1. Describe the practice proposed for recognition, and list its objectives. Detail how the practice is innovative and how it promotes high student achievement.

The Cultural Museum Experience is an interdisciplinary year long journey to create a museum representing student made objects inspired by the native peoples of the Western Hemisphere. This experience integrates Language Arts (reading, writing, speaking, listening, viewing), Social Studies (exploration of historical geographic, political, and social aspects of different cultures), and the Visual and Performing Arts (aesthetic awareness, technical skills, utilization of the elements of art and the principles of design, and the process of critique). Each class visits the Art Studio. Individual products inspired by the different cultures and histories found in the Western Hemisphere are created in two to four weeks. As the artwork is in progress, students use prompts directly stemming from the Five Themes of Geography framework to assist and organize the collected research. The exploration of the culture is done through both print and non-print resources gathered by the teachers, our Media Specialist and the students. In conjunction with their class, art, and media center work, students visit a museum to help inspire and gain ideas for their exhibition.

After the students create their objects and explore the cultures, they apply for positions on museum committees representing their classroom to plan, organize and install the museum exhibition.

Student Committees:

* Exhibition Design and Development
* Education
* Security
* Publications and Research
* Public Relations
* Café CME

Listed Objectives:

- Students research cultures and analyzes objects created by peoples of the Western Hemisphere.
- Students use reading, writing, listening, speaking and viewing to gain an understanding of the multiple cultures.
- Students create objects using line, color, shape, texture and form.
- Students (from eight to eleven different classrooms) create objects using the appropriate media necessary to produce art. For example, students create leather shoes inspired by the Iroquois Indians of Northeast Canada and the United States.
- Students evaluate and reflect upon all steps of the process in the art studio, classroom, and media center.
- Students work cooperatively to creating a visual exhibition including a map of the area, written information about the physical geography, the purpose for using the object, the process of creating the object, and a personalized text panel indicating their name, date of birth, date of creation, and inspiration.
- Some classrooms create young children's activity books, short stories, games, poetry, and videos to enhance the display of information.

- Student docents engage the viewers with accurate factual information as it relates to their class's exhibit.
- Students create Powerpoint presentations to share information gained through print and non-print sources.

The museum is on display in our school for approximately a week and during that time, over a thousand people in our community visit it during both the day and evening opening exhibitions.

2. List the specific *Core Curriculum Content Standards, including the Cross-Content Workplace Readiness Standards* addressed by the practice and describe how the practice addresses those standard(s). Provide an example to substantiate your response.

Language Arts Standards:

3.3 All students will write in clear, concise, and organized language that varies in content and form for different audiences and purposes.
Students write reflections on a daily basis examining how their classwork progresses. Each student creates a text panel sharing their personal inspiration. Some students create poetry and short stories that are inspired by their studied culture.
3.4 All students will read various materials and texts with comprehension and critical analysis
Using both print and non-print resources, students read historical research on the various cultures of the Western Hemisphere.
3.5 All students will view, understand and use nontextual visual information
Students create their objects and exhibits based upon what their observations.

Social Studies Standards

6.5 All students will acquire historical understanding of varying cultures throughout the history of ...the world.
Students explore cultures of the Western Hemisphere that include art, religion, family, education, economic institutions, and political institutions.
6.7 All students will acquire geographical understanding by studying human systems in geography.
Students study the location of the peoples in the Western Hemisphere and create maps.

Visual and Performing Arts:

1.1 All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.
Form is a critical component of beauty in production. For example, students create mirrors, *Reflections of Their Truths.* The elements of art and principles of design dictate symbolic representation through shape, color, and texture.

1.2 All students will refine perceptual, intellectual, physical, and technical skills through creating dance music, theater, and/or visual arts.

In production of *ReSOUNDing Drums* the children explore the coil construction method of hand built clay.

1.3 All students will utilize arts elements and media to produce artistic products and performances.

In production of *Inside/Outside Mittens* students investigate types of hand covering most beneficial in extreme temperatures. Students create their own hand shaped mitten templates. Using this template they cut hand-made felt as their inside mitten and leather (extending the shape) to create the outside mitten.

1.4 All students will demonstrate knowledge of the process of critique

During and after daily work, students evaluate themselves using a rubric that addresses; focus, meeting deadlines, cooperation with teachers and peers, ability to give appropriate feedback, and their preparedness. Students critique their art processes on a Daily Reflection Sheet. Each form is completed, and returned with teacher response.

1.5 All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages and which continue to shape contemporary arts.

Students learn that originally snowshoes were created using sinew and found reeds. Students create fully functioning snowshoes out of synthetic sinew and reed. Contemporary snowshoes are made from lightweight alloys and synthetic fibers.

1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

The culminating experience is the cultural museum exhibition (CME) which is a result of planning and utilizing the schools display cases, kiosks, walls and open spaces to develop an authentic museum environment.

<u>Cross Content Workplace Readiness Standards:</u>

1. All students will develop career planning and workplace readiness skills.

After completion of a job application committees are formed to run and organize the museum. For example, students on the Education Committee are trained to be docents.

2. All students will use technology, information and other tools

Students work with print and non-print materials to create a Powerpoint presentation.

3. All students will use critical thinking, decision-making, and problem-solving skills.

Creating the classroom exhibits necessitates measurement. Students display the objects and information for visitors. Critical thinking is a key component in an appropriate visual display.

4. All students will demonstrate self-management skills.

All students monitor their time throughout the process. All students have daily, weekly, and monthly deadlines to meet.

5. All students will apply safety principles.

Student safety is a primary concern; for example carrying pointed objects and hammering nails.

3. Describe the educational needs of students that the practice addresses. Document the assessment measures used to determine the extent to which the objectives of the practice have been met. Provide assessments and data to show how the practice met these needs.

- Part of the sixth grade program included the design of *The Cultural Museum.* This curricular change was due to district mandates.
- A Language Arts/Social Studies and Art teacher collaborated in the development and design of *The Cultural Museum.* This extended student skill beyond research.
- Students demonstrate the need for a more diversified appreciation of multicultural people and art.
- In the past, students had not had an opportunity to create three-dimensional objects inspired by the Western Hemisphere.
- Students needed to develop more effective research skills working with print and non-print resources determined through teacher observation and assessment.

Assessment:

Concrete measurements of learning objectives were measured through the following criteria:

- Student reflection sheets.
- Daily assessment on self-management rubric.
- Powerpoint presentations.
- Process display at exhibit.
- Written information about the physical geography's influence on materials and objects as created by culture and students.
- Written information citing purpose for object production.
- Individual Text panels signifying student inspiration.
- Demonstrations of the art process during the evening exhibition.
- Student docents verbalizing information.
- Poetry, activity booklets, and creative writing linking various cultures and products.
- Completed art and exhibits.

4. Describe how you would replicate the practice in another school and/or district.

This interdisciplinary approach to studying cultures involves the cooperation of many faculty and staff in a building. Using cultures, objects can be created to demonstrate the importance of people to the world. Project expectations, Powerpoint presentations, creative writing, rubrics, self/group evaluation forms, and research guides can be generated. The ultimate goal of this yearlong experience is for students to gain a well-rounded understanding of how geography, culture, art and people change and grow. Come and see our CME in action in June of 2002!