

Program Elements

Art in Action is a visual arts program that provides in-class and after school workshops for K-12th grade students and leadership and advocacy training for parents. The Social and Public Art Resource Center (SPARC) leverages 40+ years of experience in public practice and education to meet the needs of the Targeted Student Population (TSP). **Art in Action** is organized into three student modules and two parent modules:

Student Modules:

- Student Module 1: Identity Formation (K-12th Grade)
- Student Module 2: Project-Based Learning (9th-12th Grade)
- Student Module 3: Leadership and Advocacy Training (9th-12th Grade)

Parent Modules:

- Parent Module 1: Project-Based Learning
- Parent Module 2: Leadership and Advocacy Training

The curriculum for each module builds bridges between the classroom and the communities students and parents live in. The student and parent modules on Project-Based Learning and Leadership and Advocacy Training are designed to bring students and parents together at key points in the academic semester. These modules aim to foster dialogue between students, parents, and educators about critical issues within their schools and communities.

The primary program element that **Art in Action** meets is: Parent, Community and Student Engagement. Our proposed modules create an on campus space for intergenerational learning where students and parents can develop and apply skills in digital literacy and movement-building to advocate for solutions to local issues. Our curriculum promotes family-school-community partnerships with the intention of building trust between students, parents, and educators, and empowering students and parents to be leaders and active contributors within their school and community.

Research has shown that educational programs that promote family-school-community partnerships are better equipped to ensure that all children succeed in school (Epstein et al., 2009). Additionally, family-school-community engagement positively impacts student outcomes, such as: graduation, college and career readiness; attendance; academic outcomes; positive school climate; and social and emotional student development. Drawing from this perspective, we follow the frameworks of trust-building between parents and school professionals, parent empowerment, as well as family-centered and strengths-based approaches. Historically, minority and immigrant communities have faced challenges in advocating for their children's education

and building trust with school administrators (Hernández, 2019). As such, strong family-school-community programs: Enhance trust between parents and educators; strive to afford parents deeper knowledge and skills to navigate educational systems; encourage parents to shape educational systems as leaders; and afford opportunities for parents to establish “stronger and deeper family networks” in their child’s school and the community (Ma, Shen, Krenn, Hu & Yuan, 2016). School is key for coalescing knowledge-building across community members because it is a gathering place of learning and making. Considering this, our proposed program integrates family-school-community engagement approaches inquiry based learning, and 21st century skills to bring parents, students, and educators together to problem-solve solutions to local issues, advocate (disseminate their discoveries), and in turn, engage the local community.

1.0 Scope of Work

SPARC proposes to create a thriving academic environment for culturally, economically, and linguistically diverse students and parents in K-12 schools using an interdisciplinary approach to visual art and learning. **Art in Action** provides three student modules with key curricular goals: (1) Identity Formation for K-12th Grade Students; (2) Project-Based Learning for 9th-12th Grade Students; and (3) Leadership and Advocacy Training for 9th-12th Grade Students. Our proposal also provides two parent modules that correlate in certain respects with the high school curriculum: (1) Project-Based Learning for Parents; and (2) Leadership and Advocacy Training for Parents. Each module is designed to be completed in one academic semester and can be adapted to serve students and parents with diverse learning needs.

Student Modules 1-3

Student Module 1: Identity Formation for K-12th Grade Students

The Identity Formation module for K-12th grade students engages visual and performing arts, digital media, and oral literacy to build connections between classroom instruction and the cultures, identities, and communities of students. SPARC provides in-class Multidisciplinary Arts Workshops in vocal music, baile folklórico, poetry, printmaking, photography, and animation for students with diverse learning and linguistic needs. The curriculum includes exercises in: (1) inquiry and reflection; (2) collaborative learning about local and global histories and current events; and (3) writing, digitally composing, choreographing and creating original content for publications, videos and performances.

SPARC also provides an after school Self-Portraiture Workshop that supports identity formation for K-12th grade students. The Self-Portraiture Workshop engages public art methodologies and visual metaphors to teach students how to digitally compose imagery that represents their present selves (i.e. who they are at the moment; Higgins, 1997) and their possible selves (i.e. who they envision to become; Cross and Markus, 1994). Students learn to use cameras, tablets, and Adobe Photoshop to render digital self-portraits that are simplified into 3-values and printed as “underpaintings” on fine art canvas. The classroom or multi-purpose space on campus is then

transformed into a weekly painting studio where students learn about color theory and how to use acrylics to paint their self-portraits. The self-portraits can be permanently adhered to the wall to create a public artwork on campus that represents and honors the student body. The Self-Portraiture Workshop encourages students to value their experiences, their story, and their culture, and it may support students in dreaming a “counter-narrative” that challenges stereotypes and fears of the future (i.e., Solórzano & Yosso, 2002). This workshop has traditionally been taught to students in graduating grades (e.g. fifth/sixth grade, eighth grade, twelfth grade) with one-on-one mentorship from SPARC artists and UCLA undergraduate and graduate students.

