

**The Actors
Fund
PERFORMING
ARTS LEGACY
PROJECT**

*A project of the Research Center
for Arts and Culture*



**The Actors Fun
for everyone
in entertainme**

PROJECT PLAN for 2017-2018

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SUMMER 2017: Actors - please continue to organize, identify and label your memorabilia, and to sort objects in ways that make them more accessible – by decades, by medium (TV, film, theatre), by venue (Bway, regional), etc. This will make work in the fall go much faster.

Fellows: You will be given a link to each of your actor's oral histories (3 per actor). Please listen to these before the first class meeting in September.

ALL CLASS MEETINGS WILL BE HELD AT THE ACTORS FUND, 729 7th AVENUE, NYC (cross street West 49th St), 10th floor. Documentation sessions will be at the actors' homes or other locations with memorabilia. Scanning sessions may be held at The Actors Fund.

Caveat: We understand that work schedules may necessitate amending the weekly 6-8 hour schedule. **Each fellow:** please let Prof. Jeffri your approximate semester schedule for each of your 2 actors by September 20.

Fellows are required to bring their laptops to each session.

CONTACTS:

Project Director: Joan Jeffri 917-281-5987; c) 626-643-8044;
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Technical Assistance: Through the classweb; Justin Goldberg –
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Participants: On Classweb.

For legal interns: Volunteer Lawyers for the Arts

Monday, September 11 – 6-9pm at The Actors Fund

Meeting of 10 original actors and new Fellows

Introductions.

Setting the framework (Research, organization, task list and timetable, uploading, scanning and computer needs at AF)

A quick history of American theatre/film/tv (Jeffri and the actors).

Sharing perceived challenges.

Reviewing the web platform.

Using the Tablet to create additional audio, video and thumbnail photos.

Permission to share emails, phone numbers with participants.

Monday, September 18 – FELLOWS ONLY: 2-5pm at The Actors Fund

– Orientation for Fellows on Technical Aspects of the Web platform – Mike Ashenfelder

Weeks of September 18, 25, October 2, 9, 16, 23

-researching, scanning, uploading, audio/video – web platform, troubleshooting, electronic reports

Weeks of October 30 and November 6 – site visit by Joan Jeffri to each actor's home with actor and fellow (1 week – site visit; other week – off) – assessment and advice

Weeks of November 6, 13, 27, December 4, 11

-continue documenting – electronic reports – prepare final presentation

Monday, December 18 - 6-9pm – at The Actors Fund - Final

meeting, all actors and fellows.

See web platform.

Wrap up.

Shared insights.

Suggestions.

Moving forward.

Plan for spring – clearing legal rights.

PAL FELLOWS: 1 Fellow works with 1-2 actors.

6 hours in two 3-hour sessions with each actor per week in the actor's home and/or at The Actors Fund (if necessary, and the team has stamina, you may combine these 2 sessions into ONE 6 hour session once a week; and you may vary and do 2 sessions in one week and one long session the next.)

The Fellow will be helping to gather facts about each actor's career trajectory, and materials relating to his/her (playbills, correspondence, contracts, thumbnail photos of awards, costumes, etc) from the actor and other sources. Main tasks will be inputting information, taking photos on an iPad provide by the project, scanning and uploading materials, linking to audio, video and archives such as www.playbill.com/archives . Work with the actor in his NYC-area home and at The Actors Fund near Times Square.

A series of **weekly scanning sessions** will be scheduled at The Actors Fund for actors and fellows to scan materials/thumbnail photos of objects. As needed, one weekly required 3 hour session may be used for this. Recommendation: If you need several sessions to scan materials, spend one of the weekly sessions scanning and the other, inputting to the web platform.

PAL LEGAL FELLOWS: A team of law students will develop a Guide to Clearing Rights for Actors, using information from the MAPPING THE LEGACY grids. This will be supervised by Volunteer Lawyers for the Arts. The team will meet with Joan Jeffri and VLA together every 3-4 weeks, either in-person or virtually. Each member 10 hpw x 13 weeks including 4 meetings – the initial whole group, a startup meeting with VLA and Joan Jeffri, a mid-term meeting and a wrap up meeting. They will also attend the first class.

ASSIGNMENTS FOR PAL FELLOWS:

WEEKLY ELECTRONIC REPORT SUBMISSIONS- To be done by Fellows and submitted on Class web.

