

14-9

FOUNDATION FOR BELMONT EDUCATION  
2010-2011 Learning Excellence Grants Program  
Major Grant Application (Cover Page)

Project Title: The Eric Carte Museum comes to Burbank

Amount Requested: \$2517 Start Date: Jan. 25 Completion Date: Jan. 27 + classroom time

School(s) affected: Burbank Grade(s): K-4 # of Students: 328

Project Director(s) (please list others on a separate sheet).

Name: Nicole Pond Position: Art Teacher

School: Burbank Daytime Telephone: 617-993-5500

Grade Level(s): K-4 Subject Area(s): Visual Arts

Email: npond@belmont.k12.ma.us

Name: \_\_\_\_\_ Position: \_\_\_\_\_

School: \_\_\_\_\_ Daytime Telephone: \_\_\_\_\_

Grade Level(s): \_\_\_\_\_ Subject Area(s): \_\_\_\_\_

Email: \_\_\_\_\_

2010 OCT 22 P 3:19  
BELMONT PUBLIC SCHOOLS  
OFFICE OF  
SUPERINTENDENT

Other Key Participants (provide name and school for each). all staff K-4, reading specialist  
Burbank

Participating School(s). Burbank Elementary

Do you intend to submit this proposal to other potential sponsors? NO If yes, to whom?

Signatures.

Project Director(s): Nicole R. Paul Date: 10/22/10

Date: \_\_\_\_\_

Principal(s): Christine M. Francis Date: 10/22/10

Date: \_\_\_\_\_

**FOUNDATION FOR BELMONT EDUCATION**  
**2010-2011 Learning Excellence Grants Program**  
**Major Grant Application (Project Budget)**

Funds Requested from the Foundation for Belmont Education:

Category	Amount	Basis of Computation
Purchased Services (consultants, speakers)		
<u>presentations</u>	<u>\$ 2250</u>	<u>15 sessions x \$150</u>
Supplies/Materials		<u>included in above price</u>
Books/Software/Subscriptions		
Tuition/Workshop Fees		
Equipment/Equipment Upgrades		
Printing/Copying		
Communications (Postage/Telephone)		
Other		
<u>1 night hotel</u>	<u>\$ 267</u>	<u>double occupancy room</u>
<b>Total Funds Requested from the Foundation</b>	<u><b>\$ 2517</b></u>	

**Other Support Available or Requested:** Please list all additional cash and in-kind contributions to the project. Include the source, amount and purpose of each contribution.

*\$300 will be contributed by the Burbank PTA to cover the cost of mileage and meals for the Museum educators*

**Budget Notes:** Please feel free to comment on the back of this sheet or attach supporting documents if you think it will help the Committee to evaluate your request. Examples include price lists of books or materials to be purchased, descriptions and price quotes for equipment to be purchased, etc.

The Eric Carle Museum comes to Burbank

**Project Abstract:**

The Burbank Elementary School would like to bring educators from the Eric Carle museum, located in Amherst, MA, to the school to provide students in grades K-4 with innovative, engaging, and multi-sensory activities that link literacy and the arts.

*Need it address-*The visual arts are beneficial to other forms of academia, literacy being high on the list of importance for each learner in every stage of development and for all academic learning styles. Literacy development is continually approached as a pinnacle in each child's academic development and of the utmost importance to lead to success in the academic world. Bridging the gap between the arts and literacy enables all types of learners to make connections between the disciplines.

*Major beneficiaries-*All students in grades K-4 at Burbank, as well as all classroom teachers, specialists, and the art teacher will benefit from this proposed project. Last summer, Nicole Pond, Burbank's art teacher was lucky enough to see a lecture by an educator from the Eric Carle Museum on their experience with The Whole Book Approach. The Whole Book Approach (WBA) supports critical engagement with the picture book as an art form, places emphasis on reading *with* children rather than reading *to* children, and engages the group in a collaborative experience. Developed at The Carle by Megan Lambert, Instructor of Children's Literature Programs, it is the Museum's critical framework and pedagogical method for understanding the art and design of a picture book and expanding its use as a tool for learning. Drawing upon Visual Thinking Strategies, Dialogic Reading techniques, and the child-focused discovery methods of the Reggio Emilia Approach to Early Childhood Education, it is the foundation for the Museum's book-centered programs. After seeing this lecture, one could see the opportunity for students to make interdisciplinary gains through connecting art and literacy.

