

District of Columbia

Drumming Empowerment

Capital City Public Charter School

3047 15th Street, N.W., Washington, DC 20009; 202-387-0309; FAX 202-387-7074

Submitted By: Ashton Conklin

Drumming Empowerment is a program designed to promote skills in listening and cooperating while providing a safe alternative for after school activities. The whole school will be given a performance by Kristen Arant, a local activist musician, to expand their knowledge and appreciation of African drumming. Afterwards, 14 students in grades 5-8 will participate in a six-week workshop where they will engage in team building activities that also serve to develop rhythmic skills as an individual and as a group, while learning the history, origin, and basics of African drumming. The workshop is intended to build self-esteem and give students a creative outlet, and will culminate in a school-wide performance.

Lifecycles in Outdoor Sculpture

DC Bilingual Elementary School

1420 Columbia Road, N.W., Washington, DC 20009; 202-332-4200; FAX

Submitted By: Rebecca Lemos and Juan Cardona

The Kindergarten class from DC Bilingual Elementary School will create four outdoor sculptures that intend to encourage the children and viewers to broaden the scope of their imagination and actively participate in a community-led beautification with the help of 20-25 older children from CentroNia's After School Program. This project provides an opportunity for the students to study butterflies and engage in activities that stimulate their imagination and visualization skills. The four sculptures will represent the life cycle of a butterfly and basic stages of a child's development and will be situated in a garden located in front of the school, an area visible to all who pass by. The project combines art and science while raising an awareness of the community.

Portrait Painting Workshop with Simmie Knox

Duke Ellington School of the Arts

3500 R Street, N.W., Washington, DC 20007; 202-282-0123; FAX 202-282-1106

Submitted By: Melchus Davis

This program will bring Simmie Knox, a renowned African-American portrait painter, to conduct a workshop with 28 Visual Arts students. Knox will demonstrate his process of creating a portrait and students will have the opportunity to ask questions about the business side of the art. Following the workshop, students will use the process to develop their own portrait, which will be presented in the school gallery for school and community viewing. The project is intended to enhance the student's skills, increase their knowledge of the process, and give them an inspiration and a positive role model.

Developing Literacy Through Movement

H.D. Cooke Elementary School

300 Bryant Street, Washington, DC 20001; 202-671-1788; FAX 202-671-0086

Submitted By: Marcia Shia and Lisa Leopold

This program uses kinesthetic, musical, and verbal methods for the development of basic literacy. The music and classroom teachers will help the first and fifth grade students analyze the text of a literary work—The Underground Railroad. The students will be introduced to historical and significant music that is associated with the time frame and context of the story. The students will begin creating and developing their own dances and movements that explore the actions of seeking freedom, with the help of Angharad Davies, an acclaimed dancer. This method of creating their own story provides hands-on experience, giving the students a better grasp of abstract ideas. A culminating event will be a Black History Month assembly where the dance will be performed.

Let's Crochet!

Ludlow-Taylor Elementary School

659 G Street, N.W., Washington, DC 20002; 202-698-3244; FAX 202-698-3250

Submitted By: Sandra E. Weekes

Let's Crochet! will teach 40 students in the fourth through sixth grade how to crochet. Students will utilize skills of measurement, estimation and counting while exploring the basics of a business by learning the costs of making projects and creating reasonable prices. This program is intended to enhance reading, math, and motor skills, eye and hand coordination, and gain knowledge of how a business and trade is run while learning a new art form.

The Wiz

McGogney Elementary School

3400 Wheeler Road, S.E., Washington, DC 20032; 202-645-3320; FAX 202-645-3319

Submitted By: Nicole D. Jones

This project is intended to give talented students at McGogney Elementary School the opportunity to showcase their gift and provide an experience that enhances empowerment, discipline and raises self-confidence. The Wiz is an adaptation of the original screenplay of "The Wizard of Oz". Students will be selected through an audition process and 25 will be selected. Students will operate a full musical production that includes stage design, costume design, and technical crew process. Weekly rehearsals will be held for 12 weeks during which time the students would focus on the music, theater, and dance component of the production, culminating in the final performance given to the school and community.

