

“Art works.” Rocco Landesman, Chairman for the National Endowment for the Arts

Newark, a city forged by the iron and brick industry of the 1800s continues to strive towards excellence and to be a staple of American industrial growth. Yet, to accomplish its many goals there have been several issues pushed to the wayside and education has and continues to take the biggest toll. Quality and complete education is a right and not a privilege that must focus on academic development as well as social and cultural growth. The lack of holistic education has created a ripple effect that is negatively impacting communities in Newark. Without quality education and the increasing budget cuts there has been an inverse correlation between education and crime (CD-Index 618.3 vs. USA CD-Index 294.7 ), dropout ( ACS 2013 6.2% vs. USA 4.5%) and graduation rates (67.7% US. Department of Education). Over the past 5 years Newark Public Schools have been losing funding and have had to make adjustments to their programs, often resulting in the reduction of staff, arts, and extracurricular programs.

As Newark is pushed towards an economic turnaround, unequal development threatens the rich arts culture of the city. Gentrification has allowed incoming residents of higher socioeconomic status to obtain gallery space, bypassing the long-established artists of the city. Ignoring the native artists of Newark is a side-effect of its efforts to revitalize the economy. This marginalization stifles creative culture, marking the city as an unwelcome place for those who lack capital to display their work. This is a poor scene to set in the private sector, especially with impending cuts to the school district's budget threatening arts education programs.

In the wake of the economic crisis of 2008, reduction in funding has impacted education across the United States; the primarily targeted programs are visual and performing arts. Though legislators favor saving funding for STEM academic fields, well-rounded education has been proven to promote substantially greater success rates, particularly among students of low socioeconomic status. In 2012, the National Endowment for the Arts published research on the correlation between involvement in art and success in other fields. Students with engagement in arts programs in or out of school were more likely to go to college, earn more A's, and be involved in other activities. Additionally, these youth were found to be more civically engaged: read the newspaper on a weekly basis, volunteer for a political campaign, and vote.

Newark is ready for a social renaissance, but its youth need adequate access to education in all fields. This initiative addresses multiple issues facing the arts landscape in Newark today. Firstly, it will supplement any school-year art education and will give youth an opportunity to experience different mediums of creation: drawing, painting, photography, and film. Second, the program will teach participants how to use art as a means of self-exploration and expression. Students will be asked to explore the answers to questions about identity, social justice in their hometown, and their vision of the future. Teaching creation as a viable tool for communication targets different modes of thinking, promoting the diversity of Newark's youth. Finally, giving these students a purpose for their art provides a sense of efficacy and ownership ,thus engaging and connecting the individual with the greater community of Newark. It will grow the next generation of creators in the city- creators that will attack the upcoming challenges of the twenty-first century with unique perspectives and with tools that extend beyond the traditional scope of marginalized education.

## **Program Layout**

This program will be conducted over five weeks in June, in Newark. To help facilitate the program, we will call on local volunteers to offer their unique talents related to the subjects of social justice and art. Ideas for volunteers include: university students studying visual and performance art, students studying political science, students studying education, teachers, community leaders, local artists, the Newark Arts Council, and other art initiatives of Newark.

### *Location:* Newark Public Schools

We plan to find two schools in Newark that are in central locations convenient to a large number of residents. Sessions will be held in the gymnasium, or any large space that includes a projector for viewing films and other art pieces. Participants will also be able to create with different mediums in this space.

### *Groups:*

Participants will be divided into three categories based on age:

- Children: grades 4-8; there will be two sessions of this age group (Target: 50 participants per session)
- Youth: grades 9-12; there will be two sessions of this age group (Target: 50 participants per session)
- Adult: any individual beyond high school; there will be one session of this age group (Target: 50 participants per session)

### *Times:*

The children and youth categories will meet two times in a week. The children's session will meet in the morning from 8 a.m.-12 p.m., on either a Monday/Wednesday or Tuesday/Thursday session. The youth session will meet in the afternoon from 1 p.m.-5 p.m., following the Monday/Wednesday or Tuesday/Thursday morning group. The adult session will meet from 7 p.m.-9 p.m. on Wednesday nights.

#### *Thematic Weeks:*

Each week, participants will be able to explore themes of social justice through multiple mediums of visual and performance art. Each session will open with examples of the selected art form for that week that address the question of the week. Following group discussion, participants will be given the opportunity to continue discussion of the subject through creation of their own artwork.

