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Stormy Weather [Project Proposal]

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PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

Project Proposal Submittal Process: All IC projects requesting funding will require the completion and submittal of three (3) forms:

- ☒ **Project Proposal Form – project scope & outcomes** (*included in this document*)
- ☒ **Project Guidelines Form – reflective document outlining desirable IC project attributes**
- ☒ **Project Budget Form – Excel spreadsheet to facilitate budget planning**

Instructions for Submitting Project Proposals:

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer rhumer@plymouth.edu
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

Project Funding Review Process: All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

Deliverables: At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

Instructions for the PSU Integrated Cluster Project Proposal Form: Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

PSU Integrated Cluster Project Proposal Form

Title: Stormy Weather

Project Leadership: (Identify Project Director/Manager or Co-Manager/s) Project Co-Directors/Managers: Lourdes B. Aviles, Trish Lindberg and Pamela Anneser

Project Description: Stormy Weather is an interdisciplinary project combining science with music, movement, theatre and visual arts. Professors Aviles, Lindberg, and Anneser will work with PSU Meteorology, Visual Art and Education students, the Plymouth Parks and Recreation Department, the Flying Monkey Performance Center and Movie House and 30-40 children in grades 3-8 from the Plymouth area to realize this proposal.

The purpose of the project will be to explore four different kinds of storms (thunderstorms, snowstorms, hurricanes, and tornadoes) through weather content delivered by Dr. Aviles and the meteorology students, through fine art depicting storms in different mediums and the creation of visual art projects on storms delivered by Professor Anneser and her fine art students, and the producing of an original musical theatrical performance directed by Professor Lindberg with assistance from her education students. Entitled Stormy Weather, the production will incorporate projections created by PSU fine arts students and elementary age students, movement choreographed by a guest artist (TBD), and original soundscapes created by the children with guest artist Randy Armstrong. The PSU professors and guest artists will be assisted in their efforts by Art, Education and Meteorology majors through coursework and elected participation in the Cluster project.

Project Goals and Outcomes:

Project Goals – Briefly identify and describe the objectives of this project

- Create an original educational musical theatre performance experience entitled Stormy Weather for elementary school children in grades 4-8 in collaboration with science, education, and visual art majors. Graduate students from the MEd in Integrated Arts and the CAGS in Arts, Leadership and Learning Programs as well as the MS in Applied Meteorology and the MAT in Art Education will also be invited to participate for graduate credit.

- Provide content instruction on the four types of storms covered in the project (snowstorms, thunderstorms, tornadoes and hurricanes), including the science behind each storm and the appropriate safety guidelines.

- Explore the creative and collaborative process inherent in the developing of an original work, giving PSU students and faculty, as well as the children involved, an opportunity to develop their 21st century learning skills of critical thinking, creativity, collaboration and communication.

- Translate science into diverse mediums such as visual art, movement, music and theatrical expression for greater content understanding, enjoyment, engagement and connections.
- Provide an educational and enriching model STEAM project for both 3-8 and PSU undergraduate and graduate students, as well as giving parents and community members an educational alternative for their children during the April Vacation Week.

Student Learning Outcomes – Outline the expected student learning outcomes

- PSU students will research and synthesize difficult scientific information for dissemination to elementary age students.
- PSU students will teach weather science and safety to elementary school children.
- PSU and elementary age students will work with faculty to adapt scientific information into the creation of an original musical performance piece.
- PSU and elementary age students will gain experience in the creative process, developing their collaborative, communication, creative and critical thinking abilities.
- PSU students will assist elementary age students in the creation of a variety of visual art projects on the different types of storms studied.
- PSU students will create publicity materials for the project, including devising a logo, posters, flyers and programs for the performance.
- PSU and elementary age students will assist in the creation of the projections used as backgrounds for different sections of the performance.
- PSU and elementary age students will gain experience working in front of a green screen to create video for weather broadcasts incorporated into the production.
- PSU and elementary age students will gain expertise and experience in movement, music-making and theatre skills.
- PSU students will gain experience working with children in grades 3-8.

Rationale and Impact:

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student

engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project?

Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

Project Rationale and Impact Statement: This project is a new endeavor, created to give an opportunity for science, education and arts students and faculty to collaborate with each other and the community. This project satisfies the Mission and Vision of PSU by offering collaboration across the disciplines of Meteorology, Education, and the Arts. The project seeks to transform faculty, students, and the community through an exploration of science and the arts. By partnering with Plymouth Parks and Recreation, as well as the Flying Monkey Performance Center and Movie House, as well as local children in grades 3-8, "Stormy Weather" will have an impact beyond PSU.

It is important to foster children's interest in science in order to create involved citizens of the future. Teaching and practicing innovation in diverse and experiential projects that are interdisciplinary and integrated in nature will impact society by giving the opportunity for faculty, PSU students and young people the chance to develop their entrepreneurial spirit, their ability to tolerate ambiguity and their imagination and creativity.

The need of local parents for high quality educational experiences during vacation weeks is also a driver for this project. "Stormy Weather" can serve as a model for future projects of this nature, integrating arts and sciences, or other curricular areas.

