

## The Arts & Humanities Council of Charlotte County

### TEACHER INCENTIVE GRANTS APPLICATION – 2002

GRANT CONTACT :Tiffany Coffey Home Phone: 627-6655, cell 457-7183

OTHER TEACHER CO-APPLICANT: Beth Glover

SCHOOL: Port Charlotte High School 255-7485, ext. 3206 (Coffey)  
18200 Toledo Blade Blvd.  
Port Charlotte, FL 33948

**PROJECT TITLE: "It's all Greek to Me!"**  
**Geometry in Cypriot Pottery**

Grade level: 9-12 Subject: Informal Geometry teamed with Art in Other Cultures

Number of students to participate in project: 45 Grant amount requested: \$798.77

Project start date: 11/11/02 Project end date 11/27/02 Time span: 2 ½ weeks

DISCIPLINES INCORPORATED IN YOUR PROJECT

Dance  Music  Theater  Visual Arts Literature Philosophy  History  Mathematics  
 Cultural Study

SPECIAL EMPHASIS OF PROJECT

Integration of the arts with traditional curricula  
Students at risk  
Technology  
Multiculturalism  
Family/community involvement  
 Inter-departmental collaboration

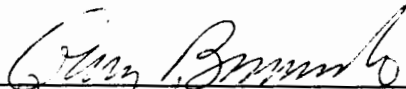
FOCUS OF GRANT

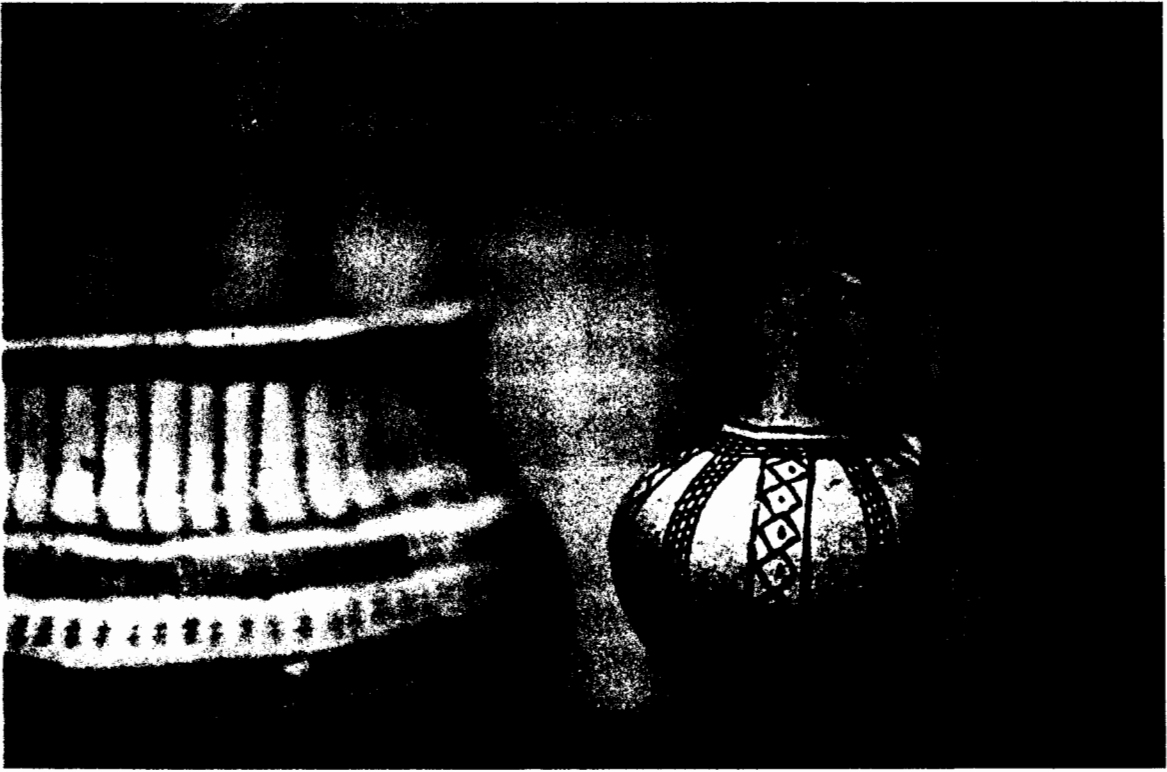
Curriculum development  
Enrichment  
Instructional strategies  
Student assessment  
Research  
Special Event

**PROJECT GOAL:** In an integrated curriculum setting, students will understand the types of geometry used in the pottery of ancient Cyprus through the creation of their own "Cypriot" style stoneware pot.