Student Module 2: Project-Based Learning for 9th-12th Grade Students

The Project-Based Learning module for high school students is designed to be completed in the Fall semester, creating a foundation for the Leadership and Advocacy Training module in the Spring semester. In this module, students will develop 21st Century skills (e.g., digital literacy skills, compositional strategies) to create both individual and collaborative artworks that critically examine their identities, lived experiences, and aspirations for the future. The curricular arch will begin with Project 1– Inquiry and Introspection, where 20 students will compose individual digital artworks that explore their identities and interests as they relate to their knowledge of community and cultures before investigating a local issue in the next module. In their first introduction, students will learn to use a range of creative techniques, including iterative writing exercises, diagramming techniques, visual metaphors, and remixing to arrive at visual strategies for the creation of their digital artworks. The purpose of the first project will be to: (1) Establish the student’s lived experiences as a source of knowledge for making and theorizing, (2) Provide a range of creative strategies for building sophisticated visual narrative concepts to support the advocacy work in the next module, (3) Introduce students to digital tools and visual research methods, and (4) Gain foundational skills in criticism that incorporates both process and outcome. This is also a practice in critical thinking and problem solving through project-based learning where students develop an artwork from conceptualization to completion (Darling-Hammond and Adamson, 2014). Students will develop artist statements and present on their artistic process, and participate in a group critique of their process and artwork. Introspection is fundamental in that it leads to developing a strong academic, ethnic, and cultural identity. This is important because a strong sense of self has a positive impact on students’ academic achievement and engagement (Fuligni, Witkow, & Garcia, 2005; Marsh & Martin, 2011; Oyserman & Destin, 2010). Project 2–Creating Visual Narratives, elaborates on skills gained in Project 1, but adds visual narratives and how artworks are displayed and distributed, with digital muralism being at the center of discussion. Students will develop collaborative skills as they work in groups to develop visual narratives that incorporate contemporary and historical content. Student’s lived experiences is also at the center of the subject matter, but with the added element of mixed research sources (visual, oral, text-based content). The semester concludes with Project 3–Engaging in the Present, where students apply the full arch of digital and visual understanding to develop contemporary imagery on topics and local issues important to them. Student awareness is now on how the imagery will be distributed and exist in the world. They

will go through several revisions and critiques until arriving at a visual strategy, such as a campaign or distribution method that accompanies their artistic approach and subject matter. Project 3 emphasizes deepening and broadening the student's engagement of the topics or social issues, and how to develop sophisticated imagery. At this stage, students will collaborate at a greater scope at all aspects of the project. Imagery developed during this phase will inform the Leadership and Advocacy module in the Spring semester.

During each project, student learning is taking place through their lenses of history, culture, community and identity, and made visible as their skills and purpose-driven artwork advances. The development of subject matter at each project stage is an intersecting point for teacher-collaborators, so that SPARC facilitators complement lessons taking place in the classroom. SPARC Facilitators will coordinate with teacher-collaborators to establish relationships throughout the semester.

Student Module 3: Leadership and Advocacy Training for 9th-12th Grade Students

The Leadership and Advocacy Training module for high school students is designed to advance the 21st Century skills students will acquire during the Project-Based Learning module. The Leadership and Advocacy Training module in the Spring semester will engage students in organizing an Art Build on campus that brings students, parents, and educators together to address issues within their community through visual art and civic engagement. Students will begin by analyzing digital artworks from the Fall semester and identifying key themes within their collective body of work. The connections that students identify between their visual narratives will lay the groundwork for focused discussions on leadership and advocacy within their communities.

