



EARTH ARTSNW

PROGRAM REPORT

2009

OUR STORY
2009 UPDATE
ACTIVITIES
ASSESSMENT
SAMPLE STORIES

HOME, ONE EARTH FOR ALL



EARTH ARTS NW

OUR STORY



We are Story Trackers.

We guide children through the process of creating stories that merge their imaginative genius with curriculum content - humorous stories that have a universal lesson, personal stories that explore an individual's unique challenges and gifts, and stories that express children's hopes and dreams for better lives and a better world.

Over the last six years we have gathered stories linked to environmental awareness, sustainable living, global warming, Pacific NW eco-systems, Columbia River history, (and other topics) with hundreds of K-5 students throughout the Metro Region.

Our residencies nurture children's creative & critical thinking skills by integrating curriculum into multi-arts activities: visual & language arts, music and theater. We design residencies that support multiple forms of literacy (& intelligence) - the growing standard in education.

Through special project grants we've been able to bring renowned Mentors to share with students, provide kids the opportunity to publish graphic novels, perform historically-themed plays (adapted from their own stories), & publish a book entitled "Columbia River Stories," our contribution to **Confluence** - an eco-cultural history project led by Architect Maya Lin.

Knowing that today's children will become stewards of 21st century Earth, we are committed to nurturing their curiosity and love for the living Earth, their capacity to solve problems through effective change and . . . a deepening of their kinship with one another.

Informed by an artist's perspective, these children will understand that change is natural. They'll see potential in unexpected places, explore alternative solutions, and know from experience how to make *story maps* - to help guide them on their path towards healthy, productive lives and . . . a **Sustainable Future**.

MAPPING NEW PATHS
TO THE FUTURE -
ONE STORY AT A TIME . . .

EARTH ARTSNW 2009 UPDATE



The year was filled with *Great Success* . . . and *Challenges* to overcome.

Successes:

- * We served 565 metro area students with residencies during the year.
- * We were chosen to be among a select group of artist-providers for the *Right Brain Initiative* during its inaugural year. The goal of the Initiative is to provide equitable arts training to all K-8 children in our region while supporting whole-brain education.
- * This enabled us to broaden the geographic scope of our residency services and deepen existing curriculum to interface with the Right Brain Initiative focus on best practices and literacy enrichment.
- * We invented and published 18 original stories with children in grades 1-5 and expanded opportunities for students to continue the creative process independently.
- * We launched the first stage of "21st Century Folk Tales." Over the next several years, we plan to gather stories about sustainability, peace and social justice - as told by children - and formally publish them.

Challenges:

- * We served 565 metro area students with a dramatically reduced staff and 61% income reduction.
- * Development of enhanced curriculum for Right Brain Residencies required artists to donate more in-kind services than anticipated.
- * Due to limited funding we demanded more from a small team of artists than we can hope to sustain. Planning for next year will include options for providing more fee-supported residencies, which will reduce the number of at-risk children we can serve.
- * Board and programming changes in our parent organization, The Earth & Spirit Council, affected our fundraising options.



EARTH ARTS NW

2008-2009

ACTIVITIES

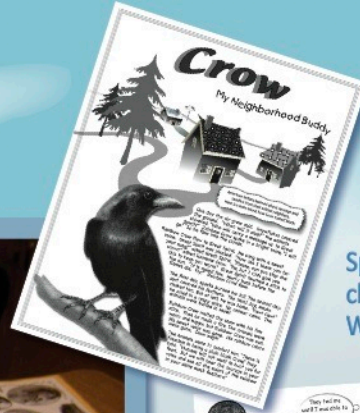
HOME, ONE EARTH FOR ALL

CORE RESIDENCIES

for grades 1-3 include:

- * Species biographies
- * Interactive habitat learning
- * Group storytelling and song-making
- * Illustration & Design
- * Species puppet-making
- * Classroom readings of student storybooks

Species Biographies introduce children to Neighborhood, Wetland & Forest Animals.



