetry and prose for their lyrics
- Create musical accompaniment on MacBook computers
- By the end of Session 4, each workshop group will have created a minimum of two songs

**Middle:** *Understanding and Applying: Developing the Delivery of their Compositions*

**Sessions 5 to 10**

- Practice musicality, vocal and breath-control, and expression using their voices, movement, and theatrical expression
- Use verbal and non-verbal cues (music and narration) to develop self-awareness and focus
- Apply theatrical expression and vocal techniques to define character, and to provide cues for fellow acting/narration counterparts
- Teaching Artist begins staging the work
- The students will participate in drama (or acting) and vocal exercises that will provide them with the ability to refine their characters and/or roles

**End:** *Analyzing and Revising: Review, Revision and Problem Solving*

**Sessions 11-14** continues concentration on delivery, technique, and ensemble work. Students receive focused work with the teaching artist to develop and refine skills further. Students use acquired knowledge and skills, refining staging and performance. Students will deliver their final performance for an audience of their peers, family, school and District representatives. Each workshop group will perform their songs fully staged with linking dialogue. Students may:

- Improvise vocal inflection, dialogue, choreography, tempo, and volume to improve delivery.
- Edit music lyrics or compositions to improve the dramatic delivery, e.g., add descriptive words to further inform characters.
- Revise staged movement of actors to improve uniform delivery of the play with the singers/narrators.

**Evaluation**

1. Pre-Resident Survey-- Provided to teachers to inform Teaching Artists of their expectations, limitations and any classroom or student circumstances which the Teaching Artist should be aware of.
  2. The Teaching Artist Assessment-Assessment completed following each classroom session to evaluate student progress, and note classroom issues, changes for Southland program staff need to facilitate.
  3. Residency Assessment Plan-Developed in collaboration with at Otis, this blueprint now serves as the Southland in-service guide and checklist for all teaching artists.
  4. Universal Design for Learning- Teacher and Observer Tools-Designed in collaboration with VSA Kennedy Center affiliate specifically for use in Southland's residencies. Provides multiple paths and modes of expression in order enable students to demonstrate acquired skills and knowledge.
  5. Teacher Pre and Post Survey- Provided to classroom teachers to obtain written documentation of Teacher Expectation, goals and reviews. Supplementary to planning meetings - general Likert Scale Survey
  6. Ongoing student formative self and group assessment using audio recordings and if permitted video. Students are provided with vocabulary, tools and metrics by which they conduct group and self-assessment.
- 
1. Southland Sing shall provide individual laptop computers for each workgroup. Each student shall receive headphones and splitters so that all students are able to listen to their music together. Recording technology, both audio and sometimes video, shall be provided for students to use to assess their progress. Rehearsal recordings shall be provided to the classroom teacher and students through a dedicated webpage that shall be created for each participating classroom and can be accessed from home or school. For any teachers or students who do not have internet access, Southland provides CDs.

2. Contractor shall provide Scripts, two per student - one to take home and one for use in the classroom. The script shall also be posted on their webpage so that students can download and print out extra scripts, if desired, either at school or at home.
3. Contractor shall provide all recording equipment as well as CDs and CD cases for each student to record their singing.
4. Contractor shall provide BEAMZ and Proloquo to the participating special needs classrooms.
5. Program Managers and/ or Teaching Artists shall meet with classroom teachers and site Principals to discuss curriculum integration, school goals, program implementation, and scheduling.
6. The culminating event shall be a full production of the musical the students wrote, composed and performed is presented for family and peers at the end of the 14-week residency.

### **3.0 Deliverables**

Contractor shall:

1. Provide one (1) 14-session residency. Sessions shall be once per week for 14 weeks.
2. Provide at least two (2) collaborative planning/meetings
3. Provide all materials for full participation in the program
4. Provide one (1) culmination event at the completion of each residency
5. Serve up to ten (10) schools
6. Serve up to 500 students

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Southland Sings**  
**Art Discipline: Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	1 hr, weekly	\$75/hour	14	\$4,200
Performances/Exhibitions/Assemblies/ PD Workshops	1 performance		1	\$3,000
Collaborative Planning/Meetings	2.5 hrs	\$100	N/A	\$250
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)				\$900

Total Number of Schools Served: 1

Total Number of Students Served: 100

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

SpiritSeries serves grades 4 - 7, VAPA Standards are discussed by rubric across all four grade-levels with descriptions of Series alignment to each rubric:

1. Artistic Perception: As students study, co-write, stage and perform a Series' one-act historical biography, they learn the vocabulary of theatre and discover the elements required to successfully create a compelling dramatic experience. Text and subtext are analyzed to prepare for performance. Students must also step beyond their own identity and respond empathically to the character they are portraying and the story being told.
2. Creative Expression: Students develop theatrical skills through a multi-hour rehearsal process in preparation for performance. Creation and invention are required as they contribute original writing to the play, then develop their own tableaux, blocking, and costume elements.
3. Historical/Cultural Context: Each play in the Series explores an historically significant figure using the style and cultural context appropriate to the era portrayed —e.g. “Seeking Socrates” uses a Greek Chorus, while “Song of Sitting Bull” is staged in the round. The SERIES seeks to promote multicultural understanding and develop cultural literacy in all participants.

4. **Aesthetic Valuing:** Students monitor their response to the one-act biographical play they are preparing for performance. They also engage in ongoing evaluation of themselves and the ensemble as the rehearsal process progresses. Post finale, performers engage in a self-reflection exercise to promote self-awareness through a thoughtful, honest, compassion assessment of themselves and others. Performers watch and critique other classes in their grade level who are performing the same one-act play.

5. **Connections/Relationships/Applications:** The Series' integrates dramatic arts with History and ELA content. Students develop literacy skills and higher order thinking as they grapple with themes and ethical issues in each play. The performance process also promotes team building and cooperation.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.

- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan (“UDIPP”) approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education (“ISTE”) standards, if applicable.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5 **Instructional Component**
  - 3.5.1 One (1) SpiritSeries staff teaching artist for 13-hours/class
- 3.6 **Performance/Assemblies/Professional Development/Exhibition Components:**
  - 3.6.1 One (1) SpiritSeries one-hour Launch Assembly/class
  - 3.6.2 One (1) SpiritSeries one-hour Finale Student Performance Assembly/class
- 3.7 **Collaborative Planning/Meetings Components:**
  - 3.7.1 One (1) 30-minute planning meeting with school administration
  - 3.7.2 One (1) 30-minute orientation meeting with classroom teacher
  - 3.7.3 Four (4) 15-minute planning & assessment meetings with classroom teacher
- 3.8 **Offsite/Field Trip Components: N/A**
- 3.9 **Resources/Materials:**
  - 3.9.1 SpiritSeries 36-page Script / One (1) per student
  - 3.9.2 SpiritSeries 4-page Journal / One (1) per student
  - 3.9.3 SpiritSeries research & creative writing handout / One (1) per student
  - 3.9.4 SpiritSeries craft blank, symbol sheet, craft materials / One (1) per student
  - 3.9.5 SpiritSeries performance costume / One (1) per student
- 3.10 **Special Requirements: N/A**

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

**PRICING SHEET**

*Discipline 3 - Theatre/Film*

**Provide your fully burdened hourly rates below.** The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. The hourly rates or per class will remain fixed during the duration of the contract.

**Budget Breakdown**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	13 HRS	—	Yes	\$ 650.00
Performances/Exhibitions/Assemblies/ PD Workshops	2 HRS	—	Yes	\$ 400.00
Collaborative Planning/Meetings	2 HRS	—	Yes	\$ 100.00
Offsite/Field Trips/Location	N/A			
Resources/Materials/ Rental costs if "capital" type Items (ex. Performance stage, instruments, etc.)	Scripts Journals Handouts Craft	—	Yes	\$ 335.00

*Please See PRICE PROPOSAL DETAIL FOR Attachment F*

Total Number of Schools Served: 30

Total Number of Students Served: 2400

**SPIRIT SERIES, Inc.**  
**PRICE PROPOSAL: DISCIPLINE 3 – THEATRE/FILM**  
**DETAIL FOR ATTACHMENT F**

**Objective:** To underwrite program costs for SpiritSeries three-week residencies in LAUSD middle and elementary schools, serving students in fourth to seventh grades during regular school years throughout the academic year.

**Procedure:** SpiritSeries—in partnership with ELA or History classroom teachers—will provide staff, curriculum, and all student instructional materials required to successfully implement its 15-hour residencies at all participating LAUSD partner schools.

**Cost of Services: Per Class**

- **Instructional Time.....\$650**  
1 SpiritSeries staff /class  
13 hours @ \$50 /hour
- **Launch Performance.....\$200**  
1 assembly/class @ \$200/assembly
- **Finale Performance.....\$200**  
Series staff + costume/set rentals  
1 assembly/class @ \$200/assembly
- **Collaborative Planning.....\$100**  
Planning meetings + administrative costs/class
- **Resources/Materials .....\$335**  
Student scripts, curricular handouts, craft materials, etc.  
1 set/class

**Total Price Per Class.....\$1,485**

**Projected Total Schools Served: 30**

**Projected Total Students Served: 2,400**

## EXHIBIT A

### STATEMENT OF WORK

#### 1.0 Scope

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

#### **Club Program Implementation:**

##### *Description*

The Club Program offered by STEM From Dance is designed to take place within schools, providing students with opportunities to engage in arts-integrated STEM activities either during the day, after school, or on weekends. The program is facilitated by a teacher provided by the school, who receives comprehensive curriculum materials and training from STEM From Dance. Clubs are 15-30 hours and can be delivered at at point in the year, for multiple times in a year, and at any cadence (e.g., once weekly, twice weekly).

##### *Implementation:*

Schools participating in the Club Program will designate a teacher to facilitate the program, ensuring continuity and integration with existing school activities. STEM From Dance will provide the selected teacher with access to our curriculum materials, including lesson plans, instructional videos, interactive worksheets, and training resources. These materials are designed to be accessible and easy to implement, enabling teachers to effectively engage students in arts-integrated STEM activities.

*Professional Development Opportunity:*

Participating teachers will have the opportunity to enhance their skills and knowledge through professional development provided by STEM From Dance. Our training sessions are designed to familiarize teachers with our curriculum, instructional approach, and best practices for

integrating dance with STEM concepts. Teachers will learn strategies for engaging students, fostering creativity, and promoting inclusivity, ultimately enhancing their capacity to deliver high-quality arts education experiences.

*Benefits:*

The Club Program offers numerous benefits for both students and teachers. For students, it provides a unique opportunity to explore the intersection of dance and STEM, fostering creativity, critical thinking, and collaboration. For teachers, it offers a professional development opportunity to expand their teaching repertoire, develop new skills, and enhance their capacity to deliver engaging and meaningful instruction.

**Description of Scope and Project Goals**

Our program aims to provide comprehensive arts education experiences that align with LAUSD's standards-based arts curriculum, promote 21st-century skills, and celebrate the cultural diversity of students. By integrating dance with STEM concepts, we engage students in creative expression, critical thinking, and collaborative problem-solving, fostering a love for learning and exploration.

**Projected Outcomes for Students**

Our programs anticipate achieving a range of outcomes for students, including increased proficiency in STEM skills, greater engagement with arts and STEM opportunities, enhanced interest and confidence in STEM subjects, and a deeper sense of belonging and joy through dance. Through our holistic approach, we aim to empower students to pursue their passions, overcome challenges, and achieve their full potential.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.

- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5

#### **Deliverables**

Our program will include instructional components, performance showcases, collaborative planning meetings, and professional development opportunities for educators. We will provide comprehensive curriculum materials, training resources, and on-demand support to ensure the successful implementation of our programs. Additionally, we will facilitate culminating showcases where students can share their learning and celebrate their achievements with the school community.

**Instructional Components:** The program takes place during the school day, after school, or on weekends, excluding holidays. Our services includes comprehensive lesson plans, visually engaging aids, interactive worksheets, educational videos, and training resources to support educators in implementing our STEM From Dance curriculum effectively. Additionally, we offer on-demand support to address any questions or challenges that may arise during instruction.

**Performance/Assemblies/Professional Development/ Exhibitions Components:** As a culminating experience, the program includes a showcase where students will have the opportunity to present their dance routines and demonstrate their newfound knowledge of STEM concepts. This showcase will serve as a platform for students to celebrate their achievements and share their learning with the school community.

**Collaborative Planning/Meetings components:** We will encourage regular meetings with facilitators and administrators to ensure alignment of program objectives, discuss progress, and address any logistical or instructional needs. These collaborative sessions will foster communication and coordination among all stakeholders involved in the program.

**Offsite/Field Trip Components:** N/A

**Resources/Materials:** Our professional development services include curriculum and training resources, described above.

**Special Requirements:** To facilitate effective participation in our program, students will need access to laptops to fully engage with the technology-enhanced aspects of our curriculum. These laptops must be provided by the school.

**Total Number of Schools Served:** Up to 50

**Total Number of Students Served:** Up to 100 per school

### PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

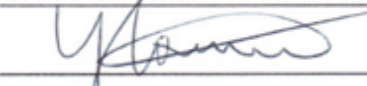
Fully burden hourly rates.

#### Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students				
Performances/Exhibitions/Assemblies/ PD Workshops				
Collaborative Planning/Meetings				
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	1	\$500	1	\$500

Total Number of Schools Served: Up to 50

Total Number of Students Served: Up to 100 per school

COMPANY NAME: STEM From Dance  
AUTHORIZED SIGNATURE:   
PRINT NAME AND TITLE: Yamilee Toussaint, Founder & CEO

FEDERAL ID #/  
LICENSE: EIN: 46-1793936  
DATE: 4/15/2024

**EXHIBIT A  
STATEMENT OF WORK**

**SYMPHONIC JAZZ ORCHESTRA**  
**Art Discipline: MUSIC**

**1.0 Overview**

The Symphonic Jazz Orchestra (SJO) shall provide supporting music instruction in the area of curriculum based comprehensive in-depth music instruction. SJO shall teach through its "Music in the Schools" residency programming. A team of 12 teaching artists work in the classrooms, serving over 3,400 students each week and a team of 8 music specialists also visit the classrooms throughout the course of the residencies.

The SJO's residencies meet and exceed California VAPA standards for K-5<sup>th</sup> grade. Each weekly lesson plan distributed to all of the classroom teachers clearly indicates which activities tie into which of the VAPA standards. The residencies also tie heavily into other subjects including physics, foreign language, creative writing, dance, history and social studies

**2.0 Requirements**

1. The SJO shall deliver 28 weeks of music instruction, once weekly for 30 minutes. Number of participating classrooms per school site shall be determined by the participating school site.
2. The "Music in the Schools" Residency shall include the following programs for participating school sites to choose from:
  - **"Intro to Music" Kindergarten:**  
Students gain knowledge in key musical concepts including solfege, rhythm (whole notes, half notes, quarter notes), musical pitches on the staff, along with songs and dances.
  - **"Playing the Bells" 1<sup>st</sup>. 3<sup>rd</sup> Grade:**  
Students gain an understanding of the fundamentals of music (rhythm and notation) leading to the students playing small bells (glockenspiel).
  - **"Advanced Bells" 2<sup>nd</sup>. 3<sup>rd</sup> Grade:**  
Designed for students as a follow-up for those students who have taken the Intro to Bells residency.
  - **"Bach to Bebop" 2<sup>nd</sup>. 5<sup>th</sup> Grade:**  
Students gain knowledge of music- from baroque through bebop, compose and perform their own blues song, improvise on the keyboard, analyze song structure, and experience some of the finest musicians in the country performing right in their classroom.
  - **"Instrumental Workshops Series". 3<sup>rd</sup> 5<sup>th</sup> Grade:**  
The series of workshops feature string, brass, woodwind and percussion ensembles from the SJO Orchestra. SJO's professional musician's discuss and demonstrate their instruments in both a solo and in an ensemble configuration. Students then try these instruments during the workshop with the assistance of SJO's talented musicians.
  - **"Music of the World" 4<sup>th</sup> 5<sup>th</sup> Grade:**

This 14-week program is designed to enrich 4<sup>th</sup> and 5<sup>th</sup> graders knowledge of different cultures from around the world. Students learn about different countries and their rich cultural musical traditions through exploration of composers, instruments, and music history.

### **3.0 Deliverables**

1. Schools shall select from the "Music in the Schools" Residency programs. Each program shall consist of 28 weeks of music instruction, once weekly for 30 minutes. Music of the World program shall be 14 weeks of music instruction.
2. Posters, visual aids, keyboard

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Symphonic Jazz Orchestra**  
**Art Discipline: Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Hourly Rate	Services per Class	Initial Period:
Instructional Time with Students	30 min/1 x week	\$56.00	28 wks. per year	\$27,753.00
Performances/Exhibitions/Assemblies/PD/Workshops	1	\$56-\$74	1 assembly entire school	\$1,190
Collaborative Planning/Meetings	16	\$56	No Charge	\$1,760
Offsite/Field Trips/Location	No Charge	No Charge	No Charge	No Charge
Resources/Materials/Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	set of bells/songbooks and materials	No Charge	For bells classes	\$2,318

Total Number of Schools served: Per School pricing  
Total Number of Students Served: average 550

**THE ACTOR'S GANG {THEATRE}**  
**Art Discipline: Theatre**

**1.0 Scope**

The contractor shall provide a 12-week Theatre program to LAUSD High School students with focused arts instruction, activities and experiences, in collaboration with classroom teachers and in conjunction with the Visual and Performing Arts and California State Standards.

**2.0 Requirements**

1. The Actors' Gang shall deliver 12-week, two hour sequential workshops integrating theatre arts into the curriculum in the language arts classroom, in the fall and spring. Sessions shall take place weekly for ten (10) weeks and two (2) field trip sessions shall take place during the other two weeks of the program. The program encourages students to find their creative voices, engage in a professional theatre environment, cultivating fundamental life skills: team work, self-esteem, self-expression and creativity. As part of the residency two lead TAG's teaching artists and one assistant, shall introduce skills inherent in theatre and The Actor's Gang particular style of theatre, a derivative of 16th century Commedia dell'Arte.
2. Students shall have the opportunity to attend current Actors' Gang productions, meet with the cast and director for post-performance discussions. During one of two field trips to the theatre, students shall tour the space; learn about the workings of a theatre company - from creative departments, to administration, box office, marketing, and development. A three-hour master class shall be held in the space. The student's final presentation for family & friends shall be held on The Actor's Gang stage.
3. Students shall attend at minimum two (2) appropriate Actor's Gang performances. Teaching Artists shall prepare the students for the performance utilizing specially designed activities to invite easy access to the production. A Q & A with the director and cast shall follow each performance.
4. Provide culmination event at The Actor's Gang at the end of each program.
5. Provide four (4) meetings with administration and classroom teacher- One prior to beginning of program, two for feedback/ongoing assessment, and one at the culmination program.
6. Provide materials such as reading material- Commedia Character description, journals & pens for reflection & writings, flip chart for assessments, make-up & costumes to create image for the characters, and music discs.

### 3.0 Deliverables

Contractor shall provide:

1. 12-week workshops
2. At least two (2) Field Trips to The Actor's Gang, transportation included
3. Culminating Presentation
4. Four (4) meetings with administration and classroom teachers
5. Resources and materials needed for full student participation

#### PAYMENT SCHEDULE

**The Actor's Gang**  
**Art Discipline: Theatre**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	(3.5hrs) x (once/wk) x (10 wks)	\$50/hr	3 Teaching Artists	\$5,250 x 3 schools = \$15,750
Performances/Exhibitions/Assemblies/ PD Workshops	(5hrs) x (3/ semester)	\$50/hr	3 Teaching Artists	\$2,250 x 3 schools = \$6,750
Collaborative Planning/Meetings	(1.5hr) x (once/wk) x (10wks)	\$50/hr	3 Teaching Artists	\$2,250 x 3 schools = \$6,750
Offsite/Field Trips/Location	(5hrs) x (3/ semester)	\$50/hr	3 Teaching Artists	\$2,250 x 3 schools = \$6,750
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	N/A	N/A	N/A	\$1,500 x 3 schools = \$4,500

Total Number of Schools Served:

3

Total Number of Students Served:

90

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the District. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide high-quality multidisciplinary Music and Creative Dance Education Program. Led by community Teaching Artists, create a collaborative art community that helps students access the opportunities and benefits of a diverse, multicultural art experience that will improve their learning, creative thinking, social emotional development and overall physical and mental growth.

Contractor's multidisciplinary Music and Creative Dance Class is 30 minutes per week and focuses on the sequential development of music and movement skills. The curriculum includes the musical genres Jazz, Classical, Folk Music from around the world, West African, Brazilian, Mexican, Mariachi, Peruvian, American, Cuban, Caribbean and more. Contractor will introduce students to as many genres as possible to expose their bodies and minds to new sounds, beats, rhythms, languages, and modes of expression. Contractor will use the following instruments (varies by grade level) including drums, recorders, ukuleles, rhythm sticks, shakers, bells, and scarves. The Dance focus helps children learn about their anatomy and how and why their bodies move in different ways. Elements may be incorporated from the following different dance styles including Creative Dance, HipHop, Jazz, Ballet, Latin Dance, Musical Theater, World Dance, and Folk Dance.

Contractor shall provide a Sensory Kit for every classroom. Contractor designed the kit in collaboration with a Music Therapist and Pediatric Occupational Therapist to hand select different types of instruments and props that are more (or less) stimulating in terms of their pitch, sound, tactile nature, size, and function. The Sensory Kit also includes headphones to help lower the volume as children explore new sounds and a detailed instruction guide for the teacher or aide to use each item in the kit. Sensory Kits are available so that a differently abled student can take this kit to a separate space with their teacher or aide and still gain the benefits related to music and movement education.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, Music Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education("ISTE") standards.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5 Professional Development includes one group workshop for all participating educators, in class modeling during Music and Creative Dance classes, one individual reflection session with classroom educators, multiple playlists, and ongoing educational videos.
- 3.6 One culminating performance at school site for school community.
- 3.7 Monthly meeting with school administrators, classroom educators, and Contractor's Teaching Artists to plan and reflect.
- 3.8 Provide all materials necessary for our Music and Creative Dance Class including: curriculum, bluetooth speakers, instruments (drums, shakers, rhythm sticks), props (scarves, bells, puppets), books, recorded music, sheet music.
- 3.9 Participation in two (2) Professional Development opportunities provided by the Arts Education Branch to share and promote programs for the larger LAUSD education community.

### **Program Evaluation**

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

**END OF STATEMENT OF WORK**

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	1 class per week for 25 weeks per school year	\$185/class	30 minutes	\$4,625
Performances/Exhibitions/Assemblies/ PD Workshops	12 hours per school over school year	\$100/hour	Culminating Performance; PD ongoing	\$1,200
Collaborative Planning/Meetings	10 hours per school over school year	\$62.50/ hour	Monthly meeting planning and reflection	\$625
Offsite/Field Trips/Location	N/A			
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Program Materials per class	\$350 / class	Music materials, props, resources	\$350

**Total Number of Schools Served:** 1 school - budget above is for a full school year (25 weeks) for one classroom in one school

**Total Number of Students Served:** 30 students - budget above is for one classroom of approx. 30 students

**School Level:** *Elementary School and Middle School*  
**Art Discipline:** *Dance*

*Requirements*

The contractor shall:

Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District. Differentiation must be provided for all students, including, but not limited to English language learners, student with specialneeds, and students identified as gifted and talented.

Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event.

Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.

Contractor shall not solicit private lessons to members of the LAUSD community for an additional fee or cost.

Contractor shall adhere to all deadlines, including, but not limited to work orders and invoices. Work orders received after the deadline may not be considered. Invoices received after the deadline may not be processed for payment.

Contractor shall take place in selected professional development coordinated by the Arts Education Branch.

Contractor shall strive to enhance other arts opportunities offered by other arts partners and/or credentialed arts teachers at the schools. This shall include collaborative planning when sharing instructional space.

*Program Evaluation*

Evaluation of programs shall be conducted through site observations by staff from the Arts Education Branch. Participation in selected professional development coordinated by the Arts Education Branch.

The Contractor shall offer LAUSD elementary and middle school students' three different dance instruction options from which to choose.

*Deliverables*

Dance classes may be offered one, two, or three days a week, with two classes offered each day. *Everybody dance!* instructors shall provide two 1-period-long classes each day that s/he is on campus, for a total of two, four, or six weekly classes per school. Dance classes can be one semester long, or run for the full academic year, and each dance class can accommodate 30 students.

Elementary schools may choose from any one of the following dance genres: modern, jazz, ballet, creative movement, or choreography. Middle schools may choose from any one of the following dance genres: hip-hop, modern, jazz, or choreography.

In any semester or academic year, *everybody dance!* can work with two schools concurrently and serve up to 180 students per school (6 classes per week, 30 students per class) for a total of 360 students.

*Performance/Assemblies/Professional Development/ Exhibitions Components*

Each class shall perform an original dance at an end-of-semester performance at the school site for family and school community members. The *everybody dance!* instructor shall work with the school to determine the best time and location for the performance.

*Collaborative Planning/Meetings components*

Each *everybody dance!* instructor shall conduct a two-hour meeting with all relevant classroom teachers and administrators before beginning the class season to learn about:

- any special needs that students may have
- discuss classroom management policies
- establish a communication system with faculty and administrators
- observe the location for the dance classes
- discuss ways for teachers to incorporate movement into the classroom
- ways for the dance instructor to incorporate academic curriculum into the dance class

The dance teacher shall also ensure that s/he understands any relevant school policies and procedures s/he shall need to observe. Throughout the class season, the dance instructor shall conduct periodic check-ins with classroom teachers and administrators to address issues that may arise. At the end of the season, the dance instructor shall provide surveys for classroom teachers and administrators to easily complete in order to inform future class seasons.

*Resources/Materials*

Contractor shall provide all necessary dance equipment and supplies, as well as a portable sound system. Dance instructors shall also provide useful resources about dance history and technique or dance-related activities in the Los Angeles area.

*Special Requirements*

Contractor shall require a clear, uncarpeted space large enough to conduct a dance class. The school gym would be the most appropriate location, but Contractor could utilize a multi-purpose room or a classroom with desks and chairs removed. Dance instructors shall also need access to an electric outlet.

*Benchmarks*

Contractor shall use specific benchmarks for every dance genre and grade level, and assess students on their progress toward understanding and mastering those benchmarks. Each dance teacher completes a semester planning tool for each level of dance class that s/he teaches, identifying the vocabulary

benchmarks, standards and concepts that shall be addressed each month. The Artistic Director reviews these planning tools to ensure that each teacher is providing a high quality, standards based curriculum.

