



Education through Imagination.

KID smART's mission

can be viewed through many "frames."

One is the importance of our work
in strengthening Community (with that
capital C) and strengthening a broad
range of learning communities
built by the arts...



Strong communities begin with teamwork. Kindergartners in an English Language Arts | Visual Arts integrated classroom at Langston Hughes Academy click apple juices to celebrate completion of a collaborative project.



AXIS Small Learning Groups develop strong learning communities that support both new and veteran teachers. Teachers shown here are in Andy Vaught's Encouraging Instability group – exploring strategies to integrate the theatre arts and the English Language Arts.

STRENGTHENING Community

SPRING 2014 KID smART NEWSLETTER

STRENGTHENING Learning Communities

KID smART Partners with Smithsonian's Will to Adorn

The Will to Adorn is a multi-year, collaborative folk cultural research and public presentation project of the Smithsonian Center for Folklife and Cultural Heritage. Its objective is to explore the diversity of African American identities as expressed through the cultural aesthetics and traditional arts of the body, dress and adornment. The project recognizes that dress and body adornment are “cultural markers” – aspects of visual culture through which people communicate their self-definitions, the communities with which they identify, their creativity and their style.



KID smART Teaching Artist Jenna Bonistalli works in Akili Elementary's Afterschool Program to explore issues of identity and community with twelve to fifteen 5th and 6th graders. Her work is one of ten sites nationwide affiliated with the Youth Access Project of the Smithsonian Institution's Will to Adorn project, helping students identify, document and present dress and body arts traditions of their regions. (Learn more about Will to Adorn in the sidebar to the left).

Jenna explains how the arts of dress and adornment help youth understand who they are.

“Having students creatively express how they want to present themselves to the world is an important part of the process of developing an identity. The work is a reflective process that includes thinking about how the choices we make affect how we connect with others.”

A visit to the group by Chief Darryl Montana and Spy Boy Yancy of the Yellow Pocahontas Indian Tribe gave a new generation of the city's children a close look at perhaps the most fascinating example of a rich “adorning” tradition in their community. Students' participatory learning will continue at Jazz Fest where, thanks to the help of the Fest's staff, the students will observe, photograph and interview artists in the Folklife Area. Two artists who show their works in Congo Square will visit Akili on April 15 to introduce students to their work and prepare them for their Jazz Fest experience.

The Smithsonian partnership also provides another opportunity for KID smART to impact a larger professional learning community. In June, Jenna and Program Director Elise Gallinot Goldman will present a workshop in Design Thinking to representatives from all sites in the Youth Access Project at a conference at the Cooper-Hewitt Museum in New York City.



Essential Skills for Community

Dancing Onomatopoeia

Success in building creative and sustainable communities rests on the ability of a group's members to collaborate and work in diverse teams. Learning the skills of ensemble work in the performing arts can have a powerful crossover impact on student learning as evidenced in work by Teaching Artist Andy Vaught with first graders at Osborne Elementary.

Andy's residency is a hybrid of sorts in which he integrates instruction in the theatre arts in a reading class with Ms. Drescher and then follows those same students to a dance class where he co-teaches with Ms. Roberts. This structure provides a way to make multiple connections through multiple intelligences and is even more effective because so much of the learning is kinesthetic. When children process knowledge they receive kinesthetically and emotionally, the brain adds a new learning pattern – enhancing students' abilities to retain what they have learned. They remember what they connect to emotionally.

How does it work? Here's a recent example. Ms. Drescher is introducing the children to the concept of onomatopoeia – how some words give hints to what they mean by the way they sound – words like *chirp* or *oink* or Bertie Wooster's *agley*. In her class, Ms. Roberts is introducing the children to fundamental dance moves, like hopping.



Osborne first graders dance onomatopoeia.

Andy planned with each and both to use theatre ensembles to tie these seemingly unrelated fundamental concepts together in a way that deepened the learning in each.

Groups of students (with varying memberships) were asked to come up with something in “real life” that would result in a person hopping. They then had a short time in which to work with their team to create an ensemble piece about that situation. For example, one group chose the dropping of an object on a foot, the resulting hop and—the *pièce de résistance*—sounds or words they would say when said object hit said foot that hinted at what they were feeling!

And, for you, the reader...is “hop” itself an example of onomatopoeia?

Arts integrated learning teaches the arts (theatre and dance); it teaches other core content (the fundamental building blocks of language); and it teaches teamwork. Arts integrated instruction builds joyful learning communities and prepares students to build Communities with a capital C.

