

Teaching Artist Program

2019–2020 Roster

Visual Arts ♦ *Creative Movement*
Storytelling ♦ *Spoken Word*
Creative Writing ♦ *Music*

Welcome to the Teaching Artist Program!

The Teaching Artist Program provides the opportunity for your students to experience a broad range of art forms and innovative arts activities in your classroom and school! Each of the Session Options is designed and presented by a local professional Teaching Artist. The quality of our education programs is directly related to the high caliber and expertise of our Teaching Artists.

The arts can be integrated with all areas of curriculum and are proven to enhance student learning. Even when using the arts in limited ways, students are responsive and enthusiastic. Invite a Teaching Artist to your classroom and experience the arts as powerful teaching, learning and motivational tools.

♦ *Session Options and Fees*

The Teaching Artist Program is available to all Acadiana schools. Each of the Session Options listed below (Single Session, Short-Term Residency and Mini-Presentation) carries a cost of \$120, plus supplies and travel costs.

Lafayette Parish public schools are eligible for a limited number of sessions at no direct cost to their school. Ask the Arts Liaison at your school about eligibility. (These allocated sessions are underwritten by the Lafayette Parish School System.)

Single session: A single session is 45 minutes in length. It is designed for one class (no combining classes). Single sessions must be scheduled in a set of three, on the same day, for three different classes, with the same Teaching Artist.

Two-session projects: These projects take a little longer, though don't require a full short-term residency. They are treated as two single sessions.

Short-term residency: Consists of a set of three single, sequential sessions presented by one Teaching Artist and designed to be hosted by one teacher and their class.

Mini-presentation: Consists of one 45-minute demonstration or mini-performance by a Teaching Artist for an assembly of three classes.

♦ *How to Read Session Descriptions*

■ Teaching Artist

Activity Title (grade level) Activity description. (*type of session*)

title of the activity	most appropriate for these grade levels. Some activities may be able to be adapted. Talk to the artist.	briefly describes the activity. More details are available from the artist.	There are 3 session options. See above for details.

How to Schedule a Teaching Artist

1. **Directly contact the artist** of your choice from the Teaching Artist Contact List found below.

Have the following information available for the Teaching Artist:

- hosting teacher's name and mobile phone number
- school's name and address
- activity title
- names of all teachers in the block
- date and time (first and second choices)
- grade level and number of students in each class

2. **Call or text** the artist with the above information. Leave a detailed message along with a daytime and evening phone number for return calls. Or **email** the artist and put "Teaching Artist" in the subject line.
3. **Communicate** about your goals for the session, individual needs of the students, and any other pertinent details.
4. **Notify the school office** so they are prepared to direct the Teaching Artist to the predetermined session location.
5. **Prepare your space** by communicating with the Teaching Artist about the material, technical and logistical needs of the activity.
6. **Prepare your students** for an art session of approximately 45 minutes.
7. **Participate in the session** as you would expect your students to participate. Sessions are designed to be an active teaching experience between teacher and artist. The teacher is never to leave the room.
8. **Complete the Activity Report** after the session, have it signed by the principal and return to AcA as soon as possible.

Teaching Artist Contact List

Diane Baker	233.4112	dbakerdesign@bellsouth.net
Jeremy Benoit "JB Saax"	277.5913	jbsaax@gmail.com
Connie Boustany	989.7302	cestmoi315@aol.com
Kelly Clayton	354.7544	kelly@creolala.com
Susan David	501.0386	susan.david@vcfa.edu
Michael Eble	302.288.8389	michaelebleartist@gmail.com
Roz Fisher	984.5649	fishbowlsix10@gmail.com
David Fox	288.6674	fox3studio@gmail.com
Julie Fox	298.0849	juliefox401@gmail.com
Denise Gallagher	412.2326	denise@denisegallagher.com
Herb Green	443.3432	pucci196344@gmail.com
Alex Johnson	713.933.4448	poeticsoul337@gmail.com
Andrea Kapell Loewy	654.3275	loewy@louisiana.edu
Christy Marie Lush	781.3177	christymarie11@gmail.com
Sasha Nick	288.1801	info@thelittlepaintbrush.com
Joli Noel	257.9072	jshadowtwo@aol.com
Brian Schneider	354.3390	brian@footcandlelighting.com
Deborah Simeral	654.5272	deborahsimeral@gmail.com
Daphne Thomas	280.8629	tdaphne47@gmail.com
Dave Trainer	258.5631	davetrainerman@gmail.com
Theresa Wasiloski	225.892.8127	symbiosus@yahoo.com

If you have difficulty contacting an artist, need details or have additional questions, please contact the AcA.

Bree Sargent
Bree@AcadianaCenterfortheArts.org
233.7060, ext 222

Julia Barry
Julia@AcadianaCenterfortheArts.org
233.7060, ext 246

The Teaching Artist Roster is a listing of approved local artists for this program.

Please check our website as we will continue to add Teaching Artists and update the Teaching Artist Roster throughout the year.

