



THE CENTER FOR ARTS EDUCATION

Parents As Arts Partners

The Parents As Arts Partners grant program was created, in part, in response to research that demonstrated the positive impact of parental involvement on a child's success in school and the effectiveness of the arts as a means of cultivating that involvement.

The Center for Arts Education (CAE), as part of its ongoing commitment to making the arts an essential part of every child's education, has been helping parents become more involved in their school communities since 1998 through this popular grant program. These awards of up to \$3000 support innovative arts programs in New York City public schools that allow parents and families to work with teachers and artists as they experience the creative process, explore curriculum subjects such as English, Math, Social Studies and Science through the arts, and take advantage of the City's many museums, theaters and cultural resources.

CAE funds Parents As Arts Partners programs in 150 schools each year. To date, CAE has awarded nearly \$3.5 million, funding more than 1000 PAAP grants at over 400 public schools. These schools have partnered with organizations ranging from major theater companies, dance groups, and museums to local poetry collectives and historical societies. Nearly all New York City public schools are eligible to apply.

Schools use CAE PAAP funding to develop arts programs specific to the needs of their students and the entire school community. Individual programs have focused on improving literacy and math skills, engaging parents of ELL students and special needs populations, and connecting to the cultural heritages of participating families. Many programs also address important social issues facing the community and aim to strengthen ties among its various members. All programs address New York State's Learning Standards in the arts.

To apply for a PAAP grant, interested schools submit a proposal outlining an idea for involving parents through the arts. CAE hosts several workshops where teachers and parent coordinators learn step-by-step how to design a program that effectively engages parents. Applications are reviewed by panels of educators, principals, teaching artists, Regional Arts Supervisors and parents. Schools are selected on the basis of a promising idea to involve parents, a strong plan to recruit new parents and support for the program among school community and partnering organizations. Only one proposal per school can be accepted per school year.

The Center for Arts Education (CAE) is a not-for-profit organization committed to restoring, stimulating, and sustaining quality arts education as an essential part of every child's education. We create, identify, fund, and support exemplary partnerships and programs that demonstrate how the arts contribute to learning and student achievement. CAE is dedicated to influencing educational and fiscal policies that will support arts education in all of the City's public schools. Since its founding in 1996, CAE, led by Chairman Laurie M. Tisch, has awarded nearly \$40 million in private and public funding to support arts education partnerships and programs. For more information on The Center for Arts Education, visit www.cae-nyc.org.

Major funding for the Parents As Arts Partners Grant Program is provided by The New York City Department of Cultural Affairs and The New York City Department of Education. Additional support is provided by Citigroup Foundation.

2006-2007 Parents As Arts Partners Grant Statistics

Total Number of Grants Given	150
Total Applications Received	232
Total First Time Applicants	80
Total First Time Applications Funded	42

Grantees by Borough:

Bronx	19
Brooklyn	46
Manhattan	26
Queens	41
Staten Island	18

Grantees by School Type:

Elementary	93
Middle	16
High School	16
Elementary – Middle	15
Middle – High School	3
K-12	7

Art Discipline Breakdown of Grantees:

Visual Art	46
Dance	11
Music	6
Theater	4
Multi-Arts	79
Other	4

Explanation of Arts Standards

Arts Standards are listed at the end of each summary as they are reported by schools and, except where noted, reference the **New York State Learning Standards in the Arts**:

Standard 1: Creating, Performing and Participating in the Arts

Standard 2: Knowing and Using Arts Materials and Resources

Standard 3: Responding to and Analyzing Works of Art

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Some schools chose instead to reference the strands of the **New York City Blueprint for Teaching and Learning in the Arts** (NYC Blueprint):

- **Art Making**
- **Developing Art Literacy**
- **Making Connections Through Art**
- **Exploring Careers and Lifelong Learning**
- **Working With Community and Cultural Resources**

2006-2007 Parents As Arts Partners Grantee Summaries

Bronx

Elementary

PS 1: Courtlandt School

Partner(s): Studio in a School

PS 1 in Melrose and Studio in a School's "Celebrate the Family" bookmaking workshops focus on the importance of family while introducing participants to basic hardcover bookmaking techniques. Parents and students in grades 1 and 2 are invited to a series of four 2-hour Saturday workshops with hands-on activities such as cover design, collage, and the creation of pop-up and accordion pages. Participants are asked to bring family mementos to the workshops to create a personal book that reflects and celebrates their family life. The series culminates in sharing events in the classroom and at subsequent parent association meetings. "Celebrate the Family" supports text-to-self and text-to-world reading comprehension connections, as well as writing units on personal memoir.

Arts Standards Addressed: 1, 2

PS 7: Kingsbridge School

Partner(s): Doing Art Together

PS 7's PAAP grant provides six hands-on workshops engaging parents and students in all grades at the Kingsbridge Heights school in a variety of visual art media. An introductory workshop in torn paper collage is inspired by the work of Matisse. Two painting workshops introduce participants to basic color, brushstroke and mixing techniques, using dreamscapes and paintings by both Monet and Manet as inspiration. Three subsequent workshops lead participants through clay sculpture accessory design and decoration. A visit to the Metropolitan Museum of Art allows participants to further view and respond to the work of Monet and Manet, learning to adopt critical vocabulary in discussing their own work as well. A trip to the Bronx Museum of the Arts allows them to view the work of local artists. Participants are invited to display their artwork at the school's annual Workshop and Career Day.

Arts Standards Addressed: 1, 2, 3, 4

PS 14: Senator John Calandra School

Partner(s): Neuberger Museum of Art; Periwinkle National Theatre

The PAAP grant received by PS 14 in Pelham Bay allows parents and students in grade 4 to explore jazz history, culture and performance through a series of Saturday workshops. A guided tour of the Neuberger Museum introduces participants to jazz-inspired contemporary art such as Stuart Davis' "Barber Shop" and includes a related hands-on activity. A trip to Carnegie Hall offers a pre-concert discussion before participants attend a jazz performance. In culmination, two back-to-back 2-hour workshops led by Periwinkle National Theatre allow participants to apply what they have learned to an exploration of Langston Hughes' jazz-inspired Harlem Renaissance poetry, exploring the techniques of Hughes' melodic prose and composing poetry performances for one another based on his work.

Arts Standards Addressed: 1, 2, 3, 4

PS 41: Gunhill Road School**Partner(s):** Arts Horizons; Museum of Arts & Design

Through PS 41's PAAP grant, parents and students in grades 4 and 5 at the Williamsbridge school create a large school quilt that celebrates the school's new motto, "Believe and Achieve." A visit to the Museum of Arts and Design introduces participants to the Museum's fabric art and quilt collection and allows them to create their own paper quilt square in a hands-on workshop. Four subsequent Saturday workshops facilitated by Arts Horizons introduce participants to quilt-making tools and techniques including patterning, appliqué, and light box design transfer. Participants choose a pattern for their own cloth quilt square based on a discussion of what it means to set and achieve goals and an exploration of how to visually communicate their idea of "believing and achieving." Individual blocks are stitched into one large quilt, to be hung on display in a public space within the school.

Arts Standards Addressed: 1, 2**PS 62: Incension Casanova****Partner(s):** Franklin H. Williams Caribbean Cultural Center

PS 62 in the South Bronx and the Caribbean Cultural Center are using the PAAP grant to target parents and families of students who participate in the school's after school program (run by the Citizens Advice Bureau) for a series of dance workshops in Afro-Puerto Rican music. The workshop theme reflects the heritage of the school's Latino and African-American populations, which are approximately eighty and twenty percent, respectively. It also helps to connect parents to their students' in-school dance learning. A trip to the Caribbean Cultural Center immerses participants in the cultural traditions of Afro-Puerto Rican music and allows them to participate in an interactive workshop related to the Center's exhibits. A subsequent series of four Saturday dance workshops in Afro-Puerto Rican Music introduces participants to the history, instruments, rhythm and melody of bomba and plena music, two folk dance traditions heavily influenced by the African origins of Puerto Rico. A related series of after-school visual arts workshops allows participants to design and make costumes for those parents and children participating in the dance workshops and perform in a culminating event at the end of the school year.

Arts Standards Addressed: 1, 2, 3, 4**PS 89: Williamsbridge School****Partner(s):** ReTech Inc.

PS 89's PAAP participants use traditional and non-traditional materials to create large mixed media assemblages based on the theme "Many Cultures, One World," reflecting the Williamsbridge school's multicultural population and curriculum. The program is offered in partnership with ReTech Inc., a nonprofit organization that provides recycled industrial materials and technology as a source of unique arts supplies and opportunities. The program targets parents and students in grades 3-7 of the school's STEM (Science Technology, Environment and Mathematics) program and Literacy Through the Arts Academy for a series of four Saturday workshops. Participants plan and implement mixed media assemblages inspired by their country of origin and its cultural identity, created from both traditional and non-traditional arts materials supplied by ReTech Inc. At the conclusion of the workshop, ReTech Inc. glazes and finishes the artwork for installation in a public area of the school.

Arts Standards Addressed: 2, 3

PS 154: Jonathan D. Hyatt Elementary**Partner(s):** Doing Art Together, Inc.

PS 154 in the South Bronx continues its long-standing partnership with Doing Art Together to provide eleven weeks of Saturday Parent-Child Art Workshops. Parents of all students are invited to participate in a hands-on mural-making process based on the theme "Communities and Neighborhoods Round the World." Three introductory workshops introduce participants to paper collage and painting techniques, allowing them to experiment with composition, line and shape (in collage) as well as brushstroke, color and landscape technique (in painting) while reflecting on the work of artists such as Diego Rivera and El Greco. Subsequent workshops prepare participants to design and create their own mural for the school, engaging them in sketching, drawing and painting techniques and introducing them to the processes of muralists and urban planners. A trip to the Bronx Museum of the Arts supplements the workshops by exposing participants to the mural work of Romare Bearden, as well as the work of local mural artist group El Puente.

Arts Standards Addressed: 1, 2, 3, 4**PS 170: Esteban Vicente School****Partner(s):** Marquis Studios

In honor of its recent re-naming as the Esteban Vicente school, PS 170 in East Tremont is partnering with Marquis Studios to offer a series of five after school workshops for parents of students in grades K-2. Three of these workshops celebrate the life and work of the 20th Century Spanish expressionist painter. "Vicente's Toys" introduces participants to a series of Vicente's sculptures and encourages their own hands-on creation of sculpture from card stock and construction paper. A "Collage and Abstract Art" workshop presents slides of Vicente's collages and allows participants to create their own abstract collages. A "Vicente's Life" workshop offers a talk, in Spanish, about the artist's life and asks parents to write a paragraph about Vicente to share with their children. Additionally, two workshops are offered in percussion and bookmaking to introduce parents to the students' in-class Music and Visual Arts residencies provided by Marquis Studios. Each of the five workshops is led by a Marquis Studios teaching artist who is currently in residence at PS 170.

Arts Standards Addressed: 1, 2, 4**PS 205: LaGuardia Academy of Arts and Technology****Partner(s):** Lehman College Art Gallery

Parents and students in grade 2 at PS 205 in Belmont are collaborating with teaching artists from the Lehman College Art Gallery to create a mosaic for the school that celebrates the neighborhood traditions and cultures of the school's families. Seven Saturday workshops engage participants in hands-on mosaic design: developing designs on paper, transferring those designs to mosaic tile, and learning to glue, grout and mount as they install the finished mosaic. A trip to the Fischbach Gallery in Manhattan supplements participants' awareness of visual art techniques and vocabulary. The workshops, held at the Lehman College Art Gallery, supplement the grade 2 Social Studies curriculum study of New York City, Mexico and Italy, as well as a Fine Arts unit of study on artists Diego Rivera and Leonardo da Vinci.

Arts Standards Addressed: *NYC Blueprint for the Arts:**Art Making**Developing Art Literacy**Working With Community and Cultural Resources*

PS 220: Mott Haven Village School**Partner(s):** DreamYard

Six classrooms at PS 220 in the South Bronx, spanning grades 2-5, currently participate in weekly in-school drama and visual art residencies with DreamYard. PS 220's PAAP grant extends this in-school learning through a series of performance and visual art workshops exploring themes of immigration and community. The program begins with a performance of "A Shelter in Our Car" at Lehman College, a staged adaptation of the book by Monica Gunning about an immigrant family that finds themselves temporarily homeless. Two "sharing days" in the spring allow students in grades 4 and 5 to share with parents what they have learned in the DreamYard in-school residencies. In each event, the older students also teach a specific skill they have learned to the students in grade 2. Two large-scale events further engage the PS 220 community in visual art skills. In the mural-making event, entitled "Our Community," participants create a large-scale mural after the style of Harlem Renaissance mural artist Romare Bearden, using illustrations created by PS 220 students depicting a person in their neighborhood. A subsequent Family Day event facilitates a large mural-style collage created from photographs and interviews of family members collected by grade 4 students. This collage becomes the back drop for a play presented by the grade 5 students, created through the in-school DreamYard residency, celebrating their community in the Bronx and their families' personal stories of immigration to America.

Arts Standards Addressed: 1**PS 226: Nadia J. Pagan School****Partner(s):** ArtsConnection, Inc.

PS 226 in University Heights has the opportunity to take its students and parents to see Disney's "The Lion King" on Broadway this spring, and use its PAAP grant for "The Lion Kings & Queens" to educationally supplement this experience by introducing participants to performance, puppetry and African art. Parents and students in grades 3 and 4 attend one of two "Creative Jungle Workshops." There, they can participate in either a visual arts activity creating mixed-media puppets with symbolic African patterns or a drumming and movement workshop led by a former cast member of "The Lion King." The program culminates in a trip to see the musical on Broadway. "The Lion Kings & Queens" supplements third and fourth grade Social Studies curriculum on African history and culture, as well as extended Visual Arts units on African art including Kisii sculpture and the rock paintings of Tanzania.

Arts Standards Addressed: 1, 2, 4**Middle and Intermediate****MS 135: FD Whalen School****Partner(s):** Franklin H. Williams Caribbean Cultural Center

Parents and students in grades 7 and 8 at MS 135 Williamsbridge are encouraged to participate in a series of four Saturday music and dance workshops led by a teaching artist from the Caribbean Cultural Center. The workshops offer overview and instruction in the history and performance of Afro-Puerto Rican, Afro-Dominican, and Afro-Jamaican music and dance. Two workshops introduce participants to the instruments, rhythm and movement of Afro-Puerto Rican bomba plena folk dance. Two additional workshops explore Afro-Dominican gaga dance and various types of Afro-Jamaican music and dance. The workshops provide supplemental arts programming for MS 135, which no longer has in-school music programming for its students. It also supports Social Studies curriculum covering U.S. history and its cultural influences.

Arts Standards Addressed: 1, 4

IS 318: School of Mathematics, Science and Technology Through the Arts

Partner(s): Bronx River Arts Center

A series of informational and hands-on visual arts sessions reinforces the portfolio and specialized high school audition preparation process for parents and students in grades 7 and 8 at IS 318 in Tremont. An introductory Saturday workshop features a teaching artist from the Bronx River Arts Center discussing careers in the arts and portfolio expectations for those students applying to specialized high schools. Three subsequent hands-on workshops encourage development of student self-portraits for use in audition portfolios while allowing parents to create a self-portrait using the same materials and processes as their students. In culmination, a guided tour of the Bronx Museum of the Arts encourages participants to view artwork, reflect on their own self-portraiture and portfolio development process, and engage in local cultural resources.

Arts Standards Addressed: 1

High School

Bronx High School for the Visual Arts

Partner(s): Magic Box Productions, Inc.; Fordham University Bronx African American History Project (BAAHP)

“Parent/Child Photo Project: Looking Back and Looking Forward” invites parents and students in grades 9-12 at this Bronxdale high school to participate in a hands-on photographic exploration and celebration of their community that supports the school’s Digital Media and Photography curriculum and introduces parents to their students’ in-school experiences. A kick-off workshop hosted by Fordham University’s Bronx African American History Project exposes participants to the musical and cultural history of the diverse communities in the Bronx. Subsequent workshops led by Magic Box Productions guide participants through a photographic exploration of their neighborhood, introducing participants to technical skills such as planning, composition and lighting as they take both landscape and portrait photographs in the neighborhood. A final workshop, “The Art of the Curator,” encourages participants to select and display their photographic collages for a gallery showing.

Arts Standards Addressed: 1, 2, 3, 4

DeWitt Clinton High School

Partner(s): Museum of Arts & Design; Lehman College Art Gallery

Parents of at-risk sophomore students at this Williamsbridge high school are targeted for its PAAP grant program, a series of gallery visits and hands-on visual art activities emphasizing the importance of understanding one’s culture. A trip to the Museum of Arts & Design’s “Insides Want Out” exhibit encourages the use of traditional and modern materials to create sculpture. A subsequent visit to the Museum’s “Radical Lace and Subversive Knitting” exhibit introduces the basics of knitting as a means of self-expression. At the Lehman College Art Gallery a tour of the “Sugar Buzz” exhibition concludes with the creation of collagraph prints. Two additional trips to the Gallery introduce bookmaking and printmaking techniques as participants create a book documenting the story of their lives. The program culminates with a trip to Lincoln Center, where participants listen to artists of other cultural backgrounds through “Feste Romane,” a tone poem celebrating Rome and performed by the New York Philharmonic.

Arts Standards Addressed: 1, 2, 3, 4

University Heights High School

Partner(s): Risa Jaroslow & Dancers

University Heights High School (UHHS) in Kingsbridge and choreographer Risa Jaroslow are partnered to offer the Becoming Whole Project, a PAAP program utilizing movement and storytelling as a means of building community and bridging the generation gaps between parents and students in grades 9-12. Students in the school's LYFE (Living for the Young Family through Education) Program, which provides day care facilities for the non-school age children of teenage parents who are still attending school or wish to resume their education, and their parents are specifically encouraged to participate. Jaroslow, known for her community-based projects, introduces participants to basic dance techniques such as alignment, breath and floor pattern through a six-workshop after school series, leading them through collaborative development of solo, duet and large-group movement pieces based on themes such as family memories and favorite family recipes. A final performance concludes the program, with visual and audiovisual components provided by UHHS's Visual Art and Music departments, respectively.

