

ARTIST

**GINA CONIGLARIO &
BILLY CICCONE**

DAVIS - PERIOD 5



GINA'S STORY ~

Singing and being a drama queen since I could talk.

Being cast as Calamity Jane in 4th grade at Hull for the “Tall Tales” play solidified my passion for singing and acting.

Played flute from 5th-7th grade

Been in choir from 7th-12th grade

Been involved with theatre since 9th grade

ALL of these things have shaped my appreciation for art and continue to influence me every day.

In college I plan on minoring in theatre to eventually open up and direct a community theatre.



BILLY'S STORY ~

Drawing and doing other forms of art since as long as I can remember.

I've been involved in art at Basha for all 4 years.

I've recently been in the Congressional Art Show.

I believe that creativity is an important characteristic so that's why I feel so strongly about this topic.

Even though I'm majoring in some kind of engineering next year, I still plan on keeping up with my art throughout my college experience and beyond.



OUR COLLABORATION ~

Freshman year we didn't even know each other existed. However, we came to find out this year we both had the same idea for our Senior Project...

SAVE THE ARTS.

We originally thought that the dwindling Arts budgets of the world were because of a lack of appreciation for this subject...

However, after going back to our freshman and sophomore year research, we came to the realization that the issue WASN'T the budget itself, but actually the number of kids involved in Art programs were/are decreasing, causing less demand for funds.

OUR IDEA ~

With that idea in mind, we created the project:

“A Day in the Life of an Artist”



It didn't start out as JUST a day, however...

Gina knew from the start she wanted to get kids involved, especially from Hull Elementary, since that's where her childhood was. She had the idea her freshman year of a touring showcase of kids from elementary, junior high and high school in the CUSD to raise money for other district Art's funds. However, that was WAY too much work. Billy planned to go to a school and conduct some kind of art project with the students. (As you can see, we had opposite approaches: one being over the top, the other more resigned)

So, over the course of high school, Gina's idea dwindled from that, to only two schools, then high-schoolers travelling to Hull and teaching Arts and then having a showcase at the end of the month, week, and EVENTUALLY, once Billy came along, a day where the students came here and learned all different kinds of Art.

PLANNING ~

We started prepping right after winter break.

We narrowed our focus onto Hull Elementary, since Gina is close to the administration, and decided on 5th grade students.



- The 5th grade is when most students start thinking about playing an instrument and maybe pursuing art in junior high/high school.

Gina did the first meeting with Mr. Rincon to set a date, then she and Billy both talked to the teachers about approving our project and using their rooms and students to teach the kids.



Mr. James then approved our project and offered to pay for their 2 school busses to get them here and back!

From there, an email chain to Hull admins, Mr. James, and Basha teachers went on for 9 weeks...







 **Bromich.Cheryl@cu...** ✕  Bromich.Cheryl@cusd80.com
Add to circles


- me ITS A GO - Hello again! Sorry this message is so late, apparently my other email had not ACTUALLY sent but was Jan 26
- me, Sarah (2) Inbox "A Day in the Life of an Artist" News!! - Hello again! I am so sorry, the last couple days have been hectic with all of this planning and Jan 23
- Cheryl, me (2) Inbox RE: "A Day in the Life of an Artist" Schedule (Bromich.Cheryl@cusd80.com) - Bromich.Cheryl@cusd80.com > > I've shared an item Jan 20
- me (2) Inbox "A Day in the Life of an Artist" Schedule (ginaconigliario@gmail.com) - gmail.com > Cc: Bromich.Cheryl@cusd80.com View Jan 16
- me, Sarah (2) Inbox Project update - gmail.com] Sent: Wednesday, January 15, 2014 6:51 PM To: Wiese, Sarah Subject: Project update Hello, Ms. Wie: Jan 16
- me, Cheryl (3) Inbox Meeting - gmail.com] > Sent: Monday, January 13, 2014 12:57 PM > To: Bromich, Cheryl > Subject: Meeting > > Do you know Jan 13
- me, Cheryl (8) Inbox Senior Project - That looks perfect! Thank you so much, Ms. Bromich. I haven't received an email from her just yet Jan 11

 **james.ken@cusd80....** ✕  james.ken@cusd80.com
Add to circles

- me The Project is a Go! - The date is set! March 6th is officially the date of my project. I emailed the Hull admins an update, Jan 26
- me, Ken (2) Inbox "A Day in the Life of an Artist" Update - Hello, You are doing awesome. I think it is important we keep it on a block day. So, if the 6th Jan 24