Interactive habitat learning



"I think Crow could make a nest in this tree - but maybe he watches things from up here!"

We begin the story-making process by introducing a cast of characters through species biographies. During classroom discussions, we decide what each species needs to survive and create a set together that will serve all the critters' needs.



"This is Crow teaching its babies how to fly."

Using our portable set, children create habitats for their animal friends. Here they engage in active learning by reinforcing science facts with imaginative storytelling.

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2008-2009

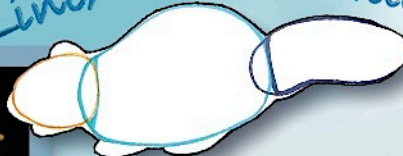
ACTIVITIES

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CORE RESIDENCIES

for grades 1-3 include:

Line, Shape, Pattern, Color * Illustration & Design



Children & artists playfully discuss a few drawing basics: line, shape, pattern & color. Referring to species bios, we all practice using lines to make the basic shapes that form animal silhouettes.

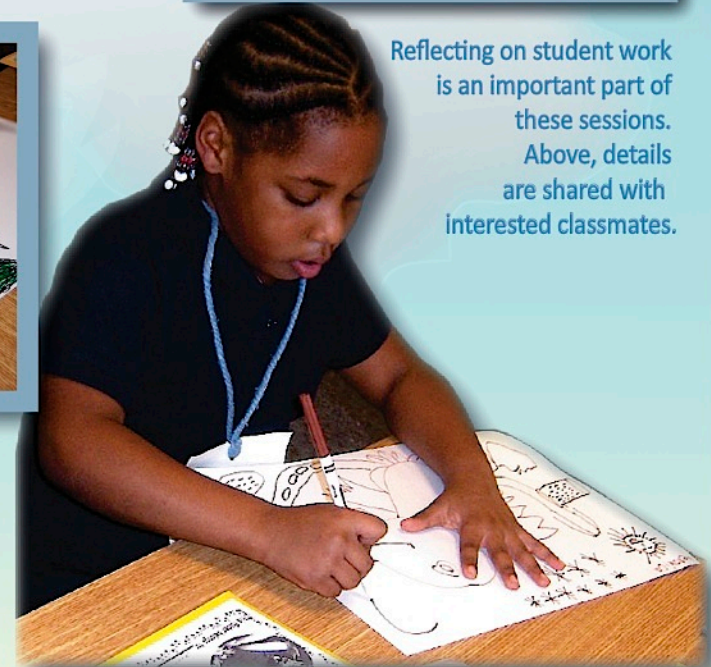
A chat about pattern and the beauty of uniqueness - both in nature & our imaginations - leads to children's often elaborate critter designs. One drawing is chosen by each child to be enlarged and transformed into their species puppet.



"What if I make a mistake?" kids ask. Sometimes it's hard to get started, so we begin these sessions with a few helpful tips.



Children's deep engagement in the on-going storytelling process is obvious as they illustrate character specific & collaborative story details in their drawings.



Reflecting on student work is an important part of these sessions. Above, details are shared with interested classmates.

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2008-2009

ACTIVITIES

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CORE RESIDENCIES

for grades 1-3 include:

- * Species puppet-making

Each child receives an enlarged version of their critter drawing cut out of sturdy art-board.



Right, 1st graders share their puppets.



Above, 2nd Graders show their works in-process: Turtle, Hummingbird, Squirrel, Crow & Butterfly.

