



Philadelphia Arts in Education Partnership

2014 - 2015 Directory of Pennsylvania Artists in Education

For Programs to be conducted from September 2014 through August 2015



The Regional Partner of the Pennsylvania Council on the Arts
Arts in Education Division for Philadelphia, Bucks, Montgomery, Delaware, and southeastern Chester Counties



Who We Are

Mission

The mission of the Philadelphia Arts in Education Partnership (PAEP) is to promote learning in and through the arts for students in K-12 schools and community sites throughout southeastern Pennsylvania. PAEP encourages excellence in arts education practice and is grounded in the belief that the arts are integral to the comprehensive education of all learners.

Purpose and Goals

Through a range of programs and services, PAEP achieves its primary goals of: promoting best practices in the design and implementation of arts education programming; providing access to resources and networks in support of arts education programming; and, encouraging and supporting an appreciation of learning in and through the arts. PAEP accomplishes this work and achieves effective outcomes in the following areas of impact: Professional Development, Arts Residencies, Research, Model Development and Evaluation, Information and Resources Clearinghouse, Young Artist Development, Publications, and Special Programs – Out of School Time.

History

PAEP was incorporated in 1998 with initial involvement of 25 local arts and cultural institutions. The intent of this group grew out of its need to coordinate efforts in the design and delivery of arts education programs offered to schools and community sites in southeastern PA. Since then, PAEP has grown as an independent organization working with more than 90 leading arts institutions, school districts, and universities from the five-county Philadelphia area to create a unified, regional resource supporting, designing, and delivering arts in education activity. PAEP, while housed at The University of the Arts, functions in all institutional and programmatic aspects as an autonomous entity under its own 501(c)(3) tax designation.

Core Ideals and Beliefs

The Philadelphia Arts in Education Partnership believes that every child is entitled to a comprehensive education in the arts. This arts education experience is founded on the belief that the disciplines of the arts provide integral ways of knowing and functioning that are central to the understanding of the whole of human experience. Many rich educational experiences are provided both in and through the arts.



Core Values

The arts provide essential knowledge and skills that are important to all. These include:

- Developing the creative perspective - learning to make the most out of whatever limits are placed upon you.
- Developing a strong sense of self - a sense of emotional and physical well-being.
- Developing the ability to lead as well as the ability to work with a team.
- Developing a sense of personal growth coupled with the ability to undertake personal assessment of place - a realistic ability to critique oneself.
- Developing new languages - including graphic language - that conveys the emotions as something that has great power in any setting.
- Developing new routes to understanding and illuminating concepts and methods used in other subject areas.
- Developing the ability to engage in abstract reasoning – the most desired ability in the educational spectrum.





What We Do

The Philadelphia Arts in Education Partnership's work is in service to the arts in education field. As such, PAEP advances best practices through the design and implementation of arts in education programs building the capacity of teachers and artists to integrate the arts across the curriculum. PAEP brings professional visual and performing artists into schools and community sites to engage students in hands-on arts-making activities, provides professional development to the field, and performs action research reporting on the impact of the arts on student learning both quantitatively and qualitatively.

PAEP's work is often accomplished in concert with participating arts organizations, teaching artists, classroom teachers, arts teachers, school districts, and universities. PAEP's primary focus is on:

- Placing long-term (3-8 month) residencies and shorter term residencies (20 day) in schools and community sites through arts integration residency programs;
- Conducting a rich slate of professional development activities for the providers and recipients of arts in education programming;
- Measuring the impact of these school residency programs and professional development programs on all involved stakeholders, and disseminating research and assessment information to the field;
- Creating a healthy environment for interaction between PAEP stakeholders and serving as a clearinghouse of information for the arts education field by publishing and disseminating the outcomes of PAEP model program development and evaluation;
- Creating and managing special programs for youth focused on extending their engagement with the arts to out of school time activities on a broad scale through school districts and library systems; and,
- Working on behalf of the Pennsylvania Council on the Arts as a regional partner in the development, management, and oversight of all program elements of the Artist in Education Program. PAEP works with national organizations producing programs for youth, including Scholastic Art and Writing Awards and Poetry Out Loud, a program of the National Endowment for the Arts.
- By better preparing artists, classroom teachers, and arts teachers to shape and deliver arts programming, by providing support for arts integrated school residencies, and through arts education research, assessment, and advocacy, PAEP's program initiatives actively benefit the communities and the youth they serve in southeastern Pennsylvania. Since 2001, PAEP has provided programs in arts in education to more than 185,000 students in more than 3,600 classrooms throughout southeastern Pennsylvania.



PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP
Artist Residency Program
 Information Sheet 2014-2015

- The Philadelphia Arts in Education Partnership is the Pennsylvania Council on the Arts regional partner for Arts in Education. As the regional partner for southeastern Pennsylvania, PAEP facilitates the process of selecting artists for inclusion in the *Directory of Pennsylvania Artists in Education*, sponsors artist residencies in school and community sites, and delivers professional development for teaching artists.
- The mission of the Artist Residency Program is to develop and support quality arts education programs in schools and community settings in southeastern Pennsylvania, including Bucks, Chester (SE), Delaware, Montgomery, and Philadelphia counties.
- Artist residencies are designed as collaborative ventures between teachers and artists placing trained, knowledgeable, practicing artists into schools and community settings. In these residencies, artists work intensely with up to three core groups of students acting as mentors, facilitators, and technical advisors to the students as they undertake experiential arts projects. In school settings it is anticipated that these arts projects will be literacy based, embedded in the curriculum, and meet state standards.
- School and community sites interested in applying for artist residency funds must select an artist for this work from the PA Council on the Arts approved *Directory of Pennsylvania Artists in Education*.
- School and community “host sites” may include public, private, parochial, and charter schools serving elementary, middle and high school students; childcare centers; senior centers; and units of government.
- PAEP has directory artists and ensembles representing many art forms across our region available to deliver quality residency work including actors, dancers, folk artists, musicians, visual artists, and writers. Each fall PAEP recruits, selects, recommends, and trains new artists to the PA Council on the Arts for inclusion in the program.
- Artist Residencies are funded jointly by the host site and the PA Council on the Arts. Matching funds of up to 50% are provided by the PA Council on the Arts. The PCA does not guarantee that all requests will be fulfilled. The amount of the match is determined by a number of variables including but not limited to the quality of the proposed project and total amount of funds available. The PA Council on the Arts is interested in helping to support residencies that are longer than 10 sessions. Consequently the PA Council on the Arts has instituted the following funding guidelines:

There is a twenty day minimum for a 1:1 PCA match for individual artists, per artist, location, and core group. Examples of the PCA match ratios are as follows based on a \$200 a day residency fee:

Length of Residency	PCA AIR Subsidy	Host %	PCA Support Maximum	Host Support (plus 10% admin. fee)	Total Cost for Residency
10 day residency	Up to 30%	70%	\$600	\$1,600	\$2,200
15 day residency	Up to 40%	60%	\$1,200	\$2,100	\$3,300
10 day residency	Up to 50%	50%	\$2,000	\$2,400	\$4,400

- A residency artist in the program must receive a daily rate of no less than \$200 a day. Artists are free to negotiate a higher rate; however, PAEP will provide matches as established by the length of the residency as listed above. Group or ensemble rates vary; however, PAEP will only provide a match according to the established criteria and will not exceed a maximum contribution of \$150 per day for a 20 session or more residency. Daily rates for an ensemble exceeding \$300 must be absorbed by the school or community site. The school and residency artist/ensemble negotiate this fee.
- The PA Council on the Arts and the Philadelphia Arts in Education Partnership highly recommend residencies of 20 sessions or more to fully realize the impact these residencies can have on student learning.
- The Philadelphia Arts in Education Partnership is currently entertaining proposals from schools and community sites for single residencies to be held between October 2014 and August 2015.

