

# Grassroots Arts in Education Idea Book



# Arts in Education Artists

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# African American Dance Ensemble

Website: [www.africanamericandanceensemble.org](http://www.africanamericandanceensemble.org)

## Urban Sacred Forest

Curricular Connections: Dance

The African American Dance Ensemble's mission is to preserve and share the finest traditions of African and African American dance and music through research, education and entertainment. With the motto, "Peace, love, respect for everybody," the Ensemble celebrates traditional African culture, aesthetics and values as resources to encourage interracial cooperation, cross-cultural understanding and societal analysis.

In The Urban Sacred Forest, a five day residency led by three musicians and three dancers, participants will learn dance, music, songs and history indigenous to African and African American traditions. Lessons include wisdom from the elders, honoring parents and teachers and reflecting how honoring the elders of the community leads to a deeper respect for self. Residency includes work with one core group and two workshops per day with individual classes. At the conclusion of the residency, the core group will present a culminating school-based performance to showcase the skills they learned during the residency.

## Residency Requirements

Grade Levels: 3–5

Maximum Number of Classes per Day: Three (two workshops, one with core group)

Technical and Volunteer Requirements: Movement workshops and student performance may be conducted in a gym or multi-purpose room. Site will need to provide a sound system. The company will need access to electrical outlets, two changing rooms and be provided with enough water for all performers.

## Contact Information

Cedric Bowers

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# Jody Cassell

Website: [www.movingYOUtolearn.com](http://www.movingYOUtolearn.com)

## Read! Dance! Write!

Curricular Connections: Language Arts, Science, Math and Dance

Jody Cassell, M.F.A., M.S., is a dancing storyteller, teaching artist in dance, and author of the children's book "Where's Leon?" Jody also has presented her work nationally as a master artist with the Wolf Trap Institute for Early Learning Through the Arts. She brings more than four decades of experience to creative movement-based learning. Her specialization is the integration of curriculum and dance/creative movement in classroom and professional development settings.



Students will swoop into reading and writing skills through kinetic involvement and then make connections to other curricular areas. On day one they will learn to creatively move action verbs and learn to read dance symbols for those verbs. They will create a dance/English dictionary, "write" a dance sentence using these symbols, choreograph their sentence, read the sentence to their classmates, informally perform their creations and then journal their sentences in dance symbols and English words. During days two and three they will modify basic sentences by moving, choreographing, performing and then writing juicier sentences with adverbs and adjectives. On days four and five, students will explore the impact of changes of state, the weather or the laws of motion on the choreography of their sentences. As their paragraphs come alive with informal performances, the students will use their memory about what they have learned and apply their understanding to begin to analyze, evaluate and generate questions about the choreographic process. These experiences provide an excellent springboard for exploring the mathematics concepts of fractions, elapsed time and graphing the results. Students will also learn to verbally critique what they have created. This program has been successfully presented in grades Pre-K to Grade 5 with modifications according to grade level.

## Residency Requirements

Grade Levels: Pre-K to Grade 5

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: Clean, open space with easy access to electrical outlet and dry erase board; if classroom is used, chairs should be on the periphery.

## Additional Offerings

Interactive dancing storytelling workshops, residency and performance programs for early childhood, preschool, elementary schools, after-school programs, libraries and museums focus on emergent literacy and problem solving skills through creative dance and rhythms. Additional programs include: Dancing into Health! Dancing Science! Dancing Math! Programs meet Common Core and Essential Standards. Additional offerings include professional development workshops to turn classrooms into creatively dancing, learning theatres. Fees depend on length of activity.

## Contact Information

Jody Cassell

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# Flamenco Vivo Carlota Santana

Website: [www.flamencovivo30years.org](http://www.flamencovivo30years.org)

## ¡Olé We Go!

Curricular Connections: Social Studies, Dance and Spanish Language

Carlota Santana Spanish Dance Company (also known as Flamenco Vivo Carlota Santana) was founded in 1983 with our mission: to promote flamenco as a living art form and an integral part of the Hispanic heritage, produce quality dance works, foster cultural connections through our arts education programs and to nurture the next generation of Spanish dance artists and educators. Carlota Santana's thriving Spanish dance company is known for its innovative performances, extensive community-based initiatives and in-depth arts education programs. Artists from the U.S. and Spain make up the company.



¡Olé We Go! teaches students the pride, emotional expression and discipline required to master the art of flamenco. The rhythms and multicultural history of the dance offer a new channel for self-expression and a window into different cultures. Four groups of students are taught daily by our professional dancers and musicians throughout this week-long intensive program.

The residency includes:

- One 45-minute lecture demonstration with two dancers, a singer and a guitarist. This lively performance serves as an introduction to flamenco and includes student interaction and information about flamenco's culture and history. Can be presented for full student body.
- Daily classes throughout the week with two dancers and two musicians. Students will learn flamenco dance techniques, music, vocabulary and the multicultural history of the art form.
- Residency students perform in a culminating show in flamenco costumes for their parents and peers.

## Residency Requirements

Grade Levels: Kindergarten to Grade 12

Maximum Number of Classes per Day: Six

Technical and Volunteer Requirements: Residency: Dance room, gym or other large space; if a classroom is used, desks and chairs must be pushed against the wall before artists arrive. Performances: Wooden floor, four armless chairs, two to three standing microphones and water for the artists.

## Additional Offerings

Workshops and residency programs for early childhood, preschool, elementary schools, after school programs, libraries and museums focus on experiencing and learning through dance, rhythms and cultural history. Smartboard materials available. Other programs meeting Common Core and Essential Standards are available in literacy, social studies and language arts. Additional offerings include professional development workshops integrating movement into the classroom. Fees depend on length of activity.

## Contact Information

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# Martha Connerton/Kinetic Works

Website: [www.mckineticworks.org](http://www.mckineticworks.org)

## Movin' Into Math, Science in Motion, Around the World

Curricular Connections: Dance, Math, Social Studies and Science

Charlotte's premier contemporary dance company offers exemplary education programs in the form of KINETIKids residencies and KINETYX Active Learning Performances that are integrated with math, science, language arts and social studies. Founding artistic director Martha Connerton has extensive credits as a performer, choreographer and arts educator nationwide. She has worked with the Lincoln Center Institute, N.C. Dance Theatre, N.C. Blumenthal Performing Arts Center Education Department and been on arts education rosters in N.C. and S.C. for more than 15 years.



During the one-week residency, students will learn basic dance and choreography skills and will create movement studies that demonstrate concepts in the selected curriculum area. Residency choices include: *Movin' Into Math*, *Science in Motion* or *Around the World*. The residency ends with a student sharing that the entire school and/or parents attend. Residency includes a two-hour teacher in-service to help teachers learn how to integrate movement into the classroom. Optional KINETYX Active Learning Performances are available for additional fees. Performed by members of the KINETYX Dance Ensemble, the performances are available for grades K-2 and 3-5 separately. Kinetic Works provides the school with a DVD of the show and a packet of educational materials to keep in their media center.

### Residency Requirements

Grade Levels: 1 to 5

Maximum Number of Classes per Day: Five

Technical and Volunteer Requirements: Residency: furniture-free classroom/multi-purpose room with two small tables, several chairs, and dry erase board or chart paper. Performance: a 25' x 25' clean and obstruction-free stage or gym/multi-purpose room with electrical outlets, P.A. system and nearby clean changing area and restrooms.

### Additional Offerings

*Moving Stories/Changing Lives:* One week community residency explores how we can tell our personal stories through movement and how our stories may inspire, motivate, educate, enlighten others. It can take place in a school, a dance studio, community center or other gathering place. It culminates with a performance by Kinetic Works based on the stories of four formerly incarcerated women who helped create the work. The program illuminates how a life can be derailed by circumstances and choices, but can be put back on track through a community support network and personal effort. It is a collaborative effort between Martha Connerton, four amazing women, (Tanisha, Linda, Sharon and Nicole), Kinetic Works Dancers, Composer, Elizabeth Kowalski and videographer, Brian Jackson.

### Contact Information

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# Michelle Pearson/ Black Box Dance Theater

Website: [www.blackboxdance.org](http://www.blackboxdance.org)

## Make it ... Move it!

Curricular Connections: Social Studies, Language Arts, Science and Dance



Black Box Dance Theater is a Raleigh-based company with expertise in making dance relevant, inspirational, and natural for all bodies and persons. Michelle Pearson, 20-year veteran with Liz Lerman Dance Exchange, steps in as artistic curator and is joined by a diverse troupe (including a hip hop artist, a ballerina, an engineer, and an army veteran/wounded warrior) in bringing excellent dancing to the classroom and stage.

