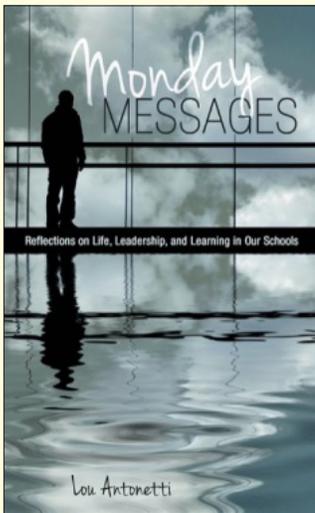


Artist Spotlight

Editor's Note: *Artist Spotlight* introduces readers to an arts or exploratory enrichment program. We hope these summaries will help you plan the best programs for your students. This month we are featuring Lou Antonetti author of "Monday Messages." Lou is a high school principal who built a culture of trust, respect and inspiration among faculty, staff and students which was achieved in part, through his "Monday Message." The message may come in the form of a real life anecdote based on his personal experience, a quote from an ancient proverb or the words of an athletic coach – all to inspire, guide, cultivate positive change, or self-reflection.

As a result of positive feedback and obvious results, Lou published the book "Monday Messages." The book is a refreshing attitude toward education without the stress of numbers and performance. He offers motivational workshops and provides guidance on where to find inspiration. Lou's program can be found in our Arts in Ed online catalog.



Below is an excerpt from Monday Messages:

"I wept because I had no shoes, until I saw a man who had no feet." – Ancient Persian Saying
Why is it that we don't appreciate things until they are gone? When you lose something or somebody you love and cherish, you learn very quickly to appreciate what you had previously. How great life would be if we woke up each day and acknowledged what we have before our day begins. Having this conversation with yourself may be the most worthwhile one you have all day. Next time you feel stressed, think of all the things/people that you are thankful for in your life. It is impossible to be stressed and grateful at the same time. Don't realize what you HAD after it is taken away. Recognize what you HAVE so that your energy will be focused on the important things in life.

District Stars

Here is some of the feedback we've received for Arts-in-Education and Exploratory Enrichment programs. Your online evaluations are an invaluable resource for Eastern Suffolk BOCES school districts. Thanks so much to the following 'district stars' for sharing their views.

Read With Me, Write With Me – Alyssa Satin Capucilli

This program explained how a book is published, from the onset of the idea to the end product. The author provided a glimpse into her own life and how it influenced her writing. She was an inspiration to our young authors. I really enjoyed her presentation. She was here last year, and the program was enhanced with the use of a large screen. ~ Lisa Mahler, Grade 1 teacher, St. James ES, **Smithtown**

Estuary Explorations – Group of the East End

This field study, which was part of our students' science investigation of water ecosystems, gave students a hands-on experience with the marine biodiversity of our local shores. Social cooperation during the exploration required group collaboration. ~ Amy Lester, Grade 5 science teacher, Southampton ES, **Southampton**

The Circus Arts Sampler – National Circus Project

We brought the circus in as workshops for our Grade 6 gym classes. It was great fun and an interesting unit for students. During the hands-on workshop, students did things they didn't know they could do. I highly recommend this program. ~ Mrs. Salvia, principal, Seneca MS, **Lake Ronkonkoma**

Bayport/Blue Point, Northport/East Northport, Sachem and Smithtown students also participated in this workshop.