## KINDERGARTEN

### GENERAL VOCABULARY BENCHMARKS Pick 10 Benchmarks

- Footwork: flex/point, 1<sup>st</sup> position parallel/turned out, 2<sup>nd</sup> position parallel/turned out, short marching patterns (front/back, side to side, in a circle, etc.), step touch
- Armwork: straight arms, curvy arms, bent arms, hand exercises (jazz hands, stretched fingers, fists, etc.)
- Torso: straight back, round back, forward bend
- Center Floor: plie, eleve, pique, passe, holding a pose/shape/balance
- Across the Floor/Locomotor Moves ATF: improv. and movement exploration ATF (a traveling shape, animal exploration, etc.), chasse, skips, flamingo walks/passe walks, crab walks, bunny hops, tuck jumps, kick steps, run run kick kick, frog jumps, run run X jump, marches
- Floorwork: log rolls ATF, crab walks ATF, bear walks ATF, donkey kicks (hands down feet kick up), monkey slides (rocking from right hand and knee to left hand and knee)
- Jumps: out/in (echange later in the year), saute parallel/turned out, plie saute plie stretch
- Turns: improvisational turning challenges, explore a jump-turn

### BEHAVIOR EXPECTATIONS

- S enter the dance space quietly and properly follow entrance procedures
- S follow T's directions the first time
- S dance to the best of individual ability
- S raise a quiet hand and wait to be called on
- S keep their hands to themselves
- S have spatial awareness and can execute dance activities safely

### COMMON CORE STANDARDS

- **Creating**

-Explore new dance vocabulary and improvisations by challenging students to change one element of dance.

Ex.- Use a game or activity to show how to execute one movement, like skipping, on high, medium, and low levels.

-Create a movement problem for S to solve, and guide them through changes and challenges.

Allow for their own suggestions, so they are *creating*.

Ex.- Dance like a frog. Now you're a frog with 3 legs. Now you're a frog in mud. What should the frog do next?

- **Performing**

-S move safely in general space while maintaining personal space.

Ex.- Free dance game, and if you touch another dancer you're out!

-S can repeat and recall movements upon request.

Ex.- Who remembers the combination we did last week? Who can say it out loud? Who can do it? Let's add a next step onto this pattern.

- **Responding**

-S dance in response to different stimuli.

Ex.- Read a story or children's book and have S do a structured improvisation for each page.

-S can observe movement and describe it using simple dance terms.

Ex.- Did anyone see Barty doing *chasse*? Can you now show me *chasse*? Can you switch the direction of your *chasses*?

- **Connecting**

-S observe a work of visual art, describe it, and then express it through movement.

Ex.- T shows the class a painting, then guides structured improv. based around painting. T then refines and structures the movement.

-S connect classroom learning and dance learning through INTEGRATION UNITS coordinated with the classroom T.

Ex.- The S are learning about *alphabet letters* in the classroom, so T structures a dance activity exploring letters of the alphabet in their bodies.

## **ELEMENTS OF DANCE AND CHOREOGRAPHY**

Levels, shapes, locomotor/axial moves, open/close, personal space/general space, straight lines/curvy lines, straight pathways & straight backs

### **1<sup>st</sup> GRADE**

**GENERAL VOCABULARY BENCHMARKS** Start with review terms, then choose ten *1<sup>st</sup> grade benchmarks*.

- Footwork: flex/point, 1<sup>st</sup> position parallel/turned out, 2<sup>nd</sup> position parallel/turned out, step touch clap, grapevine, kick ball-change
- Armwork: straight arms, curvy arms, bent arms, arm patterns diagonal arms, high v, low v, 1<sup>st</sup> and 2<sup>nd</sup> position
- Torso: straight vs. round back, opposites (big/small, out/in, tall/hunched, right/left, etc.), side bends and stretches, Side lateral stretch, Dips (hip hop -down and up side to side)
- Center floor work: plie, eleve, pique, passe, tendu, holding a pose/shape/balance, spin, hop, Step Kick/Grande Battement, Martial Arts Kick (flick kick)
- Across the floor/locomotor moves ATF: improv. and movement exploration ATF (a traveling shape, animal exploration, etc.), chasse, skips, flamingo walks/passe walks, crab walks, bunny hops, tuck jumps, kick steps, run run kick kick, frog jumps, run run X jump, marches, turning tuck jumps, spring pointes, gallop/forward chasse 1 foot
- Floorwork: log rolls ATF, crab walks ATF, bear walks ATF, butt rolls ATF, locomotor sliding ATF, donkey kicks (hands down feet kick up), monkey slides (rocking from right hand and knee to left hand and knee)
- Jumps: out/in (echappe), saute parallel/turned out, X jump, tuck jump, jump turn
- Turns: explore a jump turn, spin locomotor movement, 3 step turn

### **BEHAVIOR EXPECTATIONS**

- S enter the dance space quietly and follow entrance procedures properly
- S follow T's directions the first time
- S dance to the best of their individual ability
- S raise a quiet hand and wait to be called on

- S keep their hands to themselves
- S have spatial awareness and can execute dance activities safely
- S understand proper pathways and remember their spot in the dance room
- S transition in an orderly fashion
- S become familiar with classroom procedures and can recall them from week to week

#### COMMON CORE STANDARDS

- **Creating**

-Explore movements using different artistic media, like drawings, photos, or music, to create short movement patterns or improvisation.

Ex.- Copy the shape of the boy in painting 1. Copy the shape of the object in painting 2. Copy the shape of one of the people in painting 3. Now let's make a tableaux dance from these shapes.

-Explore opposites through movement.

Ex.- Play a dance game that uses high/low, small/big, out/in, high energy/low energy

- **Performing**

-S can execute locomotor and axial moves, using different levels and different pathways.

Ex.- T draws a line/pathway on the board, S follow that pathway across the floor. Then S leaders draw a pathway to follow on the board.

- **Responding**

-S can recognize patterns that repeat in short movement phrases.

Ex.- S learn a combination with a phrase that repeats during each chorus. S can demonstrate the dance on their own.

-S can identify movements that attract their attention, and express what made it interesting.

Ex.- Using Stars and Wishes, S give a Star to someone who stood out in a positive way, and explain why.

- **Connecting**

-S create dance moves that relate to experiences outside of the dance classroom. S can identify what movements that communicate this experience and discuss why.

Ex.- T guides an improve. activity telling a story, while S act out the story with dance moves.

-S connect classroom learning and dance learning through INTEGRATION UNITS coordinated with classroom T.

Ex.- S are learning about shapes in the classroom, so dance T teaches them a dance using shapes as poses, movements in a shape, even changing spots and creating pathways in those basic shapes

#### ELEMENTS OF DANCE AND CHOREOGRAPHY

Exploring levels, shapes, locomotor/axial moves, personal space/general space, with emphasis on using shapes and pathways more complex than a straight line, and exploring opposites in movement (big/medium/small, high/medium/low, tall/slumped, out/in, straight/round, open/closed, etc.)

## 2<sup>nd</sup> GRADE

**GENERAL VOCABULARY BENCHMARKS** Start with review terms, then choose ten 2<sup>nd</sup> grade benchmarks.

- **Footwork:** flex/point, 1<sup>st</sup> position parallel/turned out, 2<sup>nd</sup> position parallel/turned out, step touch, step jump clap, grapevine, kick ball-change, demi-pointe, jump out cross turn clap, jazz square
- **Armwork:** straight arms, bent arms, round arms, 5 ballet positions, ballet hands, jazz hands, punches
- **Torso:** straight vs. round back, side bends and stretches, lateral side stretch, roll downs, flat back, Windmills, Dips (Hip Hop- down up side to side)
- **Center floor work:** plie, eleve, pique, passe, tendu, holding a pose/shape/balance, spin, hop, step kick/grande battement, Martial Arts kick (Flick Kick) jumping jacks, burpees, planks
- **Across the floor/locomotor moves ATF:** improv. and movement exploration ATF (a traveling shape, animal exploration, etc.), chasse, skips, flamingo walks, crab walks, bunny hops, tuck jumps, kick steps, run run kick kick, frog jumps, run run X jump, marches, gallop/forward chasse, side drags in parelle, short movement phrases ATF, "obstacle courses" ATF, jump coupe ATF, run run leap
- **Floorwork:** log rolls ATF, crab walks ATF, bear walks ATF, locomotor rolling ATF, locomotor crawling ATF, locomotor sliding ATF, donkey kicks (hands down feet kick up), monkey slides (rocking from right hand and knee to left hand and knee), sit spin
- **Jumps:** out/in (echappe), saute parallel/turned out, X jump, tuck jump, jump turn ATF, spring pointes ATF, skipping ATF
- **Turns:** jump turn, spin locomotor movement, 3 step turn, out cross turn clap

## **BEHAVIOR EXPECTATIONS**

- S enter the dance space quietly and follow entrance procedures properly
- S follow T's directions the first time
- S dance to the best of their individual ability
- S raise a quiet hand and wait to be called on
- S keep their hands to themselves
- S have spatial awareness and can execute dance activities safely
- S understand proper pathways and remember their spot in the dance room
- S transition in an orderly fashion
- S become familiar with classroom procedures and can recall them from week to week
- S can recall short movement patterns from week to week

## **COMMON CORE STANDARDS**

- **Creating**

-S can manipulate the elements of dance while executing different movements.

Ex.- S play dance game. First action is skipping, which is manipulated to be slow motion in general space, then done regular speed but in one place/axial, then done with low energy, etc.

-Explore creating short dance combinations with a clear beginning, middle and end, inspired by

musical phrasing.

Ex.- T selects a song with clear phrasing. S must pick an opening pose and be frozen until music starts, improvised or choreographed dance phrase to music, then find an ending pose when the music ends

- **Performing**

-S have a clear sense of directional intent when showing shapes, pathways and changing facings. S have a sense of right vs. left, and how to face and turn the correct direction.

Ex.- Flocking Activity. Have S leader guide a follow-along arm warm-up, changing leaders when S face different parts of the room

-S understand the difference between the audience and the performer.

Ex.- Stars and Wishes activity with a combination or dance routine. Half perform while half watch in audience space.

- **Responding**

-Find and recognize patterns in dance combinations

Ex.- When teaching a combination, write a pattern of choreography on the board: A B A C A, and then teach them A=movement 1, B=movement 2, and C=movement 3, and discuss how this pattern turns into a dance

- **Connecting**

-S connect classroom learning and dance learning through INTEGRATION UNITS coordinated with classroom T.

Ex.- S are learning about subtraction in the math classroom, so dance T orchestrates an activity using dancers bodies to show how "subtracting" 1/2/3 people from a group means the group has a less members. It goes from a small group dance to a trio, duet then solo.

## **ELEMENTS OF DANCE AND CHOREOGRAPHY**

Exploring memorizing learned movement sequences and recognizing patterns with emphasis on recognizing the elements of dance and manipulating movements using time, space and energy.

### 3<sup>rd</sup> GRADE

**GENERAL VOCABULARY BENCHMARKS** Start with review terms, then choose ten *3<sup>rd</sup> grade benchmarks*.

- **Footwork:** flex/point/demi-pointe, 1<sup>st</sup> position parallel/turned out, 2<sup>nd</sup> position parallel/turned out, step touch, step jump clap, grapevine, ball-change, kick ball change, jump out cross turn clap, jazz square, pivot turn
- **Armwork:** straight arms, bent arms, round arms, 5 ballet positions, ballet hands, L arms and V arms, jazz hands, punches, blades, flexed hands, arm strengthening patterns (rows, biceps curls, little arm circles)
- **Torso:** straight vs. round back, side bends and stretches, laterals, flat backs, windmills, roll downs, flat back, Dips (Hip Hop- down up side to side)
- **Center floor work:** plie, eleve, pique, passe, tendu, holding a pose/shape/balance, hop, tkick step/grand battement, burpees, planks, jumping jacks, downward dog, upward dog,

tree pose, monkey pose

- Across the floor/locomotor moves ATF: improv. and movement exploration ATF (a traveling shape, animal exploration, etc.), chasse, skips, passe walks, triplets, side drag in parelle, tuck jumps, turning tuck jumps, kick steps, run run kick kick, Martial Arts Kicks (Flick kick), Jump Kick or Hitch Kick, run run X "obstacle courses" ATF, coupe emboite (jumps) ATF, spring points, gallop/forward chasses alternating feet, single passe chasse, positive space/negative space, prances, run run leap, slide hope arabesque
- Floorwork: bear walks ATF, ATF, sit spin, log rolls, "inchworms", sun salutations, sit rolls, donkey kicks (hands down feet kick up), monkey slides (rocking from right hand and knee to left hand and knee), sit spin, 1 leg handstand inversion
- Jumps: out/in (echappe), saute parallel/turned out, X jump, tuck jump, jump turn, bicycle jump, pike jump
- Turns: jump turn, 3 step turn, out cross turn clap, pivot turn

#### BEHAVIOR EXPECTATIONS

- S enter the dance space quietly and follow entrance procedures properly
- S follow T's directions the first time
- S dance to the best of their individual ability
- S raise a quiet hand and wait to be called on
- S keep their hands to themselves, have spatial awareness and can execute dance activities safely
- S transition in an orderly fashion and remember their spot in the dance room
- S become familiar with classroom procedures and can recall them from week to week
- S can recall short movement patterns from week to week
- S can confidently come up with their own movements and patterns
- S can work independently on choreography projects
- S can be responsible for their individual actions, as well as acting like a leader to encourage good behavior in others

#### COMMON CORE STANDARDS

- **Creating**

-S create their own simple dance patterns and can explain the structure (ABA, ABAC, etc.).

-S can draw out dance patterns and pathways using symbols and pictures.

Ex.- Using the white board, one S draws a pathway and all S copy ATF. Then flip flop: S dances a pattern and one S has to draw it on the board.

- **Performing**

-S can recognize positive and negative space in a shape.

Ex.- Create a negative space chain traveling throughout the dance room

-Replicate body shapes and movements with basic understanding of alignment and core.

Ex.- Give the S "check marks" to think about ATF. Did they point their toes, check! Did they stretch their knees, check! Were their arms strong?? No check...

- **Responding**

-Select dance movements from different styles, and describe in basic dance terms how the

movements are similar and different.

Ex.- Comparing and contrasting plie, chasse, battement, saute etc. in jazz/modern vs. Ballet vs. Hip Hop

- **Connecting**

-Explore how aspects of a specific culture relate to that culture's dance movements.

Ex.- S watch videos depicting different traditional dance styles from different cultures and discuss how their environment might affect their dance style. S then play a dance game: T calls out different environments (cold snowy land, tropical beach, dry desert, etc.) and S free dance like the environment is affecting them.

- S connect classroom learning and dance learning through INTEGRATION UNITS coordinated with classroom T.

Ex.- S are learning about Native American cultures and the roles of citizens in that society. S think of poses or shapes that depict each role in that society, and dance T structures a quick tableaux dance from these poses.

## **ELEMENTS OF DANCE AND CHOREOGRAPHY**

Exploring executing dance movements safely with partners and groups with emphasis on understanding contrasting dynamics in energy qualities.

### 4<sup>th</sup> GRADE

**GENERAL VOCABULARY BENCHMARKS** Start with review terms, then choose ten 4<sup>th</sup> grade benchmarks.

- **Footwork:** flex/point/demi-pointe, 1<sup>st</sup> position parallel/turned out, 2<sup>nd</sup> position parallel/turned out, 3<sup>rd</sup> and 4<sup>th</sup> position parallel/turned out, step touch, step touch clap, grapevine, ball-change, kick ball change, jump out cross turn clap, jazz square, triplets, chasse ball-change or "Lindy"
- **Arm work:** straight arms, bent arms, round arms, 5 ballet positions, ballet hands, jazz hands, punches, blades, flexed hands, arm strengthening patterns (rows, biceps curls, little arm circles), push-ups, tricep dips, "L" shape Luigi arms, high V and low V or allonge, reverence
- **Torso:** straight vs. round back, side bends and stretches, laterals, flat backs, windmills, rolldown/roll-up, contraction
- **Center floor work:** plie, eleve, passe, tendu, grand battement, holding a pose/shape/balance, hop, kick, burpees, planks, jumping jacks, downward dog, cobra, tree pose, monkey pose, isolations, double bounces, coupe, sit-ups/crunches
- **Across the floor/locomotor moves ATF:** chasse, skips, tuck jumps, gallop/forward chasse alternating, triplets, side drags, run run kick kick, Martial Arts Kicks (Flick kick), Jump Kick or Hitch Kick, run run X jump, short movement phrases ATF, "obstacle courses" ATF, positive space/negative space chains, prances, improv./movement exploration ATF (choose one body part that pulls you ATF, spell your name as you travel ATF), run run leap
- **Floorwork:** Monkey slides side to side, sit spins, butt rolls, 1 leg handstand inversion log rolls, "inchworms", knee drops/leg swings, spiral roll (step out roll down and up)
- **Jumps:** out/in (echappe), saute parallel/turned out, X jump, tuck jump, jump turn ATF,

- spring pointes ATF, coupe emboite (jumps) ATF, skipping ATF, pike jump, single passe jump
- Turns: jump turn, 3 step turn, out cross turn clap, pivot turn, prep for single pirouette

#### BEHAVIOR EXPECTATIONS

- S follow entrance/exit procedures properly, and follow classroom procedures properly
- S follow T's directions the first time
- S dance to the best of their individual ability
- S raise a quiet hand and wait to be called on
- S have spatial awareness, keep hands to themselves, and can execute dance activities safely
- S transition quickly and remember their spots in the dance room
- S can recall movement patterns from week to week
- S can work well independently or in a group

#### NATIONAL DANCE STANDARDS

- **Creating** -Manipulate/modify choreographic devices to expand movement possibilities.  
Ex.- Using one motif, S explore how to manipulate it, creating a whole dance from one phrase by utilizing the dance elements  
-Create a dance study that expresses and communicates a main idea, and discuss how and why it conveys that idea.  
Ex.- Brainstorm "feelings" that one could experience on a typical day, then assign a small group to each feeling. S come up with one movement in their group that shows this feeling, and after sharing out, discuss how and why it shows that feeling.
- **Performing** -Demonstrate dance skills with different movement qualities and replicate and recall movement patterns.  
-Build strength and develop endurance with safe body use.  
Ex.- S review proper form for popular exercises like planks, pushups, triceps dips, punches, etc. T sets a warm-up dance "Sports Stamina Challenge Dance" with different sport-inspired movements, sprinkled with exercises in between each sport.  
-Coordinate phrases cueing timing off of other dancers.  
Ex.- Explore different kinds of canons.
- **Responding** -Find a pattern of movements that create a theme  
Ex.- S watch a dance video that have a movement theme. S identify the theme and then divide into groups to create their own dance based off of the movement theme they observed. Also S watch one genre of dance and come up with an 8 count phrase of the same style as a theme phrase. S teach phrase to the class, and whole class explores how to vary that theme phrase  
-Decipher the meaning of a dance work using basic dance terminology.  
Ex.- S watch a segment of The Nutcracker or other famous dance work and discuss the gestures used in the dance, then experiment with creating their own gesture phrase, and class tries to decipher its meaning
- **Connecting** -S relate personal experiences or a topic of study in school to dance content. Explore choreographing movements that communicate the information.  
- S connect classroom learning and dance learning through INTEGRATION UNITS coordinated with classroom T.

Ex.- S are learning about storytelling and the structure of a story. T reads a short story to S, T selects a few events of the story, assigns a group to each event/action. Each group comes up with one movement that symbolizes that event in the story and the whole class combines choreography to create a dance about that story.

#### ELEMENTS OF DANCE AND CHOREOGRAPHY

Exploring conveying meaning or a message through dance with emphasis on using theme/variation and motif/manipulation.

#### 5<sup>th</sup> GRADE

**GENERAL VOCABULARY BENCHMARKS** Start with review terms, then choose ten *5<sup>th</sup> grade benchmarks*.

- **Footwork:** flex/point/demi-pointe, 1<sup>st</sup> position parallel/turned out, 2<sup>nd</sup> position parallel/turned out and 4<sup>th</sup> position, step touch, grapevine, ball-change, kick ball change, jump out cross turn clap, jazz square, triplets, Pony step, pas de bourree (back side front), top rock, hip-hop kick cross turn, jump 1<sup>st</sup> jump 1<sup>st</sup> out to 2nd, heel heel jump, more complex foot work patterns.
- **Arm work:** straight arms, bent arms, round arms, 5 ballet positions, ballet hands, jazz hands, punches, blades, flexed hands, arm strengthening patterns (rows, biceps curls, little arm circles), "L" shape Luigi arms, high V and low V or allonge, more complex reverence, pushups, tricep dips, hip-hop points, hip-hop wrist rolls
- **Torso:** flat backs, laterals, rolldown/roll-up, windmills, contraction, tilts, spirals, hip-hop bounces, body rolls, worm side to side, undulations
- **Center floor work:** plie, eleve, passe, holding a pose/shape/balance, tendu, burpees, planks, jumping jacks, sit-ups/crunches downward dog, upward dog, tree pose, monkey pose, double bounces, isolations, undulations, coupe passe coupe close, battement step, hip-hop groove
- **Across the floor/locomotor moves:** chasse, tuck jumps, run run kick kick, run run X jump, short movement phrases ATF, "obstacle courses" ATF, prances, improv./movement exploration ATF (choose one body part that pulls you ATF, spell your name as you travel ATF), battement, drag side, alternating chasse right and left, "circuit training", jump, jump turn land in second position ATF, slide hop arabesque
- **Floorwork:** Monkey sliding ATF, sit spin, log rolls, "inchworms", sun salutations, sit rolls, knee drops/leg swings, spiral roll to floor, small inversions/handstands
- **Jumps:** out/in (echappe), saute parallel/turned out, X jump, tuck jump, jump turn, spring pointes ATF, coupe emboite (jumps) ATF, skipping ATF, pike jump, single passe jump, run run grande jete, double stag jumps
- **Turns:** jump turn, 3 step turn, out cross turn clap, pivot turn, chaines turns, paddle turn, single pirouette

#### BEHAVIOR EXPECTATIONS

- S follow entrance/exit procedures and classroom procedures properly
- S follow T's directions the first time

- S dance to the best of their individual ability
- S raise a quiet hand and wait to be called on
- S have spatial awareness, keep hands to themselves, and can execute dance activities safely
- S transition quickly and remember their spots in the dance room
- S can recall movement patterns from week to week
- S can work well independently or in a group
- S can be responsible for their individual actions, as well as acting like a leader to encourage good behavior in others

#### NATIONAL DANCE STANDARDS

- **Creating**

-Solve a movement problem to create choreography content.

Ex.- S are asked to watch a dance video, then come up with three poses that are inspired by that dance video. Then S asked to manipulate the three poses, morphing them into movements to be used as a dance combination.

-Explore revising movement choices through peer feedback.

Ex.- S come up with an individual dance phrase, then partner up. Each partner takes a turn watching the other, and giving stars and wishes. S then revise one thing based on the feedback, and the two S put their combinations together to perform.

- **Performing**

-S explore opposites, like static/dynamic shapes, floorwork/air pathways, etc.

Ex.- S learn a movement phrase, individually decide when to 1. add a moment of stillness, 2. change the level of a movement, and 3. make a movement sharper or softer. Choice is written down, then performed in small groups. Some S must defend or explain their choices.

-Recall and execute dance phrases and movements using fundamental dance skills.

- **Responding**

-Find a meaning of artistic intent from patterns of movement in a dance work.

Ex.- S watch one or more dance videos and discuss meaning. What gestures showed meaning? What sensations and feelings did you get watching the video? Was there a clear story or was it more about the feeling?

- **Connecting**

-Compare two dances with contrasting themes.

-Choose a topic, and compare how dances express that topic and how other art forms have expressed it.

Ex.- S watch a video of a dance about *acceptance*. Then T shows S visual art about *acceptance*, and a song about *acceptance*, etc. S discuss and explore the different elements that give each work their meaning.

- S connect classroom learning and dance learning through INTEGRATION UNITS coordinated with classroom T.

Ex.- S are learning about the Civil War in history. S create a Civil War tableaux dance, based on images depicting the Civil War.

## ELEMENTS OF DANCE AND CHOREOGRAPHY

Exploring movement problem solving with emphasis on explaining, revising and refining choreographic choices, and offering constructive feedback.

### MIDDLE SCHOOL

Welcome to Middle School Dance! This is your class syllabus for the semester. Please keep this copy as a reference.

#### Purpose of Dance Class

There are many different reasons students choose to participate in the dance elective class. You might be looking to improve your skills or just be trying something new. Either way, we are confident that you will find that dance is so much more than just a fun class. For this reason, it is important for you to be clear on the purpose this dance program.

Not only will this class push you to become more flexible and strong physically, it will require you to also be more open-minded and mature. You will need to be a supportive and engaged team member and be willing to step out of your comfort zone on a daily basis. Dance is not just about learning sequences of steps and movements. It is about learning to push yourself to reach daily fitness goals, work creatively with your peers, and learn to control and use your emotions in a positive and artful way.

Respect is a major part of dance class. Respecting your teachers, your classmates, and yourself is one of the main ingredients to becoming a good dancer. Having respect will also be key to earning a good grade!

#### Participation Points

Participation points are a HUGE part of your dance grade. Your effort will be reflected in your grade every day. If you do not *dance* in dance class then you do not get a good grade. Participation also includes being prepared. Coming to class on time and ready to dance is a part of your participation.

Here is a breakdown of how these daily participation points work:

Possible Points: 4, 3, 2, 1, 0 4 is the highest (A) and 0 is the lowest (F)

#### 4 Points Looks Like:

- Arrives to class on time, gets ready quickly and quietly.
- Is wearing appropriate dance attire (see clothing list).
- All large jewelry is off and long hair and bangs are pulled back and away from face.
- Enters room and goes to warm up spot to silently stretch and review choreography.
- Ankles can be easily seen by teacher. Long pants are rolled up if necessary.
- Participates in class with 110% effort.
- Works hard to improve in each section of class

- Always dances with strength, conviction, and emotion.
- Never quits. Tries everything with whole effort.
- Has a positive attitude towards teachers, classmates, and self.
- Is supportive to others and to self.
- Is aware of personal body language, and is always showing tremendous RESPECT to teachers, classmates, and self.

3 Points Looks Like:

- Arrives to class on time, gets ready quickly and quietly.
- Is wearing appropriate dance attire (see clothing list).
- All large jewelry is off and long hair and bangs are pulled back and away from face.
- Enters room and goes to warm up spot to silently stretch.
- Ankles can be easily seen by teacher. Long pants are rolled up if necessary.
- Participates in entire class with effort.
- Shows some improvement, dances with whole body.
- Seldom quits. Tries everything.
- Has a pleasant attitude towards teachers, classmates, and self.
- Is supportive to others and to self.
- Is aware of personal body language, tries to show RESPECT to teachers, classmates, and self most of the time.

