

K12 Creative Communities Grant Recipients

Music

- Platteville High School (Platteville)

The Platteville High School's 6-12 Choral Commission and Composer Residency brought young Wisconsin Composer Heidi Joosten to Platteville for two visits in the fall of 2015. Joosten's residency included rehearsals with five different choirs, two Composers' Forums, and two all-school assemblies over a 2 day period. Her composition piece, "The Strange Night," was based on a local mystery, "The Nodolf Incident." The Composition Forums provided opportunities for small groups of students interested in composing to ask Joosten questions and gain insight into her experiences. Heidi returned October 26th, 2015 for the premiere of "The Strange Night," presiding over the final rehearsal, and offering two all-schools assemblies; first, for the middle school students and second, for the high school students. At these assemblies, Heidi read aloud the published version of the story "The Nodolf Incident" and the choirs premiered "The Strange Night" choral work. At the evening concert, more than 550 members of the public experienced the same presentation as part of the 6-12 Fall Choir Concert. Several members of the Nodolf family were present for the work's premiere. The Platteville Mining Museum offered Haunted Mine Tours on October 30th in conjunction with the event. They shared "The Nodolf Incident" with the tourists and played the students' performance of "The Strange Night" throughout the tour experience. Grant funds were awarded for technical/production personnel, marketing, artist fees and travel.

- Platteville High School (Platteville)

The Platteville High School Music Department provided more creative outlets for their students through hands-on music learning by building a Digital Music Learning Lab and Recording Studio. The existing music theory classroom was renovated into a Digital Music Learning Lab with a recording studio and digital audio workstations containing software for music notation, editing, recording, mixing, and sharing. After they open the lab to students and staff at PHS, they will make it available to the community. They intend to partner with the Platteville Public Library to devise meaningful ways for library patrons to interact with the music lab. Ideas include community open houses, studio nights, and kids' workshops. Grant funds were awarded for operating expenses.

- Highland Community School (Milwaukee)

Highland Community School's *Proyecto Bembe* program is an Afro-Latino percussion-based performing arts after-school program for grades 4-8. Through the use of applied ethnomusicology techniques within a positive youth development model, *Proyecto Bembe* promoted musical and performance skills. In addition to learning basic drumming skills, the goals of this program included building youth leadership, communication skills, and self-respect. Grant Funds were awarded for artist fees and operating expenses.

Theatre

- Blair Elementary School (Waukesha)

The Latino Arts Education program project involves three stages: 1) design of a Spanish/bilingual arts education program 2) implementation of a program pilot and 3) final program evaluation. Working from existing Waukesha Civic Theatre (WCT) arts education content and Education Department best practices, a new series of grade level appropriate instructional guides will be created for each grade level (K-5). Guides are designed for use by teachers and after school program staff. Each guide will be based on a particular work of literature or theatre for a specific grade. A performance piece (i.e., play, opera, ballet) will conclude the course. Grant funds were awarded for artist fees.

Visual Art

- Lake Mills Elementary School (Lake Mills)

The local pro-education group, CAPE, and the downtown grocery store initiated a conversation on replacing the worn-out sign on the exterior front of the Sentry store. After connecting with community members, parents and students at the Lake Mills Elementary School, the artist (who was also the school's art teacher) designed the mural entitled "Lake Mills, Great School, Great Community". A large oak tree on the left side shows the strength of the community. There are words that emphasize good character and citizenship in the branches and roots. The sky's bright blues symbolize the bright future of the students. Near the bottom, the two waves show the importance of water to the community, especially Rock Lake. Off the waves, there are five human figures representing diversity and friendship. The mural was painted by students at Lake Mills Elementary School. The finished work on two 4'x8' exterior panels was hung on the Sentry building in June 2017. Grant funds were awarded for operating expenses.

Visual Art and Dance

- Rhinelander School District (Rhinelander)

The Cultural Tap Artist Residency Project is an innovative partnership between The School District of Rhinelander, Nicolet College, and ArtStart Rhinelander to bring high quality professional artists representing a wide variety of mediums to the Northwoods. The goal of this project is to inspire a future workforce in science and technology incorporating systems thinking and creative problem-solving tools. Three artists will be embedded in the Rhinelander community for 1-week residencies. A fiber artist, a sculptor, and a choreographer have been chosen. Grant funds were awarded for artist fees.

Visual Art and Theater

- Ninety-Fifth Street School (Milwaukee)

The school's teachers and administration partnered with the Sharon Lynne Wilson Center for the Arts education department to choose a *Beyond the Classroom* (<https://www.wilson-center.com/btc>) education program. *Beyond the Classroom* is a performance series featuring national and local performing arts companies that bring literature, history, dance, and music to preK-12 students. Teaching artists from the *Beyond the Classroom* program planned a pre-performance event and a workshop on the day of the performance. The artists shared their own artwork and made connections with the students through theater performance. Then, the

students created artwork that was displayed in the Wilson Center's Grand Hall lobby area. Select classrooms also had the opportunity to participate in a post-performance discussion with the artists. Grant funds were awarded for artist fees and travel.

- Banting Elementary (Waukesha)

The grant provided the students a *Beyond the Classroom* experience at the Sharon Lynne Wilson Center for the Arts. Each grade selected a performance from the series to use as the foundation for the custom-made program. Students in Kindergarten, First, and Second Grade attended a performance of The Very Hungry Caterpillar and Other Eric Carle Favorites. Third Grade students chose the performance of Goldie B. Locks and the Three Singing Bears, while students in Fourth and Fifth Grade learned about social justice through the performance of I have a Dream: The Life and Times of Dr. Martin Luther King Jr. Teachers from the Banting Elementary School worked with the Wilson Center Education Director to design lesson plans and activities to enhance the learning process. Students attended the performance, created visual artwork, and had the opportunity to "Meet the Actors" in a special post-performance discussion. Grant funds were awarded for artist fees and travel.

Professional Development for Teachers

- Janesville School District (Janesville)

This grant supported the creation of a sustainable model for professional development workshops and artist-in-residency experiences that result in both teacher reflection and the growth of culturally relevant pedagogies. Five local teaching artists were trained in the Kennedy Center's best practices for arts integration, and their creation of professional development workshops was fully supported. These teaching artists then facilitated arts integration programming for teachers and their students in the School District of Janesville for the 2018-2019 school year. They offered the workshops and resources that were developed as part of the general programming. Grant funds were awarded for Grant Funds were awarded for artist fees and operating expenses.

Storytelling

- Orchard Ridge Elementary School (Madison Metropolitan School District)

The "Telling Stories II - Building Community" (TSII) project was carried out at Orchard Ridge Elementary School (ORE) during the months of October 2015 – April 2016. TSII was created with the intention of building stronger connections between the school, families and neighborhoods, with a focus on better serving students and families within ORE's African American and Latino communities. TSII worked towards these goals by creating a community-based, multidisciplinary, and culturally responsive "story arts" curriculum designed to actively engage students and adult family members in storytelling experiences. ORE recognized that all students and families come to the school with a wealth of prior knowledge, experience, and stories. TSII was designed to honor those stories, to realize the power that they have to inspire deep learning that connects school to community life, and to build understanding and a greater appreciation of our differences as well as what we all have in common. Grant funds were awarded for artist fees and travel.