

sideXside

AWAKENING TOMORROW'S INNOVATORS

SIDEXSIDEME.COM

2019

King Middle School Mural Installation

Community Building Through Arts: Better Bathrooms, Better People, Better Attitudes



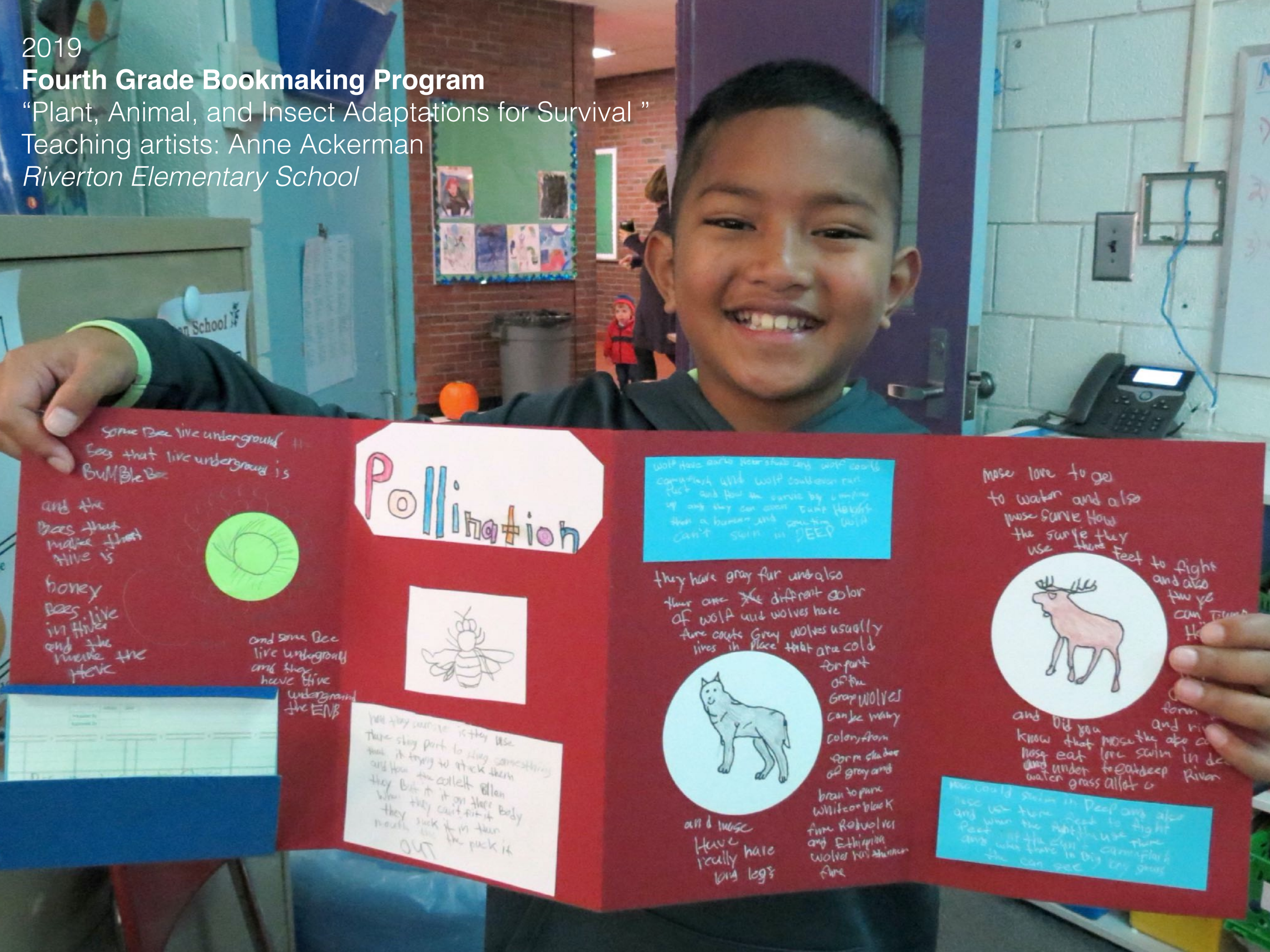
2019

Fourth Grade Bookmaking Program

"Plant, Animal, and Insect Adaptations for Survival"

Teaching artists: Anne Ackerman

Riverton Elementary School



Some Bees live underground
Bees that live underground is
Bumble Bee

and the
Bees that
make that
Hive is
honey
Bees live
in Hives
and the
Hive is the
Hive



and some Bees
live underground
and they
have Hives
underground
the HIVE

Pollination



How they survive is they use
their stings to sting something
that is trying to attack them
and how they collect pollen
they put it on their body
when they can't find it
they suck it in their
mouth and then they push it
OUT

Wolves have sharp teeth and can
compared with wolf could run
fast and how they survive by jumping
up and they can jump high
than a human and jumping wolf
can't swim in DEEP

they have gray fur and also
their are the different color
of wolf and wolves have
fine coats Gray wolves usually
lives in place that are cold



and moose
Have
really have
long legs

for part
of the
Gray Wolves
can be many
color from
form shades
of gray and
brown to pure
white or black
from Red wolves
and Ethiopian
wolves has thinner
fur

moose love to go
to water and also
moose survive how
the survive they
use their feet
to fight
and also
they can
turn their
H



and Did you
know that moose
eat lots of
grass and
under the
water grass a lot

How could swim in Deep and also
moose can turn their feet to fight
and when the fight is over they
rest and the can - camouflage
and who there in the deep
the can see







2019

Special Ed Fifth Grade Paper Sculpture Program

Roald Dahl's "The Witches"

Teaching artist: Nance Parker

Reiche Community School



Board Use
My Witch
Gizzell bottle



My
Witch
Crystle



1. mischievous - happy
2. carefree - happy
3. mysterious - happy
4. clever - happy



My Witch
Bobbi
Gizzell
bottle

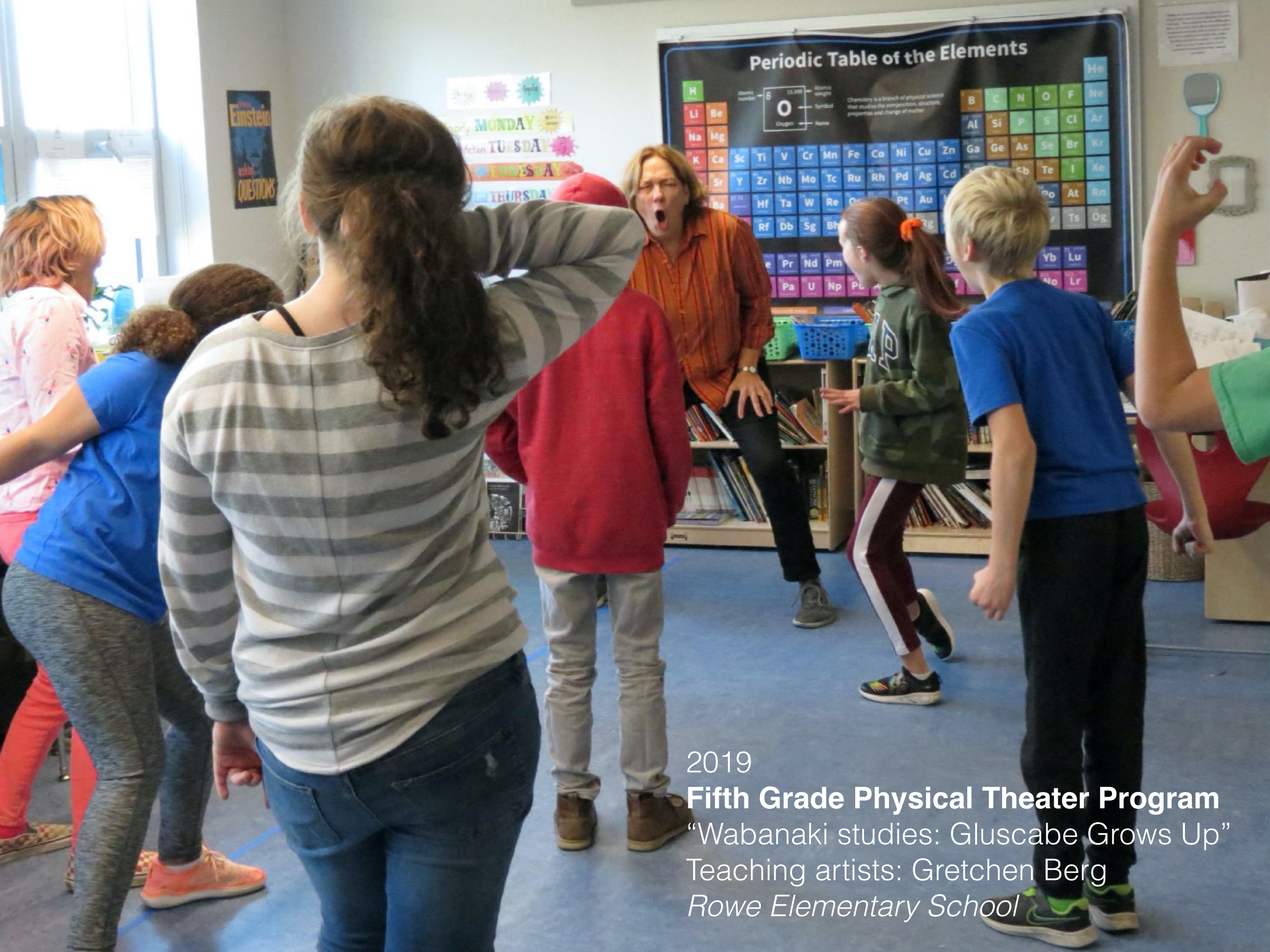


My Witch
A/XBIA



My Witch
A/XBIA





2019

Fifth Grade Physical Theater Program

“Wabanaki studies: Gluscabe Grows Up”
Teaching artists: Gretchen Berg
Rowe Elementary School





