

Ohio Arts Council

TeachArtsOhio

EVALUTION REPORT

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PHOTO BY JAN FEDORENKO

PROJECT OVERVIEW

The Ohio Arts Council (OAC) piloted a reorganized arts learning program during the 2015-2016 and 2016-2017 school years with support from the Ohio Legislature and Governor. The *TeachArtsOhio* (TAO) initiative was an innovative and ambitious two-year pilot program with a goal to bolster arts education throughout the state to be more relevant and accessible to teachers, administrators, and artists – all to the benefit of students. The *TeachArtsOhio* initiative aimed to bring schools and community organizations together with artists to share in-depth, engaging, personal, and sustainable arts learning experiences. The OAC invested in arts education through local partnerships with teachers, students, teaching artists, school administrators, and local organizations and businesses in ways to support closing the achievement gap and increasing student engagement in and through the arts.

The OAC used the *JobsOhio* framework and regional approach. This structure provides six distinct geographic regions of focus. The intent of *TeachArtsOhio* was to work with schools and districts with a high degree of need in each region and to provide high-quality professional teaching artists and resources to the schools. The OAC pilot was consistent with the *JobsOhio* belief that *“From K-12 schools that challenge and inspire students to be both imaginative and analytical, to post-secondary institutions that promote development of moral character and produce highly skilled graduates, every level of Ohio’s education and workforce development system is designed to develop an educated, innovative, and reliable workforce.”*

TeachArtsOhio was designed to engage artists in each *JobsOhio* region to serve as professional teaching artists in K-12 classrooms. Traditional OAC artist residencies are two to eight weeks in length and provide an exposure to an art form. Artist residencies or artist-in-the-schools’ experiences often look quite similar from school to school and rarely provide an opportunity for the artist to be more than a visitor. *TeachArtsOhio* was designed to extend time for residencies from one semester to a full school year, to allow the teaching artists to become embedded in the learning environment. The intent was for artists to collaborate with students, teachers, and community members through in-depth experiences that focused on the creative process of art making aligned to academic content standards. This program planned to engage a host of communities and schools, increase partnerships and collaboration, and enhance arts education as part of a complete education for K-12 students. In addition to these educational benefits, *TeachArtsOhio* aimed to create jobs for teaching artists for the duration of the two-year initiative.

DATA COLLECTION

Data sources and tools used to prepare this report include: the Ohio Arts Council, the *JobsOhio* website, the Ohio Department of Education school and district report cards, SurveyMonkey based student and teacher surveys developed from Search Institute's asset research, research on the impact of poverty and teacher/student relationships, research on learning in and through the arts, site visits, project reports, media coverage, and face-to-face and electronic communications with stakeholders.

PILOT SITES

The Ohio Arts Council identified schools with a high percentage of economically disadvantaged students from all six of the *JobsOhio* regions. Schools were then invited to participate in the two-year initiative partnering with teaching artists funded by the OAC. Six school districts were selected representing five of the six regions in year 1 of the initiative. Eight more districts were added in year 2, expanding *TAO* to 14 participating districts representing all six *JobsOhio* regions. In total, over the course of the initiative, 38 schools participated. The participating districts and schools were located throughout the state and selected from isolated rural districts, small to medium sized urban districts, suburban areas, and large urban districts. All shared significant levels of family poverty and had low student academic performance on one or more of the Ohio Department of Education report card measures.

The participating sites fall into four models that can serve to identify the best practices for successful residencies.

STEAM School Model. Columbus City Schools' Starling K-8 is a STEAM - Science, Technology, Engineering, Arts, and Mathematics - school that integrates the arts into instruction. The Starling K-8 School has an arts educator who is both a classroom teacher and teacher leader. It has had arts residencies, performances, and field trips prior to this project. This structure prepared them to start the two-year residency at the beginning of the school year in 2015.

1-year Residency Model. Districts that began implementation during the 2016-2017 school year include Benjamin Local (Middle School), Bucyrus City (High, Middle, and Elementary), Canton City (McKinley High School), Graham Local (Elementary), Lorain City (Middle School), Portsmouth City (Middle/High School), Sidney City (Middle School), and Whitehall City (Whitehall -Yearling High School and Rosemore Middle Schools). With the exception of Portsmouth City Schools, where there was a comprehensive plan in place prior to the residency, schools used the beginning of the year for planning and the remainder for implementation. All locations had successes and hope to continue residencies in the 2017-2018 school year. They saw the value of long-term in-depth experiences. Both artists and school staff reported there was

significant learning that occurred among the adults and that they would now be prepared to dive in at the beginning of the school year.

2-year Residencies Model. Districts that began implementation during the 2015-16 school year were well prepared for a full year of implementation throughout 2016-17. These include: The Marion City Schools (all elementary buildings), Triad Local (Elementary), Western Local (Elementary), and Winton Woods (High School). These sites found that the relationships built during year 1 and the understandings that developed led to richer and deeper experiences in year 2. Resident artists had learned about classroom teaching and management. Classroom teachers developed an appreciation of arts learning and saw their students in new ways. And both began to see connections between the content they were teaching.

Community-wide Model. Warren City Schools began partnering with the Kennedy Center and the Ohio Arts Council, in the winter of 2016, to develop a comprehensive arts education plan with the intent to begin curriculum planning in the summer and fall of 2016, with implementation to follow. However, they did not put students on hold while the planners met. Their goal for all children, grades K-8 to have ongoing and equal access to learning in and through all the arts was put into action through partnerships with local arts organizations. The plan will refine these experiences but the children are benefitting during the process.

More information about the specific *TeachArtsOhio* sites can be found in the *TAO Snapshots* section of this report.

GOALS ACHIEVED

The Ohio Arts Council developed the initiative, *TeachArtsOhio*, to identify promising practices that would revitalize the current residency model built on short-term programs. Many school communities have hosted artist short-term residencies and value the experience of a visiting artist. They believe their students benefit from the experiences. However, a typical artist residency may be similar from site to site due to a focus on the art form rather than the students and school community. Also, students at these schools often have had access to arts learning both in and outside of school and have a context to build on during the residency. Unfortunately, many of Ohio's children have neither the personal or school resources to provide them opportunities to learn in and through the arts. The vision of the OAC was to equalize learning opportunities for these children.

The Ohio Arts Council has made a bold move to revitalize a residency program that has existed for many years. The OAC is commended for its willingness to invest in diverse pilot projects to learn best practices upon which to build a program that will result in students from all regions and socioeconomic strata who are prepared for life beyond schools and a workforce that maximizes the impact of the arts.

The evaluation data show that the *TAO* model has made progress toward that end. The Ohio Arts Council's investment in arts education, education, students, teachers, artists, and communities through *TeachArtsOhio* has been a successful strategy to reach the program's anticipated impacts and outcomes:

Increase arts education opportunities for students in Ohio's poorest school district.

Outcome: Student participation in the arts, achievement, and self-efficacy will increase.

All fourteen school districts and 38 school buildings that participated in TAO are high poverty. Student participation in the arts increased in all 38 buildings. Due to changes in state and federal mandated tests, the prohibitive requirements at the state and local levels regarding individual student tracking, and the process in which schools are using student learning objectives to measure student success that impacts teacher evaluation, changes in student achievement could not be tracked. Student survey data on self-efficacy showed little change over the life of the pilot. However, observational data and reports from teachers, artists, and administrators suggests that students showed increased engagement, collaboration, mutual respect, ability to problem solve, and self-regulation.

Increase the number of local partnerships among schools and artists/arts organizations that provide authentic learning opportunities in and through the arts.

Outcome: Sustainable partnership models that work to benefit student achievement and arts learning.

Several sites have engaged in meaningful partnerships. For example, during the two pilot years, partnerships developed at Starling K-8 School in Columbus with Columbus Children's Theatre (CCT), BalletMet, CATCO is Kids, and Opera Columbus. CCT is now offering student scholarships to Starling students. Sidney City Schools worked with OhioDance to identify an artist and the residency artist collaborated with VSA Ohio to better serve students with disabilities. The Southern Ohio Museum and Cultural Center in Portsmouth partnered with Western Local Schools. And in Warren City Schools a partnership with the John F. Kennedy Center for the Performing Arts helped develop an arts education plan that connects the schools, artists, community, and regional arts organizations,

Increase the number of jobs in the creative industries.

Outcome: Teaching Artists are employed in the six *JobsOhio* regions across the state.

All six *JobsOhio* regions had *TeachArtsOhio* residency sites. These sites resulted in employment for two photographers, eight visual artists, one drama/theatre artist, five musicians, one acrobatic/movement specialist, one poet/creative writer, one horticulturalist, and two archeological historians, as well as support for related arts organization programs.

LESSONS LEARNED

There is an abundance of research on the impact of poverty on student learning, the importance of significant adults in children's lives, and the power of arts learning. A representative sample of these findings follows.

