

INSIDE/OUTSIDE: STUDENTS OF THE ARTS RESPOND TO THE COVID-19 PANDEMIC

STUDENT EXHIBIT

2021 COVID-19 ARTS TEACHER'S RESOURCE GUIDE



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Since 2020 happened, a lot of Asians faced harassment because we were told that we were to blame for COVID-19 and it affected how we are treated. I drew the girl wearing a mask being that in most East Asian cultures people wear a mask before and when they get sick. The bird was used to represent the people who see our struggles and pain. The flower is an eschscholzia golden poppy that represents peace. I wanted the background to be stormy to show her state of mind. I made the composition diagonal and the bird flying upward to show that it's going to get better and that there are people who see our struggles without any ethnic bias.

COVID-19 ARTS Teacher's Resource Guide:

Inside/Outside: Students of the Arts Respond to the Covid – 19 Pandemic

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CDC Resources

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/parental-resource-kit/childhood.html>

Coronavirus disease (COVID-19) can affect children directly and indirectly. Beyond getting sick, many children's social, emotional, and mental well-being has been impacted by the pandemic. Trauma faced at this developmental stage may have long-term consequences across their lifespan.

CDC's [COVID-19 Parental Resource Kit: Ensuring Children and Young People's Social, Emotional, and Mental Well-being](#) can help support parents, caregivers, and other adults serving children and young people in recognizing children and young people's social, emotional, and mental challenges, and helping to ensure their well-being.

Recognize and address fear, stress and behavior changes

Watch for behavior changes in your students, not all respond the same way. Some common changes to watch for include:

- Excessive crying or irritation in younger children.
- Returning to behaviors they have outgrown (for example, toileting accidents or bedwetting).
- Excessive worry or sadness.
- Unhealthy eating or sleeping habits.
- Irritability and "acting out" behaviors in teens.
- Poor school performance or avoiding school.
- Difficulties with attention and concentration.
- Avoidance of activities enjoyed in the past.
- Unexplained headaches or body pain.
- Use of alcohol, tobacco, or other drugs.

Ways to support your students

Children and teens react, in part, on what they see from the adults around them. When parents and caregivers deal with the COVID-19 calmly and confidently, they can provide the best support for their children. Parents and teachers can be more reassuring to others around them, especially children, if they are better [prepared](#).

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/talking-with-children.html> CDC has created recommendations to help adults have conversations with children about COVID-19 and ways they can avoid getting and spreading the disease.

Tips for talking to students (Items in red indicate connections to artmaking)

- **Remain calm.** Remember that children will react to both what you say and how you say it. They will pick up cues from the conversations you have with them and with others. [Reassure children](#) that they are safe. Let students know it is okay if they feel upset. Share with them how you deal with your own stress so that they can learn how to cope from you.
- **Make yourself available to listen and to talk.** Let children know they can come to you when they have questions.
- **Avoid language that might blame others** and [lead to stigma](#).
- Some students may experience fatigue from online video conferencing—commonly referred to as “[zoom fatigue](#).”
- [Provide information that is truthful and appropriate](#) for the age and developmental level of the student. Talk to students about how some stories on COVID-19 on the Internet and social media may be based on rumors and inaccurate information.
- **Though students’ viewing of television, radio, including social media,** should be limited because students may misinterpret what they hear and can be frightened about something they do not understand. **Art educators can guide students to be aware of what they see or hear on television, radio and online including social media. Talk about why and how the media brings on anxiety. Teach art techniques that the media uses to influence the viewer..... Such as: subtract; repeat; combine** (bring things together. Connect, arrange, link, unify, mix, merge, wed.) **rearrange; add** (extend, expand); **transfer** (move your subject into a new situation, environment or context. Adapt, transpose, relocate, dislocate.); **empathize** (sympathize, relate to your subject, put yourself in its “shoes.” Think of an inanimate subject as having human qualities; **animate** (apply factors of repetition, progression, serialization or narration); **superimpose** (overlap, place over, overlay, superimpose dissimilar images or ideas.); **change scale; substitute; fragment** (separate, divide, split, dissect. Take your subject or idea apart.; **isolate** (separate, set apart, crop, detach. Use only part of your subject. Use a viewfinder to crop the image).; **distort; disguise; contradict; parody** (imitation, takeoff, spoof, caricature, mockery); **analogize** (make a comparison with something else); **hybridize** (mix/combine/fuse/blend with something else); **metamorphose** (change, transform, become someone or something else); **symbolize; mythologize**. [1]

Facts and Challenges about COVID-19 to discuss with children and to help inspire image making

Break in continuity of learning

School closures have meant that children stayed at home with parents and caregivers who had to juggle caretaking, learning supervision, and potential telework responsibilities. Participating in school from home is one way to help stop the spread of COVID-19. Online platforms and learning communities have become essential, as children and their families turn to digital solutions more than ever to support children’s learning. Unfortunately, the immediate need to have virtual school and learning revealed inequity in resources, access, and connectivity across students and communities. Communicate with school counselors to discuss the challenges your students’ family may face to support virtual learning. Together, you can discuss options that may be available through the school or county. Also, keep in mind that some students may experience nervous or anxious behaviors due to uncertainty about going back in-person to school. Families and communities can join together to troubleshoot ways to make the transition back to in-person school safe and healthy. **Create opportunities for artwork to be exhibited and/or performed virtually or in school. This will show students that their voice matters and give students an opportunity to see that their peers are going through similar issues and that they are not alone.**

Missed significant life events

Physical distancing can feel like placing life on hold. The truth is that the clock keeps ticking. Birthdays, graduations, talent shows, vacation plans, births, and funerals are just a sample of the many significant life events that children may have missed experiencing during COVID-19. Social distancing, stay-at-home orders, and limits to gatherings have affected the ability of friends and family to come together in person to celebrate or grieve in typical ways. [Grief](#) is a normal response to losing someone or something important to you. It is important to help children and adolescents understand that hosting gatherings during COVID-19 could be dangerous to those who would want to participate. Family and friends can help them find alternate ways to connect and support each other at a distance.

