Our Artist spotlight this September is on one of our new programs for 2018-19. The exciting, High-Octane, infectious, and jump-out-of-your-seat SCHMITTY THE WEATHER DOG SCIENCE SING-ALONG SHOW. Through storytelling, music, and a really cute dog, musical meteorologist Ron Trotta, author Elly McGuire, and celebrity pup Schmitty The weather dog inspire students to get excited about science, weather and taking care of the planet. Who knew learning could be so much fun!

New York City’s Elly McGuire is the author of Schmitty The Weather Dog: Daydream. Illustrated by Simon Estrada, Schmitty The Weather Dog: Daydream tells the story of a four-pound pup named Schmitty who goes from day-dreaming to doing by overcoming obstacles and naysayers to learn about the weather and help her struggling two-legged weatherman Dad. In the end, Schmitty shows us that no matter what your size or breed, you can do anything you put your mind to.

Bring Schmitty The Weather Dog to your school and have a pawsome time!

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.

Lucky Fortune – Long Island Children’s Museum

Students learned about Chinese traditions and experienced the culture in a multi-dimensional way. There was Chinese calligraphy and art work, traditional music, clothing, and other examples of authentic Chinese items. Students learned about the history of Chinese New Year and designed their own masks. At the end, the children danced a traditional New Year’s dance. All staff agreed that this was a great, well-rounded program. – Dina Nelson, Grades K-3 teacher, Verne W. Critz ES, East Patchogue
CREATIVE (C3)^2 UPDATE: STUDENTS LEARN ABOUT THEMSELVES AND NY STATE

Recently, Grades 4 and 5 teachers collaborated with teaching artists to add an arts component to their character education and geography lessons. Through the CREATIVE CLASSROOM COLLABORATIVES (C3)^2, a federally-sponsored project created by ESBOCES, students in Patchogue-Medford and South Huntington were given an opportunity to...

- CREATE AN INDIVIDUAL CHEST and filled it with “treasures” representing what they valued about themselves and others.
- EXPRESS THEIR INDIVIDUALITY IN A SELF-PORTRAIT
- COMMUNICATE THROUGH DANCE ASPECTS OF NEW YORK STATE GEOGRAPHY

Phyllis Bush-Butler
Mrs. Butler is an excellent accompanist and serves my upper level NYSSMA Students. She is patient, professional, talented, and reliable. – Denise Romas, Grade 6 choral director, Longwood JHS, Longwood

Native American Cultures of the Eastern Woodlands – Journeys Into American Indian Territory
We study the Native American tribes in fourth grade and this program is our culminating activity. It is perfect. The students look forward to the hands-on activities and the opportunity to ask questions and gain knowledge. The children are still talking about it! Thank you! Looking forward to seeing the program again next year! – Dina Graham, Grade 4 teacher, Grundy Avenue ES, Sachem

Be Smart about Your Health – Babylon Breast Cancer Coalition
The “Be Smart” program raised student awareness of toxins and chemicals in their everyday environment, and helped them learn how to reduce exposure by making more healthy choices. Information was clearly and effectively presented. During the program, students used analysis, synthesis, evaluation, cooperative learning and social skills. The children engaged and interacted with each other. They participated enthusiastically and gained valuable knowledge to share with friends and family. Keep up the good work! – Amy Lester, Grade 5 science teacher, Southampton

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 Corbiseri at lcorbisi@esboces.org
The (C3)² 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)² website’s ARTS-IN-ACTION. We encourage readers to visit.

National AIE News

USDOE’S NEW WEBSITE OFFERS ESSA RESOURCES
The US Department of Education has launched a new website called the COMPREHENSIVE CENTER NETWORK (CCN), with more than 700 ESSA resources and hundreds of projects currently underway or completed across the country. The CCN portal is designed to make searching projects by state and topic easier. Viewers will find resources on English language learning, early education, social and emotional learning, and much more.

STRATEGIES ON HOW TO START, STRENGTHEN AND PROTECT ARTS PROGRAMS
We all know it takes leadership for arts learning to be successfully included in a well-rounded education. But how? A recently updated version of 2011’s WHAT SCHOOL LEADERS CAN DO TO INCREASE ARTS EDUCATION offers school principals three concrete actions to boast arts in their school. Specifically:

- Establish a schoolwide commitment to arts learning
- Create an arts-rich learning environment
- Examine the use of time and resources

According to the report’s authors, these strategies have been effectively implemented at little or no cost, regardless of whether principals want to start an arts program, strengthen an existing arts program, or protect an arts program against funding cuts.