2019

Special Ed Fourth Grade Bookmaking Program

"Extreme Weather"

Teaching artists: Leah Cross & Jill Osgood

Reiche Community School





2018

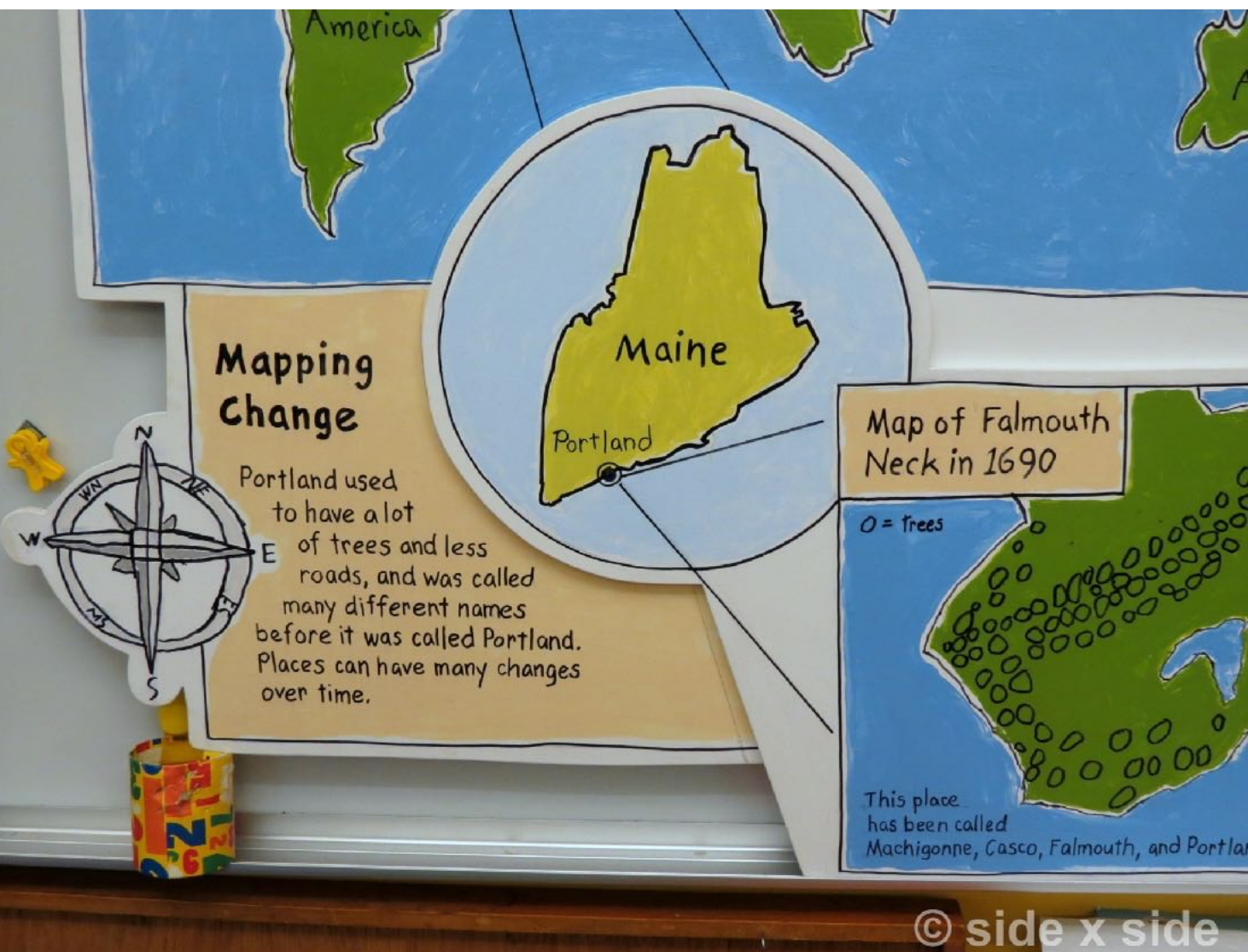
Second Grade Mural Program

"We are still here: Wabanaki past and present"

Teaching artist: Laurie Downey

East End Community School

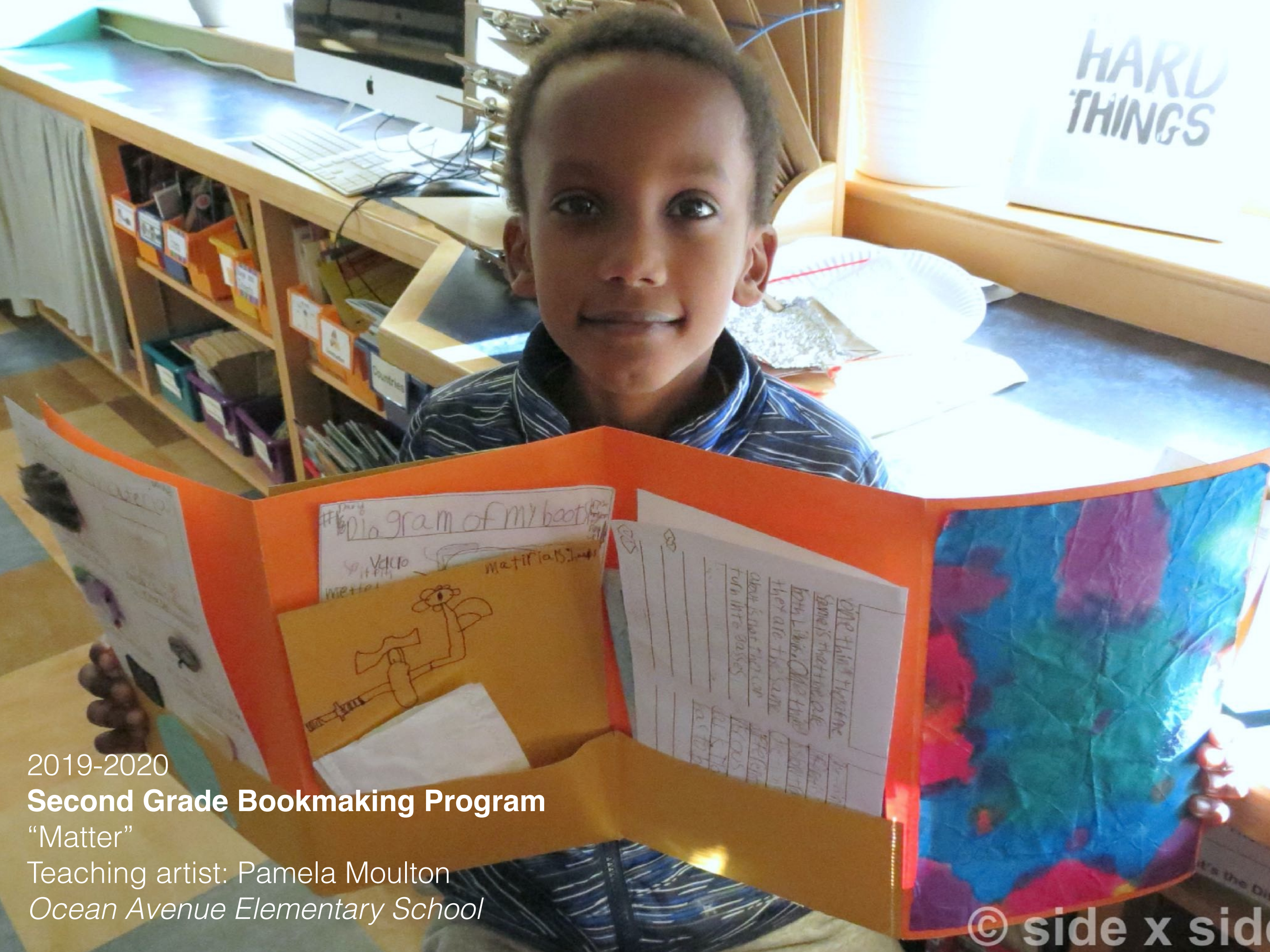






2019
Fifth Grade Bookmaking Program
"Immigration Past and Present"
Teaching artist: Anne Ackerman
Ocean Avenue Elementary School





2019-2020

Second Grade Bookmaking Program

"Matter"

Teaching artist: Pamela Moulton

Ocean Avenue Elementary School

© side x side





2019-2020

First/Second Grade Mixed Media Program

“Healthy Me, Healthy ME”

Teaching artist: Sarah Boyden

Rowe Elementary School





2019-2020

Third Grade Bookmaking Program

"Animals"

Teaching artists: Pamela Moulton & Jude Valentine

Connors Elementary School, Lewiston





2019-2020

**Project ARTiculate: Seventh
Grade Mural Program**

“Pathway to the Plate and Beyond”

Teaching artist: Laurie Downey

King Middle School





Industrial Organic

The Industrial Organic food pathway produces food on a large scale. Organic vegetables are free of synthetic pesticides, herbicides and fertilizers, and so are healthier for farmers and consumers. They are often more expensive. In this pathway, food can travel long distances by truck or air and use many fossil fuels.