Arts Standards Addressed: 1, 2, 4

Alternative and Special Education

Passages Academy

Partner(s): Bronx Museum of the Arts

Passages Academy has multiple locations in the Bronx and serves students, both incarcerated and probationary, who are placed in the program by New York City Supreme and Family Courts. Ninety percent of its students have reading skills two or more years below grade level. The Academy announces a PAAP program that supports reading initiatives at the school: nurturing the relationship between writing and visual art; connecting parents to their students' curriculum; and mirroring the Academy's Arts & Literacy integrated picture book curriculum, developed specifically for students who are non-readers or who read significantly below grade level. The Bronx Museum of the Arts provides three gallery talks and hands-on art sessions for parents and students of all grades, with families of students enrolled in the Academy's Literacy Groups specifically targeted for the program. Each visit to the Museum includes a gallery talk and hands-on activities where participants develop analysis and critical thinking skills. A hands-on session on bookmaking is also a part of the program, where participants learn specific techniques such as: using shape and pattern to express abstract ideas; using space and depth to create interiors and landscapes; and using word and image to show time and transformation in book narrative.

Arts Standards Addressed: 1, 2, 3

Stephen McSweeney Occupational Training Center**Partner(s):** Young Audiences New York (YANY)

This year's PAAP program at McSweeney OTC in Westchester Square, which serves students with disabilities to help them gain the academic, vocational, and secondary skills needed to succeed as an adult within the community, builds upon the success of a mural-building project accomplished by its students at one of the school's worksites, the Glebe Senior Center. A partnership with Young Audiences New York (YANY) allows students to share this mural-making process with their parents through a series of four Saturday workshops led by a YANY teaching artist. The workshops introduce parents to the skills, techniques and tools necessary to the mural-making process as they create murals of various sizes to enhance and beautify the school. A public unveiling of the murals, held as a "gallery opening," also engages participants in artistic career skills as they accomplish the tasks of artists, curators and tour guides in introducing the murals. Families and students who completed the murals at the Glebe Senior Center are targeted for this PAAP program.

Arts Standards Addressed: 1, 2

Brooklyn

Elementary

PS 12

Partner(s): TADA! Youth Theatre; Young Audiences New York (YANY)

PS 12, a school on the SURR (School Under Registration Review) list in the Ocean Hill-Brownsville section of Brooklyn, has seen significant restructuring in the 2006-2007 school year, including a re-introduction of the arts into its curriculum. A partnership with TADA! and Young Audiences New York (YANY) allows PS 12 to share this revitalized arts programming with parents and families. Two trips to The Brooklyn Museum and Carnegie Hall reinforce the accessibility of community cultural resources, while two hands-on workshops at the school directly engage parents and students in arts learning and participation. The first, an interactive workshop provided by YANY, introduces participants to Argentine dance including the Tango and the Gato folk dance. The second is a day-long Parent Forum for the Arts featuring four workshops: a session on Mexican Dance led by a YANY teaching artist; a Musical Theatre session hosted by TADA!; and two workshops led by PS 12's music and art specialists. Each family may participate in two sessions: one in the morning and one in the afternoon. YANY's dance sessions connect to PS 12's Social Studies "Communities Around the World" and "Latin American" curricula; sessions offered by TADA! reflect the in-school "Musical Theatre Skills" residencies that TADA! provides for PS 12's students in grade 3.

Arts Standards Addressed: 1, 2

PS 16: Leonard Dunkly School

Partner(s): Brooklyn Arts Council (BAC)

The PAAP grant allows Brooklyn Arts Council (BAC) to provide a series of four events for PS 16 parents and grade 2 students reinforcing the literary and cultural value of fairy tales. In the first, "Fairy Tales in Motion," participants at the Williamsburg school learn dance skills and choreography as they create a fairy tale dance performance. In "Fairy Tales Play Production," parents and students work together to create a performance interpretation of a story from "Aesop's Fables." The third workshop, "Tell That Tale," encourages the use of storytelling and creative writing techniques in the development of tales drawn from personal experiences. In conclusion, participants attend a production of "Jim West's Aesop's Fables" at Town Hall in Manhattan. The program takes place in March, during the second grade curriculum unit on fairy tales.

Arts Standards Addressed: 1, 2, 3

PS 29: John Harrigan School**Partner(s):** City Lore; TADA! Youth Theatre; The Micro Museum

PS 29's PAAP program includes a series of three after school hands-on family arts workshops for all parents and students, each addressing a specific arts discipline: theater, visual arts and dance. The Cobble Hill school offers a musical theater workshop by TADA! and an African mask-making workshop and a dance workshop in Capoeira provided by City Lore. All workshops mirror the in-school arts residency programs student receive through these partnering organizations, allowing students to build upon those residency skills while introducing parents to their students' arts education curriculum. The workshops also reflect the school's Social Studies curriculum, specifically the grade 3 curriculum unit on Africa. A Sunday brunch at the local Micro Museum serves as a final celebratory event for the program, with the Museum opening its doors one hour early for PS 29 students and parents.

Arts Standards Addressed: *NYC Blueprint for the Arts:*
Making Connections Through Art
Exploring Careers and Lifelong Learning

PS 39: Henry Bristow School**Partner(s):** Making Books Sing, Inc.

Through a fifth PAAP grant with Making Books Sing, PS 39 in Park Slope offers two series of workshops: one targeting parents and students in grades PreK-2, and another for parents and students in grades 3-5. All parents and students are invited to a performance of "A Shelter in our Car," a musical that addresses family values and homelessness. After the production, parents and students in grades PreK-2 may attend a series of three evening workshops where participants use drama, music and visual art to respond to different books with themes revolving around social issues. Parents and students in grades 3-5 build on the play's exploration of social issues by focusing on the life and work of visual artist Jacob Lawrence, using collage, oil pastels and watercolors to create their own work. Participants have the opportunity to present their artwork in a final art show at the end of the program. The program component for grades 3-5 reflects the school's commitment to increasing visual arts instruction for its students and connects the visual arts to the Balanced Literacy curriculum, which includes a month of instruction in both biographies and literature about social issues.

Arts Standards Addressed: 1, 2, 3, 4

PS/IS 41: The Walter Francis White School**Partner(s):** Bedford-Stuyvesant Restoration Corporation (BSRC)

Through a 12-week program in collaboration with the Bedford-Stuyvesant Restoration Corporation (BSRC), PS/IS 41 in Brownsville offers a program in mosaic instruction and creation that invites all parents to the school-wide Mosaic Project that students of all grades are currently participating in at the K-8 school. Through nine skills-oriented and hands-on Saturday sessions, participants learn the history and techniques of creating a mosaic, studying the principles of Islamic design and utilizing science and math skills to create their own mosaic tiles. Three related trips allow participants to view mosaics at Lincoln Center, the Museum of Modern Art and the 57th Street subway platform as they identify the varying methods of design indicative of specific cultures, eventually choosing a style or group of styles as their inspiration. The mosaic section created by participants through this PAAP grant is to be included in a mosaic installed in the school at the end of the year.

Arts Standards Addressed: *NYC Blueprint for the Arts:*
Art Making
Developing Art Literacy
Making Connections Through Art
Exploring Careers and Lifelong Learning
Working With Community and Cultural Resources

PS 58: Carroll School**Partner(s):** Whitney Museum of American Art

Through PS 58's PAAP grant, the Whitney Museum of American Art offers "What Inspires and Influences an Artist," a six-workshop series reflecting its exhibits on Pablo Picasso and Gordon Matta-Clark. Participants at the Carroll Gardens school study the work of these artists as well as the various sources of inspiration that influenced the artists' development. In a Saturday session at the Museum and two subsequent after-school workshops, participants are introduced to the work of Pablo Picasso and the artists that his work influenced before engaging in their own mixed-media portrait-making based on their own family influences and inspirations. A second visit to the Museum and two follow-up workshops introduce the work of Gordon Matta-Clark: how he was inspired by the work of his own father, and how his work in turn inspired the development of Manhattan's Soho district. Participants view and respond to Matta-Clark's work, then create their own mixed-media collages based on their own communities. Each session can be a one-time experience to make the program as accessible as possible. The program culminates in an end-of-year Multi-Cultural Day celebration and connects to grade 4 in-school Visual Arts collage-making curriculum, as well as grade 2 Social Studies units in Urban, Suburban and Rural communities.

Arts Standards Addressed: *NYC Blueprint for the Arts:*
Art Making
Developing Arts Literacy

PS 69: Vincent D. Grippo School

Partner(s): ArtsConnection, Inc.; American Ballroom Theatre (ABT); Bash the Trash
The “Family Fridays” PAAP program at PS 69 in Sunset Park engages all parents and students in a series of Friday evening workshops introducing a variety of performance and hands-on art activities. Two “ballroom dance parties” hosted by American Ballroom Theatre (ABT) provides instruction in a variety of cultural dances, reflecting the in-school residencies provided by ABT for PS 69 students. ArtsConnection provides two workshops: a Chinese Ribbon Dancing introduction on the cultural context and basic skills of the dance form; and a Music and Rhythm workshop that includes live guitar performance and instruction in clapping patterns, vocal responses, and the cultural significance of song. A session offered by Bash the Trash allows participants to create musical instruments from recycled materials and reflects one of the school’s core values of respect for the environment. The program culminates in a final sharing celebration, “International Soup,” showcasing performances and artwork from all sessions.

Arts Standards Addressed: *NYC Blueprint for the Arts:*
Art Making
Developing Art Literacy
Making Connections Through the Arts

PS 84: Magnet School for the Visual Arts

Partner(s): Museum of Arts and Design (MAD)
The basis for PS 84’s five-session PAAP program is the Museum of Arts and Design exhibit, “Radical Lace and Subversive Knitting.” Through four after-school workshops and one Saturday visit to MAD, participants at the Williamsburg school are introduced to the skills and techniques of knitting and the fiber arts. Students at PS 84 are exposed to many different visual art curricula, but this PAAP grant allows the school to introduce the fiber arts, which is a new area for its students and community to explore. Participants also learn the historical and cultural significance of the fiber arts, and are introduced to the cultural resources in Williamsburg that support its continued study. Parents of children in grades 3-5 are targeted for this program, as parent participation is lower in these upper grades at the school.

Arts Standards Addressed: *NYC Blueprint for the Arts:*
Art Making
Developing Art Literacy
Making Connections Through Art
Exploring Careers and Lifelong Learning
Working With Community and Cultural Resources

PS/IS 95: Magnet School of Multiple Intelligences

Partner(s): American Ballroom Theatre (ABT)

Parents of students in grades 4-5 at PS/IS 95 are targeted for a series of five hands-on evening dance workshops led by American Ballroom Theatre (ABT). Over a cumulative series of evenings, parents are introduced to the history, cultural significance, and skill techniques of various dances including the Merengue, Fox Trot, Rhumba and Salsa. The information and skills learned by parents in these workshops reflects the learning accomplished by their children through in-school dance residencies with ABT's "Dancing Classrooms" program. In the late spring, parents and students perform what they have learned at a final event showcasing all the dance styles learned by students throughout the school year and learned by parents through the PAAP program. Both the workshops and in-school residencies with ABT engage participants' bodily/kinesthetic intelligence, one of the eight "multiple intelligences" fostered by this preK-8 magnet school throughout its curriculum.

Arts Standards Addressed: *NYC Blueprint for the Arts:
Making Connections Through Art
Working With Community and Cultural Resources*

PS 110: Monitor School

Partner(s): Young Audiences New York (YANY)

A series of two hands-on workshops and a visit to a community dance performance introduce parents to the dance instruction that their students receive in school at PS 110 in Canarsie. The first workshop led by Young Audiences New York introduces up to 60 participants to the skills and techniques of modern dance, with a focus on developing spatial awareness, personal expression and improvisation. A second workshop, also conducted by YANY, introduces its participants to the techniques of musical theater and Broadway dance, including emphases on choreography and the use of space and rhythm. A trip to see a local cultural dance institution is also planned as part of this PAAP grant. Parents and students in grades 1-3 are targeted, as the program reflects the recent in-school dance residencies provided for these grade levels by YANY.

Arts Standards Addressed: 1

PS 115: Daniel Mucatel School

Partner(s): Children's Museum of the Arts

The PAAP grant at PS 115 in Canarsie expands the school's Early Childhood Literacy Program, a series of five 2-hour Saturday morning workshops incorporating four "stations" providing parents with different hands-on techniques for reading to young children at home. Targeting parents and students in grades PreK-1, the PAAP grant adds a third hour to each of these sessions in which parents and children are guided by a teaching artist from the Children's Museum of the Arts in Soho in the creation of a comic book based on books used in the school's literacy program. The first workshop reinforces storytelling skills such as plot, setting and character; the second introduces comic book elements such as panels and speech bubbles. In the following three sessions, participants develop their own comic book using drawing skills and literature books as resources. The culminating activity is an exhibition opening at the Museum where participants' work can be seen on display and attendees can participate in hands-on art activities.

Arts Standards Addressed: 1, 2

PS 132: Conselyea School**Partner(s):** Puppetry In Practice (PIP)

In a program that reinforces its school-wide recycling initiative, PS 132, which serves Greenpoint and Williamsburg, and Puppetry In Practice present four 3-hour workshops in March and April that introduce participants to puppet-making techniques. Over 200 parents and students in all grades are served through the workshops. The sessions include a puppetry performance and hands-on instruction from a PIP teaching artist, who guides participants as they develop their own puppet out of recycled and found materials. Character development and storytelling is also reinforced through the workshops, as each participant writes a biographical poem about the puppet they create depicting the puppet's personality or personal history. All participants are invited to share their artwork at a school-wide end-of-year festival.

Arts Standards Addressed: 1**PS 139: Alexine A. Fenty School****Partner(s):** Young Audiences New York (YANY)

Parents of all students at the Flatbush school are invited to choose one of three program series strands presented in conjunction with Young Audiences New York. Up to 30 parents can elect to take a series of dance workshops, led by YANY and featuring live performance and hands-on instruction in African, Indian and Spanish dance. A second series of visual art workshops, also provided by YANY, introduces participants to the skills and techniques of collage, sculpture, painting and drawing. A third series on music listening and appreciation is led by a PS 139 parent and professional musician and focus on Latin, Afro-Caribbean, Middle Eastern and Asian music. Non-English speaking parents are targeted for the workshops. Themes for each of the workshops are designed accordingly, reflecting the diverse heritages of the PS 139 population. These PAAP workshops are preceded by an "opening night" lecture featuring a professional dancer, musician and visual artist. The program concludes with a closing ceremony displaying participants' works of art and workshop experiences. The PAAP grant also supports three weekend theater and dance outings to which all PS 139 parents are invited.

Arts Standards Addressed: NYC Blueprint for the Arts:
Art Making
Developing Art Literacy
Making Connections Through Art
Exploring Careers and Lifelong Learning

PS 146: Brooklyn New School**Partner(s):** The Painted Pot

The PS 146 PAAP grant introduces grade 3-4 parents at the Brooklyn Heights school to the clay handbuilding projects that their students are engaged in during the school day, relating to studies of China and Native Americans. Over four workshops, participating parents and students may collaborate or work individually to study and create Native American coil pots and pinch pots and Chinese slab pots and figurines. Participants engage in a study of Native American and Chinese cultural and artistic practices, as well as the tools, techniques, and decorative symbols used in clay handbuilding traditions. The workshops, designed as single-session visits to accommodate as many parents as possible, are conducted in partnership with local pottery studio The Painted Pot. All workshops take place at the studio and participants' completed ceramics are fired and finished by studio staff and delivered to the school.

Arts Standards Addressed: 1, 2, 4

PS 147: Isaac Remsen School

Partner(s): Studio in a School; The Brooklyn Museum

Parents and students in all grades at PS 147 in Bushwick are invited to participate in a series of visual art workshops held in partnership with Studio in a School and The Brooklyn Museum. The first two Saturday workshops, led by a Studio in a School teaching artist, begin with a hands-on session in clay relief structures, followed by a session on two-dimensional puppetry, with participants making ‘flip-side’ characters to illustrate different identities and moods. The third session, hosted by The Brooklyn Museum, allows participants to view the African and Native American masks on display at the Museum and participate in gallery sketching activities. The fourth session, led by Studio in a School, uses these sketches as inspiration for a mask-making workshop. Many of the activities provided by this PAAP grant reflect those offered by in-school residencies by Studio in a School in current and past years at PS 147. In each session, participants are given materials, instructions and ideas for home projects based on the workshop sessions.

Arts Standards Addressed: 1, 2, 3, 4

PS 154: Museum Alliance for Science & Technology

Partner(s): Studio in a School

A printmaking program at PS 154 in Windsor Terrace funded by the PAAP grant is designed to make the school’s lunchroom a more enjoyable and attractive space while reinforcing the school’s efforts to inform students of healthy and natural lifestyles. A series of four Saturday workshops introduce parents and students in all grades to printmaking techniques, using materials such as rice paper and ink to create a still-life of fruits or vegetables. When all four workshops are completed, parent volunteers gather for a series of four additional evenings to assist in transferring the artwork to tile for installation in the cafeteria. The PAAP workshops reflect the printmaking unit experienced by all PS 154 students through their Visual Art curriculum in the month of January. In an effort to recruit and include new members of the school community, fifty percent of the available workshop space is reserved for new parents and families.

