

Carla B. Long, a documentary photojournalist photographer, has been selected at the residency artist for 2020-21. She is a veteran Alloway Creek Elementary School (ACES) artist-in-residence who has worked diligently and collaboratively with ACES teachers to form an educational platform to teach third-graders about immigration in the late 1800s early 1900s. The goal of this ten-day residency is to foster integrated project-based learning in a multi-disciplinary approach. Collaborating with the artist in residence will be the STEM (Science, Technology, Engineering, and Math) teacher, Library Science, Art, and Third-grade classroom team of teachers using the creative process.

The curriculum for the entirety of this project would spread over several weeks in several different classrooms and with many teachers. The artist-in-residence will float between the three Third-Grade classes for nine days; day ten would happen in the art room, converting it into a photography studio. The artist-in-residence will provide studio lighting; the art teacher will be providing backdrops. The only materials that ACES would need to provide would be prints of each student's project displaying the works at the art show in May. The cost of the prints is approximately \$1000.00. Students will also need access to iPads with the Camera+2 app and Snapseed app. The artist-in-residence would need access to around 15 iPads.

Objectives would be measurable throughout each step of the process in all subjects in seeing how each student was able to navigate the Creative Process. Simplifying the Creative Process into four steps, allows classroom teachers to apply the Creative Process to writing as well as the art-based and STEM pieces of the project.

The residency intends to utilize this continued approach in giving students structure and self-tailor opportunities to contribute to the residency in the ways that interest them most. The STEAM approach allows students to connect a research project in library science to a history lesson on immigration. Students will unpack the question, "what would you bring?" with the artist in residence. They will bring an object from home that fits the period. They will then work through the creative process. The creative process includes four stages that students will work through to solve, create ideas, and solve problems: IDEA, PLAN, MAKE/CREATE, REFLECT/SHARE. In working through with both the artist in residence and the classroom teacher, students will produce a photograph of their object, as well as reflective writing. Incorporating their library science research into their writing connects those interdisciplinary areas. The final overlap is STEM. In the STEM process, students will repeat the creative process to produce a short film sharing their stories as a final photograph. This project is a STEAM centered, focusing on wonder, critique, inquiry, and innovation, providing a whole pallet of learning for students. The artist in residence will introduce photography skills with students to further the integration of technology use.

Students will focus on themes and content in their work to communicate the idea of identity and personal journey. Students are studying immigration, so the central theme of their journey revolves around the questions: "Where are you coming? Where are you? Where are you going?" Using personal documentation via photography, research, and writing, students will answer questions individually and collaboratively through their work.

The core group will be the 3rd-grade class, which has approximately one-hundred and fifty students. The core group is broken into six groups. The groups will cycle back and forth to allow for a more intensive meeting with the artist throughout the course of the residency.

The artist-in-residence will be making curriculum connections to ELA, History, and Math throughout

the residency. 3rd-grade teachers will be incorporating writing reflections based on the creative process. Students will be keeping a sketchbook log of writings initiating from the IDEA, PLANNING, and REFLECTION stage of the creative process that will begin in the art class and will continue in the core classrooms. Students will work with classroom teachers to write their creative stories about the object they are photographing.

The art room will be available for the residency during classes, prep time, and before and after school. Utilizing the STEM classroom by allowing students to use the green screen and other devices that tie in with the STEM curriculum.

Assessing participants throughout the residency based on their application of the Creative Process in producing their product. Teacher observation, student participation, and critiques to evaluate the residency. Survey forms will be available to teachers, parents, administration, and community members who attend the final exhibit and/or observe other events of the residency for additional feedback. Using those evaluations, modify the residency for the following year.

Timeline Draft

Planning Day – Throughout the Residency to debrief, strategize, and maintain the organic process.

1 Day – Overview day Presentations to the core group, student body, ACES staff, and possible LASD staff to contribute and assign a design challenge for the lobby.

10 Day Residency

Creative Goals

The artistic medium of photography will be used to allow students to become image-makers and image readers.

Foster creative thinking through photographic storytelling (considering lighting, angle, and exposure).

Foster conversations and critique teaching students to think critically about visual literacy.

Integration Goals

For students to become powerful communicators and problems solvers in written and visual worlds

Using visual literacy to promote writing skills using photography and storytelling

Demonstrate proficiency in using iPads safely and responsible as a tool for self-expression and creation of digital art.

Use visual literacy to “read” information and translate a visual language to written language.

The purpose of this collaborative residency is to help students grasp ideas and concepts they may otherwise struggle to understand or dismiss as unimportant. Collaborating between classrooms with overlapping concepts and language using the Creative Process is the cornerstone of STEAM ideology ACES is already promoting within their district. This residency showcases the best of arts integration.