Cows are not given antibiotics. As in the Conventional Industrial pathway, calves are separated from their mothers at birth.



pathway TO THE Plate and beyond



Do YOU know where your food comes from? Our food choices affect our health, our environment and our economy. These four food pathways describe the different ways food is produced in the United States.



conventional INDUSTRIAL



Corn is in many, many things! It has a long shelf life, so it is used in animal feedlots and in many processed products. Since cows evolved to eat grass, eating corn can make them sick.

The Conventional Industrial food pathway is run by large corporations and produces cheap food in large quantities. To achieve high yields, big machinery is used as well as GMOs, pesticides, and synthetic fertilizers. Since the food travels a great distance it is a very long food chain, using lots of fossil fuels.



This is the shortest pathway! Maine has abundant resources for hunting and gathering many kinds of food: wildlife like deer and moose, seafood like fish and lobsters, as well as wild berries and mushrooms. A short pathway means you know the origin of your food.



The Local Sustainable food pathway is very short! Food is grown by local farmers and sold directly to consumers from the farm or at a farmer's market, so transportation costs are minimal. Farms are smaller and work is often done by hand. Weeds and vegetable waste go into a compost pile to provide fertilizer for soil.



A photograph of two students, a young man and a young woman, painting a large mural on a wall. The mural features bold, abstract shapes in shades of blue, red, and white. The young man, with curly brown hair, is wearing a dark blue hoodie and a white apron, and is looking up at the wall while holding a paintbrush. The young woman, with curly red hair and glasses, is wearing a white sweater and is also holding a paintbrush, looking down at her work. The background is a wall covered in the mural, with a blue and white pattern on the left and a large red and blue shape on the right.

2019-2020

**Project ARTiculate:
Eighth Grade Mural Program**

“Who Am I? Who Are We?
Connecting Community”
Teaching artist: Ryan Adams
Lyman Moore Middle School





A young man with dark hair is sitting at a wooden table, focused on drawing a bird on a piece of paper with a yellow pencil. To his left is a glass terrarium containing a white mouse. Other papers and a white container are on the table. In the background, other students are partially visible.

