

## 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.

GALUMPHA combines stunning acrobatics, striking visual effects, physical comedy and inventive choreography. Irreverent and quirky, Galumpha guarantees to entertain with pattern-breaking choreography, gravity-defying lifts and balances, and a refreshingly self-effacing approach to Modern Dance. The three performers create a sensory feast of images, drawn together into a seamless whole, consistently bringing audiences to their feet. Critics have called Galumpha's unique mix of acrobatics, dance and humor,

"Experiments in human architecture." Galumpha has performed at thousands of venues throughout North and South America, including the Kennedy Center, The Shanghai International Festival and has won the Edinburgh Festival's prestigious *Critics' Choice Award*.

Formed in 2002 by Andy Horowitz, Galumpha delivers a fast-paced, athletic brand of movement, distinctive for its ingenuity. They also offer **Sensory Friendly** shows and will provide Study Guides upon request. Highlights include "Velcro" as seen on The Late Show with David Letterman, and "Clackers," seen on MTV.

A video sample can be found at: <https://vimeo.com/207387579>

## 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.

### Youth Mover - Brandon Lee White – Academic Entertainment

Brandon White had a wonderful way of communicating with my second graders. His powerful and positive messages really motivated them. He used fantastic examples to illustrate his points and the examples were his personal life stories. The program provided awareness of differently-abled people. ~ Stacey Antonelli, Grade 2 teacher, Harding Ave. ES, **Lindenhurst**

Brandon was very inspirational! The students were very engaged and motivated throughout. Afterwards, students told me how much they had enjoyed his program! I did as well! ~ Karen West, Grade 2 teacher, Harding Ave. ES, **Lindenhurst**

### The Olympians – George William O'Connor

George O'Connor presented the Greek Gods in a fun and unique way. This introduction to the gods will help our students better understand the characters in *The Lightning Thief*. The students found Mr. O'Connor energetic and engaging. They responded eagerly to his questions and stories. ~ Jennifer Schroeder, Grade 6 English teacher/chairperson, Sagamore MS, **Sachem**

### Game On! – LI Children's Museum

This was a great activity for the kids. They were responsive, and came up with very clever ideas to add to the box video game they were making. ~ Verena Orski, John Baldo, Alexis Braun, counselors and nurse, Timber Point ES, **East Islip**

This presentation grabs the attention of children with its video game theme, but is also a history, art and STEM lesson in disguise. Children who were not initially enthusiastic soon became enthralled. They continued working on their video game designs long after the presentation was over. LICM does not disappoint. This program appealed to boys and girls alike. It used a low tech project to teach about a high tech concept. Imagination, creativity, and ingenuity were part of the process. Adults and children alike thoroughly enjoyed their time. ~ Dina Nelson, contract manager, Connetquot ES, **Islip Terrace**

Students had fun building their projects. They had to arrange pieces to allow a marble to reach a particular point. The project was challenging, but because they were interested, they continued to work on it. ~ Maureen Curtis, Boyle Road ES, **Port Jefferson**

### The Mindful Eye – Hofstra University Museum

The students received an incredible experience. They saw fantastic work and had it explained by a very knowledgeable docent. They were able to link what they were viewing with the lessons on sculpture I'd taught. They walked away with a better understanding and appreciation of art. Excellent trip. ~ *Mr. LaMacchia, art teacher, Longwood HS, Longwood*

### Click, Clack, Moo – Theatreworks USA

Absolutely best children's theatre I have ever seen! Fabulous performance! ~ *Ronnie Malave, Grade 1, Miller Ave. ES, Shoreham-Wading River*

*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](mailto:lcorbisi@esboces.org)

## Long Island AIE News

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### CREATIVE (C3)<sup>2</sup> UPDATE: USING ARTS TO EXPLORE AMERICA AND AFRICA

Long Island classroom teachers and teaching artists recently collaborated on arts-integrated, cross-cultural projects that enabled Grade 4 students to learn about American culture during colonial times and African culture today. Through the Creative Classroom Collaboratives (C3)<sup>2</sup> <http://creativec3.org/>, a federally-sponsored project created by ESBOCES, students in Patchogue-Medford and South Huntington were given an opportunity to...

– [ENGAGE IN DRAMA ACTIVITIES TO COMPARE THE CULTURE AND VALUES OF AMERICANS DURING COLONIAL TIMES WITH PRESENT DAY](#)

– [CREATE 3D HOUSES THAT SHOWED THE DIFFERENCES BETWEEN COLONIAL CITIES AND FARMS](#)

– [EXPLORE AFRICA'S CULTURE, GEOGRAPHY, FLORA AND FAUNA TO PREPARE THEM TO WRITE ORIGINAL AFRICAN FOLKTALES](#)

(C3)<sup>2</sup> projects integrate visual and performing arts into classroom curriculum in order to dive deeper into topics. Projects designed to reinforce social studies, math, science, character education and more are summarized on the (C3)<sup>2</sup> website's *Arts in Action* <http://creativec3.org/ARTS-IN-ACTION>. We encourage readers to visit.

## National AIE News

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### MUSIC TRAINING: A BRAIN CHANGER?

