



Agenda

DATE 9/3/13 TIME 8:22am

SERVED BY Julie Bystrom

RECEIVED BY [Signature]

ARTS COMMISSION
Monday, September 9, 2013
City Councilors' Conference Room
200 Lincoln Avenue
505-955-6707
5:00 PM

1. Call to Order
2. Roll Call
3. Approval of Agenda
4. Approval of Minutes
 - a) July 8, 2013
5. Fiscal Report
6. Presentation: ArtWorks Annual Update, Ruthanne Greeley, Partners in Education (10 minutes)
7. Report of Director
8. Action Items
 - a) Request for approval of 2013 Art Loan Renewals
 - b) Request for approval of 2013 Art Loan New Proposals
 - c) Request for approval of spring 2014 Community Gallery exhibit: "Incarnate"
9. Reports and Updates
 - a) Mayor's Awards for Excellence in the Arts
10. Event Evaluations
11. Adjourn

Persons with disabilities in need of accommodations, contact the City Clerk's office at 955-6520 five (5) working days prior to meeting date

**Index Summary of Minutes
Arts Commission
September 9, 2013**

<u>INDEX</u>	<u>ACTION TAKEN</u>	<u>PAGE(S)</u>
Cover Sheet		1
Call to Order	Call to Order by Kirk Ellis, at 5:00 pm. Meeting held in the City Councilors' Conference Room.	2
Roll Call	A quorum was declared by roll call.	2
Approval of Agenda	Ms. Sakiestewa moved to approve the agenda as presented, second by Mr. Gomez, motion carried by unanimous voice vote	2
Approval of Minutes July 8, 2013 Corrections: Page 3, Report of the Director, 3rd sentence: internal external Page 4, Community Gallery: Mr. Namingha's name to be removed as he is not on the Community Gallery Committee	Ms. Scheer moved to approve the minutes of July 8, 2013 as amended, second by Ms. Sakiestewa, motion carried by unanimous voice vote.	2-3
Fiscal Report	Informational	3
Presentation: ArtWorks Annual Update, Ruthanne Greeley, Partners in Education Exhibit B-C	Informational	3
Report of the Director	Informational, no formal action taken. Staff to follow up on SITE Santa Fe invitation with the Committee.	3
Action Items a. Request for approval of 2013 Art Loan Renewals b. Request for approval of 2013 Art Loan New Proposals c. Request for approval of spring 2014 Community Gallery Exhibit: "Incarnate"	Ms. Sakiestewa moved to approve the 2013 Art Loan Renewals, second by Ms. Scheer, motion carried by unanimous voice vote. Ms. Sakiestewa moved to approve the recommended 4 2013 Art	4

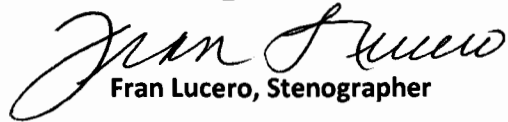
**Index Summary of Minutes
Arts Commission
September 9, 2013**

	<p>Loan New Proposals as listed, second by Mr. Lovato, motion carried by unanimous voice vote.</p> <p>Ms. Scheer moved to approve the Spring 2014 Community Gallery exhibit, "Incarnate", second by Ms. Sakiestewa, motion carried by unanimous voice vote.</p>	
<p>Reports and Updates</p> <p>a) Mayor's Awards for Excellence in the Arts</p>	Informational	4
Event Evaluations	Informational	4-5
Adjourn and Signature Page	Chair called for adjournment at 5:50 pm	5

CITY OF SANTA FE

ARTS COMMISSION

Minutes – September 9, 2013

A handwritten signature in black ink, appearing to read "Fran Lucero", written in a cursive style.

Fran Lucero, Stenographer

Draft Until Approved

Draft Until Approved

**ARTS COMMISSION
MINUTES**

**Monday, September 9, 2013
City Councilors' Conference Room
200 Lincoln Avenue
5:00 PM – 5:50 PM**

1. Call to Order

The meeting of the Arts Commission was called to order by the Chair, Kirk Ellis at 4:00 pm. Verbal roll call constituted a quorum.

2. Roll Call

Present:

Kirk Ellis, Chair
Ramona Sakiestewa
Gabe Gomez
Donna Scheer
Todd Lovato

Not Present (Excused)

Anne Pedersen
Sande Deitch
Gail Springer
Michael Namingha

Staff Present:

Debra Garcia y Griego, Director, Arts Commission
Julie Bystrom, Staff Liaison

Others Present:

Ruthanne Greeley, Partners in Education
Fran Lucero, Stenographer

3. Approval of Agenda

Ms. Sakiestewa moved to approve the agenda as presented, second by Mr. Gomez, motion carried by unanimous voice vote.

4. Approval of Minutes

a) July 8, 2013

**Corrections: Page 3, Report of the Director, 3rd sentence: ~~internal~~ external
Page 4, Community Gallery: Mr. Namingha's name to be removed as he is not on the Community Gallery Committee**

Ms. Scheer moved to approve the minutes of July 8, 2013 as amended, second by Ms. Sakiestewa, motion carried by unanimous voice vote.

5. Fiscal Report

1st 2 months of the FY, -8.60%. (Exhibit A)

6. Presentation: ArtWorks Annual Update, Ruthanne Greeley, Partners in Education (10 minutes)

Ms. Greeley: ArtWorks began in 2001 and was created by the Arts Commission. There are 7 teaching artists participating in this program. The 2012-2013 ArtWorks Teaching Faculty are: Oliver Prezant, artistic advisor, musician/conductor, Jennifer Alexander, visual artist/filmmaker, Wendy Chapin, theater arts, Charles Gamble, theater arts, Gregory Gutin, musician/visual artist, Joan Logghe, Poet and Kathryn Mark, dancer.

This program has been very popular with teachers and is now offered K thru 6. The program is based on longitudinal tracking which is tracking from kindergarten thru 6th grade. Ms. Greeley made reference to a handout from UNM Department of Economics who is doing the data assessment for this program. The handout (Exhibit B) addresses feedback from Nava faculty about ArtWorks with the UNM Nava Elementary School Focus Group Report. Ms. Greeley talked about the use of art to teach in other courses besides art classes. ArtWorks: Art Resources Calendar 13-14 School Year was also provided as a reference. (Exhibit C) All the teachers at Nava are trained this year. Future goal is to earmark a school and get them trained in order for the ArtWorks program to grow.

Ms. Sakiestewa echoed that the value of training every teacher creates a success record for this program. It was noted that the proceeds from the Artist Table supports ArtWorks.

7. Report of Director

UNESCO Report – the visit was successful. We received an invitation to participate in their festival. A call for Artist was sent out and Ms. Francey Parker will represent Santa Fe.