PRINCIPAL'S SIGNATURE

Print name \_\_\_\_\_

  
\_\_\_\_\_  
Gary Bernardo



### **SUMMARY:**

Geometry students and Art in Other Cultures students will combine to learn about the culture of ancient Greece, particularly Cyprus. Students will learn about non-Euclidean Geometry, and visit the Ringling Museum's collection of Cypriot pottery. While viewing this collection, they will identify applications of geometric design work. Students will then learn basic handbuilding techniques in ceramics, and design and create their own personally-expressive -geometric-designed pot. They will build, glaze, decorate, and fire their pots to completion.

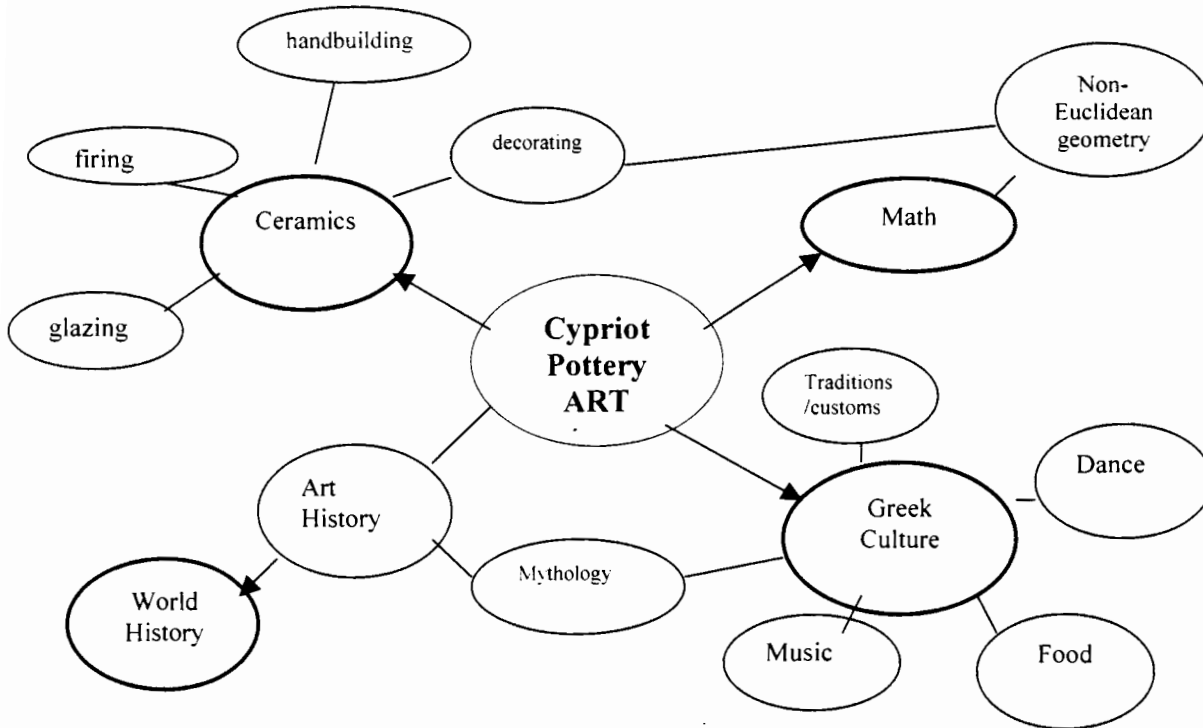
### **PURPOSE:**

The purpose of this grant is to help students make real-life connections between the disciplines of art, mathematics, and history.

### **ACTIVITIES:**

1. Students will view a video to introduce them to the culture of Ancient Greece. Traditional Greek dance, music, and tradition will be introduced through a visiting community member.
2. They will participate in a timeline game to engage them in critical thinking about the culture and its place and importance in history.
3. Classical Greek art and architecture will be highlighted and characteristics taught.
4. A focus on the culture and art of Cyprus, or "Cypriot" culture will be introduced through student-led group activities using visuals in a matching game.
5. Students will use a set of spherical materials like the *Lenart Sphere* to study a non-Euclidean geometry. With these materials, students make geometric constructions on the surface of a sphere to realize that, in some geometries, a triangle *can* have three right angles, and to find the spherical equivalent of the line that is the shortest distance between two points.
6. Students will visit the Ringling Museum's extensive collection of Cypriot pottery, and participate in a museum "search" activity while there, identifying geometric applications in the designs of the pottery. Students will further engage in Greek culture by eating lunch at a Greek restaurant on this trip!
7. Upon return to the classroom, museum findings will be reviewed, and students will be introduced to handbuilding techniques used in ceramics. Students will each design, build, glaze, decorate, and fire an original vessel to completion over a series of 5-8 studio sessions. Emphasis will be placed on independent creative thought, by having students use shapes and designs which express personal traits of the potter.
8. Upon completion of the vessels (they may be pots, jugs, bowls, etc.), a compare and contrast class critique will be an integral part of assessing students' understanding of the geometric applications and ceramic techniques. Written self-evaluation will also be included, in addition to verbal discussion of cultural concepts.
9. Pots will be displayed along with examples and explanation of the entire project in display areas around campus, and potentially displayed at other locations.

