



The Humanities Project  
Arlington Public Schools  
1429 N. Quincy Street  
Arlington, VA. 22207  
Attention: Allison Manion Gilbert

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Dear Humanities Project,

I would like to recommend Jane Franklin Dance as a recipient of a 2008-2009 artist-in-education grant. I have had the privilege of working with Jane and her company several times and have always found it to be an excellent experience for all those involved.

I first worked with Jane when I was chair of the Glebe Elementary PTA Arts Committee. Jane came to Glebe with her troupe and performed *Very Physical Science*. The integration of art, dance and science was very creative and educational for our students. Based on this performance, we invited Jane to come and do a series of parent/child after school workshops based on the water cycle. Again, the integration of science subject matter and the arts was done very well. Natural connections were made that brought new meaning to both the science material and the dance. This experience also highlighted Jane's flexibility as an educator. A lot of the circumstances of these after school workshops were not ideal. Our school was being housed in the Wilson building in Roslyn. We had to dance in hallways and crowded classrooms, and our parent-child ration was not always what it should have been. Jane still managed to make it a positive experience for all the workshop attendees.

Building on the energy and efforts of the PTA Arts Committee, Glebe Principals, school arts specialists, with the help of Arlington Public Schools Special Projects, created a unique exemplary project for the school known as S.M.ART (Science, Math, Art). This project, which I have the privilege of coordinating, teaches aspects of the students science and/or math curriculum through study units integrating the classroom material with a modern art form. S.M.ART has provided the perfect arena for Jane Franklin Dance to work with our students and teachers, during the school day, for an extended period of time. In 2005/2006 JFD led a series of workshops for our kindergarten students as part of a unit on Transportation. Each of the three kindergarten classes had their own instructor for six consecutive 45 minute workshops, twice a week for three weeks. The classes all worked towards a final demonstration for the lower grades in the school and an evening performance for their friends and families. The students tackled movement sequences that went over concepts related to transportation such as wheels, axles, movement in air, on land and under water, movement from one place to another, etc. Though working with groups of this age children is very challenging, and the teachers, who danced with the students, had never been part of