SPARC artists and educators will guide students in transforming visual expression and dialogue into action by organizing an Art Build that transforms digital artworks from Fall semester to scalable creative projects. This includes stenciling artworks on to parachutes for collaborative painting during the Art Build, and screen printing artworks to create signs and posters that can be distributed to local residents and neighboring schools. The artworks that are taken to scale will include pieces by both students and parents from Fall semester. The Art Build will culminate with an exhibition on campus that is open to the Los Angeles community. The Art Build presents a unique opportunity for 9th-12th grade TSP students to articulate their experiences and concerns, and to participate in developing solutions to pressing issues within their school and community. Students will build and apply skills across learning domains; this includes the analysis and synthesis of work from the Fall semester to design and implement an Art Build that advocates for the social and academic wellness of their school and community. The Art Build is an effective strategy for building trust and collaboration between people as they work together to represent critical issues within their community. Research shows that collaborations in K-12 schools that engage families and community artists help to establish a sense of access and agency among students, parents, and educators while also increasing the relevance of classroom curriculum (Woywood and Deal, 2016). The Art Build transforms the school campus into a place

of making where students, parents and educators are empowered to problem-solve and impact their school and community.

Parent Modules 1-2

Parent Module 1: Project-Based Learning for Parents

The Project-Based Learning module for parents is designed to provide parents with training in digital literacy, the creation of visual metaphors, and the use of technology for advocacy and community organizing at school and beyond. SPARC artists and mentors will engage parents in exercises that focus on their experiences, concerns, and aspirations. Parents will use iPads and mobile software (Adobe Photoshop Mix and Procreate) to develop powerful visual metaphors and digital artworks about their experiences of critical issues within their community. The parent module will be made up of Project 1– Inquiry and Introspection, and Project 2–Engaging in the Present. In Project 1, parents will gain similar digital skills to their student counter-parts. Up to 20 parents will work on individual projects exploring identity and lived experiences. The conceptualization exercises will take into account the parent’s world view, with facilitation taking place in their preferred language. An added dialoguing component will take place during parent presentations and will inform the following exercises. This project affords parents opportunities to share complex or personal thoughts through imagery and reshape them into artworks that represent new possibilities.

Project 2–Engaging in the Present will focus on parent’s current experiences, combining local topics and social issues they choose to address as most urgent and pertinent to their student and family. Parents will collaborate in groups to advance their thinking and understanding of the social issues they wish to address by using various research tools. Parents will propose an approach to creating their digital designs, with an intent on creation and distribution, whether it be in print or in social media channels. The method of engagement that each parent group chooses will inform their artistic approach, while SPARC facilitators tailor resources to complement the guidance needed throughout the project’s evolution. Parents will gain similar visual-creative strategies, but with an emphasis on exploring visual metaphors. Visual metaphors have the capacity to represent familiar subject matters in original and creative ways that resonate communally and reach audiences in online social media platforms. As such, the power of the Project-Based Learning module is its ability to coalesce shared experiences, and echo them across diverse voices – sewing a common thread through each participants’ artwork and empowering them to act on the ideas in the following Leadership and Advocacy Training module. Their imagery and research will inform the subject matter of the following semester, allowing parent groups to take their ideas to a larger scale with community engagement at the center of their collaborations.

Parent Module 2: Leadership and Advocacy Training for Parent Community

This Leadership and Advocacy Training module aims to address low parent involvement in the education system and to empower parents as advocates for their children and community. Research shows that culturally and linguistically diverse parents from minority and immigrant

backgrounds face unique challenges in building trust with school administrators and becoming active voices in the school community (Hernández, 2019). The Leadership and Advocacy Training module will build on inquiry, reflection and digital literacy skills from the Project-Based Learning module in the Fall semester. The digital artworks that parents produced in the Fall semester will be the material that helps to transform critical discussions into action. Bilingual and/or multilingual SPARC artists will guide parents in designing and implementing an Art Build that brings students, parents, and educators together to represent local issues through large-scale imagery and reproducible art media. Art Builds are local, multilayered collaborations between community organizers and socially engaged artists that result in large scale artworks and community-driven activations. Art Builds have been successfully used throughout the nation to engage large audiences with artmaking on a wide range of critical social issues by organizations like JustSeeds and the National Education Association. In 2018, SPARC successfully facilitated an Art Build in partnership with UTLA, local and out-of-state artists, and hosted over 1000 teachers from throughout LAUSD. By approaching social issues with scalable art media, we are able to draw on large audiences to create meaningful exchanges on today's most concerning social challenges. SPARC's methodology places student, parent, and teacher collaborations at the center of the designing of an Art Build, as a direct conduit to achieving civic engagement in their local neighborhood. Students and Parents will gain leadership and advocacy skills through the organization and creation of an Art Build.