Councilors Wurzbarger and Councilor Ives will travel to Bologna next week. Councilor Ives will also travel to Beijing to follow up on the Mayors Summit.

Job Description for the Planner Position will now include more of the National work.

Part time Administrative position has now been combined with the Convention and Visitor Bureau and will be focused on financial responsibilities and will be a shared position.

Site Santa Fe has extended an invitation to visit either on a Thursday or Friday. The Board is interested in attending. Ms. Garcia y Griego will coordinate.

8. Action Items

a) Request for approval of 2013 Art Loan Renewals

All artists were contacted who have art on loan. (Exhibit D) describes the art on loan pieces and the recommendation is to approve the list as presented.

Ms. Sakiestewa moved to approve the 2013 Art Loan Renewals, second by Ms. Scheer, motion carried by unanimous voice vote.

b) Request for approval of 2013 Art Loan New Proposals

Art in Public Places presents the following 4 pieces for the Boards consideration. (Exhibit E)

“Above as Below”

“She Loves Me”

“My Paper Airplane”

“The Lizard”

Ms. Sakiestewa moved to approve the recommended 4 2013 Art Loan New Proposals as listed, second by Mr. Lovato, motion carried by unanimous voice vote.

c) Request for approval of spring 2014 Community Gallery exhibit: “Incarnate”

Ms. Scheer moved to approve the Spring 2014 Community Gallery exhibit, “Incarnate”, second by Ms. Sakiestewa, motion carried by unanimous voice vote.

9. Reports and Updates

a) Mayor’s Awards for Excellence in the Arts

“Accolades” will not be opening on the 17th due to the renovations taking place at the Gallery.

October 10th is the Mayor’s Awards at the Santa Fe Convention Center. Ms. Garcia y Griego asked the Board to arrive early the night of the Mayor’s Awards to guide guests in to the ballroom.

10. Event Evaluations

Ramona Sakiestewa – Architecturing the O’Keefe Show which will travel from the O’Keefe to the Herd Museum. Indian Market.

Donna Scheer – Santa Fe Playhouse and Warehouse 21 productions. Desert Chorale at the Cathedral, stunning performance – Americana. Indian Market.

Kirk Ellis – Indian Market. Museum of Contemporary Indian Art. [Ceramic Boom boxes] Making Spaces presentation at CCA with two artist’s that collaborated.

Americana Concert at the Cathedral and Susan Graham – Romance to Requiem, Kite Exhibit at the Museum of Folk Art.

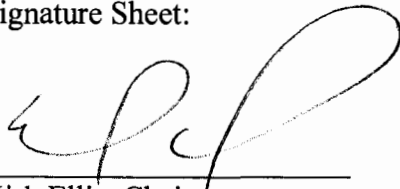
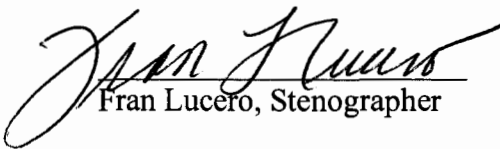
Gabe Gomez – Site Santa Fe – Celaya the Pearl, multi-media and it was just great. Indian Market.

Todd Lovato – Bandstand wrapped up successfully. Aspen Santa Fe Ballet, Program B was good. Progressive Arts Festival will take place this Sunday.

11. Adjourn

There being no further business to come before the Santa Fe Arts Commission, the meeting was adjourned at 5:50 pm.

Signature Sheet:


Kirk Ellis, Chair
Fran Lucero, Stenographer

NEW MEXICO

Italian Film & Culture Festival

SANTA FE SPONSORSHIP OPPORTUNITIES & AGREEMENT

Please check one

An evening event in Santa Fe on February 9, 2014

(Italian film followed by dinner)

Please visit our website: <http://www.italianfilmfestsf.org/>

☐ *Amici del Festival di Santa Fe (\$100)*, which will be an evening event, held on February 9, 2014 in Santa Fe. Your organization's name and logo will be on the Santa Fe Evening Event Brochure and website at <http://www.italianfilmfestsf.org/> under "Sponsors" button.

☐ (\$50) your organization's name and logo will be on the Santa Fe Evening Event Brochure.

☐ (\$25) your name will be on the Santa Fe Evening Event Brochure.

GRAZIE!

NAME EXACTLY AS YOU WISH IT TO BE LISTED: _____

ADDRESS: _____

TELEPHONE: _____

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CONTACT TO OBTAIN YOUR LOGO: _____

or email your logo to: SantaFe@italianfilmfestsf.org

SIGNATURE: _____

DATE: _____

_____ Pd. By Check (checks payable to Italian Festivals of New Mexico and mail your form and check to address below)

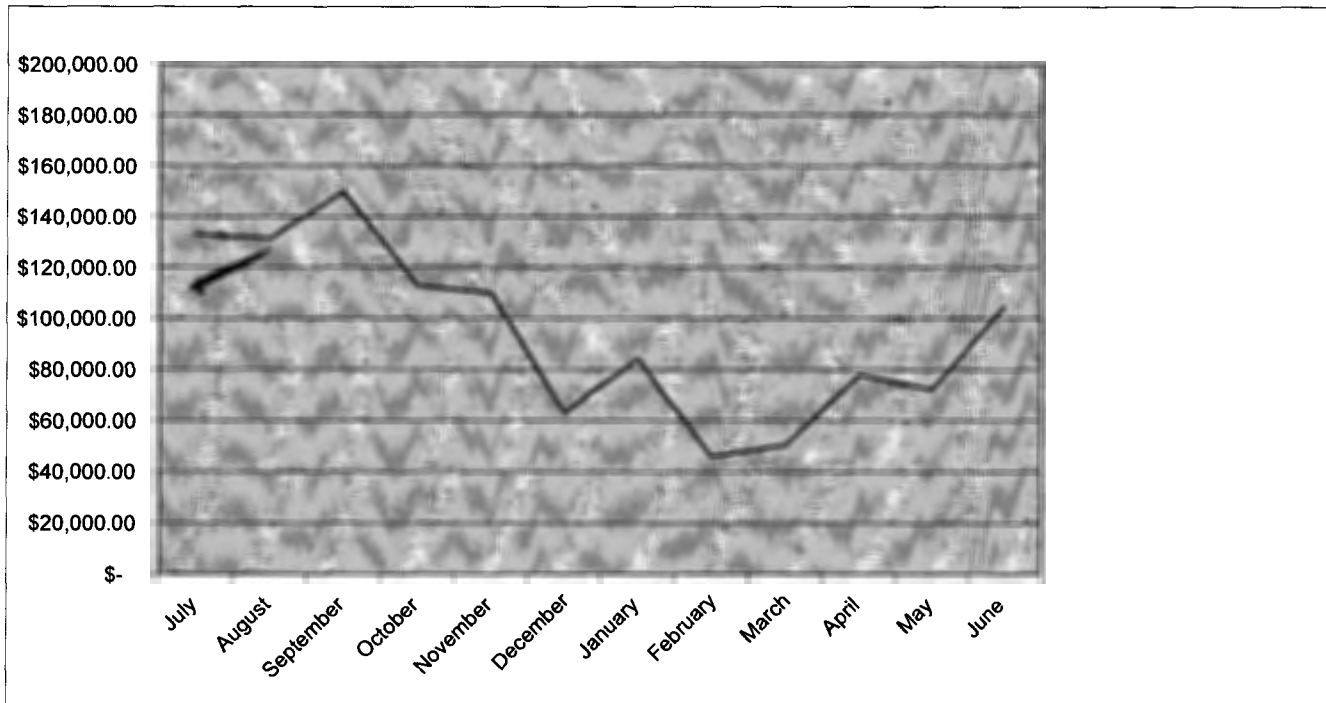
ITALIAN FESTIVALS OF NEW MEXICO
THE 2014 NM ITALIAN FILM & CULTURE FESTIVAL
28 ESTRELLA VISTA DR.
TIJERAS, NM 87059-8161
Email: info@italianfilmfest.org

