

Shakespeare **STEAM**: 2020-21 Summary, Solutions and Summer (+*Future*)

What is Shakespeare STEAM?

Shakespeare STEAM is Shakespeare in Detroit's educational program which supplements and complements the curriculum of students in grades 3 thru 12 via artistic and vocational training.

What are the pillars of Shakespeare STEAM?

- **Science** of lighting a production
- **Technology** of sound design
- **Engineering** of a form (*i.e. an Elizabethan costume*)
- **Art** of classical performance (*i.e. heightened language, verse vs. prose, metaphor, antithesis, iambic pentameter*)
- **Mathematics** of building a set

What is the purpose of the program/what need is Shakespeare STEAM meeting?

The purpose of the program is to supplement the arts programming in Detroit schools, both charter and public, with professional, qualified artists who are actively working in the industry and serve as teaching artists and cultural insiders. In addition, the program will introduce the technical aspects of theater with the aim of inspiring more young people of color to explore careers as technicians and designers in lighting, sound, costume design, carpentry and other behind-the-scenes aspects of theater. Students will earn a skill set that is applicable to the American Theater and several industries that incorporate engineering, technology and science into their workforce.

The program also aligns with Shakespeare in Detroit's mission for an equitable world by offering an artistic/theatrical curriculum that is competitive with [the country's top ranking states for education](#) as the [city's public school system continues to rank low in comparison to other national districts](#).

Why does our programming begin in 3rd grade?

According to the [National Endowment for the Arts](#): "Children experience rapid and important transformations from birth to eight years old in three broadly defined domains: social emotional, physiological, and cognitive."

We have chosen the latter part of this age range as the students have, probably, developed certain skills at this point in their educational trajectory which give them the capacity to

understand classical text or comprehend its basic tenets. However, we also note and work with the awareness that all students are individuals and each may develop and learn at a pace uniquely their own.

Important Note: During the 2020-21 academic year, Shakespeare STEAM's teaching artists engaged students from K-8 at the James and Grace Lee Boggs School via Zoom. In addition, the program worked with high school students and teachers at The School at Marygrove and the Detroit School of Arts.

There are other studies and articles from [sources such as PBS](#) that support the importance of Art in child development in areas that include motor skills, language development, decision making, visual learning, inventiveness, cultural awareness, improved academic performance,

What were the short-term goals of the program?

The 2020-21 academic year was our second year stewarding an official educational program. We had some adhoc youth and educational programming in 2016 and 2018 but Shakespeare STEAM is more of a strategic, curriculum-based partnership between our partners, sponsors and additional stakeholders, serving students in grades 3-12.

The school year required us to pivot for the entirety of the year, much different than the past academic year where we spent the Fall 2019 and early Winter 2020 in-person, embedded in classrooms and the remainder of the year (March 2020-June 2020) online. This time, we taught our Shakespeare STEAM curriculum via Zoom and MS Teams all year round due to COVID-19.

Teaching artists worked with Boggs students 3x per week, TSM students 3x per week and with DSA students 4-to-5x per month.

It was SiD's goal to transfer some of our content to [Youtube](#) as we learned that absences were excessive from our prior semester (Spring 2020 due to COVID-19) observations and experiences. This gave students the ability to access our curriculum at any time of the day as many of them became responsible for caring for their siblings and other obligations and circumstances related to the pandemic that didn't allow them to be in live online class with SiD.

Shakespeare STEAM engaged with a total of approximately 50 students online during the regular academic year, which exceeded our expectations. In addition, 1,000 students/parents used our online content for educational purposes.

Our digital goal was to transfer, at least, a dozen lessons to a video format thanks to our sponsors: St. John's Episcopal Church, Deloitte and Strategic Staffing Solutions. **We exceeded this goal by creating 22 videos, accessible for all on YouTube for educational purposes.**

Supplies were provided to school partners: James and Grace Lee Boggs School, Clippert Academy, The School at Marygrove with additional community support to the Brenda Scott Academy as they reached out because many of their underserved students did not have access to Arts & Culture courses.

The Max M. and Marjorie S. Fisher Foundation funding supported 160 hours of in-person instruction and training for ten (10) Detroit-based teens in Summer 2021. The youth received \$1,000 each for a total of \$10K in scholarships provided to the 14-to-17 year olds.