AcadianaCenterfortheArts.org

Visual Arts

■ Diane Baker

233.4112 ■ dbakerdesign@bellsouth.net

■ SCIENCE CONNECTIONS ■

Atchafalaya Swamp (1–5) Create a landscape painting of Louisiana’s state tree, the Bald Cypress, while learning facts about the largest swamp in the country. *(two-session project)*

Coral Reef Fish (1–5) Discover the Flower Garden Reef off the coast of Louisiana while drawing and painting a coral reef ecosystem. *(single session or two-session project)*

Monarch Butterflies (1–5) Draw, cut and paint a Monarch Butterfly while reinforcing learning about migration and life cycles. *(single session)*

Slithering Snakes (1–5) Transform a two-dimensional sheet of paper into a 3-D snake while learning about Louisiana snakes and their habitats *(single session)*

Paint the Planets (1–8) Depict the planets in watercolor paint, then create an “out of this world” collage using various art media. *(two-session project)*

■ CULTURAL CONNECTIONS ■

Hamsa (Good Luck) Hands (1–8) Create a Hamsa Hand while learning about the spread of world religions in the Mediterranean Sea and beyond. *(two-session project)*

Asian Scrolls (1–8) Uncover secrets of Asian cultures while creating an Asian scroll painting in watercolor and oil pastel. *(single session)*

■ Connie Boustany

989.7302 ■ cestmoi315@aol.com

Easter Egg Dyeing (K–12) Do you know how our Louisiana ancestors dyed Easter eggs one hundred years ago? Students learn the history of egg dyeing through a hands-on demonstration of the dyeing process. Hands-on activities can include wrapping (with fabric and plant parts) or unwrapping pre-boiled dyed Easter eggs (1 per student). Additional materials cost of \$5.00 per class of 30. *(single session or mini-presentation)*

French Beading (K–12) French beading techniques were brought to Louisiana from our French ancestors. Hands-on demonstration includes how to string beads onto a wire, how to loop shapes, then finally, how to pull all of the parts together to complete the final project (flowers, leaves, animal, etc.) *(single session or short-term residency)*

Candles Light up our Lives (6–12) This is a demonstration on how to make candles safely. This International Guild of Candles Artisans member will demonstrate and discuss how to make ice, sand, chunk, crystal, overdip, embedded, mold and container candles. Different types of waxes and additives will be shown and discussed. Plenty of examples will be available to compare the final results of these products. *(mini-presentation or short-term residency)*

Boudin Made the Cajun Boucherie Way (3–12) Years ago, my Cajun relatives would gather in the fall and winter for family boucheries. The men (Parrin T-Will, Bookie, Stony, T-Pie, etc.) gathered in the barnyard to slaughter the pig early in the morning. The women (Taunt Amy, Nan T-Moon, T-Mae, etc.) were in the kitchen cutting and chopping parsley, onions, garlic and preparing the meal for the day. This presentation will demonstrate the old way of making boudin, from grinding of ingredients to stuffing the casing using the horn of a cow. *(mini-presentation)*

Visual Arts

■ Susan David

501.0386 ■ susan.david@vcfa.edu

Josef Albers “Hide and Seek” (preK) With inspiration from the artist Josef Albers, we'll learn about color, shape and balance through a fun art game! *(single session)*

Kandinsky Cut Circles (K–2) Inspired by the work of Wassily Kandinsky, students will practice cutting and gluing to create a bold circle collage. *(single session)*

Cool Colored Circles (K–2) Beginning with a favorite fish book, students will draw from observation and create details with line designs and pattern. We'll use a watercolor resist technique to complete the piece. *(single session)*

Mark Rothko-Inspired Chalk Drawings (K–2) Students and teacher will read *My Many Colored Days* by Dr. Seuss to discuss the connection between emotion and color. After, we'll use color in the style of Mark Rothko to communicate a feeling and introduce to students chalk pastels as an art tool and demonstrate how they can blend. Perfect for science class to discuss color and light. *(single session)*

Aboriginal Bark Painting (3–5) Australia is known for its style of dot painting in Aboriginal art. In this session, students will create a contour line drawing of an animal and complete it using the dot painting technique. *(single session)*

Optical Illusions (3–5) Students will use lines and shapes to create optical illusions as we discover new ways of seeing. We'll study examples of Op Art from the 1960s for inspiration. *(single session)*

Artists are Inspired (3–5) After students have viewed images of selected artist, (choose from artists below), students will think, pair and share to create similar minded work. Next, the groups will share ideas for art-making that are inspired by the art they viewed. After, we will discuss their work and the artist images presented (How did they like the work? How is their version different than the artist presented? Why did they select the media they chose to use today? Artist options: Hokusai (perfect for history of Japan/Asia, printmaking), Kehilde Wiley (perfect for history lesson on historical figures) or Louise Nevelson (perfect for science and social studies on recycling). *(single session)*

CD Mandalas (6–8) Mandalas are beautiful and intricate designs that are also a great way of teaching radial symmetry. We'll also explore elements of art and principles of design like shape, balance and unity. *(single session)*

Themed Letters (6–8) After being introduced to Illuminated Manuscripts, graffiti lettering and calligraphy, students will create their own theme based on a letter of the alphabet using color, detail and positive and negative space. *(single session)*

Chuck Close Grid Drawing (6–8) Students will draw a portrait in the style of Chuck Close using a grid. Great for math classes (fractions and enlarging). *(short-term residency)*

Bead Mosaics (6–12) Students will create bead mosaics that reflect Louisiana's cultural heritage after reviewing the work of New Orleans artist, Stephan Wanger and will discuss the importance of art and art materials in healing or building a community. Additionally, we will discuss the history of beadwork and how colors represent different things in different cultures. Great for Social Studies/History. *(short-term residency)*