Black Box believes the best way to understand something differently, deeper and authentically is to make a dance about it! Residencies are designed to elicit and integrate ideas from participants in the construction of new dances. Students are left with the pride that comes from creation and the knowledge of how to do more. Example subjects: Plate tectonics and Earth forms, The Underground Railroad, Simple Machines, Weather, The Anatomy of Physics, Nouns/Verbs/Prepositions and, and, and, Conjunctions!

**Option 1:** Residency will culminate in a performance of Black Box Dance Theater. Repertory work includes modern dances with themes ranging from pure athleticism to Dr. Seuss's poetry to discovery and celebration of cultural practices such as Day of the Dead. Every performance has full audience participatory moments and brings groups of students to the stage for special on-the-spot dances.

**Option 2:** Residency will culminate in the informal sharing of work created by students. A smaller team of Black Box dancers will lead the informal sharing and also present dance pieces. Audience participation abounds!

## Residency Requirements

Grade Levels: Kindergarten–Grade 12

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: Movement workshops may be conducted in a cleared classroom, a gym or multi-purpose room. Black Box teaching artist will bring a portable sound system. Performances may be conducted on a stage, in a gym, or a large multi-purpose room. The company will need access to electrical outlets, a changing area and to be provided with enough water for all performers.

## Contact Information

Black Box Dance Theater

Michelle Pearson, Artistic Curator

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# North Carolina Dance Theatre

Website: [www.ncdance.org](http://www.ncdance.org)

## Cultural Layers of America

Curricular Connections: Social Studies, Language Arts, Science and Dance

N.C. Dance Theatre is a Charlotte-based ballet company focused on performing, inspiring and educating through diverse programming. Dance Theatre is known for its strong dancers and versatile repertoire, ranging from classical to bold, contemporary ballets.

Eight professional dancers will inspire students with an interactive lecture demonstration program, narrating and performing six diverse ballets with narrative themes from Dance Theatre's current repertoire. Dances fuse contemporary choreography with different cultural perspectives and music. Following the performance, a dance residency will be presented by a teaching artist. Students will connect concepts found in dance, language arts, social studies and history by exploring how a choreographer creates movement inspired by culture. Works are choreographed by Artistic Director Jean-Pierre Bonnefoux, Mark Diamond and Dwight Rhoden.



Photo by Jeff Cravotta

## Residency Requirements

Grade Levels: Kindergarten to Grade 12

Maximum Number of Classes per Day: Three

Technical and Volunteer Requirements: Residencies may be conducted in a cleared classroom, a gym or multi-purpose room. N.C. Dance Theatre teaching artist will bring a portable sound system, or “boom box”, for movement classes if there is no sound system available on site. Lecture demonstration performances may be conducted on a stage, in a gym or a large multi-purpose room. N.C. Dance Theatre will provide a portable sound system with a microphone and CD player if the venue does not have one available on site, as well as a portable dance floor, for their company performance. The company will need access to electrical outlets, two changing rooms and be provided with enough water for all performers.

## Contact Information

North Carolina Dance Theatre  
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# Belle Boggs

Website: [belleboggs.wordpress.com](http://belleboggs.wordpress.com)

## Where I'm From: Science Writing and Memoir

Curricular Connections: Language Arts and Sciences

Belle Boggs is a fiction writer, essayist and teacher who has worked in project-based K–12 classrooms across the country. Her debut collection of stories, “Mattaponi Queen,” was awarded the Bakeless Prize and the Library of Virginia Literary Award for Fiction, and her essays have appeared in Orion, Harper’s, Slate and other publications. Her book of essays, “The Art of Waiting,” will be published by Graywolf in 2015. Her teaching practice and her writing center on narrative expression with a particular focus on character and place.



“Where I’m From: Science Writing and Memoir” is an interdisciplinary workshop that asks, how does where you live influence who you are? Focusing on direct observation, description and memory, students will work to produce a memoir that is grounded in nature and place. Students will write about what is particular about the place they come from—including climate, natural resources and environmental issues—and how it affects their lives. The work will be shared through web publication and communication with students from another part of the country, which will open an ongoing conversation about place and identity. Before the workshop, Boggs will coordinate with science teachers in the school to investigate relevant environmental/ecological issues and will get to know the school through a series of questions, readings and student posts to the project website. She will also coordinate with a school in another part of the country to establish a web partnership ahead of the workshop, so that the partner workshop happens concurrently. The communication with other students, living hundreds or thousands of miles away, will deepen students’ experience with the process and sharpen their focus on their own work. The final presentation will feature a reading of student work to families as well as a web gallery of student essays. This residency addresses a Common Core curricular goal of interdisciplinary work between language arts and the sciences. It also teaches students to conduct original research inspired by a central question and satisfies the goal of using technology, including the Internet, to share, revise and publish writing.

### Residency Requirements

Grade Levels: 6 to 12

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: The ability to spend some time outside and teachers willing to communicate ahead of the workshop. Parent volunteers are welcome during workshop. Supplies needed: notebooks, computer or laptop lab with at least one computer for every two students (for two days of the workshop). Digital cameras for students to share would be helpful, but are not required.

### Additional Offerings

One-hour, all-ages workshop on science writing and memoir at a local library or community center; professional development workshops on memoir writing in the K-12 classroom; two-week residency.

### Contact Information

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# Pierce Freelon

Website: [www.piercefrelon.com](http://www.piercefrelon.com)

## Wordsmith: Hip Hop, Spoken Word, and the New Oral Tradition

Curricular Connections: Language Arts, Social Studies and  
Performing Arts

Pierce Freelon is a renowned musician, professor and “artist” (artist-activist). He is leader of the genre-bending The Beast, hailed as “a natural, engaging blend of jazz and hip hop” by Jazz Times Magazine. He has taught in the departments of Music, African Studies, and Political Science at the University of North Carolina at Chapel Hill and North Carolina Central University. Pierce has developed curricula for the Thelonious Monk Institute of Jazz' Bebop to Hip Hop program and UNC's Beat Making Lab. He has delivered innovative educational workshops, emphasizing spoken word, poetry and hip hop cultural expression to international audiences in India, Ghana, Democratic Republic of Congo and the Americas.



Wordsmith immerses communities or classrooms in a progressive hip hop and spoken word curriculum. Creative writing, lyrics analysis, interactive lecture, group discussion and live performance helps propel participants from consumers of hip hop to critical thinkers and producers of hip hop poetry. Students will improvise, bend words, shape ideas, sculpt stories and weld melodies through slam poetry as they develop the skills of true wordsmiths.

### Residency Requirements

Grade Levels: 6-12

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: Classroom or media center with desks or tables and chairs; erase board; flip chart on stand or black board; writing implements and journals or pads for students. Performance: sound system with microphone and microphone stand.

### Contact Information

Pierce Freelon

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# Mimi Herman

Website: [www.mimiherman.com](http://www.mimiherman.com)

## Poetry in the Classroom

Curricular Connections: Language Arts, STEM and Social Studies

Mimi Herman transforms lives. She has taught more than 25,000 students and teachers – many of whom would rather scrub a bathtub than write a poem – to fall in love with writing. As one student says of her time with Mimi: “It is an experience that I will hold with me throughout my whole life.” Mimi is the director of the United Arts Council Arts Integration Institute, an A+ Schools fellow and a Teaching Artist Journal associate editor. She travels the country, teaching educators to use the arts throughout the curriculum, and teaches writing workshops for adults in France and Italy. The author of “The Art of Learning” and “Logophilia”, Mimi has published poetry, fiction and nonfiction in journals throughout the country, including Shenandoah and Michigan Quarterly Review.



Can you smell your grandmother’s chocolate chip cookies baking? Dive into a cool, blue swimming pool on a steamy August day? Mimi Herman leads your students to writing and makes them think. As they swim through memory and imagination, they learn to express themselves clearly through imagery, metaphor and simile, and to write not only for assignments, but also for themselves. They also discover the joys — yes, joys — of revision, and gain the skills they need to write and edit everything from poetry to the next book report.

## Residency Requirements

Grade Levels: 4-12

Maximum Number of Classes per Day: Three to four

Technical and Volunteer Requirements: Classroom with whiteboard, blackboard or Smartboard, and stool.

## Additional Offerings

Mimi also offers STEM and social studies integrated poetry residencies, including Condensing the Water Cycle, The Poetry of Landforms, Coming to America: Discovering History through Poetry and residencies custom-designed for your classroom. Teacher workshops such as Hands-on Multiple Intelligences and Writing across the Curriculum are also available. All residencies and workshops are based on the Common Core and Essential Standards. Fees expenses depend on length of activity.