The *Ohio Education Policy Institute Report* (September 20, 2016) written by Dr. Howard Fleeter, based on 2016 student achievement results, declares: These data demonstrate a strong negative correlation between student achievement and socioeconomic status. This correlation has proven persistent over time.

In the article *Implementing a Teacher-Student Relationship Program in a High-Poverty Urban School* published in the *Journal of School Psychology* (2005). 4 (2), the authors (C. Murray and K. Malmgren) found "Students in high-poverty urban schools may benefit from positive teacher-student relationships even more than students in high income schools because of the risks associated with poverty. One factor that protects against negative outcomes is a positive and supportive relationship with an adult, often a teacher."

In Relationships Matter: Linking Teacher Support to Student Engagement and Achievement found in the *Journal of School Health*, (September 2014) 9 (7) by A.M. Klem and J.P. Connell, the authors state: "For students to take advantages of high expectations and more advanced curricula, they need support from the people with whom they interact in the school.

And, the National Endowment for the Arts issued *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies in 2012*. Researched and written by J.S. Caterall, S.A. Dumais, and G. Hampton-Thompson, the report found that students who have arts-rich experiences in school do better across-the-board academically and they also become more active and engaged learners.

TeachArtsOhio was designed to reach Ohio's neediest students and was built on the understanding that for these children to thrive, they need in-depth, engaging, and personal learning experiences and access to the arts.

Donna Collins, Executive Director of the Ohio Arts Council, described why she is so passionate about arts education. "Arts availability matters in student engagement and developing the whole child. Arts are not add-ons or extras. The arts are essential components of a complete education. Students are happier when they have creative and imaginative experiences as part of the learning process. Often learning through arts education is so intuitive and engaging that students don't describe what they are doing as learning. Students can wrestle with new concepts and new ways of thinking through the arts, and nothing is better than when the lightbulb comes on and students

have their “Aha” moment. The student “gets it.” That’s what we want. We want students to have those ‘Aha’ moments with all of their academics, and that includes the arts.”

The shared excitement of participants, the ongoing commitment of artists and schools, and the promise of meaningful learning in and through the arts indicates that the *TeachArtsOhio* initiative is sustainable and replicable. The impact of this initiative was observed in the student interactions and accomplishments and articulated by the adults. Although the sites were diverse in size, location, and type of residency, similar words and feedback were echoed by the administrators, teachers, and artists involved.

Survey data from more than 75 teachers, 69 percent of whom are classroom teachers, showed beliefs that integrating the arts into the curriculum:

- Can impact the broad educational program (91%);
- Will increase student academic success across disciplines (92%);
- Will result in students who are both creative and critical thinkers and problem solvers (95%); and,
- Will increase their personal efficacy as a teacher (77%).

Matt Henderson, Director of Curriculum and Instruction in Bucyrus, attributed increased student achievement to the *TAO* initiative. “Freshmen came into the 2016-2017 school year 28% proficient in writing. At the close of the school year these same students tested 66% proficient in writing. Here in Bucyrus, we believe the direct impact of Nancy Kangas’ work in creative writing with our freshmen students and their teacher Mrs. Henize has made all the difference for our students and their future academic success.”

Bryan Hilko, the Principal of General Johnnie Wilson Middle School in Lorain said, ‘If it’s good for kids, we want it here.’ He added, “The teachers are seeing how to bring in multiple learning styles to the students. The students are seeing the practical application of the material they are learning. The school culture has allowed for a collaborative effort and life-long learning for our teachers. This has opened our teachers’ and students’ eyes to the possibilities of the arts. We are able to bring in another learning style to our school and allow our students and staff’s creativity to show.”

Nichole Jiran, Director of Teaching and Learning for Marion City Schools offered: “I think the initiative has provided us a positive experience that has allowed all of our special area teachers to start thinking about how to supplement what they do. For example, two buildings had a painting night, another had a professional concert musician to perform. Our students are so proud of their work. [The residency] also provided opportunities for parents and community members to participate in the artwork, which supports our vision of ‘inspiring a community of achievement.’”

Chad Miller, Principal at Graham Local Elementary School stated “Having *TAO* here has been a benefit for everyone. Our students, who in most cases, have never been exposed to art of this quality. Our teachers have seen a different side of our students and learned a great deal about their students. In terms of environment, this project has helped us see how we need a full - time art teacher.”

Terri Holden, Executive Director of Teaching and Learning in Winton Woods School District remarked on the lasting impact of the artist on their program. She said: “Rachel worked with all the art teachers and we found that photography, both dark room and digital, could easily fit in as either a resource or final art project. Rachel was instrumental in helping our new photography teacher in year 1 and she got the dark room up and running this year (2016-2017). The photographs in the dark room were most exciting for the students and it seemed that everyone had success. The students looked forward to Rachel’s classes. I would like to have a dark room in our new building as a result of the photography experience that was loved by both students and teachers. One student who was asked if she liked her photogram said, ‘Yes. This is the first thing going to hang up in my dorm room at college.’ That’s when you know a lesson is a success.”

The artists agreed that the residencies were richer due to the duration and enthusiastically support the continuation of *TeachArtsOhio*. They described the impact of *TAO* in multiple ways which capture why the program works:

- You don’t just teach kids but create an environment to try things.
- The impact of connecting to the arts community helps kids see the city as theirs – more than the walk or bus ride between home and school.
- Students discovered that they must learn to depend on themselves and be responsible for themselves and their partners.
- One artist said that teachers are now having students work to complete group painting because of the positive change in dynamics and responsibility to self/team
- Demonstration and talking about the art – opens the opportunities to curiosity for older students.
- The ability for integration of arts organizations into the artist’s own teaching that was provided by the OAC was so important to helping the children see the arts in a variety of ways, settings, and how they related to one another – via a common theme.
- The community comes alive for children when they understand the arts exist in their area. Local arts organizations are important partners in the *TeachArtsOhio* objectives.
- The duration of the residency helped with developing trust and relationship building.
- Educating teachers as well as kids to take other approaches. Getting teachers to try new things and learn that other teachers could be an inspiration. Teachers learned creative approaches as a good way to open possibilities.

- The length of residency helps build relationships. Teachers begin to get it and build on it.
- Professional artists, once they're trained to incorporate arts activities with state standards, provide a valuable support to classroom activities.
- Changed the teachers' practice by modeling and sharing strategies.
- Allowed the teacher to become a creative/arts leader.
- Risk taking by teacher was promoted by artist's encouragement.
- Teachers were inspired.
- Administrators developed greater confidence in the program because the positive impact of learning through the arts became evident
- There was no arts integration existing in the classroom experience prior to my arrival. And no engagement with the arts available in the community. I helped bridge that deficit immediately, and for the future.
- After a year's time at one location you are part of the team that serves kids.
- Making connections through integration is one way to show the value of the teaching artist in the classroom. I always start with books. I used "A Street Called Home" by Aminah Robinson to begin the discussion about community. The school is also the community and as an artist I am now a part of their community.

What makes *TeachArtsOhio* work is not a formula. It is a process that is applied within the unique context of the school and community that keeps the students in focus and is built on the understanding of the power of learning in and through the arts.

RECOMMENDATIONS

The opportunity to make recommendations for the continuation of the *TeachArtsOhio* initiative as a new model for providing needed resources in Ohio's schools by the Ohio Arts Council strongly aligns with the initiative's original goals.

Increase arts education opportunities for students in Ohio's poorest school district.

- OAC continues to offer a range of arts learning programs, ranging from 2 weeks to one year, to meet the needs of local schools and communities.
- Class sizes are appropriate for the art form being taught and the available space is safe, appropriate, and welcoming.
- The school is committed to adequate time for planning (artist and staff), collaboration, reciprocal learning, and program implementation.
- Teachers need to be present and participating to make connections that will benefit student learning.
- Residency artists are welcome in classrooms to strengthen relationships and develop an understanding of classroom content instruction.

- Fidelity to program implementation includes planning ahead for disruptions such as scheduled testing, weather cancellations, assemblies, and field trips.
- Expectations for classroom management and discipline are explicit including the role of building teacher/s, artist/s, and administrator/s.
- Staff members and artists develop common language, e.g. what is meant by embedding or integrating the arts into and with other curricular areas.

Increase the number of local partnerships among schools and artists/arts organizations that provide authentic learning opportunities in and through the arts.

- OAC continues to fund *TeachArtsOhio* to provide access to quality arts learning for Ohio's students.
- The principal/building administrator must be committed to the residency and their involvement throughout project.
- Residency planning is critical and must include the artist, building administrator, classroom teachers, and arts specialists.
- Teaching artists and school personnel define what they hope to achieve and how all will contribute to the vision prior to the start of the residency, and have regular check-in opportunities.
- Residency artists' schedules and time commitment are clearly set, reflect the realities of school-based time constraints, and are understood by the school and the artist.
- Artists continue to provide a staff workshop prior to the residency to introduce the art form and the artist.
- Family engagement continues to be a priority.
- Opportunities to tie into the community, such as publicity, communications, and local celebrations and festivals, are developed and responsible parties identified.
- Districts use website and other social media to inform families and community of the OAC *TeachArtsOhio* program.

