



THE STAR



Eastern Suffolk BOCES Arts-in-Ed Newsletter

Vol. 21 - March 2006

LAST DAY TO SUBMIT 2005-06 CONTRACT REQUESTS IS FRIDAY, MAY 5, 2006

ARTS ADVOCACY: Advocacy begins with awareness! On your Contract Request form, you are asked to complete information on the program's connection to the arts and arts standards. This year completion of this section is requested. Next year it will be required.

Completing this information draws attention to each program's value to arts education and the nature of the arts connection(s) to the curriculum. It also gets teachers thinking about the value of the arts as a teaching tool. Thanks to those districts that are providing detailed explanations with their Request for Contracts.



TOP TEN ARTS-IN-ED PROGRAMS



This month's favorite programs among Suffolk school districts

| <u>Title</u> | <u>Artist / Art Organization</u> | <u>Website</u> | <u>Target Audience</u> |
|----------------------------------|---|--|------------------------|
| No More Victims | All Access | | 5-12, Prof Dev |
| Rosa's Ride | Encore Performing Arts | www.encoreperforming.com | 1-8 |
| Uncle Ken's Kitchen | Ken Grimball | www.unclekenskitchen.com | PreK-8 |
| Discover the Magic of Reading | Robert McEntee | www.magicbeyondimagination.com | K-6 |
| Lights, Camera, Action! | Mobile Education Productions | www.mobileedproductions.com | K-8 |
| Literacy and Love of Learning | Shih Enterprise | www.patriciashih.com | K-6 |
| Dino Man | Theatre X Productions | www.icefire.net | K-6 |
| Cam Jansen | TheatreworksUSA | www.twusa.org | 2-5 |
| Introduction to the Solar System | Vanderbilt Museum | www.vanderbiltmuseum.org | K-6 |
| Everyone's Hero | Westhampton Beach Performing Arts Center | www.whbpac.org | 4-8 |

DISTRICT STARS

Let Your School Shine!

Each month, The Star highlights popular AIE and EE performance/program feedback from submitted evaluations. But it would be much more exciting and meaningful if someone who attended a performance at your school wrote a brief paragraph or two about the event and how it impacted student learning. Our newsletter welcomes contributions from educators and students. And we'll be sure to give the author a byline. Send your performance summary and any digital photos to Carol Brown at cbrown@esboces.org

All that jazz... Gabriel Alegria performed "Jazz Peru" in **Brentwood**. According to Dr. Joel Ratner, Music Coordinator, it was a "fabulous performance opportunity for the students to hear. The musicianship was extraordinary and the workshops with the jazz band were equally dynamic." Arts Horizons brought "Festival Jazz" to **Half Hollow Hills** and "Jazz for Black History Month" to **Longwood**. **West Babylon** students learned about "Jazz Decades" with Ugli Fruit Music Productions. **North Babylon** students gathered for an "African-American Celebration" with Dance Vectors. Encore Performing Arts demonstrated "A World Mosaic of Music and Dance" in **Sachem**.

Poetry corner... Poetry Alive! brought the literary form to life in **Bay Shore** and **Central Islip**. **Half Hollow Hills** students learned about poetry with Douglas Florian. **Brentwood** students explored "Roots of Rap" with Enrichment Thru the Arts. It was a "perfect start to our poetry unit," noted Oaks Park Elementary school fifth grade teacher M. Wolfe.

Animal magnetism... At ECSS: Sweetbriar Nature Center, **Middle Country** and **Sachem** students conducted "Animal Interviews" and **Half Hollow Hills** students learned about "Feathered Friends." **Mattituck/Cutchogue** and **Middle Country** learned about "Bats" with LI Science Center.

DISTRICT STARS (continued)

Middle Country and **Sachem** students considered “Whale Wonders” and **Brentwood** students went on a “Seashore Safari” with Cornell Cooperative Extension. Wolf Conservation Center presented “Atka the Wolf” in **Accompsett**. **Brentwood** students explored “Marine Life” at Atlantis Marine World. Volunteers for Wildlife presented “Owls Discovery” in **Bay Shore**. Steve Fratello discussed “Rainforest Butterflies” with **Brentwood** students.

Dancing machines...**North Babylon** students participated in “African Dance Residency” with Friends of the Arts. Nai-ni Chen Dance Company demonstrated the “Art of Chinese Dance” in **South Huntington**. **Patchogue/Medford** students saw a “Dance Core—Sampler of Dance” performed by Arts Horizons. Primo Fiore brought “Square Dancing” to **Longwood, Patchogue/Medford** and **Sayville**. Circle of Dance Repertory led a “Dance Residency” in **Hauppauge** and gave “An Introduction to Dance” in **Sachem**. **Patchogue/Medford** students learned “Swing Dance” with Arts Horizon. Chart Guthrie explained the “Roots of Traditional American Dance” to **Shelter Island** students.

