

Honolulu Museum of Art

Art To Go 2015

Final Report to the Krause Family Foundation

Art to Go gives students an opportunity to learn about different cultures, communities, and art techniques while helping to build student self-esteem. Participants explore a range of visual arts, including drawing, painting, working with clay, printmaking, felting, and digital art. Upon completion of the program, an exhibition is held at the host site (usually a school or community center), giving the young participants an opportunity to show off their work and share their accomplishments with parents, families, teachers and mentors. With this report, the Honolulu Museum of Art is pleased to describe program outcomes for the program period.



A young artist receives an Art School scholarship from teaching artist Hannah Shun.

Program objectives are:

1. Explore selected age friendly city issues through literacy and art. Children will read, write and make art to develop literacy skills, innovation and critical thinking regarding age-friendly city options in their immediate neighborhoods and beyond.
2. Involve schools and community partners in the Kalihi-Palama community or nearby, low-income communities. Participants' families/teachers will be encouraged to further engage with the project, particularly through meetings held in their neighborhoods.
3. Culminate in an exhibition at the HMA school so the community is able to witness the positive impact of the project.
4. Provide continuation of the concept through HMA providing an in-kind contribution in the form of funding an *Art to Go* program with a literacy and age friendly community theme at a Title I school for one year following the grant's end.

Enrollment and Demographics (*Objective 2*)

For all *Art to Go* programs during the school year, Honolulu Museum of Art coordinated 77 programs attended by 1,355 students. 80% of these programs were at "Title 1" designated schools, or those receiving federal funding because at least 40% of the student body comes from households living at or below the federal poverty line. The schools funded directly by the Krause Family Foundation were: Fern Elementary School, Central Middle School, Kalihi Kokua Valley, Nuuanu YMCA, Kalihi YMCA, and Palama Settlement. Student ethnicities at these locations

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include: Brazilian, Chinese, Chuukese, Dutch, English, Filipino, Hawaiian, Hispanic, Indian, Irish, Japanese, Korean, Micronesian, Native American, Nuie, Okinawan, Portuguese, Samoan, Scottish, Tahitian and Tongan.

Description of Art Activities (*Objectives 1, 3, and 4*)

This semester, our teaching artists developed curricula which addressed the challenges we face to make our communities responsive to the needs of all its members, from *keiki* to *kupuna*. To achieve this, we drew on the themes of community, family, and environment, and implemented activities which promoted skills of observation, problem solving, and self-expression. At one school, students wrote journals to track their art-making experience and use as a tool for introspection and inspiration. They wrote about people, places and things that were important to them. They identified challenges for each of these subjects, and proposed solutions.



The same site engaged students in cultural discovery through the Chinese lunar calendar. They researched and discussed the animals which represent the current year – ram, goat, and sheep, and learned calligraphy to write their choice of inspirational words in the Chinese language.

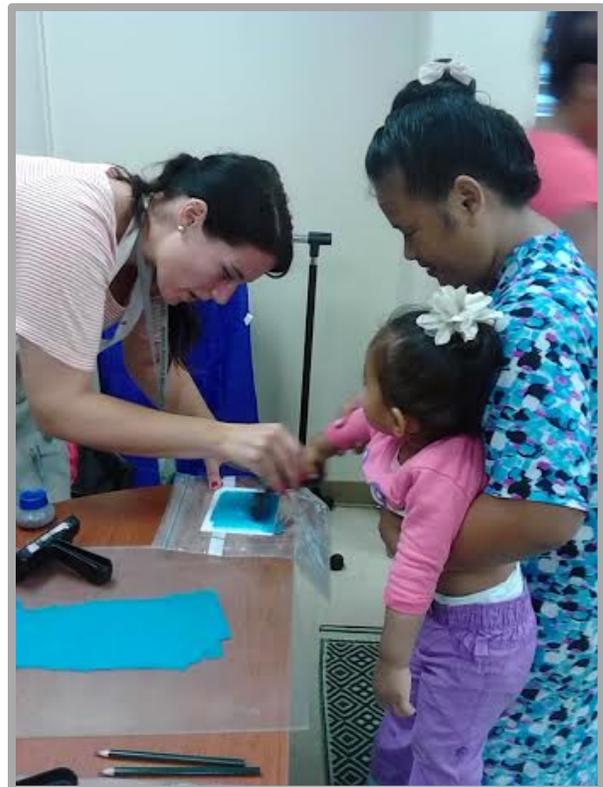


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At another site, students did printmaking. They talked and wrote about the definition of “family”, and noticed variations in age and composition, depending on each student’s experience. They developed image designs based on their ideas. Our teaching artist helped the children transfer images to a foam plate, which was inked and used to make prints. Images often depicted concepts of love and hope in the context of the family narrative, and included members of all ages.



