

Scarab Creative Arts

ABOUT US

We are a multifaceted arts center offering a place of beauty and inspiration for those who appreciate art and a vibrant collaborative community for those who create.

- Gallery - rotating exhibitions showcasing curated work by talented artists or groups
- Gift Shop - hand-crafted locally made functional and decorative art
- Shared Space Studio - talented local professionals working in a variety of two- and three-dimensional processes - bustling with creative energy
- Education Center - diverse classes for both adults and children, bringing expertise and insights to the creative processes

Scarab Creative Arts is a 501 (C)(3) nonprofit corporation founded in 2025 as the successor organization of a business entity that was established in 2020.

Vision

Providing access to the benefits of art to everyone, and creating a hub for artists and the community to collaborate and grow.

Mission

Scarab Creative Arts is a multi-faceted arts center dedicated to supporting both artists and the broader community. We believe in the transformative power of art and envision Scarab as a space where meaningful engagement and personal transformation occur through direct experiences with the arts.

We pursue this vision by:

- Supporting artists through collaborative opportunities, income-generating programs, and pathways to commercial success
- Enriching the community by offering accessible, inclusive arts education
- Showcasing diverse creative voices through exhibitions in our gallery
- Engaging in community outreach to foster connection and revitalize community well-being

Core Values

- Service
- Equality
- The Importance of Human Relationships
- Integrity
- Community
- Collaboration
- Accessibility

Diversity Statement

We celebrate diversity and welcome all community members regardless of visible or invisible disability, gender, sexual orientation, citizenship status, social or economic background, race, ethnicity, culture, veteran status, age, religion, or beliefs.

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ACADEMIC INTERNSHIP / INDEPENDENT STUDY COMMUNITY PARTNER COLLABORATION BRIEF

Objective

Students have the opportunity to receive mentorship and training to gain expertise as either or both:

- arts educator
- gallery assistant

Students will receive training, mentoring, constructive critique, and will be facilitated in setting goals with objectives for skill development and personal growth. They will be supervised at all levels to achieve predetermined learning outcomes.

Program Structure

- Position title: Art Instructor and/or Gallery Assistant
- Discipline/Major: Art, Art History, Education
- Modality: Hybrid: work done from home and on-site
- Trackable Outcome: students will maintain records, resulting in a resource for their future work: a personal handbook with meeting/training notes, attendance records, critiques, etc.

Candidate Qualifications

Arts Educator

- Qualifications: Interns/students must have a somewhat strong artistic background, enabling them to be able to plan and teach projects.
- Artistic mediums: ceramics wheel or hand building, painting, collage, crafts, multimedia, painting, and others upon approval
- Client Age Range: children, teens, adults, seniors

Gallery Assistant

- Interns/students need the physical capacity use tools and ladders, and lift heavy items to fully participate, but inability to do so does not limit program eligibility.

Risk Management - Driving

Interns/students will not have duties requiring use of a personal vehicle.

Health and Safety, Vulnerable Populations

Interns/students will be supervised by our Intern/Student manager at all times when working with minors or other vulnerable populations. Security cameras monitor and record every area of the studio, parking lot, and front exterior. The rest rooms are not recorded, however hallways leading into the restrooms are monitored. All individuals working with children to obtain fingerprint security and TB tests, to be paid for by the student.

Unpaid or Non-Employee Internships

Interns/students do not receive financial compensation.

Scheduling

- Clearly defined start and end dates are established in advance to coincide with the academic calendar and meet the requirements of the university.

Training Procedure

Interns/student teachers are required to maintain written records of training, mentorship, and activities, which will be part of the initial training: Record Keeping/Project Tracking.

