



## **2009-2010 MetLife Foundation Partners in Arts Education Grantees**

On behalf of the MetLife Foundation, the National Guild has awarded fourteen grants totaling \$215,000 to the following members to support exemplary community school/public school arts education partnerships during the 2009-2010 school year:

### **Arts Council for Long Beach (Long Beach, CA)**

*Eye on Design* allows 3rd graders to follow the same process as a public artist follows when designing and creating site-specific artwork. The community becomes the classroom in the first semester as students learn about the past and present of their neighborhood and the nearby Long Beach Airport through field trips and enrichment activities. They will take these experiences with them in the second semester when they engage in hands-on visual art activities, tour existing public art and work side-by-side with architects and artists, culminating in the creation of public art proposals.

### **Brooklyn-Queens Conservatory of Music (Brooklyn, NY)**

Brooklyn-Queens Conservatory of Music provides weekly instrumental and vocal music instruction, ensemble playing and performance outlets in mostly classical, jazz, folk, world music and improvisation to students throughout the year who would not otherwise have the opportunity to study music. Programs are offered in band, strings, chorus, African drumming, recorder, early-childhood music and movement, and music therapy.

### **Casita Maria Center for Arts and Education (Bronx, NY)**

Casita Maria's partnership with PS/IS 50's Vito Marcantonio, a New York City public school, provides 180 students in the 6th, 7th and 8th grades with intensive visual arts training. Casita Maria has established a professional printmaking, digital arts, and photography studio at PS/IS 50. The partnership aims to increase awareness of the curricular significance of the arts for student achievement; narrow the achievement gap by empowering at-risk youth to become creative problem solvers; and create a rigorous, engaging, and sequential print media arts learning experience for middle grades students that builds on their other arts experiences within the school.

### **City Lore (Queens, NY)**

City Lore in partnership with P.S. 11, Queens, will design and implement a partnership program, *Telling Stories*. The program will provide a comprehensive arts education program to seven 3rd grade classes in the art of storytelling through oral and written language, traditional dances of Mexico, theater, and Chinese brush painting inspired by students' investigations of the history and culture of Mexico and China and their immigrant communities in Queens.

### **The Clay Studio (Philadelphia, PA)**

The Clay Studio's Claymobile Outreach Program partners with Philadelphia schools, community organizations and social service agencies to bring high-quality ceramic arts education to the region's most underserved neighborhoods. Through this project, the Claymobile will collaborate with the 1st and 7th grade classes at General George G. Meade School to develop an enriching, integrated arts

curriculum that will reinforce the school-wide theme of personal authority and community responsibility. Under the guidance of professional teaching artists, the 7th graders will lead their younger peers through hands-on ceramic projects that will their deepen self-awareness and encourage investment in their school community.

### **COCA - Center for Creative Arts (St. Louis, MO)**

COCA's Urban Arts Program offers underserved St. Louis Public Schools students sequential arts curricula that enhance existing arts and academic curricula and address specific school goals identified by faculty and administrators. COCA's program will sustain and expand Urban Arts School Time and After-School programming at elementary schools already partnering with COCA.

### **Community Music Center of Boston (Boston, MA)**

For 30 years, Community Music Center of Boston has partnered with the Boston Public Schools to provide general music education, applied musical instruction, and other arts programming. This grant will support 21 K-12 school partnerships, which offer: 1) high-quality music instruction and arts participation opportunities; and 2) support for schools with our own infrastructure and capacity-building resources, to ensure these programs can be sustained.

### **Hubbard Street Dance Chicago (Chicago, IL)**

The *Focus School Initiative* (FSI) is a multi-year, school-wide dance program designed to change the arts and learning environments in Chicago Public Schools by providing professional development for educators, curriculum development, in-school residencies and exposure to professional dance. FSI provides each school with a highly qualified teaching artist who teaches a sequential, Leban-based creative dance curriculum for each classroom for 40 – 60 minutes each week. This teaching artist becomes fully integrated into the faculty of the school. Through annual assessment of the program, Hubbard Street Dance Chicago will create a process model for partnership and create inquiry-based dance education programs with school partners.

