



# **Teaching and Learning in Art Education 2<sup>nd</sup> Ed**

## **Cultivating Students' Potential from Pre-K through High School**

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### **Sample Preservice Teacher Grants**

The following examples present grant proposals developed by preservice teachers Kathleen Lynch, Taylor Pourchot, and Carly Kuhar. The purpose of this assignment was to build preservice teachers' foundational grant-writing skills. Aimed at supporting their future efforts in securing grant funding as professional educators, each preservice teacher was tasked with writing a grant for a project they envisioned implementing when working as an in-service teacher. They were free to choose any grant opportunity, provided they would meet the eligibility criteria, like geographic location, professional role, membership status, and project timing.

**Inspired by the Tennessee Arts Commission's  
Arts Project Support Grant  
by Kathleen Lynch**

**Project Title:** Creature Comforts: Bringing Joy to Shelter Animals through Art

**Project Dates:** This project runs one month in total for its teachings and art activities. Its art exhibition will take place on March 31<sup>st</sup>, 20XX.

**Project Start and End Dates:** March 1<sup>st</sup>, 20XX - March 31<sup>st</sup>, 20XX

**Total Funding Requested:** \$1,584.76.

**Narrative**

According to national statistics, approximately 6.3 million animals enter animal shelters in a year, making the importance of improving their living conditions more valuable than ever (ASPCA, 2024). "Creature Comforts" aims to help improve our local urban animal shelter by having our students contribute their artwork through a donated canvas painting project. Their artworks will beautify our local shelter, creating a more welcoming space for animals and incoming visitors. Multiple grade-level classes will be given a large canvas to work with and paint, so we can provide excellent variety to the project. The completed pieces will be donated to display in the shelter. We will theme the project around 'pets through the years', displaying different children growing up with and caring for their adopted animals. By displaying the paintings at the shelter and teaching about the importance of animal care and adoption, we aim to create a positive and calming environment at the shelter and help to adopt more shelter animals. The murals' positive messages will promote a welcoming space that enhances the pet adoption experience, encourages more visitors and adoptions, and helps ease the stress and anxiety the animals have experienced. The project also empowers students to use visual arts to promote animal welfare, fostering empathy, and demonstrate compassion to make a positive impact on their urban community. Our work on this grant aligns with the National Visual Arts Anchor Standard #11: "Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding." Participating in this grant-funded project will reinforce these important concepts to our students.

**Objectives**

Our objectives for this project include:

1. **Raising awareness and support for animal shelters.** The students will become more aware of about the importance of adoption, empathy and compassion, and the hard work that goes into maintaining shelters in their local urban area. They will learn from speakers from the shelter who come to the classroom and educate them further.
2. **Enhancing student well-being.** Working with the shelter volunteers and our school counselor, we will educate students on the need involving bringing comfort to shelter animals and why we are going to help contribute as a community. By aiming to increase adoption rates, our goal is to show how artwork can improve a shelter environment, not only for adoptees, but the animals themselves. Students will be given multiple opportunities to improve their creative abilities as they link their art to the needs of their local urban community's shelter and will also

be able to explore themselves emotionally through lessons on empathy and care. The project is designed to give them a sense of purpose by being able to help improve the lives of shelter animals within their community.

3. **Encouraging creativity and expression.** Each class (4 in total) will be provided with a 20 x 40 canvas to paint, allowing students to practice their artistic expression and provide pieces that will later be donated to the shelter itself. Throughout the course of this month, students will also complete smaller animal-themed projects such as sketches of their pets, clay animals, and other works to later hang up in an exhibition and around the school itself. This can set an example for visitors who see the exhibition and the efforts students have made to help beautify the shelters and work towards giving the pets a more comforting lifestyle to be able to transition from a stressful time in their lives.

### **Procedures**

Students will be introduced to the activities set for this month, beginning with discussions about adoption and how they can create art to advocate for the adoption of shelter animals. Throughout the course of the month, the students will work with a variety of materials such as paint, crayons, markers, oil pastels, clay, etc. to explore their creativity and express themselves fully about the importance of pet adoption. There will be lessons held throughout the month to teach about empathy and compassion for pets and encourage the students to use their work to help better their urban community.