A Day in the Life of an Artist ✕  +Gina   Share 

The conversation has been moved to the Trash. [Learn more](#) [Undo](#)

1-20 of 23 < > 

- Wrist-band.com Inbox Order Receipt From Wrist-Band.com - : A Day in the Life... Back Message: of an Artist (2014) Internal Message: Front Start Logo: N Mar 2
- me, Matt, Lindsey (11) Inbox The Project is a Go! - "A Day in the Life of an Artist"! >>> I am unfathomably excited to be able to work with all of you on my dream Jan 30
- me ITS A GO - "A Day in the Life of an Artist" title printed on them for the kids to wear pertaining to the color group they are Jan 26
- Kozacek, Matt Inbox RE: "A Day in the Life of an Artist" Schedule (Kozacek.Matt@cusd80.com) - "A Day in the Life of an Artist" Schedule (Kozacek Matt Jan 24
- me, Sarah (2) Inbox "A Day in the Life of an Artist" News!! - a great day - Sarah From: Gina Conigliario [mailto:ginaconigliario@gmail.com] Sent: Thursday, Jan 24
- me, Ken (2) Inbox "A Day in the Life of an Artist" Update - a block day. So, if the 6th doesn't work you may have to go to another block day. Let me kno Jan 24
- me Inbox "A Day in the Life of an Artist" Schedule (ginaconigliario@gmail.com) - "A Day in the Life of an Artist" Schedule https:// View Jan 23
- Cheryl, me (2) Inbox RE: "A Day in the Life of an Artist" Schedule (Bromich.Cheryl@cusd80.com) - next couple days, he had some questions, I should kr Jan 20
- Ken, me (3) Inbox RE: "A Day in the Life of an Artist" Schedule (james.ken@cusd80.com) - "A Day in the Life of an Artist" Schedule (james.ken@cusd Jan 17
- me (2) Inbox "A Day in the Life of an Artist" Schedule (ginaconigliario@gmail.com) - "A Day in the Life of an Artist" Schedule (ginacc View Jan 16
- me Senior Project - "A Day in the Life of an Artist" to get some slight grant money. We met with Hull Elementary yesterday and he has Jan 15
- me, Cheryl (8) Inbox Senior Project - a few days ago I've had little time to sit and plan. However, I would like to propose a sit down with you and the 5th gr Jan 9

MEETINGS ~

We met with Hull approximately 5 times

We got their ideas and suggestions from the original schedule we had written in Gina's notebook and tweaked it according to their availability.

We also met with them for finalizing the trip a couple days before it happened.



