



arts *in* education o f t h e g o r g e

*Serving students and teachers in the schools of
Hood River, Sherman, Wasco and Klickitat counties*

P R O G R A M G U I D E

AIEG

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Director: shelley.toon@hoodriver.k12.or.us
Director of Programs: amy.gray@hoodriver.k12.or.us

www.gorgeartsined.org



Who We Are

Arts in Education of the Gorge (AIEG) is a non-profit organization that partners with teaching artists, school districts, private and public donors, and the cultural community to enhance every child's education through arts in the schools. Together we have provided inspiring art experiences to K-12 students in the Gorge since 1986!

We understand that the arts enhance every aspect of education. They encourage self-expression and technical mastery while helping students to develop verbal, reading, and writing skills across the curriculum. Sadly, after decades of extreme budget cuts, creative opportunities have diminished considerably in our schools. Our goal is to give every K-12 student in the Gorge access to the arts while supporting teachers in the process. We look forward to working with you!

During the 2015-16 school year, we served over 7,000 students in Hood River, Wasco and Sherman counties in Oregon and Klickitat county in Washington.

Staff

Shelley Toon Lindberg, *Executive Director* cell (541) 490-9297
Amy Gray, *Director of Programs* cell (503) 530-0398
Leigh Hancock, *Grant Writer*

Board of Directors

Robin Dickinson, Co-Chair	<i>Professional Photographer</i>
Peny Wallace, Co-Chair	<i>Art Teacher at The Dalles Wahtonka High School</i>
Barbara McDonough, Treasurer	<i>Mortgage Broker at JP Morgan Chase</i>
Ashley Erdely, Secretary	<i>Educator</i>
Nicole Goldman	<i>Artist & Educator</i>
Stephani Hendricks	<i>Administrator</i>
Holly Higdon-Wood	<i>Artist & Product Designer/Developer</i>

Advisory Board

Deborah Phillips, Legal Counsel	<i>Attorney at Phillips, Rainier & Summerfield</i>
Sheila Ford Richmond	<i>Teaching Artist & Former AIE Director</i>

Our Office

We are located in the COE Primary Building in the Hood River County School District offices on Eugene Street between 9th & 11th Streets in Hood River, Oregon.

1009 Eugene Street, Hood River, OR 97031
541-387-5031 (phone) 541-386-7198 (fax)

What We Do

We provide equitable access to the arts for K-12 children and support teachers and teaching artists through professional development and integrated arts programming.

Imagine if every student in every school had the opportunity to express themselves through the arts. We do, everyday! AIEG promotes arts as a core component of educating the whole child. Through AIEG programs, professional teaching artists engage the creative imagination of students through **visual arts, literary arts, music, theater, dance and media arts** residencies, classes and community projects.

Programs

In-School art residencies and Performances We offer one and multi-week residencies and school-wide performances in all arts disciplines.

Professional Development for Teachers We offer arts-integration workshops to K-12 teachers and teaching artists in after-school workshops, in-service trainings, and summer institutes.

Gorge Writing Project Professional writers work with students to develop both creative and expository writing skills and give students the opportunity to share and publish their work.

ASAP: After School Arts Partnerships We collaborate with school districts and community organizations to provide after-school enrichment to K-12 students.

Inside Out: Community Arts Program We engage K-12 students in the creation of public art with a focus on social justice, inquiry and thinking outside of the box.

Who Supports Us

Local, community partnerships are the cornerstone of our organization. Support from committed individual donors, business sponsors, service clubs and foundation and government grants make our work possible.

Parent Teacher Organizations (PTOs) typically pay the fees for in-school residencies. We work with our partners to subsidize programming for schools without active PTOs and for those who experience financial hardship.

Planning a Residency

- 1) **Designate a Site Coordinator** This is usually a teacher or principal who will be responsible for overseeing the residency and communicating with AIEG and the teaching artist(s).
- 2) Choose a **residency format**.
- 3) **Choose dates for your residency** We recommend scheduling residencies early in the school year. Teaching artists are typically very busy in the spring and if you wait too long, you may not get your first or second choice!
- 4) **Choose a teaching artist** (see table of contents.) We also have many guest teaching artists who are not listed in this program guide. Please inquire if you have a project in mind, but don't see a teaching artist to meet your needs. We will work with you to find the best fit for your residency.
- 5) **Contact our Director of Programs**, Amy Gray at amy.gray@hoodriver.k12.or.us with your site coordinator's email and telephone number(s), residency format, residency dates (first and second choice), teaching artist (first and second choice), grade level(s), and number of classes/students.
- 6) **Schedule a pre-planning meeting** with teaching artist(s) and classroom teachers to design the residency. We recommend that all teachers involved in the residency meet to design the residency plan. This is your opportunity to create an arts-integrated residency with special focus on a particular content area or standard.
- 7) **Create a schedule** and identify the number of students to be served. To ensure a high-quality experience for students and staff, we recommend that artists meet with each classroom for one hour per day, for 4 to 5 days. (We recommend 45-minute sessions for Kindergarten, with ample time for transition.)
- 8) **Identify space requirements**. The best scenario is to have a designated space for the residency rather than asking the teaching artist to move from classroom to classroom.
- 9) **Email** a copy of the residency schedule to AIEG and the teaching artist at least one week prior to the residency.
- 10) **Submit your evaluation** to AIEG. An evaluation questionnaire will be emailed to the Site Coordinator. Your critique of the residency helps us improve our programs.

Publicize Your Residency The local papers are always happy to cover arts in the schools.

Plan an Art Show or Performance, and invite parents and the community.

Notes:

Residency Options and Costs:

Standard Residency

20-hour week, four classrooms, one hour per day for 5 days. Includes 2 hours pre-planning/prep.

Base fee: \$750

Travel & Supplies are paid separately (see below)

Sequential Residency

15 hours over five weeks, three classrooms, one day per week. Includes 2 hours pre-planning/prep.

Base fee: \$675

Travel & Supplies are paid separately (see below)

Special Projects

Our professional teaching artists will create custom residencies to meet your needs. If you are interested in a school-wide project or installation such as a mosaic or mural, please contact us and we will help you develop a project within your budget.

Supplies:

This expense is not included in the residency fee and is negotiated with and paid directly to the teaching artist. Teaching artists can work within your budget when purchasing supplies or possibly utilize supplies that your school already has. Typically, supplies cost approximately \$2.00 - \$3.00 per student. Keep in mind that certain types of residencies are inherently more expensive than others.

Travel:

Mileage is billed at \$.54 per mile (2016-17). Mileage is calculated from AIEG's Hood River office to Site, or from teaching artist's home to Site, whichever is less.

For sites within 15 miles of Hood River, no mileage is charged.

For sites further than 15 miles, mileage will be negotiated on a per residency basis.

RESIDENCY APPLICATION

Please fill out this form or email the requested information for each residency.
Questions? Please call us at 541-387-5031 for assistance.

Site Information

School _____ Site Coordinator _____

Contact Telephone _____ Fax _____ Email _____

Planning

Type of Residency: ☐ Standard Residency ☐ Sequential Residency ☐ Special Project

Teaching Artist Desired

1st Choice _____ 2nd Choice _____

Number of weeks requested _____

Preferred Residency Dates

1st Choice _____ 2nd Choice _____

Indicate grade levels and approximate number of students and teachers who will participate in residency:

Grade levels _____ # of students _____ # of teachers _____

List any special groups that will participate (gifted, special needs, ESL, etc.)

What are your goals or desired outcomes for this residency?

Do you plan to have a teacher in-service before or during the residency? *If so, please describe your goals.*

How will this residency support content standards in the Arts (and other subjects, if applicable)?

Will you have teacher's assistants or parent volunteers available for this residency?

If a homestay is required, will you set up accommodations?

Is there anything else the teaching artist or AIEG coordinator should know in planning this residency?

Site Coordinator's Signature _____ Date _____

Principal's Signature _____ Date _____

Return this form to:

AIEG • 1009 Eugene Street • Hood River, OR 97031 • Fax 541-387-5098 • Email amy.gray@hoodriver.k12.or.us

RESIDENCY EVALUATION

Site _____ Teaching Artist _____

Site Coordinator _____ Dates _____

Did you have an in-person pre-planning meeting with the teaching artist?

