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ABSTRACT

This publication contains summary descriptions of the 33 grant proposals in the arts which teachers in Intermediate Unit No. 10 in Harrisburg, Pennsylvania, submitted to the Challenge Grant Program. The purpose of the Program during 1979-80 was to provide grants to public and nonpublic school staff to encourage and assist them in planning and conducting creative learning experiences in which the arts play a key role. Each summary provides information regarding the participants involved, project site and dates, project objectives and activities, project evaluation as perceived by the project chairman, documentation of the project, and the amount of the grant award. Twenty-six of the 33 grant proposals were funded. Some of the projects were units of study for social studies, science, or language arts courses. Others were units for art, music, dance, creative writing, movement, photography, and carpentry courses. A few examples of the projects follow. The "Follow the Yellow Brick Road" project developed an "Historic Walking Tour of Lock Haven" packet which includes a slide presentation, a cassette guide for the walking tour, and suggested preparatory and follow up activities for teachers. In another project, "Appreciation of Rustic Log Cabin Architecture," students actually built a log cabin. In the project "ALOHA: Appreciating Local History Through Art," children wrote their own stories using Indian symbols, created finger puppet plays, made patchwork pictures, and created a life-size Indian village. The "Musical Production Expands Arts Curriculum" project involved students in producing three musicals--Jungle Book, A Western Road Show, and Tom Sawyer. Other projects included "Museum as a Motivator," "Japanese Arts," "Arts in the U.S.S.R.," "Developing Self Awareness Through Mime," "Visiting Folk Artists," "Woodworking," and "Pennsylvania History." (Author/RM)

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A CURRICULUM GUIDE
to the 1979-80
CHALLENGE GRANT PROJECTS
of the
COMPREHENSIVE ARTS PROGRAM
(Title IV-C)

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The Comprehensive Arts Program is an E.S.E.A. Title IV-C cooperative effort between the Intermediate Unit 10 and the Fine Arts Program of the Pennsylvania Department of Education. The program is administered through the Arts in Education Program of I.U. 10.

A Special Thanks

The staff of the Arts in Education Program of Intermediate Unit #10 wishes to express its gratitude to the many teachers who participated in the 1979-80 Challenge Grant Program. Through participants' commitment of time and effort, numerous students of Intermediate Unit #10 received arts experiences which might not otherwise have been possible.

The staff also wishes to thank Robert Revicki, Arts in Education Advisor of the Pennsylvania Department of Education, for his guidance and expert recommendations in the initial phases of the Program's implementation.

Introduction
The 1979-80 Challenge Grant Program

In 1979-80, the Arts in Education Program of Central Intermediate Unit #10 implemented an innovative, incentive program in the arts for teaching staff in participating school districts of Intermediate Unit #10. The new program was entitled the Challenge Grant Program and was a component of the Comprehensive Arts Program, an ESEA Title IV-C funded project executed by the Arts in Education Program of Intermediate Unit #10.

The purpose of the Challenge Grant Program during 1979-80 was to provide grants to public and non-public school staff to encourage and assist them in planning and conducting creative learning experiences in which the arts play a key role.

Any school staff member (including classroom, art, music, physical education, and special education teachers as well as head teachers and principals) was eligible to apply for financial grants.

Grants up to \$250 (per teacher involved) were awarded to school staff members in elementary, middle, and junior high schools. Grants were competitive but required no matching funds. Teachers and school staff applied for grants by completing a project application form which detailed the proposed project objectives, activities, timeline, evaluation and documentation. Application forms were submitted to the Arts in Education Program by November 15, 1979.

On November 20, 1979, a Challenge Grant Application Review Committee (composed of selected members of the Arts in Education Program Advisory Committee, higher education representatives, and community representatives) reviewed all submitted applications and awarded grants to selected applicants beginning December 1, 1979.

Thirty-three grant proposals were submitted by teachers in the Intermediate Unit. The review committee selected twenty-six of these projects for funding. The twenty-six projects involved 95 teachers working individually or in teams and provided special arts related activities for 2,880 students. A total of \$9,000.00 in grant money was disbursed to recipients in awards ranging from \$100.00 to \$835.00 (depending upon the number of teachers involved).

Grants were awarded to projects which included one of four types of learning experiences: (1) arts infused into a unit of study or series of lessons, (2) use of community, university, or professional arts resources, (3) arts-related field trips, or (4) arts festival-type experiences.

Many of the projects related to units of study within the basic curriculum. Examples of such projects were "Arts in the U.S.S.R." (Project No. 9), "Colonial Living and the Arts" (Project No. 10), and "Japanese Arts" (Project No. 7). Other projects utilized grant funding to enrich existing music, art and physical education curricula. Such projects as "Contemporary Sounds... Experiences With Synthesizer" (Project No. 14), "Photography: A Means of Observation and Expression" (Project No. 24), and "Music and Movement in the Elementary Physical Education Program" (Project No. 20) are examples of such projects.

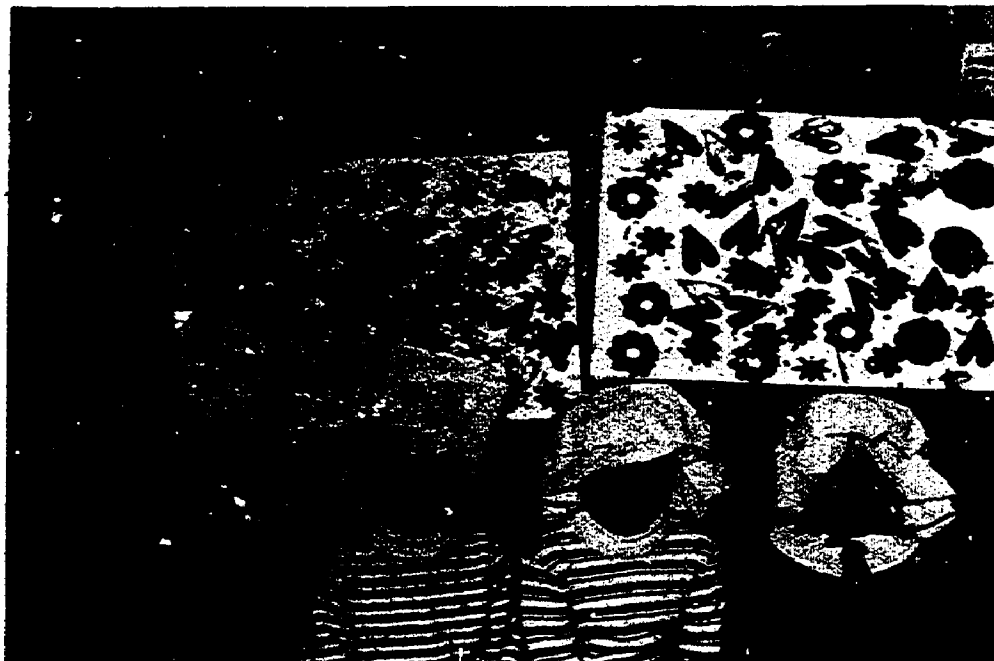
Several grant projects brought visiting artists and performers into the school environment ("Arts Festival" - Project 5); other projects took students outside the school environment to arts events or facilities ("Museum as a Motivator" - Project 2; "Reflections: the Child in America" - Project 6). Student productions also were assisted by grant monies ("Musical Production Expands Arts Curriculum" - Project 13; "Bless the Beasts and Children" - Project 1).

Grant recipients were assisted in the execution of planned projects by the Arts in Education Project staff or identified university consultants. Two on-site observations of each project were made by Project staff or immediate supervisors.

Grant funds could be used for (1) contracted services and travel expenses for consultants to assist school staff, (2) contracted services and travel of artist resources, (3) contracted transportation of students to arts experiences outside the school environment, and (4) cost of expendible materials needed for the execution or documentation of the project. Grants funds could not be used for (1) capital outlay for purchase of equipment or (2) payment to school staff for services performed in relation to the project.

At the conclusion of grant project activities, grant recipients completed a final report form describing the project. The report included a (1) narrative description of what took place, (2) comments by participants, (3) an evaluation of the project, (4) a notarized summary of expenditures, and (5) photographic documentation.

Each project submitted black and white photographs and colored slides of project activities. These have been collected by the Arts in Education Program and are on file at the Intermediate Unit #10 office.



Children display their products resulting from a Challenge Grant Project.

1979-80 Challenge Grant Proposals

<i>Project Number</i>	<i>Project Title</i>	<i>Project Chairman</i>
	<i>Bless the Beasts and the Children</i>	<i>Daisy Reiter</i>
	<i>Museum as a Motivator</i>	<i>Lois Bailey</i>
	<i>ALOHA. Appreciating Local History Through Art</i>	<i>Ted Grocki</i>
	<i>Great Expectations</i>	<i>Steven Hindman</i>
	<i>Arts Festival</i>	<i>Barbara Stoltz</i>
	<i>Reflections: The Child in America</i>	<i>L.M.L. Winters</i>
	<i>Japanese Arts</i>	<i>Susan D. Smith</i>
	<i>Carnival of the Animals</i>	<i>Connie Christiansen</i>
	<i>Arts in the U.S.S.R</i>	<i>Pat Dutcher</i>
	<i>Colonial Living and the Arts</i>	<i>Pauline Miller</i>
	<i>Aesthetics for the 3rd & 4th Grade</i>	<i>Jean Rimbach</i>
	<i>Developing Self-Awareness Through Mime</i>	<i>Janet Hogan</i>
	<i>Musical Production Expands Arts Curriculum</i>	<i>Robert Placky</i>
	<i>Contemporary Sounds: Experiences With Synthesizer</i>	<i>Patricia Kelley</i>
	<i>Visiting Folk Artists</i>	<i>Sue Ann Fox</i>
	<i>Arts in Education Awareness Program For Parents</i>	<i>Thelma Caris</i>
	<i>Arts and Puppetry: An Inspiration to Reading</i>	<i>Roberta Muthler</i>
	<i>Artists in Residence Workshops in the Crafts</i>	<i>Aleen Houlette</i>
	<i>Music and Movement in Elementary Physical Education Program</i>	<i>Marie Welch</i>
	<i>Photography: A Means of Observation and Expression</i>	<i>Melanie Fink</i>
	<i>Related Arts on Jazz in the Junior High School</i>	<i>Emily Schmalstieg and Martha Vaughn</i>
	<i>Follow the Yellow Brick Road</i>	<i>Shirley Probst</i>
	<i>Appreciation of Rustic Log Cabin Architecture</i>	<i>William Grove</i>
	<i>Woodworking</i>	<i>Adrienne Glebe</i>
	<i>Pennsylvania History</i>	<i>Barbara White</i>

Summaries of the 1979-80 Challenge Grant Projects

The following are summary descriptions of each grant project. Each summary provides information regarding the participants involved, project site and dates, project objectives and activities, project evaluation as perceived by the project chairman, documentation of the project, and the amount of the grant award. The summaries are abstracted from the final reports from each project and, consequently, vary greatly in style, format, and detailed description.



Community artists demonstrate their expertise before students in numerous Challenge Grant Projects.

Grant Project No. 1

Title: "Bless the Beasts and the Children"
Project Teachers: Daisy Reiter (chairman), Amy Jo Belko, Joy James
School Site: Wallaceton-Boggs Elementary
Philipsburg-Osceola School District
Grade Level: Fifth Grade
No. of Students Involved: Twenty-six
Project Dates: January 2, 1980 - March 31, 1980
Subject Areas: Science (Environment), Art
Arts Involved: Visual Art
Grant Amount: \$250.00

Project Objectives:

1. To construct a mural for permanent display in the school to show the warmth, feeling, kindness, and understanding of animals and children.
2. To develop students' understanding of animals in their natural environment and how they adapt to their environment.

Project Activities: January 2: Classroom discussion was based on animals; their ability to adapt to various environments and situations. Specific animals were named for the four locations to be shown on the mural, (ie., Arctic, jungle, temperate and desert regions). Also discussed were the types of vegetation, climate, natural resources, and nationalities found in these areas.

January 9: Each child selected three animals he wished to draw. Each child did research on the three selected animals. The research was done in encyclopedias, Wildlife Treasure Cards, and many pictures and posters from World magazine.

January 10: The children began making pencil sketches on manila practice paper.

January 16: Miss James, the art teacher, instructed the children in art class to make drawings of animals with pen and ink. These drawings showed the textures of various animals, feathers, scales, fur etc.

January 30: In class discussion, "favorite drawings" were chosen to be used in the mural. They were placed in the correct environment.

February 1: A 4' x 8' piece of plywood was covered with white newsprint. The class helped plan the arrangement of climate zones and began drawing the rough draft.

February 6: Mr. Luther Cartwright, a local carpenter, was contracted to build the showcase.

February 5th-18th: The drawings were positioned and perfected on the test mural. Crayons and magic markers were used to color the rough draft.

February 21-March 7th: The children completed the mural. Each child who drew an animal was in charge of finishing it to his liking. He chose helpers and decided on the fabric, type of glue, color of eyes, etc. Those children who felt uncomfortable about drawing were given the tasks of painting, carving from balsa wood, gluing, making flowers, etc. Each child did something...all children were important to the project.

March 7th-29th: The paper, first draft, of the mural was hung in the hall of the school with the caption "Art Attraction Coming Soon".

March 29: The finished project was hung permanently in the hall. A brass plate was attached. "Bless the Beasts and the Children" Fine Arts Grant 1979-80: D. Reiter & Room 502

April 15: The children's essays about the project were laminated, placed in a notebook along with pictures and a copy of a newspaper article describing the project, and chained to the case.

Community Resources Used: Mr. Luther Cartwright (Carpenter)

- Project Evaluations:**
1. The children's selections of animals for illustration revealed their fondness for soft cuddly, loving friends. Their choices of fabrics and finishes for the animals indicated an awareness of animals physical characteristics. The variations of skin tones and dress illustrated the class's awareness of ethnic groups and the differences of dress required in various locations. The faces and expressions on the animals revealed the children's awareness of emotional ties.
 2. The awareness of the animals adaption to his environment was illustrated by the children's choices of fabrics, textures, and various finishes used.
 3. At the end of the project, the children wrote essays about the project. These essays described the activities which each children accomplished and what each child learned from the project.

It is noted by reading these essays that the children enjoyed the free art project. They developed a sense of accomplishment and learned to work together. They experienced working in a progressive but controlled classroom, developed a sense of responsibility. They were able to use their individual talents without fear

of criticism or failure. Their individual interpretations and expressions were encouraged and praised.

4. **Teachers Evaluation:** The class was able to see a project develop. They were able to use all types of finishes, techniques, and study guide materials. They learned to work together in a classroom on a totally creative project. They learned the value of cooperation. Most importantly they learned to develop the talents they each have and to admire the talents of others...Every child can walk by the completed project [mural on display in the school] and feel a sense of pride in the completed project.

Documentation of Project:

1. Slide presentation on all phases of the project.
2. Copy of newspaper article describing the project.
3. Five pencil sketches and five pen-and-ink drawings done by students as preliminary sketches.
4. Seven black and white photos and twelve color photos.

Sample Student Essays:

Heather: "I did the desert part. I used feathers for the birds, and I used crepe paper for the flowers. Then I took popsicle sticks to make a stump so the bird could sit on it. I learned how they live in the desert, and what they eat. I learned how the animals camouflage their self. I also learned that some glue sticks do some things and other things it doesn't."

Norman: "I think the project is great because it is the year of the child. The animals are up there to show the kind of animals that are in this world. The children also represent all kinds of children around the world."

This project also tells us about the animal environment. It helps us learn about the animals in their world. I think it is fun and it is a very, very nice project because when I come back when I am thirty years old I can see it still up. At the end of everyday when we worked on it we would clean it up and that helps alot."

Grant Project No. 2

Title: "Museum: Motivator for Science and Social Studies"

Project Teachers: Lois Bailey (chairman), Helen Cardenuta, Dawn Wagner, Roberta Brewer, Pat Eyster, Richard Barbrow

School Site: Radio Park Elementary School
State College Area School District

Other Sites: Carnegie Museum of Art, Pittsburgh, Buhl Planetarium, Pittsburgh

Grade Level: Grades 5 and 6

No. of Students Involved: 141

Project Dates: April 14, 1980 - May 30, 1980

Subject Areas: Science, Social Studies

Arts Infused: Music, Art, Creative Writing, Drama

Grant Amount: \$850

- Project Objectives:
1. The museum trip will serve as a curriculum enrichment activity planned to teach and reinforce basic concepts in science and social studies. In addition, the museum will act as a cultural expansion to the existing community resources.
 2. The museum trip will serve as a stimulus to learning as well as provide factual information for students. Thus, the experience will enhance the learning experiences of each child.

Project Activities: February 18: Two teachers made a trip to Carnegie Museum for information for planning the field trip.

April-May: Trip planning included:

1. Arranging for buses
2. Arranging for rides home after trip.
3. Arranging for places to eat on return trip.
4. Letter to parents giving details of the trip.
5. Permission slips for children.
6. Arranging for chaperones.
7. Working with Senior High Art Club for students to accompany children on trip.
8. Final arrangements with Carnegie Museum for guided one-hour trip of the museum, making sure that works of Russian artists would be on display.

