

The logo for 'artreach toolkit' features a stylized grey icon of three figures holding hands above the text. 'artreach' is in a bold, lowercase sans-serif font, and 'toolkit' is in a lighter, lowercase sans-serif font.

artreach  
toolkit



Educational Manual

# ArtREACH Training

## Hiring Education Staff for ArtREACH

When hiring staff for the ArtREACH program, it is imperative that educators are flexible, patient and open-minded. A great artist does not necessarily make a great art “teacher”. A teacher’s attitude determines his/her success in the classroom. The most successful ArtREACH educators are those who present the curriculum in a fun manner while demonstrating a genuine concern for the students and possess excellent classroom management skills.

Successful ArtREACH educators often have previous experience with at-risk youth, have teaching experience with the applicable age group, and are comfortable with change and spontaneity. Individuals who exhibit prejudice or severe apprehension towards homeless children during the interview do not belong in ArtREACH. A successful ArtREACH educator has minimal discipline problems in their classroom and is confident handling smaller incidents.

## Suggested Training for ArtREACH Educators

The more tools an educator has, the more comfortable they will feel in the classroom setting. Because ArtREACH deals with a challenging student population, it is important to provide staff with the information they need to succeed in the program. Training should include workshops on:

- Diversity
- Mental health/emotional health issues
- How to recognize and report child abuse and neglect
- Special needs (especially ADD/ADHD and learning disabilities)
- Positive reinforcement
- How to deal with chronic absenteeism and illiteracy
- Addressing behavior Issues and student needs
- Classroom management
- Interaction with parents in transition

## Implementing Curriculum

When implementing curriculum, it is important that the educator exhibit:

- Flexibility and variation in the classroom
- Patience

The ability to address students’ needs (illiteracy, improper use of materials, short attention span, low frustration tolerance)

Keeping the students actively engaged at all times is imperative, especially in the after school setting. Students have already spent an entire day at school, and the extended day at ArtREACH can often contribute to poor behavior due to fatigue, hunger, or even boredom. Each ArtREACH teacher should have several “filler” activities that can easily fill in five to fifteen minutes of time (ex. freeze dance, theater games, puppet play, free draw time, journal writing, indoor recess, etc.)

## Classroom Management

Different educators approach classroom management from a variety of styles. Teachers might be strict, flexible, loud, quiet, monotone, excitable, and everything in between. It is important that the supervisor discuss uniform ways to deal with specific situations, while allowing educators to manage the class in their own style. However, with at-risk student populations, a higher level of structure is necessary to avoid behavior problems from escalating into severe incidents (physical altercations, students leaving the classroom, verbal altercation, etc.).

Simple ways to avoid behavioral problems:

Post classroom rules and discuss with the students

Have known consequences for infractions of the rules

Use positive reinforcement as often as possible. (Students want attention. It is better to give them your attention for positive behavior rather than negative.)

Separate disruptive students

Engage students to be helpers in the classroom

Reward with stickers or a treasure box

Giving praise for simple tasks well-done

Take a student aside and spend 5 minutes asking how their day was

Be an ACTIVE and OBSERVANT teacher

Walk around the classroom

NEVER leave students unsupervised

Display student work around the classroom

Work together with parents/case managers to address a student's needs

Always display respect for students, regardless of their behavior

Have students express their frustration in a journal

Many times, ArtREACH students may come to the program frustrated with something that happened at school, at the shelter, with their peers, on the bus, etc. Their frustration translates into poor behavior in the classroom. Sometimes, that extra five minutes to talk to them about what happened may prevent behavioral problems.

A complete disciplinary procedure should be followed to address issues that do not improve or to address severe incidents. An example of a disciplinary procedure is as follows:

Time-out

Time-out in supervisor office and note to parent

Parent/Student conference

Parent/Student/Case Manager conference

3-Day suspension from program

5-Day suspension from program

Expulsion from program

The procedure can change according to your program's needs and according to the severity of incident and the age of the child.

