

**GRANTS REPORT
2014-2015**

Fund	Grant	Purpose/Priorities	Amount
MCC	STARS Residencies	<p>The STARS Residencies Program is a collaborative project involving a visiting artist, art specialist, classroom teachers and the instructional coach working with students in all classes of the student body at Columbus Park School.</p> <p>This project is designed to increase awareness and celebrate the rich diversity of students, both past and present, that comprise Columbus Park School. As the school embarks on its centennial year, great pride is taken in having been an integral part of the diverse neighborhood and city in helping young people achieve academic success and becoming productive members of our community.</p>	\$5,000.00

Use of Funds

- Stipends
- Consultants
- Materials

These funds have been awarded to Columbus Park School.



Massachusetts Cultural Council - STARS Residencies FY15
Columbus Park Application

Contact: Ms. Siobhan Dennis
Phone: (508) 799-3490
Email: denniss@wor.k12.ma.us

Residency Narrative

Describe the specific activities of the residency. What will the cultural partner(s) be doing? What will the students be doing? What will the teacher(s) be doing before, during and after the residency to extend the learning?

CPS is made up of a richly diverse student population. The Faces of Columbus Park Project will enable us to capture in images and text the stories of our student body. This project is focused on strengthening each child's self-concept and building a sense of pride in our diverse community as the school marks a century of educating Worcester's children.

This is a collaborative project involving the visiting artist, art specialist, classroom teachers and the instructional coach working with students in all classes in grades 1-6. The impetus for this project was the discovery of an attendance book from 1914, the year the school opened, which documented the countries from which the families came from around the world and their home addresses in Main South. Looking at the book we began to wonder about the many students who have passed through our doors. What were their stories? What are the stories of the children in our school today?

Over a series of 7 sessions, students will discover what make^s each one unique. Their narratives will initially be in written form and serve as a guide to assist in working on visual narratives, or self-portraits that include a special attribute or object of importance to them. In the process students will explore the art elements of color, shape, line and composition.

The planning session will include the principal, visiting artist, art teacher, classroom teachers and instructional coach to outline the integrated curriculum, strategies for engaging all students in the creative process of designing stories in text and images, and reviewing the evaluation toll for observing students development of 21st century skills.

The visiting artist will work with each of the classrooms in grades 1-6 over 3 sessions:

First: Introduce students to the project and learn about color, shape and line. Draw self-portrait and add an attribute or object of special importance that will be contained within the drawing.


Second: Look at the self-portraits. Revise any ideas and transfer images to foam plates. Add texture to enhance the compositions. Talk about the printing process.

Third: Print the foam portrait. Students will make three to four prints. Students sign the prints and learn about editions in printmaking. Prints will be mounted for exhibition.

The art teacher will lead 2 sessions to explore color mixing with the students and teach them how to make skin color. Students will custom mix their specific skin color and print their hands. Hands will be printed on paper so that each student will have his or her own version as well as printed on rolled paper for a collective class mural. The students will discuss the colors they used and their proportions.

The classroom teachers will work with students to develop their individual written narratives. The 2 sessions will allow the students to write a first draft and then create a final version of their story.

Personal narratives will be paired with a printed self-portrait to create classroom registers, similar to those created in 1914. The writing assignment across all grade levels will vary based on students'

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developmental level and is tied to the [CCSS.ELA-Literacy.W.3.10](#) standard.

The instructional coach will facilitate the day-to-day aspects of the project and create links to the social studies curriculum through mapping home address of students in 1914 with those of 2014, including information about families' countries of origin. She will assist in the planning, implementation, documentation and evaluating the project using the OC4 tool.

**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**

This project is designed to increase awareness and celebrate the rich diversity of students, both past and present, that comprise CPS. As the school embarks on its centennial year, we take great pride in having been an integral part of our diverse neighborhood and city in helping young people achieve academic success and becoming productive members of our community.

The Faces of Columbus Park exhibit will serve as the centerpiece of the school's centennial celebration of this history. The children's portraits will highlight our diverse community and honor each student's voice in telling the story of CPS today. All members of the CPS community, including its neighbors and alumni, will be invited to our 100th Anniversary Celebration.

Top 3 Student Learning Objectives

#1

Students will demonstrate their understanding of the elements of art (color, shape, line and form) and the techniques of printmaking.


#2

Students will demonstrate their understanding of their unique culture through the written and drawn self-portraits, and learn about the diverse cultures that make up Columbus Park past and present.

#3

Students will meet the [CCSS.ELA-Literacy.W.3.10](#) standard to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.




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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."

The planning session will include the principal, visiting artist, art teacher, classroom teachers and instructional coach to outline the integrated curriculum, strategies for engaging all students in the creative process of designing stories in text and images, and reviewing the evaluation toll for observing students development of 21st century skills. CPS art teacher Sandi Alicandro will serve as the liaison between the visiting artist and the classroom teachers. She will be assisted in this by the CPS instructional coach Paula Atlas who will be working with teachers on the literacy and social science components of this project. Each week of the project, Paula Atlas will meet with the classroom teachers and artists to document successes and address challenges to ensure a highly successful program. The project will be continually assessed and revised as needed. Paula Atlas will coordinate and document students' learning across the disciplines and development of 21st century skills in collaboration with the classroom teachers and artists culminating in a final assessment meeting of all partners at the conclusion of the project.



 <p>Massachusetts Cultural Council</p>	<p>Massachusetts Cultural Council - STARS Residencies FY15 Columbus Park Preparatory Academy Application #RES0202</p> <p>Primary Contact: Mrs. Siobhan M Dennis Phone: (508) 799-3490 Email: denniss@worc.k12.ma.us</p> <p>Document Generated: Wednesday, October 29th 2014, 2:19 pm</p>
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Residency Projected Budget

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

Cultural Partner Fee	4,800
Planning	200
Materials	500
Other	0
Expense Total	\$5,500
Grant Amount (if approved)	5,000
Funds to be raised by school	500



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Residency Projected Budget

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

Cultural Partner Fee \$4,300.00

Planning \$ 200.00

Materials \$ 500.00

Other *Staff In kind donation**

Expense Total \$5,000.00

Grant Amount (if approved)

Funds to be raised by school *

*Columbus Park School will donate arts specialists' and classroom teachers' time to complete the Faces of Columbus Park School Project. This will include 14 class sessions by the arts specialist and 2 sessions by each of the 14 classroom teacher across grades 1-6.