Baby Powder Street Art (9–12) Students will use the concepts of positive and negative space along with those of repetition to create a temporary work of street art. Great for Religion and/or History of Asia (Tibet) pertaining to sand mandalas; great for social studies (the French revolution, stencils, current events, activism, the history of the poster/voice of the people) as it relates to great for history of printmaking. *(short-term residency)*

Geometric Tape Murals (9–12) Gathering inspiration from Hottea and Brooklyn street artist Aakash Nihalani, we'll create an interactive mural using geometry and tape. *(short-term residency)*

Visual Arts

■ Michael Eble

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Haiku Painting (Haiga) (3–12) Haiga is the special word for a unique form of art. HAI comes from haiku, previously known in Japan as haikai or hokku, three-line poems of 5, 7, 5, syllables; the word originally had the connotation of leisure or amusement. GA is the word for painting, so HAIGA means haiku-painting. Student will be introduced to Haiku poetry and will be encouraged to write their own poem. Students will then create a painting using color, contrast and mark making to convey their poem visually. *(single session)*

Sneaker Design and History (3–12) Student will be given a brief lecture on the history of the sneakers along with an overview on how they are produced and designed. Students will be given an opportunity to design their own sneakers as a 2-dimensional representation of the sneaker. Templates will be utilized which will help students get started and allow them to build off and customize their very own sneakers. A 3-d project can also be integrated through multiple sessions or short term residency. *(single session or short-term residency)*

Collage through Found Materials (K–12) Student will be shown basic and intermediate concepts in composition as it pertains to collage and found materials. Emphasis will be placed on showing students that collage materials can be easily found and can have a unique impact on your own collage. Students will then create a collage using found materials that utilize color and texture through a variety of materials. *(single session)*

■ Roz Fisher

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Celebrate Louisiana (1–5) Explore Louisiana's famous artists like George Rodrigue and his Blue Dog, Floyd Sonnier's Cajun Houses, or Clementine Hunter's Zinnias. *(single session)*

Native American Buffalo Skins (K–5) Students will learn the meaning of different Native American symbols and use them to decorate their own "buffalo skin" in the style of Native American art. They will be inspired by a background of Native American chants. *(single session)*

Georgia O'Keeffe Flowers (K–4) Students will draw their own flowers, large and up-close. This project enables students to see many parts of the flower. It can be completed using oil pastels and watercolor or tempera paint. This project emphasizes warm and cool colors. *(single session)*

Multicultural Blankets (K–3) Students use shape, line and color to collage a paper blanket. This project can tie in with many cultural units such as Latin American or Native American. It also teaches pattern as students create their own design. *(short-term residency)*

Neighborhood Playgrounds (1–5) Paper is not always flat! Students will create their own 3D neighborhood playgrounds with tubes, cylinders and cones and a variety of collage materials. *(single session or short-term residency)*

Aboriginal Animals (1–5) Students learn about the Australian Aboriginal tribe and their use of lines, shapes and patterns as they design their own animals in this style. Students create their own background using lines, color and repetition. They then draw and decorate their animals using basic geometric shapes. All of this happens while listening to the music and stories of Australian artist, Paul Taylor. *(short-term residency)*

Warm/cool color City scapes (3–6) During this project students look at different types of cityscapes, learn about warm and cool colors, and then create their own cityscape at night collage. This project gives lot of practice in measuring with a ruler and finding the perimeter of squares and rectangles while letting their creativity shine. This project can be completed and ready to hang in one session. *(single session)*

Math and Art Connection (4–6) Integrate Math, Geometry and Art while learning about the artist Piet Mondrian. *(single session)*

Curriculum Connections (K–5) Let me create a visual arts lesson to meet your curriculum. *(single session)*

Visual Arts

■ David Fox

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Cartooning Around (6–12) Learners will explore how to use the cartooning lexicon to translate complex content into instantly recognizable ‘types’ that convey meaning with visual economy and humor. Drawing exercises using simplification and exaggeration prepare students to confidently navigate in this visual idiom, weaving narrative and social commentary into single or multi-cell storytelling. Exposure to professional and ethical guidelines used in the world of cartooning keeps everyone ‘on track’ as they have fun while significantly expanding their skills. *(short-term residency)*

Narrative Self-Portrait (6–12) Simple steps enable learners to build a contour drawing of the head and shoulders upon which visual language is applied that conveys meaning relating to identity, personal values, aspirations and life journey. Writing and visual metaphor combine to create deep, layered meaning. *(two-session project)*

Worlds Mural (6–12) Paper collage techniques allow participants to visually codify research in such vastly differing content areas as natural history, social studies, life sciences and geography, or your content area of choice. Individuals create paper collage illustrations that are added to the shared background to complete their investigation of the chosen content. Artistic prowess is not a prerequisite and the use of paper collage imparts clarity and power to the imagery. First person narrative in the voice of their subjects completes a process that may include time lines, multi-class large scale installations and ongoing projects. *(short-term residency)*

Geometry in the African Mask (6–12) Following an introductory discussion of the pivotal role the African mask making traditions played in the development of modern art in Europe, participants will select up to three geometric shapes and colors to create a bilaterally symmetrical mask. *(short-term residency)*

Paper Collage Mask/Creative Writing (4–12) Using bilateral symmetry to instinctively craft an abstract paper collage mask is a powerful ‘ice breaker’ and confidence-builder. Pairing the visual arts experience with writing free verse poems comprise a suite of creative components: one instinctive and one evidence-based. Using up to three colors, learners employ a tactile design process in a fail-safe building experience then carefully consider their creation in order to mine meaning as they write short free verse poems that “in the voice of their mask” answer three short questions: “Who/what am I?,” “Where do I dwell?,” “What do I do?” *(two-session project)*

