

Pacific Library Partnership

2015-2016 Grant Program

PLP Innovation & Technology Opportunity Grant Program

Due: **Friday, October 30 by 5pm**

Category A: PLP Innovation and Technology Opportunity Grant Program

Funds will be available to fund implementation of an idea, program or vision that provides a new service model or brings a fresh idea or interpretation to an existing model of library service. Reviewers will be asked to evaluate applications based on these criteria:

1. Service that introduces a new idea, program or vision that is not currently used in PLP or surrounding libraries
2. Service that may benefit other PLP members
3. Service that may benefit other California libraries

Please provide the following information in a **Microsoft Word Document**. Please email the completed form to Wendy Cao at caow@plsinfo.org.

1. **Title of Project** - The umbrella name for the project is I Can Do It!, with component programs entitled Move It! (Creative Movement), Act It! (Dramatic Improvisation) and Write It! (Concrete Poetry). It is our hope to add additional programming in the future to allow our young patrons to explore a wide range of subjects pertaining to creativity and the arts.
2. **Category (A or B)** - Category A, PLP Innovation and Technology Opportunity Grant Program
3. **Library applying for funding:** Redwood City Public Library
Name: Jacky Averill
Email: javerill@redwoodcity.org
Mailing Address: Redwood City Public Library, 1044 Middlefield Road, Redwood City, CA 94063
4. **Amount of funding requested:** \$12,000

Application

1. One paragraph project summary:

Move It! Act It! Write It! The titles of our proposed programs are active words, designed to capture the attention of the young patrons of Redwood City Public Library Children's Department. We aim to ignite their curiosity and to provide these children with the opportunity for active, immersive exploration of the arts and their own creativity. We envision our program, I Can Do It!, as a multi-spoked wheel, with each spoke representing a different area of the arts to be explored. Our initial offerings will include Creative Movement (Move It!), Dramatic Improvisation (Act It!), and Concrete Poetry (Write It!), with the intention to add additional "spokes" in the future. We will introduce the classes through drop in "sampler events", and then will offer six week sessions of each program geared to early and middle grade elementary students. The curriculum for each of the classes (see attached sample lesson plans) will be process driven and active, with a significant physical component, thus engaging both the mind

and the body. Move It! will explore the elements of dance (body, action, space, time, energy), as well as basic dance vocabulary from a variety of dance styles and cultures. Act It! will delve into creating a character through verbal and nonverbal components as the participants learn the core tenets of improvisation. Write It! will focus on word play and adding layers of meaning through concrete poetry and the physical representation of poetry through art and typography. Regardless of the chosen “spoke” of artistic exploration, all participants will be encouraged to play joyfully and to use their imaginations as they engage in new ways of moving, speaking, writing and interacting. Through instruction, modeling and guided exploration, participants will be fully supported in playing with new ideas and making artistic choices as they discover the joy of creative exploration, increase their self-confidence and strengthen new modalities of self-expression.

Sample Lesson Plan - Move It!

Week 1

Target Vocab: Isolation, body parts, initiation, symmetry, exploration, pattern

Target Concept: Body

Gathering Circle Discussion: Introductions - use Name Rhythm Game to make introductions playful and to work on Muscle Memory.

Physical Warm Up: Top Down Isolations - head, shoulders, arms, fingers, torso/ribs, hips, legs, feet.

Introduction of Dance Vocab/Steps:

- Step-together, step-touch
- Step-together, step clap
- Step turn step together
- Chasse side
- Chasse front
- Chasse back
- Step front, step back

Muscle Memory Activity: 32 count combination

Introduction of Dance Element: Body

- Parts vs Whole
- Initiation of Movement
- Pattern of Movement - opposition, symmetry
- Body Shapes

Exploration of Dance Element: Guided movement

Exploration with Prop: Explore shapes with individual Lycra Bands

Collaborative Exploration: Explore shape and movement initiation with Group Band

Closing Circle Discussion: Review concepts and vocabulary of class. Review moments of fun and surprise.

Sample Lesson Plan - Act It!

Week 1

Target Vocab: Improvisation (improv), character, nonverbal, scene, mirror, stage directions, 5 Questions: who, what, when, where, why

Target Concept: Physical Aspects of Character - Static and Dynamic

Gathering Circle Discussion: Introductions - use Name Rhythm Game to make introductions playful and to work on Muscle Memory.

Introduction of Static Physical Aspects of Character:

- Facial Expressions - Frame Game
- Degree of Facial Expressions - Frame Game, turn it up
- Body Posture - Sitting
- Body Posture - Standing

Physical Warm Up: Top Down Isolations - head, shoulders, arms, fingers, torso/ribs, hips, legs, feet.

