

**ARRA/Title II, Part D: Enhancing Education Through Technology
COMPETITIVE GRANT PROGRAM – 2009-10 SCHOOL YEAR**

Enhancing Arts Education Through Technology

1. Program Description (no more than 2 pages) (50 Points):

Goal: Students will explore picture book art, culture, artistic expression, dance and video in a collaborative environment. They will create original visual art and choreograph dances inspired by books. They will capture and edit video of their work to share with the school community and a relevant audience outside of the school. Students will make connections across disciplines and communicate their work to an authentic audience.

The grant will purchase an interactive whiteboard for the school library media center and training in its use. The Art Teacher, Physical Education Teacher and Library Media Specialist will use the whiteboard to enhance at least one unit that connects the three disciplines and the Red Clover Program to meet the following standard:

Making Connections A 16: Students make connections between/among the arts and disciplines outside the arts by... Communicating ideas, concepts, feelings from other disciplines.

The Art Teacher, Physical Education Teacher, and Library Media Specialist will collaborate on a unit that involves students in making connections between picture book art, culture, artistic expression and movement. Currently these teachers work together several times a year to plan collaborative projects for students to explore several Red Clover Books in greater depth. The Red Clover Program is a statewide children's choice award supported by the Vermont Center for the Book and partially funded by the Vermont Department of Education. Children in grades kindergarten through four read the ten selected books and vote on their favorite. The Library Media Specialist at Chester-Andover Elementary School is an active member of the Red Clover Committee and presents a workshop each year at the Red Clover Conference. Students read and explore illustrations in the library media center, create art that reflects the culture and style of the illustrator and choreograph movement inspired by the book in their physical education class.

This year we are focusing on two books, *Sandy's Circus* by Tanya Lee Stone and *Silent Music* by James Rumford. Both books have plenty of fodder for students to make connections to art and movement and broader cultural themes. *Silent Music* is a story that narrates the experience of a contemporary boy in Baghdad and his connection to the historic calligrapher Yakut. Rumford was inspired by photographs of children taken by soldiers serving in Baghdad and by Arabic calligraphy. He used a multi-media process to create his illustrations- using pencil and charcoal and then enhancing the images on the computer.

Our students will explore this book in a variety of ways. They will make connections between disciplines and to the culture displayed in the book and it's art. In the library media center we will first explore the text and illustrations. We will examine Baghdad using Google Earth and learn about its culture. In art students will create a family portrait inspired by a photograph from home. Students will use the computer to digitally enhance these images before adding calligraphy to the finished project. For a step-by-step outline of this process please visit: <http://redclovertech.edublogs.org/2009/10/02/family-portraits/>. In physical education students will explore the use of movement and emotion in the story. Students will create a dance inspired by the action words in the text and the shapes in the calligraphy. Young students will start with a single letter; older students will explore a word or line of text.

This unit emphasizes and models 21st Century competencies. Both professionals and students are collaborating in exploring literature, art and culture in innovative ways. Both are using technology to deepen their educational experience. Students are using art and dance to communicate their understanding and interpretation of the literature they encounter in their library media class.

However the addition of tools and training, could transform this into a deeper 21st Century learning experience. An interactive whiteboard (and training) could enable us to add the following elements to this unit:

- An exploration of calligraphic forms kinesthetically using the whiteboard and sweeping arm movements. Students could draw their dance path on the whiteboard, add symbols to represent the

elements of their dance, and print out their dance map for practicing at home and in physical education.

- Group video editing. Student dances would be videotaped with school cameras and imported into iMovie. Student portraits and calligraphy would be scanned. Students would work on the whiteboard as a group to edit clips and arrange them with images to create a class video of their dances and art. Students would include music (created in Garage Band) and commentary on their experiences.
- Sharing their work with others. Students would share their work with a group of students in Baghdad and solicit feedback or assistance from these students. Iraqi students could offer suggestions for how to improve their work or cultural context for the calligraphy and art.

Next year's Red Clover Book list is not available until the spring of 2010. At that time the Physical Education Teacher, Art Teacher and Library Media Specialist will select up to three books to use for this program. Since the units are based on the year's Red Clover selection it is impossible to describe specifics, however each unit will include the following elements.

- Collaboration across disciplines: art, dance, library and other curricular areas as appropriate.
- Artistic expression that involves using the interactive whiteboard in a way that isn't a substitute for paper and materials but that transforms the experience in some way.
- A video edited by the students that integrates art and dance to share with the school community and with an audience outside of the school.
- Collaboration with an outside audience appropriate to the selection(s).

Scope of Work

- A total of 10 classrooms, 2 each in grades Kindergarten through 4, will be involved in this program.
- Outcomes and Products:
 - Original visual art produced by each student
 - Original dance created and performed by each student or class
 - Movie produced and edited by each class using the interactive whiteboard
 - Culminating event to share student work with the community
 - Time for students to collaborate with and share their work with an authentic audience outside of the school.