■ Julie Fox

298.0849 ■ juliefox401@gmail.com

Visual Thinking Strategies in Your Classroom (K–12) Visual Thinking Strategies is a learner-centered method that uses art to teach visual literacy, thinking and communication skills but also helps students practice respectful, democratic, collaborative problem solving. Julie Fox, VTS trainer and facilitator, will lead teacher and students to participate in up to three different image discussions during a class session. *(single session)*

Meet the Master Artist (K–5) Students will learn about the artist, discuss a familiar artwork and create their own masterpiece after the artist’s style. Choose Clementine Hunter: Louisiana Folk Artist, Salvador Dali: Surrealist, Van Gogh: Impressionist, Paul Klee: Abstract Expressionist, Pablo Picasso: Cubist, Claude Monet: Impressionist, or name your favorite artist! *(single session)*

Identity Self Portraits (4–8) Students will be led to create an identity map for self-understanding by encouraging them to reflect on different facets of their identities. By identifying symbols to include, students think more deeply about their values, goals, interests and beliefs. Students will be led to draw a silhouette of themselves and then to draw, collage and color in in the portrait *(single session)*

■ PAPER COLLAGE PLANET! ■

Masks (K–8) Your students will be directed to apply bilateral symmetry when cutting shapes from folded colored construction paper to create an abstract mask based on the theme, content or occasion of your choice. Cut paper shapes are added to help realize the theme of choice whether it be Mardi Gras, Halloween, Butterflies, Birds, Bees... possibilities are endless! *(single session)*

Murals (K–8) Your class will be guided to create individual construction paper collage creations to contribute to a group mural on Kraft paper. Through this group artwork, your students can demonstrate understanding of content in multiple content areas: Louisiana Birds, Geography, Cloud formations, Insects, or the theme of your choice. *(single session)*

Visual Arts

■ Denise Gallagher

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Haiku (3–12) After reading examples of haiku poetry and a brief discussion on the elements of a haiku poem, students will then write their own haiku poems and create an illustration to accompany their poem. *(single session)*

Adjective, Adjective, Noun (3–8) Each student will receive two adjectives and a noun, randomly pulled from a hat. They will then be encouraged to create an illustration or write a story (or both!) inspired by the creative combination of words, building their imagination and sense of humor. *(single session)*

Edvard Munch: Things That Make Us Want to Scream (3–12) After looking at Edvard Munch’s famous painting, *The Scream*, students will create their own artwork featuring images of things (not people) that make them want to scream. *(single session)*

Emotional Painting (3–12) After discussing emotions, and reading examples of emotional poems and viewing emotional artwork, students will gain an understanding of how much of a role emotion plays in artmaking as they create artwork based on feelings — experimenting with line, texture, and shape. *(single session)*

A Drawing Adventure (3–12) Students will be challenged to use their imaginations to go on a fantastic adventure. They’ll creating drawings based on prompts like, “Where will you go?” “How will you get there” and “What will you see when you arrive?” *(single session)*

■ Christy Marie Lush

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Design Your Own Greeting Cards (preK–12) Greeting cards are a unique way we send affection to someone special. Year around we purchase cards to express our feelings toward someone for holidays, birthdays, a sincere thank you, a thoughtful encouragement or to celebrate a graduation. These cards can cost less and mean so much more, if they are handmade. This lesson explores the techniques we can use to create meaningful keep-sakes while developing valuable skills such as planning, design and handwriting. *(single session)*

The Fibonacci Sequence: Math in Art (3–12) In this lesson students will learn how to calculate the Fibonacci sequence and explore where we can find the sequence in both nature and art (Pre-K - 12). Next they will use the drawn fractal as a grid to create a composition with age appropriate materials. Finally we will analyze how the sequence helped us create an interesting composition. This lesson will introduce the concepts of how mathematics is used in art and how seeing it in the world around us helps compose a more interesting work of art. *(single session)*

Watercolor Wetlands: Erosion and Sedimentary Buildup (3–12) n this lesson students with use watercolor techniques to show how layering of sediments build up over time. While exploring the techniques of watercolor, we will discuss the importance of the wetlands in our ecosystem at the mouth of the Mississippi River Delta. This lesson in watercolor will introduce the importance of our Louisiana wetlands, why we are losing a football field amount of coastline every hour and solutions to fix the problem. The first step to ensuring future generations have a healthy river and coastline is knowledge. Then we must be proactive to preserve and rebuild those habitats. *(single session)*

Visual Arts

■ Sasha Nick

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Louisiana State Bird (2–6) The Brown Pelican is a comically elegant bird with an oversized bill, sinuous neck, and big, dark body! Your students will have the opportunity to recreate this Louisiana State symbol with individually cut, hand-painted paper feathers and with an oil pastel and watercolor wash. *(short-term residency)*

Blue Dog Explorer (K–6) George Rodrigue’s ever popular Blue Dog can be a strong image to introduce your students to a variety of curriculum connections. Weather, habitat, geographical areas, historical events etc... the sky is the limit. Just tell the artist your area of study! Students will use oil pastels, watercolor wash and collage to create the destination. *(single session or short-term residency)*

