Creative Connections

Elementary Residencies

Visual Arts

- Paper Arts
- Ceramics
- Mosaics
- Sculpture
- Drawing
- Painting
- Printing Making
- Media Arts
- Crafts

Performing

- Music
- Theatre
- Dance & Movement
- Creative Writing
- Interdisciplinary

Appel Farm
Arts & Music Center
What is Creative Connections?

RESIDENCIES & WORKSHOPS
Your curriculum objectives are enhanced through multiple visits with a professional teaching artist.

AFTER SCHOOL & SUMMER ENRICHMENT PROGRAMS
Your students are enriched through multiple visits of supplemental arts programming at your school.

SCHOOL RETREATS & FIELD TRIPS
Visit Appel Farm and have a program at our beautiful, professional arts studios, theatre or dance studios, turning your residency into a memorable field trip.

PROFESSIONAL DEVELOPMENT
Earn your CEUs in teaching and learning methodologies, and content areas, through exciting workshops and classes.
About Appel Farm

**Appel Farm was founded** in 1960 as a private summer arts camp for children. Albert and Clare Appel, both professional musicians and music educators, believed that the arts play a crucial role in developing a child’s learning skills, encouraging personal growth, and instilling a sense of community and responsibility.

Since then, Appel Farm has evolved into a unique educational arts center serving audiences, artists and students who participate in a variety of artistic programs.

Appel Farm’s mission is to provide people of all ages, cultures, and economic backgrounds with a supportive, cooperative environment in which to explore the fine and performing arts. We believe that the arts are an exciting and essential part of the learning process and that artistic talent is innate and waiting to be developed in every person. Everything we do at Appel Farm is about one thing:

**Transforming lives through the arts**

These programs are made possible in part by funds from the New Jersey State Council on the Arts/Department of State, a Partner Agency of the National Endowment for the Arts. Supported in part by a grant from the New Jersey Department of State, Division of Travel and Tourism. Additional funding sources include corporations, foundations and individual contributions by friends, Trustees and alumni of Appel Farm.
Dear Educator,

Thank you for your interest in Creative Connections, Appel Farm Art & Music Center’s program for schools and youth. Creative Connections seeks to transform teaching and learning through the arts. Our goal is to make the arts accessible and meaningful for all students.

Residencies are a wonderful way for students to pursue deep exploration and understanding of a particular art form. Our programs are available during the school day, after school, and during the summer. Programs are designed to take place at your school. However, during the academic year arrangements can be made for you to visit Appel Farm and have a program at our beautiful, professional arts studios, theatre or dance studios, turning your residency into a memorable field trip.

Process, product, history, artistic expression and fun are all essential elements of Creative Connections. All of our programs are taught by highly qualified, professional teaching artists and are aligned with the New Jersey Core Curriculum Content Standards in the Visual and Performing Arts, and other content areas when applicable. At Appel Farm, we believe that all people have innate artistic ability waiting to be discovered and cultivated. It is our mission to provide people of all ages, cultures and economic backgrounds with a supportive, cooperative, environment in which to explore the fine and performing arts. We are transforming lives through the arts!

Research shows that students with an education rich in the arts have higher GPAs and standardized test scores, lower drop-out rates, and even better attitudes about community service*. Booking a residency with Appel Farm is an easy and fun way to provide your students with high-quality arts education opportunities. As you explore this menu, please note the listed prices are meant to serve as a guide and are based on eight, forty-five minute sessions for up to twenty students. If you are interested in booking a residency, we will work with you to craft a program that meets your needs, the needs of your students, and that falls within your budget. If you change the number of visits, increase or decrease the session length, or have more than twenty students the price will change accordingly.

Our goals are your goals! Please contact us to book a program, for information about customized programs and rates, or if you have any questions. We look forward to working with you to customize your Creative Connections experience!

Kerri Sullivan  
Director of Arts Education & Outreach  
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856.358.2472 x 108

*Champions of Change: The Impact of Arts on Learning
Book your Residency in 6 easy steps!

1. **Select**
   Choose your residency - from Abstract painting to Zambian percussion, we’ve got you covered.

2. **Schedule**
   Select your program - email us or call us 856.358.2472 to reserve your dates & times.

3. **Strategize**
   We'll sit down together and work out all the fun details: goals, school involvement, culminating events, advocacy for your program.

4. **Start**
   Let the fun and learning begin!

5. **Small Stuff**
   1) A 25% non-refundable deposit is expected @ time of booking. 2) You will be invoiced prior to the start of your residency, & payment is expected two weeks in advance of your start date. 3) We will work with you on any date that needs to be rescheduled. 4) Prices and programs are subject to change.