Point Subtractions

For each offense listed below one point is subtracted from the student's daily participation point total:

- Arrives Late to class without hall pass or note from teacher or parent
- Does not wear appropriate dance attire (see list)
- Long hair and bangs are not pulled away from face and/or large jewelry is not removed
- Ankles can not clearly be seen by teacher (long pants not rolled up etc.)
- Talks to classmates during teacher instruction (whether warning is given or not)
- Talks to classmates during warm-up or across the floor
- Does not participate fully (sits out without Dr.'s note, uses half effort, shows no strength or conviction, purposely does things incorrectly, marks movement that should be done full out, does not engage muscles, does not follow directions, does not implement corrections, etc.)
- Quits. Decides movement is "too hard" before even attempting or attempts once or twice without full effort and then says "I can't".
- Has a negative attitude towards teacher, classmates, self.
- Shows immaturity towards self and others (laughs, whispers, points, uses put-downs, etc.)
- Does not support classmates or self
- Is unaware of body language and uses it inappropriately (rolling eyes, hand gestures towards others, etc.)

- Is disrespectful or indifferent to others and self.

Remember...

This is a class just like any of your other classes in school. If you decided to quit and not do your math test, you would receive a failing grade. If you decided to be disrespectful to your science teacher and not help support others during a group presentation, your grade would reflect those poor choices. Once again, what you do on a daily basis in dance is what you are graded on. How hard you work, how well you support the others around you, and how capable you are of controlling your emotions and attitude are all important.

Sitting Out

There is no sitting out of dance class. However, in the event of injury, you may sit out if you have a doctor's Note. A parent note does not count. With a parent note though, you can modify the movement as needed.

Appropriate Dance Attire

All students must change into appropriate dance attire before class. You will be given 3 minutes at the beginning of each class to change. In order to receive full participation points, you must be in your dance clothes, hair ready, and standing in line or in your warm up spot at the time your teacher requires or you will lose points.

**Girls**

Black leggings / Dance pants

(NO jeans or material that does not stretch easily)

(If necessary, navy blue or grey leggings will also be accepted)

Uniform shirt.

Supportive undergarments

Hair Pulled back (including longer bangs)

No large or distracting jewelry

**Boys**

Black sweatpants / black basketball shorts

(NO jeans or material that does not stretch easily)

(If necessary, navy blue or grey sweatpants or shorts will also be accepted)

Uniform shirt.

Movement Tests

Sometimes you will be given a movement test in class. This will test your knowledge, execution and effort with dance vocabulary. This will test your skill just like a test in your academic classes would. The difference is, in dance, you will be moving and have to perform in front of you peers.

End of Session Performance

It takes many months to prepare for the show and lots of hard work to become performance

ready. It is important that everyone understands that the performance is a privilege and is an opportunity that is earned by maintaining strong participation point grades (4's and 3's) and good grades in movement tests.

If a student receives a significant amount of daily participation point grades in the 2 to 0 range they will be put up for behavioral review, and the end of the year performance may be taken away as a consequence. Being taken out of the end of the year performance not only negatively affects your participation points; it affects your overall grade in dance.

**What happens if I'm pulled from the performance?**

In the event that you are pulled from the performance for poor grades and/or behavioral problems, a research project will be assigned to you in place of the performance. The topic and paper length will be determined by your teachers. The grade you earn in the research project would take the place of the grade you would have earned for the performance. Although, the highest grade you will be able to receive will be a "C".

**Middle School Dance  
Grading and Behavioral Contract**

**Grading:**

Participation: 60%

Signed Behavior Contract: 5%

Movement Tests: 15%

End of Semester Performance / Or In Studio Showing: 20%

I have read the dance class syllabus and grading policies listed above. I understand there will be consequences if I do not follow these guidelines. I understand my dance teacher expects me to grow as a dancer and to reach my greatest potential EACH CLASS while taking responsibility for my own learning and for my behavior, attitude choices and actions.

\_\_\_\_\_  
Print first and last name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student E-Mail

\_\_\_\_\_  
Parent Phone Number

\_\_\_\_\_  
Parent E-Mail

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**The Gabriella Foundation**  
**Art Discipline: Dance**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, A-1, A-2, A-3 upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

<b>Services per School Year 1 starting August 2021</b>	<b>Number of Hours/ Occurrences</b>	<b>Hourly Rate</b>	<b>Subtotal</b>
Instructional Time with Students (36 weeks)	72, 144, 216 2/w, 4/w, 6/w	\$60	\$4,320 \$8,640 \$12,960
Performances/Exhibitions/Assemblies/PD Workshops	8, 16, 24 2/w, 4/w, 6/w	\$60	\$480 \$960 \$1,440
Collaborative Planning/Meetings	8, 16, 24 2/w, 4/w, 6/w	\$25	\$200 \$400 \$600
Offsite/Field Trips/Location Transportation			
Resources/Materials/Rental Costs if capital type items (ex. Performance stage, instruments, etc.)	1, 2, 3 2/w, 4/w, 6/w	\$100	\$100 \$200 \$300

**Total Fees:** \$5,100 (2/w for 36 weeks);  
\$10,200 (4/w for 36 weeks)  
\$15,300 (6/w for 36 weeks)

**Fiscal Year: 2021-2022**  
**Total Number of Schools Served: Flexible**  
**Total Number of Students Served (assumes 30 students per class with each semester  
serving different students: 120/week (2/w); 240/week (4/w); 360/week (6/w)**

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide the following.

*Instrumental & Percussion Tracks* - Participants who select either of these musicianship tracks will gain the foundational knowledge and skills they need to begin playing the musical instrument of their choice. Our current catalog of instruments includes the bass, bassoon, cello, clarinet, flute, guitar, horn, oboe, piano, saxophone, trombone, trumpet, tuba, viola, and violin. Students interested in learning to play a percussion instrument will have access to the bass drum, snare drum, quad drum, timpani, and xylophone. Those with little to no prior music experience will be exposed to the following introductory-level curriculum elements:

- Participants will learn about the alto clef, bass clef, tenor clef, and treble clef.
- Participants will learn the placement of clef notes in relation to an instrument.
- Participants will learn a system for finding line and space notes when using sheet music.
- Participants will learn about pitch and the differences between high versus low sounds.
- Participants will learn about rhythm and generate/imitate it using various methods.

- Participants will learn about solfege syllables and how to move down and up within a music scale.
- Participants will learn how to create written rhythms using quarter, half, dotted half, and whole notes.
- Participants will learn proper breathing techniques for using woodwind instruments such as a flute, oboe, and saxophone.

**Vocal Track** - Participants who select the vocal musicianship track will gain the foundational knowledge and skills they need to begin singing by themselves and/or as part of a choir. Those with little to no prior singing experience will be exposed to the following introductory-level curriculum elements:

- Participants will learn about pitch and the differences between high and low intervals.
- Participants will learn the seven letters of the musical alphabet (A, B, C, D, E, F, G).
- Participants will learn how to sing and sustain specific notes.
- Participants will learn various vocal techniques, including legato, staccato, and vibrato.
- Participants will learn how to read and sing a music scale.
- Participants will learn about the eight types of singing voices, including bass, baritone, tenor, countertenor, contralto, alto, mezzo soprano, and soprano.
- Participants will learn basic note reading and about the connections between playing an instrument and singing.
- Participants will learn proper breathing techniques and vocal warm-up exercises.
- Participants will learn about movable solfeges and their relation to the music scale.
- Participants will participate in various vocabulary building exercises.

**Music Production Track** - Participants who select the music production track will learn to utilize audio recording equipment and digital audio workstation (DAW) software to produce original music that reflects their unique artistic voices. Those with little to no prior music production experience will be exposed to the following introductory-level curriculum elements:

- Participants will be introduced to DAW Software.
  - Participants will learn how to deconstruct a beat.
  - Participants will learn about music composition and how to create loops.
  - Participants will explore sound waves and frequency.
  - Participants will learn about measures and how to create a backbeat.
  - Participants will learn about chords, chord progressions, and basslines.
  - Participants will learn how to program MIDI notes and bass tracks.
  - Participants will learn how to create an original melody.
- 
- Participants will learn how to write music lyrics and develop a theme.
  - Participants will learn how to collaborate using multiple DAWs.
  - Participants will learn how to record live audio.
  - Participants will learn how to edit and mix music.

## 2.0 Requirements

The Contractor shall:

- 2.1 Design and implement a program in Music to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities

including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.

- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.

3.4 Resources, materials, and transportation that expand an arts learning experience for students.

3.5

***Musical Instruments*** - Every program participant receives an instrument to take home and use as their own. Our current catalog of instruments includes the bass, bassoon, cello, clarinet, flute, guitar, horn, oboe, piano, saxophone, trombone, trumpet, tuba, viola, and violin. Students interested in learning to play a percussion instrument will have access to the bass drum, snare drum, quad drum, timpani, and xylophone. We assume the responsibility of all maintenance and repair costs.

***Music Instruction*** - Our students engage in at least four to five hours of music instruction delivered by a professionally trained teaching artist. Classes are scheduled twice per week in 45-minute/60-minute sessions that cover one of four separate musicianship tracks, including Instrumental, Music Production, Percussion, and Vocal. Beginner level students take part in introductory lessons focusing on fundamentals such as note reading and rhythm. As they become more proficient, program participants move through various skill levels and learn how to play other challenging music compositions.

***Ensembles and Orchestras*** - All program participants agree to join a large ensemble composed of their peers, including a band, choir, and/or orchestra. Each Saturday, students take part in group rehearsals and/or master class workshops that are organized in 60-minute/90-minute segments. These opportunities not only encourage students to collaborate with one another, but also inspire them to explore the creative boundaries of music.

***Culturally Diverse Musical Repertoire*** - Harmony Project has established an expansive musical repertoire that incorporates elements of Banda, Classical Music, Funk, Jazz, Mariachi, and Soul. We've also expanded our archive of music compositions to include the timeless works of

influential black composers such as Le Chevalier de Saint-Georges, Samuel Coleridge-Taylor, and Scott Joplin.

**Performance/Assemblies/Professional Development/ Exhibitions Components:**

***Concert Performances*** - Students perform alongside their peers and in front of community stakeholders at end-of-semester concerts and recitals. Program participants have also previously had the opportunity to perform at iconic Los Angeles-based venues such as the Hollywood Bowl, Staples Center, and Walt Disney Concert Hall.

***Professional Development*** - Harmony Project has created a professional development workshop series that empowers our teaching artists to establish centered relationships by promoting connectedness with all students, while also developing a community of learners that work collaboratively. Examples of professional development learning modules implemented throughout the year include the following: Intro To Classroom Management; Lesson Plan Template and Framework; Intro To Culturally Responsive and Relevant Teaching; Composition and Improvisation for Beginning Music Learners, Music Production Training With The Young Producers Group; and Teaching With Diverse Learning Modalities.

**Collaborative Planning/Meetings components:**

*Organizational Planning* - Program personnel and members of our Executive Staff meet on a weekly basis to discuss onsite operations at partnering school sites and ensure all components of our music education programming satisfy our high standards. Harmony Project has also established a dedicated team of experienced music educators that meet regularly to ensure our curriculum remains in compliance with California State Visual and Performing Arts Standards and to develop professional development learning modules that directly align with our mission.

**Offsite/Field Trip Components:**

*Cultural Outings* - Harmony Project provides participating students access to enrichment opportunities that empower them to experience the culturally rich and ethnically diverse musical landscape of Los Angeles County. Each summer Harmony Project organizes a field trip to experience live classical music at the Hollywood Bowl. This opportunity includes free transportation and is made available to all of our students and their families. Our organization also secures free concert tickets from the Los Angeles Philharmonic, Los Angeles Opera, and Los Angeles Chamber Orchestra that are dispersed amongst program participants.

**Resources/Materials:**

*Curricular Framework* - Harmony Project has developed a curricular framework that provides our teaching artists with a diverse toolbox of research-based strategies. By equipping our music instructors with a comprehensive repertoire of instructional methods, we enable them to tailor their teaching to each young musician's unique needs and aspirations. This adaptability ensures that our students receive holistic support as they embark on and progress along their musical journey, nurturing their artistic talents, self-confidence, and a lifelong love for music. Harmony

Project is also committed to creating grade-appropriate lessons that are engaging and rigorously aligned with existing educational standards and essential life skills.

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	1 Hour Per Day 5 Days Per Week 39 Weeks	\$496.78	\$24,217.97 (4 Classes)	\$96,871.88
Performances/Exhibitions/Assemblies/ PD Workshops	2 Performances 10 PD Workshops 2 Hours Each	\$312.50	\$625.00	\$7,500.00
Collaborative Planning/Meetings	1 Hour Per Week 39 Weeks	\$384.62	\$384.62 (39 Meetings)	\$15,000.00
Offsite/Field Trips/Location	2 Field Trips 8 Hours Each	\$895.83	\$5,375.00	\$10,750.00
Resources/Materials/ Rental costs if "capital" type Items (ex. Performance stage, instruments, etc.)	1 Hour Per Day 5 Days Per Week 39 Weeks	\$79.51	\$3,876.00 (4 Classes)	\$15,504.00

Total Number of Schools Served: 10 School Sites

Total Number of Students Served: 1000 K-12 Students

COMPANY NAME: The Harmony Project

FEDERAL ID #/  
LICENSE: 95-4856236

AUTHORIZED  
SIGNATURE: 

DATE: 04/12/2024

PRINT NAME AND  
TITLE: Natalie Jackson, Executive Director

## **STATEMENT OF WORK**

### **1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. Qualifying individuals, organizations, agencies, ensembles, and other entities will design, describe, and propose their services, fees, structure, and deliverables for the learning community of the District. All applicants who meet the criteria and requirements for the arts community network may develop a contract with the district for arts education services, K-12, focusing on student learning. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools may enter into work orders under this established contract. Schools shall initiate Work Orders to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

### **2.0 Requirements**

The contractor shall:

1. Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
2. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.

3. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
4. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
5. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
6. If any online platforms are used in instruction, they must be UDIPP approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the ITSE standards (please describe it in detail).

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

1. Instructional time during the school day with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
2. Appropriate planning time for greater coherence and collaboration at the school site level.
3. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
4. Resources, materials, and transportation that expand an arts learning experience for students.

### **Program Evaluation**

Evaluation of programs will be conducted through site observations by staff from the Arts Education Branch.

**END OF STATEMENT OF WORK**

Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	weekly: 33 weekly x 2 hours per day	\$222	66 hours	\$14,660
Performances/Exhibitions/Assemblies / PD Workshops	2 Public Presentations 3 hrs/ea. 20 hrs PD	\$222	26 hours	\$5,772
Collaborative Planning/Meetings	Weekly Staff Meeting	\$50	33 hours	\$1,650
Offsite/Field Trips/Location	Bus Rentals			\$1,500 per bus
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Workshop Supplies per class			\$500 for supplies
TOTAL				\$24,082

Total Number of Schools Served: 14  
Total Number of Students Served: 392

Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	4X weekly: 33 weekly x 2 hours per day	\$222	264 hours	\$58,608
Performances/Exhibitions/Assemblies / PD Workshops	2 Public Presentations 3 hrs/ea. + 20 hrs PD	\$222	26 hours	\$5,772
Collaborative Planning/Meetings	Weekly Staff Meeting	\$50	33 hours	\$1,650
Offsite/Field Trips/Location	Bus Rentals			\$1,500 per bus
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Workshop Supplies per class		\$500 per class x 2 classrooms	\$ 1,000 for supplies
TOTAL				\$68,530

Total Number of Schools Served: 1 \* Design and Media Arts  
Academy at Central HS/CDS  
Total Number of Students Served: 75

## **Exhibit A**

### **Statement of Work**

#### **Summary**

The Lee Strasberg Theatre & Film Institute will provide LAUSD (The District) with a program that focuses on providing Method Acting training to students. The Enrichment Program will culminate in monolog and exercise performances. Students will also be invited to attend the Picture's Up Film Festival held at The Institute.

#### **Deliverables**

##### **1. Classes**

- a. The Strasberg Institute will provide The District with 5 weeks of Method Acting training as was developed by Lee Strasberg. Every class will focus on relaxation training, sensory training, concentration, and improvisation exercises.

- i. **Week 1:** Introductions of the work, teacher & students,

- Q&A 20 Minutes – Relaxation

- 20 Minutes – Sense Memory Exercise: Breakfast Drink 15

- minutes – Feedback

- 15 minutes – Wrap up & discuss Strasberg History Handout that they will receive

- ii. **Week 2:** 10 Minutes – Check

- in 20 Minutes – Relaxation

- 20 Minutes – Sense Memory Exercise: Mirror “Morning” Routine 15 minutes – Feedback

- 20 minutes – Improvisation Exercises in groups as large as 5

- iii. **Week 3:** 10 Minutes – Check

- in 20 Minutes – Relaxation

- 20 Minutes – Sense Memory Exercise: Pets 15 minutes – Feedback

- 20 minutes – Improvisation Exercises in groups

- iv. **Week 4:** 10 Minutes – Check

- in 20 Minutes – Relaxation

- 20 Minutes – Sense Memory Exercise: Personal Object #1

15 minutes – Feedback

20 minutes – Improvisation Exercises

v. **Week 5:** Culmination with invited guests from The Lee Strasberg Theatre & Film Institute.

Monologue and exercise performances.

**3. Evaluations**

- a. An administrator will join the course during the week of culmination to provide structure evaluations on the program and student development.

**5. Field Trip**

- a. Students will have the opportunity to attend a professional Short Film Festival the week of July 9th-18th at The Lee Strasberg Theatre & Film Institute. The Picture's Up Film Fest will be free to all attending LAUSD students. The festival includes screenings of short films and panel discussions from industry professionals in all aspects of film.

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Lee Strasberg Theatre**  
**Art Discipline: Theatre**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	2 hrs p/class 24 classes	\$70		\$3,360
Performances/Exhibitions/Assemblies/ PD Workshops	3	\$100		\$300
Collaborative Planning/Meetings				
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)				

**Total Number of Schools Served:** Unlimited while virtual

**Total Number of Students Served:** 20 students per class

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

The Michael's Daughter Foundation (MDF) shall provide a Theatre/Film Arts fifteen-week residency during school hours working with a maximum of thirty (30) middle to high school students at LAUSD school sites. The program will involve the creation of three short films and will culminate in a final presentation open to the public.

**Phase I (Planning)**

MDF will require a minimum of five weeks planning time to prepare for the fifteen-week residency and field trips at school sites.

The implementation approach for Phase I, Filmmaking Workshop Series.

- Connect – Form relationship with school sites through initial introduction and presentation of proposal.
- Hiring – Seek and secure additional MDF teaching assistants, guest artists and collaborators.
- Recruitment of participants – Consult with teachers and school officials to determine the participants who will benefit the most from the MDF residency.
- Advertising for Recruitment – Hold class announcements, presentations, pass out flyers, and sign up sheets to secure participants.

- Acquire Materials for Class – Purchase and secure all materials needed for the success of the MDF residency.
- Teacher and school engagement – Connect with teachers and school officials to thoroughly go over proposed curriculum, agree upon terms, and determine what the school(s) can provide to ensure the success of the MDF residency. For example: provide a time frame for class time, secure buses for the field trips, and provide access to the school stage/auditorium/assembly room.
- Solidify Curriculum – Agree and/or adjust proposed curriculum based on feedback from the certificated teacher(s) and school officials.
- Coordinate dates and times for educational field trips.
- Participate in Professional Development opportunities provided by the Arts Education Branch.

#### Phase II: Class Time (Curriculum) (Theme Stated)

Focus on the theme “What’s My Message To The World?” Students will understand why it’s important, not only as an artist, but as a human being to have a defined purpose, personal story, and mission statement.

The implementation approach for Phase II, Workshop Series Presented at school sites.

- Introduction – Present to the students the overall goal, theme, and projected outcome intended by the MDF residency.
- Class Assessment – Hold an initial group discussion based on the presented goal, theme, and residency outcome to gauge the students’ thoughts and commitment level. Engage the students in a series of acting exercises and writing a prompt to determine the group’s various skill levels.
- Execution of Curriculum – Perform proposed curriculum.
- Collaborating Artists – Bring in hired collaborating artists to speak with, share, and present to the students their style and expertise in their artistic field.
- Observation:
  - Allow the students to watch various films such as The Red Balloon and other appropriate media content as examples of short films.
  - During a field trip students will view a live stage production at the Mark Taper, observing the power of live storytelling through performances and playwright's words.
  - On a field trip to the museum, students will learn more ways to craft their stories into tangible art pieces.
  - At the Chase Bank Crenshaw Community Center, they will participate in a financial wellness education workshop called "Money Talks". They will self-assess and observe the challenges and benefits of incorporating visual art into their creative work.
- Exposure to various forms of creative storytelling – MDF staff will present an array of different short film scripts, narrative style, and additional films; from hip-hop to stand-up comedy to help expose students to the myriad of ways that they can craft their short films
- Generating Original Material – Through consistent journaling of creative writing prompts and material gained from acting improvisations, students will have an array of material to draw from to create their narrative short film piece.

#### Phase III: Culminating Event (Deliverable)

The Culminating Event presenting three (3) to twelve (12) short films (number pending of number of school sites served) will take place at The Van Nuys Regency theater and/or the school location(s), utilizing any auditorium or assembly space. The event will be free and open to the

The implementation approach for Phase III, Presented at school sites:

- Final Presentation – a final presentation presented in the predetermined theater. This presentation will be free and available to the public. The final presentation will be a screening of the short films created by the participants of MDF.

MDF shall be responsible for providing all necessary materials and resources for its program and will maintain ongoing communication with the Arts Education Branch to ensure successful implementation.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.

## **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.

#### **Program Evaluation**

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

**END OF STATEMENT OF WORK**

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	358.4 hrs	\$250	1	\$89,600
Performances/Exhibitions/Assemblies/ PD Workshops	100 hrs	\$224	1	\$22,400
Collaborative Planning/Meetings	154 hrs	\$224	1	\$34,496
Offsite/Field Trips/Location	50 hrs	\$224	1	\$11,200
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)				\$48,304

**Total Number of Schools Served: 4**

STATEMENT OF WORK  
*Dance*

**Exhibit A**  
**Statement of Work**

School Level: *K-12*  
Art Discipline: *Dance*

**Program: Arts Integration Partnerships**

*SCOPE (Sample Program):*

Music Center teaching artists work in classrooms to empower student creativity and develop their artistic, workforce and life skills. Arts Integration Partnerships deepen learning across the curriculum in collaboration with classroom teachers by combining dance, music, theatre, visual and media arts with content areas including English Language Arts, history, science and social emotional learning for students of all ages and abilities. These student workshops are aligned with the California Arts Standards, Common Core State Standards and Next Generation Science Standards.

One such program is led by teaching artist Máire Clerkin, an Irish dance and theatre artist from London, of Irish parents. She moved to California in 2003, and has since taught for numerous educational organizations. A certified dance teacher and adjudicator with the Irish Dancing Commission in Dublin, and member of the Irish Dance Teachers of North America, Máire judges competitions worldwide, choreographs award-winning dance drama productions, and teaches at Loyola Marymount University in Los Angeles and University of Limerick in Ireland. With a B.A. in Performing Arts from Middlesex University, Máire founded several dance theatre companies, touring the UK and Ireland extensively. A dancer, writer, and actor, Máire tours her successful solo dance theatre show internationally, and collaborates with folk musicians across the globe. She is Artistic Director of the Irish Music & Dance ensemble, A Gaelic Gathering, performing for school assemblies, festivals, and concerts.

**Irish Dance:**

Máire teaches workshops in Irish dance, from traditional social dances in circles, squares and with partners, to step dancing with percussive footwork made famous by Riverdance. Workshops can stand alone or be part of a series, building to a culminating performance that showcases the student learning and ability. The benefits are cultural, historical, musical, creative, and form the basis of coordination, fitness, and teamwork. As a teacher with 35 years' experience, Máire engages students - both boys and girls - of all ages, levels, and abilities, and works in partnership with teachers to connect lessons with the curriculum.

*COURSE OBJECTIVES IN VISUAL AND PERFORMING ARTS:*

Artistic Process:

Creating

*Conceiving and developing new artistic ideas and work.*

Anchor Standards

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Artistic Process:

Performing (dance, music, theatre)

*Realizing artistic ideas and work through interpretation and presentation.*

Presenting (visual arts)

*Interpreting and sharing artistic work.*

Producing (media arts)

*Realizing and presenting artistic ideas and work.*

Anchor Standards

4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.

Artistic Process:

Responding

*Understanding and evaluating how the arts convey meaning.*

Anchor Standards

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Artistic Process:

Connecting

*Relating artistic ideas and work with personal meaning and external context.*

Anchor Standards

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

### *LESSONS*

The program shall be based on and adapted from the following sequence of lessons:

#### ONE – THE PROMENADE

Objective: View a dance, learn basic steps, listen to a folk tale, discuss nature of theater, relate to modern media.

Elements of Art: Dance – Time, energy, Space; Theatre – characters, genre, plot

Skills: Describe dance performance using relevant vocabulary, cite key technique points of a traditional dance form, relate plot and characters from a Folk Tale. demonstrate basic Irish dance locomotor step, define 'drama', connect theater with TV, stories in books and movies.

Task: Perform basic step, The Promenade, as demonstrated and taught by artist.

#### TWO – HEEL & TOE, ADVANCE & RETIRE

Objective: Use of gesture in drama exercises. Discuss the story; Learn Heel & Toe, Advance & Retire, steps.

Elements of Art: Dance – Time, energy, Space; Theatre – characters, genre, plot, gesture

Skills: Understand how the body can make non-verbal communication, produce individual expression through gesture, differentiate character, emotion and atmosphere in text, perform traditional group dance with partner.

Task: Perform Advance & Retire and Heel & Toe with a partner followed by a gesture that a character from The White Gander might use.

#### THREE – IRISH MUSIC & CEILI DANCING

Objective: Rhythm games, speaking ensemble, group awareness, Call & Response.

Elements of Art: Dance – Time, energy, Space, Rhythm; Theatre – characters, genre, plot, gesture

Skills: Demonstrate an understanding of rhythm through body percussion, dance in group formation using appropriate footwork, demonstrate dancing in clockwise and counterclockwise directions, relate folk tale in own words, speak ensemble, exhibiting teamwork/vocal projection.

Task: (Dance in a team of four) Advance & Retire opposite another pair, and The Wheel, followed by Stamp & Clap conversation with partner. Follow this by reciting ensemble with team, a phrase of text agreed earlier, relating to our story.

#### FOUR – HAND CATCHES

Objective: Choose and recite extended story phrases ensemble. Learn Hand Catches.

Elements of Art: Dance – Time, energy, Space; Theatre – characters, genre, plot, dialogue

Skills: Use every day physical movement to convey dramatic meaning, select warm up moves to adapt to chosen character, recite text ensemble, demonstrate vocal projection, create original duet dances.