April-May: Study of the U.S.S.R. in the classroom.

April 1: Pretest of Soviet Union was given.

April 15: Unit began. Film "Introduction to the U.S.S.R." was shown. Printed packets containing information on history, government, geography, communism, education, art, music, sports, people, transportation, communication, maps, and filmstrip packets were given to each student.

April-May:

1. Many lessons were done by using the book Soviet Union published by Fideler. How the People Live in the U.S.S.R. published by Benefic Press also was used.
2. Films used to supplement the unit were National Geographic films on "Siberia" and "The Mighty Volga".
3. Mrs. Bengston, the music teacher, discussed Russian songs, musicians, and composers during the music class. A music center also was set-up in the classroom so that children could listen to music written by Russian composers.
4. Guest Speakers:
 - (a) Dr. Jeck spoke on life in the Soviet Union.
 - (b) Mrs. Barnes (parent) showed slides and told students about Moscow.
 - (c) Mrs. Cross showed slides and told children how she explored Moscow on her own without a guide.
 - (d) Dr. Frank McKenna showed slides and spoke about the education and club activities of the youth in different parts of the U.S.S.R.
 - (e) Dr. Douglas Miller taught and demonstrated Russian music. He played a tape of Russian singers.
 - (f) Mrs. Lorraine Kapitanoff brought students from Penn State University. Teachers, Radio Park students, and university students acted out a Russian folk tale as Mrs. Kapitanoff read it. Also in the group were a singer, dancer, and fire eater.
 - (g) Mr. Aldoff, a doctoral candidate at P.S.U. in Russian history, spoke on the early history of the Soviet union.
 - (h) Mrs. Vivian Sabean, retired art teacher presented a slide lesson on Russian artists.
5. The students took a short field trip to the Slavic Festival held at Penn State University.

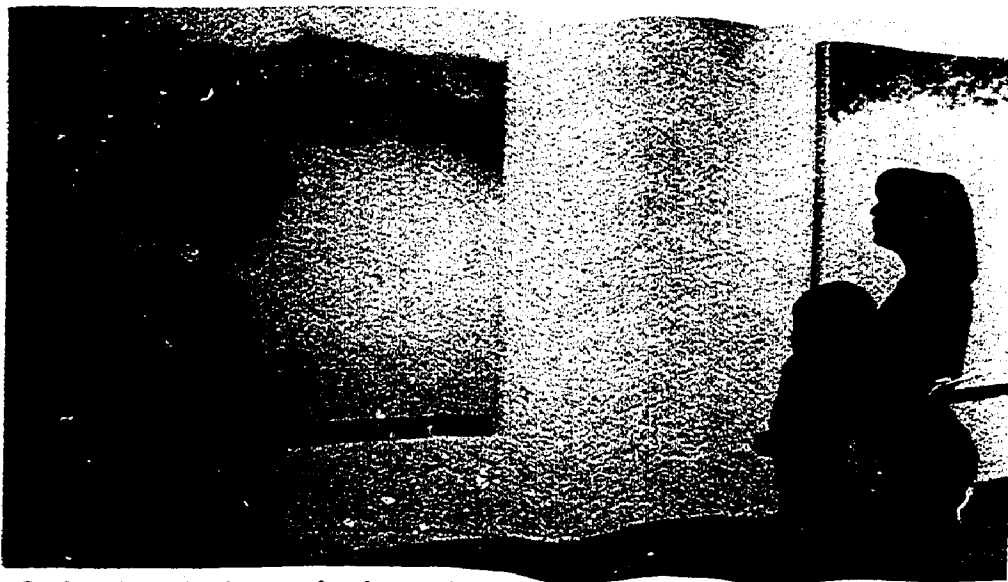
May 15: The Field Trip to Carnegie Museum and Buhl Planetarium

- (a) Left Radio Park School at 6:20 a.m. Arrived at the Museum at 10:45 a.m.
- (b) Students were given a docent-guided tour of the Carnegie Art Museum.
- (c) Students toured the Natural Museum on their own with the teacher as a guide.
- (d) Buhl Planetarium tour began at 2:30 p.m.
- (e) Left for State College at 4:15 p.m. Arrived at Radio Park School at 9:15 p.m.

Evaluation of Project:

1. A pretest-posttest of the U.S.S.R. Unit was administered to each student in the project. The average number of correct responses increased from 11 to 17 between pre- and posttest on the 23 question survey.
2. The students completed a creative writing assignment on "Life in a Soviet Prison Camp", an assignment requiring an understanding of soviet life, geography, history, etc.

Documentation of Project: Black and white photographs. Slides of the museum trip.



Students look closely at works of art under the guidance of a docent in a museum field trip.

Grant Project No. 3

Title: "ALOHA...Appreciating Local History Through Art"
Project Teachers: Ted Grocki (Chairman), Sister Francis Therese, Sister Antonio, Miss C. Martin, Miss C. Berry, Mr. D. Krysiniski, & Mrs. G. Kane
School Site: St. Francis School, Clearfield, PA
Other Sites: Shaw Library, Clearfield County Historical Museum, Historic District of Clearfield, C.A. Walker Lumber Mill, Al Hamilton Contracting Co., John Sankey Farm
Grade Level: Grades 1 through 5
No. of Students: 140
Project Dates: January 1, 1980 - May 9, 1980
Subject Areas: History, Social Studies
Arts Infused: Art
Grant Amount: \$580.00

- Project Objectives:**
1. To have the students become involved and familiar with local history through art.
 2. To develop manual dexterity and psycho-motor coordination through arts and crafts.

- Project Activities:**
- A. Who involved: all classroom teachers, art instructor, Mr. R. Allison curator of the Historical Museum, Local historians Dr. J. Frish (an anthropologist), Dr. Gillmore (an author on local indians), representatives of a local coal mine and logging firm, as well as a representative from a local paper mill.
 - B. Activities took place in the classrooms, gymnasium, library, lunchroom, outside the building, the students visited the Library, Historical Museum, Historic District, C.A. Walker Lumber Company, Al Hamilton Contracting Company, John Sankey Farm.
 - C. Timeline and Sequence of Activities by Grade Level

Grades 1-2

<u>Time</u>	<u>What</u>	<u>How</u>
2 weeks	Discussion of Indian Methods show how to make slab, pinch, and coil pots.	Clay Pots...from natural materials children made clay and then pots after drying the pots were painted with appropriate designs.
1 week	Discussion of purposes for and use of beading.	Indian Bead Work... Made paper beads and tooth necklaces



Grades 1-2 continued

<u>Time</u>	<u>What</u>	<u>How</u>
2 weeks	After class discussion of what would be needed for life support...all planning was done.	Mural...Painted mural with tempera paint according to pre-established design.
1 week	The use of symbols was discussed and their meaning.	Indian Sign Pictures...The Children "wrote" their own stories using symbols (Indian)
<i>Introduction of white settlers takes place</i>		
1 week	How the Indians helped the white man...what came first: plants, animals, Indians, white men.	Finger puppet plays... children created their own plays using the stated categories of characters and with teacher guidance.
2 weeks	Discussion of how fabric was made...cording and spinning shown only.	Cardboard Looms... each child made his own cardboard loom and warped it; then each was assisted individually, and taught to weave and then worked independently to complete the project.
1 week	Following the weaving sessions, discussion of need to recycle fabric.	Patchwork pictures... made own pictures by laminating fabric scraps hot iron used.
1 week	Discussion of early history.	Logging rafts.... made of popsicle sticks
1 week	Discussion of early learning/teaching methods...children needed to know how to sew by hand.	Cross stitch...using rug canvas and heavy yarn stiffen on one end, each child made own design...work one on one.

Grade 3

<u>Time</u>	<u>What</u>	<u>How</u>
Week 1-7	Girls only...Discussion of early houses...independent research report written.	Each girl made one room cabin of cardboard simple furniture emphasis placed on difference between theirs and 4&5 graders.
Week 1-7	Boys only...Discussion of logging industry...independent research & report written.	Teams of 3 boys, each made paper mache models of the river showing rafts of logs.
Week 7	Purpose of beading, use of etc., were discussed (Boys only).	Made paper bead necklaces.
Week 7	Weaving session with Mrs. Giddings (Girls only).	Made own looms which were finished independently..taught to cord and spin on home made drop spindle.
Week 8	Discussed what they were used for and symbolism of them.	Indian Shields... Made own with secret symbols plates and scrap paper.
Week 9	Discussion review of sign symbols.	Indian Sign Pictures... "wrote" own Indian story using symbols only.
Week 10	-----	Using county maps, they located the school, store and church, etc.
Week 11	Crayon quilt...reason for recycling...discussion...contest.	Quilt (town)...Each child drew a picture of something in a town and contest was held to determine the best twelve square...Teacher assembles into quilt.
Week 12	Jack Frisch spoke of Indians	-----
Week 13	What was in town 100 years ago to compare with discussion from previous session.	Village...Made paper houses and painted them...assembled into town.

Grade 4

<u>Time</u>	<u>What</u>	<u>How</u>
<i>Wks. 1-7</i>		
<i>Boys- Indians</i>	<i>Discussion of "local" Indians and Paths.</i>	<i>Work on Indian village.</i>
<i>Girls only 1860-80</i>	<i>Discussion of mid-1800's houses...independent work report.</i>	<i>Made 1860-1880 style house...noted differ- ence between 3 & 5 grade cardboard, spoo- fabric, caps, etc... no purchased furniture allowed.</i>
<i>Boys only iron</i>	<i>Discussion of early iron furnace and ecological impact report written.</i>	<i>Made from paper mache (strip) and painted with tempera paint embellished with diagrams.</i>
<i>Whole class paper making & book</i>	<i>Paper making film and trip to papermill and Westvaco discussion.</i>	<i>Made own paper from scraps/pulp screened & pressed...set up in factory line fashion each child took part in each stage, book silk screened.</i>
<i>Girls only</i>	<i>Jean Giddings taught to weave spin & cord wool.</i>	<i>Used floor loom and made own loom/also used spinning wheel.</i>
<i>Boys only Indian village</i>	<i>Independent & class study of life style.</i>	<i>Created a life size Indian village...2 teepees..fish drying... rock log fire...spears bow & arrow etc. very effective.</i>

Grade 5

<u>Time</u>	<u>What</u>	<u>How</u>
<i>Weeks 1-7</i>		
<i>Girls 1900-80</i>	<i>Discussion of late houses report on houses.</i>	<i>Made houses of cardboard & materials obtained at home... completely decorated and painted.</i>
<i>Boys Coal</i>	<i>Coal mining film & dis- cussion samples of coal reports.</i>	<i>Paper mache coal mines made by teams... one deep mine for comparison purposes... complete with trucks and all equipment.</i>
<i>All child- ren Indian paths map Dr. Gillmore</i>	<i>Discussion of paths & life of Indians Dr. Gillmore spoke.</i>	<i>Drew and chartered own path map from informa- tion obtained in news paper.</i>
<i>Girls weaving</i>	<i>Jean Giddings worked with the girls in cording, spinning, and weaving.</i>	<i>Weaving on a floor loom worked corders & & home-made drap spindles make a frame loom & completed a simple project of their own design.</i>

*r all grades: Historic Museum was created in the library...a card showing
ownership and explanation accompanied each entry...good
participation and interest shown.*

*Time capsule was made; entry with explanation from each
student...to be opened in 1985.*

*r grades 3,4, & 5 Dr. Jack Frisch spoke on local and nationwide Indians
explaining differences, tough language, had many displays.
Told Indian stories, showed slides and played tapes of
Indian Music.*

r grades 4 & 5: Dr. Gillmore spoke on local Indian paths & history.

Community Resources Used: Caldwell's Atlas, Library Resource Room, Progress Newspaper, Aldrich's Biographies, Historical Society, Mr. R. Allison-Historian, Dr. Jack Frisch, Dr. Gillmore, Heritage Foundation, Jean Giddings-Weaver, Local Coal Mine and Lumber Mill, Westvaco Paper Co., Hammermill Papers Group.

Evaluation of Project: The project was evaluated through student reports, class discussion, oral testing, and end results of student projects (how were researched & executed). Chairman's summary of the evaluation: "Children have shown interest in local historical events and gained a source of different life styles, have also demonstrated that they value this information...The children learned history without even being aware they were. All the time they were learning how to use various art. mediums. They absorbed much history. Students worked in small groups and developed closer relationships".

Documentation of Project:

1. Community Library window display
2. Newspaper articles
3. Black/white photos
4. P.T.O. Arts Show
5. Field Trip Photos



Local artist enriches Challenge Grant Project in rural community.

Grant Project No. 4

Title: "Great Expectations: American Painting"
Project Teachers: Steven P. Hindman, Susan M. Peters, and Arnold Foradori
School Site: Philipsburg Junior High School
Other Sites: Carnegie Institute Museum of Art
Grade Level: Eighth Grade
No. of students: forty-five
Project Dates: April 1, 1980 - May 1, 1980
Subject Areas: Art
Arts Infused: Art
Grant Amount: \$350.00

- Project Objectives:**
1. To give the students (who might never get the opportunity to see an art museum) a unique experience to actively involve themselves in a museum tour experience and have it relate to their history studies.
 2. To give the students a view of how a collection of artwork is organized.

Project Activities: The grant was written with the idea that art and history in America have always been tied together; a unique way to apply this idea would be to emphasize the history of America through art.

Sequence of Project Activities:

1. Contact with museum for brochures and information: contact person...Janet Schwab, Carnegie Institute, Division of Public Relations, 4400 Forbes Avenue, Pittsburgh, PA. (412-622-3314).
2. Reservation of tour date, time, lunch area, etc. Contracting of bus for transportation. Sought school board permission for trip.
3. Teacher assembled art slides and background information from library sources as preparation activities for the tour itself.
4. Students did research work on American Art in library and completed reports.
5. April 14-15: In-class teacher presentation of selected art slides, emphasizing works of Gilbert Stuart, Benjamin West, John Trumbull, Samuel F. B. Morse, Daniel Chester French, Nathaniel Currier, James Merrit Ives, George Caleb Bingham.
6. April 16: Tour of Carnegie Museum of Art.

7. April 17-18: Wrap-up of unit and posttest in which students were asked to describe the experience and what they remembered.

Community Resources

Used: Carnegie Museum of Art

Evaluation of Project:

Evaluation of the project was done primarily through student comments.

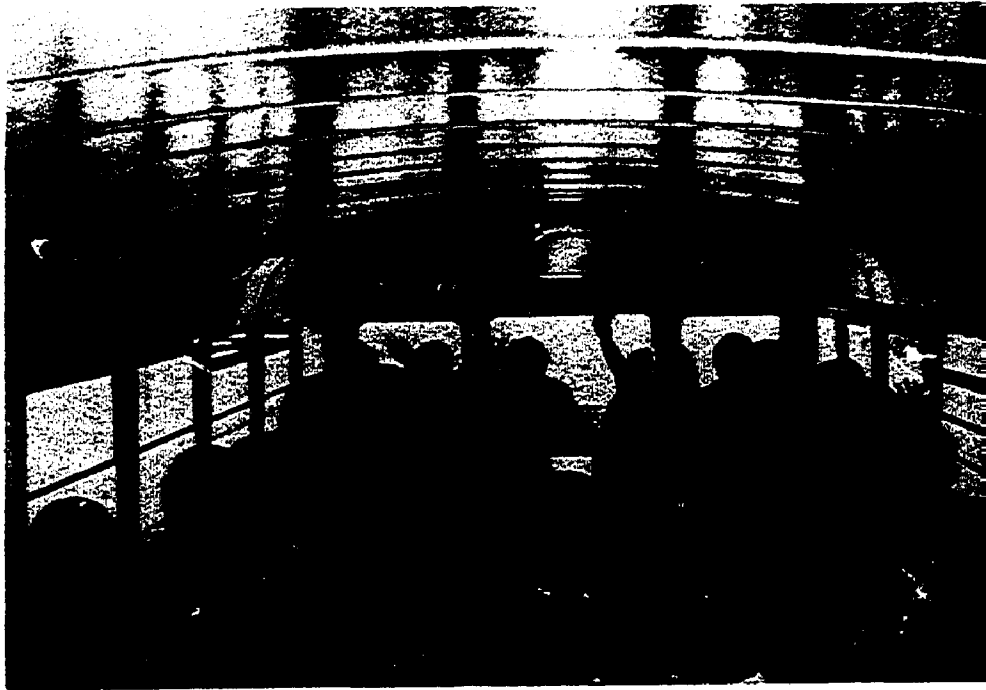
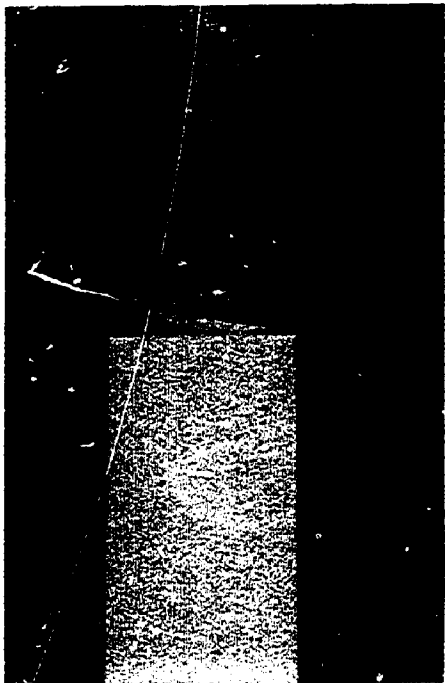
Teacher evaluation remarks:

"'Oh's 'and 'Ah's' seemed to characterize much of the results of the tour. The students asked questions of the docents who seemed to keep the explanations about the artworks brief, direct, and to-the-point as not to bore the students.