How to Initiate and Request an Artist Residency

- Select an artist or ensemble from the *Directory of Pennsylvania Artists in Education* with whom your school or community site wishes to work. PAEP staff is available to assist you in the artist selection process. The *Directory* provides descriptions of the art form, style, and philosophy for each artist or ensemble approved by the Pennsylvania Council on the Arts. You can browse the artist profiles for southeastern Pennsylvania on the PAEP's Website: <http://www.paep.net>.
- An Artist Residency Application can be found at the back of this directory and on PAEP's Website: <http://www.paep.net>.
- Contact the artist(s) directly to discuss a potential residency, or contact PAEP for suggestions about the artist(s) who might work well at your site.
- Once the artist(s) has been contacted, plan a meeting to discuss the shape and scope of the potential residency project, which will include information such as: age of core groups (up to 3), learning goals and curricular and literacy connections, school/site setting, project collaborators/team, artist fees, materials, and other residency needs.
- Develop the residency plan collaboratively with the artist(s). PAEP is always available to help you plan your residency as well.
- Submit an Intent to Apply by July 15, 2014. You are not required to submit an Intent form to apply for a residency, but it is helpful for PAEP to gauge the demand for residency funds.
- Submit an Artist Residency Request Form and narrative description of the residency to the Philadelphia Arts in Education Partnership for Artist Residencies scheduled for October 2014 through August 2015.
- PAEP maintains a rolling deadline on a first come first served basis. Your proposal will be reviewed for consideration by PAEP. Funding depends upon the quality of the project and the amount of available funds.
- No residencies will begin prior to October 2014 without PAEP clearance.

PHILADELPHIA ARTS IN EDUCATION PARTNERSHIP AT THE UNIVERSITY OF THE ARTS

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ARTIST DIRECTORY: CRAFT

Richard V. Aldorasi

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The World Art Project residency program allows students to explore the following eight hands-on art techniques from around the world: Turkish and Japanese Suminagashi marbling, making linen paper with flowers, ferns, gold, silver and metallic iridescences, paste painting and momigami paper design, making Egyptian papyrus paper, bookbinding, and letter press printing. Each student learns the rich history of these decorative folk arts including the historic role Philadelphia and Pennsylvania played in papermaking and printing. Using only 100% authentic tools and materials, students produce lots of take home art. A teacher resource packet with project specific

worksheets and material lists is provided for lesson extensions.

Claymobile

215-925-3453 ext. 15

Annette@theclaystudio.org

The Claymobile provides a cost effective means of adding ceramics to educational and cultural programs. Created in 1994 as the outreach arm of The Clay Studio, the Claymobile is dedicated to bringing clay art education to diverse populations in the Philadelphia region. The Claymobile partners with schools and community-based organizations, integrating arts into their curriculum and programs. A Claymobile Residency is a series of weekly ceramics classes led by a professional clay



artist and comes complete with all of the materials for each class. The Claymobile works with a group of no more than 30 students per 90-minute

class. All Claymobile residencies occur at a location designated by the partner organization. Any room with tables and chairs can easily be turned into a ceramics classroom.

Lana Heckendorn

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Clay is my medium. I love working with this material to create forms that people use every day, connecting me with people around the world and across generations. When I teach traditional

clay techniques to others, the possibilities for inspiration are abundant and diverse. Whether using clay to create a mosaic designed by the class or to hand-build a pot to connect students with history, my work with clay in the classroom has a lasting and positive impact.

Gabrielle Kanter

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As a textile artist and art educator for the past 15 years, I have worked with students of all abilities in pre-k through college. In teaching, I bring my own multi-faceted art making experience and open-minded approach. I encourage discovery and individual expression. My own pursuits in the field of art, have equipped me to bring value into students lives through art and art-making. Residency programs can be tailored to a wide range of grade levels and curriculum through collaboration with classroom teachers and administration. Through this, students will be guided through a selection of hands-on, low-tech fabric design techniques. Together we can create rich pattern, color, images and narratives on fabric through dying, painting, printing and sewing that have infinite possibilities in creating collaborative community quilts or other fabric related projects.



Madlene Kyerematen

215-906-3128

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I present my rich African Heritage and values as a resource for students to develop their own creative self expression and thereby help them ap-

preciate other cultural art forms. My passion is to help them master the art of building with clay by using different approaches, or methods, and finishes. At the end of each residency, I believe students will be enriched and motivated and also have their physical and spiritual visions broadened.

Kathryn E. Pannepacker

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I am a textile/visual artist. I've done many art projects with homeless men and women, families in transition, folks in recovery, seniors, veterans, young adults, as well as folks (of all ages) with disabilities. People are people to me. I believe in art-for-all and quality-of-life transformation for individuals and communities. There are many ways to incorporate creative expression, pattern and design, 'story-telling', and color and textile, for example, into the 'studio' residency we'd create where participants feel engaged, empowered, and inspired.

Winnie Radolan

215-342-7544
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Master papermaker and teacher Winnie Radolan is a nationally known papermaker/artist/educator who runs “Winnie’s Paperworks,” an itinerant teaching papermill. Since 1989 she has been involved with papermaking as an

art form and educational vehicle. Former Director of Papermaking and Education at Historic RittenhouseTown, she teaches and conducts many workshops locally and nationally for artists of all ages. Her paper and book works have been exhibited internationally and are in private collections. She received her BS in Art Education from Moore College of Art and has done graduate studies at the University of the Arts.

Jennifer Wankoff

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Travel has given me a passion for learning about art of many cultures particularly ceramics and folk art. While my personal work focuses on

functional pottery with influences in Jewish tradition and folk art, my work with students spans the whole ceramic spectrum and many cultural traditions. Together with classroom teachers or art teachers, I develop a clay project based on any area of study. Instruction of ceramic materials and important clay building techniques are built into each project, but students are left with plenty of room for individual expression.

Deborah Williams

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For 25 years I have created functional pottery and clay sculpture, while teaching adults, children, and college students. Teaching is essential to my artistic process, and I am inspired and renewed as students discover their creative potential and their sense of self evolves. My clay residencies connect the ceramic process to personal experience, while teaching history, literacy, math, science, and creative problem solving. Clay mural installations inspire students to work collaboratively. Ultimately, my goal is to inspire in students the joy of discovery and experimentation while building the confidence to take creative risks and learn

when they least expect it.

ARTIST DIRECTORY: DANCE

Janelle Ardrey

215-764-9690

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Janelle Ardrey is a Philadelphia based dancer and teaching artist. She is passionate about using dance to learn to be creative, develop artistry, and discipline.

She is trained in Classical Ballet, Jazz, and Modern dance techniques (Horton, Graham and Limon). As a teaching artist, Janelle is committed to teaching the basics of classical dance technique, while incorporating elements of storytelling, dance composition, and self-expression. Janelle believes that everyone can dance and teaches her students to use dance to nurture their individual strengths and creativity.

Jim Bunting

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I seek to create an environment that is nurturing yet challenging. When I have the privilege to teach a group of children, I feel it is my responsibility to

guide each of them to find his or her own personal expression and confident nature. My philosophy is to instill a mindset that leads to a healthy and enthusiastic resolve. Whether it be a high energy jazz class or a fun interacting ballroom lesson, I wish for my students to experience dance as a celebration of our culture and an extension of our mind and soul.



Caitlyn Casson

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As a teaching artist, I strive to provide my students with a safe space for exploration and creation. Together, we cultivate a basis of dance knowledge. This bank of knowledge will include information about the origins of various dance techniques and choreographers essential to dance history. My students also learn fundamentals of ballet and modern dance and choreographic concepts. But most importantly, I work with each student to help develop his/her personal artistic voice through various improvisation and creative learning that encourages students to uncover what "creation" means to them.



Antoinette Coward-Gilmore

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ACG believes in providing quality/ authentic dance education and training to form the blue print for the ultimate artist and exceptional human being. Utilizing a holistic approach that emphasis self and community responsibility, ACG's style of teaching highlights the

importance of budding artists' being well rounded and fusing all aspects of dance (art, education, history, and science) as a well crafted woven web. It is with this approach that students' gain a deep appreciation for dance that will in time become a voice of dance advocacy.

