

SUBMISSION OF GRANT APPLICATION

St. Cloud Area School District 742

DATE: July 13, 2018

(NOTE: Please submit this form prior to completing a grant.)

Name of School/Program Applying for Grant: Talahi

Name of Persons(s) Submitting Grant (grant writing team - use additional page if needed): Dr John M. Bowden

Title of Grant Application: STEM Plant Life and Artistic Paintings

Agency Applied to:
(Agency Name) Central MN Arts Board
(Contact Person) Online Application
(Address) _____

Purpose of Grant: To have students learn how to paint pictures of plant life that have STEM applications like fruits and vegetables.

How does this grant align with the District 742 Strategic Plan? This art residency with Jim Mondloch brings together artistic and STEM areas in plant life.

Is District 742 the fiscal Agent: X Yes No

Amount Requested: \$3,037.

Due Date: August 8, 2018

Are you aware of other District 742 schools/programs applying for this grant? Yes No

Have you followed the Grant Guidelines for District 742 found here? X Yes No
<http://tinyurl.com/742-Grant-Guidelines>

APPROVAL/AWARENESS FOR SUBMISSION OF GRANT

Building/Program Administrator: _____
(Signature)

Assistant Director of Grants, Research, and Accountability: _____
(Signature)

Superintendent of Schools: _____
(Signature)

Return to Grants and Research Office - DAO

Application

 Public Profile

STEM Plant Life and Artistic Paintings

Process: FY19 Artist In Residence Grant Rnd1

Contact Info Request

Applicant:

John Bowden
jmbowden23@yahoo.com
320-217-5374





Organization:


Talahi Community School
41-6003926
320-251-7551
1321 University Dr. SE
St. Cloud, MN 56304 USA


Contact Email History



 If your organization information does not appear correct, please contact the funder. Thank you.

 Application

 Application Packet

 Question List

 Fields with an asterisk (*) are required.

∨ RAC DATA Information

The following questions are required for data collection purposes by the Minnesota State Arts Board and the MN Legislature. **The information is not considered in the application review and is not visible to evaluators.**

For a definition of the RAC Data codes [Click Here](#).

How did you learn about this program?*

The Central MN Arts Board Web Site

Proposal Name*

STEM Plant Life and Artistic Paintings

Proposal Summary*

Include the proposal name and artist(s) and in a one or two sentence description.

To have artist Jim Mondloch conduct a one week residency where STEM topics in plants are created in p
paintings by students

Proposal Discipline

Select one category that best describes the grant activity.

05

Start Date

Activities described in the grant proposal must begin AFTER the board review date: **September 13, 2018.**

11/05/2018

End Date*

Activities Must be completed within 12 months of the Board review date.

11/09/2018

Measurable Outcomes Summary*

Briefly describe outcomes for the proposal.

Students will create four paintings of different types of plants they have grown. The outcome will be that
~~they have learned to paint plant life as if it were in very real form~~
from a visual perspective

Evaluation Plan/Methods Summary*

Briefly describe evaluation plans to measure outcomes.

The completed paintings of students will be evaluated on how they have represented plant life and used t

Publicity*

Does the applicant use an alternate name other than the legal name for publicity purposes (i.e. news release)?

- Yes
- No

Alternate Name*

If yes, enter alternate name to be used for publicity purposes (or indicate N/A).

NA

Applicant Type*

Choose the description that best fits the applicant.

School

Discipline*

Select the code that best describes the organization's primary area of interest in the arts.

005

Status*

Legal status code describing the applicant.

06

Institution*

Select one code that best describes the applicant.

21

Applicant's Population by Ethnicity*

Select the one code that best represents 50% or more of the applicant's staff, board or membership.

N = Native American/American Indian; **A** = Asian; **P** = Native Hawaiian/Pacific Islander; **B** = Black/African American; **H** = Hispanic/Latino; **M** = Middle Eastern/North African; **W** = White; **99** = when no single group applies; **O** = Other; **98** = data not provided

B

Applicant's Population by Distinct Groups

Select the one code that best represents 50% or more of the applicant's staff, board or membership.

I = Individuals with disabilities; **S** = Adults older than sixty; **V** = Military veterans; **99** = None of the above; **98** = Data not provided

99

Street Address*Enter the street address (**No P.O. Box**), City and Zip Code where the applicant is located.

1321 University Dr. SE
St. Cloud, MN 56304

108 characters left of 150

County*

Enter the county where the organization/school is located.

Stearns

MN House District*

MN legislative house district where the organization/school is located. To use the **District Poll Finder** [Click Here](#).

14B

Congressional District*

MN congressional district where the organization/school is located. To use the **District Poll Finder Click Here.**

06

Artists Participating*

Estimated number of participants directly involved in or providing artistic services for the grant activities.

1

Youth Audience*

Estimated number of children and youth (0-18) who will directly engage with the arts, related specifically to the grant, whether through attendance at arts events or participation in arts learning or other types of activities. Do not include broadcast audience.

100

Adult Audience*

Estimated number of adults (19+) who will directly engage with the arts, related specifically to the grant, whether through attendance at arts events or participation in arts learning. Exclude employees, paid performers, artists participating and broadcast audience. Do not include repeat attendees.

15

Proposal's Population by Age*

Select all categories that, by your best estimate, make up 25% or more of the population that will directly benefit from the award.

