Heather Maxwell and her band

Virginia Commission for the Arts

ARTIST ROSTER

Artists in Residency Program

VIRGINIA COMMISSION for the Arts

(modified 07/25/08)

WELCOME!

All artists on this roster have been reviewed by a panel of arts professionals. Artists are evaluated based on the basis of artistic quality, professional experience in the field, and the quality of their plans for residency activities.

Artists can apply throughout the year to be included on this Artist Roster. Check back regularly for new additions.

We hope you will find this roster useful and find an artist for your residency. We strive to make this roster as user friendly as possible and as diverse as possible. Please tell your artist friends about this roster and encourage them to apply.

Please visit www.arts.virginia.gov for more information about the Artist in Residency Grant program including the Artists in Residency Handbook, a guide to organizing successful residencies.

Don't hesitate to contact our Arts in Education Coordinator with any questions you might have about this Roster or about the Artist in Residency program. Phone (804) 225-3132, email arts@arts.virginia.gov.

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Artist/Ensemble	Eligibility *(fiscal year - fiscal year)*
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Artist/Ensemble	Eligibility *(fiscal year - fiscal year)*
Richard Clark Adams	2003-2010
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Charles R. Caputo	2007-2008
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Tina Liza Jones	2006-2010
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ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Judy Light Ayyildiz 4930 Hunting Hills Circle Roanoke, VA 24014 540.774.8440 (h) JAyyildiz@aol.com www.judylightayyildiz.com	Virginia 2006-2010 Kentucky 1989-1990	Richmond City Schools Chesterfield County Schools Roanoke City Schools Roanoke County Schools

Daily Rate(s): $350 per day (3 to 9 full days)
$300 per day (10 full days)
$250 per day (11 to 40 full days)
$250 per day (41+ full days)

Fees are negotiable. Travel expenses are not included.

Grade Level(s): 1-12
Participants: General

Education/Training:

M.A., Creative Writing/English; Hollins University
M.A., Liberal Arts; Hollins University
B.A., Music Education; Marshall University

Residency Program Description:

Workshops will focus on the following concerns when guiding young or beginning writers:

- learning to observe, analyze and write about the world at hand in detail, to make connections;
- learning to open the imagination to learning possibilities incorporating Virginia's Standards of Learning objectives; and
- experiencing proven methods by which works can be discovered, and to express ideas and images concretely in order to ensure full comprehension.

Each workshop will be designed for the program at hand, in consultation with the planning team and with specific input from teachers in whose classes I will be directing workshop activities. This is most important because the individual teachers know their class needs and the areas in which they themselves need the most guidance from me.

The workshops will be structured so that students can understand how successful poems, stories, essays and paragraphs are made from the point of view of the writer so that students have guided experiences in which they are able to produce drafts and completed pieces which have successfully included some or all of the following:

- Concrete Images
- Music (blending rhythm, sounds, syntax and diction)
- Figurative Language
- Tone
- Mood
- Clarity of Meaning
- Originality

Student Workshop(s) - Students will experience free writing, pre-writing, focus writing, and rewriting (the steps of the writer's process to a completed work): steps that can be used in teaching subject matter across the curriculum. I will share examples of published work to stimulate students' interest in and excitement about writing. We remember best that which we have experienced, whether in fact or in the mind. For this reason, teachers take part in each workshop with their students. It has been my experience that sharing work is one of the best ways to reinforce what has been learned and stimulate further work. When students begin to discover their own voice, they express their world in their own unique way. As a result, others can appreciate and comprehend their work, as well as their motivation and enthusiasm for learning. The writing process teaches students how to think and how to apply that thinking toward a completed goal.

I develop new lessons or adapt lessons from the books which I wrote with Rebekah Woodie: Skyhooks and Grasshopper Traps - A Notebook Of Poetry Lessons, Creative Writing Across the Curriculum, Easy Ideas for Busy Teachers, and The Writer's Express. Skyhooks was used by North Cross Middle School for three years, by the seniors of the "CITY" School of Roanoke City Schools for five years, and by Hollins University's Pre-College summer program for three years. It was also adopted as a text by Roanoke City Schools in order to help prepare elementary school students for the literacy passport test.

Teacher Workshop -- I will work with the planning team/teachers to develop the workshop(s). I will incorporate a workshop with teachers in any program, on any subject of writing, such as "How to get students to write in voice," finding ideas for stories, "How to move prose to poetry," "How to critique poetry," "Ideas for using language arts with whole language teaching," etc. I schedule a seminar with teachers near the end of residency where student work is shared and during which I discuss my instructional methods. Teachers will work with the students throughout the residency will be encouraged to participate in group discussions.

I also encourage displays of student work, readings and compiling books or newspapers. Additionally, it is easy to link the study of writing with music and visual art, as well as with social studies and science by incorporating specific learning objectives or themes, and by having students observe and explore the subject matter while developing a project and while writing about objects, characters, places or situations.

Peer evaluation group workshops are always included in long-term residencies. Young writers will evaluate the work of others under the guidance of the instructor. Open classroom discussions and evaluation are featured as well. Published works are also evaluated and students learn about how writing techniques enhance meaning, as well as build tone and voice.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Slash Coleman P.O Box 14781 Richmond, VA 23221-4781 804/353-3799 fishoranges@yahoo.com http://www.slashcoleman.com	Virginia 2006-2010	Richmond City Schools Franklin County Schools

Daily Rate(s): $200-225 per day depending on residency length

Travel expenses are negotiable.

Grade Level(s): 9-12
Participants: General, TAG

Education/Training:

M.A. Education, Columbia College, IL
Monterssori Certificate
B.S. English, Radford University, VA

Residency Program Description:

The Process of Writing Monologues:

During the residency, I will work with students to create a series of monologues. The writing may proceed to a staged reading of the work, a peer analysis of the work, a re-write of the work, a final performance, and a final critique.

Within a cooperative learning environment, the program is designed to help students:

- creatively express themselves
- gain a sense of accomplishments
- better comprehend the world
- communicate with others in a team environment

Additionally, students will gain an increased appreciation of and additional experience with communication using the mediums of writing and performance.

Monologue Writing: Students will form writing teams and create monologues (which are one and a half to two minutes in length) about a character which must be from the student's age range. Students will be given

writing prompts to encourage them to explore, generate, and develop their feelings, ideas, and values through the written word. Monologues may be created based on personal experiences, heritage, imagination, literature, and history. Students will outline dramatic structure and brainstorm plot scenarios.

Staged Reading: In order to help students reveal a true understanding of both the character and the full context of the monologue, they will be given feedback to help develop better communication skills, improving vocal projection, clear diction, and body control.

Peer Analysis: Students will learn to discuss the meaning of their own work or that of others beyond the literal level. Here, students will work on skills of reflection, interpretation, and assessment, demonstrating their understanding of connection to characters, character development, and intention.

Re-write: Students will re-read and analyze their monologue, create drafts of the same piece, show alternative ways the piece may be developed, and cite reasons for the strongest version.

Final Performance: Students will showcase their ability for teamwork and their cumulative efforts in combining their written communication work with that of performing.

Final Critique: Students will be given feedback regarding multiple interpretations of their work.

NEW

Creative Writing

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address Program(s)	**State Agency Roster(s)**	**VCA Residency**
Daniel José Custódio 2909 E Marshall Street Richmond, VA 23223	Virginia 2008-2009	Richmond City Schools

804/381-1471
email: daniel@thepoetdaniel.com
www.travelingpoet.org
http://www.thepoetdaniel.com

Daily Rate(s): $200 - $225 per day depending on residency length. Travel expenses are negotiable.

Grade Level(s): 7 - 12

Participants: General, ESL, TAG

Education/Training:

B.A. Mathematics/Creative Writing, Hamilton College, NY
M.B.A. Education, Northwestern University, IL

Residency Program Description:

The Traveling Poet Workshop is comprised of 12 two-hour poetry sessions (24 hours in total) that are segmented as follows:

• **Part I:** 4 sessions or 8 hours dedicated to *reading poetry* and understanding the fundamentals of poetry. We strongly believe that the process of becoming a great poet involves being exposed to great poetry and, also, acquiring the needed tools to express one's thoughts effectively. The Traveling Poet curriculum **compares and contrasts African-American poetry from the 18th, 19th and 20th centuries to modern-day poetry expressed via positive Hip-Hop – a culture students love and consider their own**. Students will be provided with historical context for each poem and are encouraged to read each poem as if they were the main character in the poem. Students will also be trained on how to better improve their communication skills (vocal projection, clear diction, body control). Through this live performance, students will have fun as they are exposed to poetry fundamentals such as the use of metaphor, simile, etc. that are often boring concepts when taught in a traditional classroom.

• **Part II:** 4 sessions or 8 hours dedicated to *writing and revising poetry*. Students will use the new poetry skills they were taught in Part I to write and revise their own poetry. We encourage our

students to imitate poets they enjoyed in part I and to experiment with different styles in the pursuit of discovering their own voice. Students will be encouraged to provide feedback to the group both on their own poetry and on the poetry written by their peers, demonstrating their understanding of key poetry concepts and also building social connections to each other via their personal experiences.

• **Part III:** 4 sessions or 8 hours dedicated to *memorization techniques and performance*. Students will take what they wrote and make it come to life via theatrical elements, again, reinforcing communication skills taught in part I.

• **Part IV:** The program concludes with a *celebratory performance* where students proudly present their poetry to family, friends and school staff/administration. As part of a partnership Traveling Poet has established with LuLu, the poetry written by students will be published in a paperback version and their performances will be recorded in a DVD format. All proceeds of the books and the DVDs will go directly towards helping Traveling Poet offer more programs to those schools that need it the most.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Nancy Ruth Patterson 2723 Stephenson Avenue, S.W. Roanoke, VA 24014 540/342.4128 (h/w/fax) 212/541.8641 (agent) nrpatters@aol.com	Virginia 2003-2010	

Daily Rate(s): Fees are negotiable. Contact the writer. Travel expenses are not included.

Grade Level(s): 1-12

Participants: General, ESL, TAG, Physically/LD

Education/Training:

M.A.T., Spanish/Education; University of North Carolina at Chapel Hill
B.A., Spanish/Education; University of North Carolina at Chapel Hill
Coursework; Graduate Creative Writing Program (Hollins University)

Publications: *The Christmas Cup* (Orchard Books, 1989)- adapted for stage by Jere Lee Hodgin for Mill Mountain Theatre; *The Shiniest Rock of All* (Farrar,Straus & Giroux, 1991)-adapted for stage by Jere Lee Hodgin for Mill Mountain Theatre; *A Simple Gift* (Farrar,Straus & Giroux, 2003)- adapted for stage by Patrick Benton for Mill Mountain Theatre; *The Winner's Walk* (Farrar,Straus & Giroux, 2006); *Ellie Ever: Princess of Patent Leather Shoes* (Farrar, Straus & Giroux, projected 2010 publication date)

Awards: For *The Christmas Cup*: Notable Book by NCSS-CBC; Texas Blue Bonnet Master List; School Library Journal Starred Review; For *The Shiniest Rock of All*: Master Lists for Oklahoma's Sequoyah Award, Indiana's Young Hoosiers Award, and Utah's Children's Book Award; For *A Simple Gift:* Master Lists for Missouri's Mark Twain Award and Kansas William Allen White Award; a Junior Library Guild Selection; For *The Winner's Walk:* Master Lists for Virginia Reader's Choice (formerly Virginia Young Readers),Texas Blue Bonnet Award, Louisiana Reader's Choice, and South Carolina Book Award; Master List for Crown Book Award

Workshops: Over 400 state and national workshops; Cited by Virginia High School Hall of Fame as "one of the most sought-after writing teachers in the country."

Teaching: Retired from Roanoke City Schools as Founding Director of CITY School; Writer in Residence for Roanoke County Schools; Adjunct faculty teaching graduate courses in children's literature and young adult literature and non-credit courses in memoir writing for University of Virginia (Roanoke Higher Education Center).

Preferences: Elementary school students-both small and large groups; workshops for teachers

Fee: Negotiable

Residency Program Description:
I want my residency to help students understand the writing process and in turn, find tools to tell their own stories well. I am constantly experimenting with ways to help people gain the courage to write by acknowledging my own struggles as a writer. I make the task of writing accessible by dividing it into three components. I title my workshops *Three's A Charm*, referring to the three R's of writing: research (finding a story), release (writing the original draft), and refine (learning how to edit and rewrite).

I prefer to structure my residency in three parts:

- **Part I** is a faculty in-service where educators embrace the mystery and majesty of the writing process that I will later share with their students. By asking the right questions, I enable each educator to "save the life" of the best teacher he or she ever had by recalling details about that teacher - stories, facts, and snippets of dialogue. Then I show how to weave those memories into pieces of writing worthy of the *life-saving* award.

- **Part II** is "workshopping" with students. I have designed writing exercises to build trust among students and to help them build self-confidence. I correlate my goals with Virginia's Standards of Learning, reinforcing key concepts for each grade level. While the students enjoy the magic of writing, I try to ensure that they also experience critical thinking at its best.

- **Part III** of my residency is publication. I like to see stories published in student literary magazines, but I especially like students to read from their own work at assemblies or authors' teas. I want them to feel like "real writers" before I leave.

One size of creative writing experience does not fit all. I always tailor my workshops to the specific needs of each situation.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Patricia Flower Vermillion 125 Garrett Drive Hampton, VA 23669 757/838.0482 (h/w)	Virginia 2006-2010	

Daily Rate(s): $125 per day

Grade Level(s): PK-12
Participants: General, Special Ed., LD,TAG

Travel expenses are included for Hampton Roads-area schools only**.**

Education/Training:

M.A., Special Education; Hampton University
B.A., Elementary Education; Akron (Ohio) University

Residency Program Description:

Although difficult to present a plan for an indefinite amount of time and an unknown number of students, 12 to 25 student participants in a nine-day residency could move through introductory material, individual interests, process, evaluation and editing conferences and conclude with an Author's Day presentation. If I work with an entire school population and have brief sessions with each class, the experience will be introductory and classroom teachers can continue what I initiate.

During Teacher Workshops teachers may:

- use a "free writing" activity for ten minutes (those willing may share their writing);
- identify problems students have with creative writing;
- identify problems teachers have with creative writing;
- brainstorm creative methods to use with students in writing across the curriculum; or
- plan an Author's Day or hand bound bookbinding activity.

What follows are sample activities for a small group of middle school students. I will develop activities for other grade levels as well.

During student/classroom workshops students would:

- participate in an oral storytelling activity;
- discuss/list things that interest them;
- use a free writing activity for ten minutes;
- who are willing share what they have written;
- reflect on writings that have been successful and those they have not been able to finish;
- select an area to be used as a "Writer's Wall;"
- listen to tapes and view short segments of videos that feature strong words.

As an assignment each student might bring to the next session a "delight" -- a piece of writing you have completed and feel is successful -- and/or a "disaster" -- a piece of writing you can't finish or doesn't satisfy you -- and examples of your favorite author(s). This assignment initiates our "Writer's Wall of Words". By the second session young writers have identified interests, displayed samples of writing (their own and selected favorites). I will use ideas from In the Middle, by Nancie Atwell, to introduce writers to the concept of

collaborating student writers. We will look at Talking to the Sun, Rose, Where Did You Get That Red? and Sleeping on the Wing. We will listen to William Carlos Williams read poetry and look at the way he placed words on a page.

Student writers can:

- read their own work or the work of one of their favorite authors;
- discuss writing for young children, non-fiction, mysteries, sports and any other type of writing they like to read;
- brainstorm the use of visual art or music to enhance writing presentations (I dress in attire typical of the 17th century to tell my stories "Once A Witch," "The Great White One" and "Boyes of the James," based on historical events in Tidewater.).

Further activities will be determined by each writer's interests. I will teach writers not writing and serve as encourager and coach.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Diana Woodcock 5811 S. Crestwood Avenue Richmond, VA 23226-1801	Virginia 2006-2010	

804.794.8524 (h)
dwoodcock@qatar.vcu.edu

Daily Rate(s): Fees and travel expenses are negotiable.

Grade Level(s): 6-12
Participants: At-Risk, ESL, TAG

Education/Training:

M.F.A., Creative Writing/Poetry; Virginia Commonwealth University
B.S., Psychology; Virginia Commonwealth University
Assistant Professor, English Department, Virginia Commonwealth University School of the Arts in Qatar (2004-present).

Residency Program Description:

Using a workshop format, I will introduce students to various poetic forms and invite them, by providing prompts, to write and share their own poems. My goal is to help students discover that writing poetry is a means of learning about themselves and their world; it is an act of peacemaking, of exploration, of learning to value silence and language, of asking questions about one's ideas, ethics and beliefs, of waiting and watching attentively for truth to be revealed. I want to challenge students to see poetry-the writing of it-as a vehicle for social, political, and religious commentary. I hope to instill in them an appreciation for poetry as a means of "speaking" for those who cannot speak-of sharing what they may be afraid to voice. Components will include the introduction of poems (by well-known poets as well as poets their own age who are as yet unknown), the crafting of their own poems, and workshop discussions/sharing of them.

Pre-residency planning: I will visit local programs, such as Art 180, to observe as well as interview the artists involved in teaching. I plan to search the web, bookstore and library shelves to glean fresh ideas. I also will go through my files and collection of books on teaching poetry and creative writing to pick out favorite activities for classroom use.