Increase the number of jobs in the creative industries.

- OAC continues to recruit and train practicing artists throughout the state.
- Schools should have the option to select artists who they believe will be a good fit for their school and community, even if the artist is not in the OAC teaching artist registry.
- Residency artists are familiar with all building staff including counselors, secretaries, and custodians.
- OAC continues post-residency meetings for artists so they can learn from each other and provide feedback to OAC.

Recommended *TeachArtsOhio* Artist Attributes:

- *TAO* artists are learner centered.
- *TAO* artists are flexible and understand that all students can benefit from interaction and instruction in the arts and that students have varying degrees of readiness to learn.
- *TAO* artists can envision how their art can become both an enhancement and extension of school goals and curriculum while honoring the art form.
- *TAO* artists can conceptualize and plan for a semester or year-long residency that includes learning activities, projects, partnerships, and school/community activities aligned to learning standards and the classroom/schools' curricular themes and goals.
- *TAO* artists are prepared to provide professional development sessions for school staff to introduce the art form, new ways of learning, and creating sound relationships to the benefit of students.
- *TAO* artists are open to learning from both students and staff.

With continued support of the *TeachArtsOhio* program by the Ohio Arts Council's Board and staff and the Ohio Legislature and Governor, including ongoing committed funding for arts education, the Ohio Arts Council has discovered an improved model of arts education delivery in partnership with schools. The reimaged model demonstrates what success looks like when a full commitment of time and resources are dedicated to authentic learning in and through the arts. The Ohio Arts Council is to be commended for taking bold steps to reshape a tired model of artist in residence into one that is accessible, vibrant, engaging, and strongly impacts learning in and through the arts. The artist serves as expert and teacher. The teacher participates as partner and learner. Students are empowered to use their creativity and intellect to be successful learners in all areas of their education, and life.

TAO SITE SNAPSHOTS

Benjamin Local Schools, Benjamin Local Middle School, Logan County, Central Region **Resident Artist: Vicki Murphy, mosaic arts**

Benjamin Local is a rural district outside Bellefontaine. The residency was during the second semester of Year 2 with Vicki Murphy, a mosaic artist, and resulted in a permanent exterior glass mosaic installation at the entrance of the school. The project involved the entire Benjamin Local Middle School (BLMS) staff, all the students, and the community. Mrs. Murphy began with school and district staff. She instructed the teachers, aides, principals, superintendent and other support staff about mosaic as they created the center image of the installation. The staff portion of the mosaic is a heart which symbolizes their love and care of the students.

Art students learned from and created with Mrs. Murphy once a week during art classes. Students worked collaboratively in every step of the mosaic-making process. While in the developing and creating stages, students daily implemented the 21st Century Skills of Communication, Collaboration, Critical Thinking and Creativity. Students created vines, leaves and flowers. These objects represent life and the students' growth during their time at BLMS. The butterflies and dragonfly symbolize the students taking flight and moving on from the middle school experience. Mrs. Murphy spent an entire day each week of the residency including the entire student body in the mosaic making process. The non-art students assisted with the incredible sun that makes a warm welcome to BLMS. The community also played a role in the mosaic-making process. From donations of supplies to taking part in a culminating event allowing family and friends to create mosaics, the community became involved in the collaboration. The mosaic is an artistic legacy in which students, staff, families and community members can take ownership.

Jennifer Davis, BLMS art teacher, summarized the *TAO* experience: "The mosaic project has been a highlight of my 22-year career. The entire process was a learning, teaching and creating adventure for me. Mrs. Vicki Murphy has a gift for sharing her craft and collaborating to make fantastic works of art. The project she presented before us became a total immersion into the mosaic world. My biggest joy was observing my students take risks, work together and create an absolutely beautiful permanent work of art. Thank you to the Ohio Arts Council for allowing Benjamin Logan Middle School the opportunity to create with the talented and kind Vicki Murphy."



Entrance, Benjamin Logan Middle School



Detail, Exterior glass & mirror Mosaic Benjamin Local Middle School

Bucyrus City Schools, Crawford County, Northwest Region

Resident Artists: Nancy Kangas, poetry; Dan Meeks, music; Patricia Meeks, music; Vicki Murphy, mosaic; and Hal Walker, music.

The arts are in focus at Bucyrus City Schools according to a school district press release. Bucyrus Schools believe the arts should be part of the curriculum. During the 2016-2017 school year they put those words into action when a cadre of artists became part of the schools.

Resident artist Hal Walker worked with students at the elementary school to teach them to play instruments, including the harmonica. Walker and a small group of third graders showcased student learning and joy during the Board of Education meeting. “The kids love Mr. Walker,” said elementary music specialist Sarah Martin. “Not a day goes by that a child does not ask if, or when, Mr. Walker will be here because they like having a ‘real musician’ in the building.”

Artist Vicki Murphy worked with students at both the elementary and secondary schools throughout the 2016-2017 school year to create large tile mosaics, which were put on permanent display in both buildings. “From the beginning of the year, Vicki has been working with the second through fifth graders on creating a massive *Leader in Me* tile mosaic that will be installed in the front office at Bucyrus Elementary School,” said elementary art teacher Patrick Moore. “Vicki has had a wonderful impact on our students because she has taught our students the fundamentals of mosaics, highlighted other famous mosaic artists and shown the students exactly how to make a tile mosaic from start to finish.”

Nancy Kangas, the poet-in-residence at the secondary school, worked with students in Mrs.

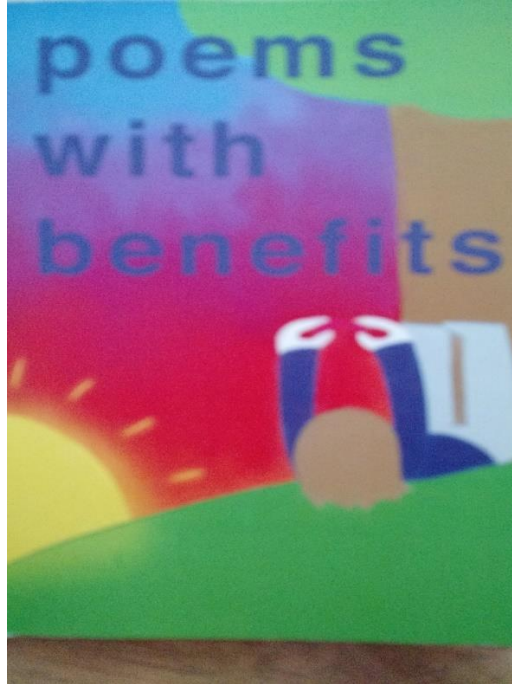
Shannon Henize's English classes. According to Mrs. Henize, Ms. Kangas created a safe, creative, writing-friendly environment in the classes since beginning her work with the students. "Her easy, calm, inviting, positive, non-threatening manner fosters in our students a confidence and a willingness to try new types of writing, specifically in the form of poetry, a generally dreaded genre," said Henize. "Thanks to the work of Ms. Kangas, I have learned more about my students through their original poetry, which helps me be a better teacher for them."

Other professional teaching artists, including Patricia Meeks and Dan Meeks, have been working with fifth grade and secondary students in Bucyrus, bringing their artistic and creative music skills to make a positive impact in the classroom with students and teachers alike.

"*TeachArtsOhio* has given our students a unique opportunity to spend time with and learn from professional, practicing artists," said visual arts teacher Patrick Moore. "We try and teach our students as much as we can, passing on our knowledge in the hopes that they will develop their own personal style. *TeachArtsOhio* has given our students a different perspective through the resident artist, and then provided the means of executing their vision."



Mosaic Mural Bucyrus Elementary School



Cover Art by Olivia Harmon

A poem from the collection, *poems with benefits* (May 2017). Nancy Kangas, Editor with Shannon Henize and Bucyrus High School Freshmen:

I Am

**I am a cloud
That takes the shape of a swan
In the light rain.**

**I am a chair in the car
To better travel in comfort.**

**I am a tree with deep roots
What you see is not all of me.**

Ree Dawdy

Canton City Schools, Canton McKinley High School, Stark County, Northeast Region
Resident Artist: Gary Harwood, photographic storytelling

In the fall of 2016, photographer Gary Harwood was introduced to the career technology photography class taught by Heather Hutmacher about the power of visual storytelling.

Ms. Hutmacher had an established class that went beyond basic camera skills. Because of this, incorporating concepts of visual storytelling was successful. She was very open and interested in the topic. Teacher and artist collaborated often and she helped the artist develop a better understanding on how to present the material to high school students. As a result of the collaboration, Ohio Fine Art Academic Content Standards in visual art were addressed: Perceiving/knowing; Producing/Performing; and Responding/Reflecting.

