



Applicant name(s): Jennifer Love Gironda

School: Indiantown Middle School School Address: 16303 SW Farm Road, Indiantown FL34956

Email address: girondj@martin.k12.fl.us School phone number: (772) 597-2146

Home address: _____

Home phone number: (772) 597-2146 Cell phone number: (919) 637-9137

Have you received a Classroom Enrichment Grant in the past? No, this is my first year in Martin County.

If you received a grant last year, did you spend your award by the January 31 deadline, create a display board for An Evening of Excellence / Bids for Kids, and submit a TLC letter to the Stuart News as requested? _____

If no, why not? _____

I hereby apply for an Enrichment Grant and will abide by all grant guidelines: 1) Spend all awarded funds by January 31, 2010; 2) Implement awarded project(s) during the '09-'10 school year; 3) Complete grant evaluation by June 15, 2010; 4) Display provided certificate outside classroom door; 5) Submit a TLC letter; and 6) Create a display board for the Foundation's **An Evening of Excellence / Bids for Kids 2010** event.

Jennifer Love Gironda	Art Teacher	September 8, 2009
Signature of Lead Teacher	Title	Date
Debra Henderson	Principal, Indiantown Middle School	September 9, 2009
Principal's or Designee's Signature	Title	Date

Signature line may be typed with the understanding that by completing this line, the principal is aware of the application and has approved the project.

Project title: Hanga: 版画 The Art of Japanese Prints

Amount requested: \$490.00 Number of students and grade level served by this program: 150

Subject areas covered: Visual Art, Social Studies Are you collaborating with other teachers or schools? Yes

Please indicate focus area:

- Academic achievement for low-performing students
 Literacy

- Technical Career Education for Students
 Teacher Recruitment and Retention / Professional Development

(Part B) Please provide the following information in the order presented. Part B **must not exceed 3 pages**.

- Project Title
- Needs statement - Explain why the project is needed and how it will benefit students.
- Program description - Clearly describe project idea, project activities, and the instructional strategies used to implement the project.
- Definition of program success - Identify measurable project goals and objectives.
- Measurement and evaluation standards - Describe the types of assessment you will use to evaluate the effectiveness of your project and the academic gains made by students. Quantitative examples: Pre and post tests, evaluation of student portfolios using a rubric, and comparison of test scores/achievement levels. Qualitative examples: questionnaires focus groups, and interviews.
- Timeline - Provide a brief, estimated timeline for the implementation of this project. Include expected dates of project launch and evaluation.
- Budget narrative and allocation sheet - Please provide specific information on the grant expenditures, including a description, where you intend to buy the item, quantity and cost of each item, and total. Please include all other funding sources contributing to the project and whether you have applied for the same funding elsewhere. Please include purchasing discounts when able. Please note: Preference is given to non-consumable expenditures.



***(Part B) Please provide the following information in the order presented.
Part B must not exceed 3 pages.***



Hokusai – “The great wave at Kanagawa” 1829

Project Title: Hanga: 版画The Art of Japanese Prints

Needs statement - Explain why the project is needed and how it will benefit students.

I attended a year long workshop during the 2008-2009 school year in North Carolina through the NC-TAN initiative, which strives to promote understanding through learning about Asian Culture. During my studies, I learned about a period in Japanese history when the Tokugawa Shogunate took over the country and decided to cut Japan off from all foreign influence. From approximately 1600 until 1800, Japan enjoyed 200 years of peace from the outside world. It is said that during this time most of Japan’s rich cultural heritage flourished. This captured my attention, as I am always interested in how the arts play a vital role in the promotion of peace and are a true indicator of a society’s values. I had a chance to study this first hand this past summer when I traveled to Japan through a grant from Fulbright-Hays with a group of fourteen other educators. This trip gave me a greater appreciation for Japanese art and culture, and has inspired me to seek ways that I can infuse my own curriculum with a more international view, which is the goal of the International Baccalaureate MYP program here at my school.

Most of the students at my school have not had an opportunity to learn about printmaking and to create their own block prints. With this grant, I hope to provide a unique opportunity for my students; allowing them to learn about printmaking in art history and across cultures, and learning proper printmaking technique. My specific focus for this unit will be on Japanese woodcuts, which will allow me to bring in my own experience from my trip to Japan. We will learn about the work of Japanese artist Katsushika Hokusai and his influence on modern art. I will create a web-site to showcase the works created and to share my lesson and resources with other art educators. I can’t wait to get started!