Students will draw portraits of their pets. If they do not have their own pet, they can create artwork based off an existing shelter animal. We will share stories and discussion about what animals mean to the students and how they help us to become better human beings. Their pet portraits will be displayed throughout the school as a celebration of the bonds we share and displayed in an exhibition at the end of the month.

Alongside this, 4 participating classes will be given a large 20 x 40 canvas to work on through the month, in which they will collaborate to make one unified piece of artwork to donate to the shelter. They will continue to discuss strategies to advocate for the adoption and care of shelter animals. Their homeroom instructor will make time to ensure all students are included in contributing to the canvas and provide guidance and support throughout the process. This will involve providing specific time slots during art class or their own class to work on the canvas, and they will be expected to document the process through video and photographs as they work on it.

### **Participants**

- Adults: 12 Adults (1 art educator, 4 homeroom teachers, 1 school counselor, 4 shelter employees, 1 principal, and 1 assistant principal)
- Youth: 80 students
- Total: 92 participants

### **Evaluation:**

- Students will be evaluated based on their abilities to work as team members to complete and exhibit all 4 canvases for the *Creature Comforts: Bringing Joy to Shelter Animals through Art* project at the local shelter.
- Students will participate in formative and summative critiques, with each student discussing the strategies they have learned to advocate for the adoption and care of shelter animals.

- Students will identify how their artworks became resources to deepen their understandings about the needs of shelter animals in their community.

### **Project Communication Plan**

For this project, a grade of students, their teachers (4 classes), and the school counselor will come together to complete their larger mural projects and use social media to post their updates and progress throughout the creation process. The animal shelter staff will come to visit our school and speak directly to each class about their experiences and encourage students to have the animals in mind while working on their projects throughout the month. I also spoke with my school administrators to help provide extra supplies for this event, and to help promote the upcoming exhibition by posting on our school website.

### **Budget:**

<b>Supply</b>	<b>Price per Unit</b>	<b>Quantity</b>	<b>Amount Requested</b>	<b>In-Kind</b>	<b>Source</b>
20" x 40" Canvas	\$42.86/each	4	\$171.44		XXX Art Supply Store
Acrylic Mural Paints, Primary, set of 6.	\$49.87/each	8	\$398.96		XXX Art Supply Store
Acrylic Mural Paints, Tints, Set of 6.	\$65.80/each	4	\$263.20		XXX Art Supply Store
Acrylic Mural Paints, Metallic, Set of 6.	\$80.19/each	4	\$320.76		XXX Art Supply Store
Kids Aprons	\$5.38/each	80	\$430.40		XXX Art Supply Store
Nylon Paint Brush Set (2 Sets of 60)	\$54.65/set	2		\$109.30	School Provided
White Sulphate Drawing Paper, 9x12 ", 1 Ream	\$5.88	1		\$13.45	School Provided
Classpack of 800 Crayons, 16 colors	\$61.19	1		\$61.19	School Provided

25 lbs of Air-Dry Clay	\$37.30	1		\$37.30	School Provided
Vinyl Gloves (Package of 10)	\$10.00/each	8		\$80.00	School provided.
Polycarbonate Safety Glasses	\$2.00 each	80		\$160.00	School provided.
Exhibition Reception <ul style="list-style-type: none"> <li>• Snacks and small dishes (dips, fruits, cheese platters, casserole, side dishes, breads)</li> <li>• Desserts (cookies and cupcakes)</li> <li>• Beverages (water and iced tea)</li> <li>• Paper goods and utensils: (plates, napkins, cutlery, and serving utensils)</li> </ul>	Various Amounts	N/A		\$300	Parent Teacher Association provided
Shelter Staff Support	\$25/ hour per volunteer	4 volunteers for 32 hours		\$800	Local Shelter Provided
<b>Grant Funded:</b>			<b>\$1,584.76.</b>		
<b>In-Kind:</b>				<b>\$1,561.24</b>	
<b>Total:</b>					<b>\$3146.00</b>

**Inspired by the Tennessee Environmental Education Association's  
Mini-Grant  
By Taylor Pourchot**

**Funds requested**

\$239.91 (Maximum \$300)

**Number of student participants**

20

**Is this a new or previously funded project?**

This is a new project.

