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## LOWER MANHATTAN CULTURAL COUNCIL ANNOUNCES 2009-2010 CREATIVE CURRICULA GRANT RECIPIENTS

**(New York, NY) October 2009** – The **Lower Manhattan Cultural Council** is pleased to announce the 19 recipients of this year's Creative Curricula grant, a local matching grant funded by the Local Capacity Building Initiative of the Arts in Education Program at the New York State Council on the Arts (NYSCA). Creative Curricula supports partnerships among teaching artists, cultural organizations and Manhattan schools for projects integrating arts and non-arts subjects in the classroom.

Creative Curricula will provide \$27,300 in support of arts-in-education partnerships in Manhattan schools during the 2009-2010 school year. Nineteen recipients out of thirty-eight applicants were awarded matching grants. The projects will use the arts to explore a wide range of academic subjects from the history of world religions to the math behind designing New York City buildings. A diversity of artistic disciplines will also be represented including stop motion animation, playwriting, Flamenco dance, and Hip Hop music. Projects will be taking place in schools from Upper Manhattan to Chinatown and the Lower East Side and serve students in kindergarten through twelfth grades.

Some highlights of this year's Creative Curricula projects include a partnership between the Capoeira Center of New York and New Design High School in which ninth through twelfth grade students will be introduced to the Brazilian art form of Capoeira while studying Portuguese language and the history of the slave trade in the Americas. Another notable project comes from a partnership between Morris-Jumel Mansion and PS 4-Duke Ellington School in which fourth grade students will study the history of Washington Heights while using photography to document the neighborhood's past and present. To read more about these and other exciting Creative Curricula projects **please see the attached list of grant recipients.**

"It is a pleasure to support such vibrant arts collaborations in classrooms all across Manhattan," said Maggie Boepple, President of LMCC. "The Creative Curricula program allows students to experience academic subjects through an artistic lens, an invaluable approach to fostering creativity and a lifelong appreciation for the arts."

A complete list of 2009-2010 Creative Curricula grant recipients is attached.

***Lower Manhattan Cultural Council (LMCC), a 501(c)(3) nonprofit, has been a leading voice for arts and culture Downtown and throughout New York City for 35 years, producing cultural events and promoting the arts through grants, services, advocacy, and cultural development programs.***

**Lower Manhattan Cultural Council  
2009-2010 CREATIVE CURRICULA RECIPIENTS**

**Amas Musical Theater  
PS/MS 34-Franklin Delano Roosevelt School**

Amas Musical Theater is partnering with PS/MS 34 in the East Village on a 16 week program wherein third graders explore Native American, Asian, classical, and Western mythologies. Students increase their knowledge of geography while exploring folktales of the global community.

**BMCC Tribeca Performing Arts Center, Inc.  
PS 150 Tribeca Learning Center**

BMCC Tribeca Performing Arts Center's *TribecaArts Partnership* is a theater-based interdisciplinary program led by Treehouse Shakers, a NYC based dance and theater collective. The program will imbed theater and dance into the social studies curriculum which will serve the fourth grade students at PS 150/Tribeca Learning Center.

**Capoeira Center of New York, Inc.  
New Design High School**

Capoeira Center of New York will partner with New Design High School for a project in which students will study all components of the Afro-Brazilian martial art and dance form Capoeira, including learning to play various percussion instruments and singing in Portuguese. In addition, the students will study the slave trade in Brazil and its influence on Capoeira.

**Children's Museum of the Arts  
PS 124-The Yung Wing School**

Children's Museum of the Arts' *Animating Science Project* will enrich the fourth grade science curriculum at PS 124 through the creation of student-made animated films that illustrate and explore scientific concepts, principles, and theories presented in the classroom while strengthening students' literacy and technology skills.

**Cunningham Dance Foundation, Inc.  
NEST+m**

Faculty and teaching artists from Merce Cunningham Studio and a music accompanist will conduct an intensive eight-week residency at New Explorations in Science, Technology, and Math (NEST+m) from February-March 2010. Seventy-five fourth graders will be introduced to the basic principles of dance and movement, while strengthening students' understanding and key concepts in mathematics, science, and technology.

**Hester Street Collaborative (HSC)  
Dr. Sun Yat Sen Middle School 131**

HSC will provide a 20-session design-build workshop in which a class of 30 ELL students will design and create a temporary art installation on the nearby Allen and Pike Street Pedestrian Malls. The project curriculum will be based on HSC's Ground Up design education program, and will incorporate New York State Arts and interdisciplinary learning standards for students.

