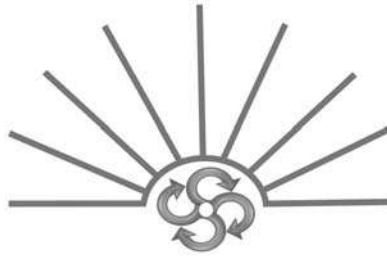
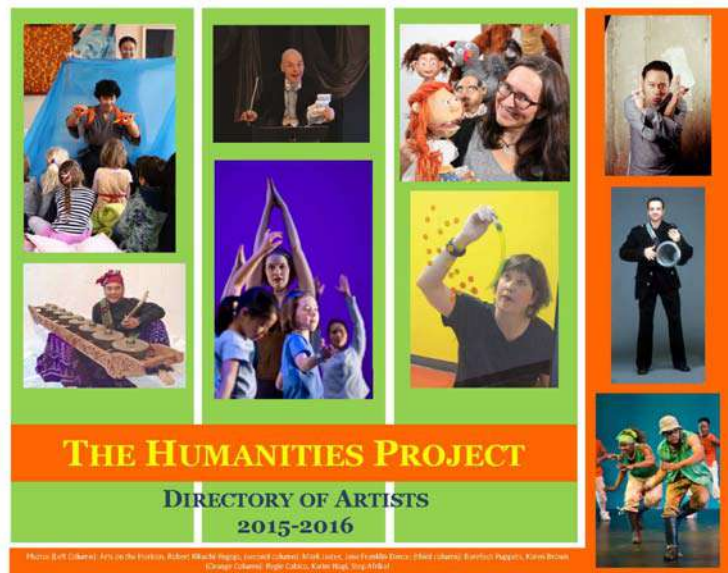


The Humanities Project



2014-2016 Final Report



Arlington Public Schools
Arts Education Office
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Arlington, VA 22204
o. 703-228-6299

Since its inception in 1973, The Humanities Project, an artist-in-education program administered by the Arlington Public Schools, provides arts opportunities through performances, workshops, residencies, and teacher professional development for each of Arlington's schools. Through this program, theater, dance, music, literary, and visual arts can be integrated into the curriculum.

The Humanities Project supports the goals of the Arlington Public School Strategic Plan. Specifically,

- Goal 1: Challenge and Engage All Students
- Goal 4: Provide Optimal Learning Environments
- Goal 5: Meet the Needs of the Whole Child

Each year The Humanities Project:

- Provides a minimum of at least two unique opportunities for each school through the Artists in the Schools program
- Offers additional programming as partnerships are created and additional funding is received
- Obtains a consistent and high quality roster of artists
- Provides support for schools in selection and managing opportunities
- Provides in-depth opportunities through residencies and workshops
- Maintains partnerships with community arts leaders at Signature Theatre and Arlington Independent Media; collaborates to provide extended arts learning opportunities in theater and media production
- Maintains partnership with the Kennedy Center Education Department; collaborates to provide arts integration professional development opportunities for teachers; collaborates and provides support to the Arlington schools participating in the Kennedy Center CETA program that supports learning through the arts
- Works with school based principals in evaluating their arts integration needs in coordination with the Humanities Project and funding allocation.
- Communicates with PTAs at schools to assist in identifying and scheduling appropriate arts and cultural opportunities outside of the school day
- Collaborates with the Cultural Affairs office of Arlington County to provide opportunities for professional poets to work with schools
- Collaborates with local arts education organizations to develop and plan ongoing professional development opportunities for teaching artist to ensure artists working in the schools are of the highest quality, have clear instructional goals, and are effective in a school setting

The depth of opportunities provided for the students in Arlington is significant and the commitment and support from administration, principals, teachers, parents, artists, and community members is obvious. The Humanities Project holds as its foremost goal working with schools and community to provide high quality arts education programming for Arlington Public Schools.

For more information on the Humanities Project, please contact:
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Summary of Programs

Artists in the Schools

In 2014-15 & 2015-16, over 50 artists presented over 160 events (including single performances, back to back performances, workshops, and multi-day residencies). A minimum of two unique opportunities each year were offered through the Artists in the Schools program.

- Humanities Representatives at each school are identified by the Principal in the spring and work with administrators and teachers at their school to identify which programs they would like to come to their school.
- An artist roster is identified each year through an application and review process.
- A virtual showcase is available with information on all artists through Google Docs.