Timeline

- January and February 2010: purchase and plan for installation of equipment.
- April 2010: Red Clover Books for 2010/2011 are selected and announced.
- May 2010: Physical Education Teacher, Art Teacher and Library Media Specialist meet to select Red Clover Book(s) they will use to collaborate on for this program. Brainstorming begins.
- Summer 2010: Library Media Specialist attends graduate class: "Technology Integration: Integrating the Interactive Smart Board into the Classroom"
- July 2010: Physical Education Teacher, Art Teacher and Library Media Specialist meet to plan unit.
- July and August 2010: Physical Education Teacher, Art Teacher and Library Media Specialist complete Smart tutorials and develop Smart Notebook files for unit.
- August 2010: Physical Education Teacher, Art Teacher and Library Media Specialist meet to plan assessment and evaluation of unit.
- August 2010: Library Media Specialist arranges for collaboration with outside experts (e.g. students in Baghdad from above example).
- August 2010: Physical Education Teacher, Art Teacher and Library Media Specialist meet to change or finalize any details in unit. Planning is complete.
- August and September 2010: On-Site Training with Jennifer Harper as needed.
- September 2010: Begin implementing unit.
- December 2010: Wrap up unit with culminating activity such as sharing at an assembly or hosting an open house.
- December 2010: Evaluation.

2. Capacity for Success (no more than 1/2 page): (20 Points)

- The Art Teacher, Physical Education Teacher and Library Media Specialist have a history of working collaboratively to enhance student's experience of the arts. Their collaborative efforts have yielded a school circus performed by students, a community square dance attended by families, and other student-focused ventures.
- The Library Media Specialist is a leader in using technology with students. She is currently finishing work in the 21st Century Learning Classrooms: Connecting the Dots program with two other teachers in the school. She presents an annual workshop on integrating technology into the Red Clover Program at the Red Clover Conference. And she has presented at Vermont Fest.
- The Library Media Specialist is eager to share the work begun in the Connecting the Dots program, and her colleagues are ripe for increasing their role in collaboration and the use of technology. The school environment is comfortable with and supportive of technology usage and the Educational Technology Consultant is in full support of the program.
- The Library Media Specialist works with fifth and sixth graders on video editing using iMovie. An interactive whiteboard would allow her to have students work together to edit video at a younger age.

3. Evaluation (no more than 1 paragraph): (10 Points)

- Student achievement will be measured using rubrics for each piece of the project: original visual art, dance and their role in creating and presenting the group video. Students will be encouraged to assess their own work and critique the work of others. Seeing a video of their own dance will assist students in critiquing their own work.
- Achievement of the program goal will be measured by examining student work and the degree of their success. It will also be measured using interviews with students. Two students from each participating grade level will be interviewed at the beginning of the project and at the end about the connections between picture book art, culture, artistic expression and dance.
- The program will be evaluated using qualitative data from the interviews and quantitative data from student assessments. The goal will be achieved if data shows that students made connections and that a majority of students meet the expectations on student rubrics.

4. Budget Narrative (no more than 1 page.): (20 Points)

Money will be spent to support the program goal as follows:

Equipment: \$4,200 to purchase and install a Smart Board interactive whiteboard. The interactive whiteboard will be used at all stages of the program: introducing cultural elements, planning the dance, displaying and critiquing their work, and editing and producing a finished film connecting all of their work.

Professional Development: \$2,805

- Teacher Stipends: \$900 for three teachers (Physical Education, Art and Library Media Specialist) to meet on non-school days to plan the unit, assessment and evaluation (\$150/day, 2 days of planning time for 3 professionals). This non-school time is critical to the success of the program- the teachers need time to work together without interruptions to plan the unit.
- Teacher Stipends: \$500 for three teachers (Physical Education, Art and Library Media Specialist) to complete online Smart Board tutorials and to develop Smart Notebook files to support the unit. (\$20/hour spent for a total of 25 hours)
- Graduate Class: \$905 for the Library Media Specialist to attend the graduate class "Technology Integration: Integrating the Interactive Smart Board into the Classroom" (\$800 for tuition and \$105 for travel expenses).
- On-site Training with Smart Board Trainer Jennifer Harper: \$500 for 5 additional hours of Smart Board training. This training will be for the three teachers involved in the program and any additional staff members interested in learning how to use the Smart Board. It will be specific to our needs and in support of the unit.

Budget Page

Enhancing Arts Education Through Technology Grant

Budget (*Describe as appropriate)	TOTAL
Professional Development (25% minimum) See Budget Narrative for detail	\$2,805
Evaluation (10%)	\$778
Equipment – SMART Board (installed)	\$4,200
TOTAL	\$7,783

*Remember to include the Budget Narrative as describe on page four (4).

**ARRA/Title II, Part D: Enhancing Education Through Technology
Competitive Grant Program – 2009-10**

PROPOSAL COVER PAGE

School District or SU	Windsor Southwest Supervisory Union		
DUNS (Data Universal Numbering System) #	800539905		
Contact Person	Jeanie Phillips		
Phone	802 875-2108		
Fax	802 875-3998		
E-mail	jphillips@wswsu.org		
Grant Program Area	Technology in Arts Education (Dance, Music, Visual Art and Theatre)		
List all schools for which this proposal applies	<u>Schools</u> Chester-Andover Elementary School	<u>Grade Spans</u> K-6	<u>Enrollment</u> <small>(To be completed by VT DOE)</small>
Total Funds Requested	\$7,783		
Childrens' Internet Protection Act (CIPA) Certification	Superintendent has certified CIPA compliance (Check one or more): <input checked="" type="checkbox"/> on school technology plans <input checked="" type="checkbox"/> on last E-Rate application <input checked="" type="checkbox"/> on 2009 Consolidated E-Application		
Superintendent's Signature			
Date			