



# Lead Artist Application

Return Applications to:  
706 S. 5<sup>th</sup> Street, Milwaukee, WI 53204 -or-  
Email: [Director@artworksformilwaukee.org](mailto:Director@artworksformilwaukee.org)

Lead Artist Name \_\_\_\_\_

Proposal Name \_\_\_\_\_

Address: \_\_\_\_\_  
(Street) (City) (State) (Zip)

Phone: ( ) \_\_\_\_\_ Email: \_\_\_\_\_

**Please submit your typed responses to each of the following questions. Your name and proposal name should be listed at the top of each page.**

## PART I: Program Details

1. Please describe your **PERSONAL MISSION & PHILOSOPHY** about the arts (specifically your area) and the potential impact it has on youth. (1/2 page)
2. Please describe your **EXPERIENCE** in teaching diverse populations of youth. Describe any programs that you are currently conducting in area schools or neighborhoods. (1/2 page)
3. Please provide a general **DESCRIPTION** of your proposed project. (1/2 page)
4. Please describe a detailed **WEEKLY OUTLINE** for the project. **(2 pages minimum)**
  - Review the 21<sup>st</sup> Century Skills (beginning on page 3) before completing this section.
  - Please note the following schedule “anchors” for which you must dedicate time in your weekly outline:
    - The first day of every program is dedicated to an orientation led by the Executive Director, called Fundamentals Day.
    - The first day of each work week must include time for the Apprentices to blog about their program progress: What they accomplished the last week, what they will accomplish during the current week, and what 21<sup>st</sup> Century Skills they have practiced to-date.
    - At the end of Week 2 & Week 6, Lead Artists must have a 5 minute Performance Conference with each Apprentice. There is a form that you will briefly fill out, and your discussion must let the Apprentice know what they’re doing well and what they need to work on.



- At the end of Week 4 & Week 8, time must be scheduled for formal Apprentices performance evaluations, which are conducted by the Lead Artist and Executive Director.
  - The final week of the program must have time built-in to devote to clean-up, final performance evaluations, and receipt of individual letters of recommendation, completed by the Lead Artist.
  - Keep in mind that the Apprentices may be interested in this career field, so feel free to incorporate some employment/business information about the arts industry in your program.
  - A reporting requirement is expected for each program. As a Lead Artist, you will also be expected to report your program progress to the Executive Director on a weekly basis, and are encouraged to add information to the program blog.
  - A 10-hour work week is suggested for programs that occur while school is in session. This could include after-school and weekend hours. A 20-hour work week is required for summer sessions.
  - Please format your weekly outline as follows:
    - Ex): Week One** Fundamentals Day & Orientation to specific program
      - Apprentices will learn about...
      - Apprentices will accomplish...
      - By the end of the week, Apprentices will be able to...
    - Week Two: Same info**
    - Week Three: Same info, ETC...**
5. Please describe the **RESOURCE MATERIALS** to be used (i.e., paint brushes, videos, canvases, dance and/or acting methodology, visual aids). Materials will be purchased by ArtWorks and will be maintained for future classes. (1/2 page)
  6. Please describe your **LOCATION & SPACE NEEDS**. Where will this program take place (e.g., At ArtWorks' studio/offices? At your own gallery?) (1/4 page)
  7. Please describe any **TRANSPORTATION NEEDS**. Any/All transportation must be done via public transportation. (1/4/ page)
  8. Describe the **FINISHED PRODUCT(S)** or final presentation/s of your program. Can the finished product(s) be sold by ArtWorks? (1/2 page)
  9. Please write a brief description for **APPRENTICE ARTISTS**. Include a description of the program and its specific finished product(s), a description of the job duties, and a description of any other requirements. Apprentice Artists will read this job description when applying to the program. (½ page)
  10. Please describe how your program will meet the **SPECIAL NEEDS** of Apprentice Artists with cognitive, emotional, learning and/or physical disabilities, as well as those Apprentices who have no formal arts education background. (1/2 page)
  11. Please describe any **SAFETY ISSUES** that may be or concern in your program. How will you address these issues? (1/4 page)