Lost security and safety

The household income of many families with children was affected during COVID-19 due to job loss and lost wages. Economic insecurity is consistently linked to children's adverse development, academic achievement, and health outcomes. It may affect their ability to consistently access healthy foods, safe transportation, and housing. Mounting economic stressors can increase children's risk for exposure to violence. Along with stay-at-home orders during COVID-19, some students may have been increasingly exposed to child abuse and neglect, intimate partner violence at home, and sexual violence. Children's increased online activity also puts them at [increased risk for online harms](#) such as online sexual exploitation, cyberbullying, online risk-taking behavior, and exposure to potentially harmful content. Some may also experience fatigue from online video conferencing—commonly referred to as “[zoom fatigue](#).” It is important for parents and other prosocial adults to maintain a trustworthy relationship and open communication with children and adolescents, watching for behavior changes that may signal distress

What can you do?

Steps to Help Provide Stability and Support to Young Children and Adolescents

- Maintain a normal routine
- Talk, listen, and encourage expression
- Give honest and [accurate information](#)
- Teach simple steps to stay healthy
- Be alert for any change in behavior.
- Reassure young children and adolescents about their safety and well-being

Recognize and address fear, stress and behavior changes

Children might worry about getting sick with COVID-19, and about their loved ones getting sick, too. Excessive worry or sadness, unhealthy eating or sleeping habits, and difficulty with attention and concentration are some signs of stress in children. Adults can take steps to provide stability and support to [help children cope](#).

Help students stay socially connected Encourage connection to friends and family via phone or video chats. Create artwork, write cards or letters to family members they may not be able to visit. Schools may have tips and guidelines to help [support socialemotional needs of children](#). Explore different types of resources available to help support children's social, emotional and mental well-being during Covid-19 and beyond. <https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/for-parents.html>

Explore different resources to help support student's social, emotional and mental well-being during COVID-19 and beyond.

Childhood 6-12 years and Adolescence (13-17 years)

Coronavirus disease (COVID-19) can affect students directly and indirectly. Beyond getting sick, many student's social, emotional, and mental well-being has been impacted by the pandemic. Trauma faced at this developmental stage may have long-term consequences across their lifespan. CDC's [COVID-19 Parental Resource Kit: Ensuring Children and Young People's Social, Emotional, and Mental Well-being](#) can help support parents, caregivers, and other adults serving children and young people in recognizing children and young people's social, emotional, and mental challenges, and helping to ensure their well-being.

Recognize and address fear and stress

[Adolescence](#) is a time of big changes. Adolescents can be particularly overwhelmed when stress is related to a [traumatic event](#), expressed as excessive worry or sadness, unhealthy eating or sleeping habits, and difficulty with attention and concentration. Adults can provide stability and support to [help them cope](#), as well as facilitate access to professional help and [distress emergency hotlines](#), as needed.

Help adolescents stay socially connected

Encourage adolescents to reach out to friends and family via phone, video chats, social media, or even via video games. Schools may have tips and guidelines to help [support their social and emotional needs](#).

Explore different types of resources available to help support young adults' social, emotional and mental well-being during COVID-19 and beyond. <https://www.chop.edu/news/health-tip/managing-emotions-during-covid-19>

Managing Emotions During COVID-19 Published on Jun 11, 2020 in [Health Tip of the Week](#)

What's your child feeling? Below are a few possible emotions your child – and you – may experience during these times:

- **Grief:** Many families are grieving time they can't spend with extended relatives and loved ones, the sudden end of the (in-person) school year and extracurricular activities, and the cancellation or postponement of vacations, local trips and celebrations with classmates, friends and families. Grief can be expressed as sadness, irritability and anger.
- **Anxiety and stress:** Children worry that they or their family members and friends may catch COVID-19 and experience serious complications or die. They may also worry about being separated from family and friends if they or a loved one is hospitalized. Children are not used to seeing everyone in masks and find it hard to read other people's emotions when they can't see their faces. Parents and teens may be nervous about what the future holds, and how they can stay healthy as public restrictions are gradually lifted. Dealing with the uncertainty of this time is difficult, especially as information is constantly changing.
- **Frustration:** Children and families are forced to adapt to changes mandated by schools and local and state governments. Family members may become frustrated and upset with each other after spending a lot of time in close quarters. Children and teens may struggle to adjust to online classwork and meetings – and the lack of socialization with peers. Family members may feel bored or that they are "missing out" on many activities that used to provide outlets for socializing, reducing stress and distraction.
- **Happiness:** Many people are identifying the "silver linings" of COVID-19. They may be enjoying the chance to slow down from busy schedules and spend quality time with their families. Others may develop new hobbies or skills while stuck at home (e.g., cooking, baking) or enjoying expanding their family time taking virtual classes for exercise or hobbies. Children and teens may appreciate reduced school demands or opportunities to focus on healthy habits like getting enough sleep and eating three balanced meals a day.