Teacher Workshop Topics/Focus: How to Use Poetry to Teach English as a Second Language
How to Use Poetry to Reach At-Risk Kids

Student Workshops:

- Will introduce various poetic forms, including Rhyme Kit poems, dramatic monologues, traditional and open, lyrics/rap, haiku and prose.
- Will use books such as Salting the Ocean: 100 Poems by Young Poets (Nye), On the Wing: Bird Poems and Paintings (Flores), In the Swim, Water Music, and Joyful Noise (Fleischman)

Public Activities: Display of poetry produced; a Reading if appropriate

Post-Residency Evaluation: I will provide an evaluation form for participating students to completer, with questions such as: How has their opinion of poetry been altered by the workshop? What did they enjoy most and least? What would they recommend for a future poetry workshop?

Dance

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Dance

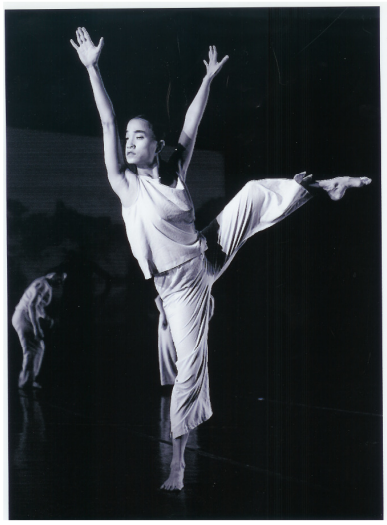
Dance

Dance

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	State Agency Roster(s)	VCA Residency Program(s)
Jane Franklin 3700 South Four Mile Run Drive Arlington, VA 22206	Virginia 2004-2011	Yorktown High School (Arlington) Gunston Middle School (Arlington) Lemon Road ES (Falls Church)

703.212.7680 (w)
info@janefranklin.com
www.janefranklin.com



Daily Rate(s): $150-300 per day depending on length of residency
Fees are negotiable. Travel expenses are not included.

Grade Level(s): 1-12

Participants: General, TAG

Education/Training:

B.A., Dance; University of Colorado
M.F.A., Choreography; The Ohio State University
C.M.A., Movement Analyst; Laban/Bartenieff Institute for Movement Studies

Residency Description/Components:

Student Workshops can be adapted to the needs of either an experienced group of dancers or to those new to dance movement. Dance technique classes offer a fun and challenging way to explore integrative movement inspired by the Bartenieff Fundamentals and Laban concepts. The magic of movement is revealed through ideas such as level, basic body actions, locomotor and axial movement, call-and-response and rhythm studies. A creative experience for the kinesthetic learner, students work together as a large group, in small groups or in partnership.

Core Group Workshops are an in-depth opportunity to develop a larger movement vocabulary for the group as a whole. Often a culminating performance features core group workshop participants who have contributed movement materials to the final product.

Teacher Workshops introduce simple movement strategies to support cooperation and interaction. Discussion may center on teaching methods, collecting creative tools, or working within your environment.

Public Activity consists of a performance where students can share what they have created with the student body or with the general public. An additional public activity may be an "Open House" class where invited guests can observe.

On Site Studio Time provides an opportunity for the residency artist to work at the residency location.

Planning the residency requires meetings between the artist, faculty and administration that take place prior to the residency. The success of a dance residency is dependent on an adequate sized space that can accommodate participants safely. The workshop facility should be on a non-cement floor and participants should be able to attend on a consistent basis. It is possible to choose a theme for the residency from core subject areas such as science or language arts and to work in collaboration with the school faculty.

Evaluating the residency may include the use of audience and student surveys, audience response via attendance and teacher involvement through participation. A school PTA may involve the community by informing local media about the events or by planning additional opportunities for the students to perform the work.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Kaye Weinstein Gary 10601 Three Chopt Road Richmond, VA 23233 804.270.4944 (w) kdanceinc@earthlink.net http://kdance.org	Virginia 2006-2010	Lunenburg County Schools Richmond City Schools Southside Va. Community College Eastern Elementary (Giles Co.)

Daily Rate(s): $200-$250 per day depending on length of residency
Fees are negotiable. Travel expenses are included.

Grade Level(s): 1-12

Participants: TAG

Education/Training:

M.S., Dance/Physical & Health Education; James Madison University
B.A., Dance; Mary Washington College
Coursework/Training; New York University, American Dance Festival (Duke University)

Residency Program Description:

Dance/Movement Residency Program Goals:

- to discuss and explore dance as an art form;
- to introduce students to the concept of movement as an expressive means of communication;
- to develop body awareness;
- to enhance the creativity of students;
- to expose students and teachers to new learning methods integrating mental and physical approaches to learning; and
- to make creative movement, dance and movement education a dynamic and essential ingredient in the total curriculum of a student's education.

Workshop/Class Topics:

- Movement Masterclasses - Vigorous, physical movement classes involving body awareness, space exploration, rhythmic awareness and creative exploration. Core classes meet each day.
- Video/Discussion Classes - Small group format, using Ms. Gary's choreography as a springboard for discussion of the creative process in dance.
- Special Topic Discussion - Dance History; Choreography; Improvisation; Composition
- Teacher In-Service/Workshop - Dance and its place in the educational process. Ways to integrate dance and movement activities into regular classroom experiences.

Public Performance: The artist will present one public performance during the residency.

StudioTime: The on-site artist studio time will consist of rehearsal of existing solos and the creation of new works. The artist requires a large, open space, as well as a clean wooden floor and a quiet environment in which to work.

Planning and Evaluation: The artist will assist the school in the planning and evaluation phases of the residency. Numerous meetings and telephone calls will take place before the residency begins. In addition, the artist will meet with the sponsor every day during the residency to ensure the success of the program. A written evaluation will be made at the conclusion of the residency.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Latin Ballet of Virginia Ana Ines King, Artistic Director 1108-O Courthouse Road Richmond, VA 23236	Virginia 2006-2010	

804.279-2555
804.261.6220 (dance center)
804.379.1445 (fax)
latinballet.va@verizon.net
www.latinballet.com

Daily Rate(s): $500 per full day

Grade Level(s): 1-12

Participants: General

Education/Training:

Ana Ines King, Artistic Director
B.A. Dance & Choreography, *Instituto Departmental de Bellas Artes* (Colombia, South America)
Special training and study; *Academia Departmental* (Columbia), Adagio Jazz Ballet (Venezuela), *Teatro de Arte Dramatico* (Columbia)

Tara Zaffuto Mullins, Educational Programs Assistant and Artistic Associate
B.A. Dance, *James Madison University*
M.F.A. Dance w/ focus in Education and Choreography, *Arizona State University*

Residency Description/Components:

A residency with the Latin Ballet of Virginia will reinforce the concept of dance, movement and body posture in relation to other artistic disciplines, as well as a reflection of Hispanic culture. The residency will promote the arts as essential components of a complete education and as valued part of community life. Residencies will feature professional artists offering high-quality instruction. Students and all participants will learn about dances, choreography and movement, and will have an opportunity to learn about how the arts and artistic traditions help define a culture.

Residencies feature information and instruction about the dances, traditions, cultures, techniques, and dance history including:

- Latin American and Caribbean formal and social dances such as salsa, merengue, mambo, cha-cha-cha, tango, samba, calypso, reggae, capoeira, and Latin jazz;
- the elements of rhythm found in Latin American music and dance (with drum accompaniment);
- the use of syncopated rhythms in flamenco and Spanish dances such as sevillanas, alegrias, rumbas, fandangos;
- the connections between the dance forms and instruction in the arts;
- the African and European influences on culture in The Americas;
- an introduction to dance instructions and commands in Spanish, where appropriate;
- using positive energy to address mental, physical and emotional challenges; and
- discipline, and developing self-confidence and a joy for sharing skills.

In addition, students will learn specific choreography for a culminating event which will be open to the public.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	State Agency Roster(s)	VCA Residency Program(s)
Patricia W. Ward Director The Isadore Duncan Cultural Exchange 419 A Main Street South Boston, VA 24592 434.517-0060 (work) 434.572.2146 (home) wardpw94@pure.net http://www.mvidce.org	VA 2004-2011	Halifax County Public Schools Fuqua, Farmville

Daily Rate(s): $350 per day
Fees and travel expenses are negotiable.
Travel expenses are not included.

Grade Level(s): K-12

Participants: General, ESL, TAG, Physically/LD

Education/Training:

B.S., Biology; Virginia Commonwealth University
Post-Baccalaureate, Dance; Randolph College
M.A., Dance/Related Studies; University of North Carolina at Greensboro
K-12 Virginia & North Carolina Endorsements, Dance, Biology, General & Health Sciences; Virginia Commonwealth University
Certification & Master Instructor; Isadora Duncan International Institute, Inc.
RDE – National Registered Dance Educator

Residency Description/Components:

The focus of the residency is an experiential investigation of the creative process in modern dance. This shared experience is designed to introduce students to the elements of dance by choreographing themes and variations to be performed during a culminating public performance.

Core group and general student groups will be exposed to modern dance and the role it plays in a multicultural-global society. The workshops will emphasize dance as a universal language of the body moving in time and space. This synergistic approach offers limitless expansion of the creative processes though the idiom of modern dance.

Teacher workshops are designed to emphasize how dance may be integrated into a variety of cross-curriculum modalities.

Workshops may also explore dance as a healing art through an investigation of the relationship between the moving body and the environment. This energy-rhythm-movement triad will be explored in relation to the body-emotion-mind-spirit connection through dance movement.

Student progress, growth and achievement are assessed by using such tools as journals in which students document/comment on their experiences, as well as self-assessment and critique through objective and subjective checklist criteria (provided by the artist), artist observations, on-site teacher reflections, and

participation in a performance featuring choreography by the students. Students will also perform dance pieces set on them by the artist.

As a certified master instructor in Isadora Duncan Studies, the artist offers instruction in the dance techniques, performance traditions, education, dance reconstructions, and history of the **Duncan Modern Dance** idiom.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	State Agency Roster(s)	VCA Residency Program(s)
Dr. Sheila Ward 2707 Fairfield Avenue Richmond, VA 23223 757.823.8459 (w) 804.649.8027 (h) 757.823.9412 (fax) sward@nsu.edu	Virginia 2003-2010	Richmond City Schools Louisa County Schools

Daily Rate(s): $150 per day
Fees are negotiable. Travel expenses are not included.

Grade Level(s): 1-12

Participants: General, ESL, TAG, Physically/LD

Education/Training:

Ph.D., Exercise Physiology; Temple University
M.Ed., Exercise Physiology; Temple University
B.S., Physical Education/Dance; Indiana University
Training; Philadelphia Dance Company, Eleone Dance Theatre

Residency Description/Components:

General Student Workshops include, "From Africa to Hip-Hop," which is an interactive dance/movement experience and/or videotape and slide presentation with limited movement whereby participants engage in a historical journey of Black dance from its African roots to today's night clubs and video scene. It also explores the influence of Indian and European subcultures in the African-American dance community.

Student Core Group Workshops include several topics:

- Masterclass and/or Lecture Demonstration with a question and answer period;
- Choreography Workshop - the process of creating and presenting a dance for the stage;
- "Why We Dance" - a lecture format presentation that explores the social implication of dance in our culture;
- "Why Dancers Study Anatomy and Physiology" - explores the dancer's need to know the structure and function of the human body to maximize performance and decrease the risk of injuries;
- "Current Issues Affecting Today's Dancers" is a open dialogue that discusses such issues as eating disorders, weight management, etc.; and
- "Life After Dance" explores careers that complement and supplement dancers during and after their dance careers.

The Teacher Workshop discusses the role of the educator in promoting the arts, incorporating the arts into the curriculum, and nurturing artistic talents.

Pre-Residency Planning includes determining on-site studio/rehearsal time, public activities, and setting residency objectives that meet the needs of the school's arts curricula and instruction.

Post-Residency Evaluation will be determined by the fulfillment of pre-residency requirements.

Folk Arts

Folk Arts

Folk Arts

Folk Arts

Folk Arts

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Bruce Piephoff 808 Scott Avenue Greensboro, NC 27403 336.852.7218 bpiephoff@aol.com http://www.landrywebstuff.com/piephoffmusic	Virginia 2006-2010 North Carolina 1986-1996 Georgia 1992-1996 Florida 1991-1992 South Carolina 1992-1994	Danville Community College Thomas Nelson Community College

Daily Rate(s): $200-400 per day depending on length of residency
Fees are negotiable.
Travel expenses are not included, but are negotiable.

Grade Level(s): PK-12

Participants: General

Education/Training:

M.F.A., Creative Writing; University of North Carolina (Greensboro)
B.A., English; University of North Carolina (Greensboro)

Residency Program Description:

American folk music has a rich tradition of songwriters and poets such as Woody Guthrie, Elizabeth Cotten, Hank Williams and Townes Van Zandt. The songs reflect everyday occurrences of life; they are immediate and direct in their language and presentation. There are many diverse influences and voices from the blues lyrics of Lightnin' Hopkins to the ballads of Woody Guthrie. There are also gospel, country and jazz influences in the songs of folksingers.

During a residency, students sing songs learned through their families and write songs of their own. Elizabeth Cotten wrote "Freight Train" when she was 12 years old. Young people can write good songs. Students will learn how to tell stories and to express their feelings, memories and dreams in song and poetry. They will learn about the guitar, finger picking, flat picking and playing the harmonica. They will have a chance to perform their own works and learn from the songs and poems of the masters.

All Virginia Commission-funded residencies must include all required components and must meet all Commission requirements.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	State Agency Roster(s)	VCA Residency Program(s)
Bill Wellington P.O. Box 3089 Staunton, VA 24401 540.885.0233 (w) 540.885.8246 (fax) bwell@adelphia.net	Virginia 2006-2010	Jackson Davis Elem. (Chesterfield) Bon Air Elementary (Chesterfield) Staunton City Schools Ladd Elementary (Waynesboro) Ottobine Elementary (Rockingham) Armstrong Fundamental (Hampton)

Daily Rate(s): $350 per day (3 to 9 full days)
$300 per day (10 full days)
$300 per day (11 full days to 40 full days)

Fees are negotiable. Travel expenses are negotiable.

Grade Level(s): PK-5
Participants: General

Education/Training:

B.A.; Middlebury College

Residency Program Description:

Bill Wellington's elementary school residency program brings folklore alive for the school community. Each day begins with a unique "broadcast" of folklore over the school intercom. Following each day's broadcast, a series of core group workshops are conducted in which the artist, a storyteller and player of the banjo, fiddle, guitar and Irish flute, shares his love and enthusiasm for "all things folk."

The artist will also conduct a teacher workshop to demonstrate techniques and ideas, as well as to show that indeed there is "method to his madness." The activities will culminate in a final performance which will have everyone agreeing with *Parents Magazine* which commented, "Welcome to the world of Wellington: singer folklorist and firm believer in letting kids be kids."

All Virginia Commission-funded artist residencies must include all required components and must meet all Commission requirements.

Multi-Discipline
Multi-Discipline
Multi-Discipline
Multi-Discipline
Multi-Discipline
Multi-Discipline
Multi-Discipline
Multi-Discipline

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	State Agency Roster(s)	VCA Residency Program(s)
Elegba Folklore Society 101 East Broad Street Richmond, VA 23219 804.644.3900 804.644.3919 (fax) concerts@elegbafolkloresociety.org www.elegbafolkloresociety.org	Virginia 2006-2010	Richmond City Schools Buckingham Co. Arts Council J. A. Chalkley Elem. (Chesterfield) Henrico County Schools Richmond Montessori School St. Anne's-Belfield (Charlottesville) Appomattox Reg. Governor's School

Daily Rate(s): $400 per full day
Fees may vary according to specifics of the service and are negotiable.
Travel expenses are not included but are negotiable.

Grade Level(s): 1-12

Participants: General, ESL, TAG Physically/LD

Education/Training:

B.A., University of North Carolina (Chapel Hill)
Certificate in Arts Management; Sangamon State University
Training with; Assane Konte, Abdou Kounta, Babatunde Olatunji, Mor Thiam, Chuck Davis, *Les Ballets Africain*, The John F. Kennedy Center, among others

Residency Program Description:

In the Yoruba tradition of West Africa, Esu-Elegba is a fusion of powers transforming confusion into understanding, ugliness into beauty, and darkness into light. With a blink of his eyes and a wave of his magical staff, the spirit of Elegba comes to life. An Orisa or saint, Elegba is both gatekeeper and guide. Presentations by the Elegba Folklore Society are designed to be door-opening experiences.

All residency components are planned in cooperation with school personnel. Various combinations of artistic personnel will lead aspects of the workshops. For example, in *African Dance and Cultural Traditions* the principals of the Elegba Folklore Society will be responsible for daily sessions with the core group while the full company or a smaller ensemble will participate in the general student workshop and the culminating concert/public activity. The residency can incorporate craft art and cultural history, and it will include a teacher workshop.

The goals of an artist residency are to:

- to communicate that education through the arts opens new pathways to learning;
- to understand West African performance art and its global relevance/presence;
- to show the relationships between art and culture through folklore;
- to teach dance and percussion or related craft making techniques;
- to introduce interdisciplinary applications of African performance art;

- to instill discipline and respect for all people through art and its socio-cultural context; and
- to supplement learning objectives and the learning environment for both teachers and students.