Students and artist discussed the importance of a compelling story idea and the need to develop that idea over time. The import of the individual artist in the storytelling process was emphasized and the need to create work that represents the distinct style and vision of the artist starting with a compelling and visual story idea were revealed to students during the residency.

Other class discussions and presentations included the significance of a visual language, the connection between the storyteller and the story, the importance of access and acceptance, single-image communication, multi-image communication, story content and structure, editing, storyboarding and more. The concept of telling stories with a camera was incorporated into the structure of the weekly class experience. As the students became more visually literate, they became more confident and this confidence impacted their stories.

Mr. Harwood brought in books of visual stories. The photo books opened a door to projects that dealt with social issues, cultures and significant aspects of the human experience.

The residency included guest speakers and students visited Mr. Harwood's visual storytelling class at Kent State University. Later that spring, two Kent State photojournalism students visited the class at McKinley High School. They critiqued the student stories in progress and presented their work.

One of the most effective forms of evaluation was a public experience. During each Wednesday morning class, a student was asked to share their entire photo shoot with the class. As a result, the students were learning from each other.

Mr. Harwood's professional work was presented in every part of the process, including two published books and a new photo story he was working on.

Mr. Harwood summarized the experience, "The successful aspects of the class include the struggle to find and develop their own story ideas, the success that came from returning to the

story after critiques and their deep interest in completing the story. Also, the social, creative, artistic and technical aspects associated with the creation of photography were successfully incorporated into the storytelling process. This helped each student focus their efforts on a specific topic — the purpose of their story. Because of this, the act of returning to the same people and the same environments multiple times served as a learning incubator. Each experience revealed new opportunities and through group edits in class, and the instruction from those edits, the students began to recognize the opportunities available to them.”



Students critiquing photographs



Alexandria Cline photographer, Canton McKinley H.S.

Columbus City Schools, Starling K-8 School, Franklin County, Central region
Resident Artist: Candace Mazur-Darman, drama/theatre

Teaching Artist Candace Mazur-Darman spent three days a week during the 2015-2016 and 2016-2017 school years at Starling K-8. She collaborated with teachers in classrooms, enhanced building goals through drama/theatre lessons customized for specific grade levels, and helped plan and implement family and community activities. Planning with the teaching staff was a daily and ongoing event. The artist modeled drama/theatre techniques within classrooms, as well as designed customized drama/theatre activities built on curricular objectives and classroom and building goals appropriate to the developmental level of the students. Literacy and personal responsibility were goals that were addressed throughout each year.

The artist worked with students in each grade level on extended activities. Each class created a play, based on a book they were reading or a big curricular topic like pollution. Student dramas were costumed, scripted, and performed for families and each other. The school theme of *resolve* – sticking with something – was reinforced daily.

Starling K-8 school is in a major urban city with access to numerous arts organizations. As part of the school's STEAM focus, several arts organization touring companies performed at the school, including CATCO is Kids, BalletMet, Opera Columbus, as well as the Kennedy Center. Students and teachers visited the Cultural Arts Center to meet artists in their studios and had the opportunity to see professional plays at Columbus Children's Theatre. The teaching artist and teachers used these events to extend learning and as a catalyst for student-centered activities.

Many things about this site made it work. The teaching artist embedded herself in the classrooms and activities of the school. This happened due to a mutual respect that developed between the artist and staff. The artist met with the principal weekly and the principal was visibly supportive throughout the school. The drama/theatre activities were based on the building's goals of literacy and personal responsibility as well as drama/theatre content standards and processes.

Drama/theatre instruction was used within and outside the classroom to support and extend learning in all subject areas. The *TeachArtsOhio* project connected with established parent/family activities such as Literacy Night and the Arts Extravaganza and built on the work of visiting arts organizations. In the teaching artist's words:

"I [was] honored to be a part of a staff that is so committed to helping kids up when they fall, a staff that tells it as it is without sugar coating the facts, and a staff that always takes the high road when it comes the children in their care. The *TeachArtsOhio* initiative provides a unique opportunity for a teaching artist to join a staff team for an entire school year – to grow together. Most schools have an artist in for a day, a week, maybe two, but *TeachArtsOhio* allowed me to be a part of the school community for an entire school year. I was a team member. It was expected that I would be on the grounds three (often more) days a week. It was expected that I

would be part of putting together a learning plan for the students. Together with the teachers we provided the arts in ways that would have not been available in any other way. I saw first-hand that once a student has committed to using the arts to learn - they grow a halo of self-confidence, seen by all around them.”

The experience of working with students from challenged backgrounds increased the teaching artist’s respect for the students. She saw students that come to school to be loved and for other basic needs such as food. It changed the way she thought about education: “It makes you stronger and more meaningful, with every moment you have with a child you discover that school is the stability in their lives.”

The only complaint from school staff was that they wished for even more time with the artist. A 5th grade student remarked, “If I could do anything, I would make her stay here and go to 6th grade with us.”

All involved were appreciative of the ongoing support of the Ohio Arts Council, their vision, and for “doing something about it.”



Performance, developed and performed by Starling students



Starling K-8 Language Arts Class

Graham Local Schools, Graham Elementary, Champaign County, West Region
Resident Artist: Jan Fedorenko, visual art

Graham Elementary is in rural Champaign County where students do not have ready access to arts resources. Neither do they have an art teacher. Therefore, the staff were eager to explore arts learning through *TeachArtsOhio*.

Although Graham Elementary does not have an art room, the 5th grade teachers created a working/art teaching space in their multipurpose area for TAO artist Jan Fedorenko. The lack of dedicated space, limited budget, and no previous visual art instruction did not impede the development and implementation of two major projects linked to the science and social studies curricula. Dr. Fedorenko was at Graham 2-3 days a week and used morning planning time with the teachers to align the art curriculum with classroom content and to share strategies for integration.

The first unit was on the environment and recycling. Students studied environment and recycling in their classroom and collected empty plastic bottles to use to create large chandeliers, ala Dale Chihuly, to hang in the media center. Students visited the Franklin Park Conservatory in Columbus to study the various terrain exhibits as well as the Chihuly work throughout. The three large chandeliers now hang in the media center.



Chihuly style “chandeliers” waiting to be hung in the media room at Graham Elementary

The second major unit focused on sense of place. Student first created a sun with individual hand designs to express that they are the center of the school. The students then began an investigation of their community. Dr. Fedorenko collaborated with the local historical society to identify images and events that were significant in the community’s past. The quiet, rural community had a lot to offer, to the surprise of many students.

Dr. Fedorenko worked with the building principals to identify a hallway in which to create a mural highlighting the history of the region. Based on new knowledge of their community, student created images were painted on the wall outside the media center with the assistance of parents and community members.

Principal Chad Miller summed up the experience: “Having *TeachArtsOhio* here has been a benefit for everyone. Our students have never been exposed to art of this quality. Our teachers, have seen a different side of our students and learned a great deal about their students. In terms of environment, this project has helped us see how we need a full-time art teacher and it has really livened up our school environment.”



Graham Elementary Students leave their hand prints

**Lorain City Schools, General Johnnie Wilson Middle School, Lorain County,
Northeast Region**

Resident Artist: George Woideck, ceramics and visual art

George Woideck, a ceramic artist from Shaker Heights served as a resident artist for almost six months at the General Johnnie Wilson Middle School (GJWMS). Mr. Woideck collaborated with GJWMS teachers to integrate the art concepts and skills he was teaching with the general curriculum in authentic ways. Students developed understandings of art in math, in culture, and in history while also learning about art forms such as portraiture and mosaic.

The lessons on portraiture and mosaic resulted in a three-foot high by ten-foot wide mural, created from around 6000 pieces of recycled glass. The “Faces of GJW” features thirteen modified head shots of students and celebrates the diversity of the Lorain City Schools. Although not all student images appear on the mosaic, the images were selected by students to represent everyone in the school.

The images started with a photo booth in the cafeteria for students who volunteered to have their pictures taken. In the tech room, Woideck sketched the faces onto a cement backerboard using digital technology to provide a basic outline of students. Woideck and students chipped tiles in preparation for filling in the sketched faces that would result in a community work of art at the

school. “They all came together as one picture,” one student said. “Students can remember our school as a fun place and not boring.”

And another student expressed appreciation for the project’s effect on everyone. “I think it’s like a good way to represent our school,” she said. “It’s good. It’s not something bad. And it brought the students together. It was them together, and everybody had an opportunity to take a picture. It looks diverse. To me, it’s diversity.”

Principal Bryan Hilko said about 80 people attended the reveal event held in the cafeteria. “I see hope,” Principal Hilko said. “I see a collection of who we are at GJW, who represents our students. This is a microcosm of our society as well, of our community. You have an inclusive representation of us. It brings joy to me. I think back to when the students were working with George on placing the tiles, the laughing, the smiles. This is something that is going to be a fixture in the school. As many students come back to visit or attend events, no matter the years they were at GJW, they can see themselves in these pictures,” he said.