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2008-2009

ACTIVITIES

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CORE RESIDENCIES

for grades 1-3 include:

*Classroom reading of storybooks



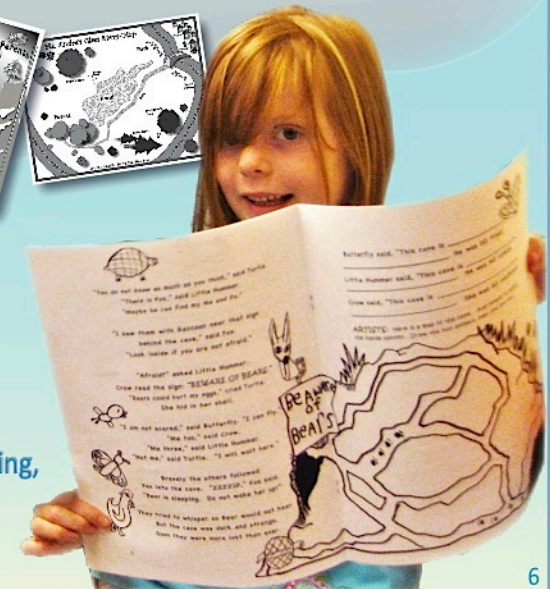
Stories created collaboratively in story circles are translated by artists into Storybooks. Students universally love our story-reading sessions. They thrill at seeing their ideas, choices & illustrations set in a story that they can share with their peers & families.



Written at or above grade level, Students' incentive to share in reading their stories aloud helps them focus with deep attention.



Storybooks always have drawing, writing and problem-solving activities for each child to complete in their own book.



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2008-2009

ACTIVITIES

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Folk Tale Residencies are focused on supporting written & oral literacy as well as practice in other expressive languages. They can be topically linked to any curriculum with options for collaborative teaching between classroom teachers & artists.

21st century Folk Tales are linked to themes of sustainability, peace and visions for the future. They differ in topic & potential outcome from our traditional Folk Tale Residencies. Some of these stories will be published and/or inspire community projects.

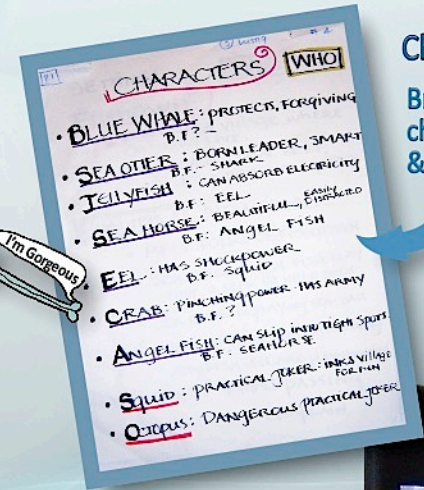
FOLK TALES

for grades 1-8 include:

- *Map-Making
- *Story Structure
- *Character Development
- *Journaling
- *Collaborative Story-making
- *Classroom Readings
- *Outflow Activities

Character Development

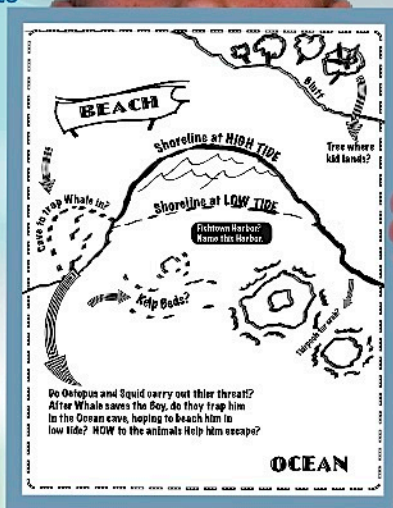
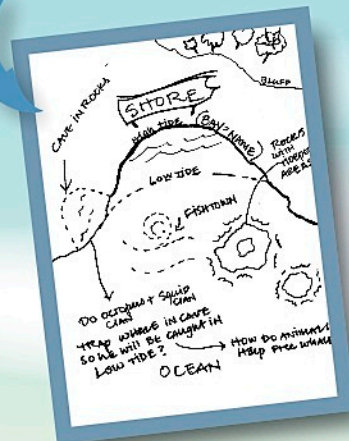
Brainstorming continues as we make character choices based on our topic & begin to describe our characters.



Then, working off each other, we begin brainstorm events that will propel our story forward in dramatic & interesting ways.