A benefit for UNM Children's Hospital

1 % Lodger's Tax Report - August 2013

<u>2012-2013</u>	<u>Transferred to 2112</u>	<u>2013-2014Outlook</u>	<u>Transferred to 2112</u>	
July	\$ 132,933.64	July	\$ 114,736.38	-13.69%
August	\$ 131,375.71	August	\$ 126,846.71	-3.45%
September	\$ 149,715.31	September		-100.00%
October	\$ 112,787.82	October		-100.00%
November	\$ 110,089.73	November		-100.00%
December	\$ 62,950.11	December		-100.00%
January	\$ 83,993.87	January		-100.00%
February	\$ 45,957.24	February		-100.00%
March	\$ 50,487.22	March		-100.00%
April	\$ 77,690.05	April		-100.00%
May	\$ 72,205.61	May		-100.00%
June	\$ 104,489.88	June		-100.00%
Total	\$ 1,134,676.19	Total	\$ 241,583.09	
Total Same time last year		\$ 264,309.35	Current Total	\$ 241,583.09

% Comparison of total current vs total previous same time -8.60%



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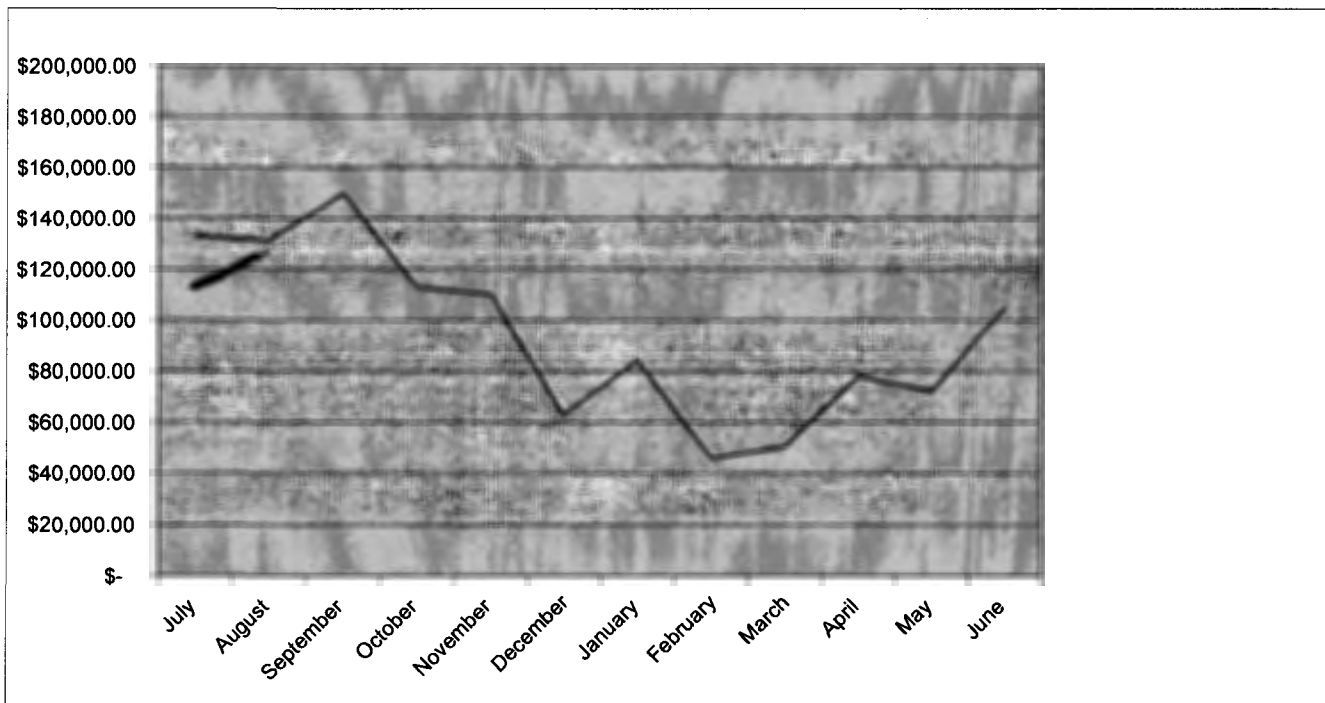


Exhibit A

Exhibit A



To: Kristin Watson
From: Melissa Binder
RE: Nava Elementary School Focus Group Report
On: May 6, 2013

Economics MA student Laura Robison conducted two focus groups with Nava Elementary School teachers on April 18 and April 25, 2013. Economics major Emma Grazier took notes. The following report consists of summaries of each focus group discussion, followed by a record of teacher comments.

Focus groups are an excellent way to elicit feedback. The group setting encourages a discussion that is unlikely to emerge in one-on-one interviews. At the same time, it is difficult to assess whether all participants share in the ideas that emerge. The discussion about working with the ArtWorks instructors illustrates this point. Teachers in the second focus group mentioned getting to know the artist in advance of the instruction as an advantage. But in the first focus group, there seemed to be a consensus that the pre-meeting was not useful. Which is simply to say that the focus groups serve to raise issues that ArtWorks may want to explore further.

Exhibit B

FOCUS GROUP SUMMARIES

FOCUS GROUP 1—The first focus group included seven teachers and took place at Nava Elementary on April 18, 2013. The opinions and suggestions provided by the panel of teacher are summarized in the following subcategories:

Impacts and results of the ArtWorks program on students:

The consensus among the teachers in the panel was that the ArtWorks program has had nothing but a positive impact on the students at Nava. The program offers teachers a way to bring creativity back into the classroom. Their students are learning important concepts and problem solving skills without the use of traditional textbooks or worksheets. The ArtWorks approach improves creativity, flexibility, memory, and vocabulary. Artworks encourages the use of higher level thinking; students at Nava are not just memorizing and regurgitating information taught by ArtWorks instructors, they are synthesizing the information. Teachers have also found that their students are applying the information and thinking strategies taught during ArtWorks to lessons outside of ArtWorks.

