

Fellows' Programs 2012-2013

Art

GRADUATE FELLOW **ANDREA BROWN**

The Photo Editor: Storytelling with Photographs

The Photo Editor has the privilege and challenge of sorting through large batches of photographs and choosing specific images to represent a theme or storyline. Their job is important for magazines, newspapers, picture books, and more. Photo editing can also be applied in the home when for example, picking out the best family photographs from the most recent celebration.

For the workshop, student's will be introduced to process of photo editing and have the opportunity to be a photo editor for the hour by selecting photographs to build a visual story. This hands-on program allows each student to complete and keep their very own photo-book!

Warm-up Exercises: Student's decide which photograph does not fit into the thematic set. 3 rounds.

Book Making: Students select photographs and make photo-book, incorporated into a game like structure.

Sharing: Students take turns sharing their story with the class.

Andrea Brown is a first year MFA student in the Department of Art. Her primary media are photography and sculpture. Brown is a recent transplant to Riverside from New York City where she worked as an artist for over two years. She received her BFA from the University of Georgia, Athens, and has exhibited her work at Vox Populi, Philadelphia, PA, DOMA Gallery, Charlotte, NC, Hagadorn Foundation Gallery, Atlanta, GA, amongst others.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; Connections, Relationships, Applications

GRADUATE FELLOW **MARK MCKNIGHT**

Camera Club at STEM

Over the course of 10 classes, students were introduced to a variety of photographic processes that explored fine art and documentary photography through hands-on activities and presentations that addressed both the aesthetics of the medium as well as its relationship to the scientific world.

Mark McKnight (b. 1984) received his BFA in 2007 from the San Francisco Art Institute and is the recent recipient of both a Fulbright scholarship to Finland and a Lois Roth Endowment. Mark is currently a Chancellor's Fellow and MFA Candidate at the University of California, Riverside.

Standards Met: Historical and Cultural Context, Aesthetic Valuing,

GRADUATE FELLOW **MICHAEL SHROADS**

Future Art: creative apps, games, and media at your fingertips using PROCESSING

'Processing' is an open source program anyone can use to create digital art. This demonstration introduced Processing and support communities where students could continue on their own to create digital art. Michael introduced the way he uses technology as a multi-media artist, presented his work and overviewed the computer programs that he uses to create his work. After a brief intro on Processing, Michael opened a 'sketch' of an app and the students collectively supplied input information they wanted to see happen in the program (colors, shapes, words, special effects.)

Activities included 1. Interaction with a program written by Michael. 2. Demo and handout with Processing installation instructions. 3. Class participation transforming and writing a program in real time

Michael Shroads is working on his MFA in Studio Art at UCR. He received his BFA from California Institute of the Arts in 2003. He uses computer programming and robotic manufacturing techniques to create sculptures, prints and sculptural installations. He creates interactive educational art apps for use on the internet, cellphone and tablet devices.

Standards Met: Artistic Perception; Creative Expression; Aesthetic Valuing; Connections, Relationships, Applications

Creative Writing

FACULTY FELLOW **CHARMAINE CRAIG**

Finding the Story

Flannery O'Connor, an important voice in America's literary past, wrote:

I often ask myself what makes a story work, and what makes it hold up as a story, and I have decided that it is probably some action, some gesture of a character that is unlike any other in the story, one which indicates where the real heart of the story lies. This would have to be an action or a gesture, which was both totally right and totally unexpected; it would have to be one that was both in character and beyond character; it would have to suggest both time and eternity.

In this workshop, participants performed reading, writing, and theater exercises, after which each participant was able to glean not only the outline of an original short story to be further developed, but also the unexpected gesture at the story's heart.

Standards Met: Artistic Perception; Creative Expression; Aesthetic Valuing; Connections, Relationships, Applications

Fairytales

What are some of the elements common to fairy tales (and ghost stories)? In this one-hour course, we read two to three short stories in the fairy tale (and ghost story) tradition, and discussed some of their basic narrative strategies. Students then performed one or two writing exercises, ideally coming away with their own fairy tale (or ghost story).

Standards Met: Artistic Perception; Creative Expression; Aesthetic Valuing; Connections, Relationships, Applications

Charmaine Craig studied literature at Harvard College, and received her MFA from the University of California, Irvine. *The Good Men* is her first novel, and was translated into six languages. Formerly an actor, she has been teaching Fiction for over fifteen years, and has served as a visiting assistant professor in fiction at Pomona College and UC Irvine and UC Riverside. Her second novel, nearing completion, is inspired by the life of her mother, once Miss Burma and leader of an insurgent army brigade.

GRADUATE FELLOW ALEKSANDR PETERSON

This isn't About Me: An Interactive Workshop on Writing in the Third Person

Do you ever get bored with being yourself? Do you ever pretend to be someone else, like a soldier in battle, or a supermodel, or the President? Me too! That's what writing fiction is all about—seeing the world from a different pair of eyes. In this workshop, students learned techniques for writing in the third person. The workshop began with Peterson reading the students a Ernest Hemmingway short story, and then discussing how writers put their feelings and ideas into other characters. This was followed by having the students creating a character based on their own personalities and a creating a fictional scene.

Aleksandr Peterson is a forthcoming fictioneer and a Tennessee native. His writing has addressed an array of themes including spirituality, relationships, and coming-of-age. He holds a B.S. in Communications and Journalism from Tennessee Tech University, where he graduated summa cum laude and received the William Jenkins Creative Writing Scholarship and Best Newswriting Award. Aleksandr wrote for the college weekly, *The Oracle*, covering the campus crime beat and other miscellaneous assignments. Last spring, his essay, "Deere John," was published in the *Daily Progress of Virginia*. Currently, Aleksandr is working on finishing his first novel, tentatively titled, *There are Worse Things than Being Homesick*. He lives in Riverside, California with his wife.

Standards Met: Artistic Perception, Creative Expression, Aesthetic Valuing

GRADUATE FELLOW VICKIE VERTIZ

Bite Size Poems!

In this interactive poetry workshop class, we used various items from different cultures to inspire young writers to create short-form poems, specifically haiku, to write the most delicious poems possible. Students engaged in discovering what a haiku is, where it came from, how it's used, and applied it to their own writing. Students were encouraged to use words from their first language. After they touched items such as textiles, smelled scents like roses and citrus, played hand held instruments and listened for sound, students used their senses to write about the smell, color, and texture of the materials or about their relationship to the items in up to three haiku poems. Once everyone had at least one haiku, the students read one haiku out loud.

Some activities included: 1) Guided interactions with objects to generate writing, 2) Sharing work aloud to the classroom or a reading partner (including the instructor), 3) Consistent guided discussion among the students about the poetry we will read and generate.

Vickie Vértiz is a writer, born and raised by Mexican parents in southeast Los Angeles. Arising from her work as a student, activist, and cultural worker in Los Angeles and the San Francisco Bay Area, her writing explores the intersections of gender, identity, and Latino sub-cultures through every day beauty. With a master's degree in public affairs from the University of Texas, Austin, Vickie has also established a career as a bridge-builder between communities and policy makers. Her writing is widely anthologized and her poetry collection, *The Swallows in My Trees* will be published by Finishing Line Press in 2013. Currently, she is a master's degree candidate in fine arts in nonfiction, with a secondary concentration in poetry at the University of California, Riverside.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context; Connections, Relationships, Applications

GRADUATE FELLOW **ANGELA PENAREDONDO**

What About Me! What About Poetry?

Each one of us has something unique to share. We all want to be heard, yet we don't always feel that we have the words. But we do!! Language pulses and uplifts our lives, and we can learn how poetry is a perfect example of this. This project demystified the craft of poetry in four simple parts: heart; mind; place and friendship. *What about Me! What about Poetry?* was a fun and insightful introduction to the fundamentals of poetry. Through interactive standard-based workshops, students learned how poetry can be a creative tool for empowerment, expression and exploration. Students participated in icebreakers, word warm-ups, rousing writing prompts, journaling and collaborative group activities to access their creative spirits within as well as enjoy the creative process. They composed poems for the page and poems for performance or spoken word. Students also experienced how poetry is influenced by other art forms such as music, photography and collage. Students walked away with original poems and an astute understanding of the craft and the skill to transform imagination into words.

Born in Iloilo City, Philippines, **Angela Penaredondo** is a poet and artist from LA. She is a recipient of a Fishtrap Fellowship and UCLA's Community Access Scholarship in poetry and a Mendocino Coast Writers Conference Scholarship. She has a professional background designing art programs and public projects geared toward at-risk youth utilizing the arts as a vehicle for social change. Her work has appeared in *20x20 Magazine*, *Global Graffiti* and *Noyo River Review*.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; Connections, Relationships, Applications

UNDERGRADUATE FELLOW **JACQUELINE BALDERAMMA**

Mosaic

Mosaic is an undergraduate art and literary journal that annually publishes creative writing and art from people all around the world. Balderamma managed the Mosaic solicitation, selection, and advertising process. 10 public reading event were held around Riverside that invited writers of all ages to read their work publicly and encourage them to submit their work to Mosaic. Poetry, fiction, creative non-fiction, ten-minute plays, and visual art are were accepted from late October to January 31st. Works were then selected by a board of editors and compiled into a paperback book in which all published contributors received a free copy. Balderamma also managed a FaceBook page for Open Mic nights, Submission Workshops, and readings.

Jacqueline Balderrama is a Creative Writing major with an emphasis in fiction. She writes for the Features and art and Entertainment sections of the school newspaper, the Highlander, and is the Co-Editor-in-Chief for Mosaic, the undergraduate art and literary journal.

Standards Met: Artistic Perception, Creative Expression

Dance

FACULTY FELLOW **JUAN FELIPE HERRERA**

Stars of Juarez, Cuca & Eva

In August of 2010, a poet had a chance encounter with an unknown legend. Over the next two years, that meeting led him on a personal journey through family history, cultural renaissance, and artistic innovation. On November 2nd 2012, that journey came to life at UCR for one night only.

Composed of sketches inspired from the radio, song and dance lives of two sisters and their niece, *Stars of Juarez* was a live *teatro de variedades* performance of the latest work by California Poet Laureate and UCR Professor Juan Felipe Herrera. In it, he glimpsed through and imagined the voyage of Cuca and Eva Aguirre and Elvira Macías as teenagers

in Juarez, Mexico – pioneers of a revolutionary multi-arts movement born along the Juarez/El Paso borderlands of the 1930s, roots of today’s Latina and Latino performance arts. Performed by UCR students, Stars of Juarez was performed for 4 high school groups as part of the Gluck Day of the Arts. After the performance, the High School students got to ask questions of the cast and Juan Felipe about being in college and pursuing a life in the arts.

Juan Felipe Herrera is the current Poet Laureate of California and a Professor of Poetry at UCR. Herrera’s publications include fourteen collections of poetry, prose, short stories, young adult novels and picture books for children with twenty-one books in total in the last decade. Herrera was awarded the 2008 [National Book Critics Circle Award](#) in Poetry for *Half the World in Light*.

Including Fellows:

Freddy Lopez is an Ethnic Studies major and Theatre minor at UCR. He teaches art learnshops for underrepresented youth in the East Side community through a program called Art of the P.O.O.R.

Michael Singh is a Theatre Major Creative Writing minor at UCR.

Cesar Ortega is a Theatre major at UCR.

Erika Martinez is a 4th year transfer student and Creative Writing major and Ethnic Studies minor at UCR.

Miriam Arredondo is a 3rd year MCS and Theatre major at UCR.

Vickie Vértiz is a writer, born and raised by Mexican parents in southeast Los Angeles. Arising from her work as a student, activist, and cultural worker in Los Angeles and the San Francisco Bay Area, her writing explores the intersections of gender, identity, and Latino sub-cultures through every day beauty. With a master’s degree in public affairs from the University of Texas, Austin, Vickie has also established a career as a bridge-builder between communities and policy makers. Her writing is widely anthologized and her poetry collection, *The Swallows in My Trees* will be published by Finishing Line Press in 2013. Currently, she is a master’s degree candidate in fine arts in nonfiction, with a secondary concentration in poetry at the University of California, Riverside.