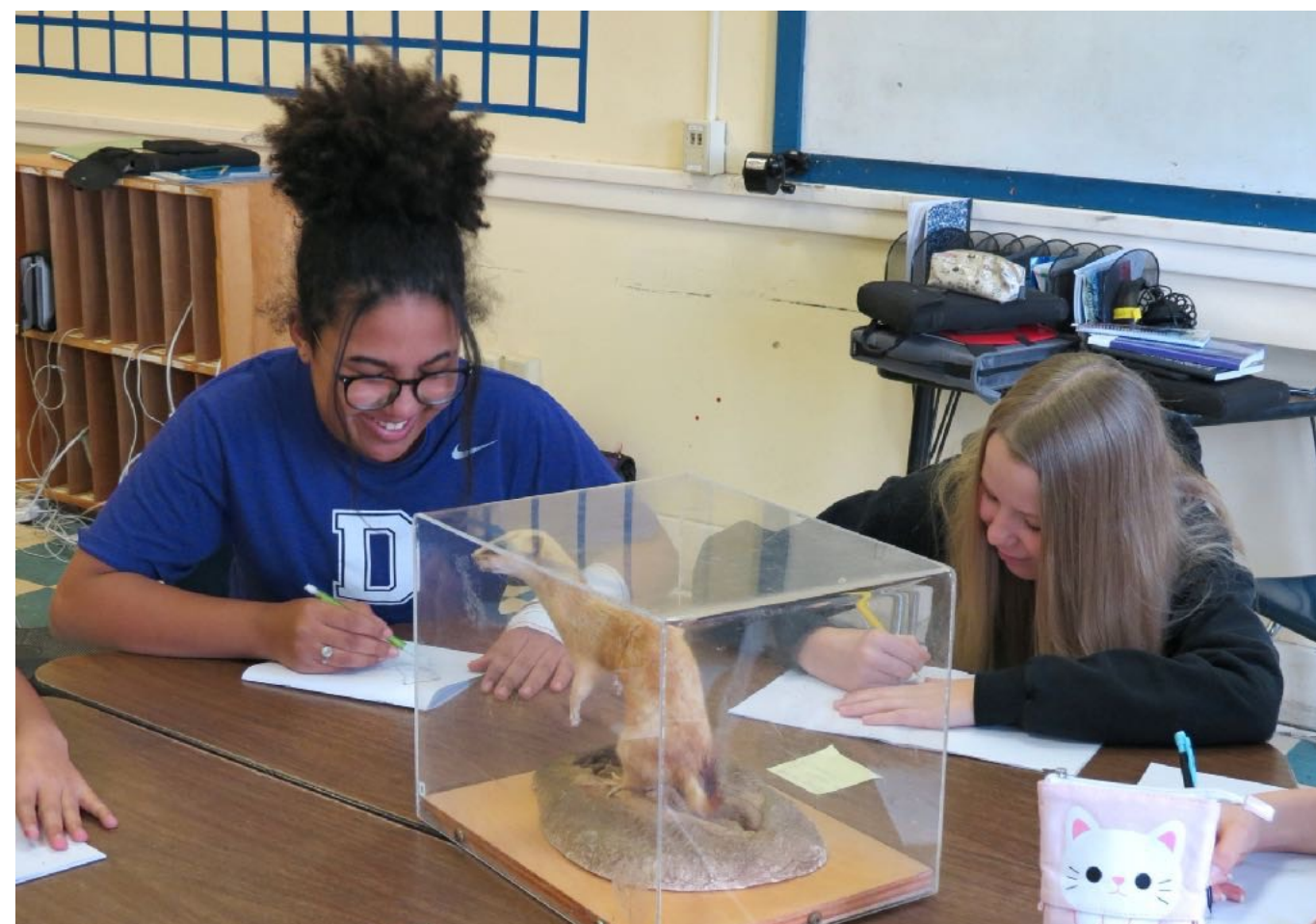
2019-2020

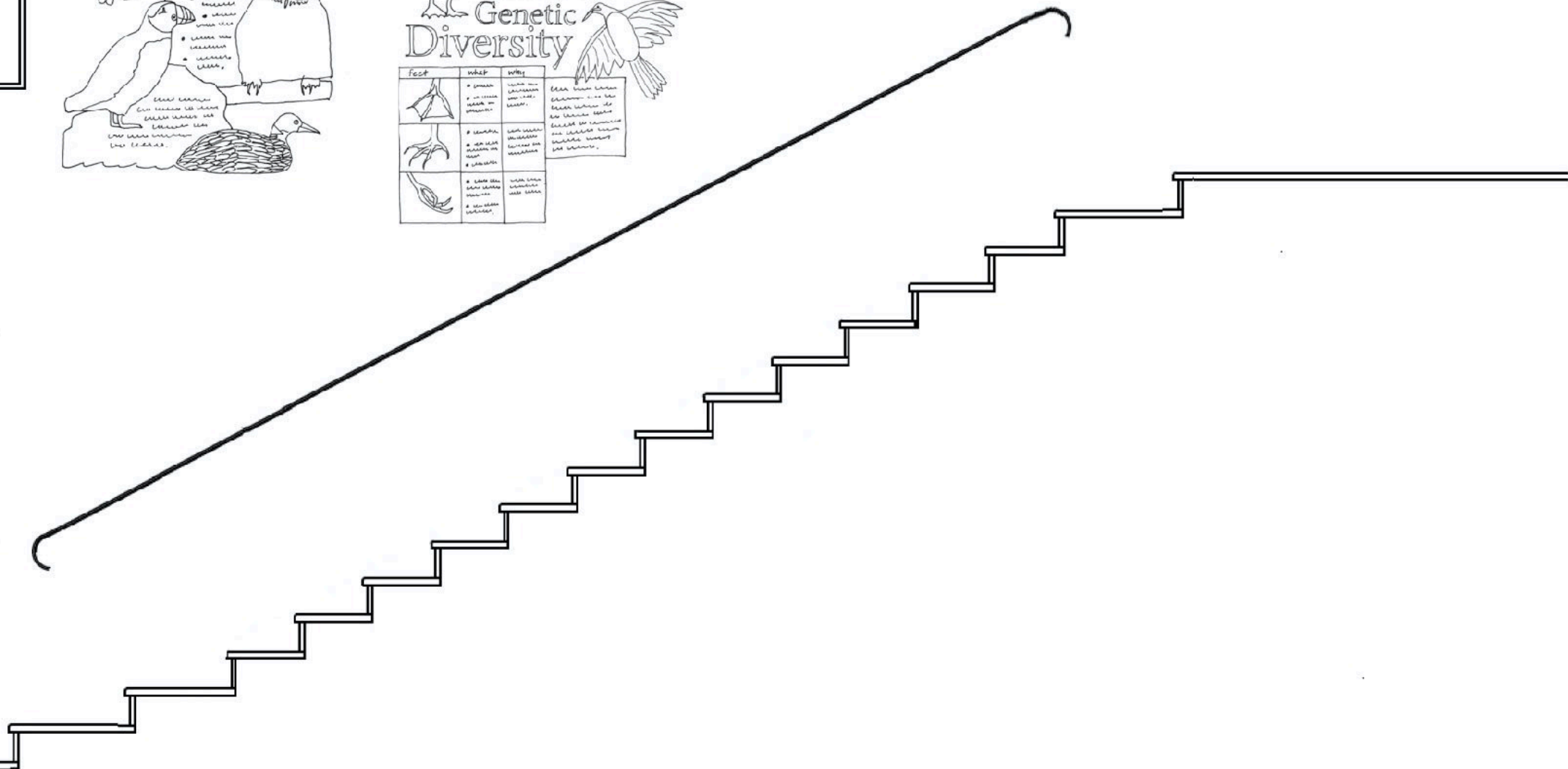
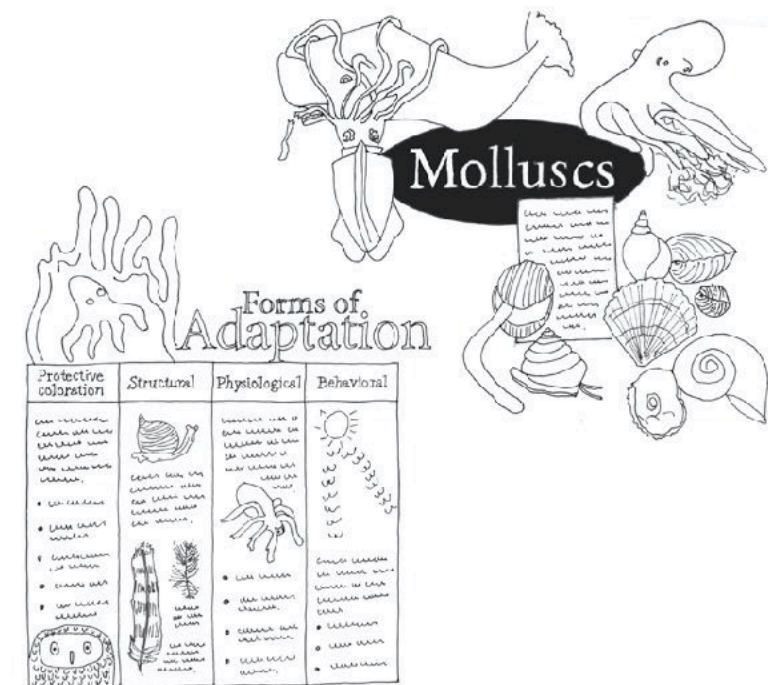
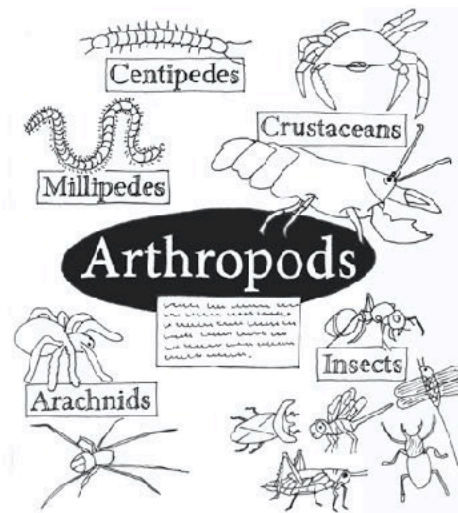
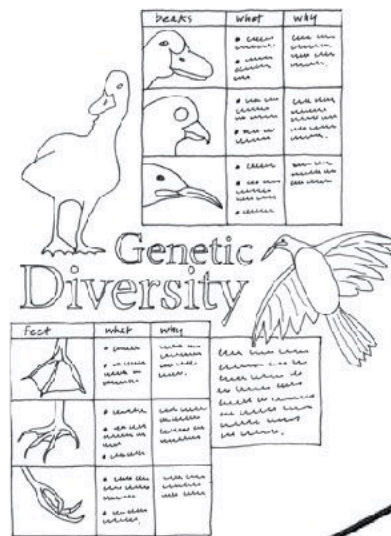
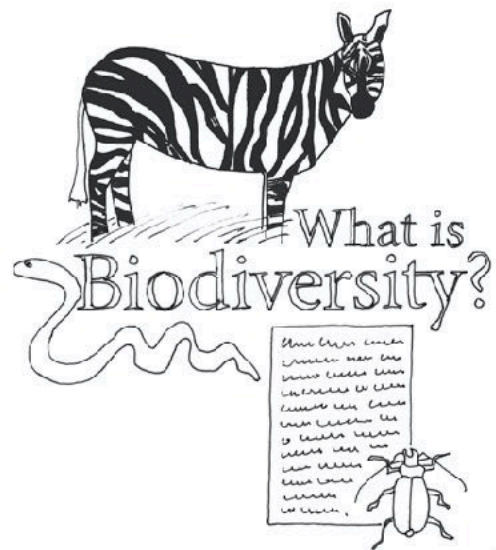
Project ARTiculate: Seventh Grade Mural Program

“Bio-Diversity”

Teaching Artist: Laurie Downey

Lincoln Middle School







2019-2020
**Second Grade Stop-Motion
Animation Program**
“Comparative Cinderella Tales”
Teaching artists: Nance Parker and
Casey Ledoux
Reiche Community School



2019-2020

First Grade Paper Sculpture Program

“Transportation systems affect the way people live”

Teaching artist: Sarah Boyden
Ocean Avenue Elementary School







Friday, January 10, 2020

I can eat quickly and quietly.
I can share my ideas and listen to others.
I can talk and write about what I read.
STEM with Ms. Jewett
spell words correctly
both exar les and

When given the choice
or to be right, choose kindness!

Opinion / Argumentative

1st Paragraph → Claim and 3 reasons (why)
Intro
2nd paragraph → One reason
evidence
→ another reason
→ final

Essay Entries

Observe + then write.
"The thought I have about this is..."

Take a subject that matters to you + list ideas related to that subject.
Take one of those ideas + write about it!

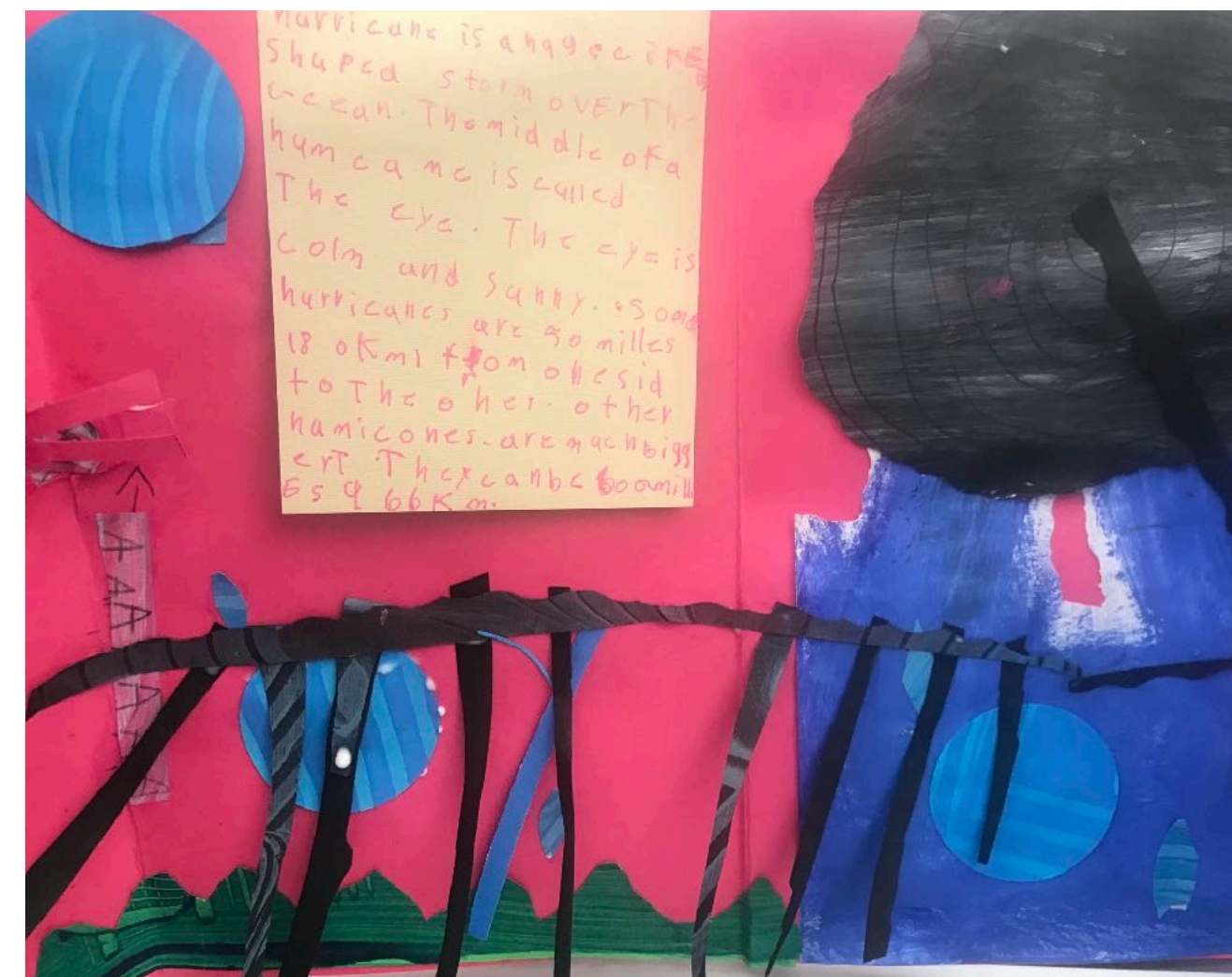
Let writing spark new thoughts.