- 1 Children/Youth (0-18 years)
- 2 Young Adults (19-24 years)
- 3 Adults (25-64 years)
- 4 Older Adults (65+ years)
- 9 No single age group will make up more than 25% of the population

- 1
 2
 3
 4
 9

Proposal's Population by Distinct Groups*

Select all categories that, by your best estimate, make up 25% or more of the population that will directly benefit from the award.

D = Individuals with Disabilities; **I** = Individuals in institutions (include people living in hospitals, hospices, nursing homes, assisted care facilities, correctional facilities, and homeless shelters); **P** = Individuals

below the Poverty Line; **E** = Individuals with Limited English Proficiency; **M** = Military Veterans/Active Duty Personnel; **Y** = Youth at Risk; **G** = No single distinct group; **5** = PreK, children 5 and under

- D
- I
- P
- E
- M
- Y
- G
- 5

Proposal's Population by Ethnicity *

Select all categories that, by your best estimate, represents 25% or more of the population that will directly benefit from the award.

N = Native American/American Indian; **A** = Asian; **P** = Native Hawaiian/Pacific Islander; **B** = Black/African American; **H** = Hispanic/Latino; **M** = Middle Eastern/North African **W** = White; **G** = no single ethnic/racial group

- N
- A
- P
- B
- H
- M
- W
- G

Additional Information - (optional)

Data collection questions do not always provide options to accurately describe the racial or ethnic identity of applicants and the groups they serve. If there is additional information you would like to provide about the race or ethnicity of the groups served by the project, include that information here.

1,000 characters left of 1,000

YOUTHANNUAL*

Total number of children/youth (0-18) who participated in arts activities within the applicant organization's most recently completed fiscal year, including those activities not funded by the Minnesota State Arts Board or regional arts councils. Public Schools report extracurricular activities only.

Do not include broadcast audience. Enter "0" if not applicable.

150

ADULTANNUAL*

Total number of adults (19+) that participated in arts activities **within the applicant organization's most recently completed fiscal year**, including those activities not funded by the Minnesota State Arts Board or regional Arts Councils. **Public Schools report extracurricular activities only.**

Do not include broadcast audience. Enter "0" if not applicable.

#	75
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EXPANNUALARTS*

Total annual arts-related expenses for most recently completed fiscal year.

- For arts organizations: total operating expenditures
- For non-arts organizations: annual expenses for the arts at the organization
- For **Public Schools**: extra curricular expenses only

\$	15,000
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FYANNUAL*

Applicant's most recently completed fiscal year representing data submitted for YOUTHANNUAL, ADULTANNUAL, EXPANNUALARTS fields. Not necessarily related to time frame of grant activities.

- Enter 4 digits; 2018, not 18.

#	2018
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✓ **ARTISTIC MERIT/QUALITY**

ADVICE FOR APPLICANTS

The Artist in Residency program is scored using four criteria: **Artistic Merit & Quality, Demonstrated Need, Outcomes & Evaluation, and Applicant Ability.** Each criterion has a series of statements that evaluators are asked to consider when reviewing and scoring an application. When completing a grant application, refer to the statements listed beneath each heading. Strong proposals will address all applicable criteria in the narrative responses.

ARTISTIC MERIT/QUALITY 9 of 30 points

Evaluators use the following criteria when reviewing this section of the application:

1. Arts content is delivered by competent artists with appropriate education/training and significant teaching experience with target learners. [SEP]
2. Developmentally appropriate lessons reflect the unique needs and interests of the learners.
3. Arts learners will benefit in concrete and meaningful ways as a result of their experience. [SEP]
4. Proposal provides an artistic opportunity not otherwise available by featuring [SEP] underrepresented, innovative, and/or unique artistic discipline, genre, creative approach, content, and/or quality, presented in a way that is relevant to the intended audience. [SEP]
5. Evidence of artistic, creative, and/or cultural value of the proposed residency. [SEP]
6. Community component serves to engage/inform the public (parents, neighborhood residents, caregivers, etc.) about the content and impact of the Artist Residency.

Describe the Residency *

Refer to the criteria statements above

Talahi wants to go down a new avenue in art with a combination of STEM topics expressed in painting by second grade students. As the STEM elementary school in the St. Cloud District we are always looking for new ways to have students explore STEM topics. We believe that in having our second grade students learn how to paint pictures of the plants they have grown in small groups we are creating new critical areas. What is exciting for us is that as the students learn to paint they will be focusing on new science areas. They will be doing their own interpretations on how the plants they have grown appear to them.

There will be four second grade classes in this residency with about 100 students. What makes this residency also special is that Talahi is a school with many immigrant children. There are 14 different ethnic groups at the school. Some of these students are recent immigrants from East Africa. This probably is the first time they have been asked to express themselves in painting their thoughts

8,130 characters left of 10,000

Learning Goals *

List specific learning goals for the residency.

The following goals will take place in this residency.

1. Students will paint at least four pictures that show their interpretation of plants they have grown over the two months before the residency.
2. STEM topics will come alive as the students do their own interpretations of plants they have grown.
3. Paintings will have many different color interpretations to them as students paint unique pictures.

9,483 characters left of 10,000

Artist Resume*

Upload the artist's resume as **ONE** PDF document.