For students who are English Language Learners (ELLs), the ArtWorks program is proving to be a good way to gain exposure to English. The teachers at Nava were concerned at first that the ArtWorks instructors would not teach in Spanish, but now they believe that the program is engaging enough that the ELLs benefit even without instruction in Spanish. The ArtWorks staff is very good about presenting and reviewing the vocabulary, which causes the students to stick with using the new vocabulary themselves. ArtWorks is important, because it allows ELL students an outlet for self-expression at school. The teachers have noticed an improvement in ELL student risk taking since the beginning of the year; the students are less shy and more likely to participate.

The teachers in the panel attested many times that field trips are a huge part of how ArtWorks benefits their students. Children at Nava are not very likely to be exposed to art by their own families, so field trips are quite effective in expanding their horizons. Field trips also serve to increase parental involvement, because many parents know that the trips are fun, so they volunteer to be chaperones. The panel noted a general improvement in parental involvement in the past year, which may have been at least partly a byproduct of ArtWorks.

Impact of the ArtWorks program on teaching styles and practices:

One of the keywords the panel used to describe the impact ArtWorks has had on their teaching practices was “revitalization”. One teacher stated that ArtWorks was revitalizing himself as a teacher and revitalizing his curriculum. With the onset of state-mandated curriculum, arts education has slowly become less and less accessible for teachers at Nava. Instead, they rely on worksheets and textbooks to teach their students. With the support of ArtWorks, the teachers are now comfortable with incorporating art back into some areas of the curriculum. One member of the panel described the process as creativity coming back to the classroom and allowing teachers to go back to the teaching styles of twenty years ago.

Other panel members discussed how the relaxed and experimental teaching styles the ArtWorks instructors use have influenced their own teaching. One teacher admitted to being of the “old school” mindset, where there is a “right” answer and a “wrong” answer. This teacher stated that watching the ArtWorks instructor interact with her students has made her resolve to be more open to all different kinds of answers from her students. Students in her class are now more empowered to express themselves without being afraid of having the “wrong” answer. Instead of just telling her students that they are incorrect, she asks them to *explain* why they have come to the incorrect answer. Usually, in the process of explaining their logic, the students discover the correct answer. This provides a deeper understanding of the material. Through exposure to the teaching techniques of ArtWorks, teachers at Nava have learned to ask their students to explain their thought processes, instead of just assuming the students do not know the correct answer to a question.

Movement and music are also important ways that ArtWorks has influenced the teachers at Nava. Incorporating movement into lessons helps the students focus on what they are learning. One of the panel members appreciated how ArtWorks has changed up his normally sedentary classroom environment and made it more exciting for the students. Other panel members claimed that they now try to incorporate music into their lessons as well. They found that music helps their students retain information much better than reading and writing alone.

Teacher opinions on the impact of the ArtWorks professional development and support:

When asked about the professional development provided by ArtWorks, the panel members widely concurred that the professional development day is both fun and emotionally

draining. They are not sure if their staff is the only school that takes the training to an extreme, but they all find the day extremely powerful and emotional. One panel member says that she didn't realize the professional development was going to be based on her own experiences and problems. Instead she thought it was going to be about how to accommodate the ArtWorks teacher into her classroom. She was pleasantly surprised that the training made the teachers into students and persuaded them to discover how art can be reflected in their own lives.

Teacher concerns, criticisms, and suggestions:

The panel members stressed that their criticisms are mostly about the logistical aspects of ArtWorks, and they have very little criticism about the actual classroom instruction. A list of their criticisms are as follows:

1. One of the panel members expressed discontent with the ArtWorks policy that students are allowed to opt out of sharing their feelings if they don't want to do so. The teachers do not want to have to step in, cut off the ArtWorks instructor, and be the "bad guy", but they'd really like to eliminate the opt-out policy. Teachers feel that all students need an outlet to express themselves, and thus everyone needs to participate. Students of that age *will* take the opportunity to opt out just to fit in or be "cool". Participation should be required by the ArtWorks instructor, especially so that the classroom teacher doesn't have to intervene.
2. The teachers in the panel wanted the ArtWorks instructors to understand the time constraints they face. They said that the difference between the professional development and the preparation before the actual lesson is large. The teachers feel like they're not really being helpful to the ArtWorks instructors. They feel like their time constraints don't allow for much teacher input. The problem is not that the ArtWorks instructors don't allow for teacher input, but that the teachers feel they don't have adequate time to give that input. They find the pre-meeting to be the least effective. Perhaps instead of meeting, the details of the next lesson plan could be sent to the teachers via email. That way, the teachers could find their own time to devote to going through the lesson plan, and then respond to the ArtWorks instructor with suggestions. The pre-meeting conversation doesn't necessarily need to happen face-to-face. However, the post-meeting should be face-to-face, because the teachers find the phone call to be short and ineffective.

3. The panel members expressed frustration in ordering buses for the ArtWorks field trips. Only a limited number of buses are available, and booking them is a hassle. They suggested that ArtWorks look into getting their own bus for field trip purposes, or perhaps utilizing the city bus.
4. The panel brought up the possibility of ArtWorks acquiring a physical space at Nava, such as a classroom or portable. They thought that since Nava is an official ArtWorks school, it would be appropriate and efficient for ArtWorks to have its own space at their school.
5. Another concern was the difficulty for Nava students to see their artwork at the Art Show downtown. The show would have been a wonderful opportunity for the kids to see their art in a gallery, but many of the parents could not make it during the showtime. Many of Nava's families work multiple jobs at odd hours of the day. Possible solutions to this problem would be to have the Art Show open for a longer period of time, to bus the children to the show during school time, or to have the Art Show at the school. The last option seemed the best to the panel, because the neighborhood families are comfortable at the school and would have been more likely to attend.
6. Finally, the panel requested to be given copies of the literature used in the ArtWorks lessons. This way, they could refer back to the books and lessons at different points in their own lessons.

FOCUS GROUP 2—The second focus group, conducted on April 25, 2013, included nine teachers. Many of the opinions and concerns voiced by Panel #2 are similar to those of Panel #1. Both panels offered many of the same praises of the ArtWorks program. Panel #2 offered more, and slightly different criticisms than Panel #1. The most notable differences are summarized in the subcategories below:

Impacts and results of the ArtWorks program on students:

The opportunities that ArtWorks provides to the students at Nava (trips to the Opera, for example) open their eyes to new experiences and plant a seed for later on in their lives. One teacher explained that even if young boys in her class find the Opera boring at age seven, the exposure to this art form when they are young will benefit them in the future when they may be more interested. ArtWorks allows students who may have limited means at home to expand their horizons with new and different experiences. Field trips and classroom time with the teaching artist help students break down walls of vulnerability and step outside of their comfort zones.