Residencies & Workshops:

Traditionally, the focus of the Humanities Project had been on assembly-style projects, which are easy to schedule and large numbers of students can participate. Teachers expressed an interest in longer term programming that allows for more in-depth work with artists. Longer-term residencies and workshops create deeper engagement for students. 2014-15 and 2015-16 residencies and workshops included:

- Residency with Wolf Trap Institute for Early Learning Through the Arts (Taylor)
 - A Wolf Trap residency is a partnership during which an artist comes to the preschool classroom and demonstrates for the teacher how the performing arts can be used to teach curriculum topics. The performing arts become an integral part of educating young children through Wolf Trap's proven teaching methods. The teacher ultimately learns how to develop performing arts-based activities on his or her own while the artist strengthens his or her knowledge of early childhood educational theory.
 - 16 –week residencies included the following artists/strategies:
 - Melissa Richardson (drama/engineering) (Taylor – two kindergarten classes). Goal: The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
 - a) basic characteristics or properties of objects are identified by direct observation;

- Nomin Ganmend's *Twins* tells the extraordinary tale of Carmen and Jorge, a couple who desperately want a child but can't have one. When Carmen finds an abandoned baby in the park, she faces a difficult choice: return the baby to her ne'er-do-well parents, or keep her and raise her as her own. The drama unfolds in *Twins!* Nomin Ganmend is a student at Wakefield High School.
- Xavier has the opportunity of a lifetime: to have his very own play produced by a professional theater company. Now all he needs is an idea! Will Xavier defeat Procrastination to write the next great theatrical masterpiece? Find out in *All the World's a Stage*, Rose Duane's tongue-in-cheek look at the writer's process. Rose is a student at Swanson Middle School.
- How far would you go to protect a sibling? That's the question that Dania Canales' *Sophia and Ernesto!* asks. Watch as a brother and sister's bond is tested as they deal with issues of love, honesty and faith in the aftermath of a horrible accident. Dania is a student at Wakefield High School.
- Artist Karen Brown led bookmaking workshops at HB Woodlawn, Ashlawn, Key, and Campbell.



- Wolf Trap Family Involvement Workshops: Wolf Trap artists lead these interactive sessions, providing children and their parents/caregivers an opportunity to share a stimulating live arts experience.
 - Kofi Dennis with Wolf Trap led a Family Involvement Workshop at Long Branch Elementary (2014) for students, staff and families: *JOURNEY TO AFRICA: Sharing Family Experiences*: This family workshop introduces many exciting ways to adapt songs, rituals, and activities from other cultures to every family's daily routine. Participants will take an imaginary journey to share in the movements, sounds, and instruments of different West African traditions.
 - Terlene Terry-Todd with Wolf Trap led a Family Involvement at Reed School/Integration Station (2015) for students, staff and families Join Ms. T on a trip to the sunny West Indies, a journey full of songs, dances and stories. You and your family will take an imaginary voyage to the seashore and a Caribbean market place while exploring props and costumes which bring songs and dances from the Caribbean to life.
 - Jeanne Wall with Wolf Trap led a Family Involvement Workshop at Long Branch Elementary (2016) for students, staff and families: *Going Buggy: Storytelling*,

puppetry and music bring to life tales about insects from different parts of the world. Jeanne uses imaginative props to convey these educational tales from Africa, Mexico and Native America. Using an interactive story telling style, Jeanne brings her audience into the stories creating lots of family fun.



Poetry - Pick a Poet, Moving Words

With additional support from the Cultural Affairs Division, local published poets are invited to Arlington Public Schools to provide a poetry writing exercise in the classroom. Poets are invited to apply to the program in October and are presented in a directory that allow teachers to select a specific poet and/or program that best fit the needs of their class. Currently there are nine poets on the roster. They conduct approximately 80 workshops each year from January – June.

The Dancer

By Kenneth Lem
Arlington Science Focus School

Dancing in the moonlight,
In nature's graceful beat
The moon shining like a spot light,
At the dancer twirling on her dainty feet
Spinning around,
Swaying left and right,
Like a beautiful deer prancing on the ground,
Dancing through the night

Moving Words is a literacy competition co-sponsored by the Arlington Public Schools Strategic Program and the Arlington Cultural Affairs Division. The competition is the largest of its kind in the region. For more information please contact: The Arlington Public Schools Administration Office at 703.228.6200

Moving Words was brought back in 2013 on an every other year schedule. Beginning in 2015 Cultural Affairs has secured funds to hold the student competition every year.