Upload a file [5 MiB allowed]

scan_2.pdf

Core Group *

Identify the group of students that will have the most contact with the artist

The core group that Jim will see each day of the residency will be second graders at Talahi. They come from many different backgrounds and in many cases come from families that are facing hard times. Up to 40% of them come from single parent homes. Also, 96% of them qualify for free or reduced meals.

Even with all of the issues as described above these children are very creative and have a huge desire to learn. We have a full time art teacher at Talahi and each of the students has art classes

9,394 characters left of 10,000

Length of Residency *

List number of days and number of hours per day

Five Days with one hour per day for each class.

9,950 characters left of 10,000

Community Component *

Describe the community component of the residency and how the public will be informed.

Parents and the general public will be invited to an art show on the Thursday evening of the residency week. We plan to have on display a number of the paintings in each classroom.

9,818 characters left of 10,000

Example of the Artistic Quality of the proposed residency *

Examples include photos of similar or previous proposals, designs or schematics for the proposed residency work, video or website URL of the artist's work or performing group, etc.

- **EXAMPLE UPLOAD** – Combine multiple pages into **ONE PDF document** and submit no more than 5 images, 10 pages of literary work or 7 minutes of audio/video.
- **OR Video/Website URL** – Include this **ONLY** if you are directing reviewers to specific content on a website.
- **If Audio or Video sample exceeds the allowed length**, indicate a specific 7 minutes of video to be viewed.

Upload a file [15 MiB allowed]

scan_1.pdf

X Delete File

Video/Website URL

Include this **ONLY** if you are directing reviewers to specific content on a website. Provide instructions to direct evaluators to specific images or a specific time in the 7 minutes of audio/video in the Example Description field.



Example Description *

Describe how the example provided relates to your proposal. If necessary, direct reviewers to specific

images, or a specific 7 minutes of audio/video.

The color print of Jim's work shows his artistic talent very well.

The enclosed lesson plan shows how he is very good at bringing out the best of each student in their painting.

What also is special is that Jim is a St. Cloud resident who knows about Talahi and the people that make up our community

4,698 characters left of 5,000

SCHOOLS ONLY

A. List Minnesota Academic Standards that will be enhanced in the context of the residency.

B. In what ways are these standards addressed in the regular school curriculum?

a. The artistic standard that is dealt with this residency involves learning basic painting techniques. In doing this we tie in STEM topics from the science standards as students paint pictures of plant life they have grown. This is a unique combination of standards used for the first time at Talahi.

b. These standards are part of the regular art curriculum but they take on a new approach when we combine them with STEM topics. It is expected that what comes about will be a pilot project for the other six elementary schools in the St. Cloud system.

✓ 9,442 characters left of 10,000

✓ OUTCOMES AND EVALUATIONS

OUTCOMES AND EVALUATION - 6 of 30 points

Evaluators use the following criteria when reviewing this section of the application:

1. Evidence that the applicant has developed an evaluation plan for the project that will measure the target outcome(s).
2. Evidence that the applicant understands principles of documentation and evaluation and results are used to guide future planning and programming.

Measurable Outcomes *

What will students know after the residency is complete? What will they have created or experienced?

What will success look like? What will have changed?

Students will be able to express themselves in a new way as they paint pictures of the plants they have grown. They will have gained a basic structure of learning how to paint. They will have produced at least four paintings during the week of the residency. Success will be shown in the paintings as students will show that they want plants to look alive in many forms of life. These paintings will be reinforced by the STEM knowledge that the students have. They all will have a new talent to use in art classes.

9,478 characters left of 10,000

Evaluation Methods *

How will you see that learning took place? (i.e. surveys, observation, performance, product, student self-assessments, samples of student work, pictures, interviews, video, etc.)

✓ The evaluation will be on the four paintings that the students produce during the week. It will show their interpretation of their STEM science work.

9,847 characters left of 10,000

Reflection and Action*

Describe how your organization or school will utilize the information obtained from evaluation.

✓ This residency will allow us to see how they have grown in their knowledge of plant life and demonstrating they have a new way to show what it takes to grow corn and peas for example. We will use this information to help us to enhance our plant unit in a new way. But most important for us it is the bringing together the STEM and art areas in a new approach to leaning.

9,624 characters left of 10,000

✓ **DEMONSTRATED NEED**

DEMONSTRATED NEED - 9 of 30 points

Evaluators use the following criteria when reviewing this section of the application:

1. The proposal is well designed to address the identified community/audience's specific ^{SEP} interests and circumstances.
2. Needs of participants and/or audiences are understood and well addressed. ^{SEP}
3. The proposal contains evidence to show that an arts opportunity not otherwise available to the identified community/audience will be provided. ^{SEP}

Describe students and staff needs and how this residency will address and/or support those needs. *

Refer to the criteria statements above

This residency will combine STEM sciences and art in a new way. It will give teachers a new way to teach about the growing of plants and to have students actually create their own interpretations of what they have grown. For students this project gives them a new outlet to actually show what they know about plants and actually how they will produce fruits and vegetables.

For most recent immigrant students it will allow them to have a new outlet for artistic expression they have never had before ;

9,494 characters left of 10,000

Location(s) of Proposal*

Address where the main activity will take place.

1321 University Dr. SE
St. Cloud, MN 56304

9,958 characters left of 10,000

Explain why the artist(s) was selected *

Experience, skills, recommendations, etc.

