

## Looking Forward: Project Night March 25

Next Wednesday, March 25, is Project Night. Parents are invited to come up to school at 7 pm to see students' work displayed, talk to teachers, and see what the rest of the school has been up to. What students have been up to this year. Here's just a sampling:

Project Night will see the debut of the **Middle Level Magazine** and the long-awaited **Koros: The Magazine of Athenian Excess** by Ann's high school history class. Johnny will offer night hikes if there's interest. Pollyanna says that the Anatomy class will be dissecting worms next week so they should still be fresh enough to be on display.

Students usually take their creations home with them, so Humanities and Shop displays tend to depend on what students bring back. Ed says he hopes there will be some vehicles, some examples of smithing, of welding, and of beat upon metals in general. The ceramics class made tea-pots, so Vanessa is thinking about serving tea.

Middle level math students have been making a map of Kino. Anna says Physics students will display their popsicle stick catapults, which they've been using to chart trajectories, and the little houses they've used to compare the effects of insulations and roof colors on interior temperatures. Jack says they won't be able to bring the 16 foot boat the Boat Building class is building up from the corral, but there will be marine biology projects and a variety of flying things to admire.



## Hoedown March 28

Don't forget the Spring Hoedown on Saturday, March 28. We'll get started at 4 o'clock. (The time has been moved to the evening because the days are getting hot.) The students who have been taking music with Lisa will be performing. Admission is free, and we will have a cook out with food for sale. The proceeds will benefit the Animal Center, gardens, and other outdoor areas.

It is only in adventure that some people succeed in knowing themselves -- in finding themselves. --Andre Gide



Patrick's father, Patrick Nilz, provided some Kino students with a wonderful adventure early this morning: a trip in his hot air balloon! Chris went along on the ride, along with Patrick, Daniel, Matthew M, Asha, Frankie, and Ellie. They were ebullient when they got to school this morning after the ride and a celebratory breakfast. Enormous thanks to Patrick and his ground crew for the wonderful experience!

## Senior Projects

Kino's Senior Project requirement is a wide open opportunity for students to do something that is of special importance to them personally. It may be the culmination of an absorbing interest or a venture into something new. The important thing is that it is something the student cares about.



There have been an amazing variety of senior projects over the years. Some have become a permanent part of the school. For example, the decorated welded fence along the path to the Animal Center and the stonework terraced gardens and seat in the Secret Garden were both senior projects.

Students have taught classes to younger

students, written books, been interns, made movies, displayed photography, choreographed and made videos of their dance, and recorded CDs of their own compositions. They've made an electric violin, a Theremin, a go set, a ceramic chess set, a forge, and an earlier version of the Kino website. Matthew Marsland made an animation of himself giving his graduation speech, which he played at graduation so he wouldn't have to make the speech in person. In addition to other artworks, Ernest Espinoza made the dragon out by the mail box. He gave it to Mary Lou, but lucky for us she hasn't figured out how to get it home yet (and we're not helping her, either).

What to do for your senior project is a serious decision. Some Kino students think about their senior project years ahead and then find they can't wait. In his sophomore year Brian Dahl started raising money for his senior project, the installation of the sand soccer field. Once he had enough money, he went ahead and built it, which meant he had to come up with a completely different senior project.

So what are this years' seniors doing?

**Thomas** began creating grandiose constructions his freshman year, when he built the Sphinx for that year's Halloween party. The bulk of Thomas' senior project was unveiled on Halloween: his full scale recreation of the flight deck of the USS Enterprise and a performance of a confrontation with the Q'luthmuth Empire, which required script, cast, costumes, and special effects. He is also creating a 1/12 scale model of his construction and working on editing the video footage of the Halloween performance.

**Frankie** started his senior project last spring because he needed a full year of data to complete it. Using information he's researched about health, nutrition, anatomy, and exercise, he is tracking a variety of variables and their effect

on his physical abilities. He will be graphing and analyzing his data for his project.

**Ethan's** project combines his interests in electronics, metalworking, and sustainability. He is building a wind-powered turbine that will be able to generate electricity.

Writing has been important to **Jamie** for a long time; she is a prolific poet. For her project, she is compiling a book of her best work from the past four years. She is writing new poems and she is also pouring over and revising poems from the past. Her final product will be a hand bound leather book entitled *Carpe Diem*.

**Chelsea** has been taking Salsa dancing lessons with her father for two years. Because they have been important to her, she has built a project around them that she calls a Salsa Extravaganza. She is making four drawings and one oil painting of dancers; she is designing and sewing dancing costumes for both herself and her father; and, on Senior Project Night, she and her father will dance!

Through her child development project with Mary Jane, **Stefani** has found that what she wants to do is work with young children. She is combining this interest with her interest in photography for her senior project: she is creating a book of her photographs and writing about children.

**Mark** is taking his interest in history to a new level, working all year on an ambitious research project exploring the sources of the tradition of tolerance in the United States, with a focus on three colonial regions.

**Julia** has experimented with a wide variety of materials and styles as she has matured as an artist. Therefore it is appropriate that her project will be an exhibit of a variety of mixed media artwork that she has created this year.

**Heather** is creatively combining her interests in history and Native American culture in her senior project. She has researched Apache history and customs, and then taken photographs on the Apache reservation. She is comparing the modern images with images from the past, and is combining her photography with creative writing.

**Tyler** based his senior project on the sustainable food project that Neill started last spring with Tyler, Ethan, and Erik. It's involved creating extensive fenced gardens, growing and raising food, both vegetable and animal, as well as learning about nutrition and the politics of food.



All of these students are working towards completing their projects before the last of school. We will be having a Project Sharing Night especially for them in May.