Arts Standards Addressed: 1, 2

PS 163: Bath Beach School

Partner(s): Symphony Space

In partnership with Symphony Space, PS 163 offers a five-session program through its PAAP grant, “The Arts of Asia,” that connects to the school’s curriculum and provides cultural and personal learning connections for its predominantly Asian student population. Up to 30 parents and students in grades 3-5 may participate in four dance and visual art workshops, each led by a Symphony Space teaching artist. The workshops include: a hands-on session on the Indian Bharata Natyam dance; an instructional session on Chinese Dance, introducing participants to the ten elements of Chinese dance and movement; and two sessions on “Japanese Haiku and Art” that explore Japanese musical instruments and rhythm, woodblock prints, and haikus about nature and the seasons. A trip to The Brooklyn Museum, led by the Symphony Space teaching artist of the “Japanese Haiku and Art” workshop, allows participants to view firsthand and discuss Asian art. This PAAP grant connects to the global studies curriculum of PS 163’s students and to the grade 3 dance curriculum.

Arts Standards Addressed: NYC Blueprint for the Arts:
Art Making
Developing Art Literacy
Making Connections Through Art

PS 170: Lexington School

Partner(s): Studio in a School

PS 170 in Bay Ridge and Studio in a School are offering four after-school and evening visual arts workshops, each with a specific artmaking focus and targeting parents and students in specific grades. The first workshop in collograph printmaking is designed for parents and students in grade 1 and guides participants in creating a portrait of a member of their community in collograph form. The second workshop, for parents and students in grade 2, introduces participants to etching techniques as they create a cityscape on Styrofoam and print it using a variety of inks and papers. Papermaking is the focus of the third workshop for parents and students in grade 3: participants are introduced to the Japanese tradition of papermaking as they learn to make their own paper. The fourth and final workshops for parents and students in grades 4-5, allows participants to learn about traditional shadow puppetry around the world before learning how to make their own shadow puppet. The workshop series culminates in a Spring Arts Festival, where participants' work is put on display. Each workshop in the series connects to the Social Studies curriculum of the grade it is designed for.

Arts Standards Addressed: 1, 2

PS/MS 174: The Dumont School

Partner(s): Doing Art Together, Inc.

Seven hands-on art workshops introduce American folk art to parents and students in grades 1-4 through PS 174's PAAP grant, in conjunction with Doing Art Together, Inc. Participants engage in sessions that introduce the traditions and techniques of the genre including painting, clay sculpture and body adornment. Two painting sessions introduce basic painting skills, and the use of animals and landscape in folk nature painting. Two clay sculpting sessions allow participants to create mythical creatures using clay and decorating materials. Three subsequent sessions introduce three-dimensional puppetry and the creation of sculpture hats with a nature theme. Trips to The Museum of American Folk Art and The Brooklyn Museum allow participants to view folk art from American and compare it to the folk art traditions of other cultures such as Egypt and China. A culminating festival allows participants to put their artwork on display for the school community. This PAAP grant enhances grade 3-4 Social Studies curriculum units on China and America as well as grade 1-2 Science nature units.

Arts Standards Addressed: 1, 2

PS 180: The Homewood School

Partner(s): ArtsConnection, Inc.

PS 180 in Borough Park is currently expanding its population from preK-5 to preK-8. In order to build a stronger parent-student community, and in preparation for its school-wide production of "The Wizard of Oz" in spring 2007, PS 180 has partnered with ArtsConnection to fulfill the set requirements while giving parents and students the opportunity to learn about set design and execution. "Parent Designers: Setting the Stage for Learning in the Theater Arts" includes seven sessions for parents and students in grades 5-6. The first provides a working definition of theater terms and concepts, outlines the responsibilities of various jobs in the theater, and includes a brainstorming session for possible set ideas. Using initial participant sketches from session one, an ArtsConnection teaching artist and set designer creates a composite set of sketches for the project. Over six subsequent Saturday afternoons, participants engage in design/build projects for the final set for production under the guidance and supervision of the teaching artist. The final session is a trip to Wagner College Theater where participants observe a dress rehearsal of the College's production of "Oklahoma" and take part in a lecture on career opportunities in theater design technology and management.

Arts Standards Addressed: 1, 2, 3, 4

PS 186: Dr. Irving A. Gladstone School**Partner(s):** American Ballroom Theatre (ABT)

PS 186's PAAP grant promotes parental awareness and support for in-school dance residencies through a program for parents and students in grades 4-5 at the Bensonhurst school. In partnership with ABT, which has provided its "Dancing Classrooms" residency at PS 186 for the past six years, a series of dancing lessons introduces parents to the same dance skills that their students are experiencing in the classroom. The program consists of twelve sessions, including five cumulative dance lessons for parents and students in grade 4; five identical lessons for parents and students in grade 5; an orientation meeting; and a culminating festival where parents and students have the opportunity to dance together. Participants learn the history and basic steps of social dances such as the Merengue, Rumba, Salsa and Waltz. This PAAP grant supports the wide diversity of PS 186 and connects participants to fourth and fifth grade Social Studies curriculum units on global cultures as they explore the customs and traditions of various dances from around the world.

Arts Standards Addressed: 4**PS 197 K****Partner(s):** Making Books Sing, Inc.

Making Books Sing, a six-year cultural partner with PS 197 in Midwood, provides performance and drama education opportunities for parents and students in grades 3-5 through the school's 2007 PAAP grant. Building upon the popularity of the "songwriting" portion of last year's program, this PAAP series features five musical theater workshops providing instruction and practical experience in basic composition, lyric writing technique, and the relationship between lyric and melody. After viewing the musical production "A Shelter in our Car," participants gather at PS 197 for a total of five evening sessions. Participants learn to adapt books for musical performance, focusing on two books about immigration: "English for My Mon" by Muriel Stanek and "How Many Days to America" by Eve Bunting. Working in two separate groups, participants adapt these books into librettos with a clear beginning, middle and end structure. Specific session topics include: rhythm and tempo; developing a 3-scene structure; conflict; and dialogue. Each group presents a read-aloud of their book and a performance of their musical adaptation in the fifth and final workshop. This PAAP grant builds upon the theater skills that third and fourth grade students experience through Making Books Sing's in-school residencies. It also supports the school's Music and Literacy curriculum.

Arts Standards Addressed: 1, 4

PS 206: Joseph F. Lamb School**Partner(s):** Brooklyn Philharmonic

PS 206's "String Fling V" is a 12-session program offering violin instruction to parents and students in all grades, as well as to alumnae of the Gravesend school and their families. PS 206 already offers in-school violin instruction to many students and "String Fling V" continues the tradition of an after-school, community-based violin ensemble that many of its parents and students have come to look forward to and rely upon. The musical emphasis is also intended as a catalyst for increased involvement and collaboration from non-English speaking parents in the school's growing Russian and Turkish populations. Ten instructional violin sessions are led by a member of the Brooklyn Philharmonic, leading to a culminating performance of both the "String Fling V" participants and all student members of PS 206's in-school violin ensemble. Participants also attend three Brooklyn Philharmonic performances at the Brooklyn Academy of Music where they are given the opportunity to perform as the "String Fling V" ensemble in the lobby during intermissions.

Arts Standards Addressed:*NYC Blueprint for the Arts:**Art Making**Developing Art Literacy**Making Connections Through Art**Exploring Careers and Lifelong Learning**Working With Community and Cultural Resources***PS 219: Kennedy-King Elementary School****Partner(s):** Arts Horizons

PS 219's PAAP grant expands upon its six-year collaboration with Arts Horizons that provides violin instruction to students at the East Flatbush school in a 3-year cycle of weekly instruction, beginning in grade 3. Originally conceived as a gifted and talented enrichment class, the program has expanded to include at-risk students and emergent readers. This year's PAAP grant targets the parents of students in the five classes involved in the in-school residency: two classes in grade 4, and three classes in grade 5. Over nine hands-on sessions, up to 22 parents each work with a violin, practicing proper posture, technique and sound production. They work with the same instruments and in the same rooms as their students, and instruction is provided by the same Arts Horizons teaching artist who works with the students during the school day. The program includes a culminating trip to Lincoln Center for an interactive tour and conversation with professional musicians. Participants also receive information on the life and work of Leonard Bernstein, along with take-home materials and suggestions on sharing Bernstein's biography and continuing music learning with their students at home.

Arts Standards Addressed: 1, 2

PS 230: K. Doris Cohen School**Partner(s):** Marquis Studios

“Open Doors: Parents and Children Learning Together” is a grade-specific PAAP series designed to reach out to the diverse population of PS 230 in Kensington while demonstrating through active participation how the arts are connected to student academic achievement. Cultural partner Marquis Studios is offering a total of six workshops over two consecutive Saturdays for up to 180 parents and students. The first Saturday targets parents and students in grades K-1. The second Saturday is geared towards parents and students in grades 2-3. Participants may choose one of three workshops offered: an Islamic Art workshop allows participants to create a mosaic tile using cut and ripped paper; the South Asian Design workshop introduces elements of Bengali design and provides hands-on instruction in fabric design and graphic arts; and participants in the Central American Art workshop use cut paper collage and other media to create visual images based on a study of hieroglyphs and murals. Each workshop provides connection to Social Studies and Math curricula, and includes a literacy component modeling specific literary behaviors to encourage students to move from social to academic language.

Arts Standards Addressed: 1, 3, 4**PS 244: Dr. Richard R. Green School****Partner(s):** ArtsConnection, Inc.

Through a PAAP grant targeting parents and students in grades 1-2, PS 244 in Canarsie and cultural partner ArtsConnection offer five activities that enhance the school’s Book of the Month program. Each month, every class receives a designated book with the goal for students school-wide to engage in reading, writing and discussion around that book. This year’s theme for the Book of the Month program is famous visual artists. Participating parents also receive a copy of the books for January-May. Parents and students have the opportunity to attend a workshop at the end of each month that provides hands-on arts instruction based on that month’s book and artist. Participants engage in printmaking, painting, book-making, quilting and clay building as they learn about Georgia O’Keefe, Faith Ringgold, Norman Rockwell, Grandma Moses, and Mary Cassatt.

Arts Standards Addressed: *NYC Blueprint for the Arts:*
Art Making
Developing Art Literacy
Making Connections Through Art
Exploring Careers and Lifelong Learning
Working With Community and Cultural Resources

PS 245

Partner(s): The Center for Culture; The Afrikan Poetry Theatre, Inc.

In an effort to increase parental involvement and resolve literacy issues among its diverse Caribbean population, PS 245 in Flatbush announces a PAAP series in conjunction with The Afrikan Poetry Theatre. Focusing on the Social Studies curriculum unit of The Family Tree, parents and students in all grades may participate in workshops that teach content area literacy via the arts, while allowing them to prepare for a final performance featuring vignettes about their families and personal narratives. During the month of March, students are involved in an in-school project writing personal narratives specific to their family's history. Four workshops use these narratives as the foundation for encouraging literacy, parental involvement, and expression through the arts. "Storytelling to Enhance Literacy" asks parents to dramatize the personal narratives written by their students; "Spice It Up Writing Techniques" allows students and parents to enhance their writing for performance through specific literary techniques; "The Visual Arts and Set Design" encourages set design for the final performance; and "You've Got to Move to Move It: Music and Dance" helps participants enhance the presentation of their personal vignettes for performance. The series also includes an evening trip to Afrikan Poetry Theatre for a lecture and performance featuring various professional artists, as well as planning and preparation sessions for the final collaborative performance.

Arts Standards Addressed: 1

PS 247: Brooklyn Studio Secondary School

Partner(s): Young Audiences New York (YANY)

PS 247's PAAP grant brings Young Audiences New York to the Bensonhurst school for a series of four hands-on workshops for parents and students in grades 2-5. The first three workshops, facilitated by a YANY teaching artist, introduce participants to the skills, techniques and cultural significance of folk dances from China, Mexico and the United States. These traditions, each represented in a different workshop, were chosen to reflect PS 247's diverse community, including significant Chinese-American and Mexican-American populations. The fourth and final session features a square dance performance by a YANY artist ensemble followed by a community square dance including all participants and attendees.

Arts Standards Addressed: 1, 2, 3

PS 250: George H. Lindsay School

Partner(s): Dance Universal Dance Studio; Brooklyn Academy of Music (BAM)

Parents and students in all grades at the Williamsburg school are invited to participate in PS 250 K's PAAP grant program, a series of Saturday dance lessons offering instruction in six different dance forms: Tap, Jazz, Modern, Swing, Tango, and Square Dancing. Each session, led by a teaching artist from Dance Universal Dance Studios, begins with a short introduction to the culture and native region of each dance form. Elements such as language, customs, costumes and props are discussed and demonstrated before participants engage in hands-on learning of the different floor skills and techniques required of each form. Up to 50 parents can participate in each of these six sessions. In addition, parents and students are invited on a trip to the Brooklyn Academy of Music to see a live dance performance of Matthew Bourne's "Edward Scissorhands," as well as the pre-performance workshop led by a BAM teaching artist introducing fun and interactive dance and theater games that can be played at home.

Arts Standards Addressed: 1, 3, 4

PS 256: Benjamin Banneker Elementary School**Partner(s):** Puppetworks, Inc.; Robin Snow, MPS, ATR

The community of PS 256 borders the neighborhoods of Bedford-Stuyvesant and Williamsburg. Recent demographic changes have created a more diverse neighborhood and left long-term residents feeling as if they are being pushed out. In an effort to curb the growing frustration of PS 256 parents and students about their community, the school announces a puppet-making and performance program, "Celebrating the Cultural Difference in our Neighborhood." A demonstration and puppet-making workshop led by Puppetworks, Inc. introduces parents and students to the history and techniques of puppetry around the world. Three subsequent workshops led by Robin Snow, a puppet artist and art therapist, allow participants to create their own individual puppet for performance, while cultivating discussion about the diversity of their neighborhood. Parents develop a script for performance that celebrates their cultural backgrounds. Parents and students provide a culminating performance with their finished puppets that encourages continued diversity in the neighborhood. While all parents and students are invited to attend the workshops, the program specifically targets one class in grade 2. The program supports the Reading and Writing Curriculum of grade 2, particularly the emphasis of developing ideas through words and identifying character relationship.

Arts Standards Addressed: 1, 2**PS 279: Herman Schreiber School****Partner(s):** LEAP (Learning through an Expanded Arts Program, Inc.)

PS 279's PAAP grant, "Family Portraits," offers parents and students at the Flatbush school the opportunity to explore portrait photography through the use of digital cameras, engaging in a hands-on exploration of portrait photography and the influence that technology has had upon the art form. A LEAP teaching artist leads participants through five 2-hour workshops on using digital cameras for portraiture, instructing in basic principles of design, composition, lighting and mood as well as providing examples of professional portrait artists. Using the school's computer lab, parents and students print their family photographs taken over the course of the workshop period for exhibition in a final culminating event. A trip to the International Center of Photography allows participants to view the exhibition "Let Your Motto Be Resistance: African American Portraiture from 1865 to the Present," and engage in dialogue about the changing roles of African-American portraiture. Parents and students in grades 4 and 5 enrolled in PS 279's technology classes are targeted for the program.

Arts Standards Addressed: 1**PS/IS 284: Lew Wallace School of Health & Wellness****Partner(s):** The Brooklyn Arts Council, Inc. (BAC); Museum of Art & Design

PS/IS 284 in Brownsville presents "It Takes a Village to Create a Quilt," a PAAP grant program for parents and students in grades 3-5 in partnership with The Brooklyn Arts Council and the Museum of Art & Design. A series of four evening workshops led by a BAC teaching artist introduces participants to the skills, techniques and cultural implications of quilt-making. After viewing a sampling of quilts, participants work in parent-child teams to create their own narrative quilt blocks. These are assembled together to create one large community quilt for PS/IS 284 to be unveiled at a public ceremony later this year. A trip to the Museum of Art & Design's exhibition, "Radical Lace and Subversive Knitting," encourages further understanding and discussion of the relationship between textiles, art and culture. The program was designed specifically to help extend the Visual Arts curriculum, currently provided only to upper grades, into the school's elementary division.

Arts Standards Addressed: 1, 2

PS/IS 298: Dr. Betty Shabazz School for the Performing Arts**Partner(s):** OHART

PS/IS 298's PAAP grant provides funding for "It's After 10 PM: Safety and our Children in Brownsville, Brooklyn," a program introducing all interested parents and students to the creative and technical skills of video documentary filming and editing. Through four after-school workshops led by OHART, a Brooklyn-based organization providing artist residencies in visual art, media art and performance, participants are guided through the process of storyboarding, camera use, interviewing, audio and sound production, and making editing choices as they create an interview/journal documentary of neighborhood life. All content and creative choices address safety, violence, anxiety, community, and parent-child relationships. Younger students engage in visual and audio journaling of personal experiences in their neighborhood; older students and parents use storyboarding, interviewing and editing techniques to create a final video for a school-wide presentation later in the spring. The school does not normally have access to video and film equipment, so this PAAP grant provides artistic and technological experiences that are otherwise out of reach. The creative processes involved in the program—specifically storyboarding and interviewing—are discrete literary skills related to sequencing, character development, figurative language and other English Language Arts curriculum units.

Arts Standards Addressed: 1, 2**Middle and Intermediate****MS 61: Dr. Gladstone H. Atwell Middle School****Partner(s):** The Center for Culture/ The Afrikan Poetry Theatre, Inc.

The PAAP grant received by MS 61 in Crown Heights provides arts programming (the school currently has none) while encouraging parents to participate in their students' academic assignments. In partnership with The Afrikan Poetry Theatre, the school presents four after school workshops where parents are familiarized with the autobiographical slave narratives of the 1930's and 1940's, as documented by the Federal Works Progress Administration. An Afrikan Poetry Theatre teaching artist leads parents through the process of turning these autobiographical timelines into a storytelling format. Parents engage in theatrical and storytelling exercises and create visual works of art that connect to the slave narratives and to other cultural history content. Parents are encouraged to attend in-school Black History Month performances with their students, and are provided with related books and literature for home use as part of the program. The program prepares parents to assist their students in take-home Social Studies assignments on the slave narratives.