## Contact Information

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# Glenis Redmond

Website: [www.glenisredmond.com](http://www.glenisredmond.com)

## Working the Roots Poetry Project

Curricular Connections: Language Arts

Glenis Redmond is a poet and educator traveling the country more than 175 days a year bringing poetry to all ages. Recently Glenis was instructor-in-residence at the National Historic Home Site of Carl Sandburg. Glenis is a Kennedy Center Partners in Education teaching artist. Her latest publication is "Under the Sun." She is a N.C. Arts Council Literary Fellow, a Denny C. Plattner Award winner for outstanding poetry awarded by the journal *Appalachian Heritage*, and a widely published poet. Glenis believes poetry has the mouth to speak when all other mouths are silent.



Glenis helps students discover themselves poetically through autobiographical poetry: praise poems, tributary poems, and their social commentary on the world. Students learn to source their own lives and communities, and write poems about it. Glenis specializes in helping students write from historical text, especially themes that relate to both North and South Carolina history and African American history. The residency will conclude with a school or community event where Glenis and students will share their poems. As students learn about their community and themselves, both become stronger. In the process, students will use brainstorming, imagery and layering to write powerful and effective poems. Clear and easy poetic structures and formats empower students. Students will use interviewing and listening skills and also learn tips for presenting their poetry.

### Residency Requirements

Grade Levels: 6 to 12

Maximum Number of Classes per Day: Four 60-minute workshops or two 90-minute block schedule workshops per day with 25–30 students per class

Technical and Volunteer Requirements: Workshops: Classroom or media center with desks or tables and chairs; erase board; flip chart on stand or blackboard; pencils and journals or pads for students. Performance: Sound system with microphone, preferably clip-on or lavalier, if necessary a microphone on a stand will work (a complete technical writer is available upon request).

### Contact Information

Glenis Redmond's Outreach with Words, GrowW

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# Sacrificial Poets

Website: [www.sacrificialpoets.org](http://www.sacrificialpoets.org)

## Word Up! From Greece, to Griots, to Grippin' the Mic

Curricular Connections: Language Arts, Social Studies and Performing Arts



Sacrificial Poets (SacPoe) is an award-winning spoken word poetry nonprofit that offers dynamic performances and workshops to youth of all ages. Sacrificial Poets' teaching artists include National Poetry Slam Champions and Finalists who have taught and performed across the nation and abroad in Europe, the Middle East, Central America, and North Africa. In North Carolina, SacPoe reaches over 8,000 youth each year in more than 30 schools, teaching at primary and secondary schools across the state, and most recently, offering a course in the Communications department at UNC-Chapel Hill.

Word Up! celebrates the legacy of the oral tradition from Greece to West Africa to contemporary hip hop and spoken word as a means of recording and transmitting history and information. The residency utilizes the Sacrificial Poets' innovative YouTh ink. Curriculum and is designed to benefit participants in five specific ways: enhance emotional literacy, facilitate identity exploration, refine writing and analytical skills, develop performance and public speaking competency, and build self-confidence. Youth in the residency will learn to craft and perform original works of poetry and storytelling that explore their own identity and life experiences, and which employ powerful literary devices and writing techniques. YouTh ink. uses a culturally-responsive pedagogy that is learner-centered, and which seeks to engage youth of all backgrounds in safe and transformative spaces where they can empower themselves.

### Residency Requirements

Grade Levels: 4-12

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: Classroom or media center with desks or tables and chairs; erase board; flip chart on stand or black board; writing implements and journals or pads for students. Performance: Sound system with microphone and microphone stand.

### Contact Information

Kane Smego, Artistic Director

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# Susie Wilde

Website: [www.ignitingwriting.com](http://www.ignitingwriting.com)

## Linking Reading, Writing, Thinking, Wondering, and Risk-taking

Curricular Connections: Language Arts

Susie Wilde, M.Ed., is a published author and columnist for the Raleigh News & Observer. For more than 30 years, she's shared her passion for reading, writing and reviewing in workshops for parents, teachers and students.

Wilde's residency connects reading analysis and writing strategies. Sessions start with sharing engaging picture books that introduce literary concepts, promote critical discussions and launch writing explorations that put Reading Standards into practice. With the help Wilde's Story Train (Grades K-2) or Story Skeleton (Grades 2 and up), students evaluate and interpret books then apply what they have learned as they write a collaborative narrative. This reading-writing exploration follows Wilde's playful progression of activities that link as students develop a whimsical character, well-sequenced events, a strong conclusion and descriptive supporting details. At the end of the residency, each student receives a copy of the story in a book prepared for their individual illustrations. The residency connects to the following Common Core standards: Reading Standards for Literature (analysis of characters, settings, events, structure, details, text-to-text connections; figurative language); Narrative Writing (development of character, situation, sequenced events, conclusions, and sensory and supporting details); Process Goals (planning, organizing and revising).



### Residency Requirements

Grade Levels: Kindergarten-Grade 12

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: These are event-dependent. Requirements might include: pre-registration and volunteers to coordinate events, access to copier and internet, comfortable seating, lapel microphone, overhead projector/ELMO, tables for group work and table for presenter.

### Additional Offerings

Susie loves serving the community! Her literacy programming includes possibilities for parents, families, teachers and children's book writers. School-based workshops align to Common Core and Essential Standards. All workshops provide modeling, resources, bibliographies and hands-on fun. Fees depend on length and design of the activity.

### Contact Information

Susie Wilde

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# Allan Wolf

Website: [www.allanwolf.com](http://www.allanwolf.com)

## Immersed in Verse

Curricular Connections: Language Arts

Immersed in Verse offers older elementary and middle schools the opportunity for a poetry immersion week with author/performer Allan Wolf. Conducting more than 100 performances and workshops every year, Allan is a veteran traveler through all the diverse worlds of verse. Wolf's books include "The Blood-Hungry Spleen and Other Poems About Our Parts" (Candlewick Press), chosen as one of the Top Ten Poetry Picks of 2008; and "New Found Land: Lewis and Clark's Voyage of Discovery" (Candlewick Press), a novel in verse chosen as a Best Book by School Library Journal and the American Library Association. Wolf's novels in verse "Zane's Trace" (Candlewick Press) won the N.C. School Library Media Association Young Adult Book Award for 2008, and "The Watch That Ends the Night: Voices From the Titanic" won the middle school award in 2012, both selected by middle school students in the state.



The residency includes: poetry writing workshops to generate skill and enthusiasm for writing and reading poetry' self-understanding through the Where I Come From? prompt, a two- to three-hour intergenerational poetry workshop for families or a performance for families or students that includes the students' sharing their work. Writing poetry helps writers to find their individual writing voices, while the mastery of language devices commonly found in poetry (such as repetition, internal rhyme, assonance, consonance, refrain, pattern, sequencing, active word choice, etc.) empower students with the writing tools to execute all writing tasks. Poetry can augment any existing content lesson.

## Residency Requirements

Grade Levels: 4–8

Maximum Number of Classes per Day: Four with 25 students per class

Technical and Volunteer Requirements: Workshops: classroom or media center with desks or tables and chairs; pencils and journals or pads for students. Performance: if a sound system is not available, all sound for performances will be provided.

## Contact Information

c/o Loyd Artists

16 Santo Lane

Au Sable Forks, NY 12912

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# Susana and Timmy Abell/ Silver Trout Arts

Website: [www.silvertrout.org](http://www.silvertrout.org) and [www.timmyabell.com](http://www.timmyabell.com)

## Expanding Creativity in Writing

Curricular Connections: Music, Language Arts, Theater Arts and Social Studies

Timmy Abell is a nationally recognized songwriter, recording and touring artist who has spent 30 years presenting concerts of music and storytelling for young people and families. He is a recipient of the N.C. Arts Council's Fellowship for songwriting and has received the highest national awards for his recordings. Susana Abell is a bilingual puppeteer with a Master of Arts in Teaching whose work has spanned two decades and three continents. She has been supported by Carnegie Hall and the Geraldine R. Dodge Foundation, and she directed a rural arts council for eight years.



Susana and Timmy's residency effectively uses the arts of puppetry and songwriting to build creativity and strengthen writing skills for students in Pre-K to grade 5. The residency involves every student, teacher and family.

The foundation of the residency involves four "core group" classes, selected for an in-depth arts integration experience. Susana guides two classes for five days in puppet-making, character development, story form and improvisation. Timmy guides two other core groups through the week in songwriting — learning the literary and musical skills to create and then record an original song. This residency also includes two assembly concerts (Pre-K–2 and 3–5), additional workshops each day for selected grade levels and an evening family/community concert. All residencies are adaptable and designed around curriculum goals and community needs.