Many of the teachers in Panel #2 worked with students who were either English Language Learners, ADD/ADHD, or special needs. The consensus among the teachers was that ArtWorks allows special needs students to stand on a more level playing field with the rest of the students. One teacher explained that some of her special needs students struggle with academics, but are very talented artists. ArtWorks makes them proud of their talents and generally less frustrated with themselves. Teachers also see special needs students blossom during the performance-based portions of ArtWorks. ELL students find performing engaging, despite the language barrier. Perhaps they cannot understand all of the words, but the ELLs still pick up on the context of the story, which is great for learning! Finally, teachers found that their special needs students really grew through learning about poetry. The poetry genre is not as constricting as learning the precise grammar of English, so the ELL students felt more free to express themselves through poetry.

Teacher opinions on the impact of the ArtWorks professional development program:

The teachers in Panel #2 viewed the ArtWorks professional development as a wonderful opportunity to team-build and learn meaningful things about other teachers. This opportunity is not necessarily provided by traditional professional development. The teachers appreciate the opportunity to get to know the artists before they come into the classroom and work with the students. The experience taught the teachers how to set the scene for ArtWorks in their classroom.

On a separate note, the teachers in Panel #2 found that this year's professional development was not as intense as in previous years. They miss the cathartic feel of the old

professional development. They enjoyed the closeness and emotional environment that was created through expressing heartfelt thoughts.

Teacher concerns, criticisms, and suggestions *solely from Panel #2:*

1. Many of the teachers expressed concern about having two different artists working with their classes in the same month. Spreading out the schedules for artists would be much more conducive to teacher sanity. Also, teachers find that their students will bond very well to the first artist who comes to their class, but that building rapport with a second artist is much more difficult.
2. Along the same lines, some teachers expressed desire to work with the same artist over many years. This would improve continuity from year to year, allowing the teacher and artist to develop a better working relationship and thus build stronger and more detailed lesson plans. One teacher who *had* worked with the same artist for a few years said that she had a great experience. Additionally, the teachers wondered if they could be provided biographies of each of the artists and then be able to choose which artist to have in their classroom. This would also assist in providing a better experience by pairing each classroom with an artist best-suited to the needs of the teacher and students.
3. Some teachers suggested that ArtWorks hold the age levels and attention spans of students in a higher regard. For example, one teacher found that her first grade class simply could not sit still for long enough during the hour and a half lesson. However, they can focus for longer periods of time if they are working on a hands-on art project. Maybe each artist should work solely with one age group to prevent over- or under-estimation of students' skill levels. Also, perhaps the time limit on an activity should be run by the teacher to make sure the students can handle paying attention for that amount of time.
4. One teacher expressed frustration that the ArtWorks artist attempted to teach a math concept to her students in a different way than the teacher herself presented the concept. This made the students very confused. ArtWorks artists should make sure to ask teachers if there is a specific way to present material during the pre-meeting.
5. The electronic survey sent to the teachers by ArtWorks has been neglected by some due to lack of time. A paper survey would be a better option because the teachers could not forget about it so easily.

6. Finally, the teachers in Panel #2 wondered if ArtWorks could start earlier in the school year so that they could incorporate it into Nava's Open House. This could increase parental knowledge about ArtWorks and involvement at the school. Also, perhaps ArtWorks could create an informational pamphlet to send home with the students to increase parental awareness.

Main areas of criticism voiced by both *Panel #1 and Panel #2*:

1. Bus transportation was a huge area of criticism from both panels. The teachers find that acquiring school buses is a big challenge, and they have very little time to spend scheduling buses. Some teachers have had to change the dates for field trips just because buses are not available, which can be especially unfortunate if the destination is some sort of one-time performance. Walking field trips, especially during the winter, are not a good option in lieu of a bus. Many of the students cannot handle the dangers of walking field trips, so teachers have had to recruit parents to drive instead. If ArtWorks were to purchase their own form of transportation, the burdens on teachers would be significantly decreased.
2. The other criticism commonly raised by both panels was about the exhibition of the students' art at a gallery. The teachers expressed dismay that many of the students and parents did not have the opportunity to attend. Opening the gallery for longer hours, incorporating the gallery viewing into a different field trip, providing transportation for both students and parents, and moving the exhibition back to Nava Elementary were all common solutions suggested to fix the problem. The teachers said that as long as the exhibit was accessible to parents, any event showcasing student art would be a huge draw for the community!

In spite of these criticisms, the teachers in the panels seemed to have a very positive opinion of the ArtWorks program. The teaching artists were described as ready, professional, eager, personable, and passionate. The program itself was described as revitalizing, exciting, creative and engaging.

NOTES FROM FIRST FOCUS GROUP

Do you believe art in school impacts students? How so? Has ArtWorks influenced your view?

- Yes. Absolutely, art has an impact. Monolingual Spanish speakers, previously not exposed to any sort of art - their views are expanded.
- Teacher is so thankful. Kids are taking risks more than they would at beginning of year. Maybe not able to understand artist completely, but the kids are able to express themselves. ArtWorks instructor didn't use Spanish, but the kids responded to the music.
- Bringing kids/teachers out of their shells.
- **Revitalizing** himself as a teacher and **revitalizing** his curriculum. Art went out the window with state-mandated curriculum. More beneficial than worksheets/textbooks. Staff is now comfortable with incorporating art into other areas of curriculum. Going back to the teaching styles of 20 years ago.
- Creativity is coming back. Art and music *are* an important part of academics.

Has ArtWorks changed your teaching style/practices? If so, in what way(s)?

- Teachers taking the themes of the ArtWorks projects and extending them into other classroom time. Applying the techniques the artists used in class.
- Incorporating movement into lessons. Helps kids focus on what they are learning.
- Music helps kids retain a lot more in their memories.
- A self-classified "old school" teacher usually encourages kids to look for "the right" answer, but ArtWorks helps her encourage them to explore all different kinds of answers. Students are empowered to express themselves w/o being afraid of having the wrong answer. Kids *give reasons* for why they have an answer or idea. Kids encouraged to *explain*.
- Difference between right and wrong important, but she's grown in her attitude toward giving kids the power to express themselves. When is it time to correct kids? Do kids still get away with too much? Can you support them but say their answer is still wrong?
- Taught teachers to remind themselves to go back and talk about why a kid would have a wrong answer. Talking about it leads kids to find the correct answer themselves. You

have to ask the kids where they're minds are, not just assume they don't know what's going on.