Cross Curricular Connections:

- **Social Studies connection:** The student will examine the culture and arts of Japan, specifically Japanese woodcuts.
- **Language Arts/Communications/Literacy connection:** The student will produce a written artist's statement explaining his/her motivation for and intention in generating a particular message as social commentary in their printed image.

Program description – Clearly describe project idea, project activities, and the instructional strategies used to implement the project.

There are three distinct parts to this printmaking unit;

- History of Printmaking
- Techniques
- Original Project

This lesson showcases the work of Japanese artist Katsushika Hokusai and the impact that his art had on the European Modern Art movement of the mid 1800's. Students will study Japanese prints of this period, and compare these with the Impressionist movement. Students will learn about printmaking techniques and create an original print in the style of Hokusai.

Instructional Objectives:

- To understand the historical information about Japan involving the levels of society represented in Hokusai's prints.
- To recognize that these prints had a direct influence on European art.
- To observe descriptive line quality and subtle color gradation in Hokusai's prints.
- To complete a line drawing of a landscape, flowers or birds in the style of Hokusai.
- To complete an original print in the style of Hokusai.
- To complete a written reflection based on the art work and printmaking experience.

Supplies: (Note items in italics are supplies requested in the grant)

- Copies of Hokusai's print series "One hundred views of Mt. Fuji" as well as additional printmaking examples from art history
- Student exemplars
- Paper, light weight
- Pencils
- India Ink
- *Various Mark-making tools*
- *Printmaking ink*
- *Cutting Tools, linoleum, block stops*
- *Brayers, inking trays, burnishers*

Measurement and evaluation standards – Describe the types of assessment you will use to evaluate the effectiveness of your project and the academic gains made by students. Quantitative examples: Pre and post tests, evaluation of student portfolios using a rubric, and comparison of test scores/achievement levels. Qualitative examples: questionnaires focus groups, and interviews.

Assessment:

- The student will be able to create art images using basic blockprinting techniques through established steps to the process. [Art Standard: Art production]
- The student will be able to use public art (block printed images) to generate social commentary, sending a message to their community by using visual symbols and incorporating text into the art image . (Block printed images will act as the vehicle/billboard for the message.) [Art Standard: Aesthetics]
- The student will be able to analyze and discuss the motivation for, the style of , and the art historical significance of printmaking after viewing work from recent art history that embodies this aesthetic. [Art Standards: Art Criticism, Art History, Aesthetics]
- The student will be able to analyze and evaluate their own work and the work of their peers through a group critique based on set criteria. [Art Standards: Art Criticism]
- The student will be able to describe his/her motivation and purpose in generating this particular message in the form of a written artist's statement. [Art Standards: Art Criticism]

Community and Service Community-building and cultural awareness will be addressed through the specific messages sent to the public through the art images.

Approaches to Learning: Students will be guided in this process by the underlying goal of producing art for the purpose of learning about another culture however, each student must determine his/her own message and the intention behind that image.

Criterion A: Knowledge and understanding of the content/process will be assessed through a student self-assessment according to a production rubric.

Criterion B: Application of the printmaking techniques as line quality) will be assessed according to a production rubric.

Criterion C: Reflection and Evaluation will be assessed through student participation in a group critique to be facilitated by the teacher.

Criterion D: Artistic Awareness and Personal Engagement will be assessed through the evaluation of a written response in the form of an artist's statement to be produced by each student describing his/her intention. The student will be able to communicate what they know through the use of new vocabulary (surrounding art materials and processes related to the printmaking process) during group discussions and art criticism sessions.

Timeline – Provide a brief, estimated timeline for the implementation of this project. Include expected dates of project launch and evaluation.

Lesson #1 - Introduction to lesson. Lecture and viewing of art prints. Students view prints from Hokusai's Mt. Fuji series. Additional resources, such as magazines and internet access will be available for students to create their original compositions. Demonstration by teacher – The teacher will demonstrate how to effectively use line width to create a nature-inspired image. Students will plan compositions in their art notebooks. (One-two class periods)

Lesson #2 – Students will add ink to the work, focusing on line quality and craftsmanship. (One class period)

Lesson #3 – Introduction of printmaking with examples. The students will then use this design as a basis for their printmaking design. The focus is on positive and negative space. Students will begin sketching for final print image.