7: Jim is an established artist on the Compas roster who has years of experience in teaching painting to children and young people. He knows how to work with many different types of students and is a resident of central MN. He is a graduate of St. Cloud State University and owns the White Spruce Gallery. He knows how to motivate children and get them involved. He knows how to explain artistic concepts and get students to create unique works.

9,551 characters left of 10,000

Has this artist conducted a residency in the school/organization within the last five years? *

If yes, indicate when and whether funded by the CMAB.

No

9,998 characters left of 10,000

✓ **ABILITY**

ABILITY - 6 of 30 points

Evaluators use the following criteria when reviewing this section of the application:

1. Applicant has provided evidence that there is qualified staff who demonstrate the commitment and capacity to support the [SEP]proposed activities[SEP]
2. A complete and realistic timeline is in place. [SEP]
3. Teacher/coordinator in-service activities have been fully described and are appropriately designed to enhance applicant's capacity. [SEP]

4. The budget supports proposed activities and honors the work of artists and/or arts organizations, including payment of appropriate wages and fees, and adequate supporting expenses. [SEP]

AIR Coordinator Information

Who has been designated by the organization/school as responsible for overseeing the implementation of the proposed residency? This person will be responsible for the timely submission of all forms and reports required by the CMAB.

AIR Coordinator NAME*

John M. Bowden

AIR Coordinator Phone*

3202175374

AIR Coordinator Email*

✉ jmbowden23@yahoo.com

AIR Coordinator Bio*

↓ Dr. John M. Bowden is a Foster Grandparent at Talahi. He brings a working career of 41 years in education to the project. Over the last seven years he has written a number of grants for schools in the St. Cloud School District which involved Kennedy, Clearview and Talahi. His grant work has centered on bringing the arts to the schools. During his professional career Dr. Bowden was a teacher, librarian, library director and university dean. His working career included 26 years as Library Director and Dean of Distance Learning at Southwest State University in Marshall, MN.

4,415 characters left of 5,000

Timeline*

Describe the timeline for all residency activities. Include planning, learning activities, in-service staff development sessions, assessment and community events.

↓ This residency will take place from November 5 to 9, 2018. There will be four classes with 20 hours of instruction during the week. Each class will receive five hours of instruction. There will be a planning session with Jim on October 16th. A community service display of artistic paintings by the students will be held on Thursday November 8th. The in-service for teachers will take place on November 6th at 2:15 pm.

9,570 characters left of 10,000

Staff In-Service *

Describe how the artist will share with staff the elements of the residency that can be used again, give additional tools for assessment, identify additional student needs, engage staff in residency activities for

greater impact, etc.

* The staff in service will allow teachers to take this residency and incorporate it into STEM and art lessons that already take place. A new dimension will be added with the art teacher working in STEM areas for the first time. We see this residency as being the foundation for many other new approaches with using painting to develop interpretative skills

9,634 characters left of 10,000

✓ PROPOSAL BUDGET

EXPENSES

Provide descriptions and calculations for All Costs associated with the residency. List expenses eligible for CMAB Funding of up to \$3,500. For budgets that exceed the request or include ineligible expenses, provide the description, method of calculation and how additional expenses will be paid.

Contract Personnel/Artist's Fees/Honoraria/Stipends *

List each name/title, show methods of calculation (i.e. hours, rates, etc.) or indicate if a contract rate or stipend

1. Travel expenses – related to bringing in an artist from outside the state of Minnesota can be no more than 10% of the total grant amount requested. (additional travel expenses may be paid with funds from other sources)
2. Administrative costs: Recipients of MSAB or CMAB Community Arts Support funding cannot include or prorate regular administrative costs. School personnel cannot be paid for work that falls within the scope of their contracted duties.

The Compas fee to bring Jim to Talahi for this residency is \$1,925. For his planning session and in-service times there is an expense of \$200 or \$100 per hour. His daily mileage will for 50 miles or 250 miles for the week at a rate of .55 per mile and the expense will be \$137.50. There is no motel fee as he will commute from his home for this residency. The only food cost will be for his daily lunches at \$5.00 per day or \$25 for the week.

9,550 characters left of 10,000

Supplies *

Itemize material costs-Indicate if item(s) is rented. Enter 0, if none.

The cost of painting supplies for this residency is figured at \$7.00 per student or a total of \$700 for the 100 students who will participate.

9,858 characters left of 10,000

Publicity expenses*

printing, ads, promotional items, etc. Show calculations (i.e. 3 ads x \$50 per ad). Enter 0, if none.

The cost for publicity for this residency will be a flat fee of \$50.00. This will cover the flyers to be sent home and for the photographs that will be taken for publicity purposes.

9,816 characters left of 10,000

Other*

Evaluation, rental of space, student transportation, etc. Enter 0, if none.

0

9,999 characters left of 10,000

Grant Amount Requested from CMAB*

Cannot Exceed \$3,500

\$ 3,037

Additional Expenses

Include additional expenses associated with the proposal that cannot be paid for with CMAB Grant funding and provide descriptions and calculations. Round up to the nearest dollar.

Examples include:

- Equipment and building expenses – purchased costumes, stage props, computers, cameras, software, etc.
- Travel/lodging expenses not related to bringing in an artist or transporting students
- Food/Food Related Items – catering, plates, cups, food serving items, etc.

