

# GRANT AWARD FORM

## 1. GRANTEE:

Kate Kuper  
1713 Westhaven Drive, Champaign, IL 61820

Project Title: Simple Machines and Movement Exploration

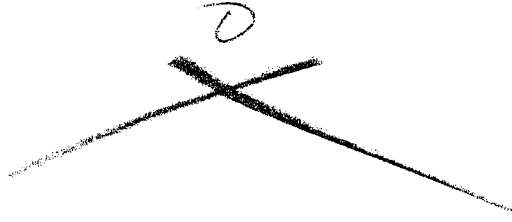
**2. TOTAL AMOUNT OF GRANT FUNDS AWARDED:** \$1,500

**3. TOTAL AMOUNT OF GRANT FUNDS RECEIVED TO DATE:** \$1,250

**4. GRANT PERIOD:** May 5, 2014 through May 13, 2015

**5. EXPENDITURE DEADLINE:** July 13, 2014

**6. DATE OF PROJECT COMPLETION:** May 13, 2014



COVER LETTER WITH CERTIFICATION

*"I hereby certify that I am authorized to approve this Report, which serves as a Request for Reimbursement, that I have reviewed the attached invoices in the amount of \$1250; that all costs claimed have been incurred for the Project in accordance with the Agreement between Kate Kuper and the CITY OF URBANA; that all submitted invoices have been paid; and no costs included herein have been previously submitted."*

A handwritten signature in cursive script that reads "Kate Kuper". The signature is written in black ink and includes a long, sweeping horizontal stroke at the end.

Kate Kuper 1713 WESTHAVEN DRIVE CHAMPAIGN IL 61820  
217-778-4690  
EMAIL:[kate@katekuper.com](mailto:kate@katekuper.com)

**Fiscal Report:**

Artist Compensation - \$1,500

Seven-day dance and science residency. Daily classes with one group of 3<sup>rd</sup> grade students at Yankee Ridge Elementary School.  
Pre-planning and implementation.

## **Simple Machines and Movement Exploration 2014**

### **The Report: Post-Project Evaluation:**

#### **1. Accomplishments and how grant funds were utilized during the grant period**

Grant funds were used to provide a class of Yankee Ridge Elementary School third grade students, their teacher, Lorna Mesri, and the dance/drama teacher Betty Allen with a one-week intensive “hands-on, bodies-on” dance and science experience. In the following week, we consolidated the work into an “Interactive Museum” which the third grade students presented in two, 40-minute, back-to-back presentations to 2 classes of second grade students. In each presentation, the third grade students taught back what they had learned about key science concepts: force, load, gravity, compression, tension, structures, levers, work, fulcrums, classes of levers, wedge and lever compound machines, wheels and axles, friction, and simple machine families. They taught using images: posters and pictures. They used spoken word: call and response, short explanation and question and answer. They included the second grade in movement explorations and performed dances for them. They used physical demonstration throughout, by building shapes in pairs and small groups, performing actions to show many of the scientific principals, and involving the second graders in movement, call and response readings, and question and answer.

Every morning of the first week, I (Teaching Artist Kate Kuper) worked in the dance studio with the students, teachers and Betty Allen, the dance/drama teacher. There, we learned specific science content and explored the day’s ideas through movement, music, visuals and spoken word. After the group session, most returned to the classroom with their teacher for journal writing and reflection. Ms. Allen and I retained a smaller group to prepare materials to share the learning with second grade. While the journal writing in the classroom helped students articulate their understanding of the day’s concepts, the smaller group assumed ownership for the material as they created posters that explained many of the key ideas, rehearsed the movement demonstrations and wrote accompanying narratives. By retaining different small groups each day, responsibility for the six ‘stations’ of the ‘museum’ were distributed among the entire class, thus giving every child a role in the success of the final presentation.

We practiced, polished and performed in the second week. On Monday, we rehearsed the complete ‘museum.’ Some were readers or narrators, some lead participatory activities, some demonstrated ideas or performed small dances, and everyone participated in two of the movement activities, including a culminating dance that showed many simple and compound machines in action.