The Leadership and Advocacy Training modules for students and parents are designed to foster intergenerational learning and collaboration on campus where students and parents work together to develop the Art Build. Curriculum is tailored for youth, and for adults, however, the module includes six after school sessions where students and parents will organize the Art Build together and develop applied skills as leaders and advocates for their school and community. The Art Build brings students, parents, and educators together to translate previously designed digital artworks from Fall semester on to large-scale and lightweight parachutes for collaborative painting, screen printing original art posters for local distribution to residents and neighboring schools, digital printing and large-scale projections. Reproducible media is chosen based on the opportunity for interactivity with the larger community. During the Art Build events, the larger parent and student population will be invited to participate in the artmaking, allowing for dialoguing on the issues with the student and parent leaders. The Art Build fosters trust-building between parents and school administrators, positioning them to work together to advance the social and academic development of their students. The Leadership and Advocacy Training module will teach parents how to use digital processes for research, organizing, and image composition with the intention of empowering them to effectively advocate for their children, school and community.

2.0 Deliverables

Student Modules 1-3

Student Module 1: Identity Formation for K-12th Grade Students

The *Multidisciplinary Arts Workshops* will provide in-class instruction in vocal music, baile folklórico, poetry, printmaking, photography, and animation for eight classrooms of 20-30 students per semester (160-240 students). Each participating class will receive one hour of in-class instruction once a week for 12 weeks. The *Multidisciplinary Art Workshop* can be integrated into in-class instruction in either or both academic semesters per the wishes of the partnering school. SPARC will work with school administrators to determine which classroom will participate in each arts workshop based on alignment between SPARC curriculum and the needs of TSP students.

Multidisciplinary Arts Workshops Summary:

160-240 Students Served Per Semester (8 Classrooms)

12 In-Class Sessions (1 hour each)

12 Total Hours of Instruction

Workshop culminate with an End-of-Semester Visual and Performing Arts Presentation

The *Self-Portraiture Workshop* will span over the course of one academic semester. The workshop will provide 2.5 hours of after-school instruction for 20 students once a week for 12 weeks. Students will receive a total of 30 hours of instruction by SPARC artists and university student-mentors during the semester. The *Self-Portraiture Workshop* has traditionally been an application-based after school program where SPARC works together with school administrators and classroom teachers to select participants. The curricular focus for the workshop includes: (1) identity exploration and development; (2) digital literacy (e.g. photography and compositing using Adobe software); and (3) painting and public art.

Self-Portrait Workshop Summary:

20 Students Served per Group Session

12 After School Sessions (2.5 hours each)

30 Total Hours of Instruction

Workshop culminate with an End-of-Semester Exhibition and the option of a permanently installed public artwork on campus

Student Module 2: Project-Based Learning for 9th-12th Grade Students

The Project-Based Learning module for 9th-12th grade students will span over the course of one academic semester. It is designed to be completed in the Fall semester. This module will be made up of three projects and provide in-class instruction for 2 classrooms of 20-25 students once a week for 12 weeks. Each project will be made up of 3 sessions of production and skills training, and 1 session for critique/presentation.

Project-Based Learning Module Summary:

Approximately 20-25 Students Served Per Group per Semester

Each Group is made up of 20 Students, with 2 sessions taking place per semester to serve up to 40 students. Each group can accommodate up to 25 students, but 20 students is ideal.

2 Group Sessions per week, a total of 24 sessions per semester.

For Two Sessions:

24 In-Class Sessions (12 hours per Group)

24 Total Hours of Instruction (12 hours per Group)

8-10 Hours for Presentation

Project-Based Learning Module	Timeframe
Project 1 - Inquiry and Introspection	Week 1 - 4
Project 2 - Creating Visual Narratives	Week 5 - 8
Project 3 - Engaging in the Present	Week 9 - 12; Final Presentation Week 12

Student Module 3: Leadership and Advocacy Training for 9th-12th Grade Students

The Leadership and Advocacy Training module for 9th-12 grade students will span over the course of one academic semester. It is designed to build on curriculum from the Project-Based Learning module that will be completed in the Fall semester. The Leadership and Advocacy Training module will engage continuing students from the Fall module, and possibly new students. 2 classrooms of 20-25 students will receive an average of one hour of in-class instruction once a week for 12 weeks in addition to 6 hours of after-school instruction within the 12 week span. Students will receive a total of 18 hours of instruction by SPARC artists and educators during one semester. SPARC will work with school administrators to determine which classroom will participate in the module. SPARC will engage interdisciplinary methodologies from public art and grassroots organizing to teach students and parents team-building techniques, collaborative conceptualization, and how to engage artistic content to transform an idea into an art activation. The curricular focus includes: (1) Critical reflection and analysis of digital artworks from Fall semester; (2) Identification of key themes and concerns; (3) Synthesis of ideas into action; and (4) Design and implementation of an Art Build and exhibition on campus.