6. **Support**
   Appel Farm will be with you every step of the way! Your goals are our goals!
Visual Arts

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PAPER ART

Origami Books

A great introduction to the art of origami in which participants will learn several age appropriate origami exercises to make beautiful paper sculptures. Participants will construct a book to contain their sculptures and will write a narrative connecting the models from each page of their book. *Recommend for 4th grade and up.

**Goals:** Participants will gain an appreciation for traditional origami practices, learn about patience through careful art-folding techniques and work towards expanding and exploring their personal narratives.

**Objectives:** Participants will create projects and construct a book using origami techniques.

**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.3.2.D.3: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
Papermaking

In this residency participants will learn about the art of papermaking while creating a personalized storybook that will be assembled into an accordion-fold book. This book will be a beautiful work of art in itself but it will also teach participants the importance of recycling. *Recommend for 5th grade and up.

**Goals:** Participants will learn about various materials needed to make hand made paper. Participants will gain a sense of pride and accomplishment in their work.

**Objectives:** Participants will learn about the history of book making as well how to assemble materials into a sculptural work. The participant’s passion for a topic will guide them in using their research skills.

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**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

1.3.2.D.3: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

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Handmade Books

In this eco-friendly residency, participants will learn how to make several small book structures using all, or mostly, recycled materials. Some of the different book structures include accordion, slab binding and origami books. Finished books can be decorated during the program or adapted to include information about other content areas.

**Goals:** Participants will gain an appreciation for eco-themed and eco-friendly artistic projects.

**Objectives:** Participants will create one or more small books using eco-friendly, recycling practices.

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**Standards**

NJCCCS: Visual and Performing Standard 1.3: Performance
1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
Cast Paper Story Vessels

Using clear plastic bowls as moulds, participants will create a handmade paper bowl. They will also add personal spins onto their creations by wet collaging personal memorabilia onto the sides of the bowl as it is formed.

**Goals:** Participants will enjoy working within the language and techniques of a very ancient, yet very approachable medium that shares its history with older ceramics, plaster constructs, and more.

**Objectives:** Participants will learn how to create a three dimensional object out of handmade paper. Participants will develop a narrative on the exterior of their casting that conveys their personal hopes, dreams, and life story.

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**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

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**CERAMICS & MOSAICS**

Clay Handbuilding 101

Participants will be introduced to a variety of clay construction techniques that will culminate in the building of a beautiful clay platter of their own design. This program will use coil and slab techniques as well as ceramic glazes to make a piece of art that will last for a long time.

**Goals:** Participants will gain an appreciation for multiple clay-techniques, and learn about the long history of clay and clay-making tools and techniques.

**Objectives:** Participants will construct at least one slab project. Participants will construct at least one coil project. Participants will use glazes to decorate and enhance their piece of clay art. Participants will learn about basic kiln practices and safety procedures.

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**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.2.D.3: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
Decorative Clay Boxes

In this residency participants will learn about the decorative arts of Japan and look at traditional motifs from nature such as plants, animals, birds, flowers, and more as a source of creative inspiration. Participants will then create a narrative using these motifs that will be incised on various sides of the box. This project will be constructed using very accessible slab-building techniques, which will then be enhanced through glazing and other ceramic practices. *Recommend for 5th grade and up.

Goals: Participants will learn about decorative arts from Japan, as well as motif, design and pattern. Participants will learn how decorative objects can have practical utility.

Objectives: Participants will construct a box from clay. Participants will understand clay concepts and terminology such as glazing, scoring, slipping, slab building, and more.

Standards

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.5.D.2: Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/nonobjective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.

Fabulous Faux-saics

In this residency participants will be able to look at examples of mosaics from around the world and different eras. Each participant will create their own abstracted version of a classical mosaic they have seen and mimic each individual aspect. Colored glue, foam, and student-friendly materials will be used in order to keep participants safe and happy.

Goals: Participants will use their passions in life to construct a mosaic that mimics classical styles while combining them with modern tastes.

Objectives: Participants will understand the process and history of mosaic making as they are shown examples from Ancient Greece, Rome, Persia, Iran, and more. Participants will use these skills to create at least one tile of their own in an abstract or representational design.

Standards

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.2.D.3 Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.
My House, My Number

This residency will introduce students to the basics of design. Participants will create an “artsy” plaque with their house number using a tile making technique that resembles a mosaic. If time permits participants may group their individual pieces together to display as a public piece.

**Goals:** Participants will learn about a variety of design, aesthetic, and construction theories based on clay and tile mosaics. Participants may learn how to successfully work on a collaborative project.

**Objectives:** Participants will work individually to create at least one mosaic and/or clay tile piece. They may also work as a group on a communal project based on group discussions and designs developed as a team.

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**Standards**

NJCCCS: Visual and Performing Standard 1.3: Performance
1.3.2.D.3: Employ basic verbal and visual art vocabulary to demonstrate knowledge of the materials, tools, and methodologies used to create and tell visual stories.