SUMMER PROGRAM CLOSES THE ACHIEVEMENT GAP
Generally speaking, students learn at the same pace during the school year, regardless of their socioeconomic background. However, when summer learning loss is thrown into the equation, a cumulative effect develops. Specifically, low-income students can be as many as three years behind their peers by Grade 5. In Baltimore, the SUMMER ARTS AND LEARNING ACADEMY was developed to minimize summer learning loss among children in high-poverty elementary schools. The program is devoted to arts-based learning, while preserving math and reading skills. The academy’s data-proven success has led to its growth from one to eight sites in 2018.

STEAM News

STEAM INCREASES SCIENCE TEST SCORES, FINDS STUDY
Preliminary research suggests that STEAM instruction from a well-trained teacher can boost science achievement scores among students in high-poverty elementary schools. The improvements in science scores were seen in Grades 3-5 students who received nine hours of STEAM instruction. The study’s researchers acknowledge that more work is needed to determine how a STEAM approach might impact achievement in older children as well as what teacher training and preparation will be most effective. The study’s key findings were recently reported by the ARTS EDUCATION PARTNERSHIP.

WHY ART AND MATH?
The relationship between art and math is a strong one. Mathematicians use art to visualize solutions and artists use math to create art. A recent eSchool article describes the eight different ways this relationship can help children become better mathematicians and artists. READ MORE
THE RIGHT MOVES: STUDENTS LEARN TO COMMUNICATE WITHOUT WORDS
During “Listening with Your Eyes,” performer Chip Bryant channels the likes of Charlie Chaplin and Buster Keaton to create an interactive experience for children. His performance promotes skills in problem solving, focus, body awareness and group participation. Each performance includes a blend of mime, clowning, juggling, magic, puppetry and music. Recently, Mr. Bryant visited Grades 1-2 students at Pine Park Elementary School in Brentwood. Below is a sample of the feedback we received after Mr. Bryant’s visit. To view Mr. Bryant’s video-slideshow, click HERE.

The majority of our students at Pine Park are kindergarteners and several do not speak English. Mr. Bryant’s show is perfect for our students because they understand through his physicality and the use of props. The children are entertained as well as active participants throughout. We enjoy this show every year and hope Mr. Bryant is able to return next year. Students rely on the power of observation to enjoy this very entertaining presentation. I love this show every time! Mr. Bryant’s talent is inspiring!
  ~ Manzella, Grades K-1 teacher

Chip is always very entertaining and engaging. The children love the show! The participation is great.
  ~ Danielle DeMarco, Grades K-1 teacher

Having Chip perform at our school fills the children’s hearts with joy. They are more attentive during the mime. Children and teachers laugh and smile throughout!
  ~ Robyn Sidito, Grades K-1 special education teacher

My students are learning English and don’t have the needed vocabulary to communicate in English. Mr. Chip Bryant communicates very effectively without using words. We simple use our eyes. The performance motivates students to use their bodies to get their point across.
  ~ Maria Elena Colon, Kindergarten teacher

My students are just learning language skills and it is good for them to see and understand that you can make yourself understood even if you don’t speak. Thank you for a great, educational, enjoyable show.
  ~ Charlotte Murray, Grades K-1 Teacher

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 15-19.  International Performing Arts for Youth Showcase.  For information, visit https://ipayweb.org/
CAN COPYING IMPROVE CREATIVITY?
Recently, two University of Tokyo researchers designed a study to find out if copying an artwork boosts an artist’s creativity. For their INVESTIGATION, the researchers placed 30 college students in one of two groups. The control group was instructed to draw an original artwork each day for three days. The other group was asked to draw an original artwork on Day 1 and Day 3, and to copy an abstract artwork on Day 2. The student artworks were evaluated by two professional artists, who assigned scores based on creativity, aesthetic attractiveness, originality, and technical skill. Interestingly, the professional artists rated the students who’d copied other artists on Day 2 as being more creative and experimental on Day 3 than the students who hadn’t copied an artwork.

HOW IMPORTANT ARE TECH TOOLS TO THE VISUAL ARTIST?
In a recent NY TIMES ARTICLE, Minh Uong, a visual editor for newspaper’s business section, discusses how he uses technology at work. “No doubt [certain] tech tools make it much easier to create artwork,” Mr. Uong acknowledges. “But I believe you still need certain artistic skills to become an illustrator. You need to have a discerning eye and to be able to communicate by creating a visual vocabulary that’s uniquely your own.” Mr. Uong talks about his creative process in detail.

QUOTE OF MONTH
“Music is motivating, inspiring, transporting.”
– Aretha Franklin, singer, songwriter and activist

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