0

9,999 characters left of 10,000

TOTAL PROPOSAL EXPENSE*

Round up to the nearest dollar.

\$ 3,037

✓ For 501(c)3 ORGANIZATIONS ONLY

Person In Charge of Organizational Issues*

i.e. Executive Director, Business Manager, Board President

Enter the following information:

- Name
- Title
- Phone Number
- Email Address

Willie. Jett II,
Superintendent
320-253-9333
willie.jett@isd742.org

432 characters left of 500

Board of Directors*

List current board members and their roles. Enter information in one block of text, formatted as follows.

Example: Jason Harding: chair; Melissa Frank: board member; William Jones, Jr: treasurer

. Al Dahlgren,, chair; Shannon Haws, member; Jeff Pollreis, Vice Chair, Monica Segura-Schwartz, Treasurer; Bruce Mohs, Clerk; Bruce Hentges, member; Jerry Von Korgg, member.

9,823 characters left of 10,000

Board Officer Contacts*

List names, title and email address or phone numbers for all board officers.

Al Dahlgren, Chair, 320-492-4790, al.dahlgren@isd742.org; Shannon Haws, 320-250-3893, shannonhaws@isd742.org; Bruce Hentges, Clerk,, 320-253-5780, bruce.hentges@isd732.org; Bruce Mohs, Clerk, 320-237-7218, bruce.mohs@isd742org; Jeff P:ollreis, Vice Chair, 320-248-3436,

jeff.pollrels@isd742.org; Monica Segura-Schwartz, Treasurer, 320-492-3775,
 monica_segura@isd742.org; Jerry Von Korff, 320-253-5156, gerald.vonkorff@isd742.org

322 characters left of 750

Organization's Mission Statement*

Our mission is to create a safe and caring climate and culture in which we prepare, engage, educate, empower and inspire all learners in partnership with their surrounding community to be successful in today's and tomorrow's society.

9,768 characters left of 10,000

Americans with Disabilities Act (ADA) Access Plan

All organizations receiving public funding are required by the federal Section 504 Regulations and the ADA to facilitate access for people with disabilities. Requests may involve an individual's access to a facility or to the content of the project. An access plan should describe accomplishments related to ADA, and outline any future goals for making facilities, programs, or services accessible to persons with disabilities.

Organizations are encouraged to consider access issues and develop a plan to accommodate requests for specialized access to events. The CMAB does not enforce ADA compliance.

ADA Access Policy*

We have developed a policy stating our organization's commitment to access for people with disabilities.

- Yes
 No

✓ For APPLICANTS USING A FISCAL AGENT ONLY

FISCAL SPONSORSHIP

Does not apply to public schools or government units. Applicants without nonprofit designation **must include a fiscal agent agreement**. A fiscal agent agreement must include the components listed in this **Sample Fiscal Agent Agreement**

Fiscal Agent Organization

Provide the name of the organization serving as the fiscal sponsor for this grant application.

Fiscal Agent Information

- Contact Person, Phone, Email
- Street Address, City, State, Zip

10,000 characters left of 10,000

FISCAL AGENT AGREEMENT

Upload a completed fiscal agent agreement signed by both the applicant and an authorizing official from the fiscal agent organization.

[1 MiB allowed]

✓ CERTIFICATION

FEDERAL 501(c)(3) NONPROFIT STATUS LETTER

Does not apply to public schools or government units. All nonprofit organizations must attach their 501(c)(3) letter to this application.

IF YOU ARE USING A FISCAL AGENT, YOU MUST UPLOAD THAT ORGANIZATION'S 501C-3 LETTER.

[1 MiB allowed]

ELECTRONIC SIGNATURE*

Enter your full name, business title and today's date.