Map Making

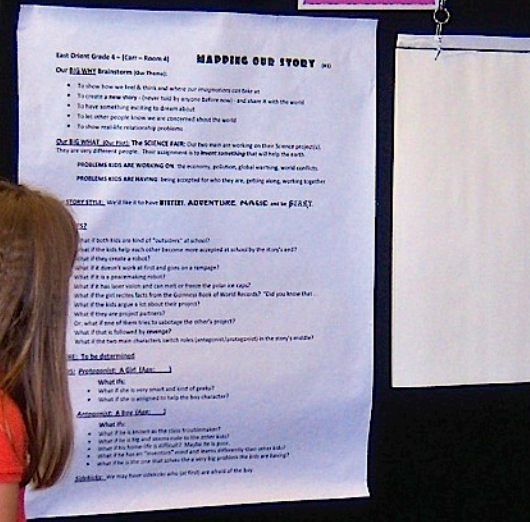
First, Students brainstorm possible **WHERE'S** linked to our story topic. Once chosen, we work together to imagine the setting by making a rough map.



That map is faithfully translated into a large working version used throughout the residency.



Story Structure



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ACTIVITIES

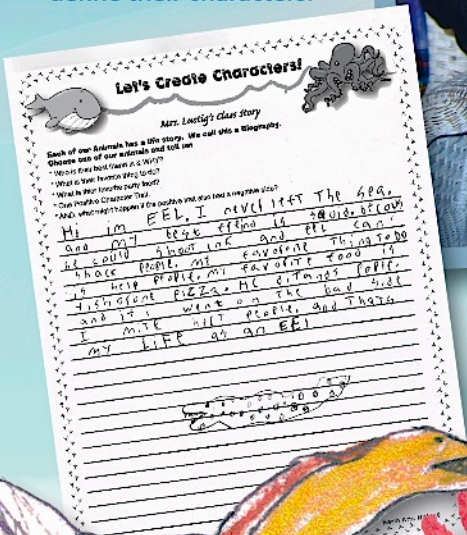
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FOLK TALES

for grades 1-8 include:

*Journaling & creative writing

Story-specific writing prompts help kids define their characters.



Children write about the developing characters & continue the personal storytelling experience through illustrations in their journals.



Character and plot details are added to our evolving story as children share ideas from their individual journals with the whole class.



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ACTIVITIES

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FOLK TALES

for grades 1-8 include:

*Character Development through Theater Games



New character traits, feelings & plot points are discovered during active play.



Billy Bob Joe's Alive
Mr. Hyman's 3rd Grade Class of 2009

Earth Arts NW © 2009

We also invent songs during these active sessions, building lyrics through call and response.