- Example conversation: "The sky is red." No. "Yeah, when the sun goes down it's red. Oh, you've got me there."
- The kids get good feedback from the art teachers.

What do you feel the overall impact of the ArtWorks program has been at Nava?

- Improving creativity, flexibility in both students and teachers.
- Kids get problem solving skills as opposed to textbooks/worksheets.
- Identifying geometric shapes, lines of symmetry, but doing this by learning themselves, not being told by worksheets.
- Better memory recall.
- Encouraging higher level thinking, not regurgitating info. Synthesizing info.
- Increases in vocabulary. If one kid can't think of the word, another kid will remember. *Using vocabulary.*
- Trips an important part for kids who might not get the chance to go otherwise.

What results have you seen from this program?

- This question was not asked, as it was mostly answered in previous questions.

What do you think students have gained from this program?

- This question was not asked, as it was mostly answered in previous questions.

How has the ArtWorks program impacted English Language Learners (ELL students) and students who may be struggling in your classroom?

- Use vocabulary presented by the ArtWorks staff well. Staff is good about using/reviewing/presenting/wrapping up the vocabulary. Helps the kids stick to using the vocabulary.
- Teachers at first concerned about no Spanish speaking ArtWorks staff, but now it seems that it's a good way to gain exposure to English.

- ELLs if given an opportunity not to participate, won't. ArtWorks staff should not tell the kids if they don't want to share they don't have to. They need the outlet to express themselves. They need to not have an opt-out. Teacher doesn't want to stop the ArtWorks teacher's flow. Kids *will* take the opportunity to opt out. Teachers don't want to have to step in and be the bad guy. Everyone participates and everyone is gonna have fun.
- Another teacher did not have this problem in her classroom. The program is so engaging that most kids really do want to participate.
- Teachers validate the kids' opinions :)
- Mrs. Romero wants to see the video they made about her class.

Do you feel that ArtWorks provides beneficial professional development and support?

Please elaborate.

- Professional development is fun and emotionally draining.
- At the end of the day, you come out and you need a therapist. Maybe it's just our staff that takes it to an extreme. VERY EMOTIONAL.
- Very powerful. You have to go in prepared to open up.
- One teacher didn't realize the professional development was going to be based on her own experiences and problems. Thought it was going to be about how to accommodate the ArtWorks teacher. Made them be the students. Discovered how art could be reflected in their own lives through symbolism.
- Difference between professional development and the prep before the actual lesson is really different. Follow up phone call is also very short. Teacher feels like they're not really being helpful to the ArtWorks instructor. Not much teacher input. Not that the ArtWorks instructors don't allow it, but there is a lot of time constraint.
- It's a time restriction on the teacher's part. Hard to have the time to go through the lesson plans with the ArtWorks instructor to the teacher's satisfaction. Feels like they're going through the motions. Don't want to make the ArtWorks instructors feel like the teachers don't care. Can't give the ArtWorks teachers the time they deserve.
- Teachers want more time to give more to the ArtWorks teachers. Not enough time. Teachers don't have the time to give. Feel bad about looking at the clock.

- Just want an understanding from the ArtWorks staff that they are not trying to blow them off.
- Perhaps ArtWorks is not understanding of Nava's population: They needed a bus to come pick up the kids for the Art Show, because the parents of Nava's kids don't have the time or incentives to take their kids to an art show. The one teacher was one of 2 parents to show up.
- Alternatively, the Art Show needs to be scheduled for a longer period of time. Would have been a wonderful opportunity for the kids to see their art in a gallery. The families don't have a good enough background in art to appreciate it. Most parents don't have traditional 8-5 jobs. Can't take time off of a night shift to bring their kids down.
- Having the Art Show at the school also seems like a really great idea. Would be a comfort thing for the parents. Would help bridge the gap of the **parent participation component**. Also if you offer to feed the parents, they will come.

What aspects of the ArtWorks program do you feel are most effective? Least effective?

Why?

- Field trips are the most effective. Kids don't previously have the exposure to the places that we visit.
- Least effective are the follow-up meetings. Once again, the time factor is a concern.
- Other teacher thinks the pre-meeting is the least effective. You can't really problem solve what could or may not happen. May be better if the details were sent to the teachers in an email before the pre-meeting. Conversation doesn't necessarily need to be face-to-face. Post-meeting should be face-to-face.
- Hard to imagine "least effective" with regards to the kids' experience, because it all comes together in some way. The pre-visit for the kids works really well.
- Loves that ArtWorks incorporates all kinds of intelligences. Gives all kids an opportunity to express themselves in a non-standard format.

What difficulties have you come across in your work with the ArtWorks program?

Please explain why you found ____ difficult.

- Time constraints.

- Getting the buses for the trips. Always a headache. Would be cool if ArtWorks had their own bus. Teachers have to usurp buses from other teachers and it is very hard to schedule buses.
- The only aspects of ArtWorks that are difficult are the logistical aspects.
- Would love to see ArtWorks happen every quarter.
- Look into utilizing the city bus?
- Teachers would like an ArtWorks classroom or portable at the school. A designated space for ArtWorks would be great. Wouldn't have to truck their supplies everywhere.
- Great if teachers could get copies of the literature the ArtWorks instructors use for future use in their classrooms.

Has ArtWorks increased the level of parent and community support at Nava? How so?

- Parents always want to go on field trips.
- Parents' interest has increased in general at Nava. General improvement in parental involvement over the past year, but this is not necessarily ArtWorks based.
- Kids get very excited for ArtWorks, though. Attendance? You say ArtWorks and 5, 6 year olds know what that means.

What changes would you make to the program?

- This question was not asked, as it was mostly answered in previous questions.

Is there anything else we haven't discussed yet that you think is important for ArtWorks to know about as planning for next year begins?

- This question was not asked, as it was mostly answered in previous questions.

NOTES FROM SECOND FOCUS GROUP

Do you believe art in school impacts students? How so? Has ArtWorks influenced your view?

- YES. Early childhood is super visual in learning. Also kinesthetic. Art offers young kids an outlet for this.
- A lot of stuff is foreign to the kids, like Opera, but it **plants a seed** for later on in their lives. Planting the seed is a wonderful thing to do. New experience.
- Art is another tool to help keep the kids engaged in school. Hands on. Helps them to remember what they've learned as well.
- Big opening to a different world the kids have never seen before.
- One teacher has a special needs class - math, writing, reading is such a struggle for her students. Some of those students are really strong artists and ArtWorks makes them feel great. Less frustrated with themselves. They can be proud of their talents.
- Professional artist is great at bonding with the kids. Different than the school art teacher. Way different experience than doing worksheets, raising hands. Breaks down walls of vulnerability.
- Kids find their own voice through the performance portion of ArtWorks. The students blossom through performing.
- Kids always want to talk and write about what they've learned afterwards. Eager.
- Students start thinking in a more abstract mode. Stepping outside of their mental boxes. Helps with problem solving and interpretation.
- Geometric shape activity comes up again! This activity takes the facts of math and makes it into art. A different voice, view, way of presenting that hooked the kids. (Miss Katherine is the Artist mentioned) Activity also helped them with learning math through stories.

