



Spring 2007

**William Cullen Bryant School
&
The Clay Studio & Philadelphia Young Playwrights**

Teaching artists

Dwight Wilkins, Playwright
Deb Williams, Ceramist

Participating teachers

Crystal Martin, 4th grade
Jason Johnson, 4th grade
Oneka Milner, 4th grade
Kenneth Oxley, Art specialist
Philip Romeo, Music specialist
Kathleen Hamill, Principal

I. Project

Project Purpose

Fourth grade students from William Cullen Bryant School will collaborate with Clay Studio artist Debbie Williams and playwright Dwight Wilkins from Philadelphia Young Playwrights to create ceramic art and original group authored plays using “Pennsylvania Past, Present, and Future” as a view finder for exploration of self, community, and issues of violence and non-violence. Through the creation of ceramic artwork relating to Pennsylvania history, economics, and culture, students will gain self-awareness, discover their creative potential and explore alternatives to violence.

The Claymobile will be in residence for 12 visits throughout the spring of 2007.

Claymobile students will learn the basic elements and principles of ceramics and how to apply these to the creation of hand built sculptural forms and functional pottery. Students will have a basic understanding of the chemical and physical properties of clay, learn ceramic vocabulary, and use handbuilding techniques such as pinch, coil, and slab to create art that relate to the social studies curriculum while addressing the PA Academic Standards for the Arts & Humanities. Using the theme *Pennsylvania, Past, Present and Future*, students will individualize the project lessons by interpreting their family history and defining their goals and dreams for the future. Ceramic projects are designed to provide a framework in which students can address classroom curriculum while developing their individual creative mark, texture, and voice. Clay is accessible, immediate and responsive, offering a unique opportunity for those without experience to become fully engaged in a truly creative process. The Claymobile program also fosters the ability to create, manipulate and communicate ideas, to work as a team and to exercise self-discipline.

Philadelphia Young Playwrights (PYP) will also collaborate with the fourth grade to explore violence and non-violence through an original group-authored play of their own invention. Dwight Wilkins, PYP teaching artist, will lead the classroom in creating dramatizations of human stories of celebration and tragedy based on Philadelphia past, present, and future. Playwriting will strengthen students' reading and writing skills, introduce basic knowledge and understanding of playwriting and theatre, and increase students' awareness of the consequences of and alternatives to violence.

Project Goals

1. Enhance students' creativity, develop conceptual development and higher order thinking skills
2. Increase students awareness of ceramic art and hopefully foster a lifelong interest in clay and visual arts
3. Increase student vocabulary and writing skills
4. The collaboration between playwriting and ceramics will strengthen students' creativity, conceptual development, and collaborative skills.
5. Improve students' attitudes toward self and school, fostering pro-social behavior.

Specific Content and Activities

Using ceramics as a viewfinder, students will explore Pennsylvania's Present and Future through a various projects designed, explore their creative potential while learning about Pennsylvania, and its cultural and economic history. Williams will teach students handbuilding skills and techniques to develop the translation of complex concepts, such as personal and academic history, into an individual and permanent ceramic artwork. Workshop instruction will be approached within a multidisciplinary framework, offering a holistic exploration of personal and academic culture and history. Clay Studio projects are targeted to address specific moments in PA history, culture, and economics, while playwriting workshops will address over-arching themes of violence and anti-violence. The three-month multidisciplinary exploration will culminate in a final event of exhibition of student artwork and performance of group-authored plays.

Many of the ceramic projects are designed to underscore playwriting workshops to create a truly collaborative and multidisciplinary experience. Deb Williams will lead students in the exploration of face pots from African, German, and British traditions while underscoring Dwight Wilkins workshops in character development. Students will explore alternatives to anti-violence by studying traditional German redware and incorporating personal messages and symbols of peace.

Students will also have a hands-on experience learning about Pennsylvania economic history relating to the advance of the Industrial era that contributed to Philadelphia's nickname "Workshop of the World." While exploring concepts of mass production and assembly lines, students will appreciate the contrast of hand-made and individual authored objects. They will journal about their experience of making a unique object by themselves and ones from an assembly line team and evaluate the experience based on quality, uniqueness of product, and personal fulfillment of making their own object contrasted with a group developed object. Students will develop pro-social behavior while organizing themselves, developing a design process, delegating tasks and divisions of labor and working towards a common goal.

Claymobile curriculum for the fourth grade classroom directly supports literacy curriculum by requiring students to compose individual poetry and prose about individual peace; interview and record their family stories; and research future economies of Pennsylvania.