Louisiana Duo - Crabs or Crawfish (2–6) Crabs walk sideways and crawfish walk backwards, oh my! No matter how they walk the blue crab and the red crawfish are two of the most recognizable crustaceans in our southern waters. Their distinct colors and segmented bodies form interesting symmetrical images perfect for drawing and painting. *(single session or short-term residency)*

The Tiny Seed (K–6) This science-based activity will introduce your students to plant growth, from seed to flower. Using oil pastels, watercolor wash and collage, students will explore soil layers, parts of a plant, effects of weather and much more! The Tiny Seed by Eric Carle is a suggested pre-read. *(single session)*

Masters (1–6) Introduce your students to some of the most important master artists in history. Each individual session will provide brief information on the chosen master artist and examples of their work. Drawing, oil pastels, watercolor wash and collage can be used to create artwork inspired by the masters. Choose from the suggested masters or talk to the Teaching Artist about others. Van Gogh’s *Sunflowers*, Cezanne’s *Still Life with Pears*, Monet’s *Japanese Bridge*, Picasso’s *Guitars*, Thiebaud’s *Gumball Machine*, Matisse’s *The Goldfish*. *(single session)*

Penguins On Ice (PreK–1) Simple colors and shapes are combined to make a fun picture of popular penguin images surrounded by colorful floating ice. Students learn position, sequence, color, shape and basic directions. *(single session)*

Language Arts Connections (K–4) Inspire your students with literature based art activities and see how exciting learning becomes. Students will create individual artworks or add to a classroom mural using drawing and collage. Choose from books like *Giraffes Can’t Dance*, *The Very Hungry Caterpillar*, *The Tiny Seed*, or talk to the artist about your favorite classroom selection. *(single session or short-term residency)*

Van Gogh Sky (PreK–1) Basic shapes, colors and lines are the focus of this Van Gogh Starry Night activity. Students will learn about size and placement as they follow simple directions for drawing, painting and gluing their artwork. *(single session)*

Visual Arts

■ Joli Noel

257.9072 ■ jshadowtwo@aol.com

Let's go Tribal (K–12) Choose an activity inspired by a native tribe or clan of the world with collage, oil pastel, watercolor, printing, etc. Pick your type of project from wall hangings to mask making (African to Mardi Gras and more.) The possibilities are endless! Call to discuss projects tailored to your group of students. *(single session or short-term residency)*

Mini Masters (K–12) Students create an artwork by collage, oil pastel, watercolor, printing etc., inspired by a great master (Leonardo deVinci to Vincent van Gogh) or a local artists. Please call for more information. *(single session or short-term residency)*

Print This (1–12) Gyotaku (Japan Fish Print) or block printing, vegetable prints - choose an activity inspired by a printing technique and let's just print it. *(single session)*

Curriculum Based Projects (K–8+) Adapted for group or independent work, in the area of math, science, history, or literature i.e. symmetrical designs found in vases, masks or butterflies, facial proportions - from face to portrait, Harlem Renaissance, poetry boxes. *(single session or short-term residency available)*

Puppet Play (K-12) In this group-oriented activity, students explore the world of puppetry from finger puppets to hand puppets and shadow puppets. Students create their own age-appropriate puppet to accompany a part of a given short story from beginning, middle, to end. *(short-term residency)*

Murals, Mobiles and Mosaics (K–12) Explore the possibilities to enhance classroom learning. Please discuss any idea of interest with the artist. Projects may be adaptable to fit any curriculum. Additional sessions may be required especially for large-scale group activities using cooperation and team building skills. *(short-term residency)*

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Visual Arts

■ Brian Schneider

354.3390 ■ brian@footcandlelighting.com

Light, Color and Emotion (5–12) How do you feel on a sunny day, or walking in a dense forest? What colors soothe and what colors excite? Students will learn about how light and color affects their brains and their life.

A discussion will be followed by short writing or drawing prompts under different lighting conditions. *(single session or 2-session project)*

Lighting for a School Play (5–12) SLearn how lighting helps establish your scene in a specific time and place, how it can build tension and emotion, and how to do it all on a budget.

■ Deborah Simeral

654.5272 ■ deborahsimeral@gmail.com

Gyotaku (1–12) Gyotaku is Japanese for fish print. Using realistic fish replicas, students will experiment with printing techniques to produce individually designed prints. Interdisciplinary project: Japanese culture, species of fish, fish anatomy, ocean and marine life. *(single session)*

Mask-making (1–12) Students will use their imaginations to create masks from various materials. Cultural studies, drama, costumes. *(single session)* * This project may be lengthened to cover two days to allow students to create masks with more detail. *(2 sessions on separate days)*

Matisse Collage (2–12) Students will compare positive and negative in this process, which allows each student to create their own individual collage of shape and color. *(single session)*

Matisse Collage Mobile (2–12) Students will compare positive and negative in this process, which allows each student to create their own individual mobile of shape and use warm and cool colors. *(two-session project)*

Louisiana Coastline (2 -12) Students will explore the coastline of Louisiana to discover the birds, animals and reptiles of this habitat. Using various mediums students will draw, paint and create a collage. *(2 single sessions on separate days)*

Listen to the Beat (2- 8) Students will create a drawing of their favorite musical instrument while listening to a selection of music (Jazz, Blues, Zydeco, African, Cajun). This will be followed with the oil pastel, crayons, and permanent marker to finish the drawing with color, the last segment of project will apply the resist method of painting to finish the process.