David Campos is a writer and educator currently working on his MFA in Creative Writing at UCR. He co-founded and co-hosted the literary radio show Pakatelas on KFCF 88.1 FM Fresno from 2009-2011. He was part of the Parking Lot Poets, a poetry performance troupe in 2009 along with participating in poetry readings and winning several poetry slam competitions. Recently, his manuscript “The Center of a Perfect Mango” was a finalist for the Andres Montoya first book prize (2012). His work can be seen in the American Poetry Review, Verdad, the Packinghouse Review, and the Grove.

ARTIST IN RESIDENCE FELLOW NUNU KONG

Dance and Performance in Underground China

Dancer nunu Kong addressed her project “brand nu Dance” and the challenge of imagining and creating art from scratch in China at two public venues in Riverside. Her performance reached family audiences as part of the First Thursday’s event sponsored by the Riverside Art Museum, which is free to the public. In addition to her performance at the Museum, nunu offered a video-lecture in Riverside that was also free to the public.

Standards Met: Artistic Perception; Historical and Cultural Context; Aesthetic Valuing; Connections, Relationships, Applications

From 1995 to 2004 **nnu Kong** (Wu Yandan) attended the Beijing Dance Academy including a special 4-year program created by Yang Mei Qi in Guangdong to major in Contemporary Dance Choreography and Performance. Upon graduation, she joined the Jin Xing Dance Company in Shanghai for one year and concurrently co-founded the performing collective Zuhe Niao. The collective went on to perform in many European theaters and took home the ZKB prize at the Theater Spektakel Festival in Switzerland with their piece, Tongue’s Memory of Home. She is a visiting artist of the Gluck Fellows Program of the Arts at UCR this year.

UNDERGRADUATE TOURING ENSEMBLE LED BY GRADUATE FELLOW HANNAH SCHWADRON

Magnets

Each year, the Gluck Contemporary Dance Ensemble works intensively on an exciting original choreographic work that tours local schools and other public venues with the aim of bringing dance into the local community at no cost. It is an exciting introduction to the world of contemporary dance, and a chance to see some of the most talented Dance majors at UCR in a live performance. The ensemble was choreographed by Professor Susan Rose with Hannah Schwadron, and creative input from nunu Kong and the ensemble members.

Hannah Schwadron is currently pursuing a PhD in Critical Dance Studies at the University of California, Riverside, where she completed an MFA in Experimental Choreography in 2009. In addition to performance of her own choreography, she studies and performs improvisation with Susan Rose and Dancers. Hannah teaches yoga in Riverside, and offers dance instruction as a Teacher’s Assistant in the UCR department of dance. She is delighted to be

working in collaboration with Susan Rose in direction of the Gluck Dance Touring Ensemble, and looks forward to a great season of community performances.

Sidney M. Spiegel is a 3rd year Dance and Physics double major at UCR

Fabian Robledo is a 2nd year Dance major at UCR

Edwin Siguenza is a 5th year Dance and Theatre double major at UCR

Steve Rodgriuez is a 4th year Dance and Psychology major at UCR

Alyssa Burton is a 2nd year Dance major at UCR

Natalie Rajasinhe is a 3rd year Dance and English double major at UCR

Hannah Zisman is a 4th year Dance major at UCR

Cydney Watson is a 4th year Dance major at UCR

Standards Met: Artistic Perception; Historical and Cultural Context; Aesthetic Valuing; Connections, Relationships, Applications

GRADUATE FELLOW **JENNIFER AUBRECHT**

Czech Folk Dance

Have you ever wanted to learn Polka, Waltz or Schottische? Do you know much about the Czech Republic? Learn about the culture of the Czech Republic through one of their favorite activities – Dance! In this interactive class, students heard a Czech folk tale, gained a general sense of the history of the Central European country, and of course, learned a simple Czech folk dance.

Jen Aubrecht is a PhD student in the Department of Dance at UCR. A Minnesota native, Jen has performed across the nation with her Twin Cities based dance group, the Joint Paul Czech and Slovak Folk Dancers. Jen began her dance career at the age of five, and holds a BA in Dance and English from the University of Minnesota-Twin Cities.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; Connections, Relationships, Applications

GRADUATE FELLOW **JULIE FREEMAN**

Moving and Shaking and the Art of Dance Making

Have you ever wondered how choreographers make a dance and how all those movements come together to create an exciting dance piece? *Moving and Shaking and the Art of Dance Making*, was an in-depth look at the inner workings of dance, from solo expression to cantilevered duets. This workshop took students through the devices, elements and techniques used by dance makers when creating a piece. Participants had the opportunity to shake, rattle and roll as they explored their inner-choreographer.

Activities included: 1. Viewed a short DVD of a dance and discuss its artistic and structural elements. 2. Explored creative movement through improvisational games and structures based on the above dance. 3. Worked with a partner in simple exercises that explore weight-sharing and cantilever.

Julie Satow Freeman has taught as part of the dance faculty at Mt. San Jacinto College since 1985, and is currently pursuing an MFA in Experimental Choreography at UCR. She has had the pleasure of performing at the Japan American Theatre as part of the Olympic Arts Festival, at the Edinburgh Arts Festival Fringe in Scotland, and with several modern dance companies. Julie is also a founding member of P.L.A.C.E. Performance, a dance collective that creates performing opportunities for local choreographers and dancers in the Riverside County area.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; Connections, Relationships, Applications

GRADUATE FELLOW **SANGWOO HA**

Let's Learn Korean Traditional Small Drum Dance – “So-Go Dance”

In this project, Korean traditional Small Drum Dance ‘So-Go’ Dance was introduced to students. The goal of the project was to understand fundamental moving patterns of Korean traditional dance and learn how to play the Korean traditional instrument ‘So-Go’ in movements. The workshop focused on teaching the basic foot-steps, hand techniques, and facial expressions in ‘So-Go’ dance. This project was great opportunity for students who had never experienced Korean traditional dance or who were interested in Korean culture.

Sangwoo Ha is a native Korean speaker. Her major was Korean traditional dance, and minor was ballet and modern dance in Korea. I am currently a seventh-year Ph.D. candidate in Critical Dance Studies Program at UCR. She received her B.A. and M.Ed. from the Ewha Women’s University.

Standards Met: Historical and Cultural Context; Aesthetic Valuing; Connections, Relationships, Applications

GRADUATE FELLOW JESSICA HERRING

An Exploration of (Auto)Biography

The purpose of this project was two-fold: Show students that anyone can make a dance – all they need are the basic tools and a source of inspiration; show students that ANYTHING can serve as a source of inspiration – including their name or events from their daily life. Participants watched selections by famous choreographers, learned basic choreographic techniques, created their own movement and phrases, explained their artistic decisions, and presented their final composition to fellow participants.

Activities included: 1. Students were taught a set of compositional tools. 2. Students were then asked to create a set of movement material and share his/her material with the class. 3. Students watched a selection of dance clips and discussed what they saw in the work presented.

Jessica Herring is a professional dancer from New York City. She has a BA in Dance and an MA Psychology from Skidmore College and her academic interests include the relationships between one's life and one's artistic work. She is pursuing a PhD in Critical Dance Studies from UC Riverside.

Standards Met: Artistic Perception, Creative Expression, Aesthetic Valuing

GRADUATE FELLOW MONICA RODERO

Passport to Dance

Pack your bags, we're going to travel! Our itinerary can take us many places from the snowy tundra of Russia to the forests of Germany and then all the way back to Mexico. Wherever we go, fun is sure to follow as we learn a traditional dance from the region with our friends. Each song and movement tells a story about the cultural significance of dress, weather, activity and custom.

Each class included:

*Whole body warm-up to fun music that warmed up the class, built body awareness and began learning how to sequence and memorize movements.

*Separated the actions of the lower body to examine stepping patterns, floor patterns and gross motor movements. Played with rhythmic and spatial options of each to illustrate the specific choices that had to be made in the original creation of the traditional cultural dance.

*Separated the actions of the upper body to examine how interpersonal relationships were implied, and the differences between illustrative and functional gestures. Explored how an audience might view all of these actions differently by simply changing the rhythm, dynamic or proximity of the gesture.

Monica Roderer received a BFA in Dance from the University of Wisconsin-Milwaukee and is currently pursuing an MFA degree in Experimental Choreography at the University of California-Riverside. Monica began her professional career with Wild Space Dance Company in Milwaukee, WI, where she performed, collaborated, choreographed and taught under the title of Artistic Associate. She frequently works as an independent choreographer/performer and as a teacher of movement disciplines. Monica has enjoyed teaching yoga, dance and fun movin' and grovin' to children and adults through the Gluck Fellows Program of the Arts, UW-Milwaukee, Milwaukee Public Schools, YMCA, Danceworks Inc. and Wild Space Dance Company.

Standards Met: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing

GRADUATE FELLOW HYE-WAN HWANG

The Laban Method in Creative Dance Movement

Using the basic movements of Laban practice, body, effort, shape, and space (LMA), participants made, performed, and appreciated dance. Throughout the class sessions, participants were introduced to basic Laban improvisational tools as well as partnering skills. At the end of the project, participants had learned to utilize the Laban method in making dance, but they also were encouraged to be sensitive to their body and harmonize "the self" with "others." Created by Rudolf Laban, and developed by his followers, LMA provides a movement framework to observe, describe, analyze and notate wide-variety of human movements. Used as a tool by dancers, athletes, actors, physical and occupational therapists, it is one of the most widely used systems of human movement analysis.

Playing Dance with Symbols

This workshop provided children with playful, creative, physical and intellectual movement activities. Motif Writing symbols, visual signs that graphically represent movement concepts, was utilized as movement language as well as visual aids for children's movement creativity. Throughout the class, children articulate and embodied movement concepts of space, shape and body action, and made and performed their own movement/dance phrase. Dance educator and notator Ann Hutchinson Guest developed Motif Writing derived from Rudolf Laban's dance notation

system. Today, Motif Writing is widely applied in both professional and public dance education settings, particularly in the east coast.

Hye-Won Hwang was born in Seoul, Korea, and is a PhD candidate in Critical Dance Studies at the University of California, Riverside. She has studied and performed ballet, modern dance, Korean dance, and experimental dance with music and interactive technology throughout Korea, Europe, and the United States at the National Theater in Korea; The Ailey Citigroup Theater, St. Mark's Church, and 92nd Street and Y in the United States; The Playhouse in Edinburgh, and Casa Paganini in Italy. Hwang holds her B.A. in Dance at Ewha Woman's University where she graduated magna cum laude and her M.A. in Dance Studies from Laban Center (the City University of London) and in Dance Education with NY State K-12 Dance Teacher certification from New York University. Hwang is a certified movement analyst, a Dean's Distinguished Fellow and a Gluck Fellow at UCR. Her current research interest focuses on transnational flows of embodied knowledge and practice (Laban methods) in the contemporary context of globalization, particularly from institutional, socio-economic, gendered, and bodily perspectives.

Standards Met: Creative Expression; Connections, Relationships, Applications

GRADUATE FELLOW **MICHELLE SUMMERS**

A Hop, Skip and a Jump!

A Hop, Skip and a Jump! was an interactive creative movement program designed for kindergarteners. Focusing upon kinesthetic development through movement practice, this fun and exciting class encouraged the students to foster important cognitive and physical skills. They focused on 3 concepts in particular during the 40 minute session: 1) Space, 2) Body awareness, and 3) Locomotive movements. The first concept utilized exercises that emphasize self-space/shared-space, which teach the children a sense of individuality within a social setting. Other elements were introduced that explored height (high, medium, low) and proximity (over, under, in-between, etc.). The second concept focused on using certain body parts to move such as the head, shoulders, arms, hips, legs, etc. This enhanced basic skills such as learning the right side of the body from the left. The final concept focused on 6 basic locomotive movements (leap, jump, hop, gallop, slide, and skip). All of these elements were performed to music, which allowed the students to creatively express themselves in an encouraging space. **A Hop, Skip, and a Jump!** was a great way for students to explore their world in a fun and meaningful way.