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SCULPTURE

A World of Masks

This residency explores how masks are used in different cultures. Participants will create their own masks using a variety of materials, which include clay, plaster, paper, and pulp paper. *Recommend for 3rd grade and up.

**Goals:** Participants will gain a better understanding of multi-media practices. Participants will learn about the history of masks and mask making. Participants will learn about spirituality and masks.

**Objectives:** Participants will learn about the historical significance of masks across cultures. Participants will create at least one mask each that will be constructed using basic materials.

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**Standards**

NJCCCS: Visual and Performing Standard 1.3: Performance
1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
Sculpture Animals

Participants will study and design an animal of their choosing to create during this residency. Using wire, participants will build a frame of their favorite animal and use plaster wrapping to create their sculpture. Anatomy, symmetry, balance, gesture and form will be explored as participants study the animals and recreate standing statues of them. *Recommend for 3rd grade and up.

**Goals:** This residency will allow creative expression and explore the use of wire and plaster to construct an animal.

**Objectives:** Participants will be able to take home an animal that they have sculpted from wire and plaster. Participants will be able to successfully investigate and manipulate new materials. Participants will create sculptures, then present them to the class and discuss them.

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**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.S.D.5: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

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Heroes

Participants will come together to select a hero who has inspired them to do more and be more. Participants will have a chance to discuss, as a group, the various people that have helped them to achieve more. After everyone agrees on a hero to represent the group, participants will construct a life-sized model of that figure to watch over and inspire them in their daily endeavors. Participants will also be complete smaller, individual projects.

**Goals:** Participants will learn to appreciate the people in their lives (whether those people are fellow students, family members, famous people, fictional characters, etc.), and will gain inspiration to succeed from their hero.

**Objectives:** Participants will work collaboratively to develop a singular project. Participants will learn the importance of paying homage to others and recognizing other people’s positive impacts in their lives.

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**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.S.D.5: Collaborate in the creation of works of art using multiple art media and art mediums and present the completed works in exhibition areas inside and outside the classroom.
**Graphic Novel**

We were all born to tell stories. Granted, we may not all be public speakers, great orators, or masters of stage performance, but we all have something to share with the world. In this residency participants will tell their stories as they put pencil to paper to draw their own graphic novel. Using creative and engaging storytelling practices they will develop and write a story. You will be taught fundamental cartooning and drawing practices for the purpose of illustrating your story. With the combination of these two powers you will start making your very own graphic novel.

**Goals:** Participants will develop a sense of trust in their own creative writing and drawing skills.

**Objectives:** Participants will learn about the cultural history of the American graphic novel; learn how to effectively develop and translate a story; learn about the various visual rules for constructing a graphic novel; construct a series of pre-sketches to help them better understand how they would like to compose their novel; learn the basics of American cartooning and drawing; put all this new knowledge towards the development of their own graphic novel.

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**Acrylic Expressions**

Participants will develop a firm grasp of acrylic painting fundamentals and become comfortable using this medium. Participants will work on an acrylic painting through step-by-step instruction during each session. Possible subjects that can be covered include: floral, landscape/seascape, still life, abstract or action painting. Basic composition, perspective, color blending and selection, brush strokes, shading and texture will be discussed. The use of different brushes and a pallet knife will also be covered.

**Goals:** Participants will gain a deeper appreciation for painting as well as the various tools associated with painting.

**Objectives:** Participants will learn about color theory, mixing practices and proper application techniques. Participants will construct at least one acrylic painting. Participants will study the various histories and practices for constructing a painting based on the selected topic.

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**Standards**

Common Core Anchor Standards:
CCSS.ELA-LITERACY.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**NJCCCS:** Visual and Performing Standard 1.3: Performance
1.3.2.D.1: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.
Magnifique! Matisse

In this residency participants will learn about celebrated French artist Henry Matisse. They will learn about his love of fabrics, as well as his usage of patterns and colors. Participants will look to his work, especially his cutout collages, for inspiration as they develop designs and patterns to be used in the creation of their very own wall panel. *Recommend for 5th grade and up.

**Goals:** Participants will understand art through Matisse’s point of view and learn to emulate is style and passion for art.

**Objectives:** Participants will discuss the various social and cultural impacts of Henri Matisse, and learn about his place in Art History. Participants will construct basic collages as a way to understand Henry Matisse’s work. Participants will work together to create a wall-panel art product.

