



Foundation For Allen Schools Grant Application

Scholarship Fund Amount: \$0

Application #: AP241669

Applicant First Name: Stacy

Applicant Last Name: Palmertree

Applicant Email Address: stacy.palmertree@allenisd.org

Gender:

Cell Phone #:

High School:

Post Secondary School:

Application Status: Submitted

Application Questions and Answer

Question	Answer
Preferred name/name that you go by:	Stacy Palmertree
Best phone number to reach you at:	+14697348190
Campus	Bolin Elementary School
Grade(s)	Kindergarten;6;5;4;3;2;1
I have co-applicants:	Yes
Please provide your work-related Facebook contact information.	PE at Bolin Elementary
Please provide your work-related Twitter contact information.	@BlazerPalms
Name of Grant	It's a Small World-Bolin Multicultural Night
Please select the MAIN curriculum area your grant addresses.	Physical Education

Does your grant have a technology component?	No
Will other campuses be involved/impacted?	No
Will other grades be involved/impacted?	No
How many students will be involved in this grant?	600
Are there any additional funds available for this grant?	No
What is the problem, need or opportunity that this grant will address? Describe the impact of this project on your students.	This February our campus is debuting a multicultural night for families to come and experience the diverse cultures of our campus. The Specials team of Music, Art, and P.E. have created a performance with cultural dances, music, and artwork for the event. Bolin families have signed up for booths with cultural items, food tasting, and additional performances. We want to create a campus where diversity is celebrated and we strive to make next year's performance bigger and better to reach more families. We need funding to help create our vision.
How will the project or program be implemented? Describe activities and tasks. Who is the target population and in what ways will they benefit?	The event will take place before a PTA meeting and will begin with a grade-level performance, followed by booths, make and take projects, and family hosted booths to share information and experiences about their heritage and culture. The entire campus is encouraged to participate by enjoying the various activities as we raise awareness and appreciation for other cultures. The Specials Team will work together to come up with music from different cultures, routines that highlight different physical activities seen around the world, and artwork that really highlights a few countries that are being represented.
Provide a brief summary for use on the Foundation's website and social media.	The Specials Team will work together to create a diverse performance that highlights music, movement, and art from the many cultures represented at Bolin.
	Physical Education TEKS 2nd Grade: A. Movement I. Movement Concepts a. Spatial/ Body Awareness 2.1C combine shapes, levels, and pathways into simple sequences. execute


a movement sequence using shapes (creative dance), levels (high, medium, low), pathways (zigzag, straight, curved, directional). I. Movement III. Locomotor Skills a. Basic Locomotor Skills 2.1D demonstrate mature form in walking, hopping and skipping. perform proper form when walking (arms in opposition to feet, relaxed hands, upright posture), hopping (one foot), skipping (alternating feet).

A. Movement I. Movement Concepts c. Relationships 2.1J demonstrate the ability to mirror a partner. perform movement activities with a partner such as exercises, shadow dance and creative movement. A. Movement IV. Rhythms a. Rhythms 2.1K walk in time to a 4/4 underlying beat. apply the 4/4 beat by moving to the sounds of drums, rhythm sticks and claps, etc. A. Movement IV. Rhythms a. Rhythms 2.1L perform rhythmical sequences such as simple folk, creative, ribbon routines. practice rhythmic sequence Art TEKS (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem-solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life.

Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child. (b) Knowledge and skills. (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to: (A) compare and contrast variations in objects

Which Allen ISD goals/TEKS does this project support? Please provide 2 or 3 examples.