Arts Standards Addressed: 1

IS 259: William McKinley Education Center**Partner(s):** Symphony Space

Arts partner Symphony Space provides five 90-minute workshops in ballroom dance for the parents of the IS 259 community in Bay Ridge, each focusing on a specific type of dance: Swing, Jitterbug, Waltz, Merengue and Salsa. Part of each workshop is devoted to the history and cultural context of the dance. Students in grades 7-8, who receive in-school dance instruction, act as 'teacher-mentors' in the hands-on portion of the workshops. The final workshop is a culminating activity, featuring a demonstration of all dances learned and a parent-student "formal." The workshops are designed to supplement the current grade 6 African Curriculum Arts program, as well as the grade 8 Music and Social Studies residency with Carnegie Hall, "American Roots."

Arts Standards Addressed: 1, 4**MS 443: New Voices School of Academic and Creative Arts****Partner(s):** Ballet Hispanico

The MS 443 PAAP grant, "Noches Caliente," is centered around two social evenings celebrating the arts and Hispanic culture. The two evenings feature social dance instruction provided by cultural partner Ballet Hispanico, in collaboration with the Park Slope school's dance majors in grades 7 and 8. Parents and family members enjoy a buffet of Spanish cuisine, social dance instruction in salsa and merengue, a demonstration by the school's dance majors, and a large social dance. In preparation for each social evening, Ballet Hispanico provides a master class for dance majors at their company studios where the students learn the basics of salsa and merengue so that they can demonstrate the dance for parents and then act as teaching assistants to Ballet Hispanico teaching artists at the social events. Following the master classes and "Noches Caliente" evenings, parents and students attend a performance of Ballet Hispanico at Aaron Davis Hall. All parents and students are invited to attend the "Noches Caliente" social evenings, with parents and families of dance majors in grades 7 and 8 specifically targeted for the program.

Arts Standards Addressed: 1, 2, 3**MS 448: Brooklyn School for Collaborative Studies****Partner(s):** The Brooklyn/Queens Conservatory of Music

A collaboration between MS 448 in Carroll Gardens and The Brooklyn/Queens Conservatory provides a spring music series including concert performance and hands-on music instruction for participants. Two Thursday evening concerts are provided by The Brooklyn/Queens Conservatory, taking place at MS 448. Parents and students are introduced to a variety of musical genres and engage in a question and answer session with the performers about the music and about their career paths. An educational workshop on the following Saturday is offered after each concert at which participants have an opportunity to study specific musical genres such as jazz and contemporary music and learn skills for playing and composing music on basic instruments. All parents and students in the school (which serves grades 6-10) are targeted for the program, as well as students in MS 448's Education Vision School for the visually impaired.

Arts Standards Addressed: 1, 2, 3, 4

Samuel J. Tilden High School

Partner(s): The Brooklyn Arts Council (BAC); The Brooklyn Museum

Samuel J. Tilden High School in East Flatbush presents a program designed to personalize the study of American and U.S. History for a designated group of parents and students, including a number of the school's at-risk and special-needs students. The majority of the school's students and their families are Caribbean immigrants. In order to reinforce students' personal relationship and impact upon American history and culture, the school presents a series of three workshops in conjunction with The Brooklyn Arts Council and The Brooklyn Museum. In an initial trip to The Brooklyn Museum, participants analyze the significance of specific art objects, focusing on objects from 18th and 19th century America and reflect upon the objects' personal significance to the people who made them. A second workshop on American Music, led by a BAC teaching artist, engages participants in an exploration of 18th and 19th century American music through a solo concert, sing-a-long, and discussion. The third workshop, also facilitated by BAC, asks participants to make a painting about their home that reflects their daily life, encouraging reflection on the art encountered in the prior workshops and on participants' individual experiences as both immigrants and Americans.

Arts Standards Addressed: 3, 4

Edward R. Murrow High School

Partner(s): Rubin Museum of Art (RMA)

Targeting the parents of students in its Art Institute, Edward R. Murrow High School in Midwood presents a program on Himalayan art through its PAAP grant. Up to 30 parents may attend a series of four workshops, beginning with a trip to the Rubin Museum of Art to view the Museum's display of mandalas and Himalayan art. A teaching artist at RMA facilitates a response session and hands-on activity allowing parents to create their own mandala design. In three workshops at the school, facilitated by one of the school's art instructors, parents have further opportunity to create mandala design and eventually to turn their designs into a permanent linoleum block print. The program reinforces for parents the skills, materials and resources utilized by their own students in the school's many in-school art residencies through its Art Institute program.

Arts Standards Addressed: 1, 2, 3, 4

High School for Service & Learning (HSSL)

Partner(s): LEAP (Learning through an Expanded Arts Program, Inc.)

The vast majority of HSSL students in Flatbush are first- or second-generation Caribbean immigrants. The school's PAAP grant utilizes their knowledge of Caribbean art and culture to explore Caribbean art and music across generational lines. The program, in partnership with LEAP, is comprised of six sessions for parents and students in grades 11-12. Two Afro-Taino drumming workshops introduce the rhythms and patterns of the Spanish, African and Taino roots of Caribbean music, provide hands-on drumming instruction, and present both traditional and contemporary examples of recorded music. Two Puerto Rican mask-making workshops allow participants to create collages and paper masks. A trip to The Brooklyn Museum allows participants to view the masks on display at the Museum and a culminating event features a drumming session by participants, with the created masks and collages on display. Each session of the program provides background information on Caribbean culture including history, music, costumes and traditions of individual islands, focusing on both the historical and the contemporary. The program supplements various Spanish, Social Studies and ESL curriculum units.

Arts Standards Addressed: 1, 2, 3, 4

Brooklyn Academy of Science & the Environment (BASE)**Partner(s):** Henry Street Settlement; American Theatre of Harlem

BASE's three-month "Parenting Journey" PAAP grant teaches and reinforces positive behavioral, relational, and parenting skills through theater and the performing arts. Meeting for fifteen Saturdays throughout the year, participants from the Crown Heights school navigate such issues as parental self-esteem, self-awareness as caregivers, and breaking cycles of negative family communication. An introductory workshop facilitated by the American Theatre of Harlem leads parents through an interactive exploration of issues and challenges faced by today's parents. Four subsequent workshops guided by teaching artists from Henry Street Settlement lead the parent ensemble in theater games and improvisation exercises to generate and craft a script for performance addressing these same family issues. The ensemble of parent participants rehearses the scripted performance over seven subsequent Saturdays, with participants fulfilling many roles including performance and production. A culminating performance takes place at Henry Street Settlement for an invited audience of families, friends, and the BASE community.

Arts Standards Addressed: 1**Alternative and Special Education****PS 231****Partner(s):** Hospital Audiences, Inc.

An exhibit at the Museum of the American Indian, "Beauty Surrounds Us," is the cornerstone of PS 231's PAAP grant. PS 231, a District 75 special education school in Borough Park, offers a museum visit and hands-on workshops with Hospital Audiences designed to accommodate as many students and parents as possible. Two museum visits are scheduled: one for standard assessment students and their families and one for alternate assessment students and their families. Following the museum visits, where participants view an array of culturally significant objects made by Native peoples throughout the Americas, three single-session hands-on workshops engage participants in exhibit-related activities such as mask-making and creating musical instruments. As offsite events often generate higher participation, one of the three workshops offered is held at an alternate PS 231 location. The program utilizes the visual arts to enhance communication and language development, both of which are key elements in PS 231's Literacy program. Additionally, the art teachers of PS 231 plan to integrate collage-making activities into regular school curriculum for all students related to the objects viewed at the museum.

Arts Standards Addressed: *NYC Blueprint for the Arts:
Developing Art Literacy
Making Connections Through Art*

Jim Thorpe School

Partner(s): Shadow Box Theatre (SBT)

Jim Thorpe School's grade K-12 special education population includes at-risk students with emotional disturbance problems and autism, populations who are predominantly kinesthetic learners and learn most successfully through movement and hands-on activities. The Brighton Beach school's PAAP grant targets this population in grades 3-9 and their parents for a series of workshops with Shadow Box Theatre exploring literature through visual art and theater. Two initial workshops are offered for parents and students: in the first, participants are trained to make literature come alive through music, dance, drama and improvisation; the second introduces puppet- and mask-making skills, allowing participants to create their own puppet or mask for performance. These hands-on workshops are followed by a live in-school performance by SBT artists for all students at the school. A subsequent culminating activity displays and celebrates the artwork of all program participants.

Arts Standards Addressed: 1

Lillian Rashkis High School

Partner(s): Rush Philanthropic Arts Foundation

Lillian Rashkis High School and the Rush Foundation present "Positive Focus: Digital Photography," a multi-workshop series targeting parents and students of the special education school located in Sunset Park who participate in in-school residency activities with the Rush Foundation as well as parents and students in grade 9. The program is comprised of two lectures by Rush Foundation teaching artists, followed by two hands-on workshops providing instruction in digital photography as participants view work by professional artists and compose their own photographs. The program also includes two museum visits: a behind-the-scenes tour of the Institute of Contemporary Photography and a visit to the Museum of the City of New York to view the "Black Style Now" exhibit which features work by Rush Foundation teaching artists. Participants also have the opportunity to curate and present their own work in the school's Rush Gallery, a two-room facility dedicated to media skills and creative development.

Arts Standards Addressed: 1, 2, 3, 4

Brooklyn Transition Center

Partner(s): LEAP (Learning through an Expanded Arts Program, Inc.)

LEAP currently works with students in grade 11 at Brooklyn Transition Center, a special education school located in Far Rockaway, to help them document their experiences as workers and members of the local community through the use of digital photography. Many of the school's teachers also integrate digital photography as learning aids for students with severe cognitive delays. The school's PAAP grant adds to this use of creative media and digital photography by providing insight to parents on how the school uses photography to enhance artistic and literary expression. Three hands-on workshops for parents and students in all grades, facilitated by a LEAP teaching artist, address discrete digital photography skills: basic camera use; composition and framing; foreground and background; and the use of light to create special effects. Participants are trained to take pictures that evoke specific emotions then learn to establish a narrative with the photos they've taken. A fourth workshop facilitated by the school's art teacher demonstrates how to prepare and display the photographs for a final culminating event, which takes place at the photography department of the Museum of Modern Art.

Arts Standards Addressed: 1

Manhattan

Elementary

PS 9: Renaissance School of Music and Art

Partner(s): Bash the Trash

PS 9's PAAP grant, "Recycled Rhythms," engages parents and students in all grades in a project that encourages recycling, community awareness, and the connection between music, science and math. PS 9, located on the Upper West Side, asks members of the school community to preserve recyclable materials for events celebrating Earth Day, which include an evening series of workshops hosted by Bash the Trash, a musical ensemble that promotes environmental awareness by playing unusual instruments made of discarded materials. Bash the Trash offers musical performances and hands-on workshops for students to create their own unique instruments out of used materials while exploring the scientific principles of sound and acoustics, and how to apply those principles to creating a working musical instrument. There are two performances and corresponding workshops for younger and older grade levels: students in grades K-3 work with their parents to create drums and percussive instruments, while parents and students in grades 4-5 create "trombones" and string instruments. The program helps to reinforce PS 9's music education program, demonstrating the different types of instruments in an ensemble that PS 9 students begin playing in kindergarten.

Arts Standards Addressed: 1, 2, 4

PS 15: Roberto Clemente

Partner(s): Mark DeGarmo & Dancers/Dynamic Forms, Inc. (MDD/DFI)

PS 15, located in the East Village, presents a PAAP grant program in partnership with Mark DeGarmo & Dancers/Dynamic Forms, Inc., to continue building parental support of school-wide art and dance residencies integrated within the school's elementary curriculum through a multi-year partnership with MDD/DFI. All parents and students are invited to participate, but the school's predominantly second-language populations and parents new to the school are specifically targeted. The program, a series of five workshops led by an MDD/DFI teaching artist, encourages connections between dance literacy and text-based and visual literacy. Each workshop includes a warm-up and a hands-on session in a specific dance tradition that many PS 15 parents may already be familiar with and can contribute their own knowledge to such as the Salsa, Meringue, and Bomba y Plena. The dance instruction includes emphasis on improvisation, body language, and choreography and is followed by a debriefing session where participants are encouraged to reflect on their experiences and contribute their own cultural insights through creative writing, journaling, poetry, dramatic storytelling, and visual art.

Arts Standards Addressed: 1, 2, 3, 4

PS 38: The Roberto Clemente Learning Center**Partner(s):** El Museo del Barrio

PS 38 in Spanish Harlem uses its PAAP grant partnership with El Museum del Barrio unites the two predominant but often disparate populations of the school: Latinos and African-Americans. A walking tour of El Museum del Barrio highlights key works that exhibit elements of African-American and Latino cultures. Parents learn how to look at and compare artwork and discuss the tools artists use to communicate cultural messages, such as composition, theme, use of color, and visual narratives. In a subsequent hands-on workshop at PS 38 led by the school's art teacher, parents and students create a mixed-media collage inspired by what they saw at the museum and that communicates something about their own cultural experiences. A third session led by the PS 38 literacy coach encourages the participants to reflect upon their museum visit and artmaking experiences. Both the artwork and the writing are to be displayed in a public common space that will be converted into a "parent-student" art gallery through a culminating event featuring traditional Latin and African-American music. Parents of English Language Learners in grades 3-5 mostly of Hispanic origin are specifically targeted for the program, with an equal number of African-American students and parents invited to attend.

Arts Standards Addressed: 1, 3**PS 40: The Augustus Saint Gaudens School****Partner(s):** Center for Architecture Foundation

The "Designing Green" PAAP grant at PS 40, located in Gramercy Park, supports the school's emerging arts program while integrating the arts with the school's second grade Social Studies "City Study" curriculum where participants study green roof structure design and create their own decorative green roof tiles. A green roof is a roof of a building that is partially or completely covered with vegetation and soil, or a growing medium, planted over a waterproofing membrane. Benefits may include reduced heating usage for the building, as well as a means filtering pollutants and heavy metals out of rainwater. The workshop series begins with an introduction to green roof design hosted by the Center for Architecture Foundation where families create green roof structures themselves, learning the environmental reasons for green roof design and the various design principles in effect. A subsequent walking tour through the PS 40 community encourages participants to document historical and architectural details of the neighborhood through sketches and journal entries. The final segment of the program is a hands-on workshop at PS 40 where participants create castings and decorative tiles inspired by what they have learned in previous sessions. The castings and tiles are to be mounted on the green roof structure currently under construction at PS 40 through a recent city council grant. Each workshop is facilitated by architects and urban planners from the Center for Architecture Foundation and each is offered in two separate sections to accommodate more participants. Parents and students in grade 2 are targeted for the program, though all are encouraged to participate.

Arts Standards Addressed: 1

PS 59: The Beekman Hill International School**Partner(s):** TADA!

PS 59's PAAP grant offers three Saturday morning drama workshops in partnership with TADA! that introduces parents from the Upper East Side school to easy hands-on techniques to use the arts at home, including theater games, improvisational techniques, and basic theatrical vocabulary. Each workshop targets a specific age group: parents and students in grades K-1, grades 2-3, and grades 4-5, respectively. Through improvisation, storytelling and musical theater exercises, participants engage in acting, singing and dancing skills as they work in small groups and pairs to create staging, choreography and simple dialogue through improvisatory exercises. Each parent receives a take-home packet that details additional exercises and resources for use at home. All participants have the opportunity to attend a live performance at TADA!. Parents of students who participate in PS 59's after school drama classes and annual musical theater performance are targeted so that they may gain a better understanding of their students' experiences and help continue their students' artistic endeavors outside the classroom and in the home.

Arts Standards Addressed: 1, 2, 3, 4**PS 124: The Yung Wing Elementary School****Partner(s):** The New York Chinese Cultural Center

In an effort to bridge the generational gap between its community's older and younger generations and to help preserve the traditional arts of the school's predominantly Chinese populations, PS 124 in Chinatown announces a PAAP grant program in Chinese paper cutting, offered in conjunction with the New York Chinese Cultural Center. As an introduction to Chinese cultural appreciation and to celebrate Chinese New Year, interested parents and students are given theater tickets to attend the Chinese New Year Spectacular at Radio City Music Hall. NYCCC has designed a series of three consecutive after school workshops that then give participants an introduction to the traditional art of Chinese paper cutting. Participants use themes with cultural significance as their inspiration to create two-dimensional paper artifacts through trimming and carving techniques. A final exhibit celebrates participants' artwork and allows the PS 124 community to reflect upon its cultural and artistic heritage.

Arts Standards Addressed: *NYC Blueprint for the Arts:*
Art Making
Developing Art Literacy
Making Connections Through Art
Exploring Careers and Lifelong Learning
*Working With Community and Cultural Resources***PS 137: The John L. Bernstein School****Partner(s):** LEAP (Learning through an Expanded Arts Program, Inc.)

In five Saturday sessions, parents at PS 137 on the Lower East Side explore how culture and community are expressed through art as they study the work Romare Bearden. A survey of Bearden's work led by a LEAP teaching artist introduces parents to the concept of "art reflecting community" as they study Bearden's media and techniques. A trip to the Metropolitan Museum of Art allows participants to view and discuss Bearden's well-known collage, "The Block." Three subsequent hands-on workshops instruct participants in basic composition and design techniques as they create mixed-media collages that depict their community. Parent artwork created in the workshops is to be put on display at the school during a culminating exhibition event. Parents of students in all grades are targeted for the program, though students are also encouraged to participate.

Arts Standards Addressed: 1, 2, 3, 4

PS 140: Nathan Straus School

Partner(s): Mark DeGarmo & Dancers/Dynamic Forms, Inc. (MDD/DFI)

Five dance workshops facilitated by PS 140 on the Lower East Side and Mark DeGarmo & Dancers/Dynamic Forms, Inc. introduces all interested parent-student groups to the same practical and cultural elements of social dance that their students regularly experience through in-school residencies with MDD/DFI. Using a LoMap—an environmentally conscious map of the PS 140 neighborhood in the Lower East Side—MDD/DFI teaching artists link skills-based dance instruction with science, math and social studies as they lead participants through physical "mapping" exercises that encourage the use of time, space and energy to express personal and community qualities. Participants are also encouraged to draw upon their own cultural heritage, predominantly Puerto Rican and Dominican at this school, as they create movement sequences in preparation for a final performance for the PS 140 community.

