



STEAM IMPACT REPORT

OUTCOMES AND SATISFACTION

WILBUR WRIGHT PK-8
2024-2025 SCHOOL YEAR

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OUR MISSION

Arts Impact brings learning to life through art. Our primary purpose is to use the arts to help children learn, create, imagine, dream, explore, grow, and succeed.

That's been our mission and purpose since our founding in 2002. Since then, we've inspired almost 50,000 students.

INNOVATIVE ARTS INTEGRATION

Our professional artist-educators deepen the learning experience for students and teachers by designing and implementing innovative arts-integrated and arts-based programs.

We partner with classroom teachers to inspire students to engage in learning by providing unique and relevant learning experiences using contemporary arts and new media. We nurture creativity through arts education to build critical thinking, creative problem solving, leadership, collaboration, and communication skills.

According to the Association of American Educators: "A curriculum rich in arts integrated activities has been linked to across the board achievement and retention increases. These achievements have been shown to benefit the student even after they leave a classroom utilizing arts integration."



Cover: Second grade students learn about sea animals through collage.

This page: K-2 IBI students mimic the way animals move through the world, taught by artist-educator Leah Beaver.

Opposite: Fourth grade students learn about geometry through watercolor.

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FALL 2024 - SPRING 2025 PARTNERSHIP SUMMARY

We are pleased to have provided the following services during the Fall 2024 – Spring 2025 semesters:

- 289 Students Served
- 16 Classrooms, including 10 General Education Classrooms and 6 Special Education Classrooms
- 12 Art Mediums

In this report you will find a summary of residencies and program descriptions, classroom outcome assessment data, and both teacher and student residency evaluation information. It is our goal to provide excellent programs with positive outcomes for students and teachers, and to quantitatively and qualitatively demonstrate the impact and value of our programs.



RESIDENCY SUMMARY

Grade Level	Residency Title	Partner Teacher(s)	Artist-Educator(s):	Project Description
K	Literacy through Dance	Diandra Mckown and Alexis Clapacs	Leah Beaver	Students engaged in an interactive dance that helped to build foundational literacy skills.
K-2 MD/AU	Animals, Texture, and Movement	Amanda Caraballo	Leah Beaver	Students explored the animal kingdom through textures and patterns. Students created an animal texture sculpture box, and learned how animals move throughout the world while creating an animal dance.
K-2 IBI	Animals, Texture, and Movement	Demetrius Clark	Leah Beaver	Students explored the animal kingdom through textures and patterns. Students created a sculpture of animal textures, mimicked the different ways animals move throughout the world, and created an animal tracks mural.
1	Mixed Media Habitat	Kimberly Francescone and Cheryl West	Barbara Samson	Students designed and painted an environment, then created 3D sculptures of animals and plants that live in that environment.
2	Ocean Animal Printmaking Collages	Robin Wilson and Cyntia Elliot	Jen Craun	Students created vivid printed collage panels featuring an ocean animal in its habitat, using non-recyclable found plastics.

Artform	Content Area	Content Area Essential Question(s)	Arts Discipline Essential Question(s)
Dance	ELA	How do we combine different sounds to make different words?	How can words, sounds, and ideas be expressed through dance?
Mixed Media and Dance	Science	How are animals different from one another? How are they the same? What do we have in common with animals?	How can movement tell a story? How can we use different materials and varying techniques to create a texture?
Mixed Media and Dance	Science	How do animals use their body parts to survive? What can texture and pattern tell us about how an animal lives?	How can movement tell a story? How can we use different materials and varying techniques to create a texture?
Mixed Media	Science	How does the environment affect the types of life forms that live in different habitats?	How can we create the illusion of a 3D landscape, animals, and plants using shape and color?
Printmaking and Collage on Panel	Science	What do ocean animals need in their habitat to survive? Where does plastic in the ocean come from? How does plastic harm sea animals?	How can we use every day plastic to create art? What different textures and shapes can we make using plastic? What message can we convey through using plastic in our art?