**What, if any, other funding has been allocated to this project?**

In-kind contribution of non-cash goods from the school.

**How does your project contribute to the goals outlined in the Tennessee Environmental Literacy Plan?**

Students need to be educated on environmental literacy to understand how to appreciate and interact with the world around them. This project supports the Tennessee Environmental Education Association's Tennessee Environmental Literacy Plan by exercising its strand of inquiry, as well as its theme of stewardship. The student-planted and -nurtured community native plant garden will foster students' appreciation for Tennessee wildlife and environmental conservation in a collaborative setting. The field journals students will create to record their gardening experiences will prompt a variety of inquiry-based environmental literacy skills, including fostering students' innate curiosity to develop questions about the world around them, pursue answers through investigation, collect data, and record their findings. The hands-on experience and inquiry skills students will gain from this project will provide resources that foster lifelong learning and environmental stewardship.

**Summarize your project in 250 words or less.**

Students need environmental literacy skills, as they are vital for instilling an appreciation for Tennessee wildlife and for maximizing the enrichment of students' interactions with the world around them. The purpose of this community gardening project is to promote environmental literacy through hands-on experience and creative inquiry. Students will practice stewardship through collaboratively planting a garden of native wildflowers and grasses. They will record their gardening experiences—including gardening practices, care tips, stages of plant development, nature-inspired artwork, student reflections, research, and other information that captures students' curiosity or sparks interest—in handmade field journals. In addition to supporting the Tennessee Environmental Education Association's Tennessee Environmental Literacy Plan, the book arts portion of this project aligns with the Create and Connect domains of the Tennessee State Standards for Visual

Arts, as students will be developing a work of art to enhance their lives and build awareness of their gardening experience through investigation. Thus, this project wholistically combines life sciences and visual art to enhance student learning. The wildflowers and native grasses will be planted as seeds in a raised gardening bed. The field journals will be created using saddle stitch binding (along the spine of a series of folded papers). Students will include written and visual information in their journals. They will be given creative freedom to express their environmental inquiry using a variety of artistic mediums, including drawing and painting. This project will foster environmental literacy through connecting collaborative hands-on stewardship experiences with students' individual interests and creative expression.

### **Project Budget for Purchased Materials**

Item & Description	Amount Requested	In-Kind Contribution (Supplies & Services)	Total
XXX 8 ft. x 2 ft. x 1 ft. Galvanized Raised Garden Bed 9-in-1 Planter Box (XXX Supply Co.) 1 @ \$49.99	\$49.99		\$49.99
XXX 1 cu. ft. Natural and Organic Raised Garden and Container Mix (XXX Supply Co.) 16 @ \$7.99	\$127.84		\$127.84
Mix 181 – Southern Woodland Edge/Part Shade Mix (XXX Seed Company) 1 @ \$10.12 per oz.	\$10.12		\$10.12
Bloem 2 gal. Classic Watercan Mix Trend, 12 pk. (XXX Supply Co.) 1 @ \$12.99	\$12.99		\$12.99
9" x 12" Real Watercolor Paper, 50 Sheets (XXX School Supply) 2 @ \$13.99	\$13.99		\$27.98
Colorations Ultra-Thin, Easy-Thread, Tipped Lacing Yarn – 100 Pieces (XXX School Supply) 1 @ \$10.99	\$10.99		\$10.99
Pen+Gear Hole Punch, Silver 1 @ \$1.52		\$1.52 (provided by the school)	\$1.52
XXX Markers, Broad Line, Assorted Classic Colors, Set of 10 5 @ \$4.12		\$20.60 (provided by the school)	\$20.60

XXX Colored Pencils, Assorted Colors, Pack of 24 5 @ \$5.77		\$28.85 (provided by the school)	\$28.85
XXX Crayons, Assorted Colors, Set of 24 5 @ \$2.47		\$12.35 (provided by the school)	\$12.35
XXX Washable Watercolor Paint Set, 8 Oval Pans, Assorted Colors 5 @ \$3.14		\$15.70 (provided by the school)	\$15.70
XXX School Glue Sticks, 0.24 Ounce, Disappearing Purple, Set of 4 1 @ \$3.59		\$3.59 (provided by the school)	\$3.59
XXX Thick Wooden Ruler, Single Beveled with Metal Edge, 12 Inches 5 @ \$2.02		\$10.10 (provided by the school)	\$10.10
Total \$332.62			
TOTAL FUNDS REQUESTED \$239.91			