...I can say without reservation that this project proved to be the very best unit of study for my students. The students exhibited a great deal of enthusiasm."

Documentation of Project:

Black and white pictures and colored slides of tour.



Carnegie Museum of Art visited by junior high school students through CAP funding of Challenge Grant.

Grant Project No.5

Title: "Careers in Arts and Crafts" (Arts Festival)
Project Teacher: Barbara H. Stoltz
School Site: Philipsburg Elementary School
Philipsburg Osceola School District
Grade Level: Primary 5th Grade; K-6 involved in final festival
Number of Students: Approximately 300
Project Dates: March 1, 1980 - May 15, 1980
Subject Areas: Language Arts
Subjects Infused: Music, visual arts and crafts
Grant Amount: \$250.00

Project Objectives: 1. To expose students to different kinds of arts and crafts as possible careers and hobbies.

Project Activities: *(The following activities were also supplemented by the production of a play by the class.)

1. One month before the scheduled date, the teacher contacted local artist guilds and Arts in Education Program of Intermediate Unit #10 for names of artists and craftsmen in the area.
2. Artists and craftsmen in the areas of leather craft, pottery, jewelry, weaving, stained glass, painting, and creative dance were contacted by the teacher and asked to do demonstration of their art for a two-hour period on the afternoon of the planned festival date.
3. After receiving commitment from the artists the teacher took the festival project to the students, so they would be involved in program planning and organization of public relations. The students composed a list of interview questions which each artist answered. Information from the questions was used by the students to develop short introductions for each artist which were used on the day of the festival. The questions including the following:
 - a. Where are you from?
 - b. How did you get started?
 - c. What do you make?
 - d. Is it difficult?
 - e. What's your specialty?
 - f. How long did it take you to learn?
 - g. What materials do you use?
 - h. Special comments.
4. Upon completion of the interviews, the class was divided into the following committees:
 - a. Two students were assigned to each artist. These students composed an introduction from the question and answers from the interviews, using

their paragraph writing skills. This was written on a 5x8 card and used later to introduce the artist to groups of students on the day of the festival.

- b. Four students wrote letters of invitation to school administrators. These students also served as "greeters" at the school doors, meeting visitors and the press on the day of the festival. The entire class studied proper ways of introduction to prepare for the festival.
 - c. Public Relations. A group of four students made posters and flyers to parents and the school student body. The posters and flyers advertised the festival.
 - d. Those students who finished writing and introduction practice made a large sign for display at the festival. The sign read CAREERS IN ARTS AND CRAFTS; it also contained student pictures of the different arts appearing at the festival. The students hung the sign in the cafeteria of the school one week before the festival date to stimulate student body interest.
5. The teacher contacted the media (3 newspapers and one television station) to invite coverage of the festival.
 6. On the day of the festival, the class arranged the artists around the edge of the cafeteria space and set up a stage in the middle of the cafeteria for the dancer. A local instrumental group, set-up in the hallway outside the cafeteria, provided background music and entertainment for students coming into the festival space.
 7. Each class was scheduled to arrive at the festival in fifteen minute intervals (younger children arriving first). The students who wrote introductions took turns guiding each classroom to the festival and reading introductions of the artists at each demonstration site. The students of the public relations committee watched for possible problems, provided for artists needs, and took coffee orders for visiting adults and artists. The "greeting committee" students welcomed guests and presented them to the school principal and the project teacher. At the end of the festival, the entire class remained to help with clean up.

Community Resources

Used:

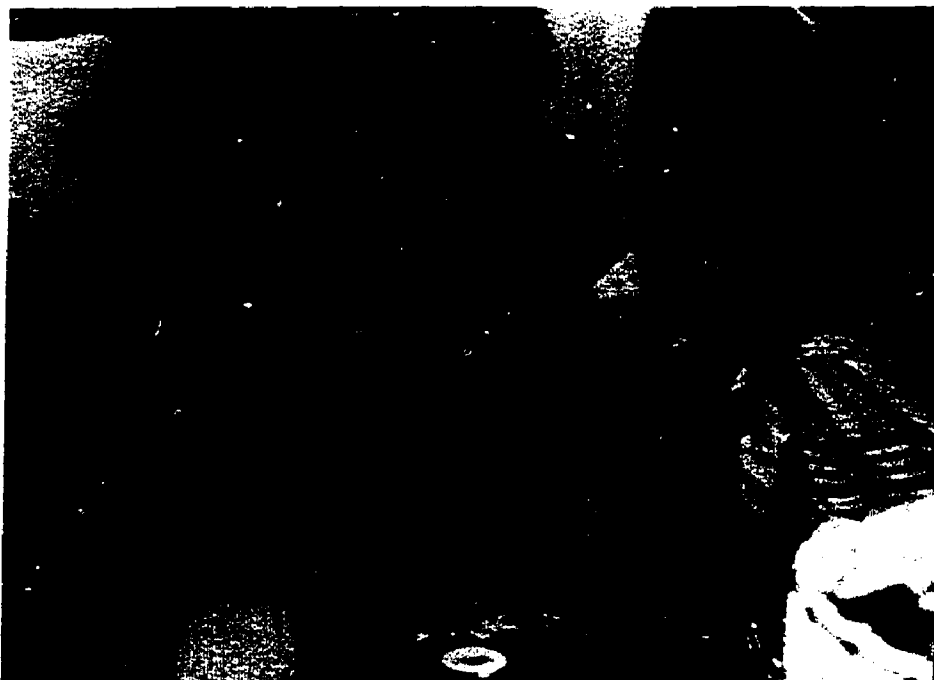
Jan Lurie (leathercraft), Karen King (dance), Lyn Jablonsky (weaving), Ken Plattner (stained glass), Ann Hettsmansperger (pottery), Pat McDannell (painting), Dagnar Tichy (jewelry).

Evaluation of Project:

- (1) Pre- and posttest surveys were administered to participating teachers. Project teacher's summary: "The pretests showed many teachers reluctant to utilize the arts in their teaching. Some expressed the desire to know more. In the posttest forms, I noticed a change in many as far as the desire to be creative was concerned. They expressed high interest in the festival..."
- (2) Teacher evaluation - "I think that for many of the students, the arts festival provided exposure to artistic endeavors that many of the students may never experience if they remained in the town. It gave my students experience in public relations, in introductions, and relating to professional people. There were wealths of opportunities to put kids in charge and to learn an unlimited amount of skills creatively and cognitively. I saw these things emerge constantly."

Documentation of Project:

Black and white photographs and colored slides.



One of several artists intrigues elementary children in a Challenge Grant "Arts Festival."

Grant Project No. 6

Title: "Reflections: Year of the Child"
Project Teacher: L.M.L. Winters
School Site: Wallaceton-Boggs Elementary School
Philippsburg-Osceola School District
Other Sites: Education Building, Harrisburg, PA
Grade Level: Grade 5
No. of Students: 27
Project Dates: December 3, 1979-January 4, 1980
Subject Areas: History, language arts
Arts Infused: art, music
Grant Amount: \$250.00

- Project Objectives:
1. Involvement in the "Arts of Decades" through study of children in American History, study of art prints and participation in the Smithsonian exhibit "Reflections: A child in America".
 2. Experience different ethnic groups, geographic areas, and performing arts.

Project Activities:

December 3: Questionnaire relating to parent's and grandparent's "growing-up years" sent home by students. Parents and grandparents were "interviewed" on such questions as:

1. How long has your family been part of America's history?
2. From what ethnic culture did they come?
3. Are there dances, stories, or art and craft forms which your parents and grandparents remember from their youth?
4. Do your parents or grandparents feel their lives as children were different from your life today?
5. What games, school activities, or songs do your parents and grandparents remember most?

December 5: Information letter describing field trip to Harrisburg and the "Reflections: A Child in America" exhibit was sent home to parents.

December 6: The family questionnaires were collected and displayed on a bulletin board along with photographs of parents and grand-parents at play, work, etc. Class discussion of each individual's questionnaire and pictures was conducted.

December 10:

Introduction of vocabulary words for field trip study (dignity, generation, colonial period, puritan, 19th century, 20th century, sampler, uniqueness, kindergarten, leisure time, labor-saving, phenomenon, miniature). Students investigated meaning of these words.

December 12:

Introduction to class of list of famous people for research over a one-week period. List included: Thomas Hooker, William Penn, John Locke, Lydia Childs, Robert Louis Stevenson, Frederick Froebel, George Ackerly, Susan Blow, "Little Nemo".

December 13:

Each child was given an individual notebook in which he was to record information interesting to the child as well as vocabulary and other terms. Each notebook was evaluated and graded at the end of the project.

December 19:

Oral review of famous persons and vocabulary list for test.

December 20:

Vocabulary and Famous Persons Test

January 2:

In preparation for trip, each child chose one famous person from the list to research during the exhibit, paying particular attention to everything in the exhibit relating to that person.

January 3:

Field trip to Harrisburg to Smithsonian Exhibit. Children included in their notebooks the towns, routes, bridges, etc. which they passed from school to Harrisburg and placed a star by those they thought were old.

January 4:

Class discussion of famous person information noticed in exhibit.

Community Resources
Used:

Parents and Grandparents

Evaluation of
Project:

1. Evaluation procedures included classroom discussion, student notebooks, bulletin board displays, participation in arts activities during exhibit tour, map studies, tests on vocabulary and people, field trip survey forms completed by parents participating in the field trip.
2. Teacher Summary Evaluation: "I feel my primary objectives were well met through the involvement of the children in "Reflections"; the scores on tests, discussions, and oral presentations "reflected" their learning, as did their desire to participate....I believe my students gained much more from this trip and its related studies than they possibly could have in the classroom.

1. Samples of questionnaires, letters, surveys,
student work.

2. Black and white photos.

3. Color slide photography



Grant Project No. 7

Title: "Japanese Arts"

Project Teachers: Susan Smith, Patty Pipik, Nancy Francisco

School Site: North Lincoln Hill Elementary School
Philipsburg Osceola School District

Grade Level: Grade 2

No. of Students: 76

Project Dates: January 7, 1980 - February 22, 1980

Subject Areas: Social Studies

Arts Infused: Dance, Art, Music, Drama

Grant Amount: \$250.00

Project Objectives: For a culminating activity for the Japanese unit of study in social studies, the children will experience a variety of Japanese arts both for observation and participation.

Project Activities:

January 7-Feb. 22: The text, filmstrips, 16mm films, AV charts, library books, records were used to introduce, discuss, and reinforce concepts related to (1) families in Japan, (2) houses in Japan, (3) schools in Japan, and (4) occupations and customs in Japan. The children worked daily on a booklet concerning these topics.

February 1: The three second grade classes met to learn two Japanese songs ("Chichi Papa" and "Japanese Children") and the game Jan-Ken Pon. One class performed a short play about family life in Japan.

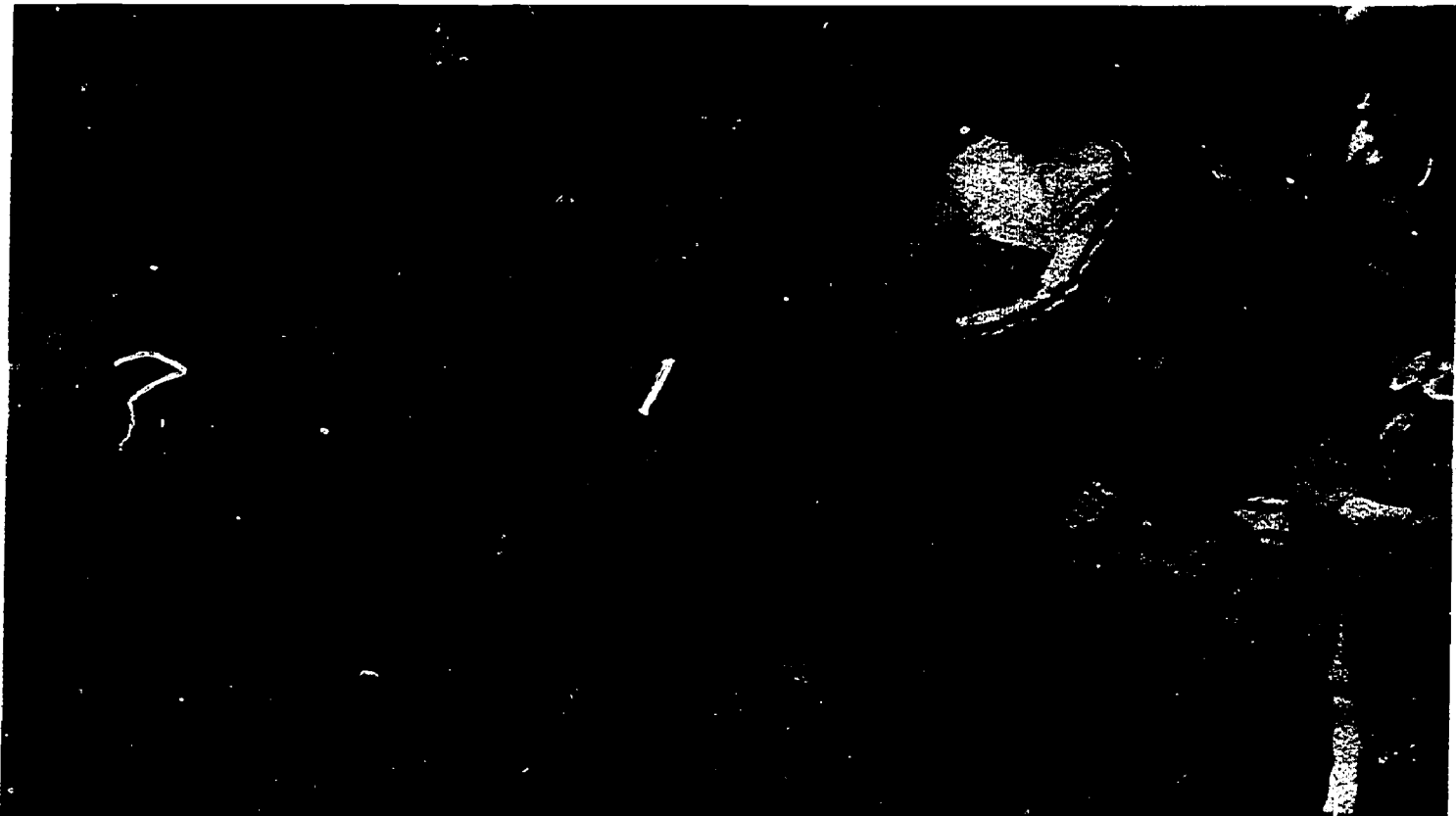
February 8: The three second grade classes did Japanese artwork. Origami was taught (the children made whales, cat, and dog). They also made umbrellas using pipe cleaners and cupcake liners. The children were introduced to chopsticks and practiced using them.

Other activities included a depiction of Children's Day in Japan. The students also made "coolie hats" and Japanese flags. They learned many Japanese words. Japanese writing with black paint and brushes was done with symbols and Japanese numbers 1-10.

February 21 - 22: Japanese Arts Festival. Ann Hettsmansperger and Shirley Siegenthaler, local potters, discussed and demonstrated types of Japanese wheel-thrown pottery. On the second day of the festival, five local Japanese natives living in the State College area showed slides of Japan, demonstrated Japanese dancing and karate in native costume, and prepared authentic Japanese cooking for the students.

Teachers' Summary:

"The children were given a variety of Japanese art experiences and they did participate in some of them. We discussed Japanese pottery and they observed this. After it was over they were able to feel the clay to see what it was like and also to see the finished products. They were able to see karate , dance, and slides on Japan and were free to ask questions at any time. They participated in using chopsticks and eating food prepared for them by the five Japanese people who came to the school. They all wrote thank you cards and letters to the woman who came in with the pottery and the five Japanese people. They were able to discuss their experiences with the teacher and also to write about their experiences."



"Japanese Arts" Challenge Grant expands children's knowledge and understanding of Japan, its culture and people.