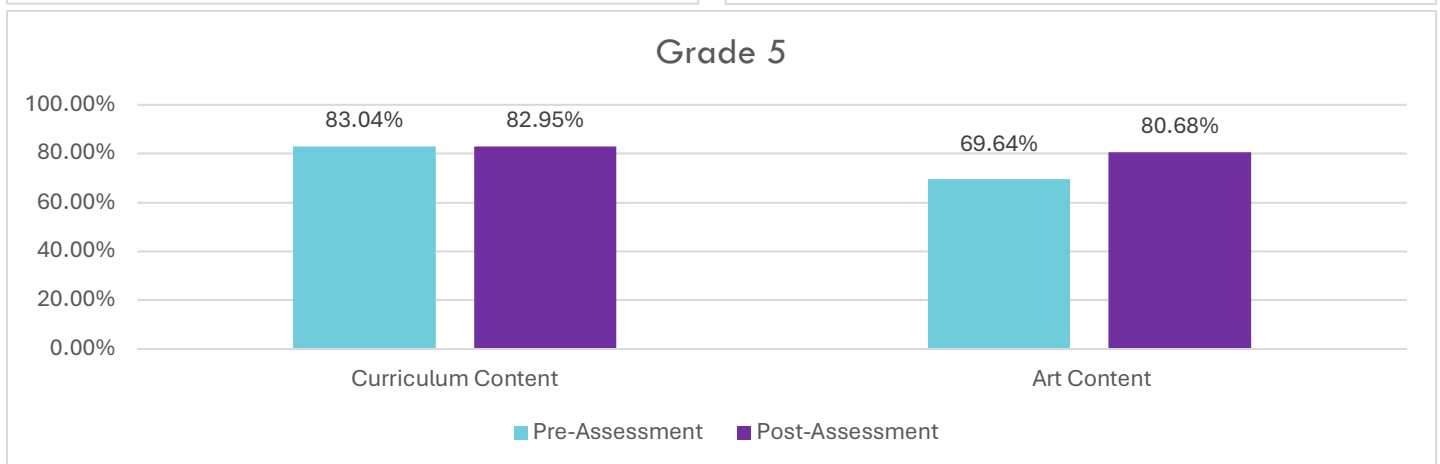
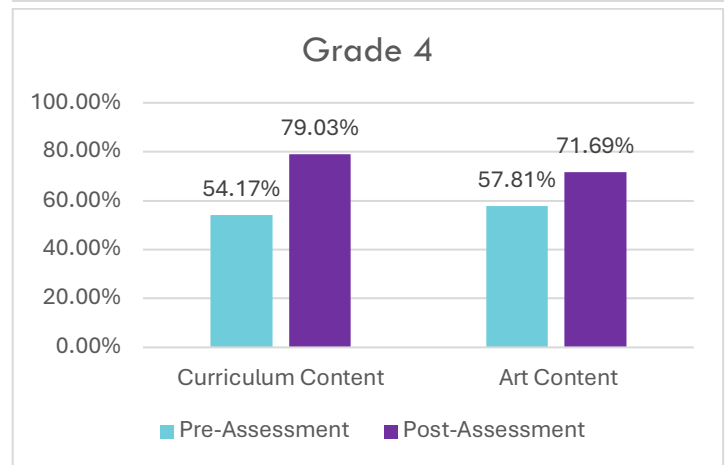
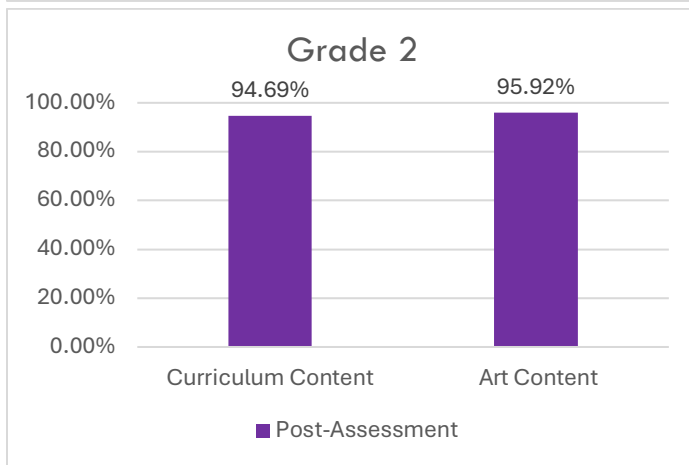
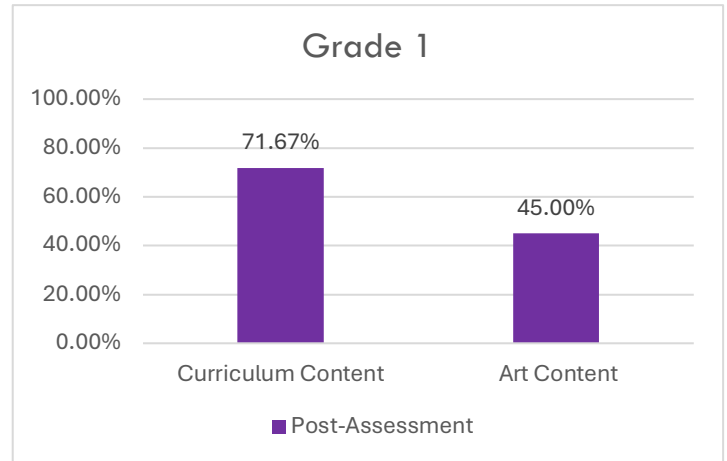
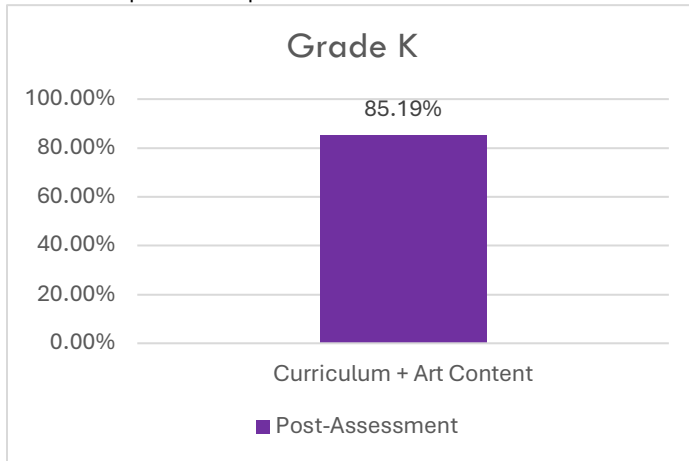
Grade Level	Residency Title	Partner Teacher(s)	Artist-Educator(s):	Project Description
2-4 CC	Rubber Index Fossils	Rebecca Royster	Kelly Mattimoe	Students learned about fossils by designing and sculpting their version of an index fossil (trilobite). Their final product was a fossil made of latex.
3-5 IBI	Inca Trilogy Sculpture	Larry Cooper	Amie Sell	Students learned about the Inca culture through the creation of a papier mâché sculpture depicting the Inca Trilogy.
4	Triangle Drip Watercolor + Triangle Zentangle	Michele Alexander	Lynda Abraham	Students learned about geometry by creating a watercolor designed with different types of triangle shapes. Students also created a Zentangle and color coded the different triangles they found.
5	Felted Solar System Mobiles	Renee Fox and Daedra Tabar	Shannon Timura	Students learned about the solar system by creating 3D felted planets and stringing them into a mobile.
5-8 MD/AU	Financial Literacy Game	Kelly Gulling and Kames Gehring	David Van Horn	Students created a board game about financial literacy using mixed media techniques. They explored wants and needs, planning for resource management as well as saving and spending.
6-8 IBI	Building Blocks of Origami	Horatio Cummings	James Peake	Students received an introduction to the art of paper folding while exploring several mathematical terms and concepts. Students learned four traditional origami models, and the related mathematic ideas.