Introduction of Dynamic Physical Aspects of Character:

- Body Movement - Character Walks

Introduction of Stage Direction: Location and Movement

- Etymology of stage direction terminology
- US, DS, SR, SL,
- 9 Quadrants
- Character Movement through quadrants
- Allow participants to take turn as "director" in game

Exploration with Prop: Explore potential uses of two different props

Collaborative Exploration: Explore potential uses of two different props in collaborative pair, then small groups

Closing Circle Discussion: Review concepts and vocabulary of class. Review moments of fun and surprise.

Sample Lesson Plan - Write It!

Week 1

Target Vocab: poetry, concrete poetry, visual, linguistic, auditory, onomatopoeia

Target Concept: Word Play, Adding Meaning through various modalities

Gathering Circle Discussion: Introductions - use ball to pass around while introducing selves. Each person offers a descriptive word for the ball. Write words down on whiteboard

Introduction of Word Play - Visual:

- Using words generated by introduction, demonstrate how words can be written to represent their meaning
- Read aloud a book that demonstrates concept of word play: Miss Alaineous (Debra Frasier)
- Discuss word play in book
- Using art supplies, create a visual representation of several single words

Introduction of Word Play - Visual:

- Introduce concept of onomatopoeia and auditory component of words
- Read aloud a book that demonstrates concept of onomatopoeia: If You Were Onomatopoeia (Trisha Speed Shaskan)
- Brainstorm words that can have meaning added through varying vocal qualities
- Using art supplies, create a visual representation of several onomatopoeic words.

Closing Circle Discussion: Review concepts and vocabulary of class. Review moments of fun and surprise. Take pictures of any finished works of art for Class Book.

Ask participants to take notice of words that catch their interest.

2. Explain how this project fits with the library's strategic directions:

Redwood City Public Library inspires learning through innovative and visionary programming and services. As our mission statement declares, we like to consider ourselves an “indoor park” with learning and recreational activities for all ages, incomes and cultures. While we have a plethora of programming available to foster early literacy in our infant, toddler and preschool patrons, we recognize the need to expand the scope of programming for elementary school age children. The I Can Do It! Program would allow us to adhere to our goal of providing programming for all ages, incomes and cultures.

3. A description of the proposed project including the population served and the demographics of that population:

Our service population is quite diverse culturally. According to the 2010 Census, 44% of our population (Redwood City and Unincorporated North Fair Oaks) is Hispanic or Latino, 9.6% Asian, and 2.4% African American. 63% of our total population is in a very low income bracket. Many of the children of Redwood City live in non-English speaking households. Educationally, 58% of third graders are not able to read at grade level.

Due to limited resources, many children in our population have had little to no exposure to the arts. We believe that the arts belong to everyone, regardless of age, income or background. With the help of the Pacific Library Partnership grant, we would be able to provide many of our young patrons with the opportunity to share in the joy of the creative arts. Through participation in this program, we hope to open the eyes of our participants to the pleasure of exploratory play and self-expression through dance, through acting, and through poetry. We seek to spark an interest in the process of exploration and to encourage a willingness to unleash the power of their imagination.

4. Goals and objectives of the project:

Program Goals (Umbrella Program: I Can Do It!)

GOAL: Programming Increase

OBJECTIVE: Provide I Can Do It! Program for elementary school age patrons. Initial offerings to focus on creative movement, drama and improvisation and concrete poetry.

GOAL: Participation Increase

OBJECTIVE: Provide creative programming that will appeal to elementary school age patrons. Offer drop in sampler classes to create interest and participants.

GOAL: Relationship Building

OBJECTIVE: Develop and strengthen relationships between participants, their families and Redwood City Public Library staff.

Class Goals - Move It! (Creative Movement)

GOAL: Language Enrichment

OBJECTIVE: Introduce new vocabulary and concepts related to locomotion and locomotor qualities.

GOAL: Physical Activity

OBJECTIVE: Provide opportunity and instruction for strengthening body and increasing physical flexibility.

GOAL: Strengthen Motor Skills and Proprioception

OBJECTIVE: Provide instruction, modeling and opportunity to explore and practice various forms of locomotion and kinesthetic awareness.

GOAL: Develop Physical Dance Vocabulary

OBJECTIVE: Provide instruction, modeling and opportunity to practice standard dance vocabulary.