Nicole Cox

408-460-8009

NicoleAshleyC@gmail.com

My work blends a passion for movement, art, and experience. As a dancer, choreographer, and scholar, my own work explores the relationships between dance forms and dance practitioners across time and geography. I am trained in Lindy Hop and West Coast Swing, Ballet, Jazz, and Kathak, a classical dance form from Northern India. As a teacher, I aim to share with students the joy of movement and introduce them to a colorful array of dance forms while building a core movement vocabulary.



Dancefusion

215-222-7633

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Dancefusion, under the artistic direction of Gwendolyn Bye, develops residencies that connect students to each other and our communities and explores the infinite ways to learn and create. Our program, "Dance as a Tool for Education," relates dance and movement to curriculum in subject areas such as math, science, history, and literature. Our program "Dance through America" offers residencies that explore various dance cultures from African, Spanish, and modern dance to tap, hip-hop, and funk. Through our residencies students build self-confidence, self-discipline, focus, and teamwork in a creative and stimulating environment. We challenge the students to gain a deeper understanding of dance as an art form, using it as a bridge to

cross cultural, social, and economic boundaries. Dancefusion continually works to ensure that its school-based residencies meet the needs of students, teachers, and the community, increasing the understanding of dance and how it relates to the world around them.

Danse4Nia

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Danse4Nia Repertory Ensemble recognizes how dance and other art forms positively influence our society as a whole, and we strive to promote the history, leg-

acy, and lineage of African-American concert dance with adults and youth ages 7 and up. Educational workshops are based on the various techniques offered by Danse4Nia Repertory Ensemble, constant reinforcement of the etiquette and standards of a professional in the field, and a pedagogy method of teaching dance, audition, and performance readiness in addition to dance history. A standard residency program brings either one or two teachers into a community for custom-designed activities that are designed specifically to the needs, interest, and experience levels of each community.

F.I.V.E. Productions

Fore I'm a Versatile Entertainer Productions

215-284-7176

rasmikeyc@gmail.com



For I'm a Versatile Entertainer is an arts and entertainment company geared towards creating communities through production and educa-

tion. Since our establishment in 1999, F.I.V.E. has been producing works that illustrate the company's dynamic versatility and innate passion for the arts. With a strong foundation in education, the founding members of F.I.V.E. are adamant about providing an opportunity for others to express their versatility through residency workshops that stress the fundamentals of dance. The education division is committed to enriching the lives of all dancers providing students with a full artistic, spiritual, and physical education.

Anne-Marie Mulgrew and Dancers Company

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As a professional contemporary dancer, choreographer, director and educator, my approach is movement education based on the philosophies of Rudolf Laban and Margaret Doubler. Lessons explore cooperative learning, teamwork, self-expression, problem solving, and the value of the individual voice to make decisions. I encourage using the imagination and enjoy challenging the way students think of dance and themselves as dancers/movers. Residencies are tailored to the needs of the community and involve planning, reflection, and documentation to define the goals, content and outcome. Lessons center on shape-making, partnering, and encouraging students to create their own dances.

olive Dance Theatre

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olive Dance Theatre is a Philadelphia-based organization, founded in 2002 by Artistic Director Jamie Merwin. Its mission is to validate the indigenous American hip-hop dance form of breakin', through the creation and performance of new dance theater works domestically and abroad. The company aims to educate audiences and communities about the form's history and illuminate proper techniques. Providing an outlet and appreciation for pioneers, current generation, and future practitioners of these styles. oDT mentors emerging artists and remains committed to the growth and development of artistic communities.



Lesya Popil

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I encourage students to develop creativity, self awareness, and growth through improvisational movement exercises and choreography. Students will be actively engaged in the creative and

academic process in the classroom. The environment will be nurturing, inspiring and fun!

Kristen Shahverdian

267-973-6845

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I teach contemporary dance based in release technique, as well as improvisation, site-specific dance, and composition. As a Pilates instructor, I am also interested in using movement to teach anatomy and body mechanics. I love to dance in unexpected places: subway cars, parking lots, the nooks of buildings. I believe that art in unexpected places allows us to see things through a different lens. I love teaching others how to make dances and how to train our minds and bodies to use improvisation to create and perform. Movement is necessary in our lives; moving our bodies connects us to our physical self, our memories, and to each other. In my world, dance tells the emotional story.



Project Spotlight

267-210-5460

info@ProjectSpotlightUSA.org



Through ballroom dance, ladies and gentlemen are introduced to life lessons, such as respect, proper etiquette, teamwork, confidence, healthy living, community involvement, exposure to the arts, and cultural awareness. Programs are conducted by certified instructors with many years of experience dealing with students of all ages and backgrounds. Project Spotlights Dance in schools program now brings dances to hundreds of children each year who wouldn't be able to afford it. We currently offer ballroom, hip hop, ballet, Theatrical Dance, and a combination of each called

Dance Fusion. Our goal is to expose children to the benefits of dance without the financial burden. This comprehensive K-12 Dance Program is currently offered throughout the Philadelphia area.

Alie Vidich_MOVEMENT BRIGADE

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Movement Brigade creates interactive performance journeys that weave together elements of dance, music, theater, and visual art.

Throughout these journeys, the collaborating artists source ideas from history, science, creative writing, and the language of their art forms. School residencies place an emphasis on teaching students about collaboration through the artistic process. Students learn formal skills in dance, theater, and music that they pair with an exploration of academic subjects, such as science, history, and creative writing. The residency culminates in a final public performance that can be conducted on a small or large scale. Residencies are appropriate for grades K-12 and community organizations.

Mark Wong "Metal"

267-258-9909

markwong31@hotmail.com



My educational work centers around teaching the basics of B-Boy/B-Girl movement vocabulary, including movement origins, histories, and concepts. These basics can then be used to create original styles and dance pieces with students.

I focus on both the technique of this unique American art form and its ability to tell stories, emote, and express both on and off stage. Even more important than the dance's athleticism, dynamics, and its legitimacy as an artistic medium, is its power to teach focus, unity, and respect in a fun and engaging program.

ARTIST DIRECTORY: FOLK ARTS

Cassandra Stancil Gunkel

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I create quilts and other kinds of textile art to tell stories. As a trained folklorist, I prefer everyday art born in families and community that tells something about our history and culture. Batik, hand dyeing, appliqué, digital imaging, painting and block printing are a few of the many design choices that I use to engage students of all ages to share stories through fabric. All design processes born of tradition were made to be handed down, to inspire new storytellers. Those stories can be personal or share the experiences of family, community and heritage. Stories, whether spoken or designed in fabric, are supposed to inspire. We might tack our individual creations together on a hallway wall, or collaborate on a classroom quilt. But through collaboration we see what each person contributes to the whole. More tactile than a melting pot and more inviting than a tossed salad, a quilt has always been the best metaphor for our richly diverse community.



Habiba (Barbara Siegel)

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habibaraqs@aol.com



All over the world dance is an important part of celebrations. In Egypt the dance tradition goes back to ancient times. I have spent 25 years travelling to Egypt and North Africa studying dance with the National Troupes of Egypt and Tunisia and in villages. The traditional dances of Egypt provide a record in movement of a vanishing way of life. They reflect aspects of village life such as water gathering, ritual combat, and the celebration of weddings. Habiba introduces students to the rich diversity of rhythms and dance movements from Egypt. With the goal of recreating an Egyptian Village Festival, students learn how to dance like an Egyptian, in the course of which the children learn about life in a modern Egyptian village while preparing to take part in the festival.

Kùlú Mèlé

215 844-3409
nlee@kulumele.org



Known for its high-spirited performances and artistic excellence, Kùlú Mèlé (loosely translated as "voice of the ancestors") performs West African-based original and traditional communal dances that celebrate life passages such as birth and marriage, and everyday scenes such as children at play. Kùlú Mèlé's founder Robert Crowder and Artistic Director Dorothy Wilkie are both recipients of Pennsylvania Council on the Arts Fellowships and Pew Fellowships for their artistic achievements. Kùlú Mèlé's outreach and arts education programs include its longstanding children's ensemble, Omo Kùlú Mèlé (the children of Kùlú Mèlé), the Omo Kùlú Mèlé

Afterschool program, residencies, and in-school performances and workshops. Kùlú Mèlé also offers adult workshops, master classes, demonstrations and long term residencies.