Task: Show created Hand Catches with partner to Class.

#### FIVE – REHEARSE

Objective: Transition from exploration to plotting stage action, setting a running order.

Elements of Art: Dance – Time, energy, Space; Theatre – director, audience

Skills: Respond to exit, entrance and directional suggestions, distinguish between developing work and finalizing it for performance; roles of director and performer, understand where and when to move to the music, memorize actions, support fellow performers onstage, show an aptitude for Irish Dance, theatre skills and teamwork.

STATEMENT OF WORK

*Dance*

Task: Follow directions of Artist as roles are assigned and scene is blocked. Help create scene with class, practice Ceili dances, steps, duets, ensemble phrases. Refine character and finalize preparations.

SIX – CULMINATION

Objective: Experience and witness the production of a theater piece.

Elements of Art: Dance – Time, energy, Space; Theatre – characters, genre, plot, director, audience

Skills: Apply personal artistic expression, demonstrate a variety of individual, partner and group skills, show knowledge in acting, theatre studies and Irish dance.

Task: Present, perform or exhibit the artwork developed and refined in class for an audience.

CA Arts Standards:

1.DA:Pr4 - Space, time, and energy are basic elements of dance.

Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

1.DA:Pr5 - Move safely in general space through a range of activities and group formations while maintaining and changing personal space. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.

2.DA:Pr6 - How does a dancer heighten artistry in a public performance?

Dance for and with others in a space where audience and performers occupy different areas.

1.DA:Re7 - How is a dance understood? Analyze.

2.DA:Re9 - Criteria for evaluating dance vary across genres, styles, and cultures

Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well and explain why they work. Use simple dance terminology.

1.DA:Cn11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Watch and/or perform a dance from a different culture and demonstrate the types of movement danced.

2.DA:Cn112.DA:Re9 - Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. Observe a dance and relate the movement to the environment in which the dance was created and performed.

Common Core:

CCSS.ELA-Literacy.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.1.a

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

STATEMENT OF WORK  
*Dance*

CCSS.ELA-Literacy.SL.1.1.b

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c

Ask questions to clear up any confusion about the topics and texts under discussion.

SEL Connections: Self-Awareness, Self-Management, Social Awareness, Responsible Decision-Making, Relationship Skills

**Program: Professional Development**

*SCOPE (Sample Program):*

The Music Center's professional development for educators focuses on arts integration strategies for grades PreK-12 teachers in dance, media arts, music, theatre, and visual arts at school sites and at The Music Center. Teachers learn creative and effective approaches to integrate the arts into their content areas. Lessons and experiences are rooted in the California Arts Standards, Common Core, 21st Century Learning Skills and Social Emotional Learning. We seek to expand on current teaching models, including strengthening school learning communities, advancing best practices, and fostering interdisciplinary collaboration and lesson planning. Here is the outline for one such program:

**Teaching Artist: Chisa Yamaguchi**  
**Movement**

*Mindful Movement:*  
*Embodying Connection and Community through the Power of Presence*

**Part I**

**Essential Questions:**

- What must a dancer do to prepare the mind and body for artistic expression? (CA Arts Anchor Standard 5)
- How do dancers work with space, time and energy to communicate artistic expression? (CA Arts Anchor Standard 4)

**Lesson Outcomes:**

Participants will be able to:

- Generate variations of personal movement vocabulary through improvisation

## STATEMENT OF WORK

### *Dance*

- Practice choreographic phrases individually through focused observation, clear cues and personal exploration
- Develop new understandings of space, time and energy in a virtual learning landscape

#### **Essential Skills:**

- Readiness to innovate, improvise and use imagination
- Maintain spatial awareness of self and physical surroundings
- Listen attentively

**Task:** Participate in basic movement principles and warmups exploring body, space, time and energy while engaging creativity, imagination, improvisation and making in the moment.

#### **Criteria:**

- Maintain presence and focus
- Participate with full attention and energy
- Take risks and release judgement

#### **Progression:**

- Begin together in a brief series of grounding and warm-up exercises
- Move through the space, following specific prompts and directions
- Second round of movement will be musically motivated, continue to follow specific prompts and directions
- Move fully through space exploring your own name as inspiration
- Re-group in a group *Mindful Moment*

**Key Vocabulary:** Body, Connect, Dynamics, Energy, Improvisation, Levels, Movement, Repetition, Space, Time,

**Resources:** Breath, Movement Vocabulary List, Social Emotion Learning Skills & Strategies document (see below)

#### **Assessment Strategies:**

- Count-in: count “5,6,7,8” using a steady tempo to signal the start of movement
- Review Movement Vocabulary List to identify concepts used
- Group Discussion: How can we tap into our natural movement qualities to inform the movement we improvise and create?
- Journal SEL: Describe moments where you felt you were creating heartfelt movements? Write any thoughts you had when you were exploring space and bearing witness to your own creativity.

#### **Social Emotional Learning Skills & Strategies:**

- *Growth Mindset*
  - **Allow multiple attempts**
  - **Take on new challenges**
  - Perseverance

STATEMENT OF WORK

*Dance*

- Self-evaluation
  - **Openness to risks**
- *Self-Management*
  - Self-awareness
  - **Self-confidence**
  - **Innovation**
  - Commitment
- *Social-Awareness*
  - **Empathy**
  - Listen and observe with attention

**Common Core:**

- ELA Anchor Standards – Speaking & Listening 2
- Math Practice Standards – 1, 2, 6

**California Arts Standards:**

- *Creating* – Anchor Standard 1 - Generate and conceptualize artistic ideas and work.
- *Creating* – Anchor Standard 2 - Organize and develop artistic ideas and work.
- *Performing* – Anchor Standard 4 - Select, analyze, and interpret artistic work for presentation.
- *Performing* – Anchor Standard 5 - Develop and refine artistic techniques and work for presentation.

**Part II**

**Essential Question:** How does dance deepen our understanding of ourselves, other knowledge, and events around us? (*CA Arts Anchor Standard 10*)

**Lesson Outcomes:**

Participants will be able to:

- Cultivate movement through varied and intentional use of space
- Design and create physical compositions through dynamic movement
- Engage in movement with attentiveness and flow
- Make clear, mindful decisions

**Essential Skills:**

- Stay curious and release judgement
- Group focus and collaboration
- Create and invite unique solutions

STATEMENT OF WORK  
*Dance*

**Task:** Compose and create movement designs in groups and partnerships that reflect communication, composition and collaboration.

**Criteria:**

- Incorporate elements of control and build choices through personal inquiry
- Variety and contrast in design choices
- Communication and trust

**Progression:**

- Begin with a grounding moment and brief warm-up
- Individual gesture exploration individually – movement to be inspired by question, “What does heart-centered movement feel like?”
- Participants will move into short breakout groups (3-4 people) to share and teach gestures to small group
- After breakout group work, groups will reconvene as one large group and co-create a Movement Mosaic as a full ensemble
- Closing mindful moment

**Key Vocabulary:** Communication, Composition, Distal Space, Environment, Evolve, Expansion, Explore, Improvise, Innovate, Listen, Mirror, Negative & Positive Space, Pose, Observe

**Resources:** Journal

**Assessment Strategies:**

- Group Discussion: How can we non-verbally communicate our movement ideas with clarity? What are strategies and/or personal thoughts/mantras to work affectively with others? Discuss.
- Journal SEL: How was heart-centered movement alive in your body? Discuss.
- Performance-based: Evaluation of the task using criteria

**Social Emotional Learning Skills & Strategies:**

- *Growth Mindset*
  - **Allow multiple attempts**
  - Take on new challenges
  - **Perseverance**
  - Accept feedback and critique
- *Self-Efficacy*
  - **Motivation to succeed**
- *Self-Management*
  - Self-awareness
  - **Adaptability**
  - Motivation
  - **Optimism**
- *Social-Awareness*

## STATEMENT OF WORK

### *Dance*

- Communication
- Leadership
- **Change catalyst**
- **Collaboration and cooperation**

#### **Common Core:**

- ELA Anchor Standards – Speaking & Listening 1, 2, 3
- ELA Anchor Standards – Language 1, 3
- Math Practice Standards – 1, 2, 3, 6, 7

#### **California Arts Standards:**

- *Creating* – Anchor Standard 1 - Generate and conceptualize artistic ideas and work.
- *Creating* – Anchor Standard 2 - Organize and develop artistic ideas and work.
- *Creating* – Anchor Standard 3 - Refine and complete artistic work.
- *Performing* – Anchor Standard 4 - Select, analyze, and interpret artistic work for presentation.
- *Performing* – Anchor Standard 5 - Develop and refine artistic techniques and work for presentation.
- *Responding* – Anchor Standard 6 - Convey meaning through the presentation of artistic work.

#### **Program: Music Center On Tour**

##### *SCOPE (Sample Program):*

*A long-standing arts education program, The Music Center on Tour presents educational performing arts assemblies that invite students into the world of dance, music, theatre and storytelling. Our high-energy and engaging digital performances provide students with rich experiences. Each presentation includes customized curriculum in alignment with the California Arts Standards that is designed to complement and deepen what students are learning in the classroom carried across cultures, styles and content areas.*

*The Music Center On Tour is offering its high-energy and engaging experiences digitally with The Music Center On Tour: Online. In-person performances and assemblies are now being offered on a case-by-case basis.*

*The Music Center on Tour performances serve as models of artistic excellence, inspiring creative thinking and introducing young audiences to the world's diverse cultural traditions. Our artists represent and celebrate the finest artistic contribution of the world's cultures – from the colorful regional dances of Mexico to the exquisite music of China, from the pulsating rhythms of Brazil to the golden harmonies of 20th century America.*

*More than 70 performances in music, dance, theatre, and storytelling are available from an internationally acclaimed roster of artists who have been seen across the globe in films, theaters, concert halls, television shows, and museums.*

*The Music Center on Tour school assemblies are designed to complement and enhance what students are learning in the classroom through meaningful curriculum connections and universal themes that carry across cultures, styles, and content areas. Assemblies include written teacher preparation materials that contain background information on the artist and specific performances, as well as pre- and post-*

STATEMENT OF WORK  
*Dance*

*performance activities for the classroom and connections to multiple curricular areas. Here is one such program:*

*Ballet Folclorico do Brasil*

MEET THE ARTIST:

Joselito "Amen" Santo, the dynamic Artistic Director of Ballet Folclorico do Brasil, was born and raised in Bahia, Brazil. With over 25 years of experience in the African-Brazilian performing arts, he is an accomplished martial artist, dancer, musician, choreographer and teacher. Mr. Santo first came to the U.S. in 1986 to perform at Carnegie Hall. After teaching internationally and performing in venues such as the Kennedy Center for the Performing Arts (Washington D.C.), the Village Gate (New York City) and Wolf Trap (Virginia), he moved to Los Angeles. In 1990, Mr. Santo founded the Brasil Brasil Cultural Center, providing a base for his dance company and the Capoeira Batuque: Ginga Bahia. Mr. Santo has garnered many honors, including his induction into the International Martial Arts Hall of Fame. His company has been applauded for "serving as a bridge between ancient and contemporary dance" by juxtaposing the sacred and joyous, the old and new.

ABOUT THE PERFORMANCE:

This energetic program teaches about Brazilian culture, celebrating its multicultural dimensions through dance and music. When Brazil was a Portuguese colony (16th-19th centuries), Africans were captured from their villages and taken to Portugal to work as slaves on the sugar plantations and in the gold mines. Their music, dance and beliefs kept their spirits alive. A samba, the most popular dance in Brazil, is accompanied by the following instruments: the agogo (double metal bell); pandeiro (tambourine); and surdo (bass drum). The spirit of Carnivale, the biggest Brazilian festival, is expressed through "Maculele," a dance that originated in the 18th century sugar plantations.

The performance begins with the "Limpeza," a dance performed at the beginning of a Candomble ceremony that honors ancestors and the orixas - spirits of the natural world.

"Congole," a dance performed by the women, shows many popular Afro-Brazilian folkloric steps. The Berimbau, a one-stringed instrument of Angolan origin, accompanies a song, followed by the exciting "Capoeira," initially a form of self-defense disguised as a dance.

PREPARING FOR THE EXPERIENCE:

Brazil is the fifth largest country in the world, and it covers almost half of South America. The Atlantic Ocean touches its northern and eastern coasts, and ten neighboring countries share borders with Brazil. Brazilian geography is divided into five distinct regions: North; Northeast; West Central; Southeast and South. The North includes the infamous Amazon River basin; the Northeast includes tropical beaches and dry countryside; the West Central is isolated and sparsely populated; the Southeast contains forests and the Pantanal wetlands; the South includes grasslands, farms, and the country's largest waterfall - Iguazu, but is also highly developed. Brazil's current capital is located in Brasilia in the southeast region. Its history can be traced back to the many Native American nations that first lived in what is now called Brazil. In the early 1500s, Brazil was colonized by Portugal. It remained a colony until it gained its formal independence in 1822. Millions of Africans from different countries were forced to build the new country, yet Brazil was the last country to formally abolish slavery in 1888. During the 1900s, the country struggled to emerge from the colonial period and build a new republic. While important steps were taken to build a democracy, Brazil fell prey to a military dictatorship that squelched public participation in the 1960s. Even today, when formal democratic institutions have been restored,

STATEMENT OF WORK

*Dance*

governmental corruption remains a problem. Portuguese is the official language of Brazil, yet the country is most famous for its ethnic and cultural diversity. Brazilian culture and language are influenced by its rich diversity as a crossroads for different African, European, Native American and Asian communities. The vitality of these different cultural currents can be felt in Brazil's music, dance, beliefs, and cuisine.

Brazil still has many difficult challenges ahead. It is struggling to overcome serious problems of poverty, illiteracy, poor health care, and inequality. This is now the task of the next generation to translate its natural and cultural resources into a more positive future. The world is enriched by having Brazilian music, dance and culture.

Deliverables:

- *Instructional Components:*
  - *Arts Integration Partnerships* - Ten one-hour sessions per classroom in grades K-12.
  - *Professional Development* – Customized to participating educators.
  - *Music Center On Tour* – Each performance is 45-minutes in length.
- *Performance/Assemblies/Professional Development/ Exhibitions Components:* For *Arts Integration Partnerships*, there is an optional opportunity for the classes to perform for their peers and community at the end of the program.
- *Collaborative Planning/Meetings components:* For *Arts Integration Partnerships*, each group of classes (typically there are 4 classrooms per group) shall meet for a preliminary planning meeting, followed by collaborative planning time during the course of the residency, and concluding with an evaluation and assessment meeting.
- *Resources/Materials:* Provided by the Instructor and The Music Center
- *Transportation:* All instruction shall take place at the school site(s) or virtually, at the discretion of LAUSD
- *Special Requirements:* If in-person, the *Arts Integration Partnerships* space to accommodate a drum for each student (drums provided by Instructor). For Music Center On Tour, the performance specifications will be discussed between The Music Center and LAUSD.
- *Total Number of Schools Served:* The program will be responsive to school demand
- *Total Number of Students Served:* The program will be responsive to school demand

Programs shall include:

1. Instructional time with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA Arts Standards. May include Professional Development with teachers.
2. Appropriate planning time for greater coherence and collaboration at the school site level
3. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members
4. Resources, materials, and transportation that expand an arts learning experience for students.

STATEMENT OF WORK  
*Dance*

Requirements

The contractor shall:

1. Design and implement a program in Dance, Theatre, Music, Visual Arts, Film/Media Arts, and/or Creative Writing with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs shall need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
2. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
3. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District. Differentiation must be provided for all students, including, but not limited to English language learners, student with special needs, and students identified as gifted and talented.
4. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event.
5. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
6. Provide all instructional supplies and equipment necessary for full participation at no additional cost to the LAUSD community.
7. Arts partners shall not solicit private lessons to members of the LAUSD community for an additional fee or cost.
8. Arts partners must adhere to all deadlines, including, but not limited to work orders and invoices. Work orders received after the deadline may not be considered. Invoices received after the deadline may not be processed for payment.

STATEMENT OF WORK A-2  
*Music*

9. Arts partners must take place in selected professional development coordinated by the Arts Education Branch.
10. All arts partners shall strive to enhance other arts opportunities offered by other arts partners and/or credentialed arts teachers at the schools. This shall include collaborative planning when sharing instructional space.

Program Evaluation

Evaluation of programs shall be conducted through site observations by staff from the Arts Education Branch. Participation in selected professional development coordinated by the Arts Education Branch

STATEMENT OF WORK A-2  
*Music*

School Level: *K-12*  
Art Discipline: *Music*

**Program: Arts Integration Partnerships**

*SCOPE (Sample Program):*

Music Center teaching artists work in classrooms to empower student creativity and develop their artistic, workforce and life skills. Arts Integration Partnerships deepen learning across the curriculum in collaboration with classroom teachers by combining dance, music, theatre, visual and media arts with content areas including English Language Arts, history, science and social emotional learning for students of all ages and abilities. These student workshops are aligned with the California Arts Standards, Common Core State Standards and Next Generation Science Standards.

One such program is led by teaching artist Andrew Grueschow, a LA-based percussionist with an interest in music the world over. He has traveled to Ghana, West Africa several times, studying the music of the Ewe and Dagombas, and recorded traditional drumming for Zadonu Records. Andrew is a member of the Hands On'Semble, an award-winning percussion ensemble, and the Zadonu African Music and Dance Company, featured on the "ALI" soundtrack. He has also performed with Adam Rudolph's "Go: Organic Orchestra", Lian Ensemble, and Vinny Golia's "Large Ensemble". Andrew has performed in Germany, Brazil, Ghana, Taiwan, and throughout the U.S.

Andrew's music workshops introduce students to the instruments, rhythms, and culture of the Ewe people in Ghana, West Africa. Students learn both simple and complex rhythm patterns that strengthen their musical perception and skill. They form a musical ensemble, incorporating traditional elements of Ghanaian culture, and basic musical concepts such as pulse, tempo, dynamics, and rhythmic patterns. The ensemble plays traditional instruments, and has the opportunity to view video excerpts of drummers and dancers from Ghana. Students are taught authentic musical signals, and may assume the role of "lead drummer" for the ensemble. Cultural aspects of music are also covered, such as geographic origins, names of instruments, and the role of music in Ghanaian society.

Sessions begin with unison playing of basic rhythmic patterns and follow with more complex patterns, such as call and response and polyrhythms. Basic dance and movement patterns are taught during the sessions. Throughout the workshop series, students reflect on what they have learned and make connections to other areas of the curriculum.

STATEMENT OF WORK A-2  
*Music*

*COURSE OBJECTIVES IN VISUAL AND PERFORMING ARTS:*

Artistic Process:

Creating

*Conceiving and developing new artistic ideas and work.*

Anchor Standards

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Artistic Process:

Performing (dance, music, theatre)

*Realizing artistic ideas and work through interpretation and presentation.*

Presenting (visual arts)

*Interpreting and sharing artistic work.*

Producing (media arts)

*Realizing and presenting artistic ideas and work.*

Anchor Standards

4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.

Artistic Process:

Responding

*Understanding and evaluating how the arts convey meaning.*

Anchor Standards

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Artistic Process:

Connecting

*Relating artistic ideas and work with personal meaning and external context.*

Anchor Standards

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

*LESSONS*

The program shall be based on and adapted from the following sequence of lessons:

ONE –Music of Ghana

Outcome: Demonstrate their understanding of Gota rhythm, lead drum signals, and ensemble music making.

Skills: Play Gota, a traditional piece of music from Ghana, West Africa, as an ensemble.

Task -Student will be able to:

- Play traditional instruments as an ensemble

STATEMENT OF WORK A-2  
*Music*

- Follow lead drum signals to perform Gota

TWO –Patterns in Music

Outcome: Recognize and explain the function of polyrhythm in Ghanaian music.

Skills: Perform Gota polyrhythm as an ensemble.

Task -Students will be able to:

- Identify the musical concept of poly-rhythm
- Practice playing multiple rhythms as an ensemble

THREE –Music & Movement

Outcome: Experience and discuss the connecting between music and dance in traditional Ghanaian culture.

Skills: Dance Gota holding step accompanied by Gota polyrhythm.

Task -Students will be able to:

- Connect music and movement as an ensemble
- Bring focus and energy to traditional dance movements

FOUR –Ghanaian Dancing

Outcome: Identify connections between Ghanaian dance movements and village life.

Skills: Perform Gota dance sequence with Gota polyrhythm.

Task -Students will be able to:

- Describe and experience the exchange of energy between dancers and musicians

FIVE –Completing the Piece

Outcome: Evaluate and refine Gota performance.

Skills: Perform Gota with music and dance components, and discuss improvements.

Task -Students will be able to:

- Articulate the importance of practice
- Identify areas for improvement

SIX –Culture of Ghana

Outcome: Identify and discuss the role of music and dance in Ghanaian culture.

Skills: View/discuss video footage of village performance in Ghana.

Task -Students will be able to:

- Explore various aspects of Ghanaian culture
- Evaluate own performance based on own dancing/drumming

SEVEN –Songs in Ghana

Outcome: Discuss origins, place, and purpose of songs in Ghanaian culture.

Skills: Sing a song from Ghana, with gankogui accompaniment.

Task -Student will be able to:

- Practice call & response between song leader and chorus
- Recall translation of song

EIGHT –Mane (Calabash)

Outcome: Experience variety of musical instruments from Ghana.

Skills: Play traditional Mane patterns in sequence.

Task -Student will be able to:

- Play Mane rhythms in unison
- Compare and contrast Mane patterns with Gota rhythms

NINE –Rehearsal

## STATEMENT OF WORK A-2

### *Music*

Outcome: Practice, critique, and refine Gota drumming & dancing, and Mane playing.

Skills: The rigor of preparing for a performance, and the value of repetition and practice.

Task -Student will be able to:

- Apply constructive critique to improve their performance

TEN –Open Studio/Performance

Outcome: Perform Gota drumming & dancing, Mane patterns, and song from Ghana.

Task -Student will be able to:

- Maintain strong focus and energy
- Display teamwork through ensemble
- Accurately perform music & dance elements

### **California Arts Standards:**

#### *Creating*

1: Generate and conceptualize artistic ideas and work

2: Organize and develop artistic ideas and work

3: Refine and complete artistic work

#### *Performing*

4: Select, analyze, and interpret artistic work for presentation

5: Develop, and refine artistic techniques and work for presentation

### **Program: Professional Development**

#### *SCOPE (Sample Program):*

The Music Center's professional development for educators focuses on arts integration strategies for grades PreK-12 teachers in dance, media arts, music, theatre, and visual arts at school sites and at The Music Center. Teachers learn creative and effective approaches to integrate the arts into their content areas. Lessons and experiences are rooted in the California Arts Standards, Common Core, 21st Century Learning Skills and Social Emotional Learning. We seek to expand on current teaching models, including strengthening school learning communities, advancing best practices, and fostering interdisciplinary collaboration and lesson planning. Here is the outline for one such program:

## **Creating Body Percussion Patterns**

Teaching Artist – Andrew Grueschow

### **Session Outcomes:**

Participants will be able to:

- Discuss way the arts can support Social Emotional Learning
- Explore strategies to begin making music with classroom instruments
- Compose and play four-beat rhythmic patterns
- Use Indian drumming syllables to speak rhythms
- Explore various body percussion sounds
- Apply body percussion to composed rhythmic patterns

STATEMENT OF WORK A-2  
*Music*

- Create and teach body percussion patterns

Introduction  
(Google Doc. in Zoom Chat)

- Name
- Grade level
- Comfort with Arts Integration/Music

Tech Check In & Protocols  
(Live Zoom)

- Tech check in to maximize remote learning experience
- Protocols for effective participation in remote PD

Social Emotional Learning – Overview  
(PowerPoint Screen Share)

- Core Competencies
- Skills
- Power of the Arts to engage SEL

Body Percussion Patterns  
(Live Zoom)

**Task:** Lead participants in call & response body percussion patterns with words.

**Criteria**

- Pattern must be four beats long
- Maintain a steady tempo
- Accurately copy body percussion sounds
- Take turns playing pattern and listening to leader

**Progression of steps**

- Create a rhythmic pattern, which you can duplicate with words.
  - (Let's all play to-ge-ther)
- Demonstrate selected rhythmic pattern for students, asking them to listen rather than join.
- Start saying the words to accompany your body percussion
- Explain that you will take turns, sending the pattern back and forth
- Ask students to say the words to accompany their body percussion. With lower grades it's often best to start just chanting the words, and then adding the body percussion
- Start the group by performing the body percussion pattern once while saying the words, and then allow students to respond

STATEMENT OF WORK A-2

*Music*

**Task:** Lead participants in playing ostinato body percussion pattern

**Criteria**

- Pattern must be four beats long
- Maintain a steady tempo
- Say the words while playing pattern
- Leader starts and stops pattern with signals

**Progression of steps**

- Create a rhythmic pattern, which you can duplicate with words.
- Demonstrate the selected rhythmic pattern using body percussion, asking students to listen rather than join
- Start saying the words to accompany your body percussion pattern
- Explain that you will perform the pattern once, and then everyone will join you with body percussion and speaking over and over again, until you give the signal to stop (holding hands together over head)

**Key Vocabulary:**

Beat, ostinato, call & response, rhythm, body percussion

**Assessment Strategies:**

Think-Pair-Share & Group discussion: "What cross-curricular skills are developed by these music activities?" "What are the key ideas the facilitator should focus on?"

*YouTube Body Percussion Clips*

(YouTube – Screen share & Google Doc. in Zoom Chat)

- Keith Terry, Body Avlaia Group, STOMP
- Feedback – What did you notice? (Google Doc.)

*Composing & Playing Rhythms*

(Live Zoom & Zoom Whiteboard)

**Task:** Use Indian drumming syllables and standard notation to create, write, and play four-beat rhythms

**Criteria:**

- Select TA (quarter note), TA KA (eighth notes), TA KA DI MI (sixteenth notes) or rest (quarter note rest) for each beat when creating the rhythm
- Rhythm will be four beats in length, written with standard notation
- Maintain a steady tempo when speaking or playing the rhythm
- Speak or play the rhythm accurately
- Start and stop playing the rhythm following appropriate signals

**Task:** Play various ostinato rhythms, while applying body percussion (Modeling final activity)

**Criteria:**

- Creative use of body percussion sounds

STATEMENT OF WORK A-2  
*Music*

- Maintain a steady tempo
- Leader starts and stops pattern with signals

**Key Vocabulary:** Steady Beat, Tempo, Rhythm, Ostinato, Call & Response, Conducting, Ensemble

**Assessment Strategies:**

- Think-Pair-Share & Group discussion: "What similarities are there between reading words and reading music?"