Artform	Content Area	Content Area Essential Question(s)	Arts Discipline Essential Question(s)
Latex Rubber Sculpture	Science	What are fossils? How are fossils or organisms that lived long ago similar to present-day organisms? How are they different?	How is the artistic casting process similar to the way fossils are formed?
Paper Mâché	Social Studies	What can be learned about the ancient Inca culture through creation of art?	How does knowing the history and traditions of art forms help us create works of art?
Painting and Drawing	Geometry	How does learning about angles help us with our everyday lives?	How do artists learn from trial and error?
Felted Sculpture	Science	What are the main characteristics of each planet in our solar system, and how do they compare to each other?	How can visual art help us understand and represent complex ideas like space and the solar system?
Mixed Media	Financial Literacy	What is an example of spending money with a plan? How can you decide what is a want or a need when spending our money?	How do artists learn from trial and error? How do artists grow and become accomplished in art forms?
Origami Collage	Math and Social Emotional Learning	How do the properties of different shapes differ and how are they similar? What language do we use to describe shapes in geometry?	How are shapes used in art to convey different ideas, emotions, and subject matter?

RESIDENCY IMPACT DATA: General Education

ASSESSMENT DATA

Students in grades 3 and up are pre- and post-assessed in non-arts curriculum and art concepts related to their residency. Students in grades K, 1, and 2 are post-assessed. The following graphs show the average score for pre- and post-assessments.



RESIDENCY IMPACT DATA: Special Education

SUMMARY OF OUTCOMES: SPECIAL EDUCATION

In Special Education classrooms, artist-educators complete a scored rubric to assess engagement, focus, interaction, and understanding of non-arts curriculum concepts. At the conclusion of the residency, they also wrote an assessment summary of learning and engagement. 100% of artist-educators “Strongly Agreed” or “Agreed” with the following:

Students were
engaged during the
residency.

Students were
able to focus on a
task during the
residency.

Students **interacted**
with the
artist-educator.

Students
demonstrated
improved
understanding
of the curriculum.

ARTIST EDUCATOR ASSESSMENT SUMMARIES

Grades K-2 MD/AU: Animals, Texture, and Movement

“The mural project was a fantastic way to conclude this residency and really blended the visual art and movement components of the residency. Everyone enjoyed the experience in their own unique way. Some students hopping, stomping, and crawling across the canvas, mimicking the animal whose footprints they were wearing on their feet. The repetition of the animal texture rubbings also provided the opportunity for students to refine the skills and experiment with color blending as time went on.”

Grades K-2 IBI: Animals, Texture, and Movement

“Many students chose to do baby versions of their chosen animal and really engaged in the research component of this project. Seeing how baby animals look different than adults led to discussions about how they think they will grow and change over time. Many of the chosen animals had complex body covering patterns (zebra stripes, cheetah spots, etc.) and required students to use new tools and materials to decorate their sculptures. I was impressed by how many students took their time, practicing their designs with pencil and appropriately layering paint marker ink, then fine line pen, to create a highly detailed representation of their animal’s body covering.”



Grades 2-4 CC: Rubber Index Fossils

"The students in this classroom blew me away! I have taught this residency before but never with this level of success. Every student was engaged and excited by the scientific and artistic part of the program. Every student wanted to answer questions, discuss the topic, and tried their very best. All students demonstrated an increase of their knowledge of fossils and sculpture. Every student created a successful sculpture and each one was different, just like real trilobites!"