Woideck said his goal was to involve the art and tech teachers and the mosaic evidences personal and building breakthroughs. “Our goal was to be inclusive,” Woideck said. “But our other goal was to teach a process: To start with an idea and to explore the idea and to do all the steps it takes. A lot of people want things to happen instantly, and art doesn’t happen that way. You change as you go along. You adapt.”

Principal Bryan Hilko summed the whole residency program: “The teachers are seeing how to bring in multiple learning styles to the students. The students are seeing the practical application of the material they are learning. The school culture has allowed for a collaborative effort and



life-long learning for our teachers. This has opened our teachers’ and students’ eyes to the possibilities of the arts. We are able to bring in another learning style to our school and allow our students and staff’s creativity to show. Each day our students will ask if George is coming in. When students see George in the halls they will stop and talk with him and ask when he is working with their class.”

General Johnnie Wilson Middle School Principal Bryan Hilko, left, and ceramic artist George Woideck



GJWMS Students work on the Faces of GJW. Detail below.



Marion City Schools, (Harrison, Hayes, Garfield, George Washington, McKinley, Taft) Elementary Schools, Marion County, Central Region
Resident Artists: Year 1 – Kate Gorman, textile art (Garfield & McKinley Elementary Schools): Year 2 – Wendy Kendrick, textile and collage art (Harrison, Hayes, George Washington, Taft ES)

All six elementary schools created a piece of visual art, in the form of a quilt, for their building. Year 1 textile artist Kate Gorman provided a fiber collage workshop for all the district art teachers at the beginning of the residency to introduce fiber arts to upper grade teachers and for all to understand the art form she would be introducing to the elementary students. Teachers

within the two initial schools had a formal planning meeting with the artist at the beginning of the project and met informally with her throughout.

The artist spent one day a week at Garfield and one day a week at McKinley. She worked with a select group of art club students from grades 3, 4 and 5 as well as one class each of students across grades 1 - 5 one day a week for a semester. Students created individual projects in fiber arts as well as group quilts based on local history and fairy tales. At the end of the project, the Garfield quilt was presented by the artist to the school during a scheduled assembly. The McKinley quilt was shared with the Board of Education by the building staff.



Students working on a quilt. Completed McKinley quilt below.





Hayes Elementary Quilt



Garfield Elementary quilt

Year 2, textile artist Wendy Kendrick worked with the remaining four Marion elementary schools. An example of the residency was a lesson about the importance of community at George Washington Elementary School.

Ms. Kendrick worked with George Washington Elementary students to create a quilt that represents the Marion community. The inspiration came from the book “A Street Called Home” featuring the artwork of Columbus artist Aminah Brenda Lynn Robinson. The colorful book portrays life in the 1940s in Poindexter Village, an African-American neighborhood.

“It jumped off with the book and kids reacted,” said George Washington art teacher Alison Mayer. “You are looking at the pictures. The stitches are stitching together people in the community. Aminah was showing her community. We have a story to tell about our community as well.”

With that inspiration students became history keepers. They created panels based on the school and places in the community. Ms. Kendrick and Ms. Mayer worked with students, teaching them how to sew and create. Mentors and parent volunteers joined in the effort. Staff from throughout the school added something to the project.

“It’s just been fun,” said parent Amanda Waddle who volunteered to help. “The idea overall is unbelievable. You get to place everything together. Just them talking about places in Marion. It shows me how much kids pay attention to where they go. They know the landmarks. Now they know where they are going.”

For Ms. Kendrick and Ms. Mayer, it was a chance to express the importance of arts to the community. “It’s a place for students to express their own stories, to make sense of the world around them and make those connections,” Mayer said.

“It’s a language, a means of communicating,” said Kendrick. “We express ourselves. Once they start to see it in those terms. ‘My voice. I have something to say.’”

Kendrick also worked with students at Hayes, Benjamin Harrison and Taft elementary schools.

Their quilting projects are proudly displayed in their buildings.

“For me to share my passion, it doesn’t get any better,” Mrs. Kendrick said about the opportunity to be a teaching artist. “It’s the delight the kids experience, challenging students, trying to find something they enjoy, something that captures their imagination.” She also saw spill over into weekend opportunities. Children who said they didn’t have needle and thread or fabric – ended up going home and talking to their Grandma, Aunt, Mom, etc. and discovered stitching at home. Then they came back to school to share that they practiced hand sewing because their relatives knew about it.



George Washington Elementary in Marion Quilt

Portsmouth City Schools, Portsmouth MS/HS, Scioto County, Southeast Region
Resident Artists: Susan Knisley, historical technician; Kevin Lyles, sculptor; Garett Martin, horticulturalist; Bryan Thomas, visiting Welsh artist, architectural molding

Portsmouth City Schools recently finished the first year of a complex and comprehensive, interdisciplinary, multi-phased project. This collaborative effort among the schools, artists, and community exemplifies how OAC support can facilitate high quality education in which the arts are integral.

During the 2016-2017 school year, Portsmouth High School Art Teacher April Deacon led an exemplary interdisciplinary project based on the United Nation's Universal Declaration of Human Rights. This first year of the multi-year learning series included artists, historians, multiple disciplines, the community, and students from grades 5-12. The resulting Human Rights Garden is a permanent fixture located on the Applegate Green, a mass of land surrounded by athletic fields and school buildings in the center of town. During the development of the Sculpture Garden, students examined the United Nation's Universal Declaration of Human Rights. "The human rights theme comes from the kids," Deacon said. "Kids have it tough. Economics + drugs. Things getting worse rather than better. Kids don't have basic needs met. I wanted them to know how valuable they were as individuals and as people."

Students in the Portsmouth City School District broke ground on their new Human Rights Sculpture Garden, September 21, 2016. The first phase of the project included an archaeological site survey, led by the Hopewell Culture National Historical Park's education technician, Susan

Knisley. The 8th grade social studies students, along with the multi-disability and gifted program students, assisted in the survey.

“Since the beginning of the year we’ve been studying the Hopewell culture and the Mound Builders that came through Ohio. They’ve been learning that the earthworks stretched through Scioto County and across the Ohio River down into Kentucky,” explained social studies teacher, Dave Hopkins. “This ties in perfectly to what they’ve learned and Mrs. Deacon has done a wonderful job involving so many parts of the student body with the project.”

The students also took a field trip to the Hopewell Culture National Historical Park to have their findings examined. The park curator worked with the students to help them learn the difference between what is considered an artifact and what is not. In addition, the students took a field trip to the Southern Ohio Museum to view the Art of the Ancients exhibit. There, they explored objects once used by the Adena and Hopewell people who prospered in the region years ago.

To plan the design of the garden, students collaborated with educators and designers from the Franklin Park Conservatory in Columbus, Ohio. Fifth-grade science students worked with these educators to learn about plants and ecosystems. During this phase, the Three-Dimensional Art students began selecting plants for the garden with the help of Franklin Park Horticulture Designer, Garet Martin.



Education Technician Susan Knisley teaching students in Mr. Hopkins first-period Social Studies class how to flag artifacts.

Artist Kevin Lyles then worked with 7th grade students in the gifted program and high school Art I students to create paper castings based upon the human rights they studied. These paper castings were then used to create ceramic tiles featured in the garden.

“These kids are awesome,” said Mr. Lyles. “It’s going really well. The students have been working really hard and they’ve been paying close attention to what we’ve been teaching them. I think they’re really going to ‘wow’ the community once they get it all completed and people are able to see what they’ve done.”

Mr. Lyles also worked with high school Three-Dimensional Design students to create three large-scale bronze, aluminum and stone sculptures, also based on the theme of human rights. The students visited Rio Grande University to observe the process of lost-wax casting, used to create the sculptures.

The students also had opportunity to learn from visiting Welsh artist, Bryan Thomas. Thomas helped the students create molds from pieces of architectural salvage, taken from the previous high school, that are used throughout the garden as paving stones, and pieces for benches and sculptures.

Building and Maintenance students designed and built benches for the space.



Bricks engraved with words related to the theme of Human Rights to be used throughout the garden path.



A silicone mold of architectural salvage from old buildings in Portsmouth. These pieces will be used in the design of new structures and sculptures for the garden.



Paper casting and tiles created by students.

During the ‘Made with Purpose,’ art show held January 12, 2017, a slideshow of the progress was put together and displayed. Bricks, tiles and paper castings were also on display during the evening.

One tile, created by a 7th grade student, featured an image of a boat on water. He was inspired by a story he read in class. According to the student, water represents the bad things in life and the boat represents humanity rising above the bad.