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2008-2009

ACTIVITIES

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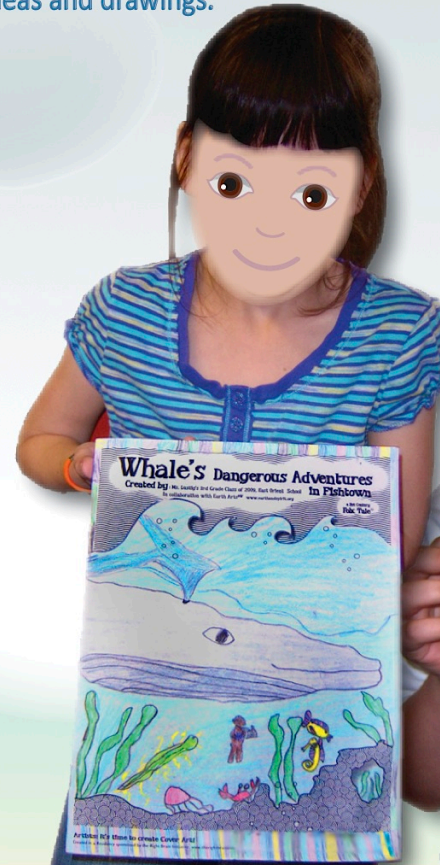
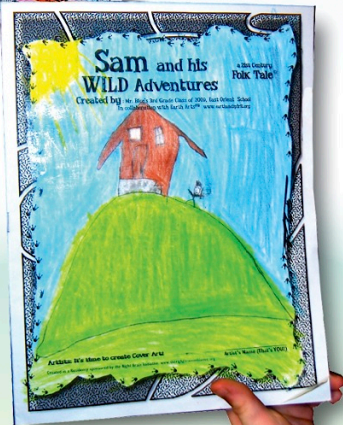
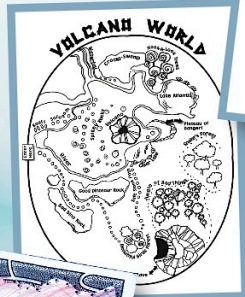
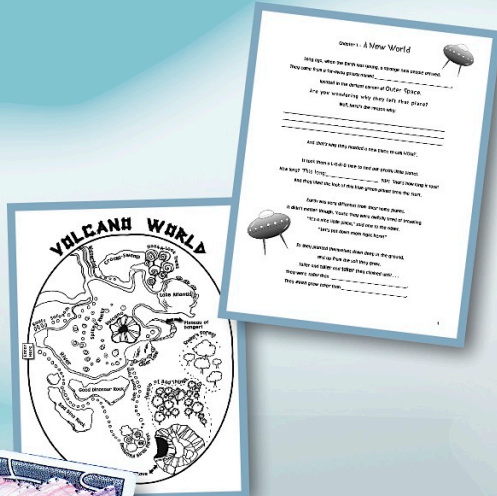
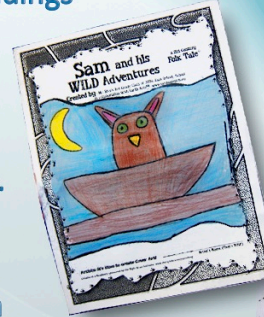
FOLK TALES

for grades 1-8 include:

*Classroom Story Readings

Between sessions, artists adapt classroom stories for publication, adding writing & drawing opportunities, including the blank page for designing individual cover art.

Many wonderful Folk Tales were created this year. Each storybook invites children to continue the storytelling process on their own, through creative writing, illustration and music making options. During our final session with each class, children take turns reading the story aloud and sharing add-in ideas and drawings.



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2008-2009

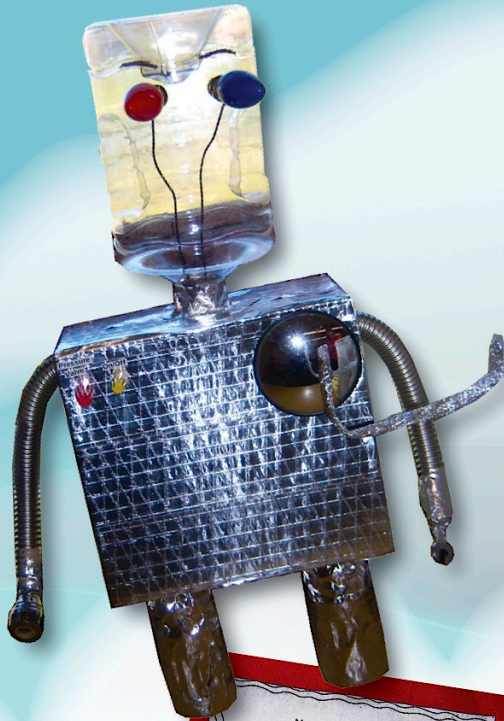
ACTIVITIES

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FOLK TALES

for grades 1-8 include:

*Residency Outflow Activities



Earth Arts Residencies often inspire Outflow Activities like community art shows, performances and parades. This year, a story about a Robot-Building Science Project sparked a unique extracurricular activity - building Robot Models!

The Robots were first designed on paper with detailed descriptions. Students made up these rules for the contest:

- Robots can only be made of recycled materials
- Robot's must help the earth in some way
- Robots can do no harm

After building was complete, students shared what they learned through the challenge of adapting their 2-D designs into 3-D objects - and - how they worked with family members to problem-solve.