Michelle T. Summers is an active dance scholar, teacher, choreographer, and performer in the Los Angeles area. Originally from Arkansas, Michelle's dancing has taken her across the United States as she completed her B.F.A. in Ballet and B.A. in English from Texas Christian University, and then received her M.A. in Performance Studies from New York University. A fellowship to pursue her Ph.D. in Critical Dance Studies at UC Riverside brought Michelle to Los Angeles in 2009.

Standards met: Artistic Perception, Creative Expression

GRADUATE FELLOW **MINERVA TAPIA**

Mexican Folkloric Moves

This dance class helped children experience the fusion of Mexican Folkloric dance from the North of Mexico with modern dance movements. The participants were taught how traditional folk dances have been adopted and transformed in contemporary Mexican culture, especially through contemporary music. The music used to dance to was both traditional songs from the North of Mexico as well as electronic music of the celebrated collective *Nortec*. The children moved to the sound of tradition and modernity!

Minerva Tapia is a Mexican-American choreographer, educator and company director of the Minerva Tapia Dance Group. Tapia received a Master of Fine Arts in Dance at the University of California, Irvine in 2006. She has honed her art at dance studios in New York, Los Angeles, Mexico, Brazil, Canada, and Turkey, and also in Cuba, where she studied for seven years. Currently Minerva is pursuing a Ph.D. in Critical Dance Studies at the University of California at Riverside.

Standards met: Artistic Perception, Creative Expression

GRADUATE FELLOW **NATALIA ZERVOU**

Greek Folk Dances and their relation to Greek Mythology.

This project introduced students to Greek Folk Dances and their social function in Greek communities both in Greece as well as in the Diaspora. Apart from learning the dances, students were presented with stories from ancient Greek mythology in order to trace the roots of the dance back in history. Students were introduced to key terms and concepts of Greek culture, followed by interactive exercises that framed the learning of the dance steps. They were

taught traditional Greek dances called Kalamatiano, Tsamiko and Hasapiko, which are all said to have roots back to the ancient times and their earlier versions have been documented in Homer's epics and other similar texts.

Natalia Zervou is a third-year Ph.D. student in Critical Dance Studies at UCR. Born and raised in Athens, she attended the Higher Professional Dance School Morianova-Trasta while also receiving a degree in Political Science from the Kapodistrian University in Athens. She then received an MA in Dance Studies at the University of Surrey where she received the Janet Lansdale award for Best Dissertation.

Standards met: Artistic Perception; Creative Expression; Historical and Cultural Context;

History of Art

GRADUATE FELLOW **BETTY SCHLOTHAN**

Layers of (Painted) Meaning

Natural artistic talent has not always been required to produce great works of art. It was, and is, something that could be learned. This class taught a method of tempera (egg-based) painting, used from the earliest of times until the present day. Students prepared panels, sealed them with rabbit hide glue, transferred images, and mixed their own paints. Once the students learned the simplicity of the method, and experienced the fun of making paint, they, too, were able to produce masterpieces.

Betty Schlothan graduated from the University of Minnesota – Twin Cities with a Bachelor of Arts in German, and a minor in History. After completing a Master of International Management at Thunderbird - School of Global Management, Betty spent more than a decade managing the financial planning and analyses of multi-million dollar engineering and construction projects world-wide. She is now pursuing a Master of Arts Degree in Art History at University of California – Riverside.

Standards met: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing.

GRADUATE FELLOW **MICHAELINE ANDERSON**

In this project, students were taught the basic tenets of color theory including primary colors, secondary colors and complimentary colors, and how they were used in art works, specifically Pointillism. The lesson was introduced with an interactive lecture on color theory where students were asked what they knew about colors, and were taught about the properties of primary colors, how secondary colors are made from primary colors and using a color wheel to show how complimentary colors work. This was followed by a brief history of Pointillism and pointillist artists Georges Seurat and Paul Signac. The students were shown several examples from these artists to show how secondary colors, shading and images are formed by dots. Students then created their own pointillist art works with the information they had learned.

Michaeline Anderson is a second-year graduate student in the Master's of Arts History program at UC Riverside. Her interests in Art History are mostly focused on the history of Photography, but is also interested in painting and sculpture from the 20th century. In addition to being a Gluck Fellow, she is the President of UCR's Art History Graduate Student Association and an intern at the California Museum of Photography.

Standards Met: Artistic Perception, Creative Perception, Aesthetic Valuing

GRADUATE FELLOW **CHELSEA HERR**

Native Earth: what can Rock Art teach us about the Indigenous People of California?

This project was a one-hour lesson on the significance of rock-art sites in the Southern California area? Students learned that these are examples of early art and discussed the importance and meaning of the symbols used in many rock-art sites. They learned about how the ancestors of contemporary Native American tribes in California created petroglyphs, pictographs, and geoglyphs, and how many tribes still consider these sites sacred today. After looking at some pictures of rock art sites, students were able to create their own petroglyphs and pictographs using sandpaper, pastels, and modeling clay, which were then displayed in their classroom!

Standards Met: Artistic Perception, Creative Expression, Historical and Cultural Context

Chelsea Herr received her BA in Art history from Seattle Pacific University. She is currently pursuing an MA in Art history at UCR with a specialization in colonial-era Native American Art.

GRADUATE FELLOW **AMY WHITACRE**

The Incas: No Reading? No Writing? No Problem!

Is it possible to build an empire without a written language? Is it possible that textiles could be the most important piece of a civilization? The Incas built a great empire without the use of the technologies that modern society deems important, such as a writing system and the wheel. This workshop examined how the Inca culture did just that through examining *quipus*. A *quipu* kept track of every item in the empire using a very complex knot system. The system was so effective that it is said that if something was taken from a storage unit 100 miles from the Sapa Inca, he would find out because of the care that the quipu makers took making them. After a discussion of the Incas and their *quipus*, the students made their own quipus to keep track of important information in their lives.

Amy Whitacre is a second year M.A. Art History candidate, with a focus in Latin American art. She is working on her thesis, which focuses on monumental Toltec sculpture. She completed her B.A. at UC, Irvine in Art History with a minor in archaeology and currently works at Pretend City Children's Museum that uses play to reach developmental milestones.

Standards met: Artistic Perception; Creative Expression; Historical and Cultural Context; Connections, Relationships, Applications

GRADUATE FELLOW FERNANDO RAMIEREZ

Good Artists Borrow, Great Artists Steal

Throughout the history of modern and contemporary art, artists have incorporated appropriated, everyday objects and images into their artworks. In the early 1900s, the Cubists incorporated images from newspapers as well as textiles into their compositions. Around the same time, Dadaist artists experimented with appropriated objects and images both from culture at large and from the history of art. This tradition of appropriation continued throughout the 20th century—through the Surrealists' "found objects" and collages to the Pop artists' appropriations of iconic media images.

This project consisted of a brief 15-minute presentation about the history of appropriation in 20th century art, followed by a hands-on project in which students created a self-portrait collage using magazine clippings—their own work of "appropriation art." Following the 2002 piece *Geezer* by artist Sarah Lucas as model, students selected, cut and pasted magazine images with which they identified—from sports, fashion, video games, technology, etc.—and filled in their self-portrait.

Fernando Ramirez is a graduate student in the department of Art History at UC Riverside. His undergraduate degree is from the University of Maryland. Prior to living in Maryland, Fernando lived in Santiago, Chile.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; Connections, Relationships, Applications

GRADUATE FELLOW KAEALYN RODRIGUEZ

Seeing and Making Portraits

Throughout Art History, people have been making self-portraits. The study of self-portraits gives a glimpse into the artist's mood or ideas. Self-portraits are introspective, yet they also portray the face, something that all people can recognize and relate to. This workshop began with an overview of how artists had used self-portraits to explore their identity, and gave an introduction to the physical methods of making self-portraits (hand mirrors were provided to the students). With some insight on close-looking and time for drawing techniques, students were shown that they could not only express their mood or make a statement, they could also learn how to draw their own faces!

Kaelyn Rodriguez is a in the MA program for History of Art at UC Riverside. She received her BA in Art History at CSU Fresno. Her research emphasis is street art in South America.

Standards Met: Creative Expression, Historical and Cultural Context, Aesthetic Valuing

GRADUATE FELLOW JESSICA WEILER ORZULAK

Self Portraits

What do you see when you look into the mirror? Self-Portraits are one way artists share how they view themselves. We discussed the history of self-portraiture and the kinds of symbols some artists used to express themselves while enjoying examples of these works of art. Students were encouraged to think about how they view themselves through making their own self-portraits.

Jessica Weiler Orzulak is in the MA program of Art History at UCR. Her BA in Art History is from the University of Wisconsin, Milwaukee. She also has research interests in Latin American art and Women's Studies.

Standards Met: Artistic Perception, Creative Expression

MUSIC

UNDERGRADUATE FELLOW **MICHAEL CHO**

The Art of Piano Made Fun!

This presentation took students into the world of music through various live examples. Students learned about the piano and its components through familiar genres and topics, including such Disney hits as *Toy Story's* "You've got a friend in Me", *Up's* "Married Life", as well as *Enchanted's* "True Love's Kiss." In addition to this, students also gained a brief understanding of the world of Western classical music as well as various aspects of the mysterious world of Jazz.

Eun-Sang Michael Cho is a 5th year Music major at UCR. He is a member of the UCR Composers Collective, as well as a Jazz and classical pianist. Michael has been involved in Japanese Taiko, Mariachi and chamber music. He is finishing his pre-requisites in the natural sciences for a career in pharmacy.

Standards Met: Artistic Perception; Historical and Cultural Context; Aesthetic Valuing

UNDERGRADUATE FELLOW **KEVIN DE LEON**

The Music Behind the Movies

Whether it is the heroic theme of "Indiana Jones," the sci-fi filled theme of "Star Wars," or the suspenseful theme of *Jaws*, many if not all of us can recall the music from our favorite films. However, what we often do not realize is that behind nearly every movie and soundtrack is a composer. This project took students on a tour of the modern day film score and its conception. Through a combination of live performance and pre-recorded audio, students were presented with a number of iconic films and their scores and gained valuable insight into the process of writing music for film. Students also gained a brief understanding of how this process has changed with recent technological developments.

Kevin De Leon is an aspiring film composer and Senior at the University of California, Riverside. Kevin is a member of the University Honors Program, the International Honor Society in Psychology, the Society of Composers and Lyricists, and is President of the Composers Collective at UCR. Kevin recently returned from an extended stay in Washington DC, where he participated in an all-UC composition seminar led by Pulitzer Prize-winning composer Roger Reynolds. While there, he also served as an intern at Smithsonian Folkways Recordings. Kevin recently received a Presser Foundation Undergraduate Scholar Award.

Standards Met: Artistic Perception; Connections, Relationships, Applications

UNDERGRADUATE FELLOW **JESSE MARQUEZ**

The Beauty of the Piano: Emotions in Music from Chopin to Ravel

Marquez led students on a musical tour of how significant piano composers have inspired emotions through their musical styles. He would play selections from famous pieces, and then have the students make connections between the sounds and emotions they felt while listening. This led to an introduction of musical genres (Romantic, Impressionistic, Classical) and comparing and contrasting their styles in relation to the types of emotions they inspired.

Jesse Marquez is a fourth-year Music Major at UCR

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context

GRADUATE FELLOW **AARON FRUCHTMAN**

Sing to Joy

For the second year in a row, Fruchtmann developed a choir at the Air Force Village West Retirement Community. Participants were introduced to challenging musical material that they eagerly embraced. The group held rehearsal ten times and performed two concerts for the Retirement Community – approximately 250 people joined in the audience. The singers gained confidence in their voices, learned new techniques, and an appreciation for works in the standard repertoire.