Nicole Hansen, Principal, July 12 ,2018

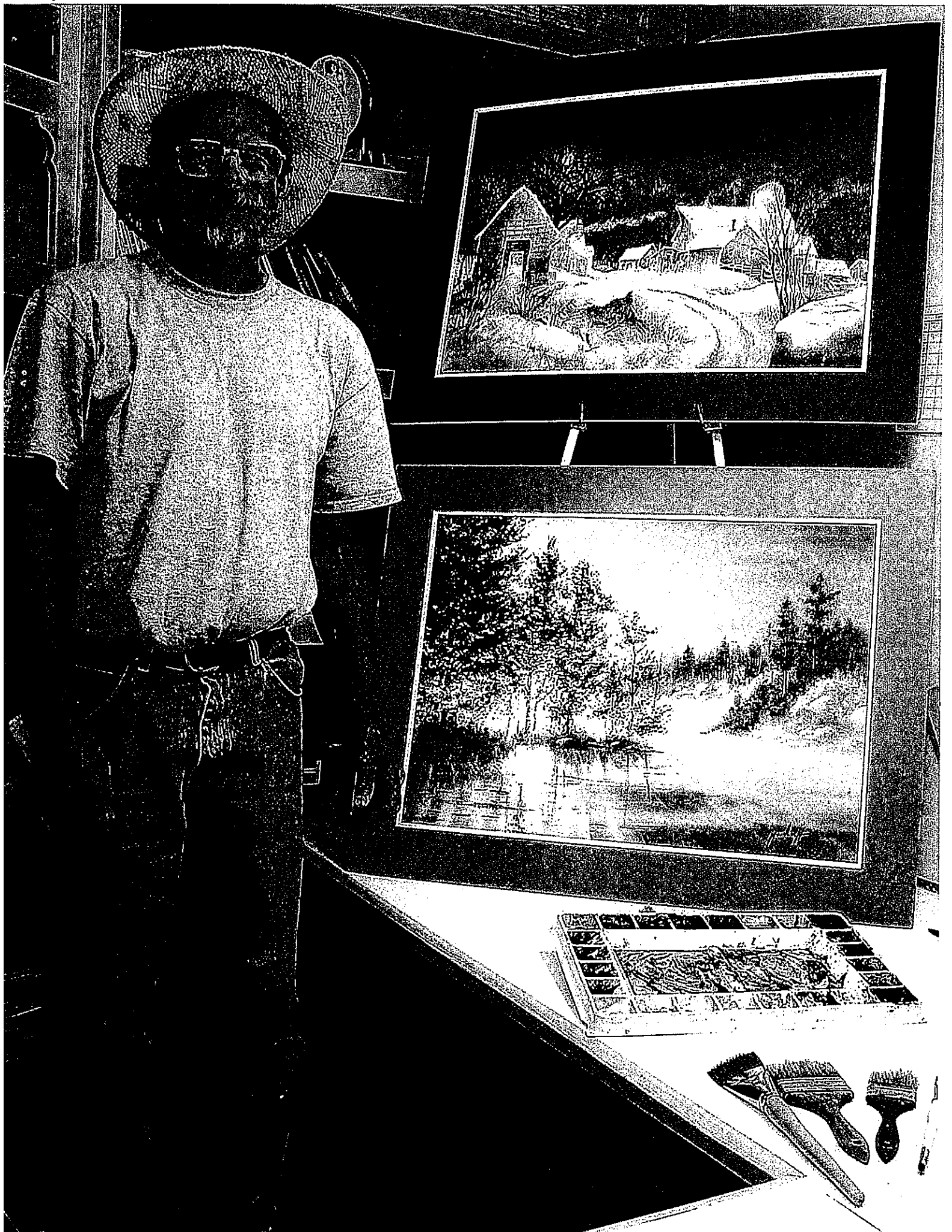
Clicking "I agree" Confirms your signature. *

Entering your signature information and clicking "I Agree", certifies that the applicant's school administration, board of directors, or advisory committee supports this proposal, that it is accurate and that the project will be carried out as described if funded.

I Agree

✓ APPLICATION DRAFT REVIEW

Applicants may request a draft review of an application. CMAB staff will review the application and identify any concerns, **upon request** submitted via email (media@centralmnartsboard.org) or fax (320-968-4291), at least two weeks before the application deadline. A review of the application does not guarantee that the request will be funded.



Teaching Artist Lesson Plan – Compass 2014

1. Jim Mondloch
2. Watercolor and Drawing Techniques
3. This lesson plan is designed for a 2nd grade class with 25-30 students.
My lesson plan outline does not change much based on the grade level, however I am able to adapt the concepts to learner abilities. Concepts like shape, value, gradations, and color mixing are concepts that are attainable at all learner levels. When working with younger grade levels, we focus more on elemental things like color mixing and basic symbol creation..etc. With older grade levels we move on to slightly more advanced concepts like foreground, middle ground, and background.
4. 45-55 minutes
5. I provide all supplies for a per student cost.
The hosting school needs to supply a work are with tables, water with sink access, washer and dryer for cleaning towels at the end of each day.
6. Students will learn how to express themselves through watercolor paint.
Students will learn how to create multiple types of lines, and learn how to combine lines to create shapes.
Students will learn how to create paintings based on shapes.
Students will learn how to use multiple watercolor and drawing techniques like gradations, dry-brush, and lifting / erasing.
Students will learn what scale is, and how scale creates depth.
Students will learn basic color mixing from primary to secondary colors, and will learn how to create color dominance.
7. Lesson Timeline:

0-2 minutes.
Review Clean-up process.

2-4 minutes
Review Yesterday's objectives.
Review the words and visual aids to jog their memory.

4-6 minutes
Positive Feedback.
Reinforce how well they did yesterday. Your paintings were awesome! You listened well. I am very proud of you. - Overall, I try to give positive feedback to my students when it is deserved. Statements like these are very common.

6-10 minutes
Introduction to the vocabulary and major concepts of the lesson.
A very quick verbal only presentation using words that refer to today's new objectives. This is important for them to hear these words, and think about what they mean. Then later on, as they watch my demonstration,

and hear these new words and phrases, they will not need to stop and think about them. The new words will flow right with the context of the demonstration.

10-12 minutes

Lesson Objectives. Verbal presentation with visual props.

After the students view the demonstration, they will be able to demonstrate (by painting) how to lighten a hue by adding water, paint objects in different sizes and values to create depth, and paint with a variety and dominance of color. This should be done in approximately 20-30 minutes.

12-14 minutes

Talk about my successes and failures in watercolor.

14-25 minutes

Demonstration Painting.

I begin by showing my students partial and completed examples of the objectives they need to master. As I paint my way through these new goals, I verbally explain what is happening, and the “ups and downs” they may experience. I also include information about today’s theme from the schools curriculum.

25-50 minutes

Student Painting Time.

This is when they get to practice and learn the importance of the objectives. I also walk around the room constantly to offer advice as well as constructive criticism.