The bricks created by the students were also displayed during the art show, each engraved with a word related to human rights. “The entrance of the garden will say, ‘I have the right to,’ and the bricks the students created each have a word like ‘equality’ and ‘safety.’ These bricks will be used along the pathway throughout the garden,” explained art teacher, April Deacon.

The grant from the Ohio Arts Council helped make this possible. The Youth for Human Rights organization gave materials, and Deacon called in a lot of favors. She has begun seeking resources for Phase 2. In the coming years, the district hopes to add an outdoor physical fitness area, a vegetable garden, gazebos, and an outdoor exhibition space for art displays.



Kevin Lyles uses an alcohol burner and tools to show students how to work with and sculpt wax.

Senior Student Skye Hiles' Human Rights Garden Dedication Speech

The path to human rights for all has a foundation based on education. Around the world there are children who long for the opportunity to sit in a classroom and learn. I would like to share with you the life of one Haitian child, a girl not much younger than me whose life has not been an easy one. This young girl is Christine. UNICEF an organization that helps supply men women and children with water and more covered her story after an earthquake destroyed her town, her home and her school. Christine has two siblings an older brother and a younger sister. Before the earthquake the older brother Jean attended school with Christine until the family could no longer fund both to attend. Jean was forced to drop out and pick up a trade to help feed the family. Christine was very lucky that she was able to continue. Christine's little sister Afenyoose has not ever been able to set foot inside a school but Christine comes home every night and teaches her 9-year-old sister.

When the earthquake hit her town Christine's home, and school was destroyed, UNICEF stepped in and supplied the people with tents to live in and schools to attend as well as fresh water and latrines. Every morning Christine wakes up and does her chores and then sets off for school. Her trip takes an hour both there and home. She rides the bus for part of the journey and then walks the rest. It is hard and tiring but Christine never gives up, she says that "without education, there is no life". Christine dreams to become a doctor and has a notebook filled with information pertaining to the human body. She studies and pushes herself because she knows how lucky she is to receive education and that it can and will change her future. Not everyone though is lucky enough to be able to afford the fees needed to attend school. Education is a basic human right; free primary school should be a choice for all children worldwide. Shelter is a basic human right. Food and water is a basic human right. If one ca not obtain these rights on their own it is their right to receive help until they can, but not everyone receives these rights.

We have heard it a thousand times, we are lucky because we live in the United States, and in many ways WE ARE. I stand here in front of you as a senior in high school and a sophomore in college, and you sit there as students, faculty members, and as well-educated members of society and all of this is possible, this garden this speech all because our rights are upheld. But there are many people worldwide whose rights are not being upheld, who do not get a place to lay their head at night. Who would love to be sitting as a student in this audience today because they know as Christine had said that "without education, there is no life." Who would love to obtain the free schooling and meals we receive at Portsmouth. Who would like to speak up and have their rights met. Sadly, there are many who are voiceless to the injustice done upon them.

This garden is more than an art project done by students from Portsmouth. This garden is hope, it is a beacon of light in a world that needs to grow. This garden is hope for the future. This garden is hope that as a community we will reach out and help supply the voiceless with voices and help uphold everyone's human rights at home and abroad. This garden is hope that children like

Christine and her siblings get free education, food to eat and know that they have a place to lay their head at night. This garden is the start of a movement in our community and with every hand and every foot working toward the meaning of this garden, it could be a movement that goes worldwide.



A view from the Human Rights garden.



Human Rights Garden detail – cast sundial



Portsmouth students celebrate bringing the Human Rights Garden to life.

Sidney City Schools, Sidney Middle School, Shelby County, West Region
Resident Artist: Elizabeth Cozad, dance

Students in grades 5-8 participated in a dance residency during the second semester of 2017 at Sidney Middle School with dance educator Liz Cozad. Ms. Cozad taught dance on Fridays to both typical learners and students with multiple disabilities. Three physical education teachers participated and classroom aides helped assist the students with disabilities. Lyn Mulcahy, owner of a dance studio in Lima and teacher with VSA Ohio, provided suggestions for instructing students with disabilities.

Ms. Cozad taught the students that movement comes in a variety of forms and genres, including musical theater, hip hop, contemporary and ballet movement. Students learned exercises, movement, and a dance combination each week. She showed students how dance can connect to: math, by using 4 quarter turns to make a whole; science by using space and timing; and history through the music from a variety of eras. Then she would connect these principals to patterns or steps that they were learning. Students learned complicated dance phrases, partnering, how to follow directions, and cooperation. Students combined and applied artistic and reasoning skills to

imagine, create, realize and refine dances in conventional and innovative ways and to understand the dances created and performed by others. They learned new vocabulary related to dance. At the end of the semester, the students did a final performance for their peers. Students with disabilities performed a final dance on scooters. This made the dance accessible for those with mobility issues. Although some students were initially wary of a dance class, the performance was successful and the students gained confidence and the ability to bond over a common experience.

This residency was important as a start to building a connection within the school for a dance program to become an arts focus. Personal connections were made with students, and staff developed awareness of the arts through movement based classes. Teachers reported that the dance classes gave their students a new outlet to express themselves creatively. Students learned new skills and different ways of learning. As dance patterns became longer and more complicated, self-awareness increased. The class also gave students something to look forward to each week.

Teachers were also impacted. At the beginning, one teacher thought students were just having fun but soon she saw the impact on their motor skills, general movement, and body awareness. Teachers reported that they used the lessons learned during the week with their students. A physical education teacher who participated in the dance classes said she incorporated some of the movements Ms. Cozad taught the students into her classes

Students developed insights and stereotypes were shattered. “Everyone here thinks I am just good in sports and not really smart. I bet they didn’t think I could do this,” a student revealed. And those who were resistant to dance eventually saw that they worked on coordination and motion and saw that dancers are athletes. They started to see that science and math were involved. “I thought it would be tutus and classical music,” a student said. Another added: “I thought this would be awful, but this is really fun.” At the end of the year the students asked if Ms. Cozad could return next school year.

The residency also was significant for Mr. Cozad. She learned that she needed to understand what the students could do and look at success in new ways. There was the student who could not do a grapevine on day one who could go across stage at end of classes. There were students who could not skip on day one and could skip and hop by year’s end. Class “nerds” could do things better than class “jocks.” Ms. Cozad reflected, “The students with disabilities were my biggest success and best take away. They want to be active and involved. They worked so hard and didn’t need any help – classroom helpers or assistants or instructor -- when they did their performance.” “This experience made me a better educator, critical thinker, and problem solver. I learned to think on my feet. The experience forced me to break things down. And I became more empathetic because the artist was as much a learner as the teachers and the students.”



Liz Cozad instructing Sidney Middle School dance students.



Sidney Middle School Students learning a dance.

Triad Local Schools, Triad Elementary School, Champaign County, West region
Resident Artist: Diane Stemper, visual art and bookmaking

Triad Elementary School does not have an art teacher and its students have limited access to the arts in their rural community. Lee Claypool, the building principal was eager to participate in the *TAO* residency program to fill the gap in her students' education as well as build support within the community for an elementary-level art teacher.

Artist Diane Stemper served as resident artist 2 days a week for both years of the *TAO* initiative. During her residency Ms. Stemper taught art to students from preschool age through grade 5 in a borrowed space without storage or running water. However, according to Ms. Stemper, she was fortunate to work with a "solution finding staff" and received support from the PTA.

Ms. Stemper provided instruction in 9-week blocks within which students received one period of art per week. After meeting with teachers prior to the 9-week segment, the artist continued to plan with the teacher in addition to informal meetings. At the beginning of the residency, Ms. Stemper was surprised with the skill level of the students. They had no previous art instruction and most did not have supplies available at home or in the classroom so their skill set was limited. Instruction focused on building knowledge of drawing and the art element of shape. Measurement and scale were also included in lessons and math became a recurring theme. The artist emphasized choice making, revising, color mixing, and use of paint and painting tools. She referenced her experience as a studio artist and introduced other artworks to help students understand artists and their role in society. To help students with skill development, Ms. Stemper offered an art club after school and tried to bring in kids that would really benefit.

Throughout the residency, Ms. Stemper worked with the principal to educate the community about the role and importance of art learning. Art was displayed in the halls. Student works were also displayed during the school district's "Night with the Arts." In addition, the artist presented a PowerPoint to the school board about *TeachArtsOhio* and the work being done with students. She participated in Field Day with a chalk-art challenge and arranged a field trip to the Columbus Museum of Art. A parent/child workshop – a holiday pop-up card -- filled the cafeteria and parent feedback was great. Parents made pop-up cards at home.

A big change Ms. Stemper saw between years 1 and 2 was that she found that the duration of time in the residency was a great benefit. She could build relationships with students and teachers and develop skills over time. Teachers were open to planning with her was and were beginning to see that art could be integrated and that she could use the mathematical and science terms.

