

**What are the academic goals of your partnership (e.g. what are the state standards and essential questions that this project will address)?** North Atlanta High School will initiate Small Learning Communities (SLCs) as part of its reorganization this fall ([www.northatlantahigh.org](http://www.northatlantahigh.org)). Ms. Natalie Brandhorst, Art Instructor, and Ms. Andrea Childress, Sociology Instructor, set up shop this week in the Center for the Arts SLC in a little corner of the school not far from the front office. Together they want to work with their students and Artist Cheryl Myrbo in a photography/collage workshop about *Racism*, using the standard topic: *Critical Analysis and Aesthetic Understanding*. This standard "compares and contrasts photographers' use of the elements of art and principles of design or combination of both to communicate expressive content or ideas." (Board of Education Website, QCC in Photography, 2006/7) Using the historic event in 1906, the Atlanta Race Riots, as a spring board, one Sociology class and two Art classes will create individual and group projects focusing on their impressions of the progress (or not) of race relations in Atlanta since 1906. Incorporating an evening visit to the Spruill Gallery exhibition, *I see no one, no one sees me*, a photographic installation by Stan Woodward of the Contemporary Arts Center, will inevitably bring certain essential questions to mind. What is Racism? Has Racism improved since 1906? What evidence of Racism can we see around us today? in school? in our neighborhood? Is Racism limited to black vs. white, or is today's landscape much wider? How can this art project educate us and enlighten the public about Atlanta's race relations today? By "engaging students in work-site learning experiences," ([www.georgiastandards.org](http://www.georgiastandards.org)) like touring the exhibit or taking pictures at the Martin Luther King Center or Piedmont Park, we can assess where the students are in their perception of the above questions and follow through with an art experience that serves as a learning tool as well as form of expression (and assessment) of what the students learn through this process. We will "bridge essential understanding about the past to contemporary events," and "encourage the consideration of multiple perspectives on events." (GBOA website) Central to the Civil Rights Movement and home to Martin Luther King, Atlanta as a city, as a source of inspiration as well as subject matter, gives students countless opportunities for spreading their wings. Throughout the process both the artist and teachers will "assist students in understanding the nature of historical inquiry and the role of primary and secondary sources" (GBOA website) by encouraging teacher/student, artist/student, and student/student discussion and interaction, site exploration

and innovative ideas for new subjects, and on line research. Students will be encouraged to expand their photographic expeditions to a broader Atlanta area and to broaden their subject matter to include contemporary race relations, ie., *Us vs. Them*, accepting/rejecting the Muslim world, assimilation, and inevitably, *Racism and Terrorism*. By visiting the exhibit at the Spruill Center early in the process, we can see how Stan Woodward documented a historical event embodying *Racism* in pictures and heed when he states, that Although this piece is created in direct response to and as a commemoration of the events of 1906...[my] intention is not to point fingers at the perpetrators but to examine the progress of African Americans in the United States, using the Atlanta Race Riot as a nexus for development. (Stan Woodward, [www.spruillarts.org/gallery](http://www.spruillarts.org/gallery)) In order to *not point fingers* we need to explore *Racism* from more than one perspective and, at least, capture numerous scenarios from then until now in North Atlanta student photography and collage work.

**What are the artistic goals of your partnership?** Using disposable cameras, computer manipulation, copy machines, paint, and various medias, students will show various insights on the state of racism in Atlanta today. During this workshop students will study composition, color theory, and the dynamics of collage to explore how they can express themselves effectively through the medium (Topic: Connection: Standard: Recognizes the application of higher-order thinking skills [e.g., tolerance of ambiguity, nuanced judgment, complex thinking, and finding structure in apparent disorder] in the creation and production of photographs and discusses their transfer to life and work situations.) (GBOA website) Students will be able to document their own learning development through a creative writing and collage process.

**How does your partnership meet APAL s mission?** The partnership between artist Cheryl Myrbo, Art teacher Natalie Brandhorst, and Sociology teacher Andrea Childress will explore the current state of *Racism* in Atlanta with students in North Atlanta High School. Using a historic local event and its documentation by a fellow artist for inspiration (Topic: Historical and Cultural Context Standard: Researches and analyzes diverse [paintings] through Internet museums, exhibits, reviews and critiques, periodicals, texts, local museums, and galleries.) (GBOA website) will give students initiative to go deeper into the current state of affairs, assess the contradictions in the relationships among intra-racial groups

(politics, religion) and between multiple races, consider various ways to view the problem fairly (working toward a disembodied voice), and offer viable solutions from different points of view. We will use art (photography, collage) to display these views, inviting an open ended personal inquiry by the students (introspection and observation) with a myriad of possibilities.

**Describe past experience with successful partnerships (for teacher and artist).** Cheryl Myrbo: I have partnered with a dozen Language Arts instructors in Chattahoochee High School each spring for the last three years. Through these experiences we were able to supplement students' TAG curriculum with art projects directly related to required novels (ie., *The Great Gatsby*); students used particular passages within the novel to illustrate in an Impressionistic piece. Shelley Scher, the initial partner in these projects, brought me into her classes and we brainstormed on methods of presentation/collaboration. I focused on the Art surrounding F. Scott Fitzgerald within a slide survey of Art History of the early 20th Century and the cultural aspects of the period. We then zeroed in on outlooks presented by the novel and used this information as a spring board for the art projects. The experience in Ms. Scher's classrooms led to collaborations in the broader Language Arts department coinciding with curriculum standards in: Legends and Mythology (illuminated pages), Harlem Renaissance (masks: *We Wear the Mask*), Self Portrait (speech, collage), and Mannerism and Shakespeare (masks: *you are what you eat*). In addition to Chattahoochee High School, I have worked several long term projects with teachers in the Banneker High School History, Language Arts, and Art departments, the Taylor Road Drama and Art department, and Crabapple Middle School sixth through eighth grade MAT (Multi-Aged Team).