Human rights...All Access called for “No More Victims” in **Sachem, Sayville** and **Southold**. Thelma Jackson-Abidally dramatized “Booker T. Washington on LI” for **Huntington** students. TheatreworksUSA presented “Voices of Hope” in Commack and “Within the Silence” in **Half Hollow Hills**. Encore Performing Arts took students in **Brentwood, Longwood** and **Patchogue/Medford** on “Rose’s Ride.” **Lindenhurst** students saw “Liberty and Me, My America” by Simply Elementary. American Family Theater took **Longwood** students on a “Black Journey.” The Open Stage brought the “Daughters of Freedom” to **Islip**. **Elwood** students experienced “From the Fires: Voices of the Holocaust” with Theatre Three. The “Holocaust” was also the topic in a presentation by Irving Roth in **Shoreham/Wading River**.

Choral music...**William Floyd** students engaged in a “Choral Music Workshop” with Donia Krugman-Rivera and Martha R. Tibbetts. Timothy Conway’s “Show Choir Night” performed in **Patchogue/Medford**. Whim ‘n Rhythm presented “Secondary Choral Festival” in **Brentwood**. **Deer Park** students sang in “Honors Chorus” with Young People’s Chorus of NYC.

AIE NEWS

Checklist for Grant Writing

How do educators secure grant funding? It takes time, decent writing ability and experience, according to an article available on the Education World website :

http://www.educationworld.com/a_curr/profdev/profdev039.shtml.

In “Show Me the Money: Tips and Resources for Successful Grant Writing,” author Linda Starr offers tips from seasoned grant writers. To start with, there are the “Three Ps”—project, plan, permission. According to Robin Smith, an educational technology specialist in Hollidaysburg, PA, it’s important to have a project in mind and then search for the grant with the funding you need. Doing the opposite—trying to come with a project to match a grant—is much harder to do. The minute you have a project, start planning. Grant applications ask for a lot of information (site background, mission statement, goals and objectives, timeline, budget, and more), so it’s good to start complying early. At the same time, secure the necessary district signature. Schools are limited to how many state and federal grants they can apply for. All government grants require permission.

Once you have the three Ps taken care of, you’ll need to find a funding source. The article offers links to several grant directories and other information. However, the grant writer should take the time to make sure the grant funder’s philosophy and focus match his/her goals and objectives. The Grant Match Rubric at:

<http://712educators.about.com/cs/rubrics/l/blrubricgrant.htm>

can help determine if a source is a good match. In addition, speak to a contact at the funding source. You should find out how projects are reviewed and decisions are made as well as how and when funding is dispersed.

Not surprisingly, Starr notes that the application process—the forms, narrative and budget—is the hard part. She gives the following advice:

- Read the grant’s guidelines carefully.
- Try to get a hold of a successful grant application to learn (not copy) from.
- Make sure your narrative is clear, concise and interesting. The guidelines won’t ask for it, but present the information in a way that shows your project is needed, that you feel it’s important, and that you’re excited about it.
- Try to have a “hook”—something that makes your project stand out.
- Don’t make your grant all about technology. The equipment should be a byproduct.
- Be sure to include staff development needs.
- Don’t inflate the budget. It should be specific and reasonable. And it should be consistent with the narrative.
- Know who the evaluators are. The reviewer may not be an educator, so don’t use a lot of educational jargon.

The article’s final piece of advice is: Don’t give up. If your application is rejected, find out why and then plan to submit it to different organizations, using their specific guidelines.

AIE PROGRAM PROFILES

ANNUAL STUDENT DANCE CONFERENCE

ES BOCES Arts in Education presented the first annual Student Dance Conference at William Floyd High School on February 16 to support districts in promoting credit-bearing dance in the school. Over 125 people attended, including dance students, dance and physical education teachers, Arts-in-Education coordinators, and dance artists. The event engaged educators and students in workshops, observations, showcases and networking opportunities. Student workshops, taught by professionals, focused on four dance genres and skills: Partnering, Rhythm and Character, Renaissance Dance and Flamenco/Salsa. Students participated in two workshops. Those who participated in the Rhythm and Character workshop with Stomp choreographer Allison Easter created a routine presented to the conference in the closing performance.

In "Stomp: Rhythm and Character Workshop," Allison Easter, former resident director of Stomp, showed students how to use their bodies to make percussive sounds building into a percussive orchestra. Excerpts from Stomp were taught as they might be in an audition. The experience gave the students a chance to work on performance—character development, comedy, improvisation, and self expression. "Ms. Easter is an amazing teacher," reported Brett Yarris, a William Floyd student. "She has helped me find rhythm and mix rhythms."

Bridgman/Packer Dance, a contemporary dance/mixed-media performing company based in New York City, led a "Partnering Workshop." Art Bridgman and Myrna Packer addressed the release and ease as well as the strength of partnering. "I loved this class," exclaimed Jessica Greco, a William Floyd student. "The instructors were fantastic. I learned so much. I can't get over how awesome it was."

"Technique, Origins and Partnering in Flamenco and Salsa" workshop, conducted by Aurora Reyes and Ricky Santiago, included introductions to Flamenco, Salsa, Sevillanas and Mambo.