Grant Project No. 8

Title: "Carnival of the Animals"

Project Teachers: Connie Christiansen (chairman), Carmen Addleman, Melanie Fink
Patricia Presser, Elinor Burns, Carol Hollinger

School Site: Easterly Parkway Elementary School
State College School District

Other Sites: Eisenhower Auditorium, Penn State University

Grade Level: Grades 1 and 2

No. of students: 100

Project Dates: February 4, 1980 - April 30, 1980

Subjects: Language Arts, science

Arts Infused: Dance, drama, music, art, creative writing

Grant Amount: \$250.00

- Project Objectives:**
1. To use the arts to motivate and stimulate the children in preparation for an upcoming Circus Unit and the Pittsburgh Symphony's Young People's Concert "Carnival of the Animals".
 2. To infuse the arts into the teaching of basic subject matter and helping the children build an appreciation and understanding of how the arts are interrelated.

Project Activities: This project was a coordinated effort among the music teacher, art teacher, and four classroom teachers. Students participated in some activities in music and art classes as well as in the classroom.

Music Class

Week of
2/21/80: Started mime to record "Pretend" by Hap Palmer using: "Giant" (Turtles), "Rushing (Wild Horses)", "Kites" (Flowers), "Big Box" (Elephants), and "Frog" (Rabbits, Donkeys) to open minds with movement and music.

2/28/80: Music teacher listed parts of Carnival of the Animals on blackboard. They discussed possible sounds (fast horses, slow turtles, etc). Played "Cuckoo" (held finger up as cue when musical clue was heard). Played "Lions" (moved as silent lions...raising body on roar); played "Kangaroos" (Hopped, grazed). Charted parts of "Carnival".

3/4/80: A short review of sounds was given in music class. Played "Hens & Roosters", "Elephants", "Fossils", "Aviary", again used finger as signal for tuning in to clue. Underlined each part of record guessed correctly.

- 2/11/80: Studied all individual parts of "Carnival". Discussed meanings of "Introduction" and "Finale".
- 2/18/80: Studied sequence of "Carnival" and identified main instruments for each part. Used flash cards naming parts of "Carnival" (in any order) and played a few measures of each and they recognized by sounds.
- 2/26/80: Karen King (creative drama specialist of I.U. #10) did short warm-up exercises. Described animals and children made shapes and motions using their bodies.
- March & April: All music classes now became an extension of activities from classroom and resource people.

Art Class

- 2/10/80: Started costumes with classes. Some discussions within the classes to decide which mask or costume idea would work best. The groups that had their costume ideas ready got their materials and began.

Most classes had 2-3 sessions working and planning their costume/mask in the art class. Each group should have had at least 4 or 5 art sessions for completion of the masks etc., within the art classes (50 minutes every other week).

Classroom Activities

Below is a sequence of classroom activities which were executed beginning on February 5 and culminating around April 30. Each classroom teacher selected activities from this sequence for her particular class in the following manner:

First Year Primary Class: Activities 1-3

Second Year Primary Class: Activities 2, 4, 9, 10, 14-16

First & Second Year Primary Class: Activities 2, 3, 4, 10-12, 15, 17-20.

First & Second Year Primary Class: Activities 1, 4, 5, 10-12, 14, 15, 18, 21, 22

Sequence of Classroom

Activities:

1. Teacher read aloud the book : Carnival of the Animals by Camille St. Saens, after introducing the composer (followed first contact with music). Discussion followed on each animal and cards with animal names were shuffled by the teacher. Each child came to front of room, selected a card (without looking) and read it silently. Then he/she mimed an action or gesture by that animal. The others, seated, guessed the name of the animal mimed.

2. The teacher played the music "Carnival of the Animals" on the record player each morning as the children arrived. They played guessing-games as to which band of music represented each animal.
3. The children listened to the music, guessing the animals for each band. They used the cards to play "animal charades" again (see 1).
4. The teacher played the music and allowed the children to "move" with the band of their choice (of the 3 chosen for our class by music teacher, Mrs. Carmen Addleman). Then I listed "try outs" for each of the 3 animals (lions, roosters, wild horses) and chose 8, 7, and 6 (respectively) children for each group. Teacher chose children who exhibited enthusiasm and creative movements for each animal tried out for.
5. The children drew a picture of their animal and used collage materials (fur, materials, yarn, paper, etc.) to elaborate the features. Some children described their animal via 4-5 sentences on a sheet of writing paper. The teacher encouraged them by asking questions: "How many legs?" "Where does it live?" "What does it eat?"
6. Using the familiar format of Bill Martin's Brown Bear, Brown Bear, the children made up a Ferocious Lion, Ferocious Lion poem which the teacher charted (using the 13 "Carnival" parts). We then sang the poem to the tune "Twinkle, Twinkle, Little Star."
7. The teacher wrote the developed poem (see No. 6) on a ditto, and the children illustrated each verse on their own worksheet.
8. The children formed their animal out of clay. The 21 clay figures were exhibited in a "parade" on the window sill.
9. After a discussion of forming a "crazy animal" from 2 or 3 of the animals (or parts) of the "Carnival", children illustrated and described in writing, their crazy animal. They had to use at least two combinations. The illustration was composed from the description.
10. The class made a list of materials needed for the kinds of costumes for which we had ideas. The class also discussed the 3/29 Pittsburgh Symphony Youth Concert and those who attended shared new movement ideas for "our" animals.

11. Children worked on costumes...lion masks...yarn manes; horse heads (boxes) painted; rooster masks painted.
12. Movement routines for each animal group were choreographed and rehearsed.
13. The children wrote and illustrated what they liked best about doing the Carnival of Animals "unit".
14. The class read the verses written by Ogden Nash; listened to other poems by Nash and discussed his poetry style.
15. Each child designed the costume for his/her particular part of "Carnival" by drawing in detail, on paper.
16. Each child wrote a detailed, sequential account of the project "Carnival of the Animals". They included feelings about their involvement in the project.
17. The children wrote cinquain poems for their particular part in "Carnival" and illustrated how they would appear in the program. Using expressive voices, the children made a tape recording of several of the poems. Later, instruments (rhythm sticks, maracas, tambourine, etc.,) were added for additional sound effects.
18. The class listened to the music for each part (2 part per class period), and the children listed words describing the music and the animal of that band.
19. Following the format of Bill Martin's Brown Bear, Brown Bear, each child became the author of his/her own version of Brown Bear using his/her choice of descriptive words and following the sequence of "Carnival of the Animals".
20. Following the performance, the children illustrated a favorite part and wrote several sentences describing their feelings before, during and after the performance.
21. The children wrote poems using descriptive words and experimented with various phrase and sentence patterns. This followed a study of other poets' patterns and use of words. Several of the poems were selected to enter the Poetry Contest of the 1980 Arts Festival.
22. The children researched their particular animal part "Carnival".

**Community Resources
Used:**

Marcille Tressler, State College Area School District art teacher, showed slides of wild animals (A to Z) 2/25/80.

Karen King, Creative Drama Specialist, worked in music classes, exploring movement 2/26/-28/80.

Alard String Quartet played and discussed the stringed instruments 3/6/80.

Jeanne Stevens-Sollman, local potter, demonstrated with each class how to create animals from clay 3/17/80.

Karen King, Creative Drama Specialist, discussed with each class costuming and charted possible materials 3/18/80.

Patricia Heigel-Tanner, Professor of Dance at Penn State University, worked on basic movement activities 3/18/80.

Children's Theatre Ensemble of Penn State University presented a program taken from children's creative writings 3/20/80.

Patricia Heigel-Tanner, Professor of Dance, helped the children begin to choreograph specific animal movements 3/25/80.

Primary Division of Easterly Parkway went to Eisenhower Auditorium, Penn State University 3/29/80.

Pittsburgh Symphony Orchestra Youth Concert, Eisenhower Auditorium, Penn State University 3/29/80.

Contemporary Dance Theatre, Penn State University, presented a choreographed modern dance program and did follow-up movement activities in the classrooms 4/1/80.

Centre Daily Times publicity photo 4/3/80.

Patricia Heigel-Tanner, Professor of Dance at Penn State University, continued work on choreographing specific animal movements 4/3/80.

Patricia Heigel-Tanner rehearsed with the children the final choreographed movements 4/8/80.

**Evaluation of
Project:**

Progress for this project was evaluated through several student activities and products:

- *student movement activities to music, verbal clues and resources.*
- *identification of instrumental sounds of animals through use of the record "Carnival of the Animals"*
- *drawing and illustrating parts of the "Carnival".*
- *clay sculpture of the animals in "Carnival".*
- *creative writing*
- *poetry through cinquain and adaptation of already familiar poetry.*
- *dramatization of the parts of the "Carnival".*
- *listening activities using the music.*
- *survey of number of children attending Pittsburgh Symphony Youth Concert (3/29/80) through oral poll by classroom teachers.*
- *recognize many circus animals and their movements.*
- *created animal costumes and masks depicting their chosen animal.*
- *PTA presentation on April 17.*

Documentation:

Project notebook containing samples of student products, PTA program, publicity, slides, etc.

Colored photographs



Art and music specialist teachers unite with general classroom teachers to enhance a unit of study through arts related learning involvement.

Grant Project No. 9

Title: "Arts in the U.S.S.R."

Project Teachers: Patricia Dutcher (chairman), Carolyn Brooks, Carol Livingston

School Site: Corl Street Elementary School
State College School District

Grade Level: Grades 5 & 6

No. of Students: Seventy-seven

Project Dates: January 2, 1980 - February 29, 1980

Subject Areas: Social Studies

Arts Infused: Art, mime, music, dance

Grant Amount: \$445.00

- Project Objectives:**
1. Use of the arts (art, dance, music, and mime) to help children understand history and culture of the U.S.S.R.
 2. Use of the arts to help children understand, internalize, express and communicate knowledge about the U.S.S.R. Mime will serve as a vehicle to express non-verbal communication of ideas, feelings, and knowledge.

Project Activities:

Dec/Jan Arranged with building art specialist to coordinate children's art class activities with theme. (turrets - Russian Architecture and individual mosaics).

Early Jan. Ordered topics of Russian music for on-going listening experiences. Tapes listed below:

1. 40 Favorite Russian Melodies
2. Songs of Old Waraine Vol. 1
3. Songs of Old Waraine Vol. 2
4. Moussorgsky pictures at an exhibit
5. Best Loved Russian Songs

Jan. 9 Mime performance and large group workshop with Donna Gibbons, mime artist.

Jan. 24, 31

Feb. 7 Richard Thomas led Russian language experience in each classroom.

Jan. 30 Thirty-minute individual classroom mime workshops

Feb. 4, 11

Feb. 6 Mrs. Kapitanoff as guest speaker on "Children's Life in Russia"; display of Russian toys, etc.

Feb. 13 Mrs. Kapitanoff gave a presentation about Russian art (music and visual arts).

- Feb. 12* Dance performance by Penn State International dancers followed by half-hour workshop.
- Feb. 22*
Feb. 25 Mrs. Wahlberg directed an in-house follow-up of Russian Folk Dances
- Jan. 22-Feb. 27* In-house related activities
(Each child chose one art form)
- 1. Mrs. Brooks - explored effects of propoganda on arts and made individual banners using Soviet slogan and symbols.*
 - 2. Mrs. Dutcher - discussed Slavic design and use of color and made "Ukranian Eggs".*
 - 3. Mrs. Livingston - discussed traditional clothing & ornamentation and produced samples of Ukranian embroidery.*
 - 4. Mrs. Wahlberg (group project) created paper mosaic mural of St. Basil's Cathedral (6' x 7 1/2').*

Community Resources

Used:

Donna Gibbons Sommese (mime)
Lorraine Kapitanoff (Russian life and art)
Richard Thomas (language)

Evaluation of

Project:

The project was evaluated through

- (1) visual documentation (photos)*
- (2) a teacher survey*
- (3) Weekly division meeting for evaluation for progress and planning*

Chairman's summary of evaluation:

A. Responses of Resource people:

- 1. Mrs. Kapitanoff felt children were involved, interested and mature in knowledge and understanding as shown by questions asked her.*
- 2. Mr. Richard Thomas wrote to us a very complimentary letter indicating his pleasure in interacting with the children and providing them with a language experience.*

- B. *The consortium of teachers involved enthusiastically felt the grant provided experiences which:*
1. *enhanced level of academic achievement in U.S.S.R. unit*
 2. *provided enjoyable arts activities for the children (as evidenced by their enthusiasm and participation)*
 3. *quality end-products (dance, banners, eggs, stitchery mosaics, personal expression)*
 4. *provided a vehicle for better understanding of our language arts program of Russian children's literature*
 5. *provided keener appreciation and understanding of Slavic and Russian culture*
- C. *Children's products were displayed at Corl Street School*

Documentation of Project:

Black/white photography, slide photography observation by state evaluator for the Intermediate Unit #10 Arts in Education Program.



"International Dancers" provide colorful illustrations of Slavic and Russian cultural dances to broaden student appreciation and understanding.

Grant Project No. 10

Title: "Colonial Living and the Arts"

Project Teachers: Pauline Miller (chairman), Catherine Carr, Josephine Pedersen
Emily McCormick, Roberta Campbell, Susie Collins

School Site: Radio Park Elementary School

Grade Level: Grades 1 and 2

No. of students: One Hundred and Twenty

Project Dates: January 1, 1980 - February 4, 1980

Subject Areas: Social Studies

Arts Infused: arts and crafts, dance

Grant Amount: \$620.00

- Project Objectives:
1. "Hands-on" experience in the arts in order to understand past century's skills (discovering the American past)
 2. Integrating the "hands-on" experience in the arts into the basic education...reading, creative writing, grammar, sentence structure, poetry, spelling, comprehension skills, fine and gross motor skills; the arts also serve as a motivation for the unit of study on colonial life.

Project Activities:

- Jan. 15: Mr. Marvin Lee helped the children make various thicknesses of rope by twisting baling twine.
- Jan. 15: The children watched Mrs. Catherine Lee demonstrate quilt-making. Many kinds of quilts were on display. Later the children made a paper quilt by coloring in a specific design and pasting onto a larger piece of paper. Going one step further, the children then made a picture or symbol picture on a square of material and knotted them together.
- Jan. 16: Mrs. Ruth Hummel brought many types of hand looms as well as a spinning wheel and carder for the children to try. Wool was available for carding and spinning and yarn for weaving. Later, the children wove a circle weaving on a paper plate, and many made a potholder from jersey loops.
- Jan. 16 & 17: After watching a potter, Mrs. Mary Danahy, and a wood carver, Clyde Doll, the children carved a small object from equal parts of plaster of paris, vermiculite and water. The children then painted the object with tempera paint and sprayed shellac on it. The children used wooden spoons for carving.
- Jan. 18: After listening to a short lecture on early square dancing by Carter Ackerman, the children learned how to do the Virginia Reel, Hokey Pokey, Circle Yarn Ball Dance, and Birdie in the Cage.

Many children learned how to mix dough for hard pretzels, cookies and corn bread and butter. Others pulled taffy and made popcorn. Simple utensils such as wooden spoons and bowls were used to simulate materials that colonial children might have used.

All the children dipped a candle by tying a string to a stick and dipped it into several cans of wax as the children alternated walking around the room and dipping from hot wax to cold water. Many of the children were surprised at the amount of time involved in making candles.

Feb. 4

The children learned how to make vegetable prints by cutting a design on a half of potato and then using tempera paint to make a print. Mrs. Pam Lawe explained to the children how colonial children might have used weeds and vegetables to make colors and then print paper for gifts or wall hangings.

Some children dyed material with beet juice while other children made maple ink from maple bark. Both were simmered over low heat on a hot plate in the classroom and then observed and used by the children on projects. Feathers from turkeys were used for quill pens. While other children turned a refrigerator box into a log cabin and planned the furniture for the one room. Some children made Conestoga Wagons.

Children role-played various tasks of colonial people... harvesting, cooking, making soap, building log cabins, sewing, hunting, gardening, bartering and school.

All the girls used a circle of cotton material and pulled a yarn thread through approximately three inches from the edge to make a mop hat. The boys made a paper tri-cornered hat by cutting three rectangular strips of paper and fastening the corners together.

The children made a corn cob doll by cutting a piece of material into a dress and using bits of yarn, scraps of materials and paper for facial parts and accessories.

Many of these activities motivated the children to write stories and poetry explaining the process of the crafts, read books to find out more about the crafts, and appreciate the hardships many colonial children lived with. In addition many children wrote and illustrated thank-you notes to the craftsmen. Thus, learning an important aspect of daily living.