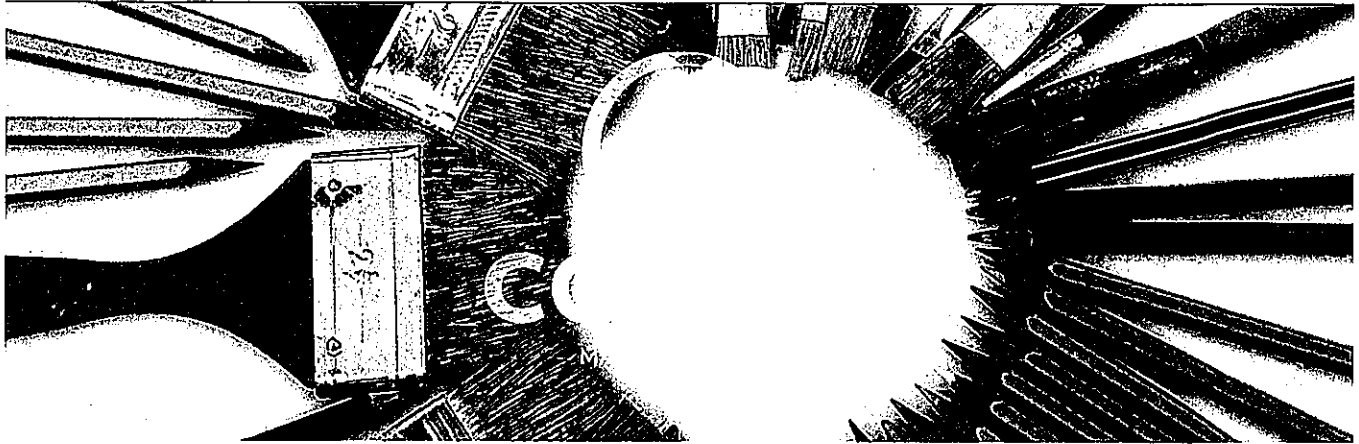
50-55 minutes

Clean up.

8. I do a visual inspection during and after the activity to assess how well the students understood the specific techniques, and how they applied those toward the daily goals. While walking around the classroom during student painting time, I will be able to evaluate student understanding of learning goals. For example, if a student is struggling to mix green, then I can catch it and help them so they can keep working. During cleanup time, we gather in the hallway to look at the paintings and evaluate how well learning goals were achieved, this is also the time when as a teaching artist I am able to determine what I need to improve on in terms of explaining a certain technique or process. So the students self-evaluate and they see me doing the same thing.

9.

0.1.1.5.1	1. Identify the elements of visual art including color, line, shape, texture and space.
0.1.2.5.1	1. Identify the tools, materials and techniques from a variety of two- and three-dimensional media such as drawing, printmaking, ceramics or sculpture.
0.2.1.5.1	1. Create original two- and three- dimensional artworks to express ideas, experiences or stories.
0.2.1.5.2	2. Revise an artwork based on the feedback of others.



Meet our Artists

Click on a category to limit your view to artists who work with that art form or audience type:

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Global Cultures

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Music

Performances
Performing Arts

Visual Arts

[Information for Prospective Artists]

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Jim Mondloch | Visual Arts

"Jim was phenomenal with the kids! They were eager to go to art every day and wanted to learn. He was great at explaining things and letting the students create their own work--never telling them they were doing it wrong. He always encouraged their creativity--no matter how creative they wanted to be. I would absolutely recommend him to anyone. I consider him one of the best." -- Ms. Alme, Lancaster School

"Jim is an engaging resident artist who connects well with the students while bringing to them the experience of watercolor painting. We have had Jim at our school several times and the students are always excited to have him." -- Ms. Pietruszewski, Tri County Schools

Jim is an experienced painter and art teacher with decades of experience. He is able to get people motivated and involved in the watercolor painting process.

Share

Jim has received his degree in Watercolor and Design from St. Cloud State University. He has also studied under many regional and national watercolor artists. Numerous pieces of his have been displayed around Minnesota. He is also the founder and owner of White Spruce Gallery, which includes work from fifteen artists throughout eight different mediums. Jim has also been a featured artist for Art Train USA, St. Cloud Times, Ace Powell Art Gallery, Newman Center SCSU University, and many more.



Jim Mondloch

K-12 Watercolor Residencies 928 13th Ave N. St. Cloud, MN 56303
(320)253-1809 www.jimmondloch.com

Career Summary

I started painting watercolors in 1964. I pursued a full time career as an artist, and when we started a family I turned my attention toward education, volunteering in my children's classrooms as an artist in residence. That started in 1984, and I have been teaching watercolor to all age levels since. In 2001 I joined the Young Audiences Roster of Artists, which recently combined with Compass, and was accepted to the MN State Arts Board Roster of Artists in 2008. In 2006 I received the high honor of Young Audiences Teaching Artist of the Year. "To me, teaching is simply sharing ideas with others...I am always excited when I look at a student's work and am able to see things through their eyes because this is also when I get to learn about myself."

Education

- **High School Art:** Grades 10 - 12. Tech High School, St. Cloud, MN.
- **SCSU:** Independent studies in Watercolor and Design. 1984-1987.
- **Workshops:** Over twenty, 3 and/or 5-day workshops from regional and national artists who specialize in teaching watercolor and design.