Leadership and Advocacy Module Summary (9th-12th Grade):

Approximately 20-25 Students Served Per Group per Semester

Each Group is made up of 20 Students, with 2 sessions taking place per semester to serve up to 40 students. Each group can accommodate up to 25 students, but 20 students is ideal.

2 Group Sessions per week, a total of 24 sessions per semester.

For Two Sessions:

24 In-Class Sessions (12 hours per Group)

12 After-Class Sessions (6 hours per group)

36 Total Hours of Instruction (18 hours per Group)

8-10 Hours for Presentation

Leadership and Advocacy Module	Timeframe
Topic/Social Issue Development and Art Mediums; Student/Parent meetings	Week 1-4
Presentation and Refinement; Outreach and Organizing in the local community; Artwork development continues; Student/Parent meetings	Week 5-8
Art Build Prep Work	Week 8-10
Art Build - Local community and parents invited to participate in the making of the artworks.	Week 11 and Week 12
Art Build Action at School - Local community invited to participate in the presentation of the artworks and discuss the local issues addressed in the Art Build.	Week 12 and Week 13

Parent Modules 1-2

Parent Module 1: Project-Based Learning for Parent Community

The Parent sessions for Semester 1, Project-Based Learning, will take place after school or in early mornings depending on the parent population needs. The module will be facilitated in 10 1.5hr sessions, with 5 weeks dedicated to each of the two projects. While the ideal parent group is 20, the module can accommodate up to 30 parents.

Project-Based Learning Module Summary:

Ideally 15-20 Parents Served per Semester. One group of parents is made up of 20 parents. The group can accommodate up to 30 parents, but 20 parents is ideal.

1 group session per week, for 10 sessions per Semester

Each after school session is 1.5hrs long

10 After School Parent Sessions

15-20 Total Hours of Parent Instruction

8-10 Hours for Presentation

Project-Based Learning Module	Timeframe
Project 1 - Inquiry and Introspection	Week 1 - 5
Project 2 - Engaging in the Present	Week 6 - 10; Final Presentation Week 10

Parent Module 2: Leadership and Advocacy Training for Parent Community

The Leadership and Advocacy Training module for parents will follow a similar arch as the student module and create opportunities for parents and students to work together towards the Art Build on campus. This module will span over the course of one academic semester and it will build on the Project-Based Learning module for parents from the Fall semester. SPARC will provide 1.5 hours of Leadership and Advocacy Training for 20-30 parents after school once a week for the duration of 12 weeks. Parents will receive a total of 18 hours of instruction from SPARC artists and educators. Students participating in the Leadership and Advocacy Training module for 9th-12th grade will join parents for 1 hour during 6 after school sessions. The parent module is designed to accommodate the schedules of working parents; the days and times for after school sessions will be determined at the beginning of the semester with parents and school administrators. Parents and students will follow a similar curriculum that includes: (1) Critical reflection and analysis of digital artworks from Fall semester; (2) Identification of key themes and concerns; (3) Synthesis of ideas into action; and (4) Design and implementation of an Art Build and exhibition on campus. The parent module will also engage participants in exercises that begin to articulate their concerns and aspirations for their children and build critical skills in advocating for their children's education and wellbeing. The Leadership and Advocacy Training module intends to strengthen the school community by building skills and integrating strategies that empower the voices of parents.

Leadership and Advocacy Training Module Summary (Parents):

20-30 Parents Served

12 After School Sessions (1.5 hours each)

18 Total Hours of Instruction

Art Build 24 Hours

Module culminates with an Art Build on campus and exhibition

The collaborative development and sharing of personal narratives encourages students, parents and educators to actively participate in advocating for their school and community. Our proposal aims to support students and parents in developing applied skills in leadership and advocacy to promote the social and academic wellbeing of their school. Creating opportunities for active participation and leadership in schools will encourage parents and students to connect with and support their local school. This connectedness is fundamental to building communities that are engaged because parents and students gain confidence, knowledge, and their level of involvement expands to meaningful engagement (Gallardo, 2019). Furthermore, meaningful parent engagement fosters students' motivation to achieve academically and engage in all aspects of school (e.g., academic, social) (Bempechat & Shernoff, 2012; Ma et al., 2016).