*Primary objective-*The primary objective of this program is for students to learn about literacy through the arts. Eric Carle is both a revered author and an exceptional artist whose prose and illustrations appeal to readers of all grade levels. Carle's work is a fantastic example of the connection that happens between words, visuals, and illustrations within a book. He creates all of his visuals using a paste paper and collage technique, which is a direct correlation to techniques used in the art room. Through this program, students will have the opportunity to "visit" the Eric Carle museum, create artwork related to Carle, and use language and literacy skills to connect to visuals. Designed to celebrate the art of the picture

book and to encourage a connection to and appreciation of art, this workshop will develop visual and verbal literacy and support critical and creative thinking.

*Main activities proposed-* Each grade will work with Nicole Pond, Burbank's art teacher, and an educator from the Eric Carle museum. Educators from the museum will visit Burbank Elementary School and simultaneously run two full days of programs, 15 sessions total, in which every student at Burbank will be a part of. Each of the programs will run 60 minutes and allow for an educator from the museum, the classroom teacher, the art teacher and any other specialist that would like to join, to be part of the program.

Grades K-2 (9 sessions) will experience "I Am an Artist" This program engages participants in thinking about what it means to be an artist. Using Eric Carle's work as inspiration, the group will explore process, materials, and the often-asked question, "Where do ideas come from?" Connections will be made within the art room as well as the classroom once the program is completed.

Grades 3-4 (6 sessions) will experience "Hands on the Whole Book Approach" Each session includes readings of 2 picture books employing The Carle's Whole Book Approach and hands-on time exploring related art materials. The two parts of the session provide participants with picture book design and production vocabulary in order to give them the verbal tools necessary to talk about the parts of a book and how they function together to create an artistic whole. Leave-behind classroom materials help the students practice using their new tools and further engage with the rich art form of the picture book.

*Amount and proposed use of requested funds-*

Total amount requested: \$2517 as proposed by the museum outline below

\$2250 = 15 sessions x \$150 (includes art materials fees)

\$267 = approx. rate for 1 night at Hyatt Summerfield Suites Boston/Waltham double occupancy room

**\$2517 = Approx. total for programming**

There are other charges that will be included in the programming that will be funded by the Burbank PTA since they are not covered under this grant. Those charges are:

\$120 = Mileage (to be confirmed once hotel is booked and tolls calculated),

\$.50/mile approx. 240 miles round trip

\$180 = \$45 per diem to cover meals and incidentals for each educator over 2 full days

**Project Description:**

*Need-* What is the need for or the problem addressed by this project?

The idea that the visual arts can be utilized to help expand upon literacy aspect of education is significant to the developmental structure of interdisciplinary learning. Visual arts have been proven to benefit students who struggle with other areas of learning. The approach that the Eric Carle Museum takes to learning across the curriculum is one that echoes the need within our schools for students to make connections and learn in the manner that best fits their individual learning style. Students across the board can benefit from this type of teaching, regardless of their needs. Burbank students are familiar with the work of Eric Carle. The presentation gives the student's new tools to think about literacy, think about books, to think about visuals, and to think about how they are all related.

*What evidence is there to support this need?*

Classroom teachers are not always able to tailor lesson plans to the needs of the visual thinkers and learners within their classroom. Language arts and the visual arts have many similarities from sequencing to storytelling, to pre-visualization methods. The art room curriculum already utilizes multiple approaches to learning in various styles and approaches. In understanding how to use the arts as an instrument in the process of literacy development, we need to explore the idea of art as an interdisciplinary method to learning. Psychologist Howard Gardener discusses the idea that students learn through looking at and creating pictures, and they soon become able to 'read' pictures in terms of their representational meanings and create pictorial works that symbolize the referents and experiences in their world.

The implication of pictures as influential in language and literacy can be viewed throughout the earliest stages of childhood development. Watching very young children look at picture books, we can see how children learn in multiple ways. There are many ways to develop literacy using arts as a foundation. Starting at the kindergarten level, language arts can be encouraged by "developing left to right hand eye movement; sequence thoughts; use puppetry; use journals with writing and drawing" (Hume, 2000). In first grade, this expands to concepts such as how to "follow oral directions; work in sequential steps; make rhyming words; categorize objects; draw picture stories; understand care of materials". Many of the second and third grade levels include ideas such as how to "create and illustrate a sequence story; write a book; learn to observe detail and include who to write sentences about artwork and create a story and illustrate it". Older grades, such as fourth grade, include "research skills related to artists; book-making, keeping a journal; writing poetry related to artwork". These various levels illustrate the developmental stages of language and literacy through artistic means.

How the proposed project is related to current practice in the Belmont Public Schools or anticipated future directions?

In a time of MCAS testing, it is imperative that students to make connections throughout the disciplines. This proposed project allows for cross-curriculum connections to be made. In addition, it will give Burbank's teachers new ideas for

educating students with a multitude of learning needs and styles. The Belmont Public Schools strive for learning success for *all* students and this proposed project is a way for all students to feel successful in their work. It is also a way for students to make gains in their literacy and art skills.