GOAL: Develop Understanding of Elements of Dance

OBJECTIVE: Introduce Elements of Dance, Guide participant exploration of individual elements.

GOAL: Synthesize Individual Elements into Original Composition

OBJECTIVE: With awareness of individual elements, participants will combine elements to create their own language of movement.

Class Goals - Act It! (Drama and Improvisation)

GOAL: Language Enrichment

OBJECTIVE: Introduce new vocabulary and concepts related to character development and improvisation.

GOAL: Physical Activity

OBJECTIVE: Provide opportunity and instruction for strengthening body and physical flexibility

GOAL: Understanding of Elements of Character

OBJECTIVE: Introduce elements of character development and guide participant exploration of these elements.

GOAL: Say Yes

OBJECTIVE: Provide instruction, modeling and opportunity to “Say Yes”, the basic tenet of improv. Develop belief in own abilities and willingness to accept ideas of others.

GOAL: Active Listening

OBJECTIVE: Provide instruction, modeling and opportunity to practice attentive listening for emotion, intention and varying points of view.

GOAL: Decision Making

OBJECTIVE: Develop ability to interpret input from other participants and to make choices to continue the established scene.

Class Goals - Write It! (Concrete Poetry)

GOAL: Language Enrichment

OBJECTIVE: Introduce new vocabulary and concepts related to poetry, self-expression and typography.

GOAL: Word Play

OBJECTIVE: Explore and expand on the way words and meaning can be conveyed.

GOAL: Layers of Meaning

OBJECTIVE: Introduce how layers of meaning can be added to words through imagery, symbolism, and other literary devices as well as by varying the delivery modality.

GOAL: Self Expression

OBJECTIVE: Provide opportunity for artistic expression and belief in own abilities as well as willingness to accept ideas of others.

GOAL: Decision Making

OBJECTIVE: Develop ability to generate ideas and to make choices in order to define and refine those choices.

5. Project timeline (activities):

November 2015

- Schedule Drop In Sampler Sessions
- Develop Promotional Materials
- Order equipment and materials for program
- Order books and materials to add to the Redwood City Public Library collection

December 2015 - January 2016

- Distribute promotional materials in library, through city E-mail blasts, and in local elementary schools
- Partner with area teachers to connect with at risk students who might benefit from participation
- Conduct Sampler Sessions at Redwood City Public Library (minimum of 3 sessions)
- Begin sign-ups for Six Week Sessions
- Complete lesson plans for each Six Week Session
- Prepare Teacher Handbook for each Six Week Session. Each handbook to contain information relating to key concepts explored, goals and objectives, lesson plans, activity descriptions, and a listing of additional resources.

January 2016 - April 2016

- Conduct Six Week Session of each program: Move It!, Act It!, and Write It!
- Explore subjects for future “spokes” of the I Can Do It! Program

February 2016 - May 2016

- Conduct evaluations of each Six Week Session at the four week mark and upon completion of the six week session
- Prepare written evaluation of program and recommendations for future offerings

June 2016

- Update Teacher Handbooks for each program to reflect class results and evaluations
- Plan for repeat class offerings as well as new offerings.

6. Evaluation of the project:

Program Participation: Interest in the program will be tracked through attendance at Sampler Sessions and enrolment for Six Week Sessions. At the completion of each program, participant satisfaction and knowledge will be assessed through written surveys completed by both the students and their parents.

Program Retention: Weekly attendance will be tracked.

Relationship Building: To be determined by observation, activity and discussion.

Linguistic Vocabulary Mastery: Mastery to be determined by observation, discussion and self-reporting.

Physical Vocabulary Mastery (Move It! and Act It!): Mastery to be determined by observation.

Ability to Synthesize Elements of Dance (Move It!): To be determined through observation and discussion.

Ability to “Say Yes” and to actively listen (Act It!): To be determined through observation and discussion.

Ability to “Play with Words” (Write It!): To be determined through observation and discussion.

Comprehension of Multiple Layers of Meaning within Artistic Exploration: To be determined by observation, activity and discussion.

Willingness to Express Self and to Take Risks: To be determined through observation, activity and discussion.

7. Project budget: Requesting \$12,000

ITEM	PLP GRANT	IN KIND	TOTAL
Equipment to be added to Library’s Collection	\$3000		\$3000
Books/Materials to be added to RCPL Collection	\$2000		\$2000
Books/Materials to be given to participants	\$2000		\$1000
Promotion of Programs	\$1000	\$1000	\$2000
Food for Programs	\$1000		\$1000
Staffing for Programs	\$2500	\$2500	\$5000
Other	\$500		\$500