Aaron Fruchtmann was born in Los Angeles, California where he began studying the piano at age 3. Aaron received his Bachelor's degree in composition from Berklee College of Music. Aaron continued his studies with an Advanced Studies Certificate in Scoring for Motion Pictures and Television from the University of Southern California. Aaron is currently in his 3rd year of graduate studies at UCR in the Musicology PhD program. As a composer, Fruchtmann was commissioned to write *The Journey*, a four-movement composition for narrator, chorus, and orchestra. This piece, written for the New York City Master Chorale, tells the historic tale of settlers migrating across the Oregon Trail to the

Pacific Ocean. Under the direction of Artistic Director Thea Kano, the New York City Master Chorale premiered *The Journey* on May 31, 2009 at Lincoln Center.

Standards Met: Artistic Perception, Creative Expression, Historical and Cultural Context

GRADUATE FELLOW NANA KANEKO

Minyo: Japanese Folk Music

This project introduced audiences to Japanese *Minyo* (literally translated as ‘folk singing’). *Minyo* consists of traditional Japanese songs that are historically connected to various forms of manual labor and were sung by workers to ease the toil and monotony of their daily lives. A complete performance of *Minyo* consists of several elements including main vocals, *hayashi* (accompanying vocals), *shamisen* (three stringed plucked instruments), *taiko* (drums), and *odori* (dance). Students became part of the performance as they learned accompanying vocals, taiko rhythms, and a communal festival dance!

Nana Kaneko is currently a second year graduate student in Ethnomusicology at UC Riverside. Nana has been studying Minyo vocals and shamisen from Matsutoyo Sato for the past year. She also learns taiko from Rev. Tom Kurai as a member of Satori Daiko. Nana received her B.A. from in Music from New York University.

Standards Met: Artistic Perception, Creative Expression, Historical and Cultural Context

GRADUATE FELLOW KATHRYN ALEXANDER

Keeping the Dirt In: Cape Breton Song and Dance

Dancing, singing, and a show! Students not only developed skills for listening and interpreting music. This year, fiddler Kate Alexander taught students how to sing and dance to traditional Celtic tunes from Eastern Canada. By the end of the workshop, students were able to recognize tune types and kick up their heels along to the live music, and to their classmates singing the tune for them to dance to as well.

Kathryn Alexander is a PhD candidate in ethnomusicology at the University of California Riverside. She received her MA from UCR in 2009, and BA’s in Music and History from the University of California San Diego in 2005. Her research explores intersections of identity in North American community-based music scenes. She is currently working on her dissertation on authenticity, tourism, and embodied practice in Cape Breton style music and dance. A native California, Kate can often be found at the beach.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context; Aesthetic Valuing; Connections, Relationships, Applications

GRADUATE FELLOW JOSHUA BROWN

Flamenco: A Music Without Borders (Flamenco: Una Musica Sin Fronteras)

In this engaging presentation, Joshua Brown introduced flamenco music and culture by providing audio and visual examples, explaining the history of multiculturalism in southern Spain and instructing audience members to maintain rhythms with their hands and feet. Students learned how flamenco, which is an umbrella term that refers to numerous song and dance forms, is representative of a wide array of cultures and peoples. Josh alternated between lecturing and asking questions, as well as firsthand demonstrations of flamenco guitar playing and dance, in order to provide a nuanced look at the extraordinary landscapes, languages and rhythms of flamenco.

Joshua Brown holds a BA in History with a minor in Music from UC Santa Barbara, and an MA in Ethnomusicology from UCR. While living in Spain, Josh began his journey with Flamenco music at the University of Pablo de Olavide, and continued his research in 2011-2012 while doing a Fulbright Fellowship in Seville.

Standards Met: Artistic Perception, Historical and Cultural Context, Aesthetic Valuing

GRADUATE FELLOW NO.E PARKER

Developing Sonic Awareness/Music is Everywhere!

Want to learn how to make music out of anything around you?

This one-hour workshop opened students minds to making music with practically any object within reach through a series of interactive, fun and unusual listening exercises, a site-specific sonic treasure hunt, and a game-show style sharing of their findings together. No previous musical experience was required!

no.e Parker is a third year Digital Music Composition PhD Student with a focus in AudioVisual Composition and Sound Spatialization. She has a BS from Cornell University in Textile Design, and earned her MFA in Digital Art and New Media from UC Santa Cruz in 2007. A multi-disciplinary artist, her work deals primarily with live musical improvisation---integrating soundscape recording, gamelan and electronic musics, interactive video installation, and

dance performance. She has also designed sound for sculpture installation, along with sound and digital media for theater and dance performances in Bali Indonesia since 2008.

Standards Met: Artistic Perception, Creative Expression, Aesthetic Valuing

GRADUATE FELLOW ERIN THOMSON

Scotland the Brave, Hollywood, and the Modern Bagpipe

Bagpipes are a fun (and loud!) instrument that can play a surprising variety of music. They are associated with *Amazing Grace* and *Scotland the Brave*, but bagpipes can also be used to play movie music, Broadway songs, and rock and roll. This project is designed to introduce students to the bagpipes and demonstrate what kind of music is played traditionally, as well as non-traditionally (The Star Wars Theme, It's a Small World After All, and other easy to identify tunes will be included). Erin performs in a traditional bagpipe dress, which includes the Kilt, Sporrans, and Kilt Hose.

Erin Thomson graduated Summa Cum Laude from UCR, and was the first person to graduate from the University with a music degree emphasizing bagpipes. She has been playing the bagpipes since 2001, and is currently registered with the Western United States Pipe Band Association as a grade one solo piper. She is currently working towards a Masters Degree in Musicology at UCR specializing in the bagpipes.

Standards Met: Creative Expression; Historical and Cultural Context

GRADUATE FELLOW ROBERT J. WAHL

A Musical Journey: The History and Development of the Classical Guitar

This project exposed audiences to the captivating world of music performed on the classical guitar. In his presentation, he discussed the history of the guitar and its music before performing the pieces. Students were able to hold, feel and even make music on a real classical guitar as Robert demonstrated the basic components and function of the instrument. Geographic maps were also provided to help orient the audience to the regions different Classical guitars came from.

Robert Wahl is a PhD student in Musicology at UCR, focusing on Latin American music and the guitar. He holds a BA in Music from San Diego State, and an MA from Cal State Long Beach.

Standards Met: Artistic Perception, Historical and Cultural Context,

Target Audience: 4-6th grades

MUSIC ENSEMBLES

UNDERGRADUATE FELLOWS ELMA FRIAS, STEPHEN FONG, JOHN GARCIA, NATHAN GUZE

Jazz Quartet

The Jazz Quartet was composed of a guitarist, bass, trumpet, and trombonist. Its presentation was designed to demonstrate the different subgenres of Jazz by performing a variety of pieces found in the repertoire (ranging from swing music of the 1930s, modal music of the 1960s, and contemporary jazz of today). This presentation began with a brief introduction to jazz as a genre, explaining the fundamental differences between classical music and jazz. Each style of jazz was accompanied by a performance of it, which the students were invited to ask questions about and engage with the performers.

Elma Frias is a second-year Neuroscience major/Music Minor at UCR.

Stephen Fong is a third-year undergraduate at UCR Majoring in Music

John Garcia is a third-year Music Major at UCR.

Nathan Guze is a fourth-year Music Major at UCR

Standards Met: Artistic Perception, Creative Expression, Historical and Cultural Context

UNDERGRADUATE FELLOWS HOVIG SARKISSIAN, OSCAR SANDOVAL, JOSELYN GONZALEZ, NATALY SANCHEZ

Andean Music of Peru

This performance gave students a real taste of traditional music of the Andes in South America, the longest continental mountain range in the world. Students got to experience what sounds they could make from blowing into a panpipe or rattling a donkey jaw bone. In addition to hearing authentic Andean music, they got the chance to play Andean instruments and be a part of an Andean Music group! By the end of the hour, they were able to say that they had slapped a cajon, tapped a bombo drum, strummed a charango, and sounded like a bird with the tarka flute.

Hovig Sarkissian is a senior Music Major at UCR.

Oscar Sandoval is an Anthropology major at UCR who specializes in Andean Music and Culture.

Nataly Sanchez is a Political Science-International Relations major at UCR.

Vickie Torres is a Spanish and Latin American Studies major at UCR

Standards Met: Historical and Cultural Context, Aesthetic Valuing, Connections, Relationships, Applications

GRADUATE FELLOWS HANNAH BALCOMB and AARON KAPLAN

Jazz Culture and Improvisation: A Historical Interactive Workshop

Using costumes, posters and, of course, music, Hannah and Aaron took the student on a musical journey through the different jazz eras. Through a duo of vocals and saxophone, they performed several jazz songs from various eras with the help of the students. Students learned about several stylistic traits correlated to various jazz eras and with their new skills helped perform jazz tunes together! The workshop concluded with a collaborative group improvisation session in which the entire group worked together to improvise and have fun with music styles they had learned.

Hannah Balcomb is a third-year PhD student in Ethnomusicology at UCR. Her BA in Latin American Studies and Spanish is from Evergreen State College.

Aaron Kaplan is an MA student in Ethnomusicology at UCR. His BA is from Boston University.

Standards Met: Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing

Pastime with Good Company: Early Music from the British Isles

UCR Collegium Musicum presented a program of songs, dances and concert music from 15th - 17th century Britain, featuring works of prominent Tudor and Elizabethan court composers such as Tye, Dowland, Holborne, Byrd and Weelkes, as well as popular music heard in Shakespeare plays. The program featured demonstrations of the colorful array of historical instruments played by the group, including recorders, flutes, crumhorns, viols, guitar, and percussion.

Dr. Janet Beazley is an accomplished performer and teacher on recorders and historical flutes, Renaissance guitar and viola da gamba. She performs with Musica Angelica, Bach Collegium San Diego, and with her own group, Accenti. Janet received a Doctorate in Early Music Performance and a Masters in Music History from the USC Thornton School of Music, and has taught at USC, UC Irvine, and Claremont Graduate University. She has directed the UCR Collegium Musicum for fifteen years.

Julian Lozos is a PhD candidate in Earthquake Physics at UCR. In addition to his PhD studies, he performs with multiple ensembles, including Collegium Musicum, the Javanese Gamelan Ensemble, and the UCR Bluegrass Band.

Matthew Geer is a fourth-year Music and History Major at UCR

Alexander Lee is a Psychology Major sophomore undergraduate student at the University of California, Riverside. He plays the cello and viola da gamba.

Standards Met: Artistic Perception, Creative Expression, Historical and Cultural Context

SPIRIT OF COLLABORATION LED BY FACULTY FELLOW FRANCES MOORE WITH UNDERGRADUATE FELLOWS JASMINE WHITE, ALEXANDER LEE, JOHANNA PRADO-LAZARENO and ANH DUY NGUYEN

The Spirit of Collaboration: The Dynamics of Chamber Music

The Spirit of Collaboration introduced students to chamber music performance. The instruments of the ensemble were presented and demonstrated individually in addition to being played as part of the ensemble. Music performed by the ensemble included: "Winter" from Vivaldi's Four Seasons, "Ode to Joy" Beethoven, Three Dances by Handel from the Royal Fireworks Music, "Canon in D" by Pachelbel and Christmas Carols.

Frances Moore is the director of the UCR Chamber Ensembles. Founded in 1990, evening concerts in the Music Department performance series are generally presented twice a year. Recitals have featured not only works by Mozart, Haydn, Beethoven and Brahms, but also works of Gabriel Fauré, Camille Saint-Saëns, Francis Poulenc, Malcolm Arnold, Gustav Holst and Benjamin Britten. Performances have included outstanding works by UCR student composers such as the *Canciones Celestiales* by Abraham Fabella.

Jasmine White is a music major and volleyball player for UC Riverside.

Alexander Lee is a Psychology Major sophomore undergraduate student at the University of California, Riverside. He plays the cello and viola da gamba.

