

CHARACTER COUNTS!
2009 – 2010 Grant Proposal
Jennifer Love Gironda
Indiantown Middle School

_____ **Application and Submission Requirements** (total 100 pts.)

_____ **Applicant's Name(s), Name of School, Applicant's Full Contact Information and Title of Project (5 pts.)**

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Title of Project: *Altered Awareness: Expressing Themes of Respect, Fairness*
and Caring Through Altered Books

_____ **Project Description (80 pts):**

_____ **Need for the project including target population and number to be served (students, staff, parents, community members) (10 pts.)**

The Middle School years can be some of the toughest years for adolescents. A major issue that students deal with on a daily basis is bullying (Section 1. Section 1006.147, Florida Statutes). It is my goal to use the visual arts to promote **respect, fairness** and **caring**, three of the six Pillars of Character which will help to create an awareness of these traits; true deterrents of bullying. The target population is 55 eighth grade students currently taking art at Indiantown Middle School. In addition, the entire population of almost 400 students and 40 staff members will be impacted by the display of the work created, student generated altered books.

Art imitates the values of the artist; his or her background and the point in time in which the work is produced, whether it is intentional or by chance. Character traits such as **respect, fairness and caring** are present in the essence of all of the great works of art and merely need to be presented in such a fashion to children. The connection between character education lies in art criticism, a method by which individuals interpret works of art. In addition, the act of creating a work of art will allow them to have an experience with the themes presented, thus creating a more concrete level of understanding, a real connection. Art has always been used as a tool for conveying principles and as such is a natural means for teaching character education, and it is my intention to bring meaning to the words **respect, fairness** and **caring** to my students.

_____ **Narrative description of project which includes measurable goals and outcomes (see #12 above) (70 pts.)**

Introduction: How can the visual arts promote the goals of the character counts program? I believe that by viewing specific works of art, discussing the character implications, and involving the students in a related art-making experience I can create a connection between art and character. Specifically, I would like to purchase art prints to use in teaching a lesson that will lead students to create altered books related to the themes of respect, **fairness** and **caring** explored in the art history lesson. The students will share written reflections of their work, which will be displayed alongside the art in the school and community.

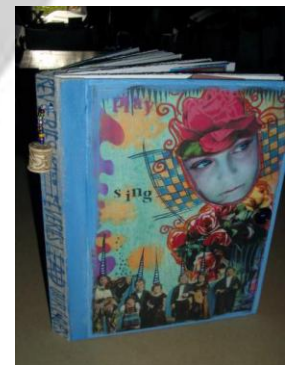
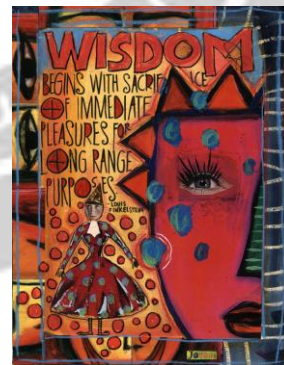
Learning about the Work: The students will begin by viewing works from the Character Education Visual Art Kits, which I will order from Art Image Publications. I will use these prints purchased from the grant funds to teach critical thinking skills, art appreciation, and character education. Students will view works by artists such as Picasso, Siqueiros and Pippin and discuss the implications of character education themes within the works presented. An example would be viewing the

two emotionally-charged works shown below. After a discussion of the elements in the work, the history and materials used the students would discuss questions such as compassion, and helping people in need. Becoming more aware of the feelings of others is the best offense to the prevention of bullying. The ultimate goal of this experience is to transform students' undesirable behaviors and mind-sets and emphasize their positive ones. Students will be encouraged to express the virtues or character education traits studied, specifically **respect, fairness** and **caring**, three of the Six Pillars of Character emphasized in the Character Counts Program.



(Left) Pablo Picasso, *Weeping Woman*, 1937. Oil on canvas (Right) David Alfaro Siqueiros, *Echo of a Scream*. 1937. Enamel on wood

Creating original artwork: After viewing and discussing the artworks, students will begin to create their own expression of the themes of **respect, fairness** and **caring** in the creation of an altered book. An altered book is a discarded book that has been given new life and meaning by the artist, in this case the student. I have made contacts within the community in regards to bringing in a local book artist, which will provide concrete examples of books as art and also as a possible profession. Each student will choose from the themes of **respect, fairness** and **caring** as an inspiration for the altered book that they will create. The student will cut away pages, paint, collage and reassemble the book to express their understanding of the theme that they have chosen. This is a medium in which many of the students have not experienced and I am excited about the possibilities. I have included some examples of altered books below by book artist Teesha Moore, which really inspired me when writing this grant.



(Above) Various Altered Books and Journal Pages by artist Teesha Moore.

Assessment: One of the ways that I will measure the outcomes of this project will be the work produced. I will display the altered books created, along with the student-written reflections in the school and community. In addition, I will give each student a pre and post assessment to discern the level of understanding that this experience has given them, this will also be revealed in the student authored written reflection/artist statement. My objective is to teach my students how artists can create awareness through their art, specifically awareness of positive character traits such as **respect, fairness** and **caring**. The final works will be photographed to provide documentation for the grant committee.

To summarize: I will introduce each art reproduction to the class, giving the appropriate artist and background information using the related art prints. The students will explore the concepts and meanings presented by the work, and make connections with the character education trait featured. The resources funded by this grant will allow me to prepare the lesson, related character education activities, a studio art project and assess what the students have learned.

Budget Narrative (10 pts):

Total amount being requested. Provide a detailed budget including any alternative funds/resources that will be used to implement this project. (See # 12 above)

QTY	VENDOR CAT. NO.	DESCRIPTION	UNIT PRICE	AMOUNT
55	n/a	Discarded books. I will make contacts in the school and community to obtain books that are to be thrown out. We will turn these books into masterpieces!	n/a	n/a
1	40199	Empathy, Compassion, Kindness Character Education Visual Art Kit (from Art Image Publications)	44.00	44.00
1	40202	Equality, Tolerance, Issues of Race Character Education Visual Art Kit (from Art Image Publications)	44.00	44.00
1	092-PP9914	Collage Program Resources, includes 6 posters, DVD and book (Crystal Art Resources)	87.95	87.95
1	405509-705	Altered Books Workshop, soft cover (Sax Arts and Crafts)	19.99	19.99
1	408983-705	Roylco Pattern Paper Classroom Pack, 250 sheet pkg. (Sax Arts and Crafts)	26.99	26.99
1	403538-705	Paper and Raffia Classroom Pack	42.99	42.99
1	411313-705	Cover-It Creative Shapes, circles	8.49	8.49
	n/a	Assorted acrylic craft paint, glue, sequins and other embellishments (Wal-Mart)	100.00	100.00
n/a	n/a	Guest 'Book Artist', presentation of work and workshop	300.00	300.00
		Estimated Cost with Taxes		800.00

Submission procedure (5 pts.):

Signatures of applicant, school/district administrator and character counts! School/district representative



Jennifer Love Gironda, Applicant

Debra Henderson, Principal

Robert Vanover, Guidance Counselor, IMS- Character Counts! Representative

Date submitted

September 23, 2009

Submission Date



Limit your proposal to a maximum of 3 typewritten pages, including budget narrative and required signatures, on plain white paper or school/district letterhead.



Use 10 pt. or 12 pt. font (Arial or times new roman).



Include your name and school/site on each page; number each page.