Oliver Nie

215-387-3096
YIn98@hotmail.com



After 30 years as a traditional Chinese dance teacher, I find I still have a lot of life for passing on the traditions that were taught to me. In my classes I teach many things in addition to the dances

themselves: I teach the story behind each dance. I also design and make costumes for each dance that requests specially.

The Spice Route Ensemble

215-620-1077
BillK@animusmusic.com

The Spice Route Ensemble brings together internationally acclaimed Middle Eastern musicians of Egyptian, Lebanese, Greek, and Jewish heritages to perform the distinctive music of each as one. This timely program invites audiences of all ages to join the Spice Route Ensemble for an enlightening, interactive journey through the Middle East featuring song, dance, and traditional instruments. A residency with The Spice Route Ensemble builds a bridge to understanding that we all are really one.



Denise Valentine

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storyteller@denisevalentine.com



Denise Valentine presents interactive storytelling performances and workshops designed to entertain, inspire, and encourage exchange between generations. She performs traditional folktales from Africa, the Americas, and around the world. Her workshop, "History-Telling", integrates archival research, folk heritage and oral history to demonstrate the role of the expressive cultural arts - stories, music, songs, and dance - in creating sustainable communities.

Angela Watson

267-304-4611

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Angela “Sadio” Watson is a keeper of traditional African folklore. Angela has been performing, teaching, and studying African arts since 1989. Angela performed in Japan, Africa, and throughout the US. She received a foundation in Guinea folklore through the protege students of the legendary Papa Ladji Camara. Papa Ladji was the first master teacher to spread Guinea dance folklore here in the US since the late 1960’s. As a teacher, she believes in the healing power of the dance and emphasizes the principles of community and village to teach dance. Currently Angela performs with Kulu Mele African

American Dance Ensemble, Green Meadows Cultural show for children, Balafon West African Dance Ensemble of DC, and Tyhimba. Angela is the founder of Camara Arts, ‘keepers of tradition’, an arts organization working with youth in rights of passage using arts in education.

ARTIST DIRECTORY: INTERDISCIPLINARY

COSACOSA art at large, Inc.

215-385-2554

info@cosacosa.org

COSACOSA engages people of differing backgrounds to work together to create new public art in a wide variety of disciplines -- from mosaics to music, from painting to poetry, from interactive theater to intercommunity art gardens. For over twenty years, COSACOSA has brought together thousands of citizens from over thirty Philadelphia neighborhoods to learn about art, about each other, and about how to work together. COSACOSA’s school-based projects infuse hands-on art-making activities that enhance literacy, math, science and social studies learning, as well as intercultural, interpersonal, and critical thinking abilities.



ARTIST DIRECTORY: LITERATURE

Lamont Dixon

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Poet Lamont Dixon is dedicated to providing language arts education programs for young and old. All of his techniques are guided by this philosophy: children are imaginative,

receptive, creative individuals. Lamont remains committed to the idea that the individual mind for child and adult is its own university of arts.

Leonard Gontarek

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I begin with a plan similar to a painter copying a painting, but in the end the student comes away with a poem wholly their own and a first-hand experience of how poets are

influenced. I have been doing this for years and bring to the class poems that have a working principle and, more so, relevance and enthusiasm to which the students can relate. Within this context, I address the ABC's (assonance, blank verse, caesura...) of the elements of poetry, as well as introducing the students to the work of classic, contemporary, and international poets. I convey how poetry can speak to us in direct terms about the things that make our lives complex and rich: joy, heartbreak, peace, loneliness, beauty. My approach is to guide the students through their writing to the power, the everyday wisdom, the spiritual, the political, the necessity, and the pleasure found in poetry.

Anndee Hochman

215-753-0704

aehoch@aol.com

Anndee Hochman believes that writers are people who are awake to the world, people who notice small details and wonder about big questions. In her workshops with writers from the age of five to 95, she uses poetry, music, movement, and visual art to help stir memory and awareness of what lies inside and outside each of us. Practice—lots of writing, lots of sharing, lots of revising—helps build the skills to chronicle those inner and outer worlds with meaning, originality, and power. Whether in a one-day workshop or long-term residency, participants gain confidence, joy and a sense of community



ARTIST DIRECTORY: MEDIA ARTS

Big Picture Alliance

215-381-2588

info@bigpicturealliance.org



Big Picture Alliance has been engaging, educating, and exposing youth K-12 and through age 19 in the exciting art and science of digital media and filmmaking for over 18 years. Every youth is creative, talented, capable, and entitled to a robust, engaging educational experience that provides multiple pathways to learning while building vital 21st Century learning skills like teamwork/collaboration, critical thinking, communication, and creativity/innovation. Within our safe haven of support with seasoned media arts instructors who are also professional, award-winning filmmakers, we offer exciting opportunities to challenge our youth – all who are capable of rising to each production challenge we present.

Anula Shetty

215-426-5187

anula@termite.org

As an Indian-American filmmaker, I draw upon a cross cultural perspective that has influenced my work thematically and aesthetically. I tell stories of the duality of my experiences living in and drawing inspiration from both Eastern and Western traditions. My passion lies in working with youth and community groups to create videos that explore specific local communities and give voice to issues and stories that are unheard in mainstream media. In my past residencies I was able to witness first hand the effects of media literacy on the lives of young people. Their involvement in the project enabled them to get hands on experience in media production, to develop and refine their critical thinking skills, and help them become more engaged in their community. Along with teaching digital media, I incorporate drawing and writing activities in my residencies to illustrate the concepts of story telling. These activities allow students to think visually in pictures and to reflect on the power of images - how images can be used to convey emotions.



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Samori Coles

215-574-1400

samori@lildrummaboy.com



As an audio engineer and music producer, I have produced and recorded numerous musical genres. Teaching the fundamentals of my art through team-

work, collaboration, creative problem solving and history is essential to my artistic process. As an extension of my professional recording and production career, I participate in residencies that allow students to gain hands-on knowledge, experience, and exposure in the music recording and production processes. From music composition and songwriting to project planning and computer/software technologies, my goal is to nurture innate musical and listening abilities, as well as foster a positive outlook on the opportunities available to those eager to learn and utilize proper planning and self-discipline. The final output of my residencies is a CD and MP3s of the students' own original songs that they have written, produced, and recorded.

ARTIST DIRECTORY: MUSIC

Animus

215-620-1077
Billk@animusmusic.com



ANIMUS - Eastern Mediterranean World Fusion Music & Dance blends music and dance forms from around the world. Pri-

marily an Eastern Mediterranean/Middle Eastern/Latin/American fusion ensemble, ANIMUS also performs traditional Eastern Mediterranean/Middle Eastern music. ANIMUS' original music freely borrows and incorporates musical ideas and traditions from East to West, North to South, Ancient to Modern to create one beautiful sounding world! An ANIMUS residency promotes tolerance, diversity, unity, and peace through the universal languages: music and dance. Furthermore, Animus pushes the boundaries and borders of music from all over the world to create something new as well as to preserve the origins of cultural inspiration.

Auricolae - David Yang

215-627-7622
Auricolae@earthlink.net



Fairy tales, folklore and fables with Auricolae: a storytelling and music troupe whose instrumentation of violin and cello along with a narrator, transport young participants into other worlds. Auricolae residencies have a strong literacy component.

After seeing Auricolae perform, students of all ages (including pre-literate) create their own story/libretto and, over the course of multiple visits, explore how to set their own text to music. This residency can also have an arts and craft element with students making sets and props. The final concert involves the students in a semi-theatrical performance reading text and music they wrote themselves.