## Residency Requirements

Grade Levels: Pre-K to Grade 5

Maximum Number of Classes per Day: Four core groups (two music and two puppetry) and one non-core group

## Additional Offerings

Concerts: an interactive blend of storytelling, poetry, puppetry and music demonstrating that there are many ways to share a story. Art Day!: a curriculum-based arts infusion day including assembly concerts, workshops and an evening family/community concert. Three-day residencies and staff development workshops are also available.

## Contact Information

Susana and Timmy Abell  
379 Beaverdam Road, Asheville, N.C. 28804  
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# Beverly Botsford

Website: [www.beverlybotsford.com](http://www.beverlybotsford.com)

## Wrap it in Rhythm: Exploring Language and Culture with Drums and Percussion

Curricular Connections: Music, Language Arts and Social Studies

Beverly Botsford is a cross-cultural percussionist and educator who blends music, movement and stories in solo and ensemble presentations. Embracing drumming traditions of Africa, Cuba, Brazil and her native North Carolina, she celebrates more than 30 years of professional experience teaching and performing all over the world.

In the Wrap it in Rhythm music residency, Beverly guides students in creating a multi-layered rhythm orchestra to explore cultural diversity, build character and enhance language arts curriculum. Weaving words and rhythms, students will learn essential music skills playing wild and wacky percussion from around the globe, as well as drums from Africa and Latin America. Spiced with song, stories, movement and spoken word, the classes develop skills of teamwork, listening and self-expression. Beverly provides instruments for each student in the classroom. Using text from poems, stories and other content, students will use music to explore the use of rhythm, repetition, accent and inflection, enhancing language fluency. They will compose rhythms that will become part of a group piece shared on the last day of the residency. Beverly will open the residency with a performance of Dancing Drums for the whole school, a highly interactive celebration of universal rhythm, world culture and language through music, stories and dance. The residency concludes with a sharing in the classroom on the final day.



### Residency Requirements

Grade Levels: Kindergarten–Grade 8

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: Residency: a secure space in which instruments can be set up and left overnight and to which students can come to work with the artist; two medium-sized tables and 12 folding chairs; access to CD player. Singing and drumming will occur during the residency so the space should be isolated from other classrooms, if possible. Access and Volunteers: artist will need to drive as close as possible to presentation site for unloading and loading; two volunteers are needed to help with equipment and setting up space. Performance: maximum audience size is 300; a P.A. system with at least three inputs and two microphones on stands are needed.

### Additional Offerings

Arts integrated drumming and music workshops, residencies and interactive performances for schools, libraries, museums, after school programs, PTA gatherings and other community events. Teacher professional development workshops integrating rhythm and music with curriculum in the classroom. Programs align with Common Core and Essential Standards and can be designed with a specific focus, including music, social studies, literacy and language arts, as well as STEM (science, technology, engineering and math). Fees depend on length and nature of the activity.

### Contact Information

Beverly Botsford  
5612 Willet Road, Durham, N.C. 27705

(919) 824-3821  
[beverly.botsford@gmail.com](mailto:beverly.botsford@gmail.com)

# The Healing Force

Website: [www.thehealingforce.org](http://www.thehealingforce.org)

## Faces of Africa: A Cultural Journey

Curricular Connections: Social Studies and Music

The Healing Force is a family of artists that has brought cultural enrichment to the community through high-energy performances, educational residencies and workshops for the past 20 years. Joseph Anderson (former recording artist) and Gail Anderson (former school/music teacher) founded the group in 1975. Sonji Gardner and Karim Anderson have been performing music and storytelling since they were children.

Faces of Africa: A Cultural Journey is a unique hands-on residency designed to give each student (30 maximum per class) a broader perspective of culture and an opportunity for creative expression. The activities include drumming (artists will provide 30 drums for sessions), dance, song, shekere-making (the beaded gourd instrument) and a display of pictures ("Faces"). Students will learn about the cultures from which the drum originated. The culminating event is a 60-minute school-wide performance in which the students who participated in the residency will join The Healing Force in a rousing celebration, The Rhythm of the Drum. The students will dance, sing and drum during the performance, and their beautiful shekeres will be on display.



## Residency Requirements

Grade Levels: 6–8

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: Workshops: large room away from other classrooms due to noise level; 35 to 40 folding chairs; six 6-foot tables that can be set up and broken down as needed; one teacher must be present for each workshop; access to the space for duration of residency. Performance: access to space (stage can be used) one hour prior to performance; one electrical outlet; 10 to 15 chairs; dressing area for four people.

## Contact Information

Gail Anderson

5314 Oak Ridge Place, Winston-Salem, N.C. 27105

(336) 767-2724 or (336) 624-4407

[thehealingforce@aol.com](mailto:thehealingforce@aol.com)

# John Brown

Website: [www.jbjazz.com](http://www.jbjazz.com)

## Hands-On Jazz – Down to the Nitty Gritty: A week in residence with the John Brown Quintet

Curricular Connections: Music, Social Studies and Language Arts

Grammy-nominated bassist John Brown (B.M., UNC-Greensboro School of Music; J.D., UNC-Chapel Hill School of Law) serves as director of the Jazz Program at Duke University, and has served on the faculties at UNC-Chapel Hill, N.C. Central University, and NC State University. He has performed internationally with the world's leading jazz artists like Wynton Marsalis, Elvin Jones, and Nnenna Freelon; leads eight feature-performing and teaching ensembles; and has performed regularly as a substitute with the North Carolina Symphony since 1992. Quintet members include Brian Miller (saxophone), Derrick Gardner (trumpet), Ryan Hanseler (piano), and Adonis Rose (drums). All band members are products of higher education, active teachers and international performers, and have extensive experience working with young musicians.

Daily sessions with the quintet include working with large and small student ensembles in rehearsals, master classes with each section of the ensemble and one-on-one guided instruction. In each of these formats, the professional artists teach and work directly with students using a team-based, collaborative, hands-on approach to learning and making music. Student musicians will understand how to play in a jazz ensemble as a team through guided listening, ensemble playing, conceptual understanding and improvisation, self-discipline and teamwork. Residencies begin with a community performance by the Quintet and culminate with a performance where students “play with the pros” to share what they have learned with their families and communities. The Quintet also gives workshops for parents to reinforce what students learn during the residency and equip them to carry the residency experience home.

### Residency Requirements

Grade Levels: 6–12

Maximum Number of Classes per Day: Three 90 minute classes

Technical and Volunteer Requirements: Classes and performances: spaces suitable for groups of up to 500 people. Ideally, a 20' x 30' area to perform, a 6' (minimum) grand piano and access to power outlets. Access to teaching spaces approximately one hour before events and to performance spaces two hours before doors open for attendees.

### Contact Information

John Brown Music Group

Daria Draje, Executive Assistant

P. O. Box 9500, Chapel Hill, N.C. 27515

(919) 616-9500

[drake@jbjazz.com](mailto:drake@jbjazz.com)



# North Carolina Wolf Trap

Website: [www.asceducation.org/wolf-trap](http://www.asceducation.org/wolf-trap)

## Storytelling Through Music, Movement, and STEM

Curricular Connections: Literacy, Social Studies, STEM  
and Theater Arts

North Carolina Wolf Trap, a program of the Arts and Science Council in Charlotte (ASC), is a regional site for the acclaimed Wolf Trap Early Learning Through the Arts program. The program brings performing artists into pre-kindergarten, kindergarten and first grade classes for a one-week residency. The Wolf Trap Institute residency provides professional development for classroom teachers while helping children learn through active participation in developmentally appropriate arts-infused experiences.



Teachers learn to integrate performing arts-based experiences into young children's daily learning to enhance and support early childhood curriculum standards and critical developmental skills that provide a solid foundation for future learning. Skills addressed include: emergent literacy, problem solving, receptive and expressive language, motor skills and self-regulation, science and math, conceptualization and creativity and self-esteem and socialization. Lessons are tailored to the curriculum needs of your classroom. The experience will culminate with a Family Night performance and informational session where parents can see what their children learned, and walk away with a handout on tips to extend student appreciation of the arts at home. You can select from our current roster of experienced teaching artists. These diverse artists specialize in dance, movement, theatre, drama, music, voice and storytelling. Visit our website for their bios and personal teaching philosophy.

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### Residency Requirements

Grade Levels: Pre-K to Grade 1

Maximum Number of Classes per Day: Four 45-minute classes

Technical and Volunteer Requirements: Residency: classroom. Family Night: sound system and space appropriate for size of the audience.