"A Day in the Life of an Artist" Schedule			
File Edit View Insert Format Data Tools Help Last edit was on March 5			
fx 9:00-9:45 AM			
	A	B	C
1	9:00-9:45 AM	BASHA: SET UP- HIGHSCHOOLERS	Rooms: Choir, Theatre, Art, Band, Orchestra, Dance (on stage in auditorium). Pass out name tags to students BEFORE boarding buses: each teacher will be assigned to a color and they will be responsible for that group of kids on the bus and throughout the rotations. The colors will be red, orange, yellow, green, blue, and purple. You can decide amongst yourselves who gets what color based off the kids in each group or your own personal interest in the class that your group will BEGIN/ stay the longest in. The color groups will be determined based off of the responses we get from the kids and their survey (which I will give to you Tuesday or Wednesday to pass out to the kids and get that back to us ASAP to start configuring the groups. The main reason behind not separating the groups by classes, but rather interests is to get the kids more engaged in the activity and meeting new people with the similar spark of interest they have.
2	9: 15 AM	HULL: SET UP- TEACHERS TO STUDENTS	Students and teachers board buses in their assigned groups, not classes. This way exiting the buses will be cleaner at Basha and everything is pretty much taken care of (getting the groups together wise) before heading into the Auditorium.
3	** 9:30 AM	BUSES ARRIVE AT HULL	Students and staff will be dropped off in the parent pick-up area (right next to the auditorium on the west side). The groups will walk in in color order through the front of the auditorium (through the gates) and they will be met with a tunnel of cheering high school mentors as the band is playing to get the kids pumped up and excited. There will be highschoolers directing each group to their reserved spots in our auditorium and they will be given wristbands (I'm going to include a price of \$60 in my grant to order some cool rubber wristbands for the kids in each color of the group they're in that they can take home and remember the day!) I already have an order pre-ready from 24hourwristbands.com for the wristbands. The total cost would come to \$53.82, but having a few extra dollars for name tags wouldn't hurt.
4	9: 45 AM	BUSES ARRIVE AT BASHA	Students and staff will be dropped off in the parent pick-up area (right next to the auditorium on the west side). The groups will walk in in color order through the front of the auditorium (through the gates) and they will be met with a tunnel of cheering high school mentors as the band is playing to get the kids pumped up and excited. There will be highschoolers directing each group to their reserved spots in our auditorium and they will be given wristbands (I'm going to include a price of \$60 in my grant to order some cool rubber wristbands for the kids in each color of the group they're in that they can take home and remember the day!) I already have an order pre-ready from 24hourwristbands.com for the wristbands. The total cost would come to \$53.82, but having a few extra dollars for name tags wouldn't hurt.
4	9: 45 AM	BUSES ARRIVE AT BASHA	I will begin by welcoming the students, then giving a brief statement as to what "A Day in the Life of an Artist" means, why the project is happening, and what the day will entail. I will then hand the mic over to Billy and he will explain to the kids that for the first hour they will be put into the classroom of the Art they chose on the survey they took and they will learn/ receive something in that class period from 10:30-11:30. I chose to go with the first hour actually TEACHING the kids because after they eat they will be rotated to the other classes to look at what they have to offer and possibly get a mini performance from the high schoolers depending on what class specifically. (I explain more below.) We will then excuse the highschoolers and teachers with their groups one at a time (10:20 AM) to go to their designated room to start learning at approximately 10:30 AM.
5	10:00-10:20 AM	OPENING CEREMONY	

6	10:30-11:10 AM	MAIN LEARNING PERIOD	Like I explained briefly, during this 45 min session the kids will actually participate in a set project based in the class they are taking. I'm debating for the groups that are put into the Band or Orchestra classroom if they should bring their instruments. It'll be about 46ish instruments depending on who signs up. I am not sure if I want to do that, but I will talk to the 2 teachers and see what they recommend. Maybe not orchestra, but band may want to bring their instruments to have a mini jam sesh with the high school kids (I'm sure they'll feel like rockstars if they got to play with the experienced kids). I will look into that and get back to you once the actual plan is finalized. Me and my 2 partners will personally go through the list of surveys to put groups together and make sure that kids with instruments will be 1st priority, otherwise we will determine based off of preference numbering. We will give you the lists within that next couple days to make sure they're okay and so if the kids need their instrument, or if they sign up for dance they will have socks and clothes they can move and groove in, you will be able to send a note home saying they need to bring such items. At 11:10 the students will be brought to the courtyard in the middle of the auditorium and gym and they will eat.
7	11:15-11:45 AM	LUNCH	The kids will bring their sack lunch and eat in the courtyard. At 11:40, the highschoolers will lead you and the group to the next classroom. From then on, the students in each class will let you know which class color you're going to next. It'll be self explanatory once you see the design of our building. The rotation will happen in one complete circle. It will simply be transferring from each class to the other.
8	11:50-12:05	2ND ROOM SESSION	These classes will only be 15 mins long. In these classes a mini performance/sharing of knowledge will take place. It won't be AS hands on as the main session, but whatever the class decides to do (I will figure out exactly once this project is approved 100%) it will include some sort of "experience". What exactly, I do not know.
9	12:05-12:07	passing period	It'll take about 2 mins for the the teachers and kids to get everything together and settle in completely before starting the new session
10	12:07-12:22	3RD ROOM SESSION	--
11	12:22-12:24	passing period	--
12	12:24-12:39	4TH ROOM SESSION	--
13	12:39-12:41	passing period	--
14	12:41-12:56	5TH ROOM SESSION	--
15	12:56-12:58	passing period	--
16	12:58-1:13	6TH ROOM SESSION	After this session ends at 1:13, the teachers, students and groups will head over to the auditorium again, same seating area*, and sit down for closing statements and a presentation of the art project done by Billy and the students to donate to Hull.
17	1:15:00	end	students and teachers head back to buses

We had to make this schedule DETAILED in order for Hull to approve our project.