Finding a path forward

All these feelings are normal and OK for you and your child to feel. In fact, it's expected many of us will experience all these emotions, with some days or times feeling more difficult than others. Further, some children may find that increased stress during this time has worsened their anxiety or symptoms of any preexisting conditions, while other children may feel better without normal stressors.

It's also normal for adults and children to feel more overwhelmed, worried or frustrated when they focus on things they cannot control. One way to cope with the many feelings you and your child may have during the COVID-19 pandemic is to make a list of things you can control and those you can't. The next time you feel upset, try to focus on one of the things you do have control over, and practice accepting the things you can't control.

Accepting things out of your control

- Acceptance does not mean you *like* what's happening, just that you recognize you can't change what's happening.
- Try to be present and “in the moment” without jumping to the “what ifs” about how things may be next week, next month or in the Fall.
- Remind yourself: You can feel stressed AND still do the things that are important and meaningful to you.

Focus on what you can control There many things you and your child can control, including:

- **Physical and social distancing.** Stand 6 feet away from others, wear masks in public and wash hands frequently.
- **Making healthy choices.** Take medicine as prescribed, exercise, eat healthy meals three times a day, and try to go to bed and wake up around the same time each day.
- **Finding fun ways to spend time at home with your family.** Try cooking a new recipe together, plan a game or movie night, go on a scavenger hunt walk in the neighborhood, create arts and crafts together, and video chat with other family members and friends.
- **Seeking information from credible sources.** Visit CHOP's website to learn about how the hospital is keeping patients, families and employees safe. The CDC website also offers accurate information about COVID-19 and how to cope during the pandemic. Contact your child's pediatrician or specialist for specific questions you may have about COVID-19 and your child's condition.



Contributed by: Kari F. Baber, PhD, Christina E. Holbein, PhD, Sarah Mayer-Brown, PhD, Kelly A. O'Neil Rodriguez, PhD, Margo M. Szabo, PhD, Elizabeth Turner, PhD, MS, and Caroline Wilkes, PsyD, MA, are all members of the psychology team supporting patients at Children's Hospital of Philadelphia

Bibliography of Arts-Based Research

How the Art Making Process Can Help Students Identify and Express Their Feelings and Concerns

Learning in the 21st century requires multimodal opportunities for students to discover and solve problems independently and/or collaboratively in an environment in which both successes and failures are honored as part of the process. All modes of communication are codependent. Each affects the nature of the content of the other and the overall rhetorical impact of the communication event itself.[i]

[1] NCTE Position Statement on “Multimodal Literacies” National Council of Teachers of English, November 2005.
<http://www.ncte.org/positions/statements/multimodalliteracies>

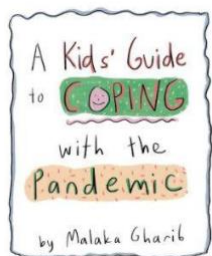
The process of drawing in conjunction with writing expands the creative and critical thinking process, supports the English language arts & literary shifts and gives parents an opportunity to understand what and how their children are thinking. The process can be likened to putting in two discs in the computer, an art image making disc and a telling/writing disc. Each disc gives an opportunity to see something from a different perspective. In the article by Davidson, (2008) she explains, “The drawing and writing process involves documenting layers of thought and using each layer as a stepping-stone to another layer. Picture a delicate, smooth skinned red onion whose aroma gets more pungent as you peel away each circular, slippery layer.”[ii] As children draw and as they tell stories about their work, multiple ideas become solidified and other images/stories come to mind.

Eisner (1992) explains, “Those who draw or paint, do all their thinking within the medium in which they work.” [iii] Eisner (2002) states, “In the process of creation the arts stabilize what would otherwise be evanescent. Ideas and images are very difficult to hold onto unless they are inscribed in a material that gives them at least a kind of semi-permanence. The works we create speak back to us, and we become in their presence a part of a conversation that enables us to see what we have said.”[iv]

As well as being important in children’s cognitive development, art also provides the stimulus of perceptual, emotional, social and creative development. Viktor Lowenfeld explains, “the art products of children tell us a great deal. Children create directly and without fear. Art is more than a pastime; it is meaningful communication with the self, as children select and organize parts of the environment into a new whole.”[v]

COMIC: A Kids' Guide To Coping With The Pandemic (And A Printable Zine) (Nov. 2020)

<https://www.npr.org/sections/goatsandsoda/2020/11/17/933920696/comic-a-kids-guide-to-coping-with-the-pandemic-and-a-print>



Kids, this comic is for you. You've been living through this pandemic for months, and you might be feeling sad, frustrated or upset.

But there are lots of different ways to deal with your worries -

and make yourself feel better. Here are some tips and advice to help you through.