*Create your own body percussion pattern*  
(Individual - Camera & Mic off)

**Task:** Create your own body percussion pattern

**Criteria:**

- Select TA (quarter note), TA KA (eighth notes), TA KA DI MI (sixteenth notes) or rest (quarter note rest) for each beat when creating the rhythm
- Rhythm will be four beats in length
- Select various body percussion sounds for your pattern
- Practice your pattern
- Play your pattern as an ostinato
- Maintain a steady tempo when playing your pattern
- Try speaking and playing you pattern at the same time

*Teach Your body percussion pattern*  
(Live Zoom Break Out Rooms – Groups of 3)

**Task:** Teach your own body percussion pattern to the other participants in your group

**Progression:**

- Demonstrate your pattern to the group
- Speak your pattern "call & response" with the group
- Play your body percussion pattern "call & response" with the group
- Lead your group in playing your body percussion pattern as an ostinato

Volunteers share out their created pattern (Whole Group Live Zoom)

*Arts Integration Ideas*  
(Live Zoom)

- Adding language to our body percussion patterns
  - Classroom content
- Layering various body percussion patterns

STATEMENT OF WORK A-2

*Music*

Reflection

(Live Zoom & Screen Share)

SEL

- How did our music making engage SEL skills?
- Deconstruct the process of teaching others your pattern through SEL
- What challenges come to mind for facilitating this process with your students?

Closing

**California Arts Anchor Standards for Music:**

*Creating*

1: Generate and conceptualize artistic ideas and work

2: Organize and develop artistic ideas and work

3: Refine and complete artistic work

*Performing*

4: Select, analyze, and interpret artistic work for presentation

5: Develop, and refine artistic techniques and work for presentation

**Curriculum Integration**

- Language Arts: Auditory discrimination, nuance, interpretation, aesthetic experience
- Math: Pattern, Sequence, Ratio/Proportion, logic
- Parallel Processes: Tracking, decoding, looking ahead, focus, listening

**Social Emotional Learning:**

Skills & Strategies-

- *Growth Mindset*
  - Take on new challenges
  - Allow multiple attempts
  - Accept feedback and critique
  - Practice
- *Self-Efficacy*
  - Motivation to succeed
  - Self-evaluation
  - Construct goals that are challenging and proximal
  - Three C's: Collaborate, Create, Choose
- *Self-Management*
  - Self-confidence
  - Adaptability
  - Self-regulation, self-control
  - Motivation
  - Accurate self-assessment
- *Social-Awareness*
  - Listen with attention
  - Respond appropriately

STATEMENT OF WORK A-2

*Music*

- Collaboration and cooperation
- Team capabilities

**Program: Music Center On Tour**

*SCOPE (Sample Program):*

*A long-standing arts education program, The Music Center on Tour presents educational performing arts assemblies that invite students into the world of dance, music, theatre and storytelling. Our high-energy and engaging digital performances provide students with rich experiences. Each presentation includes customized curriculum in alignment with the California Arts Standards that is designed to complement and deepen what students are learning in the classroom carried across cultures, styles and content areas.*

*The Music Center On Tour is offering its high-energy and engaging experiences digitally with The Music Center On Tour: Online. In-person performances and assemblies are now being offered on a case-by-case basis.*

*The Music Center on Tour performances serve as models of artistic excellence, inspiring creative thinking and introducing young audiences to the world's diverse cultural traditions. Our artists represent and celebrate the finest artistic contribution of the world's cultures – from the colorful regional dances of Mexico to the exquisite music of China, from the pulsating rhythms of Brazil to the golden harmonies of 20th century America.*

*More than 70 performances in music, dance, theatre, and storytelling are available from an internationally acclaimed roster of artists who have been seen across the globe in films, theaters, concert halls, television shows, and museums.*

*The Music Center on Tour school assemblies are designed to complement and enhance what students are learning in the classroom through meaningful curriculum connections and universal themes that carry across cultures, styles, and content areas. Assemblies include written teacher preparation materials that contain background information on the artist and specific performances, as well as pre- and post-performance activities for the classroom and connections to multiple curricular areas. Here is one such program:*

**TAIKOPROJECT**

**MEET THE ARTIST:**

TAIKOPROJECT was founded in 2000 in Los Angeles, California by a group of young, emerging taiko drummers led by Bryan Yamami and Masato Baba. The group continues to refine their unique style of taiko performance, blending traditional forms with an innovative and fresh aesthetic. The members of the ensemble were born and raised in the United States, and grew up listening to American popular music which has been a major influence on their work. They first made waves when they became the first American taiko group to win the prestigious Tokyo International Taiko Con-test in 2005. The full group currently consists of 18 members and has performed on the Academy Awards, the Grammy Awards, NBC's The Voice, Syfy's Face/Off, The X-Factor, Conan, Jimmy Kimmel Live, The Late Late Show with James Corden, Food Network's Iron Chef Gauntlet, and the iHeartRadio Music Festival, along with supporting numerous artists such as 30 Seconds to Mars, Stevie Wonder, Usher, Alicia Keys, A.R. Rahman, John Legend, and Kanye West.

STATEMENT OF WORK A-2

*Music*

**ABOUT THE PERFORMANCE:**

TAIKOPROJECT presents an interactive and dynamic introduction to the music, history, and art of taiko. The program features songs interspersed with specific aspects of how tai-ko has made its way from Japan to modern day America. The audience is also given a view into how the drums are constructed and the craftsmanship involved. The group gives insight into the contemporary approach used to create and play taiko music today. Beside the main taiko drums, there are also metal percussion instruments played, including the atarigane, a small circular brass gong, and small brass cymbals, called chappa. In addition, there are two wind instruments-the shinobue, or bamboo flute, and the horagai, a giant seashell with a mouthpiece. The audience is also given an opportunity to learn a taiko pattern, called an oroshi and learn the verbal sounds that match the rhythmic pattern. This begins with a short vocal "call and response" pattern called kiai. Toward the end of the program, students and teachers have the opportunity to come up to the stage and play the taiko. The performance concludes with a dynamic song called "Many Sides." It demonstrates a modern style of taiko from Tokyo, Japan, and includes choreography and improvisation.

**PREPARING FOR THE EXPERIENCE:**

Originating from Japan, taiko was first used by farmers who would strike the drum in hopes that the sound would bring rain for their crops to grow. The deep rumble of the drum, when struck, resembled the sound of thunder. Many villages even determined their boundaries by the distance the sound of the drum could carry. Taiko was also used as part of ceremonial and religious events and later was used in traditional Japanese theater and music.

Taiko drums are handmade and a single, medium-sized drum can take as long as 40 hours to make. It is believed that the spirit of the trees from which the wood came, as well as the drum makers and performers, come to embody each drum. Movement is an integral part of taiko, requiring each musician to use his/her body in connection with the drum and its sound to communicate.

The style of group taiko drumming known as "kumidaiko," often seen today, has existed for over a half century and is considerably new when compared to the long history and evolution of taiko. In the 1950s Daiha-chi Oguchi, a Japanese jazz drummer trained in western music, visited a temple in Japan and found ancient Japanese sheet music. Instead of playing the music by himself, he decided he wanted to split up the parts and play them the various taiko drums with a group of musicians. Thus, a new style of playing taiko with an ensemble, "kumidaiko," was born.

This style first made its way to America in 1968 by a Japanese man named Seiichi Tanaka. He founded the first taiko group in America, called San Francisco Taiko Dojo, still a very active taiko group. Around the same time in Los Angeles, a group of third-generation Japanese Americans were looking for a way to express their cultural heritage, and started playing a form of taiko they found at their local temple. They started a group called Kinnara Taiko. From these first two groups, taiko started spreading all over the United States and today there are over 200 taiko groups across the country. Just like any other art form, taiko continues to grow and evolve.

**Deliverables:**

- *Instructional Components:*
- *Arts Integration Partnerships* - Ten one-hour sessions per classroom in grades K-12.
- *Professional Development* – Customized to participating educators.
- *Music Center On Tour* – Each performance is 45-minutes in length.

STATEMENT OF WORK A-2

*Music*

- *Performance/Assemblies/Professional Development/ Exhibitions Components:* For *Arts Integration Partnerships*, there is an optional opportunity for the classes to perform for their peers and community at the end of the program.
- *Collaborative Planning/Meetings components:* For *Arts Integration Partnerships*, each group of classes (typically there are 4 classrooms per group) shall meet for a preliminary planning meeting, followed by collaborative planning time during the course of the residency, and concluding with an evaluation and assessment meeting.
- *Resources/Materials:* Provided by the Instructor and The Music Center
- *Transportation:* All instruction shall take place at the school site(s) or virtually, at the discretion of LAUSD
- *Special Requirements:* If in-person, the *Arts Integration Partnerships* space to accommodate a drum for each student (drums provided by Instructor). For Music Center On Tour, the performance specifications will be discussed between The Music Center and LAUSD.
- *Total Number of Schools Served:* The program will be responsive to school demand
- *Total Number of Students Served:* The program will be responsive to school demand

Programs shall include:

5. Instructional time with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA Arts Standards. May include Professional Development with teachers.
6. Appropriate planning time for greater coherence and collaboration at the school site level
7. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members
8. Resources, materials, and transportation that expand an arts learning experience for students.

STATEMENT OF WORK A-2  
*Music*

Requirements

The contractor shall:

11. Design and implement a program in Dance, Theatre, Music, Visual Arts, Film/Media Arts, and/or Creative Writing with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs shall need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
12. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
13. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District. Differentiation must be provided for all students, including, but not limited to English language learners, student with special needs, and students identified as gifted and talented.
14. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event.
15. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
16. Provide all instructional supplies and equipment necessary for full participation at no additional cost to the LAUSD community.
17. Arts partners shall not solicit private lessons to members of the LAUSD community for an additional fee or cost.
18. Arts partners must adhere to all deadlines, including, but not limited to work orders and invoices. Work orders received after the deadline may not be considered. Invoices received after the deadline may not be processed for payment.

STATEMENT OF WORK  
*Theatre*

19. Arts partners must take place in selected professional development coordinated by the Arts Education Branch.
20. All arts partners shall strive to enhance other arts opportunities offered by other arts partners and/or credentialed arts teachers at the schools. This shall include collaborative planning when sharing instructional space.

Program Evaluation

Evaluation of programs shall be conducted through site observations by staff from the Arts Education Branch. Participation in selected professional development coordinated by the Arts Education Branch

STATEMENT OF WORK  
*Theatre*

School Level: *K-12*  
Art Discipline: *Theatre*

**Program: Arts Integration Partnerships**

*SCOPE (Sample Program):*

Music Center teaching artists work in classrooms to empower student creativity and develop their artistic, workforce and life skills. Arts Integration Partnerships deepen learning across the curriculum in collaboration with classroom teachers by combining dance, music, theatre, visual and media arts with content areas including English Language Arts, history, science and social emotional learning for students of all ages and abilities. These student workshops are aligned with the California Arts Standards, Common Core State Standards and Next Generation Science Standards.

One such program is led by teaching artist David Guerra, an award-winning actor, director, teaching and performing artist. Born in Los Angeles, he earned an Associate in Arts degree from East Los Angeles College; then, graduated with honors and distinction from the University of California, Santa Barbara, with a Bachelor of Fine Arts in Theatre. He has worked and collaborated with many respected Institutions and organizations in Southern California. These include: The Music Center; Center Theatre Group; Geffen Playhouse; Theatre Movement Bazaar; Wallis Annenberg Center for the Performing Arts; Skirball Cultural Center; Boxtales Theatre Company; and The Unusual Suspects Theatre Company.

David has many stage and film credits. A few of his favorite stage credits are: Grail Project, a three-time Ovation Awards winner (Direction of a Play, Choreography, and Acting Ensemble of a Play); Edinburgh Festival Fringe '14, '15, '18 with three different Theatre Movement Bazaar productions; and the Hollywood Fringe Festival '13 and '19. As an actor, David has also toured internationally, including China, Shanghai, Beijing '16, and Mexico. He has been featured in many plays, too numerous to mention, and is a company member of Theatre of NOTE. Some of his film and television credits include: Where the Sky is Born; Committed, Cargo; La Rosa y El Gato, Flor de Naranja, Diagnosis X and Untold Stories of the ER.

Mr. Guerra transforms each classroom into a theatre space, creating a level playing field for both the arts and academia. He guides students toward building empathy for both the characters they portray, and for each other. Most classes begin with improvisation and develop into works which are developed, rehearsed and performed. As part of this process, students discuss and critique their work, revise, and work toward a culminating presentation for an invited audience.

His theatre workshops are focused on empowering both youth and adults to write and perform original plays. He guides them in ensemble work, a core value in both professional theatre and early childhood education. Working as an ensemble contributes to the overall goal of becoming lifelong learners. Students reimagine stories and concepts drawn from their studies and personal lives. Through this collaborative, artistic process, students gain skills in character analysis, improvisation, mask work, movement, music, and dramatic structure. Participants of all ages learn teamwork and interdependence while practicing and strengthening the skills they will need to become writers,

STATEMENT OF WORK  
*Theatre*

performers and artists.

*COURSE OBJECTIVES IN VISUAL AND PERFORMING ARTS:*

Artistic Process:

Creating

*Conceiving and developing new artistic ideas and work.*

Anchor Standards

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Artistic Process:

Performing (dance, music, theatre)

*Realizing artistic ideas and work through interpretation and presentation.*

Presenting (visual arts)

*Interpreting and sharing artistic work.*

Producing (media arts)

*Realizing and presenting artistic ideas and work.*

Anchor Standards

4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.

Artistic Process:

Responding

*Understanding and evaluating how the arts convey meaning.*

Anchor Standards

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Artistic Process:

Connecting

*Relating artistic ideas and work with personal meaning and external context.*

Anchor Standards

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

*LESSONS*

The program shall be based on and adapted from the following sequence of lessons:

## STATEMENT OF WORK

### *Theatre*

#### ONE –Playwriting and Ensemble

Outcome: Students will be able to sequence a story using tableaux.

Skills: Define “ensemble”; teamwork, understand beginning middle and end, dialogue.

Task–Students will perform a story in three tableaux.

#### TWO–Creating Human Character Profiles

Outcome: Students will create a character profile.

Skills: Character traits, physicality, voice projection.

Task –Students will answer questions about their character posed to them by the class.

#### THREE –Reading a Play-Improv

Outcome: Students will create dialogue.

Skills: Define, “cold read,” read a professional play and learn how to do improvisation.

Task –Students perform original dialogue inspired by the professional play for the audience.

#### FOUR –Improvisation

Outcome: Students will create scenes using original dialogue.

Skills: Improvisation, “writing on your feet,” ability to say, “YES/AND.”

Task –Perform scenes for the class in proper play format.

#### FIVE–Playwriting Day 1

Outcome: Students will select play ideas and identify the play’s theme of TRANSFORMATION.

Skills: Define “logline,” summarize play in one sentence, discuss transformation, and reinterpret stories through playwriting.

Task –Pitch your logline and identify three key scenes.

#### SIX–Playwriting Day 2

Outcome: Students will write the first draft of their play in assigned groups.

Skills: Split into groups, identify characters for their play, create dialogue through improvisation.

Task –Perform then write first scene of play in proper format.

#### SEVEN–Playwriting Day 3

Outcome: Students will continue to refine their draft of their plays.

Skills: Define “parenthetical” and “TIME, PLACE and AT RISE,” conflict, rising action, five W’s, dramatic outline.

Task –Perform/refine draft of the play.

#### EIGHT –Playwriting Day 4

Outcome: Students will complete their plays in their assigned groups.

Skills: Define, “staged-reading,” on this day students will finish their plays and make final revisions as necessary. Task –Perform play within a five-minute period.

#### NINE–Rehearse Staged Reading

Outcome: Students will practice a “run-through” of their play integrating all the skills learned to perform.

Skills: Define “run-through” and “curtain call,” sequence of performance.

Task –Rehearse and “run-through” all plays with “curtain call.”

## STATEMENT OF WORK

### *Theatre*

#### TEN–Staged Reading Performance

Outcome: Students will perform a “staged-reading” of their plays for an audience of peers and parents.

Skills: Learn commitment, enthusiasm, pride, confidence and teamwork.

Task –Showtime!

#### CA Arts Standards

Performing: Realizing artistic ideas and work through interpretation and presentation

Anchor Standard 4: Analyze, interpret, and select artistic work for presentation.

3.TH:Pr4 b. Explore how movement and voice are incorporated into drama/theatre work.

5.TH:Pr4 a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.

Anchor Standard 5: Develop and refine artistic work for presentation.

1.TH:Pr5 a. With prompting and supports identify and understand that physical movement is fundamental to guided drama experiences.

2.TH:Pr5 a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience.

5.TH:Pr5 a. Choose acting exercises that can be applied to a drama/theatre work.

Responding: Understanding and evaluating how the arts convey meaning

Anchor Standard 8: Interpret intent and meaning in artistic work.

1.TH:Re8 c. Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience.

5.TH:Re8 c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Connecting: Relating artistic ideas and work with personal meaning and external content.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

3.TH:Cn10 Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

5.TH:Cn10 Explain how drama/theatre connects oneself to a community or culture.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

1.TH:Cn11.1 b. Use active listening skills to participate in and observe a guided drama experience.

2.TH:Cn11.2 b. Collaborate on the creation of a short scene based on a non-fiction literary source in a guided drama experience.

#### THE CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT STANDARDS

##### Part 1: Interacting in Meaningful Ways

##### A: Collaborative

1.Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics

Contribute to conversations and express ideas by asking yes-no and wh- questions and responding using short phrases

Contribute to class, group, and partner discussions, including sustained dialogue, but following turn-taking rules, asking relevant questions, affirming others, and adding relevant information

## STATEMENT OF WORK

### *Theatre*

Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback

#### 2. Interacting via written English (print and multimedia)

Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.

#### 3. Offering opinions and negotiating with or persuading others

Negotiate with or persuade others in conversations using basic learned

phrases (e.g., I think . . .), as well as open responses, to express and defend opinions

Negotiate with or persuade others in conversations using an expanded set of learned phrases (e.g., I agree with X, but . . .), as well as open responses, to express and defend nuanced opinions, to provide counterarguments, and so on.

Negotiate with or persuade others in conversations using a variety of learned phrases (e.g., That's a good idea. However . . .), as well as open responses to express and defend nuanced opinions, to provide counterarguments, elaborate on an idea, and so on.

#### B: Interpretive

5. Listening Actively      Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support

Demonstrate active listening of read-alouds and oral presentations by asking and answering basic questions, with occasional prompting and moderate support

Demonstrate active listening of read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support

### *Program: Professional Development*

#### *SCOPE (Sample Program):*

The Music Center's professional development for educators focuses on arts integration strategies for grades PreK-12 teachers in dance, media arts, music, theatre, and visual arts at school sites and at The Music Center. Teachers learn creative and effective approaches to integrate the arts into their content areas. Lessons and experiences are rooted in the California Arts Standards, Common Core, 21st Century Learning Skills and Social Emotional Learning. We seek to expand on current teaching models, including strengthening school learning communities, advancing best practices, and fostering interdisciplinary collaboration and lesson planning. Here is the outline for one such program:

**Teaching Artist: Peter Kors**  
**Theatre**

STATEMENT OF WORK  
*Theatre*

***IMAGES STIR THE IMAGINATION AND COMMUNICATE IDEAS***

**Big Idea: WE ALL SHARE A COMMON LANGUAGE – VISUAL IMAGES**

**Essential Question: How would you explain the shift from words to using images in the way we communicate?**

**CONCEPT**

Young children will create and perform in response to images in the way that actors respond to a written text

**ELEMENTS AND SKILLS OF ART FORM**

Attention Concentration Observation  
Imagination Interpretation  
Sequencing  
Performance

**PARTICIPANT OUTCOMES**

**Participants will:**

- Name animals presented on the screen
- Choose verbs to describe the way the animal moves (walk, swim, etc.)
- Choose adjectives and adverbs to describe the way the animal moves (gracefully, comically, etc.)
- Choose nouns to describe the where the animal lives
- Create and present a story using images and narration

**PROGRESSION OF CONTENT, SKILLS AND TASKS**

**Story: Anansi's Quest** – with cliffhanger ending

**Anticipatory Set: "Create a "Live Emoji"**

- I guide participants through the exercise of picking "Live Emojis" out of our personal bag of emojis
- Participants look at emoji site for 15 seconds and choose an emoji that fits their mood and copy it to create a "Live Emoji"
- **Raise your hand** if you want to share your Living Emoji
- **Rada will pick** three participants to share their Living Emoji

**Assessing Prior Knowledge**

- Of what value is theatre in education?
- In your experience in the classroom how do young children react when they see pictures of animals?
- **Raise your hand** if you want to share your answer

STATEMENT OF WORK  
*Theatre*

- **Rada will pick** three from participants who raised their hands to answer each question

**Getting Smarter:**

1. The mirror: I guide the participants through the mirror exercise
2. Beginning with simple, slow, abstract movements
3. Continuing with movements of the animals we will be viewing later
4. Scrutinize and identify images of animals (from "Large as Life") You will pick one of these animals for your story
5. View videos of the animals
6. In chat, while watching videos, Rada will write a question for each animal (example: how does a butterfly move?) make a list of verbs, adjective and adverbs to answer that question:
  - a. The way each animal moves (walk, swim, etc.)
  - b. How each animal moves (slow, fast, etc.)
7. Using hands, upper bodies and arms move like the animal
8. Incorporate these qualities into using your hands and upper bodies to move like the animals
9. Revisit looking at the images of animals
10. In chat, while watching images, Rada will write a question for each animal (example: where does the whale live, etc.) make a list of nouns and adjectives to answer that question
11. Do *Chee Chee Cha Cha*
12. Learn three plot lines, one of which you'll use for your final task. They are:
  1. **Overcoming the monster:** hero goes out to slay a monster to save the world, meets a wise person who gives them something magical to defeat the monster. Hero slays monster and comes back victorious (*Harry Potter, Lord of the Rings*)
  2. **Rags to riches:** hero starts out insignificant and leaves their home for a strange land where they meet a magical person who transforms them into something totally amazing. Hero returns home where everybody falls in love with them. (*Ugly Duckling, Aladdin*)
  3. **Voyage and return:** hero falls out the normal world into a dangerous but beautiful world. After a while hero manages to escape all the dangers and finds their way home safely. (*Alice in Wonderland, Finding Nemo*)

Model how to do final task with the Rags to Riches story line. Use this storytelling format:

1. Start with a picture of the hero of the story: say "Picture number **1**, once there was a butterfly who wanted to be rich . . . "
2. Continue say: "Picture number **5**, but on the way, she met the owl who said she needed . . . "
3. Continue say: "Picture number **4**, so she went to the tiger who gave her what she needed."
4. Continue say, "Picture # **5**, and she flew back to the owl, gave her the password, and she flew into the ocean . . . "

STATEMENT OF WORK  
*Theatre*

**K.TH: Cr1**

a. With prompting and supports, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience.

**K.TH: Cr2**

a. With prompting and supports, interact with peers and contribute to dramatic play or a guided drama experience.

b. With prompting and supports, express original ideas in dramatic play or a guided drama experience.

**K.TH: CR3**

a. With prompting and supports, ask and answer questions during dramatic play or a guided drama experience.

**PERFORMING**

**K. TH: PR4**

a. With prompting and supports, identify characters and setting in dramatic play or a guided drama experience.

**K.TH: PR5**

a. With prompting and supports, understand that voice and sound are fundamental to dramatic play and guided drama experiences.

b. With prompting and supports, explore and experiment with various technical theatre elements in dramatic play or a guided drama experience.

**K.TH: PR6**

c. With prompting and supports, use voice and sound in dramatic play or a guided drama experience and share with others.

**RESPONDING**

**K TH RE8**

a. With prompting and supports, name and describe settings in dramatic play or a guided drama experience.

**K TH RE9**

a. With prompting and supports, discuss and make decisions with others in dramatic play or a guided drama experience.

**CONNECTING**

**K TH: CN11.1**

a. With prompting and supports, use listening skills to participate in and observe a guided drama experience.

**K TH: Cn 11.2**

a. With prompting and supports, identify stories that are different from one another in dramatic play or a guided drama experience.

b. With prompting and supports, tell a story in dramatic play or a guided drama experience

*Program: Music Center On Tour*

*SCOPE (Sample Program):*

*A long-standing arts education program, The Music Center on Tour presents educational performing arts assemblies that invite students into the world of dance, music, theatre and storytelling. Our high-energy and engaging digital performances provide students with rich experiences. Each presentation*

STATEMENT OF WORK  
*Theatre*

5. Continue to say: "Picture number **3**. She asked the whale how to be rich . . ."
6. Finish say: "Picture number **1**, so she went home to find . . ."

**Becoming an Expert**

TASK: Create a story based on a plot line given above in small groups  
Decide on the plot you want to use  
Pick a narrator or narrators

CRITERIA:

- Minimum of 5 panels, **LIKE A CARTOON STRIP**
  1. **Each panel** should have attributes taken from chat, for instance, "the tiger runs gracefully through the tall grass," "the whale swam slowly through the blue ocean," etc.
  2. **Use the first panel** to show us a picture of the hero to tell us who the story is about, where the hero lives and what the adventure/journey is about (use plot line 1, 2 or 3)
  3. **Use the next 3 panels** to show **who the hero meets on the journey and whether they are helpful or hurtful to the hero**. Tell us the details like a storyteller, using the attributes from chat, or make up some of your own
  4. **On the last panel, go back to the first image** and tell us how the adventure ended and how the hero has been changed.

Divide the class into groups of 10 – **BREAK OUT ROOMS**

SHARING:

One we are back in gallery view, Monk or Rada will pick a group who to share

**JUST DESERTS:** The ending of "Anansi's Quest."

**Making Connections**

- How can we educate our students to fully engage and successfully function in a world where visual communication has become the norm?
- How do you connect this to language learning?
- Has anything been added to your knowledge of telling stories that uses images as well as texts?
- Did you discover anything in our workshop that might explain the spectacular global rise in visual communication?

**CURRICULUM INTEGRATION PK.TH.Cr1**

- a. With prompting and supports, transition between imagination and reality in dramatic play or a guided drama
- b. Experience. a. With prompting and supports, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience.