AND do I have a story for you!!!

When =
ere =

2020
Fourth Grade Bookmaking Program
"Extreme Weather"
Teaching artist: Leah Cross, Jill Osgood,
Antonio Rocha
Connors Elementary School, Lewiston

side x side





2020

Fourth Grade Film Program

"What If Everybody Did That?"
Teaching artist: Casey Ledoux
East End Community School





2020
Second Grade Shadow Theater Program
“The Civil Rights Movement”
Teaching artist: Nance Parker
Reiche Community School







2020
Third Grade Physical Theater & Film Program
"Extreme Weather, Poetry, and Film"
Teaching artists: Gretchen Berg and Casey Ledoux
Ocean Avenue Elementary School



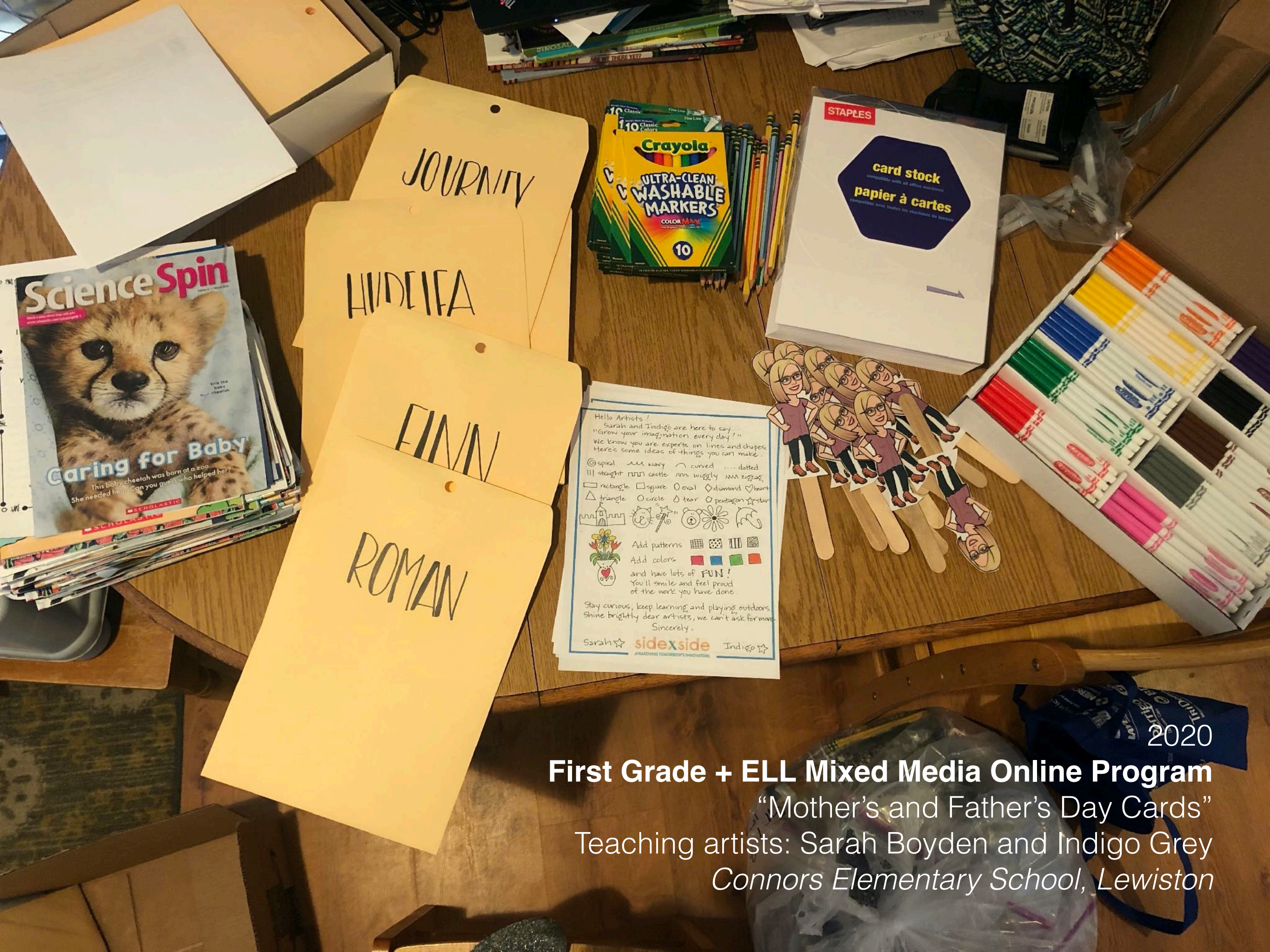
MARCH 2020

**Covid-19 Coronavirus Pandemic Struck
Schools close their doors mid-March**



Casey Ledoux also worked with Ms. Taylor's class on a poetry film project which picked up where teaching artist Gretchen Berg left off with her physical theater program that was integrated with a science and literacy unit on extreme weather and poetry. Moving from an in-person physical theater program to a poetry film program allowed Side x Side to continue working with Ms. Taylor to complete a poetry unit with her students remotely. From home, students were tasked with either writing or finding a poem, performing a dramatic reading of it on camera, and designing a green screen backdrop for their performance. These performances and visual elements were then combined into a nearly twenty-minute-long poetry odyssey!









2020
First Grade + ELL Mixed Media Online Program
“Mother’s and Father’s Day Cards”
Teaching artists: Sarah Boyden and Indigo Grey
Connors Elementary School, Lewiston












Hello Artists !
 Sarah and Indigo are here to say...
 "Grow your imagination every day!"
 We know you are experts on lines and shapes.
 Here's some ideas of things you can make.

© spiral ~~~~~ wavy ^ curved dotted
 ||| straight ~~~~ castle ~~~ wiggly ~~~ zigzag

□ rectangle □ square ○ oval ◇ diamond ♥ heart
 △ triangle ○ circle △ tear ◇ pentagon ☆ star

 Add patterns    
 Add colors    
 and have lots of FUN!
 You'll smile and feel proud
 of the work you have done.

Stay curious, keep learning and playing outdoors.
 Shine brightly dear artists, we can't ask for more.
 Sincerely,

Sarah ☆ **sideXside** Indigo ☆
AWAKENING TOMORROW'S INNOVATORS



Community Art: Share your joys

Materials:

Crayons and Watercolors, watercolor paper

Objective: During this time of Shelter in Place, we need more than ever to be able to make connections. Public art and window art are ways that people stay connected. Students will complete an activity with words, and an image along the theme of connection, support and solidarity.

Activity:

1) Draw a picture of something that brings you joy

- A rainbow
- A pet, or an animal
- Your family
- A book
- An activity you love (reading, riding your bike, playing basketball, riding a horse)
- Anything else!

2) Color with crayons

3) Write a sentence, with bright colors, that expresses joy or support

- Stay Healthy
- We're all in this together
- Hang in there
- Wash your hands
- Be safe

4) Optional: Use your water colors to do a wax resist. To do this, take a light color paint and paint over your picture. The crayon should pop out!

5) When your picture is done (and dry) put it in your window!



From your teacher
Jessie Muldoon and Side x Side
teaching artists Leah Cross!

