



ARTS ADVOCACY: Advocacy begins with awareness! On the 2006-07 Contract Request forms, you will have to complete information on the program's connection to the arts and arts standards. This information draws attention to each program's value to arts education and the nature of the arts connection(s) to the curriculum and it gets teachers thinking about the value of the arts as a teaching tool.

*****EXPLORATORY ENRICHMENT COMMITMENTS***** In an effort to ease the transition of programs that were contracted through Arts in Ed but are now serviced under Exploratory Enrichment (EE), this year the Arts in Ed office allowed districts to transfer funds from Arts in Ed to Exploratory Enrichment in May 2006.

For 2006-07, we request that District Arts in Education Coordinators review their recent ledgers that note the amount the district used in EE programs, and complete a contract modification to fund your use of the EE service. If during the year your district has not put funds initially into Exploratory Enrichment and we receive a request for an Exploratory Enrichment program, we will have to contact you to move funds into the Exploratory Enrichment line with each Contract Request before we can complete a contract.



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>
My Heart is a Suitcase	Artpower National Touring Theatre	www.artspower.org	4-8
Poetry	Susan Astor	sastor@optonline.net	2-12
The Diary of Anne Frank	Broadhollow Players	www.broadhollow.org	4-9
Butterflies and Moths	ECSS: Sweetbriar Nature Center	www.sweetbriarnc.org	K-5
Gymnasium Geography	Gymnasium Geography	www.gymgeography.com	K-8
Native American Living	Journeys Into American Indian Territory		K-7
Wax Museum Tour	Madame Tussaud's New York		5-12
Brain Challenge	Allen Strauss		4-7
Play to Win	Theatreworks USA	www.twusa.org	1-7
Lady of Copper	Theater Garden	www.theatergarden.org	K-6

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@esbores.org

Down on the farm... Farm life was a popular springtime topic. At Cornell Cooperative Extension, **Bay Shore** and **William Floyd** students took a "Farm Tour and Wagon Ride," **Sachem** and **William Floyd** students visited "Yaphank Farm," **William Floyd** students had an opportunity to "Meet the Farm Animals," **Lindenhurst** students followed "From Moo to You" and **Sachem** and **Smithtown** students participated in "From Egg to Chick." **Sachem** and **West Babylon** students learned about "Spring on the Farm" at Benner's Farm. **Sachem** students also took a "Farm Tour" with F & W Schmitt Brothers. Annette Kirk called a "Family Barn Dance Party" in **Middle Country**. **Brentwood** students met "Farm Animals" with S.C. Archaeological Association.

Sports centered... Gymnasium Geography presented a program with the same name in **Commack**, **Middle Country** and **Sachem**. **Sachem** students watched "Michael Jordan to the Max" at the Loews Imax Theater. **Sachem** students also considered a "Life Balance with Yoga" with L.E.A.P. Unlimited. Janine Bendicksen led a "Sports Mural" workshop in **Lindenhurst**. TheatreworksUSA told **Commack**, **Longwood** and **William Floyd** students to "Play to Win." The Harlem Wizards demonstrated "Choreography and Trick Basketball" in **Hauppauge**.

Going buggy... Suffolk County students became entomologists this month. LI Center of Arts and Science showed **Commack**

DISTRICT STARS (continued)

and **Middle Country** students how to “Build a Bug,” and presented a “Study of Insects” in **Sachem** and “Butterflies” in **Lindenhurst, Middle Country** and **Smithtown**. Vanderbilt Museum taught **Port Jefferson** students about “Butterflies and Moths.” **Sachem** students investigated “Butterflies and Spiders” at the Cornell Cooperative Extension.

Space for All... **Babylon** and **William Floyd** students stepped into a “Starlab” with Night Sky Education Services. Encore Performing Arts presented the “Anti-gravity Show” in **Central Islip**. **Mount Sinai** visited the Planetarium and **Brentwood** explored “The Solar System” at Vanderbilt Museum. **Middle Country** took “A Space Odyssey” with Ion Imagination Entertainment. Science Plus created a “Starlab Planetarium” for **Patchogue/Medford** students. Lee Ognibene Productions brought its “Space Road Show” to **Sachem** and **Smithtown**. Nassau Heritage led **Lindenhurst** students in a “Space Exploration.”

