

Artist Residency Program

• 2009-2010



Artist Catalog

Creative Writing

Theatre

Music

Dance/Movement

Visual Art

At the heart of our Arts-in-Education program is a desire to build a community of life-long learners who realize the potential of the arts to understand, to express, to teach, and to enlighten.



L/A Arts www.laarts.org

Dear Educator,

Since 1973, L/A Arts has been committed to serving the youth of the Lewiston-Auburn community. Our Artist Residencies are the primary vehicle for our outreach into the schools and each year directly impact more than 5,000 area students. We are proud of our history of service and pleased to be able to support our local educators, students, and primarily Maine-based artists.

I am pleased to present you with the 2009-2010 Artist Catalog, which provides detailed information about our available artists and the programs they provide. I encourage you to look through this information and distribute it to your colleagues that will be part of your decision-making team this school year.

As the local arts agency for the twin cities, L/A Arts does more than just our renowned Arts-in-Education programming. This year our live performance series will focus on events for family audiences. In the summer, our free Music in the Parks program attracts over 1,000 people annually. Additionally, we maintain several gallery spaces presenting the work of local artists and beautifying these spaces throughout our community. To learn more about our activities, visit our website at laarts.org or call 782-7228. L/A Arts is truly many things to many people and it is ALWAYS all about the arts.

As the new Arts-in-Education Coordinator, I look forward to working within your school this year. Please contact me at any time with questions or to request more information.

**Sincerely,
Bess Welden**

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Mime/Dancer, Karen Montanaro performs at Auburn Middle School with volunteer faculty member

A Word About L/A Arts' Services



Visual artist, Catherine Judge, works with students to design an inflatable sculpture, pictured next page.

At the core of L/A Arts' mission is service to and education of the students in our community. L/A Arts makes every effort to reach every student, to support every teacher, and to encourage- both fiscally and emotionally- every local artist. In a community with an ever-expanding culturally di-

verse population, we hope that teachers, students, and community members will be able to see the power of the arts in reaching across cultures and in allowing children to express themselves and accept others. We believe that the arts help influence students' creative, cognitive, and social abilities. They can provide students with an outlet to develop creativity, fluency, originality, expression, imagination, risk-taking, and self-perception. At the heart of our Arts-in-Education program is a desire to build a community of life-long learners who realize the potential of the arts to understand, to express, to teach, and to enlighten.

We are committed to providing the best possible Artist Residencies for our schools. Yet we are aware that sometimes a simple residency does not completely fulfill the needs of a particular school, teacher, classroom, or student. Thus, we want to know what your needs are and look forward to continuous dialogue as to how we can best serve our educators and students.

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The greatest challenge of our outreach to schools is that funding is always finite and needs to be distributed as equally as possible to all Lewiston and Auburn public schools. However, there are a

few inventive ways that some schools have worked with us in the past year to increase their participation in L/A Arts programming:

****Second grade teachers at Fairview Elementary** utilized some of their PTO resources and hired Andrew Harris for a four-day Readers Theatre Program in addition to their regularly scheduled residency. Andrew also provided a professional development session for the entire teaching staff as part of his supplemental involvement with the school.

****The Principals at Longley and Farwell Elementary** schools decided to partner for their residencies. As such, L/A Arts had greater leveraging power to negotiate fees with performers and each school received a richer experience for their students as a direct result of this collaboration. We encourage creative partnerships and welcome any ideas that you or your colleagues may have. Our goal is to help craft the most effective and exciting residency we can for you and your students. We look forward to collaborating once again this year.



Poet, Martin Steingesser, performs in Portland with collaborating musicians.

Creative Writing

Artist: Lynn Plourde - Children's book author (www.lynnplourde.com)

Workshop: Author-to-Author: Writing Advice From a Published Author to Young Authors
Recommended Grade Level: See Below



Lynn Plourde, the author of 23 picture books, provides author-in-residence programs using her books as models and stepping stones for students' writing. Lynn prides herself on being a "teaching author"--using her experiences working as a speech therapist in public schools for 21 years plus her experiences doing approximately 100 author visits per year since 1997.

Her programs consist of three days (i.e. three Mondays in a row, three Thursdays in a row, etc.). Students and teachers have assignments to complete between each session. Residencies are structured as follows:

Day 1 - Getting ideas & planning stories

Day 2 - Writing of stories

Day 3 - Acting out class stories as a play for Grade K-2 students or revision of individual stories for Grade 3-6 students.