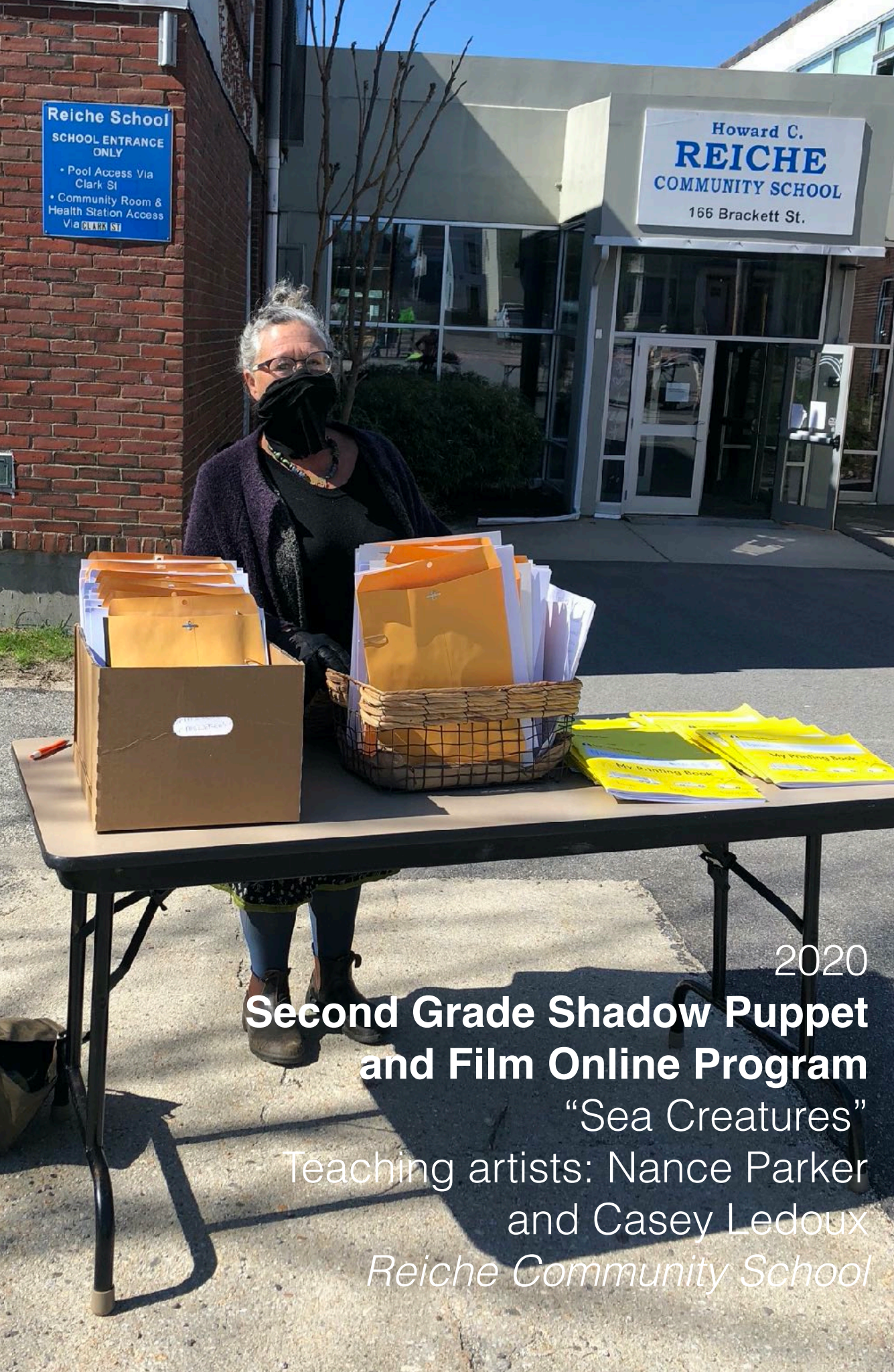
2020

**Special Ed Mixed Media
Online Program**

“Community Art”

Teaching artist: Leah Cross
Reiche Community School





2020
**Second Grade Shadow Puppet
and Film Online Program**
"Sea Creatures"
Teaching artists: Nance Parker
and Casey Ledoux
Reiche Community School



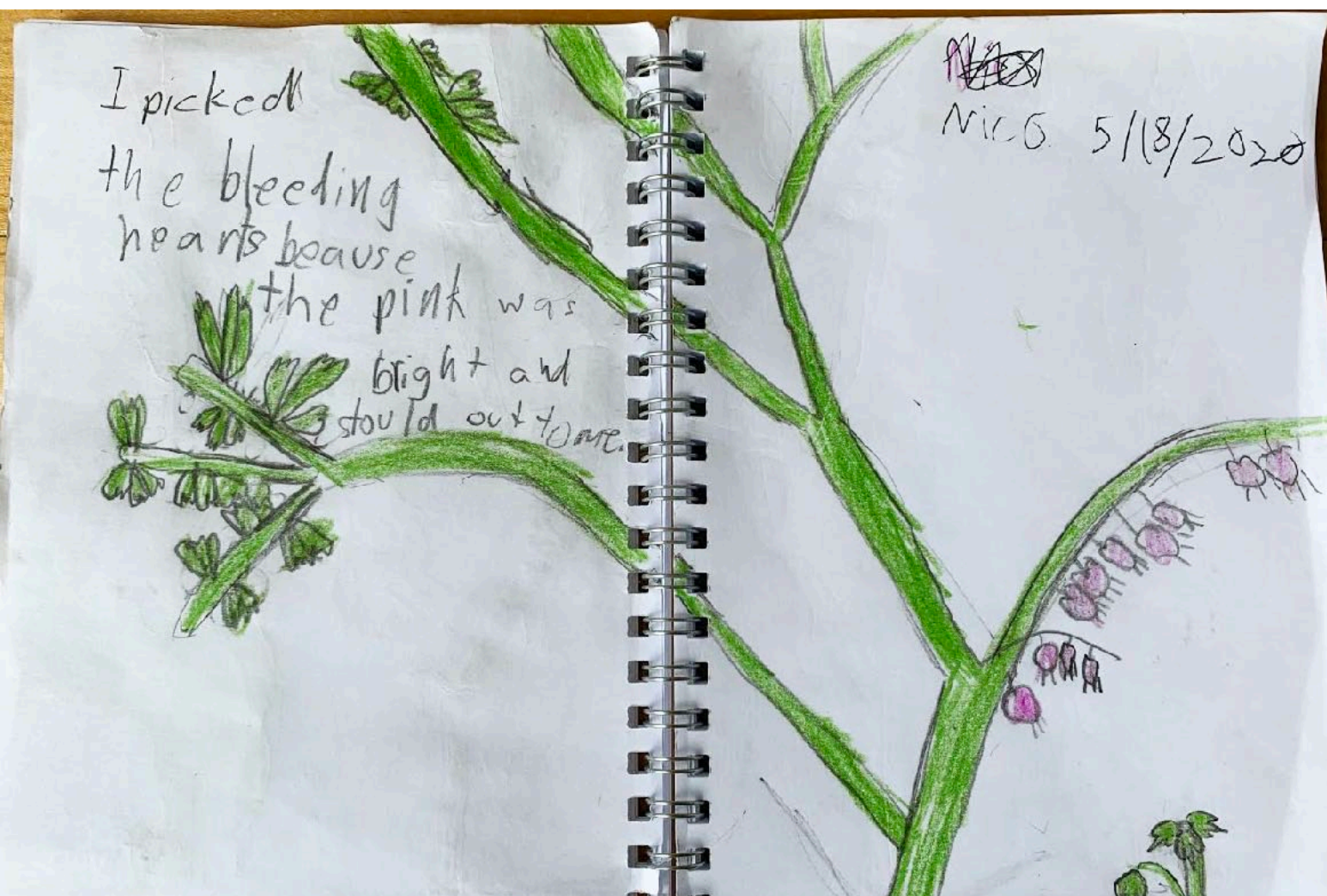
Vice

5/11/2020

I picked
"Forgythia"
because it
stood bright
and sang
to me. I
picked the
"Tulip"
because it
was shining
bright in
the sun.

Drawing
flowers
in the
spring makes
me feel
bright and
filled
with joy.





Hi 4th graders !!

In this packet you will find - a pencil, colored pencils a small note book and some mixed papers.

The small notebook is your Literacy Journal for Hoot.

This notebook is a place for you to write and draw your thoughts about Hoot.

You can

Sketch,
Label, do

The extra paper is for you to use to make a small

Take Notes
I notice / I wonder
Art Work about Hoot

Crayola

Bright,
Bold
Colors

Preferred by Teachers!

ED
LS

Miss You!!