**CALIFORNIA ARTS STANDARDS**

CREATING

STATEMENT OF WORK  
*Theatre*

*complement and deepen what students are learning in the classroom carried across cultures, styles and content areas.*

*The Music Center On Tour is offering its high-energy and engaging experiences digitally with The Music Center On Tour: Online. In-person performances and assemblies are now being offered on a case-by-case basis.*

*The Music Center on Tour performances serve as models of artistic excellence, inspiring creative thinking and introducing young audiences to the world's diverse cultural traditions. Our artists represent and celebrate the finest artistic contribution of the world's cultures – from the colorful regional dances of Mexico to the exquisite music of China, from the pulsating rhythms of Brazil to the golden harmonies of 20th century America.*

*More than 70 performances in music, dance, theatre, and storytelling are available from an internationally acclaimed roster of artists who have been seen across the globe in films, theaters, concert halls, television shows, and museums.*

*The Music Center on Tour school assemblies are designed to complement and enhance what students are learning in the classroom through meaningful curriculum connections and universal themes that carry across cultures, styles, and content areas. Assemblies include written teacher preparation materials that contain background information on the artist and specific performances, as well as pre- and post-performance activities for the classroom and connections to multiple curricular areas. Here is one such program:*

Boxtales

MEET THE ARTIST:

Boxtales is a storytelling theatre company which uses masks, movement, storytelling and live music to present myths and folklore from around the world. Performers Matt Tavianini, David Guerra and Michael Andrews combine their diverse talents to create a professional, high energy, interactive the-atrical experience for young audiences. The Spanish term du-ende comes from within, as a physical/emotional response to art. Like art itself, it has aspects that are both appealing and dangerous. The Spanish poet, Federico Garcia Lorca, says, "These dark sounds are the mystery, the roots thrusting into the fertile loam known to all of us, ignored by all of us, but from which we get what is real in art..." The Boxtales philoso-phy is that duende is there to challenge us to keep our ears open to the 'dark sounds,' to keep our touch with the earth and with the ghosts of those who have come before. We should never refuse the struggle which is needed to keep the forces of life working on the side of truth.

ABOUT THE PERFORMANCE:

This production, directed by renowned Mexican theatre artist Sigfrido Aguilar, explores the rich indigenous and Hispanic folklore and mythology of Latin America. The stories include "La Calavera," from Mexico, and "Paco and the Witch," from Puerto Rico. The program also includes an Afro/Cuban rhyth-mic composition and song, sung during ceremonies of Santeria. Masks, designed by Ann Chevretils, are worn by the actors to enhance the qualities and expressions of the characters they portray. The production, created in Guanajuato, Mexico, is performed in both English and Spanish.

STATEMENT OF WORK  
*Theatre*

PREPARING FOR THE EXPERIENCE:

Myths help us better understand the values and references of a specific culture. These stories, found in civilizations throughout the world, have been passed from one generation to the next through the 'oral tradition.' Many are older than the art of theatre and have themes that are universal to the human experience.

Summary of the featured stories: La Calavera - Mexican folk tale

This wonderfully scary ghost story from Mexico is a classically eclectic mix of themes, motifs and characters from Spanish and indigenous traditions. In keeping with the Dia de los Muertos\* celebrations, this story follows a young healer who tries to outsmart godmother - Death. Death gives him great healing power, but always lets him know who's boss. Some very interesting characters cross paths with the healer's father as he tries to choose a god-parent for his young son. The characters include: Senor Diablo, Coatlicue - the Aztec goddess of earth and fire, mother of the gods and of the stars in the southern sky; and Chaac - the Mayan god of rain who is associated with creation and life. \*A traditional Mexican celebration, held on November 1-2, when the dead are remembered.

Paco and the Witch - Puerto Rican folk tale

Paco is a good boy who likes to help his mom; however, when he goes to town to run an errand for her, he has to pass through the dark forest where legend has it that a bruja (witch) is waiting to snatch little boys and girls. He is taken by the bruja who puts Paco to work preparing her stew. She casts a spell on him that can only be broken by his guessing her nombre (name). While at the riverbank, Paco meets un cangrejo (a crab) who teaches him a song to remember el nombre (the name) de la bruja. The bruja is angry that she was betrayed and Paco is set free.

Deliverables:

- Instructional Components:
- *Arts Integration Partnerships* - Ten one-hour sessions per classroom in grades K-12.
- *Professional Development* - Customized to participating educators.
- *Music Center On Tour* - Each performance is 45-minutes in length.
- *Performance/Assemblies/Professional Development/ Exhibitions Components:* For *Arts Integration Partnerships*, there is an optional opportunity for the classes to perform for their peers and community at the end of the program.
- *Collaborative Planning/Meetings components:* For *Arts Integration Partnerships*, each group of classes (typically there are 4 classrooms per group) shall meet for a preliminary planning meeting, followed by collaborative planning time during the course of the residency, and concluding with an evaluation and assessment meeting.
- *Resources/Materials:* Provided by the Instructor and The Music Center
- *Transportation:* All instruction shall take place at the school site(s) or virtually, at the discretion of LAUSD
- *Special Requirements:* If in-person, the *Arts Integration Partnerships* space to accommodate a drum for each student (drums provided by Instructor). For Music Center On Tour, the

STATEMENT OF WORK  
*Theatre*

- *Total Number of Schools Served:* The program will be responsive to school demand
- *Total Number of Students Served:* The program will be responsive to school demand

Programs shall include:

9. Instructional time with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA Arts Standards. May include Professional Development with teachers.
10. Appropriate planning time for greater coherence and collaboration at the school site level
11. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members
12. Resources, materials, and transportation that expand an arts learning experience for students.

STATEMENT OF WORK  
*Theatre*

Requirements

The contractor shall:

21. Design and implement a program in Dance, Theatre, Music, Visual Arts, Film/Media Arts, and/or Creative Writing with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs shall need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
22. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
23. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District. Differentiation must be provided for all students, including, but not limited to English language learners, student with special needs, and students identified as gifted and talented.
24. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event.
25. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
26. Provide all instructional supplies and equipment necessary for full participation at no additional cost to the LAUSD community.
27. Arts partners shall not solicit private lessons to members of the LAUSD community for an additional fee or cost.
28. Arts partners must adhere to all deadlines, including, but not limited to work orders and invoices. Work orders received after the deadline may not be considered. Invoices received after the deadline may not be processed for payment.

STATEMENT OF WORK  
*Media Arts*

29. Arts partners must take place in selected professional development coordinated by the Arts Education Branch.
30. All arts partners shall strive to enhance other arts opportunities offered by other arts partners and/or credentialed arts teachers at the schools. This shall include collaborative planning when sharing instructional space.

Program Evaluation

Evaluation of programs shall be conducted through site observations by staff from the Arts Education Branch. Participation in selected professional development coordinated by the Arts Education Branch

STATEMENT OF WORK  
*Media Arts*

School Level: *K-12*  
Art Discipline: *Media Arts*

**Program: Arts Integration Partnerships**

*SCOPE (Sample Program):*

Music Center teaching artists work in classrooms to empower student creativity and develop their artistic, workforce and life skills. Arts Integration Partnerships deepen learning across the curriculum in collaboration with classroom teachers by combining dance, music, theatre, visual and media arts with content areas including English Language Arts, history, science and social emotional learning for students of all ages and abilities. These student workshops are aligned with the California Arts Standards, Common Core State Standards and Next Generation Science Standards.

One such program is led by teaching artist Lynn Okimura, an industry professional, who is dedicated to sharing the artistic and creative process with students of all ages, abilities and backgrounds. As a teaching artist she creates animation and visual arts workshops that make connections to social - emotional learning and to subjects across the curriculum, from language arts and social studies to K-12 STEAM curriculum.

Her career includes: Adjunct Professor and Instructor at the UCLA School of Film, Television and Digital Media, CalArts, and Woodbury University - where graduates are positioned to work at leading animation, visual effects and game studios. Her work includes animation, visual effects, design, puppetry, and mixed media projects for Disney, HBO, Motion Fiction, Secret Plan Studios, National Geographic, Sesame Street, and The Cooking and The Science channels.

Lynn has developed two series for the classroom. The first is "Storytelling through the Art of Animation," when students practice visual storytelling, creative thinking, performance and problem solving through the process of animating. At the heart of every great character is their story; animation is the process through which they learn to design, compose scenes and create movement with purpose.

The second is "The Principles of Animation," a STEAM focus. Students will explore how science, technology, engineering and math are all involved in creating the illusion of life in the art of animation. This series is tailored to integrate artistic animation practice with NGSS content and three-dimensional learning. The 12 artistic principles of Animation: Squash and Stretch; Anticipation; Staging; Straight Ahead & Pose to Pose; Follow Through and Overlapping Action; Slow in / Slow Out; Arcs; Secondary Action; Timing; Exaggeration; Solid Drawing and Appeal, will be applied to model how things move.

STATEMENT OF WORK  
*Media Arts*

*COURSE OBJECTIVES IN VISUAL AND PERFORMING ARTS:*

Artistic Process:

Creating

*Conceiving and developing new artistic ideas and work.*

Anchor Standards

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Artistic Process:

Performing (dance, music, theatre)

*Realizing artistic ideas and work through interpretation and presentation.*

Presenting (visual arts)

*Interpreting and sharing artistic work.*

Producing (media arts)

*Realizing and presenting artistic ideas and work.*

Anchor Standards

4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.

Artistic Process:

Responding

*Understanding and evaluating how the arts convey meaning.*

Anchor Standards

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Artistic Process:

Connecting

*Relating artistic ideas and work with personal meaning and external context.*

Anchor Standards

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

*LESSONS*

STATEMENT OF WORK  
*Media Arts*

The program shall be based on and adapted from the following sequence of lessons:

ONE – Flip Books

Objective: Demonstrate introductory animation drawing techniques in a flip book to illustrate an idea through motion.

Elements & Principles of Art: Line, Shape, Space, Movement

Principles of Animation: Motion paths, Timing

Skills: Proper use and handling of flip books; drawing in sequence; practice, experimentation and revision

Task: Animate a flip book to illustrate different motions of a dot inspired by emotions

TWO – Ball Bounce

Objective: Illustrate momentum, weight and gravity in the drawn animation of a ball bounce to be captured on video.

Elements & Principles of Art: Shape, Form, Movement, Rhythm

Principles of Animation: Squash & Stretch, Anticipation, Arcs, Slow In & Slow Out

Skills: Drawing an object on model while illustrating how momentum, weight and gravity changes its shape in motion.

Task: Students will animate a ball bouncing across a space.

Expanded Task: Students will transform the bouncing ball into a character.

THREE – Walk Cycles

Objective: Practice key pose animation of character designs walking with personality and emotion. To be captured on video.

Elements & Principles of Art: Form, Movement

Principles of Animation: Cycles, Key Posing, Secondary Action

Skills: Drawing two legged characters on model and in sequenced positions for animation.

Task: Design and animate a character walk cycle.

Expanded task: Animate a different movement to cycle

FOUR – Character Design & Shape Language

Objective: Develop a character's story. Design characters using shape language to emphasize the character's personality.

Elements & Principles of Art: Shape, Form, Variety, Proportion

Principles of Animation: Appeal and Solid Drawing, Shape language

Skills: Using simple shapes to assemble and sketch characters from imagination. Sharing critique and feedback.

Task: Assemble characters quickly from cut paper shapes. Write an outline of the character's biography.

FIVE – Character Design and Anthropomorphism

Objective: Apply anthropomorphism to design a non-human character.

Elements & Principles of Art: Form, Proportion, Variety, Contrast

STATEMENT OF WORK  
*Media Arts*

Principles of Animation: Shape Language, Appeal, Solid Drawing

Skills: Drawing from imagination. Drawing 3 dimensionally. Sharing critique and feedback.

Task: Design an anthropomorphic character turnaround in three poses (front, side, back). Outline the character's biography.

SIX – Storyboarding

Objective: Formulate complete visual story ideas for animation. Develop familiarity with visual communication in filmmaking (staging, camera angles, composition, framing).

Elements & Principles of Art: Space, Scale, Movement, Balance, Emphasis

Principles of Animation: Staging and Composition.

Skills: Quick and symbolic sketching for visual storytelling. Working in groups. Sharing critique and feedback.

Task: Develop a short story idea to illustrate through an animated storyboard (Animatic).

CA Arts Standards:

CREATING - Anchor Standard 2: Organize and develop artistic ideas and work.

CREATING - Anchor Standard 3: Refine and complete artistic work.

PRODUCING - Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

PRODUCING - Anchor Standard 6: Convey meaning through the presentation of artistic work.

RESPONDING - Anchor Standard 8: Interpret intent and meaning in artistic work.

CONNECTING - Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

SEL Connections: Growth Mindset & Self Efficacy

**Program: Professional Development**

*SCOPE (Sample Program):*

The Music Center's professional development for educators focuses on arts integration strategies for grades PreK-12 teachers in dance, media arts, music, theatre, and visual arts at school sites and at The Music Center. Teachers learn creative and effective approaches to integrate the arts into their content areas. Lessons and experiences are rooted in the California Arts Standards, Common Core, 21st Century Learning Skills and Social Emotional Learning. We seek to expand on current teaching models, including strengthening school learning communities, advancing best practices, and fostering interdisciplinary collaboration and lesson planning. Here is the outline for one such program:

**Teaching Artist: Lynn Okimura**  
**Animation Media Arts**

STATEMENT OF WORK  
*Media Arts*

***"Animation Storyboarding: Framing Shot by Shot"***  
**Grades 6-12, (Can be modified for grades 3-5)**

**DESCRIPTION:**

The animation artform brings life to characters and stories through purposeful movement, design and visual storytelling. The process involves observation, inquiry, experimentation, creative thinking, problem solving, and performance to create the illusion of life. Much of this happens in the storyboard process, a pre-production stage that sets the blueprint for any animated project. All levels of drawing experience are encouraged to attend.

**ELEMENTS OF THE ART FORM:**

Shape	Composition	Designing
Form	Layout	Sketching
Line	Character	Revision
Space	Emotion	
Direction	Continuity	
Volume	Story	
Sequence	Staging	
Camera Shots	Framing	

**MATERIALS:**

Pencils/pens  
Paper  
Storyboard Template - Blank  
Storyboard Template - Protist Story

**PARTICIPANT OUTCOMES:**

- Discover and demonstrate common practices of storyboarding for film animation through practice, experimentation and revision.
- Practice visual storytelling through sequences of quick symbolic drawings or images that utilize simple shapes and the minimum amount of detail necessary to capture moments.
- Give and receive constructive critique focused on helping fellow participants communicate their different ideas.
- Reflect and make connections to Social Emotional Learning and other academic subjects in the classroom
- Discuss and explore animation storyboard integration strategies into other class subjects.

**PROGRESSION OF CONTENT, SKILLS AND TASKS:**

- **Anticipatory Set:**
  - Artist introduces self and shares educational animation work
  - Artist reviews agenda and materials needed for the workshop.
- **Assessing Prior Knowledge:**

STATEMENT OF WORK  
*Media Arts*

- Participants share comfort level with drawing and any prior experience, interest or exposure to animation, storyboarding, filmmaking and the arts.

**GETTING SMARTER:**

**Sketching:**

Artist will introduce quick sketching techniques to add volume and direction to simple shapes.

- Artist shares importance of developing thoughts through sketching.
- Sketch different characters out of circles - focus on facial expression
- Transform circles into spheres with construction lines - adding dimension and direction to character poses.

**TASK:** Participants will transform circle and oval shapes into spherical forms with volume and direction through quick sketching practices. They will demonstrate volume and direction in sketching objects, subjects and characters from basic shapes.

Link to "Character Model Sheet" Activities Video for extended study outside of workshop

**EXTENDED TASK:**

Participants will sketch as a form of active note taking while watching educational videos about Single Celled Organisms.

**Screening:**

"Single Celled Organisms" - <https://www.pbslearningmedia.org/resource/tdc02.sci.life.stru.singlecell/single-celled-organisms/>

"Protists"- <https://www.pbs.org/video/unc-tv-science-protists/>

**CRITERIA:**

- Focus when sketching.
- Positive willingness to experiment, practice and revise.
- Positive willingness to accept "mistakes" or unexpected outcomes.
- Application of volume and direction in sketches.

**Camera Shots & Framing:**

Artist will share a reference sheet of commonly used camera shots (framing) for visual stories.

Participants will identify any examples of framing in the panels and educational video and analyze why choice of framing is important to the story and communication of information.

**Animation Storytelling and Anthropomorphism:** Using learned scientific facts about single celled organisms as inspiration for anthropomorphic protist characters in a fictitious story for animation.

Example of anthropomorphic characters: "*SQUISH #1: Super Amoeba*" by Jennifer L. Holm & Matthew Holm

**TASK:** Demonstrate intentional framing in a 4-12 panel storyboard.

**CRITERIA:**

STATEMENT OF WORK  
*Media Arts*

- Focus when sketching/drawing.
- Comprehension of camera shots.
- Clear character staging that is appropriate for the story.
- Expressive character movement that is appropriate for the story.
- Edit drawings to only the necessary details of each character and background.

**Key Vocabulary:** Storyboard panel, camera shot, camera angle, camera moves, framing, staging, scene, thumbnails.

**Reflection:** Group presentations of storyboards. Participants practice constructive critiques.

- “How did your choice of staging and framing communicate the important story information and emotion in your shots?”
- “How would you improve your storyboard?”

**CLOSING REFLECTION:**

- “What was the most challenging for you and how did you feel?”
- “What do you still have questions about? What more do you need/want to know?”
- “How can you implement any part of today’s experience with your students?”

**SOCIAL EMOTIONAL LEARNING COMPETENCIES:**

**Growth Mindset:** Students with a growth mindset believe that ability can change as a result of effort, perseverance, and practice.

- Allow multiple attempts
- Take on new challenges
- Accept feedback and critique

**Self-Efficacy:** Self-efficacy is the belief in one’s ability to succeed in achieving an outcome or reaching a goal. An internal belief, self-efficacy is related to whether a student believes that s/he has sufficient control over his/her environment in order to succeed.

- Learn help seeking
- Goal setting
- Openness to risks

**Self-Management:** Self-management, which is also referred to as “self-control” or “self-regulation,” is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, delaying gratification, motivating oneself, and setting and working toward personal and academic goals.

- Identify and name emotions
- Self confidence
- Adaptability
- Innovation

STATEMENT OF WORK  
*Media Arts*

**Social Awareness:** Social Awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

- Take others perspective
- Listen with attention
- Empathy
- Communication
- Collaboration and cooperation

Resource:

[https://www.transformingeducation.org/wp-content/uploads/2019/04/Introduction\\_to\\_SEL\\_4Competencies\\_CC.pdf](https://www.transformingeducation.org/wp-content/uploads/2019/04/Introduction_to_SEL_4Competencies_CC.pdf)

**MEDIA ARTS STANDARDS:**

**CREATING - Anchor Standard 2:** Organize and develop artistic ideas and work.

**CREATING - Anchor Standard 3:** Refine and complete artistic work.

**PRODUCING - Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

**PRODUCING - Anchor Standard 6:** Convey meaning through the presentation of artistic work.

**RESPONDING - Anchor Standard 8:** Interpret intent and meaning in artistic work.

**CONNECTING - Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.

Resource: <https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>

**NGSS PRACTICES:**

- Developing and Using Models
- Obtaining, Evaluating and Communicating Information
- Using Mathematics and Computational Thinking

Resource: <https://www.nextgenscience.org>

**CCSS.ELA-LITERACY.SL.6.5**

*Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.*

<http://www.corestandards.org/ELA-Literacy/SL/6/>

**English Language Development Standards**

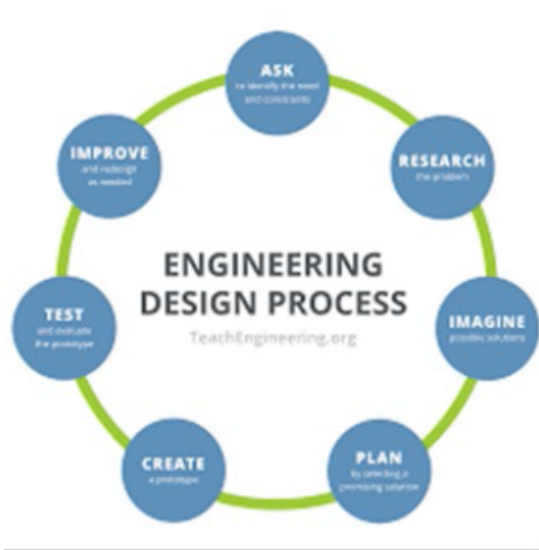
*Mode of Communication: Productive (pg. 21)*

*Express ideas using visuals such as drawings, charts, or graphic organizers.*

<https://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>

**Engineering Design Process**

STATEMENT OF WORK  
*Media Arts*



**RESOURCES:**

<https://achieve.lausd.net/Page/13467>  
<https://www.cde.ca.gov/pd/ca/sc/stemintrod.asp>  
[https://www.transformingeducation.org/wp-content/uploads/2019/04/Introduction\\_to\\_SEL\\_4Competencies\\_CC.pdf](https://www.transformingeducation.org/wp-content/uploads/2019/04/Introduction_to_SEL_4Competencies_CC.pdf)  
<https://www.cde.ca.gov/be/st/ss/vapacontentstds.asp>  
<https://www.nextgenscience.org>

**Deliverables:**

- *Instructional Components:*
  - *Arts Integration Partnerships* - Ten one-hour sessions per classroom in grades K-12.
  - *Professional Development* – Customized to participating educators.
- *Performance/Assemblies/Professional Development/ Exhibitions Components:* For *Arts Integration Partnerships*, there is an optional opportunity for the classes to perform for their peers and community at the end of the program.
- *Collaborative Planning/Meetings components:* For *Arts Integration Partnerships*, each group of classes (typically there are 4 classrooms per group) shall meet for a preliminary planning meeting, followed by collaborative planning time during the course of the residency, and concluding with an evaluation and assessment meeting.
- *Resources/Materials:* Provided by the Instructor and The Music Center

STATEMENT OF WORK

*Media Arts*

- *Transportation:* All instruction shall take place at the school site(s) or virtually, at the discretion of LAUSD
- *Special Requirements:* If in-person, the *Arts Integration Partnerships* space to accommodate a drum for each student (drums provided by Instructor).
- *Total Number of Schools Served:* The program will be responsive to school demand
- *Total Number of Students Served:* The program will be responsive to school demand

Programs shall include:

13. Instructional time with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA Arts Standards. May include Professional Development with teachers.
14. Appropriate planning time for greater coherence and collaboration at the school site level
15. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members
16. Resources, materials, and transportation that expand an arts learning experience for students.

STATEMENT OF WORK  
*Media Arts*

Requirements

The contractor shall:

31. Design and implement a program in Dance, Theatre, Music, Visual Arts, Film/Media Arts, and/or Creative Writing with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs shall need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
32. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
33. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District. Differentiation must be provided for all students, including, but not limited to English language learners, student with special needs, and students identified as gifted and talented.
34. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event.
35. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
36. Provide all instructional supplies and equipment necessary for full participation at no additional cost to the LAUSD community.
37. Arts partners shall not solicit private lessons to members of the LAUSD community for an additional fee or cost.
38. Arts partners must adhere to all deadlines, including, but not limited to work orders and invoices. Work orders received after the deadline may not be considered. Invoices received after the deadline may not be processed for payment.

STATEMENT OF WORK

*Visual Arts*

39. Arts partners must take place in selected professional development coordinated by the Arts Education Branch.
40. All arts partners shall strive to enhance other arts opportunities offered by other arts partners and/or credentialed arts teachers at the schools. This shall include collaborative planning when sharing instructional space.

Program Evaluation

Evaluation of programs shall be conducted through site observations by staff from the Arts Education Branch. Participation in selected professional development coordinated by the Arts Education Branch

STATEMENT OF WORK

*Visual Arts*

School Level: *K-12*

Art Discipline: *Visual Arts*

**Program: Arts Integration Partnerships**

*SCOPE (Sample Program):*

Music Center teaching artists work in classrooms to empower student creativity and develop their artistic, workforce and life skills. Arts Integration Partnerships deepen learning across the curriculum in collaboration with classroom teachers by combining dance, music, theatre, visual and media arts with content areas including English Language Arts, history, science and social emotional learning for students of all ages and abilities. These student workshops are aligned with the California Arts Standards, Common Core State Standards and Next Generation Science Standards.

One such program is led by teaching artist Alvaro Asturias, a native of Antigua, Guatemala. His work has been exhibited at LACMA, the Los Angeles Children's Museum, LA Contemporary Exhibitions, the Municipal Art Gallery and several galleries throughout Southern California. He has had two one man shows at Centro Cultural el Sitio, in Antigua Guatemala. His works have also been commissioned by collectors throughout the state, as well as in Guatemala.

*Hands-on activities with Alvaro Asturias provide insight into the crafts, stories and history of civilizations around the world. These multicultural workshops can include the construction of Guatemalan masks, Panchatantra puppets, origami, papel picado, Roman mosaics, Egyptian paintings and an exploration of a Mayan city. Each session incorporates historical elements and storytelling in order to deepen students' understanding of and appreciation for the artwork being created.*

STATEMENT OF WORK  
*Visual Arts*

*COURSE OBJECTIVES IN VISUAL AND PERFORMING ARTS:*

Artistic Process:

Creating

*Conceiving and developing new artistic ideas and work.*

Anchor Standards

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

Artistic Process:

Performing (dance, music, theatre)

*Realizing artistic ideas and work through interpretation and presentation.*

Presenting (visual arts)

*Interpreting and sharing artistic work.*

Producing (media arts)

*Realizing and presenting artistic ideas and work.*

Anchor Standards

4. Analyze, interpret, and select artistic work for presentation.
5. Develop and refine artistic work for presentation.
6. Convey meaning through the presentation of artistic work.

Artistic Process:

Responding

*Understanding and evaluating how the arts convey meaning.*

Anchor Standards

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Artistic Process:

Connecting

*Relating artistic ideas and work with personal meaning and external context.*

Anchor Standards

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

*LESSONS*

The program shall be based on and adapted from the following sequence of lessons:

ONE –Sketching and Drawing

STATEMENT OF WORK  
*Visual Arts*

Elements of Art: Space, Line and Shape.

Principles of Design: Balance.

Element of Story: Character.

☐ Differentiate an element from a principle.

☐ Articulate the difference between a sketch and a drawing.

Task: Choose a character from the story being read to create a sketch.

The materials are pencils and 8.5"x11" bond paper.

TWO –The Watercolor Study

Elements of Art: Color and Texture.

Principles of Design: Balance.

Element of Story: Character.

☐ Differentiate a study from a painting.

☐ Apply sketching and drawing techniques.

☐ Explore the characteristics of a "wash" (a thin paint layer)

Task: Create a sketch of a character from the story, and choosing one or two colors, apply an overall "wash" to it. The materials are pencils, watercolors, brushes and a 12"x9" piece of drawing paper.

THREE –Completing Watercolor Study

Elements of Art: Color, Texture and Value.

Principles of Design: Balance and Unity.

Element of Story: Character.

☐ Observe a demo of watercolor application techniques.

☐ Differentiate a "wash" from a thicker layer of pigment.

☐ Apply thin and thick layers of paint.

