

Art After School

A Proposal to the Arts Initiative Fund

Making constructive after-school art activities available for students in area middle schools is critical to ensuring their academic success.

Statement of Need

More than ten thousand school-age children in Tacoma have parents who work outside the home. However, only 20% or two thousand children in grades K-8 participate in before- and after-school programs. Most of the other 80% of children do not have access to affordable, quality care during the hours before and after school. Meanwhile, the number of school age children with working parents continues to rise. In 69% of all married couple families with children ages 6-17, both parents work outside the home; in 71% of single mother families and in 85 percent of single father families with children ages 6-17, the custodial parent is working; and the gap between parents' work schedules and their children's school schedules amounts to 20 to 25 hours per week. To meet this growing demand, communities must create quality after-school enrichment programs.

Research conducted by the U.S. Department of Education, Partnership for Family Involvement in Education (1999) found that school-age children and teens who are unsupervised during the hours after school are more likely to use alcohol, drugs, and tobacco; engage in criminal and other high-risk behaviors; perform poorly in school; display increased behavior problems; and drop out of school more often than those children who have the opportunity to benefit from constructive activities supervised by responsible adults. In a Harris poll, more than one-half of teachers singled out children who are left on their own after school as the primary explanation for students' difficulties in class.

A recent Getty Center Report, "The State of the Arts" (2000), shows after a study of test scores (as measured by the National Assessment of Educational Progress) that students who receive training in the arts perform better academically in every other academic subject. *This held true for every grade level in every state.* Currently, local middle schools lack the funding necessary to offer arts education for every student, denying them access to the very experiences that will help ensure their success.

Conversely, there is a chronic shortage of after-school programs available to serve children. Demand for school-based after-school programs outstrips supply at a rate of about two to one. Further, finding quality programs to meet the needs of children moving from elementary to middle school years is even more challenging in communities where after-school resources decline abruptly after elementary school. Middle school children are often "too old for child care" and "too young for self-care." The transition to middle school marks the time when children are in early stages of adolescence, asking for greater autonomy and are able to use it more successfully if they receive support, attention, and supervision from caring adults.

Objectives

Fifty of the seventy children will learn to throw three vessel forms in clay on the wheel within six months and will pass a proficiency test demonstrating knowledge of these techniques.

We will document the methods utilized to teach throwing pots, identifying those with the greatest success.

A manual will be created to be used in teaching wheel throwing to this age and proficiency group in the future.

Reduce the number of after school legal infractions during the next 24 months by 15% as noted in the Department of Youth Crime Report.

Increase standardized test scores by at least 10% in one subject area, as measured by the Washington Assessment of Student Learning.

Increase students' self confidence in their creative abilities.

Methods

Seventy students will participate twice weekly in after school wheel throwing classes over the course of the 2000-2001 school year. A rotating series of artists-in-residence will teach a one month, workshop style course that focuses on a technique or method that they specialize in. Trips to studios, as well as visits by working artists, will expose students to the wide variety of practical applications for the skills they will acquire. Trips to galleries and museums will provide opportunities for learning analytical and interpretive skills, and will introduce students to the study of art history.

As the students begin each segment of the program, they will take a pre-test to establish a baseline proficiency in the technique being taught; the same test will be administered at the end of the segment to demonstrate growth in their skill level. Detailed lesson plans will document teaching methods, and will be compiled and compared to the results of the methods. Those with the greatest success will be compiled into a manual.

Timeline

October, 2002

Artist-in-residence Yuki Nakamura will teach cylinder throwing. Trips include a visit to Yuki's studio and to the Seattle Asian Art Museum to study cylindrical forms and Japanese ceramic traditions.

November, 2002

Artist in residence Brent Haywood will teach a series of workshops on altering the basic cylinder. Students will visit the Contemporary Craft Gallery and an exhibit of pre-Colombian ceramics at the Burke Museum.

etc. (you get the idea)

Budget

Description	Quantity	Total
1. Artist in residence @ \$500/week	24 weeks	\$12,000.00
2. Clay@ 15 cents /lb.	200 lbs. per week	\$300.00
3. Tools @ \$10/student	70 students	\$700.00
4. Transportation @ \$65/trip	4 trips per month	\$1560.00
5. etc. (again, you get the idea)		
TOTAL		\$xxxxxx

