



## Tacoma Chapter

### PROGRAM: FACET ACTIVITY REPORTING FORM -2016-2017

|   |                                 |
|---|---------------------------------|
| ACTIVITY/ EVENT: CTA Peer Mentoring Classes |                                 |
| LOCATION: Arlington Elementary School       | DATE: Jan 11, 18, and 25, 2017. |

Please indicate which facets were involved by placing an "X" in the square

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> The Arts             | <input type="checkbox"/> National Trends & Services |
| <input type="checkbox"/> Health & Human Services         | <input type="checkbox"/> Services to Youth          |
| <input type="checkbox"/> International Trends & Services | <input type="checkbox"/> Collaboration              |

#### A. Sub-Objective(s)

1. Eighty percent of students surveyed will demonstrate an increase in appreciation of visual art by personal reports. Students will understand the fundamentals of art using circles and lines.

This objective was met: Students had limited knowledge beyond the basic elements and principals of art; balance emphasis, movement, proportion, rhythm unity and variety; the means an artist uses to organize elements within a work. At the end of the theory session all students called upon were able to identify the correct term when given a verbal description.

2. Eighty five percent of students will create a titled artistic piece depicting what they have learned when using art as a tool of self expression.

This objective was met: 100% of students present completed their final project by sculpting clay into an emotion something makes me happy or I would like to change. The completed artistic pieces of clay were finished with acrylic paint; and one or more of the following mediums: string, glue, paper and markers were titled by the student artist.

#### B. Description of activity. If this was a combined effort between facets, please state how each participating facet was involved:

The CTA student presented three 1 ½ hour weekly lessons in a row (see her attached lesson plans) to the fourth grade students. The CTA student developed her lesson plans and identified all materials to be used. The lesson plans consisted of theory and practical applications. The master artist was present during two of the classes to oversee verbal instruction and application of artist skills.

**C. Methods/ Reasons used to determining or selecting the target group(s):**

The CTA student identified the fourth grade as the targeted peer group for mentoring. The classroom was made up of 22 students; 10 girls and 12 boys. There were 16 main stream and 6 special education students.

**D. Targeted group(s) (Please check all that apply)**

WOMEN  SENIOR CITIZENS  STUDENTS: GRADE LEVEL(S)  4TH  FAMILY  OTHER   
 AMERICAN INDIAN OR ALASKA NATIVE  ASIAN  BLACK OR AFRICAN AMERICAN  WHITE  
 HISPANIC OR LATINO  OTHER (PLEASE SPECIFY)

|   |    |
|---|----|
| Number of attendees                     | 23 |
| Number of targeted group participating  | 22 |
| Number of Chapter members participating | 4  |
| Other                                   | 3  |

**E. Were other community groups involved in or collaborated with for the program?**

Yes  No

If yes, give names of groups and describe their involvement.

The fourth grade teacher and school principal were members of nationally recognized African American Sororities. The teacher and principal were welcoming and assisted in making the peer mentoring a success.

|  |   |
|--|---|
| <b>F. Cost of the Activity</b>                                   |   |
| Projected budget   | \$ 150.00   |
| Actual Cost:   | \$ 110.00   |
| Was a grant or underwriting obtained?                            | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| If yes, give amount and funding source name(s) and address (es). |   |
|  | \$  |
|  | \$  |
| <b>Total amount underwritten</b>                                 |   |
| Were any in-kind donations/services provided?                    | Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> |
| If yes, give amount and funding source name(s) and address (es). |   |
|  |   |

**G. Most outstanding qualities of this activity: THE SMILING FACES OF THE CTA STUDENT THE 4<sup>TH</sup> GRADERS, AND THEIR FIRST YEAR TEACHER!**

1. The CTA student developed a great rapport with the 4<sup>th</sup> grade students. They were focused and engaged. The CTA student gained self-confidence and appreciation for her natural artistic talent learned and the individual lessons/mentoring received from the master artist.

The student was pleasantly surprised to learn that she had a “knack for teaching”. She demonstrated her ability to control the classroom using verbal behavior control queuing tools; ie 1,2,3 eyes on me; to which the students replied 1 and 2 eyes on you.

The writer tried using the same verbal control que and received no compliance.

2. The students’ knowledge principals and disciplines were increased. She said that it made her “happy” to see the final projects at the culmination of the third class. Students that were involved in other programing and thus arrived late to the 3<sup>rd</sup> art class; said they ran up the stairs in an effort to catch up with the lesson.

3. In the art project, students were able to easily express their joyful feelings.....beyond what they were able to articulate. Entitling the projects brought their feelings full circle and allowed them to “own” their pieces.

H. Would you like for this activity to be continued? Why?

Yes

The Tacoma public school system does not have a dedicated art program. Over 75% of the students in the school receive reduced or no cost lunch. The artist impact on this population is limitless...the students found a “new voice”, a way to safely and constructively express themselves.

The activity will continue three more weeks beyond the scheduled peer mentoring classes. The Arts Facet will continue to support the lessons financially and by providing monitoring oversight.

I. Method of communicating and publicizing the activity

1. Announcements at Chapter and Facet Committee Meetings.

2. Notification provided to Tacoma School of the Arts where the CTA student attends.

3. In person meeting with school principal; explaining the CTA program and receiving permission to conduct the peer mentoring classes.

J. Methods evaluation used?

Question and answer sessions before and after each art theory lesson.

K. Outcome (S)

Increased knowledge of artistic disciplines and practices. Demonstrated by students ability to execute completed abstract projects expressing what the students learned when using art as a tool of self-expression. The student learned diminished self-injurious and destructive behavior skills; by expressing themselves through art. Completing the projects was an obtained goal for several of the children who have attention deficit disorder, or problems with perfection. Art is easy and not meant to be perfect.....

**L. DOCUMENTATION : ACTIVITY PHOTOGRAPHS (SUBMIT WITH FACET ACTIVITY REPORT FORM)**

1. CAMERA\_\_\_\_\_
2. CELL PHONE\_\_\_X\_\_\_
3. FILM PROJECTOR\_\_\_\_\_
4. OTHER\_\_\_X\_\_\_ REPORT FROM CLASSROOM TEACHER ON CTA PEER MENTORING CLASSROOM EXPERIENCE.

**\*SEND COPIES OF PHOTOS TO PROGRAM CHAIRMAN AND TECHNOLOGY CHAIRMAN**

**Event Service Hour Credits  
2016-17**

| Members Present  | Activity Participation | Prep.<br>(Time) | Hrs./Min<br>(Participation) | Total |
|------------------|------------------------|-----------------|-----------------------------|-------|
| 1. Frances Davis | monitor                | 2               | 6                           | 8     |
| 2. Anne Wade     | “                      |                 | 2                           | 2     |
| 3. Mary Wilson   | “                      |                 | 2                           | 2     |
| 4.               | “                      |                 |                             |       |
| 5.               |                        |                 |                             |       |
| 6.               |                        |                 |                             |       |
| 7.               |                        |                 |                             |       |
| 8.               |                        |                 |                             |       |
| 9.               |                        |                 |                             |       |
| 10.              |                        |                 |                             |       |
| 11.              |                        |                 |                             |       |
| 12.              |                        |                 |                             |       |

**Date of Next Meeting** \_\_\_\_\_ February 9, 2017 \_\_\_\_\_

Frances Davis

January 25, 2017

Reporting form submitted by \_\_\_\_\_ Date \_\_\_\_\_

**\*SEND COPIES OF “REPORTING FORM” TO PROGRAM CHAIRMAN AND PRESIDENT**

**THANKS!**