On Tuesday, the students performed and presented. It was very exciting to see these children rise to the occasion of public speaking, reading, teaching, modeling, explaining or presenting science concepts with presence and clarity. The second graders were attentive and engaged throughout, and we couldn’t have been happier with the outcome.

#### **2. The impact that the grant funds had on your artistic or organizational**

## **development.**

This year, I will meet my goal of publishing this curriculum as a resource for music, dance, science and classroom teachers. It was essential that I have the opportunity to implement these lessons and further refine the material. I gained tremendous insight and was very enthusiastic about the outcome.

### **3. The number of hours spent in completing the project, including planning, administration, promotion, production, and the final presentation.**

I pre-planned with the dance and drama teacher for 2 hours, and planned with her 5 hours during the residency. I planned outside of class an additional 4 hours. I was on-site 2 hours a day, for 7 days. Total hours: 25

### **4. The number of participants in events or activities related to your grant.**

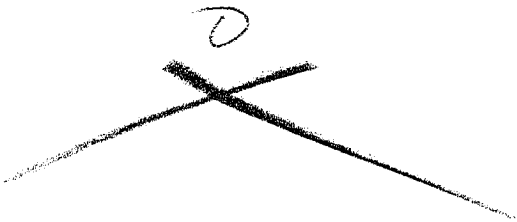
94. Three classes and their teachers, parent visitors.

### **4. Description of experience working with collaborating partners**

Betty Allen, the dance/drama teacher, and I worked really well together. As with last year, I learned from her, as she lead grouping and transition activities, and she learned from me. Our continued working relationship with Ms. Mesri was also very gratifying. We hope to continue this amazing project now that we have a working model in place.

### **5. Any additional comments**

I am grateful to the City of Urbana and the business community for making this residency possible. You provide a treasured service.



**INVOICE – Artist Compensation**

Simple Machines and M.E. (Movement Exploration)  
City of Urbana Arts Grant

**TO:**  
Kate Kuper

**RE:**  
5/6<sup>th</sup> of payment for services rendered between May, 2014  
in leading science and dance integrated learning experience with  
third grade students and teachers at Yankee Ridge Elementary School.

**TOTAL: \$1,250**

**DATE: 5/23/14**

## GRANT AWARD FORM

**Grant Award Form:** Please complete the Project Questions below and include this page in your Final Report materials submitted to the address below.

The information provided in question #1 - 5 should be the same as the information on your Urbana Arts Grant Agreement with the City.

**1. GRANTEE:** Name of Applicant or Primary Contact:

Steve Ingram

Address:

2226 Heather Hills Dr. St. Joseph, IL. 61873

Project Title:

Urbana Pinhole Portrait Project 2013

**2. TOTAL AMOUNT OF GRANT FUNDS AWARDED:** \$ 900.00

**3. TOTAL AMOUNT OF GRANT FUNDS RECEIVED TO DATE:** 450.00

**4. GRANT PERIOD:** April 1, 2013 through April 1, 2014.

**5. EXPENDITURE DEADLINE:** April 1, 2014.

**6. DATE OF PROJECT COMPLETION:** - N/A, 20    .

Steve Ingram Photographic Artist  
2226 Heather Hills Dr.  
St. Joseph, IL 61873  
217-369-0943  
singram@steveingramphoto.com

**May 24, 2014**

***“I hereby certify that I am authorized to approve this Report, which serves as a Request for Reimbursement, that I have reviewed the attached invoices in the amount of \$ 139.02; that all costs claimed have been incurred for the Project in accordance with the Agreement between Steve Ingram and the CITY OF URBANA; that all submitted invoices have been paid; and no costs included herein have been previously submitted.”***

***Respectfully,***

***Steve Ingram  
Owner  
Steve Ingram Photographic Artist***



I applied for an Envision 365 grant to begin a portrait project in Urbana. The title of the project was “Urbana Pinhole Portrait Project” and the goal was to photograph 30 Urbana residents with a pinhole camera and showcase the results at the end of the project with a gallery show.

I held a workshop at the Urbana Museum of Photography where we invited participants to make pinhole cameras out of potato chip cans. This was on “World Wide Pinhole Photography Day” and participants were encouraged to scan and upload their images to [www.pinholeday.org](http://www.pinholeday.org) to participate in a world wide gallery of images taken on this day. It was a great interactive workshop, where people of all ages participated and created these fun and unique images using a pinhole camera. I began making appointments with Urbana residents to take their images with my own pinhole camera preparing for the 30 different residents that I wanted to complete for the project.