How did this residency integrate the arts with a core content area?

Did you establish learning outcomes? If so, how were they met?

Please describe the impact on your school, the students and teachers.

Please rate the teaching artist on a scale of 1-10 (1 being lowest, 10 highest) CIRCLE ONE:

Teaching ability:	1	2	3	4	5	6	7	8	9	10
Quality of the art experience/education:	1	2	3	4	5	6	7	8	9	10
Classroom management:	1	2	3	4	5	6	7	8	9	10
Flexibility:	1	2	3	4	5	6	7	8	9	10
Compatibility with students:	1	2	3	4	5	6	7	8	9	10

Thank you for your time and comments!



VISUAL ARTS

Courtney Berens



Mission Statement:

I love working with teachers and groups to incorporate art projects into their unit studies, class themes or personal vision. Share with me your ideas and we will collaborate to introduce your class to a project that ties into what they've been studying to connect their learning in a new way.

Grades Served:

K-8

Lives In:

Hood River, OR

Homestay:

Not required

Watercolor Exploration

This residency can be fine-tuned for any grade level through adults. Using traditional and non-traditional materials, color theory and painting techniques are taught and learned through making journals, trading cards and collaging projects.

Printmaking

Printmaking can be modified for Kindergartners through Eighth grade by our tools and process. At the younger grades, styrofoam printing can be used to learn textures and the printmaking process to gain skill and the basics needed for future printing techniques. At the higher grade levels, linoleum blocks and hand carving tools are introduced for increased motor skills and techniques.

Acrylic Painting

Acrylic painting techniques are taught through painting modern art styled landscapes of the Columbia River Gorge in this residency. Color theory and painting techniques will be taught through individual or group pieces.

Additional Residencies

Optical art, Zentangles, ceramic tile painting, paper mache, ink blending, chalk and oil pastels, screen printing, paper art and recycled art projects are just some of the other residencies I have explored and taught. If you have any other ideas that you've heard of and are wanting to try with your classroom or groups, let me know, and I'd love to work with you on your vision and ideas!

Residency Requirements

I am very flexible when it comes to creative work spaces and using materials that you may already have in new ways. Sink facilities and electrical outlets within or near the work space are incredibly useful. Supplies will vary, but an approximate cost per child is \$1-3 dollars. On site supplies can be used to reduce costs.

About the Artist...

Courtney Berens carries a heart for young people connecting them to their creative abilities. She herself, is a mother to four amazing and creative young people. Over the last ten years, she has worked with children through the arts, music, childcare and education in informal and formal settings. Through establishing fundamental art basics, young people will explore their natural creative gifts and learn new techniques to build confidence and skill.



Cynthia Caudill



Mission Statement:

My mission as an educator is to inspire students to look at the waste in their daily lives and think about what happens to their stuff when we are done with it. Students will be challenged to reuse what they typically throw away/ recycle and see it as an art medium. I aim to encourage students to consider the world around them and their place in it to envision a more sustainable existence through creative reuse. I want to teach student to how to create with easily found materials so they can continue to create at home.

Grades Served:

K-12, Adult

Lives In:

Hood River, OR

Homestay:

Not required

Creative Repurposing

Students will learn about sustainability through hands on lessons about what happens to our garbage when we are done with it. They will explore examples of creative reuse before creating their own projects made from recycled materials that can easily be found in the classroom or home.

Workshops for Teachers

Teachers will look at what they throw-away and evaluate how to have a more sustainable classroom while learning how to use materials from their classroom or home recycling bins as inexpensive art materials.

Supplies & Space Requirements

We'll need tables for working and access to electrical outlets. Volunteers are always welcomed and appreciated. Classes are encouraged to provide recycled items gathered prior to class such as cereal boxes, cracker boxes and recycled paper (printed on one side).

Curriculum Connections

All lessons focus on sustainability, environmental impact and community resources.

About the Artist...

Cynthia Caudill is a Master Recycler and has a BS in Elementary Education with 10 years of classroom experience in The Dalles and Portland. She has spent the past 5 years volunteering in area schools to teach recycling and recycled arts. Cynthia maintains a blog with topics relating to sustainability and includes ideas for creating with recycled materials. During 2012, she is hosting the Reupurposing Challenge in which she creates with a different hard to recycle material each month.



Stephanie Delgado



Mission Statement:

To develop children's curiosity, sense of place and stewardship through creating art made from and inspired by nature. We will explore the natural world which surrounds us, learning about local flora, fauna and fungi. Fostering artistic expression through hands-on creation with natural materials.

Grades Served:

K-12

Lives In:

Hood River, OR

Homestay:

Not required

Mandalas

We will discuss a brief history of the origins of mandalas, be shown examples of various styles and patterns and given materials to create our own mandala. Supplies include: dried flowers and plant matter, cut paper, colored pencils/markers. A group nature mandala may be implemented.

Bead Making

We will discuss history of beads/jewelry making, be shown various styles over the years and where they originate. We will use colored polymer clay to create our own beads. They will need to be baked in an oven for 20 minutes to harden. We then will string them to create our own unique jewelry with a story. Supplies: Polymer clay, toothpicks, string.

Nature Collage

We will learn what collage is. We will then gather natural materials of choice and talk about what those are and where they come from. I will show them various types and styles of collage. They will then explore shapes, colors, textures and create their very own nature collage. Supplies: dried flowers and plant matter, heavy duty paper, scissors, glue.

About the Artist...

Stephanie grew up in the lovely Columbia River Gorge, graduating from HRVHS in 2004. She ventured to Southern Oregon University where she studied Environmental Science and Education. She had the opportunity to teach Environmental Education through the Columbia Gorge Ecology Institute for an Americorp position. Inspired by the SECRETS program of the Gorge and her creative spirit, Stephanie has been seeking out opportunities to connect art and the natural world in a classroom setting. She has been the Arts & Crafts teacher at Columbia Gorge Peace Village kids camp since 2014. An independent crafty entrepreneur, Stephanie is a regular vendor at the Hood River Saturday Market and various Art & Craft shows throughout Oregon.

Janet Essley



Mission Statement:

The study of the elements and principles of the visual arts, and the appreciation of art's multiple correct answers to the same question, enhances our ability to make choices and become responsible for those choices. My goal is to give students the practical skills and conceptual understanding that can be a foundation for their individual choices for self-expression.

Grades Served:

K-12, Adult

Lives In:

White Salmon, WA

Homestay:

Not required

State Learning Targets , 21st Century Skills and Common Core Standards

I design residencies that lead from the introduction of practical skills to projects that foster problem solving and making choices. Projects may be individual or collaborative. While guided by State learning targets for art education, I work to integrate themes with other subject matter, and group discussion to Common Core Standards.

Sample Projects include:

Art skills – Drawing human and animal figures, including study of accurate proportions, facial expressions, and observation of figures in action.

Individual Project – Observing photographs of animals in action, students create contour drawing of the figure, transfer this to colored paper, cut out and mount on other paper. Students compose a poem describing the figure, adding the text to the image.

Collaborative Project – Students make scaled drawing from a photograph of an animal in action. Using the drawing as template, students make multilayered paper relief of figure to indicate form. Students design collaborative low relief frieze (temporary or permanent) of the figures and collectively decide on a Title for the artwork.

Individual Project – Students create an "Illustrated Novel" involving people and animals. Students describe, through drawing only, the setting, action, emotion, and resolution of drama in 4 or more pages. Pencil and color on paper.

Collaborative Project – In small groups, students collectively draw a scene from a presented story on a large foam block for printmaking. In groups, students ink and print the plates so that each student and the classroom has a copy of the print.

Space/Supply Requirements

Unless otherwise decided at preplanning meetings, lessons will be taught in the classroom with materials generally available through school supplies and recycled materials. Large murals of permanent materials will incur extra costs.

About the Artist...

Essley has been a teaching artist for 25 years. She studied Fine Arts at the University of Oregon and California State University Chico. She attended the WA State Arts Commission Teaching Artist Training Lab in 2013 and is a Certified Instructor of the Arts Ed Washington Art Lessons in the Classroom curriculum. She is the subject of the documentary film "No Artist Left Behind".



