



# CENTER for LEARNING through the ARTS

## Quarterly Report

July 26, 2007

University of California, Irvine

### A Word from the Director...

Liane Brouillette

We would like to congratulate CLTA Community Partnership Director Sue Cronmiller on the very well-received poetry reading by Ralph Angel and the poets of El Sol at the Bowers Museum.

With the close of the 2006-07 academic year, we also celebrate the successful completion of the first year of the Mapping the Beat project funded by National Geographic. The program has already attracted national attention. In March, a paper entitled "Enhancing Geographic Awareness Through Music: A Multi-State Project" was presented in Chicago at the annual meeting of the American Educational Research Association. On July 22-27, Michigan State University ArtsBridge Director Lynnette Overby presented a thought-provoking three-day institute, demonstrating how dance could inspire interdisciplinary learning.

The Mapping the Beat project is also expanding into fruitful new areas. In 2007-08, UCLA will join UCI, UCSD, Michigan State, Oklahoma State, and Cal State Long Beach as part of an expanded program entitled Mapping the Arts.

Finally, we bid a sad good-bye to visiting scholar Song Jiayang (Ivy Song), who has delighted so many local children with her school visits and vivid descriptions of theater traditions of China. Song Jiayang is returning to her faculty position at Xiamen University in China, where she will continue her work in making drama education accessible to all students.

#### In this Issue:

- Ralph Angel and the Poets of El Sol.... p. 1
- Mapping the Beat Annual Conference ..... p.2
- Country Music: Exploring American Music..... p.2
- MOVEntures: Science, Arts and Language Arts .....p.2
- New Funding from the Dana Foundation...p.3
- JLTA Call for Reviewers.....p.3

### Ralph Angel and the Poets of El Sol Read at the Bowers Museum

Sue Cronmiller

In April, over 150 parents, teachers and supporters gathered in the elegant and newly opened Norma Kershaw Auditorium at the Bowers Museum of Cultural Art to celebrate four years of university sponsored poetry workshops at El Sol Academy of Arts and Sciences in Santa Ana. The two-part presentation featured 20 student poets reading original works of poetry followed by the distinguished poet and translator Ralph Angel reading selections from his published works, including his recent translation of Federico Garcia Lorca's *Poems of the Deep Song*.

The student poets have been reading and writing poetry, including the work of Garcia Lorca, in writing workshops since 2003. I have taught the instructional workshops, assisted by an enthusiastic team of UCI undergraduates.

UCI undergraduates also helped to organize the event. The poets ranged in age from the 3<sup>rd</sup> to the 6<sup>th</sup> grade. Each child took time during their spring break to practice and perform. They and their families were among the first community residents to visit the newly renovated wing of the Bowers Museum. Live jazz by Sammie Roberts entertained the crowd during the reception and intermission. Linda Kahn, Education Director for the Bowers Museum was thrilled with the overall experience: "The students' poetry was delightful. I loved the music! And Ralph's reading was superb. All a great combination."

This type of presentation, in which students publicly perform their own original work is itself a powerful experience. In contrast to  
(cont. on p.3)

## Mapping the Beat Annual Conference

Wendy Lee

The second annual Mapping the Beat Conference was held at the Ayres Hotel in Costa Mesa on May 18<sup>th</sup>, 2007. Representatives from each of the five campuses, as well as UCLA, came together to share insights about the progress of the project at their campuses and to brainstorm new ideas for the coming year. The three-year project, funded by the National Geographic Education Foundation, aims to bring university arts and education students into the elementary classroom, along with local guest artists, to help teachers integrate arts and geography curriculum.

The conference highlighted the unique aspects of each program, demonstrating the importance of flexibility in working with local schools and districts. Exemplary university scholars attended to present new lessons they developed and to discuss enhancements to existing ones.

A first-year report will be available via the CLtA website later this summer.

## Country Music: Exploring American Music through a New Mapping the Beat Lesson

Stephanie Michelle Feder

When we consider the history of music in America we must consider the history of music worldwide, for nearly all of the instruments and many of the melodies came to our country by way of the immigrants arriving to our shores from all over the world. American country music has its roots in the bluegrass of Appalachia, but it certainly did not begin there. While the fiddle, with its Irish and Scottish foundation, plays a prominent role in American country music both historically and presently, in truth, Appalachian music is a blend of a number of influences including the African-Arabian born banjo and the European guitar. My first contribution to the Mapping the Beat lesson series focuses on these three instruments (the fiddle, banjo, and guitar) exploring their origins and influence on what has become an intrinsically American musical sound.