Just after beginning this project I was promoted to a managerial position at work, and accepted a new set of responsibilities. This new position required more time spent at work during the day, as well as more weekends committed to managing the people and the process. A typical 40-45 hour five day work week turned into a 70 + hour, six to seven day work week. This schedule has been difficult to say the least; to complete any tasks.

I tried to stay focused on the project, but with work taking up over half of my day, and almost every day of the week including weekends, it became impossible to find time to schedule appointments and make this project work around my work schedule. Regrettably I was unable to work on much of the project beyond the beginning pinhole camera workshop.

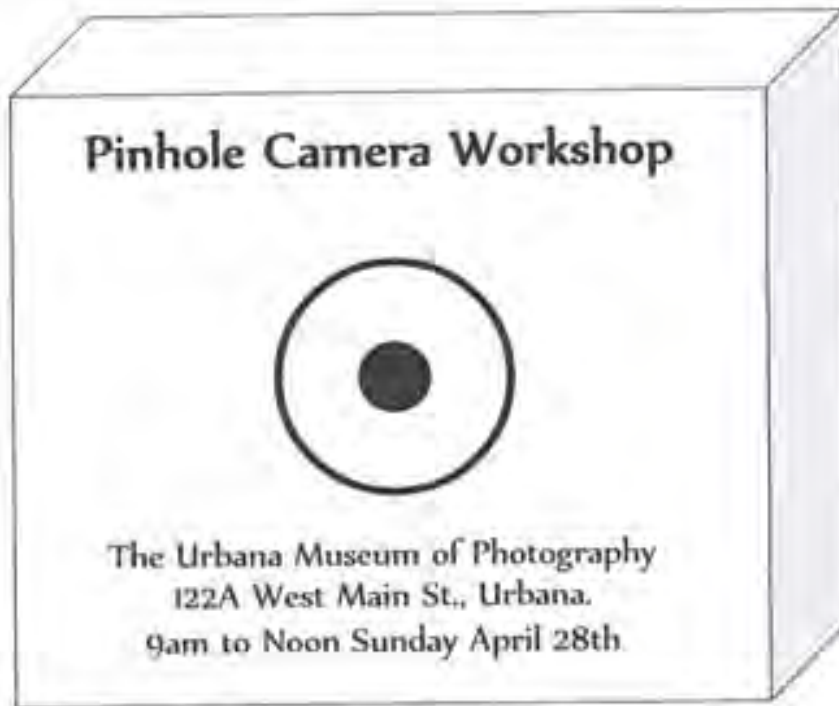
Financially only funds from the grant were used for the initial workshop. I did not come close to using all of the funds from the first half of the grant, and I will need to refund the balance of \$310.98 back to the city of Urbana. The receipts for the project are included in this report.

I spent about 10 hours planning for the pinhole camera workshop, and then had about a dozen people in attendance making cameras and taking pictures in downtown Urbana for the all day event. It was a great way to show people that a camera is just a simple light tight object, and with the aid of photo sensitive paper and a pinhole you can actually make a photograph. I collaborated with the Urbana Museum of Photography, and this collaboration was well suited for the event. The attendees were able to make cameras and develop and print their paper negatives in an environment based on photographic local history.

Overall, the pinhole workshop was a great way to showcase my own artistic beliefs. I think that art comes from an artist’s mind and can be executed without the need for expensive and complicated equipment. Pinhole cameras are the perfect example of using everyday objects and reasonably priced materials to create fantastic artistic images.

Project Budget:

| Date     | Description of Transaction           | Purchase | Deposit  | Balance  |
|----------|--------------------------------------|----------|----------|----------|
| 04/15/13 | City of Urbana Grant Deposit         |          | \$450.00 | \$450.00 |
| 04/01/13 | Freestyle Photo/ paper and chemistry | 44.46    |          | \$405.54 |
| 04/19/13 | IGA, pringles cans and push pins     | 32.62    |          | \$372.92 |
| 04/21/13 | Farm and Fleet, scissors,tape,tarp   | 61.94    |          | \$310.98 |



Make your own pinhole camera on "Worldwide Pinhole Day"  
This is a hands-on workshop; prepare to use simple tools to  
make your very own camera!  
You will take home a camera and the photographs you make  
with the camera at the end of the workshop.