ArtREACH is a rewarding and exciting program. Educators have an opportunity to make a life-changing difference in a homeless child's life.

## **Art Educator Description**

**Position: Art Educator**  
**Department: Education**  
**Supervisor: Director of Education**

### **Mission of [Your Organization]**

[Mission]

### **Position Summary:**

This position is responsible for planning and implementing after school art classes for children in homeless and transitional shelter program, as well as workshops and field trips. Must manage children in a positive, enthusiastic manner. This position also implements special projects, whether grant-related or for community awareness, and helps develop curriculum and activities for classes and exhibits.

### **Job Responsibilities:**

Teach visual art and/or performing arts classes and camps  
Implement syllabus for classes  
Create examples and research artists and artistic styles used as teaching tools for classes, school and community outreach, exhibits and special workshops as needed  
Maintain assigned studio, doing inventory, restocking supplies and submitting supply requests

### **Knowledge, Skills and Abilities Required:**

BA in Art, Art Education, or the Performing Arts (Music/Theater) highly desirable  
Exceptional creativity and organizational skills  
Experience in presenting material to young audiences  
Skills in dealing with parents and young children  
Strong communication skills  
Experience developing and implementing curriculum  
Strong classroom management skills  
Team player with a can-do attitude

## **Teacher Assistant Description**

**Position:** Teacher Assistant  
**Department:** Education  
**Supervisor:** Program Coordinator

**Mission of [Your Organization]**  
[Mission]

### **Position Summary:**

This position includes the responsibilities of assisting program teachers in the classroom and off-site activities, supervising sign-in/sign-out procedures, and teaching classes as a substitute during teacher absences.

### **Job Responsibilities:**

Assisting art teachers in the classroom and off-site activities (ex. field trips), including bathroom breaks, class supervision, art projects, recess, and snack  
Logging student Sign In/Sign Out accurately  
Aiding in the transitions between class periods  
Acting as a substitute teacher when there is a teacher absence  
Greeting buses and students at drop-off and greeting parents during pick-up  
Aiding in the administration of Pretests and Posttests  
Assisting in recording inventory and filing supply requests  
Dealing one-on-one with parents for minor paper requests at pick-up

### **Knowledge, Skills and Abilities Required:**

Classroom/childcare experience  
Flexible Team Player with a positive can-do attitude  
Excellent communication skills in dealing with parents and children  
Professionalism  
Experience with At-Risk or Special needs children a plus

# Curriculum

## Creating an Arts Curriculum for the At-Risk Student

When designing curriculum for at-risk youths, several considerations need to be made in regard to their specific needs. Educators will find similar challenges between teaching students below the poverty line and teaching homeless children. Students may exhibit negative behavior for a variety of reasons:

### Stress

- Family may be in crisis
- Current or past physical/emotional/sexual abuse
- Feelings of abandonment and apathy
- Depression and mental/emotional health issues
- Malnourishment and hunger
- Lack of sleep
- Sickness or vision problems
- Frustration with academics and lack of concentration
- Instability of shelter life

Homeless students can exhibit a broad array of challenges, from higher instances of ADD/ADHD and emotional outbursts, to severe withdrawal and depressive symptoms. Many homeless students have been exposed to hardships beyond their maturity level. A child may have seen his father abuse his mother or siblings, a teen might steal so his little brother can eat, a young girl might feel responsible for her mother's addictions, or a kindergartner may physically harm other students.

For these reasons, developing a curriculum that addresses these needs and provides a means of self-expression and a respite from daily stresses is key to a student's success.

Learn more about education and homeless youths with these \*resources:

National Association for Educating Homeless Children and Youths  
[www.naehcy.org](http://www.naehcy.org)

American Art Therapy Association  
[www.arttherapy.org/atres.html](http://www.arttherapy.org/atres.html)

Child Abuse Learning Center  
[www.childhelpusa.org/resources/what-is-child-abuse](http://www.childhelpusa.org/resources/what-is-child-abuse)

National Center for Homeless Education  
[www.serve.org/nche](http://www.serve.org/nche)

*Homeless Students* by Cynthia Crosson Tower and Donna White  
National Education Association Publication

\*NOTE: Young at Art is not responsible for content on external links.