#### Week 1: "Social Justice and Me" - Introduction and Film

##### Children:

- Day 1 (M/T): Introduction  
Children will play icebreaker games and be allowed to freely create visual art on paper using paints, colored pencils, and markers. Participants will be asked to answer the question "Who are you?" and tell about their interests, friends, and family through creation with medium of their choice.
- Day 2 (W/Th): Film  
Children will watch clips from Youtube personality "Kid President" and the film, *The Lorax*, to begin a discussion about personal leadership, environment, and society. Participants will be asked to create a collaborative art piece that shows an example of one of the discussed topics.

##### Youth:

- Day 1 (M/T): Introduction to Social Justice, Film  
Youth will play icebreaker games and watch the film *Hoop Dreams*. Discussion of themes will follow, focusing on social justice, inequality, and leadership. Participants will be asked to depict their experiences with injustice through their choice of medium, to be shared and discussed with the group at large.
- Day 2 (W/Th): Identity and Art  
Youth will study artwork that represents self-derived identity. Pieces studied will represent how an artist represents identity introspectively and in the context of their surroundings. Participants will be asked to artistically represent themselves in their choice of medium, to be shared and discussed.

##### Adult:

- Adults will watch the film *Crash*. Discussion of themes will follow, focusing on social justice, inequality, and leadership. Participants will then be asked to create a piece that reflects their personal experiences with social justice, to be shared with the group the following week.

#### Week 2: "Art as a Storytelling Tool" - Dance, Song, and Theatre

##### Children:

- Day 1 (M/T): Songs for Social Change  
Children will listen to and study the lyrics of "We Are the World" by Michael Jackson. Participants will discuss how musicians and celebrities can use their talents to be agents of social change. Students will be asked to depict an example of a problem they see in the world, and a solution to that problem, using media of their choice.
- Day 2 (W/Th): Theatre and Dance  
Children would watch a recording of *In the Heights* to explore themes of injustice, class disparity, and changing cultural landscape. Discussion of themes will follow.

##### Youth:

- Day 1 (M/T): Songs for Social Change  
Youth will listen to songs that have impacted social change in American history, during the Civil Rights movement and Peace movement against the Vietnam War. They will discuss how this form of art is a far reaching influence and musicians have the power to make great changes in history. Participants will then be given free time to create using the medium of their choice.
- Day 2 (W/Th): Theatre and Dance  
Youth would watch a recording of *In the Heights* to explore themes of injustice, class disparity, and changing cultural landscape. Discussion of themes will follow.

##### Adult:

- Adults will listen to songs that have impacted social change in American history, during the Civil Rights movement and Peace movement against the Vietnam War. They will discuss how this form of art is a far reaching influence and musicians have the power to make great changes in history. Participants will then watch a recording of *In the Heights* to explore themes of injustice, class disparity, and changing cultural landscape. Discussion of themes will follow.

Week 3: "How do you see Newark?" - Drawing and Photography

Children:

- Day 1 (M/T): Drawing  
Children will be introduced to political cartoons and discuss how artists use humor and symbolism to fight for change in current events. Participants will then be given time to play with different mediums.
- Day 2 (W/Th): Photography  
Children will be shown photos of candid scenery, cities, and people. They will discuss the content of each picture and the story it tells. Each participant will be given a disposable camera to capture daily life as they see it, and bring back to the next session for the film to be developed.

Youth:

- Day 1 (M/T): Drawing  
Youth will be introduced to political cartoons that reflect current issues in America and discuss how artists use humor and symbolism to fight for change in current events. Participants will then be given time to play with different mediums.
- Day 2 (W/Th): Photography  
Youth will be shown photos of candid scenery, cities, and people. They will discuss the content of each picture and the story it tells. Participants will be given the task of taking photos of life as they see it in Newark on their smartphones or digital cameras, to be emailed to us and be shown in a slideshow during the following session.

Adult:

- Adults will be introduced to political cartoons that reflect current issues in America and discuss how artists use humor and symbolism to fight for change in current events. Then, they will be shown photos of candid scenery, cities, and people. They will discuss the content of each picture and the story it tells. Participants will be given the task of taking photos of life as they see it in Newark on their smartphones or digital cameras, to be emailed to us and be shown in a slideshow during the following session. Participants will be given free time at the end of class to experiment with different drawing mediums.

Week 4: "What will the future look like?" - Painting and Murals

Children/Youth:

- Day 1 (M/T): Painting  
Now that participants have sharpened their artistic ability to tell about identity, society, and stories, they will be asked to communicate their individual hopes for the future using paints.
- Day 2 (W/Th): Murals  
Participants will be shown examples from This Is Newark, an initiative that commissions local artists to celebrate the culture of Newark. We will reach out to the group to help us organize a vision for a mural project between all of the participants in a session. Murals will be mixed media on large paper as drawings, paintings, or collages. This exercise will teach participants collaboration for vision, as they work together to describe their community goals and individual hopes for the future.