### Additional Offerings

North Carolina Wolf Trap offers a seven-week arts-based literacy residency. The residency requires two 45-minute lessons per week culminating in a family event. The seven-week residency focuses on teacher professional development, and thus is attached to renewal credit of 1.7 units in reading (check with your school system).

### Contact Information

c/o Kathryn Bentley  
Arts & Science Council  
227 West Trade Street, Suite 250  
Charlotte, N.C. 28202  
(704) 335-3047

[Kathryn.bentley@artsandscience.org](mailto:Kathryn.bentley@artsandscience.org)

# Charles Pettee

Website: [www.charlespettee.com](http://www.charlespettee.com)

## Bluegrass Stomp: Hear the Sound of North Carolina, Then and Now!

Curricular Connections: Music, History and Social Studies

Charles Pettee (pronounced “Petty”) delights audiences with a tasty blend of original and traditional bluegrass music seasoned at more than 4,500 performances throughout the U.S., Canada and Europe. He is a founding member of the world-traveling Shady Grove Band, and is currently working on his thirteenth full-length CD/album. His love and mastery of southern string music have made him a sought-after performer in educational settings for over 20 years, where his gift for teaching and rapport with students and teachers garner rave reviews.



Students learn that folk music is not just a relic from the past in this residency. Mr. Pettee unpacks the sounds of southern string music from “the Pilgrims to the present” and invites students and teachers alike to experience social studies through clapping, singing and even writing folk music. Students are introduced to the instruments (guitar, mandolin, banjo and harmonica) and the musical sounds (blues, bluegrass, Celtic, gospel) of many of the cultures that have immigrated to the U.S. They also get to create music! Under Pettee’s supportive direction, students will write their own folk song that reflects their interests and their community. An assembly caps off the week during which the school community gets to hear the story of southern string music from Mr. Pettee and the new song performed by the classes that wrote it.

### Residency Requirements

Grade Levels: 3–5

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: Residency: classroom or library; armless chair; white board (or blackboard); large world map; and table. Performance: gym or multi-purpose space.

### Additional Offerings

Charles Pettee offers interactive educational assembly programs aligned with Common Core and NC Essential Standards for music and Social Studies to all grade levels. Catch the Bluegrass Bug (preK-2, public libraries, PTA family shows; 45 minutes): children clap and sing along with great southern oral traditional songs and tunes, accompanied by banjo, guitar, mandolin or harmonica. Bluegrass Stomp (3-5 and 6-12 formats, 45 minutes): N.C. and US history come to life with an age-appropriate tapestry of anecdotes and music styles from the 1800’s, including the Civil War era, to blues, bluegrass, and rock. Fees: vary depending on offering.

### Contact Information

Charles Pettee  
318 Burris Place, Chapel Hill, N.C. 27516  
(919) 967-1381  
[charles.pettee@gmail.com](mailto:charles.pettee@gmail.com)

# Faye Stanley/Clapping Dog

Website: [www.clappingdog.com](http://www.clappingdog.com)

## Singing to Learn: A Multicultural Approach to Early Childhood Curriculum

Curricular Connections: Music, Drama and Dance

Faye Stanley guides students in an amazing array of musical multicultural games and stories. This wealth of material reflects her many years as a performer, educator and classroom teacher. She currently designs and leads professional development on arts integration for organizations including the Kennedy Center and others, and is conducting research on culturally responsive learning in New Zealand, Hawaii, and with Native Americans and African Americans in the US. Faye holds an undergraduate degree in Music Therapy and Music Education, a Masters in Education, and an interdisciplinary PhD in Education, the Arts and Cultural Studies.



Based on Faye's Kennedy Center workshop, this residency uses traditional singing games from world cultures as a strategy for cross-curricular study. Students learn games in their traditional form, and then use each singing game to address a range of targeted goals. For example, the African American chant *When I Was a Baby* is taught to students (addressing music standards). This same piece is then used to undertake goals in science, as students create descriptions of each of the stages in the life cycle of the butterfly. In this manner, each singing game is used to undertake grade-level specific objectives in math, science, social studies or language arts along with music, providing a fun, whole-body experience of the arts, world cultures and classroom learning objectives. These pieces, as created by students, will be shared in a family workshop or school culminating event.

### Residency Requirements

Grade Levels: Pre-K to Grade 3; Exceptional Children

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: Classroom: space for students to sit in a circle with room for standing and moving; globe or world map; space to write; and markers. If possible, space should allow for students to move back and forth from open space to tables or desks for work in small groups. Family Workshop: large space may require a sound system. (If the school is unable to provide a sound system, the artist can provide it if assistance is available for unloading, transport, set up and loading the equipment). Sound check 45 minutes prior to session and someone to manage/oversee the equipment during the session; access to electrical outlets.

### Additional Offerings

Student workshops (grades Pre-K-8 and Exceptional Children), residencies and performances, as well as teacher professional development, including institutes, workshops, demo teaching, coaching and conference keynotes based on culturally responsive pedagogy, arts integration and student-centered learning. Creative strategies address learning goals including literacy, science, math and social studies, as well as relational literacy supporting positive classroom learning communities. School and district level planning also available. Fees quoted based on nature and duration of work.

### Contact Information

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[fstanley54@gmail.com](mailto:fstanley54@gmail.com)

# Donna Washington/DLW Storyteller Inc.

Website: [www.donnawashington.com](http://www.donnawashington.com).

Blog: [donnawashingtonstoryteller.blogspot.com](http://donnawashingtonstoryteller.blogspot.com)

## Stand and Deliver

Curricular Connections: Language Arts, Theater Arts and Social Studies

Donna Washington is a multiple award-winning, internationally-known storyteller and published author who has been performing professionally and teaching as an artist-in-residence for 26 years. In this hands-on, fast-paced interactive residency, students will present short pieces of improvisational story theater, engage in a simulation of the oral tradition and experience the process of crafting a story from page to stage. The residency culminates in an evening event called It's a Family Affair, designed to encourage families to spend time sharing stories with each other at least once a week as a way to keep communication open, spend time together without the phone or television and build respect by encouraging them to listen to each other. The types of stories for each residency can be chosen to enhance the social studies and or language arts curriculum for each grade level. Stand and Deliver addresses the arts competencies of interpreting material through improvisation, assuming roles and creating characters, directing material through planning and cooperation, and researching characters to understand their motivations and likely actions. In addition, the residency will address the importance of responsible audience participation and the links between storytelling and other aspects of culture both technologically and socially. Students will learn about blocking, choreographing movement for specific characters to tell a story and collaborating on the production of a piece of art work in small groups. They will do it all while having an amazing time.



## Residency Requirements

Grade Levels: 3–12

Maximum Number of Classes per Day: Three

Technical and Volunteer Requirements: space that can accommodate student movement; chairs, desks, and tables should be able to be pushed to the sides of the room; pencil and paper for students to take notes.

## Additional Offerings

Donna offers public performances at community centers for multi-generational audiences; adult-only storytelling shows with material not appropriate for children; workshops for parents who want to beef up the story time they share with their children; basic storytelling for beginners; and more advanced workshops for people who want to dig deeper into their skills and build a strong repertoire. She also provides workshops for educators, parents and librarians on improving literacy outcomes for children of all ages using storytelling techniques in school as well as home. Fees depend on type and length of activity.

## Contact Information

David Klibanow, Manager

2 Haggis Court, Durham, N.C. 27705

(919) 471-3036

[d.klibanow@frontier.com](mailto:d.klibanow@frontier.com)

# EbzB Productions

Website: [www.EbzB.org](http://www.EbzB.org)

## Get Connected: Stage Your History

Curricular Connections: Language Arts, Social Studies and Theater Arts

Founded in 1998 by award-winning artists Serena Ebhardt and David zum Brunnen, EbzB Productions' mission is to develop theatrical works that promote integrity, self-discovery and positive transformation of individuals, artists, audiences and communities. Their collaborative and individual work has now been experienced by millions through national and international public television broadcasts, by thousands in live theatrical performances that have toured throughout the country and in community-based residencies in North Carolina and elsewhere. EbzB's work is created in the belief that theater influences and encourages a life to be positively transformed through discoveries unveiled — immediately or over time. The primary goal of the residency is to create an appreciation for historical narrative within one's own community, to create an appreciation of history and its relevance to the present day for the students and community members involved and to provide the tools for the creation of a historical narrative that could be presented to the public. If desired, an additional goal can include the presentation of an actual performance created by those who participate in this residency. Students are guided through a process of creating a theatrical work out of a community oral history project, based on interviews and research they conduct on a subject particular to their immediate region. Students are provided the tools needed to adapt the oral history that they are creating themselves into a public presentation.



