



SOUTHEASTERN ARIZONA ARTS IN ACADEMICS (SAAA) NEWSLETTER

Winter 2008

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The project is a unique concept to bring arts integration through professional teaching artists to the SAAA schools.

Teaching Artists include Susan Corl – Mixed Media Visual Folk Artist from Patagonia; Kimi Eisele – Writer/Photographer/Dancer from Tucson; Paul Fisher – Theatre from Tucson; and Carrie Starr – Music from St. Michaels, AZ.

The rural schools in Arizona have a significant need for a program such as SAAA due to several factors including distance, isolation and limited funding making it difficult for students to be exposed to the arts and to work with master artisans. In addition some of the teaching staffs are unprepared to teach the arts or incorporate art forms into their regular instruction. Even though these schools have struggled to maintain a culture for the arts, it has been difficult. SAAA will build an infrastructure that will sustain art culture through efforts of the teachers, students, artists, administration and the communities.

The focus of the project is professional development for teachers, teaching artists and novice teaching artists. It will capitalize on the extensively researched CAPE model of arts integration and the implementation of curriculum and assessment using the Understanding by Design model. It will bring performances to the schools and unique opportunities for students to engage in these performances. Further, it will allow students to showcase, comment and dialogue about their work through an electronic museum.

The U. S. Department of Education to invest approximately \$1 million through a grant funded for an Art Academics Model Program in Southern Arizona rural schools over a 3-year period.

Karen Husted is the Director of The Arts for "Border" Children and is the facilitator for the Southeast Arizona Arts in Academics (SAAA) professional development project. SAAA is a consortium of rural school which includes:

- Ash Creek School Elementary,
- Double Adobe Elementary,
- Naco Elementary,
- Fort Thomas Unified School District (the lead school district for the project),
- Mt. Turnbull Academy – Bylas, and
- San Carlos School District.

By the end of the project, Southeast Arizona Arts in Academics:

1. Students will demonstrate increased skills, knowledge, and understanding of the four forms of art (Music, Visual, Theatre, and Dance) and realize improved academic



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achievement, social maturity and respect for others, especially those from different cultures.

2. Teachers will demonstrate the knowledge and skills necessary to engage children and youth in learning the arts and will incorporate the arts into regular classroom instruction.
3. Schools and communities will have the infrastructure and cultivated the commitment to ensure that the arts remain part of the core curriculum.

This will be accomplished through the following strategies:

1. Creating student and teacher enthusiasm and support by utilizing the expertise of artists in residence, College faculty, and technology to expand learning opportunities. Artists in Residences will spend at least three weeks a year at each school site demonstrating and facilitating student projects. Student works will be disseminated electronically and juried by a distinguished panel of judges who will support student growth.
2. Conducting professional and curriculum development. Teachers will participate in an intensive training program conducted by the teacher/coach, Master Artists and faculty from Cochise College. Training will be conducted through summer workshops, school year in-services, seminars and colloquies, and observation and coaching.
3. Fostering community enthusiasm by showcasing student works, developing/expanding partnerships, sponsoring special performances/showings, involving parents/community members; school-wide productions that will involve all students.
4. Continually monitor and evaluate status and quality of activities; Building a culture to sustain Arts in Academics.



In addition to prior organizational meetings, a workshop for the project was held at Cochise College in Willcox on December 6, 2008 to introduce the Master Artists and Dr. Lawrence Mello, Project Evaluator to the project schools and to discuss the grants goals, strategies and scheduling requirements, as well as demonstrations of art in the curriculum by the Master Artists. Future meetings will take place with the individual schools as their program curriculum is developed.

PROGRAM DIRECTOR



Karen Husted,
Project Director
(Founder &
Director of Arts
for “Border”
Children)
Phone/FAX:
(520) 558-2346

E-mail:

karenkhusted@gmail.com

Karen has dedicated *45 years to quality theatre and arts education.* She was a classroom theatre, movement, speech teacher and department chair for 20 plus years. She also served as the AZ state director of interscholastic drama and speech activities. As the president of the state educational theatre association, she chaired the development of the first state drama/theatre curriculum. When she became the Artistic Director and Department Chair of Tucson High Magnet School for the Performing and Visual Arts she focused on the improvement and expansion of the curriculum as well as



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assessment criteria such as entrance and exit skills and a portfolio process to demonstrate student growth and improvement and a best works portfolio for seniors. As chair of Theatre Education at the University of Arizona she facilitated the review and update of the entire Theatre Department's undergraduate curriculum, which included implementing new offerings in theatre education and starting a Master of Arts program in Theatre Education. As a national consultant, Karen collaborated with the Educational Theatre Association to develop professional development seminars in curriculum and assessment design which were taught and facilitated by her in all regions of the United States. Karen was the national theatre consultant on the New York State Goals 2000 project to develop a state assessment in the arts for the New York State Department of Education. Karen was a technical assistance provider for the AZ State Department of Education Arts Integration Initiative. It was her work with this initiative that led her to see the need for the development of Arts for "Border" Children. In addition, for eight years she taught the methods of arts integration for The University of Phoenix at the Tucson and Sierra Vista campuses. In 1994, Karen was recognized for her extensive contributions to theatre curriculum and assessment by being inducted into the Education Theatre Hall of Fame. During the years she was teaching at the University of Arizona, she was annually nominated by her colleagues in the College of Fine Arts for an outstanding teaching award and received the Putnam Award in 1995.