Each participating student received a merit award that honored specific attributes of their design.



BUILD A ROBOT!

ROBOT DESIGN CONTEST

Rules:

1. You must be a 4th grader at East Orient.
2. You must use recycled materials (except for attachment materials and paint or markers).
3. You must draw a plan before you build & attach it to the official application.
4. Even though this is a DESIGN for what a working robot might look like, you must also show us what it could do (if it worked) to be a helper.

RECYCLED MATERIALS WE SUGGEST:
 Cardboard Boxes, Cereal Boxes, Shoe Boxes
 All kinds of used paper products
 Plastic Tubs, Tubes, Containers, Cups
 All kinds of used plastic shapes
 Plastic strips, paper strips, metal strips,
 Anything else you can think of that's used.

ATTACHMENT MATERIALS WE SUGGEST:
 Duct Tape, Masking Tape, other adhesive tapes
 Metal Strips, Zip Ties, String
 Glue

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My Robot Vieta

Vieta can pick up things that are supposed to be recycled and recycle them again on better work you press the recycle things. Vieta is made out of loved to recycle and is happy 24/7. When people don't pick up their trash, the other has to make sure they don't get recycled things can be buried by 2nd day lunch food and non-recycled things.

What I like about Vieta is that she can help the environment by recycling and paper bags, plastic bottles and other things.

Robot Design Award

PRESENTED BY: APRIL 20, 2009

EARTH ARTS NW
www.earthandspart.org

To: _____

FOR COMPLETING THE Robot Design Challenge
MS. CAREY'S 4TH GRADE CLASS OF 2009, EAST ORIENT SCHOOL

WITH special merit FOR BEST USE OF DUCT TAPE

ROBIN CHELSTROM MIA A. CARP JUSTIN YICKEL
 EARTH ARTS NW PROGRAM DIRECTOR EAST ORIENT 4TH GRADE TEACHER EARTH ARTS NW RESIDENCY DIRECTOR

Sponsored by: The International Society of Kid Inventors and Earth Arts NW

NEW RESIDENCIES
for grades 1-8 include:

Mask-making from Recycled Materials



We encourage classroom teachers to propose activities their students will find engaging. This year, 5th grade teachers asked us to create a visual arts residency linked to world cultures & sustainability. During the residency, students learn how to translate 2-D drawings into 3-D Masks using materials recycled from home & school.

The first step is to learn about the traditional use of masks in cultures throughout the world. Images and ethnic masks are examined and discussed to explore their ritual, symbolic and theatrical use through history.

Then students learn the basics of paper sculpture using patterns we provide. Each student chooses a template and learns how to dart, score and mold paper into 3-D shapes. Below are a few samples of students' first masks.



