

*Worcester Public Schools  
Office of Grants Management*

**Grant Acceptance Form**

**Name of Grant:** STARS Residencies FY16 Columbus Park Preparatory Academy

**Type of Funder:** Massachusetts Cultural Council

**Awarded Amount:** \$5,000.00

**Grant Funding Period:** November 10, 2015 - June 10, 2016

**Project title:** Faces on Places: Finding Voice through Sculpture and Words

**Program coordinator:** Siobhan M. Dennis, Principal, Columbus Park Preparatory Academy

**Purpose:** By studying the architecture of Worcester, students will learn about their culturally diverse community and can make links to their own diverse school community. Creating images and words allows for all students voices to be represented and heard.

**Description of the program:** Students will work with clay. They will create sculptures in clay that combine form and texture. They will use their problem solving skills and imaginations to decide what form their sculptures will take. Students will also will learn to articulate their ideas in images and words.

**Program location:** Columbus Park Preparatory Academy

**Outcomes and Measures:** **21st Century Student Skills Employed:** Creativity/Innovation, Critical thinking/Problem Solving Teamwork/ Collaboration, Communication/Presentation MediaLiteracy, Global awareness

**GRANTS REPORT  
2015-2016**

Fund	Grant	Purpose/Priorities	Amount
MCC	STARS Residencies	<p>The STARS Residencies Program will introduce students to architecture, gargoyles and grotesques. Through the inquiry process of group discussion they will learn the history of gargoyles, why they were made and when they were put on buildings.</p> <p>This project is designed to allow students to 1) learn about the history of gargoyles, the symbolism behind them, and their use in architecture; 2) learn to draft and edit stories, 3) learn to express their ideas visually through sketches, 4) create their own original clay creatures, 5) create a creative writing piece based on their sculptures, 6) strengthen self-expression, imagination, sense of pride and self-worth through visual and written expression.</p>	\$5,000.00

**Use of Funds**

Stipends  
Consultants  
Materials

These funds have been awarded to Columbus Park School.




Massachusetts Cultural Council - STARS Residencies FY16  
Columbus Park Preparatory Academy  
Application #RES0048

Primary Contact: Mrs. Siobhan M Dennis  
Phone: (508) 799-3490  
Email: denniss@worc.k12.ma.us

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**Applicant Profile**

<b>Applicant Type</b>	Organization
<b>Legal Name</b>	Columbus Park Preparatory Academy
<b>Address1</b>	75 Lovell Street
	Worcester, Massachusetts 01603
	UNITED STATES
<b>Telephone</b>	(509) 799-3490
<b>Fax</b>	(508) 799-8213
<b>Primary Contact</b>	Mrs. Siobhan M Dennis
	Principal
	Phone: (508) 799-3490
	Email: denniss@worc.k12.ma.us
<b>Organization Type</b>	Elementary School
<b>Applicant Status</b>	Organization - Non-Profit
<b>Applicant Institution</b>	Elementary School
<b>Applicant Discipline</b>	Visual Arts - Painting
<b>Grantee Race</b>	No single group
<b>FEIN / TAX ID</b>	00-0000000
<b>DUNS Number</b>	000000000
<b>Web Address</b>	http://

 Massachusetts Cultural Council	<b>Massachusetts Cultural Council - STARS Residencies FY16</b> <b>Columbus Park Preparatory Academy</b> <b>Application #RES0048</b>
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## Residency Summary

**School Name**

Columbus Park Preparatory School

**School's Dept. of Elementary & Secondary Education (ESE) Code**

2513230022

**School Principal Name**

Siobhan Dennis

**School Principal Phone**

508 799-3490

**School Principal Email**

denniss@worc.k12.ma.us

**Has principal approved this residency?**

yes

**School Contact Name**

Siobhan Dennis

**School Contact Title**

Principal

**School Contact Phone**

508 799-3490

**School Contact Email**

denniss@worc.k12.ma.us

**Cultural Partner Name**

Susan Fisher

**Cultural Partner Organization**

n/a

**Cultural Partner Phone**

508 335-4645

**Cultural Partner Email**

sfisher@lesley.edu


**Cultural Partner Discipline**

Visual Arts (05)