Arts for "Border" Children

The mission of Arts for "Border" Children is to create an arts based learning environment which improves learning in the arts and core subjects and through the arts create cultural understanding and partnerships to educate, enrich and empower students, schools and communities who view themselves as living within a physical or psychological border.

Arts for "Border" Children is the facilitator for the Southeast Arizona Arts in Academics (SAAA) professional development project. It is a U S

Department of Education Model Programs 3-year grant. SAAA is a consortium of rural schools. The schools in the project are Ash Creek, Double Adobe, Naco, Fort Thomas and San Carlos. The project is a unique concept to bring arts integration through professional teaching artists to the SAAA schools.

The focus of the project is professional development for teachers, teaching artists and novice teaching artists. It will capitalize on the extensively researched CAPE model of arts integration and the implementation of curriculum and assessment using the UNDERSTANDING BY DESIGN model. It will bring performances to the schools and unique opportunities for students to engage in these performances. Further it will allow students to showcase, comment and dialogue about their work through an electronic museum.

PROGRAM EVALUATOR



Lawrence T. Mello, Ed. D

Dr. Larry Mello has served as a classroom teacher, school principal, district administrator and educational

trainer and consultant for 47 years. He is currently training classroom teachers in the use of research-based instructional practices and provides educational leadership training and coaching to school administrators. Dr. Mello has facilitated school reform efforts across the nation, has conducted numerous program and project evaluations and presently serves as a mentor principal in Arizona. His work is grounded in current research on organizational change, effective teaching and learning and leadership competency.

Dr. Mello is the Consultant/Owner of *New Designs for Learning*, which provides education consultant services, group facilitation, in-service teacher training; school



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improvement and education leadership training to public and private schools throughout the United States. Dr. Mello has developed and delivered school effectiveness in-service training activities to teachers and administrators in a seven-state region, and has provided liaison with federal and state education agencies and institutions of higher learning in the region.

Over the years, Dr. Mello has had many publications too numerous to list, in addition to product and program development. His expertise in K-12, plus higher education brings a wealth of knowledge to the SAAA Program.



MASTER ARTISTS

MIXED MEDIA VISUAL FOLK ARTIST



Susan Corl
P O Box 898
Patagonia, AZ
85624
520 -394 – 2926
susancorl@hotmail.com
susancorl@theriver.com

Susan Corl is a visual folk artist/quilter/poet. Susan's specialties are textiles, fibers, mixed media and multi-cultural crafts. A versatile artist working with in many forms, her work has a strong emphasis on pattern and color inspired from nature and folk art from around the world.

Corl has been a member of the Arizona Commission on the Arts Roster since 1996 doing residencies in schools and communities throughout Arizona. These have included a focus on two and three dimensional design, quilting, bookmaking and handmade paper, sculpture, mask making and puppetry, highlighting natural and recycled materials. Susan is particularly interested in process and technique, one example: gathering and processing plants into sheets of paper that are bound into a handmade book written in calligraphy. Her workshops emphasize the use of natural materials and recycling and connect to the core curriculum while implementing the Arts Standards.

WRITER/PHOTOGRAPHER/DANCER



Kimi Eisele
124 N. Melwood Ave.
Tucson, AZ 85745
520 – 882-6092
kimieisle@gmail.com

Kimi Eisele, a multi-disciplinary artist. Kimi facilitates students of all ages to enter the writing, research and documenting process through movement, artifacts, and memories. Her work explores how individual and community geographies intersect and how personal and political landscapes can be communicated with words, images, maps, and the body.

As an artist on Arizona Commission of the Arts Artist Roster, Kimi has taught creative writing and movement in schools and institutions for the past eight years. She served for five years as the Writing Director of VOICES, Inc. mentoring young people in writing, research, and interviewing for the after-school magazine program, 110 Degrees. For that work she was awarded the 2005 Compass Health Care "Dynamic Duo Award: Making a Difference" with photographer Josh Schachter. As a VOICES guest artist, Kimi has taught digital storytelling to youth on the Tohono O'odham Nation, and co-facilitated (with



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Josh Schachter) the "Living Stories Project," which invites participants to explore their personal and neighborhood histories through writing, photography, and movement.

Kimi is the Special Projects Director for NEW ARTiculations DanceTheatre, where she has facilitated community dance projects using modern dance and personal stories to illuminate issues of social, political, or environmental significance.

