



ATTENTION TEACHERS!
GRANTS UP TO \$500 AVAILABLE

2024 CAC Grants for Teachers Program
For projects through December 2024

Deadline: Friday, May 3, 2024 by 5pm

Grants up to \$500 will be given directly to Chenango County educators for arts-related projects or events.

POTENTIAL USES:

- ✓ Art supplies for a project
- ✓ In-school performances or workshops
- ✓ Field trip directly related to the arts
- ✓ Interactions with professional artists
- ✓ Arts-related staff development
- ✓ The types of arts-related projects eligible for funding are limited only to your imagination, invention, and creativity.

EASY SUBMISSION PROCESS: Simply return the attached application form prior to May 3, 2024 at 5pm to:

Chenango Arts Council
GFT Program
27 West Main St.
Norwich, NY 13815
Or Email: Alecia.ONeill@ChenangoArts.org

PLEASE NOTE:

- ✓ We are looking for projects that find unique and creative ways to integrate the arts into the standard curriculum.
- ✓ Application form must be fully completed and received by the Arts Council prior to the deadline.
- ✓ A brief final report following the use of the GFT grant will be required.
- ✓ Grant funds must be used by the end of December 2024.

Mail or Deliver to:

Chenango Arts Council, Golden Gift Certificate Program, 27 West Main Street, Norwich, NY 13815
or Email to: Alecia.ONeill@ChenangoArts.org

Please call the Arts Council at 607-336-2787 if you need assistance with your application.

*Funding for this program has been provided by
Friends of the Arts Council*



2024 CAC Grants for Teachers Program Application

Deadline: Friday, May 3, 2024 by 5pm

For projects through December 2024

Teacher's Name: _____

Teacher's Subject Area: _____

Grade(s) of Students Involved: _____

Full Name of School: _____

Teacher's Phone Number: _____

Teacher's Email Address: _____

Number of students who will benefit from the proposed project: _____

Grant amount you are requesting (**cannot be more than \$500**): _____

Please describe your project below. Include a description of the potential benefit to students:

Please outline below the costs associated with your project. List any other potential sources of funding, if applicable.

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2024 CAC Grants for Teachers Program Guidelines

Deadline: Friday, May 3, 2024 by 5pm

For projects through December 2024

PURPOSE: To provide individual grants up to \$500 directly to educators to assist with the inclusion of arts-related projects or events into their standard curriculum.

POTENTIAL USES OF GRANT FUNDS:

- ✓ Equipment repair/refurbishing, construction or purchase of materials necessary to improve the quality or breadth of students' artistic experiences, arts-related field trips, in-school performances, interactions with professional artists, arts-related staff development, and STEAM workshops with a focus on the arts, etc.
- ✓ The types of projects eligible for funding are limited only to your imagination, invention, and creativity.
- ✓ Some specific examples of arts-related projects (see attachments):
 - Soundtracking the Constitution
 - Art Hypothesis
 - Reading Identity: Segregation and Gentrification in *A Raisin in the Sun* and *Clybourne Park*

ELIGIBILITY

- ✓ All teachers currently employed by a school district, public or private school in Chenango County, grades Pre-K-12
- ✓ Past grantees must have submitted a final report before being eligible for future funding.

APPLICATION PROCESS

- ✓ Your submission must consist of:
 - A cover page on school letterhead that includes the title of your project and your contact information.
 - A fully completed application form
- ✓ The maximum grant award is \$500, so please do not request more than that amount.
- ✓ Applications will be reviewed by a panel consisting of people who have demonstrated their passion for the arts. This group may include teachers, educational professionals, teaching artists, and Arts Council representatives.
- ✓ Grant notification will be sent following the review process.
- ✓ Grant funds must be used by the end of December 2024

FINAL REPORT REQUIREMENT: Recipients are required to submit a final report documenting the use of funds and the extent to which the funded project achieved its intended benefit to students. The final report form is due no later than **January 31, 2025**. The form is also available on our website at: www.chenangoarts.org. Future funding is dependent on submission of the final report.

PLEASE NOTE

- ✓ We are looking for projects that find unique and creative ways to integrate the arts into the standard curriculum, such as interdisciplinary collaborations and inventive STEAM-centric programming.
- ✓ Incomplete or late applications will be removed from consideration.
- ✓ Please contact the Arts Council if you need guidance on the appropriateness of your proposed project.
- ✓ If you publicize your event, please be sure to acknowledge the Chenango Arts Council's Grants for Teachers Program.
- ✓ Grant funds must be used by the end of December 2024.

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or Email to: Alecia.ONeill@ChenangoArts.org

Please call the Arts Council at 607-336-2787 if you need assistance with your application.

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**2024 Grants for Teachers Program
Final Report
DEADLINE: January 31, 2025**

School: _____
Teacher(s): _____
Grant Award Amount: _____
Project/date(s): _____
Today's date: _____

Please note: Future GFT funding is contingent upon receipt of this form.

Please return this form to:

Chenango Arts Council
CAC Grants for Teachers Program
27 West Main Street
Norwich, NY 13815
Or Email to: Alecia.ONeill@ChenangoArts.org

Using additional space if needed, please answer the following questions:

1. Describe the services for which funding was received, including a timeline of the project. If the project/event differed from what was described in your proposal, please explain.
2. How has this project achieved its intended benefit to students?
3. Has this grant impacted arts-in-education in your school and/or department? If so, how?
4. Number of students served and grade level(s)
5. Describe any further activity planned as a result of receiving this grant.
6. If you publicized your event, did you credit the sponsors of this program? Please include any samples if applicable.
7. How could this grant program better serve your needs?

