

Agenda for Neighborhood and Long Term Planning Committee Meeting
May 22nd 2014
Art City

6:00-6:10: Introduction by Councillors

6:10-6:45: Arts Funding In Cambridge

- Jose Marsol (5 minutes)
- Reggie Perry (5 minutes)
- Junot Diaz (5 minutes)
- Erica Sigal (5 minutes)
- Deborah Mason Art Studio (5 minutes)
- Discussion by group about strategies for increasing arts budget (10 minutes)

6:45-7:00 Art City and festivals in Cambridge

- Art City Group: Amyko Ishizaki and others (10 minutes)
- Dennis Benzan talks about Central Square Festival (5 minutes)

7:00 - end

- Public comment and group discussion

Art City Facts

Mission Statement

- Art City Cambridge aims to further support and celebrate local artists and their work through events and community engagement, giving them a new platform to showcase and advocate for their work.

Contact:

Email: artcitycambridge@gmail.com

Facebook: www.facebook.com/artcitycambridge

Founders

- Amyko Ishizaki - amykoish@gmail.com
- Emily Falcigno
- Nina Berg

- Theresa Kim
- Deborah McDuff

Members - 30 members, 11 organizers, 100-200 artists

Meetings

- Internal - every Wednesday at 6pm
- Community meetings - Every Third Thursday at 7pm at 344 Annex St.

Events planned

- Art City August: Weekends and Pop-Ups - A community engaged festival that is highlighting emerging artists and their work through grassroots outreach and community engagement.

Events and proposed venues for August

- Music Weekend - Rogers Park
- Film Weekend - Rogers Park and center squares
- Dance Weekend - Dance Complex or Lafayette Square
- Visual Arts Vendor Weekend - Lafayette Plaza, Graffiti Alley into the H-Mart Parking lot
- Performance/Tech weekend - Magazine Beach or Dana Park
- Graffiti pop-up wall - Rogers Park or H-Mart Parking lot
- Busking monologues - all over Cambridge
- City-Wide Flash Mob - Lafayette, Shapiro Plaza, Winthrop Park, Kendall Square Plaza, Cambridge Commons
- Food Trucks - parked around events

Type of art highlighted

- Dance
- Painting
- Sculpture
- Acrobatics
- Graffiti
- Tech - Artisan's Asylum and MIT
- Classical Musicians
- Theater
- Crafts
- Local bands
- A Capella
- Film

The National Dance Education Organization and the National Endowment for the Arts present...

Evidence: A Report on the Impact of Dance in the K-12 Setting

What is the Evidence Report?

The National Dance Education Organization (NDEO) undertook a review of recent studies of how dance impacts K-12 learning, paying particular attention to several areas determined to be under-researched in the 2004 Report to the Nation (Boribright, 2004).

Dance can have a positive impact on Student Achievement, Teacher Satisfaction, and School Culture!

A group of researchers combed a variety of databases, including recent theses, dissertations, and articles within the Dance Education Literature and Research descriptive index (DELRi), the Fast Response Survey System (FRSS), and a newly discovered collection of reports from the U.S. Department of Education's Arts in Education programs in professional development and model programs.

Studies reveal that dance classes can have a positive impact on student achievement, teacher satisfaction, and school culture. This evidence is especially useful to legislators, administrators, teachers, parents, and students advocating for dance in their school districts. This brochure summarizes these studies and may be downloaded and disseminated via www.ndeo.org/evidence.



To read the full report Evidence: A Report on the Impact of Dance in the K-12 Setting visit www.ndeo.org/evidence



NDEO's work on the Evidence Report was supported through funding provided by the National Endowment of the Arts.



National Endowment for the Arts
arts.gov

ART WORKS.

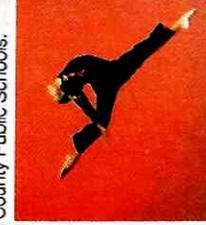
To read the full Evidence Report, go to www.ndeo.org/evidence



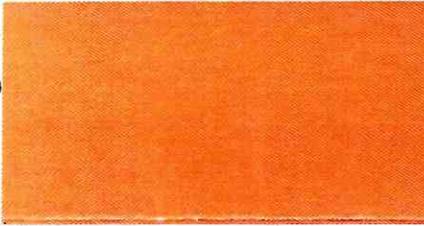
National Dance Education Organization
8609 Second Ave., Suite #203-B
Silver Spring, MD 20910

www.ndeo.org

Photos by Scott Swanson. Courtesy of Anne Arundel County Public Schools.

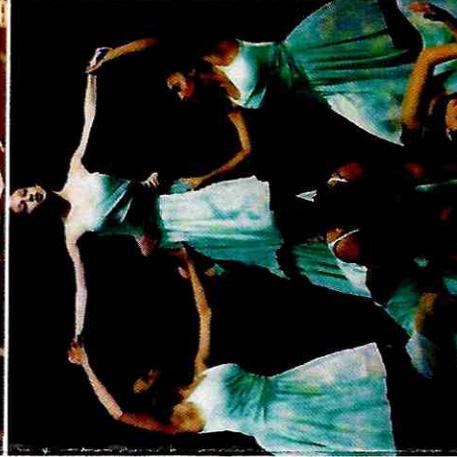


Attachment B



Stand Up for Dance in America's K-12 Schools

A Quick Guide for Legislators, Administrators, Teachers, Parents, and Students



IMPACT of DANCE EDUCATION

ON Student Achievement

Improves Academic Skills

- Florida: Students outperformed other districts in reading and math scores and increased test scores overall after incorporating visual, dance, and dramatic arts into the curriculum. (p. 22)
- Massachusetts: Integrating dance and chemistry helped students answer questions on the state achievement exam. They closed their eyes and visualized their dance to retrieve information about chemical reactions. (p. 18)
- Maryland: Dance helped students acquire abstract geometrical concepts and enhance problem-solving skills. (p. 16)
- California: Students who participated in dance demonstrated more persistence and had higher grades than those involved in non-dance activities. (p. 10)
- New York: Dance helped ESL students improve English skills and internalize understanding of the language. (p. 14)

