

# Burbank Arts for All Foundation Grants 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.

## ECONOMIC DECISION-MAKING THROUGH THE ARTS – BURROUGHS HIGH SCHOOL

*What do you get when you combine Shepard Fairey propaganda art and the 20 National Voluntary Standards in Economics?*

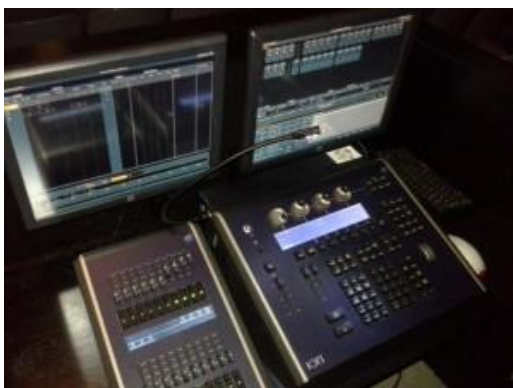
Student produced propaganda posters created in Ms. Rhodes 12th grade Economics classes at Burroughs High School. This project helped students gain a deeper understanding of economics by requiring them to create a poster based on one of the 20 National Voluntary Standards of Economics. Building their collaboration and critical thinking skills students worked in small groups to conceptualize and implement these posters. A goal of this project is to have a set of posters representing the economic standards that can be sold to economics teachers throughout the country. These sales will fund this project so that it can be a yearly project for seniors at Burroughs High School.



## BURBANK HIGH SCHOOL AUDITORIUM LIGHT SYSTEM

Burbank High School Theatre Tech students are gaining new experiences in lighting design and technology for diverse performing arts productions. The new light board and accessories have enhanced the students' experiences by providing them the opportunity to learn on state of the art equipment. Jose Vasquez, Theatre Tech ROP Instructor sent us a wonderful story of the impact this equipment had on a recent graduate:

*The most important impact has been on student learning. We are now able to teach students using industry standard equipment, preparing our kids for jobs in the community and beyond. In fact one of our students who graduated last spring is now studying stage production at UC Santa Cruz. She told us that they have the same equipment and because of the training she had at BHS she is able to walk in and immediately get to work on projects. Her skills are so good that as a freshman she was offered a work study to provide tech support for a variety of campus needs.*



## MUSICAL INSTRUMENT REPLENISHMENT

This ongoing project supports the John Burroughs High School (JBHS) bands by providing instruments for all students interested in participating even if they do not own an instrument. Through this grant JBHS was able to purchase a new oboe that has helped increase the practice and performance time of oboe students. This oboe purchase has also offered valuable professional development opportunities for aspiring musicians at JBHS. As JBHS IMA Board Member Aileen Neitzert remarked in the final report,



*The oboe is probably the most often requested instrument by outside patrons when inquiring to have students perform at events and the added instrument has increased the students' opportunities to gain experience in real-life performance situations.*

## 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:

Robby R  
Mr. Bullington - 3  
English 12 B  
14 May 2012

The Book Project

To describe the Book Project in one word, it was difficult. It was difficult in a different way though, a unique way. It was not complex in a recalling specific formulas for math sort of way, nor was it complex in remembering who did what in some place in history. The Book Project was complex because it was all about me. I, as I figured out on this journey, am more complex than I could ever have thought. Going out into the world and trying to capture photos that capture the true me was a long, excruciating process. Why? Because one photo can't sum up who I am, at least as far as I've seen. But those photos, just like my written words, summed up a piece of me. The collection I ended up with was the puzzle, the complex puzzle, that is me. And I only have realized all this because of Mr. Bullington's dedication for us to push the process and truly discover who we are.

## 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.*

## JOHN MUIR MIDDLE SCHOOL'S "TAMING OF THE SHREW DAY"



The 11th annual Shrew Day at John Muir Middle school engaged over 450 students in the "brilliance and silliness" of Shakespeare's play. The eighth grade English teachers, led by Ted DeVirgilis, collaborated with actors from Will Geer's Theatricum Botanicum to produce a successful Shrew Day. Throughout the course of this day students worked with the actors to learn jousting, juggling, scansion, Elizabethan song and dance and commedia dell'arte techniques. Over the years this method of teaching Shakespeare has helped students at Muir appreciate and understand this classic playwright. The teachers also enjoy learning from the students each year. As Mr. DeVirgilis said in his report:

*As English teachers we are always impressed that students from various cultures and with differing abilities can create art. The teachers from all subjects who take part in the workshops find that the humanizing power of art allows them to see their students in a new light.*

## CHOREOGRAPHERS IN RESIDENCE

*Unleashed*, Burbank High School's Production Dance Team, worked with four choreographers during the 2011-2012 school year to experience a broad spectrum of dancing from leading professional choreographers. This opportunity allowed students to engage in advanced choreography and experience higher levels of artistic interpretation, expression, creativity and technique. After each choreography session the members of *Unleashed* then taught those routines to the students in the Dance I and II courses at Burbank High School. This experience allowed the students to grow not only as dancers, but also as teachers and mentors. In the final report, Dance Director Estee Carrizosa said:

*I witnessed students tap into dance as an outlet for their daily stresses and pressures. They broke a sweat, they shed tears of joy, they persevered and they expanded their comfort zone. In return, this had a positive effect on their self-confidence and self-esteem. Students left the experiences with the guest choreographers feeling inspired and motivated to be their best not only in the dance studio, but also in life.*

## 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



The John Muir Middle School Instrumental Music Association was able to double the saxophone section through a grant from the Foundation. Suzanne Snell, Director of Music, remarked:

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 – JOHN BURROUGHS HIGH SCHOOL

Beth Morrison, JBHS Fine Arts teacher remarked: *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, and 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-women 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.*