Regardless age or background, all residency participants will be enchanted by the spirit and the openness of the Elegba Folklore Society. The energy of the students and teachers will blend with that of Elegba's artists, closing the gap between performer and audience. By recreating the culture of a "village," students and teachers alike will experience a holistic approach to African traditions and world culture

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address

Donna Graham
201 B Seminole Trail
Danville, VA 24540

434.836.5799
donna@mydancescape.com
www.mydancescape.com

State Agency Roster(s)

Virginia 2006-2010

VCA Residency Program(s)

Stony Point Elem. (Albemarle Co.)
Johnson Elementary (Charlottesville)
Orange Elementary (Orange Co.)
J.B. Fisher Elementary (Richmond)
Hollymead Elem (Charlottesville)
Tandem School

Murray High School (Albemarle Co.)
Stone Robinson Elem (Charlottesville)
Cale Elementary (Albemarle Co.)
Cunningham Elem (Fluvanna Co.)
Clark Elementary (Charlottesville)
Petersburg City Schools

Daily Rate(s): $150-$175 per day depending on length of residency
Travel expenses are not included.

Grade Level(s): PK-12

Participants: General

Education/Training:

B.S., Health/Physical Education/Dance; Virginia State University
Training with; Chuck Davis, Assane Konte, Abdou Kounta, Babatunde Olatunji, Basori Bangoura, Musa Silla Kanuteh

Residency Program Description:

Residency participants will view videos and slides of African choreography, costumes, stage and set designs photographed in Africa in order to preview the work of the artist.

A multi-disciplinary residency can be designed to be integrated with all areas of the curriculum. Classroom workshops will be designed to complement the presentation created by the core group of students, which is generally made up of 25 students. This presentation will be shared with the school and with the community through a public performance.

- *Teacher Workshop(s)* - The artist will provide teachers with an overview of the residency and all components, and will lead a discussion on ways of incorporating aspects of the residency into units of study in the classroom. The artist will also share background information on African culture, song, chants and traditions referred to in student workshops. The session will also include dialogue with the teachers and staff on programming for the future.

- *School Assembly* - A school assembly consists of a 45-minute mini-performance and demonstration of dance styles from The Senegambian and Guinea regions of West Africa. A demonstration of African instruments and musical accessories is also incorporated into this presentation. This presentation is designed to offer a glimpse of African culture by sharing African traditions, chants and celebrations in an interactive lecture/performance. A true "hands on" experience, audience members will be invited to participate in this activity.

- *Studio Time* - During these sessions, the artist will review videos or work on choreography, music and cultural for presentation in workshops, masterclasses, lecture/demonstrations or in performances.

- *Student Presentation by Core Group* - This day/evening presentation for the public will consist of a performance by residency core group students. This presentation will feature chants and dances of welcome and celebration.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Lola Davis-Jones 315 Sound View Drive Kill Devil Hills, NC 27948	North Carolina 2005-2007 Virginia 2006-2010	

252/202-9756 (work)
252/441-9944 (home)
loladj@juno.com (email)

Daily Rate(s): School Residencies: one week, $1,500 (four or five classes/day)

Fees do not include travel, accommodations or per diem.

Grade Level(s): PK-8

Participants: General

Education/Training:

B.A. Theatre, UNC – Greensboro
Certification in Theatre Arts and Dance, K-12
Course work toward K-6 classroom certification

Residency Description/Components:

"Through drama and dance children learn to use their bodies, voices and minds with confidence and self-esteem".

Mrs. Davis-Jones is a K-12 certified Drama and Dance teacher artist. She integrates these art forms with specific curriculum. The basic elements of drama and dance are explored through the residency. Writing is a major component. Mrs. DJ, as her students call her, tailors the residency to your needs. It can be theme oriented or curriculum specific. This might include student research, writing, group brainstorming and problem solving, characterization, pantomime, improvisation, choreography and/or Theatre Games. Mrs. DJ is an expert at pulling together an entire school for a theme oriented, curriculum based residency. This residency could lead to a culminating performance or "informance" by the students for parents and the public.

Mrs. Davis-Jones says "The arts give children the freedom to celebrate themselves in their own unique ways."

She has a wide range of experience professionally in directing, costuming and choreography. Her experience in collaborations with students and teachers turns her art forms into tools for learning.

She is the 2002 recipient of the NC Alliance For Arts Education, Sarah Belk Gambrell Award for Excellence in Arts Education. Lola Davis-Jones has been teaching Drama and Dance in the Public Schools of North Carolina for the past twenty years. She is a graduate of UNC-G in Drama and Dance and has course work toward classroom certification. Lola has been involved since its inception with the North Carolina A+ Schools Program, an education initiative of the University of North Carolina at Greensboro. *"The A+ Network promotes whole school reform through arts integration to engage all children as life long learners. "*

In addition to Mrs. Davis-Jones Artist in Schools residencies she is available for an after school session with the teachers at no extra charge. This would be geared toward good discipline practices when using the arts, specifics of each art form, how to assess learning through the arts, and using Multiple Intelligences to reach those students who learn in different ways.

Examples of Residencies: I am Unique: We are Diverse; Home Is Where the Heart Is: Celebrating Communities-Home, School, Town, Country; Weather: Clouds and the Water Cycle; Who am I: Telling My story; Celebrating Our State: Retelling History (Writing scenes based on Social Studies curriculum)

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Heather A. Maxwell 112 Scarborough Place Charlottesville, VA 22903 434-971-7080 (home) 434-825-2624 (work) 434-924-6033 (fax) Ham7f@virginia.edu aadou@adelphia.net	Virginia 2006-2010	

Daily Rate(s): $500 - $650 per day depending on length of residency
Fees are negotiable. Travel expenses are not included but are negotiable.

Grade Level(s): PK-12

Education/Training:

Ph.D. Folklore & Ethnomusicology, Indiana University
MA. Folklore & Ethnomusicology, Indiana University
BA Music & Anthropology University of Michigan

Additional Training:

- Music, dance, drums, xylophone – School of Performing Arts, University of Ghana
- Dance – Ballet National du Mali, Troup Don (Mali), Kofi Koko (Berlin), Djoniba (NY)
- Singing, xylophone, guitar, dance – life as a peace corps volunteer and studio singer in Mali and Ivory Coast.

Residency Program Description:

Dr. Maxwell's residency in West African Music from Mali is multidisciplinary utilizing singing, dance, and music. Residencies focus on age-appropriate songs from Mali and their accompanying dances and rhythms on hand drums and gourd rattles. Heather works with a master jembe drum player from Mali and together they teach the different facets of each song in separate student core group workshops.
Because the residency is multidisciplinary in nature, it may be based in band, choir, and/or physical education programs and is designed in cooperation with each school.

General workshops begin and conclude each residency with an opportunity for all core-groups to learn key principles of West African Music making such as patterning, call and response, repetition, circle formations, and the idea of "seeing the rhythm and hearing the dance."
Teacher workshops are offered to provide teachers with materials useful for future activities on African Music. Daily on-site rehearsals with an opportunity for informal lectures and talks to students in other disciplines like French or third grade social studies. Residencies conclude with public performance either as independent event, or part of a multicultural winter or spring concert.

In most cases, the school will need to purchase a modest group of jembe and dunu drums (these are hand drums available in many on-line stores and also through me), gourd rattles called "shekere" and African print material to be used as wrap skirts and hear wraps/scarves for girls.

All Virginia Commission-funded residencies must include all required components and must meet all Commission requirements.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	State Agency Roster(s)	VCA Residency Program(s)
Kathryn Paulsen 341 West 24th Street, Apt. 17-H New York, NY 10011 212.229.2184 (w/h) gauchette@yahoo.com	Virginia 2006-2010 Montana 1990-1995 Tennessee 1993-1994 Alabama 1995-1997	Boushall Middle (Richmond) Thompson Middle (Richmond) Louisa County Middle

Daily Rate(s): $185 per day
Fees are negotiable. Travel expenses are not included.

Grade Level(s): 2-12*

Participants: General

Education/Training:

M.F.A., Film/Screenwriting/Directing; Columbia University
B.A., Philosophy; Mount Holyoke College
Training: Milos Forman, Edward Hoagland, Robert McKee

Residency Program Description:

Working with students of any age, I use film and video as a tool for stimulating their natural creativity and for improving their creative writing and thinking skills (skills that are important in all areas of the curriculum). Film and video activities also help students gain confidence and enthusiasm that can carry over to their other work.

In a typical workshop, students experience the teamwork of the film/videomaking process, taking turns at the different roles involved -- including acting, writing, directing, and camerawork. Students also improvise for the camera, which helps loosen up their imaginations and can contribute to developing greater ease and naturalness in their other writing, as well as in their enjoyment of the writing process.

I also try to help students gain a greater understanding of how films work to affect us, how they are put together shot by shot, as well as practice in looking at films critically. For a school that does not offer instruction in film as an art form, these activities can be a useful introduction for teachers as well as students.

Workshops can emphasize screenwriting, documentary technique, or the history of film, among other possibilities.

In playwriting workshops, students learn about dramatic structure, how to develop believable characters, and how to write realistic dialogue. Through activities including improvisation and collaborative and individual writing exercises, they get hands-on experience at writing plays and using drama as a tool to explore the world.

Public activities may include screening and the discussion of student work, my own work or a film of note. In working with teachers, I strive to communicate the work I do with students so that they can make use of these techniques following the residency.

For studio time, during which the artist pursues his or her own work, I will need a relatively quiet room with natural light.

* grades 2-12 (playwriting), grades 6-12 (film)

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Bo Wilson 4319 Burgess House Lane Richmond, VA 23236-4705	Virginia 2003-2010	Henrico County Schools

804.745.7455 (h/w/fax)
bo@bowilson.net
www.bowilson.net

Daily Rate(s): $150-$180 per day depending on length of residency. Travel expenses are included.

Grade Level(s): 6-12

Participants: General, TAG

Education/Training:

B.A., Theatre Arts; Virginia Polytechnic Institute and State University
Coursework/Training; National Theatre Institute

Residency Program Description/Ideas:

Most schools find that their core curriculums allow the study of drama from one of the two perspectives: that of literary criticism and history (English classes) or that of play production (theatre/drama classes.) As a playwright-in-residence, I am able to offer a third perspective -- that of a working, professional writer who faces specific demands of craft in his writing and who uses specific techniques to meet those demands. I demonstrate that these techniques can be learned, and I help students and teachers to learn them. I demonstrate further the connections between the playwright's craft, his literary heritage, and his relationship with other theatre artists at the point of production, thus augmenting both the literary and arts curricula already in place.

During the planning phase, teachers and administrators and I identify specific goals, and target the general student populations and core groups with whom I shall work. My work consists of teaching the mechanics of dramatic conflict. We first learn the elements of conflict (a protagonist, a need, an obstacle, the collision of the need with the obstacle) and learn how to identify them, in examples ranging from short stories to music videos to plays. We then learn how to create and control these elements, using a series of games and exercises addressing action, dialogue, non-verbal behavior and character. In longer-term residencies, core students then form a workshop in which student-written scenes are discussed in a peer-evaluation format, teaching the importance of effective criticism.

Studio time consisting of approximately one-third to one-half of each day of the residency is set aside for work on projects of my own, either writing scenes of a play or else seeing to the necessary administrative aspects of my work (*i.e.*, letters of inquiry, production contract negotiation, etc.) At any point during this time I am accessible to both students and faculty, either to discuss the work in which I am currently engaged, or to discuss specific points of concern in their own work. Access to a working professional helps de-mystify them -- to illustrate national awards and productions aren't the result of anything more than discipline and technique.

The teacher workshop requirement is also addressed during the residency planning phase. These workshops generally involve theatre/drama teachers and English teachers exploring the differences between literary and dramatic criticism, or are workshops in which new writing exercises are designed which can then be used with students of any discipline or skill level. Such events are treated as a sharing of ideas among peers with different specialties

Music

Music

Music

Music

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*
Discipline: *Music (multi-discipline)*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Richard Clark Adams 423 Marquis Street Staunton, VA 24401	Virginia 2003-2010	

540.886.9438 (h)
800.886.9438 (b)
540.448.2324 (c)
ican@ntelos.net
radams@bridgewater.edu

Daily Rate(s): $400 per day (3 to 9 full days)
$375 per day (10 full days)
$350 per day (11 to 40 full days)
$340 per day (41+ full days)

Fees are negotiable.
Travel expenses are not included but are negotiable.

Grade Level(s): 1-12
Participants: General, ESL, TAG, Physically/LD

Education/Training:

M.Ed., School Counseling; James Madison University
B.Mus.Ed.; Instrumental Music; James Madison University

Residency Program Description:

Richard Adams is a teacher, recording engineer, song writer and multi-instrumentalist, as well as presenter of the elementary school program "The ICAN MAN Show." Since 1992 he has been teaching song writing in schools throughout Virginia's Shenandoah Valley. Songs and public service announcements, ranging from character education to the "Reptile Rap," have been recorded in his recording studio. Many of the public service announcements have been broadcast on local radio stations.

Now the recording show is "going on the road" with the advent of smaller digital recording equipment. The artist is available to come to a school and set up a mini recording studio (note: some blankets, egg crates and carpet scraps may be required). By the end of a residency, students will be playing their CD's for their parents and friends.

He is also an experienced public speaker and performer and offers lecture/demonstrations for the entire student population on how the recording and song writing process works. Even though he'll leave at the end of the residency the sounds will be heard for years! This workshop works well with all ages.

All Virginia Commission-funded residencies must meet or exceed Commission requirements and must include all required components.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Brass 5 c/o Gerald Pope 1602 W. Ruritan Road Roanoke, VA 24012 540.977.2365 (w/h/agent) 540.977.1617 (fax) gerald@brass5.com www.Brass5.com	Virginia 2003-2011	

Daily Rate(s): $150 per artist per day (3 to 9 full days)

Travel expenses are not included.

Grade Level(s): K-8
Participants: General

Education/Training:

B.S., Music Education/History; Radford University
B.S., Music Performance; James Madison University
B.S., Music Education; Westchester College
B.S., Music Performance; U.S. Army School of Music

Residency Program Description:

Each residency program is designed to allow flexibility for individual schools and for teachers to have input on the overall design of the program.

The ensemble would initially expose the students to the sounds of the Brass Quintet, foster their knowledge of recognition of the names of the individual brass instruments, how sound is produced in a brass instrument, how the various sizes and shapes effect the sound produced, how pitches are changed on different brass instruments and how each instrument can characterize a sound or style of music. Students would be introduced to the development and construction of brass instruments. The elements; rhythm, pitch, harmony and melody would be introduced and reinforced in workshop sessions.

This residency can be designed to accommodate any grade level.

All Virginia Commission-funded residencies must meet or exceed Commission requirements and must include all required components.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Charles R. Caputo 83 Howard Drive Manahawkin, NJ 08050 609/597-2096 crcaputo@comcast.net tromboneguy@comcast.net	Virginia 2007-2008	

Daily Rate(s): $325 per day (3 to 10 days)

Grade Level(s): PK-12
Participants: General, TAG

Education/Training:
D.M.A. Catholic University of America, Washington, DC
M.M. in Trombone, The Manhattan School of Music, New York, NY
B.S. in Music Education, SUNY Postdam, NY

Residency Program Description:
The residency consists of hands-on classroom sessions that provide string students with the opportunity to explore our national treasure, jazz. The students will be actively engaged in the preparation of the clinician's original jazz string materials including Blues, Latin, and contemporary pop style music, for public performance. Jazz improvisation will be taught as the central element that separates music in the jazz genre from the traditional Western European music that students traditionally experience in their string orchestra programs. Elements of jazz and jazz string history will be included.

This expansion of the string orchestra curriculum parallels the American String Teachers Association recent efforts at encouraging teachers to include "Alternative String" styles. The activities and curriculum parallel the Virginia SOL's and the Music Educators National Conference, "Music Standards" as follows:

1. Develop creativity and improve listening skills through improvisation, rote vs. note enhancement:
   National Standard 3. Gr. 5-8 Content Standard: *Improvising melodies, variations, and accompaniments* – Achievement Standard: Students
   a) improvise simple harmonic accompaniments
   b) improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
   c) improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

2. Multi-cultural perspective to music education:
   National Standard 9. Gr. 5-8 Content Standard: *Understanding music in relation to history and culture* – Achievement Standard: Students
   a) describe distinguishing characteristics or representative music genres and styles from a variety of cultures
   b) classify by genre and style (and if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
   c) Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

Teacher Workshops:

Sessions provided for teacher education are similar in structure to those provided for students. However, a wider variety of repertoire is included along with an attempt to create a relaxed classroom climate for string teachers who may be new to this style of music and timid about attempting improvisation.

Materials:

A set of music and materials will be provided for teachers to duplicate for all the students who attend the session. All materials are original works and have the secured copyright of the clinician allowing for duplication for workshop and clinics.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Kim & Jimbo Cary 784 Browns Hollow Massies Mill, VA 22954	Virginia 2004-2011	Canterbury Wooods Elementary

434.277.8452 (telephone/fax)
kimbo@lynchburg.net

Daily Rate(s): $500-600 per day depending on length of residency
Fees are negotiable. Travel expenses are negotiable.