Copycat Stories (K): Students use Lynn's book *Mother, May I?* as a model to write a class "Teacher, May I" story. Each student writes and illustrates a page for the class book about how each of them would help their teacher with a classroom job. The class brainstorms a joint beginning and ending to the class story and then finally the class acts out their book.

Subtraction/Problem/3P Stories (Gr. 1-2 for class story/3 for individual): Students use Lynn's books *Pigs in the Mud in the Middle of the Rud* and *Wild Child* as a model to write class or individual stories using subtraction story ideas (e.g. the dog that couldn't bark, the house with no roof, the skunk that doesn't stink) and 3P plans to organize the story, including telling the problem to the story, the pattern in the middle of the story (during which attempts are made to solve the problem), and the promise (to solve the problem) at the end of the story.

Patterns in Stories (Gr. 1-3): Students are introduced to the idea of patterns in stories. They learn to identify patterns in the action of stories and patterns in the words of stories (e.g. in "The Three Pigs" an action that repeats is the wolf blowing down a house, blowing down a

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house; words that repeat in that story are “I’ll huff and I’ll puff.”). A class will be challenged to find 10 or more patterns in Lynn’s book *A Mountain of Mittens*. Then they will be co-authors of published picture books and add a pattern to their chosen stories. Finally, each student will write an original story using patterns in it.

Combo Fiction/Nonfiction Stories (Gr. 3-4): Students use Lynn’s book *Dino Pets* as a model to write class or individual stories about a chosen habitat (e.g. rain forest, ocean, desert) in which the class or student writes a fictional story about bringing home animals from the target habitat and then researching the animals and writing nonfiction information to accompany the fictional story.

Character Stories (Gr. 4-5): Students use Lynn’s books in the Mrs. Shepherd series (*School Picture Day*, *Pajama Day*, *Science Fair Day*, etc.) as models to write stories about a character with a flaw (e.g. keeps losing things, too clumsy, stinky feet). The story plan then follows the format that the character’s flaw gets in the way, gets in the way, gets in the way, and finally saves the day.

Poetic/Quilt Stories (Gr. 2-6): Students use Lynn’s book *Snow Day* and *At One in a Place Called Maine* as models to write poetic stories about a favorite place (e.g. classroom, bedroom, tree house) or favorite activity (e.g. snowmobiling, soccer, field trip). Lynn uses a quilt organizer to help students write their story poems.

Able to Write a Fable (Gr. 5-6): Students use Lynn’s book *The First Feud* as a model to write a fable. Students use an organizer with an acrostic plan and key questions to answer to help them each write a fable that happened long ago, that has animals as characters, and that teaches a lesson.

“The depth with which Lynn can get students working is amazing – writing with a strong voice, thinking like editors and really improving upon crucial literacy skills all while having a unique, worthwhile experience.”

Artist: Martin Steingesser - Poet
(www.martinsteingesser.com)

**Workshop: Seeing with the Heart’s Ear—
Poetry Workshop**
Recommended Grade Level: 4-8

Portland’s first Poet Laureate (2007-2009), Martin



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Steingesser provides residencies that make poetry writing accessible to all. Workshops focus on paying attention to senses and details. Martin also teaches valuable literary techniques such as repetition/variation, simile, metaphor, and color. Students will be writing and evaluating their own work with this exemplary poet in an intimate way right from the first session. Teaching poetry in the schools for some 30 years, Martin was awarded Maine Alliance for Art Education's Bill Bonyun Award in 2006 "for exemplified talent as an artist and being an inspiration to students, teachers and the community." He teaches all grade levels and has a particular liking for the spontaneity of fourth and fifth graders and the emotional thoughtfulness of older students. For additional information, including references, see his listing on the New England Foundation for the Arts website www.MatchBook.org.

"His work is beauty, it moves you. He brings you over the bridge to poetry." — 10-year-old student at the end of a residency with Martin.

Artist: Nicole Chaison - Author/Illustrator
(www.passionofthehausfrau.com)



Workshop: Creating Your Own Hero's Journey: Reading and Writing Graphic Novels
Recommended Grade Level: 4-8

Helping youth transform struggles into strengths is the motivation behind this residency, which can be tailored to be a two- or three-day program. Nicole will help students explore the world of graphic novels (also known as comics) and create their own stories of self-discovery and empowerment. Combining writing and illustration in a unique brainstorming process, students begin to see themselves as the heroes of their own lives. Students will read selections from contemporary comics/graphic novels (such as *Into the Volcano* by Don Wood, *Tin Tin* by Herge, and *The Amulet* by Kazu Kibuishi), explore their strengths and the challenges in their own lives, and finally create a two-page graphic story rooted in their own experience. Collectively the class will create a publication that compiles their stories to read and share.