**Inspired by the Tennessee Arts Commission's  
Student Ticket Subsidy Grant  
by Carly Kuhar**

1. **Project Title:** Redesigning the World of Art Starting at the XXX Art Museum

2. **Participants**

- Adults: 6 Adults
- Youth: 108 students
- Total: 144 participants

3. **Project Timeline**

The Redesigning the World of Art Project focuses on observing original artworks at the XXX Art Museum in XXX, Tennessee to build students' self-confidence in their artistic abilities by using original artwork as a strong reference to learn compositional qualities and uses of media to brainstorm ways they can achieve similar qualities in their own art. This project will serve early adolescents who often feel insecure about developing their own original artworks. I have noticed my students tend to copy and trace images they researched on computers; however, they must begin growing as artists by creating more original work. It is important for students to see artwork outside their community to gain new ideas and perspectives. According to Tennessee state standard 6.VA.Cr2.A, students must experiment with new, ideas, materials, methods, and approaches in making works of art and design, using course specific craftsmanship. If students do not observe artwork outside their community, it will be difficult for them to experiment with new ideas. Furthermore, observing these artworks will make experimenting with new ideas more impactful as it will relate to an artwork they experienced in person. They will observe artworks and write a journal entry about the piece that inspires them most. The journal entry will include information such as the artist, title of the artwork, medium, and the inspiration for the piece. Students will take a closer look at art outside their community and see how artists communicate through subject matter, mediums, and compositions. Studying original art and utilizing different

mediums allows students to develop their own styles. Students can apply their knowledge to their own original pieces and experiment with various artistic methods. At the end, students will write an artist statement about their artwork and present both during a final critique to share what they learned.

- **March:** The teacher will introduce how students will observe original artworks to build self-confidence by using them as a reference for their own original artworks. The teacher will also discuss a variety of art methods and processes for students to consider as they will be asked to observe how artists utilize various subject matter, compositions, and mediums to convey their message. Students will go on a field trip to the Frist Museum and create their journal entries on a piece that inspires them. The class will be split in half and will visit the Frist on two separate days. This is due to the Frist's policy that tour groups cannot exceed sixty people. Students will then further their research upon returning to school. Once they have developed their research, students will begin sketching their ideas for redesigning their chosen piece.
- **April:** Students will begin creating their redesigns of the artwork they chose. Redesigning an original piece of art will help students transition from copying art to developing more original art. This will provide them with a strong reference and build their self-confidence in their artistic abilities. The students will be asked to closely observe their chosen artwork as they will need to figure out how the artist used various methods to communicate their message and apply that to their own work. They will participate in partner discussions throughout this process to show progress, problem-solve, and gain feedback.

- **May:** Students will write their artist statements explaining what they learned from their selected artwork such as how they used their chosen medium to communicate, applied aspects of an artwork they observed, and how they developed their artistic skills by redesigning an artwork and giving it new meaning. Students will also present their artwork during a critique and discuss their new ideas and perspectives about observing original art outside their community and how they built upon their artistic skills.

#### **4. Short Project Description**

The purpose of this project is to have students observe original art outside of their community to build self-confidence in their artistic abilities by redesigning that artwork into their own original piece. Experiencing original art will help them gain new ideas and learn to communicate meaning through subject matter, mediums, and compositions. I teach in a Title One school, and many students live in impoverished conditions. Therefore, my students do not travel often to experience original art. Students will take a field trip to the XXX Art Museum and observe then redesign an artwork that inspires them.

#### **5. Project Objectives**

- A. Given the class discussion on observing original art to build self-confidence in artistic abilities and communicating through various art styles and processes, students will observe a diverse range of art at the XXX Museum. They will create a journal entry about a piece that inspires them and write about the artist, title of the artwork, medium, inspiration etc. Students will apply the observations from their journal entries to their redesign project.
- B. Given their journal entries, students will reference and redesign their selected piece by using similar themes and compositions to develop their own original artwork. Students

may use the medium of their choice to communicate their artwork's message.

