

# THE LP BULLETIN

NOTES, QUOTES, AND LOST COATS

The LP Bulletin #16  
December 1st, 2016

## UPCOMING LP EVENTS

Tuesday, December 6th - 2nd Grade to MFA - 9:00 am  
Tuesday, December 13th - Kindergarten Parent Coffee - 8:00 am  
Wednesday, December 14th - 7:00 pm Winter Concert  
Thursday, December 15th - Performance Fest #1 - 10:30 am  
Monday, December 19th - Winter Vacation Begins.

**CURRENT 'HABIT OF  
THE HEAD, THE  
HEART, AND THE  
HAND'**

Integrity

## HEADLINES

### The Winter Concert: Wednesday, December 14th, 7:00 pm

For the past several weeks, Ms. Hill and the children have been rehearsing diligently for our Winter Concert, which is less than two weeks away. A performance of this magnitude (and, might I add, quality) requires an immense amount of hard work and self-discipline from the students--and I have often thought that a largely unseen but huge educational benefit of this effort lies in the weeks of hard work leading up to the performance itself.

Here are the salient details about the concert, lifted largely from last year's LPB. For some of you, these details are new information, for others what follows might include an important reminder or two. Read on:

1. The Concert is at the First Church, corner of Marlborough Street and Berkeley Street, and it is on **Wednesday, December 14<sup>th</sup>**. Children should report to the church no later than 6:45 for warm-ups. The Concert will start promptly at **7:00pm**.

2. The doors to the church lobby will open at 6:30 pm to receive children and parents.

Please keep in mind that traffic can be very heavy in the Back Bay at this hour and that parking is difficult. There is a public garage on Clarendon Street beyond Boylston Street, directly across from the back of Trinity Church. There is also the Boston Common Garage. And there's the MBTA. Makes allowances for travel time.

3. **Arrival Protocols:** When your child arrives, he or she should

## WORD OF THE WEEK

Compromise  
Apply  
Concede  
Responsibility  
Indulge  
Predicament  
Dawdle  
Germinate  
Tarnish  
Flounder  
Maneuver  
Artifact  
Prompt

## ATTACHMENTS

[Retention of Shadow  
Protection Flyer](#)



LP Alum Sara Zielinski, class of '01, joined LP students in art class last week. Sara is an

hand their coat to you (there are coat racks just inside the door) and go immediately into the church auditorium, not the sanctuary. The auditorium door is next to the wall of windows to the left as you face the elevated section of the lobby. All children should be in the auditorium by **6:45 pm** for warm-ups.

4. **Audience Seating:** The doors to the sanctuary will open for seating around 6:30 pm, or immediately after set-up is finished. Please wait for that signal. This is a small sanctuary. Except for some side seats in the balcony, the sight lines are good and you will be able to see your child from any seat. Please keep in mind that you know what your child looks like, already, and this is primarily a listening event. So close your eyes and listen.

5. There can be no standing in the aisles because we will be using them for our entrances and exits.

6. Parents are implored NOT to wave to children on stage and to provide, at most, a dignified nod of the head if a child forgets and waves to them. We are trying to teach--and maintain--decorum. Waving at a concert does not fit into our definition of that.

7. **Younger Alums:** Are requested to sit with their families, and not in a cluster together. The reason, I trust, is obvious for those of you who are parents of teenagers.

8. **Guests:** School parents are certainly invited to bring guests--within reasonable limits. The auditorium isn't large enough to accommodate your entire neighborhood, but grandparents, close family friends, etc., are certainly welcome.

9. **Seat Saving:** Courtesy is the rule. We expect people to refrain from the practice of saving seats, except for immediate family members, and then only one or two seats at a time. It is well to remember that everyone in attendance will be members of the broader 'school family,'--including their guests--and everyone should be welcomed to take any available seat in the order of their arrival. Please also try to not to leave empty seats in the middle of rows.

10. **Late Arrivals:** Mindful of bedtimes, especially those we will violate, we will start the concert promptly at **7:00 pm**, even if not all children are present. We follow that practice out of respect for our audience--and ourselves--and certainly with regret for whomever may be late for whatever reason.