Aboriginal Dot Art (2 -8) Students will use the method of “dot painting” associated with the Australian Aborigine natives to create individual drawings of their favorite reptile or animal and research the habit to add to background of drawing. *(single session)* * **Canvas version** *(2 single sessions on separate days)* – * Canvas must be purchased by classroom teacher. Please inquire with artist *

Folk Art – Clementine Hunter (2 -8) Students will paint a canvas in the style of famous Louisiana folk artist Clementine Hunter. Students will view the work of Clementine Hunter with emphasis on her flower paintings. *(2 single sessions on separate days)* – * Canvas must be purchased by classroom teacher. Please inquire with artist *

Printmaking – Andy Warhol (2–12) Students will use their individual drawing/design/symbol for individual printing on paper to pay homage to Andy Warhol’s famous Campbell’s soup can. *(single session or two-session project)*

Creative Movement

■ Joli Noel

654.5272 ■ jshadowtwo@aol.com

Living Pictures: Bring A Masterpiece to Life (5–12) This lesson deals with the principles of Tableau and may be utilized in dealing with great works of art of famous people, places and events in time (*single session*)

Science Dance (9–12) Creative movement is used to examine and explore scientific topics of high school students. Past studies include: photosynthesis and cellular respiration, mitosis and meiosis, protein synthesis, Chromosome Dance and DNA sequencing. (1–5) states of matter, water cycle, lifecycles and habitats/ecosystems. Other topics may be explored and adapted with advance notification. Lessons may be adapted to other grade levels by teacher request. (*single session or short-term residency available*)

Math in Motion (7–8) This lesson uses creative movement to explore the math curriculum. Ideas that may be used could include dancing the number line, symmetry, slope and Y intersection, and greater than and less than. (1–5) money, fractions and percentage. (*single session*)

Express Yourself (K–12) A creative movement study on showing emotions through body language. Students explore ways to communicate feelings by involving their own individual language of movement with and without facial expressions involved. At the teacher's request, this lesson may be adapted to a study on opposition for younger grade levels. (*single session*)

■ Theresa Wasiloski

225.892.8127 ■ symbiosus@yahoo.com

Planetary Pathways: Our Solar System (1–5) We explore Earth's movement through our solar system in this lesson! We'll use our bodies to create models of the sun, moon and Earth, explore concepts such as orbit and rotation, and investigate how the movement of the planets create observable patterns such as day and night, season cycles, and phases of the moon. The lesson culminates in a collaborative dance in which students will use imagination and creativity to show what they know about our solar system. Can be modified for grade level appropriateness. (*short-term residency*)

Place Value (1–5) This activity uses space, movement and shapes to explore the concept of place value in a full-bodied, fun way. In place of unifix cubes or manipulatives, we'll use students to show how the position of a number determines its value. Later in the class, we will split into groups to make short dances that translate to math problems. While one group performs their "math dance," the other group uses place value to add, subtract, multiply and divide. (*single session*)

Moving Modifiers (1–5) In this lesson, we learn how modifiers make our language more descriptive, specific, and interesting. Students examine and differentiate between nouns, verbs and their modifiers, adjectives and adverbs, but with an added visual/kinesthetic layer: we make a move for each word! We'll use gestures to help us illustrate and express the meaning of our words in a fun way. In the second half of our lesson, we'll work in groups to experiment with combining adjectives, nouns, adverbs and verbs into short phrases (for example, the hilarious barber hastily cut), and perform the movement phrases for our classmates. (*single session*)

Storytelling

■ Daphne Thomas

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The Saying Hello Song (preK–6) The Saying Hello Song allows students to lift their voices to a vibrant tune with their peers and the performer. The lyrics are SUPER fun and quick to learn. Students listen and repeat to learn how the greeting hello is spoken in many foreign lands. Your students will be inspired and encouraged to continue to learn more about the world around them! (*single session*)

I Love To Imagine (preK–6) This presentation allows its audience get to know their new friend Charli! They will learn that she has passion for adventure, and that she loves to create! Charli will challenge your students to envision and predict what she will do next! Each student will be expected to use his/her own super imagination! (*single session*)

Mardi Gras Magic (preK–6) This is a story filled with the sounds and spirit of Louisiana at its best. Your students will learn about the geography and natural resources that make Louisiana the greatest state to see, hear and taste! (*single session*)

Read, Read, Read (preK–6) This performance is one that allows your students to sing along while the performer informs them of the benefits of reading! This song is a tool that the student's friend Charli will use to encourage them to find their subjects of interest. Charli's objective is to foster a lifelong love of reading, and to help her friends get the most fulfillment from this hearty pastime! (*single session*)

I Am Special (preK–6) Just like snowflake, no two people are the same. This performance celebrates what we have in common as well as what makes us different. Your students will be asked to assess their best attributes and to improve the ones they feel need improvement! Listeners will be challenged to affirm daily that they are SPECIAL! (*single session*)

My First School Day (preK–6) This performance is dramatic and humorous, and it provokes each student to ponder moments that may have caused anxiety and unnecessary fear. As Charli describes her first school day, your students will learn how to better cope with their own unique anxieties, stress and fears. The performer will convey how situations are not always as bad as they may seem. Your students will experience theatre and the gift that is optimism! (*single session*)

Pledge To Lead A Drug Free Life (preK–6) This power pledge challenges its audience to affirm how they will not abuse themselves with harmful substances. Students will gain a deeper understanding of cause and effect. Discussions allow students to utilize their active listening skills and delve for deeper meaning. Your students will be challenged to ponder their future, set attainable goals and dream up unrealistic ones as well (students will be reminded that if they would just reach for the stars ...they may just grasp them)! Your students will be also be challenged to realize that drug abuse has no place in any of their endeavors! (*single session*)