**Goals/Objectives:-** What is the overall intent of your project? What do you hope to accomplish? Who will benefit from the project.

The goal of this Eric Carle Museum Project is for all students at the Mary Lee Burbank School to gain exposure to the Eric Carle museum and what it has to offer to our students, and in particular to its "Whole Book Approach (WBA)." Due to the museum's location in Amherst, MA, it is not feasible to take our students to the museum. By working with this outreach program, students of all ages will be working with children's author and artist Eric Carle. I hope that this grant accomplishes many things.

While the Whole Book Approach won't be a familiar concept to Burbank's Students, the means with which the students will learn of this concept are quite familiar the author and visual artist, Eric Carle. Eric Carle is an artist and author that most Burbank students have been exposed to from their earliest days. Most children can recite and recognize his work, so there is the chance for them to learn through an author they can relate to. Prior knowledge of the person behind a book's prose and visuals will make information about Carle's creative processes resonate with students and teachers alike. I would also like all of the students to be exposed to an enrichment program that allows them to think outside their normal school day and learning patterns. Many of our students will begin to think of reading, writing, and art as a whole, instead of as separate entities. In addition, students will learn about the Eric Carle museum and what it has to offer. If they are able to visit at a later date, they will be able to make connections to what they have done during this program. Lastly, this program is a great way to unite the school with a common learning theme, as the entire school will be able to experience this enrichment activity.

**Workplan-** What activities will be undertaken as part of this project? When will they take place?

The workshops will take place over two days in January 2011. All grades will be working with an education specialist from the Carle museum during art class time. Two educators from The Carle Museum will visit Burbank and will simultaneously run two full days of programming, 15 sessions total. Each program will run 60 minutes.

Grades K-2 (9 sessions) will participate in the "I Am an Artist" workshop. This program engages participants in thinking about what it means to be an artist. Using Eric Carle's work as inspiration, the group will explore process, materials, and the often-asked question, "Where do ideas come from?"

Grades 3-4 (6 sessions) will participate in the "Hands on the Whole Book Approach" workshop. Each session includes readings of two picture books employing Carle's Whole Book Approach and hands-on time exploring related art materials. The two parts of the session provide participants with picture book design and production vocabulary in order to give them the verbal tools necessary to talk about the parts of a book and how they function together to create an artistic whole. Leave-behind classroom materials help the students practice using their new tools and further engage with the rich art form of the picture book.

***Qualifications/Resources:***

Who will be the key participants in the proposed project? What roles will they play? What are their specific qualifications for these roles? What other resources are available to support the project and ensure its success?

***Workshop Presenters***

Diana MacKenzie holds a BFA in Printmaking from Syracuse University. As the Public Art Program Educator at The Eric Carle Museum since 2007, she designs and manages the drop-in programs for The Carle's Art Studio. Available to The Carle's thousands of annual visitors and open during all regular Museum hours, the Studio is also the place where Diana teaches workshops and classes that foster artistic expression and critical thinking for children and adults. Additionally, Diana has brought Studio programming for hundreds of children and families to schools, libraries and centers near and far.

Meghan Burch holds a BFA in illustration from Massachusetts College of Art and Design and has been an educator in The Carle Museum's busy Art Studio since 2003. Since joining The Carle she has developed and lead hands-on programming for thousands of children in guided tours for preschool aged students and up. Meghan has also developed and lead small and large groups professional development workshops for hundreds of parents and professionals in the education field, as well as having presented at conferences. Outreach to schools, libraries, and centers have taken her to the communities in The Carle's region as well as hundreds of miles away.

***Burbank Art Teacher***

Nicole Pond has been the art teacher at Burbank since 1999. Since then she has worked with a variety of grade levels, including middle school and within 3 of the 4 elementary schools in Belmont. Nicole holds a B.F.A. from Boston University and a M.Ed. in art education from Lesley University. She is a practicing artist and exhibits her work in the Boston area.

***Evaluation:***

How will you know if you have met your goals and objectives upon completing your project?

This type of enrichment activity will lend itself to a variety of assessment tools. Students who participate in the Carle Museum program will have a completed art project that visually shows the connections they were able to make between art and literacy. These projects will be hung around the school for the community to enjoy. Nicole Pond, Burbank's Art Teacher, will display some of these at the end of the year art show at the Belmont Gallery for Art. This will be a great way to get the word out to the rest of the community about the success of the Carle's Museum's program at Burbank.

Students and teachers will be exposed to a new way to communicate the visual arts and literacy, and from there they will be able to bring this learning back to their classroom and apply it to many academic areas. Students will also be able to make visual arts/literacy connections at home and deliver the message to their families about what they learned. Through formative and summative assessment, the art teacher will be able to see the goals and objectives of the project being met. All students will have one or more pieces to take away from this experience as well as a new way of thinking about books. In addition, teachers will come away with some innovative approaches to teaching different learners in a multitude of subjects.