Families who arrive after the concert starts will likely find seats in the rear of the sanctuary, or in the balcony. Children who arrive late should report to Ms. Seitz in the rear of the auditorium and will be guided by her to the stage at an appropriate pause in the music. We hope that good planning--and good luck-- will help to avert this unhappy situation.

11. **Photographs:** As last year, we are asking that parents and guests refrain from any picture taking or video taping during the concert--out of respect for the performance and the performers, and certainly as a courtesy to members of the audience. We will have an ample collection of photographs available on line that will be taken by some of our school photographers. We will post those photographs on our parent portal on the website.

accomplished artist and currently lives in New York City.



12. **Dress Requirements:** For 'dress occasions,' in general, children should wear a white collared, long sleeved dress shirt (tucked in and not covered with a sweater or jacket), a necktie or bowtie (extra credit!), khaki pants with a belt, or they should wear a dress or skirt or pants with an appropriate shirt or blouse. Please, no shoes or sneakers with lights, and no high heels. 'Sensible' shoes only. These instructions are deliberately non-gender specific.

13. **After School on Concert Day:** If at all possible (and we recognize it just might not be,) we encourage an earlier pick-up than 5:30 pm so that your child has a bit of a break from school before being asked to return at 6:45 pm. There are numerous places on Boylston Street to the left and right of Clarendon Street to 'catch a bite to eat.'

14. **Concert Length:** Hard for us to know at this point since we haven't had an uninterrupted run through, but I would guess about 40- 50 minutes. And yes, we expect to have slightly tired children the next day, and we make allowances.

15. **Pick-up/Dismissal:** To alleviate congestion and confusion as much as possible after the concert, the children will gather in specific areas for dismissal and pick-up. Kindergartners will be in their seats behind the piano; Grades one and two will be seated on the stage; Grades Three will be in the back of the sanctuary by the windows, and grades Four, Five and Six will be in the lobby. All children are asked to check out with their teacher before leaving the building.

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## **Performance at The LP: an important 'thread of experience'**

The above announcement about the Winter Concert reminds me about our school's serious commitment to helping young children feel comfortable standing and presenting in front of an audience. "Public speaking " and public performing starts early at The LP. Children are called upon to speak virtually every day in their class meetings and every child, including Kindergartners, in the course of every year, will likely be asked to share a piece of work and speak in front of the entire school at one of our assemblies.

We also do three performance festivals each year (the first coming up before Winter Break.) Again, this is an opportunity for a child to perform-to share a special talent (however meager!) in front of an audience of 140+ children and teachers. Then, too, there are the three major musical performances each year involving everyone (The Winter Concert, Mayfest and Graduation) where the children all sing together, and/or in our two sub-choruses. Each grade also does a play with speaking roles for everyone. Grades 2, 4 and 6 do presentations to adults and to children at their respective science festivals, while children in grades 3-6 also do large-scale presentations as part of their IRS projects. A sixth grade 'special responsibility' is to greet visitors on admissions tours, and, starting in January, they will start one of their capstone projects of sixth grade-assuming exclusive responsibility for our Monday Morning Assemblies, with one of them delivering the main message each week to the whole school about a core virtue.

It is small wonder that we frequently hear back comments about LP students as they move on after sixth grade to new schools, comments about their high level of comfort, self confidence and poise in front of an audience. They've had lots of training and practice learning this critical life skill.

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## **Last Night's Board Meeting**

The Meeting began with the approval of minutes, followed by the usual staff reports --on the state of the school (from me); on Development and Admission (Mr. Hajj) and on Academics (Ms. Cesarz.) As part of the Self Study Process which we are engaged in throughout this year, the Board then reviewed our Mission

Statement, and made a minor change, removing a few words we felt were not necessary. (We still have the longest Mission Statement in town, but who'd be surprised by that?) That exercise was followed by a report by Jim Broderick on his attendance at a recent AISNE Governance Conference. The rest of the meeting was then devoted to issues related to long range planning. Around 7:30pm we adjourned for a board photograph and a brief social time in the lobby.

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## **The End of the First Trimester**

Our 60th school day this year occurred on the Wednesday before Thanksgiving, and marked the end of our first trimester. It also marked the period of the year when our teachers are quite busy not just with the daily duties of teaching, but now also with the preparation of their narrative reports, which will be sent home to parents just before Winter Break. And that's in two weeks!