Has ArtWorks changed your teaching style/practices? If so, in what way(s)?

- ArtWorks gives the teacher permission to use art in the classroom. The teacher learned that there are other ways to teach, while still staying true to the curriculum.
- More fun, playful. Ties the classroom together. Builds a community. Lightens up the classroom.

- It's always nice when you get to collaborate with a different teacher. The ArtWorks teacher allows the children to have a lot more freedom than the teacher is usually comfortable with. Nice to have that new experience.
- ArtWorks teacher gets to be fun and energetic because they only interact with the kids for an hour.
- So much that needs to be done in the core curriculum, it feels like you can't add art. But art is actually not extra. ArtWorks helps put the learning together.

What do you feel the overall impact of the ArtWorks program has been at Nava? What results have you seen from this program?

- Answers to this question were given by the panel in relation to the first question.

What do you think students have gained from this program?

- Students learn to express themselves in different ways.
- Students feel successful in disciplines other than just academics.

How has the ArtWorks program impacted English Language Learners (ELL students) and students who may be struggling in your classroom?

- Working with a Poet and seeing someone read poetry - The kids that didn't feel comfortable with English actually really blossomed. Poetry genre is not so constricting. They feel more free to express themselves.
- Acting out stories was really good for ELLs. Maybe they can't understand all the words, but they still understand the context of story.
- Special ed. children get the chance to be on level playing field with all the other children.
- ADD/ADHD children - Arts is not an issue for these kids. Anyone can do art. The kids still feel successful and accomplished.
- Artwork, going to museum, working with a poet - so much rich vocabulary and language that kids wouldn't be exposed to as well in everyday language and conversation. Kids learn more language that they can use to describe the world around them. The kids also manage to hold on to this language after the lesson.

Do you feel that ArtWorks provides beneficial professional development and support?

Please elaborate.

- Professional development is really great because teachers get to know the artists before they come work with their kids.
- Teachers learn to participate in the same way their students will.
- Activity where the whole staff came together to create art - this was a wonderful opportunity to team-build and get to know other teachers. Startling and delightful to learn meaningful things about fellow teachers. Great way to kick off the year. This year's wasn't as intense as last year's. They miss what happened last year. Brought many of the teachers to tears from expressing what was in their hearts. Cathartic. Wonderful experience! Taught the teachers how to set the scene for ArtWorks in their classroom. Built layers upon layers (of emotions?).
- Teachers are now trying to integrate art more into their own classrooms because of ArtWorks.

What aspects of the ArtWorks program do you feel are most effective? Least effective?

Why?

- Wonderful lessons and presentations, but the schedule was stacked right on top of each other. Perhaps try spreading out the events and artists a bit more.
- Maybe just have only one teaching artist working with a class at one time. The students bond really well to just ONE artist, but with two artists the rapport is not as strong.
- One teacher feels like she can trust the ArtWorks teachers very much! She feels like they are very competent to deal with any situation in her classroom.
- An energetic artist is much better than a boring one.
- It would be better to be able to work with the same teaching artist for multiple years. Working with the same artist would be better to create continuity over the years. Fine-tune lessons. Build rapport with the artist and teacher.
- A teacher that did get to work with the same artist for multiple years had a great experience. Good continuity.

- Some level of non-clarity about how much the teacher leads versus how much the artist leads the classroom. More planning time may have been better to deal with these miscommunications.
- Maybe it would be good for artists to work with solely one age group. Prevent under or over estimation of student's skill levels.
- BUS TRANSPORTATION. Teacher had to get parents to pick up the kids and also had to walk herself to the destination. Some kids cannot handle the walking field trips! Dangerous. It would just be nice for ArtWorks to make sure the kids have buses for field trips. Maybe not have walking field trips in the winter.
- Electronic surveys - teacher doesn't know if she can take the time to do the survey this year. Teacher has time constraints. Maybe a paper survey would be a better option.
- Teacher enjoys the lesson plan provided by the artist. Easy for the teacher to incorporate into their day.
- The meeting with the artist is also really helpful. Allows for teacher input.
- The connection between the math and art is really useful in the classroom.
- Collaboration between teacher and artist is great! Two people can always come up with something better than just one person.

What difficulties have you come across in your work with the ArtWorks program?

Please explain why you found ____ difficult.

- Back-to-back (two different artists in the same month) is not conducive to teacher sanity. Maybe spread them out more.
- It would be so great for teachers to not have to get their own buses. ArtWorks used to get buses for the teachers, but now they don't. Teachers having to change the dates of field trips because they can't schedule a bus for their class.
- One and a half hour lessons for first graders is a little too much for their attention spans. Maybe have the longer time periods be for the classes where the kids are actually creating art. ArtWorks should consider the age levels of the kids and consider their attention spans.
- Art exhibit at the gallery in Santa Fe - for kids at Nava, going to Santa Fe Plaza is almost like going to a different country. Maybe incorporate the gallery viewing into another field

trip to get the kids to go. Maybe provide transportation for the kids AND the families to go see their work.

Has ArtWorks increased the level of parent and community support at Nava? How so?

- Not seen much increase in parental involvement. Again providing transportation for parents to the art exhibit would be good.
- Haven't seen anything being sent home to parents. Maybe this would increase involvement.
- If there is stuff that the kids are showing off, it will be a huge draw for the parents!

What changes would you make to the program?

- It would be nice to start right away in August. Maybe Nava could incorporate ArtWorks into their Open House at the beginning of the year.

Is there anything else we haven't discussed yet that you think is important for ArtWorks to know about as planning for next year begins?