2020

Fourth Grade Mixed Media Online Program

"Responding to the book 'Hoot' by Carl Hiasen"

Teaching artist: Anne Ackerman

Riverton Elementary School



2020

Fourth Grade Sculpture Online Program

“Nature Animal Sculptures”

Teaching artist: Jill Osgood

Lyseth Elementary School

Giant Panda



Folk





2020

Pre-K Movement & Dance Online Program

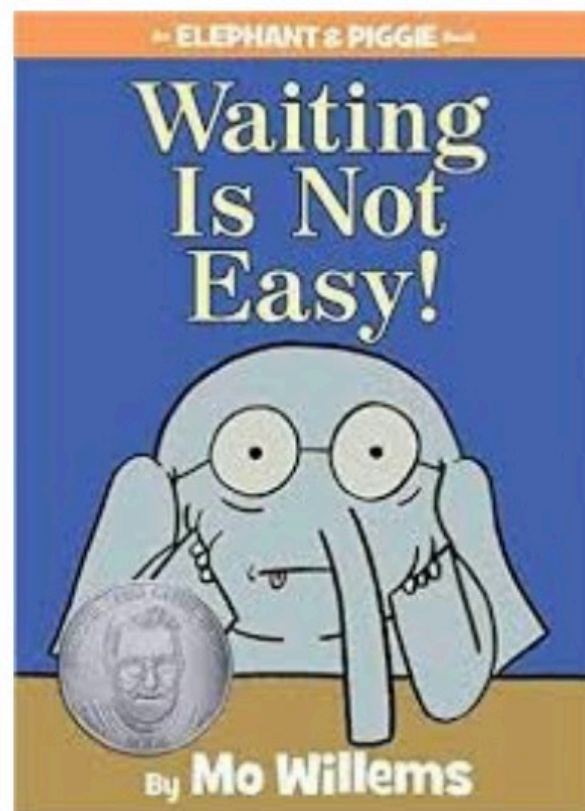
“Spring and Growth ~ Goldilocks and the Three Bears”

Teaching artists: Meg Christie and Lisa Hicks

Riverton Elementary School



We had to make sure that any book we acted out was one that the children had or were familiar with. In come our old friends, Piggy and Gerald. Waiting has been something that we all have been doing quite a bit of during this quarantine....





2020

Fourth/Fifth Grade Film Online Program

“Staying Healthy at Home PSAs”

Teaching artist: Casey Ledoux

East End Community School



2020

First Grade Illustration & Poetry Online Program

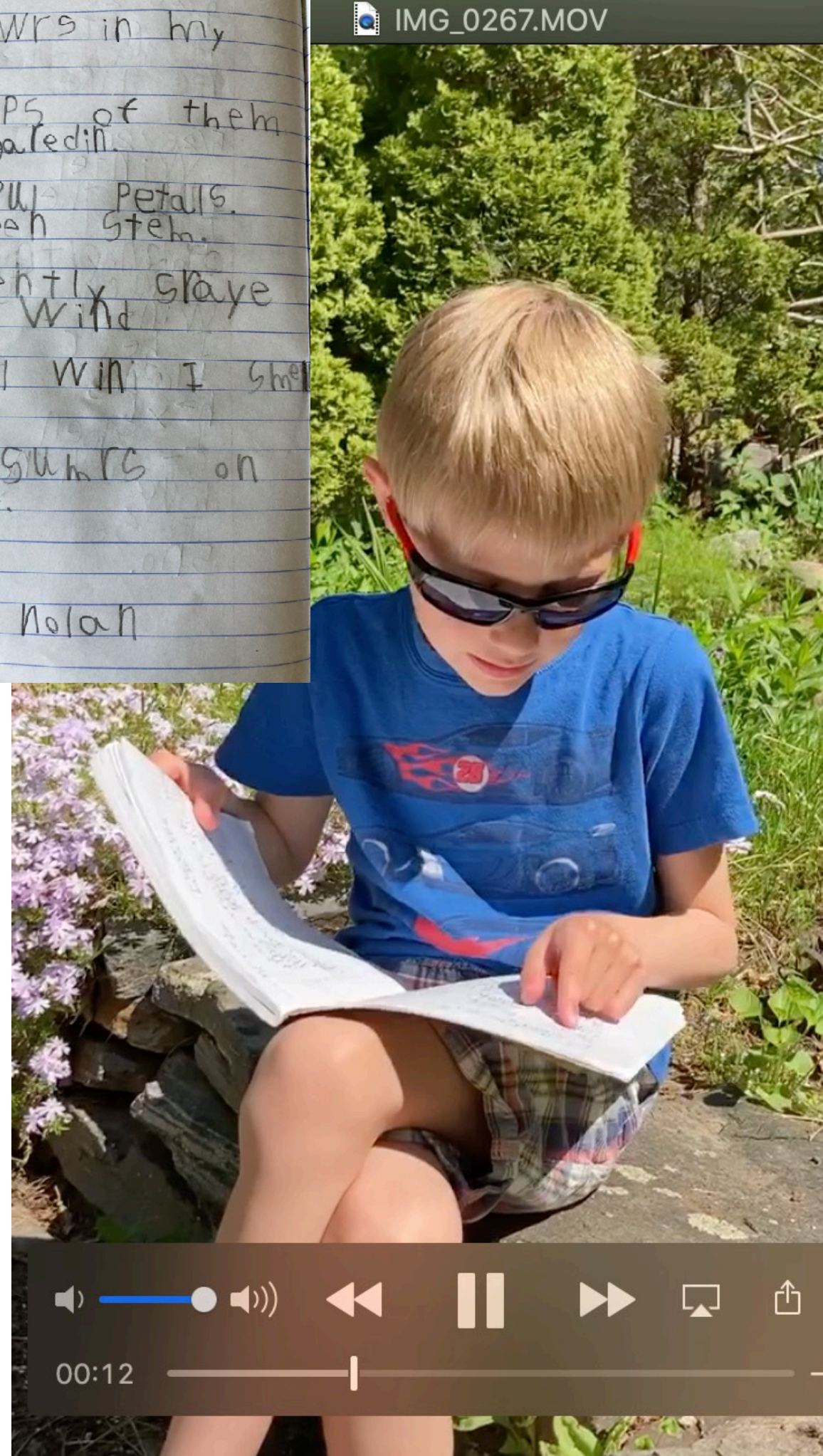
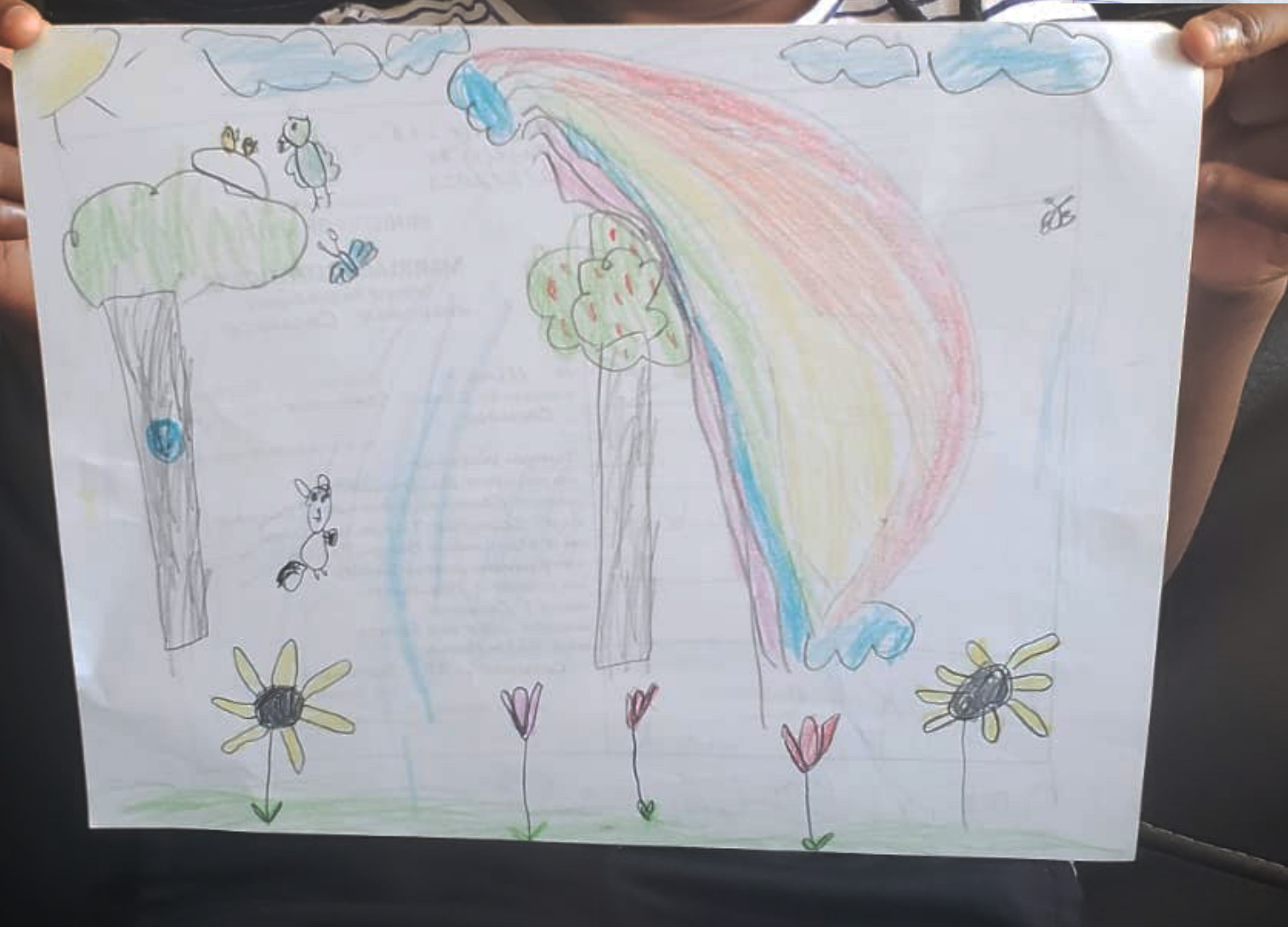
“Spring”

