

District of Columbia

Recess, Rap, Rhythms and Reflections

Amidon Elementary School

401 I Street, N.W., Washington, DC 20024; 202-724-4867; FAX 202-724-4868

Submitted By: Benita Frances Alvarez

Recess, Rap, Rhythms and Reflections is a program intended to build self esteem and provide a “safe place” for students to express emotions. During recess periods, special and regular education students will learn about different musical genres such as classical, folk, rock, jazz and rhythm and blues. The students will integrate what they learn about the music into paintings, writings and creative movement activities. Students will be encouraged to express their feelings throughout these activities as well as using the activities as opportunities to resolve conflicts.

The F.A.N. CLUB (Fitness, Arts and Nutrition)

C. Melvin Sharpe Health School

4300 13th Street, N.W., Washington, DC 20011; 202-576-6161; FAX 202-576-6166

Submitted By: Linda Gatling and Brenda Jenkins

The F.A.N. CLUB (Fitness, Arts and Nutrition) is a leisure arts program designed to provide transition from school to work and the community for students with disabilities. The students will participate in a variety of classes including health development and maintenance, fitness classes, food handling and preparation, developing healthy dietary habits, pursuing culinary arts as a career choice and semi-independent daily living and mobility training in the home and arts community. This inclusive project is intended to provide practical knowledge of holistic living, good health, fitness, life skills, vocational training and career development with emphasis on visual, auditory and kinesthetic involvement.

Stepping Forward By Looking Back

Eaton Elementary School

3301 Lowell Street, N.W., Washington, DC 20008; 202-282-0103; FAX 202-282-0074

Submitted By: Claire-Michelle Tesh and Ana Ortiz

Second grade students at Eaton Elementary School will participate in this program where they will explore their own culture, heritage and ancestry using visual arts, body movement and music. Each student will research their ancestry by interviewing one of their relatives. They will also collect artifacts such as family photos, stamps and coins from their countries of origin. The students will use these items to decorate their step stools that represent “stepping forward by looking back.” The students will also participate in the production of a DVD featuring their oral histories about their heritage. The stools will be displayed in the school lobby and the DVD will be played during an exhibit for parents and the school community.

Arts of Ancient and Modern Cyprus and Turkey

Gage Eckington Elementary School

2025 3rd Street, N.W., Washington, DC 20001; 202-673-7305; FAX 202-671-1160

Submitted By: Dana Nerenberg

Arts of Ancient and Modern Cyprus and Turkey will expose the sixth grade students at Gage Eckington Elementary School to an array of visual art and cultural experiences. This project consists of four units based upon ancient visual art forms. Each unit will include studying the location and tradition of the art form, hands-on experience with the art medium and a written journal in which students will reflect on their visual arts experience. The four art forms addressed in this program are: Ebru, a traditional paper marbling technique native to Turkey; Mosaics, including the study of the preserved mosaics near Paphos, Nicosia; symmetrical Islamic designs as found in Istanbul, Turkey; and Ottoman-Style Calligraphy. The project will include mathematics, writing, reading and social studies content areas. As a culminating activity, the students will set up an exhibition of their work. There will be a formal exhibit opening where the students will present their work to other students, parents and community members.

Image Making Within the Writing Process

H.D. Cooke Elementary School

300 Bryant Street, N.W., Washington, DC 20001; 202-671-1788; FAX 202-671-0086

Submitted By: Marcia Shia

This program is designed for the 38 first and second grade students in the bilingual classes at H.D. Cooke Elementary School. Working with the art teachers and the classroom teachers, the students will create a portfolio of 30 hand-painted textured papers during a four-week period. These paintings will be the inspiration for story ideas and the raw material for creating collage storybooks. Through a series of lessons, taught in both Spanish and English, the students will begin creating and developing their own stories. This method of creating a story provides hands-on experience with abstract ideas which helps facilitate the higher thinking process. The final stories will be written in both Spanish and English. The culminating event will be a “publication party” where students, families and administrators come together to celebrate the publication of the students’ books.

The Beauty of Native American Art

Hardy Middle School

1819 35th Street, N.W., Washington, DC 20007; 202-282-0057; FAX 202-282-2383

Submitted By: Beverly Caldwell Carpenter

Students in the 6th grade at Hardy Middle School will develop their creativity and writing skills by developing clear understanding of the artistic styles of the Pueblo and Navajo Indians of New Mexico and Arizona. The students will conduct research on the Internet as well as look at books on the Pueblo and Navajo Indians and their arts. Field trips to the National Museum of the American Indian and The Museum of Women in the Arts will provide additional opportunities for research. During their research the students will

learn and appreciate the symbols that are used in the Pueblo and Navajo designs. The students will then create their own Pueblo Storyteller and a Navajo Sand painting. Throughout the project the students will keep journals where they will record their observations as well as create illustrations.