**Interactive Drama for Education and Awareness in the Schools, Inc.  
(IDEAS)**

**JHS 167-Robert F. Wagner Junior High School**

IDEAS will collaborate with JHS 167 to infuse IDEAS improvisational sociodrama activities that enhance the English language arts curricula as well as creative thinking skills, group problem solving, and teamwork for four classes of special education students.

**Lydia Matthews, Gabrielle Bendiner-Viani, Jilly Traganou  
Lower Manhattan Arts Academy (LoMA)**

Teaching artists Matthews, Bendiner-Viani, and Traganou will work with 30 art majors in the eleventh and twelfth grades at the Lower Manhattan Arts High School, LoMA, developing critical thinking, self-exploration and creativity through photography and design practices. The project will explore the psycho-geography of home and neighborhood, and will culminate with an exhibit at the Henry Street Settlement.

**Manhattan Community Access Corp. (Manhattan Neighborhood Network)  
Urban Assembly Media High School (UAMHS)**

Tenth grade students from UAMHS will explore civic engagement in their history class over the course of the Fall 2009 semester to produce a high quality short documentary video, featuring interviews with community leaders and dynamic biographical portraits of members of their families, their school, and neighbors.

**Manhattan Theatre Club, Inc. (MTC)  
Bayard Rustin Educational Complex**

During the 2009-2010 school year, MTC will serve approximately 165 students at Bayard Rustin through three programs, *The Core Program*, *Project InterAct*, and *Write on the Edge*, which integrate theatre and language arts with a curriculum that includes playwriting and theatre visits to Manhattan Theatre Club performances.

**Midori Foundation, Inc.  
PS 42M**

Midori Foundation will partner with PS 42M to provide a *Musical Learning Adventure* where students will have the opportunity to see and hear world class professional musicians from global cultures, and to participate in their music making. With a strong emphasis placed on classroom teacher participation, musical concepts are linked to school curricula. Through artist-led, pre-concert, interactive workshops, students learn the beauty of a particular art form, and the traditions and values of Chinese culture.

**Morris-Jumel Mansion  
PS 4-Duke Ellington School**

Morris-Jumel Mansion and PS 4 Duke Ellington School will collaborate to create *History Through the Arts Project*. This three-month program will benefit fourth graders at Duke Ellington School through an integrated study of photography and history, and will also benefit the entire school community through a culminating exhibition.

**New York Foundation for Architecture  
PS 150 Tribeca Learning Center**

Through classroom residencies taught by professional design educators, students in grades two through five will participate in hands-on art and design activities, drawing connections between their core academics and the built environment.

**Spanish Dance Arts Company, Inc.  
PS/IS 111**

Through *Project Ole* the Spanish Dance Arts Company will bring the dynamic art of Flamenco to kindergarten and first grade students at PS 111 during two 10-session residencies with a professional teaching artist and flamenco guitarist.

**Teachers and Writers Collaborative  
PS 110-The Florence Nightingale School**

PS 110 and T&W will partner in *Voice of New York*, a year-long literary arts education project to be led by a professional writer who is also an experienced teaching artist. The project will integrate the literary arts and the study of English language arts and social studies. In 22 sessions over the course of the 2009-2010 school year, *Voice of New York* will provide all second graders at PS 110 with the opportunity to engage in activities designed to help them learn to approach reading as writers and, through creative work, achieve non-arts curricular goals.

**Theatre for a New Audience  
MS 54**

Theatre for a New Audience and MS 54 will partner to provide the Theatre's *World Theatre Project* program to five classrooms representing 150 public school students. The World Theatre Project (WTP) is a 13-week residency that introduces students in grades five through eight to Shakespeare and other great playwrights.

**Urban Art Beat, Inc.  
Chelsea High School M615**

Urban Art Beat's teaching artists will use the history and structure of Hip Hop music to engage ninth graders in a unit of study on World Religions. Using a variety of poetic devices, students will work together in small groups to write two original songs exploring personal, religious, and cultural values, one from their own perspective and one from a perspective of a religious figure of another faith.

**Vital Theatre Company, Inc.  
PS166-Richard Rodgers School for Arts and Technology**

The fourth grade at PS 166 participates in a twelve session, six-week long playwriting, performance, and design residency with Vital Theatre Company, which culminates in a student researched, written and designed performance based around their class studies of the *Golden Age of Immigration*.

**Wingspan Arts, Inc.  
PS 77-Lower Lab Elementary School**

Wingspan Teaching Artist, Lynn Marlowe, collaborates with school staff to utilize drama as an educational tool to enhance social studies classroom learning. She will teach this through the creation and performance of student written productions based on material studied in two social studies classrooms at PS 77.