Tune in... Broadhollow Players performed “School House Rocks” for **East Hampton** students. Hayes Greenfield demonstrated “Jazzmatazz” at **BOCES William Floyd Learning Center** and in **Hampton Bays**. **Port Jefferson** students heard “The Emerson Quartet Performance.” Meet the Musicians led a program with the same name in **Deer Park**. Arts Horizons presented a “Festival of Brass” in **Longwood** and EPN Travel Services provided a “Festival of Music” in **Sachem**. James Snidero conducted a “Jazz Clinic” in **South Huntington**.

Lindenhurst students heard “Eleanor!” by The Open Stage. James W. McRoy showed “Band Performance Techniques” in **South Huntington**. Sister Act Show described “Women in Rock History” in **Middle Country**. **Lindenhurst, Middle Country** and **Mount Sinai** participated in New York State School Music Association’s “Solo and Ensemble Festival” through BOCES Arts in Education. The Coalition for Disabled Musicians performed for **Commack** and **Port Jefferson** students. According to Mary Fox, Indian Hollow School (Commack) kindergarten teacher, “This was an excellent way to show our students that disabilities do not prevent people from being successful and realizing a talent.” Encore Performing Arts brought the “Island Calypso Trio” to **Central Islip**. A “Percussion” program was given by Hip Pickles in **Longwood** and by Andrew P. Witt in **Middle Country**. “Mr. Witt’s presentation worked perfectly in conjunction with the percussion curriculum in this district,” reported Christopher Done, Band Director. “Students seemed impressed with his technical and musical abilities, and were actively engaged in the workshop.” Carl Strommen introduced **Riverhead** students to a “Music Composer.”

For the birds... **Middle Country** and **Smithtown** students learned about “Birds of Prey,” while **Middle Country** students explored “Feathered Friends” and “World of Birds” at ECSS: Sweetbriar Nature Center. **Lindenhurst** students learned about “Owls” at the Theodore Roosevelt Sanctuary.

AIE NEWS

North Babylon HS Teacher Awarded NEH Grant

Karen Kennely, lead teacher in Art and Music at North Babylon High School, has been selected to attend a National Endowment for the Humanities (NEH) Summer Workshop called “Crafting Freedom: Thomas Day and Elizabeth Keckly, Black Artisans and Entrepreneurs in the Making of America” from July 13-18, 2006. The workshop will be held at various North Carolina sites, including the North Carolina Museum of History, Raleigh; Stagville Plantation, Durham; the Union Tavern, Milton; and the Burwell School, Hillsborough.

The NEH established the Landmarks of American History and Culture grant program as part of the Endowment’s “We the People” initiative to encourage and strengthen the teaching, study, and understanding of American history and culture. The residence-based, week-long workshops will bring as many as 1,935 K-12 teachers and 350 community college teachers together with scholars for a week of intensive study on history and literature associated with each historic site.

Teachers from across the country submitted applications to participate in these academically rigorous workshops. Mrs. Kennely was awarded the grant as a result of her interest, her application and the recommendation of Dr. Kim Lowenborg-Coyne, Director of Art and Music. Grant recipients receive a stipend of \$500 each to help defray their transportation, books, and living expenses.

“Amazing things happen when you bring teachers who love learning to historic places to work with some of the nation’s finest scholars,” reports Bruce Cole, NEH Chairman. “History becomes so much more than dates to memorize or pictures on a page; it takes on the sights, sounds, and images of what really happened.

The experiences gained at these workshops will affect teachers for a lifetime and their students for years to come.”—by Dr. Kim Lowenborg-Coyne, Music and Art Director, North Babylon

Ten Things Superintendents Can Do to Make the Arts Matter in Their Districts

Dr. Carol Fineberg, a nationally recognized evaluator of arts and education programs and Chairperson of the NYS Alliance for Arts Education, compiled the following “to do” list based on her findings as a principal investigator of numerous programs throughout the country.