Story Book Container Quilt

Meyer Elementary School

2501 11th Street, N.W., Washington, DC 20001; 202-673-7259; FAX 202-671-1987

Submitted By: Viola Burley Leak

Students at Meyer Elementary School will research and create three quilts that present visual and written discussions of the states affected by hurricane Katrina. This project gives the students an opportunity to gain knowledge of a national event and gain understanding of its devastating effects while improving skills in reading, writing, and the visual arts. Field trips will be sponsored to the Smithsonian National Museum of American History and the Textile Museum where quilted artwork and cultural textile designs can be seen. The project is intended to provide the students a feeling of contribution, collaboration, and teamwork.

African Doll Figures

Moten Center at Moten Elementary School

1565 Morris Road, S.E., Washington, DC; 202-698-1212; FAX 202-698-1220

Submitted By: Jennifer Keimig McNulty

African Doll Figures is a program that provides the school with an enrichment activity for Black History Month, designed to enhance learning about African-American culture. The students will utilize art, history, and writing to create their own African doll figure and write a paragraph about what they have learned about different cultures. Each student will present their African doll figures to the school in the annual Black History Month program.

Scale Models: Cars, Planes & Boats

Moten Center at Moten Elementary School

1565 Morris Road, S.E., Washington, DC; 202-698-1212; FAX 202-698-1220

Submitted By: Usher Moses

This program is designed to help students, many of whom are labeled Attention deficit hyperactive disorder, learn the art of model building while encouraging the basic skills of focusing and following directions. Approximately 20 students will engage in this activity of building a model from start to finish. An emphasis will be placed on teamwork, staying on task, and following written and verbal instruction.

Sumi-e Painting

Park View Elementary School

3560 Warder Street, N.W., Washington, DC; 202-576-6222; FAX 202-576-6225

Submitted By: Barry G. Sprague

Sumi-e Painting is a hands-on, investigative project and art activity that promotes intercultural learning. This project is designed to provide insight into the arts of Japan while encouraging cultural diversity and study, giving students hands on experience with the visual arts. Students in the fourth and fifth grade will study various materials, techniques, and processes of Japanese Sumi-e painting and use them to communicate ideas and experiences. The students will interact with 65 fifth graders from Tsuda School in Japan involved with this project through the Internet. The students will display the finished projects at the Park View and Japan Cultural Center.

Point of View

Paul Public Charter School

5800 8th Street, N.W., Washington, DC 20011; 202-291-7499; FAX 202-291-7495

Submitted By: Lisa Elaine Johnson

Point of View is a multi-disciplinary program intended to develop directing and acting skills while also enhancing critical and creative thinking skills. Forty-eight eighth and ninth grade students from the Dance and Drama Department at Paul Public Charter School will participate in this program. Students will focus on seeing the stage through the eyes of a director or conductor and strengthening their reading comprehension as they interpret actions through the written word. The culminating event will be a presentation to the community of various Shakespearean and modern scenes interpreted, directed, and presented by the students.

Artists as Builders

Rose L. Hardy Middle School

1819 35th Street, N.W., Washington, DC 20007; 202-282-0057; FAX 202-282-2383

Submitted By: Beverly Caldwell Carpenter

Artists as Builders is a program that integrates mathematics, social studies, and visual arts by having students build models of The Three Pyramids of Giza and a Learning Temple based on the Egyptian temples. Students will use three-dimensional prisms, cubes, and cylinders to create these structures with precise, scaled down measurements. Students will create journals to record information gathered from internet research. The activity is designed to increase the understanding of the importance of mathematics in the building of structures and gain an understanding of Egyptian art, building, and religion. The program incorporates a variety of media and techniques that the students can develop skills in, such as drawing, painting, architecture, computers, and electronic media.