## INTEGRATION:



## IMPACT:

Participating students will experience an integrated curriculum, in which every piece of knowledge is related to another within the lesson, as opposed to isolated facts. Through this experience, they will appreciate education as a quality experience. Integrated curriculum and “teaming” of teachers has been encouraged by our administration for years, and this project would enable such an endeavor. Literacy will be promoted through various activities, including venn diagramming, word mapping, and concept mapping. Students will be given the opportunity to reach out past the typical mathematics classroom: those who may not typically succeed in mathematics will gain the ability to be successful and review mathematical concepts, which they may not have mastered.

## ASSESSMENT:

To assess students’ understanding of the geometric applications and ceramic techniques: In a group setting, students will compare and contrast their art with that of the Cypriot collection in a class critique.

To assess understanding of specific geometry concepts, students will explain verbally and in a written format how their surface decoration exhibits characteristics of non-Euclidean geometry. They will then compare and contrast Euclidean and non-Euclidean geometry.

Written self- evaluation and verbal discussion will be the assessment tool for understanding of cultural concepts.

**DOCUMENTATION:**

- The project will be documented as a videography by the school’s TV productions department. This documentary will be shared with other schools and teachers at inservice presentations.
- The news press will be invited to visit as we are working on the project.
- Digital and traditional photography will be employed in the making of a scrapbook to document the stages of the project.
- Samples of the project (finished vessels and organized display) will be available for presentation at any public space with secure display area.

**BUDGET:** (See **Attached for detailing**)

Artist Junction (clay)	228.00
Amaco (glazes & accessories)	376.22
Lenart Sphere co. (geometry)	119.55
Shipping costs for above	15.00
<u>School bus for Ringling Trip</u>	<u>60.00</u>
<b><u>Total requested:</u></b>	<b><u>\$798.77</u></b>

## **BIOGRAPHY:**

*I have been teaching in the Fine Arts Department at Port Charlotte High School since 1993. Classes taught include all 2-D and 3-D offerings at the school. Drawing and Painting, grades 9-12 has been a stronghold. Prior to 1993, I received my Master of Science in Art Education and Art Therapy from Florida State University, where for my studio work I focused on ceramics and color theory. I received my Bachelor of Fine Arts from the Atlanta College of Art in 1990, where I focused on painting and photography.*

*My own education in the fine arts is widely varied, and since beginning teaching high school, my experience continues to grow. Personal areas of expertise are in black and white photography, drawing, design, and Discipline Based Art Education (DBAE). Areas of extreme interest include Global Art History, ceramics, and applying photographic emulsions to ceramic works. I have done fine art pieces for the covers of three music CD's and am working on a fourth, and have maintained a business on the side with my own artwork in the form of murals and miscellaneous commissions. Opportunities such as this grant project serve to transform my areas of interest into areas of expertise. I look forward to the opportunity.*

*-Tiffany Coffey  
PCHS –Art*

*The four years of experience I have teaching has helped me to develop in many areas. I have acquired many instructional strategies. A few of these include cooperative learning ideas, class discussion ideas, and activities involving critical and creative thinking. I have learned the importance of diversity and the differences in academic ability, different learning styles, cultural differences and the importance of gender equity. I incorporate various ideas in alternative assessment, along with reasons for differing assessments.*

*This grant will allow me to reach out past the typical mathematics classroom and give students who may not typically succeed in mathematics the ability to be successful and review mathematical concepts, which they may not have mastered.*