1. Establish an advisory committee – A mix of arts organization leaders, arts teachers and citizen advocates can be a powerful lobby for arts programming in your district.
2. Hire or reinforce established district arts coordinator/director – An arts coordinator/director can keep abreast of the various community, state and federal services; be point person for achieving a high standard of performance in studios; and work with colleagues representing the other curriculum areas.
3. Enable faculty to see models of excellence and best practices – Giving staff the opportunity to see “best practices” in other venues often sparks the development of new, improved programming in schools.
4. Initiate a yearly internal evaluation process and accompanying report to advisory committee and school board – A report will help the writers focus on the past year’s accomplishments and the needs for the following years. It also gives the advisory committee, board and staff a chance to recognize the value of arts programming. The report may aid proposals for outside funding.

5. Invite outside experts to review the quality of your arts programs periodically – These experts should look at the quality of student work in all the arts as well as the work done when the arts is used to enhance understanding of other curriculum areas.

6. Enlist advisory committee member, when needed, to evaluate prospective teachers and resident artists – Committee members may be helpful when searching for worthy candidates for arts positions.

7. Review scope and sequence of all arts programming – Arts teachers need to show how they are following a logical sequence of instruction, beginning with the development of foundational skills and moving forward accordingly.

8. Review expenditures for the arts; consolidate, revise, redirect and augment – It may not be a question of no money for the arts, but rather a question of how different kinds of money can be redirected toward a satisfying and complete arts program. Check with your BOCES arts supervisor/coordinator to ensure that money spent for the arts is reimbursed and earmarked for the next year's expenditures.

9. Take advantage of grant opportunities – The New York State Alliance for the Arts Education (www.nysaae.org) offers a guide to the grant process and helps locate funding sources.

10. Enlist the help of your public relations officers in a campaign for arts education in your district – The more the public knows about student achievements in the arts, the more likely they are to support and, ultimately, help to expand the district's arts program. Review the way the arts are featured in the district—festivals, exhibitions, performances—and make a strong statement with them.

Award-winning Author Visits West Babylon

During National Library Week in April, horror-writer Steve Burt shared his storytelling talents with 7th and 8th grade students at West Babylon Junior High School. Burt told the students that "dynamic opening lines are very important in motivating readers." The students were fascinated with the "Bram Stoker Award," which Steve won in 2004 for his book "Oddest Yet" and allowed the students to touch it. This program was financed by the West Babylon PTA through Eastern Suffolk BOCES Arts in Education. –by Alice Robinson, JHS Librarian and Chair of Authors' Recognition Committee.

AIE PROGRAM PROFILES

Student Theatre Arts Conference

The 2nd Annual Suffolk County Student Theatre Arts Conference was held at the Eastport/South Manor High School on April 20, 2006. Over 150 students in schools with credit-bearing theatre arts programs attended the day that included a selection of eight 90-minute workshops led by performance artists, student performances and theatre educator networking.

Chicago City Limits' Producer, Linda Gelman, led a lively "Improv Workshop," engaging students in spontaneity games and teamwork exercises as well as students "performing" short pieces for one another. They performed at the close of the day with a group showcase. Chicago City Limits is New York's longest-running comedy revue and its best-known improvisational theatre company.

The "Write A Play!" workshop with Brett Mitchell prepared students for writing plays on their own. As a prelude to considering the elements and structure of playwriting, Brett led students in three different character and conflict development exercises.

"Technical Theatre in the High School" addressed the many jobs involved in high school theater. Jim Hoare, retired teacher and current president of GSD Productions—a lighting, sound, staging and video effects company—provided helpful hints and resources.

Holly Adams led "The Heart of the Art: Commedia dell'Arte: Performing Techniques for the Actor's Toolbox." Students explored the physicality of focus, of characters' drives/hungers and of comedy. The workshop considered masked performances as well as unmasked commedia style or clown-like characters.

The audition process was demystified for students during "Getting a Grip: Preparing Yourself for the College Audition." Lisa Drance, a member of the NYSTEA Adjudication Team and Babylon High School English Chair, gave a step-by-step guide to auditions.