From Ms. Stemper's previous experiences, in typical residencies, teachers would drop students off and leave. She said it made such a huge difference having teachers there. By collaborating

with the teachers, she was also able to learn better and more quickly what skills students already had and where they were in their learning. Also having teachers in the art room seeing the whole process, concepts and skills were carried over into the regular classroom. Teachers saw that art lessons tied into classroom content pulled out students' prior learning and helped develop decision making and personal responsibility. Classroom teachers didn't have the confidence to teach in and with the arts so they did not see the fit for a student. It was also important for students to see their teachers as learners, taking risks, and succeeding. Until art class, students didn't know they had interest or talent in the arts.

One little girl who didn't stand out in class, said the art was the best. She and her partners had practiced their design for days before time to do the chalk drawing. She said she was also teaching her dad. She then came back asking for things to do over the summer.

Mrs. Stemper reported that in prior traditional residencies teachers have had a specific idea of what they are interested in. In *TAO*, the teachers' approach was more open ended. She could do things she wouldn't normally do such as building on science and tying in artists with projects.

She saw many positive impacts on students. In her words, "They may not always remember which color is a secondary color but they have come to understand that 'mistakes in art can be fixed' or as we discussed, that art gives you an opportunity to revise, to go in a new direction, to discover something new and that there is no correct answer necessarily when one is creating a work of art. Elliot Eisner (referencing John Dewey) refers to this as 'flexible purposing' where a set of conditions offers a whole set of possibilities from which to choose and each choice leads to a new possibility. In a school setting which must focus on testing and the 'right answer,' this type of experience is like a gift, for all students, but especially for students who are not always the best test takers but who are observant, reflective creative thinkers."



Triad Elementary Student Painting



Triad Elementary School Art Exhibition



Triad Elementary Field Day Chalk Art Challenge



Triad Elementary Field Trip to the Columbus Museum of Art

Warren City Schools, Trumbull County, Northeast region

Partner: The John F. Kennedy Center for the Performing Arts, national *Any Given Child* arts education initiative

Warren City Schools is a unique *TeachArtsOhio* site that parlayed Ohio Arts council support into becoming the only district in Ohio to join the John F. Kennedy Center for the Performing Arts (The Kennedy Center) *Any Given Child Initiative*. TAO funds provided access to artists and arts venues as part of the initiative.

Warren is in the northeastern corner of the state situated between Cleveland and Pittsburgh. As the manufacturing industry declined, Warren's vibrant community turned to rust. This led to a decline in population, abandonment of the urban core, high unemployment, and overall destabilization of the community. According to the Youngstown-Warren Regional Chamber of Commerce, Trumbull County has lost more than 15,000 jobs since 2000.

Residents living in Warren are at a significant disadvantage when compared with the rest of Trumbull County, the State of Ohio, and the United States. Nearly 37% of residents in the urban core are below the poverty rate, which is more than double the poverty rate for the county, state, and nation. 100% of Warren students receive free breakfast and lunch.

The District is committed to providing its students a well-rounded education which includes the arts and maintains a professional teaching arts staff. They believe a strong district arts education plan is achieved when *all* students, in Kindergarten through grade 8, have ongoing and equal access to learning in and through *all* the arts—dance, music, drama/ theatre, visual arts, and media arts.

In addition to comprehensive arts education planning, *Any Given Child* has helped Warren City Schools engage community leaders to assist and enable the district to provide access and equity to PK-8 students. This grant has provided Warren students with quality arts experiences in the schools, community and throughout Northeast Ohio that they have never had in the past. It opened doors for them and their teachers while exposing them to many local and regional arts and culture organizations and individual artists. The *TAO* funding made a huge impact on Warren City Schools.

The overarching goal of the *Any Given Child* initiative is to create full access to and equity in arts education programs and resources for K-8 students. To achieve this goal, communities:

1. Develop and meet long-term goals and short-term action steps for planning, implementing, and sustaining arts education programs and resources for students.
2. Establish an organizational infrastructure to oversee and sustain an effective effort.
3. Develop support systems (including data collection, resources, and professional development) for arts education providers, such as classroom teachers, arts specialists, administrators, arts organizations, and teaching artists.
4. Secure funding and other resources necessary to sustain the community's long-term goals for K-8 arts education for every child.
5. Communicate and collaborate with policymakers and leaders to influence arts and education policy in the school district, local government, and arts organizations, so that the initiative's gains are institutionalized.

During the first year of planning (2015-2016) Donna Collins, Executive Director of the Ohio Arts Council, participated in this process and continues to serve in the implementation group. Becky Keck, Executive Director of SMARTS, Students Motivated by the Arts, and liaison to the Kennedy Center is also the administrator responsible for overseeing the action plan and goals.

Funding through *TeachArtsOhio* has enabled the schools to connect arts and culture experiences to teachers and students. *Any Given Child, Warren* is currently developing a guide of arts providers based on last year's choices that will enable the district to effectively plan next year's programming. Since there is not a local arts council, information will be shared with partners so that other schools and organizations can benefit from it once completed.

Any Given Child, Warren provides access and equity in arts education to all PK-8 students. Although the Warren City School District has done a good job at keeping art and music teachers in the schools (at last count they had 26 professionals between 5 schools) they have been minimized by state testing and core class schedules. The opportunity to have exposure and experiences beyond art and music has taught students a great deal about drama/theatre, dance, and creative writing. Art and music experiences have been increased and even filmmaking was introduced in classes offered by artist Robert Post. Every PK-8 student had exposure to some new art form, venue, artist, through the *TeachArtsOhio* funding that was provided by the Ohio Arts Council. Some were one-time interactions and several were longer term engagements like the sessions with Robert Post and the SMARTS Rhythms Hand drumming classes designed for special needs students. Over ten weeks each student had a Hand Drumming class and Music class. Additional experiences included visual arts students visiting the Glass Asylum where they learned about glass making, its history and relevant applications in our society today. Music students attended a Warren Symphonic Band performance. Students had sessions with the Lindsay Renae Dance Group. They had no prior experience with dance other than what they have seen on electronic media and not only learned basic dance principles but terms and history as well. Students also learned much about the value of theater in society, the role of the performance venue, and many things about set and design in the programs they experienced. Creative Writing students participated in the English Festival at Youngstown State University (YSU) this year due to the *TAO* initiative and funding from the Ohio Arts Council. Many had never been on the YSU campus. Their experience not only taught them writing skills but real-world applications for their own creative writing.

Any Given Child, Warren is in its first full year of implementation. Access and equity are the mission. The 2016-2017 year focused on all PK-8 students participating in either field trips and/or a classroom experience in all of the 4 schools and in as many of the five arts disciplines as their schedules and the budget would allow. Principals helped to identify teachers and programs and teachers were engaged in a new way that they had not been before and participated on the *Any Given Child, Warren's* Programming Committee. They made selections of what they wanted their students to experience and how they would accomplish their goals and included it in their curriculum.

Other goals for the Warren City Schools and their partners are: to provide time and resources for arts education; to develop comprehensive arts curriculum based on academic content standards; all classroom teachers follow the Ohio Fine Arts Academic Content Standards and grade level indicators; and, to provide ongoing professional development for arts educators, classroom teachers, and community artists about the full comprehensive curriculum and the culture of the school district. As a start, three teachers have participated in the *Any Given Child* interdisciplinary national workshops last year, and this year and they will be providing professional development to others.

Next steps for *Any Given Child, Warren* include The Kennedy Center’s Community of Practice Committee. Warren was selected as 1 of 4 *Any Given Child* sites to spearhead the Community of Practice. The purpose of the *Any Given Child Community of Practice* is to develop and test a shared measurement system to better define, measure, and improve *equitable access* to quality arts in education. The Goals are:

1. Take stock of the ways in which AGC initiatives currently define and measure “access” (Summer/Fall 2017)
2. Expand and operationalize a shared definition of “equitable access” (Summer/Fall 2017)
3. Develop and test a shared measurement system (Spring 2018/Fall 2018)
4. Present products of our collective work on shared measurement and use (2018/2019).



Students at the Butler Institute of American Art

**Western Local Schools, Western Elementary School, Pike County, Southeast Region
Residency Arts Organization: Southern Ohio Museum and Cultural Center**

The Southern Ohio Museum and Cultural Center (SOMACC) collaborated with Western Local Elementary School (WLES) in rural Pike County to provide a thematic learning experience focusing on local history, specifically early Native Americans. The residency took place during the 2015-2016 and 2016-2017 school years. Fourth grade students study Ohio history as a component of the state academic standards and the museum houses a significant collection of ancient Hopewell and Adena artifacts. The curriculum focus and museum collection combined with access to historic murals along the floodwalls and local Native American musicians, made for a natural collaboration.

Planning occurred during the fall semester and the program began second semester of year 1 and continued through year 2. The museum had an initial planning meeting with the 4th grade teachers who participated in the residency, but primarily planning was with the school’s art,

music, and physical education teachers. Planning also took place with these school personnel prior to and after weekly visits by teaching artists and at the museum among their staff.