Standing Tall (preK–6) The performer weaves with her words with images of one who is dissatisfied with small stature. The story evolves into one that blooms with self-confidence. The storyteller will engage listeners in the possibilities of their future occupations, and whisper ideas of how with each small effort we make, the world could be a safer, cleaner place to live. Your students will know that they have a responsibility to themselves and our planet! (*single session*)

B-R-A-V-O (preK–6) The word bravo usually follows a performance, or an activity that was well done. Your students will be informed of the etymology for this word and will be asked to think deeply about the root of the word... BRAVE. With many theatrical antics the performer will demonstrate feats of bravery. Your students will know that when they muster the courage to rise to a challenge they are... Brave! (*single session*)

Down On The Bayou (preK–6) Down On The Bayou is an original song that celebrates Louisiana's foods, music, natural resources, and its beautiful residents and their southern hospitality! Your students will create a gumbo with words! READY- SET-LET'S GEAX!!! "Tap your toes enjoy our foods as you GEAX down to the bayou!" (*single session*)

The Golden Rule: No Bullying! (preK–6) Charli is ALWAYS super excited about making new friends. Sadly, Charli has just had an encounter with bullying. Determined to find a way to make the bad experience of being bullied a better one, Charli decided to share what happened to her so that she could help others who have been bullied. The artist will use theatre to show how Charli overcame a Big Bad Bully by activating the super powers of friendship! Students will learn from their friend Charli how to stop bullying! Together they will learn to identify appropriate friendship behaviors as well as inappropriate bullying behaviors. (*single session*)

Creative Writing/Spoken Word

■ Kelly Clayton

354.7544 ■ kelly@creolala.com

Relating Text to Art (9–12) Students will be introduced to several artists who combine words and phrases with images. As they view examples of the artist's work, students will participate in a discussion about the power of words to change or enhance the meaning of visual images. Students will then use stencils and markers to strategically add words to paper images provided, in order to create new artworks. *(Single session or short-term residency)*

The Power of the Clapback (9–12) The comment section was born quickly after written language itself. Students will be introduced to the history of the written response; from witty replies scratched into the stone walls in ancient Pompeii, to pamphlets wars in the 17th century. Next, a discussion about the contents of an effective written response. Students will then write their own responses to curated quotes from public figures. *(Single session or short-term residency)*

Pun Intended (6–12) Using examples from Shakespeare to current memes, students will be introduced to literary puns; sound alike (homophone), look alike (polysemous), close sounding, and texting. Following this discussion, students will be divided into teams in order to play Pun Intended; a group game in which they must guess the pun from given clues. This game is fast paced and very funny. *(Single session or short-term residency)*

■ Alex PoeticSoul Johnson

713.933.4448 ■ poeticsoul337@gmail.com

What is Spoken Word Poetry? (6–12) Students will be introduced to spoken word poetry through discussion, spoken word videos and live performance. Question & answer time will be given after the performance. *(Single session or short-term residency)*

Expressing Emotion: Performance (6–12) Students engage in discussion on expressing emotion through body and tone. Workshop is performance-based and designed to build public speaking skills. *(Single session or short-term residency)*

Expressing Emotion: Creative Writing (6–12) Students engage in discussion on expression through creative writing. Workshop focuses on using literary devices to express emotion. *(Single session or short-term residency)*

Poetic Rhythms (6–12) Students engage in discussion on tolerance. Participants will experience a variety of genres of music to expose themselves to sounds they may not be familiar with. Students will be provided a writing prompt and will use couplets to create a spoken word poem. *(Short-term residency)*

Bad Days (6–12) Students will engage in discussion on how 'Bad Days' can impact a person's environment and actions. Spoken word videos and live performance will be presented as an example of how to use spoken word to creatively express emotions. *(Short-term residency)*

* All workshops can be tailored to address specific topics by request (ex. bullying).

Music

■ Jeremy Benoit "JB Saxx"

277.9623 ■ jbsaxx@gmail.com

The History of Jazz and Jazz Saxophone Demonstrated Students learn about the development of jazz and the significance of perhaps its most important instrument, the saxophone! America's most culturally identifiable music will be explored by examining how it has both broken down negative barriers plaguing the United States of America and played a key role in the creation of other genres of music. Furthermore, students will experience saxophonist Jeremy Benoit "JB Saax" demonstrate the power of the art, by engaging in on the spot performing of jazz techniques live in classroom!

- How jazz came to be- the different kinds of saxophones - the role the saxophone plays in jazz - how jazz helped integrate society - jazz techniques on saxophone LIVE in classroom

Music and Production A crash course designed to educate students on recording and producing original music by allowing them to do it live on the spot! This music & production course takes students through the full gamut of the writing /recording music process by giving them a general overview of digital and processing effects, teaching them about the inner workings of world class music creation software, and affording them insight on different ways to arrange/produce original songs. They will experience saxophonist/recording artist Jeremy Benoit "JB Saax" record music live on the spot and will also have the challenge of working together to create their very own original musical masterpiece!