Grade Level(s): PK-8
Participants: General, TAG

Education/Training:

Training: Howard Levy (Harmonica), Mick Moloney (Irish Folklore), Seamus Eagan (Mandolin, Banjo), Robert Fripp, (Guitar Craft), Seido Sarodofsky (Macedonian Dumbek), Mohamed Dacosta (West African Drumming), Cheik Hamala Diabate (Music of Mali), Lansana Kouyate (West African Balafon)

Residency Program Description:

In order to facilitate a comprehensive residency plan, Kim and Jimbo meet with teachers and administrators prior to the residency to share ideas and input, as well as to design a schedule which will allow access to appropriate facilities and space requirements (*i.e.* a large space would be needed for a public performance with students, parents and faculty).

Kim and Jimbo work with teachers to reinforce existing arts curricula. For example, a middle school class might be studying a unit on the Renaissance era. We can provide music and steps for a Renaissance era dance which the students may rehearse and perform during the residency. Other classes can learn this dance and perform the music as well. Instrument-making will involve determining the skill levels of each of the classes and the degree of difficulty to construct the instrument.

Once teacher input is solicited and gathered, a workshop schedule and plan for appropriate workshop activities are further developed. The students make name tags to help us learn their names. Older students may create an original "identity badge" with name, self portrait (or caricature) and a list of favorite activities such as sports or hobbies.

Each student will prepare a journal that includes age-appropriate artwork, homework assignments, sheet music, and other information. The journals will be evaluated by both teachers and artists-in-residence during and after the residency. Homemade instruments and other artwork can be on display at the public performance.

At the end of the residency, each teacher and student will complete a residency evaluation sheet. Younger students can be polled by their teacher as to what they learned during the residency.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Toni Crowder 3211 Cavalry Ridge Court Fredericksburg, VA 22408 540.710.2567 (h) 540.455.3405 (c) operatoni@hotmail.com	Virginia 2004-2007	Mosby Middle School (Richmond) Green Hedges School (Fairfax)

Daily Rate(s): $225 per day (3 to 9 full days)
$225 per day (10 full days)
$225 per day (11 to 40 full days)
$200 per day (41+ full days)

Grade Level(s): PK-12
Participants: General, TAG, Physically/Learning Disabled

Fees are negotiable. Travel expenses not included. Travel expenses are negotiable.

Education/Training:

M.A., Vocal Performance/Pedagogy; Texas Christian University
B.M., Music Education/Music Therapy; Henderson State University
Workshops; John F. Kennedy Center for the Performing Arts "Artists as Teachers: Planning Effective Workshops for Teachers"

Residency Program Description:

The goal of the residency is to expose children to opera and the ways in which opera relates to core subject areas. Students will explore and learn about:

- **Opera is Literature** - opera terms and literary connections (*i.e.* main character, plot, protagonist, etc.);
- **Opera is History** - an analysis of class structure/conflict and politics; and
- **Opera is Social Studies** - the different cultures, languages, etc., presented in opera.

This goal can be achieved through several different residency options:

- *Creating and Producing an Original Opera* (grades 5-12) - Students will study the main components of opera and begin the creation process.

- *Intense Study of One Opera* (grades K-12) - 3-9 days: Students will analyze and create versions of scenes from an opera. If possible, students will see a live performance of the opera.

- *Study and Presentation of a Children's Opera* (grades K-4) - A children's opera will be selected based on classroom goals and objectives and students will learn about the joy of performing.

All Virginia Commission-funded residencies must meet or exceed all Commission requirements and must include all required components.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Jean Fearnow 1402 Greycourt Avenue Richmond, VA 23227 804.264.9391	Virginia 2006-2010	Richmond City Schools

Daily Rate(s): $150 per day (10 full days)

Travel expenses are included.

Grade Level(s): 1-5
Participants: General, TAG, Physically/LD

Education/Training:

Coursework; Longwood College, University of South Carolina
Early Music Workshops; Dominican College (California), Port Townsend (Washington State)

Residency Program Description:

This residency is adaptable for all ages. I will work with each school's residency planning committee to develop a program which addresses the individual needs of the school and its arts program. The workshops will be called "History Through Music" and will highlight the history of music of the 15th through 18th centuries. Early instruments, such as the recorder, kortholt, gemshorn, tabor, ottavino, vielle, hurdy-gurdy, shawm, crumhorn, cornamuse, psaltery, gittern, and nakers -- predecessors to our modern instruments -- will be demonstrated. Teachers learn about how to plan a Renaissance Fair. I will teach dance steps to early dances such as the pavan and bransle.

Selected music designed to teach simple recorder or vocal music parts to the participants in the student core group(s) will be provided to the teachers. Teachers will assist the children in collecting shells, sticks, bones, etc., to use in a percussion band. Workshops can incorporate instruction about costuming and murals depicting the period may be created. A formal workshop for teachers featuring musical repertoire, the history of early instruments, and vocal techniques will be conducted. In addition, instruments might be accessible during the artist studio time component. Studio time will also be set aside for tuning the ottavino, for rehearsals, or to conduct research.

All Virginia Commission-funded residencies must meet or exceed Commission requirements and must include all required components.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address | **State Agency Roster(s)** | **VCA Residency Program(s)**

Philip "Olumide" Gilbert
107 West Broad Street #502
Richmond, VA 23220

804.648.1824
obayanna52@yahoo.com

Virginia 2006-2010

Daily Rate(s): $300 per day
Fees are negotiable.
Travel expenses are included.

Grade Level(s): PK-12

Participants: General, TAG,Special Ed/Learning Disabled

Education/Training:

B.A., Humanities/Theatre Arts; Medgar Evers College, CUNY
Training with: Master Chief Bey (Nigerian/Caribbean/Brazil), Master Ishangi Razak (Ghana/Nigeria), Master Djali Nyama Suso (Madinke Folklore/Cora), Master Tittos Sompa (Congolese/Folkloric music), Baba Olatunji (Nigerian Folkloric music)

Residency Program Description: Discover Mali Through Drumming!

Residency participants will have an opportunity to hear the rhythms and feel the energy of the African Diaspora through drumming, chants, and storytelling, and they will discover the culture and traditions of Mali. Students, teachers, and community members will share in the spirit of Mali's people and history through workshops and activities.

Mali's history was handed down through generations by means of stories about the cycles of family, community, and inter-community life (*e.g.* harvest, marriage, government). The rhythm of the drum beats kept oral histories close to the heart. Drumming and storytelling are excellent ways to experience the wonderfully rich culture of Mali. Participants will be able to see videos, slides, and articles from Mali that will enrich and broaden the experience.

This residency is interactive and will encourage participation through listening and playing drums in the style of *Kinkini*, *Songba*, *Djunjun*, and *Djimbe*. Students will progress from simple to complex poly-rhythmic patterns. The relationship between rhythm and the oral history of Mali or to rituals honoring life transitions (*e.g.* harvest and birth) will be explored.

Residency objectives include:

- helping students gain an appreciation and respect for the cultures of the Mali Empire

- exposing students to similarities, differences, and origins of Malian and American connections
- presenting an opportunity to learn the drumming styles and oral traditions of the Mali Empire

Students will be tested through observation, oral questioning, and performance. Preplanning will include writing lesson plans and doing research on the Mali storytelling and drumming traditions. Post-planning will be conducted through a student and teacher evaluation that will be left at the school.

All Virginia Commission-funded artist residencies must meet or exceed all Commission requirements and must include all required components.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Ensemble **State Agency Roster(s)** **VCA Residency Program(s)**

Stuart Gunter
119 Rothwell Rd.
Schuyler, VA
434.465.1835

stuart@sandalwoodstudios.com

Daily Rate(s): $300-$600 per day depending on number of musicians
Travel expenses are not included.

Grade Level(s): PK-12

Participants: General

Education/Training:
New Teacher's Institute, Virginia Association of Independent Schools
Stuart Hall, Staunton, VA,
B.A. (Cum Laude), James Madison University, Harrisonburg, VA

Individual study with Kenny Aronoff, Ed Shaugnessy, Gordon Gottlieb, Robert Jospe, Steve Smith, Philip "Olumide" Gilbert, Dom Famularo, Jim Chapin, Horacio "El Negro" Hernandez, Darrell Rose, Giovanni Hidalgo

Residency Program Description:

Stuart Gunter's Drumming Workshop offers a variety of motivational tools for learning and appreciating the art of drum playing. The over-arching theme to Stuart's workshop is based on Calvin Coolidge's claim that perseverance is the sole ingredient to achieving success. Groups as diverse as camps and conferences to school bands and children's hospitals who have attended these workshops understand Stuart's enthusiasm for drumming and his belief that fun and laughter are as important for learning as much as "stick-to-it-iveness."

Whether Stuart spends a class period, afternoon, or week with students and teachers, there is a lot of room for playing together and improvising, making mistakes, and then playing some more. Stuart has performed on drums for art students, comparing the composition of a song to that of a painting. He has brought rhythm to drama students to enhance their understanding of performance. His interaction with people at different camps and conferences highlights participants' strengths and works to develop their skills by focusing on individual talents. The important thing for students, in Stuart's opinion, is that they play music, and lots of it.

Stuart has worked with a variety of schools, both public and private, providing instruction for the percussion sections of symphonic and jazz bands. His emphasis for the students here definitely reinforces instruction by the classroom teacher because he confers with the band directors before he works with the students. In this situation, Stuart primarily focuses on the forty international drum rudiments recognized by the Percussive Arts Society (of which he is a member), playing with dynamics and tempo, emphasizing correct technique in order to play with power, speed, endurance, and control; thus ensuring a life-long enjoyment of the pursuit of good music.

Within the context of the workshop, Stuart also offers study in the history and appreciation of all kinds of music, by using CD's, DVD's, and live musicians to demonstrate where we have come from, and where we are going, as musicians. His work with master guitar player Jay Pun and extreme fiddler Morwenna Lasko demonstrates how to play tastefully in the context of a band.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Ensemble	**State Agency Roster(s)**	**VCA Residency Program(s)**
Eugene Jones 15309 Monticello Dr. Bristol, VA 24202 276.623.0777 (h) jnsfam@bvunet.net	Virginia 2006-2010 North Carolina 1986-Present	Paul D. Camp Community College Southwest Va. Community College Va. Highlands Community College Greendale Elementary (Washington)

Daily Rate(s): $250-$300 per day
Travel expenses are included.

Grade Level(s): PK-12

Participants: General, TAG, Physically/LD

Education/Training:

M.M.; New England Conservatory
B.M.; New England Conservatory

Residency Program Description:

The following activities have been successful in numerous residencies in North Carolina, as well as the Virginia Community College Artist Residency Programs; however, the following activities would be structured according to the needs and schedules of participating schools:

Instrument Demonstrations (PK)

- "How to Breathe" - A demonstration of proper breathing technique and resulting breath control.
- "Interactive Games with Music" - While I play, students respond to different musical themes by "following-the-leader" (teacher) in a series of pre-determined walking patterns. Each musical theme denotes a different pattern and the objective is to develop good listening habits to begin to be able to recognize different musical themes. Depending upon grade level(s), students may draw pictures and/or create stories to accompany the music I perform.

Instrument Demonstrations (grades 1-5)

- "How to Breathe" - Demonstration
- "Mini-Concert" (10-15 minutes) Lecture/Demonstration of works performed
- "Interactive Games" (see PK) - Including independent student activity (without "follow-the-leader component after first few times)
- "Time and Meter Recognition"
- "Sampling of Musical Forms - Demonstration of the canon/round, fugue, etc.
- Instrument Demonstrations (grades 6-8)
- "How to Breathe"
- "Mini-Concert/Recital" - No more than 20 minutes) Performance material will vary according to audience. General presentation or "informance", band/music student presentation more technical and clinical.

- "Clarinet/Saxophone Workshops" - Can be tailored to the needs of individual schools and students including all levels of performance technique from beginner to advanced level(s). Preparation for All-State, Solo and Ensemble Festival(s) may tie-in.

Band/Music Student Workshop

- Demonstration recital/clinics touching all aspects of performance.
- General Student Workshops (grades 9-12)
- "Informance" - Presentation of the clarinet and representative literature, the instrument's history and its development.

General Workshops could address:

- embouchure and tone production;
- breath control;
- technical facility (alternate fingering, upper register performance);
- rehearsal techniques;
- tonguing and intonation;
- ensemble techniques; or
- reed selection and preparation.

Music Teacher Workshops - workshops may include any of the topics listed above (from the teacher's perspective), as well as the following topics:

- equipment selection;
- solo and ensemble repertoire for student performance; or
- individual instruction

Public Activities might include:

- a solo recital;
- a solo performance with a school/community ensemble; or
- an ensemble performance with the artist, students, and/or faculty, etc.

Each artist residency is unique and will require active communication and individualized planning. I will participate in pre-residency planning and workshop content development, as well as the development of program evaluation strategies and tools.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Tina Liza Jones 559 Dusty Rock Road Riner, VA 24149 540.763.3148 (w/h) tlj49@yahoo.com	Virginia 2006-2010 Ohio 1984-Present	Christiansburg Primary (Montgomery) Riner Elementary (Montgomery) Eastern Elementary (Giles) Blue Ridge Community College Patrick Henry Community College

Daily Rate(s): $350 per day (3 to 9 full days)
$300 per day (10 full days)
$250 per day (11 to 40 full days)
$125 per day (41+ full days)

Fees are negotiable.
Travel expenses are included.

Grade Level(s): PK-12, University
Participants: General, TAG, Physically/LD

Education/Training:

B.A. (with honors), Chinese Language; University of Michigan, 1971.
Coursework; University of Rochester

Residency Program Description:

Workshops for children and adults feature African-American and Native American folklore, as well as pioneer music. Instruments, including the guitar, banjo, fiddle, mandolin, hammered dulcimer and rebec (lap dulcimer), are demonstrated in the workshops. In addition, participants explore stories, poems and plays, the bluegrass repertoire, clog dancing, and ballads.

Two-week residencies generally begin with an assembly that features interaction and a group sing-along. The residencies also include in-depth work with the student core group on a daily basis, other workshops or classroom visits for non-core group students, a workshop designed for teachers, a lunchtime dance party, a "souvenir songbook," and public events such as radio interviews, an evening performance, a lunchtime concert, and a final performance with the students in the core group.

Long-term community college residencies involve ongoing community interaction and instruction through community concerts in the service area of the college, college-based projects and lectures, research, performances, and other personal work. Community college residencies can include events at elementary and secondary schools, libraries, civic group meetings, senior citizen centers, museums, and a variety of community locations. Workshops can feature instruction on instrument repair, repertoire, song writing, performance techniques, guidance for young performers, and other related topics.

Personal projects have included learning to play other instruments, preparing a CD, expanding personal repertoire, and honing techniques, as well as researching and writing both scholarly and popular articles.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Ensemble	**State Agency Roster(s)**	**VCA Residency Program(s)**
Sharon Lawrence 640 Crestview Drive Farmville, VA 23901 804.392.8472 (h)	Virginia 2006-2010	

Daily Rate(s): $200 per day (41+ full days)

Travel expenses are included.

Grade Level(s): 1-8
Participants: General

Education/Training:

M.M., Violin; Peabody Conservatory of Music, Johns Hopkins University
B.M., Violin; Peabody Conservatory of Music, Johns Hopkins University

Residency Program Description:

The residency will offer instruction on string methods targeted for elementary and/or middle school students. Various techniques can be used, including suzuki, Hardy-Robert's color-coded ear training, the String Builder and/or All for Strings beginning method books. This program can open up a new avenue of learning for students.

The required residency components (core group workshops, teacher workshop, public activity, planning/evaluation) will be designed in cooperation with school personnel to reinforce instrumental/band instruction provided by the school. The program may be able to highlight the value of developing/maintaining a string program in a school as well. Public activities could include fall and spring concerts.

My goal is to raise the student's level of cultural literacy and to inspire them to a greater love of music through the hands-on approach of instrumental music workshops. I have assisted with programs at elementary schools in Buckingham, Charlotte and Nottoway counties.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Dr. Bruce P. Mahin 307 Sixth Street Radford, VA 24141 434.831.6174 (h) bmahin@runet.edu www.radford.edu/~bmahin	Virginia 2003-2010	

Daily Rate(s): $100 per day (3 to 9 full days)

Grade Level(s): 1-12
Participants: General

Education/Training:

D.M.A, Music Composition; Peabody Conservatory
M.Mus., Music Composition; Northwestern University
B.Mus., Music Theory/Composition; West Virginia University

Residency Program Description:

The proposed artist residency will:

- acquaint teachers, students, and parents with new music performed on an electronic wind instrument;
- teach students and teachers to use a computer/keyboard to address Virginia's Standards of Learning objectives, including identification of non-traditional sound sources, composition of melodies, arrangements of existing compositions, and completion of original music compositions; and,
- develop awareness about the process of music composition using technology as a tool to achieve immediate results.

A typical residency is several days. Experience suggests the residency would be most appropriate for students in grades 1-12. Residencies will be tailored to schools according to the length of the residency and the needs of the school. School planners should consult with the artist to develop an outline appropriate for residency goals and objectives. The artist will provide all equipment necessary for the workshops (computers, synthesizers, software) during the residency.

All Virginia Commission-funded residencies must meet or exceed Commission requirements and must include all required components.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Ensemble	**State Agency Roster(s)**	**VCA Residency Program(s)**
Barbara Martin 909 Clemmer Lane Staunton, VA 24401 540.886.2966 (h) 540.886.0045 (fax) barbaram@cfw.com www.barbaramartinmusic.com	Virginia 2006-2010	Highland Springs Elem. (Henrico) Stuart Hall (Staunton) VA Highlands Community College

Daily Rate(s): $250 per day

Grade Level(s): 6-12
Participants: TAG, Physically/LD

Fees are negotiable.
Travel expenses are not included but are negotiable.