Offers Neurological Benefits

- Dance is effective because it involves sensory input, holds students' attention for longer periods of time, helps them make connections between new and past learning, and improves long-term recall. (p. 37)

Provides Additional Student Benefits

- Lowers drop-out rates (p. 48)
- Enhances emotional well-being (p. 31)
- Supports learning of underserved populations including kinesthetic learners, special education students, and low-income learners (p. 23)

ON Teacher Satisfaction

Supports Integrative Teaching Methods

- New York: Integrating dance into the classroom helped teachers gain insights into student capabilities through the arts and teach academic subjects in new ways. (p. 24)
- Minnesota: Integrating dance and math changed teachers' perspectives on the classroom itself. Teachers thought differently about how education can take place in the classroom, they made room for integration, and they were interested in actualizing school wide change. (p. 19)

Fosters Teacher Morale

- Minnesota: Teachers in the dance and math integration study showed renewed commitment to their teaching, coming to enjoy and relish the extra time collaborating, reflecting, and planning new lessons. (p. 19)

Provides Additional Teacher Benefits

(p. 19-20)

- Increases teachers' interest in co-teaching
- Increases levels of authentic instruction
- Increases connections to the world beyond the classroom
- Increases social support for learning, high expectations, challenging work, and mutual respect



ON School Culture

Improves Attendance Rates

- New Jersey: Better than-average rates of student attendance, mobility and suspension, and teacher attendance were reported when arts were a part of the school experience (p. 30)

Upholds High Order Thinking Skills Consistent with National Standards

- Wisconsin: Dance was used as a form of assessment that measured learning beyond regurgitation of content. Students were able to use, apply, and abstract material to create new knowledge through dance. (p. 14)

Promotes Conflict Resolution

- Dance can allow students to express themselves, feel validated and accepted, and develop empathy. (p. 40)
- Dance engages all the senses, wires the brain for successful learning, develops gross motor skills, and enhances emotional well-being. (p. 38)

Offers Opportunities for Inclusion

- New York: Dance allowed immigrant and non-English speaking students to express themselves non-verbally and to incorporate aspects of self not supported in the new culture and language. (p. 31)
- New York: Dance offered new opportunities for cognitive growth and inclusion for special education students. (p. 20)

Attachment C

"The night is beautiful, so the faces of my people. The stars are beautiful, so the eyes of my people. Beautiful, also, is the sun. Beautiful, also, are the souls of my people."

This poem by Langston Hughes is going to be a part of the public art mural that we are creating in Tech Square. I chose this poem because it really speaks to our community in Cambridge.

My name is Johanny, I'm 10 years old and I'm an artist. I make self-portraits, fun drawings, and public art murals. I've been a part of the Community Art Center for 4 years. Art is important to me because it's a part of me, a part of my life and a fun thing to do. It speaks to me and it makes me want to create something bigger. I love art, I like it as much as I love basketball. People in school know me for my art and that makes me feel complete. When they look at my drawings and say that I'm a good artist I feel proud of myself and proud of the people who helped me make it.

I'm from Puerto Rico
And I live in
Ayerb

Art is important in our neighborhood. The mural we are working on is an example of how a community can come together to create something big and beautiful. I hope over a thousand people will see this. I'm proud to be a part of it.

More art opportunities can attract new people to come to the community and encourage everyone to try something new and follow their dreams. I'm following my dreams.

I recently won second place at the Cambridge Housing Resident Art Contest. I won 50 dollars and with the money I bought my mom a present for mother's day. Before the contest I showed the picture in school and everybody was cheering for me. I feel proud of myself and I feel good about it and other people should have the same experience.

Thank you for your time,
I hope you can support more
Arts opportunities in Cambridge



City of Cambridge

O-14
IN CITY COUNCIL
April 28, 2014

VICE MAYOR BENZAN

- WHEREAS: Central Square has historically been a place of culture, funk, and soul for our city; it was officially named a Cultural District by the Massachusetts Cultural Council (MCC) in 2012; and
- WHEREAS: Cambridge hosts spectacular cultural events like the Cambridge River Festival, Cambridge Science Festival, City Dance Party and the Cambridge Carnival with growing audiences every year; and
- WHEREAS: Cultural events provide great benefits for the local economy and small merchants; it is an opportunity for our community, neighborhoods, seniors, youth and families to express the spirit and soul that has made Cambridge such a unique place for culture to thrive; and
- WHEREAS: The Cambridge community will benefit greatly from an Arts Festival in Central Square that captures the history and development of art in Cambridge like: Jazz, Street Art, World Dance, Breakdancing, Hip-Hop, Salsa and Samba among many others forms of Art; now be it
- ORDERED: That the City Manager confer with the appropriate city departments, including the Arts Council about the launching and feasibility of an annual Central Square Arts Festival that captures the essence of the music, dance, and arts history of our city beginning in the summer or fall of this year; and be it further
- ORDERED: That the City Manager confers with the Central Square Business Association, Chamber of Commerce and Kendall Square Business Association to serve as partners, provide support, and to determine the feasibility of including food trucks, vendor booths, street performers, and bands during the event and report back to the City Council in a timely fashion.

**REFERRED TO THE NEIGHBORHOOD & LONG TERM PLANNING, PUBLIC FACILITIES,
ARTS & CELEBRATIONS COMMITTEE ON THE MOTION OF COUNCILLOR MAZEN**