	Arts Education	Gallery Techniques
<p>Initial Training 1:1 or small group supervisor/student ratio</p>	<p>I. Initial site walk-through A. Site orientation</p> <p>II. Receipt and review of the written intern handbook A. Processes and procedures throughout the arts center B. Safety procedures</p> <p>III. Initial student teacher training A. Lesson planning and implementation B. Classroom management C. Managing supplies and materials</p> <p>IV. Record Keeping/Project Tracking</p>	<p>I. Initial site walk-through A. Site orientation</p> <p>II. Receipt and review of the written intern handbook A. Processes and procedures throughout the arts center B. Safety procedures</p> <p>III. Record Keeping/Project Tracking</p>
<p>Ongoing Training 1:1 supervisor/student ratio</p>	<p>V. Weekly supervision A. Overseeing lesson plans B. Observation of classroom C. Critique of each lesson</p>	<p>IV. Gallery exhibitions change on a monthly basis. A. First installation – student receives intensive training B. Subsequent installations – student works independently alongside others, with additional training as needed.</p>
<p>Exit Interview 1:1 supervisor/student ratio</p>	<p>VI. Exit Evaluation A. Review student’s records/resource B. Final evaluation C. Letters of recommendation</p>	<p>V. Exit Evaluation A. Review student’s records/resource B. Final evaluation C. Letters of recommendation</p>

Gallery Assistant

Task Description	Training and Mentorship	Learning Outcome	Tracking
Observation of curatorial work with interaction with exhibiting artists	Students are trained by the curator, observe discussion of design layout with the exhibiting artist, learn principles of planning a gallery exhibition to achieve an artistic presentation.	Students learn to independently design a gallery exhibition layout.	Student record attendance on a sign-in sheet and submit written reflection/analysis
Installation of gallery exhibitions	Students work with a gallery installation team to install art of differing sizes, weights, and mediums on pedestals and display tables, onto walls, from horizontal bars, and from the tops of walls using 60" centering.	Students gain skills and knowledge to gain skills to independently install or lead the process of installing a gallery exhibition.	Student record attendance on a sign-in sheet, document information received, and submit written reflection/analysis
Cataloging gallery exhibitions	Students are trained to catalogue gallery exhibitions and to publicize information about the exhibiting artist: bios, CVCs, and statements	Students are able to catalogue gallery exhibitions and present artist bios, CVCs, and statements using 3 unique methods	Students record training session times, document information received, and submit written reflection/analysis.
Participation in staging opening receptions	Students participate in staging and implementing gallery receptions.	Students will gain skills to host gallery receptions.	Student record attendance on a sign-in sheet and submit written reflection/analysis.
Installation of vinyl signage	Students are trained to install and remove gallery signage.	Students will gain skills to independently install signage.	Students record training session times and document information received.
Wall repairs	Students are taught methods for repairing gallery walls.	Students will gain skills to independently repair walls.	Students record training session times and document information received.
Gallery Committee Participation	Students will attend and participate in gallery committee meetings.	Students learn to work in a team to evaluate gallery submissions and schedule the exhibition calendar.	Students track attendance at meetings and submit written reflection/analysis.

Arts Educator

Arts Educators can be mentored in the arts education system recommended by the University. If no preference is designated, we will use the visual arts education system developed by the J. Paul Getty Museum.

https://www.getty.edu/education/teachers/building_lessons/guide.html

Task Description	Training and Mentorship	Learning Outcome	Tracking
Lesson planning	Students will be mentored in planning art lessons, allowing for individual creativity while teaching foundational skills, art history, and art concepts.	Students will understand and write quality art lesson plans.	Students will catalog their lesson plans and self-critique their lessons.
Lesson execution	Students will be mentored in executing arts lessons.	Students will have experience and understanding in pacing an effective art lesson.	Students will catalog self-critique the effectiveness of their lesson execution.
Supplies planning and acquisition	Students will work with the supervisor to provide a materials list with sources, working within a budget.	Students will learn to plan and budget for material and supply needs.	Students will track acquisitions by cataloging planning and purchase documents.
Classroom management	Students will be mentored in effective classroom management.	Students will have experience and understanding of classroom management.	Students will document a data bank of techniques to use for effective classroom management.
Critiquing	Mentors and/or the supervisor will observe the lesson and provide feedback.	Student skills will expand after receiving constructive input to make modifications for improvement.	Students will receive written evaluations, which they will catalog with their lesson plans.
Art Showcases: Receptions with artwork on display	Art produced in classes are showcased at open house receptions throughout the year. Student teachers will be taught techniques for hosting these events.	Students will acquire skills to showcase their students' work in an open house reception.	Students will document with a written reflection/analysis and photographic and/or video records.
Tracking, record keeping	Students will be mentored to choose methods to track the work and progress of class attendees.	Students will acquire knowledge of various methods to track their students' work and progress, deciding on a system they want to implement.	Students will document information on the tracking and record keeping system they choose to implement.