## Residency Requirements

Grade Levels: 6–12

Maximum Number of Classes per Day: Three

Technical and Volunteer Requirements: Workshops and Residencies: climate-controlled, clean open space (dimensions no less than that of a standard classroom) with electrical outlets available; chairs for participants and/or audience.

## Additional Offerings

Workshops and residency programs for middle school and high school levels and for after-school programs, libraries and museums. The focus is on collecting oral history and adapting it for the stage. Programs meet Common Core and Essential Standards in English Language Arts, Social Studies, Healthful Living, and Arts Education (Theatre Arts). Professional development workshops integrating theater and history into the classroom are also available. Fees depend on type and length of activity.

## Contact Information

David zum Brunnen and Serena Ebhardt  
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or (919) 210-2021  
[ebzb@ebzb.org](mailto:ebzb@ebzb.org)



# Hobey Ford's Golden Rod Puppets

Website: [www.loydartists.com](http://www.loydartists.com)

## Telling Folktales and Favorite Stories with Shadow Puppetry

Curricular Connections: Language Arts and Theater Arts

Winner of puppetry's highest honor, the UNIMA Citation of Excellence and recipient of three Jim Henson Foundation grants, Hobey Ford is known for excellence in puppetry performance and craft. Hobey's intricate shadow puppetry work and creation of the original rod puppets, the "Foamies," have earned him a place on stages across the world. Hobey utilizes his artistic study at the State University of New York at Purchase and the University of North Carolina at Asheville to design and construct all of his Golden Rod Puppets and the beautiful sets that surround them. Hobey also draws on his early experiences growing up in coastal Connecticut and living in a Nevada Native American community in writing the scripts for some of his performances such as Whale Walker and Turtle Island Tales.



During his residency, Hobey combines storytelling with shadow puppetry to bring literature to life through folktales and children's favorite literature. Prior to the residency, Hobey will introduce teachers to a list of suggested folktales from many cultures or the class may work with students' favorite stories to pre-select a story. Students will work in three to five small groups per class to construct their own puppets, learn shadow puppetry performance techniques and have an opportunity to perform for the other small groups in their class. The residency concludes with a student, family or community performance of one of Hobey's shadow puppetry shows. For more than 10 years, Hobey has also trained teachers in conjunction with the Kennedy Center Partners in Education program, offering three multi-hour professional development workshops for educators.

### Residency Requirements

Grade Levels: 3–6

Maximum Number of Classes per Day: Four with 25–30 students per class

Technical and Volunteer Requirements: Residency: an art classroom works best for the residency; however, any classroom with desks or tables will work. Hobey can provide all supplies for \$1 per student involved in the residency or a supply list will be provided for the school. Most supplies exist in a school art supply closet. Performance: a 20' wide by 15' deep performance area that can be slightly darkened is needed with seating for audience. Electricity must be available within 25' of performance space.

### Contact Information

c/o Loyd Artists

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# Jef Lambdin, Mime

Website: [www.jeflambdin.com](http://www.jeflambdin.com)

## Writing, Action, Mime! Using Mime to Promote Writing Skills

Curricular Connections: Language Arts and Theater Arts

Jef is a mime and variety artist who is also adept at integrating his art into the curricula of North Carolina schools. As a performer, he shares his work at fairs and festivals throughout North and South Carolina, such as: Merlefest, the Arts Festival of North Charleston, The Ocracoke Festival, and The Very Special Arts Festival in West Jefferson, NC. As a teacher, he shares workshops for students from Kindergarten to adults on such topics as mime, mask work, commedia dell'arte, ensemble techniques, composition, improvisation, and variety arts. Jef apprenticed as a mime with C.W. Metcalf, and then with Tony Montanaro. He studied briefly with Jacques Lecoq. He also studied acting, clowning, period dance & style, ballet, modern dance as well as commedia dell'arte at the Dell'Arte School. From 1976 to 1993 Jef was a member of North Carolina's touring mime theater ensemble, TOUCH. With TOUCH, Jef created, collaborated on, directed and performed in over 50 mime theater works, touring thousands of performances to audiences throughout the United States. In 1990 TOUCH received the North Carolina Theater Conference Award for Excellence in Theater for Youth.



This particular mime residency is an active exploration of non-verbal communication and its connection to writing. Using mime, students create characters, settings, actions, and objects while also bringing sections of appropriate literature to life as mime pieces and tableau. They actively employ pre-writing and writing skills while creating these mime scenes. On the final day of the residency, the students share their created scenes with students from other classes involved in the residency.

### Residency Fees Requirements

Grade Levels: Kindergarten to Grade 12

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: Large room free of obstructions; access to literature text/copies from which students will create scenes.

### Contact Information

Jef Lambdin

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(910) 738-8179

[woole@mindspring.com](mailto:woole@mindspring.com)

# Mike Wiley Productions Ltd.

Website: [www.mikewileyproductions.com](http://www.mikewileyproductions.com)

Representation: [www.goingbarefoot.com](http://www.goingbarefoot.com)

## Jackie Robinson: A Game Apart

Curricular Connections: Language Arts, History, Theater Arts



Acclaimed NC actor and playwright Mike Wiley has spent more than a decade fulfilling his mission to bring educational, documentary theater to young audiences and communities across the country. Through his work, countless students have been introduced to the stories and legacies of Emmett Till, Rosa Parks, Jackie Robinson, Henry “Box” Brown, The Freedom Riders and more. This residency is an active hands-on introduction to the world of creative writing, storytelling, and dramatic interpretation.

Beginning with Mr. Wiley’s live performance of the play JACKIE ROBINSON: A GAME APART, audiences will experience a powerful lesson of courage through the dedication and leadership of African-American athletes who pushed the color barrier to its breaking point. The play provides a glimpse of Jackie Robinson’s life during a bygone era of separate and unequal locker rooms, of whites only hotels, and of restaurants with only a back door for “colored” athletes to enter. Students witness the hopeless humiliation of a star player who was showered with adulation on the field and became a second-hand citizen when he walked off the diamond. They meet Jackie’s compatriots fighting the same battles between the end zones, inside the ring and around the track. JACKIE ROBINSON: A GAME APART is a powerful lesson of courage through dedication, perseverance and leadership. The play intrigues, educates and sets one’s thirst for success on fire.

During the residency following the performance, Mike Wiley will guide students through various aspects of creative writing, storytelling and poetry. Film footage, oral histories, newspapers, diaries, letters and other archival sources will furnish raw materials for writing that speaks to histories larger than ourselves. The goal is to give students the tools to improve their writing skills, engage audiences with social commentary, rich civil rights history and diversity awareness. Based on additional guest artists’ availability, the student residency workshops may include participation by award winning NC playwright/poet Howard Craft and choreographer Aya Shabu.

Mike Wiley is the 2010/2014 Lehman Brady Visiting Joint Chair Professor in Documentary Studies and American Studies at Duke University’s Center for Documentary Studies and UNC-Chapel Hill. Wiley has been named the News and Observer’s “Tar Heel of the Week,” profiled in Our State magazine, spotlighted on UNC-TV’s “North Carolina Now” and North Carolina Public Radio’s “The State of Things” and was named the 2012 Indie Artist of the Year by the Independent Weekly.

### Residency Requirements

Grade Levels: 3–12

Maximum Number of Classes per Day: Four 45-to 55-minute classes, or two 90-minute block schedule classes

Technical and Volunteer Requirements: Climate-controlled performance venue with a clear performing area (flat or ‘raked’) no less than 10’ x 10’ with a height clearance of 10’. Controlling external light is highly recommended. Safe access into the house from the stage is required. Central position preferred, but side/aisle steps to stage permissible when necessary. Multi-media projection required during some performances.