Curriculum sponsored by Deloitte (\$2,500)

[Stage Combat Basics, Part 1](#)

[Stage Combat Basics, Part 2: Fundamental Footwork & Props](#)

[How To: Create a Roman Toga](#)

[How To: Create a Color Wheel](#)

Curriculum sponsored by St. John's Episcopal Church (\$5,000)

[Using Your Voice, Part 1: Vocal warm-ups](#)

[Using Your Voice, Part 2: Vocal projection](#)

[How To: Apply Basic Makeup for the Stage | Part 2 \(Darker Skin Tones\)](#)

[How To: Apply Basic Makeup for the Stage | Part 3](#)

[How To: Create a Laurel Crown](#)

[How To: Make an Elizabethan Ruff from Coffee Filters](#)

Curriculum sponsored by Strategic Staffing Solutions (\$10,000)

[The Hardest Working Words in Showbiz](#)

[A Quick Summary for Romeo & Juliet](#)

[How To: Tie-Dye](#)

[How To: Apply Basic Makeup for the Stage](#)

[How To: Apply Corrective Makeup for the Stage](#)

[Embroidery for Beginners: The Basics](#)

[Theatre for Wellness](#)

[Code-switching: A Language Module](#)

[How To: Make a Paper Romeo & Juliet Puppet, Lesson 1](#)

[How To: Make a Balcony for a Romeo & Juliet Puppet Show, Lesson 2](#)

[Romeo & Juliet, Puppet Show Demo, Lesson 3](#)

Max M. and Marjorie S. Fisher Foundation (\$50,000)

[Romeo & Juliet, full youth production](#)

This is part of a three year commitment at \$50K per year. This academic year's support went directly to the conservatory needs.

Funding Details:

1. Funding from **Deloitte** paid for the teaching artists/video hosts time and expertise, supplies for the video production.
2. Funding from **St. John's Episcopal Church** paid for the teaching artists/video hosts time and expertise, supplies for the video production as well as space rental for the filmings. In addition, Shakespeare in Detroit was able to spend 75 hours with students via Zoom at the James and Grace Lee Boggs School.
3. Funding from **Strategic Staffing Solutions** paid for teaching artists/video hosts time and expertise, supplies for video production as well as 250 boxes of arts supplies which included the tools needed to complete and participate in the YouTube modules. S3 also paid for 75 hours spent with students via MS Teams at The School at Marygrove.
4. **DTE Foundation** funding supported the brick & mortar needs of SiD to host our students at our new home at Marygrove Conservancy, where the company is based as of June 2021. They also paid for snacks and supplies such as small meals for students during conservatory, fans, a dehumidifier and PPE.
5. **Additional Note/sidebar:** Community Foundation of SE Michigan (CFSEM) gave us funds that could be used to support any aspect of our business necessary for our continued growth and success. They gave \$20K of which \$10K was used to pay a writer for a separate creative, playwriting endeavor and the other \$10K was re-invested into SiD to pay salaries. This is part of our participation as Staging Change cohort members.

What are the long-term goals of the program?

The long-term plans for the program include the following outcomes:

- Establish Shakespeare STEAM as the premiere performing arts youth program in the city
- Evolve Shakespeare in Detroit's traditional Shakespeare in the park performances as an opportunity to showcase extraordinary Detroit students as the actors/talent for this service to the community
- Impact five-to-ten thousand students in the City of Detroit via accessible programming including content at no cost to them, free live performances, vocational training and artistic opportunities by 2025
- Develop summer employment opportunities in the arts where students gain industry experience and an income
- Build a conservatory with qualified artists and technicians leading the work for high school students to learn directly from experts currently working in the American Theater
- Establish two full scholarships for two extraordinary students to receive "full rides" to the university of their choice (with an accredited theater program)
- Hire a full-time + contracted staff to facilitate and grow Shakespeare STEAM
- Monitor and improve literacy and life skills for students in Detroit

- Establish curriculum that is competitive with youth drama programs around the country to meet Detroit's incredible students at their potential
- Sustain hope and humanity by connecting Detroit to live theater for, by and of this valuable and most vulnerable population to build a brighter educational and economic future

What were the successes of the program during the 2020-21 academic year?

SiD was able to continue its partnerships with the James and Grace Lee Boggs School as well as the Detroit School of Arts and The School at Marygrove in a digital format.

We were able to continue a consistent schedule and continue the Shakespeare STEAM program despite the challenges of COVID-19.

SiD was even able to recruit one of the 8th graders from Boggs School for our in-person theater conservatory in Summer 2021.

The conservatory welcomed ten (10) youth actors from Cass Tech, Detroit School of Arts and The School at Marygrove (by way of Boggs) to its summer programming. After 18 months in isolation and learning from home, these students were able to spend 160 hours with Shakespeare in Detroit, in-person, over the course of 8 weeks on the campus (formerly known as Marygrove College) of the Marygrove Conservancy.

The students were introduced to costume design, learned verse vs. prose, iambic pentameter, dance choreography, an intro to stage combat/fight choreography, text analysis and dramaturgy. In addition, one of the students, a high school senior/graduate, helped build the set/balcony for Romeo and Juliet.

Three (3) of the ten (10) students had perfect attendance.

Conservatory students performed a full production of Romeo & Juliet on Saturday, August 14th, which was filmed by OnSight75 Productions and made available on YouTube on September 27, 2021 for free. This is important as SiD wanted the students to be able to see and evaluate their own work, give access to our partner schools to watch with their students and make the work available to our audiences who were not able to attend due to COVID-19 precautionary measures put in place to protect the youth actors.