- Overview of Digital Effects and processing....mixing, mastering, equalizing - Learn about and experience the inner workings of world class music creation software firsthand - the different ways to organize a recorded song / song length for radio play- Experience Saxophonist/Recording Artist Jeremy Benoit "JB Saax" Create and record music on the spot - students record and recreate their own original version of 1 popular song

Check out JB Saxx's promotional video at <https://www.youtube.com/watch?v=s-eonrK8Yg8>

■ Andrea Kapell Loewy

654.3275 ■ loewy@louisiana.edu

The Magic Flute! (1–4) Students interact with the performer through musical storytelling. The instruments of the flute family: piccolo, flute, alto flute, recorder and wooden flute are introduced, as well as musical concepts such as dynamics, timbre and rhythm. (*single session or mini-presentation*)

The Flute Comes Alive! (5–8) Students are involved in a discussion of mood and feeling in music. The flute's tone, technique, interpretation and expression are discussed. Concepts of acoustics are also included. (*single session*)

Music and the Flute (9–12) Acoustics, music history and musical interpretation are all part of this presentation of the art and technique of the flute and the flute family. An introduction to representative composers and the literature of the flute is also provided. (*single session or mini-presentation*)

■ Pucci Percussion (Herb Green)

443.3432 ■ pucci196344@gmail.com

Hand Drumming and Percussion (K–12) Hand drumming and percussion taught by Herb "Pucci" Green gives students hands-on instruction in one of the world's oldest art forms. Teaching basic techniques, students learn counting and keeping time with drumming patterns. Students will learn hand/eye coordination and counting in 3/2, 2/4 and 4/4 rhythm. This session gives an introduction to Djembe, Djun Djun, Talking drum, Shekere, Clave, Guira and many other percussion instruments. (*single session*)

Music

■ Dave Trainer

258.5631 ■ davetrainerman@gmail.com

Good, Clean Musical Fun! (preK–4) Students sing, clap and move to humorous original and traditional songs, sing-a-longs, call and response songs, nonsense songs, animal songs, food songs, etc. These pieces are presented with enthusiasm on any combination of instruments that Dave plays (piano, guitar, fiddle, mandolin, banjo, accordion, ukulele and kazoo). Students can also work with Dave on their own original songs. In addition, he can provide a variety of homemade percussion instruments to inspire some great interactive rhythms with everyone involved. (*single session or mini-pres*)

Music in History (1–8) A presentation of songs and tunes in the historical context during which they were written and performed, this activity can be used in conjunction with many subjects of study, including the Civil War, the settling of the West, the Roaring 20s, etc. The presentation can also be used for the study of regions and geographic locales (Appalachia, New England, the Southwest, New Orleans, the Mississippi delta, etc.). Dave can introduce students to a variety of instruments including the piano, guitar, fiddle, mandolin, banjo, accordion, ukulele and kazoo. (*single session or mini-pres*)

Songwriting (2–5) Use the song form to encourage kids to further explore a given subject- science, math , history, literature, etc. In this short-term residency, we'll develop lyrics, music, instrumentation, and record a final product based on a subject being studied currently in the classroom. While doing so we will also learn about song forms and structure and get the whole class to sing and perform an original piece of music! (*short-term residency*)

Theatre Professional Development

■ Brian Schneider

354.3390 ■ brian@footcandlelighting.com

Light, Color and Emotion (5–12) How do you feel on a sunny day, or walking in a dense forest? What colors soothe and what colors excite? Students will learn about how light and color affects their brains and their life. A discussion will be followed by short writing or drawing prompts under different lighting conditions. (*single session or 2-session project*)

Lighting for a School Play (5–12) SLearn how lighting helps establish your scene in a specific time and place, how it can build tension and emotion, and how to do it all on a budget.

Teaching Artist Program

LPSS
2018 – 2019 Activity Report

To be completed by Teaching Artist

Teaching Artist _____ Activity Date _____

Hosting Teacher/s _____

School _____ Grade Level _____ # of students _____

Type (check one): Single session Short-term residency Mini-presentation

PAYMENT (check one)

LPSS allocated session *(must be approved by your arts liaison)*

Bill me

Name _____

Address _____

Set Fees _____ set @ \$120 = _____

OR
Session Fees _____ session @ 40 = _____

Mileage _____ miles
(calculated at current federal mileage rate)

Supplies *(attach receipts)* _____

Total _____

To be completed by Classroom Teacher

Please circle your response to each statement.

	Low				High
1. Rate the session in providing increased awareness of the art form.	1	2	3	4	5
2. Please rate the overall quality of the session content.	1	2	3	4	5
3. Please rate the overall organization/coordination of the session.	1	2	3	4	5
4. How would you rate the artistic quality of the session?	1	2	3	4	5
5. How well did this activity integrate into your curriculum?	1	2	3	4	5
6. Please rate the overall benefit to the students.	1	2	3	4	5
7. How well did the artist interact with the students?	1	2	3	4	5
8. How well did the session meet your expectations?	1	2	3	4	5
9. During the artist's visit to my classroom,					
a. I participated in the activity			yes		no
b. I observed my students in the activity			yes		no
c. other (please describe) _____					
10. Would you recommend the activity to other teachers?			yes		no
11. Was there any documentation of this activity (photos, etc)?			yes		no

Comments are greatly appreciated! (please use back of page)

Example: This artist's activity could be improved by... The Teaching Artist Program could be improved by... etc.

Teaching Artist's Signature Date

Hosting Teacher's Signature Date

Principal's Signature Date

Please mail completed form to:
Acadiana Center for the Arts
attn: Education
101 W. Vermilion St.
Lafayette, LA 70501

FAX 337.233.7062