Standards Addressed

Visual Arts

1. Know and use the elements and principles of each art form to create works in the art and humanities in terms of color, form shape, line, space, texture, value. Using principles such as balance, contrast, emphasis/focal point, movement/rhythm, proportion/scale, repetition, unity/harmony
2. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
3. Know and use fundamental vocabulary within each of the art forms, specifically to the chemical and physical process of ceramics.
4. Use and maintain materials, equipment and tools safely at work.
 - Describe and identify materials used.
 - Describe issues of cleanliness and safety related to ceramic arts
 - Describe type of mechanical/electrical equipment specific to ceramic art (e.g. introduction to kiln equipment)
 - Know how to work in selected physical space/environments.
 - Describe methods for storing materials in the arts. (E.g. importance of keeping clay moist)
5. Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.
 - Experiment with traditional technologies (e.g., ceramic/ wooden tools, earthen clays, masks.)
 - Experiment with contemporary technologies (e.g., animation techniques, multimedia techniques, internet research)
6. Apply traditional and contemporary technology in furthering knowledge and understanding in the humanities.

Student Work Created

Students will create ceramic projects that relate to the Social Studies and Literacy curriculum while exploring themselves and their community. The students will write and perform group-authored plays that explore violence and non-violence. These projects will culminate in a performance and exhibition of students work.

II. Roles of Partners

Jason Johnson, Crystal Martin, and Oneka Milner, Bryant School 4th grade classroom teachers, will engage, prepare, and support students throughout the in-class ceramics and playwriting process. Throughout the 12 visits to Bryant School, each teacher will prepare their students and act as a collaborative partner in the exploration of ceramics. The teachers will also guide and support students through writing, sketching, and research exercises in-between the ceramics workshops. The classroom teachers will also help Deb Williams interpret the specificities of the Social Studies Curriculum to meet the District's Academic Standards and improve Benchmark testing. The teachers will also support the year-end exhibition and performance of student work.

Deb Williams, Clay Studio Teaching Artist will collaborate with classroom teachers to design and implement ceramics and visual art workshops that relate to the fourth grade Social Studies and Literacy Curriculum. She will teach students physical and chemical properties of clay, ceramic vocabulary, and handbuilding techniques to create ceramic pottery and sculpture within a cultural and historical context. She will also connect visual studies with writing and story telling to foster a multidisciplinary arts-based approach within the classroom. Deb will curate and support the culminating exhibition presented for an invited audience.

Jonathan Dickstein: Clay Studio Teaching Assistant, will assist teaching artist Deb Williams and act as a student mentor within the classroom. Jonathan will provide assistance in demonstrations, presentations, and offer students individual attention in the creation of their ceramic projects. Dickstein will guide and support the students and teaching artists throughout the final exhibition and performances created for an invited audience.

Dwight Wilkins, Young Playwrights Teaching Artist will design and conduct the playwriting workshops in which students will create group-authored plays exploring issues of violence and anti-violence. Wilkins will work with Deb Williams to make interdisciplinary connections relating to social studies and literacy curriculum. Wilkins and Williams will work together to present a final student performance and exhibition.

Claymobile Coordinator, Harriet Hoover, will support all related administrative and organizational duties associated with The Claymobile in the Arts-Bridge project. Hoover will support teaching artists, classroom teachers, and Young Playwright Education Director as the project unfolds.

Teaching artists, classroom teachers, and Clay Studio and Young Playwright staff will work together as a Collaborative Team.

III. Project Timeline

February 2007	Planning/coordination meetings among teaching artists, school administration, the Education Directors and outreach coordinator of The Clay Studio and Philadelphia Young Playwrights.
March 2-April 6	PSSA Testing and Spring Break
March 20- June 8	One hour and 15 minute hands-on ceramic classes in each of the three fourth grade classes.
March 20-June 11	Six 1.5 hour Professional Development after school meetings among Cohort Team
June 12, 2007	Exhibition of ceramic work and sharing of three plays created for an invited audience. The event will be held at Bryant School, from 9:00-10:30 am

IV. Project Assessment and Evaluation

Both quantitative and qualitative measures are used to evaluate the effectiveness of the Claymobile. Using PA Academic Standards, we measure the proficiency in ceramic techniques and terminology and impact on student literacy using questionnaires with numerical scales, weekly observations of attendance, performance and attitudes compiled by Claymobile teaching artists and assistants. Concluding the residency, PYP and the Claymobile will schedule focus group interviews to gather students' thoughts on

the true impact of the residency. Ms. Milner, Ms. Martin, and Mr. Johnson will be asked for feedback on the effectiveness of the residency and suggestions for improvement. Harriet Hoover, outreach coordinator, will schedule site visits to ensure that all processes are followed and objectives are met. Lastly, students will keep individual sketchbooks with record of design sketches and relative writing assignments.

Measurable Outcomes

- 1) Students will strengthen their knowledge of the ceramic process and its importance within a historical and cultural context.
Indicators:
 - the students' own assessment and reflection through project research and design
 - Benchmark tests and other District testing tools.
- 2) Student enthusiasm for ceramic and visual arts in general.
Indicators:
 - student attendance
 - evaluations and interviews
 - student work
 - student portfolios
- 3) Students will improve their team working skills and peer collaboration
Indicators:
 - contributions to focus group interview
 - survey of attitudes concerning the final exhibition and performance
 - student portfolios
- 4) Students will draw connections to multiple artistic disciplines
Indicators:
 - contributions to classroom discussion
 - response to individual project designed to underscore playwriting and poetry
 - evaluations and interviews
 - student work and portfolios