**Standards**

NJCCCS:

Visual and Performing Arts Standard 1.3: Performance
1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

Visual and Performing Arts Standard 1.2 History of the Arts and Culture
1.2.5.A.3: Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

National Standards for Arts Education, 1994

“...the arts have been an inseparable part of the human journey; indeed, we depend on the arts to carry us toward the fullness of our humanity. We value them for themselves, and because we do, we believe knowing and practicing them is fundamental to the healthy development of our children’s minds and spirits. That is why, in any civilization- ours included- the arts are inseperable from the very meaning of the term ‘education.’ We know from long experience that no one can claim to be truly educated who lacko basic knowledge and skills in the arts.”
Print-a-Mania

In this program participants will be introduced to a variety of printmaking tools and styles. Participants will study the history of printing techniques from around the world and the various styles and uses for printing. Participants will concentrate on line, shape, texture, pattern, and form as they work from other cultures and countries that have embraced this printing style. Participants will then learn about how printmaking can be utilized today.

**Goals:** Participants will understand the history of printmaking. Participants will understand the ways the art form is used in our daily lives.

**Objectives:** Participants will create prints using two different techniques. Participants will be able to use language, vocabulary, and terminology associated with printmaking. Participants will be able to notice differences in printmaking styles.

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**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.2.D.1: Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

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**MEDIA**

Beginning Digital Photography

An introduction to digital photography that aims to help students become more comfortable with their camera and produce better quality photographs. This class will emphasize composition, while exploring the functionality of the camera outside the automatic mode. The overall assignment will involve a 4-6 photo composition that will encourage students to observe their environment through the lens of a camera. The assignments will have the opportunity for participants to have fun and get creative while learning to use their cameras. *Appel Farm does not supply cameras or USB storage devices. However the costs of prints is included. Recommend for 5th grade and up.*

**Goals:** Participants will be more comfortable with their digital cameras and produce better quality photos. Participants will be encouraged to explore photography from a more creative angle, instead of shooting indiscriminately.

**Objectives:** Participants will learn about composition, subject matter, background vs. foreground, focus, color and lighting as they take a variety of photographs.

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**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.5.D.1. Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
Jewelry Making

Participants will develop a firm grasp of jewelry fundamentals and become very comfortable using tools for creating jewelry. Participants will finish a piece of jewelry by following step-by-step instructions during each session. The techniques covered will be: basic bead stringing, fundamentals of knotting, fundamentals of wire wrapping and crimping. Basic tools, color selection, supply sources, and inspirational samples will be discussed.

*Recommend for 5th grade and up.

Goals: Participants will learn to appreciate the various ways to construct jewelry. Participants will be taught about how to create a piece of jewelry that will attract the eye as well as a viewer’s attention and appreciation.

Objectives: Participants will design at least one piece of jewelry from each of the categories discussed. Participants will learn about proper safety procedures while using jewelry tools. Participants will learn distinctive ways to assemble jewelry.

Standards

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.

Richard W. Riley
Former US Secretary of Education

“I believe arts education in music, theater, dance, and the visual arts is one of the most creative ways we have to find the gold that is buried just beneath the surface. They (children) have an enthusiasm for life a spark of creativity, and vivid imaginations that need training – training that prepares them to become confident young men and women.”
Quilting with a Twist

Be inspired by the tradition of quilts! Participants will observe, discuss and take the art of quilt making, and all that it represents - sharing, unity, friendship, community, craftsmanship - to a different dimension. Instead of using fabrics we will use cut-out shapes of colorful vinyl to create patterns that will be mounted on wood blocks. These blocks will be assembled side-by-side to create a large collaborative quilt-like panel. The uniqueness of the panel is that its overall design can be changed as the blocks are moved from one space to another. *Recommend for 3rd grade and up.

**Goals:** Participants will learn about the long history of quilts across cultures. Participants will be challenged to develop a sense of appreciation for a community as a whole as they work together towards a single, collaborative end.

**Objectives:** Participants will learn about quilt-making’s historical significance. Participants will learn about proper fabric choices, quilt design, and proper construction techniques for quilting. Participants will work collaboratively to construct a singular, class masterpiece.

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**Standards**

NJCCCS: Visual and Performing Standard 1.3: Performance
1.3.5.D.5: Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom

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Snow Globes

Bring the magic of the seasons to life by creating your very own snow globe! No matter the time of year, there is a snow globe for the occasion. Using basic arts and crafts, you will construct a seasonal snow globe. The possibilities for what go in the snow globe are as endless as your imagination. This project can be adapted to fit any theme, season or holiday.

**Goals:** Participants will use their imagination to design their very own snow globe.

**Objectives:** Each participant will construct a snow globe.

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**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
Ready, Set, Game

Get your game on in this workshop designed for those who love the strategy and intricacies of board games! Participants will be able to learn about board games from around the world, their various rules, strategies and styles and then begin constructing their own, functional board game. Using a mixture of wood, collage, and clay, each participant will build their own game from scratch. Make a game or puzzle from one of your favorite pictures or design a game from the ground up to begin playing with your family and friends today!

Goals: Participants will use their imagination to create unique game.

Objectives: Participants will use a variety of mixed media artistic practices to create the look, function, and rules of their own board game.

