



Spring 2007

**Ethan Allen School  
&  
Philadelphia Museum of Art**

**Teaching artists**

Marilyn Hazelton, Poet  
Mariel Waloff, Printmaker

**Participating teachers**

Erika Christy, 4<sup>th</sup> grade  
Linda Cardonick, 4<sup>th</sup> grade  
Malcolm Simkallay, 4<sup>th</sup> grade  
Katherine Edger, Art Specialist  
Sharon Reich, Music Specialist  
James Serpiello, Principal

**I. Project**

**Project Description**

Using **water** as a theme, the fourth graders from Ethan Allen School will partner with poet Marilyn Hazelton, visual artist Mariel Waloff, art teacher Kathy Edger, and music teacher Sharon Reich, to create poetry, music and works of art. By exploring the theme of water through various visual media, poetry, and sound, visiting sites of water (the Delaware and Schuylkill Rivers), touring institutions connected to water (the Philadelphia Museum of Art and the Waterworks), students will expand their view and understanding of water, the water cycle, water pathways, and environmental issues surrounding water. The culminating work will be a collaborative print installation, on fabric, of water inspired poems and images created by the students.

**Project Goals**

1. Students will use a creative medium, visual art, poetry and music, to stimulate and enhance imagination to develop abstract thinking skills over the next four years.
2. In the next four months, students will increase their use of figurative language in writing and abstract representation in visual art, by 25%.
3. Students will take ownership of their creative ability through motivation and active engagement during five out of eight opportunities over the next four months.

**Project Theme**

The theme of water was chosen for the many ways we can access it: **physically** through the senses; **emotionally** through reactions to sensory experiences of water; **metaphorically** through creative representations of the theme, literary, musical, and visual; **within curriculum** by exploring water as a pathway for trade, transportation, and immigration, as a life sustaining cycle and the historical importance of Philadelphia rivers; **environmentally** by looking at issues of Philadelphian bodies of water and the surrounding watershed. While looking at water through these different lenses, students will develop a more holistic understanding of water to create works of art showing its importance.

### **Specific Content and Activities**

The visual artist will engage students by exploring different representations (realistic and abstract) of water by different artists, actively looking and discussing why an artist chose the imagery they did. With the assistance of the literacy artist, students will explore the medium of poetry, using all their senses. Exploring the imagery of water in different poems and visual works will inform students as they create their own poetry and visual art inspired by water. The art and music specialists at Ethan Allen will enhance this exploration by expanding students' artistic experiences furthering their ability to respond to and create works related to water sounds and sights.

Students will visit two bodies of water, the Delaware River and the Schuylkill River, to record experiential responses to the water in visual and written form. At the Seaport Museum and Penn's Landing, on the banks of the Delaware, the historical importance of the river as a waterway for immigration and trade in Philadelphia will be discussed. At the Philadelphia Waterworks, near the dam of the Schuylkill River, students will learn about the hygienic, social, and innovative significance of public water in Philadelphia. Students will also visit the Philadelphia Museum of Art to see first-hand works of art representing water and water-related imagery.

All these experiences will inspire and inform students for the final project: a collaborative fabric installation containing linocut prints from every fourth grade student of a water inspired image and poem while a recording of water sounds created by the students is playing.

### **Student Work Created**

The literacy artist, Marilyn Hazelton will lead students as they read and listen to poetry relating to nature and water. By exploring similes and metaphors students will create written works inspired by water and full of figurative language. With Mariel Walof, the visual artist, students will look at works of art to make their own representations of water in different media: drawings, watercolors, and print-making. The Ethan Allen visual art specialist will have students develop sketchbooks and art works using the theme of water. The music specialist will use water as an inspiration for students to create sounds that will be recorded and played with the final installation.