By partnering with Flying Monkey Performance Center and Movie House and Plymouth Parks and Recreation, "Stormy Weather" establishes relationships with two vital community partners. The project's success would greatly enhance future collaborative opportunities within the Plymouth community.

The project will impact not only the faculty and PSU students, but also the wider Plymouth community through the engagement of the 3-8 students in the performance and artmaking and their parents as audience members. "Stormy Weather" will not only impact their scientific and severe weather safety knowledge, but will also impact their creative thinking, ability to conceive and create visual art, and music, movement and theatrical skills.

The project advances the Arts and Technologies Mission and Vision by telling the story of "Stormy Weather" through making many things related to the theme of weather including a variety of art projects, music, movement and in the end, a collaborative theatrical performance. By incorporating scientific knowledge and computer technology, participants will gain valuable insight and skills. The final performance will allow the entire community to share in the creation and reception of the project.

High impact teaching and learning, cross disciplinary collaboration, student engagement, partnership involvement, and real world problem exploration are embedded throughout this experiential Cluster Project in a wide variety of ways including participation in developing and disseminating scientific knowledge about severe weather and safety, visual art interpretation and creation associated with the topic of weather, and the process of developing, rehearsing and performing an original musical production.

"Stormy Weather" is an opportunity for PSU faculty, PSU students and local elementary children to engage together in the creative learning process. Everyone will gain knowledge and skills that they did not have prior to the development of this project. For example, Professors Anneser and Lindberg and

Commented [NS1]: seem similar to ETC theatre productions with an addition of art and meteorology

Commented [NS2]: external partner

Commented [NS3]: making many things

the arts students and elementary children will gain significant knowledge about severe weather and safety, and Professor Aviles, the meteorology students and the elementary children will gain a window into the creative process of producing original works of art. Faculty are bringing to this Cluster Project prior expertise, and yet remaining open to new knowledge, skills and experiences throughout this process. At the conclusion of "Stormy Weather", a documentary book will be designed by Professor Anneser as a part of her graduate work, with artifacts, photographs and writing gathered throughout the Cluster Project.

Project Team

PSU Project Participants (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Lourdes B. Aviles	Co- Director/Manager	Science/Weather Content Development and Teaching	Meteorology	lavilesbramer@plymouth.edu
Trish Lindberg	Co- Director/Manager	Playwright/ Director of Stormy Weather	Education/Theatre	plindber@plymouth.edu
Pamela Anneser	Co- Director/Manager	Implementation of Visual Art Content/Creation of Documentary Book	Graphic Artist/Art	ppanneser@plymouth.edu

Non-PSU Project Participants (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email
Lisa Ash	Plymouth Parks and Recreation	Co-Producer	Management	lash@pemibaker.org
Alex Ray	Flying Monkey Performance Center and Movie House	Co-Producer	Management/ Business	alexray@lr.net

Student Participant Profile (Identify the student population/s to be engaged in the project. Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
Integrated Arts	Assist with children on and off stage and with the production and visual art instruction as needed.	undergraduate and graduate	Elementary Education and Childhood Studies undergraduates MEd Integrated Arts and CAGS in Arts, Leadership and Learning graduate students	18 (undergraduate) 5-10 (graduate)
Meteorology	Research and develop content for production	undergraduate and graduate	Meteorology undergraduates and MS in Applied Meteorology graduate students	5 (undergraduate) 2 (graduate)
Graphic Arts	Assist with projections and children's art projects	undergraduate Graphic Design and graduate Art Education	Graphic Art undergraduates and MAT Art Education graduate students	2 (undergraduate) 1 (graduate)

IRB (Institutional Review Board) Compliance

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance
- This project DOES require IRB compliance (*complete below*)

IRB Approval Status:

IRB Approval Date:

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

Project Management: Timeline and Milestones

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

Project Start Date: 11/1/2016

1, 2017 Project Complete Date: 5/1/2017

Project Milestone	Milestone Description	Target Completion Date
Project Development	Develop project parameters, staff, logistics	2/1/2017
Content and Script Development	Research content for inclusion in the script and plan and develop art projects	3/15/2017
Draft of Final Script and Art Integration	Script completed and art projects finalized	4/15/2017
Final Preparations	Complete all logistical aspects of the project, order materials, design set pieces, create schedules for the week long project	4/23/2017
Execute Project	Guest artists, faculty, PSU students and elementary students work together for five days (April 24-28) to create Stormy Weather performance and art integration	4/28/2017
Final Performance and Art Exhibit	Final performance and art exhibit	4/28/2017
Debrief and Reflection	Faculty and PSU students meet to discuss the impact of the project and future implications during the first week of May	5/5/2017
Documentation of Project through original book	As a student in the CAGS in Arts, Leadership and Learning, Professor Anneser will create a book documenting the process of "Stormy Weather" through photographs and visual	6/30/2017

	artifacts with assistance from Professors Aviles and Lindberg.	
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Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements: None required.