< [CLICK HERE TO DOWNLOAD THE COMIC AS A PRINTABLE ZINE FOR YOUR STUDENTS!](#)

[1] Nicholas Roukes, *Design Syntectics Stimulating Creativity in Design*, Davis Publications Inc., Worcester, MA, 1988. pp14

[i] NCTE Position Statement on “Multimodal Literacies” National Council of Teachers of English, November 2005. <http://www.ncte.org/positions/statements/multimodalliteracies>

[ii] Joan L.Davidson, “*How drawing in conjunction with writing contributes to literacy*”, *Educator’s Voice*, (NYSUT’s Journal of Best Practices in Education, Volume I, Spring (2008), p. 36.

[iii] Elliot Eisner, Excerpts from “*The misunderstood role of the arts in human development*” Position paper for the National Symposium on Arts Education Assessment Action Agenda sponsored by the American Council for the Arts, Atlanta, GO. (Washington, D.C., CABC:The Center for Arts in the Basic Curriculum, Inc. 1992), p. Xiv.

[iv] Ibid., *The arts and the creation of mind* (New Haven: Yale University Press Haven, 2002), p. 11.

[v] Vikor Lowenfeld with Lampert Brittain, *Creative and mental growth*, (New Jersey, Prentice Hall, 1987), p. 34.

Motivational Arts-Making Strategies

Motivating Words:

Hobbies, anger, lonely, brave, hugs, sad, cooped-up, confused, scared, worried, hurting, suffering, helping, family, laughter, time, safe, escape, solitude, independence, friends, heroes, memories, wishes, dreams, self-esteem, identity.

What other words can you or your students think of?

Questions to Ask Students:

Ask questions that help students reflect on their feelings and activities during Covid-19 from different points of view.

1. What are you doing differently in your life during Covid-19?
2. What makes you feel safe/secure during Covid-19?
3. What hobbies have you explored during Covid-19?
4. What activities do you like doing during Covid-19?
5. What activities do you like doing least during Covid-19?
6. How have your feelings changed during Covid-19?
7. What do you miss doing during Covid-19 with family and/or friends?
8. What/Who helps you feel better during Covid-19?
9. In what ways have people become heroes because of their jobs or actions during Covid-19?
10. How have you helped your family or friends during Covid-19?
11. What are ways you view the OUTSIDE world while you are cooped-up INSIDE?

Student Description Format:

Writing may accompany work (see sample student images and text pages 6-8).

Writing can take the form of a statement, a poem, a song, a rap. (see p.9 for Poem references)

A written statement (for grades 1-3 verbal statements can be transcribed by an adult)

For early childhood, writing can be only a title or a description of the content of the work.

Writing can start midway through the art making process so that ideas that come up during the writing can be included in the image.

For example, where the experience took place, reasons for feeling scared; sad or isolated.

Student Statement Suggestions: (one or more can be used)

- A description of the work.
- A description of feelings shown in the work.
- What is the story you are telling in your work?
- How did the process of making the work affect what you are communicating?
- How did you use the language of your art to communicate what you wanted to say?

For example: select one or more of the elements in the art form you worked in.

VISUAL ARTS: color, pattern, shapes, lines, size, composition.

DANCE: body, action, space, time, energy.

MUSIC: rhythm, duration; structure; dynamics; texture; tone, harmony.

THEATER: breath, conflict, plot; action, characters, dialogue, staging

MEDIA ARTS (MOVING IMAGE): camera shots, special effects; sound, script, editing, storyboard, lighting, location

- What were challenges you faced as you created your work, and how did you solve the challenges?
- What risks did you take while creating your work?
- Why have you chosen this piece to perform?
- What does the piece say to you?
- What do you hope to say to your audience?
- What do you think about your work?
- What was the highlight of creating your work?

How To Brainstorm Content and Ways to Make Work Expressive:

See questions above- Make small sketches, create 3 dance movements, play an expressive part of a musical piece, create short expressive sounds, rhythms; act out a feeling with your voice or a short dialogue, create a short story board. Students share their work with a peer/or group by explaining their idea. Peer/Group members give suggestions as to how the work can be expanded. Students select materials to work with (Visual Art). When student(s) are half-way through creating their work, ask them to write a statement about the work. Suggest student(s) use ideas in their statement to change/add and clarify the feeling/idea they wanted to communicate. The writing is a way to self reflect .

(Visual Arts) How Can You Show Who You Are or Someone Else Is? (Student Art work and Art Reproductions pp 12-22)

Self Portrait: What **symbols** can you use in your picture to tell your story or to make your feelings strong?

Research religious, cultural mythological symbols and stories.

Walk in My Shoes: Put yourself in someone else's shoes and understand what it feels like to be them.

Examples of how different Arts can generate ideas and or emotions.

Read a quote, book or poem tell a story; act out a group developed picture or a given image; Choreograph a dance or listen to or create music to express a feeling or tell something about an activity., examine student or reproductions of artist images (pp12-22)

Quotes

These quotes are taken from **My Mixed Emotions** by Elinor Greenwood (see complete citation in **Juvenile Book** section below.)

All about FEAR: *"The true courage is in facing danger when you are afraid, and that kind of courage you have in plenty."*

...**The Wonderful Wizard of Oz** by Frank Baum.p.45

All about ANGER: *"I am not afraid of storms, for I am learning how to sail my ship."* **Little Women** by Louisa May Alcott p.31

Juvenile Books

(Can be used with all grades – identifies feelings and presents ways to manage emotions).