and subjects from the environment using the senses; and (B) identify the elements of art, including line, shape, color, texture, form, and space, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, and balance. (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem-solving skills. The student is expected to: (A) express ideas and feelings in personal artworks using a variety of lines, shapes, colors, textures, forms, and space; (B) create compositions using the elements of art and principles of design; (C) identify and practice skills necessary for producing drawings, paintings, prints, constructions, and sculptures, including modeled forms, using a variety of materials. (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to: (A) interpret stories, content, and meanings in a variety of artworks; (B) examine historical and contemporary artworks created by men and women, making connections to various cultures; (D) relate visual art concepts to other disciplines. Art TEKS Historical and Cultural heritage, creative expression/performance. In music students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology and other aspects of social life. Students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. b) Knowledge and skills: Creative expression/performance. The student performs a varied repertoire of music. The student is expected to: B) sing songs from diverse cultures and styles or play such songs on a music instrument. 5) Historical/cultural heritage: The student relates music to history,

	to society, and to culture. The student is expected to: B) Sing songs and play musical games from diverse cultures C) Identify relationships between music and other subjects. 6) Response/evaluation Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances.
What specific measurements will be used to evaluate the effectiveness of the project?	Following the Multicultural Event, an online survey will be given to families for feedback about the evening to see where we can continue to make improvements.
What teaching methods will be used to implement this project?	The Specials Team will teach the students new techniques in art that are used in different cultures. Students will be taught songs in different languages along with movements that represent the meaning of the lyrics. Students will be taught routines showcasing different dances and learn how to play games from different cultures as well.
What is the project timeline and the date of implementation?	Instruction leading up to the performance will take approximately one month and the evening will take place over the course of several hours. Multicultural Night will happen in the Spring of 2021.
Explain how this idea or project enhances/supports Allen ISD curriculum or existing systems.	Our Multicultural Night Performance will really pull together our school. It will show how diverse Bolin is, yet how we are all ONE, focused on one common goal. It will allow students the opportunity to showcase their own heritage. This night will also demonstrate to our community that we value all of our students and their various backgrounds.
Total Grant Budget Requested:	843.21
	

Additional Co-Applicants Set Number 1

Question	Answer
First Name	Alana
Last Name	Balch

Email	alana.balch@allenisd.org
Campus	Bolin Elementary School
Grade:	6;5;4;3;2;1;Kindergarten

Additional Co-Applicants Set Number 2

Question	Answer
First Name	Paula
Last Name	Till
Email	paula.till@allenisd.org
Campus	Bolin Elementary School
Grade:	6;5;4;3;2;1;Kindergarten

Additional Co-Applicants Set Number 3

Question	Answer
First Name	Jacinda
Last Name	Owen
Email	jacinda.owen@allenisd.org
Campus	Bolin Elementary School
Grade:	6;5;4;3;2;1;Kindergarten

Project Budget Set Number 1

Question	Answer
Item Type	Instructional Supplies or Resources
List item to be purchased under item category:	Glow in the dark paint
Unit Cost	66
Quantity	1
Total cost of items in this category:	66

Project Budget Set Number 2

Question	Answer
Item Type	Instructional Supplies or Resources
List item to be purchased under item category:	fabric
Unit Cost	47.50
Quantity	1
Total cost of items in this category:	47.50

Project Budget Set Number 3

Question	Answer
Item Type	Instructional Supplies or Resources
List item to be purchased under item category:	plywood
Unit Cost	30
Quantity	1
Total cost of items in this category:	30

Project Budget Set Number 4

Question	Answer
Item Type	Instructional Supplies or Resources
List item to be purchased under item category:	Flags
Unit Cost	69.99
Quantity	4
Total cost of items in this category:	279.96

Project Budget Set Number 5

Question	Answer
Item Type	Instructional Supplies or Resources

List item to be purchased under item category:	black lights
Unit Cost	35.95
Quantity	4
Total cost of items in this category:	143.80

Project Budget Set Number 6

Question	Answer
Item Type	Instructional Supplies or Resources
List item to be purchased under item category:	African Talking Drums
Unit Cost	239
Quantity	1
Total cost of items in this category:	239

Project Budget Set Number 7

Question	Answer
Item Type	Instructional Supplies or Resources
List item to be purchased under item category:	Bongo Drum
Unit Cost	36.95
Quantity	1
Total cost of items in this category:	36.95