Allison Bell Fox



Mission Statement:

As an art educator, my goal is to provide artistic and educational opportunities that explore color theory and painting techniques. Red, yellow and blue are just the beginning. By creating collaborative color mixing challenges using various painting methods, I aim to impart a skill foundation and confidence that inspires students to venture out create any image they can imagine.

Grades Served:

Pre K - 12

Lives In:

West Linn, OR

Homestay:

Not required but appreciated for remote locations

Red, Yellow and Blue (K-3rd)

Beginning with the basics of handling a paintbrush, students will be exploring primary colors and how each is used to create secondary and tertiary colors. Implementing these tools, students will have a chance to create an individual artwork or take part in a larger, collaborative piece.

Shadows and Highlights (4th-7th)

Incorporating and then expanding beyond the primary and secondary colors, students will be exploring value by adding black or white to their pallet to create shadows and highlights. With the addition of tints and shades, students will create an individual painting or collaborate on a group project.

Expanded Color Theory (8th-12th)

After touching base on basic color theory and value, students will be exploring aspects of color theory such as analogous, complementary, and split-complementary colors, as well as various paint brush strokes, painting techniques, and so on. With this new skill set, students will be challenged to create an individual artwork or take part in a collaborative piece.

Collaborative Mural Projects (K-12th)

Whether you are interested in an installation mural or covering a large-scale wall, collaborative student murals are an amazing art experience. After initially exploring mural design, painting techniques and color mixing, students will work individually as well as in small groups to add layer upon layer of paint. This method not only adds to the depth an interest of the finished product, it emphasizes and highlights the involvement of each and every student.

Facilities and Supplies:

Paint shirts, paintbrushes, plastic containers for paint mixing and sink access are helpful. On-site paint and materials can easily be used to offset costs, and I will often bring recycled paint and supplies along, as they are easily re-used and/or cheaper in larger quantities. Cost ranges from \$1-3 per student, and I am very flexible and innovative within budget. Volunteers are always welcome and appreciated.

About the Artist...

A graduate of HRVHS, Allison Fox ventured towards Big Sky Country to pursue a BFA at the University of Montana. After returning to the Pacific Northwest in 2006, Allison began focusing her artistic career as a free-lance graphic designer and artist. In the past few years, Allison has had the opportunity to work with several schools along the Columbia Gorge in creative collaborative murals with students of all ages.



Chloë Hight



Mission Statement:

As a teaching artist, my goal is to lead students through the experiential process of making, inspiring them to investigate, inquire, and question the world around them. I strive to nourish collaborative conversation and skills sharing to inspire group and individual inquiry and discovery.

Grades Served:

K-12

Lives In:

Portland, OR

Homestay:

Not required

Natural Dyeing and Eco Printing

Through this residency we will explore the intersection between the arts and local ecology. Students will use plant material found in the local landscape to create natural pigments for dyeing organic fabric and wool. They will gain knowledge about growing and harvesting seasons of local foliage, native and invasive plant species, native traditions of natural dyeing practiced in the Columbia River Gorge and much more.

Weaving

Students will learn fundamental weaving techniques through a series of skills based exercises focused on developing fine motor and mathematic skills. We will begin weaving with wool yarn and strips of fabric to practice the pace and pattern of weaving and will then move to weaving with a variety of seasonally available materials such as, willow, English ivy, cedar, cattail, and other local grasses. This curriculum can be easily adjusted to accommodate different age groups and can be adapted to both math and science curriculum.

Watercolor Exploration and Scientific Observation

Through this residency students will closely observe the physical characteristic of an insect of their choice and discuss how these characteristics can help us to discover what habitat this insect belongs to. i.e. camouflage, habitat, ecosystem, adaptation, color, texture, pattern, predator, prey etc. Students will gain the ability to create observational drawings and talk about color theory when using watercolors. This residency can be easily adapted to support teachers in science and biology based curriculum.

Media and Techniques

Weaving, natural dyeing, eco printing, printmaking, ceramics, watercolor, mural painting, bookmaking, photography, and digital storytelling.

About the Artist...

As a teaching and practicing artist, Chloë's work is influenced by what is seasonally available in the local landscape. From scientific observational drawing and painting of flora to weaving with invasive plant species and creating natural pigments from foliage, Chloë is constantly inspired by the ecosystem in which she exists.

Chloë holds a BFA from Emily Carr University of Art + Design in Visual Art in Vancouver, British Columbia Canada. She has been a practicing teaching artist for the last four years in K-12 schools throughout Oregon, Washington, Alaska and Vancouver, BC.

Camille Hinman



Mission Statement:

My goal is to provide students, teachers and staff with a dynamic, innovative and interdisciplinary learning environment of artistic expression where opportunities exist for people to expand their visual arts creativity.

Grades Served:

K-12

Lives In:

White Salmon, WA

Homestay:

Not required

Looking Through The Eyes of Famous Artists — Finding The Artist in You

How do we see the world? Is it possible to see it uniquely, and the recreate it as an artist might? In order to do this, its important to transport the student to eras and artists of which they are unfamiliar; and when they understand how others saw their world, they can use these skills with their senses to perceive their own world and re-imagine it. Through lessons of art history and art appreciation, students will create art projects of their own, utilizing different mediums. They will come away with a unique piece of art based on lessons of artists, art styles, color theory and three-dimensional drawing.

Staff & Community Offerings

Camille offers staff & teacher in-services focusing on “bringing Art into the curriculum”. These workshops focus on beginning drawing, color theory and are very similar to the lessons she offers in the classroom. “Hands-on” is the approach she uses and considers these “life skill” lessons. Camille also offers art lessons to small groups of adults and children in a studio setting, in White Salmon.

Facilities & Supplies

A classroom space with tables or desks is preferred. Materials costs are approximately \$2.00 - \$3.00 per student. Many of the materials are standard supplies that most schools carry on hand (i.e., paper, pencils, construction paper, paint brushes, tempa cakes, soft pastels)

About the Artist...

Camille has taught art in Oregon and Washington for 15 years. She began her 10 year career in the Portland Public School District in 1985, designing specific curricula with a multi-cultural emphasis. After moving to the Gorge, she became the Art Instructor at Henkle Middle School for 14 years and taught grades 5 – 8. She received the Washington State Award for Excellence in Education in 1999 for her work in developing one of the most respected art programs in the Columbia

Gorge area. She currently teaches art to adults and children in a studio setting, in White Salmon and has a interior design business, The Scheme of Things.



Amy Jarvis



Mission Statement:

“Creating art ~ Developing people” I have used the visual arts as a healing agent in my work as a Child Development Specialist in the public schools and a Clinical Social Worker in private practice; to supplement curriculum at the elementary and middle school levels; to build bridges in the community by managing large-scale projects; to support underserved children by hosting summer art camps; and to strengthen relationships and personal well-being in the workplace.

Grades Served:

K - 12

Lives In:

Portland, OR

Homestay:

Appreciated for remote locations

My approach is perhaps not the most conventional but the results are memorable, meaningful, and beautiful. I place high value on the creative process itself, staying keenly attuned to the intra- and interpersonal experience of my students. I consider my work successful if students walk away feeling that they ARE creative, that their thoughts and ideas ARE worthy, that they have unique contributions to make to the world, and that we need the support of each other to be the best versions of ourselves. And fun – it’s gotta be fun!

My process is collaborative with no two projects being exactly alike. I meet with project coordinators (teachers, managers, administrators) to conduct a needs assessment to come up with just the right art activity for your group. What are the strengths of the group? The challenges? What do you hope to get out of the activity? Any special goals for the year? What have you done before? What has been successful? What hasn’t? Simply put, how can I fall in step with you to support the good work that is already happening in your classroom or organization?

My projects are customized to meet the demographics of each group and your identified goals and objectives. My creative offerings are many with favorite projects involving mixed media and a mishmash of techniques. Skills taught revolve around the medium(s), theories, and proficiencies required to complete the project. Some projects are completed by individuals, some by small groupings, some by one large group – these things we decide together.

My personality has been formed by many years of working with and supporting all sorts and sundries of people – and I love them all. I make it a personal challenge to draw out the shy, soften the bully, build up the insecure, and draw forth the connective tissue among different ‘tribes’ in any given community. I am an encourager above all and art is my medium.