TITLE: What to Do When You're Scared & Worried

AUTHOR: James J. Crist, Ph.D

PUBLISHER, Free Spirit Publishing Inc. Minneapolis, MN (2004) pp.122

SUMMARY: Part 1: Getting to know your fears and worries.

Part 2: Getting help for hard-to-handle problems. Many resources and references.

TITLE: My Mixed Emotions

AUTHOR: Elinor Greenwood

ILLUSTRATOR: Polly Appleton

PUBLISHER: DK Publishing a division of Penguin Random House LLC, New York City, NY (2018) pp.80

SUMMARY: A colorful picture book that includes photos and illustrated images of different emotions that help clarify the root of the emotion as well as thoughtful questions to reflect on and activities you can do to counteract a challenging feeling. Includes fun quotes that encourage you to move beyond feelings that hold you back. Includes **My Emotions Dictionary**-The words can help students explain how they feel.

TITLE: Feeling Happy

AUTHOR: Rosalyn Clark

PUBLISHER: Lerner Publications Company, Minneapolis, MN (2018) pp.24

SUMMARY: Using large colorful photographs, the author shows you all the many activities you can engage in to have fun and be happy and ways you can make others happy.

Poetry References

"Mother to Son", by Langston Hughes

(Mother as protector; The world is full of challenges; "How to keep climbin")

[poem/mother-to-son/](#)

Well, son, I'll tell you:
 Life for me ain't been no crystal stair.
 It's had tacks in it,
 And splinters,
 And boards torn up,
 And places with no carpet on the floor— Bare.
 But all the time
 I've been a-climbin' on,
 And reachin' landin's,
 And turnin' corners,
 And sometimes goin' in the dark
 Where there ain't been no light.
 So, boy, don't you turn back.
 Don't you set down on the steps.
 'Cause you finds it's kinder hard.
 Don't you fall now—
 For I've still goin', honey,
 I've still climbin',
 And life for me ain't been no crystal stair.

The Hill We Climb by Amanda Gorman

2020 Inaugural poem-last 6 lines of hope

<https://www.townandcountrymag.com/society/politics/a35279603/amanda-gorman-inauguration-poem-the-hill-we-climb-transcript/>

When day comes, we step out of the shade,
 aflame and unafraid,
 the new dawn blooms as we free it.
 For there is always light,
 if only we're brave enough to see it.
 If only we're brave enough to be it.

The Coronavirus Pandemic: Student Poems of Hope, Faith, and Love by students at P.S. 16, Williamsburg, Brooklyn, NY • Grade 6 • Age 11

Collected by Jeffrey Pflaum, Educator/Author/Photographer
www.independent.academia.edu/PflaumJ and www.JeffreyPflaum.com

SONG
 by Nicole
 Hernandez
 A robin
 sings by
 a dead tree
 it sings and
 sings and
 never stops

GOOD TIMES
 by Melanie Colon
 I take a breath
 And guess what?
 I see a swing
 For you and one for me.
 I see slides and I get some horsey
 rides.
 I breathe again and guess what?
 I see an ice -cream parlor
 for you and me.
 I eat chocolate
 and you eat strawberry,
 you have a banana split.
 I can see the good times we had.

NOBODY CARES
 by Fanny Martinez
 Jump out the window
 Get hit by a car.
 Take drugs.
 Drink all night!
 Nobody cares.
 There's no love
 For me.
 I'm lonely.
 Do what I want
 I'm only eleven
 Nobody cares or
 Gives a hoot
 About me.

Arts Process Activities

[https://www.weteachnyc.org/resources/collection/blueprint-for-teaching-and-learning-in-the-arts/Blueprints for teaching and learning in the arts | WeTeachNYC](https://www.weteachnyc.org/resources/collection/blueprint-for-teaching-and-learning-in-the-arts/Blueprints%20for%20teaching%20and%20learning%20in%20the%20arts%20|%20WeTeachNYC)

THEATER RESOURCES:

Theatre Resources contributed by **Jorge Rodriguez**, Dramatic Arts Teacher at High School of Commerce in Springfield, MA.

- Though many are not free, descriptions of sites offer many ideas to incorporate into a Theater curriculum.

- **Role playing:**

Whatever the response to the questions above, students can work in teams to pantomime or create a dialogue for story told. Gives students an opportunity to engage in the experience through words and body movements.

DANCE & MEDIA ARTS RESOURCES

- **Gestures - Create a Movement – Choreograph a Dance:**

- Students can work in a team or whole groups and make a gesture that suggests how you feel or an action that is taking place.
- A few students can be self-selected or teacher selected to repeat their gesture in front of the group
- Bodily movements are another way of knowing and feeling the experience.

- **INTO SUNLIGHT choreographed by Artistic Director, Robin Becker**

Inspired by the book, **THEY MARCHED INTO SUNLIGHT** by David Maraniss

This is an intimate and powerful 6minute trailer for a documentary film about an evening-length dance that responds to the challenges and cultural upheaval of the Vietnam Era. The dance, inspired by Washington Post Journalist David Maraniss' book, *They Marched Into Sunlight*, is as much about protest and social engagement as it is about the dimensions, demands and sorrows of war. Narrated by, Robin Becker and David Maraniss among others.

