

## **SERVICE BOARD PROJECT PROPOSAL PROMPT**

*Please complete and Attach to the Project Facilitator Agreement.*

### **Project Goal and Need Fulfillment**

In the Spring of 2009, Lauren Greenspan and Amy Fleming were approached by a parent of a Faith Lutheran Elementary student who asked them to create a small art program at the school, since the school was without one at all. Eager to serve in this capacity, the two developed a program which sought to teach young minds the value and challenges of art. They incorporated significant sections of art history into their lessons and gave the children a chance to create and explore in safe and fun environment.

Our first goal is to create a sustainable art program for the school in which we can build upon lessons and ideas introduced each school year. Lauren and I address this goal by planning a lesson for the students every week, then teaching at the school on Friday mornings. During the week, we plan the learning objectives of our lesson, the materials we will use, and what visual aids will be helpful. When we teach on Fridays, we always try to have a well-rounded lesson that incorporates both art history and art production.

Our second goal is to create a well-rounded program by using DBAE as a foundation. DBAE stands for Discipline Based Art Education. In this approach to art four different disciplines are incorporated into the curriculum in order to give students a well-rounded view of visual art. First is the production of art in which students learn specific techniques and skills to develop personal works of art. This skill set takes both practice and time to develop. However, Lauren and I believe it is well worth it. Through this development students learn creative ways of problem solving and they develop a unique relationship with the environment around them. It allows students to be active participants in their own

learning process. Secondly, art history plays a huge role in developing children's knowledge of visual art. This rich history allows students to learn about art in relation to different cultures and social movements throughout time while discovering their own place within it. We often bring in large copies of famous works so the kids can interact with the work up close. Supplementing art history is the field of art criticism. In this aspect students learn to describe and evaluate works of art and to express their opinion. We find this facet of the art world extremely beneficial to the kids. They love to answer our questions about the art and tell us how each piece of art makes them feel. We believe that art criticism shows students to respect the way in which others think, to make informed judgments about a subject that has no right answer, and to actively express their own ideas. Lastly, aesthetics asks students to consider the nature and value of art. We ask the students to purposefully question the world and culture in which they live, and not to take things at face value. We usually ask the students why or why not a piece is visually appealing to them in order to get the discussion started. We are continually working on how to improve upon our approach to teaching art and how to better ascertain the students needs.

### **Community Partners**

We work with Faith Lutheran Elementary School which is located at 1820 S. Baltimore *Kirkville*, Missouri 63501. We usually contact Mrs. Fauch, one of the teachers at the school. Her phone number is (660) 665-6122.

### **Distribution and Weight of Responsibility**

Lauren Greenspan and I carry out the duties for this project equally. Each week we meet on Sunday nights to plan a lesson for Friday mornings. Like I said before, during this time we determine our learning objectives, what our visual aids will be, our learning activity and the

materials needed.

Last year, Amy and Lauren recruited me to volunteer with this project since Amy was graduating that spring. Both Amy and Lauren showed me the routine so I would be prepared to teach successfully with Lauren starting in Fall 2010. Lauren and I plan to facilitate the process of leadership turn-over by repeating this process. We will recruit a new student, a year below myself, at the beginning of the Spring 2011 semester. That student will become familiar with the project goals and responsibilities. Since Lauren graduates next spring, the new student and I will continue together in Fall 2011. We hope that this process of turn-over can continue every year.

### **Learning Objectives**

Our main learning objective is to gain experience teaching young kids the importance of art education. We want this experience to give us confidence in our ability to perform well in front of a group and in our ability to share knowledge successfully with others. We are both deeply passionate about the benefits and joys art can bring into a person's life. Our goal is to continuously learn how to improve our teaching techniques to better share art with the students. Truman's Strategic Plan states: "Implement a plan to develop the attitudes and skills necessary for Truman students to become effective, engaged world citizens and socially responsible leaders." We believe that we are engaging with the community and working towards being better leaders in the future.

### **Time Frame**

Each semester we usually take a week or two off in order to settle down into our new schedule and find a weekly time slot that is convenient for us and the school. I estimate that Lauren and I will teach (with the help of a new Truman student) around 12 lessons in the Spring 2011 semester. This semester we spend an hour at the school each week (Fridays 9:30-10:30

AM). Next semester, we hope to find a larger time frame in order to do longer, more developed lesson plans with the students.

### **Needs and/or Assistance**

Lauren and I are asking for funding in order to buy the kids of Faith Lutheran art supplies. Here is the list of supplies we are asking for: drawing pads for each student, metal sheets for embossing, self-drying clay used for a ceramics project, paper for painting projects, We would also like a class set of the following: tempera paint, paintbrushes, painting palette, metallic colored pencils, pastels and watercolor pencils.

### **Challenges**

The biggest challenge of the project is to design a lesson plan that will cater to three different classrooms spanning five grade levels. We want the oldest kids to be challenged, but also come down to the right level for kindergarteners. In addition to this, we struggle sometimes to come up with lessons for the kids that are exciting and engaging with the limited supplies that we have. We always make due but it is still a challenge to adapt a project to a different medium.

Another challenge that Lauren and I have considered is making the art supplies last as long as possible. If given this grant, we plan on purchasing a large tub to keep the class sets in. Therefore, we can carry it to each classroom and put it safely in the supply closet during the week.

## SERVICE BOARD BUDGET NARRATIVE

Please explain the amount your organization is requesting for each of the categories above. Explain how the money will be used. **Do your research** in order to be as accurate as possible when completing this section.

Lauren and I are asking for funding in order to buy the kids of Faith Lutheran art supplies. Right now, all expenses come out of pocket. Most of the time, the kids do their artwork on scrap paper and have limited access to different mediums. First and foremost, we are asking for drawing pads (Item #13302-1003). If the kids have drawing pads they can keep all their artwork in it together in order to see the progress they make over time. Also, nice paper places an importance on artwork, while working on scrap paper makes it more expendable. Secondly, we would love to do a project with self-drying clay (Item # 33205-3025). The kids have not had an opportunity in the past to do a project in 3D. A pottery project gives us the chance to incorporate an art history lesson on pottery and new ideas relevant to objects made in the round. We are also asking for paint (Item # beginning in 67101), paintbrushes (Item #06060-3030) and palettes (Item # 03041-1010). If the kids had paint available to them, they could paint their clay pottery, paper-mache, or on paper. Water-washable paint is a great way to introduce kids to this medium. Painting has a long, prestigious tradition in art. In the past, we have shown each classroom many famous paintings as the basis for the lesson. We would love it if the kids got to use paint to learn techniques such as creating texture and color mixing. Another medium that the children have yet to experience is pastels (Item # 20013-1219). We are asking for a set of 30 to act as a class set so that two classrooms can be doing art simultaneously. Pastels are known both for their vivid colors and ability to blend easily. This medium is sure to excite the kids due both to its physical and aesthetic nature. The last two mediums we asked for is a class set of metallic colored pencils (Item # 20530-0009) and watercolor pencils (Item # 20522-1009). Metallics have been used throughout history for their striking physical appearance. Metallic colored pencils can be used

for a number of lessons including embossing and an exploration of flat planes in art. Watercolor pencils will give the students the chance to experiment with dry and wet techniques often used in watercolor, but without the mess. The last three items are all surfaces for the students to work on. As stated before, we want the students to make the most out of their personal creations and to gain a deeper appreciation for art. Therefore we are asking for Scratch Art Paper (Item # 13509-1039) in order to do a project on subtraction, large colored paper (Item # 10301-1006) for paintings, and metal sheets for embossing (Item # 60518-2050).