Education/Training:

M.A., Holistic Healing - Music Therapy; Lesley College of the Arts (Massachusetts)
B.A., Nutrition; Iowa State University

Residency Program Description:

"Where do the songs come from?" is a residency designed to introduce students to a professional musician and songwriter, and to encourage students to expand their musical horizons through exposure to different types of music and by creating their own music.

The school assembly, **From Ragtime to Rock and Roll**, leads children through two centuries of American music through singing and clapping along to spirituals, blues, jazz, folk and early examples of rock and country music. The program reflects the unique melting pot of American music and the cultural influences it reflects; from the infectious African rhythms incorporated into spirituals, blues and jazz to the music of Ireland and England that became American folk music.

There are two general students workshops from which to choose: the **Jazz and Blues Singing Workshop**, designed for choral groups, teaches students how to sing "with a groove" by discovering the basics behind syncopation, swing and Latin rhythms; the **History of Blues and Jazz Workshop** traces the roots of blues and jazz from the Mississippi Delta of the 1890's to the Harlem Renaissance of the 1930's. The workshop features live performance and recordings.

The artist works intensively with student core group participants to create and perform a song. The songs are recorded and an audio cassette is provided to each student. An elementary school level student core group will write one song. Middle and high school students may write a song individually or may write a song in collaboration with one or two other students. **Encouraging Creativity in the Performance and Appreciation of Music**, a workshop for teachers, offers an opportunity to exchange ideas about encouraging children to explore and listen to all types of music. The artist will also work with residency sponsors to design teacher workshops featuring other topics of interest.

The residency culminates in a public performance by core group students that is presented to faculty, parents and the community.

Artist/Address	State Agency Roster(s)	VCA Residency Program(s)
John Mock (Composer and multi-instrumentalist) 5333 Village Way Nashville, TN 37211 Email: johnmock@comcast.net Web: johnmock.net	VCA 2007-2011	Centreville High School (2007)

Daily Rate(s):.
Fees and travel expenses are negotiable.

Grade Level(s):
6-12 and college level

Education/Training:

- Berklee College of music: Composition/arranging and instrumental studies
- Blair School of Music at Vanderbilt: Independent study in composition, orchestration, and 18th Century counterpoint.
- Independent instrumental studies.
- 22 years extensive studio recording experience in Nashville, TN as a multi-instrumentalist (guitar, mandolin, tin whistle, concertina, percussion).
- 22 years experience as a composer, arranger and producer in Nashville.
- Touring experience as a multi-instrumentalist with Maura O'Connell, The Dixie Chicks, and Kathy Mattea (among others).

Bio:

New England born composer and multi-instrumentalist John Mock has worked with such notable artists as James Taylor, the Dixie Chicks, Nanci Griffith, Maura O'Connell, Sylvia, Kathy Mattea, and Mark O'Connor. John has also written many commissioned orchestral arrangements for various recording artists including the Dixie Chicks, Nanci Griffith, Kathy Mattea, Maura O'Connell, and Cherish The Ladies. These works have been performed by orchestras throughout America and abroad, including the London Symphony Orchestra, the National Symphony Orchestra, and the Atlanta and Nashville Symphonies. His credits as a composer and performer include commissions from the Nashville Chamber Orchestra and appearances as a featured soloist on a number of NCO concerts and recordings. John's first solo album *The Day At Sea* was released in September of 2005.

Residency Program Description:

The residency would consist of a combined workshop, instrument demonstration/concert with a Q&A session. The topics covered would include:

- Being inspired for a career in commercial music: it takes a true love of music to get you through the dues paying years.
- Preparing for a career in commercial music: inspiration is very important, but you must also learn your craft. Examples will be given of just how true this is.
- Playing in the recording studio: what the job is, what is expected of you, and how one can prepare for a career as a recording session musician.
- Playing on tour with various acts: what the job is, what is expected of you, and how one can prepare for a career as a touring musician.
- Working as a composer and arranger: what the job is, what is expected of you, and how one can

prepare for a career as a composer/arranger.

- I will discuss the various instruments that I play (guitar, tin whistle, concertina, mandolin, bodhran), how I came to playing them, and how they have helped my career. I will play a piece on each one in order to demonstrate.

In addition, a smaller workshop can be set up for students especially interested in a career in music, where more individual attention can be given. An online blog will be made available for all students who may have questions that arise once the residency is over.

I am also available, if requested, to sit in on any regular music classes as a guest teacher. At Centreville HS, for example, I sat in on a guitar class, gave a short talk, a lesson, and answered questions about guitar playing, composing music, and making a living as a guitar player.

One of the overall goals of this residency is to show students how they – with a love of music, some talent, some dreams, and a little hard work - could make a successful career for themselves in the music business. It is also hoped that students who are not going into music can apply the same basic principles in order to make a career for themselves in their own chosen field.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Scott Perry P.O. Box 351 Floyd, VA 24091 540.651.6565 (h) 540.745.6745 (w) 413.228.6186 (fax) ohpapa@floydva.net	Virginia 2006-2010	

Daily Rate(s): $300-$400 per day
Fees are negotiable. Travel expenses are not included but negotiable.

Grade Level(s): PK-12
Participants: TAG

Education/Training:

B.A., History, American Studies and Education; Colby College

Residency Program Description:

Scott Perry, a professional blues musician and educator registered with the Blues Foundation, offers "Blues Pathways" residencies to elementary and secondary schools. Short-term residencies of 1 to 10 days will be tailored to meet the needs and educational goals of each residency sponsor. The artist will meet with the members of the residency planning committee, staff and faculty to create content designed to address learning objectives in the arts. Residency components include a concert or performance, as well as workshops for a core group of students. Participants in the residency will investigate the musical roots and "routes" of the blues, as well as its fascinating cultural and historical connections through a variety of visual and musical examples and demonstrations. Dialogue and hands-on activities will create an exciting atmosphere in which opinions can be shared and challenged in a supportive environment. A longer-term residency will include all activities above as well as instruction in playing traditional blues instruments, writing blues songs, and performing for a larger group.
**NOTE - Residencies of fewer than 10 days are available to first-time residency sponsors only.*

Core Group Workshops: A small group of interested students work with the artist each day, receiving intensive instruction in blues music, history, and culture through a sequential approach involving discussion, demonstration, musical performance, written exercises, and engaging hands-on activities (including songwriting and instrumental instruction in longer residencies).

General Workshops: The core group is able to share its learning and creations with larger student groups through performances, demonstrations, exhibits, and presentations in-class or for the entire student body.

Teacher Workshop: The artist meets at least once with faculty and staff, preferably before the residency, to conduct a workshop that demonstrates how residency activities can tie into other disciplines and fulfill learning objectives in disciplines outside the arts, particularly History and English. Faculty and staff may also participate in the selection of the core group participants.

Studio Time: An on-site studio space is available to the artist so that the core group, the general student population, and the faculty and staff may observe the artist at work and/or ask questions and receive

additional instruction.

Public Activity: The artist and core group can exhibit written and artistic work for the general public at the host school or other community building such as a library or community center. The artist and core group can also conduct a performance of musical work for the general public on-site or at an appropriate public facility.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Paul Reisler, Kid Pan Alley Po Box 38 Washington, VA 22747	Virginia, 2005-2008	Rappahannock County Schools Warren County Public Schools Green County Schools Nelson County Schools Richmond City Charlottesville Alebrmarle County
540.987.3164 540.987.3166 (fax) paulreisler@earthlink.net info@kidpanalley.org		

Daily Rate(s): $1000-$1200 per day depending on length of residency
Fees are negotiable. Travel expenses are not included. Travel expenses are negotiable.
(Fees includes both Reisler and an experienced singer/songwriter)

Grade Level(s): 1-5, 9-12
Participants: General, TAG

Education/Training:

B.A., Music Theory and Composition, George Washington University
Study with: Marleen Montgomery, Robert Parris, John Marlowe and others

Residency Program Description:

Paul Reisler, founder of Kid Pan Alley and Trapezoid, uses the process of group song writing to teach creative writing, music, and performance practices.

A session begins with a lively brainstorming session designed to develop a story idea based on student input. Songs can be written about units of study, important social issues, or current events. Reisler guides students through the song writing process, from the creation of an original idea to a finished song. Students learn about metaphor, rhyme, melody, and structure. Most importantly, students learn that they can be creators and not just consumers of music. Songs are written in one class period.

Reisler will create original music in the process of writing songs that represent a wide variety of styles; from country to classical and from folk to hip-hop. The children will sing the song as it is being written allowing the ear to lead the process. At the end of the session the song will be recorded by the students and hearing the song played back will be an exciting and fulfilling experience for the children.

A residency ends with an evening concert. In addition to Reisler's original songs and instrumentals, the concert includes some of the songs written during the residency performed by the students. School assembly performances are also available.

Teacher workshops are designed to demonstrate how teachers can continue the song writing process with

the students following the residency. A 60-page curriculum guide is available.

Long-term residencies may include a CD of the songs recorded by the professional musicians of the community. Funds generated from sales can be used to provide funding for a school's music enrichment program. Currently, CD projects are underway in Nashville, Tennessee (co-sponsored by the Nashville Chamber Orchestra) and in Front Royal, Virginia.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Jonathan Romeo 612 Indian Paint Road Pounding Mill, VA 24637	Virginia 2006-2010	Mountain Empire Community College Dabney S. Lancaster Comm. College Southwest Va. Community College

276.963.4993
212.979.8797 (studio)
Jonnyromeo@aol.com

Daily Rate(s): $300-$350 per day (3 to 9 full days)
Fees are negotiable.
Travel expenses are not included.

Grade Level(s): K-12
Participants: General, ESL, TAG, Physically/LD

Education/Training:

M.M., Composition; Virginia Commonwealth University
B.M.; James Madison University
Coursework; Royal College of Music (London, England)

Residency Program Description:

Each artist workshop or residency setting is unique; however, through effective communication, the artist and school can design residency components that will address the needs of the school. An artist residency can be a meaningful addition to any educational and community setting, though one with many different manifestations. Through open discussion with teachers, parents, students, artists and community members, I would like to make the best possible use of my time in any residency to benefit the school and community as much as possible.

Teacher Workshop: This component can encompass pre-residency discussions about content and scope of the residency, the instructional goals for the program, as well as the needs of the teacher, the school, the students, and the artist. Workshop topics could include:

- Composition
- Music Theory
- Rhythm
- Instruments
- Percussion
- Orchestral
- String
- Classical Guitar
- Ensemble (pending availability of instruments)
- Music Appreciation
- Historical Context
- 20th Century Music

The residency will reinforce instruction in art and music by addressing and expanding upon learning objectives in the arts. The specific objectives for each residency will be determined by the artist, arts specialist(s), classroom teachers, administrators, students, parents, and other members of the planning team.

Planning/Evaluation: - The residency planning team should convene to discuss various aspects of the residency prior to the development of the residency program and to develop evaluation methods/tools. The team should also participate in the residency activities and residency follow-up. Pre-residency planning should involve the artist and the team with leadership provided by the on-site residency coordinator, preferably a visual art or music specialist. The artist will work with the school to address specific needs and to determine other activities that might be developed which may benefit the students and the community.

Evaluation is an extremely important part of the residency. This should pave the way for future residencies and other cultural ideas and programs. The planning team, including the artist should have opportunities to comment and make suggestions for future residencies. A detailed file on the residency program should be maintained at the school and kept for future reference. Documentation of residency activities is also recommended for future reference and program evaluation.

The goals of a residency and the strategies developed to achieve those goals will be unique to each residency situation and should be discussed by the artist and the sponsoring school; however, a goal common to all residencies will be to enlighten through creative understanding. Through music I will work to educate and affect the lives of the participants.

A residency may feature various aspects of music (see workshop topics). The methods of instruction and organization of the various workshops will be determined by the artist and the planning team. The residency should culminate in a performance or several performances by the artist and the students, and possibly teachers and community members.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Ensemble	State Agency Roster(s)	VCA Residency Program(s)
Darrell Rose 113 B Appletree Rd. Charlottesville, VA 22903 804-979-0469 (h)	Virginia 2006-2010	Stony Point Elem. (Albemarle) Lightfoot Elementary (Orange) Orange Elementary (Orange) Clark Elementary (Charlottesville) Hollymead Elementary (Albemarle) Paul Cale Elementary (Charlottesville) Prospect Heights Middle (Orange) Crozet Elementary School Meriwether Lewis Elementary Courtland Elementary School Montessori School - Richmond Montessori School - Charlottesville Thomas Jefferson Pre-School Johnson Elementary (Charlottesville)

Daily Rate(s): $160 per day

Fees are negotiable.
Travel expenses are not included

Grade Level(s): 1-8
Participants: General, LD, Sp. Ed.

Education/Training:

B.S., Sociology & Political Science; Tennessee State University
Training with; Banatunde Olatunji, Mor Tiam, Abdou Kunta

Residency Program Description:

The residency program in West African Drumming that I offer is designed to reach out to students, teachers and the community.

When working with students my program integrates five major components including:

- expectations;
- drumming techniques;
- application of technique;
- formulation of rhythms from Afrikan techniques; and,
- performance.

During the discussion about "expectations" with the students, I stress and model the importance of courtesy and respect for self and for others. I relate the history and philosophy of drumming to the students and emphasize respect as a fundamental aspect of drumming. The sessions also include an introduction to drumming technique, hand positions, sitting and standing posture, how to achieve various sounds, types of drums (ashiko, djun djun, djembe), playing other percussion instruments, and other topics. Students will receive instruction in various Afrikan techniques including the Olatunji and Mor Tiam methods. Students will also study Nigerian, Senegalese, Trinidad and Afrikan-American rhythms. Students will learn not only performing techniques, but will develop self-confidence and leadership skills, as well as an appreciation for other cultures.

In order to expand and extend the learning experiences for the students, I will also offer workshops for teachers. My workshops expose teachers to new arts forms and offer strategies for integrating aspects of the

residency into other areas of the curriculum. Teachers are encouraged to be active participants; through these sessions, they will grow both as educators as well as individuals.

Public performances are an essential component of any residency. These performances offer students opportunities to share their experiences; to communicate to the public the importance of the arts; and to communicate the value of learning and studying about other cultures.

All Virginia Commission-funded residencies must include all required components and must meet all Commission requirements.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency**
Fode Lamine Sylla 154 Hayslette Road Lexington, VA 24450	Virginia 2006-2010	

540-463-1760 (work)
540-463-1760 (home)
540-463-1760 (fax)
Mirabai888@yahoo.com (email)

Daily Rate(s): $200-$250 per day depending on length of residency
Fees are negotiable. Travel expenses are not included but are negotiable.

Grade Level(s): K-12

Education/Training:

Lamine Sylla was born and raised in the village of Coyah in Guinea, West Africa. He began playing the drums at an early age in village festivals and ceremonies. He began his formal training under Master Artist Famaya Masare. His talents as an artist were quickly noticed and acknowledged by Jacques Camara and he was recruited by Ballet du Mont Kakulima de Koyah in Conakry, Guinea. Early on, he also began playing drums for Master Dance teacher Sekouba Camara and for Le Ballet de Commune de Matam.

Lamine performed, taught West African traditional musical arts to young aspiring artists and visiting foreigners, performed and made drums and other instruments before coming to the United States to teach and perform. He travels extensively as a guest artist and instructor.

Residency Program Description:

In the countries of West Africa, music and rhythm are as large a part of everyday life as conversation, cooking, or raising a family. The stories portrayed through drumming and dance acknowledge and celebrate marriage, child rearing, changing seasons, healing, hunting, and the planting and harvesting or crops. West African people have a song or dance for almost every aspect of daily existence. Many are hundreds of years old and are still performed precisely as they were by the tribal ancestors. The music of West African has influenced the artistic expression of Americans for generations. By exposing students to the beauty of West African music we are giving them a connection to a cultural history that has existed since the beginning of humanity. West African musical art forms speak to everyone because they represent the elements of life common to all people.

Students will learn the instruments of the djembe orchestra while playing on drums made in Guinea, West Africa. Each student will have an instrument to play. Students face each other in chairs place in a circle. Skills such as listening, blending sound and achieving rhythmic unity are stressed. In addition, students are encouraged to support one another through the learning process. Each class will learn the various parts of a traditional rhythm. Cultural components are introduced throughout the residency. The residency culminates with a student performance at week's end if scheduling permits.
Objectives:

- Students will be introduced to the fundamentals and stylistic intricacies of West African drumming through interactive instruction.
- Students will explore the instruments used to create traditional West African music including the sangban, kenkeni, doundoun, kryin, balafon, Guinea bell, and djembe.

- Students will develop an appreciation for the cultural histories of West Africa drumming and how the rhythms are used in community life.
- Student swill become familiar with the geography of West Africa as it relates to traditional musical arts.
- Students will learn songs that traditionally accompany West African drumming.

All Virginia Commission-funded residencies must include all required components and must meet all Commission requirements.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Sue Trainor PO Box 412 Columbia, MD 21045 410.381.2834 sue@hotsouptrio.com www.hotsouptrio.com	Virginia 2005-2008	

Daily Rate(s): $400 per day

Grade Level(s): PK-12

Participants: General, TAG, ESL, Physically/LD
Fee is not negotiable.
Travel expenses are negotiable.