Price Schedule

INDIVIDUAL MODULES*	PRICE PER MODULE	PRICE PER HOUR
Student Module 1: Identity Formation	\$30,000	
<i>Module 1: Multidisciplinary Workshops</i>	\$20,000	\$138.88
<i>Module 1: Self-Portrait Workshop</i>	\$10,000	\$333.33
Student Module 2: Project-Based Learning	\$25,000	\$735.29
Student Module 3: Leadership & Advocacy	\$20,000	\$434.78
Parent Module 1: Project-Based Learning	\$25,000	\$833.33
Parent Module 2: Leadership & Advocacy	\$15,000	\$833.33

***Singular modules are priced individually, whereas grouped modules can be calculated at a price per hour rate to serve the student population size that is defined as the TSP.**

ALL MODULES*	PRICE PER SEMESTER	PRICE PER HOUR
Semester 1 - Student Module 1 and 2, and Parent Module 1	\$50,000	\$204.54
Semester 2 - Student Module 3 and Parent Module 2	\$40,000	\$357.12

***Full modules take place over two semesters, and are adjusted at a price per hour rate depending on the TSP population size at the school.**

Vendor Virtual Services Plan

Due to school closures, approved vendors on the Partners for Student Success bench that have a signed contract will need to submit their *Vendor Virtual Services Plan* to D'Sonya Oakley at dsonya.oakley@lausd.net from the Office of Partnerships and Grants. The plans will be vetted and shared with eligible schools to select the services they are interested in and follow up with vendors. Any new approved vendors that are in the process of signing their contract will also need to fill out the below form.

Things to Consider:

- Currently, certificated staff are required to supervise any services rendered to students by a third party.
- Recording and pictures of students is prohibited.

Vendor's Name: Social and Public Art Resource Center		Submittal Date: Jan. 5, 2021
Schools Planning to Serve: TBD		
List the services in your agreement that can be provided virtually:	Student Module 1 (1): Multidisciplinary Workshops Student Module 1 (2): Self-Portrait Workshop Student Module 2: Project-Based Learning Parent Module 1: Project-Based Learning	
List the services in your agreement that cannot be provided virtually:	Student Module 3: Leadership and Advocacy Parent Module 2: Leadership and Advocacy	
List the platforms you plan to use for delivery of virtual services:	Zoom YouTube Google Classroom Adobe Mobile Applications	
Provide a brief description of how you plan to deliver each of your services virtually (i.e. coordinate with school to schedule 30 minute session once a week, etc.):	<u>Multidisciplinary Workshop (Virtual)</u> : SPARC will coordinate with the principal and participating classroom teacher(s) to schedule 45-60 minute live Zoom sessions with a teaching artist once a week for the duration of 6-10 weeks. The Multidisciplinary Workshops curriculum will engage students in learning the fundamentals of an artistic discipline while also connecting the arts to notions of identity, culture, community and social justice. The curriculum is primarily synchronous but will include	

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	<p>asynchronous resources to support students in developing original artworks and projects.</p> <p><u>Self-Portrait Workshop (Virtual)</u>: SPARC will coordinate with the principal and participating classroom teacher(s) to schedule 45-60 minute live Zoom sessions with a teaching artist once a week for the duration of 6-10 weeks. The Self-Portrait Workshop curriculum will focus on identity exploration and development, digital literacy, and digital painting. Students will develop original identity portraits that reflect their experiences and aspirations for the future. The curriculum is primarily synchronous but will include asynchronous resources to support students in developing original artworks and projects.</p> <p><u>Project-Based Learning for Students (Virtual)</u>: SPARC will coordinate with the principal and participating classroom teacher(s) to schedule 60 minute live Zoom sessions with a teaching artist once a week for the duration of 7-12 weeks. The Project-Based Learning curriculum will engage students in creating both individual and collaborative artworks that critically examine their identities, lived experiences, and aspirations for the future. The curriculum is primarily synchronous but will include asynchronous resources to support students in developing original artworks and projects.</p> <p><u>Project-Based Learning for Parents (Virtual)</u>: SPARC will coordinate with the principal and parent coordinator to schedule 45 minute live Zoom sessions with parents once a week for 7-12 weeks. The Project-Based Learning for Parents will be scheduled to accommodate work and personal schedule to the best of our ability. Parents will work with SPARC artists to examine their identities, lived experiences, and aspirations through the arts. There will be opportunities to foster collaboration and community between parent participants.</p>
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- District's [Code of Conduct](#) is expected when interacting with students