Andrew Bleckner

215-620-2238
ableckner95@gmail.com

I am a composer and songwriter, and I lead music creativity workshops. During the course of my residency, I work with students to create original songs that will be performed by the class at the end of the residency. The residency and song topic is based upon an element in the curriculum, such as a children's story, a historical occurrence, an ecological theme, a civil rights theme, etc. During the second half of the residency, the class rehearses the newly created song. Learning the song helps students to integrate the content in the curriculum in a deep manner. Setting a story or idea into music and learning to perform it is a joyful and deeply meaningful process for students. I have worked successfully with K-6 graders.



Sherry Wilson Butler

267-408-4332

sherrysings4u@comcast.net

While the primary focus of a residency is to give children greater experiences in music, participants will also have opportunities to develop self-esteem, self-expression, and the skills associated with team building. Throughout the residency, music teaching artist, Sherry Wilson Butler, guides, encourages, and fosters the learning of techniques and exercises in singing to promote a healthy speaking and singing voice. Residencies with older students examine cultural, political, and social issues expressed through music to encourage participants to think critically about different genres of music and various world cultures. Children will have listening sessions; they will be engaged in writing their own lyrics and poetry, and examine different instruments and songs with a world perspective. A concluding performance will provide participants with the opportunity to showcase their talent while entertaining fellow students, parents, faculty, and staff.



Children's World Music Express

215-620-1077

Billk@animusmusic.com



Children's World Music Express (CWME) celebrates cultural diversity through music and movement. We engage children in a variety of rhythms, melodies, songs, and dances from around the world.

Workshop participants enjoy worldly, traditional, and original songs infused with ethnic sounds and beats, using instruments from Europe, Africa, India, South America, Middle East, and Asia. Children are born with the potential to share in a culturally diverse society. Music is a powerful vehicle for learning and teaching tolerance. This universal language that beats in all of us and empowers us to sing for understanding and peace is a gift for all generations.

James D Ensemble

610-688-8863

info@jamesdorchester.com

Popular music and its roots in classical and jazz are explored through a residency with James Dell'Orefice and the James D Ensemble. The program includes piano, bass, drums, and vocals along with insights as to how composers become inspired to write a melody that becomes popular. Through the planning process, teachers can work with musicians to tailor residency content to meet curriculum needs. The James D Ensemble also offers specific content programs such as a residency devoted to the Lewis and Clark expedition designed to bring the history of the expedition alive through the medium of music. Residencies begin with a school-wide performance and culminate in final assemblies where students perform alongside the professional musicians for their peers.



Doc Gibbs Ensemble: Ilu Aiye

Drumupbiz@gmail.com

My program is called "Drum World", and it is designed to develop listening skills, self confidence, working together, history, culture, and geography through the drum and percussion instruments.



Students learn the history and technique for playing the djembe, and other accompanying drums from Guinea, West Africa.

Gloria Galante

gmgharp@gmail.com

Gloria Galante, professional harpist and teaching artist, offers residency programs for students of all ages. Her residencies provide students with the unique experience of learning how to play the second oldest instrument in the world. All of the residencies connect to PA literary standards as well as standards in the Arts and Humanities.



Robert J. Kenyatta

215-236-5342

ksekere@yahoo.com



Entertainer, educator, and motivator of aspiring artists for over 50 years, Mr. Kenyatta has engaged audiences in the universality of traditional rhythms through drum and storytelling. This art form has been fine tuned into interactive fun filled sessions for all ages. As a professional percussionist, he teaches students to identify basic rhythms by listening, following music tempos, and comprehending syncopated forms. Each workshop involves hands-on-artistic exploration of the Cuban "Son Clave", the Conga drum, the Agogo (bell), Cowbell, and various other traditional percussion instruments. Instruction is also provided in techniques that enhance eye/ hand coordination, cognitive processing, and memory enhancement.

Leon Jordan, Sr.

610-370-3032

Ljordanmus@aol.com

By engaging students in a percussion residency, I teach listening skills, team work, conflict resolution, coordination, basic reading of rhythms, a greater understanding of the mathematical synchronization of layers of rhythmic patterns, and leadership. A primary objective of my residency work is to expose students to music performance, which they might not otherwise have the opportunity to experience at school or through private instruction. This provides students with a shared experience of learning, discipline, patience, and emotional development to hopefully apply to other aspects of everyday life. With this experience many go on to choose to play other musical instruments, excel in math, history, and social studies.



Minas

610-623-3197

info@minasmusic.com

Children learn when they are having fun and engaged. Minas believes that music should inspire and be an uplifting as well as an educational experience. Using drumming,



dancing and vocal improvisation, Minas' Brazilian music educational programs aim to give students the opportunity to express themselves in a fun and meaningful setting, providing them with a positive experience to which they will feel inspired to return. Brazilian music is a socially interactive music which easily engages students with its colorful and festive qualities. While having fun, students learn about the culture of Brazil through music and participate by singing, dancing, and playing authentic samba percussion.

Philadelphia Orchestra

215-888-4646

mjavian@philorch.org

Eight dynamic artists make up the faculty for the Philadelphia Orchestra School Partnership Program.



Trained to work in elementary school settings, these artists explore classical music in addition to other genres. They are accustomed to co-teaching with classroom teachers and, therefore, are experts in cross-curricular connections as well as their own art form. These residencies are designed for students to develop a personal relationship with music as a way of understanding themselves and the world around them. An emphasis is placed on composition and improvisation as well as refining students' listening skills.

Odean Pope

267-231-5355

odeanpope@verizon.com

As a jazz saxophonist with a long history of playing with many of jazz's greatest artists,



I want to bring to students knowledge of the great musical legacy of Philadelphia and its jazz innovators like John Coltrane and others with whom I played. In the general classroom, residency work includes melodic, rhythmic, and harmonic structures. Students learn to play a simple repertoire building toward an understanding

of the musical roots of jazz with and without musical instruments. In master classes with student musicians, we work on intonation, the embouchure, breathing technique, recognition of chord changes, and techniques for improvisation.

Venissa Santi

215-284-5134

vsanti1978@gmail.com

Venissa Santi is a vocalist, composer, and performing artist. Her program, "Find Your Voice", is a vocal preparation course where students receive coaching in singing techniques for: jazz, classical, folk, pop, and Latin styles, and prepare the repertoire



to a performance ready condition. She also offers "The News", a music/ movement/ theater course geared towards younger students. Bonding is facilitated through the

practice of theater games and improvisation activities. Students explore process and build confidence in public speaking as well as skills in composition, scripts and script writing, blocking, teamwork, acting, memorization, how to use live sound equipment, and choreography.

Monnette L. Sudler Honesty

267-626-0054

mosu@monnettsudlermusic.com

I am a female, African-American jazz and blues, guitarist and bassist with a performance degree from Temple University and a minor in music therapy. As a professional bandleader, composer, teacher/educator, poet, and drummer, I believe that the creative process helps to build confidence and character in young people. In particular, jazz as an original American music, its legendary performers, composers, and innovators should be studied. I believe this helps broaden the minds of our youth while giving them a better understanding to the direction of their music today. The concept of working together harmoniously in music helps build a strong community. I focus on generating enthusiasm while passing on knowledge through the arts.



Joe Tayoun

856-217-3600

joetayoun@comcast.net



Joseph Tayoun offers exciting hands on Middle Eastern and world drumming programs from 3rd grade through university level. The drumming program can be tailored to fit the individual needs of the institution. Joe provides up to 15 authentic instruments for students to play and learn on. At the end of the residency, students will be able to perform in an assembly for other students demonstrating the knowledge and skills they learned.

Two of a Kind

215-782-8258

david2kind@gmail.com



Two of a Kind artist residencies guide students through a cooperative group songwriting process, including lyrics, music, and performance. Two Of A Kind residencies are built around a theme chosen by the school in concert with the artists. Past themes have included diversity, literature, America, leadership, science and history. Through the creative process children learn about cooperation, creativity, compromise, and accomplishment as well as specific skills and information related to songwriting. Students feel a sense of accomplishment and ownership of their song. Two Of A Kind helps children believe that they can make music, and that they can make a difference in the world.