Johanna Prado-Lazareno is a third-year Music Major at UCR

Anh Duy Nguyen

Standards Met: Artistic Perception, Creative Expression, Aesthetic Valuing

THREE-EWI LED BY FACULTY FELLOW MATT ZEBLEY WITH UNDERGRADUATE FELLOWS MATTHEW SETH CALLAHAN AND LISET RODRIGUEZ

THREE-EWI—Music and Digital Technology

The THREEWI ensemble was a fun, groove-oriented trio performance that combined traditional instruments with innovations in computer-based music technology. The ensemble featured two UCR students, Matt on Tuba and Liset on drums and cymbals. Dr. Zebley led the group with his Electronic Wind Instrument and demonstrated its vast sonic possibilities and music-making applications. The one-hour performance was interspersed with short demonstrations of the instruments and performance-based music technology.

Standards Met: Artistic Perception, Aesthetic Valuing

Dr. Matt Zebley received his DMA in Jazz Studies from the University of Southern California in 2010. His research interests focus upon the intersection of music technology and music education. As a performing artist, he is a founding member of the Los Angeles Jazz Collective, which seeks to promote original improvised music. Dr. Zebley received a Grammy award (Best Instrumental) in 2002 for his work with the Brian Setzer Orchestra, a high-profile rock and roll big band. He continues to serve local communities via a Redlands-based private music instruction business.

Matthew Seth Callahan is a fourth year music major at UCR who has spent the last four years honing his craft in preparation for graduate work.

Liset Rodriguez is a fourth-year Music Major at UCR. She plays the drums and is a member of the UCR Jazz Ensemble.

MAYUPATAPI LED BY FACULTY FELLOW JOHATHAN RITTER

Mayupatapi

The **Mayupatapi ensemble** (meaning “Riverside” in the Quechua language) performed as part of the City of Riverside’s inaugural Long Night of the Arts city-wide event. Using traditional Andean instruments, the group recreated authentic Andean music that is rarely heard in the United States.

Jonathan Ritter is an ethnomusicologist whose research focuses on the indigenous and Afro-Hispanic musical cultures of Andean South America. He received his M.A. and Ph.D. in ethnomusicology from UCLA, and his B.A. in American Indian Studies from the University of Minnesota. At UCR, he teaches numerous courses on Native American, Latin American, and “world music” traditions, and is the director of **Mayupatapi**, the UCR Andean Music Ensemble.

Standards Met: Artistic Perception, Creative Expression, Aesthetic Valuing

Theatre

FACULTY FELLOW NOELLE RAFFY

Costume Shop

Come explore behind the scenes of the theatre to see where all the magic happens before Opening Night! As part of the Gluck Day of the Arts, Noelle opened up the Costume Shop at UCR to the visiting high School students.

They were able to learn the process of a Costume Designer, how the idea on paper becomes a reality on the stage or screen. They were able to tour the entire costume shop and see all the various kinds of fabrics, sewing machines and mannequin forms. They learned to take correct measurements and how to fit an actor’s costume. They even got to look into the vast costume storage area that held costumes for the Romans, kings and queens, hairy beasts and medieval knights.

Noelle Raffy is an accomplished freelance designer and has done costumes for numerous stage productions including *Guys & Dolls*, *The Eumenides* and *La Danserie*. She has worked on a wide range of films like *Robin Hood*, *Adventureland*, *Bridge to Nowhere*, *Shelter* and the Oscar-nominated *The Road*. She was Head of Costume for the English National Ballet School in London where she also worked with The Tricycle Theatre and Academy Costumes. Her designs for *The Birds* were exhibited in the Prague Quadrennial (2007). While at Otis College, she was awarded the Rudi Gernreich Scholarship by the Fashion Group International of Los Angeles.

Standards Met: Creative Expression, Historical and Cultural Context, Aesthetic Valuing

GRADUATE FELLOW NICOLE HOELLE

Call and Response: collaboratively creating stories and theatre

This workshop encompassed collaborative improvisational theatre games that instilled teamwork and helped students to develop listening skills in a fun way. Depending on the number of sessions, the workshop included a study of character, plot and other elements of storytelling. Activities included: Collaborative Storytelling, creating a physical character using an animal, creating and passing imaginary objects.

Nicole Hoelle received a BA in Literature from University of Redlands, and an MA in Creative Writing from San Francisco State University and is currently an MFA candidate in the Creative Writing and Writing for the Performing Arts Dept. at UC Riverside. Her plays have received staged readings at Theatre West and full productions at The Next Stage and The Tre Stage in Hollywood. Nicole has acted professionally in television and film, including the short film, *The Lucky One*, which received numerous awards, including The Best of the Fest award at The Riverside Film Festival, in summer, 2012. Her poetry has appeared or is forthcoming in such journals as *New American Writing*, *Barrow Street*, *Jacket Magazine* and *Adirondack Review*. Currently an ESL Instructor at LSI in Torrance, Nicole was the full-time Drama Teacher at Ramona Convent Secondary School, in Alhambra, taught English Composition at East Los Angeles College, taught Theatre at Verbum Dei High School, and taught and helped develop the Theatre Arts curriculum for Rhythms of the Village Charter High School. She has worked as an arts educator and/or as an assembly performer for such organizations as Enrichment Works, Theatre West and Stone Soup. She has done educational workshops at Diploma Plus, The Los Angeles Music Center and at Verbum Dei High School.

Standards Met: Creative Expression, Historical and Cultural Context, Aesthetic Valuing

GRADUATE FELLOW RACHELL CAMPBELL

Holding Our Heads Up

Holding Our Head Up used the fun techniques of acting to teach students how to be more confident. Using tips like breath, articulation, and thrilling warm ups to get out all nervous shakes and wiggles, **Holding Our Head Up** allowed students to freely express themselves without the burden of the butterflies. Campbell taught exciting activities that engaged the imagination as well as the body to allow for exploration without insecurity. **Holding Our Head Up** was for any age group that wanted to experience the power of confidence within the freeing world of acting.

Activities included: "Frank the mouse" –students pass around an imaginary magical mouse who changes into different shapes. "Emotional Flowers"- students used their bodies to express emotions while they "grow" into different flowers. Students also learned articulation warm-ups using text like Dr. Seuss or Shakespeare depending on their age level. They learned to use proper posture and how to use their breath.

Rachell Campbell is a second year MFA student in playwriting at UC Riverside. She has a BA in Theatre Arts from Azusa Pacific University and has been teaching acting for six years. Rachell has been working with students of all ages for more than twelve years and loves sharing her passion for the arts.

Standards Met: Creative Expression, Connections, Relationships, Applications

GRADUATE FELLOW AISHA JENKINS

African American Dance

Did you know that the majority of African-Americans who live in California are originally from Louisiana? Did you know that Louisiana was the only state that African-Americans were allowed to practice their songs and dances from Africa? What do Brazil and Louisiana have in common; they both celebrate Mardi Gras/Carnival by practicing dances brought by Africans to America from the Congo and Nigerian regions of Africa. Let's celebrate African-American culture by learning dances from New Orleans and Brazil!

Aisha Jenkins has received a commendation from the Governor of California for her contributions to the State as an artist. She has developed school age curriculum for the California Arts Council that uses dance to teach the social sciences and history. For the National Endowment for the Arts she developed an interdisciplinary arts curriculum to train classroom teachers to teach the arts in elementary school classrooms

Standards Met: Creative Expression; Historical and Cultural Context; Connections, Relationships, Applications

GRADUATE FELLOW MARCUS RENNER

Talking Earth Theater

Discover the power of theater to get people talking about how the Inland Empire and its students can live "green." Videos of Riverside elders sharing their wisdom about the earth formed the basis for these workshops that got students on their feet and working together to show how to take care of our planet. Students learned the basics of dramatic storytelling and received practice in writing, acting, and design. Activities included: **Tableau** – Students created a frozen image of a moment of conflict. **Ensemble-building games** – There was a host of improvisational games used to build trust and sharpen attention of participants. **Scene by numbers** –Numbers were used to improvise a scene, with scene partners counting down from 30 instead of saying lines, while they physically interacted on stage.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context; Connections,

Marcus Renner is in the third year of the MFA playwriting at UC-Riverside. He has degrees in environmental studies from Brown University and the University of Wisconsin-Madison and has worked for over twenty years in environmental and community education. He is specializing in community-based theater and has worked with Cornerstone Theater Company and Improv Theater in Los Angeles

GRADUATE FELLOW JARED ROBBINS

Screenwriting Mad Libs

Ever wanted to know how to write a script? In this workshop, students were introduced to the art of screenwriting. First, they watched a famous film scene and then examined how it looked on the written page. The class was given the opportunity to create their own characters and dialogue, which they then plugged into that same scene in a screenwriting variation on the beloved game, Mad Libs. The class was also given a tutorial of the free screenwriting software, Celtx, which enabled them to write their own screenplays in the future.

Jared Robbins received his BA in Political Science from the University of Michigan. Post-college, he taught English in Thailand through a Princeton in Asia fellowship and worked for GreeneStreet Films in New York. While a screenwriting emphasis, he enjoys creating in multiple genres. He currently teaches English Composition at the University of California, Riverside.

Standards Met: Artistic Perception, Creative Expression, Aesthetic Valuing

UNDERGRADUATE THEATRE ENSEMBLE EL BARCO DE LA ILLUSION: STARS OF JUAREZ AND IMPROVISATION with FELLOWS MICHAEL SINGH, ERIKA MARTINEZ, FREDDY LOPEZ, CESAR ORTEGA, AND MIRIAM ARREDONDO

El Barco de la Illusion ("The Ship of Illusion) was a 30-minute play by California Poet Laureate Juan Felipe Herrera about the true lives of Cuca and Eva Aguirre, who growing up in Juarez, Mexico in the 1930s dared to become Radio performers in the improvisational programs of the time. Cuca and Eva's story is inspiring for the achievement of using their imaginations and creativity to escape poverty, and has local significance in that they retired in Riverside. The play was followed by a series of improvisational games common to Improvisational comedy, in which the audience gives the actors prompts, but is also invited to participate.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context

Freddy Lopez is an Ethnic Studies major and Theatre minor at UCR. He teaches art learnshops for underrepresented youth in the East Side community through a program called Art of the P.O.O.R.

Michael Singh is a Theatre Major Creative Writing minor at UCR.

Cesar Ortega is a Theatre major at UCR.

Erika Martinez is a 4th year transfer student and Creative Writing major and Ethnic Studies minor at UCR.

Miriam Arredondo is a 3rd year MCS and Theatre major at UCR.

CHILDRENS TOURING TROUPE – NOT A QUIVER, NOT A SOUND

Not a Quiver, Not a Sound was a play written specifically for children by Kate Anger. It followed the story of a brave brother and sister who risk their lives by going into the forest to find a medicinal plant for their ailing grandmother, though they have been forbidden to go because of the 'Dark Thing' residing there. The message was that children have the power to change a situation with their bravery, with the sub-text about looking after the environment and respecting nature.

Kate Anger has taught undergraduate playwriting at UC Riverside for the past six years. This is her fifth touring production with the Gluck program. Her work has also appeared at the Los Angeles Theatre Center, Stella Adler Theatre and Ensemble Studio Theatre. She has published in both fiction and non-fiction. An accomplished actress, she has also appeared in numerous stage productions.

Luis Carazo is a professional actor in Los Angeles. He is also a UCR graduate and former Gluck Fellow.

Jazmine Branch is a 3rd year Theatre major at UCR.

Kyle Filippelli is a 4th year Theatre major at UCR.

Alexandra Franke is a 4th year Theatre major at UCR.

Mark Guillermo is a 3rd year Biochemistry major at UCR.

Janet Hernandez is a 4th year Media and Cultural Studies major at UCR.

Jacqueline Malenke is a 2nd year Theatre major at UCR.

Christie Newby is a 4th year Theatre major at UCR.

Emanuel Robinson is a 4th year Theatre major at UCR.

Jan Tkach is a 4th year Theatre major at UCR.

ARTSblock

UNDERGRADUATE FELLOWS MIKENZIE DENHOLTZ AND SARINAH SIMONS

ARTSblock Educational Podcast Series

The ARTSblock Podcast series facilitated the recording of talks by artists/performers at the Sweeney Art Gallery, UCR California Museum of Photography, and Culver Center of the Arts. The artists discussed their work, artistic practice, and the relation of larger social/historical issues to their work. The recordings were digitized, loaded onto a special iTunes internet hub, and made available for free downloads to anyone, anywhere, anytime (<http://www.culvercenter.ucr.edu/podcasts/>).