Music instruction may enhance children's brain structure and increase their decision-making network, according to researchers at the University of Southern California's Brain and Creativity Institute. In two new studies reported by [USC NEWS](#), the researchers monitored brain development and behavior among three groups of children from underserved neighborhoods. The first group (the subjects) started learning to play and read music through the Los Angeles Philharmonic's Youth Orchestra Los Angeles program at age 6 or 7. These children were compared with two other groups of peers: A group enrolled in after-school sports programs and a group who didn't participate in any after-school program.

Children who received music instruction showed differences in the auditory areas in the right versus the left hemisphere, which signals music's impact on brain structure. In addition, children exposed to music training had changes in the corpus callosum, an area that allows communication between the two hemispheres of the brain. "There has been a long suspicion that music practice has a beneficial effect on human behavior. This study proves convincingly that the effect is real," said Antonio Damasio, University Professor and director of the Brain and Creativity Institute.

### THE CALL TO ART

"Every major social movement throughout time has integrated art and activism," according to Steve Lambert of the Center for

Artistic Activism. “The American revolutionaries used theatrics – tea in the harbor.” Mr. Lambert is quoted in a new report entitled [MAPPING THE LANDSCAPE OF SOCIALLY ENGAGED ART](#), a research project designed to define what socially-engaged art means today, how to increase the visibility of the art making, and where to find examples and resources. The report notes that at least 10 fine arts schools offer masters-level certification in social practice arts, while many other high education institutions offer related courses, and thousands of artists are engaged in socially engaged art across the country.

### ALL FIELD COURSEWORK AND NO ARTS MAKES JACK LESS PREPARED

[US WORLD NEWS AND WORLD REPORT](#), the folks that rank colleges and universities every year, recently reported on the benefits of a liberal arts degree. With a liberal arts program, “you learn writing skills and thinking skills and reading skills – so unlike, say, a degree in nursing, where you’re channeled to one particular career, a liberal arts degree is a foundation for many careers,” says Susan Welch, dean of liberal arts at the Pennsylvania State University. This view is shared by other higher education experts, who recommend a combination of field-specific and liberal arts coursework. Employers like this approach, they stressed.

### NEW STUDY SHOWS ARTS ED DOES IMPACT ELA AND MATH ACHIEVEMENT

Back in 2000, a now-famous study on [“ARTS EDUCATION AND ACADEMIC OUTCOMES”](#) by Harvard researchers Ellen Winner and Lois Hetland of Project Zero, concluded that arts instruction has no impact on achievement in other subjects. However, nearly 20 years later, new research, part of an ongoing study funded by the National Endowment for the Arts, appears to refute those earlier findings. According to a [BROOKINGS INSTITUTE](#) article, University of Arkansas researchers looked at the long-term effects of giving multiple field trip experiences (to an art

museum theater and symphony) to fourth and fifth graders. The students were randomly assigned to a group that got three field trips per year (one to each site) or a control group that received a single field trip. “The surprising result is that students who received multiple field trips experienced significantly greater gains on their standardized test scores after the first year than did the control students,” according to lead investigator Jay P. Greene, Distinguished Professor of Education Reform, University of Arkansas. “If we combine math and ELA tests, we see a gain of 12.4 percent of a standard deviation at  $p < 0.01$ , which translates into roughly 87 additional days of learning.”

### ART TALK

Let’s talk about art. No, seriously—just talk. Fourteen art history podcasts use audio cues alone to immerse listeners in an exploration of visual artworks. Listeners can take an audio stroll through museums with a celebrity or listen to a curator discuss a masterpiece. Sometimes the podcast is delivered by a professional, other times by an art-loving amateur. The common denominator is the chance to take a dive deep into the history of visual art. For a listening guide and links, click [HERE](#).

### DOCTORS WHO PLAY ACTORS ON STAGE

In recent years, a lot has been written about required visual arts courses and museum field trips for medical students, particularly at Harvard and Yale. Recently, the [NEW YORK TIMES](#) featured Bard Hall Players, a theatrical troupe comprised of medical students at Columbia University. According to Dr. Lisa Mellman, the senior associate dean of student affairs at the university’s College of Physicians and Surgeons, the theater experience “enhances empathy and understanding and emotional intelligence of our students, and it translates into enhanced understanding for patients from other backgrounds and cultures.”

## International AIE News

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### ICELAND: TINY COUNTRY, BIG ON CREATIVITY

There’s no denying that Iceland has fostered a lot of creativity. Of Iceland’s 14,500 companies, half are considered creative companies. One in four Icelanders work in creative careers and the number of creative jobs keeps growing.

According to a new research study, published in the [GIFTED AND TALENTED INTERNATIONAL](#) journal, several factors account for the high level of creativity and innovation coming from this tiny country, including attitudes about independence and tolerance, family life, and education as well as the government’s role in the fostering of creativity.