Grades 5-8 MD/AU: Financial Literacy Game

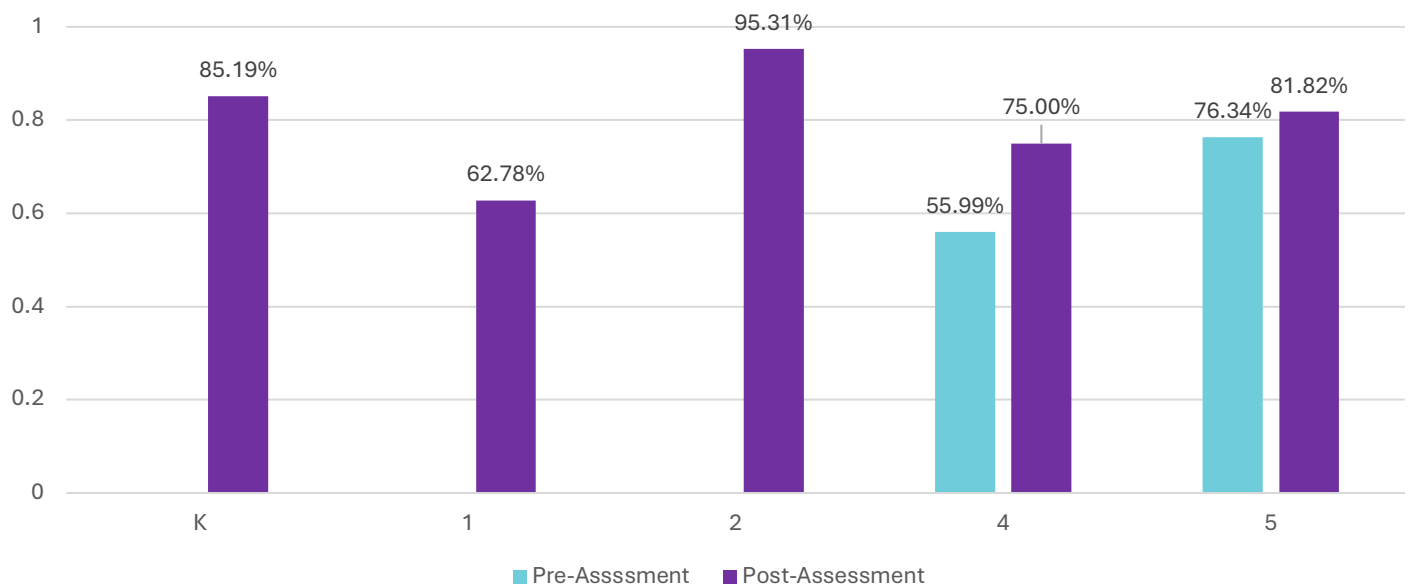
"In our mixed class of varying abilities, the higher functioning students would often step in to help lower functioning students and to collaborate. The students often remembered how to use money and differentiate between needs and wants. Students were often able to explain to each other, share with each other, and make decisions that demonstrated they understood how to use money and make healthy choices."