About the Artist

Amy holds degrees from the University of California, Berkeley, and the Graduate School of Social Work at Portland State University. She is a Licensed Clinical Social Worker and a certified mediator in the state of Oregon, fluent in French, and insatiably curious about all things creative. While making her own art satisfies, bringing people together around art is her highest pleasure and reward.

Jordan Kim



Mission Statement:

My mission is to inspire others to honor our connection to each other and the natural world. I believe that art and science are not mutually exclusive, but rather mutually dependent. In order for scientists to solve problems, they desperately need to be creative. And artists have to problem-solve while creating a work of art. The natural world is nothing if not creative, innovative, and generative. I believe our connection to each other and the natural world is the common thread that unites us as innately creative beings.

Grades Served:

K - 12

Lives In:

Parkdale, OR

Homestay:

Not required

Earth Science Lesson

Students will be invited to observe calm water; rough water; ripples, etc. and discuss its properties, importance, and limited supply. These ideas could be incorporated into a mixed media project for students where they explore different papers and or tearing/cutting patterns to represent water. Words could be used to add meaning, inspiration or other concepts around a water lesson.

Identity Lesson

Students will investigate portraiture using images from the Portland Art Museums Poster Project collection, they will make their own collaged paper using acrylic paints applied with marbles, gelli plates and/or other materials at artists discretion. After experimenting with color and texture to make abstract imagery they will cut this paper up to use in a collaged self-portrait. Students will search found objects, magazines, remnants from home and recycle bins to inspire their artistic flow. The residency is completed when each student has taken the time to think critically about what their own collection of imagery says about them and when their collaged self portraits are completed and glued down.

Medium

Mixed media collage is my preferred medium. I love this medium because literally anything goes – paper, words, buttons, lace, fabric, beads, packaging, doilies, stamps, ink, paint – I often use it all and encourage students to do so as well.

Supplies & Materials

Paper is easiest to use for beginner collage artists. Materials can be things like old magazines, colored tissue paper, junk mail, packaging materials, old wrapping paper, wall paper remnants, etc. Often a simple request from parents a few weeks prior to the class will result in more than enough material. Additional supplies needed include scissors, a heavy weight paper or paperboard for a canvas, glue and paint brushes. Any other available art supplies may be used as well. Access to a sink is helpful, but not necessary.

About the Artist

Jordan Kim makes paper collages with a twist. People often describe her work as “painting with paper.” She uses re-purposed paper (junk mail, magazines, packaging, etc.) to create intricate collages. She often tucks hidden messages into her art. Jordan has been creating and selling her artwork via her business, Found & Rewound for over 15 years. In addition to pursuing her creative endeavors, Jordan has worked in natural resource management for over 15 years as well. Her mission is to inspire others to honor our connection to each other and the natural world.

Katharine Kimball



Mission Statement:

As a photography instructor, I help students achieve a better understanding of how a camera works, its tools, settings and options, and how to best utilize a camera to create still photographic images of fleeting moments, things, places, and people. My hope is that students grow to discover their own creative expression of their experiences, life's events, and dreams.

Grades Served:

3 - 12

Lives In:

Portland, OR

Homestay:

Not required but appreciated for remote locations

Digital Photography

Learn: Digital Photography Tips and Tricks! Using a digital camera in manual mode allows students to discover and practice a variety of photography techniques. Students learn to notice light sources and their effects, the use of shutter speed, aperture, ISO and White Balance. We start out discovering basic camera and photography terms ie. exposure, pixel, noise, jpeg, subject, frame, shutter, aperture, lens, composition, etc. On day one, students learn to paint with light using a camera, and quickly start to practice exposures.

Make: Students are given specific assignments to help them become familiar with camera settings and how they influence the image. We also discuss what makes a good photograph, exchange ideas about what to photograph and what kinds of photography exist.

Practice: As class advances, students experiment with composition, motion, exposure, depth of field and focus. Every class builds upon the previous elements and creativity is strongly encouraged! Class time concentrates on learning specific techniques and putting them immediately into practice by going on photography adventures, having their resulting images reviewed and discussed. Students also learn to how photography can enhance their own creative expression, document their daily lives as well as teach them to slow down, get close, study a subject, and pay attention to uniquely captivating details.

About the Artist

Katharine Kimball is an award-winning bilingual photojournalist based in Portland, OR. She earned her Masters degree in Photojournalism from the University of Missouri School of Journalism then spent 8 years photographing as a daily newspaper staff photojournalist. Her photography portfolio includes images from U.S. presidential campaigns to humanitarian work overseas in Myanmar and Peru.

When she is not on assignment, Katharine loves to share her knowledge of photography. She also loves hiking, eating sushi and finding the humor in everyday life!



Joy Kloman



Mission Statement:

My goal is to encourage inquiry and developmental transformation in an arts environment.

Investigation of art techniques will immerse students in an atmosphere of reflection and discovery. On their journey, students will explore and engage in cross-curricular learning that embraces visual art practices.

Grades Served:

K-12, Adult

Lives In:

Hood River, OR

Homestay:

Not required

Painting, Printmaking, Drawing

Kloman has experience teaching every type of painting, printmaking, and drawing.

Vincent van Gogh: Self, Sunflowers & Surroundings

Investigate examples of Vincent Van Gogh's paintings. Explore some of his diverse themes— vibrant sunflowers, swirling starry night skies, and thoughtful self-portraits. Create an array of expressive art, and have fun with a variety of exciting media.

Facility & Supplies

Volunteers are necessary. A computer/projector to display images, sink, electrical outlet, photocopier, chalk/dry-erase board, and extension cord are useful. If an art classroom is not available, a cart to move between classrooms is needed. Classroom supplies can help defray costs, which are approximately \$1-2 per student (supplies depend upon project).

About the Artist...

Joy Kloman earned her M.F.A. from the University of Florida and completed her B.F.A. at the Kansas City Art Institute. Kloman has taught students of all ages. Her experience includes teaching art at the University of Mississippi, Oxford, where she was a professor of painting and drawing for six years. Additionally, Kloman taught a drawing course in London, England and attended an artist residency in Hungary. Her paintings and prints are in many public and private collections, including the Ringling Museum of Art, Florida.



Pamela Larsen



Mission Statement:

My mission is to share my belief that everyone is an artist and that it is a human impulse to make art. Through creative exploration, I strive to build self-esteem and self-awareness in my students. I believe this is most successful when different areas of study are connected, such as Literature, Social Studies, History, and Art.

Grades Served:

K-12, Adult

Lives In:

Hood River, OR

Homestay:

Not required

Making Connections: Humanities Through Art

I believe students learn best when they find connections between different subjects. The classroom teacher can share with me what the students are studying in any of the humanities (Literature, History, Social Studies) and I will create art projects that incorporate this study. As an educator, I have found that students not only deepen their learning of their academic classes when incorporating art making, they also become more personally involved in their subject matter.

Creating Traditional Art through Collage

Collage is a fun, creative, and unimimidating art form. This residency uses collage to teach students about traditional art subjects such as landscape, still life, portraiture and abstraction. Each lesson will include basic art terms such as line, space, emphasis, unity, value, movement, and pattern.

Other Available Residencies

I offer many types of art making, from portrait drawing, to landscape painting, mixed media collage and sculpture, to learning by studying a Master Artist.

About the Artist

Pamela received a BA in Art History from Reed College and an MA in Humanities with a focus on Studio Art from Wesleyan University. In 1995, she became certified to teach English 9-12 and Art K-12 in the State of Oregon. As an educator for over fifteen years, Pamela has experience teaching in both public and independent schools in Oregon, Colorado, Tennessee and China.

Pamela created and runs Dragonfly Creek Educational Program, which acknowledges all facets of the student: academic, emotional, social, creative, physical, and intellectual. With the belief that students learn best when different areas of study are connected, Dragonfly Creek provides an inquiry based integrated humanities program united by a central theme.



Abigail Merickel



Mission Statement:

My goal is to promote access to the visual arts for both teachers and students as a powerful tool for learning. By learning the visual arts language and the art techniques specific to each residency, students will inquire, explore, discover, problem-solve and create integrating content areas with the visual arts.

