

Style Guide for the Gluck Fellow Classroom Online Resource Document (CORD)

As part of your fellowship, you will produce a Classroom Online Resource Document that you will email to each site you visit, as well as being made available for download on the Gluck website. This document will be part of the Public Domain, so please follow all relevant copyright and documentation standards when citing images, text, or other media.

The most efficient way to disseminate the Resource to the sites you visit is to have it saved as a PDF. You will email your CORD to the Site Coordinator in advance of each presentation, so an easy to share digital format is ideal.

The idea behind the Classroom Online Resource Document is to produce a simple and clear description of a short activity that any teacher, anywhere, at any time could use in their classroom to engage their students in an activity related to the theme of your fellowship workshop with zero (or minimum) preparation. It should be a self-contained file with no prior knowledge necessary, all terms defined, all references noted, all links checked, any necessary materials listed.

This is not just a supplement to your specific workshop. Although you may use this resource in the classroom, it must also be a simple, stand-alone resource and activity that a teacher could incorporate into their lesson plan **even if they have never hosted you in their classroom**. All information for using the CORD must be contained in the CORD – links, key words, material lists, vocabulary, etc.

Notes on CORD format:

- Please be sure to **provide image credits/captions for all images, and cite all quotations**.
- Please brand your resource by using the Gluck Program logo, available for download in the Fellows Resources section on the Gluck website.
- Please include your name and fellowship department in the header of your CORD file.
- Please **do not** include your fellowship year.
- Please use easy-to-read fonts and colors in the body of your CORD.
- Please confirm that all web links are functional before submitting your CORD. Double check links after you convert your file to a PDF!

Notes on CORD content:

- The CORD should be both information and activity. **Your CORD is not a transcript of a lecture or a lesson plan**. It is a primer to give necessary context for a learning activity. Activities can be wide-ranging, so long as they engage the students in an interactive way. Writing exercises, research, sing-alongs, clapping exercises, movement instructions, games, etc. are all good types of content for a CORD. You should list any required materials and space requirements so teachers can use your CORD effectively.
- Keep it simple and straightforward. A couple of pages with clear descriptive text and complementary photos, illustrations, or musical notations will do. A poster format is always very successful. Teachers need to know what to do and how they can get their students involved in the learning activity.
- Think locally (the classroom itself) and not globally (the curriculum). Teachers will look for CORDs to complement a single module or lesson in their schedule. They want a short, clearly

defined and compact activity to slip in for one session in relation to their regular lessons. Something broadly defined, long, or ambitious will not find a place in their plans; nor will activities that need unusual materials gathered, choreography learned, or other specialist knowledge. **The Gluck office staff should be able to open your CORD and run the activity after reading through the document one time.**

- The CORD should satisfy the VAPA and Common Core Curriculum standards by offering information, key words and activities related to:
 - Reading about arts or artists
 - Researching, writing, and communicating about the arts
 - Making connections between concepts in all of the arts and across subject areas and to careers
 - Reflecting on the arts in thoughtful essay or journal writing one's observations, feeling and ideas

- Examples of successful CORD files for different disciplines:
 - A poster with samples of pointillist paintings and a few key features of the genre, as well as key artists, so students can learn what to look for to identify a pointillist image
 - A document with links to YouTube performances of folk songs from each region of Spain, with images of traditional instruments and dress
 - Instructions for a guided meditation or breathing exercise that could be used as a warm-up or cool-down before or after a PE class
 - Instructions for group games featuring music, dance, or theatre concepts
 - A template with instructions for drawing a shaded 3D figure, or one-point perspective