The Singing School Bus Driver- 100th Day Celebration – Joe Guida

Every year the Singing Bus Driver provides our students with opportunities to reinforce bus safety rules. The program also ties into our 100th day celebration and is a great culminating activity. It is interactive and fun for the students. ~ *Marisa Barragato, Kindergarten teacher, Ridge ES, Longwood*

Mr. Guida also visited schools in **Bayport/Blue Point, Brentwood, Half Hollow Hills, Patchogue-Medford, Smithtown and West Babylon.**

Phantom of the Opera – Caryl Goldsmith Group Sales

Theater plays an important literary role in the upper level French classes. This opportunity brought what was being studied in the classroom to life. ~ *Melissa Quiros, French teacher, Ward Melville HS, Three Village*

Be a District Star... Your school can be featured in *District Stars*. Just submit an online evaluation for recent arts-in-education and exploratory enrichment programs. In addition, we encourage schools to send us a summary paragraph, describing the program's impact on student learning and curriculum connection, and/or a digital photo to Loretta Corbisiero at lcorbisi@esboces.org

Long Island AIE News

CREATIVE (C3)² UPDATE: PROJECTS TACKLE ANTI-BULLYING ON STAGE AND IN LIFE

Sticks and Stones, a theatrical production created by performance artist Lyle Cogen, delivers a powerful anti-bullying message through storytelling and music. Young audiences are taught life skills and social responsibility in familiar settings, such as on the playground, on the school bus, and at lunchtime.

Last spring, **South Huntington** and **Patchogue-Medford** Grades 4 and 5 students saw *Sticks and Stones* through the [CREATIVE CLASSROOM COLLABORATIVES \(C3\)²](#), a federally-sponsored project created by ES BOCES. The performance was the culminating activity in projects developed by the students' teachers in collaboration with teaching artists. The arts-integrated projects helped students delve deeper into anti-bullying themes, while highlighting literary and drama themes. Specifically, the students were given an opportunity to...

– [EMBRACE ANTI-BULLYING MESSAGES, WHILE EXPLORING FIGURATIVE LANGUAGE](#) in both writing and choreography.



– [ENGAGE IN THEATER GAMES AND LITERACY ACTIVITIES](#) that supported social-emotional skill building and explored of how one actor can embody many different characters.

Other (C3)² projects that promote the integration of visual and performing arts across the curriculum are summarized on the (C3)² website's *Arts in Action* <http://creativec3.org/ARTS-IN-ACTION>. We encourage readers to visit.

National AIE News

ESSA AND ARTS INTEGRATION: PROCEED WITH CAUTION, SAYS NEW REPORT

The 2015 Every Student Succeeds Act (ESSA) is ready for implementation. To help with the adoption of the new law, state and local planning sites have created reports and developed resources (see below). One new report written by the American Institutes of Research on behalf of the Wallace Foundation offers recommendations on arts integration under the provision. While ESSA includes multiple sections that support arts integration for student learning, the report, [REVIEW OF EVIDENCE: ARTS INTEGRATION RESEARCH THROUGH THE LENS OF THE EVERY](#)

[STUDENT SUCCEEDS ACT](#), suggests the need to tread carefully. Specifically, the report makes several recommendations, including the careful examination of funding projects for arts integration and further research to determine the effects of arts integration on specific educational outcomes.

Meanwhile, links to ESSA guidance documents and other implementation resources can be found on the [NATIONAL ART EDUCATION ASSOCIATION](#) website. For background information and more links, visit the US Department of Education <https://www.ed.gov/essa?src=rn>

ARE CONSTRAINTS THE BUILDING BLOCKS OF CREATIVITY?

There's an image of the artist as someone who likes to work without rules or limits. However, a recent [FORBES ARTICLE](#) suggests that creativity thrives on constraints. According to the article's author, David Sturt, Executive Vice President at O.C. Tanner, architect Frank Gehry's award-winning designs for the Guggenheim Museum in Bilbao, Spain, and the Disney Hall in Los Angeles were the result of strict standards and limitations. What's more, an analysis of 1.7 million people who've made award-winning contributions (though, perhaps, not as well-known as Gehry's) reveals that they'd worked with constraints. "Constraints give us a starting point and some building blocks to work with — a problem to solve, an innovative twist to be revealed, or a person to please," notes Sturt. "The world is filled with amazing possibilities derived from limited resources and elements."

