

AMARILLO EDUCATION
FOUNDATION

GRANTS-TO-TEACHERS
APPLICATION

GRANT NO. 62

PAINTING MY WORLD



**AMARILLO EDUCATION FOUNDATION
Grants-to-Teachers Application**

Grant submission due date: **February 29, 2008**

Date of Submission: 2/7/08	
Applicant(s) Name(s)	AISD Position
Auburn Adams	Art Teacher 6 th , 7 th , 8 th grade
AISD Campus: Austin Middle School	
Title of Project/Program: Painting My World	
Amount Requested: \$2,400	
<p>Summary of Project/Program: Provide a one paragraph summary (600 words or less) of the project/program for which this grant funding is being requested.</p> <p>The vision for the project "Painting My World" is for students to fulfill the desire of becoming a real artist, or at least feel like one. Many students have asked and wanted to participate in a painting course. Many never get to experience it because of the cost it can take for such a project. I would like to give the students what they have asked from me every year since I have been teaching. The "Painting My World" project will allow the students to participate in such a course. Students will use easels, canvas, palettes to take part in a beginning painting course where the students will get the feel of what actual artists do. Using an easel will allow the students the ease of creating a real studio inside and outside. After studying a variety of artist we will then discover one that is more of a local legend, Georgia O'Keeffe. My advanced classes will view some of O'Keeffe's painting from the Panhandle Plains museum, and actually put themselves in her shoes by going to paint down at Palo Duro canyon where O'Keeffe used to spend much of her time while she taught at Canyon. Another group of students will have the ability to take their new supplies to the Botanical Gardens and paint flowers like those of the famous American artist as well. All of my students will have the option of painting in the classroom and outside of the classroom by using the new supplies. All of my students will also learn about the artwork of O'Keeffe and see some of her work through prints and books in the classroom. Through this project students will learn art history, have hands on painting exercises, enable the use of local museums and parks, and have the possibility for future students to do the same. Participating in this project will create a new and exciting adventure for my students.</p>	

CATEGORY ONE: Purpose Served/Need for Project or Program: Describe the need and/or purpose served by the proposed project or program, including relevant supporting data and documentation..

As the Texas Education Agency continues to put more emphasis on TAKS performance related to core teaching areas, Art programs across the state continue to have funds cut to make way for tutoring, acceleration, and other core programs. This problem actually goes all the way back to the federal level where the No Child Left Behind Act of 2001 has put more emphasis on students passing exit tests than in years past. These views are reflected in federal budgets. "The attempt at cutting funding for arts education stems all the way from the federal level. The U.S.D.E 2006 Fiscal Year Education Budget Summary is just one example. In the summary, it is proposed to make a cut of 35.6 million dollars in art education" Karen Burba of the University of Michigan. Not only are funds being cut from art programs every year, but the amount of time that students are allocated to learn Art is being cut throughout the nation. Jill Gross of Parenthood Magazine explains this in her *What the Arts Really Teach Our Kids*. "Time spent in arts classrooms is also on the decline. Earlier this year, the Center on Education Policy, a national public education advocacy group, released results from its ongoing assessment of the No Child Left Behind law. While test scores have increased in math and reading, 71 percent of 15,000 school districts surveyed reported having reduced time in at least one other subject. Of that group, 22 percent said time spent in fine art and music classes was reduced."

These problems are not confined to other parts of the country. Within Amarillo ISD budget and time constraints are taking their toll on Arts programs. In the 2002/2003 school year \$92,358 (.35% of non-payroll general fund expenditures) of AISD's budget was spent on classroom Art. However by 2007/2008 only \$37,972 (.13%) of the budget could be allocated to these programs. Additionally, enrollment in Art at the high school level is already dropping due to the state mandated 4X4 that puts an emphasis on Science and Math courses and reduces the opportunities that students have to participate in Art classes.