RESIDENCY IMPACT DATA: At-a-Glance

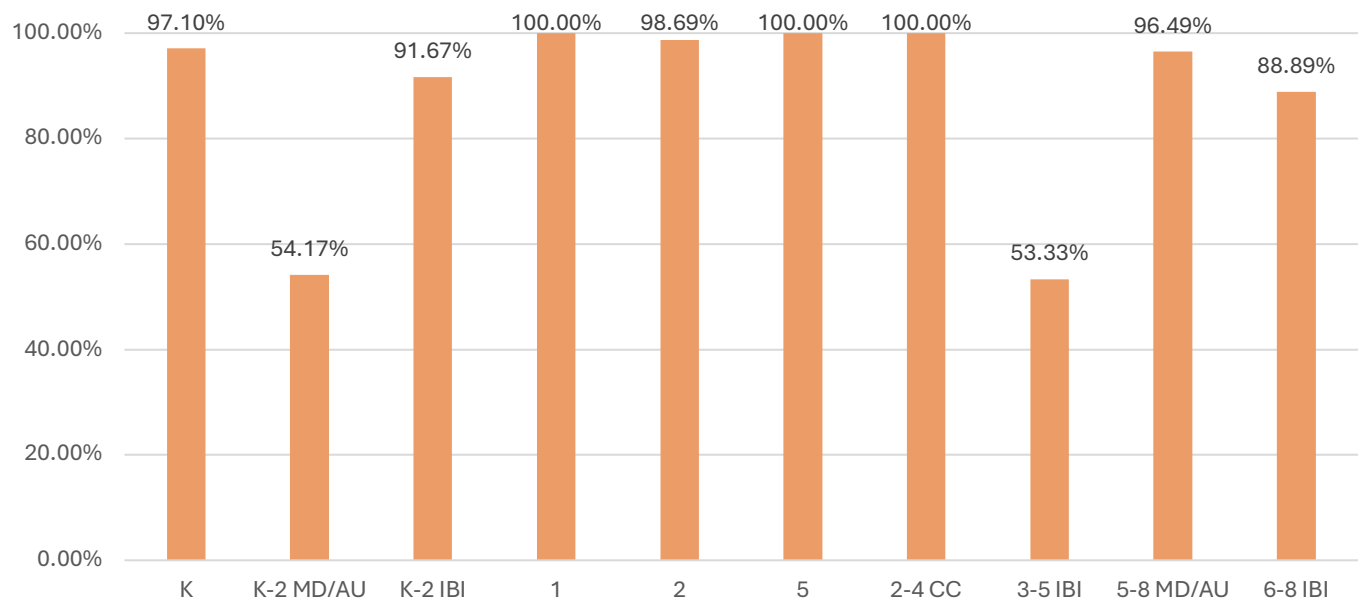
GENERAL EDUCATION K-8:

The following graph shows the percentage of students that answered non-arts curriculum and art questions correctly.



GENERAL EDUCATION K-8 and SPECIAL EDUCATION:

Artist-educators complete a rubric after each residency to assess art skills. Graph 2 shows the percent of youth scoring "Proficient" or "Mastery" on the arts assessment rubric.



* More information for all classrooms is available upon request

RESIDENCY FEEDBACK

TEACHER EVALUATION DATA:

100% >>>

of classroom teachers
"Strongly Agree" or "Agree"

This program was high quality.
This program met my expectations.
The lesson plan was developmentally appropriate.
The artist worked well with the students.
The program helped the students learn.
The students enjoyed participating in the program.
I would recommend this program to other teachers.

STUDENT EVALUATION DATA:

95% >>>

of students replied "Yes"
or "Sometimes"

I liked doing the art projects.
I learned new things about art in the class.
The artist-educator helped me learn.
I'm glad I participated in this class.

TEACHERS ARE SAYING:

The students loved incorporating dance into phonics. They still do the dances when they think of letters and sounds. (Grade K)

The artist was excellent with her explanation and demonstrations. We really enjoyed the program! (Grade K-2 MD/AU)

The students were excited from beginning to end. (Grade 2)

It allowed some students who usually will not participate to fully engage in lesson with peers. (Grade 5)

This program assisted with generalization of learning content, which MD/AU students often struggle with. (Grade 5-8 MD/AU)

The lessons kept them engaged even when they became frustrated. (Grade 6-8 IBI)

STUDENTS ARE SAYING:

I learned that trying new things is a good thing.

I like how I did my needle felting and I am proud that I am able to do it.

I learned about both math and art.

I learned about long division, math, and the solar system.