Mikenzie Denholtz is a 2nd year Media and Cultural Studies major at UCR. She is also Gluck Summer Camp alum who, now as a UCR student, has assisted in the annual Gluck Day of the Arts and Gluck Summer Camp programs.

Sarinah Simons is a Media and Cultural Studies major at UCR.

Podcasts:

Discussion with Luis Carballar Film Editor of the movie *Amores Perros*

Artist talk with Ewen Chardonnet

Artist Talk with Rob La Frenais

Artist Talk with Richard Clar

Free Enterprise Exhibition Panel Discussion

Queer Lab Presents Discussion

Artist talk with Alma Har'el

IE Filmmakers RIFF College Films

Free Enterprise Exhibition Roundtable discussion

IE Filmmakers Off the Block

Artist talk with Alma Har'el

Family Fundays on First Sundays

GRADUATE FELLOW CHELSEA RECTOR WITH UNDERGRADUATE FELLOWS ASHLEY FERRERA AND CHRISTOPHER GUERRERO

Family Fundays on First Sundays is a monthly event when Museums, Galleries and Libraries in Downtown Riverside have free admission and provide free, hands-on art activities geared towards small children, making it an ideal location for the whole family.

Gluck Day of the Arts for High School

"FINDING POETRY" explored the composition of poetry through collaging techniques. Students wrote on, circled, traced, removed and rearranged various forms of text on paper to create new meaning and imagery! Experimentation with the visual elements of written words was encouraged.

November

txt ur tote!

The *txt ur tote* workshop gave a hands on experience to families in how to fashion a canvass tote bag with letters. All materials were supplied, and participants used iron-on alphabet crafts to create a word, phrase, message, or slogan for their bag! Then, they could further elaborate their work with colorful fabric pen drawings and accents, give their tote a personalized voice.

December

Fantastic Felt Flags!

There's a flag on the moon. There's probably a flag flying somewhere on your street. Flags help us see where we've been, flags help us see where we are, and flags help us know about the spirit of a group.

In this workshop, participants got to make their own flag. Materials were provided, and they got to choose fabrics, colors, symbols, and text that reflected the message they wanted to tell about themselves and carry it home.

February

SPACE LOVE MAGNETS

Culver Center Lobby

Step into a Martian landscape! It's Valentine's Day in outer space! What on earth do space exploration and Valentine's Day have in common? Magnets! The ARTSblock DIY Team invited participants to step into a celestial backdrop to create a heartfelt snapshot printed in magnet form. Participants were able to take the finished magnetic photos home to loved ones.

March

Space Time Bubbles

What's the difference between a space suit helmet and a bubble?

Explore bubble possibilities with Space Time Bubbles at ARTSblock! The ARTSblock DIY team taught participants how to fashion elaborate bubble-making devices out of everyday items easily found around the house. This was followed by demonstrations of complicated techniques to make bubbles as large as people.

April

Sidewalk Chalk and Pops

Warm weather and ARTSblock invite you to chalk-it-up at the Culver Center in Downtown Riverside! Color outdoors with sidewalk chalk, cool down with a popsicle, and celebrate the Summer season ahead!

May

Outer Space Lanterns

It's a wonder you can see at night! Visit the *Outer Space Lanterns* workshop and craft a paper lantern to draw your own night sky upon.

Chelsea Rector is in her second year of graduate studies at UC Riverside. She received an undergraduate fine art degree from Art Center College of Design in Pasadena, CA. She says, "Studying and creating art is liberating!"

Ashley Ferreira is a 3rd year History major at UCR

Christopher Guerrero

ARTSwalk First Thursdays in Downtown Riverside

GRADUATE FELLOW **NICK LOWE WITH UNDERGRADUATE FELLOW **PEJMAN SHOJAEI****

First Thursday Art Walks are a monthly event when Museums, Galleries and Libraries in Downtown Riverside stay open late on the first Thursday of each month and have free admission. Special interactive art activities are provided.

Gluck Day of the Arts for High School

Drawing From Beyond

In this workshop, visitors learned how to draw with two hands as well as learned how to work as a group to tap into unseen forces and move a giant technicolor pen around a piece of paper. Using techniques from automatic drawing and ouija boards, students learned how to surrender control, work in groups, and use unorthodox tools to create exquisite abstract drawings full of charm, magic, and wonder.

November

LIGHT PAINTING WORKSHOP

This interactive workshop allowed participants to work with different objects and props in a photo studio setting. Participants used their own imagination to direct the stylistic composition of a photograph that revolved around their own creativity and ingenuity. Participants either acted alone or with a group to produce a photograph that grappled with the inner workings of their collective creative thought process. By engaging in an unconventional photo setting, the participants used different non-traditional props to paint with light. Artists such as Man Ray, Picasso and John Chamberlin have played with light painting as a source of creative engagement and release.

<http://artsblocklightpainting.tumblr.com/post/34611900713>

December

PHOTO BOOTH HOLIDAY CARDS

In this workshop, participants made an awe-inspiring Holiday Card that was unlike anything they could buy in the store. All materials and tools were provided. Participants had the ability to come up with a holiday card that was 100% personalized by them. Combining the excitement of the PhotoBooth with more traditional aspects of card making, visitors were able to take their own photo booth pictures, combine it with out of this world materials

(stickers, letraset type, googly eyes, colored tape), and seal it up in an envelope, ready to go. Gluck Fellows took the photos, provided the paper, and gave the participants 100% free reign on decorating it.

February

SPACE YOGA

The Culver Center Atrium was transformed into a yoga studio with sessions starting every 15-minutes. Participants were led by a certified yoga instructor. The activity stressed the importance of meditation and contemplation needed when approaching art work.

March

FREE ENTERPRISE: The Art of Citizen Space Exploration – Docent Tour and Demonstration

For the evening, Gluck Fellows led the community on free guided tours of the Exhibition “Free Enterprise.” In addition to discussing the themes and history behind the artwork, they also led a demonstration of Carrie Paterson’s “Homesickness Kit,” a piece developed for future space travelers to mitigate the psychological and physiological discomfort of space travel with time-lapse scent-journeys for both the space tourist and astronaut.

April

Lunar Drawings

In *Lunar Drawings*, participants were able to drive around one of four remote-controlled “rovers” and make appropriated drawings onto the surface of the moon. The rovers were remote-controlled cars with a variety of colored pens attached that drove over a giant swatch of construction paper on the floor of the Culver Center Vestibule. Four participants at a time learned how to coordinate their movements to create a large-scale drawing each shared ownership of. This activity introduced participants to the Art History ideas of “Chance Operations” and about new contemporary techniques of drawing beyond what is done with just the hands.

May

Abstracted Buttons

Culver Center Lobby

Buttons have always been a popular accouterment to the wardrobe of the counter culture, displaying slogans, bands, and other such indicators of both textual and graphic. With this workshop, participants used their imaginations to draw whatever they desired on brightly colored paper. The drawings were then printed onto one-inch buttons, which participants could take home and garnish their wardrobe, adding a bit of flair to their lives. This was an excellent introduction for museum-goers to ideas of abstraction and making—from production, to construction, to the final product.

Nick Lowe is a returning Gluck Fellow; this will be his third year in the program. As a Gluck Fellow, he has conducted drawing workshops in elementary schools in the Riverside area, assisted during Gluck Summer Camp for the arts, and co-conducted workshops for ArtsBlock during first Thursdays with fellow artist Matthew Shain. After graduating with a BA from UCLA in 2002, He lived in LA for 8 years making drawings, paintings, and collages, as well as making rhymes and beats with fellow artist Ry Rocklen in their dynamic hip-hop duo, The Bushes. He is currently pursuing an MFA in visual arts at the University of California, Riverside.

Pejman Shojaei is a BA candidate in Art History and History with a concentration in contemporary art. Having worked at both UCR ARTSblock and Los Angeles Contemporary Exhibitions, he plans on pursuing a graduate degree in Art History and working within the curatorial field.

GLUCK SPECIAL EVENTS

GRADUATE FELLOW DAVID CAMPOS WITH PROFESSOR and CALIFORNIA POET LAUREATE JUAN FELIPE HERRERA **i-Promise Joanna**

Joanna Ramos was a 10-year old fifth grader from Long Beach who sadly died after a playground fight in February 2012. Travis Brown, a national expert on bullying and school violence says, “Fights involving young children, including girls, are increasing nationally, in part because of the wired world children now live in. Children used to have a disagreement at school and would have a night or a weekend to cool down, but social media and text messaging mean students can continue their dispute 24 hours a day. Social media sites also allow other students to weigh in and amplify the pressure to settle things in a public way.”

Juan Felipe-Herrera developed the **I Promise Joanna** to raise the stakes on bullying awareness – children heard the story of Joanna, as written by Juan Felipe Herrera, reflecting on her life and death. He discussed ways to end bullying, techniques for stopping a fight and shared stories of bullying and being bullied. Children came up with ways in which

they could help make their schools, neighborhoods and homes safer places – writing poems, making posters, friendship bracelets or writing a skit. They wrote a letter to Joanna, outlining ways to prevent bullying and promising her to take an active role in bullying awareness. Juan Felipe-Herrera received these posters, with the purpose of publishing them. “Make a promise not to let bullying happen again. For schools, teachers and students: Wrote a letter/poem that talked honestly about their experiences being bullied. Most important, the workshop addressed how students felt about bullying and how it affected them, their families, and friendships. Teachers and students discussed this and let the artist know how they wanted to go about this. At a later date, we hope this can become a book.”

All posters were submitted with only first name identification and became the property of the Gluck Fellows Program of the Arts at UCR. This is the launch of **i-Promise Joanna**, and this program will be rolled out throughout the Inland Empire next year.

Juan Felipe Herrera is the current Poet Laureate of California and a Professor of Poetry at UCR. Herrera’s publications include fourteen collections of poetry, prose, short stories, young adult novels and picture books for children with twenty-one books in total in the last decade. Herrera was awarded the 2008 [National Book Critics Circle Award](#) in Poetry for [Half the World in Light](#).

David Campos graduated from CSU Fresno with a degree in English and education. He co-founded and co-hosted the literary radio show *Pakatelas* on KFCF 88.1 FM Fresno. He was part of the Parking Lot Prophets, a poetry performance troupe; along with participating in poetry readings and winning several poetry slam competitions. Recently his manuscript was a finalist for the Andres Montoya first book prize 2012. His work can be seen in the *American Poetry review*, *Verdad*, *The Packing house Review*, and in *The Grove* among others.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context; Connections, Relationships, Applications

GLUCK PROGRAM COORDINATOR CHRISTINE LEAPMAN

You Get In, You Get Out, You Get Art

You know art is good for the kids, but how do you squeeze it in during these times of cutbacks and testing? In this interactive workshop teachers and administrators discovered ways of integrating art with the school’s curriculum, while validating and sharing their current art practices.

Christine Leapman’s background as a teaching artist and maker developed as she used art to support adult learning in Parenting and Yoga, as well as during her substitute teaching days.

Standards Met: applying VAPA standards to curricula

MOVEMORE at Towngate Elementary School

MoveMore was a series of dance activities for students designed to take a positive approach to the childhood obesity crisis. Much more than a way to lose weight, this year six Fellows worked with TownGate Elementary School to direct dance and movement classes that built confidence through engaging activities that transmit knowledge and acceptance of the body. The program was designed to take advantage of the way artistic process involves the whole person regardless of body type. Music and dance forms related to students, as well as the desire to coordinate their actions and exercise their imaginations as a way to express themselves as motivated students. Building community, as opposed to competition, was a key guiding principle of the project. UCR HipHop lecturer Brandon J worked with Ramona High School’s dance director Robin Speer to offer after school movement classes to all interested students, regardless of movement backgrounds or experience. The key to *MoveMore’s* success was extended contact – 10 weekly sessions – to imprint new behaviors and reinforce good choices on participants.