Education/Training:

B. A., Anthropology Lawrence University 1974
Training with: Wolf Trap Institute for Early Learning, Montgomery Child Care Association, Maryland Department of Human Resources; Maryland Department of Education; VSA Quest

Residency Program Description:

Sue Trainor's "Making Up Songs" program is designed to introduce participants to the concept that songs are a powerful tool for organizing and expressing ideas and feelings. An understanding of the way music is used in society will offer examples of that power. The three "voices" of songs - beat, tune, and words - will be explained in a way that demonstrates how the rhythm and intonation of everyday verbal expression can guide the creation of original music. Personal narrative, as well as informational and persuasive songs will be included in a performance by the artist. Student participants will be invited to create a story through a process of "discovery." Students will learn to ask "what comes next?" and the artist will present a simple model that will help students focus on sequences. Student assemblies (grades K-2) will offer opportunities to create new verses to songs through substitutions; student assemblies (grades 3-5) will incorporate the creation of a simple original song.

The artist will meet in three or more sessions (of from 45-60 minutes) with designated classes. Concepts introduced through an assembly will be explored and applied at grade level, with students in each class composing an original song as a group exercise. Curriculum-relevant topics will be identified and teachers will define the intent of a song (i.e., narrate, convey information, persuade). Students will see how a professional writer uses "who-what-where-when-why" questions and a web to develop a song idea.

The artist will facilitate student composition and will encourage the students to tell their stories by integrating ideas and using details as symbols for larger ideas. Good composition structure - strong opening lines, stories with a beginning, a middle and an end, focus, sequencing, use of "show" words - will be emphasized and the artist will stress the idea that writers are "re-writers." Individual (or small group) writing projects may be included as well. Residencies will conclude with a student performance of original songs.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address **State Agency Roster(s)**

Terra Voce
Elizabeth Brightbill
Andrew Gabbert
5773 St. George Ave.
Crozet, VA 22932

434/823-7652
info@terravoce.com
http://www.terravoce.com/

VCA 2007 – 2011

Daily Rate(s): $200-$400 depending on number of days

Grade Level(s): General
Participants: General

Bio:

Elizabeth Brightbill and Andrew Gabbert founded Terra Voce in 2006 after moving to Virginia from Tulsa, Oklahoma where they were members of the Tulsa Philharmonic and Opera Orchestras. Since their first collaboration as a duo in 2000, they have performed numerous concerts across the country and their current season includes performances at the Kennedy Center and the Riverside Church in New York City.

Through Terra Voce, Andrew and Elizabeth seek to explore their interest in musical expression from many different places and times, from early to new music and Celtic to tango, combining their voices to create their own distinct sound.

Residency Program Description:

Terra Voce's general presentation for K-5th grade is a concert program for fifty or more students that focuses on basic acoustical and musical concepts. Individual demonstrations of the flute and cello illustrate vibration as the source of sound, and introduce each as representatives of larger families of instruments. Musical selections of different styles and periods showcase the unique characteristics of the instruments and demonstrate pitch, timbre, and contrasts in tempo, volume, and articulation. Our core group presentation (one class group) for the elementary grades focuses on the concepts of pulse, rhythm, and artistic expression. This interactive presentation alternates the reading of poems with the performance of musical works that illustrate the same mood or character.

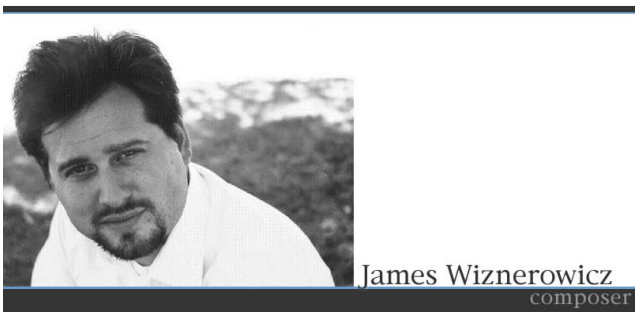
Our general group session for Middle and High School residencies is a concert program for music students (band, orchestra, choral groups, and/or general music appreciation classes) exploring classical and traditional folk musical styles and forms from different periods and countries. The historical and cultural context of each work is presented. Our Middle and High School residencies include a master class or sectionals for flute and cello students. These classes focus on aspects of instrumental technique and musical style and expression.

Pre-residency workshops for the elementary school residencies present the selected poetry and musical works, and include an exchange of ideas for interactive participation, preparing students for the residency, and options for post-residency activities. Middle and High School Teacher Workshops may focus on any of the following subjects: instrument selection for intermediate and advanced students; tips on dealing with common problems in flute and cello playing; solo repertoire selection for intermediate and advanced students; advising prospective music majors in their college search, preparing for college auditions.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
James Wiznerowicz 295 Wahoo Way Apt. #1211 Charlottesville, VA 22903	Virginia, 2005-2008	

434.989.0399
james@jameswiznerowicz
www.jameswiznerowicz.com



Daily Rate(s): $250-$350 per day

Grade Level(s): General

Participants: General

Education/Training:

D. M. A. (ABD); University of Arizona
M. M.,Music; Eastern Michigan University
B. A., Music; Eastern Michigan University
A. A., Music; Delta Community College

Residency Program Description:

Musician James Wiznerowicz offers a holistic approach to understanding music designed to enhance a young musicians' performance of a work by combining performance repertoire with a detailed survey of the music.

The artist will offer instruction through:

- a lecture setting in which information about how individual musical elements contribute to the interaction of a performance; and
- masterclass seminars designed for individual musicians in which instruction in advanced musicianship is offered.

At schools where individual and/or ensemble performances are not possible, movements of masterworks from music literature will serve as the basis for integrating melodic material, harmonic progressions, form, instrumentation, orchestration tools, and rhythmic elements into a holistic understanding. Basic musicianship training such as notation studies, score reading, rhythmic training and sight-singing, as well as an emphasis on composing will be provided in masterclass seminars and will complement the lectures. Lectures will provide useful material for the understanding of the music and improving levels of appreciation.

Theatre Storytelling
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ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Sherry Norfolk 888 Vera Street Atlanta, GA 30316 404.627.7012 404.627.8385 (fax) shnorfolk@aol.com www.SherryNorfolk.com	Virginia 2006-2010 Georgia 1998-2001 Florida 1998-2001 South Carolina 1998-2001 Alabama 1997-2001 Alaska 1997-2001 Kentucky 1996-1999	

Daily Rate(s): $200 per day

Grade Level(s): PK-8

Participants: General, TAG, Physically/LD
Fees are negotiable.
Travel expenses are negotiable.

Education/Training:

Certificate of Public Management; University of Georgia
M.L.S., Children's Services; Indiana University
B.S., Elementary Education; Indiana University
Training; National Storytelling Conference, National Storytelling Institute, Kentucky Arts Council

Residency Program Description:

All components of the *Kaleidoscope Residency* program are designed to provide age-appropriate exposure to both the art and process of storytelling.

General Student Workshops - Workshops for students in the primary grades employ multiple learning modes such as verbal response, physical response, chanting, and problem-solving to facilitate successful learning and telling of tales. Elementary level students are encouraged to use visualization and creativity to create and tell an original tale.

Core Group Student Workshops - These workshops deepen an understanding and expand upon experience of the storytelling process. Participants identify an appropriate story to tell and then learn to bring the story to life through group, small-group and individual exercises which develop voices, gestures, body language and facial expression. Students learn to listen analytically, and to provide positive, supportive peer feedback in preparation for a student performance finale.

Teacher Workshop (90 minutes) - The workshop introduces teachers to the concepts and skills taught in the residency, as well as classroom applications for these skills; how students' experiences can be extended into the classroom for continued impact; and, how storytelling can assist in forming an integrated approach to the curriculum.

Artist On-Site Studio/Rehearsal Time - Students and teachers might join the storyteller as she researches, develops and rehearses new projects. Observers are invited to become participants by joining in the 'coaching" process.

Public Activity - A 90-minute family performance (which may include student performers if desired) invites the whole community to explore 'the theater of the mind.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Programs**
Theater at Lime Kiln John Healey 14 South Randolph Street Lexington, VA 24450 540.463.7088 (w) 540.463.1082 (fax) limekiln@cfw.com www.theateratlimekiln.com	Virginia 2004-2007	Green Hedges School

Daily Rate(s): $300-$1000 per day (3 to 9 full days)
$300-$900 per day (10 full days)
$300-$850 per day (11 to 40 full days)
$300-$750 per day (41+ full days)

Fees are negotiable.
Travel expenses are negotiable

Grade Level(s): 1-12
Participants: General, ESL, TAG,

Education/Training:

B.A., Acting; NC-Wesleyan University (Davis)
B.S., Education; Kent State University (Smith)
M.S., Education; Old Dominion University (Smith)
B.F.A., Musical Theatre; Syracuse University (Sokolwski)
B.F.A., Musical Theatre; Elon University (Warren)

Residency Program Description:

Everyone has a story to tell, and Lime Kiln's Artist-In-Residence Program uses the universal art form of storytelling to give students a means of expressing themselves. The artists and teachers decide which program (or combination) best addresses the school's goals and can develop a program which fits time constraints and existing curricula. This flexibility allows us to tailor a residency program to the needs of each school. These residencies include:

- Creating plays from students' own lives and family tales, emphasizing the value of each student's experiences and encouraging the students to interview family and community members;
- Creating plays from Appalachian folk tales and instilling pride in the indigenous culture;
- Creating plays from stories of other cultures (African, Native American, Celtic), allowing students to discover common threads between stories of all cultures, and factors that might account for differences; and,
- Creating plays from historical events or literature in order to encourage an understanding of people and the events that shaped them, and the impact of these events on the lives of the students.
- The program is designed less to train students for professional theater careers than to train them in teamwork, creativity, self-expression and pride in their accomplishments - necessary skills whatever the future holds.

In response to our residency survey question "What changes have you noticed in yourself?" students replied: "[I] can work with people better [and] listen to new ideas," "Always contribute your ideas, no matter how off the wall they are," and "I've become more responsible."

The residency workshop components can incorporate/include and/or address:

- music as tool in story development;
- teacher workshop(s) designed for each program;
- teacher guides which provide background information, bibliographies, etc.; public performances of Lime Kiln's professional touring shows and/or student presentations;
- evaluations by Lime Kiln's Artistic Director; and
- subjective surveys of students, teachers and artists.

All Virginia Commission-funded residencies must meet or exceed Commission requirements and must include all required components.

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ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Susanne K. Arnold 3206 Floyd Avenue Richmond, VA 23221 804.353.5153 (h) http://skarnoldarts.blogspot.com	Virginia 2006-2010	Southwest VA Community College Henrico County Schools Powell Valley High School (Wise Co.) Chesterfield County Schools Hanover County Schools Covington High School

Daily Rate(s): $150 per day
Fees are negotiable.
Travel expenses are not included but are negotiable.

Grade Level(s): 6-12

Participants: General, LD, TAG

Education/Training:

M.A., Art History; Virginia Commonwealth University
M.F.A., Painting; Virginia Commonwealth University
B.F.A., Communication Arts; Richmond Professional Institute
Coursework/Training; The College of William and Mary

Residency Program Description:

Workshops -- Workshops will include/address traditional encaustic wax painting for general middle, high school and special needs groups; traditional and experimental encaustic workshops for student core groups, teacher in-service; Styrofoam sculpture (all); drawing and anatomy (all); design (high school); oil painting (high school, teacher in-service, community)

In addition, lectures featuring the history of encaustic painting and Virginians using it today; the history of my work and personal influences; general art history and appreciation; African-American art; methods and techniques of sculpture; relationship of art to other academic disciplines; careers in art; portfolio sessions; student development can be developed. These activities will enhance art resources through demonstrations, exhibitions, visits in community, and the arts across the curriculum (i.e., art as a language, creative development and problem solving).

On-Site Studio Time -- I will work on the creation of sculpture and/or paintings for my Buried Voices series, dependent upon available studio space and length of residency, maintain an "open" studio and/or collaborate with students on site-specific installation.

Public Activities -- An exhibition of student work and my residency work, workshop and/or lecture presentations for civic/art groups, or both, can be developed as community outreach activities during the residency.

The goals for the residency and the strategies by which these goals will be achieved include augmenting both the artistic and historical knowledge of students and providing new resources for teachers. Based on my

public school workshops while at Southwest Virginia Community College, activities can be tailored to individual schools' curriculum, grade level and available space. For example, while elementary students respond well to half-day workshops, middle and high school students respond more to the complexity and skill building opportunities of the encaustic medium during longer-term project experimentation.

Primary residency activities would involve a slide presentation, followed by a demonstration and/or workshop where participants can experiment with the traditional and contemporary techniques of hot wax painting - the encaustic process in which melted wax is mixed with dry pigments and then applied to a rigid

panel (plywood, cardboard) - and newer, more adventurous techniques, in which hot wax is combined with charcoal, pastels, oil paint and/or crayons on paper or canvas board, and fused with a heat lamp for special effects. Length and level of presentation are adaptable to curricular needs.

Each residency will focus on learning the encaustic process through both demonstration and studio experimentation. Examples of Greek and Roman portraiture will be studied, with particular emphasis on how three-dimensional form and likenesses can be rendered by applying multiple layers of colored wax. Subsequent sessions will be devoted to manipulating materials and adopting the technique to each participant's personal style.

Encaustic's tactile, fast-drying qualities, bright colors and ease of application offer students a finished painting at the end of each session and an immediate sense of accomplishment. Because the process is a new one to students, it is recommended that sessions be limited to 15-18 students at a time. A teacher's own skill level can extend the number of participants.

Slide presentations on the history, methods and techniques of sculpture can be introduced, followed by workshops in which sculpture is made from recycled Styrofoam and painted with acrylic or encaustic medium. Emphasis is on creative problem solving. Classes can choose to participate in a temporary environmental installation (earthwork, stone spiral, excavation site, etc.) The slide lecture presentation covers the history of the wax painting medium, from classical times to its resurgence in the 20th century. Slides include work by such 20th century artists as David Aronson, Jasper Johns and Malcolm Morely, as well as many Virginia artists currently working with a wax medium. An abbreviated slide lecture, followed by a brief demonstration is another possibility. Other presentations may be developed as well.

The extent of the planning and creation of my own sculpture and/or paintings will depend on size of studio provided and length of residency. I will maintain an open studio environment so students can follow and become involved in the progress of my work and my process, ask questions, work beside me or, possibly, collaborate in the production of an installation (core group or individuals). One-to-one learning/sharing at this level promotes the concept that the arts are basic to education by fostering close contact between students and artist.

It is important to the success of residencies that I work closely with schools, teachers and art specialists throughout the preplanning, application and implementation process so that budget, supplies and space are adequate and appropriate to activities proposed, grade level and needs of curriculum. Some supplies require early ordering and planning. I can suggest a supply source for beeswax and dry pigment. I recommend that publicity and informational material be sent to teachers across the curricula. Since the encaustic technique may be unfamiliar to many teachers, it would most effective to begin the residency with a workshop/demonstration and slide presentation for teachers. At SVCC, for example, my public school workshops began with a workshop for middle and high school art teachers from four counties. Based on their evaluations and the response, the teachers benefited greatly. Following the workshop, most of the teachers scheduled workshops for their students, which were also well received. Teachers were able to prepare students ahead of time and help guide them during sessions.

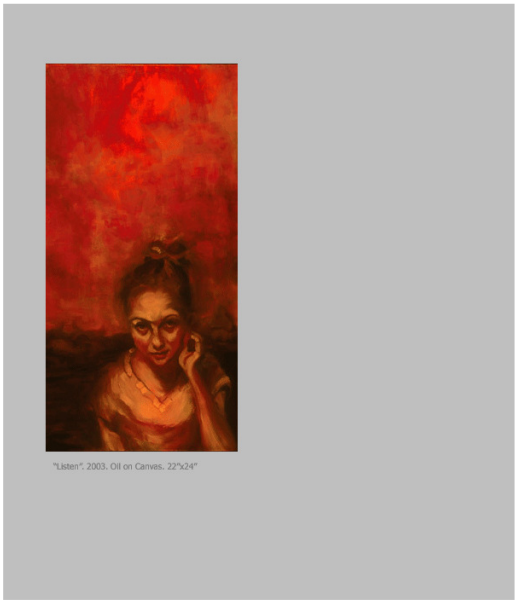
Based on previous evaluations, faculty and students have benefited from exposure to the philosophy, process, presentation and products of a professional artist in residence. Public school teachers have been pleased to learn new techniques and share new perspectives on art. Secondary students enjoyed informative lectures followed by hands-on participation. Elementary students have been the least self-conscious and cautious and also enjoyed themselves. The local exhibit of my work and lecture/demonstrations for the community has also been well received.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Joanne Bauer 11141 Glade Drive Reston, VA 20191	Virginia 2006-2010	

703.620.6334
http://www.joannebauer.com

jgbauer@joannebauer.com


"Listen", 2003, Oil on Canvas, 22"x24"

Daily Rate(s): $150 per day
Fees are negotiable.
Travel expenses are not included but are negotiable.

