

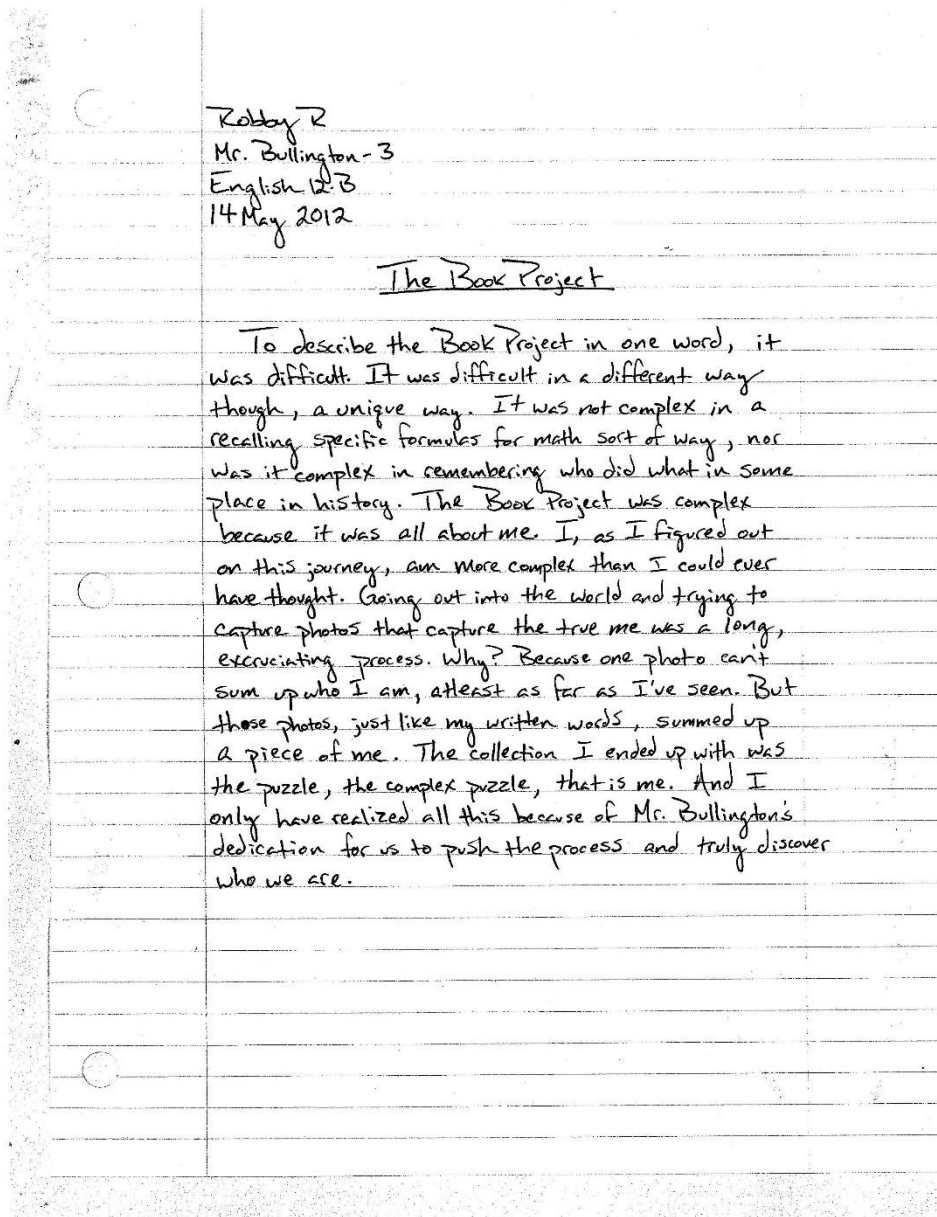


IMPACT REPORT

The Burbank Arts for All Foundation requires all grantees to report out on the successes and lessons learned from each of our funded projects or programs. Here are a few highlights from projects that occurred in the 2011-2012 school year of the Burbank Unified School District.

THE BOOK PROJECT

Students in Rex Bullington's English 12 A and B courses at John Burroughs High School spent the 2011-2012 school year creating written and visual content for individual hard-bound books around themes of contemplation, reflection and exploration of self. Once students completed the portfolios they began translating them into a publishable format via a Mac computer lab. This project integrated personal creativity and expression with the high school literature standards. Below is a student reflection on this project:



PROVISIONS FOR THE LUTHER BANDS

The band students at Luther Burbank Middle School were excited to have new instruments to perform on this year. Through this grant and other supplemental sources of income, Luther Bands was able to purchase a flute, oboe, clarinet, trumpet, trombone and two Yamaha Bell Kits. Cathy Kim, Band Director at Luther, stated:

These new instruments replaced old, worn and partially broken instruments. Many of the students had been playing on instruments that exceeded 20 years of use. With these new instruments, the students showed more confidence in their playing during tests, performances and auditions, and they were more motivated to practice outside of class. This project makes an impact on the classroom music teacher as well, because it works toward building a solid inventory of instruments that will last many years.