FELLOWS: At the end of each WEEK you visit the actor (2x a week for 3 hours) to document his legacy into the web platform, please include a summary of what was accomplished that day, what is projected for the next meeting with the actor, and any logistical challenges and general observations (Please submit a separate electronic report for each actor with whom you are working)

In addition to this brief progress report, write on your own reflection of this experience. (See the end of this description for ideas.)

SAVE THE DATES!!! Monday, January 22 – 10 original actors, review of rights guides and templates, assistance.

Ideas for Reflections for Fellows' Electronic Journals

- It is important that prior to beginning to write this you watch and study the video that delineates Kolb's learning cycle. These concepts will enhance your understanding of your service-learning experience with the Fellows and actors/actors' partners and will provide you with strategies to make the experience more productive and meaningful. (View on You Tube: Kolb Learning Cycle by UOFLELFH341. It begins with an introduction from educator, Antoinette MacDonald. <https://www.youtube.com/watch?v=BJIac3ZBz24>)

Reflection in service learning is key to understanding and making meaning of the service learning experience.

Some questions for Fellows to consider reflecting upon in the present, while considering how they change over time:

First weeks:

- How do I imagine it will be to work with the actor and partner? Opportunities and concerns that I foresee?
- What will I learn about the gifts and dreams of the actors I encounter?
- What might it be like to be in their shoes?
- What is the most important thing I hope to learn?

Ongoing Reflections (that may change over time):

- How does this experience affect me? (Possibility of Transformative learning).
- How does this experience influence my view of aging actors/people?
- What will I discover about the varied needs (cognitive, psycho-social, physical, environmental) of and possible solutions to problems faced by aging actors?

Below are some additional thoughts to reflect upon and include in your weekly submissions:

- What are the main interests/skills of my actor/partners?
- What am I contributing?
- What are my partners contributing?
- How can we improve our collaboration?
- How can we discuss issues openly and tactfully?
- What part can I play to enhance this teamwork experience?
- What assistance am I able to receive from faculty to resolve conflicts or safety/health/environmental issues?
- How do I complete this working relationship with all partners with a sense of satisfaction for all involved?

Later weeks:

Describe how, if at all, your attitude towards older adults has changed over time, through participation in PAL.

What about this experience, if anything, has been transformative for you?

In writing your submissions, we recommend that you refer to: The **Kolb Reflection Model**. It is a useful one in that it facilitates reflection and thoughtful action. It consists of 4 parts.*

- Concrete Experience
 - Reflective Observation
 - Abstract Conceptualization
 - Active Experimentation
- Concrete Experience (CE)—is characterized by doing---in the concrete experience stage, learners must be able to involve themselves fully, openly, and without bias in new experiences.
 - In writing about a concrete experience, use purely descriptive terms to describe a significant event that happened in working with your PAL partners (who, what, where, when, how many, etc.)
 - Reflective Observation (RO)—review, re-see, mentally revisit the concrete experience. This is affective action—write about the feelings and emotions you experienced while the concrete event was occurring. Write about what you are learning about yourself and others as a result of this experience.
 - Abstract Conceptualization (AC)—interpretation of the concrete experience and reflective observation in light of other learning, theories, or related concepts (readings, class discussions). You

can draw on the readings, videos, internships from this and other classes.

- Active Experimentation (AE)—For your assignment entry, state what conclusions you have drawn from your concrete experience and reflective observation and how that will influence how you will work with your actor and other partners going forward.

*Reference: Kolb, D. A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. Englewood Cliffs, NJ. : Prentice Hall. 256 pages. Full statement and discussion of Kolb's ideas concerning experiential learning. Chapters deal with the foundation of contemporary approaches to experiential learning; the process of experiential learning; structural foundations of the learning process; individuality in learning and the concept of learning styles; the structure of knowledge; the experiential learning theory of development; learning and development in higher education; lifelong learning and integrative

REQUIRED MEETING DATES (6-9pm unless otherwise noted)

ACTORS: September 11, December 18, January 22, 1 mid-term site visit TBD

FELLOWS: September 11, September 18 2-5pm, December 18, one session in September for technical training for 3 hours, 1 mid-term site visit TBA

LEGAL FELLOWS: September 11, start-up meeting, mid-term meeting, wrap-up meeting and monthly progress report meetings TBD