While AISD is doing what it can to support Art programs in the District the state demands on Core Curriculum certainly dictates that funds and time go elsewhere. On the Austin Middle School campus the budget for Art supplies each year has \$1500 for the last three years as the cost of supplies have gone up each year. As funds become scarce and supplies become more expensive I have had to focus my lesson plans on lower cost activities. While drawing and water color activities engage many students it is currently impossible to provide art immersion activities that incorporate Art History, real life examples, and actual brush to paper continuity to all Art students. Just like in core classes it is important for Art students to not only hear and see lessons, but it is important for them to be able to "touch" the lessons to really learn and connect with them. "Hands-on learning provides learning by doing--helping a student to acquire knowledge and skills outside of books and lectures. Learning can occur through work, play and other life experiences. Accomplished teachers include plenty of hands-on learning experiences, especially in science and math, to ensure student understanding of new and unfamiliar concepts." Apple Learning Interchange

Outside of the research and budget issues facing Art programs, I face a more tangible evidence of need for a more immersion friendly Art opportunity each year. At the end of every school year I ask my students in a survey, "What is a project you wish you could have done this year?" Each time I look at the surveys and the most common response is, "I would like to do a real

painting." So at first I thought..."well we do painting", but after I asked students to explain this they go on to tell me they would like to do a painting on a canvas with an easel like a real artist does. Every year I have been teaching I have had multiple students ask for this opportunity, and I then must tell them how we could not afford such things. Now I would like to change that. In our school, like many other schools, painting is taught by water colors and maybe some acrylic painting while students are sitting in class.

Painting on an easel is completely different and what most professional artists use. Most of my students would never have the chance to have an experience like this on their own, and for many it could bring a whole new way of expressing themselves in a positive way. The experience of moving from painting on a desk to painting on an easel is akin to the difference in putting down the video game controller and driving a real car. The video game and painting on a desk are similar in that they are watered down simulations of the real thing, and they have a time and a place but should never be mistaken for real life experiences. Painting on an easel, like driving a real car, provides an ever evolving opportunity for learning. By moving an easel and canvas from the urban backdrop overlooking the campus to nature at a park every painting experience becomes unique just like every real life driving experience.

If the best way to engage students is through immersion (Jonathan Walters, 2006). Then immersing students into their subject (what they are painting) is a necessity. Every year I face questions regarding why students must paint from photographs of paintings and pictures that are already in a magazine. Some students indicate that they have "never seen anything worth painting". I feel that it is a need for my art program to provide each student with the opportunity to find something "worth painting". Students need to have the opportunity to see the beauty of Amarillo's assets through an artistic lens and then try to capture that beauty for themselves.

Finally, students need to have the opportunity to see and connect art and artistic opportunities to Art History. One of America's "most renowned artists of American Modernism" spent much of her time right here in the Texas Panhandle capturing the beauty that is still available to students today. Georgia O'Keeffe taught at West Texas State University and did many of America's most famous paintings at the Palo Duro Canyon state park. With the Panhandle Plains Historical Museum in Canyon, TX housing multiple O'Keeffe originals there is no reason that art students in Amarillo should not be able to see her work.

Our goal as a campus is "to guide, engage, and educate, leading all students to become life long learners while moving forward personally and academically." I believe this project will be able to help me achieve this goal in my art classroom on every level. Additionally, researchers indicate that "teachers also noticed that the motivation to read expanded when the children drew characters and subjects from their books. Drawing the content of science, geography, and social studies lessons resulted in noticeable differences in speed of learning and retention. When teachers used the abstract design lessons to teach math concepts, they witnessed children break through conceptual blocks with ease while having fun." Districts have reported as much as 20% increases in reading, writing, and math scores as a result of these visual arts experiences" (Brookes, *Drawing with Children*) My students will be engaged by this program and it will educate them in not only art but also history which will lead them to have more interest in a subject that could personally help them express themselves and improve academic performance in other areas.

Summary of Need:

A:

The need for an enhanced Art immersion opportunity for all Art students at Austin Middle School aligns with campus improvement "to guide, engage, and educate, leading all students to become life long learners while moving forward personally and academically." The need also aligns with the District philosophy of "graduating every student prepared for success beyond graduation" since enabling students to understand their surroundings better and develop an appreciation for the arts will help them to achieve fuller adult lives.

B:

The target population of this plan is one hundred 6th grade students, two hundred 7th grade students, and fifty 8th grade students enrolled in my Art classes at Austin Middle School. Additionally, all future students enrolled in my Art classes will have access to the easels for similar programs in the future. Being that my average class size is about 30, the number of easels and paint sets needs to match that since different students can use them as classes rotate. However, each student (350) will need his/her own canvas which to paint on. The program described in detail in Category Two will provide bussing for each 8th grade student to visit the Palo Duro Canyon State park for an opportunity for immersion in their painting and 30 students in the 8th grade to go the Botanical Gardens for the same. The students painting in Palo Duro Canyon will also have the opportunity to visit the Panhandle Plains Historical Museum to learn about Georgia O'Keefe and view some of her original works. These program components will directly address the needs identified throughout this section by providing students an opportunity to paint using professional equipment and to be immersed in the artistic beauty around them.