- 2013: 400 poems
- 2014: off year
- 2015: 920 poems
- 2016: 1,003 poems

Additional Opportunities

Kids Euro Fest

Free in school performances and workshops were offered through Kids Euro Fest (staged through the cooperation of the 27 Washington-based European Union embassies and more than a dozen major local cultural institutions). Performances and workshops provided to APS included:

- Hoffman-Boston: Kids EuroFest: Croatia Performance; Thursday, October 30, 2014
- Oakridge: Kids EuroFest: Croatia Performance; Thursday, October 30, 2014
- Gunston Middle School: Kids EuroFest: Croatia Workshop; Friday, October 31, 2014
- Oakridge: Kids EuroFest: Croatia Workshop; Thursday, October 30, 2014
- Taylor: Kids EuroFest: Croatia Workshops; Friday, October 31, 2014
- Carlin Springs Elementary School: Kids Euro Fest: Finland; Monday, October 26, 2015
- Oakridge Elementary School: Kids Euro Fest: Latvia; Wednesday, October 28, 2015
- Discovery Elementary: Kids Euro Fest: Latvia; Friday, October 30, 2015
- Kenmore Middle School: Kids Euro Fest: STOMP; Friday, October 30, 2015

DaPonte String Quartet

Through a connection by former School Board member Noah Simon, the DaPonte String Quartet (from Maine) presented performances at Glebe and Hoffman-Boston in the fall of 2015. The company will continue to offer performances to Arlington Public Schools whenever their travel schedule allows.

Virginia Opera (new partnership 2015-16)

- Randolph Elementary School
- Arlington Science Focus
- Oakridge Elementary School
- Taylor Elementary School

The Virginia Opera (out of Richmond, VA) received a statewide grant to support their student operas. They have selected Arlington Public Schools to be part of this statewide initiative and presented several opera programs for free in the schools. 2015-16 program included:

A Trickster Trilogy: A world premiere children's opera created from three "trickster" tales from around the world. Till Eulenspiegel from Germany, Nasreddin from ancient Arabia, and an American Trickster: Mark Twain's famous mischief-maker Tom Sawyer. The operas relate directly to Virginia SOLs in English, History, and Music.

Feedback

"Wow! We had a tremendous workshop today with Joseph. He got words out of my children that I didn't know were there. It was beautiful and humbling to see the kids' courage to share after Mr. Green's thoughtful and compassionate instruction."

"The Virginia Opera Company rocked the house at Oakridge today. 125 Kindergarteners stayed completely engaged for 45 minutes. No easy feat for 2 months into the school year. At a meeting with the Kindergarten teachers today they raved not only about how much they loved having "culture" first thing in the morning, but also how their students thoroughly enjoyed the performance. I overheard one student say that "the fence one" was his favorite, although that was before the beggar and the soup....."

"I just wanted to write to you to let you know how great Regie was with my 6th grade class on Monday! The students really enjoyed his energy, the activities and the poetry writing! I am so glad that I signed up for Pick-a-Poet and was able to provide my students with this opportunity! I wish all of my classes could have taken part in it!"

"Moving Words/ and Pick-a-Poet are flood lights in a storm."

"Thank you so much for your sage advice on performances that have routinely kept our students engaged and offered valuable insights for our students into the performing arts. You are always spot on. We loved Andes Manta and Snow Day this year."

"The Rope Warrior was fabulous! He did a super job of engaging with and involving our diverse student audience in his performance."

Student: "Thank you for sending Bowen McCauley Dance to Tuckahoe. They were spectacular! Amazing! Out of this world!"

Student: "Thank you for coming. I liked how you read poems, with surprise or sadness and happiness. I think you are a great teacher because great teachers have lots of patience. I like your book *Zapato Power*. I read *Zapato Power* when I couldn't even speak English. Thank you for teaching us that poetry does not have to rhyme. It also creates images."

Student (Signature in the Schools): "Signature in the Schools is quite a unique opportunity. Not only do you get to perform in a world-premiere play, but you also get to perform in front of hundreds of other high school students. After the first student matinee of *Un-American*, I remember an upperclassman approaching me in the hallway and mentioning how she saw me on stage earlier that day and how much she enjoyed the show. Being a freshman at the time I was blown away by her compliment and intrigued how theater could bring people together. As a student, I learned the importance of having priorities. While I loved the theater and the whole process of putting a show up, I had to remember that I was also a student in high school and that I had tests to study for, chapters to read, and essays to write. Lining up my priorities taught me time management, and subsequently I was able to give my best in whatever I was doing."

