

## Report on Mission to Haiti Team #7, November 15-18, 2010



### **Team #7:**

Audrey Jones  
Judy Rector  
Nat Yogochoandra

### **Objectives:**

Three members of Love-for-Haiti (Nat Yogochoandra, a philanthropist from New York, Audrey Jones, an artist from Georgia, and Judy Rector, an educator from Washington) went together to introduce staff at Anis Zunuzi School to an art curriculum for the K-3 grades. They were sponsored in part by Mona Foundation, Hope is Life foundation and their own resources.

### **Training:**

On Monday, November 15th the entire staff of Anis Zunuzi School attended an introductory arts curriculum workshop. This pilot program was developed at the request of the Administrative Committee of the school, who recognized the need for visual arts program. The teachers were skeptical at first, none of them having had any experience in this field at all. But by the end of the week, they all spoke about the refreshing approach to enriching learning for students, how much fun it was, how relaxing and interesting too.



The first step was the introduction of “The Private Eye,” an integrated science/art/writing exploratory program. This program was shared as a way to demonstrate integration of curricular subjects. This project, funded by both Mona Foundation and Hope for Life Foundation , includes student jeweler’s loupes (small magnifying glasses), lanyards, a guide book and “The World in a Box,” which has sample items from nature to explore like a seahorse, an urchin, insects, a butterfly, etc. From exploration, the teachers were guided to writing about what they saw and

experienced, and then to drawing and painting enlarged versions of the items as well. There are enough loupes for three classes to use them at one time and lanyards for each one to keep them from getting broken or lost. This additional equipment for the school was greatly appreciated by the staff and will be available for any class K-12 who wishes to use them.

After the "Private Eye" experiences, all the teachers were introduced to the pilot visual arts program. The basics of teaching art and an introduction to the K-3 curriculum were then presented to all of the teachers. This was to insure understanding of what was being introduced at the primary level and what would be coming to the upper grades should the primary teachers approve the program.



From Tuesday to Thursday, November 18th twelve elementary teachers attended afternoon workshops to further explore art basics. Not knowing the involvement in arts of the staff prior to creating the program, the lessons were designed from kindergarten with the most basic of ideas. Basic art elements were introduced such as color, line, texture, shape, form and balance and reviewed at each level with more complex activities. The scope and sequence of lessons then proceed to 'Art Tells a Story', 'Art Around the World', 'An Artist's Vision', 'Perspective in Art', and 'Haitian Art' by grade level. We are very grateful to "Hope is Life" Foundation which provided most of the art consumable materials for these lessons and the workshop.



After surveying the class on the first day it was obvious that the entire staff had never had any art experience in school before, besides drawing with a pencil or crayons. They were anxious about trying anything artistic and but eagerly delved into the experiences such as painting a complete color wheel using only primary colors, mixing food colors with water to create more colors, painting a Van Gogh “Sunflowers” look-alike, and mixing moist primary colored tissue paper to create secondary colors. After ‘color’, we discussed ‘lines’, texture and the other elements of art through several experiments and additional practical lessons. Haitian artists were used as examples wherever possible to emphasize their rich artistic heritage. Teachers each created art tools and samples to help them teach in their own classes.



When we focused on learning how to draw facial features, we used Haitian artist Fritzner Alphonse as our example. He is well-known for his portraits of Haitian women and a great example to illustrate proportion. Each teacher was given laminated cards with step-by-step instructions as to how to create a balanced facial drawing. The results were amazing. For people who had never had artistic experience, they did an admirable job as students and seemed eager to take back these lessons to their classrooms.

The final day of the workshop week was spent having the teachers choose a lesson already taught to them to re-teach to the class. They also were asked to teach a new lesson of their choosing to the entire class. They had fun reviewing the old material with confidence and sharing something new that they had discovered in the grade-level notebooks. Several remarked that the mystery of "ART" had been dissolved and that they were more comfortable with the whole idea now. Some said it was the best and most useful seminar they had attended and were grateful for the experience.



Additional art experiences were given to the Anis Zunuzi kindergarten class on two separate mornings at the request of the kindergarten teacher. The class has 33 children and by breaking the class into three groups, we were able to share clay experiences (the children didn't know what it was and at first were reluctant to touch it!), a simple song about being an artist and some cutting exercises with all three groups. The children loved these activities as they were very different from what is usually done in class. Line art was introduced to a high school class at the request of one of the teachers as well. Students caught on to this right away and loved it.

Also, the Private Eye experience was taken to La Maison de Abdu'l Baha (a street boys' home) where the boys and their care-givers were delighted with the experience of Private-Eye loupe magnifiers and drawing. The next day we returned with paints and paper where they thoroughly enjoyed that experience too. None of them had ever painted before.

### **Program Procedure**

- 1) Introduce the entire staff to art concepts, the history of Haitian Arts and the importance for the growth of all students to have an integrating of arts into their curriculum (Done Nov 15, 2010)
- 2) Train the Elementary teachers K-3 with a focus in the basic elements of art (Done Nov. 16-18, 2010)
- 3) Demonstrate ways that 'art' can be integrated into other curricular areas such as writing, the social sciences, history, health and languages. (Started Nov. 15, 2010)

4) Receive short form email reports from teachers using the program lessons and evaluate them for change, material replacement needs and updates. (On-going)

4) Consult in person with teachers after three months to see how much of the program is used, what materials are still needed and work in the classrooms with teachers and students. (On-going)

5) Revisit progress of the students and staff, check on the consumable material needs again after six months. Work in the classrooms again.

6) Consult with the Administrative Committee and Primary teachers in March to see if they believe an expansion into three more grades is warranted. (done- Feb 22-Mar.2)

7) Staff advised hiring of an art specialist to work with ALL classes K-12, in basic art techniques. The focus of the program is to support national curriculum academics in all grades with creative use of art materials. Fourteen interviews were arranged and a Haitian art teacher was hired by "Love for Haiti". Working with her is Audrey Jones, who will live and work at the school for two months, introducing art projects and sharing materials with teachers who want to expand this work in their classrooms.

All the art supplies for the program and manuals containing the lessons have been organized in the library of the school. Teachers can check out what's needed from the librarian, who keeps all the other school supplies the school uses.

Visits to art studios in Port-au-Prince or classroom visits by indigenous artists of all kinds would enhance the program's viability as well. In this way, the teachers will not be inundated with too much too soon, they will feel their existing curriculum is supported and know that their best interests are being considered.

8) Assessment of the program's viability will be made at the end of this school year.