C:

Need 1:

Currently 0 students at Austin Middle School have the opportunity to paint on easel and canvas.

Need 2:

Currently 0 students at Austin Middle School are taught to practice Art outside of a classroom.

Need 3:

Currently 0 students at Austin Middle School have been able to see local artist artwork.

Need 4:

Austin Middle School's Art Budget will be cut by ~~100%~~ $\frac{1}{3}$. or .33%

AISD's art budget has been cut by over \$50,000 in five years.

Research indicates that good Art programs can improve student success in other areas.

" Districts have reported as much as 20% increases in reading, writing, and math scores as a result of these visual arts experiences" (Brookes, *Drawing with Children*)

CATEGORY TWO: Program/Project Objectives/Parameters: Provide a detailed description of the quantifiable objectives of the project/program to be implemented.

Objectives:

In order to effectively address and monitor progress towards meeting the needs described above I have established a series of quantifiable objectives. As progress towards these objectives is made, the needs described previously will be being addressed.

Objective 1: to provide 350 students the opportunity to paint on canvass and an easel

Objective 2: to allow 30 students the opportunity to paint in Palo Duro Canyon

Objective 3: to allow 30 different students the opportunity to paint at the Botanical Gardens

Objective 4: to expose 30 students to original works from Georgia O'Keefe

Objective 5: to expose 350 students to Georgia O'Keefe's works in the classroom

Program Description:

In order to address Need 1 and obtain Objective 1, I must attain the resources necessary to make a professional painting opportunity available to all of the students in my classroom. In order to do this I will need 30 easels for my classroom. Each easel will be used in each of my seven classes a semester and will be stored in the art storage room when not in use. For the 2008/2009 school year I will need 350 canvases (8 by 10) so that each student will have their own canvas to paint on. At the conclusion of their professional painting project each student will be allowed to keep their completed painting on canvas. Obviously, special paint will be needed since students will be painting on canvases so 30 sets of acrylic paint will be purchased and 30 paint palettes will be acquired for paint mixing and usage. Similarly to the easels, the paints and palettes will be used by different students each class period in order to maximize the effectiveness of funding assistance. I will dedicate 3 weeks to this project to ensure that students have the opportunity to fully appreciate and complete their painting in this opportunity that they have been asking for. I will conduct this project during times of the year when students who want to paint outside on the campus can do so in an effort to provide an Art immersion opportunity to all students.

In Regards to Needs 2 & 3 I will take 8th grade students to places in the Amarillo community where there are many unique and inspiring things to paint. One group of 30 students will be taken for a day trip to the Palo Duro Canyon State Park where they can set up their easels and paint real life. I will utilize my personal camera to take pictures of their subjects so that they can continue painting the same thing back in the classroom after the visit. On the way back from the State Park we will stop at the Panhandle Plains Historical Museum and view original works by Georgia O'Keefe so that students can see that a famous artist has painted in the exact same location as them. A second group of 30 students will be taken to the Botanical Gardens in Amarillo for a similar painting experience. They will be allowed to set up their easels and paint real life plants for a day. Again, I will use my personal camera to capture their subjects so that they can have a picture to paint from back in the classroom. At the conclusion of these trips Objectives 2, 3, and 4 will have been met and Needs 2 & 3 addressed.

In order to attain Objective 5, I will purchase 1 book of paintings and 1 print by Georgia O'Keefe to use in my classroom. These assets will be used for a 3 day lesson tying what we do in the classroom to a professional artist who happens to have spent much of her time painting things practically in the student's own backyard. This provides an opportunity for students to remove barriers about Art being something that is beyond their reach. In seeing that real people right here have done amazing things the students can begin to see themselves as artists rather than students taking an art class.