Arts Standards Addressed:

NYC Blueprint for the Arts:

Art Making

Developing Art Literacy

Making Connections Through Art

Exploring Careers and Lifelong Learning

Working With Community and Cultural Resources

PS 142: The Amalia Castro School

Partner(s): Mark DeGarmo & Dancers/Dynamic Forms, Inc. (MDD/DFI)

Building on the success of its in-school partnership and dance residencies with Mark DeGarmo and Dancers/Dynamic Forms, Inc., Lower East Side school PS 142 presents a 5-session PAAP grant program that introduces Caribbean dance forms such as Salsa and Merengue as well as the technique of African-American dance pioneer Katherine Dunham. The program, targeting the parents of students in grades Pre-K-3 and grade 5 who are participating in MDD/DFI in-school dance residencies, includes three sessions for parents that introduce the basics of Salsa and Merengue that their students have learned, as well as the basics of the Dunham technique. An additional session in the Dunham technique for both parents and students encourages the use of improvisation and the development of original material. A culminating event allows parents and students to dance together and share what they have learned. The sessions include opportunities for participants to reflect on their learning through creative writing and visual art, as well as reinforcing the skills and elements of dance and the literature of world dance repertory.

Arts Standards Addressed:

1, 2, 3, 4

PS 146: The Anna M. Short School**Partner(s):** 92nd Street Y

In “Songdancing for Families,” interested parents of students in grades 3-5 of this East Harlem school work with 92nd Street Y teaching artists to create an interactive singing and dancing performance for their students based on the folk song “The Water is Wide.” Over four hands-on sessions, parents explore musical concepts such as melody line, musical phrases and harmony; they also engage in dance concepts including body, space, time and energy. Working collaboratively, parents learn the lyrics to “The Water is Wide,” discuss its cultural context and personal significance, and create movement based on the song’s imagery. A combined parent/child workshop allows parents to share their performance with their children and teach them excerpts of the movement sequences they have created; a subsequent daytime performance by the Kids Company at PS 146 allows parents and students to watch professional teenage dancers in performance and respond creatively in small groups to what they saw. A final workshop allows “Songdancing for Families” participants to watch video footage of the parent performance and reflect upon their creative process. Both of the 92nd Street Y teaching artists participating in this PAAP grant program also run choral and dance programs at PS 146 and the musical activities included in this project mirror the skills students learn in these programs.

Arts Standards Addressed: 1, 2, 4**PS 158: The Bayard Taylor School****Partner(s):** The Metropolitan Opera Guild

PS 158’s PAAP program, offered in conjunction with the Metropolitan Opera Guild, engages parents and students of this Upper East Side school in a general study of opera and Puccini’s “La Boheme.” Parents and students in grades K-5 can participate in any of five stand-alone workshops exploring different facets of both the creative and behind-the-scenes elements of opera performance. A backstage tour of the Metropolitan Opera includes visits to the design shops and technical demonstrations. Two training sessions for PS 158 teachers and interested parents help to prepare them for two hands-on parent-student workshops. Each hands-on session has a different focus: “Behind the Scenes at the Met” allows participants to design visual elements such as set and costume drawings based on the plot, themes and characters of Puccini’s opera; “Puccini’s ‘La Boheme’: Where Music and Emotions Meet” provides live performance and hands-on opportunity for participants to act and sing selections from the famous opera. The program culminates in a trip to Central Park to see the Metropolitan Opera’s live concert performance of “La Boheme.”

Arts Standards Addressed: 1, 2, 4**PS 183: The Robert Louis Stevenson School for Discovery****Partner(s):** The Rubin Museum

Three hands-on Saturday workshops offered by the Upper East Side’s PS 183 and The Rubin Museum introduce parents and students in grades 3-5 to the cultural significance and practical skills of Himalayan art. Each workshop, hosted at the Museum, immerses participants in the Museum’s exhibits and in related hands-on activities. Teaching artists from the Museum provide instruction in the use of facial expression, hand gesture and body positioning in Himalayan art and drawing. Participants also learn to create their own non-verbal communicative expressions, and engage in in-depth analysis of the use of these communicative forms in different examples of Himalayan art. The program reinforces the Art curriculum of grades 2-5, who have all drawn and painted Himalayan symbols in their weekly classes. All students at PS 183 have visited or will visit the Museum this year as part of their Social Studies curriculum.

Arts Standards Addressed: 1, 3

PS/IS 187: Hudson Cliffs School**Partner(s):** Studio in a School; Museum of Modern Art (MOMA)

Studio in a School provides in-school visual art instruction to grades K-4 at PS/IS 187, located in Washington Heights. The school's four-session PAAP grant program introduces parents of students in grade 1 to the same basic skills being experienced in the classroom. At the same time, it introduces students to new media such as paper sculpture and wooden assemblage. Parents of ELL students and students in grade 1 are targeted for three hands-on workshops that encourage creation of self-portraits and family portraits through different sculptural media. A trip to the Museum of Modern Art, facilitated by a MOMA teaching artist, provides the opportunity to view and respond to the Museum's exhibits. Both the museum visit and the hands-on workshops emphasize the work of Latino artists, including Marisol Escobar, whose sculptural self-portraits in wood serve as inspiration for art-making in grade 1 classrooms, and whose work is represented at MOMA. The focus on self and family portraits in a variety of media reinforces the grade 1 "Family and Community" Social Studies curriculum unit.

Arts Standards Addressed:*NYC Blueprint for the Arts:**Art Making**Developing Art Literacy**Exploring Careers and Lifelong Learning***PS 188: Island School****Partner(s):** Third Street Music School Settlement

A series of music workshops prepares PAAP program participants for a culminating choral event at PS 188, located on the Lower East Side. Parents and students in grades 3-8 may participate in a variety of music workshops: a trip to Third Street Music School Settlement offers a flute concert by the teaching artist currently in residence at PS 188; a violin session led by Third Street Settlement at the school that introduces basic technique and blues performance; and two percussion sessions that introduce basic rhythm and Latin American percussion. Additionally, parents and students in grades preK-2 are invited to participate in a joint session in movement and singing. The culminating Community Chorus Nite integrates the choral and percussion work, as parents and students sing together from the students' in-school music repertoire accompanied by select percussionists. An interactive concert at Carnegie Hall also gives select students the opportunity to perform either violin or recorder as part of the on-stage program. A visual art component is also provided: parents and students in grades 3-6 participate in an integrated science/visual art painting workshop; grades 7-8 participate in basic painting technique and exploration workshops. Through both the visual art and music components, parents have the opportunity to participate in similar and/or parallel activities that their students participate in during the regular school day.

Arts Standards Addressed:

1

PS 315: The East Village Community School**Partner(s):** Phoenix Theatre Ensemble; Touchstone Center for Children

In order to support and enhance new in-school programming in theater arts and ceramics, PS 315 in the East Village announces a total of four workshops open to parents and students of all grades at the school. Two ceramics workshops are provided by the Touchstone Center. Using a new kiln recently acquired for the school's art studio, parents and students work together to create a ceramic clock. The Phoenix Theatre Ensemble theater arts workshop series, "The Storytelling Adventure," introduces basic theatrical storytelling. The first workshop introduces the basic skills, while the second encourages participants to work collaboratively to create a storytelling performance. Participants are invited to perform and display their artwork for the school community. Both workshops are led by teaching artists who provide in-school residencies in PS 315 classrooms, engaging parents in art processes also experienced by their students during the school day.

Arts Standards Addressed: 1, 2, 4**PS 318: Thurgood Marshall Academy Lower School****Partner(s):** Music for Many, Inc./ The Cultural Corner

PS 318's PAAP grant allows the Harlem school to add movement and music to its existing Visual Art program in an 8-session sequence that culminates in a public performance, "Spring Swing at the Savoy." Music for Many, Inc. provides the "Harlem Renaissance After School Club," allowing parent and student participants to study the evolution of jazz as they learn singing and dance segments for the final performance. Music for the final performance focuses on artists Duke Ellington, Cab Calloway and Ella Fitzgerald. Participants also utilize visual art skills by creating set pieces for the performance that reflect cultural destinations and historical moments in Harlem. A trip to the Schomburg Library supplements the workshops, allowing participants to research the Harlem Renaissance. The program targets parents and students in grades K-2 who are currently studying various Social Studies curriculum units related to the Harlem Renaissance. All grades at PS 318 also study the migration of African-Americans to Harlem, the work of artists Jacob Lawrence and Romare Bearden, and leaders in African-American history.

Arts Standards Addressed: 1, 2, 4**PS 320: Manhattan Charter School****Partner(s):** The Striking Viking Story Pirates (SVSP); Educational Choice Foundation, Inc. (ECF)

PS 320's PAAP grant gives the Lower East Side school its first opportunity to directly involve parents in classroom learning processes, by selecting 4-5 parents to act as mentors for creative writing and storytelling workshops offered to students in grades 1-2. The series begins with an introductory workshop by the Striking Viking Story Pirates that utilizes theater games and improvisation to inspire original characters and situations. The program continues with six weeks of creative writing workshops led by an Educational Choice Foundation teaching artist, where the students and their parent mentors expand their character ideas into fully-realized and structured stories. After a development and revision process, the finished stories are delivered to SVSP, who return to PS 320 at the end of the workshop series to perform the students' stories with professional actors. This PAAP grant program takes place in conjunction with PS 320's ELA poetry and creative writing curriculum unit.

Arts Standards Addressed: 1, 2, 4

PS 334: Anderson School**Partner(s):** Bash the Trash

The PS 334 PAAP grant “Unity Within the Community” exposes all interested families at the Upper West Side school to a hands-on experience uniting musical arts and science principles with environmental and community awareness. Students in all grades and their families are invited to a performance of Bash the Trash, which uses recycled materials to create a musical production covering the science of sound, vibration, pitch and volume. This performance is followed by a hands-on instrument-making workshop using materials gathered from a school-wide recycling initiative. Participants later demonstrate their recycled musical instruments in a school-wide parade. Students and families in grades 6-8 travel to a local nursing home to provide a musical concert on their instruments. The program is open to the communities of both PS 334 and to PS 9, which serves both special and general education students and with whom the school building is shared.

Arts Standards Addressed: 1, 2, 3, 4**PS 361: The Children’s Workshop School****Partner(s):** Henry Street Settlement

Family storytelling is the focus of PS 361’s PAAP grant, which introduces parents and students in all grades at the East Village school to the arts of storytelling and bookmaking. Two introductory workshops are conducted in the school library, introducing parents and students alike to techniques both in storytelling and in gathering oral histories. The third session takes place at Henry Street Settlement’s Abrons Arts Center, where participants receive a gallery tour and participate in a hands-on book-making workshop. The next four sessions take place back at the school, including parent participation in PS 361’s weekly “Community Meeting,” where students regularly share and perform stories. Focusing on family-related stories, the parents visit PS 361 classrooms to share their own stories and gather new ones, culminating in a published anthology at the end of the year.

Arts Standards Addressed: 1, 2, 4**PS 497: Central Park East I****Partner(s):** Women’s Project; Atlantic Theatre Company

Collaborations with the Women’s Project and Atlantic Theatre Company engage PS 497 parents and students in grades preK-5 in a hands-on playwriting workshop reflecting the Women’s Project drama program at the Upper East Side school, “Ten Centuries of Women Playwrights.” Teaching artists from the Women’s Project provide two parent-student workshops. The first introduces improvisation, theater games and basic playwriting exercises. The second focuses on revision techniques as parent-child teams work side-by-side to create one-act plays. Both workshops begin with the students teaching their parents the warm-up exercises that are a part of their in-school drama residencies and the workshops culminate with participants performing their one-act plays for one another. A subsequent trip to Atlantic Theatre Company gives participants the opportunity to see a performance of the play “A Dolphin Up a Tree” and engage afterward in dialogue with theater professionals about career possibilities in the theater.

Arts Standards Addressed: 1, 2, 4

Middle and Intermediate

MS 114: East Side Middle School

Partner(s): Symphony Space

“Exploring American History through Music and Art” provides three workshops for all parents and students at MS 114, located on the Upper East Side, introducing various musical and visual art connections to American History. Arts partner Symphony Space facilitates two of the workshops at MS 114. The first provides performance examples and historical context for four centuries of American musical forms and engages participants in composition exercises. The second asks participants to engage in a reflection on 18th and 19th century American landscape and portrait painting, distilling social perceptions and attitudes from artists’ creative choices. The program, which dovetails with the school’s grade 7 Humanities curriculum, culminates with a trip to the American Wing of the Metropolitan Museum of Art to view period rooms and art pieces, and to engage in sketching and creative writing exercises.

Arts Standards Addressed: 1, 2, 3, 4

MS 862: Mott Hall

Partner(s): Symphony Space

A mask-making series provided by Symphony Space for the Upper West Side’s MS 862 through the PAAP grant begins with a guided tour of the Metropolitan Museum of Art to observe how mask-making has been an important part of the social and artistic life of many cultures throughout history. The museum trip and three subsequent workshops are open to all parents and students at MS 862. The workshops encourage participants to create a mask based on a mold of their own faces. The Symphony Space teaching artist guides the development of the masks using various materials and leads a series of exercises to prepare for a performance using the masks for the entire school community. Masks from African, Egyptian and Asian history are the focus of the museum trip and workshops.

Arts Standards Addressed: 1, 2, 3, 4

High School

High School for Environmental Studies

Partner(s): Lincoln Center Institute (LCI)

The PAAP grant program of the High School for Environmental Studies, located in Hell’s Kitchen, combines technology and environmental awareness with in-depth, hands-on musical instruction. Over a series of seven workshops facilitated by Lincoln Center Institute, parents and students in all grades are invited to compose, record and perform blues compositions expressing their feelings and concerns about environmental issues. Three workshops led by an LCI teaching artist introduce the musical style of the blues through movement, singing and instrument exploration. Two songwriting workshops allow participants to revise, refine and record their individual compositions before two performances for the school community. The theme of the program reflects the school’s environmentally-conscious mission. Internet research and use of the school’s Sibelius recording software to record compositions connects the program to the school’s Comprehensive Educational Plan. All families are invited, but new parents and parents of grade 9 students are targeted for the program.

Arts Standards Addressed: 1, 2, 3, 4

Manhattan Center for Science & Math

Partner(s): Harbor Conservatory for the Performing Arts; National Museum of Catholic Art and History

Manhattan Center for Science & Math's PAAP grant provides all parents and students of the East Harlem school, specifically those from grades 9-10, with the opportunity to attend a variety of performing and visual arts workshops as part of the school's Spring Arts Showcase. Workshops held during the morning of the Saturday Showcase event teach participants a new craft or technique and provide the opportunity to create a piece for display at the afternoon session of the Showcase. Attendees may choose from dance, theater or percussion workshops hosted by Harbor Conservatory for the Performing Arts; a sculpture workshop facilitated by the National Museum of Catholic Art and History; computer graphics led by the school's multimedia instructor; or tissue paper "stained glass" as taught by the school's art teacher. Following the Showcase on a later date, participants attend a follow-up session on the site of the organization that hosted their workshop. Many of the workshops offered expand upon the school's curriculum, specifically the graphic arts and "stained glass" sessions.

Arts Standards Addressed: 1

Repertory Company High School for Theatre Arts

Partner(s): American Place Theatre (APT)

Repertory Company High School, located in the Theater District, presents "Project Safe Haven," a PAAP grant that expands its parent book club program, which began last year with grade 9 parents, to include parents of students in grades 9-11. The program has three phases. The first is a study of "Susana's Struggle" by Dickon Pownall-Gray with grades 10 and 11. Students study the book in class, while parents participate in an evening book club. American Place Theatre (APT) then provides a performance-based workshop addressing the book's primary issue of bullying. Participants use improvisation and dialogue to develop alternative strategies for handling bullies. The second phase of the program is a parent-student study of Khaled Hosseini's "The Kite Runner," a novel about personal responsibility in the face of political turmoil. Parents and students study the book separately, as in phase one. All students in grade 11 visit the Central Asian exhibit at the Metropolitan Museum of Art and participate in an interactive performance workshop with APT. The entire school community then attends a performance of APT's stage adaptation of the novel. The program's third and final phase is the creation of a "Safe Haven" mural by all program participants emphasizing the importance of freedom, expression and personal responsibility. During phases one and two of the program, students participate not only in class study of the novels, but also in theater residencies through APT's "Literature to Life" program.

Arts Standards Addressed: 1, 2, 3, 4

Heritage School**Partner(s):** El Museo del Barrio

The Heritage School in East Harlem invites all of its students to participate in a multi-arts program that includes music, visual arts and poetry to honor special people and experiences in the families' lives, past and present. This PAAP grant workshop is centered on the exhibit "The Disappeared/ Desaparecidos" at El Museo del Barrio featuring the work of contemporary South and Central American artists responding to the tens of thousands of illegally "vanished" citizens by dictatorial regimes in the 1950's-1980's. Themes for discussion and art creation in the workshops include the relationship between art and politics, personal loss, hope and memory. Each week, under the guidance of an El Museo del Barrio teaching artist, participants create a new piece of art ranging from sculpture and painting to poetry and music. Songs created to honor someone special in the family are based upon poems that the students write in their Art and English classes. The program culminates in a multi-arts performance which includes visual art representations, musical performances, and poetry on display for the Heritage community. This program includes many connections to in-school experiences, including Visual Arts curriculum on personal narratives, Music curriculum units on Latin American music, and the grade 10 ELA curriculum unit on personal memoir. Additionally, the El Museo del Barrio teaching artist currently provides in-school residencies for grade 10 English classes.