Standards

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.2.D.1 Create two- and three-dimensional works of art using the basic elements of color, line, shape, form, texture, and space, as well as a variety of art mediums and application methods.

1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
Benefits of Bringing an Arts Education Program to Your School

Enhance your classroom with an introduction to a variety of artistic topics and mediums.

A cost-effective way to bring more arts to your school.

Gain career appreciation for working the arts and promote college readiness.

Create fun for the entire community - host a Family Night workshop.

Effectively meet NJCCCS for Visual and Performing Arts.

Foster collaboration among your students as they work together on a special project.

Enjoy in-depth learning and discovery of a specific art form.

Open a world of possibilities for your students by having them engage with our professional teaching artists in a safe environment.

Explore multiple mediums by bringing an assortment of workshops to your classroom: Book multiple workshops to create a series.

Promote critical thinking and problem solving as students tackle new and challenging material.

Give students the opportunity to develop their creativity.

Enhance communication as students engage in the learning process and share their experiences in a culminating event.
Performing Arts
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World of Percussion

Participants will be exposed to a variety of world instruments and rhythms to help them explore how their bodies, minds, and voices respond. Students will hear and play traditional grooves from Egypt, the Middle East, Africa, and various Latin-based cultures.

**Goals:** This residency encourages participants to react to sound at an instinctive level. Participants will discover how anyone can play in a group and how various rhythms, tempos, and dynamics can connect you with yourself and others.

**Objectives:** Participants will be able to hear the difference between various world rhythms; Engage in hands-on demonstrations of various percussion instruments; Work as a group to create a symphony of sound; Be able to play world grooves; Define tempo, rhythm, dynamics and other music theories.

**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.1 The Creative Process
1.1.2.B.2: Identify musical elements in response to diverse aural prompts, such as rhythm, timbre, dynamics, form, and melody.

Visual and Performing Arts Standard 1.3: Performance
1.3.2.B.1: Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
Junk Jam

Create your own instruments out of found and recycled objects in this fun residency. Using materials found in the world around them, students will design and construct their own instruments and learn to play them as a group.

Goals: In this residency participants will learn the basics of design and instrument engineering as well as how to create musical beats and rhythms. The students will also learn how to work and perform as an ensemble.

Objectives: Participants will design and construct instruments, rehearse on them, and perform music as a group.

Standards

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.1.5.B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

The Language of Music

Participants will create and compose “rhythm poems” using words based on the “say it-play it” technique. Body percussion, vocal percussion, sounds effects and movement are also incorporated into this residency. Rhythms for various cultures will be explored to understand how rhythms can reflect a community’s culture and help tell their stories.

Goals: This residency helps student learn how to identify rhythms in the world around them and understand how those rhythms can tell a story. Students will learn skills necessary to play in an ensemble and develop tools such as focused listening, composing, and conducting.

Objectives: Participants will be able to identify different rhythms and analyze how those rhythms affect them. They will also create their own unique stories through rhythm and perform them in ensemble.

Standards

NJCCCS:
Visual and Performing Arts Standard 1.1: The Creative Process
1.1.5.B.2: Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
THEATRE

Intro to Theatre

All the world’s a stage! Through a series of active and engaging sessions participants will be introduced to many aspects of theatre, including: auditions, stage make-up, theatrical design (costume & set), improvisation, creative movement and dance, mask and vocal work, playwriting and devising, and acting.

Goals: This residency will help participants foster an appreciation of theatre. Participants will build confidence and take pride and ownership and their work. Participants will create a collaborative, nurturing environment where they will gain new insights and awaken possibilities, spark creativity, enhance communication skills and be provided with tools for problem solving.

Objectives: This residency provides participants with a thorough introduction to all things theatre. They will gain insight into theatre history, performance, theatrical styles, technical theatre, design, and playwriting.

Standards

NJCCCS:
Visual and Performing Arts Standard 1.1: The Creative Process
1.1.2.C.4: Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.

1.1.5.C.3: Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

What’s a Puppet?

In this residency, participants will discover what can be a puppet! Participants will explore various historical and artistic styles of art and then of puppetry, including found object puppetry, shadow, hand-and-rod, and more! They will also learn how to bring an inanimate object to life through creative story telling practices and how this art form can shed light on stories and real life situations.

Goals: This residency will promote creativity, teamwork, problem solving, and how to clearly express oneself, as well as positive risk-taking and listening.

Objectives: Participants will be able to collaborate effectively with others to achieve a common goal. Participants will be able to use basic manipulation techniques to make and bring to life puppets of various styles.

Standards

NJCCCS:
Visual and Performing Arts Standard 1.1: The Creative Process
1.1.2.C.4: Describe the use of the technical theatrical elements by examining examples of theatrical design in productions.