Teaching Artist Experience (Selected)

- **Elementary:** Lancaster Elementary, 2016-2018. Morris Elementary, 2013-2018. Red Lake Elementary 2017. Roseau Elementary, 2013-2018. Madison Elementary, 4th grade, 1991- 2014. St. Cloud Christian School, 2nd - 6th grade, 2001 - 2014. Afton Lakeland Elementary, 4th and 5th grade, 2003 -2008. Avon Elementary, 4th - 6th grade, 1994-2008. Albany Elementary 4th -6th graders, 1997 - 2008. Oak Hill Elementary 3rd grade, 2003 & 2004. Oak Hill Elementary 5th and 6th grade, 2001 - 2004. Foley Elementary 3rd grade, 1997, 2012. Kennedy Elementary 4th grade, 1997-1998. Jefferson Elementary, 2000 - 2003. Lincoln Elementary, 5th and 6th grade, 2004. St. Mary's of Help Christian School, 3rd and 4th grade, 2003. St. Mary's Elementary, 2nd and 4th grade, 2001-2003.
- **Middle Schools.** Foley Middle School, 1998 & 1999. Discovery Middle School, 1992 - 2004. Little Falls Middle School, 1994.
- **High School.** Red Lake Elementary, 2016. Stephen/Argyle Central High School, 2015-2018. Tri-County High School, 2013-2016. Tech High School, 1999-2004, 2006. Sartell High School, 2000 & 2001. St. John's Preparatory School, 1999 - 2005. Foley High School, 1998 & 2000, 2004. Benilde St. Margaret's, 2002. Elk River High School, 2002-2004.
- **Adult Community Education.** Sauk Rapids / Rice, 1994 - 2003, Fall, Winter, and Spring classes. Sartell and St. Stephen, 1994 - 1995, Fall and Winter classes. Buffalo, 1993 & 1994, Fall and Winter. Foley, 1999, Fall and Winter. Elk River, 2002 -2007, Fall, Winter, and Spring.
- **University.** St. John's University, July 2004-2007, Collaboration with Professor James Poff. On location Plen Aire Painting.
- **Paramount Arts District.** 1999 - 2010, Winter, Summer, Fall, and Spring. Summer classes are outdoors, on location, Plen Aire painting throughout Central Minnesota.

- **State of Minnesota.** Taught Watercolor to physically challenged adults, 1994 -1996.
- **COMPAS.** I have been on the roster of artists for Young Audiences of Minnesota since 2001.
- **ASAP (Artists and Schools as Partners).** 2000-2004. Presenting watercolor techniques to Lincoln and Jefferson Elementary schools, 5th and 6th grade. These residencies were made possible through collaboration between the Perpich Center and the Paramount Arts District.
- **CMW (Central Minnesota Watercolorists).** Member since 1985, chairperson for Lemonade Art Fair 2002-2010, co-chairperson for the guest demonstrating artist 1987 - 2004.
- **Donations.** I regularly donate to good causes, and also will typically donate my demonstrations and/or prints to residency sites.

General Experience - Professional.

- **Gallery:** Owner and Founder of White Spruce Gallery 2001-2004.
- **Murals:** I have painted many murals since I was in high school. The latest is a 9' by 40' mural inside of our local art store.
- **Business Owner:** In 1976 I started Mondloch Painting Contractors (MPC). We have served the residential and commercial needs of Central Minnesota for 38 years.
- **Art Sales.** My artwork hangs in private and corporate collections throughout Central Minnesota. I participated in these venues; Millstream Art Festival, St. Joseph, MN, Little Falls Art Festival, Little Falls, MN, Alexandria Art Fair, Alexandria, MN, Mall Jazz Festival, St. Cloud, MN, Lemonade Art Fair, St. Cloud, MN, Ace Powell Art Gallery, Kalispell, Montana, , Legacy Art Gallery, St. Cloud, MN, Gray Gallery, St. Cloud, MN, St. Cloud Hospital, St. Cloud Technical College, Granite Falls Art Festival, CMW (Central Minnesota Watercolorists) Annual Show and Sale 1984-2010, and Loso's Christmas Sale, St. Joseph, MN.
- **Art Shows:** Fargo Moorhead art show, MN Rural Artists Association, Zapp Bank Art Show, Ace Powell Art Show, US Bank Art Show, Artists of MN Art Show.
- **Featured Artist:** Alexandria Art Gallery 1987 & 1992, St. Cloud Community Arts Foundation 1991, St. Cloud Hospital 1993, Newman Center SCSU University 1968, Baker's Art Gallery 1995, Ace Powell Art Gallery 1975 & 1976, Art Train USA 2000 & 2001, St. Cloud Times 1985 1986 and "Father, Son Share Painting Passion" article, 2001,
- **Workshops and Demos:** Wiseman Art Museum 2016. Watonawan County Library 2016. Central Minnesota Watercolorists. Presented to CMW members on three different occasions. Baker's Art Store 1985 & 2002. Artists of MN 1999 & 2004. Arts in the Park 2001 & 2002. Rum River Arts Festival 1994, 1995, 1996, 1999, and 2002.
- **Newspaper Articles:** Benton County News, Albany Times, Cold Spring Record, Elk River Weekly, St. Cloud Times, Kalispell Eagle.
- **Website.** www.jimmondloch.com artist@danmondloch.com