Other students took an architectural approach to thinking about their community, beginning with discussions about their city, community, schools, and family. They discussed needs that vary according to the age of community members. Students then embarked in planning the “ideal city”, creating blueprints and 3-D forms. For example, students noticed that playgrounds often lacked shade for older community members, and used a strategy of biomimicry – using nature-inspired solutions in design – to create a shady spot for grandma to sit.

Honolulu Museum of Art School will continue to integrate literacy and age friendly community themes at Title I schools for at least one year following this semester.

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Evaluation

The Honolulu Museum of Art School implemented quantitative and qualitative surveys to gauge program impact at the program sites funded by the Krause Family Foundation.

In an assessment of students' emotional state during art class, one-hundred percent of responses were positive, including "happy", "excited", "confident", and "comfortable". Other survey options that were not chosen included "anxious", "angry," frustrated," and "confused." Students also consistently rated art class positively. On a five-point scale measuring responses to the question, "How much did you like art class?," the average rating was 4.81 (5 = "liked a lot"). On a four-point scale, in response to the question, "Are these art classes a good thing for kids?," the average rating was 3.98 (3 = "kind of good"; 4 = "yes").

Following are open-ended questions and selected student responses:

- What did you learn?
 - "I learned about different types of mediums."
 - "I learned that there is no mistakes in art."
 - "Lifesize, positive space and negative space, foreground, midground, background, quitting is not winning, how to use my imagination."
 - "Anything can be art."
 - "Techniques of art and confidence"

- What did you like or not like about Art Class?"
 - "I liked everything and sometimes frustrated but still liked to go."
 - "I liked learning how to make colorful and creative art works."
 - "I liked the fact that Mr. Kean was patient with helping us."
 - "I liked everything about art class it was really fun."
 - "I love art. It's full of pure awesomeness."

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- How could we make these Art Classes better?
 - “We can have field trips to art museums.”
 - “Making it last longer.”
 - “Have a art teacher for the whole year.”
 - “Have more so more people can come.”
 - “We can have it 24/7.”
 - “Make classes longer.”

Parents gave similarly positive feedback. On a five point scale assessing how much students benefitted from the program, the average response was 4.79 (5 = “huge benefit”). Regarding the degree to which their communities need the program, our average score was 4.83 out of 5 (5 = “extremely needed”). Open-ended questions and selected parent responses include:

- Please describe any benefit or changes you observed in your child.
 - “More Focused on his work, more disciplined. More determined to his studies.”
 - “A genuine interest in art. Excitement to participate in projects. Less interest in video games.”
 - “Developed many new friendships through art. Expanded her ideas of how art can be created through different mediums beyond drawing. She grew out of her shyness and expanded with Ms. Jessie.”
 - “Observing beautiful art at the museum. Learning to think artfully and open eyes to more than one concept. Very awesome.”
- If Art Outreach is needed, please describe why
 - “It helps the kids be more creative and it builds self-esteem. They are so happy to show their artwork with their friends and family.”
 - “The kids need programs like these so they can explore their creativity. Anything else outside of sports or athletics is always a welcome sight.”
 - “Hawaii after school programs are scarce, and those available are extremely expensive. Kids in our neighborhood are unable to access this type of enriching experiences. Kids need art to thrive in their imagination, ideas and education which will help them build stronger futures. Art allows them to become well rounded individuals. Mahalo for this program! There are only a handful of highly successful programs for kids in our area and Ms. Jessie, Kumu Maka, Ms. Vailima are a god send. Mahalo”
 - “Art is an excellent activity for all individuals to express themselves.”
 - “All children should have the opportunity to learn how to express themselves through art.”

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