Arts Standards Addressed: 1, 4

Queens

Elementary

PS 18: Winchester School

Partner(s): Lotus Music & Dance

In celebration of its cultural diversity, PS 18 in Queen Village announces “Around the World,” a PAAP grant in partnership with Lotus Music & Dance bringing four ethnic dance workshops and three visual arts workshops to parents and students in all grades. In the dance workshops led by Lotus Music & Dance teaching artists, participants learn and perform traditional African, Indian, Filipino and Flamenco dances. The visual arts sessions led by PS 18’s visual art instructor provide lessons in making Italian mosaics, Korean dragon puppets and Russian nesting dolls. This program allows PS 18 to supplement its implemented Visual Arts program with connections in music and dance. Parents new to PS 18, and parents who have not previously participated in PAAP grant programs and other after school events, are targeted for the program.

Arts Standards Addressed: 1, 3

PS 21: Edward Hart School

Partner(s): Young Audiences New York (YANY)

Utilizing PS 21’s theme of “Cultural Discovery through the Arts,” the PAAP grant collaboration with Young Audiences New York provides a series of family cartooning and book-making workshops for two fourth grade classes and their parents at the Flushing school that encourage character building, civic responsibility, community, and culture, and their expression through the arts. In a series of three cartooning workshops led by a YANY teaching artist, participants use cartoon self-portraits as the basis for a cartoon strip exploring multiculturalism and the idea of community. In three subsequent book-making workshops also facilitated by YANY, participants study authors of diverse cultures and learn basic book-making techniques before creating their own storylines and illustrations based on ideas of multiculturalism and ethics. PS 21’s “3B” code of ethics - “Be Respectful, Be Responsible, and Be Kind” - is incorporated into the workshops to promote continuity between what is expected of the students in school and at home.

Arts Standards Addressed: 1, 2, 4

PS 29

Partner(s): Young Audiences New York (YANY)

Targeting parents of the school’s bilingual population, PS 29 in College Point presents hands-on parent-student music workshops provided by arts partner Young Audiences New York. Over three sessions, participants develop an understanding of how music shapes different cultures. A workshop for parents and students in grades K-3 on Afro-Brazilian drumming introduces rhythm and beat in hands-on drumming lessons. A second workshop for grades 4-6 integrates music with storytelling techniques. A third workshop for grades K-3 introduces Andean music and culture as participants make their own pan pipes and learn to play them. In conclusion, families have the opportunity to watch and participate in a live performance of traditional Puerto Rican music by the group Los Pleneros de la 21. All workshops are facilitated by YANY teaching artists and reflect the diversity and heritage of the PS 29 community.

Arts Standards Addressed: 1

PS 31: The Bayside School**Partner(s):** Early Stages

PS 31 and arts partner Early Stages present a program series in storytelling and pillow-making for parents and students in all grades. Participants receive an introduction to the cultural origins of various folk tales from around the world, using these tales as an inspirational model for thinking about their own family stories. During subsequent workshops, they create an “heirloom pillow” that illustrates either a personal story or a well-known folk tale. The program concludes with an event where participants display their completed pillows and share their family stories, which are collected into a booklet and published for the participants. The series reflects the in-school storytelling residencies provided by Early Stages, adjusting the process to support the personal experiences and storytelling interests of participating parents. This PAAP grant supports the school’s ELA study of story genres as well as Social Studies curriculum in world cultures.

Arts Standards Addressed: 1, 2, 4**PS 32: The State School****Partner(s):** Flushing Town Hall

The theme of PS 32’s PAAP grant is “Identity and Community” and incorporates four evening visual art workshops for all parents and students in conjunction with Flushing Town Hall. Participants explore portrait painting, narrative collages, book-making and a three-dimensional paper “city construction” project. Over these four evening sessions, parents and students engage in hands-on arts instruction as they use each visual art medium to express feelings about self, identity, their neighborhoods and the world around them. The program, facilitated by Flushing Town Hall teaching artists, connects and introduces parents to the year-long in-school visual arts residencies provided by Flushing Town Hall for grades 4-6. Materials created in the workshops are to be displayed in a public space at the school.

Arts Standards Addressed: 1, 2, 3**PS 41: Crocheron School****Partner(s):** Young Audiences New York (YANY)

PS 41 in Bayside offers a variety of visual and performing arts workshops through its PAAP grant, supplementing in-school art instruction in music, drama and visual art. Young Audiences New York provides a total of six workshops, open to all students and families. A cartooning workshop introduces character development, illustration and dialogue. A paper tile mosaic session encourages individual tile creation for a group mosaic. A Chinese dance workshop introduces the cultural importance and basic movement of the dance form. Clay sculpture workshop participants create a three-dimensional character; bookmaking participants construct “heritage books” incorporating creative writing and illustration. Puppetry workshop participants use a variety of materials to create characters. Each workshop emphasizes themes of identity, community and culture as participants create art expressing their own identity in relation to their surrounding environment. The emphasis on visual art disciplines in this PAAP grant specifically helps supplement the visual art curriculum at PS 41, which is currently limited.

Arts Standards Addressed: 1, 2

PS/MS 43

Partner(s): Mark DeGarmo & Dancers/ Dynamic Forms, Inc.

The goal of the PS/MS 43 PAAP grant is to provide grade 4 parents with a workshop series to experience what their students learn through in-school residencies in "literacy through dance and creativity" with Mark DeGarmo & Dancers/ Dynamic Forms, Inc. The workshops at this Far Rockaway PreK-8 school focus on integrating arts and dance experiences emerging from literature, using the book "I See the Rhythm" by Michele Wood and Toyomi Igus. Following the sequence of the book in a dance presentation that parallels student learning, participants develop an understanding of the roots of African American culture through four workshops: "Origins," "Slave Songs," "Blues," and "Swing." A culminating activity showcases the dance and movement created in the workshops. Emphasis is placed upon the integration of mathematics and dance through the use of rhythm and choreography.

Arts Standards Addressed: 1

PS 69: Jackson Heights School

Partner(s): Flushing Council on Culture and the Arts

Through a partnership with the Flushing Council on Culture and the Arts, PS 69 parents and students begin or continue to learn to play the violin through a 15-session weekly program. Participants learn general music elements in the one-hour lessons including musical concepts such as dynamic, pitch, rhythm, tempo, duration and melody. Parents partner with their children to learn the basic elements. Home practice is encouraged, aiming to make parents co-learners, mentors and partners who can help model good posture, bow position and practice habits. The workshops help prepare students to participate in the school String Ensemble, which performs both at PS 69 and in the community. The musical focus of the program is on American folk songs, connecting to the school's Cultural and Performing Arts magnet theme of "The Americas."

Arts Standards Addressed: 1, 3, 4

PS 84: Steinway School

Partner(s): ReTech, Inc.

The PS 84 PAAP grant, "ROARR: Calder's Circus," is based on a book of the same name that introduces artist Alexander Calder and his use of scraps and everyday materials like wood, wire and cloth to make circus figures. In partnership with ReTech Inc., a nonprofit organization that provides recycled industrial materials and technology as a source of unique arts supplies and opportunities, PS 84 invites all grade 2 students and their parents to a series of four workshops, in which participants use contemporary reusable materials to create their own circus animals after Calder's style. Participants work together to create a school exhibit based on Calder's work, to be installed on the first floor of the school building by ReTech Inc. These craft workshops are complemented by a six-week after school circus club that includes instruction in clowning, tumbling, and partner acrobatics, as well as school trips to the Whitney Museum and the Metropolitan Museum of Art to view exhibits featuring animals and art.

Arts Standards Addressed: 1, 3

PS 104: Bayswater School**Partner(s):** Rockaway Artists Alliance (RAA)

At PS 104 in Far Rockaway, a PAAP grant collaboration with local organization Rockaway Artists Alliance is comprised of four interactive sessions engaging participants in creating a three-dimensional permanent globe sculpture. Parents and students in grades K-3 work in groups, selecting a continent and researching its geographical features and landmarks before constructing a three-dimensional model of the continent - including mountains, rivers and other landmarks - out of everyday materials such as tissue paper and Styrofoam. The RAA teaching artist facilitates the process of connecting all crafted continents onto a lit Styrofoam globe, to be displayed in the main entrance of the building.

Arts Standards Addressed: 2**PS 107: Thomas Dooley School****Partner(s):** Young Audiences New York (YANY)

The PS 107 PAAP grant provides two Family Arts Nights for this Flushing school, one focusing on the performing arts and the other focusing on the visual arts. The collaboration with Young Audiences New York targets members of the school's bilingual communities, specifically its Hispanic, Chinese and Korean families. At the performing arts Family Night families may choose between flamenco and traditional American folk dance workshops. On the visual arts Family Night, families may participate in storytelling, puppetry, cartooning or mask-making workshops. The activities provided are patterned after different activities that the children experience during the school day. Weekly class assemblies provide dance instruction and performance. The storytelling and cartooning Family Night workshops reflect the read-alouds and writing workshops accomplished in the classrooms. Mask-making connects to the in-school study and celebration of the Chinese Lunar New Year.

Arts Standards Addressed: 1**PS 121: Magnet School for the Visual and Performing Arts****Partner(s):** LEAP (Learning through an Expanded Arts Program)

Through "Moving Bodies, Happy Bodies," all parents and students at PS 121 in South Ozone Park are invited to experience six dance/movement workshops in different styles such as African dance, jazz, yoga, and creative movement. The goal of each workshop is to reinforce both dance literacy and healthy lifestyles through movement and exercise. The culminating activity is a performance in the Spring Concert for the school community. One session of the program is devoted specifically to health, fitness, stress management and stress reduction through movement. Through the study of different dance styles, music and costumes, participants also heighten their awareness of other cultural means of expression and personal health. The workshops also celebrate the cultural diversity of the school community through the use of dance vocabulary, various movement styles and the creation of original dance works from various cultures reflecting the school's diverse populations. The program connects to the school's Social Studies curriculum of cultural communities and diversity, as well as to the Science curriculum units on health, exercise and nutrition.

Arts Standards Addressed: 1, 4

PS 122: Marnie Fay**Partner(s):** Queens Museum of Art

PS 122 in Astoria targets students in grades 3-4 and their families with a PAAP grant that supplements the currently limited visual art curriculum in these grades. The series begins with a trip to the Queens Museum of Art to view the Panorama of New York City, explore the “Robert Moses and the Modern City” exhibit, and discuss elements of urban design and planning. Four subsequent workshops at PS 122, facilitated by a Queens Museum of Art teaching artist, combine practical research and inquiry, analysis and hands-on art activities. The workshops focus on urban design and architecture. Participants use both past development and current development in the school’s neighborhood to examine what drives urban planning and whose needs and interests are being met. The workshops culminate in the creation of a model neighborhood that integrates architecture, infrastructure and public amenities that promote sustainable development and healthy living. A culminating evening Family Night displays the model neighborhood and a mini-workshop is offered for those parents and students who were not able to previously participate.

Arts Standards Addressed: 1, 3, 4**PS 135: Bellaire School****Partner(s):** Queens Museum of Art

The PAAP grant of PS 135 allows interested parents and students in all grades to collaborate on a large-scale mosaic celebrating the Queen Village school’s community and cultural diversity. All parents and students at this K-5 school are invited to participate. The first hands-on activity is a family art night where parents and students create a paper mosaic, gaining introduction to the ancient art form through reproductions and discussion. During this workshop, parents are recruited to participate in two day trips related to the program, as well as the five in-school workshops that comprise the remainder of the program. A trip to the Queens Museum of Art introduces the Panorama of New York City and asks participants to reflect upon their community in the context of the larger city. A subsequent trip to Saint Paul’s Greek Orthodox Church in Hempstead, Long Island, allows families to view a large-scale mosaic after the style of 13th and 14th century Byzantine mosaic artists. Five Friday hands-on workshops encourage participants to create a school mosaic, creating sketches, discussing theme and layout, and eventually arranging and gluing tiles to realize the design. An unveiling ceremony introduces the finished mosaic to the PS 135 community. This program is connected to the Social Studies curriculum units of grades 3-5, focusing on local and world communities.

Arts Standards Addressed: *NYC Blueprint for the Arts:*
Art Making
Developing Art Literacy

PS 144: Colonel Jeromus Remsen School

Partner(s): New York City Center; Together in Dance; Queens Museum of Art
PS 144 in Forest Hills presents a multidisciplinary series in partnership with New York City Center, Together in Dance, and the Queens Museum of Art. The program reflects for parents their students' in-school arts residency experiences and explores the question: how does art reflect community and culture? New York City Center's "Let's Build a Dance" features two workshops inspired by the dance and choreography residency offered to students in grade 4, introducing families to the creative skills and techniques of dance. Two workshops led by Together in Dance are based on the grade 6 "Broadway Bound" residency focusing on the musical "Wicked." Families in this series experience collaborative choreography and performance instruction. A culminating Family Day at the Queens Museum of Art focuses on Robert Moses and his influence on the development of New York City. The museum visit includes exhibition tours and hands-on activities on bridge and transportation design. All PS 144 parents and students are invited to participate in the PAAP grant activities.

Arts Standards Addressed: NYC Blueprint for the Arts:
Art Making
Developing Art Literacy
Making Connections Through Art
Exploring Careers and Lifelong Learning
Working With Community and Cultural Resources

PS 152: Gwendoline Alleyne School

Partner(s): Marquis Studios
PS 152's in-school Islamic Art residencies with Marquis Studios meets a community need for dialogue through cultural exploration and discussion. Nearly half of the Woodside school's students are Muslim, while the remaining half are primarily Mexican immigrants. The school's PAAP grant extends this arts experience to parents of students in grades 4-6, building upon the students' in-school experiences and upon the success of last year's PAAP grant, as well as exploring ways of creating understanding, tolerance and pride among all parties. Five workshops are offered by Marquis Studios: Geometrical Design in Islamic Art, Islamic Architecture, Illustrating a Middle Eastern Story through Paper Mosaic, Tilemaking in the Middle Eastern Tradition, and The Art of the Mosaic. In the workshops, participants use traditional Islamic designs and stories about the Middle East as inspiration for their own mosaic designs in paper, watercolor and tile collage. To complement this PAAP grant program, the school is using its own resources to offer a series of four Latin American Dance workshops to reach out to the Hispanic half of the school's community and explore a truly multi-cultural approach to hands-on family arts education.

Arts Standards Addressed: 1, 2, 4

PS 160: Walter Francis Bishop Elementary School

Partner(s): Michael Mao Dance

Through a series of eight Saturday workshops, PS 160 in Jamaica is collaborating with Michael Mao Dance to promote the active learning of English by recent Hispanic and Bengali immigrant parents and students. Participants in the program use dance movement as a tool to facilitate language learning through Michael Mao's "ESLDance" program, which was developed in 1993 to assist immigrants in learning English kinetically through simultaneous speech and movement. There are eight Saturday workshops. Session one serves as a kick-off meeting and session two is a trip to see Paul Taylor Dance Company at New York City Center. Sessions three through seven focus on making dance in preparation for a culminating performance by participant ESL families. The hands-on workshops use the traditional West African Kuku dance to teach sequential movement and forms of expression that reinforce verbal articulation, pronouns, and subject-verb agreement. The program targets thirty-seven ESL families who are new to the school.

Arts Standards Addressed:

NYC Blueprint for the Arts:

Art Making

Making Connections Through Art

Exploring Careers and Lifelong Learning

Working With Community and Cultural Resources

PS 163: Flushing Heights School

Partner(s): Music for Many, Inc.

This is a one-time double-graduation year for grade 5-6 students at PS 163. In commemoration, PS 163's PAAP grant allows Music for Many to facilitate eight mural-making workshops exploring the school's community and its diversity. Parents and students in grades 5 and 6 engage in research and in hands-on art making activities, creating a large-scale mural that reflects the school's Flushing neighborhood and its history, as well as the diverse cultures and experiences of PS 163 students and families. In the hands-on workshops, participants learn drawing, painting and transferring techniques as they work in teams to design sections of the large scale mural. The completed mural is to be placed on permanent display at PS 163, and honored in a final "Mocktail Party" and unveiling at the school.

Arts Standards Addressed:

NYC Blueprint for the Arts:

Art Making

Developing Art Literacy

Making Connections Through Art

PS 164: Queens Valley School of the Arts

Partner(s): LEAP (Learning through an Expanded Arts Program, Inc.)

"Move to the Beat: Latin American Dance and Culture" immerses PS 164 parents and students preK-5 in the culture, history and art forms of Latin America at this preK-8 school in Flushing. Two hands-on workshops facilitated by LEAP teaching artists introduce the cultural significance and the skills of Salsa and Merengue dance. Two subsequent workshops in Latin percussion and costume design give exposure to musical instrument-making and to visual art and clothing influences in Latin America, respectively. The costume design workshop also gives participants the opportunity to design their own costumes for a final Latin American dance demonstration at the school's Spring Arts Night. Additionally, a trip to New York City Center allows participants to watch a rehearsal performance of the New York City Ballet and participate afterward in a dance workshop.

Arts Standards Addressed:

1, 4

PS 176: Cambria Heights

Partner(s): LEAP (Learning through an Expanded Arts Program, Inc.); Harlin Jacque Publications; LYFE Project

To provide creative programming that offsets the testing demands of grade 4 students, PS 176 presents a series of workshops and in-school sessions exploring the oral storytelling traditions of Hip Hop music. The first evening workshop facilitated by LEAP introduces parents and students to West African storytelling traditions, encouraging participants to use authentic African instruments and improvisational music to help tell stories. The second workshop, led by Harlin Jacque Publications, explores the process of writing poetry and emphasizes creative writing skills. Two final evening workshops led by the LYFE Project are entitled "Hip Hop: The New Oral Tradition." These workshops fuse storytelling, rhythm and poetry through the analysis of contemporary, socially conscious Hip Hop and Rap songs. Participants are encouraged to write and perform their own songs addressing social issues and problems facing students today. Two in-school workshop sessions on performance and music, led by PS 176 instructors, prepare students for the workshops and for the culminating Café Night where parents and students perform their stories, rap and poetry. Activities begin in February, coinciding with the study of Black History Month, and continue through April, to supplement a Literacy unit on books exploring social issues.