"Shakespeare: Page to Stage" was an interactive, experiential workshop designed to teach students about Shakespeare, his world, his theater, his language. Actress and teaching artist Elizabeth London of the American Globe Theater led the workshop.

As the name suggests, "Stage Combat" explored the techniques of hand-to-hand combat. Artist Cristina Vaccaro covered various types of moves, including shoves, slaps, punches and kicks, as well as controlling energy and safe execution of moves.

The participants, both students, teachers and artists, found the day to be valuable. Linda Gelman of Chicago City Limits noted, "the kids were great – positive, warm, energetic, eager to learn. The setting, rooms, auditorium were large, clean and cheery. The presentations were done with pride and warmly received.

Students commented: "I liked that the workshops were decently long" (Victoria D'Angelo, ES BOCES Brookhaven Tech Center (BTC)). "James Schultz of BTC said, "The theatre arts event was very insightful. It was great to meet professionals and fellow students." Shamecca Manuel of BTC "Liked seeing the other students perform, especially the Laramie Project [showcase by Eastport/South Manor HS students under the direction of Joe Minutillo]." Jordan Sabbatin from Islip HS liked "everything! I was able to bond with friends from other schools. The workshops were so fun and helpful. Rating: A+."

Teachers, such as Islip's Russ Weisenbacher appreciated "the ability to network with other educators, administrators and artists."

Love and Literacy Program

Patricia Shih, along with her band, gave a very special performance entitled "Big Ideas About Literacy," at the Alleghany School, Lindenhurst, on March 27th. The program helped the children explore a love of reading and the joys of learning. Shih's songs were lively and fun, but also taught very important life lessons, including ways for everyone to get along.

AIE PROGRAM PROFILES *(continued)*

Before the performance day, our music teacher played Shih's CD during music classes. This prepared the children for participating in the show. There was plenty of singing, some dancing, and even sign language. Shih also brought the "Caring Kids" Program to our school, which allowed the students to make donations of gently used books, videos, DVD's and CD's to a local charity. Finally, Shih awarded Alleghany students a special "Caring Kids" Certificate of Appreciation, which will be framed and displayed.—by Regina Cuffaro, Alleghany PTA

PBS: Celebration of Teaching and Learning

Hundreds of educators and administrators gathered for professional development and the opportunity to share experiences, enhance partnerships and educational missions. Thirteen/WNET and WLIW21 held their first-of-its-kind event, the "Celebration of Teaching and Learning" on March 24 and 25 at the Unconvention Center at Pier 92 & 94, New York. Eastern Suffolk BOCES incorporated their 16th Annual Literacy and Learning Institute into this Professional Development Conference.

The event included a town meeting hosted by Tom Brokaw as well as speakers and artistic performances. One of the conference highlights was a performance by the Hobart Shakespeareans, a group of Los Angeles inner city public school fifth graders. Led by their teacher, Rafe Esquith, these economically disadvantaged students perform Shakespeare during the school year as well as read above grade level and do algebra. The rigorous curriculum reflects the class's mission to help children "acquire the knowledge, skills and grace to earn their share of the American Dream." The average school day for the extraordinary class begins at 6:30 AM, a full hour before the rest of the school's students arrive, and ends at 5:00 PM. After completing fifth grade, students continue to study Shakespeare and math as well as prepare for college entrance exams on Saturdays. These students, most of whom are English Language Learners and are eligible for free breakfast and lunch performed a 22-minute piece incorporating Shakespeare's words, their interpretations and rock music. The skill and engagement of the students is inspiring, as is Rafe Esquith's passion for educating his students.
<http://www.thirteencelebration.org/>

During the ES BOCES Literacy and Learning Institute, several workshops addressed arts/literacy issues including "Using Images to Foster Critical Thinking" with Patricia Lannes, "Storytelling Connections: Speaking, Listening & Literacy" with Heather Forest (Story Arts), "Using Drama to Teach Curriculum: Focus on Ben Franklin" with Karen DeMauro, and "Six Rib-Tickling Tunes that Teach" with Rick Charette.