# Program Profile

## POWERFUL MESSAGE ABOUT CHARACTER TOUCHES LI STUDENTS

Every day, 160,000 students skip school for fear of being bullied, according to the *Rachel's Challenge* website. The *Rachel's Challenge* program was inspired by the life and writings of Rachel Joy Scott, the first person killed in the Columbine High School shooting in 1999. It demonstrates the power of reaching out in word and action to others to start what Rachel called "a chain reaction of kindness and compassion." Recently, *Rachel's Challenge* was presented at **Copiague's** Walter G. O'Connell HS. Here is some of the feedback we received from administrators and educators.

This program motivates students, encourages self-esteem building, and promotes safer schools and the building of strong school and communicating relations.

~ Jonathan Cutolo, assistant principal

After the presentation, we had whole class discussion and a responsive writing activity. The students had a very positive reaction to the assembly, and it sparked conversations and

debates. I feel many of my students opened up both to classmates and to me, resulting in better relationships. Many of the students said or wrote that it made them more aware of the effect of small acts, either positive or negative. Many also said that it highlighted how short life can be, and that they wanted to tell their family they love them. The students are very engaged right now. It is up to teachers and administration to continue with this program.

~ Susan Graber, special education teacher

Students were able to feel empathy and concern for others while allowing themselves to be emotional among their peers.

~ John Young, science teacher

This program encourages students to engage with all types of students and work to make stronger community ties. It was an excellent presentation that touched our students and staff.

~ Marino Stamatelatos, special education

## 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...

**MAY 30 & 31.**

Conference for Kids. Contact Loretta Corbisiero [lcorbisi@esboces.org](mailto:lcorbisi@esboces.org)

## Web Views

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### STUDENT ARTISTS HONORED AT NATIONAL PTA SHOWCASE

Student artists were recently honored at the 2018 National PTA Reflections® Student Arts Showcase program held at [US DEPARTMENT OF EDUCATION \(ED\)](#). The students, who were from 25 states, created artworks based on the theme “What is Your Story?” When the honorees were asked what inspires them to pursue the arts, their responses ranged from family to Alvin Ailey American Dance Theater, Misty Copeland, nature, the smash-hit *Hamilton*, pets, and favorite shoes. Enrollment for the [2018-2019 NATIONAL ARTS AWARDS PROGRAM](#) starts July 1, 2018.

### IPAD ART APP

[THE NATIONAL GALLERY OF ART](#) has created an iPad app for young artists. The *NGAkids Art Zone* app contains eight interactive activities inspired by NGA works, a sketchbook for drawing, and a personal exhibition space. According to the NGA, the app is a child-friendly tool that emphasizes discovery, careful looking, and artistic self-expression.

### STEAM WORK

What does STEAM look like in the classroom? How does a teacher know if a STEAM-driven activity is really going to lead to deeper learning? *Education Closet* has created a [“STEAM LOOK-FOR LIST”](#) to help teachers assess their STEAM lessons.

### QUOTE OF MONTH

“Artists are the real architects of change,  
not the political legislators who implement change after the fact.”

– *William S. Burroughs, writer and visual artist*

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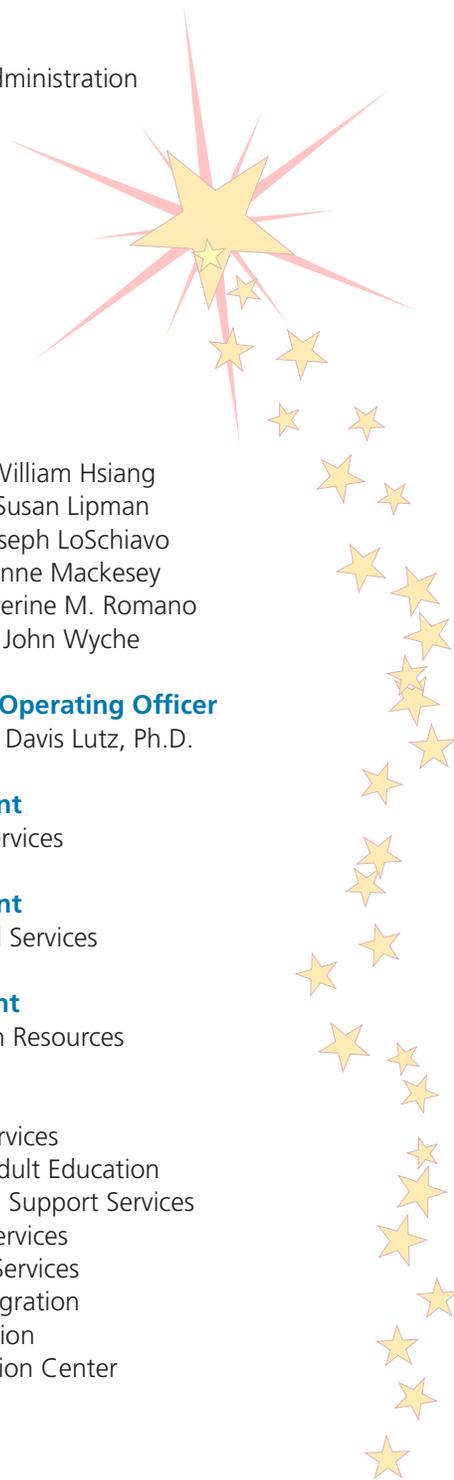
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