Grades Served:

K-12, Adult

Lives In:

Hood River, OR

Homestay:

Not required

Japanese Bookbinding, Nature Printing & Haiku*

Students learn a simple bookbinding technique to create their own book, embellishing it with twigs, beads, markers and colored pencils. Through the medium of Printmaking, they experience the visual arts language and hands-on printing techniques. They learn the history and uses of Nature Printing. Creating nature prints from leaves, feathers, etc. introduces them to the Principles of Design through their compositions. Japanese literature is explored when the students write their own haiku poetry complimenting their images.

*This residency can be adapted to social science and science curriculums.

Metaphor, Paintings & Me – Weather*

Students will write a weather metaphor using figurative language for themselves and create a watercolor and wax resist painting depicting their chosen weather. Students will study a variety of weather phenomena and be inspired by artists' interpretations of weather throughout history. With weather as a theme*, they will integrate both language and visual arts through a study of metaphor and painting techniques.

*Other themes are possible (i.e. animals, plants, bugs, etc.)

Other available residencies:

All About Drawing, Playful Printmaking Possibilities, Artistamps: Postage Stamp Prints, Block Print Accordion Book, Ex –Libris: Art of the Bookplate, Watercolor Painting

Facility & Supplies

Tables in a self-contained room are preferable but a classroom setting is workable. Materials vary depending upon the project but include easily obtainable school, arts & crafts store, and/or household supplies. Special printmaking supplies—brayers, cutting tools, plexiglass—are artist supplied for a small fee. All residencies require some set up and cleanup. Volunteers are required. Access to a sink, drying and storage space are all necessary. Minimum of three visits. Cost is approximately \$2.00 per child/per residency.

About the Artist...

Abigail earned an MFA from the Academy of Fine Arts in Venice, Italy and has been actively involved in the art world as an award-winning painter, printmaker and arts educator for over 20 years. She has acquired extensive multi-cultural training in the arts, languages and education from various European sojourns. She has taught foreign languages and fine arts internationally to students of all ages and backgrounds. Having acquired an MAT/teaching credential with endorsements in Art & Spanish, she works as a substitute teacher, bilingual interpreter, and artist-in-residence. Her work is exhibited and collected in the U.S. and Europe. View her work and contact her at www.abigailmerickel.com.

Kelsey Mosley



Mission Statement:

Art is a form of problem-solving. My goal as a teaching artist is to equip students with an alternate vocabulary of color, texture and images with which they can approach the world. With this new tonal toolbox, students will have an entirely new way to meet each issue that confounds them. In our cross-curricular focus, students will learn to apply an artistic eye to all of their core subjects in order to gain a deeper engagement with the subject matter.

Grades Served:

K-12, Adult

Lives In:

Hood River, OR

Homestay:

Not required

Traditional Printmaking

In this residency, we will explore age-appropriate printmaking techniques to create a beautiful set of hand-pulled prints. We will learn about the history of printmaking and students will be given the tools to experiment and play while designing their own prints. Our subject matter will be determined by the students' current areas of study. Past themes have included: Screen Printed Tibetan Peace Flags, Block Printed Insect Life Cycles, and Lithographic New and Improved Animals.

Experimental Printmaking

Students wishing to expand beyond the bounds of traditional printmaking will be invited to explore multi-media experimental techniques in this residency. We will focus on developing printmaking plates out of found materials and exploring the world to see what textures we can create from everyday objects. With a strong emphasis on texture, color, and line, we will chart new horizons with ink.

Collaborative Drawing and Painting

This class emphasizes the importance of community and cooperation in working toward a singular goal. Each student will be given 1/25th of a photograph to re-create. By replicating these abstracted details, students will learn how to make observational tonal drawings and to explore the mathematical concepts of fraction and proportion. Once the twenty-five drawings are complete, we will piece them together to create a large scale re-creation of our original image.

DIY Artist Residency!

I am very flexible and enthusiastic about designing residencies around the subjects and skills that teachers want their students to explore. If there is a concept that you want your class to investigate, I would love to work together to develop a residency that will explore this idea from an artistic vantage point.

Facility & Supplies

For most residencies, I will need a room with large tables and running water. Many projects can be tailored to the materials that schools already have on-hand, though the printmaking classes may require some additional supplies for \$1.00-3.00 per student.

About the Artist...

Kelsey Mosley holds a B.A. in Printmaking and Painting from the University of Virginia. She has taught from Waldorf to public schools to universities, with subjects ranging from second grade astronomy to college-level printmaking. She studied painting and printmaking in Italy on two separate occasions, and spent five years painting scenery in professional theaters. Her work can be viewed at www.oregonoakgrovepress.com.



Pam Springer



Mission Statement:

I believe we all harbor an artist within us, and children are blessed with an uninhibited desire to share and express their creative spirit. My goal in working with young artists is to encourage them to communicate their inner creativity using clay as a new voice.

Grades Served:

K-12, Adult

Lives In:

Lyle, WA

Homestay:

Not required

“Mudluscious” is a workshop that introduces young people to the delights of working with clay. Everyone becomes an artist when they’ve got clay in their hands! It’s a medium that invites even the most timid to get their hands dirty. Students make pots using pinch, coil, and slab forming techniques. I do a wheel throwing demonstration, then invite each child to experience throwing on the potters’ wheel. Students will have the opportunity to glaze and have at least one pot fired to take home with them.

“Primitive Clay” is a workshop that incorporates smoke firing handmade and burnished pots in the American Southwest tradition of pottery making. Students will make pots using pinch and coil techniques, then burnish their pieces and apply a slip which will highlight and enhance the “color fuming” that should take place during firing. The bisque fired pots will then be stacked in modified burn barrels with sawdust, woodchips and dried manure and fired allowing smoke to decorate each pot in unique and unexpected ways. Students will each have at least one fired pot to take home.

Facility & Supplies

It works best for me to set up my clay station in one place (that doesn’t have carpeting!) and have the students come to me. I need access to water as well as power to run my electric wheel. If the weather is nice, an outside venue is ideal! In order to bisque fire students’ work to prepare it for glazing, it helps to bracket a weekend with my residency. I am flexible, however, and want to create an experience that works well for everyone. The materials and supplies will run about \$3.50/student. One or two volunteers to man the “Firing Squad” will help defray costs for schools who have their own kiln. If student work is to be fired in my kiln, firing expenses can run an additional \$75-\$150 per residency.

About the Artist...

When Pam was 7 years old she had the opportunity to use a potters’ wheel at a summer art festival, and it was love at first touch! Since then she’s tried to keep her hands in clay as much as possible. Pam attended Bates College, and graduated with a liberal arts degree with a concentration in Ceramics. Pam currently maintains a private studio in Lyle, WA where she creates original work. Raising two children has been a creative distraction as well as artistic inspiration for Pam. Sharing her passion for art with her kids, and their friends as well as classmates has been a natural progression for Pam. For the past 12 years Pam has been offering workshops in clay that introduce children to clay beginning with pinch pots and progressing to throwing on the potter’s wheel.



Rod Stuart



Mission Statement:

As an artist & teacher I assist in a process, which can connect students to their discovery of materials, arranging, sorting and finding a basic vocabulary to build forms and installations. I work with students in the discovery of relationships with head = thinking, heart = emotion and hands = craft. This can lead to a better understanding of the creative process. Language, rituals, cycles of life, symbols and folk tales are a part of my teaching.

Grades Served:

K-12, Adult

Lives In:

Hood River, OR

Homestay:

Not required

Media and Techniques

Drawing, assemblage, collage, book, exhibition, fashion, and installation design are my strengths and the use of wood, mixed media, found/ recycled materials are my inspirations.

House and Landscape Design - Sample Workshop

Start with resources = books and exhibition, sketch and draw for details, build with cardboard and explore design with mixed media materials. Find a story in the house and landscape and explain what you are hoping to say. This can be an individual or collaborative project.

Additional Residencies

Heads and masks from other cultures, figures and animals from found materials, hand made books, toy boats and airplanes, portrait, object and landscape digital photography including history, festive and holiday decorations. Japanese culture and crafts including zen gardens, fans, hello kitty characters and origami paper works with my wife Michiko!