EXPLORATION OF FLUORESCENT ART

At Luther Burbank Middle School students had the opportunity to work in an exciting new medium through the "Exploration of Fluorescent Art" project. Debra Reynolds, Arts Instructor/Yearbook Advisor, stated:

The joy of adding a new and exciting medium to an art class is exhibited by the student's enthusiasm to discover new effects. I set up a black light bulb in the kiln room for students to assess how differently their artwork appeared in black light versus day light. The students loved seeing their artwork change; it was as if they made a brand new piece of artwork from the original. Several students even used this new medium to create glow-in-the-dark bohr models for science class.

One of the most successful parts of the project was the viewing of the final exhibit at the Luther Annual Art Expo. Hundreds of students, staff and parents attended the event and the fluorescent exhibit was a favorite at the Expo.



JOHN MUIR INSTRUMENT REPLACEMENT

Through the "John Muir Instrument Replacement" Project the John Muir Middle School Instrumental Music Association was able to double the number of students that can play the saxophone. Suzanne Snell, the Director of Music, remarked in her report:



The old instruments were consistently out of tune and incorrect notes were common, however the new saxophones allowed students to play without the fear of mechanical failure. This gave students greater confidence to perform in front of their classmates and made them excited about taking home their instruments to practice after hours and over weekends. This grant has allowed us to double the number of students that can play the saxophone which means that more students can be in the program in the future.

MODERN SCULPTURES

In her report for the "Modern Sculptures" project, Fine Arts teacher at John Burroughs High School, Beth Morrison reports,

The students LOVE this project. My favorite part of the project is the reaction of the students. They can't get over the fact that the sculptures are made from wire, foil, paper towels, etc. I also love to see how creative they are with the poses. The process and tasks involved in the project require students to work hard, stay focused, and meet milestones. They know that if they fall too far behind, they won't be able to move forward and finish. They want to have a great sculpture, so they care a little more and work a little harder. My grading is always based on: Creativity, Execution, Effort, Followed Directions. Because students view this project as a very special opportunity, and they can see the potential for AWESOMENESS, the success rate is much higher; 90-95%.



JORDAN NEWS AND ENTERTAINMENT STUDIOS

"Jordan News and Entertainment Studios" was created by teacher Richard Lightfoot in hopes to create a student led news show for David Starr Jordan Middle School. Burbank Arts for All Foundation provided initial seed money to fund the project which allowed Mr. Lightfoot, with the help of parents, teachers and administrative staff at the school, the ability to secure additional partners. Here are some of the results on the impact of the students:



Students have created weekly news shows, Public Service Announcements, videos for our administration which were shown during Back to School Night, our evening performances, 5th Grade Parent Night, and are presently working on several for our upcoming Talent Show.

- *Kids have learned to film, photograph, edit in high end programs such as Adobe Photoshop, Adobe Premiere, and Adobe Visual Communicator. Kids have learned how to use cameras, video cameras, microphones, and additional hardware and software.*
- *Kids have learned to work to a deadline, storyboard, write scripts, act, and to tell a story with pictures, words, and video.*

- Kids have also had to show growth in photography and filming ability as well as public speaking and presentations.

Part of the success comes from seeing the excitement that the kids have. But, the quantifiable assessment is based on a rubric that shows kids' ability to create a segment that is done in a timely manner, shows appropriate amount of technological skills for the show created, meets a length requirement, is interesting and relates to the kids at the school's lives.

I would say every kid was successful this year in showing growth and progress.

Poetry in Performance

Kate Randolph, Music Center-trained Teaching Artist, portrayed the eccentric poet for the students at Jordan Middle School in an emotionally heavy assembly. In addition to the play, some 8th grade classes attended workshops where they received tips from Ms. Randolph on how to "perform" selected poems in front of their classes using increased emotion, hand gestures, voice modulation, and other elements. All in all, this experience definitely enhanced a required poetry study in English classes. Poetry, for Emily Dickinson, was one of the only ways she could express herself. And with a little empathy and inspiration, it isn't hard to see "outside the lines" of any poem. Ms. Randolph expresses:

Last Fall, thanks to a grant from Burbank Arts for All Foundation, I had the opportunity to do a residency entitled POETRY IN PERFORMANCE at Jordan Middle School as well as to perform my one-woman show based upon Emily Dickinson's life and poetry for 450 eighth graders! What a joy. The biggest payoff for me, as a Teaching Artist, is to find out after the fact that some of my most successful students are "usually troublemakers" or are the ones that don't participate at all in class. When given the opportunity to direct their energy into self-expression, they become different people.