The lesson begins with a thorough discussion of the similarities and differences between the instruments. For example, they all belong to the string family, however each has a different number of strings and is played in a very different way. The fiddle is rested on the

shoulder and can be plucked or bowed, the other two are both held on the lap but strummed and plucked differently.

The discussion on how each instrument is played and what material each is made of leads into exploring each instrument's history and the geography of their travel to the U.S. The banjo, for example, enjoys a rich history of early Arabian origin, traveling through to Western Africa, and finally over to the Eastern and Southern U.S. during the time of the Atlantic slave trade. All of this simply scratches the surface but the lesson in its entirety connects music, history, and geography into a single lesson, which is the ultimate goal of the Mapping the Beat instructional series.

It is our hope that through lessons such as these, we can continue to enrich the lives and learning of students in elementary classrooms, especially those who are not being regularly exposed to the fine and performing arts.

A copy of this Country Music lesson is available on the Mapping the Beat website: <http://www.clta.uci.edu/artbri/curriculum.php>

## MOVentures: Science, Arts, and Language Arts Integration

Liane Brouillette

Organized by Lynnette Overby, Director of the ArtsBridge America and Mapping the Beat programs at Michigan State University, the MOVentures workshop on July 23-25 brought two dozen educators together to explore the interrelationships among science, the arts, and the language arts. The primary focus was on what dance can teach us about our world.

The elements of dance include space, time, force, and bodily movement. Each element can be further subdivided. For example, space includes location (personal space, general space), direction (right, left,

up, down, forward, backward), pathway (straight, curved, zigzag), and levels (high, medium, low). Time can be fast or slow. Force can include both sharp movement (strike, kick, slash, poke, etc.) and smooth movement (float, glide, etc). Body movements include locomotor movement (walk, run, hop, skip), non-locomotor movement (twist, turn, wiggle, rise, fall), and body shapes (wide, narrow, symmetrical, asymmetrical, angular, etc.).

Science concepts can be made memorable to young children by relating them to the elements of dance. For example, Dr. Overby<sup>1</sup> has created a lesson

designed to help children understand the underwater ecology of kelp forests. After learning about varied aspects of the seashore, children are asked to take on the roles of various creatures within an offshore kelp forest. Some children hold up long stems of brown "kelp" made of cloth. At the base of each plant is the holdfast, a root-like structure that anchors the kelp to a rock or other hard surface on the seafloor.

As children playing the role of kelp move gracefully with the motion of the waves, other children take on the role of fish, darting back and forth between the

(cont. on p.4)

## New Funding from the Dana Foundation

Wendy Lee

The Dana Foundation has awarded a new \$60,000 grant to CLTA to conduct a two-year “Mapping the Arts” project with UCLA and Cal State Long Beach. The project will build on the ArtsBridge America and Mapping the Beat models of arts integration in elementary classrooms, expanding the existing music-and-social studies curriculum to include dance, drama, and visual art. Funds will be used to carry out a professional development program for pre-service teaching artists with instruction and mentoring by university

faculty and experienced teaching artists. The focus of the professional development will be to provide the pre-service teaching artists with expertise in classroom management and social studies in addition to arts integration. Project host teachers will also be invited to attend. Cal State Long Beach will be hosting their first professional development workshop this summer, in collaboration with the Long Beach Unified School District. UCLA will pilot a different model, providing training through university coursework.

## JLTA: Call for Reviewers

The third issue of the Journal for Learning through the Arts is underway. A new co-editor, David Yarnelle, has joined Bobbi McKean. Over 12 articles have been submitted so far, focused on various aspects of arts integration. Several feature the work of ArtsBridge America programs from around the country.

The journal is looking for reviewers! If you are interested and willing to review, please contact Bobbi McKean at [bmcckean@email.arizona.edu](mailto:bmcckean@email.arizona.edu).

Submissions are also being accepted for Issue Four, with a special theme of technology and the arts.