- C. Students will present their artworks during a class critique and write a 5-6 sentence artist statement sharing the discoveries they made about the art outside of their community and how they applied their observations to building their self-confidence and communicating meaning through redesigning original art.

## **6. Project Procedures**

- A. The teacher will explain to students why observing original artworks is important as it will help build their self-confidence by providing them with a strong reference.  
  
Furthermore, the teacher will explain to students how creating original artworks instead of tracing on computers will help them grow as artists.
- B. The teacher will then discuss how students can communicate meaning by studying an artist's subject matter, use of mediums, and composition.
- C. The teacher and students will explore the XXX Museum, and students will write about a piece that inspires them. Their entries will include the artist, title of the artwork, medium, and the inspiration for the piece. If they have a camera, they may take photos as an additional part of their research if permitted by the museum. They will study how the artist uses subject matter, mediums, and compositions to communicate meaning and apply this information to their own work.
- D. Upon returning to the school, students will further their research about their chosen piece. They will utilize their school computers to find more context about their chosen piece and why the artist was inspired to create it. Students will add this information to their journal entries.
- E. Once students have a better understanding of their chosen artwork, they will begin

sketching ideas they have for redesigning it. Their redesigns must reference the piece they selected through similar subject matter and composition.

- F. Students will begin creating their redesign projects. They may select any medium(s) to create their studio projects to communicate their message.
- G. Once students begin creating their redesign projects, they will participate in partner discussions throughout studio time to show their progress, problem-solve, and gain feedback.
- H. Upon completion of their artworks, students will write a 5-6 sentence artist statement and participate in a critique explaining what they learned from the piece they saw on the field trip and creating their own art. They will specify what new ideas or perspectives they gained from viewing original art, how observing and referencing that art built their self-confidence, and how they applied their observations to communicate meaning in their own artwork.

## **7. Project Evaluation:**

- A. The teacher will write a final report discussing the students' traveling experiences and how observing and referencing original artwork built their self-confidence, encouraged them to create original work, and taught them to communicate through various subject matter, mediums, and compositions. The teacher will include photographs of students during the field trip and studio time.
- B. The teacher will check in with individual students throughout studio time as a formative assessment.
- C. The teacher will formatively assess students by listening to partner discussions about studio artwork.

D. The teacher will evaluate students' journal entries, final studio artwork, and artist statements using a separate checklist for each assignment as a form of summative assessment.

E. The students will participate in a summative critique discussing their projects and big ideas.

8. **Total Requested Budget:** \$1,560

9. **Justification for Requested Funds**

The need for the budgeted items is to help pay admission for chaperones, the bus fee, and the bus's gas fee. Chaperones will need assistance paying for their museum admission. This field trip requires two visits due to the XXX Art Museum's policy that groups cannot exceed sixty people. Furthermore, without chaperones, students cannot participate in a field trip because they would be unsupervised. Bus and gas fees are also expensive, especially since the school is farther away from the XXX Art Museum. Without bus transportation, students cannot travel to see art outside their community. These aspects are essential to the field trip.

10. **Detailed Budget**

<b>Item and Description</b>	<b>Amount Requested</b>	<b>In-Kind Contributions</b>	<b>Total</b>
<b>Bus fee @ \$500 for two visits</b>	<b>\$1000</b>		<b>\$1,000</b>
<b>Gas Fee @ \$160 for two trips</b>	<b>\$320</b>		<b>\$320</b>
<b>Tickets for adults and students 6 adults @ \$20 for two visits</b>	<b>\$240</b>	<b>Free admission for students 18 and younger</b>	<b>\$240</b>
<b>School lunches @ \$2.75 each for 114 individuals</b>		<b>\$313.50 Students and adults will bring a lunch from home or</b>	<b>\$313.50</b>

		receive a bag lunch from the school	
<b>Total</b>	<b>\$1560</b>	<b>\$313.50</b>	<b>\$1873.50</b>
<b>Total Funds Requested</b>	<b>\$1,560</b>		