

Atlanta Partnership for Arts and Learning
Initiate Infusion Proposal 2007
Marquetta Johnson, Priscilla Smith, Robert Bauer

1st Key Component: Metaphorical Thinking

Project Description:

Textile artist Marquetta Johnson, in collaboration with teachers and students of the Horizons school will explore the Geography, History, Arts and Culture of the Persian Empire during the 14th and 15th centuries that led to the development of the Safavid Dynasty.

We will also delve into the arts of Persia (Iran) that supported their cultural life and that led to the proliferation of the written word as an art form and its use in the religious and cultural life of the people of Persia.

Using historical data and timelines, we will also seek to understand the events and circumstances that lead to the present day divisions that exist in the Muslim World relating to Shia and Sunni Doctrine.

Our project also will include creating a handmade book as the vehicle for sharing our new understandings and as a way to have the experience of practicing some Persian hand-crafting techniques. The book will be composed of hand dyed and marbled fabric, hand painting, printing, drawing and stenciling. In the creation of our book, we will use hand and machine sewing, beading and appliqué. The book will include, along with original artwork, maps, historical data, original poetry, calligraphy, illuminated drawings, and miniature painting.

The Academic Goals of the project are:

- * To explore the History and Culture of the Safavid dynasty of the Persian Empire.
- * To develop a geographical understanding of the region by studying maps and topographical information
- * To introduce the students to Persian poetry and literary expression, with the aim of using these as a model for the students to create their own original poetry.
- * To encourage critical thinking by presenting factual information about Persia (Iran) in a historical context.
- * To perform bi-weekly journaling for self expression and factual documentation
- * To explore the development of the Shia and Sunni sects of Islam to gain a deeper understanding of the reasons behind present day conflict in that region.

The Artistic Goals of the project are:

- * To introduce the students to techniques and mediums employed by the artisans of Persia to create hand-made books such as marbling, calligraphy, and manuscript illumination.
- * Using comparable contemporary art materials, the students will create hand- made books inspired by the decorative arts of Persia that contain student artwork, poetry, and various writings designed to enlighten others about the history and cultural experience of the Iranian people.

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1st Key Component: Metaphorical Thinking (cont.)

Some of the National /State Standards that will be satisfied by the implementation of this project include:

History

- * High school students will explore the Ottoman, Safavid and Mongol Dynasties.

Language Arts

- * High School Students will communicate ideas clearly in writing
- * High School Students will comprehend and respond to a variety of written material, including poems, short stories, novels, and technical writing.

Art

- * High School Students will produce craft objects using knowledge of the elements of art and the principles of design.

Essential Questions that will be addressed:

- * What historical events led to the establishment of the Safavid Dynasty of the Persian Empire?
- * How did the development of the crafts of book making, illumination of manuscripts, and calligraphy affect the growth of the Literary Arts of the Safavid dynasty of the Persian Empire?
- * How did the poets of the Safavid Dynasty reflect the social and cultural values of their society in their literary and visual arts?
- * How was poetry used to reinforce the religious and political views of that era?
- * How did the division occur in the Islamic world that led to the development of the Shia and Sunni sects of Islam?
- * How do we see the history of Persia (Iran), especially as expressed in their visual art and poetry, in evidence in contemporary Persian culture?

The academic and artistic aspects of this project support and influence each other in many ways. The academic information provides a framework for understanding the significance of the artistic expression of the Persian (Iranian) people in their cultural and religious life. It also presents a context in which the students can understand the symbolism and philosophical views inherent in Persian visual and literary art. The artistic aspects of this project support the academic aspect by giving the students opportunities to actively engage concepts and content as they bring the subject into focus incorporating visual and tactile activities providing sensory experiences to make learning memorable.

This project enhances conceptual, metaphorical and higher level thinking skills and acts to deepen the instruction in many ways. It gives the students the opportunity to experience and engage with information in a creative way to help the student make learning visible and easier to understand. This project also gives the students an opportunity to bring together sensory processes with thinking processes to enhance the student's abilities to make connections and make original applications of knowledge and skills.

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1st Key Component: Metaphorical Thinking (cont.)