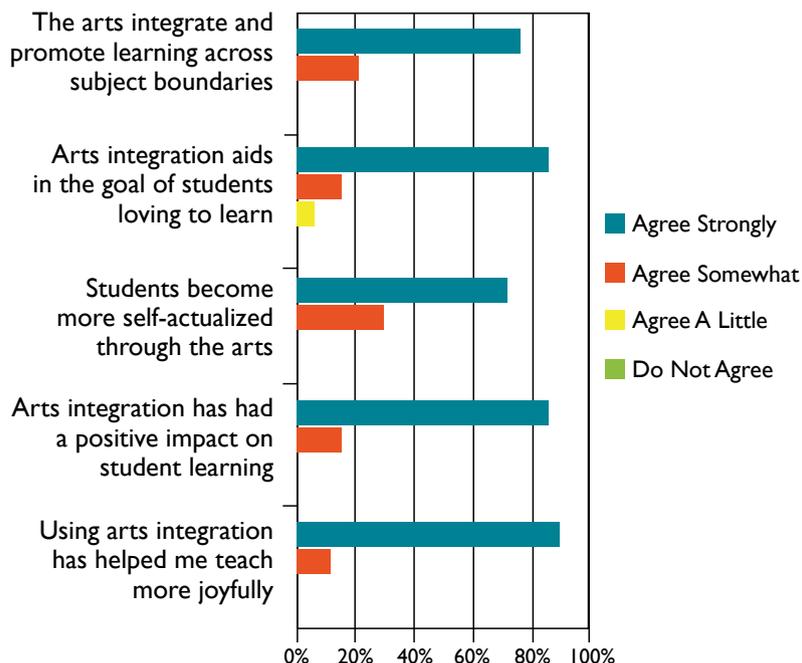


Ensemble skills are teamwork skills.

STRENGTHENING Community Through Accountability

Snapshots from KID smART's 2012-13 Milestones Report

Teachers who partnered with Teaching Artists in their classrooms assess the impact of residencies on their students & on their practice



More from teachers partnering in classroom residencies –

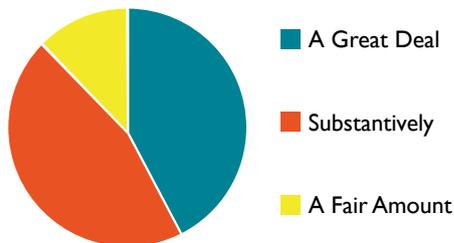
70% or > indicated that residencies were responsible for substantive student growth in comprehension and retention in both arts and non-arts content; application of content in diverse settings; reviewing options and seeking solutions; making connections and exploring without a preconceived plan, identifying multiple and diverse solutions to problems; willingness to take risks, self-control & focus, & positive engagement in learning.

“I feel that it has helped push me to do and try things that I normally would not have done.”

Teachers in AXIS also indicate the following –

- 80% or > said AXIS increased their positive emotional connection to teaching.
- 60-79% said AXIS increased their understanding of how to assess student learning.

AXIS helped teachers improve their instruction



“This is an Amazing Program. It changed my life and my teaching...”

Students in grades 3-8 who participated in arts integrated classrooms indicate what they learned:

- 80% & > said their teaching artist helped them grow in an art form, in another subject area and in working well with others.
- 60-79% said teaching artists helped them grow in wanting to come to school, in making new connections in their thinking, in self-confidence, in working hard and not giving up, and in using their imaginations.

STRENGTHENING the Philanthropic Community

GiveNOLA Day Will Help Children *kNOw What It Means* Strengthening Community through Historic/Cultural Connections

STRENGTHENING KID smART



MAY 6 • GiveNOLA.org

KID smART is participating in the first ever GiveNOLA Day hosted on Tuesday, May 6th, by the Greater New Orleans Foundation. GiveNOLA Day is a one-day, online giving event to inspire people to give generously to nonprofit organizations, including

KID smART, who make our region a stronger community for all.

It's a day to come together as one! For every dollar donated to KID smART from midnight to midnight on May 6th, we also will receive a portion of a \$200,000 Lagniappe Fund. We will have a chance at additional awards and prizes—making your dollar go further.

GiveNOLA Day is tied to a national event called Give Local America where hundreds of community foundations across the nation are asking their communities to give back on May 6, 2014.

All funds directed to KID smART through Give NOLA Day will support the *kNOw What It Means* project to introduce local school children to three elements that make our community so special – our architecture, our cuisine and our Carnival traditions. By

introducing children to the richness of the arts and cultural life of New Orleans in these arenas, children have another reason to be proud to live and learn here and another reason to preserve and enhance the arts and cultural life of the city.

kNOwWhat It Means is a series of three durable, portable visual arts curriculum kits for use in grades 3-6 in local public schools and their After School/summer programs. They are designed so that non-artist teachers and after school providers can use them effectively. Arts integrated activities also link to state standards in social studies, math and English Language Arts.



Make a KID smART **JUMP** to Online Giving on GiveNOLA Day! It's Easy...

- ✓ Go to <http://www.givenola.org/#npo/kid-smart> any time between 12:00:01 A.M. and 11:59:59 P.M. on May 6.
- ✓ Hit the **Donate** button to give through the Greater New Orleans Foundation GiveNOLA Day system. It's just that secure & easy!

For more information on GiveNOLA Day, go to the event's website, www.giveNOLAday.org. Or, Email KID smART Development Director Linda Irwin at linda@kidsmart.org. Mark your calendar now to join us in mission and to support GNof's newest community-builder!





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Teaching Artist Jenna Bonistalli and Akili students designed a floral snowball for their entry in Art in Bloom. The theme for this year's event was Perfect Palette – Celebrating the Flavor of New Orleans.