Arts Standards Addressed: 1, 3, 4

PS 184: Flushing Manor School

Partner(s): New York City Center

A series of five workshops for parents and students of all grades at PS 184 in Whitestone focuses on the culture and dance of the school's many ethnic backgrounds. New York City Center teaching artists facilitate workshops in a variety of international dances from Ireland, Italy, Asia, Latin America, Greece, India and Africa. Each workshop includes an introduction to the history and cultural context of specific dances, including costuming and performance traditions. Brief performance examples are provided before hands-on instruction in posture, movement, vocabulary and basic choreography for each dance. This PAAP grant reinforces weekly dance lessons received by PS 184 students, and introduces parents to their children's experiences. The program is supplemented by in-school Visual Art instruction in murals and visual art expressions of each culture explored in the workshops. Student art created in school for each culture is displayed on the appropriate workshop evening.

Arts Standards Addressed: 1

PS 186: Castlewood School

Partner(s): American Ballroom Theatre (ABT)

PS 186 in Bellerose partners with American Ballroom Theatre to create a ballroom dance program introducing grade 4 parents to the curriculum experienced by their children through ABT's in-school "Dancing Classrooms" residencies. The school shares its building with PS 224, a special education school serving students with autism, hearing impairments, developmental difficulties and emotional disturbances, and both the in-school residency and the PAAP grant program are inclusive of both general education students and special needs students in the building. The program includes five sessions with an ABT teaching artist. In each, participants learn the fundamental skills of a ballroom dance style and the history and cultural context behind it. Sessions include instruction in Merengue, Rumba, Tango, Foxtrot and the Waltz. Students are encouraged to act as mentors, teaching their parents what they have learned through in-school instruction. All participants are invited to demonstrate what they have learned at a culminating performance for the PS 186 community.

Arts Standards Addressed: 1, 4

PS 193: Alfred J. Kennedy**Partner(s):** New York City Center

At PS 193 in Whitestone, students participate in New York City Center's "Young People's Dance Series" and the school's PAAP grant introduces new parents and parents of grade preK-2 students to the learning of this in-school dance experience. The 5-session program meets the needs of the school's diverse population by engaging participants in exploring folk dances from various countries. The first three workshops introduce Japanese "Tanko Bushi," the "Shoemaker Dance" of Denmark, and the Israeli "Mayim" dance. In the fourth workshop, participants create and rehearse a folk dance that represents the PS 193 community. A culminating performance presents this original dance for the entire school community. Specific workshop activities mirror the work studied during the in-school residencies.

Arts Standards Addressed: 1, 4**PS 203: Oakland Gardens School****Partner(s):** Early Stages

PS 203's PAAP grant, "Memories to Moments," integrates folk tales with past and present stories from participants' lives via exploration of the visual and spoken traditions of storytelling. Targeting ESL families and families of students in lower grades at the Bayside school, the program is an extension of the year-long storytelling residencies provided in many PS 203 classrooms by Early Stages. Two introductory parent workshops introduce collage and triptychs as storytelling vehicles, encouraging parents to bring in family artifacts for use in hands-on assemblage projects. Two parent-student in-school workshops introduce the work of visual artists B. Amore and Pauline Jakobsberg, as parents and students continue to create their own personal family collages. Additionally, students introduce their parents to specific storytelling styles such as tall tales and trickster tales learned through the in-school storytelling residencies provided by Early Stages. A subsequent take-home project asks participants to write short narratives for their family collages in their home language. Two culminating sessions provide an opportunity for participants to share and discuss their artwork before collecting, collating and publishing the collages and accompanying narratives into a commemorative book.

Arts Standards Addressed: 1, 2, 4**PS 206: Horace Harding School****Partner(s):** Arts Horizons

Arts Horizons provides a five-workshop series through PS 206's PAAP grant that integrates literacy and social studies curriculum into choral and musical instruction for parents and students in grade 3 at the Rego Park school. Over four hands-on sessions an Arts Horizon teaching artist provides instruction to a parent-student chorus focusing on songs that reflect the ethnicities of PS 206's families, as well as the cultures studied in grade 3 Social Studies curriculum. Specific cultures studied include Russia, India, China and the Dominican Republic. Each session begins with a book illustrating characteristics of a specific country such as "Postcards from Russia" by Helen Arnold and "Look What Came from India" by Miles Harvey. The books are utilized to spark discussion about geographic areas and cultural practices of each country before participants learn representative songs from the region. Participants receive a copy of each book at the end of the program. At the school's annual International Night, participants perform a repertoire of international songs learned throughout the program.

Arts Standards Addressed: 1, 2, 4

PS 209: Clearview Gardens School**Partner(s):** Symphony Space

“A is for AFRICA, A is for ARTS” educates Whitestone’s PS 209 families and students in grades 3-5 on African culture and history through dance, music and visual art activities provided in four sessions by Symphony Space. In “Dances and Drums of Africa,” families are introduced to the importance of music, dance and art in African social culture, participating in dance and drumming performance. The “Traditional African Storytelling Workshop” focuses on the oral storytelling traditions of African heritage. In the “African Mask-Making Workshop” participants use collage to create a mask based on a short self-scripted poem. A culminating tour of the Metropolitan Museum of Art highlights artifacts on display at the Museum relating to all three workshops. Each workshop, including the museum visit, is offered twice in order to maximize participation. The program connects directly to the grade 3 Social Studies curriculum unit on Africa and grade 4 study of African American contributions to U.S. History. ESL students and their families are specifically targeted for the program.

Arts Standards Addressed: 1, 2, 3, 4**PS 221: North Hills School****Partner(s):** New York City Center

A PAAP grant partnership between PS 221 in North Hills and New York City Center introduces participants to major American social dances from the past 200 years, setting each dance in its historical and social context and providing visual art connections to the hands-on dance instruction. Three hands-on sessions are facilitated by New York City Center on Colonial dances, social dances of the Jazz Era, and dances of the 1960’s-present. In each session, participants engage in discussion about the clothing and art of the time period, learning about the work of fashion designers, fine artists, jewelry, pottery and textile designers. Each session also includes an introduction to the dance patterns, postures and choreography of the representative dance styles. A culminating Parent Night allows participants to share the dances and information learned with the PS 221 community. Participants are also invited to view a dress rehearsal of New York City Center’s “Face the Music,” and are provided with a CD documenting the series containing still photographs, video footage, music, and resources for further at-home study. The program supplements the in-school dance residencies experienced by grade 5 students. Parents and students in all grades are invited to participate.

Arts Standards Addressed: 1**PS 228: ECC Magnet School for the Arts****Partner(s):** Young Audiences New York (YANY)

PS 228, a PreK-2 early childhood learning center in Jackson Heights with a focus on teaching through the arts, presents “Masks: Creating Identity in Different Cultures,” a PAAP grant partnership with Young Audiences New York. These hands-on workshops in the mask-making traditions of Latin America and Asia reflect the predominant heritages of the school’s population. A total of five workshops are offered. YANY provides two sessions each on Latin American and Asian mask-making: one for parents and students in grades PreK-K and Kindergarten, and another for parents and students in grades 1-2. In these hands-on sessions, emphasis is placed on describing and modeling the mask-making skills and techniques of the region, while providing the cultural, historical and aesthetic contexts shaping each tradition. Each participant has the opportunity to create their own mask. The final workshop, open to all parents and students, is a performance workshop led by a YANY teaching artist in which participants create a five-minute story to tell with the masks they made in the hands-on sessions.

Arts Standards Addressed: 1, 2, 4

Renaissance Charter School

Partner(s): The Noguchi Museum

Renaissance Charter School's PAAP grant, in partnership with The Noguchi Museum, expands upon the success of last year's PAAP grant at the school. This year's program connects to the K-12 school's curricular theme of the study of New York City through an exploration of public art making in public spaces. The Noguchi Museum hosts participants in all grades for six workshops. The first three workshops, entitled "Living in the City: A Renaissance Story," use a visit to the Noguchi Museum and walking tours of the school's Jackson Heights neighborhood to collect photographs, drawings and paintings that tell a visual narrative of the school and its community. The final three workshops, "Site, Sense and Scale," explore what is involved in art making for public environments, and culminate in participants' creation of mixed-media sculpture for installation at the Museum and at other possible neighborhood locations. Multiple curricular connections are provided by this PAAP grant: middle school math curriculum addresses scale, ratio and geometric principles required in sculpture study; grade 6 Humanities curriculum requires the study of history, geography and literature through the fine arts; and grades 7-8 study the impact of socio-political issues on life and human rights, connecting to the social and political issues of Noguchi's own early work.

Arts Standards Addressed: 1, 2

Middle and Intermediate

IS 25: Adrien Block School

Partner(s): Young Audiences New York (YANY)

Four dance and two visual art workshops for all students and families at IS 25 in Flushing are led by Young Audiences New York and culminate in a spring concert and Family Arts Night. During the dance workshops, participants learn the history and techniques of African, Hip Hop, Salsa and Flamenco. Family photographers and "reporters" are also invited to observe and record the workshops in order to accommodate parents who may want to participate but are hesitant to dance. In the visual arts workshops, participants create self-portraits to be added to a large-scale mural at the school. A culminating event showcases the mural and features performance from the dance workshop participants, as well as the displayed photographs and observations of the events. Reflecting the IS 25 theme of "Building Community through the Arts," the workshops emphasize character development, civic responsibility, community and culture as articulated through the arts.

Arts Standards Addressed: 1, 3, 4

IS 125: Thomas J. McCann Intermediate School

Partner(s): Arts Horizons

Ninety percent of the student population at IS 125 in Woodside is Hispanic or Asian. Of these, twenty percent are newly-arrived immigrants. Through a series of visual arts workshops in partnership with Arts Horizons, the school seeks to help both parents and students celebrate and become familiar with the school's cultures and their traditions. At an introductory workshop, participants explore their cultural roots and share unique celebrations from their culture. Parents are then encouraged to sketch replications of their celebrations to incorporate into a large-scale mural. Subsequent workshops encourage them to explore different mediums such as fabric, paint, tile, beads, and ribbon. During the course of the mural work, participants visit a local museum to view artwork from different cultures. When the mural is completed, as part of an ongoing relationship with Washington Mutual Savings Bank, it will be displayed for public view in the local branch before returning for permanent display in the school's main lobby.

Arts Standards Addressed: 1, 2, 4

JHS 185: Edward Bleeker School**Partner(s):** Puppetry In Practice (PIP)

Reflecting the in-school art experiences of its grade 7 students, JHS 185's PAAP grant provides a puppetry workshop series reinforcing performance and visual arts at the Flushing school. Families and students in grade 7 are involved in three hands-on interactive workshops, and in a culminating improvisation workshop, provided at the school by Puppetry In Practice. "Funky, Fun Character Puppets" introduces character sock puppets constructed out of a variety of recycled materials. "Puppetry Pop-Ups" encourages creation of pop-up books with movable parts. The "Shadow Play Puppets" workshop is based on traditional Asian shadow puppetry. PIP also facilitates a culminating improvisation workshop, using puppets and creative materials constructed in previous workshops. In a subsequent trip to the Museum of the City of New York participants tour the "Perform" exhibition, which includes puppets from the Broadway play "Avenue Q." An additional trip to New Victory Theatre allows participants to view a puppet performance of Shakespeare's "Macbeth" presented by Colla Marionette Theatre and Chicago Shakespeare Theater.

Arts Standards Addressed: 1**IS 237: Rachel L. Carson School****Partner(s):** Roundabout Theatre

The PAAP grant at IS 237 in Flushing serves the multicultural Chinese, Hispanic and Indian population of the school and investigates through theater and performance how cultural traditions affect interpersonal dynamics in the family. A partnership with Roundabout Theatre engages parents and students from all grades in a series of five workshops. Participants are also invited to a Broadway performance at Roundabout Theatre. The first three workshops develop communication skills and basic conflict resolution strategies through improvisation and theater games. The final two workshops address issues pertinent to the multicultural population of IS 237 using improvisation and role play to investigate familial, gender, generational and cultural roles and values as they affect interpersonal relationships. The program is an extension of the in-school "Perspectives" theater residency provided by Roundabout Theatre for students in grade 9.

Arts Standards Addressed: 1, 2, 4**Channel View School for Research****Partner(s):** Rockaway Artists Alliance (RAA)

Parents of students in this grade 6-12 school are targeted for a PAAP grant partnership with Rockaway Artists Alliance that fulfills the school's goal of renovating and beautifying its outdoor courtyard. Over four hands-on workshops, participants work first with bas-relief and 3-D design techniques before creating a sand-casted outdoor sculpture for display in the courtyard. Parents are invited to participate with their student or on their own. Once completed, the courtyard and amphitheater will be used for regular performances by the school's chorus and for display of various interdisciplinary art projects. In-school trips to see RAA exhibits at their Far Rockaway galleries supplement students' exposure to the visual art techniques reinforced with this PAAP grant.

Arts Standards Addressed: 1

High School

Long Island City High School

Partner(s): Free Style Arts

Long Island City High School's PAAP grant project, "Make Your Own Movie," is comprised of two components that directly parallel students' in-school arts experiences. First, with local arts partner Free Style Arts, parents engage in five hands-on script writing and video editing workshops, culminating in the creation of a personal family video on DVD by each participant. Second, a trip to the Museum of the Moving Image allows participants to view various historical and contemporary examples of film and video media. Parents of students in three ESL classes, whose first languages are primarily Spanish and Urdu, have been selected for the program. The students in these three classes participate in a parallel in-school curriculum unit on writing mini-dramas and using video to create "Family Stories" portfolios. The theme of the PAAP grant workshops mirror the themes of family and community identity explored by students through the in-school residencies. A culminating celebration and Career Workshop allows participants to share their work with the school community and with each other and learn about the various careers available in media arts.

Arts Standards Addressed: 2, 3

Academy of American Studies

Partner(s): StudentsLive

Two workshops conducted by StudentsLive at the Academy of American Studies in Long Island City introduce all interested parents and students to the on- and off-stage opportunities and responsibilities in producing live theater. A performance workshop explores the elements of acting, singing and dancing as participants examine, re-write and perform a scene from a popular Broadway show under the guidance of a StudentsLive teaching artist and performer. A career workshop, led by a non-acting Broadway employee such as a director, producer, choreographer or designer, introduces the various backstage careers available in the performing arts. A trip to a Broadway musical is also planned. Parents and students in all grades are invited to participate. This PAAP grant offers parallel skills to parents that their students experience in English and Improvisational Theatre classes during the day, and supports the study of dramatic literature in English curriculum.

Arts Standards Addressed:

NYC Blueprint for the Arts:

Art Making

Developing Art Literacy

Working with Community and Cultural Resources

Exploring Careers and Lifelong Learning

Baccalaureate School for Global Education

Partner(s): Flushing Council on Culture and the Arts

Baccalaureate School for Global Education is a new, small high school in Astoria. In order to increase parental involvement and develop its sense of school community, the school offers a PAAP grant program in conjunction with the Flushing Council on Culture and the Arts that combines music and visual art to explore themes of peace and community identity. All parents and students are invited to participate in a total of three workshops, choosing from a drumming series or a visual art series. The drumming workshops explore world drum and percussion beats, guiding participants to create their own compositions. Participants in the visual arts workshop create tile squares inspired by the notion of community and global peace. The tiles are to be applied to a pre-constructed peace pole. The program culminates in the installation and dedication of the peace pole, accompanied by the drumming compositions of the music workshop participants. The program supplements the school's participation in the International Baccalaureate program, which fosters artistic study as a way to enhance inter-cultural understanding and awareness.

Arts Standards Addressed: 1

Alternative and Special Education

PS 23

Partner(s): LEAP (Learning through an Expanded Arts Program, Inc.)

The PAAP grant for PS 23, a school in College Point serving students with psychiatric and emotional disabilities, provides parents with creative solutions to stress management and reinforces family communication skills by presenting visual arts as a means of self-expression. Two jewelry-making workshops for all interested parents utilize clay to create flat-sculpture pins. Three subsequent yoga workshops introduce basic poses and anatomy and encourage participants to create their own seated poses that express personal moods and feelings. Two t-shirt decorating workshops, for parents and students in grades 1-3, provide a brief lesson in illustration and design for parent-student teams. This theme of "Arts and Self-Expression" offers PS 23 families new ways of communicating with their special education children. Tactile artwork is presented as an alternative to verbal self-expression for students who have difficulty expressing their feelings. All workshops are facilitated by LEAP at PS 23.

Arts Standards Addressed: 1, 2, 3, 4

PS 177: William Prince School

Partner(s): Arts Horizons; American Folk Art Museum

Commemorating PS 177's 25th anniversary, the special education K-12 school in Fresh Meadows is creating a "PS 177 Legacy Quilt" with parents and students in grades 6-8. Eight activities funded by the PAAP grant are provided by Arts Horizons and the American Folk Art Museum. An introductory in-house workshop led by the American Folk Art Museum provides participants with the history of quilt-making as an American art form. Two subsequent visits to the Museum encourage participants to consider storytelling through visual art and how artists use images to convey ideas about themselves and their community. Five evening quilting sessions are then provided by Arts Horizons, engaging participants in the processes of design, cutting, coloring, embroidery and hand-sewing. The culminating activity for the program is an unveiling of the "PS 177 Legacy Quilt" for the school community. Direct literacy tie-ins are provided for the program through the reading of the book "Sweet Clara and the Freedom Quilt" by Deborah Hopkinson in grade 6-8 English classes.

Arts Standards Addressed: 1, 2, 4

PS 256**Partner(s):** Jamaica Center for Arts & Learning

A continuation of the 2005-2006 school year "Circle of Life" District 75 theme, PS 256's PAAP grant seeks to further involve families at this special education school in the cultural and instructional life of their students. In a project that also highlights the diverse family structures of the school's Rockaway community the Jamaica Center for Arts & Learning offers four workshops providing instruction in collage. Participants make a collage representing their family experiences using photographs, family artifacts and other representations of family events that best describe the essence of their family. The collages are professionally framed, mounted and hung for display in the lobby of the school after participants present their work at a school assembly program in the spring. The program provides parents with a positive forum that focuses on issues other than their students' behavior difficulties and disabilities. It also reinforces communication skills for students, complementing writing and literacy curriculum in the school.