Teaching artist: Sarah Boyden

Ocean Avenue Elementary School



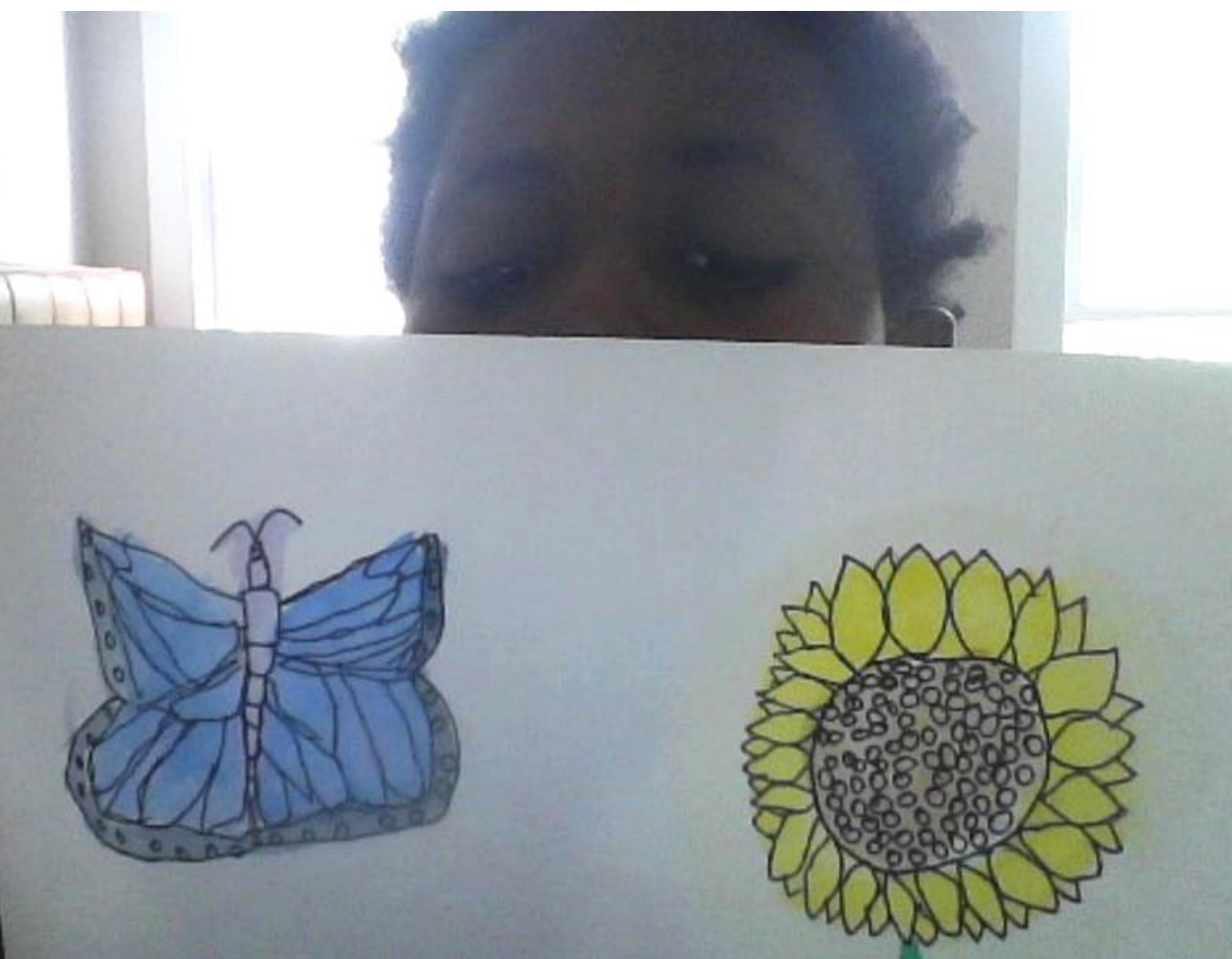
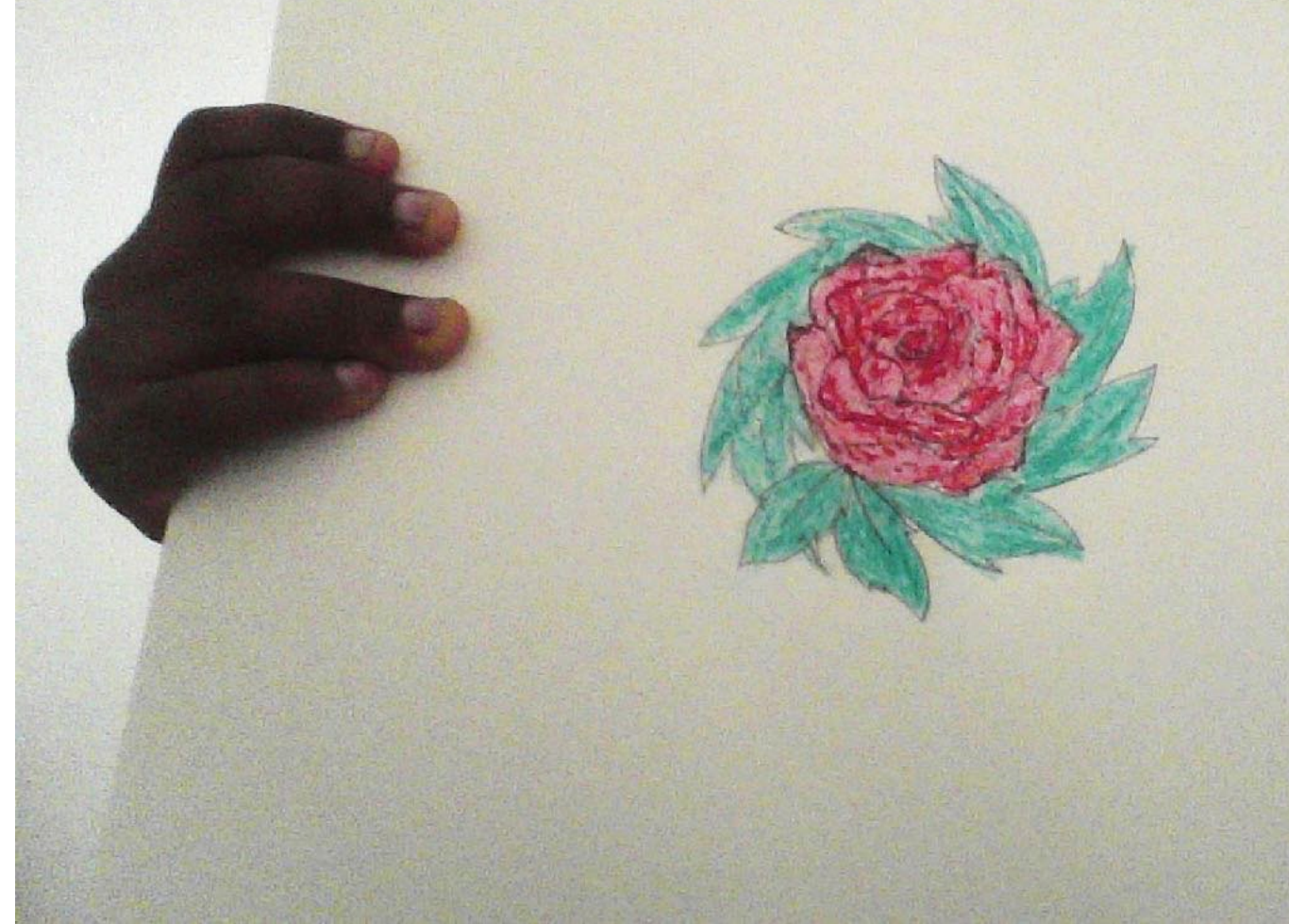
purple flowers in my
backyard.
big groups of them
in my garden.
they purple petals.
silly green stem.
they gently sway
in the wind
I smile when I smell
them.
bees buzz on
its way.
Nolan



00:12



2020 Summer
**STEAM Camp: A Collaboration with
LearningWorks and Telling Room**
“Agricultural Engineering: Pollinators”
Teaching artist: Sarah Boyden
South Portland Elementary Schools



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