Task: Complete painting the watercolor study.

The materials are watercolors and brushes of different widths.

FOUR –The Tempera Study

Elements of Art: Space, Line and Value.

Principles of Design: Balance.

Element of Story: Setting.

☐ Choose a setting from the story being read.

☐ Apply sketching and drawing techniques.

☐ Observe a demo of tempera application techniques.

Task: Create a sketch of a setting from the story being read and using high value colors (e.g., black, brown, blue, purple), outline it.

The materials are tempera paints and thin brushes.

FIVE –Completing the Tempera Study

Elements of Art: Color, Texture and Value.

STATEMENT OF WORK  
*Visual Arts*

Principles of Design: Balance and Unity.

Element of Story: Setting.

☐ Apply tempera painting techniques.

☐ Mix tempera pigments to create complex colors.

Task: Complete the tempera study, focused on elements of story and setting.

Materials are tempera paints, water containers and brushes.

SIX –The Fabric Frame

Elements of Art: Space, Shape, Color and Texture.

Principles of Design: Balance and Unity.

Elements of Story: Character, Setting and Plot.

☐ Look at photographs of Faith Ringgold's major art works.

☐ Listen to artist and author Faith Ringgold's story, Tar Beach.

Task: Design and build a frame for final tempera painting.

Materials are colored/textured fabrics, scissors, glue, and 8.5"x11" color card paper.

SEVEN –The Final Painting

Elements of Art: Space, Space, Line, Shape and Value.

Principles of Design: Balance and Unity.

Element of Story: Character or Setting.

☐ Choose a character or a setting from the story being read.

☐ Apply sketching, drawing and tempera painting techniques.

Task: Begin the final painting.

The materials are the piece of primed canvas, thick and thin brushes and tempera paint in a variety of colors.

EIGHT–Completing the Final Painting

Elements of Art: Color, Texture, Value and Form.

Principles of Design: Balance and Unity.

Element of Story: Character or Setting.

☐ Apply sketching, drawing and tempera painting techniques.

☐ Complete and detail the final tempera painting.

Task: Glue the final tempera painting to the card color paper with the fabric frame made on lesson six.

NINE –Exhibition Preparations

Elements of Art: Space, Line, Shape, Color, Texture, Value and Form.

Principles of Design: Balance and Unity.

Elements of Story: Character, Setting and Plot.

☐ Write a short, 1-paragraph statement about the final painting.

☐ Detail and complete the fabric frame for the final painting.

STATEMENT OF WORK  
*Visual Arts*

TEN –The Exhibition

Elements of Art: Space, Line, Shape, Color, Texture, Value and Form.

Principles of Design: Balance and Unity.

Elements of Story: Character, Setting and Plot.

☐ Exhibit the final painting.

☐ Apply tempera painting techniques.

☐ Talk about the process of creating the final painting using the language of Art and Design.

Task: Welcome and act as docents to the exhibition visitors.

Curriculum Integration:

Common Core – Writing/Drawing; Speaking and listening. 2

21st Century Skills – Creativity, Communication.

NGSS Crosscutting Concepts – 3. Scale, proportion and quantity.

The California Arts Standards: Visual Arts

CREATING

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

K.VA:Cr1.1 Engage in exploration and imaginative play with various art materials.

1.VA:Cr1.2 Use observation and investigation in preparation for making a work of art.

5.VA:Cr2.2 Demonstrate quality craftsmanship through care for and use of materials, tools and equipment.

**Program: Professional Development**

*SCOPE (Sample Program):*

The Music Center's professional development for educators focuses on arts integration strategies for grades PreK-12 teachers in dance, media arts, music, theatre, and visual arts at school sites and at The Music Center. Teachers learn creative and effective approaches to integrate the arts into their content areas. Lessons and experiences are rooted in the California Arts Standards, Common Core, 21st Century Learning Skills and Social Emotional Learning. We seek to expand on current teaching models, including strengthening school learning communities, advancing best practices, and fostering interdisciplinary collaboration and lesson planning. Here is the outline for one such program:

**Teaching Artist: Alvaro Asturias**  
**Visual Arts**

***Mask Making & Storytelling***  
**Grades K - 6**

STATEMENT OF WORK  
*Visual Arts*

**Essential Questions:** Does a mask have the power to transform the wearer? How does looking at the masks of Central Africa and listening to a story from the LEGA oral tradition help illuminate element of story character?

**Elements of Art:** space, line, shape, color, texture, value and form.

**Principles of Design:** balance and contrast.

**Element of Story:** character.

**Outcomes:**

Participants will:

- Focus on the ideas of tradition and culture.
- Discuss the difference between art and design.
- View and follow-along in a Video of the artist making the three main characters from a Central African, LEGA story; People, frogs, and mosquitos.
- Choose one of this three characters to construct a mask.
- Afterwards look at photographs of a variety of African animals for inspiration.
- Create three sketches and one drawing for the design of an African animal mask.

**Progression of Skills and Tasks:**

**Anticipatory Set:**

- Listen to the artist tell "All Things are Linked", a Central African LEGA story, focusing on the characters.

**Assessing Prior Knowledge:**

What is a mask? What is a mask making tradition? Who makes a mask? Who wears a mask? How is an element different from a principle? What is a line drawing? What are geometric shapes? What are organic shapes? What is a jungle? What does it mean to decorate and embellish?

**Getting Smarter:**

- Examine photographs of a variety of authentic LEGA masks.
- Review element of story character and the idea of transformation.
- Discuss elements of art, space line and shape and principle of design, balance.
- Later discuss elements of art, color and texture.
- Look at photographs of a variety of animals from the African continent.
- Review the difference between a sketch and a drawing.
- Add element of art, value and principle of design contrast to the discussion.
- Observe a line drawing, technique demonstration which involves geometric and organic shapes as well as the idea of creating different visual textures.

**Becoming an Expert:**

- On an 8 ½" x 11" piece of colored card paper, make the line drawing of a mask shape, based on a character from a Central African story.

STATEMENT OF WORK  
*Visual Arts*

- Cut the chosen, character mask shape, including two small holes so see through.
- Construct the mask including a wearing device.
- Using a variety of materials, (e.g., glue, yarn in a variety of colors, lentils, split peas, poppy seeds, colored sand, silver and gold paper.) begin decorating the mask.
- Create three sketches of the faces of different animals from the African continent.
- Choose one of these sketches and refine into a complete drawing.

**TASK:** Draw, cut, construct and begin decorating a character mask based on a Central African story. Sketch and draw a design for an African animal mask.

**CRITERIA:**

- The first mask must be of a character from the LEGA story.
- The mask shape should be big enough to cover the entire face.
- The construction of this mask must be completed.
- Any extra parts such as antlers or horns should be securely attached.
- The design for the second mask must be of an animal from the African continent.
- There must be at least three sketches of different African animal mask designs.
- One drawing for the design of the African animal mask must be completed.

**Assessment Strategies:**

- Grade level group discussion; divided into group rooms, participants share their creative process, using the art vocabulary.

**Curriculum Integration:**

- Common Core – Writing/Drawing; Speaking and listening. 2
- 21<sup>st</sup> Century Skills – Creativity, Communication.

**Key Vocabulary:**

art, design, element, principle, space, line, shape, color, texture, form, geometric, organic, smooth, rough, balance contrast, unity, drawing, story, character, mask, transformation, construction, decoration, embellishment, ancient culture, jungle, decorative, completion.

**The California Arts Standards:**

**CREATING**

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work.

K.VA:Cr1.1 Engage in exploration and imaginative play with various art materials.

1.VA:Cr1.1 Explore uses of materials and tools to create works of art or design.

3.VA:CR1.1 Elaborate on an imaginative idea.

**Anchor Standard 2:** Organize and develop artistic ideas and work.

2.VA:CR2.1 Experiment with various materials and tools to explore personal interests in a work of art or design.

6. VA:Cr2.1 Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art or design.

STATEMENT OF WORK  
*Visual Arts*

**CONNECTING**

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art,  
4.VA:Cn10 Create works of art that reflect community cultural traditions.

Deliverables:

- *Instructional Components:*
  - *Arts Integration Partnerships* - Ten one-hour sessions per classroom in grades K-12.
  - *Professional Development* – Customized to participating educators.
- *Performance/Assemblies/Professional Development/ Exhibitions Components:* For *Arts Integration Partnerships*, there is an optional opportunity for the classes to perform for their peers and community at the end of the program.
- *Collaborative Planning/Meetings components:* For *Arts Integration Partnerships*, each group of classes (typically there are 4 classrooms per group) shall meet for a preliminary planning meeting, followed by collaborative planning time during the course of the residency, and concluding with an evaluation and assessment meeting.
- *Resources/Materials:* Provided by the Instructor and The Music Center
- *Transportation:* All instruction shall take place at the school site(s) or virtually, at the discretion of LAUSD
- *Special Requirements:* If in-person, the *Arts Integration Partnerships* space to accommodate a drum for each student (drums provided by Instructor).
- *Total Number of Schools Served:* The program will be responsive to school demand
- *Total Number of Students Served:* The program will be responsive to school demand

Programs shall include:

17. Instructional time with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA Arts Standards. May include Professional Development with teachers.
18. Appropriate planning time for greater coherence and collaboration at the school site level
19. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members
20. Resources, materials, and transportation that expand an arts learning experience for students.

STATEMENT OF WORK  
*Visual Arts*

Requirements

The contractor shall:

41. Design and implement a program in Dance, Theatre, Music, Visual Arts, Film/Media Arts, and/or Creative Writing with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs shall need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
42. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
43. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District. Differentiation must be provided for all students, including, but not limited to English language learners, student with special needs, and students identified as gifted and talented.
44. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event.
45. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
46. Provide all instructional supplies and equipment necessary for full participation at no additional cost to the LAUSD community.
47. Arts partners shall not solicit private lessons to members of the LAUSD community for an additional fee or cost.
48. Arts partners must adhere to all deadlines, including, but not limited to work orders and invoices. Work orders received after the deadline may not be considered. Invoices received after the deadline may not be processed for payment.

# STATEMENT OF WORK

## Visual Arts

49. Arts partners must take place in selected professional development coordinated by the Arts Education Branch.
50. All arts partners shall strive to enhance other arts opportunities offered by other arts partners and/or credentialed arts teachers at the schools. This shall include collaborative planning when sharing instructional space.

## Program Evaluation

Evaluation of programs shall be conducted through site observations by staff from the Arts Education Branch.  
Participation in selected professional development coordinated by the Arts Education Branch

## Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	weekly	\$110/hr		
Performances/Exhibitions/Assemblies/ PD Workshops	varies	\$330/hr for PD \$450-650 virtual assemblies \$475-2100 for live in-person assemblies		
Collaborative Planning/Meetings	varies	\$110/hr		
Offsite/Field Trips/Location		\$0		
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)		varies		

**Total Number of Schools Served:** varies

**Total Number of Students Served:** varies

## **EXHIBIT A** **STATEMENT OF WORK**

### **1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

The PLUS ME Project approach to the theatrical arts is through the personal narrative which we use to inspire self-awareness, self-confidence, and social connection among peers. Our eight story-based workshop series holistically address those markers of mental wellness in youth, educators, and guardians. We provide guest speaker presentations, storytelling workshops, writing workshops, and professional development programs—all developed with guidance from experienced educators. Our work is guided by four objectives: Confidence in Character, Courage to Communicate, Connection to Community, and Commitment to College & Career.

These structured workshops consist of five one-hour sessions facilitated by PLUS ME team members during the school day or after school or on weekends with the same cohort of students. Most sessions are conducted through class periods at partnering middle and high school sites. Each class contains no more than forty students. While the goals of the program are similar regardless of student age, the curriculum is tailored to meet developmental needs and age-appropriate educational standards.

The PLUS ME Programs that align with the scope of this RFP are: Storytellers PLUS ME, Junior Storytellers PLUS ME, Writers PLUS ME, and Educators PLUS ME Workshops. Each of these programs is designed for a specific grade level and uses the process of developing and sharing a cohesive theatre work (in the form of personal narrative) to support self-confidence, self-

awareness, and social connection. The projected outcomes for students in each program are detailed below:

**Junior Storytellers PLUS ME (middle school)**

This program supports students as they begin to reflect on their own personal narratives, during Middle School. Our customized curriculum will review the basic building blocks of story including characters, settings, events, and lessons. This workshop series looks at story elements as stages of personal growth and transformation, starting as a seed and growing into the person you want to be. Every session requires students to share their stories and connect with their peers.

Session 1: Characters

Students will learn the elements that make up their own story  
Students will reflect on and share about the important people from their lives  
Students will practice introducing themselves

Session 2: Settings

Students will reflect on and share the important settings from their lives  
Students will reflect on how different environments impact them

Session 3: Events: Small Moments

Students will reflect on and share memorable moments from their lives  
Students will learn the importance of vulnerably sharing their emotions with others

Session 4: Lessons Learned

Students will be introduced to Aesop fables and share lessons taken from the fables  
Students will dialogue about lessons they have learned and how they learned them

Session 5: My Story Matters Story Tree

Students will draw a Story Tree that highlights pieces of their story  
Students will share their story tree and practice articulating their stories

**Storytellers PLUS ME (high school)**

This program supports students in discovering the power of their own personal narratives. With the help of our customized My Story Matters Journals, students reflect on the impact of their life experiences and are guided through articulating the important characters, settings, events, and lessons from their lives. Every student concludes the workshop by sharing their story and connecting with their peers.

Session 1: Introduction to Storytelling

Students will learn why storytelling is important & how they contribute to this art.  
Students will see the facilitator share their story and learn the elements of storytelling

Session 2: Characters & Settings

Students will reflect on and share about the people who have impacted them  
Students will reflect on and share about the places that have impacted them

Session 3: Gallery Walk & Struggles & Accomplishments

Students will identify and write about important events from their life journey  
Students will reflect on and share their struggles & accomplishments

Session 4: Lessons Learned

Students will dialogue about lessons they have learned and express their impact  
Students will practice putting story elements together & writing their story

Session 5: My Story Matters

Students will share their stories and celebrate their successes in safe spaces  
Students will create a plan for how they intend to share their story in the future

**Writers PLUS ME**

This program builds upon the work that was completed in the Storytellers PLUS ME program. Students continue to reflect on their story, now with more focused attention on its written form. With the help of our customized My Story Matters Journals, students learn how to further articulate important moments from their lives and draft their stories. Every student concludes the workshop series with more detailed written stories.

Session 1: Characters & Settings

Students will write about important people and places from their lives  
Students will identify how these specific characters and settings impacted them

Session 2: Struggles & Accomplishments

Students will reflect on impactful moments/events from their life journey  
Students will write in depth about the accomplishments & struggles they have experienced

Session 3: My Story Mountain

Students will be introduced to a tool that can help them incorporate their feelings into their writings and organize their thoughts  
Students will write about a specific event and practice incorporating emotions into their writing

Session 4: Why, Why, Why & Lessons

Students will reflect and write about why specific moments impacted them  
Students will write in depth about the lessons they have learned  
Students will read example college personal statements to get an idea of what a draft can look like

Session 5: College Personal Statement & Scholarships

Students will practice answering a P.I.Q. question using the PLUS ME elements of story  
Students will practice answering scholarship questions using the PLUS ME elements of story

**Educators PLUS ME**

This professional development program provides educators with the tools to build or strengthen a storytelling culture within their schools or organizations. Our team provides a specific framework for how to engage youth in sharing stories. Educators will also have the opportunity to develop their own personal narrative throughout the sessions and share with colleagues. When educators feel confident in their stories, they help bring out the stories of the youth they work with and create spaces where the youth voice is heard, valued, and celebrated.

Session 1: Developing My Story

Educators will hear a story & learn why storytelling is beneficial  
Educators will learn the elements of storytelling

Session 2: Sharing My Story

Educators will share parts of their life stories with each other  
Educators will develop a story that they can share with their students

Session 3: Building My Storytelling Culture

Educators will learn a six-step process on how to build a storytelling culture  
Educators will plan how they intend to enhance their school's culture

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Theatre/Film to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.

## **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.

- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5 Instructional Components: Five, one-hour sessions led by a PLUS ME facilitator at a school site.
- 3.6 Performance/Assemblies/Professional Development/ Exhibitions Components: Performances and presentations occur during the workshop sessions
- 3.7 Collaborative Planning/Meetings components: N/A
- 3.8 Offsite/Field Trip Components: N/A
- 3.9 Resources/Materials:  
Projector with HDMI/USB/VGA cable & speakers  
6 flip chart papers and 6 Post-its per student  
My Story Matters Journal for each student
- 3.10 Special Requirements: N/A

#### **Program Evaluation**

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

**END OF STATEMENT OF WORK**

## EXHIBIT B

### PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	5 hours	\$ 250		\$ 1,250
Performances/Exhibitions/Assemblies/ PD Workshops	3 hours PD	\$300		\$ 900
Collaborative Planning/Meetings				
Offsite/Field Trips/Location				
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	\$10 per journal			

Total Number of Schools Served: 100

Total Number of Students Served: 10,000

**EXHIBIT A**  
**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide year-long or semester-long, in-school sessions in Theater and Dramatic Arts, using theater games, theater history, improvisation, and storytelling to inspire creative and collaborative responses.

Contractor shall provide programs utilizing the basic VAPA standards of creating, performing, responding, and connecting through the art of theater. Students create with classes centered around improvising, playwriting, group brainstorming and imagining. Performances happen throughout the learning process for each other and as a larger culmination at the end of a session, providing experience putting tools and skills to use communicating with a larger audience. Classes are tailored to the level and age of the students: younger students spend more time in play and movement, and older students add time to write, reflect, and learn technical skills.

**2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Theatre and Film to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and

exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.

- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education("ISTE") standards.

### 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.

- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
- 3.5 Instructional Components: Year-long or semester-long, in-school sessions in Theater and Dramatic Arts, using theater games, theater history, improvisation, and storytelling to inspire creative and collaborative responses.
- 3.6 Performance/Assemblies/Professional Development/Exhibitions Components: Each session culminates in a final showcase or production, depending on length of session and age of participants.
- 3.7 Offsite/Field Trip Components: n/a Resources/Materials: Visual aids, writing materials, and design materials are provided by Sacred Fools and its teaching artists.
- 3.8 Special Requirements: Open space or stage for final showcase/production. Open classroom area for class and rehearsal.
- 3.9 Total Number of schools Served: 1-2 schools per teaching artist. Weekly sessions can accommodate up to 5 individual classrooms per day at school site for 40-50 minute classes.
- 3.10 Total Number of Students Served: Currently serving 350 students at 1 school site. Additional schools may be added.

**EXHIBIT B**

**PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub-Total
Instructional Time with Students	6 hrs./day	\$60/hr.	15 wks/sem OR 30 wks/yr.	\$5400/semester per school
Performances/Exhibitions/Assemblies/ PD Workshops	1 showcase/ class 1 PD workshop	\$60/hr.	3 hrs/class 1 hr. PD	\$960/semester per school
Collaborative Planning/Meetings	5 hrs./ semester	\$60/hr.		\$300/semester per school
Offsite/Field Trips/Location	N/A	—	—	—
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	N/A	—	—	—

Total Number of Schools Served: 2-3

Total Number of Students Served: 500-700

COMPANY NAME: The Sacred Fools Theater

FEDERAL ID #/  
LICENSE: 95-4619221

AUTHORIZED  
SIGNATURE: Padraic Duffy

DATE: 4-1-24

PRINT NAME AND  
TITLE: Padraic Duffy, Managing Director

**EXHIBIT A**

**STATEMENT OF WORK**

**1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor shall provide:

1. Tickets to Professional Student Matinee Performances: Shakespeare Center of Los Angeles theatrical productions performed by professional actors.
2. Bus Transportation to and from Professional Theatrical Performances: Schedule bus transportation.
3. Artists in Classrooms: Schools purchasing group tickets will be offered the opportunity to collaborate with teaching artists to visit classrooms. Professional actors will discuss and prepare students to actively experience the play before the production.
4. Salary-Point Accredited Professional Development Seminars: Based on *Will Power to Schools* program held periodically in tandem with professional main stage productions to support teaching Shakespeare's plays.

## **2.0 Requirements**

The Contractor shall:

- 2.1 Design and implement a program in Theatre/Film Arts to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education("ISTE") standards.

## **3.0 Deliverables**

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.

- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.

#### **Program Evaluation**

The District may evaluate programs performed under this Agreement, including but not limited to site observations by the Arts Education Branch

### **END OF STATEMENT OF WORK**

#### **EXHIBIT B**

#### **PAYMENT SCHEDULE**

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

Budget Breakdown				
Services Per School	Number (how much time? How often?)	Hourly Rate	Cost	Sub - Total
Tickets for Students to Professional Student Matinee Performances			\$40 per student	
Bus transportation to and from Professional Theatrical Performances			\$500 per school bus	
Artists in Classrooms program		\$125		
Salary-Point Accredited Professional Development Seminars			\$250 per teacher	

**EXHIBIT A  
STATEMENT OF WORK**

**THE UNUSUAL SUSPECTS THEATRE COMPANY**  
**Art Discipline: THEATRE**

**1.0 Scope**

The Unusual Suspects Theatre Company (US) shall provide Theatre programming to LAUSD 6<sup>th</sup> through 11<sup>th</sup> Grade students with focused arts education activities through their *Youth Theatre Residency Program (YTRP)*.

The US provides this school year-long intensive after-school program to offer enriching theatre-arts education and mentoring for at-risk students attending LAUSD middle- and high-schools located in the underserved neighborhoods of South Los Angeles and Pacoima/San Fernando. YTRP provides after-school arts-education workshops where youth at each school work together to create and perform an original play. YTRP's ultimate goal is to empower youth with the skills to maintain a healthy mental outlook and pursue a positive path forwards, making them more likely to decrease truant behavior, stay in school, complete community service hours and avoid gang involvement- all through intensive and enriching, standards-based arts-education experience.

**2.0 Requirements**

1. US shall provide the YTRP via a series of two 10-week after-school arts-education workshops. These workshops shall be offered as a 10-week *playwriting* workshop in the fall and a 10-week *performance* workshop in the spring. Over the course of each 10-week workshop, up to 30 students shall meet in ensemble twice per week after school, for 2-3 hours at a time with a teaching team of up to 10 teaching artists from LA's theatre and film communities. Teaching teams consist of 3 professional teaching artists, US program staff, and volunteer mentors (and also two professional designers - one technical designer and one costume designer - to supplement the production team in the final two-three weeks leading up to the culminating performance).
2. Each student shall receive an average of 50 hours of direct service per 10-week workshop, including mentorship, team-building exercises, and performance and writing labs. (Youth that participate in both playwriting and performance workshops shall receive an average of 100 hours of direct service.) Additionally, the teaching team shall meet before and after each workshop session to discuss and document students' progress, in order to ensure each student is fully engaged and is building on his/her strengths and developing new skills.
3. Performance workshops shall culminate in full productions of the students' original play, which they perform themselves 1-4 times in front of their fellow classmates, LAUSD teachers, family members and the community. For the culmination of playwriting workshops, US shall provide 8-12 professional actors to perform the students' finished script in the public *Page Play* presentation.
4. US shall provide all resources and materials needed for workshops and performances, including paper, pens, binders, print-bound scripts, playbills, posters, sets, lights, costumes, rear-screen projector, sound equipment, props, and more. US shall provide all necessary supplies to design

and build any props, costumes, and set-pieces required, often with input and assistance from the students themselves.

5. **US** shall provide a total of 60-70 hours of planning for each participating school site prior to the start of a residency. This shall include a significant amount of time at the school with classroomteachers and administrators. Two to three months prior to the launch of each new workshop, **US** shall work with partner agencies' staff to have youth referred to program. **US** staff shall attend community-school meetings, teacher curriculum and professional-development committee meetings, parent back-to-school events and other convenings.

### **3.0 Deliverables**

1. Instructional Components: Each student shall receive an average of 50 hours of direct service per10-week *Youth Theatre Residency Program* workshop. The program shall consist of two (2), 10- week workshops, totaling 100 hours of direct service.
2. Performance/Assemblies: One (1) Page Play presentation to culminate the Playwriting workshop per workshop. Up to four (4) shows per workshop to culminate the Performance Workshop.
3. Resources/Material: Provide all materials and resources for full participating in workshopsand performances.
4. Contractor shall serve up to four (4) schools per year.
5. Contractor shall serve up to 240 students per year (approx. 30 per 10-week workshop)

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**The Unusual Suspects**  
**Art Discipline: Theatre**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	(3.5hrs) x (once/wk) x (10 wks)	\$50/hr	3 Teaching Artists	\$5,250 x 3 schools = \$15,750
Performances/Exhibitions/Assemblies/ PD Workshops	(5hrs) x (3/ semester)	\$50/hr	3 Teaching Artists	\$2,250 x 3 schools = \$6,750
Collaborative Planning/Meetings	(1.5hr) x (once/wk) x (10wks)	\$50/hr	3 Teaching Artists	\$2,250 x 3 schools = \$6,750
Offsite/Field Trips/Location	(5hrs) x (3/ semester)	\$50/hr	3 Teaching Artists	\$2,250 x 3 schools = \$6,750
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	N/A	N/A	N/A	\$1,500 x 3 schools = \$4,500

**Total Number of Schools Served:**

3

**Total Number of Students Served:**

90

Statement of Work

**THEATRE OF HEARTS**

**Art Disciplines: Dramatic Arts, Music, Dance and Visual arts**

The contractor can provide programming for LAUSD secondary, middle or high schools with focused arts education activities comprised of arts instruction in art form elements and techniques. The Youth First Artist-In- Residence (AIR) Program curricula shall be custom designed in collaboration with participating LAUSD site administrators to align with California Visual and Performing Arts (VAPA), English Language Arts, Content and Common Core State Standards.

Contractor shall provide the Youth First Artist-In-Residence (AIR) Program in either dramatic, music, dance or visual arts which shall consist of 8 or 13 workshop sessions, once or twice per week. The number of sessions shall be determined by the participating school site. The program shall serve either 1 classroom (2-hour workshop sessions) or 2 classrooms (1-Hour workshop sessions) as determined by the school site.

Each program shall be custom-designed in consultation with site administrators to provide instruction in curricula adhering to the California Visual and Performing Arts Content and Common Core State Standards. Studying the historical and cultural context of the arts will also support literacy by inspiring students to: research and write about particular areas of interest and inspiration, develop skills in discussing art, and foster critical thinking.

Assessment of measurable outcomes in student learning shall be made through the use of Pre- and Post-Survey which shall determine student knowledge of creative writing. Program Evaluations, completed by site administrators and participating classroom teachers, shall provide data on student academic achievements, art form skills and knowledge, class attendance, and improved teamwork and pro-social behaviors.