Community

Resources Used:

Art Alliance of Central Pennsylvania - Mrs. Horrocks
Marvin Lee (rope-making)
Catherine Lee (quilt-making)
Ruth Hummel (weaving)
Mary Danahy (pottery)
Clyde Doll (wood-carving)
Carter Ackerman (square-dancing)
Pam Lawe (dye-making)

**Evaluation of
Project:**

The project was evaluated in the following ways:

1. Teacher observation of students' increased learning and appreciation of the arts and crafts of early America as shown by:
 - a. how well the students verbalized about the experience
 - b. the degree to which the students incorporated factual information into their written and oral reports
 - c. a change of behavior indicating a deeper understanding of the difficulties involved in the work processes
 - d. how well they could role-play situations of earlier times.
2. Examination of students' work samples which indicated the degree to which they
 - a. learned factual information
 - b. increased understanding and appreciation
 - c. were motivated to experience the art activity themselves
 - d. read or wrote about the experience
 - e. reflected a new vocabulary
3. Teacher judgement of
 - a. written and oral reports. Several teachers reported improved creative writing among the children
 - b. role playing situations where children were able to incorporate the factual information learned.
 - c. final projects

Documentation of
Project:

- a. *Samples of L.A. creative writing stories.*
- b. *Sample of art work - paintings, crayoned pictures.*
- c. *Sample of cross-stitch Samplers done on styrofoam meat trays with magic markers to depict early American life.*
- d. *Sample of hats made by children, of Colonial type headwear.*
- e. *Sample of carved pots*
- f. *Booklets prepared by children to show many learnings throughout early Colonial days in the New England states.*
- g. *Booklets by children to show early Christmas customs used by early Colonists.*
- h. *Cooking recipes included...of a dish prepared by early Colonial families.*
- i. *Sample of writing by children done with a quill pen using dye prepared from beet tops and roots, tree bark and fruit.*
- j. *Sample of corn cob dolls.*
- k. *Many pictures taken during unit development.*
- l. *Charts made by children.*
- m. *Examples of worksheets done by children.*
- n. *Vocabulary development of Colonial words in alphabetical order. Pictures showing all of this is included.*
- o. *Sample of candle made by children.*
- p. *Black/white photos, slide photography.*

Grant Project No. 1

Title: "Aesthetics for the 3rd & 4th Grades"

Project Teachers: Jean Rimbach (chairman), Mary Ellen Ergler, William Benson,
Maureen Yendol, James Peters

School Site: Houserville Elementary School
State College School District

Other Sites: Eisenhower Auditorium, Penn State University

Grade Level: Grades 3 & 4

No. of Students: 128

Project Dates: March 1, 1980 - May 22, 1980

Subject Areas: Creative Arts

Arts Infused: Sculpture, creative drama, movement, music, puppetry, mime

Grant Amount: \$835.00

- Project Objectives:
1. Develop more sensitivity toward the arts and what they convey.
 2. Develop the children's power of expression - helping them to become less inhibited and freer in their expression.
 3. Guide children to a medium they'll find more suited to them for expressions - at the same time help them to reach out and experiment in many mediums.
 4. Develop an awareness that all the senses prompt feelings or moods:

Feelings as we look
Feelings as we touch
Feelings as we hear
Feelings as we taste
Feelings as we smell

5. Develop an awareness that feelings are expressed in:

Dramatics (Action)
Art
Music
Literature (Writing)

6. Develop an awareness that the same mood or feeling can be expressed in one or a variety of ways (or Arts).

Project Activities: A. March 6 - May 16: Program by the Alard String Quartet of Penn State University.

The music teacher, who meets once a week with each class for a period of forty minutes was extremely helpful in preparing the children. Some of her lessons included:

1. Reviewing families of instruments with
 - a. large charts
 - b. transparencies
2. Emphasis on the sounds of string instruments by listening to recordings, and subsequent identification of the sounds of violin, viola, cello and bass strings.
3. Presentation of string instruments by our String Instrumental Teacher. This also showed the mini-group ensemble for small rooms or salons contrasting with a full symphony in a large concert hall.* The presentation also emphasized the diminished sound of four instrumentalists compared to the volume of a full orchestra*.
4. Role-play behavior for a concert.
5. The afternoon of the concert, the quartet sat in the middle of our all-purpose room. The children seated themselves in a circle around the players.

The introduction included identification of each musician and his respective instrument. Selections included Bach, Mozart, Beethoven, Haydn, Schuman, Scott Joplin and Bartok.

For one of the selections four children volunteered to stand behind each of the musicians and were directed to raise a hand if he thought his musician was playing the leading part. This activity prompted keen interest and attention for each respective part both from the children standing by the musicians and from the audience as well. It also showed the children the difference between subject and accompaniment.

The program last forty-five minutes, an ideal span of time for third and fourth graders.

In the second concert on May 16, the program included - Bartok, Mozart, Baccherini, Beethoven and Joplin. With the Baccherini, melody and accompaniment were demonstrated. An interesting feature was the inclusion of a child in the quartet to pluck the strings of the cello.

B. March 27: Attending a Pittsburgh Symphony Orchestra Rehearsal at Penn State University.

The music teacher was extremely helpful in preparing the children. Some of her lessons included:

1. Reviewing families of instruments with:
 - a. large charts
 - b. transparencies - showing full seating chart of a symphony, comparing to the Pittsburgh Symphony

2. *Listening to:*

- a. *recordings of Pittsburgh Symphony*
- b. *tape of Pittsburgh Symphony Orchestra's selections to be played at the Saturday Youth Concert, May 29.*

Selections included:

*Rimsky-Korsakov - Flight of the Bumble Bee
R. Strauss - Don Quixote, Var. II
Moussorgsky - Pictures at an Exhibition
Hovhannes - And God Created Whales
Saint-Saens - Carnival of the Animals
Copland - Rodeo, Buckaroo Holiday*

3. *Role-playing*

Behavior at any concert.

4. *Writing Lessons*

- a. *family houses of instruments from Centre Daily Times, "Mini page News". Each child had a copy to take home the night before the trip.
Drew in a conductor in proper place in orchestra picture.*
 - b. *Listening and identifying selection and outstanding instrument (or family) to all parts of "Carnival of the Animals".*
 - c. *Creative movement to some parts of "Carnival of the Animals".*
 - d. *Recognized timbre of contrasting instruments by corresponding "body-play" movements, as listened to some of the concert selections.*
5. *Some classes were to count how many instruments Pittsburgh used in each family, compared to what they had seen on the transparency.*
5. *Letter sent to parents about Youth Concert on Saturday morning, March 29, volunteering chaperone service by teachers to those children who would be dropped off for the concert.*

7. For the rehearsal itself, the children were bused to the University at 9:30 a.m. for the rehearsal at 10:00. They were greeted by guides who escorted them to the Grand Tier of Eisenhower Auditorium. The rehearsal lasted one-hour, after which the children were bussed back to school.

C. April 10: Donna Gibbons Somnese, Mime Program

To prepare for this artist, the children had been encouraged to attend a Mime presentation by the Claude Kipnis Theatre at the University on Sunday, January 20. Tickets were sold at the school and two teachers volunteered to chaperone those children who would be dropped off for the concert.

On April 10, Donna Gibbons Somnese, a Mime Artist from State College gave a Mime presentation at the school. Her thirty-minute program included mime sketches on circus performers, preparing for a first date, rope-pulling, scaling a wall, animals.

For the second half-hour, Mrs. Gibbons conducted a workshop on mime with 128 children on the periphery of the all-purpose room, five teachers chaperoning. Some of the mime techniques she taught were scaling a wall and rope-pulling.

D. April 24: Joanne Stevens Sollman - Animal Sculpture Demonstration

Ms. Sollman prepared part of a large-sized model of a ram to work on while she talked to the children.

She had an interesting slide presentation on the things in nature...their shapes, size, texture and color...that motivated her creations. Another part of the slide presentation was the focus on objects around her farm...barn, doorways, windows, tools, etc...wherein she finds inspiration.

Following the slides, Ms. Sollman listened to and answered children's questions the entire time she modeled the clay. She also talked and demonstrated subsequent stages in the process, from selection of the clay to modeling, glazing, firing and merchandising of her pieces.

Both in art class and in individual classrooms, the children worked with clay. In the classrooms they used sticks of multi-colored clay to model African animals they had researched in the study of Africa. In some cases the children created an environmental background for their respective animals.

In art class, the children made African gold weights. It was a system used in Africa before formal currency...actually lost wax castings in bronze. Tradesmen used the animal forms to balance their scales when weighing gold nuggets.

The children modeled animals out of terra cotta clay. They were bisque-fired, then spray painted gold to look like metal castings.

E. May 1: Creative Drama Experiences with Karen King

The Movement Program by Karen King was a scheduled thirty-minute period for each of five third and fourth grade classrooms and a fifteen minute period for each of four first and second grade classrooms with appropriate time breaks between each group. The Primary Unit at the time was on Nature, so Miss King imitated the movement of objects and creatures of our natural world. We had suggested that the emphasis for the Intermediate Group be on the rhythms and movement of Africa the current unit of study.

F. May 13: Program by the Lovelace Puppet Theatre

The Lovelace Theatre presented a production entitled, "Ragtime and All That Jazz" Short dramatic sketches using a wide variety of puppet forms...rods puppets, lo... pop puppets, life-sized figures and even human actors,...against a background of American Jazz provided an entertaining hour.

The presentation was followed by a fifteen minute demonstration of the different types of puppets used, and their construction. A question and answer session followed.

The performance prompted all sorts of activity to construct puppets and bring them to life in a presentation, particularly for culminations of units before the close of school.

In the primary grades where a unit on nature was taking place, one group made bag puppets of insects to use in presenting a poem on insects. Another group created stick puppets of mammals for their presentation at the culmination.

In the third and fourth grades for the African unit, paper mache' and stick puppets were used in two short African plays.

G. April 14 - May 22: Student Production of the Musical "Pinocchio"

Beginning with twenty-minute group gatherings, four days a week, the students learned the seventeen songs of the play. After three weeks of song preparation, the students received a copy of the script to read during silent reading period. A chart of the characters was posted for the students to sign-up for try-outs. After the selection of character roles, reading of the dialogue by scene began. Donna Somnese and Shirley Vaughn worked with the students stage movement.

Three weeks before the performance, a letter to parents was sent home informing them of their child's role and suggestions for a costume they might assemble. Props were made in a two hour workshop session. The children wrote invitations to the play. Two dress rehearsals occurred within two days of the performance. Two performances...one in the afternoon for other classes in the school and one in the evening for families...were presented.

**Community Resources
Used:**

Alard String Quartet, Penn State University
Artist Series and Pittsburgh Symphony Orchestra
(Eisenhower Auditorium)
Donna Gibbons Sommese - Mime
Jeanne L. Stevens-Sollman - Sculpture
Karen King - Arts in Education Program Drama Consultant
Lovelace Puppet Theatre - Pittsburgh
Shirley Vaughn - Movement consultant
Margaret Perdue - Drama consultant
Beverly Sine - Costumes and make-up

**Evaluation of
Project:**

The project activities were evaluated through (1) taped comments of students, (2) class discussion of what students saw, felt, etc., (3) collection of letters, narrative stories, or creative writing of students resulting from the experiences, (4) children's art products and participation, (5) video-tape of student musical

**Documentation of
Project:**

Colored slides, video-tape of musical



Third and fourth graders' aesthetic education enhanced by music performed by the "Alard String Quartet."



Grant Project No. 13

Title: "Musical Production Expands Arts Curriculum"

Project Teachers: Robert Placky (chairman), Sue Fox, Pat Kelley, Denny Kaltreid
Jane Burke

School Site: Park Forest Junior High School
State College School District

Grade Level: Grade 8

No. of Students: 300

Project Dates: November 13, 1979 - January 31, 1980

Subject Areas: Art and Music

Arts Infused: Art, music, dance, drama

Grant Amount: \$370.00

- Project Objectives:
1. Use of theatrical production to enhance and expand the existing curriculum in art and music.
 2. To develop student appreciation and understanding of various arts components through the participation in and observation of various arts forms (creative dramatics, creative movement, music, and visual arts).
 3. Arts awareness program for parents.

Project Activities:

- September 1979 All eighth grade students selected their Art/Music choices for the second marking period.
- September 1979 Team meetings of teachers to complete scheduling students/selection of plays.
- November 1979 Students broken down into two groups (students in musical productions met in music area/students in stage and costume design met in art area)
- November 1979 Students were involved in three different productions:
Third period - "Jungle Book"
Fifth period - "A Western Road Show"
Sixth period - "Tom Sawyer"
Within each period, two casts were formed to allow every student an opportunity to participate in the musicals.
- December 1979 Auditions were held for each character; choir and chorus members were selected from the remainder of the class.
- December 4-14 Stage/costume design - students were required to do drawing and scale models for each stage background for each specific play. Every drawing was previewed by the stage crews, and they voted on "best" choice to be used in the enlargements. Students whose drawings were selected for final backgrounds became supervisors of background crews. Students were given the following options for their daily art assignments: background painting crews, construction crews, prop crews and costume crews.

- December 17-21** Art students got an hour of instruction on how to draw the human figure and specific examples of costume design. Each art student was required to draw and design the costume for three different characters of his class play. This continued for one week until all students had drawings completed. Reference books on fashion design and pictorial period books were used to suggest costume designs for "Tom Sawyer" and "Western Road Show".
- Dec. 17-21** Music continued with individual and group rehearsal and staging. Music teachers and students were working in two equal groups in two different music rooms.
- Dec. 22 - Jan. 1** This period of time was the Christmas break. Art students had no assignments. Music students were required to rehearse their individual lines/parts/songs for the vacation period.
- Jan. 2 - 5** Major production began in all aspects of the art course. Painting crews had to prepare for the backgrounds. Each background consisted of five sections that measured 4 feet by 8 feet; the total square footage for one background was 160 square feet. "Jungle Book" had four backgrounds; "Tom Sawyer", had six; "Western Road Show", had three in all. Students were required to work to scale (1"=1') and apply the grid system to each of the enlarged drawings. Painting crews were selected to paint in areas after drawings were completed on paper.
- Jan 2 - 5** Music students reviewed all areas covered before Christmas break; this included movement, songs, choral work and dialogue in the auditorium.
- Jan. 7 - 11** Students in art continued to prepare props and costumes for each of the shows. Students selected specific assignments to work on and were required to design and complete construction of the props using cardboard and 2' x 2' lumber. Costumes were handled in the very same way. Costumes were hand made and sewed together using a portable sewing machine.
- Jan. 7 - 11** Music students continued to rehearse with University personnel and music teachers. Much of the final blocking was completed this week.
- Jan. 14 - 18** Finishing touches were added to each area in art (background, props, set design). Makeup was planned for each character in each play.
- Jan. 14 - 18** Music students conducted no after school rehearsals. All work was completed within the regular schedule of classes.

Jan. 21 - 25

Art and music students were combined for the first time in nine weeks. The props, background scenes, and costumes were added to the rehearsals for this final week before the performances. Arts students worked on lighting effects and took charge of handling all of the props on the stage crew. Students who demonstrated leadership and excellence were selected to make up the lighting and stage crews.

PERFORMANCE SCHEDULE

January 26th	"Tom Sawyer"
January 27th	"Tom Sawyer"
January 28th	"Western Road Show"
January 31st	"Jungle Book"
February 2nd	"Jungle Book"

Jan. 31 - Feb. 1

On these two days we organized two field trips to Penn State University's theatre department. The field trips were designed to give Park Forest Junior High art students insights into the behind the scenes work and production of a University dramatic performance. The students were divided into two groups of approximately sixty students each. Group I attended on Thursday and Group II went on Friday. Groups spent three hours touring the prop shop, set design, costume shop, and the actual stage for "Enemy of the People". Richard Blongren, a graduate student, gave a walking tour and answered many questions throughout the experience.

Community Resources Used:

Richard Blongren - Penn State Graduate Student in Drama
LEigh Melander - Dance Consultant
K. T. Huckabee - Dance Consultant
Three University students from the Children's Theatre Ensemble

Evaluation of Project:

Project objectives were evaluated in three ways:

1. Students were required to keep a weekly journal of their work experiences and feelings pertaining to the course/musicals. Average entries were 200-250 words per week. These were graded and read bi-weekly by both art and music teachers. The journals pointed out the many frustrations as well as high points each student had. This was one of the key ways that the course was evaluated on a routine basis.
2. At the completion of the course, students were given survey forms and asked to evaluate the content, the final performances, and the instructors. These forms showed areas of strength and areas for improvement.

3. Parent Survey forms were distributed during each of the five final performances. The survey forms were intended to get a third point of view and any insights parents may have had.

Documentation of Project:

1. Video cassette recording of the "Jungle Book" performance.
2. Tape recording on musical cassette - This had been taped during one of the evening performances.
3. A slide presentation of thirty slides and a typed listing of slide sequence and description.
4. Thirteen black and white photographs showing some of the various activities of students.
5. Student journals and summaries of all survey forms.



Eighth graders produce and present musicals as a result of an intensive related arts unit of study.



Grant Project No. 14

Title: "Contemporary Sounds...Experiences with Synthesizer"

Project Teachers: Patricia Kelley, Sue Fox

School Site: Park Forest Junior High School
State College School District

Grade Level: Grade 8

No. of Students: 180

Project Dates: January 1, 1980 - June 4, 1980

Subject Area: Music

Arts Infused: Electronic Music

Grant Amount: \$100.00

- Project Objectives:
1. To provide students with the opportunity to acquire basic knowledge of the synthesizer by working directly with components.
 2. To develop a programmed instruction packet for individual use of synthesizer components.