GRADUATE FELLOW MEGHAN QUINLAN

Dance it out!

The objective of this workshop is to get young students excited about exercise and physical activity. Simple and fun activities will be presented so that students will learn how to exercise and move more on their own outside of class. Healthy lifestyle tips such as healthy snacks, stress relief, and bodily awareness will be presented throughout. Humor and enthusiasm are mixed to create an excited atmosphere, in which students will be challenged to approach activities with their full energy. Incorporating a mix of simple calisthenics, such as jumping jacks, running, and bear crawls with creative movement prompts such as acting out characters from stories, follow the leader, or embodying animals, students will engage in high levels of physical activity while remained artistically involved. Workshops will begin with a short, set warm-up of simple movements that students will learn and be able to repeat on their own.

Each class will end with a dance jam, using movements learned throughout the workshops that will be guided by improvisational prompts. (although this may be modified depending on collaborative brainstorming with all Move More participants)

Meghan Quinlan is a second year PhD student of Critical Dance Studies at the University of California, Riverside. Prior to attending UCR, she obtained a BA in Dance and English from Marymount Manhattan College. She is formally trained in ballet, modern, and tap dance forms, and she has an interest in a variety of other movement practices. She has taught dance within public school systems since 2007, producing choreography for several full-length musical productions including *Grease*, *Little Shop of Horrors*, and *All Shook Up*.

GRADUATE FELLOW RACHEL CARRICO

MoveMore

The objective of MoveMore is to get young people excited about exercise. My workshops take advantage of the way that the artistic process involves the whole person in physical activity, regardless of body type. Students get motivated to exercise their bodies by exercising their imaginations. Building community, as opposed to competition, is a key feature of every workshop. Humor and enthusiasm are mixed to create an exciting, inviting atmosphere in which students will be challenged to approach activities with their full energy.

Simple and fun activities are presented so that students learn how to exercise and move more on their own outside of class. Each session begins with a consistent warm-up that builds skills by incrementally adding greater challenges to coordination, stamina, and balance. Next, we travel across the floor in groups of three to learn a traveling step that will be featured in the final dance sequence. I end each session by teaching/reviewing a short dance. We learn three short dances throughout the 10 weeks: Water Dance, Sports Dance, and Rainbow Dance.

In order to connect the session activities to an overall healthy lifestyle, we introduce a take-home Healthy Habits checklist that students use to track and celebrate healthy choices they make outside of MoveMore. The theme of each of the three short dances relates to principles on the Healthy Habit checklist. Through MoveMore, students learn the value of cooperation and acceptance of others (especially in group work); that consistent practice leads to greater skill; increased body awareness (where is my body in space, in relation to the floor, the wall, other people?); and that working hard can be fun.

Rachel Carrico (rcarr009@ucr.edu) is a performer, teacher, and performance scholar who relocated to Riverside from New Orleans in 2010 to pursue a Ph.D. in Critical Dance Studies at UCR. Rachel's teaching background includes two years as a full-time high school teacher (English and Drama) and ten years as a teaching artist in elementary and high schools in New York City, New Orleans, and southern California. She is a founding ensemble member of [Goat in the Road Productions](#) in New Orleans. With GRP she has directed, choreographed, and performed in many original dance/theatre/performance pieces; founded New Orleans' first children's playwriting festival, Play/Write; and conducted two creative exchange residencies with Grupo de Teatro Artzénico from Xela, Guatemala (funded by Performing Americas Program of National Performance Network). Rachel holds a B.A. in English and an M.A. in Education from Truman State University (Kirksville, MO), and an M.A. in Performance Studies from New York University's Tisch School of the Arts. She has trained with Urban Bush Women, East Coast Artists, El Grupo Cultural Yuyachkani, Guillermo Gómez-Peña, and others. Her writing on dance and performance has been published in *The Drama Review* and *Extensions: The Online Journal of Embodiment and Technology*, and nationally and internationally.

GRADUATE FELLOW KATIE STAHL

MoreMore Every Day, Any Way!

This project sought to engage children through linking simple movements with the idea of telling stories about scenes they see each day. The goal was to get students excited about exercise by linking it to finding new and fun ways to show their imagination to their family and friends. Each session, a scene would be chosen, and they would learn movement actions that expressed the action and emotion contained in the scene, building a physical vocabulary to be used in the future and encouraging them to use physical activity and awareness as a part of understanding their own daily lives.

Katie Nicole Stahl-Kovell (a second-year M.A student in SEATrIP and Ph.D student in Critical Dance Studies at the University of California, Riverside. Katie is also a Dean's Distinguished Fellow, Gluck Fellow of the Arts, and a mentor in the Graduate Student Mentoring Program at UCR. Katie's undergraduate work in Cultural Anthropology at California State University, Dominguez Hills and her graduate work at UCR is situated in the Cambodian Community of Long Beach, California. She is a dance student of Khmer Arts Academy (<http://www.khmerarts.org/>), a Cambodian Classical dance organization, and also does ethnographic fieldwork at KAA and in the Long Beach Cambodian community. Her current research endeavors focus on issues of cultural capital, copyright, and ownership of a

traditional dance in a modern space. Katie is investigating the pivotal influence of the *Neak Kru*, dance teacher, on the aesthetic and the pedagogy of Cambodian Classical dance.

GRADUATE FELLOW JESSICA ROSE MULLETTE

MoveMore through Guided Discovery

Guided Discovery was a fun and active way to supplement the learning environment for young school children and students with multiple ability levels. This class got students out of their chairs and moving through physical games and explorations that will allow them to renew energy, have fun, and be ready to reengage with the classroom setting after getting the chance to express themselves. Imagine introducing students to the lifecycle of a butterfly through an interactive, physical exploration of the stages of metamorphosis! See how the understanding of math expands when they can get out of their seats and be lead through a physical exploration of numbers, order, shapes and even fractions or division. Even language skills like the usage of verbs and adverbs can be reinforced through movement and can allow them to get some exercise while learning! This class reinforced the kinesthetic learning style, gave the students an opportunity to get some exercise, and got them excited about learning and living an active life style.

Activities included:

What and How. This exercise took students through physical movements and the words that modify them (verbs/adverbs).

Metamorphosis. This exploration led students through the stages of a butterfly's life and habits.

Shape freeze-tag. This game allowed students to actively identify shapes in their bodies while getting to run around and have fun.

Jes Mulette was born and bred in the mountains of western Montana. She holds a B.A. in Dance from the University of Montana. Mulette has danced professionally with a number of contemporary modern and ballet companies, has founded, co-directed, and danced in her own company in Montana called the Wrecking Crew, and has many years of experience teaching dance to children K-12 and at the college level. She is interested in surprise, in what is raw, and in what takes one's breath away, though continues to be driven by the fact that she cannot quite put her finger on what it is, at least not the same way twice. And, she is currently pursuing her Masters in Fine Arts in Experimental Choreography at the University of California, Riverside.

GRADUATE FELLOW DAN SCHUCHART

Dan's activities included: 1.) Guided stretching and strength training warm-up, basic dance technique exercises and a set choreography.

2.) Relay Races that emphasize different forms of locomotion and promote teamwork.

3.) Simon Says games incorporating movement and rhythmic mimicry.

Dan Schuchart is a second year MFA student in the Department of Dance at the University of California, Riverside. He holds a BFA in both Painting/Drawing and Dance from the University of Wisconsin, Milwaukee. He has worked as an independent artist and choreographer and was a company member of Wild Space Dance Company for ten years. He held the position of Associate Artistic Director for the last three years with that company. In theatre, Dan worked for three years as the scenic charge and lead painter for the Milwaukee Chamber Theater. As a teacher, Dan has extensive experience teaching all age and experience levels, from college level courses to outreach teaching in public schools and private studios.

GRADUATE FELLOW MEAGAN BRUSKEWICZ

Let's Dance!

The objectives for this workshop were to have fun through dance and movement and get students exercising without even realizing it. Classes began with movement-oriented games, structured movement improvisation, and fun, easy dance phrases and calisthenics to get the students moving around the space, using their bodies, and warming up. Each class also incorporated strength-building exercises, balance and coordination exercises, and proper stretching (after warm-up and at end of class).

Meagan Bruskewicz is a first year Ph.D. student in Critical Dance Studies at University of California, Riverside. Prior to UCR, Meagan received a BA in Dance from Muhlenberg College in Allentown, Pennsylvania and worked for three years in dance nonprofit organizations in New York City. Dancing since the age of three, Meagan has trained in ballet, jazz, modern, hip hop, and Latin forms of dance and has taught dance to elementary through high school-age students in studio and community center settings.

FACULTY FELLOW BRANDON J

MoveMore – an Artist in Residence Program at Perris High School

Dance was the portal through which we explored the exciting possibilities of moving, body awareness, health, focus and artistry. Classes were structured to lead the students through a warm-up, which included simple stretching as well as light strengthening and balancing exercises. From there, we began to move with more spatial awareness around the room, introducing the students to ideas of shape, line, group interactions and highly energetic dance phrases. Movement games explored artistic possibilities and ways of locomotion. The class ended with a cool down, leaving the students ready to take on the rest of their day. To encourage overall fitness, healthy food choices were discussed, and students were taught stretches and exercises they can do throughout the day to stay physically fit, focused and aware.

Brandon J was born and raised in Miami, FL where he started his career in Hip Hop performing with the group Live In Color. He attended college at Florida A&M University where he choreographed and performed with the FAMU STRIKERS. Brandon then moved to Los Angeles to further his career in dance. Since moving to the West Coast he has had the opportunity to perform for a variety of Hip Hop artist, films, and learning institutions. He has gained recognition for his work with the Inland Pacific Ballet Academy, including Chaffey College and The University of California Riverside.

Brandon has developed an abiding love for the performing arts, and has inspired many of the youth he has come in contact with because of his moving performances.

His performances include a featured role on *The Parkers*, *Jag* and *Malcolm In the Middle*. In theater he has held leading roles in *The Mighty Gents* and *Before It Hits Home*.

As a Comedian, he has performed many live Stand Up shows, some include the stages of *The Comedy Union*, *The Ice House Comedy Club* and *The Comedy Store*. He's also the Founder and Artistic Director of the professional Hip Hop Company by the name of *ENVY Dance Company*. A professional dance company Brandon J founded in 2007 of young enthusiastic and talented individuals. He started this company to give dancers the opportunity to showcase themselves in a positive and professional venue. To learn more about *ENVY Dance Company* please visit www.envydanceco.org. Aside from Hip Hop he is also trained in tap, salsa, African, lindy hop, swing, Ballet and stepping. Brandon is currently teaching Hip Hop at Inland Pacific Ballet Academy, Pomona College and University Of California Riverside.

Gluck Summer Camp for 14-18 year olds: June 17-21

Gluck Summer Camp was a FREE day-camp for teens aged 14-18 and took place on the UCR campus from June 17-21, 2013. Two different camps were offered. On the UCR campus, daily programs in Art, Creative Writing, Dance, History of Art, Music and Theatre, as well as lunchtime activities and a Drum Circle were offered. At UCR ARTSblock in Downtown Riverside, a special MultiMedia camp was held that taught video editing, stop-motion animation, digital photography and sound composition.

Standards Met: Artistic Perception; Creative Expression; Historical and Cultural Context; Connections, Relationships, Applications, Aesthetic Valuing

ART led by GRADUATE FELLOW JUSTIN LUBLINER with UNDERGRADUATE FELLOW JOSH KREEGER

Material+Image+Time=Art & Animation

Over the course of a week, students learned basic techniques of direct animation, including hand painting on film and scratching and otherwise degrading film, as well as the basic functions of analog cinema, including loading a projector and splicing film. We watched a variety of challenging and historically significant films dealing directly with the materiality of celluloid, and in so doing, hopefully acquired a basic appreciation for the qualities and eccentricities of experimental film, and fostered a desire to seek out more.