1.1.5.C.3: Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
Simply Shakespeare

Don’t run the other way when you hear “Shakespeare”—simplify and celebrate! This residency will serve to demystify Shakespeare, making his work accessible and fun. Participants will actively engage in tested lessons that explore William Shakespeare the man, the Elizabethan and Jacobean periods of English history, and Shakespeare’s cannon of literary works. Practical, hands-on and compelling techniques will make Shakespeare understandable, relatable and celebrated! *Recommended for 5th grade and up.

**Goals:** Participants will gain confidence as they master what many see as impossible or too daunting; Participants will be introduced to new ideas and ways of thinking and learning.

**Objectives:** Participants will learn how to interpret Shakespeare’s writings searching for clues to subtexts. Participants will understand grammar and linguistics and how they are used for dramatic purposes. Participants will understand how the life and times of Shakespeare influenced his writing, and how Shakespeare’s work was meant to be performed not read. In addition, they will learn basic acting techniques, and have the option to demonstrate their understanding of Shakespearean text with in an informal performance.

**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.1: The Creative Process
1.1.5.C.2: Interpret the relationship between the actor’s physical and vocal choices and an audience’s perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

Common Core Anchor Standards:
CCSS.ELA-LITERACY.CCRA.R.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Ensemble Creation

Through explorations of various theatrical mediums (e.g. improv, puppetry, movement, sounds, props, etc.) participants will learn how to communicate a narrative to an audience through verbal and nonverbal techniques all the while focusing on teamwork and ensemble creation.

Goals: Participants will demonstrate creativity and enhance communication skills as they work collaboratively as a team. This residency will encourage listening, quick thinking and risk taking in participants.

Objectives: Participants will effectively collaborate with others to construct and execute an acting scene and accomplish common goals.

Standards

NJCCCS:
Visual and Performing Arts Standard 1.1: The Creative Process
1.1.2.C.3: Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling.

Common Core Anchor Standards:
CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

A Work in Process

Who says you have to start with writing to create a play? This program unlocks the creative potential of all participants through a series of research-based methods of devising for theatre performance. Participants will actively engage in games and exercises that encourage them to create, shape and eventually script a theatre performance. Though the product is the goal, it is exploration and the creative process that takes center stage. *Recommended for 3rd grade and up.

Goals: This residency will promote collaboration in a nurturing environment and enhance effective communication. Participants will build confidence, creatively over-come obstacles and problem solve. This residency will help spark creativity, encourage pride and ownership in ones work, embrace ambiguity and ask insightful questions.

Objectives: Participants will engage in a series of theatrical and writing exercises as they work together to create a piece of theatre.

Standards

Common Core ANchor Standards:
CCSS.ELA-LITERACY.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Yoga for Life

This flowing – or “Vinyasa” – style of yoga uses poses to create strength, flexibility and balance through focused attention on the breath and movement of the body. Working from a place of non-judgment and self-acceptance, this yoga practice fosters fitness and peace of mind while cultivating present-moment awareness, allowing participants to connect with their innate, powerful creativity.

**Goals:** Participants will explore a healthy lifestyle through learning about the connections between wellness, mood, and creativity. They will learn to develop confidence in their abilities and to trust their instincts.

**Objectives:** Basic yoga poses and terminology will be explored while understanding how to properly stretch. At the end of the residency participants will realize how stretching and basic exercise on a daily basis effects mood and motivation and ultimately help them with their school work.

**Standards**

NJCCCS:
Comprehensive Health and Physical Education Standard 2.5 Motor Skill Development
2.5.2.A.2: Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.

2.5.4.A.2: Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

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**Stephen Berkowitz, Ed. D.**

*Former Superintendent of Elmer Borough School District*

“The New Jersey Core Curriculum Content Standards encourages all school districts across the state to set high standards for all students. We are working diligently to raise our performance standards... Our neighbor, The Appel Farm Arts and Music Center offers our school district a variety of language arts, as well as visual and performing arts opportunities that our school district could not provide. These programs support our curriculum while ensuring the implementation of the Core Curriculum Standards. Appel Farm has been instrumental in developing and enriching our educational environment. We are extremely fortunate to have Appel Farm as our partner in education.”
Modern/Contemporary Dance

Modern dance is a vibrant dance form—filled with diverse possibilities and creative rigor. This movement residency will sample vocabulary from a number of Modern dance forms (Graham, Horton, Release-technique, etc.). Improvisation and composition within Modern dance contexts will be explored, while learning phrase work and dances to share, perform, and add to choreographically.

Goals: With exposure to modern dance, participants will gain insights about their personal strengths and interest while also learning more about their peers. Participants will try things outside of their comfort zone in a safe, shared environment.

Objectives: Participants will learn to apply and execute modern dance vocabulary, learn multiple modern dance phrases and perform dances throughout the residency. Participants will practice composition and choreography within modern dance frameworks and learn how to give constructive feedback, collectively to create their own jazz dance phrase work and compositions.