Summary of Partnerships & Collaborations

Document Arlington Project

The Document Arlington Project (DAP) held its tenth year in the summer of 2015 and is planning its eleventh season for summer 2016. DAP is a summer high school apprenticeship program coordinated by Arlington Independent Media and the Humanities Project, with support from the Arlington Community Foundation and Arlington Cultural Affairs. Each summer, six student apprentices create two documentaries. Documentaries have been on a variety of topics - issues of small businesses, homelessness in Arlington, the Nauck community, and other topics of interest to Arlington, VA. A screening of the students' documentaries is held each October at Arlington Independent Media and the documentaries air on channel 69 throughout the year.

Signature in the Schools

In December, Signature Theatre hosts the countywide Theatre Exchange day with students from Washington Lee, Yorktown, HB Woodlawn, and Wakefield High School students. The day involves students from across the county working with students and teachers from other schools and culminates in students creating short group pieces incorporating the techniques learned in the morning workshops. APS teachers work closely with Signature Theatre's Education Director, David Zobell, to plan the event.

Anne & Emmett (Fall 2014 co-production with Arlington Public Schools) - *Anne & Emmett* is a one-act play that looks at the tragedy of racial/ethnic hostilities that claimed the lives of two martyrs who became symbols of sufferings, injustice, and movements to overcome them. The play depicts an imaginary meeting between Anne Frank and Emmett Till, conversing about the horrific experiences that befell them as teenagers.

Each winter students from Wakefield and students involved in the Apprentice Program are invited to audition for Signature in the Schools. An original play that is written and produced at Signature Theatre with cast and crew entirely from Arlington Public Schools. The playwright Joe Calarco writes the play based on the students involved and each year focuses on a different theme that ties directly to the curriculum.

Veni, Vidi, Vici (2015) - When a group of students putting on a play about imperialism are suddenly left in front of an audience without a script, they have to figure out a way to make up a story as they go, causing rifts in the cast that mirror the history they're trying to dramatize.

295N (2016) - Six young Northern Virginia students find themselves thrust into a complex and violent world, a world made of poetry, reenactments, the guiding words of Frederick Douglass and the personal experiences of the students themselves. The heart of this complex world is the death of Freddie Gray, an event that forces each of these students to confront their own relationships with issues of race. As one young African American student, Jasen, finds himself compelled to seek justice, the others are forced to confront how close to home

the issues of Baltimore actually are. Energetic and highly theatrical, *295N* continues Signature in the Schools' award-winning legacy of politically charged theater.

The Humanities Project works with Signature to coordinate transportation and communication/logistics with the students involved as well as logistics for high schools to attend the performance at Signature.

The Kennedy Center Education Partnership

The partnership between Arlington Public Schools and The Kennedy Center provides professional development opportunities for APS teachers and administrators to increase their knowledge and appreciation of the arts and to help them integrate the arts into other areas of the curriculum. To provide opportunities for more APS teachers and administrators, the partnership also hosted workshops through Festival of the Minds in 2015 & 2016:

Dramatizing the Content: Readers Theater (Rosalind Flynn): Readers Theatre is a rehearsed group presentation of a script that is read aloud rather than memorized. This workshop's activities involve teachers in planning, writing, rehearsing, staging, and assessing of Curriculum-Based Readers Theatre scripts. The focus? Creating and presenting a short script that fulfills a dual purpose—it must inform about a curriculum topic and entertain an audience! Repeatedly reading and rehearsing scripts based on curriculum content increases the likelihood that students will practice fluent reading, retain information, and perform better on assessments. Theatrical skills of vocal volume, expression, and effective use of gestures are also among the goals of this arts integration activity that merges drama, theatre, writing, reading, speaking, listening, and content learning.

Bringing Literature to Life! (Lenore Kelner): In this workshop, teachers discover how to enhance students' language development, reading comprehension, thinking skills, and appreciation of literature through drama activities that delight and captivate. This workshop explores story dramatization techniques that allow students to retell and reenact a story or a scene in their own words.

Poetry off the Page (Glenis Redmond): This workshop is based on the belief that poetry, in addition to being written and read, should be performed. Learn ways to help students use brainstorming, imagery, and layering to write powerful and effective poems. Clear and easy poetic structures and formats empower students to expand their imaginations and to cross creative boundaries. Participants examine ways to involve students in memorizing and performing their poems to further communicate the written word with appropriate voice projection, physical stance, and gesture.

Learning to Move, Moving to Learn: Exploring Science through Creative Dance (Kimberli Boyd): Creative movement takes advantage of young learners' natural inclination to move and harnesses it for exploration, expression, and meaning-making. In this workshop, experience ways to enhance student understanding of grade-level appropriate science vocabulary and content through guided movement activities, improvisations, and the creation of dances.