ARTIST DIRECTORY: THEATER

Ginger Agnew

267-307-5543

agnewfive@aol.com



My work is student centered, process oriented, and tailored to suit the needs of students of every age, pre-school through adult. My goal is to enhance confidence, creativity, and imagination in a safe, supportive environment. Theater is explored as a comprehensive art form. Whether working toward a final performance or using workshops to enrich skills of collaboration and teamwork, theater activities, scene work, and improvisation exercises improve memory, spontaneity, focus, and concentration. Participants develop speaking, listening, strategizing, analyzing, problem solving, and presentation skills. As playwrights, performers, and designers, students can explore authentic life experience, build leadership skills, and find their voice while experiencing multiple points of view.

Enchantment Theatre Company

215-496-9160

jennifer@enchantmenttheatre.org

Enchantment Theatre Company creates original theater for young audiences and families. We accomplish this through imaginative telling of stories that inspire, challenge, and enrich our audience on stage and in the classroom. We present an annual production for children and families and have collaborated with public, private, and charter schools on in-depth education residencies. We work with teachers and principals to develop thematic and curriculum based material. Our teaching artists introduce students to theater forms and techniques and involve them directly in the exciting process of creating live theater. We provide training and support to teachers who



wish to integrate theater forms and techniques into their curriculum and classroom activities.

Nadiya Jackson

404-784-6580

nadiyaphillips@yahoo.com

I started Acting Up Acting Out Travailing Theater School because of my love for acting and performing arts. I then recognized performing is a great outlet for youth. I have worked with students with many different abilities, disabilities, and in all types of communities for over 10 years.

When teaching a class, I show students how to channel the energy they have into

something positive and productive they can share with everyone, on stage, on film, or in front of the class.



Philadelphia Theatre Company

215-985-1400 ext.106

msweeney@philadelphiatheatrecompany.org

Philadelphia Theatre Company's Drama Contact program is designed to bring students and teachers closer to the best in American theater. When integrated into the classroom, our plays inspire students to examine the world around them in vital and challenging new ways. And because our plays explore the rich ground of history, economics, and politics in America, teachers find our plays relevant to their curricula. Residencies are designed to integrate theater as a learning tool in the curriculum, and introduce students to the process of creating theater. PTC also delivers residencies that develop students' leadership, public speaking, teamwork, and problem solving skills.



The People's Light & Theatre Company

610-647-1900 ext. 116

education@peopleslight.org



The People's Light & Theatre Company is a professional regional theater located in Malvern (30 miles West of Philadelphia) in Chester County, Pa. The Theatre's resident company is committed to working with youth. Arts education

programs include school residencies, community projects, and in-service workshops for teachers on integrating theater strategies into the curriculum. In these programs the content grows from the contributions and invention of all the participants and is often tied thematically to a school or a community's history and location. We work with a wide range of school populations, including students with learning difficulties. We focus on ages 8-22 (3rd grade through college).

Celeste Walker

610-442-0661

ceehow2@aol.com

I am a theater artist. Theater artists have the imagination of an actor; the discipline, dedication, and desire for truth of a teacher; and the ability to see the whole picture through the eyes of a director. My ideas about acting are translated to my students. A good teacher must do a lot of watching and listening. I listen for what my students tell me about themselves, not just as acting students but also as individuals. How can I reach my students so that they can find their own way? There is no right way, only the way that works for you. I found freedom and joy as an actor only after many years of trying to do it right. The important part is knowing how to let go. I teach how to let go, how not to judge, how not to try to get it right.



I am interested in guiding the student actors along their own journey through collaboration, exploration, storytelling, imagination and discovery. That is where my art is. I enjoy working with

adults, young adults, teens, and children from 5th grade up.

Walnut Street Theatre

215-574-3550 ext. 566

education@walnutstreettheatre.org

TEAM Walnut provides hands-on, high-quality theater education to your school or organization. Each partnership offers affordable programming for students of all ages. This program creates tailored residencies to fit the goals, needs, and budget of each school or organization. Residencies can take place on site at the school or organization or at the Walnut Street Theatre. Residencies range in topics, and we have created all types of residencies including: drama clubs for elementary schools, anti-bullying programs, improvisation workshops, bringing literature to life curriculum, “one time fun” workshops, acting seminars, professional development for teachers, and much more!



ARTIST DIRECTORY: VISUAL ARTS

Claire Brill

484-326-6315

clairebrill@verizon.net



As an artist in resident, I work with participants to invigorate everyday passageways with innovative and meaningful work. I guide the group to create a large-scale mosaic installation that expresses a theme. The theme can be predetermined by the partner

institution or defined by those attending the residence. I teach the techniques of mosaic and provide the tools necessary to work with glass and/or ceramic. Often participants make clay tiles to incorporate in the project. If time permits (or as an entire residency), individuals create personal stained glass mosaics (such as a trivet or mirror frame) to take home.

Rhona Candeloro

610-529-1658

rhonacande@aol.com



My goal is to get a paint brush into the hands of the student as quickly as possible, enabling them to experience and enjoy the meditative focus found through the exploration of color and the creative process. Whether through individual works or larger scale cooperative projects, I try to provide the students with enough structure, tailored to their age and skill level, to help them produce something they can take pride in. I try to incorporate elements from their current curriculum to illustrate events or tell stories about their lives, the world, nature, their dreams for the future, or whatever they need to say.

As a working painter who also instructs children, teens, adults, and seniors in drawing and painting, I find that it is important to emphasize to the student, no matter what the age, the benefits and joy of process as equal to if not more important than the product.

Baily Cypress & Julie Deery

610-668-2294

bailycypress@gmail.com

Since 2001 Baily and Julie have been working with schools and communities groups creating large scale mosaic murals and sculptures. We have created over 40 projects in Pennsylvania and New Jersey to date. We lead your group through the planning and designing process. Teach how to use the various tesserae such as stained glass, ceramic tile, wood, paint, photographs, metal, and/or clay for your project. We work together to tile and grout the project and advise on hanging it.



Lynn B. Denton

215-923-6192

lynnbden@earthlink.net

www.lynnbdenton.com



I have collaborated with students of all ages, from 8 to 17, in projects using materials such as acrylic, clay and glazes, tile/mosaic, and paper mache, designing masks, costumes, murals, clay vessels and sculpture, and paintings/works on paper. I enjoy

challenging students to stretch beyond what they may see as their limits and believe that creativity is innate in all of us. Finding one's creative core is a source of personal power. I have worked with African American, Puerto Rican, Asian, and white students in public and private schools and am thrilled by the creativity that is expressed where there is opportunity. As in my own work, often the projects address cultural roots and issues of identity and may be site-specific, archetypal, and metaphorical.

Erin Eddy

609-338-8950

erin.c.eddy@gmail.com

As an artist and art educator with various degrees of experience in graphic design, illustration, murals, clay, and mixed media, I work to contribute to a better world. I apply my fascination with



innumerable mediums, people, relationships, cityscapes, and our natural environments to my teaching practices. The consideration of students' individuality, learning styles, interests, and skill levels all play a part in the residency planning process. Each project is unique, including the exploration of creative brainstorming, critical thinking, problem solving through the visual arts, the elements of art, the principles of design, history, critique, and artistic creation. I strive to foster vibrant communities through unique art lessons, innovative projects, and meaningful connections.

Jillian Kesselman-Ratinoff

267-338-5216

hello@jilliankesselman.com

Trained as an Illustrator, my work consists of drawings, paintings and digital illustrations.

My background in teaching art, combined with my design experience and the classes I continue to take help me make a positive contribution to programs. My goal is for students to feel that they are in a safe and nurturing environment, enjoy the process of creating art, and feel empowered. I

have enjoyed teaching at community art organizations, school settings as well as traditional and alternative art forms in private art instruction. I have assisted and collaborated with teachers, worked with a wide range of age groups as well as gifted and other special populations.