### **Ifetayo Cultural Arts Academy (Brooklyn, NY)**

Ifetayo's *Arts in Education* program will expand to six public schools in Brooklyn, serving an estimated 1,560 children. Ifetayo's Arts in Education program strengthens schools, builds community, and stimulates the creative development of hundreds of Brooklyn young people by teaching students fundamental arts skills; enhancing basic curriculum with a sequential, arts-focused component that meets or exceeds National/NYS teaching standards; increasing students' basic communication by linking to the NYS English Learning Standards; improving students' classroom behavior by utilizing multiple learning styles and encouraging creativity; improving student attendance by generating increased interest in school and the learning process; providing parents with opportunities to participate in their child's education; training and mentoring teachers in arts education methods; partnering with Brooklyn public schools to create a sustainable and integrated arts in education program that is overseen by school Steering Committees; and encouraging children to develop a lifelong relationship with the arts.

### **Living Arts (Detroit, MI)**

Through El Arte Partners, Living Arts (CSA), Harms Elementary, Maybury Elementary and the Academy of the Americas elementary and middle schools (PS) will engage 540 youth in outstanding sequential standards-based arts education which supports their English language arts, math, and social studies learning. Teaching artists will collaborate with classroom teachers to engage 3<sup>rd</sup> through 5<sup>th</sup> graders in mime and music, and 6<sup>th</sup> through 8<sup>th</sup> graders in songwriting/recording,

video/animation and performance poetry. Trained artists and collaborating teachers will provide quality arts education specific to our students' needs, and help engage parents in their children's projects to support thriving arts-infused schools.

### **Luna Kids Dance (Oakland, CA)**

Luna Kids Dance (LKD) and Oakland Unified School District (OUSD) are arts partners in a long-term project (5+ years) to create an infrastructure that will support sequential, K-12 dance programs throughout the district. The partners will articulate full scope and sequence, standards-based dance learning in tandem with those professionals already employed within the district. A pilot curriculum (content and instructional methods) will be implemented and assessed, and the outcomes distributed district wide. The partners will provide opportunities for collegial support, professional development and leadership among dance teaching professionals and increase the number of professionals qualified to teach dance.

### **Progressive Arts Alliance (Cleveland, OH)**

The Progressive Arts Alliance's arts-integrated partnership with George Washington Carver will pair professional teaching artists with K-8 classroom teachers. Artists and teachers will collaboratively create dynamic arts lessons that integrate the arts with non-arts curricula content and meet Ohio Academic Content Standards in fine arts and other subjects. Teachers and artists will participate in arts-integration professional development workshops. Residency activities will be designed to increase parent and community participation at the school. Students will engage in music, printmaking, poetry, theater, and media arts residencies.

### **Young Audiences New York (Brooklyn, NY)**

Young Audiences New York's five-year partnership with the International Arts Business School involves a series of digital photography and video residencies for up to 150 students, residing in the Crown Heights section of Brooklyn, where 92 percent of the 435 students are black and 90 percent qualify for free or reduced-price lunches. These residencies adhere to city and state arts education standards and are taught by specially-trained artists who work hand-in-hand with classroom teachers to advance student learning, develop life skills, engage members of the community in arts activities, and sustain the highly productive partnership through professional development opportunities conducted by our staff.

### **Zephyr Dance (Chicago, IL)**

Zephyr Project M2 is a partnership between Zephyr Dance and Oscar Mayer Elementary School to create a sustainable long-term curriculum for dance education tied to state math standards. Zephyr Project M2 applies the choreographic process to math learning, enabling students to deepen both the art experience and the academic experience. Curriculum emerging from the partnership will define a model for effective dance education in public schools that can be disseminated to other community arts education providers nationwide. Zephyr Project M2 provides the only dance education at Oscar Mayer Elementary School.

###