Research:

Easel Painting: Marion Boddy-Evans of About.com summarizes the benefits of painting on an easel as such in her *Before You Buy a Painting Easel*. "There's nothing to beat an easel for keeping a painting in place while you're working on it. Working vertically means you're working in the same plane as the painting will finally be hung, reduces the risk of spilling anything on it,

or dust collecting on it. You can work sitting on a stool or standing, though standing at an easel makes it easy to step back to see how the painting is progressing."

Acrylic Paints: Wikipedia outlines the benefits of Acrylic Paint in this definition: "Acrylic paint is fast-drying paint containing pigment suspended in an acrylic polymer emulsion. Acrylic paints can be diluted with water, but become water-resistant when dry. Depending on how much the paint is diluted (with water) or modified with acrylic gels, mediums, or pastes, the finished acrylic painting can resemble a watercolor or an oil painting, or have its own unique characteristics not attainable with the other media."

Palettes: Answers.com defines a palette as, "A board, typically with a hole for the thumb, which an artist can hold while painting and on which colors are mixed." An artist must have a palette when mixing acrylic paints since the paint is sold in tubes.

Painting Outside: "Creating landscape paintings outdoors offers an opportunity to experience nature in a way that is very distinct from more traditional activities, such as hiking, biking, boating, etc., that involve movement." By Maddine Insalaco, [Etruscan Places](#)

Palo Duro Canyon State Park: Texas Parks and Wildlife tell us that, "Palo Duro Canyon State park is an excellent outdoor classroom. School groups from across Texas, Oklahoma and New Mexico visit the park each year."

Panhandle Plains Historical Museum: The Panhandle Plains Historical Museum website tells us that they house one of only four O'Keeffe Oil Paintings and that they have educational programs tailored to all school groups including arts focuses.

Botanical Gardens: "Amarillo Botanical Gardens offers several different classes to help reinforce your lessons!" and provides class and group discounts according to its website. Additionally, many different types of trees and plants are viewable and could be used as subjects for painting."

Painting On-Site: Open air painting has a long history and has its origins in Italy, not in France as is commonly believed. Evidence exists that artists painted outdoors in the early 17th century, so the tradition is at least 350 years old. Painting on-site creates a whole new dimension for the artist to explore.

Educating all students in Art: "the emphasis on art education programs needs to be on educating all students with basic art knowledge, not just on developing the skills of the talented and interested." Jones & Runyan *Demystifying Art Education*.

Georgia O'Keeffe: Wikipedia tells us this about O'Keeffe, "O'Keeffe has been a major figure in American art since the 1920s. She is chiefly known for paintings in which she synthesizes abstraction and representation in paintings of flowers, rocks, shells, animal bones and landscapes. Her paintings present crisply contoured forms that are replete with subtle tonal transitions of varying colors, and she often transformed her subject matter into powerful abstract images."

Art Books & Prints: As stated by Pointon, Marcia. *History of Art: A Student's Handbook*. New York:

Routledge, 1997. "Many students do not get a chance to study art history until they take a college course" So the option of learning about artists through textbooks and through prints creates an advantage for younger students and a possible further interest in the subject of art and history.

Approximately how many students will be directly, or indirectly, impacted by this project or program: At least 350 students. Approximately 100 6th grade, 200 7th grade, & 50 8th grade in year 1. Approximately 350 students will benefit from the easels each subsequent year for years to come.

When would the project/program be initiated? Implementation of this project will occur from 8/1/08 to 5/30/09. Purchasing of materials will occur as soon as funding comes available.

CATEGORY THREE: Assessing Effectiveness of Program/Project Objectives/Parameters

How will the effectiveness of the program/project be assessed as it relates to objectives noted in Category Two?

The success of this project will be monitored through the progress being made towards the attainment of the Objectives noted in the previous section. Each objective is restated below along with a statement regarding how each one will be attained.

Objective 1: to provide 350 students the opportunity to paint on canvass and an easel

Each of approximately 30 students in 14 different classes will be given a true canvass upon which to paint. Each of 350 students will have the opportunity to use an easel, palette and acrylic paints to compose a work of art. As opportunity arises students will be able to paint outside on the campus using the easel. 60 of the students will begin their paintings during their visit to Palo Duro Canyon or the Botanical Gardens. This Objective will be deemed to have been successfully met when all 350 students turn in their paintings.