***Replication and Dissemination:***

How will you share the results of your project with colleagues and the community? What prospects are there for replicating it in other classrooms and other schools in the Belmont Public Schools?

The results and benefits of this program can be shared through a variety of venues. Art projects from Burbank students can be presented through a SMARTboard presentation at future PTA meetings as well as to the Foundation for Belmont Education committee. This will be an opportunity to spread the project and the Whole Book Concept throughout the community. There will also be an exhibit of the final pieces at the Burbank Elementary School as well as at the Belmont Gallery of Art final art show. Burbank's educators and staff will be involved in the sessions running at school, so they will be exposed to the project throughout the presentations. Other elementary art teachers in the district have already expressed interest in replicating this type of project, as the benefit encompasses the entire school setting and makes a great connection through the disciplines.

**Budget:**

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**Attachments:**

Eric Carle museum website information

Schedule for proposal

Schedule for Eric Carle Museum visit

Day 1

Art Room

9-10am Kindergarten

10:15-11:15 Kindergarten

11:30-12:30 1st grade

12:30-1:35 Reset and Lunch break

1:35-2:35 Kindergarten

Music Room

9-10 3rd grade

10:15-11:15 3rd grade

11:30-12:30 1st grade

12:30-1:35 Reset and Lunch break

1:35-2:35 3rd grade

Day 2

Art Room

9-10am 1st grade

10:15-11:15 2nd grade

11:30-12:30 2nd grade

12:30-1:35 Reset and Lunch break

1:35-2:35 2nd grade

Cleanup/packup

Library

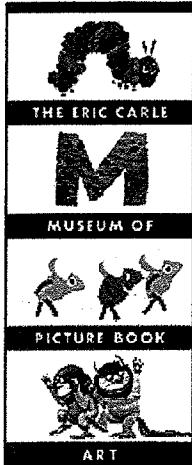
9-10 4th grade

10:15-11:15 4th grade

11:30-12:35 Reset and lunch

12:35-1:35 4th grade

Cleanup packup



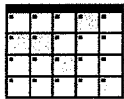
# Mission

[Our Founders](#)   [Our Books](#)

The mission of The Eric Carle Museum of Picture Book Art is to inspire, especially in children and their families, an appreciation for and an understanding of the art of the picture book. In fulfilling our mission, we aspire to build bridges to an appreciation of art of every kind and to provide an enriching, dynamic, and supportive context for the development of literacy. We deliver this mission by collecting, presenting and celebrating the art of the picture book from around the world and by providing interactive experiences and programs that are engaging and educational.



Ribbon Cutting, 2002



CALENDAR



GO SHOPPING



CONTRIBUTE



TOUR MUSEUM



SEND E-CARD

Join our E-Mail and Mailing List!

GO

Privacy by

SafeSubscribe<sup>SM</sup>

Together with his wife Barbara, Eric Carle, the renowned author and illustrator of more than 70 books, including the 1969 classic *The Very Hungry Caterpillar*, founded The Eric Carle Museum of Picture Book Art as the first full-scale museum in this country devoted to national and international picture book art, conceived and built with the aim of celebrating the art we know first. Through the exploration of images that are familiar and beloved, it is the Museum's goal to foster connections between visual and verbal literacy and to provide visitors of all ages and backgrounds with the opportunity to explore their own creativity and the confidence to appreciate and enjoy art of every kind.

The Museum's 40,000 square-foot building houses three Galleries dedicated to rotating exhibitions of picture book art from around the world; a hands-on Art Studio for creating masterpieces of one's own; an Auditorium for performances, films, and lectures; a comfortable Library for reading and storytelling; a Café serving simple and delicious fare; and a Museum Shop stocked with creative gifts and old and new picture book favorites. The Museum is located in Amherst and situated in the heart of the Five College area of Western Massachusetts where Eric Carle has lived and worked for more than 25 years.

The Museum was incorporated in January 2001 and received its non-profit status in September 2001. Since its opening on November 22, 2002, the Museum has welcomed over 416,000 visitors—including nearly 30,000 school children—held over 100 workshops and classes for caregivers, teachers and other professionals (2,000+ participants), and presented 57 exhibits in its three rotating exhibition galleries. The Museum currently has 10,400 constituents in its database, including 1,400 Annual Members.

If you have questions or would like more information about the history and mission of the Museum, please email us at [info@carlemuseum.org](mailto:info@carlemuseum.org)

To learn more about Eric Carle and his books, please visit [The Official Eric Carle Web Site](#)

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