This workshop is part of the "Urbana Pinhole Portrait  
Project" and is funded with a grant through the Urbana  
Public Arts Program



For more information and to R.S.V.P for the workshop please contact  
Steve Ingram at: [singram@steveingramphoto.com](mailto:singram@steveingramphoto.com)  
Workshop is limited to 20 people; all participants 18 and under must be  
accompanied by an adult.

*Amira Millicent Davis, EdM, PhD*

AmiRa Enterprises  
810 East Burkwood Drive  
Urbana, Illinois 61801  
217/390-6398  
amira\_davis@yahoo.com

I, Amira Millicent Davis, hereby certify that I am authorized to approve this Report, which serves as a Request for Reimbursement, that I have reviewed the attached invoices in the amount of \$500.00: that all costs claimed have been incurred for the Project in accordance with the Agreement between Amira Millicent Davis and the City of Urbana; that all submitted invoices have been paid; and no costs included therein have been previously submitted.

Signed: Amira Millicent Davis

Date: 5/30/14

## Final Report Urbana Public Arts Grant

### The Community Saturday School Open House

Urbana Public Arts funds were used for a culminating event, The Community Saturday School Open House and Potluck, which was part of a larger project, The Community Saturday School. The Community Saturday School was a 14 week literacy and arts program for African American youth and their mothers, a population traditionally underserved in arts and humanities programming.

The open house was held on May 4, 2014. At the event, the youth and their arts instructors showcased their work. The open house was an opportunity for the artists hired to facilitate 13 weeks of instruction for the Community Saturday School to showcase their work. An event the previous week had allowed the literacy facilitators, funded by a grant from the Illinois Humanities Council, to present their work to a group of teachers, school administrators and other educational professionals. Collette Coco Harmon, creative writing teacher and college freshman, performed two of her poems and talked about her work with her creative writing students who also performed work they had created during the 12 weeks. Mr. Richard Andy Miller, Masters of Music in percussion, led his young students aged 7 and 8 in a song and rhythm from Guinea West Africa. Nailah Davis, an Urbana High School graduating junior, displayed her photographic work alongside that of her 5 photography students. The work of some of the students was purchased by open house attendees. Naomi Johnson, senior at Urbana High School and visual artists discussed and displayed her art work. She also discussed her experience working with her 5 young charges and they showed some of the art they had made: African masks, brightly decorated drums and shakers from coffee containers and juice bottles.

The funds were used to supplement funds received from other sources to put on the 13 week program that was held every Saturday from Feb. 1 to April 26, 2014. The art supplies and artists salaries were paid from a grant from the University's Office of Public Engagement. The funds from the Urbana Public Arts Commission were used to pay the young artists, purchase food, pay for space rental and purchase small incidentals such as frames and easels for photographs.

Approximately 40 people attended the open-house at the Urbana-Champaign Independent Media Center from 3-5p.m. on May 4, 2014. Approximately 15 youth presented their work at the open house. Amira Davis and her daughters, collectively known as Jalimusa SISWA also performed during the event. In a culminating ceremony, youth and mothers who had attended the Saturday school received certificates of completion and books. Youth received 4-5 books and mothers each received a copy of a book donated by the Department of African American Studies.

The open house was evaluated using surveys from the Illinois Humanities Council which was completed by 12 of the adults in attendance at the open house. The broader project that facilitated arts production, the Community Saturday School, was evaluated by administering a Parent Satisfaction Survey and a Youth Satisfaction Survey as well as attendance. Weekly attendance of approximately 18 youth was constant at between 85-90%. Both parents and youth rated the program in the superlative and expressed a desire to see the program continued. The IHC surveys assessed domains such as prior knowledge, interest, engaging vs. boring, and likelihood of attending similar events. All of these domains were positively rated.