Dance historian Dr. Dorothy Olsson of the New York Historical Dance Company, taught Renaissance dances using period music. Students learned about the costumes, dance sources, characteristics of dance types, and the function of dance in society as well as in Shakespeare's plays.

While students worked with professionals in the workshops, the educators observed the teaching artists' teaching strategies. Educators and administrators engaged in a dynamic networking session to learn how they could implement similar programs within their own schools.

The dance showcase included three groups of students performing choreography rehearsed during dance classes in their home districts. William Floyd, South Huntington and Lindenhurst high schools students performed very different routines; with music varying from Cirque de Soleil, Stevie

Wonder and 42nd Street. The dance routines varied from ballet-like moves to hip-hop and tap dancing. The Dance Artists also performed. Bridgman/Packer's innovative choreography was the highlight using an interactive dance video projected on long curtain panels as the company's two live performers danced in-between the panels.

"Dance is a powerful vehicle for students to develop important personal skills like confidence, self-discipline, motivation and self respect," explains Carol Brown, Program Coordinator for the ESBOCES Arts-In-Education program. "We hope that more districts will consider introducing dance courses into their curriculum by showing them how dance is successfully being implemented in their neighboring school districts."

Dance events offered by the ESBOCES Arts-In-Education program has proven to be a catalyst for school districts to implement dance classes as alternative course offerings for Art and/or Physical Education. Larry Roberts, Art Director for the Lindenhurst School District, says he got his ammunition to establish their dance program through a previous Arts In Ed Dance Symposium. Lindenhurst's dance program is now in its second year.

AFRO-PERUVIAN JAZZ ENSEMBLE AT BRENTWOOD

Gabriel Alegria brought his Afro-Peruvian jazz ensemble to Brentwood HS and MS this winter through the coordinated efforts of the Peruvian Consulate, Dr. Joel Ratner, Brentwood's Coordinator of Music Education, and ES BOCES Arts in Ed. The program began with jazz band students improvising along with the musicians during the 2-period master class. The Ensemble responded to the students, "You have a great jazz band." "Swingin"

The High School's new auditorium was filled as students watched two performances. As an intro to jazz by world class artists, students heard some of the best jazz available today....the discordant harmonies, just the right percussive support, the bass playing as a dance, the diversity of the musicians.

There was felicity of sound and energy and movement both on stage and in the audience as audience members smiled, sat forward, clapped, keeping the beat. Alegria informed the audience that most of their music is inspired by their country, Peru. The piece "El Sur" (The South), reflected the geography of the east coast meeting the south coast. Waves were crashing, a storm was evident in the trumpet riffs, culminating with the storm ending and a sunset softening the land. The musicians' intensity was fine-tuned in their solos.

Alegria plans to return to Long Island March 2007. There is still some consulate funding to help with program costs. For background on the group and to hear their music: www.gabrielalegria.com

MARK YOUR CALENDAR

April 20:

Student Theatre Dance Conference. 8 AM – 2 PM at Eastport/South Manor HS

June 9:

Year End Exploration: Storm King, Sculpture and art gardens, Dutchess County. All day.

WEB VIEWS

Here are several sites with reading tips for parents...

Reading is Fundamental

<http://www.rif.org/parents/>

Family Education Network

<http://familyeducation.com/home/>

National Coalition for Parent Involvement in Education

<http://www.ncpie.org/>

National Education Association

<http://www.nea.org/parents/learntoread.html>

New York State PTA

<http://www.nyspta.org/getInvolved/parentsPartners2.php>

MEETINGS & PROGRAMS

March 24-25: Celebration of Teaching and Learning.

The UnConvention Center in Manhattan.

<http://www.thirteencelebration.org/>

March 26: SCALA Suffolk County Student Art

Show. Gallery on the Hill, Farmingville.

March 31: Long Island Media Arts Show (LIMAS).

8:00 AM–1:30 PM; Five Towns College.

April 5-7: Common Ground Conference.

Rochester, NY

April 11: Premiere of Extremely Loud and Incredibly Close by The American Place Theatre's Literature

to Life. Center for Ethical Culture in Manhattan. If interested in obtaining an invitation, contact Carol

Brown at cbrown@esboces.org

April 20: 2nd Annual Suffolk Student Theater Arts Conference. Eastport/South Manor High School.

June 9: Advisory Council Field Trip to Storm King Art Center, Mountville, NY.

UPDATED REQUEST FOR CONTRACTS

DEADLINES: Requests for Contracts must be received prior to the date of the program in order for BOCES Arts-in-Education to generate a contract. Any requests received after the program dates cannot be processed through Arts-in-Education. If the artist is new to Eastern Suffolk BOCES Arts-In-Education and is not registered with us (with a W-9 form), you must leave enough time for registration before the date of the program to insure that they are working with a contract.

PREPAYS: The Arts In Ed office must have at least 4 weeks to process your request which includes getting a check to the vendor by a certain date. Additionally, your district needs to have enough funds in their Arts In Ed account to process the request. Thank you for your assistance.

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www.esboces.org/AIE

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