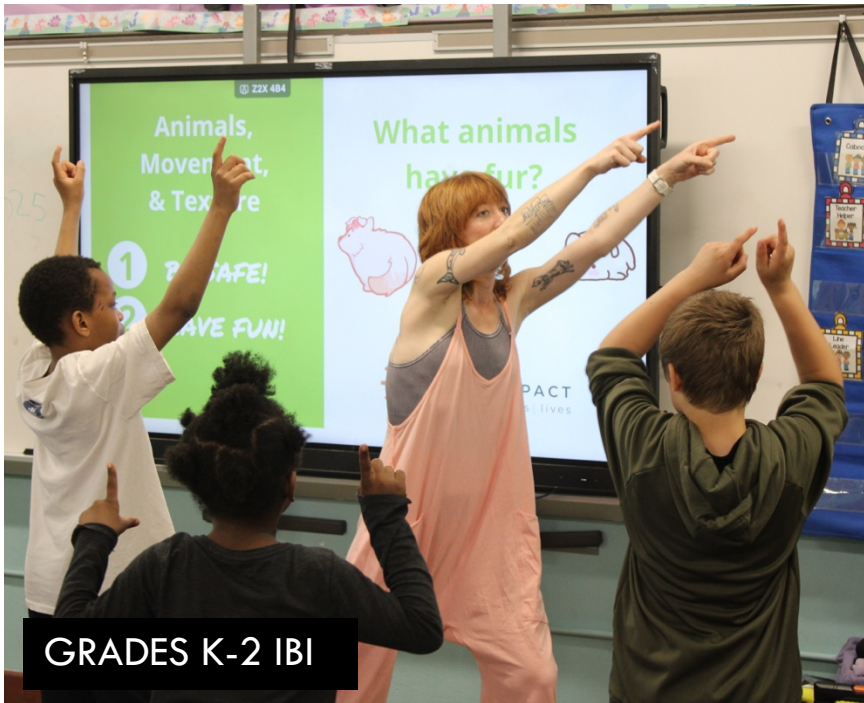
I love that my watercolor painting is so creative.

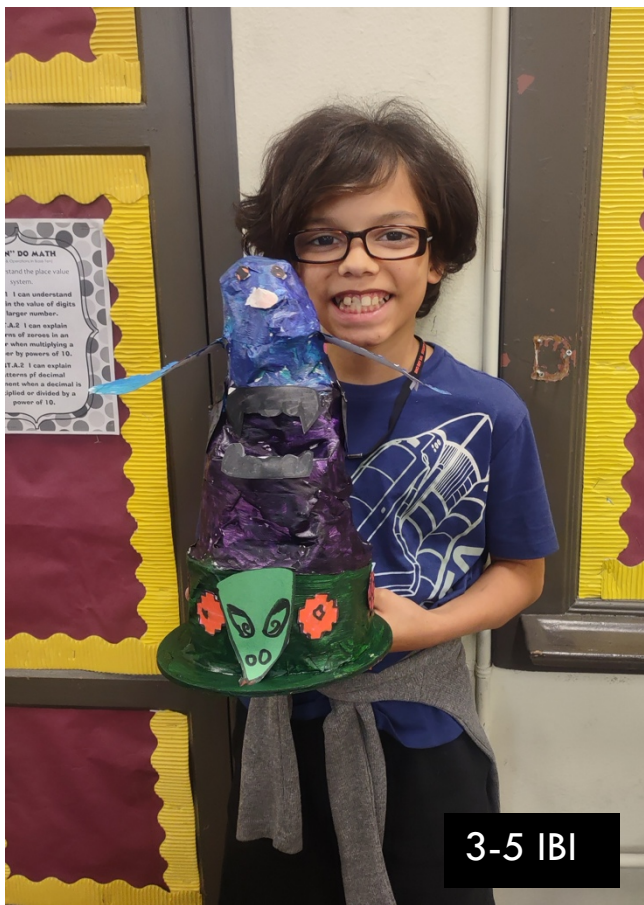
There is nothing that could make this class better.

Ms. Timura is the best teacher!

Ms. Lynda is the most amazing art teacher that someone can have, and she is just awesome.

RESIDENCY PHOTOS





3-5 IBI



GRADE 4



GRADE 5



GRADE 5



5-8 MD/AU



6-8 IBI



THANK YOU!

Arts Impact programs are made possible through a combination of fees for service and philanthropy. Thank you to our generous contributors that support arts-integration in schools.