

APAL Application

What are the academic goals of your partnership? What are the state standards and essential question that this project will address?

Through our partnership and project we aim to address environmental conservation issues in respect to personal responsibility as it relates specifically to the Australian Aboriginal populations. Through discussion and observation of historical and cultural similarities, to the American Indigenous populations, the partnership aims to foster recognition of the collective responsibility of all living inhabitants to the Earth. Aiming to create an understanding of the interdependence of all life to the environment, the project will create a deeply personal connection with the student to the environment through the use of individual and collective symbolism. This in turn will create group identification as well as separate identification. This will allow the student to look inward to their strengths and contributions to the group, locally and globally.

During the creative process an understanding of the use of practical mathematic ideas and application will be utilized. The student will participate in the creative process and see how ideas through discussion and decision making, theirs and their peers, interconnect and build to create a unified and a finished work.

What are the artistic goals of your partnership?

To foster understanding of the Aboriginal culture and art of dreamtime painting. Using quilting as a means of expression and through a manipulation of materials and the use of dyes, pigments. Color and design theory will be discussed will be introduced as a way of solving the problems of design.

How does your partnership meet APAL's mission?

Through the application of the arts infusion program the artist and the educator work as a team to implement a process that is fun and informative. The goal is to create a positive learning experience that will become an integral part of the student's overall educational makeup that provides the student with practical and creative life skills that can be beneficial to the student in their future. The aim is that the student will be able to learn while doing, learn while creating. The students will be able to participate in the creative process, problem solve and apply newly acquired skills through the exploration of Aboriginal arts and culture. The process will foster a deeper understanding of human commonalities, promote independent thinking and group responsibility, all while creating a piece of work that will be representative of their group experience and a symbol of their own individuality.

The artist will provide the teacher with a sustainable activity or template of the project that can be implemented in other lessons at future dates, assuring that there are more fun and alternative ways of teaching.

Artist's Past APAL Experience

One of the most memorable of my successful APAL Collaborations was in support of Ms Jenkin's Kindergarten Class at Parkside Elementary School.

Our challenge was to develop a project that would help the students have a deeper understanding of ocean life. We choose to create a 3-dimensional Ocean Mural of the Great Barrier Reef. We hand- painted Fish and other marine life. We made them into little flat pillow like forms that we velcroed to our hand painted coral reef mural.

During regular class periods the students read about the reef, had discussions, observed shells, sea urchins, sea horses, sea stars, and anemones washed up onto the beach. The students were encouraged to ask questions and discuss ocean life and the need to practice conservation to protect our oceans and seas. I felt that it was successful as it encouraged the students to question and explore new techniques and ideas, grow in their understanding of ocean life, and began to appreciate the vast beauty and abundant life found in the seas.

Describe past experiences with successful APAL partnerships (teacher).

In 2001 my fourth and fifth graders and I were very fortunate to have the opportunity to work with sculptor Jeff Mathers. It was my first experience with APAL and I was not sure of what to expect. As we went along I began to learn quite a bit about the creative process and it has positively impacted my personal life as an artist and directed my future endeavors as well. Jeff and I discussed the educational goals of the classroom and of course we couldn't guarantee the outcome but the entire experience was more successful than we could have hoped for. What I was really impressed and excited about was being able to see how much the students got out of the experience. They came away from the project with an understanding of complex philosophical ideas that were presented. They came way with basic practical knowledge. They worked together as a team, leaders emerged that were not my classroom leaders. My students developed a sense of pride and responsibility about their creation and they developed a work ethic that we were not expecting. In order to work on their APAL project they became more academically responsible and actively chose to complete assignments. There was an energy in the classroom that I will not soon forget and hope to replicate that with future APAL partnerships.

What will be the Teacher's role in the planning and implementation process?

As the teacher I will lay the ground work and provide the student with pertinent information and provide the forum for the discussion of the issues in question. I will relate the applicable academic subjects to the project and reinforce the information to give them the opportunity to make the connection. I will provide time for them to work outside of the designated schedule. And create assignments to further reinforce the project goals.

Artist's Role in the Planning and Implementation Process

Artist will:

1. Meet with teacher to develop Programming idea
2. Get materials for quilt activity
3. Teach students and teacher basic quilting techniques
4. Support students in preparing work for presentation
5. Meet with teacher for de-briefing and assessment.

What will be the student role in the planning and implementation process?

The student will answer through study of Aboriginal art and culture, questions, who are you and what is your relationship to the earth. Much like the Dreamtime symbolism of the Aborigines, they will develop a personal language through symbols. They will also develop a mutual language through symbols. This will help give them a sense of shared and individual responsibility to the natural environment, e.g. land, water, air. They will be expected to create a symbol for themselves that will define who they think they are. They will create a layout design of their personal dreamtime quilt and perform basic techniques of quilt making. They will prepare the quilt for presentation. They will be expected to explain the process verbally and through written expression. They will keep a project journal and express their opinions on related information. They will be expected to perform the practical applications of standard and metric measurement. They will be given parameters but be encouraged to think independently.

What is your assessment strategy?

Vocabulary will be presented and tested on.

An essay on some aspect of Aboriginal culture and history will be assigned.

They will be assessed on the completeness of their journal.

How will you document the process and results in a manner that makes it public?

A case study will be provided along with photo cataloging the process.

Information provided will be logged.

A brochure will be created to present information to the public

Outline your planning, implementation, assessment, and documentation timeline.

August 2, 2006 Marquetta and I, Cindy had 3 hours of pre planning

Week 1 Measure

Week 2 Lay out

Week 3 Painting

Week 4 Painting border

Week 5 Quilt sandwich, pin baste, practice quilting

Week 6 Quilting
Week 7 Finish, embellish
Week 8 Bind off, sew sleeve

1¹/₂ hr each week recap and plan (duration of the instruction)

22 hour debrief assessment final at the close

2Photo journal ongoing

3After each session within the week, tests, journals assignments given

Funding Request and how they will be spent

8 hours of Artist instructional time @ 75.00 / hour 600.00

Planning time @ 50.00 per hour (3 hours total) 150.00

TOTAL **750.00**

Supplies:

2 color copy cartridges 100.00

2 full size batting 25.00

10 yards of fabric 30.00

Fabric paint 60.00

Needles 3.00

Safety pins 10.00

Thread 5.00

Markers 10.00

TOTAL **243.00**

Teacher Stipend **200.00**

TOTAL REQUEST **1193.00**