## **PART II: Incorporating 21<sup>st</sup> Century Job Training Skills into the Program**

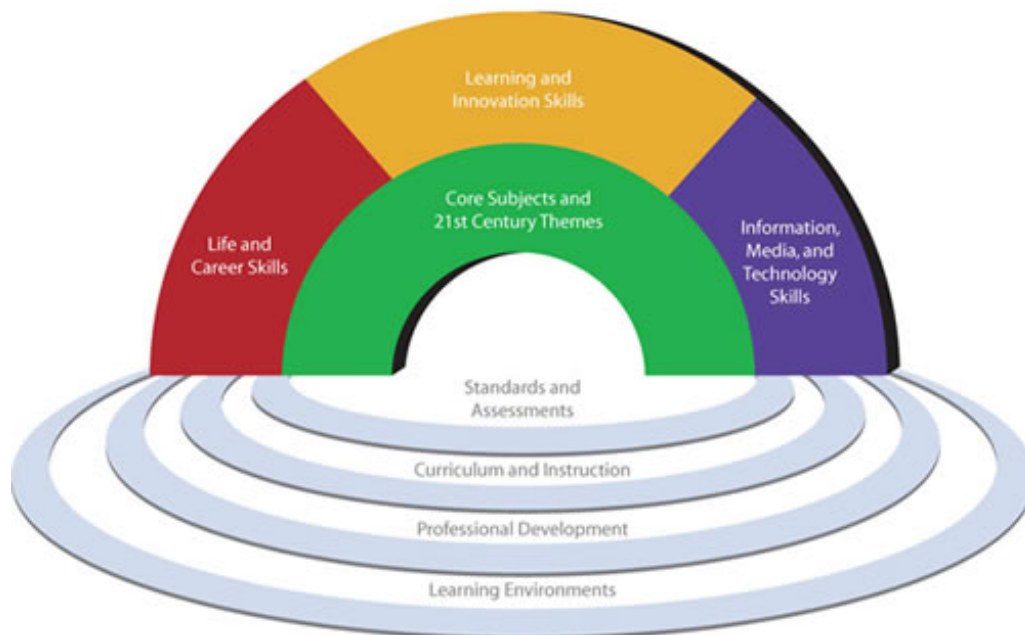
At ArtWorks for Milwaukee, Inc., our primary goal is to teach high school students who face significant barriers to employability what they need to know in order to be successful in the world of work. Our organization utilizes arts-based programs which are grounded in the **21<sup>st</sup> Century Skills**. As a Lead Artist for ArtWorks, your proposed program information must include information about how you plan to incorporate training experiences in these skills.

### **21<sup>st</sup> Century Skills History:**

The Partnership for 21st Century Skills has emerged as the leading advocacy organization focused on infusing 21st century skills into education. *This national organization brings together the business community, education leaders, and policymakers to define a powerful vision for 21st century education to ensure every child's success as citizens and workers in the 21st century.* The Partnership encourages schools, districts and states to advocate for the infusion of 21st century skills into education and provides tools and resources to help facilitate and drive change.

### **21<sup>st</sup> Century Skills Vision:**

The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education. The key elements of 21st century learning are represented in the graphic and descriptions below. The graphic represents both 21st century skills student outcomes (as represented by the arches of the rainbow) and 21st century skills support systems (as represented by the pools at the bottom):



**The following pages include a list of 21<sup>st</sup> Century Skills we employ. As part of your application, you must select a minimum of two 21 Century Skills under each category, and specifically describe how you plan to incorporate the building of these skills into your art program.**



**CHOOSE A MINIMUM OF TWO SKILLS IN EACH CATEGORY AND DESCRIBE HOW YOUR PROGRAM CURRICULUM WILL HELP AN APPRENTICE GAIN THOSE SKILLS.**

**Category 1: Select two Learning and Innovation Skills**

Learning and innovation skills increasingly are being recognized as the skills that separate youth who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare youth for the future.

<b>Learning and Innovation Skills</b>	<b>DESCRIPTION OF SKILL</b>	<b>DESCRIBE THE TASK(S) THAT WILL ENGAGE OR DEVELOP THE SKILL</b>
<b>Creativity and Innovation Skills</b>	<ul style="list-style-type: none"> <li>• Demonstrating originality and inventiveness in work</li> <li>• Developing, implementing and communicating new ideas to others</li> <li>• Being open and responsive to new and diverse perspectives</li> <li>• Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs</li> </ul>	
<b>Critical Thinking and Problem Solving Skills</b>	<ul style="list-style-type: none"> <li>• Exercising sound reasoning in understanding</li> <li>• Making complex choices and decisions</li> <li>• Understanding the interconnections among systems</li> <li>• Identifying and asking significant questions that clarify various points of view and lead to better solutions</li> <li>• Framing, analyzing and synthesizing information in order to solve problems and answer questions</li> </ul>	
<b>Communication and Collaboration Skills</b>	<ul style="list-style-type: none"> <li>• Articulating thoughts and ideas clearly and effectively through speaking and writing</li> <li>• Demonstrating ability to work effectively with diverse teams</li> <li>• Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal</li> <li>• Assuming shared responsibility for collaborative work</li> </ul>	



**Category 2: Select two Life and Career Skills**

Today’s life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires youth to pay rigorous attention to developing adequate life and career skills.