## **ArtREACH Arts Curriculum Overview**

The ArtREACH Curriculum was developed to meet these goals:

To develop arts enrichment activities which promote self-expression and a feeling of accomplishment in at-risk youth

To encourage completion of projects through self-contained month-long curriculum units made up of many two or three day projects

To celebrate each student's cultural heritage by incorporating projects which explore family roots and various world cultures

To promote an interdisciplinary approach to arts learning through a combination of visual and performing arts activities

To encourage a "green" approach to art-making by incorporating recycled art projects in the regular curriculum and to encourage creativity regardless of available resources

### **ArtREACH SUBJECT OVERVIEW**

The ArtREACH Curriculum Guide follows a nine-month schedule. Each project can take between one to four days, depending on the educator, classroom dynamics, and classroom time allowances. You can use these themes as a springboard for exciting arts projects.

Specific projects can be found from the following \*online resources:

Incredible @rtDepartment:

[www.princetonol.com/groups/iad/lessons/lessons.html](http://www.princetonol.com/groups/iad/lessons/lessons.html)

Lessons Plans Page.com

[www.lessonplanspage.com/](http://www.lessonplanspage.com/)

Multicultural Music Plans and Resources

[www.cloudnet.com/~edrbsass/edmulticult.htm#music](http://www.cloudnet.com/~edrbsass/edmulticult.htm#music)

Art Basics

[home.ipoline.com/~legends/Insatiable/artbasics/html/artbasics.html](http://home.ipoline.com/~legends/Insatiable/artbasics/html/artbasics.html)

Can Teach

[www.canteach.ca/index.html](http://www.canteach.ca/index.html)

\*NOTE: Young At Art is not responsible for content on external links.

# ArtREACH Curriculum Topic Overview

You can use these thematic topics in the visual and performing arts as a springboard to a year of fun and creativity.

## Back to the Basics

Overview: Students learn and understand the basic elements of art, including the elements of design, creating portraits and landscapes, color theory and the color wheel, value, line, shape, harmony, form, space, rhythm, proportion, etc. In the performing arts, students learn the basics of music theory, rhythm, instrument families, etc., through an exciting month of musical movement.

## Asian Arts

Overview: Students learn about the artistic styles and artists of the Far East and acquire skills to create 2D, 3D, and mixed media pieces. In the performing arts segment, students imitate Chinese theatrical styles, learn about music scales of Asian cultures, and design their own Japanese flower gardens.

## Art of the New World

Overview: Students learn about the indigenous cultures of the New World, including Native American cultures and ancient Latin American cultures. Through anthropological studies of the cultures of the New World, students learn to express contemporary culture in mixed media, sculpture, and 2D art, using the techniques of the ancient cultures of the New World. Native American oral tradition is explored in the performing arts class, with projects such as creating a Recycled Art Totem Pole, Kachina Dolls, and Buffalo Drums.

## Urban Arts

Overview: Students learn about the art forms created in contemporary urban society and create unique works of self-expression by creating eco-friendly “reverse graffiti”, a public art proposal, and creating a city skyline relief. In the performing arts class, students learn about the origins of jazz and hip hop from a historical context and build confidence through theater improvisation games.

## The Oceanic Arts

Overview: Students learn about the Oceanic Arts in terms of culture and environment, and successfully employ Oceanic Art techniques in works such as an aboriginal “X-Ray” painting, an Australia Great Barrier Reef Watercolor, Petroglyphs, and Moai Self-Portraits. Oceanic Geography in the performing arts class includes creating a sample brochure and acting out a “Tour of Australia”, making didgeridoos, and playing games using Australian vocabulary.