**Have you worked with this Cultural Partner before?**

yes

**List names of any additional Cultural Partners. If using multiple Cultural Partners, they must be collaborating on the same residency.**

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N/A

**Has each Cultural Partner named above approved this residency?**

yes

**Project Title**

Faces on Places: Finding Voice through Sculpture and Words

**Start Date**

2015-11-10

**End Date**

2016-6-10

**Length of Residency**

**Total Number of Days Per Classroom**

3

**Total Number of Days in School**

18

**Calculate Sessions**

**A. Number of classrooms participating**

18

**B. Number of sessions per classroom**

3

**C. Number of additional sessions (if applicable)**

n/

**D. Number of sessions for culminating event (only count if cultural partner will be present)**

1

**E. Total Number of Sessions**

55

**Calculate Grant Amount (if approved)**

**Enter (Line E x \$100) + \$200 for planning with the cultural partner**

\$5,000

**Residency is scheduled during:**

school hours

**Number of students directly involved in the residency:**

390

**Grade level(s) involved:**

6

5

4

3

2

1

K



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**Residency discipline(s):**

History (13A)  
Humanities (13)  
Visual Arts (05)

**21st Century Student Skills Employed**

Creativity/Innovation  
Critical thinking/Problem solving  
Teamwork/Collaboration  
Communication/Presentation  
Global awareness



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## Residency Overview

### Top 2 Student Learning Objectives

#### Learning Objective #1

Students will learn to work with clay. They will create sculptures in clay that combine form and texture. They will use their problem solving skills and imaginations to decide what form their sculptures will take.

#### Learning Objective #2

Students will learn to articulate their ideas in images and words. Using pencil and paper they will create sketches of an image and written drafts of a story that brings the image to life. This will encourage self-expression and imagination.

**Socially Conscious Learning Objective - What will students learn to prepare them to be positive contributors to their world? For example, does the residency help them connect with their own voice or with the world around them (such as their school, their community or environment, or another culture?)**

By studying the architecture of Worcester, students learn about their culturally diverse community and can make links to their own diverse school community. Creating images and words allows for all students voices to be represented and heard

**Residency Overview - What is the goal of the residency? What will the cultural partner(s) be doing? What will the students be doing? What will the teacher(s) do before and after the residency to extend learning? (Note: descriptions of individual sessions belong in the next section.) If the residency involves more than one grade, identify the unifying theme and discuss how the grades will explore the same content.**

Gargoyles are mysterious, steeped in legends, myths and history and clearly captivate the imagination. In this residency, students learn about gargoyles and using their creative thinking and problem-solving skills to create their own gargoyles and stories that bring the gargoyles to life. During this 18-day residency the artist will work with 390 students in grades K-6. It allows students to 1) learn about this history of gargoyles, the symbolism behind them, and their use in architecture; 2) learn to draft and edit stories about their clay creatures, 3) learn to express their ideas visually through sketches, 4) create their own original clay creatures, 5) create a creative writing piece based on their original clay sculptures, and 6) strengthen self-expression, imagination, sense of pride and self worth through visual and written expression. They will find their voices to express themselves in these two media.

Susan has 30 years of experience researching, creating and documenting gargoyles around the world and in Worcester. She published a walking tour of the gargoyles in Worcester through the Worcester Historic Society.

She will use her experience as a visual artist and educator to engage the participating students and their teachers in the project. Susan and the classroom teachers will work collaboratively throughout the residency to design the creative writing component. The instructional coach, Lisa Carignan, and the principal will support the teachers and students throughout the process.

Columbus Park is a school that serves a multi-ethnic and low-income population who has little experience with the history of Worcester's immigrant population as expressed in its art and architecture. This project will engage children to learn about Worcester and then allow them to add their voices to its rich history through the creation of their own sculptures and stories to present to the school and the larger community.