- Could the teachers get bios for the different teaching artists and possibly choose which teaching artist they want to have in their classroom? They could do this in the past, and it was very nice.
- Student behavior has improved during the ArtWorks classes. Kids are engaged and involved. They behave properly.
- Kids are always trying. There has never been a participation problem when ArtWorks comes to the classroom!
- Teaching Artists are ready, professional, eager, personable, excited, love working with kids :)

ArtWorks: Arts Resources Calendar 13 – 14 School Year Draft 8/27/13

PERFORMING ARTS RESOURCES

Date	Time	Performance
Mon, Sept. 23	9:30 & 11:30	Santa Fe Symphony & Chorus - Lensic (4 th grade PASS)
Thus, Feb. 6	9:30 & 11:30	Music, Poems & Songs with Ken Waldman – (Kindergarten PASS)
Late Nov.	10:00	Music by Beethoven & Poulenc - Serenata of SF – Scottish Rite Temple (appropriate 3 rd – 6 th) ArtWorks Only
?	10:00	Poetry Reading ArtWorks Only
Jan. 9, 14 & 15	times vary	Opera – Barber of Seville - SFCA – Scottish Rite Temple (3 rd grade PASS)
Tues., March 4	9:30 & 11:30	Nuestra Musica (Cipriano Vigil) – Lensic (1 st grade PASS)
Mon, April 28	9:30 & 11:30	Santa Fe Opera -Lensic (5 th grade PASS)
Mon, May 12	9:30 & 11:30	Play by NM School for the Arts students - (6 th grade PASS)

VISUAL ARTS RESOURCES

Now – Nov. 20	New Mexico Museum of Art	<i>It's About Time: 14,000 Years of Art in New Mexico</i>
December – March	New Mexico Museum of Art	<i>Spanish works on paper – Renaissance to Goya</i>
Fall ONLY	Museum of Contemporary Native Arts	<i>Contemporary Native Art from North America (various artists & media)</i>
Oct. 4 – Jan. 26	Georgia O'Keeffe Museum	<i>Modern Nature: Georgia O'Keeffe and Lake George</i>
Now – March 23	International Museum of Folk Art	<i>Tako Kichi: Kite Crazy in Japan (Tours are available between 11:00-noon & Fridays ONLY. ONE class per day only. If two classes come on a bus, one class will have to go to another museum or the botanical garden. We will NOT be able to schedule back-to-back tours.)</i>
November Only	SITE Santa Fe W, Th & Fri only	<i>Design LAB: Next Nest-juried exhibit of inspiring new domestic forms & design concepts</i>
Feb. 1 – May 5	SITE Santa Fe W, Th & Fri only	<i>Feast: Radical Hospitality in Contemporary Art-various artists use food to advance aesthetic goals & to foster critical engagement with culture (appropriate for 4th – 8th grade)</i>

Exhibit C

ART ON LOAN PROGRAM: LOAN RENEWALS

Rachel Skokowski
Arts Commission Intern
Presented August 13, 2013



"Poppy"

- **Artist:** Barrett DeBusk
- **Gallery:** William & Joseph Gallery
- **Contact Person:** Mary Bonney
- **Location:** St. Francis & Agua Fria
- **Year Installed:** 2011



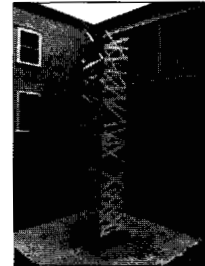
"Reverence"

- **Artist:** David Pearson
- **Gallery:** Patricia Carlisle Fine Art
- **Contact Person:** Patricia Carlisle
- **Location:** Santa Fe Municipal Airport
- **Year Installed:** 2011



"Bindings VIII"

- **Artist:** Gary Beals
- **Gallery:** Karan Ruhlen Gallery
- **Contact Person:** Tim Squires
- **Location:** Main Library
- **Year Installed:** 2010



"Free Range Long Horn"

- **Artist:** Frederick Prescott
- **Gallery:** Prescott Studios
- **Contact Person:** Frederick Prescott
- **Location:** Community Convention Center
- **Year Installed:** 2010



"Renaissance"

- **Artist:** Cathy Aten
- **Gallery:** N/A
- **Contact Person:** Cathy Aten
- **Location:** Community Convention Center
- **Year Installed:** 2008



"Kuhli"

- **Artist:** Geoffrey Gorman
- **Gallery:** N/A
- **Contact Person:** Geoffrey Gorman
- **Location:** Community Convention Center
- **Year Installed:** 2009



"Cornerstone"

- **Artist:** Colette Hosmer
- **Gallery:** Zane Bennett Contemporary
- **Contact Person:** Sandy Zane
- **Location:** W. Manhattan Ave & S. Guadalupe Street
- **Year Installed:** 2011



"Vision Passage"

- **Artist:** Greg Robertson
- **Gallery:** N/A
- **Contact Person:** Greg Robertson
- **Location:** Entrada Park
- **Year Installed:** 2010



"Manta Mama & American Rocker"

- **Artist:** Bob Haouzous
- **Gallery:** N/A
- **Contact Person:** Bob Haouzous
- **Location:** Alto Park
- **Year Installed:** 2008



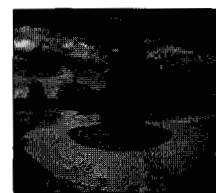
"Traveler"

- **Artist:** Alex Barrett
- **Gallery:** N/A
- **Contact Person:** Alex Barrett
- **Location:** Genoveva Chavez Community Center
- **Year Installed:** 2011



"Rencontre 5"

- **Artist:** Pascal Pierme
- **Gallery:** GFContemporary
- **Contact Person:** Deborah Fritz
- **Current Location:** Amelia White Park
 - **Request to move to:**
 - 1. Convention Center where Woytuk Geese are
 - 2. Sandoval Garage
- **Year installed:** 2011



"Slow Climb into Space"

Artist: Dean Howell
Gallery: N/A
Contact Person: Dean Howell
Location: Entrada Park
Year Installed: 2007



"Evening Solitude"

- **Artist:** Dan Namingha
- **Gallery:** Niman Fine Art
- **Contact Person:** Frances Namingha
- **Location:** Community Convention Center
- **Year Installed:** 2009

“Above as Below”

- **Artist:** Michael Sharber
- **Gallery:** N/A
- **Site Preferences:**
 - Arroyo Chamisa Trail
 - Ragle Park
 - Alto Park
 - Willing to consider other options
- **Details:**
 - Recycled iron, powder coat, concrete
 - 32" x 41" x 8' 4"
 - 350 lbs
 - \$3,200



Exhibit E

“She Loves Me...”

- **Artist:** Barrett DeBusk
- **Gallery:** William & Joseph Gallery
- **Site Preferences:**
 - Anywhere good for a photo-op – people can sit on it and take pictures.
- **Details:**
 - Stainless Steel
 - 44” x 58”
 - 125 lbs
 - \$7,500



“My Paper Airplane”

- **Artist:** Sherwin Tarnoff
- **Gallery:** N/A
- **Site Preferences:**
 - Airport
 - Not willing to consider other options
- **Details:**
 - Fabricated Steel
 - 48” x32” x3-”
 - 200 lbs
 - \$4,000



“The Lizard”

- **Artist:** Yuki Snowcha and Eddie Crist
- **Gallery:** N/A
- **Site Preferences:**
 - City Hall
 - Santa Fe River Park
 - Sandoval Garage
 - Willing to consider other options
- **Details:**
 - Steel
 - 4'x10'
 - 800 lbs
 - \$60,000