Alexandra Kopenaiko

215-307-8828

a.kopanaiko@gmail.com



Alexandra Kopanaiko, is a teaching artist local to the Philadelphia area. While using travel and exploration as inspiration for her own art, which ranges from printmaking to painting, to creating and building, she has also found a passion for teaching others just how integral art can be in

education. After studying at Pratt Institute, Philadelphia University, and Nuova Accademia Belle Di Arti for an undergraduate degree, she completed the master of arts in teaching program at the University of the Arts. Since then she has been working as a teaching artist in various schools within the Philadelphia area. As she strives to become the best mentor for students, she has dedicated her life to enriching and developing the minds of everyone around her.

Donna Lipin

301-919-2495

donnatereselipin@aol.com

Donna Lipin is a multi-disciplinary artist with a B.S. in both Design & Merchandising and Photography from Drexel University and an M.A.T. from the University of the Arts in Art Education. Her travels to the many national parks in the west and her travels to Mexico and Japan inspire her. Currently she



practices jewelry making, illustration, mosaics, installations, and photography. Donna likes to expose students to a wide variety of materials and mediums as they produce a combination of individual and group work. Visual art projects can be tailored to fit any age group (she recently made mosaic panels with age appropriate materials with third graders) and can pair projects with grade level curriculum to help build stronger academic skills.

Janice Meredino

215-687-6523
branches3d@aol.com



No student will say they can't draw after experiencing a self-portrait residency with Janice Merendino. Designed for beginners, the workshop teaches advanced 3-D drawing skills even to those who think they can't draw. In a fun and non-intimidating environment, students learn to change their flat cartoon-like images into a realistic portrait through a step-by-step process. By breaking this process up into a series of manageable but increasingly challenging tasks, the workshop builds confidence and encourages focus and perseverance. Additionally, Janice combines this with a literacy program, "I see, I say", in which students produce a realistic self-portrait and write about what they see in and about themselves, and what they want to "say" and tell others. When this component is added to a residency, an exercise in both language and visual composition is added to introducing abstract composition, visual rhythm and symbolism, comparing and contrasting the overlap between the written and visual forms. The students "I say" part of the project can be in poetry or prose.

Arthur Ostroff

267-815-1927
artostroff@yahoo.com



From my experience in working with public school students, I have a built a repertoire of a broad range of visual arts projects, mainly pictorial. Although my present job is working with K-2 students, I am able to tailor programs for an age appropriate audience. My focus is not on technical skills, which are not ignored, but on creative and critical thinking, stimulated by the themes that I introduce and discuss. Art history and philosophy could be part of the mix. During the sessions, my goal is to impart a sense of discovery and enrichment that could carry over to other classes and subjects.

Patty Papatheodore

215-630-7452
pattypapatheodore@gmail.com

I am a multi-media artist focusing primarily on figurative sculpture. I specialize in creating grade-specific residency programs for K-12 school populations, encouraging children to discover and appreciate multi-cultural traditions and environments through the universal language of art. I teach students the diversified elements of painting, drawing, sculpture, bookmaking, printmaking, mosaics, ceramics and doll making to cultivate enjoyment and growth in their own artistic expression. Visual art projects are carefully designed to compliment the Social Studies, Science, Language Arts, and History curriculum in progress. I have a great deal of teaching experience and sensitivity toward children and adults with physical and cognitive disability. Projects are created, with an understanding of diverse, mental, physical and emotional needs taken into consideration.



Lauren Parker

267-872-3531

Lrn.Prkr@gmail.com

Lauren Parker graduated with an M.A.T. in Art Education from the University of the Arts in 2007 and holds a B.S. in Fashion Design from Drexel University. She teaches a wide range of art media from painting, drawing, and printmaking to sculpture and beyond. She has experience teaching age groups from Pre-K through college and enjoys working collaboratively with classroom teachers on interdisciplinary curriculum. Lauren has been teaching art and design to Philadelphia's children for many years through some of the city's most exciting arts organizations. She is also a former co-owner of Mew Gallery, a combination gallery and boutique focusing on local artists, designers, and crafters in South Philadelphia. Lauren lives to promote art and artists and is excited and motivated through the worlds of art, design, and education. Her main goal is to encourage and support the growth of creative thought and problem solving skills in her students.



Carlos Pascual

215-336-0575



A major goal in a residency with me is to teach students about animals and, in particular, animals that face extinction. We research animals from different countries focusing on endangered ones. Then through the use of different media such as chalk and

crayon transfer, embossed metal, markers, wood carving, and colored pencils, students create artworks of their selected animals demonstrating what they have learned about them. I also want to teach students about the diversity and possibilities that the medium of colored pencils can provide them through a technique I have developed to give students greater success in their art making.

Diane Pieri

215-844-4479

dianepieri@gmail.com



My primary teaching goal, as a professional artist, is to create exciting, thought provoking and new art experiences for school children of all grades. To this end, my projects integrate the basic 2D and/or 3D art elements with

cultural and ethnic components in mediums best suited for interesting results. One of my most meaningful residencies was to create an art museum program within a public school. This program not only teaches art, my primary teaching goal, as a professional artist, but also creates exciting, thought provoking, and new art experiences for school children of all grades.

Megan Ratliff

856-343-2098

Megan.B.Ratliff@gmail.com

Coming from an interdisciplinary background, rooted in fine art and anthropology, I view my creative practice as a means of working out conceptual inquiries. By inverting basic photographic and 2-D processes, I physically infuse dualities into my work. I am often experimenting with various media to replicate what I've already studied in hopes of using different means to create an aesthetically same end. There is a discernible history and intimacy to my work, but I push the viewer to have to contemplate what that history is. I impart this air of curiosity and methodology onto my students, so they treat art making as problem solving, with no one "right" way to venture.



Tremain Smith

215-796-4346

look@tremainsmith.com



My aim as an artist-in-residence is to increase the creative power in each individual through making art based on the elements and principles of visual art. I introduce students to the visual language of line, shape, color, value, texture and space using various mediums, such as painting, drawing, collage and printmaking. Through creative projects and instructional activities designed to acquaint students with materials and developing skills in controlling them, students are encouraged to expand and explore their ideas, images and feelings. I also collaborate with teachers to design a curriculum that is integrated within the context of the academic content students need to study.

Eiko Fan Takahira

610-306-4125

eikofan1@yahoo.com

I have been teaching art and sculpture to students with wide range of ability and all types of disabilities since 1982. I am interested in creating art projects based on individual



needs. I like customizing projects to help each child. I always say, "Art is Food;" empowerment and self-esteem gained from making art is priceless. I am a sculptor, but I am interested in using music, painting, and dance movement, all art without borders to enrich the students and artists. I am glad to talk and come up with customize art projects to fit your school's interests and educational requirements.

Emilee Taylor

215-407-0883

emileetaylor50@gmail.com

Emilee Taylor served as an art teacher for The School District of Philadelphia, teaching elementary and middle school art and mentally gifted fine arts. She also taught advanced high school art students as part of the Saturday Enrichment Program at the Pennsylvania Academy of the Fine Arts. Emilee has the distinction of being the first art teacher to achieve National Board Certification in The School District of Philadelphia in 2005. As a professional artist, her specialty is drawing and painting. Emilee believes in providing a diverse art program for students to enable them to become creative problem solvers, confident in their own self-expression across various media and genres of art.



Clarissa Todd

610-348-5163

toddclarissa@gmail.com

As an artist, my work is essential and

therapeutic to my everyday life. My mission is to capture the beauty of texture, perception, and depth through mediums such as graphite and charcoal.

I also express myself through the simplicity of gestural lines, color, and shape. My art exposes my feelings, thoughts, emotions, and imagination. My drawings are emotional forms, life is the inspiration and I find no boundaries when it comes to art.