Arts Standards Addressed: 1, 2, 4**Queens Occupational Training Center****Partner(s):** Bayside Historical Society; Chelsea Art Museum; InCollaboration, Inc.

Queens Occupational Training Center is a school for students age 14-21 with special needs participating in a curriculum emphasizing functional academic, communication and vocational skills. The school's "Taste of Art" PAAP grant program gives up to 30 parents the opportunity to participate in one of three workshop series in watercolor and collage, digital photography, and Native American beaded jewelry making. Each series includes three hands-on workshops led by InCollaboration, Inc. teaching artists and a culminating tour related to the art making skills of the workshop. The watercolor and collage series introduces a variety of watercolor paper, textures and washes, concludes in a trip to Chelsea Museum of Art. The photography series introduces digital photography techniques and concludes with a visit to the Bayside Historical Society. The jewelry making series examines the art, artifacts and customs of Native American art while providing hands-on experience in beaded jewelry. A trip to the National Museum of the American Indian concludes this series. The entire grant program culminates with a student/parent exhibition and "fashion show" showcasing the artwork and jewelry created in the workshops. The digital photography and jewelry-making workshops offered to parents are taught by the same teaching artists leading in-school residencies in these disciplines for students.

Arts Standards Addressed: 1, 2, 3

Staten Island

Elementary

PS 3: Margaret Gioiosa Pleasant Plains

Partner(s): ArtsConnection, Inc.; Staten Island Children’s Museum (SICM)

Responding to the growing isolation of the PS 3 community in Pleasant Plains on Staten Island’s South Shore, the school announces a PAAP grant that encourages participants to discover the “hidden treasures” of Staten Island through exploration of the cultural, historical and green spaces around the Island. Parents and students are invited on a series of field trips to the Staten Island Children’s Museum, High Rock/Greenbelt Conservatory, and Fort Wadsworth. Participants are asked to document visits to these locations through the use of digital photography, sketching and creative writing techniques. Using the book “Flying Over Brooklyn” by Myron Uhlberg as a model, participants are guided by an ArtsConnection teaching artist through the process of turning their recollections into a visual narrative with reflective writing. Two outings facilitated by SICM introduce the Staten Island destinations and two book-making workshops held at the school facilitate creation of the book, “Sailing Over Staten Island,” for display in the school’s library and at the school’s annual Spring Festival. Parents and students in grade 4 are targeted for participation to encourage connection to the grade 4 Social Studies unit on New York State.

Arts Standards Addressed: 1, 2, 4

PS 4: Maurice Wollin Elementary School

Partner(s): Snug Harbor Cultural Center

“Leonardo da Vinci: Man of Art, Science and Math” at PS 4 in Arden Heights provides a series of three hands-on workshops for parents and students in grades 3-5. Participants may attend any or all three of the workshops which include: “Sketch Like Leonardo,” exploring the methods of upside down drawing inspired by da Vinci’s sketches; “The Vitruvian Child,” which asks parents to trace their children’s outlines on large paper then engage in measuring body parts, examining fractional ratios, and decorating the body image with color and collage; and “Inventors Workshop,” which explores da Vinci’s journals and inventions leading to in the creation of a paper model of da Vinci’s helicopter. This PAAP grant program culminates with a trip to the Hall of Science in Queens to view the “Science as Art” exhibit and participate in hands-on activities. The program is an extension of the in-school Art and Architecture unit on Famous Architects studied by grades 3-5.

Arts Standards Addressed: 1, 2, 4

PS 13: Margaret L. Lindemeyer**Partner(s):** Snug Harbor Cultural Center; Universal Temple of the Arts

The goal of PS 13's PAAP grant is to create a quilt and a multicultural cookbook symbolizing the different cultures within the Rosebank school's predominantly Spanish, Chinese and Albanian community. An initial session guided by a consultant from Temple of the Arts encourages internet and library research by participants on different cultures. Three subsequent hands-on workshops led by Snug Harbor Cultural Center teaching artists guide participants through the techniques of quilt-making. Each parent participating in the program chooses a specific culture to investigate and to represent in their quilt square. Throughout the series, each parent presents art, music, food and customs from the culture they are representing and researching. The products of the workshops—a quilt representing multiple cultures and a cookbook reflecting the diversity experienced in the workshops—are placed on display for the PS 13 community.

Arts Standards Addressed: NYC Blueprint for the Arts:
Art Making
Developing Art Literacy
Making Connections Through Art
Exploring Careers and Lifelong Learning
Working With Community and Cultural Resources

PS 16: John J. Driscoll School**Partner(s):** New York Chinese Scholars Garden; Rubin Museum of Art

The students and parents served by PS 16 are comprised of Tompkinsville and St. George representing diverse backgrounds, with a school population speaking more than 36 languages. PS 16's PAAP grant focuses on fabric, art and dance from eastern cultures as a means of sharing and celebrating the school's diversity. "Dancing Down the Silk Road" is comprised of two off-site trips engaging parents and students in grades preK-2 in visual art and dance movement activities. A trip to the nearby New York Chinese Scholars Garden, the only complete Chinese garden of its type in North America, includes a tour of the gardens and a hands-on silk-painting activity. Each participant takes home their own hand-painted scarf. A subsequent tour of the Rubin Museum of Art introduces participants to the gestures, poses and movement evidenced in Himalayan sculpture and art in preparation for a mudra movement workshop introducing Himalayan and Asian dance practices.

Arts Standards Addressed: 1, 4

PS 19: The Curtis School**Partner(s):** Sundog Theatre

PS 19's PAAP grant targets grade 1-3 parents and students at the Port Richmond for a study of world communities through dance, in partnership with local organization Sundog Theatre. An introductory workshop for parents provides an overview and cultural context for the three dance types to be addressed in the workshops: Salsa, African Lamba and American Line dance. Three subsequent hands-on workshops engage both parents and students in the practical skills of each dance form. The program culminates with a trip to New York City Center to see a performance by American Ballet Theatre. The program is a supplement to the grade 3 study of world communities in Social Studies curriculum.

Arts Standards Addressed: NYC Blueprint for the Arts:
Art Making
Making Connections through Art
Working with Community and Cultural Resources

PS 20: Christy J. Cugini Port Richmond School**Partner(s):** Staten Island Institute of Arts & Sciences (SIAS)

PS 20 in Port Richmond partners with the Staten Island Institute of Arts & Sciences for "What Can You Do With Paint," a series encouraging parents to appreciate and engage in visual art activities and to duplicate workshop experiences with their children at home. PreK-2 families are invited to participate in four parent workshops and eleven related student lessons. The parent workshops compare and contrast the work of Jackson Pollock and Georgia O'Keefe, introducing participants to the brush strokes, color combinations, textures and techniques of each artist and encouraging them to create their own work of art in each painter's style. The student lessons include watercolor workshops, lessons exploring the style of Jackson Pollock and Georgia O'Keefe, as well as lessons introducing Van Gogh, Seurat, Degas and Cassatt, and four "art-in-science" lessons combining painting with scientific facts. Parents are familiarized with art curriculum, trained to respond to their children's artwork, and provided with materials to continue art activities at home. A culminating project displays the framed artwork of both parents and children in an exhibition for the school's Spirit Week.

Arts Standards Addressed: 1, 2, 3, 4**PS 22: Graniteville School****Partner(s):** Staten Island Children's Museum (SICM); Queensborough Community College (QCC); The Newark Museum

Open to all parents and students, the Graniteville's PS 22 PAAP grant targets the African American families who comprise thirty percent of the school's population. A five-session workshop series in African art and culture is offered in partnership with the Staten Island Children's Museum, Queensborough Community College and The Newark Museum. In three puppet-making workshops conducted by SCIM, participants learn about West African life and culture, creating "sogo bo" puppet masquerades using various textiles and materials. A trip to the QCC Gallery introduces the Gallery's African Art collection and offers a mask-making activity. At the Newark Museum participants explore the Museum's African collection, experiment with authentic African rhythm and percussion instruments, and create an African inspired drum. The series complements the in-school study of African art in all grades and the grade 5 Social Studies unit on Africa.

Arts Standards Addressed: 1, 2, 3, 4**PS 36: John C. Drumgoole School****Partner(s):** Staten Island Institute of Arts & Sciences (SIAS)

Grade 4 students at PS 36 study immigration as an aspect of New York history. To complement this study PS 36 in Annadale announces a PAAP grant in partnership with the Staten Island Institute of Arts & Sciences. Two workshops conducted by SIAS guide participants through drama, visual art and creative writing activities. Participants construct family trees, create a family crest and engage in role-playing scenarios based on factual accounts of immigration experiences. In a trip to Ellis Island, participants explore the exhibits and resource guides. At SIAS, they tour exhibits, construct family biographies and create memory box collages composed of paint, photography and text. In addition, a trip to Fort Wadsworth introduces grade 4 students to hands-on geographical projects plotting immigrant journeys through New York Harbor. A culminating display at the school's cultural fair demonstrates the projects completed through the PAAP grant. Participants are encouraged to provide a cultural dish for the fair from a family recipe in celebration of their heritage.

Arts Standards Addressed: 1, 2, 4

PS 42: The Eltingville School

Partner(s): ArtsConnection, Inc.; Staten Island Institute of Arts & Sciences (SIAS)
PS 42 in Eltingville partners with ArtsConnection and Staten Island Institute of Arts & Sciences to present two visual art projects for parents and students in grades 4 and 5. Participants may choose from a two-workshop mural-making series led by ArtsConnection or a five-session series on photo collage facilitated by SIAS teaching artists and PS 42 art instructors. Both series involve a design/planning stage as well as creation of the projects considering scale, composition and color for overall effect. Both projects explore the school's 80-year history: the fabric mural is designed to reflect the educational experience for the last 80 years at PS 42 and the photo collage compares and contrasts archived photos and current photos taken by students to show how the school has developed and changed. The photo collage workshops include two parents-only visits to SIAS to conduct research and gather photos of the school's neighborhood. This program supplements grade 4 study of local and state communities in Social Studies. Furthermore, this PAAP program will also assist PS 42 students who are currently involved in a history project researching historical figures that made a contribution to the school's neighborhood, in pursuit of renaming the school for its 80th anniversary.

Arts Standards Addressed: 1, 4

PS 45: John Tyler School

Partner(s): Marquis Studios
Five evenings of family book-making workshops are provided by PS 45's PAAP grant, in partnership with Marquis Studios. Parents and students in all grades at the Sunset Hill school are invited to attend any of the single-session workshops. Participants read classic children's books, then create their own books using the story that was read as inspiration. Emphasis is placed on creating innovative book styles whose form creatively reflects content. The Marquis Studios teaching artist encourages parents to make age-appropriate books with their children and to think in age-appropriate ways about how book covers reflect the ideas and thoughts of the author. The workshops supplement literacy requirements in all grades and seek to familiarize parents with specific ELA standards including listening, oral retelling and responding to literature.

Arts Standards Addressed: 1, 2

PS 46: Albert V. Maniscalco School

Partner(s): Staten Island Institute of Arts & Sciences (SIAS); Staten Island Zoo
The PS 46 PAAP grant integrates art and science, presenting nature as a primary source of artistic inspiration. The partnership with Staten Island Institute of Arts & Sciences and the Staten Island Zoo targets parents and students in grades 3-4 at the Linden Park school for three sessions, culminating with a display of their work during the school's Spirit Week. The first session, provided by SIAS, explores the three basic ecosystems in nature and engages participants in storytelling and animal-themed mask-making. Session two, held at the Staten Island Zoo, introduces animal adaptation and survival in different habitats over the years. In session three, held at SIAS, participants create an animal habitat diorama using a variety of materials including three-dimensional clay figure sculpture, replicating an exhibit at SIAS.

Arts Standards Addressed: 1, 2, 3, 4

PS 55: Henry M. Boehm School**Partner(s):** Together in Dance

PS 55's PAAP grant provides a dance series for parents and students in Kindergarten and grades 1 and 4 at the Eltingville school that mirrors the in-school residency provided for these grades by Together in Dance. Two dance workshops and one musical theater workshop introduce parents to the dance skills experienced by their children during the day. For the first workshop, "Daddy Dance With Me," kindergarten students invite a male figure in their lives to attend the workshop as their partner to participate in a "Moving with Literacy and Beyond" creative dance activity led by Together in Dance teaching artists. Families of grade 1 students are invited to "Families Dancing Together" where students are encouraged to invite extended family members such as grandparents, aunts and uncles to participate in a dance exploration of physical awareness. Grade 4 parents are invited to "Side by Side by Parents" where they will learn the same vocal and physical theater skills learned by their children and create an original song for performance.

Arts Standards Addressed: 1, 2, 3**PS 60: Alice Austen School****Partner(s):** ArtsConnection, Inc.

The PS 60 grade 2 and 3 Social Studies curriculum centers on local and global communities, respectively, and the Bulls Hill school's diverse population represents over 30 different cultures. The school's PAAP grant program recognizes both of these facts through a workshop for parents of grade 2 and 3 students introducing the dances of various cultures from around the world. A series of three workshops facilitated by ArtsConnection teaching artists introduces parents to the traditions and practical skills of dances from China, Italy, Russia and Spain. The format of the workshops reflects the in-school cultural dance residencies that grade 2-3 students receive from ArtsConnection during the day. Parents from other represented countries, such as Albania, are encouraged to teach dance traditions from their country of origin in both the parent workshops and the in-school residencies. The parent workshop series culminates in a dance concert and celebration, as well as in a trip to St. George Theatre to see a professional dance production by Alvin Ailey.

Arts Standards Addressed: 1, 4**PS 69: Daniel D. Tompkins School****Partner(s):** American Ballroom Theatre (ABT)

PS 69's PAAP grant provides grade 5 students and their parents at the New Springfield school the opportunity to attend five ballroom dancing workshops facilitated by a professional teaching artist from American Ballroom Theatre. This program is an extension of the performing arts program that already exists at PS 69 through ABT's "Dancing Classrooms" grade 5 in-school residency. Parents and students in the workshops learn the cultural history and techniques of the Foxtrot, Swing, Tango, Rumba and Merengue. On the evening of the fourth session participants visit the Joyce Theatre to see a live dance performance. The program complements the grade 5 Social Studies curriculum of Latin and South American studies.

Arts Standards Addressed: 1, 4

PS 80: Michael J. Petrides School**Partner(s):** American Ballroom Theatre (ABT)

The PAAP grant at PS 80 in Sunnyside extends the American Ballroom Theatre grade 4 “Dancing Classrooms” residency, introducing parents to their students’ in-school dance lessons. Two separate series of five workshops each introduce grade 4 parents to the cultural context and practical skills of the Waltz, Foxtrot, Rumba, Tango, Swing and Merengue. Each series culminates with a celebration and performance by participants for the school community where parents have the opportunity to dance with their students. During the third workshop of each series, dance students from Wagner College address participants on the various careers and training opportunities in the dance profession.

Arts Standards Addressed: NYC Blueprint for the Arts:
Art Making
Developing Art Literacy
Exploring Careers and Lifelong Learning

Middle and Intermediate**IS 27: Anning S. Prall****Partner(s):** Arts Horizon

Grade 6 parents and students are the focus for IS 27’s PAAP grant program in ballroom dance, offered in partnership with Arts Horizon. Three hands-on workshops introduce participants at the West Brighton school to the cultural contexts and practical skills of the Waltz, Tango and Merengue. A visit to St. George Theatre allows participants to view a professional dance performance. For the culminating event participants share the dances they have learned. Arts Horizon provides in-school music, dance and visual art residencies to many grades at IS 27 as well as an after school enrichment program.

Arts Standards Addressed: 1, 2, 3, 4

IS 49: Berta A. Dreyfus**Partner(s):** American Place Theatre

Parental involvement at IS 49 in Clifton is lowest for grade 6. Therefore, the school’s PAAP grant targets grade 6, level 2 readers and their families for participation in American Place Theatre’s “Literature to Life” program. The program begins with a professional theater production by American Place Theatre at IS 49 based on the book “The House On Mango Street” by Sandra Cisneros open to all parents and students attending the school’s monthly Family Night. A series of three workshops follows in which American Place Theatre teaching artists lead participants in read-alouds of sections of “The House on Mango Street,” then guide participants in the development of a drama production based on the book. All participants receive their own copy of the book for reference and study. The workshops encourage hands-on dramatic exploration and oral and visual storytelling techniques. They also emphasize self-expression and develop students’ reading, writing and performance skills. A final performance is provided by workshop participants for the IS 49 community. Subsequently, participants take a tour of the neighborhood branch of the New York Public Library to receive an orientation to the library’s facilities and services.

Arts Standards Addressed: 1, 2, 3, 4

Hungerford School

Partner(s): Museum of Modern Art (MoMA)

All families at Hungerford School in Clifton, which serves a special needs population ages 12 to 21 that includes students classified as medically fragile and severely and profoundly retarded, are invited to participate in visual arts activities that include hands-on visual art instruction, a trip to the Museum of Modern Art, and an exhibition and unveiling of participants' work. The program includes three hands-on art making sessions dedicated to the production of one large-scale mixed media group mural exploring the theme of community. In creating the mural, participants engage in numerous visual art activities including drawing, painting and training in various materials and techniques. A visit to MoMA introduces participants both to works of modern art and, through a special workshop, to the techniques and philosophies behind curating and preparing an art exhibition. Participants utilize these skills to prepare a mural unveiling and reception at the school. The series is led by MoMA teaching artist Gordon Sasaki, a visual artist and wheelchair user since a 1982 automobile accident.

Arts Standards Addressed: 1, 2, 3, 4