Grade Level(s): 1-8

Participants: General, ESL, TAG,Physically/LD

Education/Training:

B.A., Human Relations; Earlham College
Courses in Painting, Drawing; Corcoran School of Art
Fellowships: VA Center for the Creative Arts, VA Commission for the Arts; Vermont Studio Center

Residency Program Description: "Inside/Out: Expressive Self-Portraiture"

This project is a joint venture between the classroom teacher and the artist aimed at developing more expressive language through self-portraiture. Initially, it was designed for ESL students in middle school as part of their language arts curriculum, but it can be modified for other groups with different needs.

Pre-Planning: Artist will meet with classroom teacher(s) to assess needs and develop a program specified to the school's needs. Teachers will develop language arts activities to build on the residency.

Classroom Workshops: Artist will lead five classroom workshops for students and their teacher(s)

1. Introduction and "Stages of Life Self-Portraits" (Color Pencil)
2. "Strong Emotion Self-Portraits" (Oil Pastel)
3. "Tactile Self-Portraits" (Clay)
4. "If I Were an Imaginary Animal" (Collage Self-Portraits)
5. Continuation of Workshop 4

Teacher Workshop: Using slides, lecture, and experiential activities, the artist will focus on how to encourage students to develop an individual voice, using the visual arts in the academic setting, and developing ways to talk about art with students that promote personal, artistic, and academic growth.

Public Program: Students will assist the artist in displaying their artwork in a suitable setting. Parents and other classes will be invited to an evening presentation to view the exhibition and listen to student readings.

Project Booklet: Schools may opt to produce a booklet of self-portraits and writings.

All Virginia Commission-funded artist residencies must meet or exceed all Commission requirements and must include all required components.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	State Agency Roster(s)	VCA Residency Program(s)
Philip Muzi Branch 5602 Dendron Drive Richmond, VA 23233	Virginia, 2005-2008	Richmond City Public Schools

804.737.6663 H
804.240.4019
pmuzibranch@aol.com
http://www.bestblackartimages.com/bio.htm

Daily Rate(s): $250 per day
Travel expenses are included.

Grade Level(s): K-12

Participants: General

Education/Training:

M.A.E. Art Education, Virginia Commonwealth University
B.F.A. Fine Arts, Virginia Commonwealth University

Residency Program Description:

Core Group Workshop: Throughout history humans have honored individual and collective accomplishment through the creation of monuments. All cultures engage in the creation of commemorative art; from Egyptian pyramids to Mt. Rushmore in the United States. Through the study of history, students can better understand their own society as well as other cultures and societies. Historic investigation and discovery satisfy humankind's quest for information and understanding, as well as preserve and enhance the quality of the human experience.

The artist will lead the core group in the investigation of a historical figure, an important event of a significant era, and will create a mural to commemorate the subject of the investigation. The students will listen, draw conclusions, and share responses in project-related group learning activities. The subject of the investigation will be related to the community or to a specific area of the curriculum.

General Student Workshop: The artist and local residency coordinator will schedule a 45-minute workshop with each classroom. The artist will visit each classroom and give a lecture/hands-on presentation on the social, historical and occupational roll of a visual artist in today's society. He will also lead the students in an investigation of the creative process and show them examples of his artwork. The students will display artwork that is created during the workshop in the hall outside the classroom for all to see and critique.

Teacher Workshop: Getting students to "see your point" is a critical part of the learning process. Hands-on art activities designed to reinforce a lesson will increase comprehension and stimulate classroom participation. The artist will share practical lesson-enhancing hands-on activities that work across the curriculum.

Public Activity: The public will be invited to share in the unveiling of the mural.

All Virginia Commission-funded artist residencies must meet or exceed all Commission requirements and must include all required components. Residencies must be designed to reinforce curriculum-based instruction in an arts discipline.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
David Camden 11467 New Farrington Court Glen Allen, VA 23059	Virginia 2002-2010	Hanover County Schools Henrico County Schools
http://www.crossmillgallery.com/Dave/index.html		Chesterfield County Schools Goochland Elementary School Powell Valley High (Wise Co.) Richmond Pubic Schools
804.798.4971 (w) 804.752.2304 (h)		

Daily Rate(s): $150 per day
Travel expenses are included

Grade Level(s): K-12

Participants: General,ESL,TAG, LD

Education/Training:

B.A., Ceramics; Goddard College

Residency Program Description:

During the past eleven years I have worked with students in grades K-12 and have enjoyed each age group. I have worked with the a variety of formats, from short-term to longer-term residencies where I have worked with high school students for up to two weeks.

I would like to continue working in elementary schools, in particular, because it is enriching for not only the students but for the art program as well. I would also like to work with more inner-city school divisions. Additionally, I would like to produce a tile wall mural that could either be displayed at the school or other location.

Student and/or Teacher Workshops -- I could conduct a raku workshop for arts teachers or middle to high school level students. I can provide the kiln, and recommend clay, glazes and portable propane (LP) gas for firing. Expenses for this workshop would be planned with school personnel.

I produce furniture (end tables, coffee tables) and would enjoy an opportunity to work with a small group of students (grades 9-12) on these techniques over a two-week period. These large pieces would be "primitive" fired.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	State Agency Roster(s)	VCA Residency Program(s)
Nancy Garretson Box 88 Emory, VA 24327 276.628.9091 (w) 276.944.3697 (h)	Virginia 2006-2010	Norton City Schools Alleghany Highlands Arts & Crafts Ctr. Grayson County Schools Powell Valley High School (Wise Co.) St. Thomas More School Washington County Schools Yorktown Arts Foundation Catoctin Elementary (Loudoun Co.) Madison County High School

Daily Rate(s): $150 per day
Fees are negotiable.
Travel expenses are not included.

Grade Level(s): 1-12

Participants: General

Education/Training:
M.S., Crafts; University of Tennessee
B.A.; Art , Marietta College

Residency Program Description:

My residency program will focus on weaving as an art form. Weaving can utilize various looms and weaving techniques and materials, but weaving always involves color, texture and design. The art form has a long history and can be found in most cultures. As a result, a weaving residency can be integrated into a study of history or geography. In previous residencies I have worked with students in grades K-12. Weaving is a medium that lends itself to different age groups and workshops of various lengths. I am flexible and I strive to coordinate my program with the needs and expectations of the schools as well as with the requirements of the Commission. The following outlines several workshop possibilities.

- **Option I** (*grades 1-2*) -- Students can make their own cardboard looms. We can discuss weaving and fibers. Students will also be encouraged to find examples of fibers at home (ribbon, strips of cloth, grass, twigs, etc.) and will explore color and texture.
- **Option II** (*grades 3-12*) -- Tapestry weaving is explored using a cardboard loom and working with specific techniques to create patterns and designs in various colors and textures.
- **Option III** (*grades 5-12*) -- The versatility of the cardboard loom is demonstrated. It can accommodate weaving "in the round" where tube shapes suitable for pillows, purses and bags can be woven.
- **Option IV** -- Each core group student can weave a small square of a large tapestry, creating something more complicated and larger than could be woven individually.

I can design teacher workshops that coordinate with the weaving projects underway in classrooms and can outline ways in which history and weaving techniques may be integrated with curricula. For a public activity, I can display some of my tapestries and/or show slides of my work and explain how I work and how and why I am inspired to create. I also have a slide program to show the history and geography of weaving. For on-site studio work, I can set up my loom in the school so that students can observe my work in progress. Planning well in advance of a residency improves the quality, content and scope of any residency; preferably one year in advance of the residency in order to allow adequate time to plan my schedule. The fee varies depending upon travel and lodging arrangements.

NEW *Visual Art (soap stone sculpture)*

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
J. Gail Geer 5037 Upland Game Road Roanoke, VA 24018 540-774-4905 gail@geerscreations.com www.geerscreations.com	Virginia 2007-2011	Allegheny High School

Daily Rate(s): $200.00/day, plus cost of stone at $2.15/lb. Consumable materials: masks, sandpaper, wax and wear and tear on tools averages $5.00 per student.
Travel and accommodations, where appropriate, are not included here.

Grade Level(s): Grades 4-12. (Younger children may not have the fine motor skills needed).

Participants: 12-14 students for elementary school. Up to 18 for high school.
Art teacher must be in attendance.

Education/Training:

- Marble Carving and Design, *Artspace*, Pietrasanta, Italy with Master Carver Kyle Smith
- Clay Portraiture and Figure Study, *Ferrum College*, with Michiel Van der Sommen
- Stone Carving, *Virginia Western Community College*, with Chi Che Davis, Roanoke VA
- Fine-art Jewelry Making, *Glendale Community College*, Phoenix AZ

Residency Program Description:

Students will create a five to seven pound finished soapstone sculpture of simple design in the style of the Inuit. Class will meet for a 90-minute session each day for five consecutive days. Shorter workshops are also possible.

We will use Brazilian Soapstone to create carvings with hand tools. Students will learn to look at the stone and see shapes and forms that lead to the final sculpture.

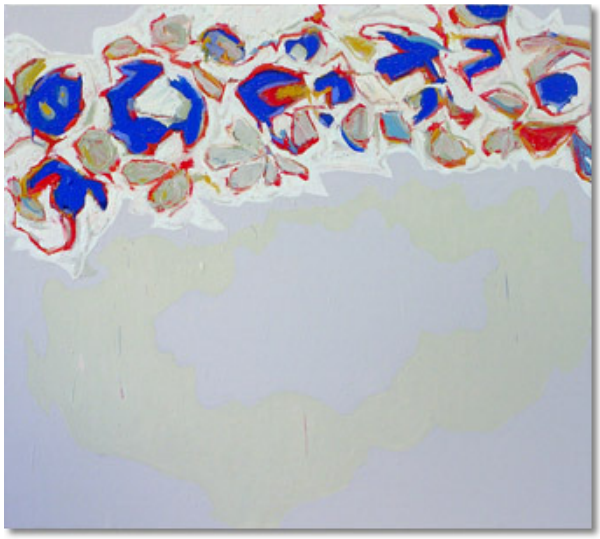
This is a physically demanding workshop. Expect to work hard.

No prior knowledge of carving is assumed. Instruction will use basic terminology, and all techniques will be demonstrated to the students as we introduce each tool.

For more details and photos of class sessions, visit the Classes and Demonstrations page at my website.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Farida Hughes 800 Chatham Hall Circle Chatham, VA 24531 434.432.0347 (h) 434.250.0261 (c) frhughes@gamewood.net http://www.faridahughes.com	Virginia 2006-2010	



Daily Rate(s): $125 per day (3 to 9 full days)
Fees are negotiable.
Travel expenses are not included but are negotiable

Grade Level(s): PK-12

Participants: General, ESL, TAG

Education/Training:

M.F.A., Painting; University of Chicago
B.A., Studio Art/English; Fordham University, College at Lincoln Center
College credit, Painting; Vermont Studio School (Center)

Residency Program Description:

"Exploring Monotypes" will be a 5-10 day focused workshop in which students will learn about monotypes and explore making images in this immediate and expressive medium. Water themes will be used as subject matter in all of the work completed during the residency. The workshop will explore the history of the monotype and its applications (incorporating visual images of famous artists' works in monotype over the past 100 years with selected examples of the resident artist's recent work), the process through which artists generate ideas for their work, and the basic methods/techniques of monotype work including light and dark-field methods, monoprinting, and trace monotypes. Students will have assisted studio time to practice the different methods taught and experiment with texture, line, imagery, color, design, and layering effects. During the residency, a Teacher Workshop will be held on the development of monotype skills and techniques. Assessment will be done during the residency period on a daily basis as well as at the end.

All Virginia Commission-funded residencies must meet or exceed all Commission requirements and must include all required components. Residencies must be designed to reinforce curriculum-based instruction in an arts discipline.

NEW

Visual Art (murals)

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Colleen Hall 2114 Buford Rd. Richmond, VA 23235 804/323-3036 colleen@colleenhall.com www.ColleenHall.com	Virginia 2007-2011	Bon Air Elementary, Richmond

Daily Rate(s): $450 per day
Fees are negotiable.
Travel expenses are not included but are negotiable.

Grade Level(s): K-12

Education/Training:

University of Richmond
Richmond, Virginia
B. S. Business Administration, May 1991
Concentration: Marketing

Westhampton College
B.A. Studio Art, May 1991

Kingston University
School of Graphic Design
London, England
Certificate in Graphic Design, May 1992

Residency Program Description:

My goal is to provide the students with a unique opportunity to see how a professional artist develops a mural from start to finish. Students will then put these lessons into action to create their own artwork. I focus on making the residency an interactive experience as they take part in the "Making of a Mural."

My residencies would focus on involving the students from the point of idea generation all the way through to the finished mural created on panel and then installed. They would see how the goals and needs of the school help develop the theme of the painting. They would be asked to submit their ideas once a core theme is developed. From those ideas, the art teachers and I would take the best elements and refine the theme. All students in the school would be involved in an art project related to the theme of the mural. A core group of students would pursue a more in-depth project that closely mirrors that of my own.

I have always prided myself on being accurate with my artwork. I carefully research my subjects to represent them the best way possible. Depending on the theme chosen, I would work with the students to do research on the theme. From a mural focused on the school mascot featured in its native habitat to a project focusing on famous authors, we can design a program that will be exciting and educational.

Murals can focus on SOL areas including Science, Math, Social Studies and Literature. This can provide a great opportunity for cross-curricular studies where subjects covered in the home class will reinforce the subject matter in the art classroom and visa versa.

Students will help me select elements in my painting by voting on potential choices. We will discuss my preliminary sketches and learn how they are revised. They will see how I prepare for the final painting through priming, under-painting and layering of detail. At the unveiling of my finished painting, I hope the students feel a sense of "ownership" since they helped in its creation. For the core group, I hope they feel an incredible sense of pride when their own work is unveiled and they see how they have put to work the lessons they learned in order to complete their artwork.

With my residencies, I strive to involve as much of the faculty, staff and community as possible. With introductory presentations, podcasts and updates on my website www.ColleenHall.com, a final presentation and the unveiling of the finished painting, I hope to spread the learning far beyond the classroom.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	State Agency Roster(s)	VCA Residency Program(s)
Jill Jensen PO Box 1264 Forest, VA 24551 434/8582-1237 (h) 434/509-9977 (c) jilljensenart@hotmail.com www.jilljensenart.com	Virginia 2003-2010	Alleghany High School (Allegany) Boonsboro Elementary (Lynchburg) Green Valley Elem. (Roanoke) Covington City School (Alleghany) Yorktown Elementary (York) Waller Mill Elementary (York) Grafton Middle School (York) Queens Lake Middle (York) Jouette Middle School(Charlottesville) Tabb Middle School (York)

Daily Rate(s): $140 per day
Fees are negotiable.
Travel expenses are not included.

Grade Level(s): PK-12

Participants: General, TAG

Education/Training:

M.S., Metallurgy; Columbia University
B.A., Chemistry; The College of William & Mary
Training; Arrowmont School for Arts & Crafts, Pittsburgh Center for Arts, Touchstone Center for Crafts, Art Student League of New York, Lynchburg Center for the Arts, Artists as Teachers Seminar; John F. Kennedy Center for the Performing Arts

Residency Program Description:

I work with a variety of media including papermaking, printmaking and painting. Initial contact with the planning committee would determine which workshop would best meet the school's needs and enhance their current art program. A residency theme could be chosen and an evaluation process determined. A hands-on teacher workshop would include a brief history of the chosen medium and the techniques the students will be learning.

The complexity of techniques and depth of study would be determined by the age of the students and the length of the residency. A lecture/demonstration could be presented to non-core group students as a means of involving more of the student body. The sessions with the core group students would include a presentation on the history of the medium and background on the theme their work will be created around.

- **Option 1**: ***Printmaking*** - The history of printmaking and samples of prints and printing plates would be covered in the first session. The students would create printing plates and then print them using

my small press. Possible techniques include: relief prints, collagraphs, drypoints, monoprints, and combinations of these techniques.

- **Option 2: *Papermaking*** - The initial presentation would include samples of handmade paper art and the history of papermaking. Possible techniques include: sheet forming, mold making, cast paper, recycled paper and pulp painting.
- **Option 3: *Mixed Media*** - Workshop participants would combine printmaking and painting techniques to create works of art on paper and fabric. The fabric prints could be assembled into a quilt to remain in the local community or school.

Studio time would be used to create art utilizing the materials and techniques that the students are learning. An exhibition of work completed by the students and myself would complete the residency.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Greig Leach 4005 Northrop Street Richmond, VA 23225	Virginia 2006-2010	Covington City Schools

804.231.3118 (h/w)
804.231.9978 (fax)
greigbridg@aol.com
http://www.greigleach.com

Daily Rate(s): $250 per day
.
Travel expenses are not included.

Grade Level(s): 6-12
Participants: General, TAG

Education/Training:

Coursework and study; Montgomery College and Virginia Commonwealth University

Residency Program Description:

Residency workshops will take participants through a series of drawing exercises that will teach them to understand the intrinsic values of colors, the properties of color (warm and cool colors, the psychology of color, and the color wheel), and composing with color and complimentary color schemes. All of the work will be done with Oil Sticks, a richer more intense version of oil pastels that allow the participants to achieve oil painting results in one day or over a series of days in a classroom schedule. All of the work will be done on 18"x24" paper and will consist of studies in value rendering, gradational color value rendering, and fully realize color rendering, The participants will generate approximately five studies from the still life and two finished pieces.

Workshops will include a brief slide lecture which will help the participants understand how the issues to be discovered during the workshops have been explored throughout contemporary art history. An extended version of the lecture can be designed for teachers and/or a larger student group. The workshops will be suitable for students in middle school through college, and will be most successful when limited to 15 participants; however, a larger class size may be possible depending upon the situation.