Standards

NJCCCS:
Comprehensive Health and Physical Education Standard 2.5 Motor Skill Development
2.5.4.A.2: Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.

Partner Yoga

Participants will pair up to do various yoga poses, a practice that encourages teamwork, trust, attention, and focus. By following simple cues from the instructor, participants move carefully and within their comfort range, as they learn new moves, poses, and healthy breathing exercises.

Goals: Participants will experience a new level of calmness as they learn to trust one another, bend and stretch, and use various techniques to enhance their sense of peace and happiness while they release stress, anxiety, and hyperactivity.

Objectives: Participants will connect with their own bodies through movement and exercise, learn about various breathing techniques and communicate better as they lead exercises.
Dance Improvisation

Dance Improvisation introduces participants to dance vocabulary within the structure of creative play and practice. Participants will explore concepts of time, space, form, quality, and musical choice within dance. These elements and concepts will be applied to the creation of mini dances, studies, and group improvisations. Individual and collective artistry is cultivated and encouraged.

**Goals:** Participants will experience dance as an art form in ways that spark continued creative practices. Participants will learn about their own strengths and interests in addition to learning more about their peers. Movement will provide a healthy entry point into constructive creative play, social engagement, and group learning.

**Objectives:** Participants will be able to identify and apply compositional dance elements. Participants will create two solo dance studies and at least one group dance study. They will practice creating, presenting, performing, and facilitating critical feedback.

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**Standards**

NJCCCS:
Visual and Performing Arts Standard 1.1: The Creative Process
1.1.2.A.2: Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.5.A.2: Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
Jazz Dance

Jazz Dance has a rich musical and cultural history—and it is a popular dance form. This residency will examine all facets of jazz dance through a vibrant movement lab filled with shared practices, creations, and conversations. Participants will learn jazz dance vocabulary and history/cultural context simultaneously. Phrase work and mini dances will be presented and performed.

**Goals:** Participants will explore jazz dance concepts to learn more about their own strengths and interests while also learning about their peers. Participants will practice learning sequences and improvisational structures in ways that will increase awareness.

**Objectives:** Participants will learn jazz dance movement vocabulary with cultural and historical context. Participants will learn and perform various jazz phrases and mini dances throughout the residency. Participants will work individually and collectively to create their own jazz dance phrase work and compositions.

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Standards

NJCCCS:
Visual and Performing Arts Standard 1.3: Performance
1.3.12.A.2: Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.

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Moving Stories

Movement and creative writing are unique partners in this experiential residency. Participants will craft words to illustrate movement while also creating moving performance to exemplify the “written word”. Building blocks of vocabulary, phrase work, and composition (both for dance and for text) will be presented simultaneously. Performance and presentation will be practiced as well as critical feedback exchange. Mindful communication will be employed to help participants understand and appreciate everyone’s moving stories.

**Goals:** Participants will find new connections between writing, speaking, listening, interpreting, and moving to gain more confidence in sharing their own work and in the importance of listening. Participants will be encouraged to take risks and take creative ownership in the process.

**Objectives:** Participants will learn and apply movement/writing vocabulary that is practically linked (ex. verb, sentence, exclamation). Participants will translate their creative writings into movement to share with the class in the creation of a collective “moving story” based on the entire group’s shared material.

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Standards

NJCCCS:
Visual and Performing Arts Standard 1.4 Aesthetic Responses & Critique Methodologies
1.4.2.A.3: Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.5.A.3: Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).
CREATIVE WRITING

Ode to Everyday

Odes and appreciation poems have been praising people, places, events, things, and ideas for millennia. During this residency students will learn a brief history of ode and appreciation poems from European and West African societies. Students will play interactive games to generate ideas, will write and revise their own poems, and then, in the oral tradition of the Grecian ode poets, they will rehearse and perform their poems. *Recommended for 3rd grade and above.

Goals: Participants will experience how writers glean inspiration from the world around them, while engaging in a full range of literary practices from listening and reading to writing, editing and public speaking.

Objectives: Participants will learn about specific elements of poetry and construct an ode or admiration poem from inspiration in their own lives. Then blending, literary storytelling and theatre arts, they will rehearse and perform their pieces.

Standards

NJCCCS:
Visual and Performing Arts Standard 1.4: Aesthetic Responses & Critique Methodologies
1.4.12.A.3: Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Common Core ANchor Standards:
CCSS.ELA-LITERACY.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Memory’s Lane

In this residency, participants use music, sensory objects, and visualization to plumb the depths of their memories for significant moments. Participants will then write about those potentially life-changing moments in a safe and caring environment. Participants will practice writing with originality, vigor, and meaning. Participants will learn about a process for responding to one another’s work with caring and constructive feedback.

Goals: Participants will explore the significant turning-points and moments in their lives, building empathy for one’s self and others while embracing and celebrating differences in experiences and attitudes. This residency will build excitement about reading, thinking and writing alone and in a group.