Project Activities:

April 10, 1980

The initial activity used to introduce the electronic music unit was a presentation by Mark Allan, a junior Music Education major from Penn State University. In his documentation, Mr. Allan used the ARP Synthesizer, tape recorder, and oscilloscope. He played portions of tapes that he had made which illustrated the changing of speed and the process of reversal in altering sound. This was followed by a demonstration of the charting of wave patterns on the oscilloscope. Following this, Mr. Allan demonstrated the synthesizer showing students how sounds can be manipulated and altered by filtering out over-tones, changing pitch, and adjusting the envelope of a sound. He spent quite a bit of time at this point showing the variety of things that could be done with the synthesizer. Finally he invited students to work with the synthesizer under his supervision.

Jan. - Mar. 1980

Harry West formulated a set of three different activities in working with synthesizer components, with step-by-step directions which could be easily followed by lay people.

After the initial demonstration by Mark Allan a schedule was arranged to allow pairs of students to use the synthesizer components in ten to fifteen minute time periods. Their first exposure permitted them enough time to complete activities one and two. During their second session, each student completed the third activity. This was done during class time and took over one month to complete.

June 3-4, 1980

Mark Allan met with six eighth grade classes over a two day period to show students how sound can be altered in various ways through utilization of the tape recorder. Some of the different techniques he used were tape reversals, changing speeds, and use of the tape loop. In this presentation, Mr. Allan was able to involve students in the demonstration which made it especially interesting to students.

Community Resources
used:

Mark Allan, Penn State University student-(synthesizer consultant).

Harry West - student assistant (helped create programmed instruction for use with synthesizer components).

Evaluation of
project:

Students completed questionnaires relating to the course in Contemporary Sounds with questions relating to the demonstration by Mark Allan and to the programmed instruction for use with the synthesizer.

Seventy two per cent of the students reacted favorably to the demonstration by Mark Allan. Of all the students surveyed, eight three percent indicated that they had no difficulty following the programmed instruction designed for use with the synthesizer components and that they appreciated the opportunity to do so.

Teacher Comment:

"The project provided opportunities for students to have first hand experiences with the synthesizer, oscilloscope, and tape recorder which otherwise would not have been available to them".

Documentation of
project:

1. Six black and white glossy prints.
2. Seven color slides.
3. Copies of programmed instruction materials to use with synthesizer components.
4. Video tape of Mark Allan's initial demonstration is available at Park Forest Junior High School.

Grant Project No. 15

Title: "Visiting Folk Artists"
Project Teacher: Sue Fox
School Site: Park Forest Junior High School
State College School District
Grade Level: Grade 8
No. of Students: 75
Project Dates: January 2, 1980 - March 28, 1980
Subject Areas: Music
Arts Infused: folk instruments, dance
Grant Amount: \$175.00

- Project Objectives:
1. Demonstration and student participation in folk music and folk dancing.
 2. Use of visiting folk artists as consultants in development of course content and classroom activities.

Project Activities:

- January 1980: The student workbook entitled: "Traditional Folk Music of the Appalachian Mountains" was developed by the Project teacher with assistance by Mary Habecker (graphic design) and Bob Doyle (background information). Booklets printed and ready for distribution to students.
- January 1980: Artists were contacted and performance dates set. Video-tapes and cassettes were secured to record performances.
- February 27th: In class, students studied the folk music of other countries. The Interlandia Folk Dancers of Penn State University performed for students. Teacher informed the dancers of the countries which the class was studying so the presentation could include dances from those areas of study. The teacher requested that the dancers explain the function of each dance in the society of its origin. The teacher also requested that instruction be given in a type of folk dance in which all students could participate; an Eastern European circle dance involved nearly 100% of the students.
- March 10th: Traditional folk music of the Appalachian mountains was introduced and studied. Students had the opportunity to explore a variety of folk instruments at centers. Student workbooks developed by the teacher were used by students.
- March 13th: Bob Doyle, local State College folk musician, explained the background and function of music in the mountain society. Ballads were explained, and different types of ballads were performed. The history and function of the banjo, fiddle, and dulcimer were explained, and playing styles were demonstrated.

March 20th:

Jeanne Spicer, clogging expert, explained the history and development of the Appalachian mountain style of dance known as clogging. Half of the class period was spent in demonstration, and half in student participation.

Community Resources

Used:

Mary Habecker - graphic design for workbook
Bob Doyle - folk music
Interlandia Folk Dancers
Jeanne Spicer - clogging

Evaluation of

Project:

1. Course evaluation was developed which required students to rate all activities in which they participated. From these evaluations, 78% of all students rated the visiting artists and participation in instrumental centers as their #1 or #2 (of 8) choices of activities. Visiting artists and instrumental centers were most often indicated by students as course activities to be included in future years and also were those most often discussed with parents.
2. The teacher-developed workbook included questions developed from consultations with visiting artists and instrumental center assignments. Eighty-four percent of all students completed required instrumental centers; fifty percent of all students completed extra assignments at instrumental centers.
3. Video tapes and reel-to-reel tape recordings were made of all presentations.

Documentation of

Project:

Colored slides, black and white photos, student workbooks, video-tapes of folk demonstrations, reel-to-reel tape recordings.



"Interlandia Folk Dancers" lead students in dance/movement experiences.

Grant Project No. 16

Title: "Arts in Education Awareness Program for Parents"

Project Teachers: Thelma Caris (chairman), Barbara Kinley, Janice Fye, Donna Yost, Kathy Hickes, Lynn Cruse, Judy McMann, Judy Glossner, Tom Ryan

School Site: Castanea Primary School
Keystone Central School District

Grade Level: Grades K-3

No. of students: 170

Project Dates: January 6, 1980 - May 14, 1980

Subject Areas: All subjects

Arts Infused: Art, music, drama, dance

Grant Amount: \$500.00

- Project Objectives:
1. To develop an arts awareness program in the use of the arts in "basic education".
 2. To design, organize, and implement a series of arts activities and programs for parents and students which will serve as a model for Keystone Central School District. The model will illustrate the value and importance of arts in the "learning experience" of children.

- Project Activities:
1. Each teacher at the school initiated various arts activities in their own classroom throughout the project. Below is an example outline of some activities executed in one second grade class (outlines for other grade levels are on file Intermediate Unit #10 office):

Date	Art	Activity
12/21	Dance/Movement	Students moved to "Nutcracker Suite" after reading the story and constructing characters
1/3	Creative Writing	Students wrote triplet poems
1/7	Creative Movement	After reading "Snowy night" & choosing nouns and rhyming words, students moved to illustrate the poem.
1/9	Visual Art	Made snowflakes from macaroni
1/16	Creative Writing	Winter Spell-out
1/24	Visual Art	Printed animal prints in snow with printer's ink and styrofoam.
1/29	Creative Writing/ Visual Art	Children developed and wrote about a "new" winter sport. They sculptured a person doing the sport with pipecleaners.

<u>Date</u>	<u>Art</u>	<u>Activity</u>
1/29	Music	Sang and moved to "Down in the Valley" and "Two by Two"
2/7	Visual Art	Students drew themselves in an outdoor activity and made a shadow puppet to illustrate it
2/12	Music	Sang and moved to "Math Fact Music"
2/20	Visual Art	Used shadow puppets to act out nursery rhymes.
2/26	Creative Movement	Two students made compound words using bodies
2/27	Dance	Moved to "Math Fact Music"
3/7	Creative Writing	Constructed cluster animals
3/12	Visual Art	Constructed cluster animals
3/20	Visual Art	Tatami maps
4/3	Music	Rhythm poem using descriptive words about Taffy Rabbit
4/14	Visual Art	Making of kimonos...cutting, sewing, dying, printing (2 week period)
4/16	Visual Art	Drawing, coloring carp fish
4/18	Creative Drama	Acted out various careers for career week
4/22	Visual Art	Oragami

2. Throughout the project period, various resource people were used to aide the teachers and students in exploring different art forms in their classrooms:

Karen King - creative movement
 Claremont Wind Quintet - music
 Lock Haven State College Players
 Children's Theatre Ensemble

3. Project activities were tied together by sharing with family and friends by way of a two-day "Arts Festival". The theme of the festival was "All Children Are Special". Activities included:

a. May 13th - "An Experience of Joy Through Folk Music with Dottie Siftar". Ms. Siftar worked with each classroom at the school.

- b. May 14th - Ms. Siftar worked with students in the morning. In the afternoon, students presented a program with emphasis on the arts.
- c. May 14th - All generations...students, parents, grand-parents, teachers...participated in authentic folk games, moving to music and songs led by Dottie Siftar. Students' art work was displayed throughout the school.

Parents were encouraged to attend all activities.

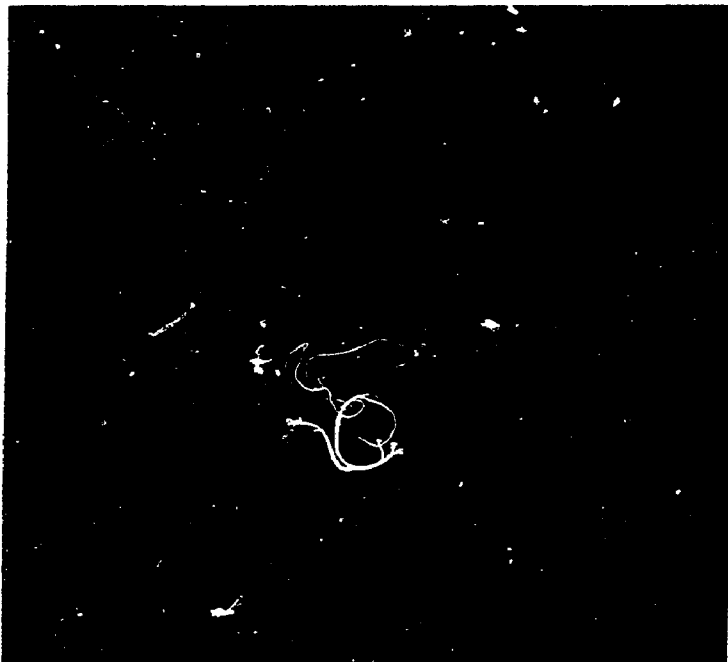
Evaluation of Project:

The project was evaluated by both student and parent reactions and involvement in the arts activities. Chairman's summary:

"Most all of the students were eager and enthusiastic about the various arts activities. The projects were not only great learning experiences in themselves, but served as a motivational tool for many young learners. We also heard many positive remarks from parents and teachers who attended our "Arts Festival". One father said, 'This was a great evening for our family to share'. Another mother commented, 'we should do more things like this. It really brings the school and home closer together'.

Documentation of Project:

Video-tape of various arts activities, scrapbook of colored photos and news clippings, teachers' logs of classroom arts activities.



Parents and children participate with Dottie Siftar, folk singer, to develop arts awareness in school and community.

Grant Project No. 17

Title: "Arts and Puppetry: An Inspiration to Reading"

Project Teachers: Roberta Muthler (chairman), Betty Giles, Fran Goodman, Denice Kramer, Carman Banfill, Chris Marshall, Sheila Bauman, Bob Dwyer, Lew Santonico, Movias Young, Virginia Blackman, Gail McArthur, Jane Oakley, Marie Deem, Toni Snyder, Janice Long, David Mayes, James Stabley.

School Site: Dickey Elementary School
Keystone Central School District

Other Sites: Mill Hall, Flemington, Sugar Valley, Porter Township, Beech Creek Elementary Schools

Grade Level: Grade K-6

No. of Students: 337

Project Dates: December 1, 1979 - May 17, 1980

Subject Areas: All Areas

Arts Infused: Puppetry, dance, drama, writing, visual art, and music

Grant Amount: \$770.00

- Project Objectives:**
1. To design, organize, and infuse various arts programs in order to enhance the "learning experiences" of children in reading, creative writing, etc.
 2. To develop a series of experiences in art, music, creative drama and puppetry as a motivation for children to read.
 3. To identify, schedule, and infuse a quality puppet performance as a culmination activity which will serve as a cultural enrichment for students.

- Project Activities:**
1. The chairman contacted teachers participating in the grant project. Teachers were instructed to plan and implement with their classes puppetry and arts activities to enhance reading and writing skills. The following were suggested: (1) creative drama - interpretation of stories through puppetry, (2) creative writing - stimulated from stories, poems, and creative drama activity, (3) visual art - study and execute puppets as related to stories, poems, or creative writings, (4) music - as a resource for creative writing or stimulation to a reading activity, (5) children's puppet presentations - assembly programs and programs performed in the library and classrooms. The teacher-planned activities were executed at the discretion of the teacher. Each teacher completed a form documenting all activities executed with the class during the project. Some examples of class activities included the following:
 - a. Gifted classes in four elementary schools wrote a story to be used in the presentation of a puppet show at their school. After the creative writing activity was completed, parts were chosen, puppets made from available "found" materials, a puppet stage created, scenery painted, and the shows tape-recorded for the presentation to the school.

- b. One kindergarten teacher used a stick puppet in pre-reading activities to introduce each new sound (example: "f" sound=fish; "g" sound=goat). Later the children used a variety of puppets to make up their own shows.
 - c. One special education class made hand-puppets for characters in "Jack and the Beanstalk" and later presented their puppet show to the kindergarten class.
2. Other activities occurred during the grant project:
 - a. Roberta Muthler conducted an in-service on "Puppets in the Classroom" with sixty-five teachers. A folder of suggested ideas and puppet patterns was disseminated to each participant.
 - b. Mary and Arrien Westhuis presented puppet shows and conducted puppet workshops with students.
 - c. Karen King, creative drama consultant, worked with classes in creative drama and music.
 3. The project was culminated on May 15th by the performances of the Lovelace Puppet Theatre at four school sites.

Evaluation of the Project:

Chairman's summary:

1. The enthusiasm of the children was great when they tried to find books in the library that they could use with the puppets they were borrowing.
2. The finished products such as creative writing, puppets, and puppet scripts showed much talent, creativity, and imagination.
3. The puppet production by the students gave them good experience in acting, producing plays, and in creative writing of their own scripts in some of the instances.
4. The reaction of the students during and after the Lovelace Puppet Theatre presentation was terrific. There were many compliments from the teachers also for the great performance.

Documentation of Project:

1. A roulette of slides
2. Album of photography
3. Original puppet scripts by children
4. Letters and newspaper clippings

Grant Project No. 18

Title: "Artists in Residence: Workshops in the Crafts"

Project Teacher: Aleen Houlette

School Site: Westerly Parkway Junior High School
State College Area School District

Grade Level: Grades 7-9

No. of Students: 40

Project Dates: December 11, 1979 - May 13, 1980

Subject Area: Art

Arts Infused: Batik, Ceramics, Weaving, Stained Glass

Grant Amount: \$250.00

- Project Objectives:**
1. Enrich the existing ninth grade crafts program through the use of community resource people in specific craft areas (pottery, batik, weaving, stain glass).
 2. Stimulate interest in the crafts program throughout the general student body, by offering workshops in four specific craft areas.

Project Activities:

December 11-12, 1979: BATIK

A local artist was contacted to conduct a special craft workshop on the techniques involved in the art of batik. The classroom art teacher outlined the nature of the project, objectives, and desired costume.

The workshop was set-up to occur during an open period at the end of two days. Ninth graders taking Crafts were required to attend the workshop by the participating teacher. Other students were informed of the upcoming workshop by their respective art teachers. Also, an announcement appeared in the daily bulletin for several days. Fifteen interested students signed up with the participating teacher.

During the first session, Mrs. Lindsay discussed many pieces of her own work. Students were free to ask questions throughout the workshop. Several unfinished batik pieces were used for demonstration. Mrs. Lindsay worked on these pieces while explaining the materials, methods, and procedures of batik. Two audio-visual students video-taped this first session for documentation and potential instructional purposes. At the close of the first session, Mrs. Lindsay explained what would be covered in the second session the following day.

Mrs. Lindsay began the second session by offering several ideas for student projects. After making a few quick sketches, students cut fabric pieces the size of their desired projects. Students then proceeded to wax and dye their work, while Mrs. Lindsay and the classroom teacher assisted. One color batik was completed by the end of the second session. Students creating multiple color batiks were instructed to complete their projects with the classroom art teacher during the following afternoon.

January, 1980: CERAMICS

A community professional artist, experienced in conducting workshops with school age children, was contacted by the classroom teacher to conduct a five-period workshop on handbuilding with porcelain clay. The art teacher and consultant met briefly to discuss a breakdown of activities for the five afternoon sessions. As motivation, six porcelain pieces which were created by Mrs. Pilato were chosen and put on display in the main showcase of the school. Students were informed of the upcoming workshop by the classroom art teacher and also an announcement appeared for several days in the daily bulletin. Approximately ten students signed up with the participating art teacher.

During the first session, students sat in a circle around a large table. Mrs. Pilato began with a discussion on the use of the senses in creating art work. Each student was blind-folded and given a different textural object to study by touching and feeling. After a short time, the objects were collected and put aside. Still blind-folded, each student was given a small piece of modeling clay to try to duplicate the shape and texture of the object they had felt. After a timed period, students removed their blindfolds and were instructed to select the object they had been given. Each student then in turn discussed the textural characteristics of their object and how well they had duplicated the object in clay.