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2008-2009

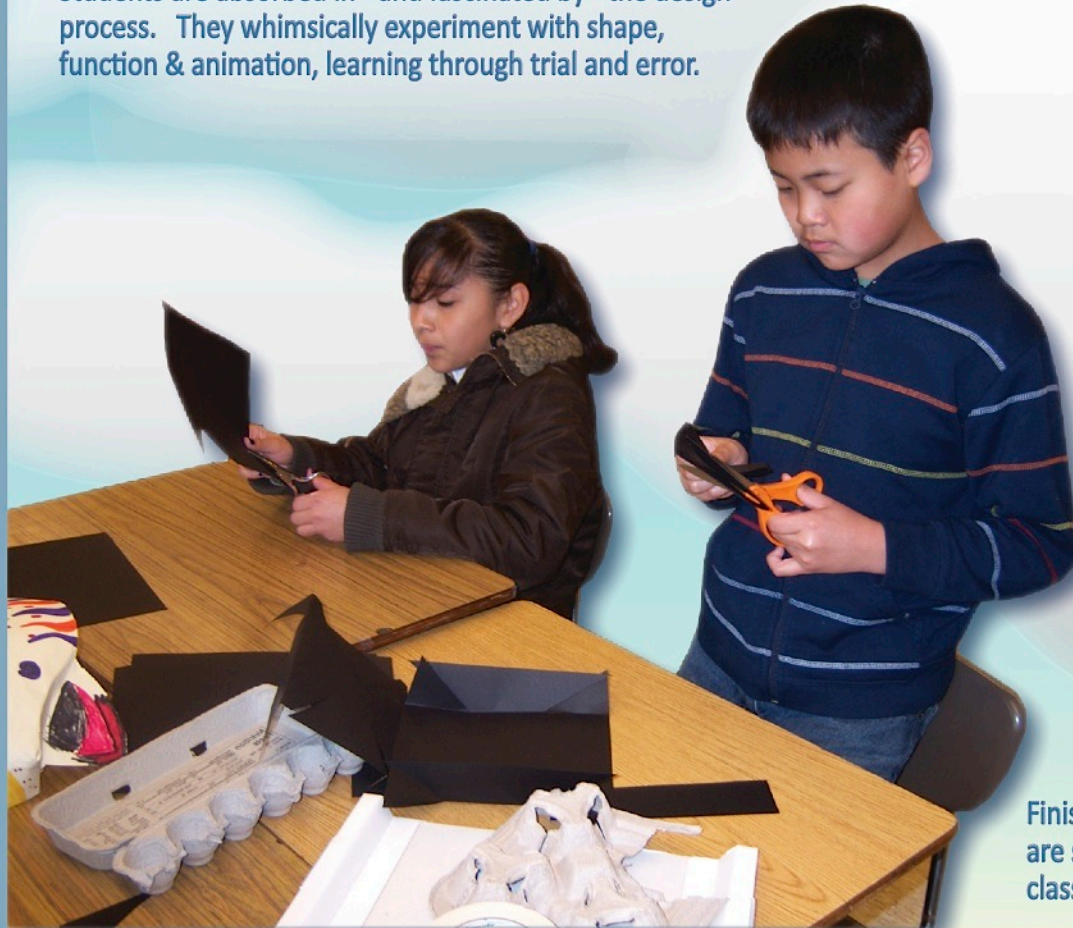
ACTIVITIES

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Using their first mask as a model, students then create their *own* pattern by drawing, cutting and folding until they invent just the right shape for their next mask, to be made from recycled materials.

Students are absorbed in - and fascinated by - the design process. They whimsically experiment with shape, function & animation, learning through trial and error.



NEW RESIDENCIES

for grades 1-8 include:

Mask-making from Recycled Materials



Finished patterns are shared with classmates.

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2008-2009

ACTIVITIES

Mask-making from Recycled Materials



3-D samples inspire kids to create add-on details. They experiment with color blending, detailed brushwork & color blocks for impact.



Kids incorporated math skills by using grid and center-point enlargement techniques to size up their patterns. They transferred these patterns onto cardboard and then cut them out.

Characters reveal themselves to students' delight and surprise.



NEW RESIDENCIES
for grades 1-8 include:

Mask-making from Recycled Materials



*Characters come to life in plays thanks to masks.
My mask is the Sun in any presentation. JASMINE*

*Masks are often used as symbols representing a nation
& its cultures. My mask represents pride and peace. JACK*

Students reflect on their finished masks by writing about them.
They share their thoughts - and artwork - with classmates.



NEW RESIDENCIES

for grades 1-8 include: Mask-making

I think that masks represent what people believe. My mask is of a bird showing the freedom allowed by flight. **DIANA**

Masks show emotions such as temper. When I made my mask I made it to show a temper that is covered up by music. **TYLER**

Masks allow people to represent forms in nature. My mask can be interpreted as eyes looking through a rain forest. **GABBY**

Some people wear masks to trick others. I may be small but my mask tricks others into thinking I am smaller. **IMAN**



Every session with these students was fulfilling. Clearly, they entered the process with deep enthusiasm and reveled in the freedom & mystery of creative expression.

That's the story of this year's Activities, but there's still more to tell you about . . .