Here is the link to the trailer: <https://vimeo.com/user32647349/intosunlightfilmtrailer>

"If people are interested in a Dance curriculum affiliated with this project: please contact Robin@robinbeckerdance.org or Robinbeckerdance@gmail.com"

Link below contributed by Ann Biddle, Founding Faculty, Dance Education Laboratory, 92Y, New York City and
Director, Dance Education Laboratory, at Jacob's Pillow, Becket, MA

Filmmaking (Media Arts), rhythms, songs and music pieces are integrated in these dance presentations.
The dances will inspire all arts teachers and their students.

[a link to a doc](#) with links to short dance films made during COVID.

MUSIC RESOURCES

- Miss Molly Feelings Song: <https://www.youtube.com/watch?v=-J7HcVLsCrY> (need to skip ad)
- Students can learn a song, for example: Feelings; A Friendship Song;
- A team can write a song from one or all points of view.

References below contributed by Glenn Roberts, NYSUT Arts Committee, Music Teacher, Lisbon Central School, Lisbon, NY

- Quiet City, by Aaron Copland (the emptiness and isolated feelings of quarantine; how empty the cities were when everything shut down)
- The Unanswered Question by Charles Ives (I get a sense of loneliness and despair that maybe many felt during this time)

• Fanfare for the Common Man, by Aaron Copland (celebrating the common, everyday people facing extraordinary challenges)

• Gollum's Song (from Lord of the Rings) By Howard Shore, sung by Emiliana Torrini (YouTube link here: https://www.youtube.com/watch?v=fUptkGzSIYY&list=RDFUptkGzSIYY&start_radio=1).
Loss; Sorrow; Isolation; Loneliness; Hopelessness

• Hope, by Rush Title says it all. (YouTube link here):
<https://www.youtube.com/watch?v=1YQkRFzOMEQ>

• Finale from Symphony #2 "Resurrection" by Gustav Mahler
Rebuilding. Hope. Coming back. (All as the title implies).
This is just the NY Phil Brass playing the chorale at the end.
<https://www.youtube.com/watch?v=EkkSpqzEnSM>

• Truth, by Kamasi Washington
Youtube link: [Kamasi Washington - Truth \(Director's Cut\)](#)

Student Art Work with Statements Grades 1-12

These samples are from INSIDE/OUTSIDE: Young Artists Unite Against Bullying (2017-2020).
They were chosen to show a sample of K-12 images that could equally relate to the Covid-19 Pandemic.

Zaydon Grade 1

Art Teacher: Joan L. Davidson
Brooklyn New School
Medium: Crayons, paper

Anger
I Am Slapping Him!



Sierra Rotger • Grade 5 • markers • 9" x 12

"P.S. 001 K The Bergen Art Teacher: Angela Pontecorro

Contrast of Hope

What this drawing represents is how we feel when
treated in different ways.

The left half is representing happiness and feeling
amazing.

The right half is how we feel when bullied.
We feel hopeless and sad.

People who bully don't know how their
words hurt the people they bully



Yufei Lin, Grade 7 MS158Q
9"x 12" • color pencil, pen, marker and chalk pastel
Art Teacher: Mario Asaro

Arrows of Pain

When you say something that is negative,
bad, or mean about someone.
You might not know what they would feel
just because of one word you say.
Maybe you won't think much about it,
but others may be hurt because of your mean words.
My art is about how words are like arrows,
quick and can hurt someone easily.
The dark to light background shows loneliness.
The tiny bits of glitter show hope
of getting out of the situation.



Jenny Choe Grade 7
MS 158
9" x 12" color pencil, pen, marker and chalk pastel.
Art Teacher: Mario Asaro

Bye

When a person feels as if they are alone,
and the only person or people they need at the moment
are fading away,
the person cries tears
and they are starting to break apart.
They are slowly saying goodbye
to their l



Anthony Rychalski Grade 12
Graphite on Paper
PS77K (ungraded-D75)
Art Teacher: Amie Robinson

Protecting Friends from Bullies

My graphite drawing was inspired by the artwork of Kathe Kollwitz.
It shows a mom holding her three kids in a big hug.
In the hug the children feel happy and safe
and when they feel sad their mom makes them feel better
just like my mom does for me.
I don't have a bully problem,
but I think bullying makes people feel upset
and when that happens you should ignore them
or help your friends
if they are being bullied to feel safe.



Juwan Hector, Grade 12
Art Teacher: Amie Robinson
P.S. 77K (ungraded)
watercolor and Ink on Paper

Proud To Be Me



Malayah Parham, Grade 10
22" x 17 " • acrylic on paper
August Martin HS
Art Teacher: Androneth Sieunarine

The Blue Lady

She is so much more
than just an ordinary painting to me.
She is the tears,
the fears that most people feel.

She tells the story of so many,
yet they are not always told or heard.
They silence these stories deep within
not to be heard again,
but she is here to speak these stories,
to SHOUT from the rooftops

– WE ARE HERE!