Objectives: Participants will learn skills for reading and understanding short memoir pieces. Participants will use memoir writing tools such as sensory description, use of time and pacing, character development, tone, and point of view.

Standards
Common Core Anchor Standards:
CCSS.ELA-LITERACY.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

The Stories All Around Us

How can a poem explain who you are? How can a poem help us remember our past and tell our stories? In this residency, participants will learn the stories of the people in their lives, whether they are family members, caregivers, babysitters, teachers, school bus drivers, or friends.

Goals: This residency will create an atmosphere of community and help participants understand and value the importance of every person’s story.

Objectives: Participants will learn interview techniques, research and writing skills as well as tools for reading, understanding and writing poetry, including oral interpretation, visualization, and use of sensory detail, figurative language, tone, pacing and point of view. Participants will research, write, edit, rehearse, and perform stories from their school community.

Standards
Common Core Anchor Standards:
CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
From Page to Stage: Performance Poetry

Participants will write both individual and group poems to be performed or read aloud. They will learn basic theatre exercises aimed at enhancing voice articulation and projection, body language, and emitting emotions. Poetry and poets of the following eras will be examined: Harlem Renaissance, Beat Generation, Black Arts Movement, and contemporary Spoken Word with its hip-hop inflection.

*Recommended for 5th grade and up.

**Goals:** Participants will begin to develop a sense of worth through their creative connections to one another and the spoken-word performances while appreciating the historical impact of the culture and how it has evolved into its present form.

**Objectives:** Participants will learn about stage presence, stage directions, script construction, emoting feelings to a large group and more. Participants will enhance their understanding of figurative language through writing different

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**Standards**

Common Core Anchor Standards:
CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJCCCS:
Visual and Performing Arts Standard 1.3 Performance
1.3.5.C.2: Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

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**NJCCCS Introduction**

*Visual & Performing Arts, 2009*

An education in the arts fosters a population that:

- Creates, reshapes, and fully participates in the enhancement of the quality of life, globally;
- Participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities;
- Possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century;
- Understands and impacts the increasingly complex technological environment.
A Way With Words

Over the last forty years, hip-hop music has grown from a neighborhood fad to a cultural force. Scientists have found that freestyle rappers tested in the 80th percentile of language tests and their brains enter “creative flow,” creating a unique network within the brain connecting motivation, language, emotion, motor function, and sensory processing. This residency capitalizes on the skills of freestyle rapping to help students practice public speaking, build confidence, develop cultural understanding, and express themselves in a fun and relevant way.

**Goals:** Using dictionaries and interactive freestyle activities, participants will build their vocabulary and improve language cognition as they develop confidence in expressing their ideas and opinions aloud. Participants will also learn the history of hip-hop freestyling and its impact on today’s society.

**Objectives:** Participants will increase their vocabulary and learn how to express ideas and opinions through freestyle rap to instrumental beats.

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**Standards**

Common Core Anchor Standards:

CCSS.ELA-LITERACY.CCRA.R.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.L.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
**INTERDISCIPLINARY**

**Full S.T.E.A.M. Ahead!**

Add Art to STEM so you can move forward full STEAM ahead! Participants will create either a kinetic sculpture that incorporates gears and pulleys producing a spinning motion or a mobile that gently moves using wind current. Both projects incorporate the STEM subjects (science, technology, engineering and math) in an artistic sculpture that invites viewer interaction. *Recommended for 2nd grade and up.

**Goals:** Participants will use higher level thinking skills utilizing several different learning styles to solve a problem.  

**Objectives:** Participants will use a multi-step process incorporating science, engineering, math and artistic design skills to create a contemporary sculpture.

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**Standards**

NJCCCS:  
Visual and Performing Arts Standard 1.3: Performance  
1.3.5.D.1: Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.  

Science Standard 5.2: Physical Science  
5.2.2.E.1: Investigate and model the various ways that inanimate objects can move.  
5.2.4.E.2: Identify the force that starts something moving or changes its speed or direction of motion.

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**Meditation**

This residency will Description: This series of classes introduces participants to meditation through a variety of methods including breath awareness, visualization, movement, art, and journaling.

**Goals:** Participants will learn how to use mediation in their daily lives to quiet their minds and find inner peace.  

**Objectives:** This residency will increase quality sleep in participants. Participants will better understand the benefits and practice of meditation. Participants will learn accessible yoga poses, terminology and breath awareness, and increase their ability to focus.

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**Standards**

NJCCCS:  
Comprehensive Health and Physical Education Standard 2.1: Wellness  
2.1.2.A.1: Explain what being “well” means and identify self-care practices that support wellness. The dimensions of wellness are interrelated and impact overall personal well-being.  

2.1.4.A.1: Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.