In addition to the student workshops and workshop for teachers, as artist-in-residence it may be possible to create an original work of art depending upon location and other factors. Students will generate works of art which can be evaluated as part of the student assessment process and overall residency program evaluation.

I would make myself available to the faculty members and others with whom I will be working prior to the residency to assist in developing workshops suitable for the school and participants, as well as other pre-residency planning.

NEW

Visual Art (Photography)

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Lynda Troutt Murphy 3924 Richland Avenue Roanoke, VA 24012-2841 540.366.9575 ltmurphy@cox.net www.murphysphoto.com.	Virginia 2007-2009	

Daily Rate(s): $300 per day
.
Fees are negotiable
Travel expenses are not included.

Grade Level(s): 6-12
Participants: General, TAG

Education/Training:

Lynda attended the University of Central Oklahoma and Virginia Tech with a focus in Journalism. She graduated from Mary Baldwin College with a degree in Business Management. After she graduated from Mary Baldwin College she did a four year independent study in fine art photography under the supervision of Martin (Marty) Church and Ellen Munger. She is a professional photographer and owns Murphy's, Inc., an e-commerce business for photography and photographic supplies. Her specialty is black and white gelatin silver prints and most recently Giclée prints.

Residency Program Description:

This class is a basic introduction to photography. It will cover the history and development from the beginning to present day, teach students how to take a photograph with focus on subject matter and include vocabulary, printing processes, cameras, photographers, etc.. It can be tailored to any age group.

History - Students will be introduced to the history of photography that covers how the Chinese and Greek philosophers describe the basic principles of optics and the camera in the 4th & 5th Centuries B.C., to Joseph Nicéphore Niépce that achieved the first photographic image with camera obscura in 1814 only to realize that the image required eight hours of light exposure and later faded, to current digital age of photography.

Vocabulary - A vocabulary handout will be provided to each student that includes terminology from the onset of photography to the digital age. Students will be quizzed on their knowledge of vocabulary and encouraged to use terminology in group discussions regarding photography.

Photographers - Students will be introduced to a group of historical and current day photographers. We will discuss their technique (the types of cameras, lenses, etc.) and what they were trying to convey in their photographs. Each student will then pick one or two of the photographers from the list to do some in depth research on and try to emulate their techniques in their own photographs.

How to take a Photograph - Students will learn how to take a photograph in landscape and portrait

orientation. They will be taught about framing, the rule of thirds, lighting, subject matter, action shots, and more.

Digital Editing - The class will learn to edit and enhance photographs using the latest version of Photoshop. They will also learn how to convert color to black and white and enhance contrast for best effect in addition to how to crop a photograph, enhance color, add visual effects, add text to the photo and more.

Printing - Students will be introduced to several types of printing processes. If photo printers and/or dark room facilities are not available for students to print examples of each type of printing process will be shown in class.

> **Giclée (zhee-klay)** - The French word "giclée" is a feminine noun that means a spray or a spurt of liquid. The word may have been derived from the French verb "gicler" meaning "to squirt". Giclée prints are created typically using professional 8-Color to 12-Color ink-jet printers. The quality of the giclée print rivals traditional silver-halide and gelatin printing processes and is commonly found in museums, art galleries, and photographic galleries.
>
> **Gelatin Silver** - All true black and white papers are made with silver in the chemistry. This makes all prints made on true black and white paper silver gelatin prints. The term originally came from B&W film, which is made with tiny platelets of silver called silver-halide gelatin. The same silver-halide gelatin is used in making all true black and white papers.

Portfolio - Each student will create a portfolio of photography through the course of the class. They will be required to photograph landscapes, portraits, architecture, textures, action, and also do a photo journalism piece.

Projects - Students will learn to matt, frame and display their work to show at the end of course.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Martha Loving Orgain PO Box 98 Alberta, VA 23821	Virginia 2003-2010	Crossroads Waldorf School

434.949.7406 (h)
434.865.5330
lovingcolor@earthlink.net
www.lovingcolor.org

Daily Rate(s): $150-$225 per day depending on length of residency
Fees are negotiable.
Travel expenses are not included.
Travel expenses are negotiable.

Grade Level(s): PK-12

Participants: General, ESL, TAG, Physically/LD

Education/Training:

M.F.A., Art/Science/Technology/Photography; School of the Art Institute of Chicago
B.F.A., Textiles/Photography; Virginia Commonwealth University
Waldorf Education; Arts & Goethean Science/Collot Painting Therapist; Den Haag, Netherlands

Residency Program Description/Ideas:

In an atmosphere conducive for the development of creativity, imagination and the expansion of learning capacities, I provide education in watercolor painting and drawing, as well as observation exercises about the relationship between nature and light, darkness, and color. The formal teacher workshops will be designed to develop artistic skills that will transfer directly to the children by providing:

- examples of integrated curriculum of art and science;
- greater creative/intuitive capacities in order to enhance problem-solving;
- balance and harmony in feelings which relieves stress;
- enhanced social awareness and harmony among faculty, school and the community.

Required residency student core group and student workshop components include:

- watercolor/drawing instruction for the lower grades in the wet-in-wet method for each grade level;
- watercolor/drawing instruction for the upper grades in wet-in-wet and veil painting methods combining art and science curriculum.

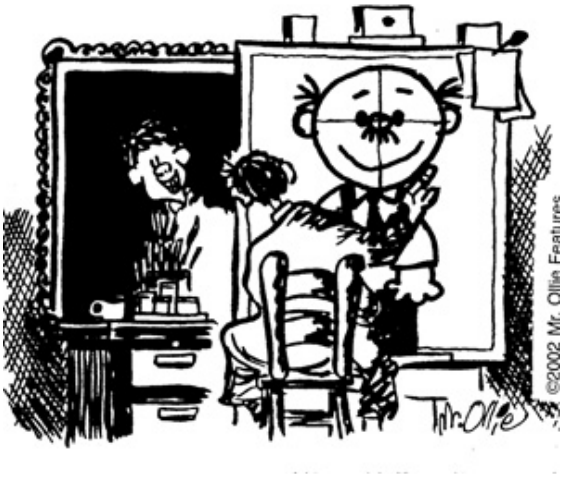
Community workshops in watercolor painting can enhance participation and develop a greater understanding and appreciation for the arts in everyday life. Workshop themes may be designed around celebrations or other events. Residency planning sessions will be scheduled well in advance of residency activities and will include information designed to familiarize faculty with residency content. The residency will also incorporate a formal program evaluation and final post-residency meeting with the planning committee.
Personal work during my studio time will demonstrate:

- the skills and sensitivities required to teach color in a way that connects people with the world of nature and allows participants to experience a sense of wonder, respect and reverence;
- creativity that is inspiring and that re-enlivens the work of children, teachers, and other adults;
- how to combine art and science while sharing teaching experiences in public and Waldorf schools and for adults.

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Name/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Tim Oliphant (aka Mr. Ollie) 1098 Cochran Lane Lewisburg, TN 37091-4300	Virginia 2007-2011 Tennessee	

931/359-5956 (home and work)
931/359-8218 (fax)
mrollie@vallnet.com



Daily Rate(s): $200 per day
Fees are negotiable.
Travel expenses are not included but are negotiable.

Grade Level(s): PK-12

Participants: General, ESL,
Physically Disabled, TAG, Special Education

Education/Training:

Mr. Ollie has been a professional cartoonist since 1983, producing daily comic strips, self-syndicated editorial cartoons, caricatures, and freelance humorous illustrations. His simple approach to teaching the fundamentals of drawing, based on just four basic shapes, guarantees success for all.

Residency Program Description:

What I stress is being creative. I have students create their own cartoons by using their imaginations. I show students how shapes can be made into different objects and characters.

Cartooning with Mr. Ollie:
This program will show and explain how cartooning is accomplished. Using basic shapes to make people characters, animals, objects, and backgrounds, Mr. Ollie demonstrates to the class professional techniques that real artists use. The only difference is that he'll show how to do it in a simple, direct way so that the students and teachers and their grade level can easily understand the process.

Cartooning with a Message:Teaches students how to create cartoons with visual and verbal messages. Students will generate ideas from their own experiences, distinguish between "opinion" vs. "commentary" in editorial and political cartoons, and create "gag" cartoons (with or without captions). This workshop is a great way to incorporate social studies themes and writing skills in multi-day workshops or residencies. Mr. Ollie demonstrates how students can be creative not only with the drawing, but also with the writing and thought process of how to come up with ideas. We'll discuss how to can come up with ideas for stories and artwork. Mr. Ollie will demonstrate how the idea is created, then how the "rough" drawing is sketched, and finally the finished artwork. This program is excellent for English, writing, and composition classes.

Curriculum Connections:

The art of cartooning can easily be tied to your curriculum. Cartooning classes include writing, language arts, social studies and history.

Teacher's Guide:

Teacher's will receive a comprehensive Teacher's Guide to prepare for the residency.

Visual Art (sculpture and masks)

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Name/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Rose Marie Prins 1645 20th Avenue North St. Petersburg, FL 33713	Virginia 2003-2010 New Mexico 1986-1994	Sunrise Valley Elementary Rappahannock Elementary

727.488-7329
rosemarieprins@hotmail.com
http://rosemarieprins.com

Daily Rate(s): $150-$200 per day
depending on length of residency
Fees are negotiable.
Travel expenses are not included but are negotiable.

Grade Level(s): PK-12

Participants: General, ESL, Physically/LD

Education/Training:

Ph.D., Studio Art and Arts Administration; The Union Institute
M.A., Art; Goddard College
B.F.A., Painting; San Francisco Art Institute
Certificate, Graphic Art; Johannesburg College of Art (South Africa)

Residency Program Description:

Sculpture/Mask Making: This is a relatively simple and an inexpensive process for creating sculpture and masks from discarded and recycled materials that I developed while teaching at the Santa Fe Children's Museum where I worked and conducted workshops as an Artist-in-Residence. With variations, it is suitable for students of all ages as well as for teachers.

Description: Since prehistoric times people have used materials in their environment to create sculpture: primarily stone, bone and wood. Contemporary humans are surrounded by a plethora of objects that soon become "junk." In my classes "junk" becomes the treasure from which we create sculpture and masks. Tableaux illustrating aspects of classroom curricula can be made in collaboration.

Objectives: Students will -

- develop an appreciation of the basic elements involved in the creation of a three-dimensional art object including volume, design and structure;
- gain an appreciation of the potential for art-making using simple, non-art, materials;
- develop inventive and imaginative skills; and,
- learn the value of collaboration, and inter-personal techniques to facilitate collaboration.

Methodology: Small objects will be available from which students may select items. Glue, tape, string and wire will be used to bond the various items. Completed works will be painted and varnished. Masks and sculpture can be incorporated into tableaux illustrating a theme. Other materials, such as *papier maché*, may be used.

Evaluation: Work will be evaluated based on design, structure, composition and color during the process and upon completion.

Visual Art (Ceramics)

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Pamela Rose Rennolds 510 West 24th Street Richmond, VA 23225 804.232.5107	Virginia 2002-2010	

Daily Rate(s): $160 per day (3 to 9 full days)
$160 per day (10 full days)
$160 per day (11 to 40 full days)
$160per day (41+ full days)

Fees are negotiable.
Travel expenses are not included.

Grade Level(s): K-12
Participants: General

Education/Training:

B.A., English Literature & Ceramics; Knox College
Teaching Certificate, Fine & Applied Arts; University of California (Berkeley)
Coursework; Penland

Residency Program Description:

The first step in planning a residency for a particular school will be to meet with all those involved, including teachers, school arts specialists, administrators, and PTA/PTO representatives. This meeting will establish a clear vision for the residency project and its intended outcomes. Residency planning will address:

- general school involvement;
- parent and community involvement;
- school personnel involvement;
- physical location of the residency work space; and
- identification of core group(s)

The set-up schedule will be determined based upon the specific project. In addition, appropriate instructional materials will be determined, such as "fact sheets," appropriate vocabulary sheets, or visual aids for display in the school.

Previous work with schools has been designed to be curriculum-related. Residency content could feature:

- the study and creation of classical Greek pottery forms using appropriate means of decoration and firing in conjunction with the study of Ancient Greece. Work can be related to mathematics through the study of Greek patterns and styles. Slab, coil and pinch construction can be utilized;
- an analysis of Egyptian paste, a self-glazing clay body used in Ancient Egypt, and the construction of small objects, beads, etc., as a means of exploring Ancient Egyptian culture;
- the making of Roman-style oil lamps, and the significance of the development of the lamps in the Mediterranean world; or
- an exploration of the importance and use of clay in Ancient Sumeria, including the development of cuneiform writing and the making of cylinder seals.

NEW

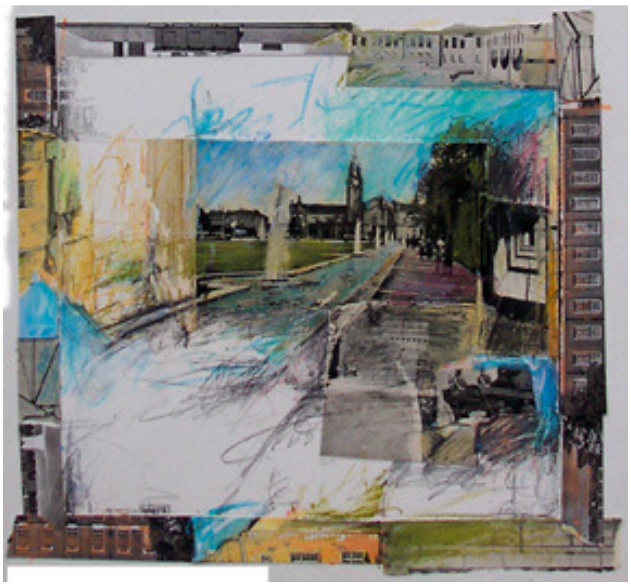
Visual Art (Mixed Media Collage)

ARTIST RESIDENCY PROGRAM *ARTIST ROSTER*

Artist/Address	**State Agency Roster(s)**	**VCA Residency Program(s)**
Marcie Wolf-Hubbard 1507 Ballard Street Silver Spring, MD 20910	Virginia 2007-2011	

301/585-5815 (home)
301-412-5974 (cell)

E-mail: wolfhub@verizon.net
www.hubbardsfinearts.com



Daily Rate(s):
$300-400 per day depending on length of residency
Fees are negotiable.
Travel expenses are not included.

Grade Level(s): PK-8

Participants: General, ESL, Physically/LD
Experience working with children who are deaf or hard of hearing.

Education/Training:

B.A. Studio Art, University of Maryland, College Park, MD
Graphic Design & Fine-Art Illustration, The Maryland Institute, College of Art, Baltimore, MD.

Residency Program Description:

Personal/Persona Container

My goal in an artist residency is for the students to gain exposure to various art forms, including painting and mixed media, and to experience the artistic process in the creation of a product. Collage, which can include the feel or texture of elements and their relationship can happen in a moment, but begins with the artist's thoughts, and the gathering of those elements. The artist makes intentional choices in medium, and in the placement of that medium. Students will understand how art can communicate meaning and will find that art can give the viewer (and the artist) a glimpse into the true qualities of individuals.

The following objectives are included in my artist residency - Personal/Persona Container collage art project. My objectives related to self-expression are evident across many of my artist residencies.

During my residency, students will:

. Express feelings of personal identity.
. Create an artwork reflective of self.
. Discover within themselves by exposure to other artists, and variety of materials.
. Practice empathy in consideration of the literary character's or historical figure's persona.
. Utilize the medium of collage as a vehicle (incorporating a variety of materials, including

text) to become empowered through this exercise of self-expression and discovery.
. Document their thoughts, emotions, interpretations in written and visual form.
. Contrast their identity with another persona of a literary character or historical figure.

I have experience working with deaf and hard of hearing children and am able to communicate in American Sign Language. I have six years experience as a Home & Hospital teacher for Montgomery County Public Schools. My work as a Home and Hospital teacher included teaching the core academic subjects (Algebra I & II, Geometry, Science, Social Studies, and English) to middle and high school students home due to physical, emotional, or administrative reasons. I will make accommodations for students with special needs to enable and ensure access and provide for full participation.

I have found that art projects I have designed for classroom use reinforce several goals of the Visual Arts Standards of Learning. For example, when formulating my lesson plan for Oil pastel and water-soluble paint (acrylic) resist technique, I focused on the works of artist Vasily Kandinsky as well as the modern day painter Pacita Abad. I introduced the students to Pacita's spirited artwork of circles and incredible color. I demonstrated drawing lines and patterns with oil pastel on watercolor paper, exploring line and movement using vivid oil pastel and acrylic colors. I guided the students in applying paint to their drawings, emphasizing color with the shapes formed by the lines, and around the pastel lines of their drawings. I was able to integrate several of the following strands from the SOL in my resist technique lesson, and as a result, strengthened my lesson for the students.

As noted in the sixth grade Visual Communication and Production, Cultural Context and Art History, and Judgment and Criticism

6.2 The student will use the principles of design, including proportion, rhythm, balance, emphasis, variety, and unity, to express ideas and create images.

6.12 The student will identify the components of an artist's style, including materials, design, technique, and subject matter.

6.19 The student will identify the relationship between art processes and final solutions.

QUESTIONS?

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