Lesson #4 – The students will transfer the image onto the linoleum and begin cutting. Cutting may take two-three class periods.

Lesson #6 – The teacher will demonstrate proper printing technique. Students have two class periods to complete a series of five prints.

Lesson #5 – Follow up – Students will display pictures and write a short reflection on the history of Hokusai's art and the process learned.

Budget narrative and allocation sheet

Please see attached order forms. The total cost of the project is \$490.00. This cost includes materials, many of which are tools that can be used in future lessons (marked with an asterisk) as well as visual resources. Each of the 150 students involved will make two pieces of art as a result of this project, which will be on display at Indiantown Middle School.

(CEG Grant)

Crystal Productions
Phone Number
 1-800-255-8629
Fax Number
 1-800-657-8149
Email Address: custserv@crystalproductions.com
Web Site: <http://www.crystalproductions.com>
Mailing Address
 Box 2159
 Glenview, IL 60025-6159

Purchasing Requisition No. _____

Date: 8/19/2009

Dept. Requisition No. _____

SCHOOL/DEPT. NO. Indiantown Middle School

DEPARTMENT Art

ADDRESS 16303 SW Farm Road

Indiantown, FL 34956

Phone: (772) 597-2146

Jennifer Love, Art

ATTENTION: Teacher

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QTY	VENDOR CAT. NO.	DESCRIPTION	UNIT PRICE	AMOUNT
1	092-CP6093	Printmaking- Set of 5 Prints and Teacher's Guide <div style="border: 1px solid black; padding: 2px; margin: 5px 0;"> Mary Cassat, William H. Johnson, Henri Toulouse-Lautrec, Katushika Hokusai, Wayne Thiebaud </div>	48	48
1	092-DV7747 DVD	The Art of Block Printing	14.95	14.95

	SUB TOTAL(S)	<u>62.95</u>
	SHIPPING CHARGES	_____
	FL SALES TAX	_____
	NET TOTAL	_____

Purchasing Requisition No. _____

Date: 9/7/2009

Dept. Requisition No. _____

SCHOOL/DEPT. NO. Indiantown Middle School

DEPARTMENT Art

ADDRESS 16303 SW Farm Road
Indiantown, FL 34956

Phone: (772) 597-2146

Jennifer Love, Art

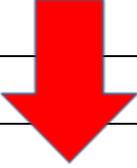
ATTENTION: Teacher

Sax Arts and Crafts
Phone Number
 1-800-558-6696
Fax Number
 1-800-328-4729
Email Address: info@saxarts.com
Web Site: <http://www.saxarts.com>
Mailing Address
 2725 S. Moorland Rd.
 New Berlin, WI 53151

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QTY	VENDOR CAT. NO.	DESCRIPTION	UNIT PRICE	AMOUNT
2	451877-705	Soft-Kut Printmaking Classroom Pack <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Each kits contains 24 4x6 inch printing blocks, 12 cutting handles, 12 U and V-shaped cutters, 4 4"inch rubber brayers, an inking pad and 1lb. of non-toxic, water soluble black printing ink</div>	72.09	144.18
115	48903779	Soft-Kut Print Blocks	1.32	151.18
20	225852-705	Linoleum Block Stop	5.30	106.00
3	438953-705	Inking Tray	3.89	11.67
2	1299769-705	16 oz. Jar, Printmaking Ink, Red	5.79	11.58
2	1299770-705	16 oz. Jar, Printmaking Ink, Yellow	5.79	11.58
2	1299772-705	16 oz. Jar, Printmaking Ink, Blue	5.79	11.58
4	410248-705	Rubbing Stick	4.99	19.96
2	407545-705	No. 2 V-shaped Gouge, pack of 12	15.59	31.18
231	407551-705	No. 2 U-shaped Gouge, pack of 12	15.59	31.18

Notes:
 -Sax offers free S/H for orders over \$69.00
 -Take 20% off the sub-total



530.09 sub-total
 106.02 discount
424.07 Total

	SUB TOTAL(S)	<u>530.09</u>
	SHIPPING CHARGES	<u>n/a</u>
	FL SALES TAX	<u>n/a</u>
	NET TOTAL	424.07 Total