Darnell Howard • Grade 10
colored pencil on illustration board
Brooklyn HS of the Arts • Art Teacher: Marne Meisel



I Am A Hero

This picture depicts a portrait of myself as a
heroic version of myself
at night fighting opposition to bullying.
He can coat his hands in a layer of plasma
to amplify attacks as he rises above the struggle
of people being mean to one another.
The glowing lights adds drama
to the fight against injustice.
Some reflections were planned
while others were not, just like everyday life.
The dark blues and greens darkened the reds
and oranges to amplify
that there's light in dark times.
My hero shines in that light



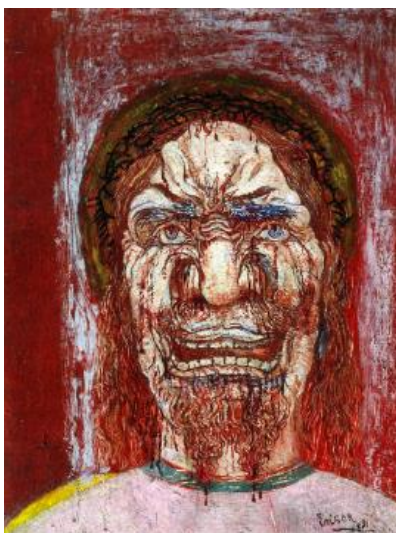
Homelessness is a very common issue. Over half a million people are homeless. About a quarter of these people are children. This is a very known issue to everyone, especially in New York. It is very common to turn any corner and see people laying on the floor, benches and on cardboard. I personally think this should definitely be an issue that should be solved very soon. It is terrible as is, but even worse when it is winter. There are many issues that are connected to homelessness. These issues can be losing a job, too many bills, and also addictions. When people are homeless, they struggle with eating food and simply surviving. There are many programs that try to help those in need. Additionally, people can donate clothes they don't use anymore or any canned goods.

Art Reproductions

- One or more of the following images can be the basis for brainstorming ideas before or after a discussion about the effects of Covid-19 on students and others.
- Student works and Art Reproductions can be examined during the lesson when there is something about the work that connects with the way the young artist is thinking.

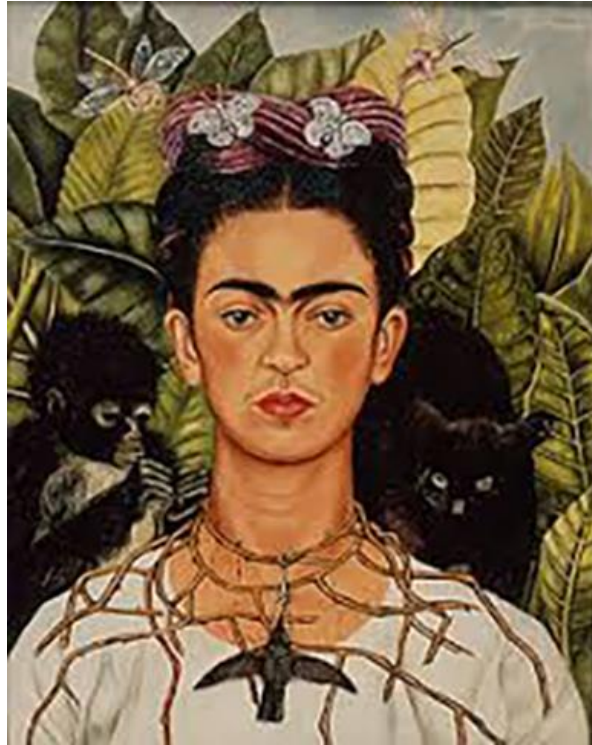
James Ensor

Man of Sorrows (1891) (Portrait of a man consumed with problems.)



Frida Kahlo

Self Portrait with Thorn Necklace and Hummingbird (1940) (identity. Symbols suggest Frida's new suffering) Symbols: Bird=Freedom-but in black and lifeless –usually bird is colorful. Thorns – see bleeding neck



Ernst Ludwig Kirchner Berlin Street, 1913. (exaggeration and color)

Kathe Kollowitz Self Portrait (shows sorrow)



Kathe Kollowitz

Death Seizing a Woman with a Child 1934
(shows horror and protection of child)



Kathe Kollowitz

Women Protecting Her Children 1932 (shows
fear of harm coming to her children)



Jacob Lawrence

The Shoemaker
(1945) (exaggeration, use
of whole page)



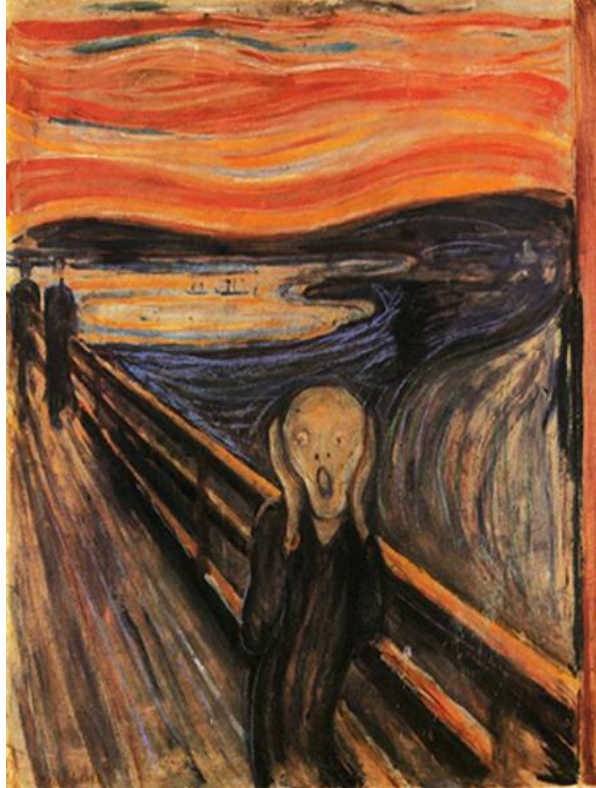
Roy Lichtenstein

Crying Girl 1963 (Emotion)
Screen printing



Edvard Munch

The Scream, 1893 <https://www.edvardmunch.org/the-scream.jsp>
(exaggeration of anguish)