Each program will be implemented on-site, and/or virtually in accordance with the public health and school safety protocols. Adequate workspace, material and equipment storage, appropriate lighting), remote media is designated by site administrators.

Each AIR program shall culminate with a final Work-In-Progress (WIP) Presentation, during which participating students shall showcase their accomplishments to an invited audience of peers, family members,

- Instructional Components: 8 (2-hour) or 13 (2-hour) workshop sessions per each
- Artist-In- Residence program, occurring once or twice per week
- Performance/Assemblies: 1 culminating Work-In-Progress Presentation per each
- Artist-In- Residence Program
- Collaborative Planning/Meetings: 1 Orientation Meeting and 1 Team Meeting per each
- Artist-In- Residence Program
- Serve up to 200 students per AIR Program

End of Statement of Work

**EXHIBIT B - 1**  
**PAYMENT SCHEDULE**

**Theatre of Hearts**  
**Art Discipline: Dance**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Hourly Rate	Services per Class	Initial Period:
Instructional Time with Students	2 hrs/week	\$63.66	8	\$1,018.72
Performances/Exhibitions/Assemblies/PD/Workshops	2 hrs	\$75.72		\$151

**EXHIBIT B - 2**  
**PAYMENT SCHEDULE**

**Theatre of Hearts**  
**Art Discipline: Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Hourly Rate	Services per Class	Initial Period:
Instructional Time with Students	2 hrs/week	\$63.66	8	\$1,018.72
Performances/Exhibitions/Assemblies/PD/Workshops	2 hrs	\$75.72		\$151

**EXHIBIT B - 3**  
**PAYMENT SCHEDULE**

**Theatre of Hearts**  
**Art Discipline: Theatre**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Hourly Rate	Service s per Class	Initial Period:
Instructional Time with Students	2hrs/week	\$71.00	8	\$1,136.00
Performances/Exhibitions/Assemblies/PD /Workshops	2 hrs	\$84.50		\$169
Collaborative Planning/Meetings	2.5 hrs	\$378.00	1	\$945.00

**EXHIBIT B - 4**  
**PAYMENT SCHEDULE**

**Theatre of Hearts**  
**Art Discipline: Visual Arts**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services per School	Number (how much? How often?)	Ho urly Rate	Services per Class	Initial Period:
Instructional Time with Students	2 hrs/week	96.7 4	8	\$1,547.84
Collaborative Planning/Meetings	2 hrs	\$115.2 0		\$230
Offsite/Field Trips/Location	2.5 hrs	\$378.0 0		\$945

## **STATEMENT OF WORK**

### **1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. Qualifying individuals, organizations, agencies, ensembles, and other entities will design, describe, and propose their services, fees, structure, and deliverables for the learning community of the District. All applicants who meet the criteria and requirements for the arts community network may develop a contract with the district for arts education services, K-12, focusing on student learning. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools may enter into work orders under the established contract. Schools shall initiate Work Orders, as per Attachment D, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

### **2.0 Requirements**

The contractor shall:

1. Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
2. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.

3. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
4. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
5. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
6. If any online platforms are used in instruction, they must be UDIPP approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the ITSE standards (please describe it in detail).

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

1. Instructional time during the school day with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
2. Appropriate planning time for greater coherence and collaboration at the school site level.
3. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
4. Resources, materials, and transportation that expand an arts learning experience for students.

### **Program Evaluation**

Evaluation of programs will be conducted through site observations by staff from the Arts Education Branch.

**END OF STATEMENT OF WORK**

**Exhibit B - PRICING SHEET**

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	or multi times a week/fewer wks	36 hours. 1x a wk for 36 wks.	75+16.4% of 75(Inrige/ overhead)=87.36 Admin. 25/hr	36 sessions + 6hr PD/plan=42 4hrs 3669.12 232.80
Performances/Exhibitions/Assemblies/ PD Workshops	3 hrs of exhibition, 1hr every 12 weeks to show work to community. 3 hrs of PD workshops. 1 hr every 12 weeks.	\$12/student ticket	34	408
		87.36	3	262.08
Collaborative Planning/Meetings	2 hours. 1 hr prior to the beginning of the program and 1 hour at the half way point.	87.36	2	174.72
Offsite/Field Trips/Location	3 hours/ 1x a year HS Paid Intern	65.18	6ppl 2hrs	782.21
		15	40	600+200(uber allowance)= 800
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	Workbooks/craft items/stage space	879.13	supplies for all 36 sessions and PD and Workshops. Line item list below	879.13
	Profit	4,000		4,000

Example of 1 school served a total of 47 hours of Arts Integration Programming.  
TWUSA is preparing to serve 24 full school programs in LAUSD.

**Total Number of Schools Served:**

**Total Number of Students Served:**

Average of 34 students in a  
classroom served

**EXHIBIT A**  
**STATEMENT OF WORK**

**UNIVERSOUL HIP HOP**  
**Art Discipline: DANCE**

**1.0 Scope**

UniverSOUL Hip Hop ("Proposer") shall deliver a 12-week, standards-based, Hip Hop dance residency and assembly program, titled *Hip Hop Connections* ("Project"), for the 5<sup>th</sup> or 6<sup>th</sup> grade level in up to 10 LAUSD elementary schools per year. Priority will be directed towards, and not limited to, Local District Central schools, particularly sites with lower scores on the Arts Equity Index (AEI).

In the residency, students will explore curriculum content in small groups through collaborative, project-based tasks, which scaffold into the creation of original dance works that are performed for family and friends. Exemplary student works are chosen to perform as an opening act for the culminating, grade level assembly celebration, where 5 internationally acclaimed, culturally diverse dancers present a show-stopping, collective chronicle of Hip Hop dance. The narrative reaches the present as students are invited to join the professionals on stage. The presentation ends with an open Q&A between students and guest artists around citizenship, career awareness, and college opportunities.

The long-term goal is to vertically align dance instruction in this region by developing feeder middle and high school programs and building a thriving network that offers career and college support for aspiring young artists. These include enrollment opportunities for the Hip Hop dance studies minor program at the USC Kaufman School of Dance and offsite access to local agencies such as Open House Family, Versa style Dance Company, and Downtown Dance and Movement.

**2.0 Requirements**

The contractor shall:

1. Design and conduct 12-week residencies for the 5<sup>th</sup> or 6<sup>th</sup> grade level at elementary school sites that include 9 hours of sequential class instruction, 1 hour of student performance, and 1 hour of class reflection. Elementary school sites to be determined, with priority focus in, and not limited to, Local District Central of LAUSD. The maximum number of participants per classroom will be 35.
2. Deliver a 60-minute culmination assembly with 5 performing guest artists. The assembly shall be for the entire, 5<sup>th</sup> or 6<sup>th</sup> grade level.
3. Train and provide experienced teaching artists with standards-based curricula who that shall conduct 9 hours of instruction, 1 hour of student performance, and 1 hour of student reflection.
4. Develop and provide all instructional materials, including, and not limited to, a written workshop curriculum and assembly study guide that adheres to the California Visual and Performing Arts Standards.
5. Plan and approve a calendar of program dates and times with the school staff.

6. Prepare and approve technical requirements and setup with the school site - including, and not limited to, speakers, microphone, projectors, white board/chart paper, and markers.
7. Select and obtain project school sites. Projects will be held in classrooms or multipurpose rooms that are conducive to learning.
8. Collect evaluation materials at the completion of the project.

### **3.0 Deliverables**

Project shall include:

#### **Instructional Components:**

I. Nine (9) Student Workshops: Sequential, standards-based lessons delivered by a teaching artist in a classroom setting. Instruction occurs once a week for 60-minutes per classroom (Maximum of 35 per classroom) for the entire 5th or 6th grade.

2. One (1) Student Reflection: Teaching artists guide a 60-minute group discussion and experience to encourage students to reflect, write, and discuss about the learning journey and real-life applications.

#### **Performance/Assemblies/Professional Development/ Exhibitions Components:**

1. One (1) Professional Development Workshop: Teaching artist will guide participating classroom teachers through a 45-minute introductory dance activity and discussion to develop strategies for dance instruction and integration.

2. One (1) Student Performance: A 60-minute culminating student presentation of high professional and artistic standards in front of a live audience that involves families, students, and school community members.

3. One (1) Grade Level Assembly: A cast of 5 UniverSOUL, world-class, Hip Hop dancers present a 60-minute timeline of Hip Hop dance alongside select student performers.

#### **Collaborative Planning/Meetings components:**

1. One (1) Planning Meeting: Preliminary meeting with teaching artist, program manager, and classroom teachers to discuss logistics and establish curriculum goals.

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**UniverSoul Hip Hop**  
**Art Discipline: Dance**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	11 hours x 2 classrooms	\$110		\$2420
Performances/Exhibitions/Assemblies/ PD Workshops	1 assembly 1 PD workshop	\$1200 \$100		\$1200 \$100
Collaborative Planning/Meetings	3 hours	\$100		\$300
Offsite/Field Trips/Location	NA			\$0
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	2 classrooms	\$100		\$200

**Total Fees: \$4220**

## **STATEMENT OF WORK**

### **1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership RFP provides an opportunity ~~incentive~~ for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. Qualifying individuals, organizations, agencies, ensembles, and other entities will design, describe, and propose their services, fees, structure, and deliverables for the learning community of the District. All applicants who meet the criteria and requirements for the arts community network may develop a contract with the district for arts education services, K-12, focusing on student learning. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools may enter into work orders under contracts established via this Request For Proposal. Schools shall initiate Work Orders, as per Attachment I, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

### **2.0 Requirements**

The contractor shall:

1. Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
2. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.

3. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
4. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
5. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
6. If any online platforms are used in instruction, they must be UDIPP approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the ITSE standards (please describe it in detail).

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

1. Instructional time during the school day with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
2. Appropriate planning time for greater coherence and collaboration at the school site level.
3. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
4. Resources, materials, and transportation that expand an arts learning experience for students.

### **Program Evaluation**

Evaluation of programs will be conducted through site observations by staff from the Arts Education Branch.

**END OF STATEMENT OF WORK**

**Exhibit B - PRICING SHEET**

<b>Services per School</b>	<b>Number (How much time? How often?)</b>	<b>Hourly Rate</b>	<b>Services per class</b>	<b>Sub-Total</b>
<b>Instructional time with the students</b>	1-2 classes a week, 1-2 hours at a time	\$50/hr		
<b>Performances/Exhibitions /Assemblies/PD workshops</b>	1 per semester	\$25/hr		
<b>Collaborative Planning/Meeting</b>	Weekly	\$25/hr		
<b>Off Site/Field Trip/Location</b>	1 per semester	\$25/hr		
<b>Resources/Materials/Rental Costs if "capital" type items</b>	As needed	N/A		

- Total Number of Schools Served: 10
- Total Number of Students Served: 8,357

## 1.0 Scope

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership provides an opportunity for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools shall initiate Work Orders, as per Exhibit E, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

Traveling to another site during the instructional day or after school if occurring on a recurring basis (not a field trip) shall not count toward minimum instructional minutes.

Contractor's Dance programs include contemporary offerings: Urban Dance/Hip-Hop, Jazz/Modern Dance, and Cheer, Color Guard/Flag along with traditional cultural offerings like Baile Folklorico and Chinese Lantern Dance.

Programs include, but not limited to:

**Baile Folklorico:** In Baile Folklorico clubs, participants practice the traditional art of this style of dance while also learning about the history and cultural significance of the dance. Students practice choreography from specialty instructors with years of experience who help guide participants through their learning. As part of the program, participants wear traditional garments for events to fully represent the beauty of this dance, celebrate its heritage, and preserve it for future generations.

**Chinese Lantern Dance:** Similar to Baile Folklorico, Chinese Lantern Dance embraces a learning of both the dance itself along with its cultural significance. Activities frequently center around the Lunar New Year and become a part of both school and community celebrations celebrating the diversity of our community.

**Hip-Hop/Urban Dance:** In Hip-Hop dance, students learn fundamentals in grooves, techniques, and isolations while utilizing freestyle and pre-determined choreography. Hip-Hop styles include popping, locking, and breaking. This practice-based curriculum is designed to be inclusive of different proficiency levels including beginner, intermediate, and advanced. Hip-hop dance culminates with a blend of student choreographed moves and individual freestyle, showcasing a range of techniques and styles that have been practiced and learned throughout.

**Cheer:** Like any sport, cheer provides a fun way for students to be active, incorporating elements from different types of exercises such as cardio, dance and strength training. It is also an empowering way for young students to develop confidence, coordination and teamwork skills. Students in cheer learn basic cheer motions, including ready stance, touchdown, high V and low V, T and daggers. Students will also practice basic jumps such as the toe touch and spike, as well as stunts including liberty and extension. Throughout practice, students also gain an understanding of how the body functions together - physical/muscles, nervous system, sensory inputs and motor outputs. Cheer culminates with student performances.

**Color Guard/Flag:** Flag is a great beginner program. Students learn the fundamentals of Flag, and incorporate basic choreography with influences from ballet, lyrical, and modern dance. Participants have opportunities to highlight their new skills at culminating events.

Contractor's Music programs include guitar, band, drumline, and Mariachi. Music programs are available to students in all grades with a teacher to student ratio of 1:20 (1:10 for TK and Kindergarten).

**Mariachi:** Students learn and connect to Mariachi culture through song, dance and more. Students practice playing instruments including the guitar and violin and learn to sing traditional Mariachi songs. Participants are taught about traditional performance attire including the significance of textile colors and garment design. The program culminates with a student performance for their peers, families, and community.

**Band:** Band clubs allow students to learn or practice a variety of musical instruments within a collaborative setting, practicing and performing alongside their peers. Band clubs often include drums, guitar, keyboard, and more. Bands perform at school and regional events showcasing their development over the course of the year.

**Guitar:** Focused guitar clubs provide a deeper learning into the technique and skills required to learn the guitar. Led by teaching artists, these clubs allow participants to develop an appreciation and understanding of this popular instrument and practice solo and collaborative performances.

**Drumline:** Drumline provides an exciting and challenging club for our participants interested in percussion. The unique collaborative nature provided by drumline emphasizes precision and collaboration and gives performers the chance to both highlight individual skills and group ability.

## 2.0 Requirements

The Contractor shall:

- 2.1 Design and implement a program in Dance and Music to be delivered during the school day, after school or on weekends, excluding holidays with focused arts education activities including residencies, workshops, master classes, performances, and exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
- 2.2 Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.
- 2.3 Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
- 2.4 Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
- 2.5 Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share programs within the larger LAUSD education community.
- 2.6 If any online platforms are used in instruction, they must be Unified Digital Instructional Procurement Plan ("UDIPP") approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the International Society for Technology in Education ("ISTE") standards.

## 3.0 Deliverables

Arts Community Partnership programs shall include:

- 3.1 Instructional time during the school day, after school or on weekends, excluding holidays with students taught by experienced teaching artists who have appropriate

pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.

- 3.2 Appropriate planning time for greater coherence and collaboration at the school site level.
- 3.3 Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
  - 3.3.1 Programs include a culminating event at the school site and/or regional level(s).
- 3.4 Resources, materials, and transportation that expand an arts learning experience for students.
  - 3.4.1 Dance: Contractor shall provide all music and amplification, materials, and equipment needed to enhance and support a quality program.
  - 3.4.2 Music: Contractor shall provide materials, instruments, equipment, and costumes to enhance and support an immersive music experience for students.

## PAYMENT SCHEDULE

Contractor shall submit invoices for services rendered in accordance with Exhibit A, Statement of Work, upon approval of the Arts Education Branch and/or school site representative.

Contractor shall submit initial and subsequent invoices per a schedule set per each school/district not to exceed the Purchase Order total, for the duration of the period of performance as indicated in the Purchase Order.

Fully burden hourly rates.

### DANCE and MUSIC

#### Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	4hrs/day 5days/week 180 days	\$90.00	1	\$64,800
Performances/Exhibitions/Assemblies/ PD Workshops	Single Day/4Hrs	\$90.00	1	\$360.00
Collaborative Planning/Meetings	4 hrs/Per month	\$90.00	1	\$3,600
Offsite/Field Trips/Location	Single Day/6Hrs	\$135.00	1	\$800.00
Resources/Materials/ Rental costs if "capital" type Items (ex. Performance stage, Instruments, etc.)		\$90.00		

Total Number of Schools Served: 1

Total Number of Students Served: 20

COMPANY NAME: Woodcraft Rangers

FEDERAL ID #/  
LICENSE: 95-1729319

AUTHORIZED  
SIGNATURE: 

DATE: 4/15/2024

PRINT NAME AND  
TITLE: Julie Brooks, CEO

**EXHIBIT A**  
**STATEMENT OF WORK**

**YOUNG PRODUCER'S GROUP**  
**Art Discipline: MUSIC**

**1.0 Scope**

The contractor shall provide Music programming to LAUSD 6<sup>th</sup> through 11<sup>th</sup> Grade students with focused arts education activities through on-site electronic music education classes. The Young Producer's Group (YPG) music education curriculum is aligned with the California State Visual and Performing Arts: Music Content Standards as well as with the Common Core Standards for English Language Arts in Speaking and Listening and Language.

The YPG curriculum for grades 6 through 12 (Introductory through Advanced) was created based on the Visual and Performing Arts Music Content Standards. Each grade level has specific classroom activities, learning objectives, methods and materials directly related to the standards of: Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; and Connections, Relationships, Applications.

Students are challenged to discuss their concepts for their music compositions, collaborate with others, and participate in classroom discussions about the role of music in their own lives, and throughout the world. They learn about different genres of music and are able to compare and contrast different styles of music representing different cultures and time periods. They are also able to write their own lyrics and compose original songs.

By creating and performing original music compositions using the Ableton Live and Push technology, students develop media literacy and technology skills aligned with both the California Career Technical Education Standards for Arts, Media and Entertainment and the Common Core Standards for Language Arts: Media and Technology. Concepts that students learn with Ableton products can translate into any composition or editing software in a variety of creative applications. In addition to learning how to make music, students also learn how to manage files, move through operating systems, share files, and use various computer software programs.

The weekly classroom activities provide students and teachers with interactive, creative experiences where students are able to integrate their own life stories and cultures into their artistic productions. They are able to collaborate with other students to create shared works, and communicate their ideas through classroom "listening parties", and culminating performances for families and other students/teachers/administrators at the school.

**2.0 Requirements**

The Contractor shall:

1. Provide weekly classroom activities to students and teachers with interactive, creative experiences where students are able to integrate their own life stories and cultures into their artistic productions. They are able to collaborate with other students to create shared works, and communicate their ideas through classroom "listening parties", and culminating performances for families and other students/teachers/administrators at the school.
2. YPG Instructors shall work closely with school site administration and teachers to deliver the YPG curriculum. YPG Teaching Assistants shall support instructors by providing on-to-one support in the classroom, answering students' questions, and providing technical

assistance.

3. YPG participating schools shall receive free licenses of Ableton Live software, which allows schools to install software on multiple computers (no restrictions of the number of computers). Schools shall also receive free Ableton Push MIDI controllers with the unprecedented Ableton Push Trade-in Initiative. YPG students shall receive free Ableton Live Software licenses for their home use.
4. Provide all YPG students with a culmination event where students are able to present and discuss their musical compositions with fellow students and teachers in classroom "listening parties" and at final performances, for larger audiences composed of families, community members and school students, teachers and administrators.

### 3.0 Deliverables

1. **Performances and Assemblies:** all participating schools shall be able to create a final performance featuring the music created by the students. The performances shall be free of charge, and open to students, teachers, administrators, families, and YPG partners.
2. **Collaborative Planning and Meetings:** Lawrence Grey shall continue to meet with school teachers and administrators regularly to create and design the YPG program for each school site. He shall continue to work directly with the schools to establish schedules, identify onsite resources (computers), deliver the technology (software and hardware) needed for the school site, train teachers on the YPG curriculum, conduct pre- and post-tests, supervise the YPG teaching instructors and teaching assistants/interns, conduct and disseminate the final evaluations, and supervise the final performance.
3. **Resources/Materials:** Lawrence Grey shall arrange for the donated Ableton software and hardware to be installed at each school site. He will also arrange for students to install the software, free of charge, into their own computers for home use.
4. **Total Number of Students Served:** up to 50 students per school

**END OF STATEMENT OF WORK**

**EXHIBIT B**  
**PAYMENT SCHEDULE**

**Guild Opera Company**  
**Art Discipline: Music**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	2-4 hrs/wk	\$100	1	\$6,000-12,000/yr
Performances/Exhibitions/Assemblies/ PD Workshops	2 shows 8 hrs/yr 1 pd/mo 10 hrs/yr	\$100	2	\$1,800/yr
Collaborative Planning/Meetings	1 hr/mo	\$100	1	\$1,000/yr
Offsite/Field Trips/Location	—	—	—	—
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	All YPG curricular materials and music software	—	—	\$0

Total Number of Schools Served: Up to 12 schools

Total Number of Students Served: Up to 600 students (50 students per school)

**EXHIBIT B**  
**PAYMENT SCHEDULE**

The rates shall be fully burdened rates consisting of all direct and indirect costs and profit. The rates for the initial term shall remain firm for the initial term, while rates for the option years shall remain firm for the duration of each applicable option year.

Contractor shall submit invoices for services rendered in accordance with Exhibit A, upon approval of the Arts Education Branch and/or school site Administrator or designee.

Contractor shall submit initial invoice not to exceed 50% of Purchase Order total, followed by monthly invoices submitted at the end of each month for the duration of the period of performance as indicated in the Purchase Order.

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	2-4 hrs/wk	\$100	1	\$6,000-12,000/yr
Performances/Exhibitions/Assemblies/ PD Workshops	2 shows 8 hrs/yr 1 pd/mo 10 hrs/yr	\$100	2	\$1,800/yr
Collaborative Planning/Meetings	1 hr/mo	\$100	1	\$1,000/yr
Offsite/Field Trips/Location	—	—	—	—
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	All YPG curricular materials and music software	—	—	\$0

Total Number of Schools Served: Up to 12 schools

Total Number of Students Served: Up to 600 students (50 students per school)

## **STATEMENT OF WORK**

### **1.0 Scope**

The Arts Education Branch of the Los Angeles Unified School District has put forth a call for arts community partnerships in order to enhance, support, and amplify the efforts district wide of the Arts Education Branch. The arts allow students to involve their whole selves, stretching and challenging their sensibilities and critical thinking skills, and encouraging personal enrichment. In an arts curriculum enhanced by learning with and attending the performances of our community arts providers, students grow in their relationship and understanding of their place within our great city, our nation and the world. When community artists and organizations work directly in the classroom, it becomes a vibrant learning environment where ongoing access to the artistic and cultural treasures of the Los Angeles community is no longer unattainable. An arts education stewarded by a combination of classroom teachers, arts teachers, parents and a collaborative arts community guarantees students access to a world of creative thinking, learning and growing.

The Arts Community Partnership RFP provides an opportunity ~~incentive~~ for the Los Angeles arts community to develop in-school programming contracts that meet the teaching and learning goals in arts education for the district. Qualifying individuals, organizations, agencies, ensembles, and other entities will design, describe, and propose their services, fees, structure, and deliverables for the learning community of the District. All applicants who meet the criteria and requirements for the arts community network may develop a contract with the district for arts education services, K-12, focusing on student learning. While there is no funding attached to the contract, it does provide successful applicants with the necessary vetting and permissions to provide arts education services at schools throughout the District. Funding for arts education services is the responsibility of the arts organization and/or school site.

Schools may enter into work orders under contracts established via this Request For Proposal. Schools shall initiate Work Orders, as per Attachment I, to request the services as outlined in this Statement of Work. All Work Orders shall be submitted to the Arts Education Branch for approval prior to start of services.

### **2.0 Requirements**

The contractor shall:

1. Design and implement a program in Dance, Music, Theatre/Film, and/or Visual Arts/Media Arts to be delivered during the school day with focused arts education activities including residencies, workshops, master classes, performances, exhibitions to deepen and extend arts learning for students in the District. Programs will need to adhere to a standards-based arts curriculum supported by the AEB's Arts Instructional Guides and the CA Visual and Performing Arts Standards. Programs need to take into account and be relevant to students' life experience and culture and promote students' access to 21st century skills: creativity, problem solving, critical thinking and collaboration. Contractors are encouraged to articulate how their programs would support collaboration among classroom teachers, arts specialists and community arts partners.
2. Develop and provide materials and resources for students and teachers including arts based materials, curriculum resources, and transportation required for students. Contractor shall be responsible for providing the necessary equipment, materials, supplies, etc.

3. Meet the needs of all students, with varying abilities, through differentiated learning experiences, and represent the cultural and linguistic diversity of the District.
4. Provide appropriate planning time in order to ensure successful collaboration at the school site between arts providers, classroom teachers, and administrators, and allow for adequate preparation for the school site prior to each event. LAUSD teacher holding the correct CA State Teaching Credential for the course must be present during all instruction and will be the teacher of record.
5. Make arrangements, monitor, and communicate with the Arts Education Branch on an ongoing basis to ensure successful implementation of programs; participate in two Professional Development opportunities provided by the Arts Education Branch in order to share and promote programs within the larger LAUSD education community.
6. If any online platforms are used in instruction, they must be UDIPP approved prior to the execution of contract. All online platforms should support standards-based learning in the discipline and also support the ITSE standards (please describe it in detail).

### **3.0 Deliverables**

Arts Community Partnership programs shall include:

1. Instructional time during the school day with students taught by experienced teaching artists who have appropriate pedagogical content knowledge with the CA VAPA Standards. May include Professional Development with teachers.
2. Appropriate planning time for greater coherence and collaboration at the school site level.
3. Culmination events that demonstrate high professional and artistic standards and involve families, students, and school community members.
4. Resources, materials, and transportation that expand an arts learning experience for students.

### **Program Evaluation**

Evaluation of programs will be conducted through site observations by staff from the Arts Education Branch.

**END OF STATEMENT OF WORK**

### Exhibit B - PRICING SHEET

Provide your fully burdened hourly rates below. The fully burdened hourly rate should include your direct labor cost, overhead, general and administrative (G&A), and profit. This is the rate that you will invoice the District. The hourly rates or per class will remain fixed during the duration of the contract.

#### Budget Breakdown

Services Per School	Number (how much time? How often?)	Hourly Rate	Services Per Class	Sub - Total
Instructional Time with Students	8 hours (1 hour a week for 8 weeks)	0	0	0
Performances/Exhibitions/Assemblies/ PD Workshops	3 hours (Once a semester)	0	0	0
Collaborative Planning/Meetings	2 hours (Once a semester)	0	0	0
Offsite/Field Trips/Location	0	0	0	0
Resources/Materials/ Rental costs if "capital" type items (ex. Performance stage, instruments, etc.)	0	0	0	0

Total Number of Schools Served: 60

Total Number of Students Served: 1200