OTHER EVIDENCE ~

SURVEY

PERMISSION SLIPS

WRISTBANDS



CONFIRMED

WRIST-BANDS



Your order for the following items has been approved and is Under process
Your Order Number : 100308491

Product order details

Band Style: Printed
Band Type: Solid
Band Color: (Red[25Y]) (Orange[25Y]) (Yellow[25Y]) (Green[25Y]) (Blue[25Y]) (Purple[25Y])
Font Name: Arial
Band Size: Youth(150)
Font Color: (White[25Y]) (White[25Y]) (White[25Y]) (White[25Y]) (White[25Y]) (White[25Y])
Front Message: A Day in the Life...
Back Message: of an Artist (2014)
Internal Message:
Front Start Logo: No Logo
Front End Logo: No Logo
Back Start Logo: No Logo
Back End Logo: No Logo
Keychain: No
Individual Wrapper: No
Production Time: 1 Day(\$19.90)
Shipping Time: 2 Days(\$26.90)
Digital Proof: No
Production Date: Products Delivered On:- March 5, 2014

Price: \$ 115.3
Quantity: 150 + Wristbands[200]
Discount: - \$ 5.77
Total Cost: \$109.53



Go to video!!!



MORE PICTURES 😊
FROM THE CLOSING CEREMONY



THE NEXT DAY...

GINA WAS SENT TO THE OFFICE TO PICK UP
THIS SURPRISE FROM THE OFFICE...

MISSION STATEMENT

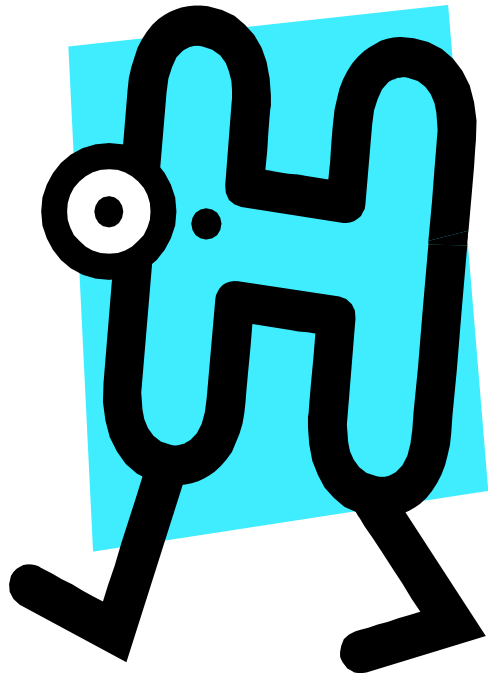
BENEVOLENCE

Both of us have a passion for art, and have been affected by these programs throughout our education. To be able to even HINT at the experiences of a high school arts class and the feeling of accomplishment that we've gotten from participating in them is the greatest reward we could take from our project. The kids' passions are what drives us to do such projects and keep art alive and enlightened in their young minds.



HONOR

Our project happened to fall on the day of the A+ judging, and Mr. James and the A+ judges personally told us how much of an inspirational and well-produced product of a project we put together. That being said, we brought a positive light to both this 4-year project as a whole, as well as the school and their decision to enforce this project.



SCHOLARSHIP

we found out throughout this project process how much art and Fine Arts classes need to be saved and why. Art is everywhere, and if not enough people stop to smell the flowers, eventually no one will. Without art, there is no science, nor math. There is nothing without art, and until people realize that art is everything, people like us need to give it a voice and enlighten minds, young and old, that we need to appreciate the subject.



WORKS CITED:

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<http://www.ehow.com/how_60568386_use-arts-increase-student-success.html>.
- Howard, Will. "The Effects of Funding Cuts to Public Schools for the Performing Arts | Ehow.com." *Ehow | How To Do Just About Everything! | How To Videos & Articles*. Web. 20 Feb. 2011.
<http://www.ehow.com/list_5931668_effects-public-schools-performing-arts.html>.
- Lawton, Claire. "Gov. Brewer Proposes Additional Budget Cuts for Arizona Arts Programs – Phoenix Art – Jackalope Ranch." *The Phoenix New Times' Blogs*. Web. 20 Feb. 2011
<http://blogs.phoenixnewstimes.com/jackalope/2011/01/gov_brewer_proposes_additional.php>.