



Rhoads Elementary

James Rhoads Elementary School created a 3D ceramic pottery installation, original poetry, and original dance in their project, "MasterPeace." The project helped students explore themes of growing up, strength, and identity.

Allen M. Stearne Elementary School produced "Star Power," a musical theater production involving unique black light-responsive costumes. The project provided a hands-on opportunity for students to write and act their own stories within the Hero's Journey framework.

Swenson Arts and Technology High School combined STEM and silkscreen printmaking in "Proficient Posters and Advanced Apparel." Students integrated key math and science concepts with printmaking via original designs printed on paper and T-shirts. T-shirts were sold to support the school arts budget. As students displayed and sold their work, results included improved school climate via student ownership.

Vare-Washington Elementary School combined photography and writing in "Visual and Word Portraits: Building

Community at the Abigail Vare Elementary School." The project aimed to heal rifts between two merged school communities. Students photographed and interviewed students of different ages and ethnicities, and the portraits were compiled into a book presented by students to City Council members.

2014 Arts Organizations and Community Partners:

- 43rd Ward • All Heart Art Cart • ArcheDream for Humankind • ArtWell • Bache Martin HAS • BARETEETH Performance Crew • Brandywine Print Workshop • Brown's Shop Rite • Clay Studio • COSACOSA • Fidler HAS • Fleisher Art Memorial • Friends of Eastern State Penitentiary • Friends of Mifflin • Friends of Nebinger • Hip Hop Fundamentals • Nebinger HAS • Passyunk Square Civic Association • Philadelphia Academy of Fine Arts • Philadelphia Public Schools at Swenson • Philadelphia Zoo • PhillyU's P.U.M.P. • Society Hill Synagogue • SoLo/Germantown Civic Association • Taller Puertorriqueño • Tioga Improvement Team • University City Arts League • Via Taller Puertorriqueño • Young Audiences of NJ & SE PA

Picasso Project is funded by individuals, foundations and corporations:

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2014 PICASSO PROJECT SNAPSHOT

Picasso Project: an initiative of Public Citizens for Children and Youth

Supporting arts projects at Philadelphia public schools • Advocating for long-term increases in arts education



Girard Elementary

2014 BY THE NUMBERS:

- \$60,200** awarded
- 14** Philadelphia public schools involved: 2 high, 4 middle, 8 elementary
- 53** Teachers inspired
- 29** Arts & community partners involved
- 2,260** Volunteer hours leveraged
- 3,500** Students engaged

"Students were visibly empowered by the artistic experience."

- 2014 Teaching Artist

"This project literally opened doors for my students."

- 2014 Teacher

Our Model:

1. Teams of teachers, community organizations, and local artists design arts projects that will increase arts learning, strengthen academics, and/or improve school climate.
2. After a competitive review process, a panel chooses 15 elementary, middle, and/or high schools and awards each \$5,000 to implement the project over 12 weeks.
3. Experienced Picasso Project volunteers provide technical assistance and training to ensure projects are completed to their full potential.
4. Grantees join PCCY in advocating for arts education funding at the district, city, and state levels.

2014 PICASSO PROJECT SCHOOLS

Bache Martin Elementary School created *“Corinthian Gardens Outdoor Art.”* Students made mosaic stepping stones, small **ceramic** sculptures, signs, and garden bed tags to decorate a local community garden.

Bodine High School produced a site-specific dance performance, *“Portals to the Past/Portals to the Future.”* The research-driven performance combined **writing, visual art, costume, dance, and music** to help students connect across identity boundaries, explore their past and their future. Students presented arts advocacy essays to local and state legislators.

William Cramp Elementary School engaged in *“Conflict Resolution Theater.”* Students took **theater classes** where they learned to resolve conflicts independently, building their skills in creative writing, critical thinking, self-expression, communication, reading comprehension, and teamwork. The project was designed to **improve school climate** and decrease violence. Students and parents presented artwork to city and local legislators, and created **video Public Service Announcements** urging legislators to fund arts education.

Stephen Girard Elementary School engaged in *“Printmaking for Art Awareness and Funding”* to create and sell original **prints** and printed pencil cases, raising \$2000 for school art supplies. Students and teachers appealed to City Council members in person and by written letter for more arts education funding.

Andrew Jackson Elementary School explored diverse cultures with *“Fabrics, Flowers, Foods” murals.* The murals, installed in the school courtyard, connected the students by exploring the textile and food traditions of over 30 nationalities. Students presented a 20’x4’ **arts advocacy mural** to city and state legislators.

Fitler Academic Plus 1-8 created an *“Emerging Artists Youth Café”* to help bridge gaps between youth and adults. The project developed students’ individuality and leadership skills as students honed their craft in **spoken word, visual arts and dance** and used these media to make their voices heard.

Alexander McClure Elementary School designed and created a signature **mosaic**, *“Growing United.”* The mosaic is in the school courtyard, the location of morning entry, afternoon dismissal - and a past murder. The mural is the start of a multi-year initiative to wrap the school in art as a demonstration of the collective strength and optimism of the school community. Students wrote arts advocacy letters to City Council members and the Governor.

Thomas Mifflin Elementary School

created *“The Cinderella Project”* to tackle the subject of bullying from a multicultural perspective. Students read Cinderella tales from multiple cultures and analyzed the literary elements and underlying bullying, then created and performed their own modern Cinderella play.

George W. Nebinger Elementary

School integrated art and science in their *“Gateway to the Environment” mural* project. They used recycled materials to create public, 3D depictions of fish and other animals which are supported by their schoolyard rainforest and storm water drainage system.

Samuel Powel Elementary School integrated social studies and visual arts in *“Latin America: People & Places.”* Students worked in visual media as a complement to their classroom study of Latin America. Students presented Guatemalan-inspired **“worry dolls”** to city and state legislators, urging them to support arts education funding.



Online surveys were completed by adults at each 2014 grantee school. Over 80% of respondents said there was a positive or extremely positive impact on students in four important areas, as illustrated in the graph below.