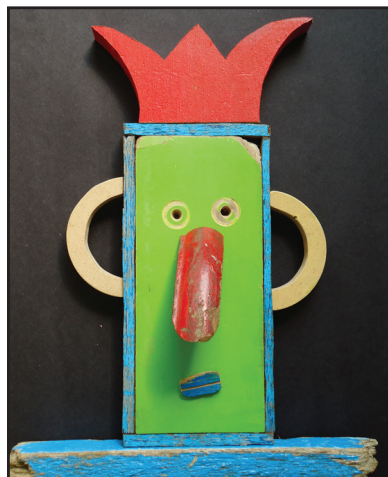
Facility & Supplies

A self-contained room with tables, electric outlet, shelves for storage is best. I am flexible in most environments and like to create an ongoing exhibition space for student work and professional resources that I may have. I have 30 years of collecting student and professional work! I use a lot of recycled materials or junk! Supplies will vary but approximate cost per child is \$1 to \$3. Volunteers are welcome!

About the Artist...

Rod studied creative writing, photography and curating while directing the cultural arts events at San Francisco State in undergraduate and graduate school. After starting his own gallery and art advising company in Seattle he went back to graduate school in sculpture at Washington State University in 1992.

For the past 20 years he has been teaching k-12 art in international schools in Korea, Egypt, Japan and Taiwan. He has created more than 28 solo exhibitions and has his art works in collections in Asia and Seattle.



Julie Zapien



Mission Statement:

As an artist and educator my vision is to help develop students' creative minds, encourage expression, promote a positive experience, and inspire students of all backgrounds. I enjoy collaborating and assisting educators in the incorporation of the arts into any unit of study. I am able to guide students in the discovery of their own creativity and assist them through challenging situations. Most importantly, I provide them with the skills they need to become lifelong learners and artists.

Grades Served:

K-12, Adult

Lives In:

Hood River, OR

Homestay:

Not required but appreciated for remote locations

Watercolors

In this residency we will introduce the principles of watercolor. Students will explore the flowing world of painting with watercolor while learning about color theory, using different watercolor techniques, and using a variety of materials. This lesson can be modified for any grade level.

Acrylic and/or Tempera

Lessons will consist of color theory, techniques, and tools, and will incorporate a variety of fun materials. Students will embrace their creativity and individuality while creating vibrant colorful paintings. This lesson can be modified for any grade level.

Drawing

Students will be introduced to various drawing techniques and practice with fun drawing exercises and observation. They will apply their learned techniques to a drawing project, using their creativity and person style to make their finished piece unique. This lesson can be modified for K-2 by decreasing the difficulty of techniques introduced.

Facility and Supplies

Julie is flexible in most environments, but a classroom setting is preferred where a water source is accessible. Supplies will generally average \$1-2 per student, but will depend on the type of materials needed for the project. Drawing, acrylic, and watercolor tools are generally shareable.

About the Artist...

From a very young age, Julie Zapien, developed a love and passion for art. She was born in Portland, Oregon, but raised in Hood River. She is a Hood River Valley High School graduate and will be graduating soon with honors from Columbia Gorge Community College with an Associate of Arts Transfer Degree. As a high school student, she worked on art expos and visited elementary classrooms around the county as part of the Science Wizards program. She has taken numerous formal art classes through CGCC and often volunteers her time teaching art lessons to students. Her love of art is something she loves to share with others, and hopes that art will provide them with the fulfillment it has given her.



MEDIA ARTS

Marlowe Griffin Lyddon



Mission Statement:

"The artist is not a special kind of person. Every person is a special kind of artist."

– Eric Gill

My goal as a teaching artist is to help students create things that they never dreamed of making. I want kids to surprise themselves with their work – for their eyes to grow wide when they realize they can. I believe that art can open a mind to the larger understanding of possibility - that the only thing holding us back from making what we wish to make - or doing what we wish to do - is the self-professed belief that we cannot.

Grades Served:

6-12

Lives In:

Hood River, OR

Homestay:

Not required but appreciated for remote locations

Digital Storytelling

We all have stories to tell, and we all have our own way of telling them. Using iPads/iPhones or modern computer programs such as Adobe Premiere or iMovie, students will each produce a short film telling the personal story of their choice.

Watercolor Stop-Motion

Combining traditional watercolor with the technology of iPads or iPhones, students will make their very own looping GIFs. Students will select a subject, paint 5-8 frames and assemble them using their iPad or iPhone. The kids will learn about digital art and how it is shared online, and have the opportunity to share their final GIF on a class Tumblr.

iPhone/iPad Documentary

Explore documentary through photo, video, writing and voice recording on iPhone/iPads. Using a multi-media production application, students will weave together a short documentary based on the subject of their choice.

Facility

A self-contained classroom is preferred, but I am flexible! Electrical outlets and access to water would be ideal. Equipment will primarily consist of iPads or iPhones – computers are a plus but not a must. The watercolor class will cost approx. 2\$ per student but onsite supplies can be used to reduce costs.

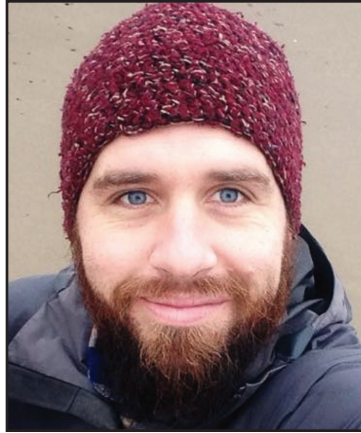
About the Artist

Marlowe Griffin Lyddon is a freelance illustrator, animator and writer living in Hood River, Oregon. While working in the Digital Media department at an animation company in Los Angeles, she experienced an “aha” moment, realizing that current computer technology would allow her to create anything she dreamed of. She promptly left her job, moved to Oregon and wakes up happy about it every day.

Marlowe studied Marketing Communication and Writing at Emerson College in Boston, MA. She is passionate about teaching and loves to watch kids surprise themselves with their own art and abilities.



Sean O'Connor



MEDIA & TECHNOLOGY

Mission Statement:

Several years ago I decided to stop taking pictures and instead let photography take me. Through this experience, the camera became a vehicle that has allowed me to fully immerse in the lives of the subjects I cover. The world is full of compelling stories and imagery is often the catalyst for bringing fresh perspectives to new eyes. Students have a lens on the world that many adults have simply forgotten and I believe that we can learn many valuable lessons when we give youth a voice in creating visual media. After more than 15 years of producing professional imagery, I am honored to have the opportunity to pass down my knowledge and help to shape the next generation of visual storytelling in our communities.

Grades Served:

4 - 12

Lives In:

Bingen, WA

Homestay:

Not required

Mobile Documentary Filmmaking (6+ sessions)

This residency is a unique opportunity for different school departments to work together to create a tangible group project. As they learn, stories are being created everyday. In this class, students will document another class's project(s) utilizing mobile technologies found in smartphones and tablets. Students will be brought through the core principles of storytelling, the basics of image composition, interview conducting and filming techniques, auxiliary image capture and basic video editing. Classes are taught using a balanced mix of multimedia presentations and hands on learning opportunities. Student production teams will be supplied with iPad video kits and complete their projects using apps designed for filming and video editing.

iPad Stop Motion Animation (4-8 sessions)

Stop Motion Animation is the practice of creating small pieces of art and using still photography to animate them into a short film sequences. Characters are created using clay, paper, watercolor, lego blocks and any variety of craft materials. Utilizing iPad technologies, students will learn the basic fundamentals of storytelling, planning a project, image composition, lighting and image capture. Longer sessions will also learn video editing techniques using iPad editing software.

Facilities and Supplies

We will need a covered area with a projector, speakers and projection screen. I will provide the photo and video equipment and most needed supplies.

About the Artist

Sean O'Connor is an award-winning visual storyteller, internationally published photographer and honored contributor to a Northwest Regional Emmy Award. Sean's creative work is dedicated to capturing socially responsible stories and educating youth in the art of visual media production. Since 2001, he has worked with nonprofits to document conservation through adventure expeditions and humanitarian films worldwide. Collaborating with Outdoor Industry leading brands, Sean cultivates global relationships with social and environmental impact. His credits include film credits in broadcast television and international film festivals, as well as print and web photography publications with Smithsonian Magazine, National Geographic Adventure, Outside Magazine, High Country News and others. Through Arts In Education Of The Gorge, Sean offers intensive iPad filmmaking workshops to 6-12th grade students, and he produces, films and edits original stories for select clients such as EarthFix (OPB) and KCTS9 Seattle. He lives in the Columbia River Gorge with his wife and two children and is in constant pursuit of wilderness experiences in his spare time.