### Contact Information:

Mike Wiley is represented by goingbarefoot  
1410 Shepherd Street, Durham, N.C. 27707

(919) 489-1541  
[stephen@goingbarefoot.com](mailto:stephen@goingbarefoot.com)

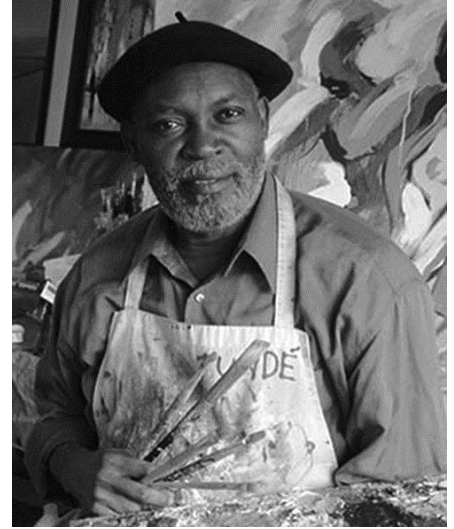
# Tunde Afolayan

Website: [tundevisualart.com](http://tundevisualart.com)

## Mural Connection

Curricular Connections: Visual Arts, Math, Social Studies and Science

Tunde Afolayan, artist and educator, makes a significant impact on the lives of people through his paintings, workshops and residencies. Since completing his graduate studies at the University of Missouri-Columbia, Afolayan has exhibited paintings in Nigeria, Europe and the U.S. His thematic compositions in vibrant colors allow figurative images to adopt expressive, abstract and representational qualities. Afolayan has executed numerous mural residencies in schools across North Carolina, Georgia, Mississippi and Virginia. His program, with a diverse range of students, has been used extensively in a successful national YouthARTS Development Project to demonstrate how the powers of art contribute to improving behaviors and attitudes in young people.



Mural Connection is designed to engage students in creating a mural that explores a theme approved by the school. Emphasis will be on the use of elements of art such as color, line, shape, form, value, space and texture to create a visual narrative based on the students' perception of the concepts. Students will engage in research for better understanding of the mural concept. The residency will conclude with an event that celebrates the students' creative experience and accomplishments with parents, guardians and the school community. The finished mural will be installed at a designated site in the school as a permanent learning feature in the school. Mural Connection focuses on production, criticism, aesthetics and history. Creative experience in this project equips the participants with enhanced learning skills in other subject areas such as math, social studies and science.

## Residency Requirements

Grade Levels: 4–12

Maximum Number of Classes per Day: Three

## Additional Offerings

“Dramatic Palette” (please contact for information).

Technical and Volunteer Requirements: Well-ventilated space with easy access to water and electrical outlets; space must be available throughout the five day residency.

## Contact Information

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# Peg Gignoux/art pluriel, llc

Website: [www.ingignouxity.com](http://www.ingignouxity.com)

## Secret Room Pop-Up Books

Curricular Connections: Language Arts and Visual Arts

Peg Gignoux, textile artist, enjoys working with diverse populations, facilitating vibrant public art projects and teaching book arts in North Carolina K–12 schools, museums and health care centers. A recipient of the Artist in Community 2008 Award, she holds a B.A. in English from Kenyon College and a M.I.D. in fibers from North Carolina State University.



In the Secret Room residency students will align written expression with visual expression in an imaginative three-dimensional book. Gignoux will supply each student with the text to an original allegorical tale and guide the students through the structural design and illustration process culminating in the creation of an eight-page illustrated pop-up book. Steps include folding, measuring, cutting, gluing and designing papers. Distinctive to this book structure is the requirement that each student design an interactive portal that allows the reader to look into the interior “secret room” containing their illustrated interpretation of the climax of the story. Workshop sessions include collaborative activities such as painting patterned papers that will be shared and used for setting, characters and supporting details of the illustrated pages. The Secret Room book structure requires focused attention to spatial and sequential planning of text and image. The project links curricular subjects with basic elements of art: investigation of color, line, pattern, shape, space and texture as well as promotes attention to good craftsmanship requiring fine motor skills, good work habits, independent and collaborative learning. At the close of the residency, Secret Room books will be exhibited in the school media center.

## Residency Requirements

Grade Levels: 3–5

Maximum Number of Classes per Day: Three

Technical and Volunteer Requirements: Access to art room or multipurpose room with tables for students to work; two additional tables or equivalent counter space for art supplies; sink(s); drying rack or space for drop cloths for wet art work to dry between sessions.

## Contact Information

Peg Gignoux

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# Karen Lynch Harley

Website: [www.Redearthgallerync.com](http://www.Redearthgallerync.com)

## Narrative Murals & Sculptures

Curricular Connections: Visual Arts, Social Studies and Language Arts

Karen Lynch Harley is a Native American artist whose art tells a story. She takes everyday life and applies it to her art. She studies communities and cultures and incorporates them into art forms of murals and sculpture. Karen graduated from the University of Maryland (College Park Campus) and the Schuler School of Fine Arts (Baltimore, Md). Her paintings have been exhibited throughout the country and abroad. She has worked with a diverse group of ages, people, and organizations. Her programs enhance skills in several areas of the Common Core subjects while teaching participants art skills they can use for the rest of their lives. Projects are meant to be educational and fun!



This residency will allow students to explore their life and/or community stories while creating art that will become a lasting addition to their school. The result is a visual art piece that remains at the school and illustrates how people express themselves individually while working within a group. Students will learn how art makes connections in their lives that relate to several concepts of disciplines in their studies. They will be able to apply creative and critical thinking skills to create an artistic expression of themselves. All art projects will consist of either a mural or sculptured piece(s) that will have a permanent location in the school. Students will learn to tell stories with different art mediums using listening skills, collaboration, comprehension, integrated knowledge and ideas while making comparisons and contrasts. Depending on the concept of the project that is decided by the group, students will learn art skills such as texture, depth, perspective, color and brush and clay applications. Residency will end with a presentation/exhibit at the school for students, teachers, parents and possibly county officials.

## Residency Fees Requirements

Grade Levels: K–Grade 12

Maximum Number of Classes per Day: Three

Technical and Volunteer Requirements: Space must be available throughout the five day residency.

## Contact Information

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# Bryant D. Holsenbeck

Website: [www.bryantholsenbeck.com](http://www.bryantholsenbeck.com)

## The Natural World: An Installation Residency

Curricular Connections: Visual Arts

Bryant Holsenbeck is a visual and community artist who makes her own art using recycled materials and who works with communities helping them to make art using recycled materials as well. From 1994 to the present, Holsenbeck has done residencies in the public schools of Wake County under the United Arts Council's education program. She has also done many residencies throughout N.C. and other states as well working with many different communities.



In The Natural World residency, students will learn new uses for everyday materials. For example, they will learn to transform water and milk bottles into flowers and butterflies or the inhabitants of a coral reef. Old magazines, plastic bags and fabric can transform into a forest with animals. The artist will work with the school to design the installation specifically for the school campus. Students will learn about recycling as well as how to create sculptures. Most of all they will discover the joy of working in the community and seeing how their individual efforts are very important in making a larger piece of artwork. On the last day of the residency, Holsenbeck will work with the students to “install” the different parts of the environment created by the students into a cohesive whole somewhere in the school. The school and greater community will be invited to this event. This installation will remain in place as long as the school chooses. When it is disassembled, students will be able to take home their individual creations.

### Residency Requirements

Grade Levels: 3–12

Maximum Number of Classes per Day: Four to five

Technical and Volunteer Requirements: A space to work with the students and store collected materials. This residency does not travel from class to class; the students need to come to the artist. A space is needed to install the finished works into an installation, i.e. the entry way of the school, the library or a hallway. A staff member of the school needs to work with the artist at all times and provide support to the parent or community volunteers whenever possible.

### Contact Information

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# Senora Lynch

Website: [www.clayhound.us/gallery/146.htm](http://www.clayhound.us/gallery/146.htm)

## Exploring American Indian Histories and Stories through Clay

Curricular Connections: Visual Arts and Social Studies

Nationally known Haliwa-Saponi potter Senora Lynch tells the story of her tribe through her art. She builds her pots using the traditional coiling method and decorates them with American Indian symbols and motifs of her childhood in Hollister, N.C. keeping alive her tribe's pottery tradition while bringing something original to the art form. She applies geometric principles to her work, finding the center first then expanding into quadrants, echoing the four directions found in native practice. Although Senora began her pottery career as an adult, her fame reaches beyond the borders of tribe and state. Her work has been displayed at the White House and the National Museum of Women in the Arts, and it is in permanent display at the National Museum of the American Indian and the North Carolina Museum of History. She is also the recipient of a 2007 North Carolina Heritage Award, honoring folk artists who deepen our awareness of our folk traditions.



In this residency students will learn about the history and culture of North Carolina American Indians, how their culture has changed and how those changes have influenced their lifestyles today. They will share their knowledge and overcome stereotypes while making hand coiled and pottery and building pinch pots. They will also learn how pottery was used in ceremonies and everyday life, and how American Indians decorated their art with natural materials. Senora will teach them the stories and beliefs of her culture and how those are reflected in her pottery. Students' finished clay pieces will be incised with their own designs and will reflect their own oral histories.

### Residency Requirements

Grade Levels: 1 to 12

Maximum Number of Classes per Day: Three

Technical and Volunteer Requirements: The art room is ideal; however, any work place for students secure to leave materials overnight will work. A large table to display art work. A volunteer to help bring in supplies and to assist in the classroom. Artist will need to drive as close as possible to room and prefers to be stationed in one location throughout the residency.