## Art of the African Diaspora

Overview: Students will learn the historical and cultural background of art of the African Diaspora. Using this knowledge, students will create original artwork using techniques and styles of the artists and cultures learned, including Egyptian Tomb Drawings, Kente Cloths, Haitian Metal Art, and a Mixed Media Jazz Collage. Projects such as a Charcoal Family Tree Drawing and Contemporary Hieroglyphs encourage the students to explore and share their own culture. In music class students learn about different African dance styles, such as Afropop and Highlife, and learn how to create their own positive raps. A theater exploration of the traditional stories of the African Griot further rounds out this rich cultural unit.

## Nature and Art

Overview: Students will learn how the natural world influences art and are encouraged to greater appreciate nature through the creative process with visual art projects such as a Monet-Inspired Landscape, Japanese Ink Painting, and Georgia O’Keefe Watercolor. In performing arts, students imitate a jungle environment using their voices as instruments, use movement to act out a thunderstorm, and create theater masks based on the ecosystem.

## **Pop Art**

Overview: Students will learn about the artists and movements behind the Pop Art movement and will create their own Pop-inspired works in drawing, painting, mixed media, and sculpture. Some artists covered are Wayne Theibaud, Keith Haring, and Jim Dine. In the performing arts, students learn about Mel Blanc's contribution to cartoon history, experiment with Foley sound, and work on designing their own clothing brands.

## **Artistic Styles of the Masters**

Overview: Students will learn about major periods in art history and contemporary art and will create original works in the styles of each period. Some topics covered include the Romanesque Period, contemporary Japanese Pop Art, Leonardo da Vinci, Picasso, pointillism, Pop Art, Marcel Duchamp, and the Highwaymen. Using theater improvisation, students will create their own "Masterpiece Theater" to explore famous art works, play a word game based on Shakespeare, and will play a game based on Jules Verne's Around the World in 80 Days.

# Evaluation

Evaluating the ArtREACH program is important for a variety of reasons:

- Creating a measurable demonstration of learning
- Collecting quantitative data
- Evaluating staff
- Providing objective proof of effectiveness for grant purposes
- Learning what families and students think about the program
- Evaluating what the students are learning

ArtREACH collects quantitative data through the administration of academic reading evaluations, art skills tests, and student/parent program evaluations.

## Academic Testing

The Young At Art ArtREACH program works in partnership with the Broward County School District to evaluate the students' academic progress throughout the year. Certified school board staff administers an assessment such as the WRAT (Wide-Range Achievement Test) pretest and posttest to students regularly attending the program a minimum of three months. Requirements may differ depending on your own region.

Academic testing is important in generally determining the overall effectiveness of the academic tutoring being offered in the after school program. These tests can provide quantitative information required by many grant programs targeted at improving academic performance in at-risk youth.

The school district partners involved in your after school program can help determine which tests are appropriate given the student population, region, and program requirements.

## Art Testing

Developing an objective Art Skills Pre-test and Post-test can be difficult considering the arts' inherent subjectivity. There are several methods of evaluating a child's progress in the arts. ArtREACH has developed a simple Art Pre-test/Post-test, administered when the child begins ArtREACH and then again once a child has been in the program 4-6 months. The Art Pre-test/Post-test has been simplified from a text-based multiple choice test into a picture-based test. This was changed largely due to the younger age of the students and to the limited reading skills of some ArtREACH students.

The ArtREACH Pre-test/Post-test provides both multiple-choice and open-ended questions which test on basic art concepts, art history, and vocabulary. The test covers basic color theory, portraits, landscapes, and elements of design, among other questions. Students have "improved" if they score better on the posttest.

Sample Questions Include:

- 1) Circle the Geometric Shape.
- 2) Draw a landscape.
- 3) Draw a portrait.
- 4) Circle the still life.
- 5) Use a primary color to color the ball.

## **Program Evaluation**

Parent and student evaluations of the program are valuable in assessing how families involved feel about the program. Information regarding what needs improvement, what is working, and ways to expand the program in the future can be included in the evaluations.

The ArtREACH Student Evaluation is a simplified version of the parent evaluation, with a picture-based format. The student evaluations are often conducted in class and administered every few months.