Justin Lubliner was born in New York in 1987. He holds a BS degree in photography from Ithaca College, and is currently pursuing an MFA at UCR.

Josh Kreeger is a 1st year History major at UCR, and a former Gluck Summer Camper.

CREATIVE WRITING led by GRADUATE FELLOW VICKIE VERTIZ

Nothing but the Truth: Nonfiction and Poetry

In this workshop, students wrote poetry and flash nonfiction to approach the truth of their lives and their communities. Using the concept of the circle as a way to explore their individual and community voice, students wrote poetry and short nonfiction that called and responded to the everyday happenings of their lives.

On the final day of the workshop, the students' work was published in a chapbook.

Vickie Vértiz is a writer, born and raised by Mexican parents in southeast Los Angeles. Arising from her work as a student, activist, and cultural worker in Los Angeles and the San Francisco Bay Area, her writing explores the intersections of gender, identity, and Latino sub-cultures through every day beauty. With a master's degree in public affairs from the University of Texas, Austin, Vickie has also established a career as a bridge-builder between communities and policy makers. Her writing is widely anthologized, and her poetry collection, *The Swallows in My Trees*, will be published by Finishing Line Press in 2013. Currently, she is a master's degree candidate in fine arts in nonfiction, with a secondary concentration in poetry at the University of California, Riverside.

DANCE led by GRADUATE FELLOW HANNAH SCHWADRON with UNDERGRADUATE FELLOWS NATALIA ZUFFEREY AND CYDNEY WATSON

ChoreoCircle: Dance as Collective Discovery

In line with the Drum Circle theme, this course taught students how to better see, listen, and move in response to the actions and energy of the ensemble. New and more experienced dancers were welcome to join this fun and physically demanding class. Students learned to work collaboratively as we built group-based approaches to movement through techniques of improvisation, choreographic use of various dance styles, and an attitude of collective discovery.

Hannah Schwadron is currently completing a PhD in Critical Dance Studies at UCR. She received an MFA in Experimental Choreography in 2009 and has been teaching, performing, and writing about dance for throughout both graduate programs. Hannah has presented dance in numerous venues throughout the US and abroad, and is looking forward to continuing to integrate her scholarly and choreographic research in future performance opportunities. Hannah has been a Gluck Summer Camp fellow for the last three years, and is thrilled to be invited to create a new course for this year's participants.

Natalia Zufferey is a 1st year Theatre major and former Gluck Summer Camper

Cydney Watson is a 4th year Dance Major at UCR

HISTORY OF ART led by GRADUATE FELLOW MICHAELINE ANDERSON with UNDERGRADUATE FELLOW JACK KOESTER

Photomontage & Photocollage: History & Practice

Since photography's inception in the middle of the nineteenth century, artists have been using photomontage and photocollage as an artistic medium. This workshop covered the history of these practices from the early days of photography to the present and featured artists such Oscar Rejlander, Hannah Höch, Lazlo Moholy-Nagy, Marianne Brandt, and Jeff Wall to name a few. After a daily art historical lesson, students were given materials to create their own photomontages and photocollages that reflected on the style and content of the works they looked at during the lesson. This workshop aimed to provide students with an in-depth understanding of both the history and practice of these art practices. Materials were provided, but participants were encouraged to bring their own photographs, magazines, or objects that they wished to include in their photomontages and photocollages.

Michaeline Anderson is a second year student in the History of Art master's program at UCR. She received her bachelor's degree in Art History from California State University San Bernardino where she also minored in studio art, concentrating on photography. At UCR Michaeline has focused her studies on the History of Photography, Museum Studies and the role of activism in contemporary art and is writing her thesis on the American landscape photographer Robert Adams. Also during her time at UCR, Michaeline served as the president of UCR's Art History Graduate Student Association and as a collections management assistant at the California Museum of Photography. She has had her photographs displayed at galleries in Los Angeles and New York and curated a photography exhibit at the Riverside Art Museum in 2012.

Jack Koester is a 3rd year Theatre major at UCR

MUSIC led by GRADUATE FELLOW no.e PARKER with UNDERGRADUATE FELLOWS JOSH KREEGER, JEREMY ARTHUR, AND HALEY BESS

Want to learn how to make music out of anything around you?

SOUNDING OUT!!! Trash Orchestra

This workshop involved group exploration in creating our own percussion instruments out of any material/object available. We did group exercises in deep listening and sound exploration of materials, or 'sounding bodies'. The group also spent time outdoors searching for these sounding bodies---natural materials, found objects, recycled materials and learn the basic techniques required to digitally sample sounds and download them onto a computer. By the end of the week, the group learned how to read and play an original percussion composition as a group with

our newfound 'instruments', forming an independent section in the larger Gluck drum circle.

no.e Parker is a third year Digital Music Composition PhD Student with a focus in AudioVisual Composition and Sound Spatialization. She has a BS from Cornell University in Textile Design, and earned her MFA in Digital Art and New Media from UC Santa Cruz in 2007. A multi-disciplinary artist, her work deals primarily with live musical improvisation---integrating soundscape recording, gamelan and electronic musics, interactive video installation, and dance performance. She has also designed sound for sculpture installation, along with sound and digital media for theater and dance performances in Bali Indonesia since 2008.

Josh Kreeger is a 1st year History major at UCR, and a former Gluck Summer Camper

Jeremy Arthur is a 3rd year Music major at UCR

Haley Bess is a 2nd year Theatre major at UCR

THEATRE led by GRADUATE FELLOW RACHELL CAMPBELL with UNDERGRADUATE FELLOW JENNIFER ZHENG

Find Your Beats

If you are a writer, director, playwright, or someone who wants to know more about the theatre world in general join "Find Your Beats," to explore and discover news skills and passions. Students took turns developing skills in each area of directing, playwriting, and acting, resulting in two-minute scenes for the drum circle performance. This class explores the beauty and power of images on stage.

Rachell Campbell is a second year MFA student in playwriting at UC Riverside. She has a BA in Theatre Arts from Azusa Pacific University and has been teaching acting for six years. Rachell has been working with students of all ages for more than twelve years and loves sharing her passion for the arts.

Jennifer Zheng is a 4th year Theatre major at UCR

DRUM MAKERS and DRUM CIRCLE led by GRADUATE FELLOW KATHRYN ALEXANDER AND UNDERGRADUATE FELLOW BRADLEY SCALF

The Drum Circle brought the entire camp together in a communal activity of fashioning instruments and learning to work collectively to create sound and unity through the drum. By communicating and listening to one another, they learned that creativity can also be a shared experience and that perceiving themselves as a part of a whole, and recognizing the value of collaboration in our complex modern world, is a thoroughly fun and exciting experience. With a quick lesson on the various cultures that use drum circles throughout the world, students began to see how music and art go beyond ethnicity, and help foster peaceful and diverse communities.

Kathryn Alexander is a PhD candidate in ethnomusicology at the University of California Riverside. She received her MA from UCR in 2009, and BA's in Music and History from the University of California San Diego in 2005. Her research explores intersections of identity in North American community-based music scenes. She is currently working on her dissertation on authenticity, tourism, and embodied practice in Cape Breton style music and dance. A native California, Kate can often be found at the beach.

Bradley Scalf is a 4th year Business Economics major at UCR

HOMEROOM led by GRADUATE FELLOWS NICK LOWE with JULIAN LOZOS and AISHA JENKINS, and UNDERGRADUATE FELLOWS PEJMAN SHOJEI AND MIKENZIE DENHOLZ

Rhythm and Fashion! Drums, Whistles, Wallets and Hats

Before you bang the drum, you've got to build it! Don't waste away that precious hour between your Summer Gluck periods! There's just too much to do! Scarf down your lunch and come hang out at Homeroom. We kicked Homeroom off by building drums---either for students' own personal use or for the drum circle. Students also made paper whistles, hats, and wallets! Whether rhythm of fashion is your thing, homeroom had the materials and expertise that students needed.

Nick Lowe is a returning Gluck Fellow; this will be his third year in the program. As a Gluck Fellow, he has conducted drawing workshops in elementary schools in the Riverside area, assisted during Gluck Summer Camp for the arts, and co-conducted workshops for ARTSblock during first Thursdays with fellow artist Matthew Shain. After graduating with a BA from UCLA in 2002, He lived in LA for 8 years making drawings, paintings, and collages, as well as making rhymes and beats with fellow artist Ry Rocklen in their dynamic hip-hop duo, The Bushes. He is currently pursuing an MFA in visual arts at the University of California, Riverside.

Julian Lozos is a PhD candidate in Earthquake Physics at UCR. He has also been a Gluck Fellow with the Collegium Musicum ensemble.

Aisha Jenkins has received a commendation from the Governor of California for her contributions to the State as an artist. She has developed school age curriculum for the California Arts Council that uses dance to teach the social sciences and history. For the National Endowment for the Arts she developed an interdisciplinary arts curriculum to train classroom teachers to teach the arts in elementary school classrooms.

Pejman Shojaei is a 4th year Art History and History double major at UCR

Mikenzie Denholz is a 2nd year Media and Cultural Studies major at UCR

Gluck Experimental MultiMedia Camp at the ARTSblock: June 24-28

ELECTRONIC MUSIC CAMP led by GRADUATE FELLOW JASON HEATH with UNDERGRADUATE FELLOW MARC ABI-SAMRA

With an experimental and playful approach to new media technologies, students took part in this dynamic and interactive course. Exploring relationships between sound and image, they experimented with sound collage and stop-motion photography to create unique multimedia pieces. They also learned to use cameras, recording devices, and interactive software, all while creating expressive and original works of art! No previous experience was necessary. This course was for anyone who got excited about working creatively with sound and image and was for all students with different experiences, abilities, and backgrounds.

Jason Francesco Heath is a Los Angeles based composer and interactive media artist. Since 2008, he has worked as associate director of the Experimental Acoustic Research Studio (EARS) at UCR. He has studied at UCLA, Cal State LA, and at the conservatory of the University of Valparaíso in Chile, and holds an M.A. in Music Composition from UCR, where he has studied with Tim Labor and Paulo C. Chagas; and where, as a *Gluck* Fellow he is currently pursuing his Ph.D. Additionally he has studied interactive digital media at UC Berkeley's CNMAT (Center for New Music and Audio Technologies).

As 2010-2011 Artist in Residence at the Barbara and Art Culver Center of the Arts, he founded the groundbreaking new music series, *Electronics Live!*, which also held the premiere performance of his *Rain Ceremony* for viola and live electronics, declared "an extraordinary piece" by *KPFK's* John Schneider. His music has been heard at such diverse venues as Pacifica radio's *Global Village* with John Schneider; *Sacred Mondays* on KXLU 88.9; the contemporary music series *People Inside Electronics (P.I.E.)*; the Barbara and Art Culver Center of the Arts; Pepperdine University; the *Grand Performances* series at Los Angeles' California Plaza; and *Microfest 2012*. Jason focuses on concert music for digital media and instrumental ensembles.

Marc Abi-Samra is a 4th year Music Major at UCR

VIDEO CAMP led by GRADUATE FELLOW CHELSEA RECTOR with UNDERGRADUATE FELLOW MARC ABI-SAMRA TEXT/TEXTURE PICTURES

Have you watched a movie with subtitles? Do you often chuckle or marvel at the relationship between words and pictures? In the TEXT/TEXTURE PICTURES workshop, students explored the effects of imagery upon language and effects of language upon imagery! Working with moving images and their own original texts, video camera and video editing software basics were introduced. There were no prerequisites and no prior experience was necessary. TEXT/TEXTURE PICTURES was a workshop for creative experimentation!

Chelsea Rector is a second-year MFA candidate in the department of Art at the University of California, Riverside. Her inquires address painting and poetry, as these modes embody hallmarks and signs of consciousness. This work has been exhibited in Los Angeles and in the greater Los Angeles area at venues including the Orange County Museum of Art's Orange Lounge; Sea and Space Explorations; and Control Room. Chelsea Rector holds a BFA from Art Center College of Design in Pasadena, CA. She says, "Studying and creating art is liberating."