DANCE & MOVEMENT

Janet Essley



Mission Statement:

Practice of Tai Chi teaches self awareness and discipline, while relieving stress. It opens the mind and relaxes the body, creating an optimal environment for learning. My goal is to create the experience of moving in a group and appreciation of Chinese culture through Chinese folktales. Learning takes place through all the senses- movement, listening to stories and music, drawing choreography .

Grades Served:

2 - 12, Adult

Lives In:

White Salmon, WA

Homestay:

Not required

Stylized movements in traditional Chinese health exercise and martial arts mimic the movement of animals. In contemporary China, the "Mulan" dance style combines dance with Tai Chi martial arts movements. Using tai chi and qigong animal movements, we will create a story dance for performance. Lessons will integrate drawing with movement as we choreograph our dance . Stories begin with Chinese or Asian folk tales with added "chapters" invented by children. Movement sequences and narrative can be adapted for science, history or other outcomes as decided at pre-planning meetings.

Space Requirements

Basic lessons may be taught in the classroom. A large open space is desirable for performance. Performance "costuming" can be made from school supplies, recycled materials, or special sashes may be purchased for \$2-3 each, on which students draw their personal choreographic notes. These go home with students following performance.

Facility

Some lessons may be taught in the classroom. A large open space is desirable for developing choreography and for performance. Any performance "costuming" can be made from school supplies or recycled materials.

Teacher Workshops

Short Qigong exercises for adult stress reduction.

About the Artist...

Janet has been studying and practicing Tai Chi for 40 years. Her primary teachers (from Hong Kong and Shanghai) now live on the west coast of the US. Through workshops, she has also studied with several grandmasters from China. She has been teaching Tai chi and Qigong to adults for 15 years, and to children as dance for 5 years.



Pamela Norris



Mission Statement:

Pamela is passionate about infusing students with the joy in movement! She encourages risk taking in a "no wrong answers" approach. Communication, collaboration, critical thinking & creativity-skills for the 21st century are present in all programs.

DANCE & MOVEMENT

Grades Served:

K-12

Lives In:

Troutdale, OR

Homestay:

Not required

Movin' - Rehearsing Life Skills through Dance

Appreciation of differences, problem solving skills, and teamwork-fundamental skills essential for success in school, family and community are developed through movement exploration activities. Students discover unique ways of moving and relating to one another through rhythms, mime, leading, copying, and elements of movement (time, space, force). This is a playful exploration tapping into students' imaginations to connect their minds and bodies.

Grades K-4

What's in the Words? Poetry in Motion

Students will get the opportunity to bring poetry to life while furthering their vocabulary and understanding of word meaning. Collaboration is encouraged as they work on choreography in small groups. Instruction in dance concepts (time, space, force), mime, prosody, and performance skills will facilitate group performances for parents and other classrooms. This is a great opportunity for students to use creative skills & cooperation! **Grades 3-6**

Middle Eastern Drumming & Dancing

This is an excellent opportunity for students to explore another culture through the universal language of music and dance. Developing appreciation for other cultures can promote world peace. Students will learn Middle Eastern drum rhythms and dance patterns as they experience the energy and cooperation generated in an ensemble. May culminate with a showcase. **Grades 5-12**

Facility & Supplies

Open space is essential due to the nature of activities (gym, multipurpose room, etc.) Drum rental may be required unless school has hand drums available.

About the Artist...

Pamela Norris, BS, MA has been a movement educator and dancer for 30 years. She is licensed teacher currently working with Young Audiences and Right Brain Initiative as a teaching artist in the Portland area. She performs with Mythobolus Mask Theater, Casino Rueda Salsa Troupe, & Mujeres Flamencas.





MUSIC

Kazuyo Ito



Mission Statement:

Taiko is about community. One's own sense of individuality is strengthened and tempered by the interaction with the group and the group is strengthened by the unqualified commitment of the individual to play with all heart. This relationship is the source of the beauty, spiritual power and emotional satisfaction that results when a Taiko group hits its stride. Taiko drumming transcends all cultures because it is universal and anyone can do it.

Grades Served:

K-12, Adult

Lives In:

Portland, OR

Homestay:

Not required

Introduction of Taiko

Students will strengthen their rhythmic and cooperative skills through Taiko drumming. They will learn the basics of Taiko playing, including stance, simple rhythms, and playing with partners. Through playing and participating in Taiko music, they will learn to create their own rhythms, express their feelings through drumming, and will also learn aspects of Japanese culture. Students will complete one song during the course of the residency.

Teacher Workshop

The workshop is designed to introduce basics of Taiko playing, including stance, simple rhythms, and playing with partners. It will also introduce aspects of Japanese culture.

Family Workshop

This workshop is designed to promote inter-generational communication. Students, along with their families and/or neighbors, will participate and communicate artistically, verbally and physically while creating music together. This workshop reaches out to parents and school neighborhood groups, in turn creating a community Taiko ensemble.

Facility

Indoor flat floor like a gym, cafeteria or music room. There is a \$350 drum rental fee per residency week.

About the Artist...

Kazuyo is an energetic and international performing Taiko drummer who teaches students the rhythms and stances of Taiko and its ethos of communal strength. Students learn respect for the tools of Taiko and for their peers, drumming in a circle so they can see and support each other. Students also learn to create their own rhythms and express their feelings through their drums. Kazuyo also teaches aspects of Japanese culture and language related to Taiko instruments and performance and can integrate basic music education into their instruction.



Jennifer Harty



Mission Statement:

As a teaching artist it is my goal to explore the world of music through the exploration of instruments, rhythm and beat, singing, dancing and pretend play. By giving students an opportunity to utilize music as a form of expression and creativity I hope to inspire students to become more confident musicians, providing them with a skill to pursue music for the future and into higher learning environments.

Grades Served:

K-5

Lives In:

White Salmon, WA

Homestay:

Not required

Recorder Class (4th & 5th Grades)

This program emphasizes proper finger placement and blowing techniques and students learn notes and play several songs as a class and individually. The recorder is an excellent choice for teaching young students about how to play an instrument prior to middle school band. It improves finger dexterity and group play, rhythm and sight reading. Recorders are provided.

Come Pretend with Me! (K-1)

Pretend play is an integral part of the creative process of a 5,6, and 7 year old. In this class we use our imaginations to act out songs and stories. We use percussive instruments appropriate for this age group, as well as other fine and gross motor skills to imagine with. This class introduces the very young student to musical concepts and different cultures and their music.

I Got Rhythm! (2nd & 3rd Grades)

We will explore beat, the most fundamental part of music making, through the cultures of Native American Music and/or African Music. We will use drums in class to learn how to read rhythm and play rhythms as a group. We will also learn chants of these cultures and dance to the beat! This class is LOUD! A class room that is isolated or in the music room would be best.

What's that Sound? (4th & 5th Grades)

We will use the Tone bells, recorders, drums and resonator bars to make music together in this class, while learning to read rhythms and work as a group. This class gives each student a taste of different instruments that will be available in Middle school band and will peak each student's interest in further music study.

Facility

A large room free of desks and tables is best. Chairs can be moved around. A gym is fine if necessary for younger grades. Use of the school's musical instrument collection is required * If no instruments are available, please let me know.

About the Artist...

As a music and movement specialist in the Gorge, Jennifer has been teaching young children to dance, sing and make music for 10 years in Hood River and White Salmon, Wa. After receiving her Bachelor's in Music from the University of Montevallo, Jennifer traveled the country professionally performing in regional theater and children's theater. She settled in White Salmon with her family in 2004 and filled a need for music classes here in the Columbia Gorge. Jennifer sings, dances, directs plays and teaches private piano.



Miko Ruhlen



Mission Statement:

My goal is to provide musical enrichment activities that allow all students, regardless of their musical experience, a chance to express their creativity in a musical way. My goals for the students are for them to leave the class listening to everyday songs they hear in a new, active, way. By understanding how songs are made, they will become better performers and composers, and have a greater appreciation of music in their lives.