The collaboration with the artist and the Horizon School educators and students will meet the mission of APAL by providing knowledge and artistic experiences that work together to create deeper meaning and a rich academic environment for student learning. The collaboration would bring together an artist with two educators seeking to support the excellence of each other as they provide an arts-infused classroom experience. Also, as student's research and share information with the rest of the class, they will be encouraged to experience cooperative learning and have true ownership of aspects of the project

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2nd Key Component – Co-teaching

The Educators' roles in the planning and implementation process are:

- * Researching pertinent information and bringing together instructional material and visual aides
- * Primary deliverers of curriculum content to facilitate student understanding
- * Support artist in encouraging students in the daily set up and break-down
- * Be present and hands on as artist shares techniques and mediums
- * Participate with artist in the development and implementation of assessment strategies
- * Participate in daily and/or weekly update conversations
- * Attend all agreed planning sessions
- * Encourage bi-weekly journaling by students
- * Inform parents and administrators of project progress

The Artist's Roles in the planning and implementation process are:

- * Research pertinent information to develop content for co-teaching
- * Develop meaningful art programming related to the curriculum focus area
- * Bring together visual aides, samples of techniques etc. to encourage student understanding
- * Gather necessary art supplies and equipment
- * Primary deliverer of artistic techniques and safety standards
- * Reinforce academic understanding by sharing historic and factual information during sessions with students
- * Support teachers in their understanding of the arts infusion process practiced by APAL
- * Participate with teachers in the development and implementation of assessment strategies
- * Be present at all planning sessions and necessary conversations with students or teachers

The roles of the artist and teacher support and compliment each other in the collaboration. The artist brings the skill sets inherent in following the creative process- imagination, curiosity and aesthetic understanding, together with educators bringing their own unique skills of research, discipline and wisdom. This combination provides for a varied and stimulating learning environment. The artist and educators compliment each other as they bring divergent teaching styles providing an arena for all kinds of learners to be served. Also, the artist and educators support each other in their shared concerns because there is strength in unity and creative minds energize each other.

Although we (Marquetta, Priscilla and Bob) have not worked as partners before, we have had many conversations that indicate that we have complimentary teaching styles. Marquetta has worked with two other teachers from the Horizons School and is familiar with the school's culture and vision. Through her previous, successful collaborations at Horizons, Marquetta learned that a willingness to strive for excellence and tolerance for differences is a good foundation for successful partnerships.

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3rd Key Component – Equity

The Student’s role in the planning and implementation process:

- * Meet with the artist and educators to discuss the details of the project and the goals of the project prior to the 1st session of the project
- * Make independent choices about color and design inspired by Persian art
- * Do research on elements of the project and share information with the group orally during class time
- * Participate in art activities done in support of the academic objectives
- * Do bi-weekly journaling to share poetry, literary endeavors and personal reflections
- * Participate in project assessment opportunities
- * Assist artist in the set-up and break-down of project activities

Aspects of the project that allow the students to make creative and independent choices exist in the project as students research and choose literary materials to share with their fellow students. In addition, students will be able to choose mediums and techniques to have as a focus in the creation of their books. Finally, students will develop a presentation to make at the “More than Just a Word” Program to be held in December.

Aspects of the project that allow for students to take on leadership or collaborative roles exist as students take on the responsibility to share independent research information during instructional time, as students become team leaders during art activities to assist and aide fellow students as the need arrives and as students help each other in the art processes that might require two people to be affective.

The students will be able to provide feedback on a bi-weekly basis to the artist and educators through the completion of a small feedback, question, or comment card. The students will also participate in a mid-project and final project review discussion or questionnaire.

This project will increase student’s awareness of issues of equity in their lives and in the world-at-large because it introduces the students to and promotes diversity in the study of cultures different from our own. In addition, this project will encourage students to make connections that highlight commonalities that they share with others and allow them to reach truthful conclusions based on fact and not propaganda.

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4th Key Component- Research

Planning Timeline:

- * July 11, 2007 - Initial planning session to compose APAL proposal
- * Week of September 10th – Artist visits classroom to meet students, observe class culture and have another teacher/artist planning session
- * Bi-weekly planning discussions with teachers
- * Week of October 15th – Mid project planning session with teachers
- * Week of November 12th – Final planning sessions with teachers and students to develop final reports , assess effectiveness with rubric review, and discuss details of public presentation.