As the program developer and project coordinator, I worked approximately 30 hours specifically on planning, contracting space, promoting, and producing and overseeing the final event. In addition, each of the four artists worked 1.5 hours for 13 weeks teaching students ranging in age from 5-15. The photography teacher also spent time editing and preparing photos for display.

Funds from the Urbana Public Arts Commission allowed the Community Saturday School participants the opportunity to share a final meal together with extended family and members of the community and celebrate the artistic talents of the youth.

*Urbana Public Arts Community Saturday School Open House*  
*Grant: \$1000 Amira Millicent Davis*

|                                   |                    |  |  |
|-----------------------------------|--------------------|--|--|
|                                   |                    |  |  |
| <i>Amira Davis</i>                | \$ 300.00          |  |  |
| <i>Student artists</i>            | 225.00             | 3 artists @ \$75 each (Nailah, Naomi, Colette) |  |
|                                   |                    |  |  |
| <i>Mask Making Supplies</i>       | 81.59              |  |  |
|                                   |                    | 9.98   |  |
|                                   |                    | 51.61  |  |
|                                   |                    | 20.00  | Teaching artist, Ebenezer Acquah                                       |
| <i>Miscellaneous Art Supplies</i> | 126.16             |  |  |
|                                   |                    | 100.00   | Digital camcorder  |
|                                   |                    | 2.99   | Picture framing mats   |
|                                   |                    | 5.00   | Easels   |
|                                   |                    | 4.17   | Ribbon   |
|                                   |                    | 14.00  | Storage units  |
|                                   |                    |  |  |
| <i>Space Rental</i>               | 115.00             |  |  |
|                                   |                    | 25.00  | UC-IMC Membership  |
|                                   |                    | 90.00  | 3 hours rent   |
|                                   |                    |  |  |
| <i>Food</i>                       | 159.46             |  |  |
|                                   |                    | 69.19  | Wingstop   |
|                                   |                    | 63.27  | Sams   |
|                                   |                    | 27.00  | Missing Meijer's receipt (chips, salsa, hummus, salad, Hawaiian rolls) |
|                                   |                    |  |  |
| <b><i>TOTAL</i></b>               | <b>\$ 1,007.21</b> |  |  |
|                                   |                    |  |  |

**EXPENSES AS OF 5/4/2014**

|                                   |                  |  |
|-----------------------------------|------------------|--|
| <i>Student artist</i>             | 75.00            | 1 artist, Nailah Davis @ \$75  |
| <i>Mask Making Supplies</i>       | 81.59            |  |
|                                   | 9.98             |  |
|                                   | 51.61            |  |
|                                   | 20.00            | Teaching artist, Ebenezer Acquah                                       |
| <i>Miscellaneous Art Supplies</i> | 126.16           |  |
|                                   | 100.00           | Digital camcorder  |
|                                   | 2.99             | Picture framing mats   |
|                                   | 5.00             | Easels   |
|                                   | 4.17             | Ribbon   |
|                                   | 14.00            | Storage units  |
| <i>Space Rental</i>               | 115.00           |  |
|                                   | 25.00            | UC-IMC Membership  |
|                                   | 90.00            | 3 hours rent   |
| <i>Food</i>                       | 159.46           |  |
|                                   | 69.19            | Wingstop   |
|                                   | 63.27            | Sams   |
|                                   | 27.00            | Missing Meijer's receipt (chips, salsa, hummus, salad, Hawaiian rolls) |
| <b>TOTAL</b>                      | <b>\$ 557.21</b> |  |

**AMOUNT DUE**

|                        |                  |  |
|------------------------|------------------|--|
| <i>Amira Davis</i>     | \$ 300.00        |  |
| <i>Student artists</i> | 150.00           | 2 artists @ \$75 each (Naomi, Colette) |
| <b>TOTAL</b>           | <b>\$ 450.00</b> |  |



Ananse Ntotan  
"The Spider's Web"  
Wisdom and creativity

# The Community Saturday School Open House



Come celebrate the success of The Community Saturday School  
Performances and showcases by young artists  
Potluck — Bring a Dish to Share

Sunday, May 4, 2014  
3—5 p.m.  
Independent Media Center  
202 So. Broadway  
Urbana, Illinois