Global Neighborhood

Arts For Anyone is looking for schools which are interested in participating in their Global Neighborhood project with Australian schools. Global Neighborhood connects students in two different schools to collaborate on a common literary, visual, and performing arts project over the Internet on the twin themes of "community" and "culture." Included is an exchange of artists from each country.

This project has been implemented over the past three years and has been assessed by the Australian government as an effective learning tool for students in the areas of language arts, character educations, arts, and social studies curricula. Contact Bruce Taylor at www.artsforanyone.org.

Museum Conference

2006 is the year of the Museum. For one hundred years the American Association of Museums (AAM) has brought all facets of the museum community together to foster quality and community. AAM celebrated the centennial at their annual conference, held in Boston from April 27-May 1, attracting over 6500 attendees.

National and local governments are recognizing museums through Proclamations. The US Senate Resolution 437 and the House Resolution 389 use similar words to honor museums:

"...museums are institutions of public service and education that foster exploration, study, observation, critical thinking, contemplation and dialogue, to advance a great public knowledge, understanding and appreciation of history, science, the arts and the natural world;...the people of the US view museums as one of the most important resources for educating children;

...museums are viewed as one of the most important resources for educating our children; and...have a long-standing tradition of inspiring curiosity in schoolchildren that is a result of investments of more than \$1 billion and more than 18 million instructional hours annually for elementary and secondary education programs...[through} creative partnerships with schools, professional development for teachers, traveling exhibits to local schools, digitization of materials for access nationwide, creation of electronic and printed educational materials that use local and State curriculum standards, and the hosting of interactive school field trips.."

A notable session was one that included learning theory, followed by small group discussion and reflection. Harvard's Dr. Daniel Schacter, a cognitive neuroscience researcher, discussed issues of Mind and Memory. He gave succinct examples of how and what the brain remembers...how it takes in information, encodes it, and stores it. Dr. Schacter contends that how we perceive and interpret our experiences has a large impact on retention. The level of brain activity during encoding for a specific item is predictive of whether that item will later be remembered or forgotten. Using MRIs of the brain and blood flow when doing lower order and higher order thinking, it appears that the hippocampus, the memory center of the brain, is very active when engaged in higher order thinking.

If this theory which he has been studying for years is true, much of the rote work done in schools literally goes in one ear and out the other. But experiences that challenge the brain through analysis, synthesis, evaluation and creation, are ones that stay with learners.

Another panelist in this discussion, learning strategist Paul Gabriel from San Francisco, works with learning disabled students (mostly dyslexia and ADHD). He quoted Mel Levine, "attention is the gateway to memory. Memory is the gateway to learning." www.aam-us.org

We're Moving: As of June 1, 2006, Arts in Ed office will be at:

Arts in Education

Brookhaven Tech Center
350 Martha Avenue
Bellport, NY 11713

Phone: 631-286-6989

Fax: 631-286-6991

All emails remain the same

MARK YOUR CALENDAR

May 30, 2006 is the deadline for online submission of presentation proposals for The Balanced Mind Curriculum Conference, slated for November 7, 2006 at Tilles Center for the Performing Arts, Brookville. Preference will be given to presentations that reflect the conference's theme, "Teaching World Culture Through the Arts."

WEB VIEWS

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

NYS Council of School Superintendents

Contact information for state officials as well as articles on current education issues

www.nyscoss.org

NYS School Board Association

Gives voice to board members nationwide.

www.nyssba.org

NYS School Music Association

www.nyssma.org

NYS Alliance for Arts Education

Tools to support local, regional, and statewide arts education advocacy.

www.nysaae.org

NYS Art Teachers Association

www.nysata.org

NYS Theatre Education Association

Advocates drama/theater in schools

www.nystea.org

MEETINGS & PROGRAMS

May 17: Dancing Classrooms. Learn about this ballroom dance residency program coming to Suffolk 2006-07.
Brookhaven Technical and Career Center - Conference Room. 10 AM – 11:30 AM.

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

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