At the second session the students were instructed about the procedure for preparing and wedging clay. Clay was prepared by the group, giving students the opportunity to experience its tactile properties. Mrs. Pilato then initiated a group project. Students sat on a large mat which was placed on the floor around a wedging surface. Students were told to do no talking; to create fantasy shapes with the clay in whatever manner they chose; and to put their individual pieces together into a common sculpture. The only sound in the room at the time was a selected instrumental guitar album. Work on the group sculpture continued through the third session, closing with a discussion and critique at the end.

During the fourth and fifth sessions, students created their own individual fantasy sculpture in porcelain. Both the art consultant and the classroom art teacher helped the students as they worked. Students were instructed to return at a later time to glaze their pieces. The classroom art teacher then fired and returned the work to the students.

March 19-21, 1980: WEAVING

Another student workshop on the processes and techniques of weaving on a four harness loom was done during three afternoon sessions. Several weavings by the visiting craftswoman were displayed in the main showcase of the school. An announcement of the upcoming workshop appeared in the school's bulletin for several days. Six students signed up with the co-operating art teacher to participate in the workshop.

On the first session, Mrs. Hummel explained and demonstrated the mechanics of a four harness loom. Different warping patterns were explained and shown in various woven pieces done by the craftswoman. Each student had the opportunity to try the operation of the loom.

On the second session, the visiting artist discussed various yarns, showing many examples to the students. Examples of hand spun yarn were also discussed. Students were shown

how to prepare the raw fibers and had the opportunity to spin the fibers into yarn on a spinning wheel. Throughout the second and third sessions students took turns weaving various patterns on the harness loom, alternating with using the spinning wheel.

May 12-13, 1980: STAINED GLASS

As a last workshop of the year, a stained glass craftsman presented a two-period demonstration on the techniques and processes involved in stain-glassing. Both sessions occurred during a regular class period, with fourteen participating students. Other students with study halls occurring at the same time were invited to observe the sessions.

During the first session Mr. Caroline explained the various materials and tools used in stain-glassing. The craftsman did a sketch for a small finished piece and demonstrated the proper method for cutting the necessary glass pieces. The pieces were wrapped in copper foil and then carefully soldered together. At the end of this session a photo portfolio of work was shown and discussed with the students.

At the second session each student had the opportunity to try the basic steps involved in stain-glassing. Each student was given a small scrap piece of glass to prepare. The students filed the rough edges and encased their piece with the copper foil. Then all pieces were assembled into one group piece. Students took turns soldering their piece of glass to the other pieces. Each then in turn used a glass etcher to inscribe their name to the piece they had prepared. The finished piece was a small hanging stained glass plaque in various shades of blue, green, and yellow. Mr. Caroline took the piece to his studio and carefully went over it to check for any weak spots. These areas were reinforced with solder and a hanging ring was attached. The piece was returned to the teacher and hung in the room as a permanent piece of art.

Community Resources

Used: Mrs. Janet Lindsay (Batik)
Mrs. Grace Pilato (Ceramics)
Mrs. Ruth Hummel (Weaving)
Mr. John Caroline (Stain Glass)

Two junior high audio-visual students: to video tape sections of the batik and porcelain workshops.

Evaluation of Project:

1. Synopsis of teacher observations

(Ceramics) Throughout the porcelain workshop the students worked eagerly and enthusiastically. Students were attentive during demonstration and discussion times. In fact, students became so involved with their own work and the workshop in general, that it was difficult to get the students to stop at the close of each session.

(Weaving) The teacher noted in her observations that the students appeared to be very interested in learning about the harness loom and the processes involved in hand spinning. This level of curiosity and interest was maintained throughout the three sessions. Because of the nature of the processes and materials involved students did not get to work as much as they wanted. A certain amount of impatience was noted by the teacher at times.

(Stained glass) The small class which participated in the stained glass workshop was most receptive to a break in their regular classroom activities. Students attentively watched as the craftsman demonstrated the techniques of working with stain glass. Questions and answers flowed freely between students and the artist. Many questions reflected a high degree of foresight and sensitivity on the part of the students. They worked carefully through the various steps of the group project and were anxious to see the finished product. The students, in general, seemed intrigued by the workshop.

2. Verbal discussions with students

In talking with students about the batik workshop, almost all expressed that they would have liked to have had more time to work on their own projects. This seemed to be the general consensus. The responses of students who participated in the porcelain workshop were all very favorable. Some even commented that they resent having to stop at the end of the sessions. The general feeling from students involved in the weaving workshop was that they enjoyed it, but found it difficult to wait their turn at the loom and spinning wheel. Most of the stained glass participants stated they enjoyed the workshop but had hoped to make their own individual projects.

3. Rate of return of students

Approximately half of the students from the batik workshop returned for the second session. All students returned to the other workshop sessions, with the exception of two students who had other academic obligations.

4. Increase in Craft enrollment

More students have registered for Crafts, although the correlation between the craft workshops and the increased enrollment is undeterminable.

Documentation of

Project: Video-tapes, colored slides.

See photo on cover of book.

Grant Project No. 20

Title: "Movement and Music in the Elementary Physical Education Program"

Project Teacher: Marie Welch

School Site: Woodward Elementary School, Woolrich Elementary School
Keystone Central School District

Grade Level: Grades K-6

No. of Students: 510

Project Dates: December 1, 1979 - May 15, 1980

Subject Area: Physical Education

Arts Infused: Movement, music

Grant Amount: \$390.00

- Project Objectives:**
1. To design, plan and implement a music/movement program to act as an arts enrichment to the existing program.
 2. To develop and encourage a music/movement program in Physical Education which will stimulate and motivate imagination, creativity, concentration, non-verbal communication, body awareness, emotional expression and perceptual (auditory, visual, etc.) awareness in the "learning experience" of the child.
 3. To use the designated Physical Education program to serve as an arts awareness for parents as well as a cultural enrichment for children.

Project Activities:

1. The following activities were emphasized in physical education classes throughout the grant period.
 - A. Rhythms:
 1. Sitting - listen to music
 2. Count softly 4 beats to each measure
(can emphasize whatever beat you designate)
 3. Clap out beats (snap out beats)
 4. Clap out 1 and 3 beats, rest on 2 & 4
(use different combinations and movements level as clap high, clap low)
 5. Introduce stepping out beats
ex. step, clap, clap clap
step, snap, snap, snap all combinations
step, clap, step, clap
 6. Use locomotive skills to move to 4/4
ex. walk, walk, walk, walk
jump, jump, jump, jump
 7. Make-up repetitive combinations of movements, rest, and locomotive skills
 8. Children working in groups can make up their own combinations and present it to the class

B. Chinese Jump Ropes

1. Make shapes, numbers, designs, letters using rope and body
2. Dance to 4/4 time can be done to music

C. Mimetics

1. To develop fundamental skills of movement without equipment (kinesthetic feelings for skill acquired)
2. To develop dramatic ability in activities of child's life (develop rhythmic movement)

D. Mirror Games

1. Group mirror (one leader, whole group follows)
2. Partner mirror (each take turns being the leader)

E. Movement Education (range of all movement, psychomotor skills) through movement you can learn

1. body parts
2. body awareness
3. vocabulary
4. locomotive movement - walk, run, jump, hop, skip, gallop, leap, slide...
5. non-locomotive movement - stretch, bend, twist, turn, push, pull...
6. tempo - speeds as fast, slow...
7. directions - up, down, front, side...
8. size - big, large, small, thin...
9. interpret sound - play drum what does this sound make you feel like doing?
10. counting
11. shapes
12. moods - angry, sad, happy
13. imagery - show: slippery, sticky, smooth
demonstrate: flying piece of dry spaghetti,
piece of cooked spaghetti

F. Story Plays

1. Objectives: ability to express ideas through action; development of self-expression & creative ability; appreciation of drama; improve ability to work well in a group
2. An action story
3. Can relate story to holidays, school experience, health habits, trip.
4. While working in groups present a picture and have them make-up a story and lead the class through it

2. Special resources were utilized with students and parents:

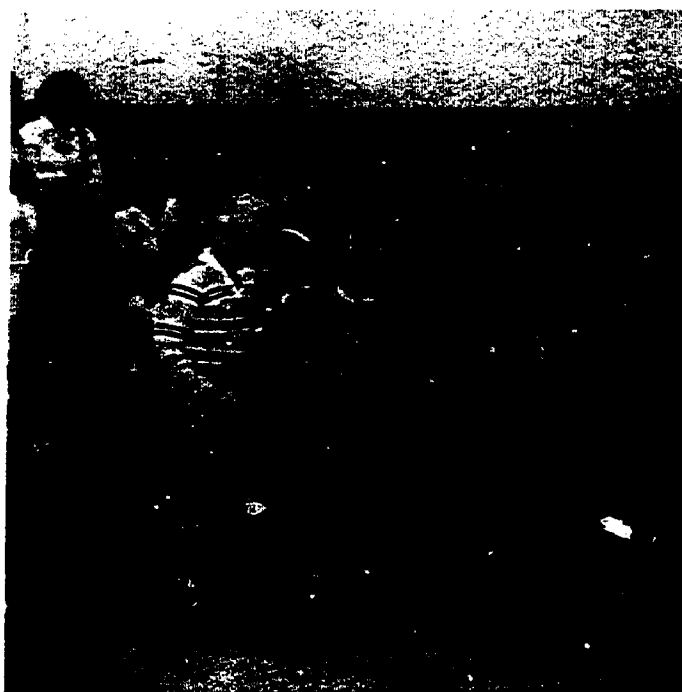
- a. Children's Theatre Ensemble (Penn State)
- b. Alard String Quartet
- c. Contemporary Dance Company
- d. Karen King - Creative movement consultant worked with all classes
- e. Dottie Siftar - Presented P.T.O. program "An Experience in Folk Music" involving both parents and students in folk games and music
- f. Shirley Sturtz - Arts in Education Coordinator, presented an overview of arts in education at a Woolrich PTO Meeting.

Evaluation of Project:

Evaluated through parent reactions, student evaluations, children's drawings. Teacher's comment: "A very important strength of the project was the overview it gave parents. It truly enriched the parents' outlook to music/movement in physical education. It also allowed me to expand my physical education program by using the resources available."

Documentation of Project:

Black and white photographs, color slides.



Teachers and students participated in folk music experiences to enhance the curriculum.

Grant Project No. 24

Title: "Photography: A Means of Observation and Expression for the Upper Intermediate Child"

Project Teacher: Melanie M. Fink

School Site: Boalsburg Elementary School
State College Area School District

Other Sites: Boalsburg Military Shrine

Grade Level: Grades 5 and 6

No. of Students: 20

Project Dates: April 2, 1980 - May 15, 1980

Subject Area: Art

Arts Infused: Photography

Grant Amount: \$246.00

- Project Objectives:
1. To enhance the learning experiences of the children through speakers, workshops, and exhibits on photography and to stimulate the students to an awareness of their environment and their society.
 2. To encourage the student to use photography beyond the school environment, not only as a record of events but as a way to interpret their environment and express themselves creatively through an available and inexpensive art form.

Project Activities:

April 2: (time: 1 hour) Studio for 20 students who signed up for photography starts.

Each child was given a viewer (included in the CEMREL Photography Kit) with three openings. We went outside and experimented using the viewer to look at the trees, buildings etc. Each opening gave a larger or smaller perspective of the view. Discussions were held by the students as to which was the best view and why.

Back in the art room, each child was given a photograph (CEMREL Kit) and framer (two L-shaped pieces of cardboard). We took the framer and found interesting pictures within the photograph. The students discovered that within a large landscape picture there could be many small interesting pictures.

Cameras were passed out to as many students as possible. (Sharing was necessary). Each student had one roll of 12 black and white print film; plus, we shared three (3) rolls of film. The students took cameras on a sign-out basis for a special assignment over and above their roll of film. Each student took two (2) pictures on the shared rolls to be developed later by a guest lecturer.

April 9: (time: 1 hour) Guest Lecture for All Upper Intermediate Students

Guest lecturer was Ed Leos, retired photo-journalist and teacher at Penn State. Mr. Leos gave a slide history of photography and picture taking. He also had a display of his own work which he explained. Then he presented interesting slides taken by himself and some of his students. Of special interest to many of the students was his collection of old cameras which he brought along to show.

April 1 (time: 1 hour) Studio for Photography Group

One half of the studio group (10) went on a walking field trip to the Boalsburg Military Museum and around the school grounds. Each child was able to take photographs after discussions on interesting and art-related (lines, forms, shapes, textures, values) subjects.

April 23: (time: 1 hour) Studio Walking Field Trip

The other half of the studio went on the walking field trip. The objectives and activities were the same as above. Those that had forgotten cameras took along viewers.

April 30: (time: 2 hours) Demonstration of Film Developing to Studio Members by James Ritchey, Art Teacher, Alternative School and one of his students.

The three rolls of shared film (black and white) used by the students was developed in a two-hour studio session. We used the all purpose room stage that could be darkened completely. The rolls were developed and one enlargement was made from those rolls. Mr. Ritchey also demonstrated how to make test prints for lights and dark contrast. Several enlargements were made with the enlarger he brought along. The students were shown how to make a simple pin-hole camera and some of the resulting photographs from that camera.

May 7 & 14: In art classes, the students viewed their processed rolls of film and each chose one to be enlarged.

May 28: All enlargements by the photography studio students were displayed on a bulletin board along with photographs taken by other members of the student body.

Evaluation of Project:

Teacher's comment from evaluation:

"The studio students were more interested in the photography after the April 9 lecture of Mr. Leos. His finished matted photographs were very impressive to the students as well as were the slides of pets and people that he showed the group.

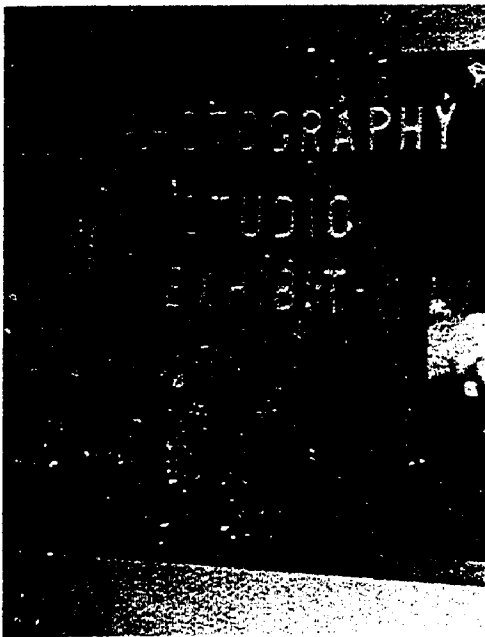
The students answered some questions in a log about the guest speakers and their own background in photography. We had several extremely good photographs that followed the objectives of creatively expressing themselves by interpreting their environment. They began to look at photography in a way other than just recording something. They also began to observe what was around them in nature and what was manmade that could be beautiful in its own right, such as the lines of a phone pole, the branches of a tree, a stop sign and a spillway."

Documentation of Project:

Colored slides, photography, student log books, student photographs.



Nationally known photographer, Ed Le works with art teacher to expand student perceptions in photography.



Grant Project No. 25

Title: "Related Arts on Jazz in the Junior High School"

Project Teacher: Martha Vaughn, Emily Schmalstieg

School Site: Westerly Parkway Junior High School
State College Area School District

Grade Level: Grades 7-8

No. of Students: 60

Project Dates: February 14, 1980 - March 21, 1980

Subject Areas: Music, Art

Arts Infused: Jazz, watercolor

Grant Amount \$300.00

- Project Objectives:
1. Ss will perform jazz incorporating some of its characteristics: improvisation, blue notes, syncopation, 12-bar blues, 16-measure tunes, and muted growling timbres.
 2. Ss will have a better appreciation of jazz, some knowledge of the performance of jazz, some knowledge of the orchestration of jazz.
 3. Ss will realize that the performance of jazz is more important than the composition itself.
 4. Ss will be able to define some vocabulary of jazz, e.g., smear, growl, riff, mute, break, etc.
 5. Ss will demonstrate their understanding of the role of the color in the creation of mood in painting, the effects of the 4 approaches of watercolor (dry on wet, wet on dry, wet on wet, and dry on dry) as they complete a series of 3 watercolors based on the following themes: a jazz group performing, life in the U.S. during the period 1900-1930, and the feeling of jazz.
 6. Ss will complete a series of thumbnail sketches of individuals playing jazz and of instruments during Session 4 with Professor Wareham.
 7. Ss will be able to identify the 4 approaches to watercoloring.

Project Activities: This project was a cooperative team-teaching approach by the art and music specialist teachers. Art and music classes participated in joint class experiences as well as individual class instruction in music and art. The sequence of project activities follows:

February 14: Pretest (Music)

February 15: Pretest (Art)

February 21:

SESSION I (Music) "Introduction to Jazz"

Professor Wareham, local State College Musician, summarized the "mood" of the country from 1900-1920. He emphasized the long working hours of the slaves and the role music played to relieve the weary black man. Examples of the music were played by his band. Attention was drawn to the flatted blues melody, the syncopated rhythm, the typical Dixieland improvisation! Forms such as call and response, hollers, etc. were emphasized.