Ten thousand dollars in scholarships were distributed to participating youth actors because of SiD's impactful partnership with the Max M. and Marjorie S. Fisher Foundation.

What were some of the opportunities for growth and progress discovered for the next academic year?

SiD has the opportunity to find ways to attract more youth actors to audition for our summer conservatory.

We only had ten auditionees in April 2021. After sharing the paid opportunity with stakeholders at DPSCD, speaking with the principal at TSM and doing promotion for the opportunity on our social media platforms and e-blasts, we still had a small turnout for the auditions. We recognize this could also be because the auditions were hosted on Zoom. Perhaps, a better outcome will take place when in-person auditions resume at SiD.

There is an opportunity to find a more engaged high school partner for the next academic year. We need a high school principal and drama teacher who have great ambitions and excitement for the arts, specifically, theater.

One of our conservatory student's mothers is the drama teacher at Cass Tech and has demonstrated great capacity and energy for our high level work. We believe that there may be a great opportunity to work with the students there after school during the winter and spring 2022 semesters to develop relationships and cultivate enthusiasm for Shakespeare in Detroit's 2022 youth conservatory so that we have greater participation for auditions.

The goal was to give out \$15K in scholarships and we only gave out \$10K as we couldn't find dedicated students. At one point, we had 13 students but one of them became ill and could no longer participate, another suffered from great social anxiety which impeded their participation and they asked to be dismissed from the conservatory, and the other didn't show up for the first week and a half of the conservatory and was released from the conservatory.

SiD also realized, during the Summer 2021 Youth Conservatory, that there is a need for mental health support for students participating in the summer program.

When SiD is embedded in classrooms with teachers, we have the opportunity to work with them as well as the principals and school counselors for any behavioral or social issues that may arise. But when we invite students to our summer conservatory, we do not have that same support or presence onsite in the event mental or behavioral health issues arise. We have asked the Fisher Foundation to help us fund a position to assist with these matters during Summer 2022.

Additional note: Clippert received supply bags during the 2020-21 academic year. However, the school was unable to support a partnership with SiD during this time as they worked with some organizational impediments due to COVID-19.

What solutions can be put in place to create radical change that can improve processes and positively impact the program and its most important beneficiaries, youth?

1. Re-engage in-person learning with SiD teaching artists embedded in classrooms
2. More frequent communication with school faculty to discuss common goals, objectives, collaboration opportunities and specific partnership expectations
3. Continued partnership with middle schools to inspire an interest in the arts upon entry into high school
4. Explore relationships with more schools to create more impact and identify more robust and meaningful partnership opportunities
5. Identify and hire mental health support for Summer 2022 Youth Conservatory

How was the program funded?

The program was funded at no cost to the school district, students or faculty. Sponsorships paid for the cost of the program for the 2020-21 academic year, along with some grant funding as follows:

- DTE Foundation (\$7,500)
- **Community Foundation of SE Michigan (\$10,000) ***
- Strategic Staffing Solutions (\$10,000)
- Deloitte (\$2,500)
- St. John's Episcopal Church (\$5,000)
- Max M. and Marjorie S. Fisher Foundation (*\$50,000 with \$6,500 left over from the first year of the Fisher/SiD partnership so it was reallocated to pay teaching artists for Fall 2021*)

** Funding not specific to Shakespeare STEAM but noted as it was relative to our income as it was used for salaries and some of the work included educational programming. But the funds were used to pay for salaries for work related to all aspects of SiD's business.*

TOTAL RAISED: \$78,500.00

Additional information:

SiD hired nine (8) teaching artists for the program: Steve Xander Carson (The School at Marygrove) Indigo Colbert (Boggs and Marygrove), Jonathan Curry (Conservatory), Reg Flowers (Boggs), Laura Heikkinen (Conservatory), Christine Pellicchia (Conservatory and Administration), Cal Schwartz (TSM and Conservatory), Sam White (Conservatory, DSA and Administration)

2021-22 ACADEMIC YEAR/SUMMER 2022 PROSPECTS FOR EXTENDED LEARNING:

- SiD's 2021-22 school partners are The James and Grace Lee Boggs School, Clippert Academy and Cass Tech. They will all have in-person, embedded teaching artists by the conclusion of the school year

- Host digital auditions and in-person auditions for the 2022 Summer Youth Conservatory
- Assist Cass Tech in creating an outdoor festival, including presenting some of Shakespeare's most popular monologues to get students interested in a career in the arts, who are able/willing to commit to 8-weeks in conservatory
- Invite students who participate in after school activities at Cass Tech to come see SiD's professional production of The Complete Works of William Shakespeare Abridged and Revised for free in order to align our professional and educational work
- Hire teaching artists who have the ability to cultivate and nurture excitement, positivity and interest for our programming