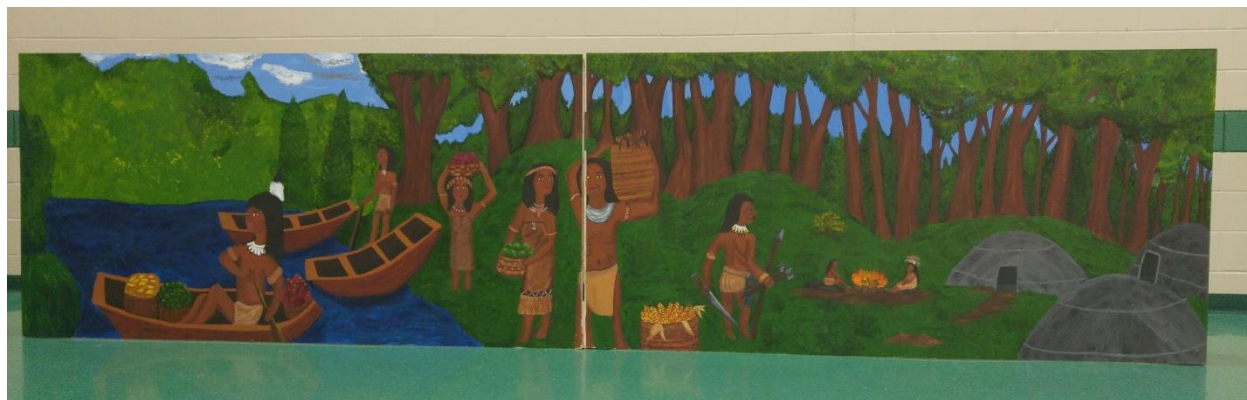
Artists travelled to the school one day a week to work with students. The museum addressed schedule disruptions by purchasing distance-learning technology to provide instruction when bad weather interfered with travel. Students also visited the museum in Portsmouth for full-day field trips, accompanied by their teachers. During these visits, students and their teachers rotated through classes on art, music, and acrobatics and movement, taught by artists. Ohio history was taught by an Ohio State University folklorist and a local Native American artifact expert. In addition, students and teachers toured the flood wall murals, heard Native American music performed, participated in a drum circle, and viewed on-going museum exhibitions. Students also got an opportunity to tour a local robotics and virtual reality production facility and attended the Cirque d'Arts production of *The Nutcracker* at Shawnee State University. Instruction by the residency culminated in a multi-media performance at the school each year in the spring. All 4th grade students participated.

The museum and community visits were the most successful component of the project. Resident artists worked with students for extended time, which wasn't available at the school. Students were excited to come to the "city" and were engaged in the various learning activities. Acrobatics and movement were a huge hit with students, most of whom have not had access to movement education, gymnastics, or dance. The museum staff also recommended adopting the Ohio History Connection's *Ohio as America* curriculum to better align the school curriculum with Ohio learning standards and provide a better foundation for integrated learning. The school adopted this curriculum for year 2 of the residency. This helped the Western Local Elementary School teachers integrate the on-site museum and weekly residency activities into their daily lessons. And the students learned how the arts helped them understand the concepts that they learned during their year-long immersion in Ohio history.

To help the school continue arts integrated learning SOMACC staff developed specific, collection-based curriculum for future use by teachers, resident artist, and students. And the school was provided scaffolding to implement the movement and acrobatic activities as an ongoing part of the physical education program.



Acrobatics and Movement, Southern Ohio Museum teaching artists



Mural Painted by Western ES Students, Southern Ohio Museum and Western ES teachers and artists



Western Local Students visit the flood wall murals.



Western Local Elementary Students learning drumming.



Western Local 4th grader demonstrating acrobatic skills



Culminating student performance at Western Local Elementary School

**Whitehall City Schools, Rosemore Middle School and Whitehall Yearling High School,
Franklin County, Central Region**

Resident Artist: Richard Duarte Brown, visual art

Although officially a suburban school district, Whitehall City Schools is urban in nature. Students face many challenges; however, the schools have many local resources to draw from to provide these students a quality and enriched education. One of these resources is local artist Duarte Brown.

During the 2016-2017 school year, Mr. Brown served as resident artist at Rosemore Middle School and Whitehall Yearling High School. He spent one day a week in each building working with students and their teachers in their scheduled visual arts classrooms.

Mr. Brown collaborated with the art teachers to develop student projects. He shared his personal artwork and demonstrated his painting techniques. His work included themes the students could relate to and helped build his credibility as an artist and teacher. Mr. Brown also led students through classroom discussions of art to strengthen their critiquing skills and problem solving and to learn to use feedback for improvement. He would also make art shoulder-to-shoulder with students, offering help when needed – sometimes on techniques, other times providing an empathetic ear.

Mr. Brown reinforced the schools' focus on positive future thinking and student and school identity. Students learned through their trials and successes with art learning and image making that they could accomplish goals. And for those with a passion for arts, he showed them that artists are real people.

Rosemore Middle School art teacher Sarah Hebdo had this to say about the residency in an email to the Ohio Arts Council: "Just wanted to tell you how wonderful *TAO* has been for my classroom and my students. Some moments feel magical when Duarte is in the room. The collaboration has transformed my curriculum and my teaching. I had to let you know how important this program is to my school, district, and community. Thanks for providing the opportunity to work with someone I consider my art super hero."



Whitehall Yearling students critique a painting.



Rosemore Middle School students dream big.

Winton Woods City, Winton Woods High School, Hamilton County, Southwest Region
Resident Artists: Year 1, Juan-Si Gonzales, photography; Years 1 & 2 Rachel Reisert, photography

During her two-year residency at Winton Woods High School photographer Rachel Reisert collaborated with a different art teacher each year and another photographer in year 1. However, the residency grew through her consistency, collaborative nature, and personal learning. In the first year, at the beginning of the residency, the photographers primarily assisted the art teacher with planned lessons. Planning discussions took place on a weekly basis with the classroom teacher, along with email and phone correspondence throughout the week. However, as the year went on and during year 2, Ms. Reisert began implementing larger projects that included the skills being taught through the curriculum. By creating and presenting her own projects she was able to offer the students a connection to art-making that was intended to be more fun and less restrictive when compared to traditional course assignments.

For example, the students did a portrait project to learn digital photography and editing skills. Instruction began with showing the students how to set-up the necessary functions of the camera. An important aspect of the project was for each photo to be in sharp focus. Students were shown how to use a tripod to help steady the camera, and how to use the “vibration reduction” control of the camera to make the photo crisp. Students were then instructed how to download, transfer, and save the files to the location needed for the assignment. The project also included using Photoshop.

Students found another project on camera obscura highly engaging. It had to be done in complete darkness with all phone and computers turned off to see the projected image. The camera obscura teaches the most basic function of the camera by projecting an image of what is outside the classroom window onto a wall inside the classroom. This projection is upside down, in color, and in motion. The students were excited about what they were seeing and asked many questions. There were a lot of “Wows!”

Student work from the class was on display at the Winton Woods Fine Arts Fair, a district wide event in March at the Underground Railroad Freedom Center in Cincinnati, Ohio. The work on display included photographs the students made as part of their class assignments. Parents and students of all schools in the district attended and the student photographic art was well received.

Positive outgrowths of the residency were the professional growth of the classroom teacher in understanding of digital photography as well as the related enhanced skill levels of the students. Ms. Reisert reported that the experience reinforced how important it is to develop a relationship and mutual respect with each student through 1:1 interactions and authentic interest in students.

“I learned how important it was to approach them and ask them questions about their interests. I didn’t know how well this was working until the last day, when I got about ten hugs from students before I left. It reinforced my understanding of how important it is to connect to each student as an individual and cultivate a respectful relationship,” Ms. Reisert stated. “I think this is an amazing program, and it needs to be in more schools.”



Winton Woods Digital Photography Student



Winton Woods Student Photo Montage

FINAL THOUGHTS

The Ohio Arts Council has made excellent use of available resources to transform their artist residency program and to truly impact opportunities for children, teachers, and artists around the state. As an outside evaluator, I had the privilege to go into classrooms and buildings and observe the processes and impacts of *TeachArtsOhio*. Even though I have been immersed in arts education for approximately 45 years, seeing children experience learning in new ways and finding new means of understanding themselves and their world still gave me goosebumps. I saw students discover new ways of thinking and means of expression, teachers making new connections and seeing their students with fresh eyes, and artists invigorated and impassioned by their impact on the students, schools, and community. I have been motivated throughout my career as an educator by a personal understanding of the power of learning in and through the arts and a passion for children who deserve more and better opportunities for success. It was gratifying to see the Ohio Arts Council, its Board, the Legislature, and the Governor create opportunities that can positively and significantly impact Ohio and our citizens.

Susan Washam Witten, External Evaluator