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Week 5: Work Week/Exhibition

Children/Youth/Adult:

- All participants will use this last week to continue working on their pieces, intended for display at local venues, such as City Without Walls. Giving the participants a place to display their creations develops a sense of pride and purpose. Finally, showcasing the work of the everyday citizen of Newark will shed light on the attitudes and emotions of the community at large.

Item	Quantity	Price	Total Cost	Items used for
<a href="#">Crayola 120 Crayon Set</a>	10	\$8.45	\$84.50	Weeks 1, 2, 3, 4, 5
<a href="#">Super Classpack 3000 Count Crayons</a>	1	\$133.99	\$133.99	Weeks 1, 2, 3, 4, 5
<a href="#">Sargent Acrylic Colors (Half Gallon)</a>			\$0.00	
Yellow Spectral 64 oz	3	\$18.79	\$56.37	Weeks 4, 5
White 64 oz	3	\$18.79	\$56.37	Weeks 4, 5
Blue Spectral 64 oz	3	\$18.79	\$56.37	Weeks 4, 5
Red Spectral 64 oz	3	\$18.79	\$56.37	Weeks 4, 5
Green Spectral 64 oz	3	\$18.79	\$56.37	Weeks 4, 5
Orange Spectral 64 oz	3	\$18.79	\$56.37	Weeks 4, 5
Ivory Black 64 oz	3	\$18.79	\$56.37	Weeks 4, 5
Brown 64 oz	3	\$18.79	\$56.37	Weeks 4, 5
<a href="#">Trayola 54 Colored Pencils</a>	4	\$12.07	\$48.28	Weeks 1, 2, 3, 4, 5
<a href="#">Compressed Charcoal 2B(12 sticks)</a>	20	\$6.12	\$122.40	Weeks 3, 5
<a href="#">White Spiral Charcoal Pad 9x12 (24 sheets)</a>	20	\$5.87	\$117.40	Weeks 3, 5
<a href="#">Dixon Ticonderoga Wood-Cased #2 HB Pencils, Box of 96, Yellow (13872)</a>	4	\$14.39	\$57.56	Weeks 1, 2, 3, 4, 5
<a href="#">36``x1000` White Kraft Paper 40lb</a>	1	\$74.23	\$74.23	Weeks 3, 4, 5
<a href="#">Black 36``x500` Spectra</a>	1	\$58.79	\$58.79	Weeks 3, 4, 5
<a href="#">Dark Blue 36``x500` Spectra</a>	1	\$58.79	\$58.79	Weeks 3, 4, 5
<a href="#">Woven Poly Tarp - Blue, 30 x 50'</a>	4	\$51.00	\$204.00	Weeks 1, 2, 3, 4, 5
<a href="#">Golden Nylon Brushes, Canister of 144</a>	2	\$132.79	\$265.58	Weeks 4, 5
<a href="#">Fuji 35mm QuickSnap Single Use Camera, 10 count Round/Flat Assortment, Set of 120</a>	10	\$48.52	\$485.20	Week 3
<a href="#">Uline Deluxe Paper Towels (4,000 sheets per case)</a>	2	\$35.00	\$70.00	Weeks 1, 2, 3, 4, 5
<a href="#">Heavyweight Plate (250 per pack)</a>	2	\$18.00	\$36.00	Weeks 4, 5
<a href="#">Dixie 5 oz. paper cups (1,200)</a>	1	\$57.00	\$57.00	Weeks 4, 5
<a href="#">Drawstring Liners - 1.4 Mil, 44 Gallon</a>	1	\$65.00	\$65.00	Weeks 1, 2, 3, 4, 5
<a href="#">Clorox® Green Works™ All-Purpose Cleaner - 32 oz</a>	12	\$5.00	\$60.00	Weeks 1, 2, 3, 4, 5
<a href="#">Film Processing</a>	100	\$12.99	\$1,299.00	Week 3
<a href="#">All-Purpose Glue Stick .21 oz</a>	250	\$0.39	\$97.50	Weeks 1, 2, 3, 4, 5
<a href="#">Fiskars Caddy with 24 scissors</a>	5	\$58.80	\$294.00	Weeks 1, 2, 3, 4, 5
<a href="#">Art Street Construction Paper Pads 9x12" 48 sheets</a>	20	\$2.19	\$43.80	Weeks 1, 2, 3, 4, 5
Miscellaneous (Extra supplies, advertising, and program related costs)			658.84	Weeks 1, 2, 3, 4, 5
Total			\$5,000.00	