Implementation Timeline:

- * Project Start Date: September 17th, 2007
- * Project Completion Date: November 15th, 2007
- * Sessions are Monday and Thursday from 8:30am to 10:00am
(2 days a week, 1.5 hours per day = Total of three hours per week)

Assessment Timeline:

- * By-weekly journaling
- * 1st week- Introduce and discuss rubric
- * 5th week- Rubric review and assessment of individual status
- * 9th week- Students teachers and artist revisit rubric to assess desired outcomes.
- * 9th week- Students complete self- evaluation form and participate in peer critique session.
- * December 19th and 20th, 2007- Students perform poetry and present an exhibit of their books and hold a question and answer session.

Our projected methods of assessment are:

Quantitative

- * Employing the use of a rubric designed to establish numeric standards to be applied to the students art work.

Qualitative

- * Student self evaluation forms and a peer critique session to encourage students to begin to be good judges of their own work.
- * Using a performance and exhibit to gather evidence of content and skills learned allowing the students to represent and present their work to the public and the school community.

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4th Key Component- Research (cont.)

There are many ways that this project could grow for the students, teachers and educators. Bringing together people for a constructive cause could foster team work skills and mutual cooperation. It could encourage new ways of doing things and new ways of seeing things. It could develop connections with people in the community that could bring educational and artistic value to the classroom. This project could inspire and feed the educators because it offers them an opportunity to broaden the scope of what they share with their students in a creative way bringing together academics and artistic expression. It allows for the teachers and artist to work together, bringing more dynamic energy into the classroom and being a support to one another. Teachers and artist working together enhances the competence of each other as they learn from each other in classroom experiences. Finally, everyone involved can learn some new skills leading to growth and development.

We expect the project to inspire the educators to be more creative as they share curriculum content with their students and to have a greater understanding of the importance of collaborating with other professionals to provide a rich and engaging classroom environment.

The artist can grow from this experience by interacting with teachers learning new education terminology and strategies. The artist can gain experience in creating good partnerships. Also, the artist can expand her understanding of art making by observing the creativity of the students and teachers.

The students can grow from being exposed to new ideas and techniques for art-making. The students will grow as they learn to work together and appreciate the creativity in themselves and others. Student growth will also be encouraged by working with a professional studio artist learning not only techniques, but also observing the artist at work and the creative process. Finally, the students will gain knowledge that can help them have a greater understanding of another culture.

We plan to measure and evaluate growth by reading journal entries, providing self-evaluation opportunities, applying the standards of our rubric to evaluate the success of each student's project and having classroom discussions to observe student information retention. For the artist and educators, a self evaluation questionnaire will be executed to help us pinpoint areas of success and failure. We will also take formal notes throughout the process to capture new ideas and thoughts that spring forward during the implementation of the project.

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5th Key Component – Witnessing

To thoroughly document the project, we will have the teachers, artist and students journaling with bi-weekly reflections and thoughts. We will do digital photos of the sessions, processes, and creative outcomes to create illustrations for our journals and for the scrapbook we will create. We will also create a community book that will document the entire process of the project with relevant text, photos, and assessment strategies with their results.

We will showcase our poetry and display our artwork in a school/community performance outside of regular school hours called “More than just a Word” at the Horizons School in December. The artist and teachers will present their project at an APAL Stakeholder’s meeting.

For the final professional documentation, we will create a scrapbook composed of work-in-progress photos, copies of journal entries, a photo gallery of the hand-made books created by the students, some samples of hand made textiles created by the students, Student and teacher observations and comments, the rubric composed by students, teachers and the artist, student and co-teacher evaluations. The artist will also create a folder composed of project description, lesson plans, and final reflections.

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Proposal Budget Form

BUDGET – EXPENSE DESCRIPTION	AMOUNT
Teaching Artist Fees	
Contact hours - 9 weeks for 3 hours/week at \$75 an hour	2,025
Planning hours – 15 hours at \$50 an hour	750
Documentation hours - 6 hours at \$50 an hour	300
Educator Stipends	
Priscilla Smith	200
Robert Bauer	200
Iranian community member speaker	100
Materials	
30 Yards of Fabric	60
Cotton Thread	10
15 yards of Heavy Duty Interfacing	25
Fabric Glue	10
Needles	5
Scotch guard	10
6 colors of Fabric Paint	25
5 bottles of Air Brush Paint	20
Freezer Paper	5
Masking Tape	5
Card board	5
Calligraphy pens	25
Marbling Kit	20
Journals	35
Beads	10
Newsprint	5
Total	275
Documentation	150
TOTAL EXPENSES	3,600