**Residency Session Detail - Detail what will happen in the residency sessions to show how the residency will achieve the Learning Objectives listed above. If the residency is 8 sessions per classroom or less, detail each session. If the residency is more than 8 sessions per classroom, provide the detail by groups of sessions (for example, Sessions 1-3, Sessions 4-6,**



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**Sessions 7-9, etc.) For each session (or group of sessions) tell us what the cultural partner will teach, what activities the students will do, and what the teacher(s) will do before and after the session(s) to extend the learning.**

**Session 1: Introductions to the Project**

Susan will introduce the students to architecture, gargoyles and grotesques. They view gargoyle images and sculptures. Through the inquiry process of group discussion they will learn the history of gargoyles, why they were made and when they were put on buildings. Form and function of gargoyles through time will be discussed. Students will share their knowledge and build on that information. Students will then learn about the significance of these creatures to Worcester's architectural history through a virtual tour. They will then create a sketch of their own gargoyle like creature that combines their ideas with their new knowledge of gargoyles.

**Session 2: Making Gargoyles and Grotesques in Clay Sketches, Drafts and Exploration**

Students will review what they learned in the first session and look at their sketches. They will see examples of Susan's gargoyle sculptures. Using the pinch technique with self-hardening clay, students will create their own sculptural forms. They will explore texture and form to create dynamic sculptural compositions. They will name their pieces. At the end of the session they will look at all of the finished gargoyles through an informal critique. (What do they see in other students' works?)

**Session 3: Drafts and Exploration**

In the final session students will begin a written draft of a story about their clay creatures. The story will place the creature in a time and place of their choosing to bring the gargoyle to life. The stories will be refined in additional classes with the classroom teachers. For project closure, Susan will take a group photograph of the class artwork and combine it with their collaborative final thoughts about gargoyles. Images and writing will be combined on class page. All of the pages will be united in a schoolbook that will be part of the culminating experience.

Each session will involve exploration of the arts of sculpture and creative writing with the goal of a finished gargoyle and its story from each student. Students will be encouraged to share their new knowledge of the content from their personal experience.

The artist and teachers will work together throughout the residency. The classroom teachers will help the students finish their writing as they work from drafts to completed stories. The instructional coach will assist throughout. The sculptures, stories and book will be on display at the end of the year arts celebration. Teachers and the instructional coach will work collaboratively with the artist to help all the participating students find success in these two expressive media.

We learned a lot from our STARS residency experience last year, in particular the importance of engaging the classroom teacher throughout the process to connect the arts learning with the teacher's curriculum goals, in this case increasing students' ability to imagine and create a story from their personal experience. This school-wide gargoyles project will be adjusted to be developmentally appropriate for each grade level. This project fits into our school wide academic and creative goals for 2015-2016.

**Culminating Event - If there will be a culminating event such as an exhibit or performance, please describe. Residencies of 5 days or more must include a culminating event.**

The students' sculptures, writing and schoolbook will be on display at the end of the year arts celebration. Susan will be a part of this event and work with teachers to set up the exhibit of Gargoyles and their stories. Students, parents, school committee members, legislators and the MCC representatives will be invited to attend.

**Planning with the Cultural Partner**

Each grant will include a \$200 stipend to pay the cultural partner for time spent planning with the school before and during the residency. This is a critical step in developing a valuable and high quality learning experience for your students. Briefly indicate which school representatives will be involved in the planning with the cultural partner, approximately when that will happen, and for how long they will meet/talk. For example: "The four 3rd grade teachers will meet with the creative partner for one hour in person one month before the residency followed by a total of one hour of individual meetings during the residency."






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The principal, cultural partner and instructional coach will meet to discuss and schedule the project. Susan and the project will be introduced at a staff meeting in the fall. Teachers will participate in a professional development training that will allow them to experience the project that the students will be doing. Susan will check in with each teacher in the cycle and revise the project as needed. In addition, she will work with the principal and instructional coach to adapt as needed.

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### Residency Projected Budget

Total Expense cannot be less than the Total Grant Amount you calculated on the Residency Summary page.

Cultural Partner Fee	5,500
Planning	200
Materials	600
Other	0
<b>Expense Total</b>	<b>\$6,300</b>
Grant Amount (if approved)	5,000
Funds to be raised by school	1,300