Violetta de Mazia Ensemble

610-971-9960

lfishel@demazia.org



The Violette de Mazia Foundation's Young People's "Look and See" program teaches young learners to experience the meaning in works of art as they are introduced to our

unique, objective method of art appreciation. The "Look and See" program teaches students to analyze a work of art through its visual elements (color, light, line, and space), and then encourages the application of that knowledge while reinforcing their creative understanding through hands-on projects. Students will learn visual language at a decisive point in their educational life that will allow them to objectively see the world with a deeper appreciation. Our goal is to incorporate visual understanding along with other primary learning skills.

Benjamin Volta

267-252-9521

benjaminvolta@gmail.com

Benjamin Volta is an artist who works with teachers, students, and communities to develop creative methods that link contemporary art with enrichment and learning. His work invites others to recognize the importance of their own ideas and expresses a merrgence of difference within a collective focus. His studio initiatives combine academic learning and life skill development with an audacious aspiration to create great art within unexpected contexts. Benjamin holds a certificate in sculpture from The Pennsylvania Academy of the Fine Arts in and a BFA from the University of Pennsylvania. He has been a member of the historic art collective Tim Rollins and K.O.S. for over ten years.



Lisa Volta

215-500-5874

lisa.volta@gmail.com

Working with classroom teachers or group facilitators, my goal is to engage students of all ages in the artistic process relating to any subject matter. Planning projects that enhance education through art making is key. My artistic background is in painting and printmaking, but I am especially interested in the relationship between art and technology. I enjoy incorporating the natural world into my projects. While focusing on (and enjoying) the process of art making, hard work, and craftsmanship, enabling students to see a project from start to finish, remains a priority. Projects may include but are not limited to traditional and experimental approaches to painting, block printing, silk screening, paper making, illustration, graphic design, writing, landscape art, and digital photography.



David Woods

856-404-8766

davidjwoods@hotmail.com

A residency in which a mosaic mural is created can involve an entire school community. Some may become engaged in the design of the mural, while others may be interested in the subtleties of shaping and setting the mosaics pieces. Everyone can be involved and even the youngest can be can participate in at least a ceremonial way by setting one or two pieces of the mosaic.





PAEP receives state arts funding support through a grant from the Pennsylvania Council on the Arts, a state agency funded by the Commonwealth of Pennsylvania and the National Endowment for the Arts, a federal agency.



SINGLE RESIDENCY APPLICATION 2014-2015

Artist Residency Request

SEND APPLICATION TO:
Philadelphia Arts in Education Partnership
320 South Broad Street
Philadelphia, PA 19102
215/717-6596 • 215/717-6061 fax

Checklist

Use the following checklist to make sure you have submitted everything that is required. All applicants MUST provide the following materials:

- Narrative Description of Project**

**This description should address each of the points listed in the residency planning section below and must be answered on no more than three (3) 8 1/2 x 11 pages in total, single sided, using 12 point font. Responses must be typed or computer printed.

Residency Project Planning

Residency projects should be developed collaboratively with the artist(s) and host site, in consultation with the Philadelphia Arts in Education Partnership. The application must be signed by both the host organization and the artist(s). While project plans must be developed prior to application submission, it is understood that some "fine tuning" of the plans will occur between submission and the actual residency. This information will be used by the Philadelphia Arts in Education Partnership to determine award amounts in the event funding is not sufficient to match the host site's request.

Goals and Objectives:

- A. What purpose does this project serve? What are the goals of the project?
- B. What is the theme, topic, or essential question of your project?
- C. What experiential activities and events will occur?
- D. What connections to literacy will be made?
- E. How will other curricular connections be integrated into the project?
- F. What local, state, and/or national standards will the project address?
- G. What specific learning objectives do you expect students to achieve? List these objectives for each area of integration as well as arts skills development and affective skills development.
- H. What student work, such as performances, exhibits, products, writings, will be created?

- Core Groups:** *Identify the number, ages and types of students who will be the primary beneficiaries of the artist residency activity and how the students are selected. These students will comprise the core groups. The core groups can include various grade levels but may not exceed three (3) groups of approximately 30 students per group. The artist should meet with **each Core Group each day** of the residency.*
- Schedule of Events:** *Please include a sequence of events and/or activities that will occur during the residency. You may list a day-by-day schedule or a more general outline of the residency.*
- Evidence of Student Involvement in the Artistic Process:** *Define and describe clearly the experiential nature of the residency.*
- Teacher/Staff Involvement:** *Define activities to bring the artist(s) and teacher(s)/staff together such as artist-led in service professional development and on-going planning meetings. Include a projected timeline of these activities.*
- Other Student Groups:** *Describe any activities planned that will affect the broader school community. Please list any other activities the artist(s) will provide for students other than the core groups such as workshops or introductory Assembly/Presentations.*
- Community Outreach/Parental Involvement:** *Describe activities that will reach parents and the surrounding community such as a "Meet the Artist" event, exhibit, or performance to which parents and community will be invited.*
- Facilities/Supplies:** *What facilities, materials, supplies, space, etc., will be made available for the residency? Include studio time and space for artist.*

- Additional Arts Resources:** *Describe any additional resources that the host site will provide to enhance the residency.*
- Assessment and Evaluation:** *Devise an assessment and evaluation plan that:*
 - A. Identifies critical skills and learning objectives in each discipline including literacy skill development listed in the project description; and
 - B. Identifies social and affective skill objectives targeted in the project description; and
 - C. Describes what kind of change in each of these skill areas you anticipate; and
 - D. Describes where students should be at the end of the project, who will be responsible for tracking and reporting that change, and how you will track and report that change.

Intent to Apply Form Artist Residency 2014-2015

Please email the following information to rcohen@uarts.edu by July 15, 2014. We do understand that this is subject to change as you complete the full application and is not required to submit an application. However, completing this form does allow us to reserve funds for your project.

School/site _____ District: _____

Address _____ County: _____

Phone _____ Fax _____

Site coordinator _____ Email _____

Principal/Administrator _____ Email _____

Prospective Artist _____ Email _____

Number of Residency days _____ Number of Students _____ Grade level(s) _____

Proposed residency total budget _____ PCA request _____ School match _____

One to two sentence description of proposed project:

Email rcohen@uarts.edu or fax to 215-717-6061

PAEP
The University of the Arts
320 S. Broad Street
Philadelphia, PA 19102



SINGLE RESIDENCY APPLICATION 2014-2015

Artist Residency Request

SEND APPLICATION TO:
Philadelphia Arts in Education
Partnership
320 South Broad Street
Philadelphia, PA 19102
215/717-6596 • 215/717-6061 fax

Please type or print clearly:

School/Site _____ District _____

Address _____

Phone _____ Fax _____ County _____

Site Coordinator _____ Email _____

Principal/Administrator _____ Email _____

Artist _____ Email _____

Tentative dates for residency _____

Number of students _____ Grade level(s) _____

Residency Project Budget

Artist fees*: (recommended 20 days for companies/ensembles; 20 days for individual artists) = Total _____

Number of days _____ X fee per day _____ = _____ + supplies (if included) _____

Travel expenses**: _____ = Total _____

Mileage _____ x \$0.50 _____ X # of days _____ X _____/days (\$80/day per max) = _____

PCA request _____ + **School/Site match***** = _____

+ 10% administration fee (responsibility of site to fully cover) _____ = **Total** _____

Sources of matching funds (Please specify if secured or pending.):

** At least one Residency Planning Day should be included in addition to the minimum days in residence. Artist fee per day is a minimum of \$200; however, artist and host are free to negotiate a higher fee where appropriate.*

***Travel expenses (mileage and per diem) are given only when the artist's residence is 50 miles or more from the host site (one way). Per Diem is given only when the artist is staying overnight in the host site's community.*

****Must include 10% administrative fee.*

Narrative Description of Project

Attach a narrative description of the proposed project. Narratives must be typed and no more than three pages in length.

Application Submitted by: *(all signatures are required)*


Signature of Site Coordinator Date

Signature of Site Administrator Date

Signature of Artist Date



For more information contact:



Philadelphia Arts in Education Partnership
at the University of the Arts
320 S. Broad Street
Philadelphia, PA 19102
215-717-6596 215-717-6061 (f)
paep@uarts.edu
www.paep.net