Thank you for participating in this STEAM initiative.

Art Hypothesis



Essential Question

What conditions support creativity and innovative thinking?

VOCABULARY

mediums
hypothesis
conclusion
substance

Materials List

- Materials as generated by students

Pacing

2-3 sessions

Assessment

SUMMATIVE

Students will complete a scientific investigation which culminates in a plan for making new art.

Elements of VISUAL ART

- Value
- Shape
- Texture

CONTENT Standard

NGSS 5-PS1-4

Conduct an investigation to **determine** whether the mixing of two or more substances results in new substances.

Additional Standards Addressed:

NGSS 5-PS1-3
CCSS.ELA-LITERACY.W.5.2
CCSS.ELA-LITERACY.W.5.10

ARTS Standard

VA:Cr1.1.5a

Combine ideas to **generate** an innovative idea for art-making.

Additional Standards Addressed:

VA:Cr2.1.5a

21st Century Skills

- Creative Thinking
- Initiative
- Collaboration
- Initiative

Lesson Objective

Students will use the scientific process to generate a new, innovative idea for making art.

Lesson Overview

In this lesson, students will use the scientific method to identify, plan and collect data for an investigation which will aim to identify a new medium for making art.



Artful Thinking Routine

Looking 10 x 2 routine

Have students look at [Uomo in piedi](#) by Dario Tironi and complete the following analysis.

- Look at the image quietly for at least 30 seconds. Let your eyes wander.
- List 10 words or phrases about any aspect of the picture.
- Repeat Steps 1 & 2: Look at the image again and try to add 10 more words or phrases to your list.

Soundtracking the Constitution



Essential Question

How does music connect to specific historical time periods or sentiments?

VOCABULARY

Constitution
Bill of Rights
tone color
dynamics

Materials List

- headphones
- post-it notes (at least three per student)

[Access all digital resources within the lesson here](#)

Pacing

2-3 sessions

Assessment

SUMMATIVE

Students will create a music playlist which symbolizes meaning and write artist statements for their choices.

Elements of MUSIC

- Form
- Tone Color
- Dynamics

Addressed CONTENT Standard

CCSS.ELA-LITERACY.RH.6-8.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Addressed ARTS Standard

MU:Re7.1.8

The student is able to select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

21st Century Skills

- Creativity
- Critical Thinking
- Media Literacy
- Tech Literacy
- Communicating

Lesson Objective

Students will internalize these fundamental rights and laws as outlined in the Constitution, interpret them through music, creating a playlist to symbolize its meaning.

Lesson Overview

The Constitution of the United States and the Bill of Rights established America's government, fundamental laws and guarantees basic rights for all citizens. Though it is often amended, at its core the principals have remained the same, and are a guiding force for our country. And though often interpreted in various ways, its main principles remain undeniable.



Artful Thinking Routine

Claim / Support / Question routine

Have students analyze Lin Manuel Miranda's song "[Non-Stop](#)" from the musical *Hamilton*.

- Make a *claim* about it. (an explanation or interpretation of an aspect of the art)
- Identify *support* for the claim.
- Ask a *question* related to the claim (What's left hanging? What isn't explained? What new questions does your claim raise?).

Reading Identity:

Segregation and
Gentrification in *A Raisin in
the Sun* and *Clybourne Park*

THEME

Who are we?

CONTENT

CCSS.ELA-LITE
RACY.RL.11-12
.9

ART

TH:Re9.1.HSI
II

KEY VOCABULARY

- Gentrification
- Segregation
- False Narrative

PACING: 1-3 DAYS

ASSESSMENT (Summative):

Descriptive OR Argumentative essay on changing the perspective of a narrative based on time or character

ELEMENTS OF ART:

- **Time** (When in history/period of the day)
- **Imitation** (reproduction of thoughts/ideas)
- **Action** (Movement of people/story)
- **Language** (Use of words-written or verbal)

MATERIALS LIST

- Full class texts of both scripts: *A Raisin in the Sun* by Lorraine Hansberry and *Clybourne Park* by Bruce Norris
- Copies of two Emily Dickinson poems (attached)

LESSON OBJECTIVE

- ❑ By the end of class, students will be able to identify core themes relating to identity politics and the African American experience in 1950s (and 2000s) in Hansberry and Norris' acclaimed plays.
- ❑ By the end of the unit, students will be able to apply non-linear narrative structures to works of literature and dramatic literature.

ESSENTIAL QUESTION

How do different groups of people view the same incident or conflict from different perspectives?

21st CENTURY SKILLS:

X Critical Thinking	X Creative Thinking	X Collaborating	X Initiative
X Communicating	☒ Media Literacy	☒ Informational Literacy	
☒ Tech Literacy	X Flexibility	X Social Skills	☒ Leadership
☒ Productivity			

CONTENT STANDARDS:

CCSS.ELA-LITERACY.RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

ARTS STANDARDS:

TH:Re9.1.HSIII

- Research and synthesize cultural and historical information related to a drama/theatre work to support or evaluate artistic choices.
- Analyze and evaluate varied aesthetic interpretations of production elements for the same drama/theatre work.
- Compare and debate the connection between a drama/theatre work and contemporary issues that may impact audiences.