Objective 2: to allow 30 students the opportunity to paint in Palo Duro Canyon

A 1 day trip will be taken to the Palo Duro Canyon State Park with 30 students. Students will bring their easel, paint, and palette. Students will choose their subject and begin painting it. I will photograph their subject using my personal camera from the angle they are painting so that they can continue to work on their painting after leaving the Canyon. This Objective will be deemed to have been successfully met when all 30 students turn in their completed paintings.

Objective 3: to allow 30 different students the opportunity to paint at the Botanical Gardens

A ½ day trip will be taken to the Amarillo Botanical Gardens with 30 students. Students will bring their easel, paint, and palette. Students will choose their subject and begin painting it. I will photograph their subject using my personal camera from the angle they are painting so that they can continue to work on their painting after leaving the Gardens. This Objective will be deemed to have been successfully met when all 30 students turn in their completed paintings.

Objective 4: to expose 30 students to original works from Georgia O'Keefe

The 30 students taking the day trip to Palo Duro Canyon State Park will visit the Panhandle Plains Historical Museum in Canyon, TX on the way home. Students will get to see original Georgia O'Keefe paintings and comprehend her connection with the Palo Duro Canyon and art in general after visiting the Canyon themselves. This Objective will be deemed to have

entrance fee rate of \$3 per individual. Students will paint at the Canyon as described previously. A total of \$90 has been budgeted for this line item.

Botanical Garden Entrance Fee: 30 students will enter the Amarillo Botanical Gardens at a student entrance fee rate of \$3 per individual. Students will paint at the Gardens as described previously. A total of \$90 has been budgeted for this line item.

Detail the budget for requested funds: Include specifics such as kinds of materials and/or equipment needed, sources and costs of supplies. Categories such as materials, equipment, transportation, honorariums, food, lodging, etc. must be itemized.

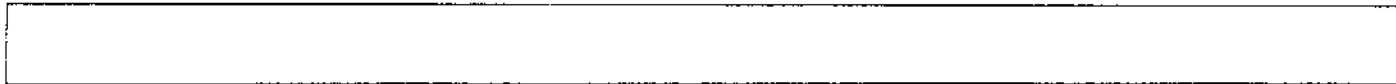
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ITEM	QTY	SUPPLIER	COST
Easels	30	Sax Catalog	\$600
Palette	30	Sax Catalog	\$45
Canvas	350	Sax Catalog	\$360
Paint	30 sets	Sax Catalog	\$900
Botanical Garden 1/2day	30	Botanical	\$90
Bus for 2 trips		AISD	\$250
Palo Duro Canyon	30		\$90
O'Keeffe Book	2	Hastings	\$40
O'Keeffe Print	1	Sax catalog	\$25
TOTAL REQUESTED			\$2,400

CATEGORY FIVE: Innovation and/or Adaptation

- A. Is this project, or a similar one, being implemented elsewhere in the district?
Not that I am aware of.
- B. Have adaptations to an existing program been made to address the specific needs pertinent to this proposal? No What are these changes?
None
- C. If not, did you design/create it yourself?
Yes
- D. If you own creation, what prompted the idea?

Actually the idea was prompted by my students! As stated previously, my students in an end of the year survey would state that they would like to do a complete painting. So, it began with them and then I just thought about what I could do to give my students what they asked for. When I was my students' age I had the availability to take private painting lessons. My mother was also a painter so I was brought into painting at a young age. Many of my students have never even used a paint brush. This will definitely be a thrilling project for them, and will open them up to an experience that would have possibly never been had for them. Art is a subject that is important for the students to be happy and enjoy themselves. I do believe the students will truly enjoy this project and previously cited research indicates that the program has the potential to be successful since it is a compilation of things that are proven to work. The "Painting My World" project can impact the students, and be something that they will remember for many years to come



The applicant and the campus acknowledge that funding is not guaranteed under this program and that this application may be declined for any and all reasons based upon the discretion of the Grants-to-Teachers Application Review Committee and the Amarillo Education Foundation Board of Directors. The applicant and the campus certify that all information in the this application is true and correct and accept the responsibility to implement the project/program as described in this document upon approval of all or portions thereof.

John Adams

Applicant Signature (only one required, if multiple applicants)

2/6/08

Date

[Signature]

Principal's Signature

2-6-08

Date

Austin Middle School - Art

AIISD Campus/Department

A hard copy of your completed application is preferred. Please call to make any special arrangements to ensure receipt of application by the February 29, 2008, deadline.