Kimi holds a master's degree in geography from the University of Arizona, where she founded "You Are Here," a literary journal about space and place. Her own nonfiction essays and articles about globalization, U.S-Mexico border issues, the environment, health and the arts have been published. Kimi is a co-founder and active participant in "Movement Salon," an improvisation performance group of dancers, writers, and musicians. In 2007, she helped form "Action Down There," a collective of women writers and artists whose public actions seek to bring attention to issues that are often buried or ignored.

Paul Fisher has worked in differing venues, in a variety of locations, throughout the US, in Europe, Russia and Africa. He has consulted for INTUIT, Canyon Ranch, and many other organizations. He teaches creative thinking, lectures for The Learning Curve, consults with the National Endowment for the Arts, and UA Presents, at the University of Arizona.

In 2007 Paul Fisher was recognized for his years of distinguished service in Arts and Education, by The Arizona Daily Star and The Tucson/Pima Arts Council with the "Lumie" Award. In 2003, Mr. Fisher was awarded the Buffalo Exchange Arts Award, by the Community Foundation of Southern Arizona, for his years of work in Arts and Education. Mr. Fisher was the original Director of the nationally recognized Arts Education Program for the Tucson Pima Arts Council.

Mr. Fisher is a graduate of the University of Birmingham, Great Britain. He has published a variety of books and articles.

Referred to as "the Robin Williams of Education", he is a veteran teacher. Mr. Fisher always provides a stimulating, hilarious & educational experience.

THEATRE



Paul Fisher

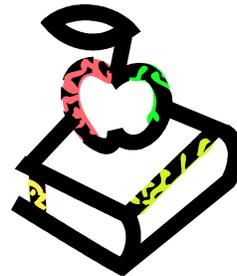
722 W. Vanover Rd.

Tucson, AZ 85705

Cell (520) 850 6157

Paul@murielofskye.com

Executive Director,
The Path of Theatre



Paul Fisher is a private consultant specializing in the use of creativity and theatre as tools of assessment, learning, communication and critical thinking. He has conducted staff development and worked in-classroom with The University of Arizona, Tucson Unified, Marana and Sunnyside School Districts, charter and private schools. Mr. Fisher is also a performer, writer and director.



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MUSIC AND ARTS EDUCATION INTEGRATION SPECIALIST

schooling (in music) through working, that is, through being active and creative.



Carrie Starr

P O Box 1321
St. Michaels AZ
86511

ph: 928 -755-3468
Cell: 928- 206-6242
carrie_starr@yahoo.com

As past leader of a school improvement team, a participant in the Professional Development Academy and the administrator of a two-year-Arts Education Initiative grant, I developed a solid and practical understanding of the principles of school improvement. This understanding, combined with the practical skills acquired in my Orff Schulwerk , world music and vocal training, yielded an engaging and flexible student-centered method of instruction integrating core academic standards into vocal & instrumental music instruction that I have used at every classroom level.

What is Orff Schulwerk?

Orff Schulwerk is a way to teach and learn music. It is based on things children like to do: sing, chant rhymes, clap, dance, and keep a beat on anything near at hand. These instincts are directed into learning music by hearing and making music first, then reading and writing it later. This is the same way we all learned our language. When the children want to write down what they have composed, reading and writing find their moment.

Orff Schulwerk uses poems, rhymes, games, songs, and dances as examples and basic materials. These may be traditional or original. Spoken or sung, they may be accompanied by clapping and stamping or by drums, sticks, and bells.

The title "Schulwerk" is an indication of the educational process taking place: Schulwerk is

CALENDAR OF EVENTS

March

The production "Our Dad is in Atlantis" for grades 5 - 12 is scheduled for:

*Ash Creek School on Tuesday, March 10 at 12:00 pm.

*Double Adobe and Naco at Lowell School in Bisbee on Wednesday, March 11 at 10:00 am.

*Fort Thomas High School on Tuesday, March 17 at 12:00 pm MT. Turnbull Academy will attend this performance.

April

The production of "Coyote & Cuelbra (3 folk stories) for grades K – 4:

Fort Thomas Elementary School on Friday, April 17 at 12:00 pm.

Ash Creek School on Monday, April 20 at 12:00 pm.

Double Adobe School on Tuesday, April 21 at 9:00 am.

Naco School on Tuesday, April 21 at 12:00 pm. The performance will be at the Turquoise Valley Country Club.



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SAAA Meeting in Willcox, AZ – Dec. 6, 2008
Karen Husted – SAAA Program Manager
Dr. Larry Mello – Program Evaluator



Kimi Eisele ties writing and communication to other curriculum.



Carrie Starr provides a new method of music.



What the participants had to say . . .

“We need to get art back in the schools.”

“Art is included in all curriculums not just the esthetic.”

“I am surprised that our students have gone so long without art.”

LEARNING NEW ART FORMS

Susan Corl teaches visual art through an origami project.



Paul Fisher stresses the fact that theatre is included in various curriculums.