### **Standards Addressed**

#### Visual Arts

- Know and use fundamental vocabulary in the visual arts.
- Know and demonstrate how visual art can communicate experiences, stories or emotions
- Use and maintain materials, equipment and tools safely, particularly for linocut printmaking
- Describe works in the arts through comparing similar and contrasting characteristics
- Identify, and use, expressive symbols in visual art

#### Environment and Ecology (Watershed and Wetlands)

- Identify types of water environments
- Explain the differences between moving and still water
- Identify living things found in water environments
- Recognize the impact of watersheds and wetlands on animals and plants, and people

## History

- Identify and describe how continuity and change have influenced Pennsylvania History, in terms of waterways and the effect on immigration, trade and transportation
- Identify and describe conflict and cooperation among groups in Pennsylvania History, particularly William Penn and the treaty with Native Americans

## Language Arts

- Demonstrate fluency and comprehension in reading
- Demonstrate after reading understanding and interpretation of text
- Produce work in at least one literary genre that follows the conventions of the genre, poetry
- Identify and respond to the effects of sound and structure in poetry (alliteration, rhyme, metaphors)
- Read and respond to nonfiction and fiction, including poetry and drama
- Write poems including detailed description, use relevant illustrations and literary devices
- Revise writing to improve organization and word choice
- Edit writing using the conventions of language
- Listen to others
- Listen to a selection of literature
- Contribute to discussions
- Participate in small and large group discussions and presentations

## Science and Technology (Earth Sciences, Hydrology and Oceanography)

- Explain the behavior and impact of the earth's water systems (water cycle, water type)

## II. Roles of Partners

**Classroom Teachers:** Linda Cardonick, Erika Christy, and Malcolm Simkalley, will support the theme of water in the science, social studies, and language arts curricula through discussion and activities.

**Art Teacher:** Kathy Edger will support the theme by using students' sketchbooks to develop art activities with water related imagery illustrating sequential processes.

**Music Teacher:** Sharon Reich will enhance the theme of water by introducing students to composers who created music inspired by the different sounds of water. She will also connect water to math through exploration of movement and rhythm.

**Literary Teaching Artist:** Marilyn Hazelton will support elements of the curriculum through the theme of water by focusing on figurative language, supporting details, main idea, sequence, and fluency in the medium of poetry.

**Visual Teaching Artist:** Mariel Waloff will explore the theme of water with students through looking at and creating different visual media, focusing on printmaking to illustrate sequencing. All this will be done with the collaboration, support and agreement with everyone on the team to work towards creating the final installation of printed images and poetry.

## III. Project Timeline

**February 2007**

**End of February through March**

**April through May**

Planning meetings with cohort team

Exploration of theme through different media, student reflections in written and visual forms

Production of visual art and poetry for final collaborative work

<b>April</b>	Trips to Art Museum and Schuylkill River to observe, sketch, and be inspired by the river and works of art
<b>May 7</b>	Trip to Independence Seaport Museum to learn about transportation and trade on the Delaware River
<b>May 14</b>	Culminating performance and visual art installation

**Trips:** April 25, Philadelphia Museum of Art and Schuylkill River  
 May 7, Independence Seaport Museum and Delaware River

#### **IV. Project Assessment and Evaluation**

##### *Outputs*

- ❖ Student journals/sketchbooks with creative written and visual work.
- ❖ Collaborative print installation with images and poems.
- ❖ Recorded sounds of water.
- ❖ Increased motivation and ownership of creative process.

##### *Measurable Outcomes*

- 1) Students will use a creative medium, visual art, poetry and music, to stimulate and enhance imagination to develop problem solving and abstract thinking skills over the next four years.

##### *Indicators*

- Comparison of PSSA tests in various categories
- 2) In the next four months, students will increase their use of figurative language in writing and abstract representation in visual art, by 25%.

##### *Indicators*

- Writing samples, pre- and post
  - Benchmark tests
  - Art samples, pre- and post
- 3) Students will take ownership of their creative ability through motivation and active engagement during five out of eight opportunities over the next four months.

##### *Indicators*

- Attendance
- Voluntary answers
- Completion of assignments
- Reflection of assignments
- Interviews