Our goal in these reports is to tell you concisely and clearly how your child has done during this first Trimester. We do that not with grades, but with words, framing our comments within the context of our high expectations for our children and within the context of our knowledge of children and learning. We understand that children grow and learn in different ways and at different rates. And while our uniform aspiration is for every child in the school to be working at his or her most appropriately challenging level, we recognize that 'one uniform size of assessment' does not tell us much about a particular child's struggles, achievements and progress. I hope we are able to convey that in the upcoming narratives, and I hope you have a good sense of your child's achievements this past term. Every child in this school is at a different developmental and cognitive place than they were on August 29th when we began this journey.

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## **Gift Giving at The LP**

This is a reminder: We have guidelines about this practice--on page 52 of the trusty Parent Handbook and I encourage you to read them if they are unfamiliar to you. Essentially, we try to keep this practice very low key, simple and discrete out of consideration of children's feelings. It's never been a 'problem' for us, and our guidelines are intended to spare us any, before having your child bring gifts to school.

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## **Word of the Week: Compromise**

A settlement of differences by arbitration or by consent reached by mutual concessions.  
Something intermediate between or blending qualities of two different things.

A concession to something derogatory or prejudicial <a *compromise* of principles>

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## **ANNOUNCEMENTS**

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### **Parent Portal - Photos**

Lots of wonderful photographs capturing Diwali in first Grade and The LP Thanksgiving Feast which were taken by Jamie Hayhurst have been added to the Parent Portal - you'll want to check them out! Please check in with Claire if you need to be reminded of the portal password.

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### **Winter Admissions Volunteers Needed**

Thank you very much to everyone who helped with our Open Houses and admissions outreach this fall. Your

time and effort are much appreciated! We have many more opportunities for parent volunteers this winter. Please consider the dates included in this link, and don't hesitate to reach out to Laura if you have any questions.

<http://www.signupgenius.com/go/30eod4aaca828a6fb6-winter>

## **6th Grade Bake Sale at Hill House's Holiday Tree and Wreath Sale - Saturday, December 3rd - 10:00 am - 12:00 pm.**

Please come and support the 6th Grade's Bake Sale Fundraiser. Funds raised go towards the DC trip - thank you!

**HOLIDAY TREE & WREATH SALE**  
Saturday & Sunday, December 3rd & 4th, 10:00 am—4:00 pm

TREES OF ALL SIZES  
Wreaths | Garland | Poinsettias | Bows

All proceeds to benefit Hill House.

This season, help us grant 100 GIVING TREE WISHES.  
In partnership with Project Hope.

**DON'T MISS PHOTOS WITH SANTA!**  
Thursday, December 8, 3:30—5:30 pm at The Firehouse.  
Part of the Beacon Hill Business Association Holiday Stroll

FREE TREE DELIVERY: To Beacon Hill, Back Bay and West End Neighborhoods

Provided by: **E.H. PERRY BUILDER**  
Vision Accomplished.

**Hill HOUSE**  
50 YEARS  
1946-2016

## **ARTISTS OF THE WEEK**

### **Mixed-Media Shape Abstractions**

This project is a continuation of the Kindergarten study of SHAPE, and element of art. The students learned about different kinds of shapes and how to

draw them. They then cut then drew shapes on colored paper and collaged them onto black or white paper. The students then used another media (ink) and found objects to print shape designs over their collage.