PREPARING STUDENTS FOR DIGITAL SCREEN SATURATION

American youths spend one-third of each day in front of a digital screen, according to the National Arts Education Association (NAEA). Efforts to stop screen saturation by our digital natives may be difficult, if not impossible. However, helping children make sense of their visual world is a goal worth pursuing, according to [LEARNING IN A VISUAL AGE: THE CRITICAL IMPORTANCE OF VISUAL ARTS EDUCATION](#). The new NAEA document addresses the benefits of high-quality visual arts education in the digital age, as well as offers suggestions for integrating visual arts in education, creating policy, and for involving the community.

THE FUTURE OF ARTS EDUCATION

Recently, *Education Weekly* published a series of commentaries on arts education. The online collection of articles, entitled [ARTS EDUCATION: A LOOK FORWARD](#) was supported by the Wallace Foundation and includes articles by prominent researchers, such as Howard Gardner, Harvard University professor of cognition and education. Together with his colleague Ellen Winner a professor of psychology at Boston College and senior research associate at Project Zero, Gardner reflects on arts integration research in [THE ARTS HAVE MUCH MORE TO TEACH US](#). The series also includes:

- [THE ARTS NEED TO BE A CENTRAL PART OF SCHOOLING](#)
- [HOW TO ASSESS ARTS EDUCATION—AND WHY YOU SHOULD](#)
- [ARTS INTEGRATION IS A SUCKER'S GAME](#)
- [THERE'S SOMETHING MISSING FROM STEM LEARNING](#)

A MUSEUM SCHOOL HELPS TURNAROUND DISTRICT, PROMOTE STUDENT SUCCESS

There are schools and then there are museums—separate, yet both devoted to educating young minds. But what if the school and museum experiences were combined—under one roof? Place-based education has taken hold in Grand Rapids, MI, where educators at [THE MUSEUM SCHOOL](#), housed in the Grand Rapids Public Museum, integrate the museum's collections into curriculum and students thrive in hands-on, real-world learning. The Museum School is one of the city's 15 "theme" schools (including a school in a zoo and one in a nature center) designed to turnaround the high-needs school district, which had been on the decline the past two decades. Strong community support coupled with a grant from the *XQ: The Super Schools Project*, a group devoted to reimagining America's high schools, is responsible for the new school.

CALL FOR REVIEWS OF RESIDENCY PROGRAMS

Residencies offer some of the most valuable Arts-in-Education experiences, giving students ongoing, sustained learning with artists and specialists in the arts fields. To honor the value of residencies, ESBOCES Arts-in-Ed will highlight these types of experiences in this monthly newsletter. Please send us a few paragraphs, photos (*if available, and always w/ releases, please*) to help us herald the residencies you are offering your students.

Mark Your Calendar for 2018...

JANUARY 24-28.

International Performing Arts for Youth Showcase. For information, visit <http://ipayweb.org/>

JANUARY 29-30.

(C3)² Winter Peer-to-Peer Meetings. Bellport, NY. For information and applications, contact Loretta Corbisiero lcorbisi@esboces.org

MARCH 22-24.

NAEA National Conference. Seattle, WA. Online pre-registration is now closed. In-person registration will begin on March 1. For more information, visit <https://www.apap365.org/>

MARCH 23.

LI Media Arts Show. Five Towns College. Contact Loretta Corbisiero lcorbisi@esboces.org

MAY 2018.
(DATE TDB)

Conference for Kids. Contact Loretta Corbisiero lcorbisi@esboces.org

Web Views

ADVICE FOR OLDER POPULATIONS: STAY ENGAGED

A new National Endowment for the Art report addresses the arts and culture findings of a 20+ year study of older populations supported by the National Institute of Aging. According to [STAYING ENGAGED: HEALTH PATTERNS OF OLDER AMERICANS WHO PARTICIPATE IN THE ARTS](#) when compared with older adults who neither create art (ie, sing, play an instrument or dance) or attend arts events (ie, concert or art museum), older adults who engage in both activities reported:

- higher cognitive functioning
- lower rates of both hypertension and limitations to their physical functioning
- cognitive functioning scores up to seven-fold higher

ART EDUCATION TRENDS ON SOCIAL MEDIA

When he accepted an Emmy at the 2017 award ceremony in September, Comedian Dave Chappelle gave a 'shout out' to the District of Columbia public schools. With the help of fellow comedian John Oliver, the comment soon was trending on social media and the [WASHINGTON POST](#) was asking for an interview with the celebrity. The newspaper wanted to know how Mr. Chappelle's public education had influenced him. The comedian, who attended the Duke Ellington School of the Arts, reported: "Just becoming more broadly culturally aware. It kind of unpacked me out of whatever box that I was in and put me in proximity with different walks of life."

VIRTUAL REALITY PROJECTS TO EXPAND ARTS ED

We've all heard tales of disconnects between state-mandated arts instruction and equal access to the arts in schools. Los Angeles County is trying to close the gap with its [ARTS ED INNOVATION LAB](#) According to Denise Grande, Los Angeles County Arts Commission director of arts education, the Lab was launched to expand arts education "beyond some classrooms in some schools in some parts of the county." The Lab is working on scalable projects, such as the "Virtual Reality Arts Ed to Experience Self as Artist." The project uses VR technology to bring students places where they couldn't go physically, like "performing onstage with the ancient Greeks" or "painting in Picasso's studio."

QUOTE OF MONTH

"Art is not the possession of the few who are recognized writers, painters, musicians;
it is the authentic expression of any and all individuality."

– John Dewey, educational reformer

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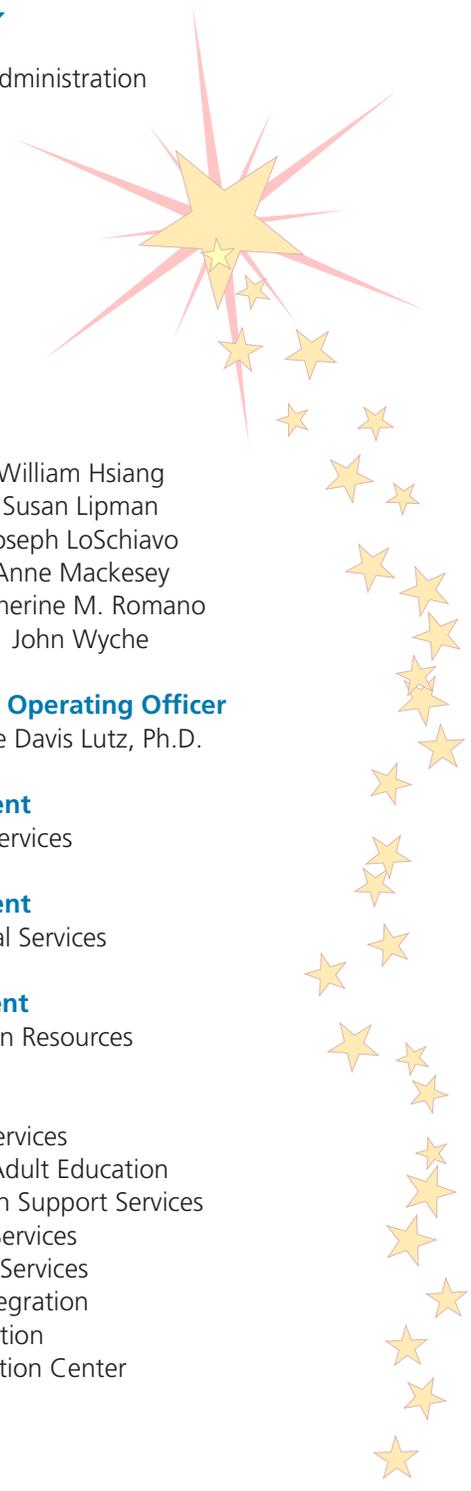
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