Ms. Brandhorst: In 2005 I partnered with City Hall East as well as several local artists and parents to organize a very successful silent Art Auction as a fundraiser for the art department. Student work was auctioned as well as donated pieces from a few more well known artists. I also have had collaborations with the High Museum years ago; one was the POP Art project. We had an artist come from Ghana and do a site based sculpture (*Pencil*) on the front lawn. I partnered with social studies and the Atlanta Historical Society where we painted the civil rights mural at Grady High School, and, finally, did an artist-in-residency with Woodward Academy partnering with Atlanta Paper

Museum. We created a 30' by 7' flag out of recycled hand made paper with 4 kindergarten classes.

Ms. Childress: I have collaborated with Georgia State professors to help judge North Atlanta's National History Day program which includes projects in artistic expression such as dramatic performance, visual display, and video documentary. I also regularly include the arts in my curriculum (drama, drawing, music).

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

Ms. Brandhorst and Ms. Childress will relate the events leading up to the Atlanta Race Riots of 1906. They will connect the characteristics of that particular event to today's race relations in Atlanta. (Sociology Standard: Describe the processes of collective behavior, including rumors, fads, crazes, panics and protest movements, and their impact on society. And: Identify and analyze current social problems from the viewpoints of the conflicting groups.) (GBOA website) They will set the stage for the artist's presentations (pre-workshop) and the art project itself. They will organize the steps necessary to enlist the help of parents for the visit to the Spruill Gallery Exhibition in October. Throughout the art process the teachers will be co-teaching the periods during which the students create their work in photography and collage. For reference we will use art of Romare Bearden and Betty Saer as great examples of expressive collage. We will each emphasize to the students the ties of this project with their class curriculum and state standards.

**What will be the Artist role in the planning and implementation process?**

Ms. Myrbo has met with Ms. Brandhorst and Ms. Childress to talk over specifics for writing this proposal. As the artist, Ms. Myrbo will present artistic aspects of the curriculum suggested by each instructor. Within her area of expertise is Art History in reference to the early 20th Century and African American progress (touching on the Harlem Renaissance art, cause and effects), and the implementation of the collage project with its prerequisite lessons. As a painter herself, Ms. Myrbo will aid in use of the painting medium as a component of collage. The Painting Standard: Recognizes that painters use a problem-solving process (e.g., conceiving an idea, elaborating and refining it, giving form to the idea with paint media, evaluating the result, and then beginning the process

again) to create and applies that process in own artwork. (GBOA website)  
Together with both teachers, Ms. Myrbo will organize and implement the final event.

**What will be the Student role in the planning and implementation process?**

Students will participate in lectures/lessons by Ms. Childress in Sociology class and Ms. Brandhorst in Visual Composition class about *Racism* and, specifically, the *Atlanta Race Riots of 1906*. (Ms. Myrbo will present the classes with artistic representations from this period in history.) We will invite the project participants to the Spruill Gallery Exhibit, accompanied by parents. Students will take photos of their *views and insights* on the current state of Race Relations in Atlanta, and will follow through with collages of these photos (prints, reprints, xerox combinations, adding other mediums) to take their experience one step further, to add a distinct voice. In addition, Ms. Brandhorst's IB art students will brainstorm about what their interests are and how we can help the participating classes be authentically engaged in this project.

**What is your assessment strategy?** (All assessment strategies should include test and non-test components.) Students will fill in both pre-workshop and end-workshop evaluations. All research will be documented. Students will be required to write an artist statement for their creation as well as a brief summary explaining their creative process and problem solving. Supporting documentation will be turned in. This documentation will include: the end product, time spent, and summary of collaborative processes. Teachers and artist will design a rubric based on content, craftsmanship, and over all message.

**How will you document the process and results in a manner that makes it public?** Ms. Myrbo will write the evaluations and photograph the day to day activities. She will produce a *process* piece and file a final report which will be displayed in the exhibition. An exhibit which incorporates the process pieces, students' photos, assessment materials, and collages will be installed in the halls of North Atlanta in November.

**Outline your planning, implementation, assessment and documentation timeline.** The two teachers and artist will meet after acceptance in late September for a final planning meeting. The two week residency will take place

the last week of October and Mid-November (separated by a week to allow for photography development); evaluations will be handed out the first day and the last Friday. Evaluations will serve as the initial assessment for the exhibition which will take place in late November and be presented within the exhibit. Documentation (evaluations, rubric, process photos) will be provided in the final report supplemented with photographs from the exhibition itself.

**How much funding are you requesting for this partnership, and how will the funds be spent?** (Note: APAL recommends an hourly rate of \$75.00 for Artists, and a stipend of \$200 for Teachers for collaboration in the partnership.) \$200 each teacher (\$400), \$1300 for 100 disposable cameras (\$3) and printing costs (@\$10) throughout the process and for the final exhibition, \$2,250 for artist (30 hours: 15 per week, 3 periods per day) for a total of \$3,950.

$\$400 + \$300 + \$1000 + \$2,250 = \$3,950$ . All other art supplies and research materials will be provided by the school.