### Additional Offerings

Workshops and residency programs for every age in pottery, bead-work, corn shuck dolls and basket-making are available for schools, libraries, museums, after school, summer school and programs for senior citizens. Fees depend on length of activity.

### Contact Information

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# Leni Newell

Website: [www.leninewell.com](http://www.leninewell.com)



## Exploring Batik

Curricular Connections: Visual Art, Science and Social Studies

Leni Newell is a professional teaching artist whose award winning work has been exhibited around the country in museums and galleries and can be found in numerous corporate collections.

Newell has a degree in Art Education and brings over 3 decades of motivating experience conducting successful, popular, creative residencies in over 500 schools. As a school principal said, "The strength of Newell's exciting residencies comes from her love of teaching and children, which allows her creative spirit to inspire students and staff alike".

In the Batik residency students will work with Newell to create their own individual batiks, an exciting, self-esteem boosting, and success oriented fiber art form. This unique process involves creating cloth paintings using hot wax resist and vibrant fabric dyes. Even the most reluctant student artists will be amazed and thrilled with the powerful art they create in this residency.

The subject matter of the art can easily be integrated with the CORE curriculum in Science (e.g. ecosystems, landforms, rainforests, etc) or Social Studies (e.g. Latin American images, Native American images, Australian images, etc). This residency is also an excellent means of reinforcing many 21st century learning skills, such as problem solving.

Parents, school staff and administrators will be invited to participate in creating an additional batik to be gifted and permanently installed in your school. This is a great school community builder and a wonderful way to collaborate in a unique way to beautify your school.

## Residency Requirements

Grade Levels: 4 to 12

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: A room with a sink. Two adult volunteers ready to have fun each day.

## Contact Information

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# Sean Pace

Website: [www.seanpace.com](http://www.seanpace.com)

## Art Machines

Curricular Connections: Visual Art, Science and Technology

Sean Pace is a visual artist and 2010 N.C. Arts Council Fellowship recipient. His work has been exhibited in solo and group shows in North Carolina, Alabama, Colorado, Florida, at the Metals Museum in Memphis Tennessee and most recently at the Southeastern Center for Contemporary Art (SECCA) in Winston-Salem, N.C. Sean creates kinetic sculptures that function as simple machines and demonstrate key principles of physics. His massive, animated sculptures constructed from industrial products and found objects are humorous, absurd and inventive, and erase the line between artist and spectator.



Working with SECCA, Sean piloted a residency guiding middle school students through the study of principles of engineering, modern mechanisms and contemporary art to kinetic experimentation, collaboration and concept development resulting in a kinetic sculptural fabrication ([www.theintersectionsproject.org](http://www.theintersectionsproject.org)). This residency builds on the success of the SECCA residency by guiding participants through the design and fabrication of large, kinetic sculptural pieces that use ordinary and discarded materials. While collaborating in a group setting working in the arts and technology to build their vision, students demonstrate the dynamic and creative thinking required to create a functional and aesthetically pleasing art piece and learn elements of physics such as leverage, inertia, potential and kinetic energy and force.

## Residency Fees Requirements

Grade Levels: 6 to 12

Maximum Number of Classes per Day: Four

Technical and Volunteer Requirements: A space to work with the students and store collected materials. This residency does not travel from class to class; the students need to come to the artist. A space is needed to install the finished works into an installation, i.e. the entry way of the school, the library or a hallway. A staff member of the school needs to work with the artist at all times and provide support to the parent or community volunteers whenever possible. A space outside (about the size of six parking spaces) is also needed for the use of our portable workshop. A room with a sink, eight tables and no carpet will work; two adult volunteers needed per class. Volunteers need to wear old clothes and bring enthusiasm. We will also require at least four power outlets. Space must be available throughout the workshop.

## Additional Offerings

Workshops and residency programs for K-12 programs, libraries and museums focus on experiencing and learning through kinetic art projects and applied exploration with mechanics and science. School programs meet Common Core and Essential Standards (literacy, social studies and STEM - science, technology engineering and mathematics). Additional offerings include professional development workshops integrating kinetic sculpture and creativity into the classroom. Fees depend on length of activity.

## Contact Information

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# William S. Rogers/RogersMetals Studio

Website: [www.rogersmetals.com](http://www.rogersmetals.com)

## Telling Stories With Hammered Copper

Curricular connections: Visual Arts, Social Studies, History and Science

William Rogers has received state-level recognition for excellence in creativity and craftsmanship. He was awarded an Individual Artist Fellowship from his native state of Tennessee and was selected as one of eight master teachers for a statewide apprenticeship program in Virginia.

Since 2005, he has been a resident of North Carolina, when he moved his studio to Jackson County. There, he planned and developed a blacksmithing studio for the Green Energy Park, adapting a natural gas forge to burn methane recovered from a former landfill. In addition to numerous commissions, Rogers maintains an active teaching schedule. He has been an artist-in-residence at ArtSpace Charter School in Asheville, Tuscola High School in Waynesville, Smokey Mountain Elementary in Whittier, and Cherokee High School. With sponsorship from the Cherokee Preservation Foundation, he created two large, student-teacher collaborative kinetic sculptures that are permanently installed in the school's Cultural Arts Center.



This residency will introduce copper as a malleable material and illustrate how its metallurgical properties can be used creatively. Our point of departure for the design process is a reproduction of an ancient North American artifact unearthed in this region: a hammered copper sheet with Native American imagery and motifs used to tell stories about the culture of the original owners. Discussing this piece will help students and teachers recognize authentic Native American and pre-Columbian forms in metal, help teach ancient metalworking skills and aid students in their design of a contemporary art piece inspired by tradition and culture. The students will make a pendant, badge or gorget that can be worn using images developed from their own particular culture. Students will first create a two-dimensional design that will be transferred to flat copper. They will then use punches and hammers to bring the two-dimension design into the third dimension through a process now referred to as repoussé, a technique used to create the Statue of Liberty. This is the same method used by prehistoric Americans to form copper panels like the copper artifact that will be used as a teaching tool in the classroom.

### Residency Requirements

Grade Levels: 6-12

Maximum Number of Classes per Day: Two

Technical and Volunteer Requirements: Sturdy worktables for students; place to secure tools when not being used in the classroom. In-classroom prep time; the first day will require an hour. The workshop setup is extensive and cannot be moved from classroom to classroom.

### Additional Offerings

This workshop can be adapted for museums and arts councils.

### Contact Information:

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# Sandy Creek Weavers

Website: [www.sandycreekweavers.com](http://www.sandycreekweavers.com)

## Weaving Our History: A Fabric Time Capsule and Lap Loom Fever

Curricular Connections: Social Studies and Visual Arts

The art of weaving runs deep in the roots of Sandy Creek Weavers. On historic utilitarian looms, Emily Hyatt and Victoria Sowers, known professionally as Sandy Creek Weavers, have created contemporary works of art since 1998.



Renowned throughout the Southeast, Sandy Creek Weavers' weaving residencies capture time in a tapestry. More than 300,000 students and adults have experienced this unique approach to storytelling, creating on a 200-year-old-loom large tapestries that incorporate their items of sentimental value and become fabric time capsules, representing that time in the school's or community's history.

Sandy Creek Weavers' work can be found from New York to Florida in homes, galleries, banks and even a congressional office. Among its specialties are rugs, tapestries, wall hangings and memorial weavings. During the hands-on experience that Hyatt and Sowers provide, students learn the process of weaving, loom construction, fibers, designs, and the impact of hand-loom weaving on textile production in colonial times and today. The overarching goals of Sandy Creek Weavers are to keep alive an ancient art form and to help participants make connections with weaving through art, math, history, language, social studies and craftsmanship.

Residencies, including *Weaving Your History: A Fabric Time Capsule*, and *Lap Loom Fever*, are appropriate for K–12 schools, colleges, hospitals, community centers, senior centers and arts councils. Each educational residency spans a minimum of four five-hour days; community residencies are three days minimum. One-day demonstrations are available by request.

### Residency Requirements

Grade Levels: Kindergarten-Grade 12

Maximum Number of Classes per Day: Five

Technical and Volunteer Requirements: Minimum of two adults to assist loading and unloading of the loom upon arrival and departure; a secure, quiet, permanent space (classroom setting) with good lighting; (minimum loom space: 10' x 10'); tables and chairs for students (set in a semicircle fashion around the loom with students facing towards the loom); two long tables for weaver to use for supplies and equipment.

### Contact Information

Victoria Sowers

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