Create A Story

Ludlow-Taylor Elementary School

659 G Street, N.E., Washington, DC 20002; 202-698-3244; FAX 202-698-3250

Submitted By: Sandra Weeks

This program is intended to help students in the first grade develop skills that will lead to successful reading and comprehension at grade level. Create A Story is designed to aid the students in strengthening their basic reading skills by making a connection between the arts and literacy. This nine-week program includes weekly lessons of reading, writing stories, playing movement games and creating works of art.

African Folktale Murals

Moten Center at Moten Elementary School

1565 Morris Road, S.E., Washington, DC 20020; 202-698-1212; FAX 202-698-1220

Submitted By: Jennifer Keimig McNulty

The African Folktale Murals project is designed to enhance learning about African-American culture utilizing art, music and literature. Each class at Moten Center will read an African folktale and then they will learn and sing a song associated with the folktale. Next each class will create a mural/painting illustrating a scene from the folktale. During the annual Black History Month Program the classes will read their story or sing their song and present their mural to the entire school. Following the program, each mural will be installed in the individual classrooms.

A.R.T.I.S.T. (Artist Research Through Involvement of Science & Technology)

Park View Elementary School

3560 Warder Street, N.W., Washington, DC 20010; 202-576-6222; FAX 202-576-2225

Submitted By: Barry Sprague

Project A.R.T.I.S.T. is a hands-on, inquiry based, multicultural art activity that incorporates technology. This project promotes intercultural learning in an elementary school setting. Through a series of lessons in Japanese Artists, 4th and 5th grade students at Park View Elementary School will be able to learn and understand traditional Japanese designs. Student projects will include drawing and coloring famous works by Japanese artists as well as keeping a journal to record their observations and ideas.

C.H.A.I.R. – Capitol Hill Arts Integration Renewal

Peabody Early Childhood Center

425 C Street, N.E., Washington, DC 20002; 202-698-3277; FAX 202-698-3275

Submitted By: Keira Gladstone

This project represents the concept of reusing resources and the integration of fine arts, music and drama. Old wooden classroom chairs will be the center of this program. The students will become familiar with art and design elements through projects completed in the Art Studio and then use these ideas to decorate the chairs using various media. The chairs will be on exhibit at an arts integration festival in the spring and displayed in the Peabody Garden space. The students will also read storybooks with chair themes, write a chair-themed song with the music teacher and create a dramatization about a chair with the media specialist.

Art-FULL

Ross Elementary School

1730 R Street,, N.W., Washington, DC 20009; 202-673-7200; FAX 202-673-6644

Submitted By: Diane Smith

The pre-kindergarten students from Ross Elementary School will take a field trip to the National Galley of Art. There, they will participate in the Storytelling Program. This program introduces young children to works of art based on subjects taught in the classroom. The docents at the museum use a multi-sensory approach involving discussion, imagination, creative dramatics, demonstrations and visual aids. The program will focus on the works of Vincent Van Gogh. This hands-on program in intended to provide an interactive experience for the students in order to expand their knowledge of art.

School Without Walls READ Campaign

School Without Walls

2130 G Street, N.W., Washington, DC 20037; 202-724-4889; FAX 202-724-4889

Submitted By: Ruth Stenstrom and Sharon Vollin

The School Without Walls READ Campaign is a school-wide reading initiative. The students in computer graphics, video, and art and design classes will design a coordinated campaign of posters, flyers, video spots and charts to challenge students to meet the goal of reading 30 books during the school year. The campaign will also publicize special library events, including author visits and book groups. Posters will be mounted throughout the school and will be displayed at the Citywide Student Art Exhibit at Reagan National Airport. Charts will be posted around the school where students can document the books they have read. The Art Honor Society will coordinate an exhibit in May 2005 in the library of the artwork and posters created in the media campaign.

A Year in My Life

Stoddert Elementary School

4001 Calvert Street, N.W., Washington, DC 20007; 202-282-0143; FAX 202-282-0145

Submitted By: Marian Stevenson and Linda Simms

This project will benefit 47 students in first and second grade at Stoddert Elementary School. The students will compile a photo album of their lives. Using disposable cameras they will photograph themselves, their families, their homes, favorite places, hobbies,

friends and other things important to them. They will write text to accompany the photographs. This project will help students to build their literacy skills as well as providing them with the opportunity to express their individuality and experience a sense of personal history. The culminating activity will be an Author's Night at the end of the school year, where the children's work will be displayed for their families and friends.