Guell at SAIL

School for Arts in Learning

1100 16th Street, N.W., Washington, DC 20036; 202-296-9100; FAX

Submitted By: MaryAnn Medina

Guell at SAIL is a project involving the work of architect Antonio Gaudi and his Park Guell in Spain, as a model for designing and decorating the gallery space and outside walkway entrance at the School for Arts in Learning. Students in Kindergarten through the 5th grade will participate in an intensive study of his work and the actual decoration. This comprehensive project incorporates all areas of core content coursework including math, language arts, science, social studies, as well as various art forms. Ceramics tiles, cement, and certain tools will be used in the project. The project is also an opportunity for the students to gain a feeling of involvement and dedication.

Chinese Calligraphy Club

School for Arts in Learning

1100 16th Street, N.W., Washington, DC 20036; 202-296-9100; FAX

Submitted By: Mary Ruth Theodos and Ruth Chan

Students in the Chinese Club will participate in this program designed to expand the knowledge of the Chinese culture through writing and the arts. The project also intends to encourage a proper respect for different cultures. Students will work with their teachers every other Wednesday for two hours learning to read and write Chinese, working on Chinese calligraphy and painting, and engaging in a related social studies lesson about Asia to gain an understanding of the culture. They will participate in group discussions and progress will be evaluated accordingly by the teachers. The work of the students will be shown in an exhibition.

DC Artists

School Without Walls Senior High School

2130 G Street, N.W., Washington, DC 20037; 202-724-4889; FAX 202-724-5579

Submitted By: Ruth Stenstrom

DC Artists is an art history research project, focusing on African American artists who live and work in DC. Students from art, video, and computer graphics classes will have the opportunity to meet and study with three local artists. In addition, they will visit public art installations, exhibits and artist studios and meet with the curators in order to create concise, educational resources about the artists using video, digital photography, and computer graphics. This interdisciplinary project is designed to challenge the students to investigate the history behind the artwork in their community, understand and appreciate the artwork in the context of the artist's style and experiences. The completed project will be shown for the whole school and videos will be shown on the District's Cablevision public access channel.

Collage of School Memories

Shepherd Elementary School

7800 14th Street, N.W., Washington, DC 20012; 202-576-6140; FAX 202-576-7578

Submitted By: Joele Michaud

Sixth grade students at Shepherd Elementary School will study and research the life and work of Romare Bearden, an artist most known for his collages and his artistic reference to the community. Students will create a narrative collage based on experience and memory, incorporating student-photographed images of their school. Through this project, students will master basic photographic composition and media skills. The project supports the study of art history and helps students reflect on personal experiences while interacting with their fellow students.

Shakespeare at St. Peter's

St. Peter's Interparish School

422 Third Street, S.E., Washington, DC 20003; 202-544-1618; FAX 202-547-5101

Submitted By: Barbara Ochmanek

This program involves the participation of approximately 20 fifth and sixth graders in a trip to The Shakespeare Theater to see a live, professional performance. These students will perform their own abridged version of Love's Labour's Lost and afterwards, will

attend a performance of the same play at The Shakespeare Theater. This program is designed to give these students the opportunity to understand the play under study through preparation and then performance. The professional performance is intended to enhance the students' overall learning experience and appreciation for the theatre.

We Are All Fired Up!

Watkins Elementary School

420 27th Street, S.E., Washington, DC 20003; 202-698-3355; FAX 202-698-3340

Submitted By: Laurie Seigel

This program is a continuation of a previous project, Hold on to the Dream, which was the study of the art and culture of Native America. We Are All Fired Up! extends that study to include the art and culture of Northern Canada. One hundred third grade students will explore native pottery through a hands-on introductory workshop and will then create their own clay pots. The program integrates science, math, social studies and art, and provides a cross-cultural understanding of different civilizations, past and present. The culminating activity will be a display of the complete pots at the Spring Arts Festival. It will include other art projects such as songs, games, and dances, providing an opportunity for the students to show and celebrate what they have learned.