**Andrew Shope, Kindergarten**

### **Autumn Tree**

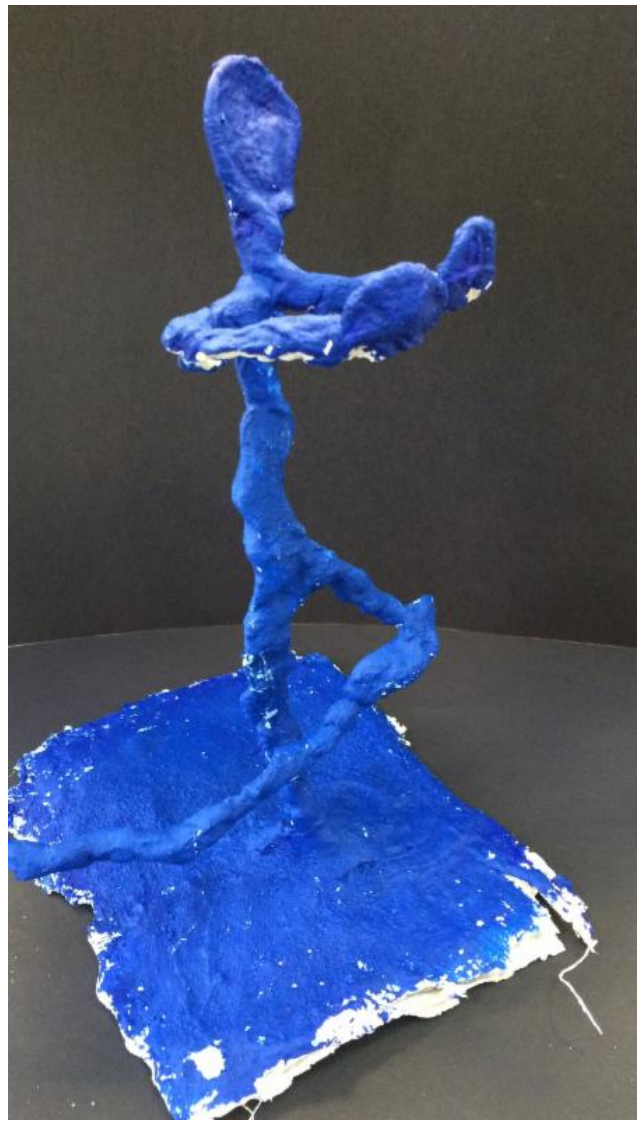
For this mixed- media project, the students learned how to apply paint using the dry brush technique and observed how different media can be combined to create a unique effect. To begin our study of trees, we looked at Vincent Van Gogh's "The Mulberry Tree In Autumn" painted in 1889. The students noticed that Van Gogh used curved lines and thick brushstrokes to capture the movement and structure of the tree, and used this observation and dry-brush emulate the bark and shape of their tree. They then used the wax-resist technique to add leaves and a colorful background.



**Meryl Sutich, Second Grade**

### **Giacometti-Inspired Figures**

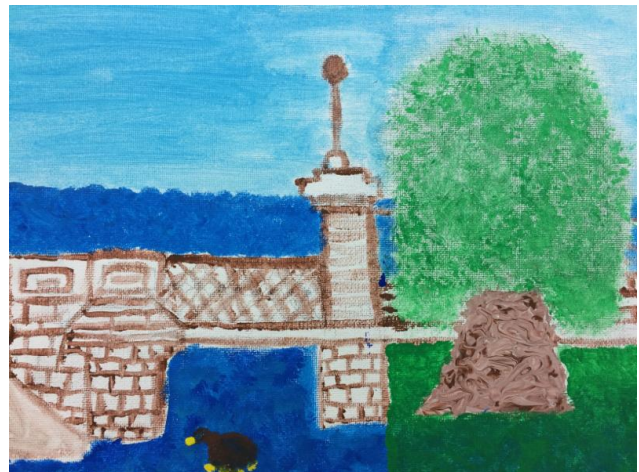
In art, the students have been studying the properties of gesture drawing, and learned that artists use gesture drawings to capture movement and a quick representation of a subject. For this project, individual students came up to the front of the art room and posed for a gesture study. We did eight gesture drawings in total, and the students chose one pose to try to sculpt three-dimensionally. For inspiration, we looked at the work of Alberto Giacometti and saw that his sculptures consisted of elongated figures that appear to be in mid-motion. While his pieces were made of bronze, the students built their sculptures with a wire armature and covered them with paper mache. We then attached our figures to a base to resemble Giacometti's famous work, "Piazza".



**Emma Hayhurst, Fifth Grade**

### **Plein-Air Painting in the Public Garden**

To continue our study of mood, setting, and color, we learned about the Impressionist painters and their approach to landscape painting. Many Impressionists, including Claude Monet and Pierre-Auguste Renoir, painted in the open air, or "en plein air". They used large brushstrokes and non-traditional colors to paint their compositions. We kept those things in mind as we sat in the Public Garden and painted the scenery in the Impressionist style.



**Rachel Yates, Sixth Grade**

The Learning Project Elementary School, 107 Marlborough St., Boston, MA 02116

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