February 22:

SESSION I (Art) "Watercolor Introduction and Demonstration"

Larry Warner, watercolorist, provided introduction to watercolor through a lecture demonstration. He covered the 4 basic approaches employed in most paintings, a discussion of paper characteristics, brush care, differences between types of watercolors. He lead students through a series of warm-up exercises with color stressing various techniques.

February 25-27:

Separate classes allowed the introduction of performing jazz on different instruments, e.g., autoharp, bells, drums, etc.

Ss continued to work abstractly with watercolor using a theme of "Life in U.S. during the 20's". During this time stress was placed on continuing to grow comfortable with brush techniques and awareness to color interaction.

February 28:

SESSION II (Music) Performance - Level I

Under the direction of Professor Wareham all Ss performed jazz on either orchestral-band type instruments or on those mentioned for February 25-27. Ss were asked prior to this session the type of instruments they played and were told to bring them to class today. Also Professor Wareham led the Ss in the singing of the 12-bar blues.

March 4-5:

Separate classes gave Ss the opportunity to play instruments they hadn't played during the previous lessons. Basic concepts were reviewed in order to prepare them for the next session.

Separate classes continued painting, working more consciously with developing mood through color selection. Themes based on sounds of jazz and the moods the music creates.

March 6:

SESSION III (Music) Performance Level II

In a combined class setting Ss performed jazz as in the last group meeting. Next more advanced concepts of jazz were presented as paradiddles, head chorus, breaks, ostinato, riff, typical metronome settings, ride, timbres-muted, growls, smears, etc. They also improvised using combs as the instruments. They finally clapped very intricate jazz rhythms as they counted refrains.

- March 7:** Combined classes finished up painting, expressing moods of jazz.
- March 10-13:** These individual lessons served as review sessions by varied activities as listening, singing, playing, and analyzing jazz.
- Separate classes painted interpretations of music as they listened to actual arrangements.
- March 14, 17-19** Separate classes completed abstractions based on thumbnail sketches completed March 13.
- March 19:** Posttest in Music
- March 20:** Posttest in Art
- Community Resources:** Mr. Roger Munnell and band
Professor Wareham - jazz consultant
Larry Warner - watercolorist

Evaluation of Project:

1. Sound and video tapes of sessions were used to observe student participation in performance skills.
2. Students wrote their reactions to the project in comments which were documented in the final project report.
3. A comparison of pre-and posttest scores showed that most students increased their scores. Based on a 42-point scale, the average gain per music student was six points; based on a 25 point scale, the average gain per art student was 8 points.

Documentation of Project:

Sound and video tapes, black/white prints, colored slides, student water color products.



Students explore elements of jazz in music/art project

Grant Project No. 28

Title: "Follow the Yellow Brick Road"

Project Teachers: Shirley Probst (chairman), Janice Fye, Lynn Cruse

School Sites: Castanea Elementary School
Beech Creek Elementary School
Keystone Central School District

Other Sites: Historic houses on Water Street in Lock Haven, Heisey Museum,
Court House, Lock Haven State College

Grade Level: Grades K, 1, 3

No. of Students: 58

Subject Areas: Social Studies

Arts Infused: Photography

Grant Amount: \$245.00

- Project Objectives:
1. To develop a Historic Walking Tour of Lock Haven for Young Children which would include a preparatory slide presentation, a cassette guide for the walking tour, and suggested preparatory and follow-up activities for teachers.
 2. To pilot test the Historic Walking Tour of Lock Haven packet, with children to develop children's
 - a. awareness of the architecture of buildings in the historical district of Lock Haven, by searching for decorative details that distinguish old buildings.
 - b. historical sensitivity to the lumber men who built the industry and the houses.
 - c. appreciation of the historic area of their city that will develop into interest in historic preservation.

Project Activities: The grant was awarded to Mrs. Shirley Probst, Kindergarten teacher, Beech Creek Elementary School. The tour program was developed by students in the 451 Exploration of the Arts Workshop, taught by Dr. Helen Goodell at Lock Haven State College. Architectural consultant was Mr. Dean Wagner. The walking tour was recorded by Dr. Robert Kidder. Film documentation and the accompanying slide program were photographed by Drew McGhee, Journalism and Media Studies major at Lock Haven State College, under the sponsorship of Dr. Chick Empfield. Assistance in adapting Historic Water Street Walking Tour, presently at Ross Library, was given by Mrs. Sylvia Miller, Curator at Heisey House Museum of the Clinton County Historical Society. The project was test-piloted by four Keystone schools' groups: Mrs. Lynn Cruse's first grade, Mrs. Fye's third grade, Castanea; Mrs. Shirley Probst's kindergarten, Beech Creek; Mrs. Lacy's third grade, McGhee School.

Below is the sequence of activities which led to the development of the Walking Tour packet:

- January 28:* The project outline was presented to the Exploration through the Arts Workshop class at Lock Haven State College - under the supervision of Dr. Helen Goodell. Each of the nine students received a copy of the grant proposal.
- February 4:* It was decided to change the name "Wood Chips Walk" to "Follow the Yellow Brick Road", using the theme of yellow bricks and the music from the Wizard of Oz. The reasoning was because of the yellow bricks used around many of the houses we were using in our script.
- February 11:* The Lock Haven State College class walked through the adult Historical Walking tour from the Ross Library down Water Street to the Heisey Museum. Points of interest which could be used in the project were jotted down. The adult tour had to be geared down in order for children to enjoy and remember historical treasures. Drew McGhee went along to take pictures.
- February 18:* The points of interest to be included in the children's walk were chosen. The Lock Haven State College class again took the walk looking for points of interest which had been missed. It was decided which groups of children would pilot the project; contacts were made to confirm same.
- February 25:* The Lock Haven State College class again discussed points of interest to be included in the walk and the route to be taken. There was a lengthy discussion on street crossings. The class did not want the children to cross the street any more than need be, especially children who take the walk without adult supervision. After compounding the list of points of interest, writing of the script began. It was decided the history of early families who owned the houses would not be used. Photo and story of the project was sent to the news media (radio and newspapers.)
- March 1:* News release on the radio. Basic facts reported on the project.
- March 3:* Lock Haven State College class met at Catholic School Parking lot to walk through the script. After the walk, parts of the script were re-written. Some omissions and additions were made. Walking through the script made it much easier to see where and when to stop in order to see the houses more clearly. It also showed the best and safest places to cross the streets with the groups of children.

- March 4: Pilot Group I - Janice Fye, Grade 3 class from Castanea Elementary School. The children were very excited with the walk and the historical treasures observed on the walk.
- March 6. The script was given to Mr. Dean Wagner to be checked for accuracy and historical confirmation.
- March 11: Pilot Group II - Lynn Cruse, Grade 1 class from Castanea Elementary School.
- March 20: Script given to Dr. Robert Kidder for recording of narration on cassette tapes.
- April 14: The Lock Haven State College class viewed the slides of points of interest and decided which slides to use and which to discard. Each Lock Haven State College class member handed in a list of pre- and post-activities to be used with the project.
- April 16: Pilot Group III - Shirley Probst, Kindergarten class from Beech Creek Elementary School. This group observed and evaluated by Dr. Helen Goodell.
- April 17: A map was drawn, duplicated, and given to all members of the Lock Haven State College class. The pre- and post-activities list was also distributed to class students.
- April 29: Pilot Group IV - Cathy Lacy, third grade class of McGhee Elementary School. This pilot group was to have used the cassette tapes for their walk, but due to rainy weather the tour had to be called off.
- May 4: Completed packet presented to the Heisey Museum.
- May 12: Completed packets presented to Ross Library (6 packets).

*Community Resources
Used:*

Dr. Robert Kidder, Lock Haven State College
 Mr. Dean Wagner, author
 Mrs. Sylvia Miller, Heisey Museum
 Mrs. Audry Bongar, Ross Library
 Mr. Drew McGhee, student-Lock Haven State College
 Students of Exploration Through the Arts Workshop at
 Lock Haven State College
 Dr. Helen Goodell - Lock Haven State College

*Evaluation of
Project:*

Three pilot groups took the walk and the feedback from the teachers involved, showed the children had a valuable learning experience.

After taking the tour the children became aware of valuable historic treasures in their own community. Several teachers took the children walks in their own school community to look for treasures found on the walk.

Stories and pictures from the children involved demonstrated their appreciation of the historic area involved.

One child took her parents on the tour after she had been in one of the pilot groups. She did not have a script, but told her parents all the places she could remember from her tour.

Many teachers are asking when the packet will be ready for use so they can take their classes.

Other people who have heard about the project are asking where it is available. One teacher has relatives coming from New York and would like to take them on the tour.

*Documentation of
the Project:*

Black and white photography

1 complete packet of the Historic Tour for Children including (a) cassette tape of recorded script, (b) 40 color slides of historic points of interest, (c) written narration of slides, map, activities for teachers.



Appreciation of local history and architecture generated through kindergarten Challenge Grant.

Grant Project No. 30

Title: "Appreciation of Rustic Log Cabin Architecture"

Project Teachers: William Grove, Bob Nixon

School Site: Park Forest Junior High School
State College School District

Other Sites: 20 acres across from school, Coburn, Stormstown, Harnor Apple
Farm, Mountain Acres Camp, Sky Top

Grade Level: Grade 9

No. of students: 14

Project Dates: November 13, 1979 - continuing

Arts Infused: Carpentry Skills, Architecture

Grant Amount: \$250.00

- Project Objectives:
1. To develop student appreciation and understanding of the variety of wood working skills necessary to construct a log cabin by the use of tools such as the adz, ax, cross-cut saw, etc.
 2. To help students develop an appreciation of log cabins still standing in the area.

Project Activities: Two years ago, the two project teachers started to build a log cabin on a tract of land that the State College Area School District owns. This land is across the road from the Park Forest Junior High. Students from the Motivational Resource Center at Park Forest were invited to become a part of the project. The first year eight students were involved and this year two groups of a total of fourteen students participated.

Last year the cabin was started by hand digging the foundation, pouring the footer and starting the cement blocks. This year the cabin was continued by finishing the cement block foundation and starting the stone incasement to hide the cement blocks. The mortar, blocks and concrete were all donated by local business people.

The project was an attempt to show the students through the building of the log cabin that they could learn many things other than skills associated with cabin building, skills such as setting goals and working toward accomplishing them. By accomplishing one thing there would be a gain in confidence to work at accomplishing other things.

The project participants met for two fifty-minute periods a week. One period was in a classroom setting, and the other period was a physical or active period. The active period was when work on the cabin was conducted.

The activities used in the grant:

1. The class went to the school L.R.C. (Learning Resource Center Library) and checked out books pertaining to building a log cabin. Worksheets were prepared for some of the books on certain topics. This type of activity helped the students to learn about the different aspects of building a cabin. This helped accomplish the primary objectives of understanding the variety of wood workings skills necessary to construct a log cabin and appreciation of log cabins in our area.
2. After studying what types of wood should be used, the staff and students searched for logs. The project teachers provided trees for the students to begin. Then the class planned a week-end trip to land near Coburn owned by a student's parents. Here the participators gains an appreciation of how hard it is to cut and haul trees. While at the cabin the students also squared beams and started to make furniture (bench and a three legged stool).
3. After securing logs, the class started to use the different tools. They used axes to cut, crosscuts to cut, spuds to peel, broadaxe for squaring, adzes for smoothing beams and joints, drawknives for smoothing, log dogs for holding and auger for making holes. Each student worked on squaring a log, making joints and a few pieces of furniture.
4. The students took some of the pictures that were used in the documentation of the grant. They also had a chance to demonstrate to other students within the group those things that they chose. Their works were used in a 7th grade Social Studies project.
5. Another of the objectives was to visit log cabins in the area. The group members supplied the locations of most of the cabins. The project teachers supplied the transportation. This type of activity provided an opportunity not only for the students to see the different types of cabins but also for the students to talk and discuss various things with some of the owners.

Evaluation of
Project:

Photographic documentation, student packets including worksheets, cabin designs, project notes.

Documentation of
Project:

An album of black and white photography.
Slide tray of colored slides with tape narration.

Grant Project No. 31

Title: "A Beginning Course in Woodworking"

Project Teachers: Adrienne Glebe and Patricia Hunt

School Site: Fairmount Avenue Elementary School
State College School District

Grade Level: Grades 1-6 (Special Education Students)

No. of Students: 8

Project Dates: April 10, 1980 - May 1, 1980

Arts Infused: Woodworking

Grant Amount: \$250.00

- Project Objectives:
1. To teach students how to use correct basic wood-working tools to enhance their ability to use the the tools effectively after formal classes are complete.
 2. To teach students how to construct items from wood using basic construction techniques in order to open possibilities for additional projects.
 3. To enhance students' self-confidence by making one or more wooden objects they can play with or use.

Project Activities: Four woodworking sessions were held once a week for four weeks. The eight students were divided into classes of four, and each week each class of four students met with the instructor for 75 minutes.

The instructor was an area craftsman and artist who had had previous experience teaching woodworking to children. The classroom teacher took the role of aide during all of the sessions, but the instructor planned each lesson and prepared all necessary materials and brought them to the class.

April 10 - Class 1 Materials: hammers, saws, nails, wood scraps 1/2" x 3 1/3" up to 1" x 3" x 12"

Part 1 - (a) introduce different kinds & weights of hammers and demonstrate correct way of swinging a hammer and driving a nail.

Part 2 - Allow children to explore hammers and saws, different sizes of nails, and different kinds of wood. Euphasis was on experimentation with materials and not finished products.

April 17 - Class 1 *Materials: Electric drill, rulers, pencils, hammers, saws, and pre-cut parts of a stool.*

Part 1 - (a) show a finished stool so students what they will be making (b) teach them how to find the center of a piece of wood by measuring.

Part 2 - (a) demonstrate how to use an electric drill (b) help students drill two holes in stool top

Part 3 - Help students construct the other pieces of their stool legs and sides

April 24 - Class 3 *Materials: Same as last class plus paint and brushes.*

Part 1 - Help students complete construction of stools

Part 2 - (a) Demonstrate the proper way to use a paintbrush (b) students will paint their stools

Part 3 - Students will learn how to correctly clean a paintbrush

May 1 - Class 4 *Materials - Electric drills and jigs, mitre box, saws, hammers, 1" dowel rod cut into 1/2" slices, wood scraps 1/2 x 1/2 x 1 to 2 x 2 x 4, 1/4" dowel rod.*

Part 1 - Show some vehicle shapes with wheels made from wood scraps, and explain. They should use their imagination to design wheeled vehicles.

Part 2 - (a) demonstrate use of drills and jigs for drilling through car bodies and dowel wheels (b) Demonstrate use of miter box and how to measure length needed for axels from 1/4" dowel

Part 3 - Assist students using power tools as they construct their own cars. They must follow a specific sequence in order to be successful.

Part 4 - Painting the cars is optional.

Community Resource: Wesley Glebe, craftsman

Evaluation of Project:

Teacher's Summary

"I observed the amount of skill each student had in handling tools at the beginning of the first class. As the classes progressed I watched for improved manipulation of the tools.

I observed the amount of enjoyment the children received from making their projects by:

- a. Noting their perseverance even when the task was difficult or frustrating.*
- b. Noting how often they asked to do woodworking at times other than the formal class*
- c. Noting their attitude and pride for the objects they completed."*

From these observations, I noted:

- 1. The students always looked forward to the day of the formal woodworking classes.*
- 2. The students were always enthusiastic and eager to work on the projects.*
- 3. The students' skills at handling all of the wood-working tools presented improved with each lesson.*
- 4. The students requested to do woodworking during their free time two or three times a week.*
- 5. The students applied the techniques learned in the formal classes to their free time activities in sanding the proper way.*

*Documentation of
Project:*

Colored slides

Grant Project No. 33

Title: "Pennsylvania History"

Project Teachers: Barbara White (chairman), Irene Harrington, Mike Ammerman

School Site: North Lincoln Hill Elementary School
Philipsburg-Osceola School District

Other Sites: Bedford Village, Pennsylvania

Grade Level: Grade 4

No. of Students: 81

Project Dates: April 1, 1980 - May 15, 1980

Subject Areas: Social Studies

Arts Infused: Film-making

Grant Amount: \$393.50

Project Objective: To develop student appreciation of the former lifestyle of people living in Pennsylvania during the 1700's and 1800's.

Project Activities: The project began with a study of Pennsylvania, including geographic, historic and present day Pennsylvania. Some of the things explored were rivers, cities, mountains, famous people (past and present), government, farming products, mineral resources, state symbols, vacation sites, colonial Pennsylvania Maps, films, filmstrips, Pennsylvania booklets, state flag, pictures, and postcards were used. The students made their own maps, state symbols, and information sheets and included all of this information in a students made booklet.

To reinforce our activities, we went to Bedford Village, Bedford, PA. Bedford Village is an 18th century village reconstructed from authentic buildings moved to that location. The craftsmen demonstrated their skills for us. The children could ask questions and talk to these artisans. The culminating activity was to make a video tape back in the classroom. Student reporters have been previously assigned to gather information while on the trip. We made pictures and stories also.



Pennsylvania History explored through the arts.