<b>Life and Career Skills</b>	<b>DESCRIPTION OF SKILL</b>	<b>DESCRIBE THE TASK(S) THAT WILL ENGAGE OR DEVELOP THE SKILL</b>
<b>Initiative &amp; Self-Direction</b>	<ul style="list-style-type: none"> <li>• Monitoring one’s own understanding and learning needs</li> <li>• Going beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise</li> <li>• Demonstrating initiative to advance skill levels towards a professional level</li> <li>• Defining, prioritizing and completing tasks without direct oversight</li> <li>• Utilizing time efficiently and managing workload</li> <li>• Demonstrating commitment to learning as a lifelong process</li> </ul>	
<b>Social &amp; Cross-Cultural Skills</b>	<ul style="list-style-type: none"> <li>• Working appropriately and productively with others</li> <li>• Leveraging the collective intelligence of groups when appropriate</li> <li>• Bridging cultural differences and using differing perspectives to increase innovation and the quality of work</li> </ul>	
<b>Productivity &amp; Accountability</b>	<ul style="list-style-type: none"> <li>• Setting and meeting high standards and goals for delivering quality work on time</li> <li>• Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)</li> </ul>	
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>• Using interpersonal and problem-solving skills to influence and guide others toward a goal</li> <li>• Leveraging strengths of others to accomplish a common goal</li> <li>• Demonstrating integrity and ethical behavior</li> <li>• Acting responsibly with the interests of the larger community in mind</li> </ul>	



**Category 3: Fundamental Job Skills**

Not all effective work skills are specific to the 21<sup>st</sup> Century. Your program will engage all of the following skills. Employers continue to seek workers who exhibit a commitment to the following fundamental job skills:

<b>Fundamental Job Skills</b>	<b>DESCRIPTION OF SKILL</b>	<b>DESCRIBE THE TASK(S) THAT WILL ENGAGE OR DEVELOP THE SKILL</b>
<b>Attendance &amp; Timeliness</b>	<ul style="list-style-type: none"> <li>• Coming to work for each scheduled shift on time</li> </ul>	
<b>Payroll Processes</b>	<ul style="list-style-type: none"> <li>• Understanding and complying with all processes related to payroll to reduce errors and/or effort required.</li> <li>• Examples include: Filling out time sheets accurately, and obtaining needed signatures for payroll processing</li> </ul>	
<b>Preparedness</b>	<ul style="list-style-type: none"> <li>• Arriving to work and preparing for the job in advance of the start of the work shift.</li> <li>• Staying up-to-date on work-related information needed to perform job duties as efficiently and effectively as possible</li> </ul>	
<b>Uniform Compliance</b>	<ul style="list-style-type: none"> <li>• Wearing the appropriate uniform and equipment as required of the job, and maintaining appropriate grooming for the workplace</li> </ul>	



**Part III: Lead Artist Identifying Information**

Please answer all of the following questions as they apply to you. This information is voluntary, but assists ARTWORKS in its grant writing efforts by providing funders with statistical data.

Any data provided will be used only for statistical purposes, and will be kept strictly confidential. Your answers will not affect the acceptance of your proposal.

**Gender** Male\_\_\_\_\_ Female\_\_\_\_\_

**Please check any previous years you were involved with ARTWORKS:**

2001\_\_\_\_\_ 2002\_\_\_\_\_ 2003\_\_\_\_\_ 2004\_\_\_\_\_ 2005\_\_\_\_\_ 2006\_\_\_\_\_ 2007\_\_\_\_\_ 2008\_\_\_\_\_ 2009\_\_\_\_\_

**Please indicate your age:**

Under 25 years old \_\_\_\_\_ 46 to 55 years old \_\_\_\_\_  
25 to 35 years old \_\_\_\_\_ Over 55 years old \_\_\_\_\_  
36 to 45 years old \_\_\_\_\_

**Total number of years you have been teaching/working with youth:** \_\_\_\_\_

**Please indicate if you currently work with adolescent age students, independent of ARTWORKS:**

Yes\_\_\_\_\_ No\_\_\_\_\_

**Please indicate your ethnic origin:**

\_\_\_\_\_African-American \_\_\_\_\_Native American  
\_\_\_\_\_European-American \_\_\_\_\_Asian/Pacific Islander  
\_\_\_\_\_Latino \_\_\_\_\_Other

**Part IV: Acknowledgement**

*I hereby certify that all of the information provided on this Application is true and correct to the best of my knowledge. I understand that any non-disclosure and/or falsification of any information given on this Application, or on any employment form, or in any interview will be sufficient cause for discharge, regardless of when such non-disclosure and/or falsification may be discovered.*

*ArtWorks for Milwaukee, Inc. is an equal opportunity employer, and does not discriminate in employment on account of race, color, religion, national origin, citizenship status, ancestry, age, sex (including sexual harassment), sexual orientation, marital status, or physical or mental disability.*

*I understand that neither the completion of this application nor any other part of my consideration for employment establishes any obligation for ArtWorks to hire me. If I am hired, I understand that either ArtWorks or I can terminate my employment at any time and for any reason, with or without cause and without prior notice. I understand that no representative of ArtWorks has the authority to make any assurance to the contrary.*

**Applicant's Signature** \_\_\_\_\_ **Date** \_\_\_\_\_