*-Beth Glover  
PCHS - Math*

Prod ID	Units	Description	Unit Cost	Quantity	Cost
1010260	EA	Modeling Clay 4 Color (1lb)	0.51	2	1.02
1010280	Pkg	Pipe Cleaners (pkg/100)	0.75	2	1.5
101036A	Pkg	Crayons 24 (12 bxs/pkg)	6.78	1	6.78
101104X	Pkg	Constr Paper Asstd 9x12	0.62	2	1.24
101105A	Pkg	Const Paper Assorted 12x18	1.21	1	1.21
101107A	Rm	Drwing Paper Manila 9x12	3.59	1	3.59
101116F	Ea	Posterboard White 22x28	0.18	10	1.8
1012040	Set	Colored Pencils (24/set)	2.16	1	2.16
101311E	Ea	Utility Knife (Exacto)	0.8	3	2.4
101311F	Pkg	Utility Knife Blades (Exacto)	0.5	3	1.5
101319B	Pkg	Const Paper Asstd 18x25	2.54	1	2.54
133004B	Ea	Batteries AA Alkaline	0.18	20	3.6
133004C	Ea	Batteries AAA Alkaline	0.2	20	4
133054A	Ea	Measuring Cup 8oz (Plastic)	0.36	10	3.6
1510150	Bx	Cards Index 5x8 Pln	3.5	1	3.5
1510460	Dz	Eraser Chamois/sponge 12"	3.89	1	3.89
1510460	Dz	Eraser Chalkboard Felt 5"	4.1	1	4.1
151073B	Dz	Marker Felt Tip Asstd	1.2	5	6
151078F	Set	Markers Dry-Erase (4 clr set)	1.41	5	7.05
151113L	Ea	Chart Paper 24x32 Ruled	1.75	1	1.75
151114B	Rm	Newsprint Unrld 12x18	2.81	1	2.81
151117B	Pkg	Tagboard Unrld 12x18 (100/Pk	3.68	1	3.68
1512220	Pkg	Safety Pins Ass'td Sizes	0.32	1	0.32
1512230	Pkg	Plastic-Tac Reusable Adhesive	0.89	1	0.89
1512310	Pkg	Sentence Strips Ruled (3"x24")	1.19	1	1.19

TOTAL 72.12

Grant

1512300	Ea	Scissors 8" Teacher	0.56	36	20.16
1511080	RM	Paper Bond (LTR) Buff	2.85	2	5.7
1511081	RM	Paper Bond (LGL) Buff	4.19	2	8.38
151108G	CS	Paper Bond (LGL) White	26.44	1	26.44

60.68

Assign a number value (between 1 and 5) in each area below: 1 - poorest value 5 - best value

1 5 **GUIDELINES FOLLOWED**

Does the application address all areas? How specific are the applicant's responses? Is all important material attached?

2 4 **SPECIFIC BUDGET REQUEST**

Is there evidence that the teacher knows exactly what is needed for the project and what the costs of those materials are? Are budget requests specific and important for the project?

3 2 **BENEFIT TO STUDENTS AND TEACHERS**

How will students and/or teachers grow as a result of this project? Will the project advance curricular growth? How many students/teachers will this project affect directly? Indirectly?

4 2 **DEVELOPMENT OF SKILLS, KNOWLEDGE, AND/OR ATTITUDE**

Are there specific skills taught within the scope of the project? Is the project open-ended, inviting further investigation?

5 3 **SCOPE OF THE ARTS AND HUMANITIES ENHANCED**

To what degree are the arts and humanities included in the project? Have the arts been integrated into other curricular areas?

6 2 **INNOVATION/CREATIVITY**

*Innovation:* a new idea, method or device (an innovation does not necessarily mean never been done: it may simply mean "new for the students, school or county). Is this a new project or a new way to approach a particular aspect in the curriculum?

*Creativity:* imaginative; to produce or design through imaginative skill. Does this project appear to use the imaginative skill of the teacher and/or students?

7 3 **ASSESSMENT TIED TO OBJECTIVE**

Is the assessment appropriate to the stated objectives? Has the project process and/or product been presented for sharing with other teachers and/or the community?

8 2 **OVERALL**

What is your overall reaction to this grant application? Do you like it?

23 **Total points** (please total before the review meeting)

Reviewer's comments I think the children may be a little young to benefit in all the ways the teacher describes

- Accept as is
- Do Not Accept
- Accept with condition(s) \_\_\_\_\_

- Recommend full funding at \$ \_\_\_\_\_ or
- Recommend reduced amount of funding at \$ \_\_\_\_\_

Reviewer's signature [REDACTED] Date 10/23/10



ARTS IN EDUCATION Evaluation Sheet

GRANT NUMBER: [REDACTED]

Assign a number value (between 1 and 5) in each area below: 1 - poorest value 5 - best value

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Does the application address all areas? How specific are the applicant's responses? Is all important material attached?

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Is the assessment appropriate to the stated objectives? Has the project process and/or product been presented for sharing with other teachers and/or the community?

8 5 OVERALL

What is your overall reaction to this grant application? Do you like it?

37 Total points (please total before the review meeting)

Reviewer's comments Wonderful!

- Accept as is
- Do Not Accept
- Accept with condition(s) \_\_\_\_\_

- Recommend full funding at \$ \_\_\_\_\_ or
- Recommend reduced amount of funding at \$ \_\_\_\_\_

Reviewer's signature [REDACTED] Date 10/23/