## Poets of El Sol

(Continued from p.1)

other types of student performances, in which students act in scripted roles or present on academic content, these students presented work on their own authority. The students take great pride in their own literary and imaginative accomplishments. Everyone in attendance was astounded by the quality, depth and professionalism of the student work.

In addition to sharing their work in a prestigious venue, the students also took great pleasure in meeting and speaking with poet Ralph Angel. Each student received a copy of Angel’s translation of Lorca’s *Poems of the Deep Song* signed by the poet translator. Reading alongside a living, award winning poet gave the students a sense of participation in the professional literary community. Angel was particularly impressed with the students. “I especially enjoyed my time with the students—talking to and encouraging them and listening to them read.”

When interviewed, fourth grade poet Cecilia Hurtado explained why she enjoys writing poetry: “In poetry you can think about all kinds of things. I come to school because there is poetry there.”

You can read the published work created by the Poets of El Sol in the literary journal *Mind’s Eye* housed on the project website: <http://www.uclinks.org/PA>. This project has been funded by UC Links and UCI’s Faculty Led Academic Preparation Program.

### Honey

by Karina, 4<sup>th</sup> grade

Honey is as wet as pink roses in a dark garden.  
A dark garden is like a green grassy hill.  
A green grassy hill is like a crispy salad.  
A crispy salad is like pinata in your mouth.  
Your mouth is like a pink balloon.  
A pink balloon is like missing my dad.

My bed is like a white moon.

The white moon is like a wish in the sky.

A wish is like a present just for me.

I am like bells, honey and a green, grassy hill--  
a green grassy hill where my dad thinks of me.

### Dear Imagination

by Manuel M., 4<sup>th</sup> grade

Dear Imagination,

I am sorry I was eaten by a green shark.

The shark was rotten inside  
with 16 million microscopic worms.

When the shark opened his mouth

I got inside a submarine

and shot myself into a cave with water.

I found a diamond in a transparent fish

that let me breathe under water.

Then I met a giant purple squid

that gave me a talking dog

who said abba cadabra smell a chupacabras

and I was back on the beach.

## MOVEntures

(Continued from p.1)

kelp. A child playing the role of sea otter mimes using a stone to crack shellfish. Then the otter wraps itself in the leaves of the kelp plant so it will not float away as it takes a nap. Using sharp, angular movements, children taking the role of sea urchins attack the holdfast of the kelp. A white shark swims by. Everyone but the “kelp” hides. The shark swims off. All of the children form a circle and bow, saluting each other for bringing to life an undersea community that few of the children will ever see, but that all can now clearly

picture.

Not only are science concepts made memorable through such an exercise, but the use of dance vocabulary throughout the lesson also familiarizes children with the terminology that distinguishes dance as a discipline. The July 23 workshop was held in the Michigan 4-H Children’s Garden, which has been called “the most creative half acre in America.” Curator Norm Lownds explained how the arts help young children picture ecosystems.

On July 24<sup>th</sup>, the focus was on how

dance can stimulate creative writing by unlocking memory through re-imagining and re-enacting original experience. CLTA Director Liane Brouillette gave a dinner talk to participants about parallels between geographic inquiry and a dancer’s exploration of space. On July 25<sup>th</sup> the focus was on how visual art and dance can nourish one another.

<sup>1</sup> Overby, L.Y, Post, B. C., Newman, D. (2005). *Interdisciplinary Learning through Dance*, Champaign, IL: Human Kinetics.



### Contact Us:

[www.clta.uci.edu](http://www.clta.uci.edu)

Center for Learning through the Arts  
2001 Berkeley Place  
Irvine, CA 92697-5500  
[CLTA@uci.edu](mailto:CLTA@uci.edu) (949) 824-5119

Liane Brouillette, Director  
[lbrouill@uci.edu](mailto:lbrouill@uci.edu)

Wendy Lee, Assistant Director  
[wendylee@uci.edu](mailto:wendylee@uci.edu)

Maureen Burns, eScholarship  
Repository Site Administrator  
[maburns@uci.edu](mailto:maburns@uci.edu)

Bobbi McKean, *JLTA* Co-Editor  
[bmckean@email.arizona.edu](mailto:bmckean@email.arizona.edu)