Grades Served:

K-8

Lives In:

Hood River, OR

Homestay:

Not required

Using Garage Band to Compose Music

We will go over the basics of using this app for each student to compose an original song. Even students with no prior music experience as young as kindergarten age, can easily be taught to compose a two or three track song of their own in one session. Those who already have experience playing an instrument benefit greatly from learning how to compose their own songs. Even those who already have experience with this program benefit greatly from this class where we can go over musical form and the basic rules of composing. With additional sessions we can create more complicated songs either individually or in collaborative groups. We will also discuss the different roles of professional musicians such as instrumental performers, vocalists, composers and song writer; lyricists, and producers.

Music Appreciation

Garage Band enables me to take a song and separate each layer of the song, playing it and showing it separately. This is a great way to illustrate differences between layers such as melody, harmony, bass, and rhythm as well as instrumentation. It also a great way to look at chord progressions of songs and patterns of song writing such as ABA form and other musical forms and rules. We will practice active listening of songs in order to understand musical forms and better appreciate musical rules of song composition. With each additional session, we can delve further into musical rules and patterns by listening to popular songs and breaking each song down by beat, chord progression, ABA form, instrumentation, and discuss ways to convey emotion and "soul" in musical ways.

Facility

It is best for each student to have their own charged iPad or iPad Mini with the Garage Band app loaded onto it in advance. Each student will either need to be provided headphones or earbuds, or may be asked to bring earbuds from home. Any regular classroom will be appropriate. For larger classes, a screen with projection so that all students can see an image of the teacher's iPad on the screen can be helpful, but is not required.

About the Artist...

Miko Ruhlen holds a B.A. in Music from U.C. Berkeley. She developed this curriculum for teaching music using iPads after realizing that Garage Band on iPads was a great accessible tool for teaching her own grade school children about music. She has used this technique to teach K-5 grades about the different layers of music and taught middle school grades 6-8 about musical form, chord progressions, and composition. She has also taught toddler music in Hood River and performs with a classical trio in Hood River.



Underground Music Station



Mission Statement:

Music evokes emotion, creativity, awareness and imagination in every person, regardless of age or ability. My mission is to enrich the lives of students by presenting them with the opportunity to explore fun rhythmic patterns with their peers in a supportive, educational environment.

Grades Served:

K-12

Lives In:

Mt. Hood, OR

Homestay:

Not required

Introduction to Percussion

This enlivening course will have students ready to read, write, practice, rehearse and perform their own musical compositions. Your class will read and write standard drum music notation while creating their own rhythms. It is both an instrumental performance ensemble and composition class that will serve all interested students. Marimba, drums, buckets, and smaller handheld percussion instruments will be provided by instructors Tim and Ian.

Facility

Any room large enough to accommodate the number of participants is suitable. Sometimes we can even use open space. The cost per student \$1.00 Instruments are provided by Underground Music Station.

About the Artists...

Tim Snyder has been performing, teaching, and recording music for more than 20 years. He has performed with several bands and continues to write and perform music locally. As the proprietor of a music education center in downtown Hood River, he understands the importance of accessibility to music for all people with an interest in learning.

The Gorge has been home for Tim and his family for over 15 years. He and his wife, Tara, have two young children which they are proud to raise in such a supportive community. Music is part of every day life for the Snyders as their 8 year old son, Silas, is a drummer and a student at Parkdale Elementary, while daughter Mia, 4, is an aspiring vocalist.

Ian Meyer was raised in Parkdale, Or. and enjoyed learning to play music through the Hood River County school system. He then studied music at Portland Community College as well as Portland State University from 2007 through 2012 where earned his BA in Music Education and has not slowed his tempo since. Specializing in music education techniques for grades K-12, Ian is very excited to share this gift as his way of giving a little something back to his community and will be sure to connect with your students. Ian has worked in Portland city schools and has had the opportunity to study with several renowned music mentors, including Saxophonist Kim Reece.

Playing both academically and professionally, Ian has played Sax with wind ensembles, quartets, jazz and rock bands, and as a solo performer.



Emily Vawter



Mission Statement:

I believe that music can enrich our lives. The experience of music exploration gives children the opportunity to create, cooperate, lead, and socialize in a fun and motivating environment. Participating in basic music activities can help children to learn and improve the skills of their daily lives and perhaps awaken a passion and creativity that they did not even know existed.

Grades Served:

K-12

Lives In:

Hood River, OR

Homestay:

Not required

Create, Conduct, and Explore with Tone Bells and More

Using tone bell activities, children will learn basic music skills including pitch recognition, pentatonic scale, improvisation, conducting, and more. Through participating in tone bell and rhythm activities, they will also improve their skills in socialization, cooperation and sharing, leading, and math with plenty of opportunities their creativity. This residency can be adapted for all ages and levels of experience.

Music Exploration

This residency is designed for basic music exploration for the elementary school student. Using rhythm instruments, orff, tone bells, singing, and more, children will explore and create music. Activities will include, drumming, movement songs, improvisation, call and response songs, and much more.

Music in Special Education:

As a Music Therapist and specially training in neurologic music therapy, Emily is able to create specialized programs for children with special needs. She can create individual or group plans that meet the educational goals for children. These goals can address physical, behavioral, or emotional goals.

Facility

I can use any room big enough to accommodate the number of students. I generally like to have a circle or semi-circle set-up. I have access to 2 full sets of tone bells that can accommodate up to 25-30 students at a time. I have rhythm sticks, drums, and other small instruments used in exploration. I do need to borrow Orff instruments when they are incorporated into the curriculum.

About the Artist...

Emily has been a board certified music therapist for 17 years. She has a bachelor of music in voice from Ithaca College in New York and a music therapy equivalency from Duquesne University in Pittsburgh. For 11 years, she worked for the Children's Cancer Association in Portland, Oregon in the Music Rx program. This program brings the healing power of music to seriously ill children and their families in several children's hospitals in the area. She was the Director of the Music Rx program for 6 of those years and expanded the program nationally. During this time, she worked closely with rehabilitation therapists at Emanuel Children's Hospital in using music activities to address their rehabilitation goals. In both Portland and Hood River, Emily has facilitated early music education in several pre-schools and daycares including Little Feet Cooperative Preschool.

She has provided several elementary school residences over the last 2 years. In her free time, Emily loves to perform on stage in CAST productions at the Columbia Center for the Arts and is an avid CrossFitter.





THEATER

Melinda Strobel



Mission Statement:

I believe in providing students with a safe learning environment to encourage them to creatively explore the world around them with their minds, bodies and imaginations. By combining acting skills with your choice of material, students will develop an enthusiastic appreciation of the humanities through the medium of performance art. Simultaneously, they will learn life skills like risk-taking, working together to solve problems, thinking "on their feet," etc.

Grades Served:

K-12, Adult

Lives In:

Tigard, OR

Homestay:

Required, non-smoking preferred

Humanities Alive: Energizing Our Work Through Theatre

Melinda will cover basic acting techniques such as vocal projection, creating a character, eye contact, and speaking in front of others. Students will also learn how to move their bodies through space, how to physically work together in small spaces, how to work together to solve problems, and how to make risky choices. You pick the material that works best for you, your students and your curriculum. For example: Literature - Using a novel, fairy tales, or other material, we can "workshop" or script a play or scenes for your students to explore or perform. Putting a story "on its feet" increases students ability to understand narrative line and remember content. Other themes might include History, Poetry, Social Interaction, Play Production, Mime, Improvisation or Games.

Teacher Workshops

Breathing Life Into The Past: Energizing History Through Theatre

If historical material is used in this interdisciplinary design, the teacher workshop/in-service will suggest possible ways to utilize this design in the classroom and help students foster disciplines of research, critical thought, history, composition, and theatre performance.

Facility & Supplies

A large, open space such as a gym, stage or multipurpose room that is free of other school activities and distracting noises.

Photocopies, if scripts are used. Access to library research materials for history, literature, poetry, etc.

About the Artist...

Melinda Strobel has been a professional actor for over 20 years. Her training began at Willamette University and continued at the London Academy of Music and Dramatic Art. Her stage work in both Atlanta and Portland has included a range of work from Shakespeare to Pinter. In 1991, she began extensive research into Susan B. Anthony's life, which culminated in a one-woman show. This production continues to garner grants from around the U.S., and she has received many accolades for her unique skills. A teaching artist for 15 years, Melinda's favorite projects have included production of a Shakespeare play and several Renaissance Faires at middle schools, involving historical research, performance, dancing, singing and stage combat.