Pablo Picasso Guernica ((937) -Anti-war painting. <https://www.pablocicasso.org/guernica.jsp>;
<https://smartartbox.com/blogs/smart-art-blog/understanding-picasso-a-look-into-guernica>

Note: use of symbols to communicate events and feelings and stark impactful monochromatic palette. Shows the tragedies of war and the suffering it inflicts upon individuals, particularly innocent civilians. Incorporates religious symbols such as woman clutching a dead child resembles the Virgin & Child; a Minotaur symbolizing darkness, destruction and irrational power; a fragmented horse with a dagger for a tongue along with symbols of hope, such as a white poppy held in the hand of a dead soldier and an oil lamp the source of light for the whole scene. Image was painted in response to the bombing during the Spanish Civil War.



Ben Shahn, Handball (1939) (What could have been done before Covid-19. Artist uses the whole page to tell the story)

Kehinde Wiley

Haitian Woman, The World Stage 2014

<https://kehindewiley.com/works/haiti/>

Haitian Women surrounded by Haitian plants
Shows self-esteem/identity.



Kehinde Wiley

Randerson Romvaldo Cordeiro 2008

<https://www.theartstory.org/artist/wiley-kehinde/>

Boy with a baseball cap shows self-esteem/identity





NY State Students' K-12 Virtual 2021 Visual and Performing Arts Showcase

“INSIDE/OUTSIDE: STUDENTS OF THE ARTS RESPOND TO THE COVID-19 PANDEMIC”

Open to all the ARTS: Music, Theater, Dance, Visual and Media Arts

GUIDELINES

Work must be uploaded to the following link:

<https://www.schoolartshow.com/submissions/nysut-exhibition-2021>

Showcase Selection Criteria:

- Interpretation of Theme
- Clarity of Message
- Craftsmanship

Submission Deadline: Monday, May 17, 2021

Virtual Showcase Premier: June 5, 2021

Submission Guidelines:

Visual Arts: Up to 5 images per teacher, jpeg's only, cropped to image, straight, NO mats.

Performing Arts & Media Arts – Up to 2-minute videos, 10 minutes maximum per teacher.

Videos must be a YouTube or Google Drive Link and must be accessible to view. Due to copyright laws, video clips in the virtual exhibit may be limited to 30 seconds.

- All work must include a title and brief description-1 sentence-up to 120 words (can take the form of prose, a poem, a rap) The descriptions may include the inspiration for the work or something the student would like to tell about their work. See next page for details.
- Student(s) name, grade, Title, school name, city, school district, teacher non-school email and phone must be included on the entry form. (visual arts include material used)
- Work may be individual or small groups. Any groups (more than one person) must adhere to CDC social distancing guidelines.
- Student work will be grouped in grades K-3, 4-6, 7-8 and 9-12, ungraded
- Appropriate language is expected.
- Any district permissions are the responsibility of the teacher.
- All submitted works and statements may be used for publication beyond this exhibit, including, and not limited to articles for publication and exhibition.

Motivational Prompts

WORDS: hobbies, anger, lonely, brave, hugs, sad, cooped-up, confused, scared, worried, hurting, suffering, helping, family, laughter, time, safe, escape, solitude, independence, friends, heroes, memories, wishes, dreams, self-esteem, identity. What other words can you or your students think of?

Suggested Questions:

1. What are you doing differently during COVID_19?
2. How have your feelings changed during Covid-19?
3. What makes you feel safe/secure during Covid-19?
4. What activities do you like doing during Covid-19?
5. What activities do you like doing least during Covid-19?
6. What do you miss doing during Covid-19 with family and/or friends?
7. What/Who helps you feel better during Covid-19?
8. In what ways have people become heroes because of their jobs or actions during Covid?
9. How have you helped your family or friends during Covid-19?
10. What are ways you view the OUTSIDE world while you are cooped-up INSIDE?

Student Statement Suggestions: (one or more can be used or your choice.)

- A description of the work.
- A description of feelings shown in the work.
- What is the story you are telling in your work?
- How did the process of making the work affect what you are communicating?
- How did you use the language of your art to communicate what you wanted to say?

For example: select one or more of the elements in the art form you worked in.

VISUAL ARTS: color, pattern, shapes, lines, size, composition.

DANCE: body, action, space, time, energy.

MUSIC: rhythm, duration; structure; dynamics; texture; tone, harmony.

THEATER: breath, conflict, plot; action, characters, dialogue, staging

MEDIA ARTS (MOVING IMAGE): camera shots, special effects; sound, script, editing, storyboard, lighting, location

- What were challenges you faced as you created your work, and how did you solve them?
- What risks did you take while creating your work?
- Why have you chosen this piece to perform?
- What does the piece say to you?
- What do you hope to say to your audience?
- What do you think about your work?
- What was the highlight of creating your work?

For additional information contact: Joan L. Davidson or Terry McSweeney: research@nysut.org