Nicole Chaison's passion is writing and illustrating real-life hero's journey stories. She's the author of the graphic memoir *The Passion of the Hausfrau* (Random House/Villard, 2009) and, with Ana Sortun, the James-Beard-Award nominated *Spice* (Regan Books, 2007). Since

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2003 she has created the tri-annually published *Hausfrau Muthah-zine*. A one-woman show based on her stories—and also called *The Passion of the Hausfrau*—opened in March 2009 at the Portland Stage Company.

Artist: John Holdridge – Arts & Literacy Integration Specialist
(www.johnholdridgeinmaine.com)



Workshop: Poetry
Recommended Grade Level: K-6

John will engage students in a process of creating and sharing original poetry that includes reading, writing, and performing original and published work. For older students the focus can be on creating poetry of understanding of subject matter that is currently being studied. Younger students will focus on active and interesting prompts that encourage them to play with language. In all cases students will be encouraged to “think like a poet” and to present their poems in a low pressure poetry cafe at the end of the residency.

Workshop: Story Starts
Recommended Grade Level: 3-6

Students will be led through a process creating short works of fiction. Together they will discuss the elements that make a good story and then collectively brainstorm a beginning. Students will complete the story as individuals and the residency will culminate in a sharing of original work and a discussion of the writing process that each author followed.

Theatre

Artist: John Holdridge – Arts & Literacy Integration Specialist
(www.johnholdridgeinmaine.com)

Workshop: Studio Day
Recommended Grade Level: 5-6

Students will create an original theatre performance in a day. The two options are as follows:

Kids Tales: Students will create all the necessary props for performing a

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children's book for younger students in the school. In addition to creating props, students will explore basic theatrical techniques for bringing "the page to the stage."

Performance of Understanding: Students will use basic theatre techniques and creative writing to explore and understand a grade level text such as a poem or short story. They will then combine their own writing to create a performance of understanding for an audience of their peers.

John Holdridge is a creative literacy specialist who has worked with Pre-K-12th grade, undergraduate and graduate students, professional teachers, and artists throughout New England. He works as a teaching artist and professional development facilitator in and around schools and teaches Creative Literacy: Building Literacy Through the Arts at the University of Southern Maine.

"John works comfortably with students, teachers and parents. He has the keen ability to listen well, guide with questions and prompts, and provide direction at key times."

Artist: Julie Goell - Physical Theater Expert (www.JulieGoell.com)

Workshop: The Magic of Masks
Recommended Grade Level: 6-8



Julie begins her work with students through an engaging lecture/demonstration, which includes showing masks, and pictures of masks, and discussing their use in different cultural contexts from sacred rituals (African medicine masks, animism masks) to entertainment (Italian Commedia Dell' Arte) to traditional masked forms of theater (Noh plays, Balinese mask plays, Peking Opera). Students then learn to "carry" or wear the mask and give it intentional expression, beginning with the Neutral Mask. Going on to animal masks they identify animal movements and try to find the essence of the animal with mask and movement.

In longer residencies (more than 3-5 days), Julie collaborates with the school's art teacher to help students design and build their own masks. Once the students' masks are complete, she then works with students toward performance. Using guided improvisation themes, students explore their own and each other's masks. They are encour-

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aged to hone their visual analytical skills and offer useful feedback. Performable material can evolve and be shaped to become either a set movement piece or a performable improvisation theme.

Julie Goell earned a degree in theater from Emerson College and completed teacher training for Physical Theater in Italy at L'Istituto per lo Studio Dello Spettacolo. After working in music, theater, film and television in Rome, she returned to the US and performed in "Ghetto" on Broadway, and directed Commedia Dell'Arte for Spoleto Festival and Epcott Center in Orlando. She has taught Physical Comedy and Commedia Dell'Arte at Boston University, Colby College, UConn, and Dell'Arte International. Currently she teaches Clown and Eccentric Performance in collaboration with her husband, Avner Eisenberg, at the Celebration Barn in South Paris, Maine, and has worked with younger students at Breakwater School in Portland.

Artist: Andrew Harris – Expert in Shakespeare & Period Theatre



Workshop: Shakespeare and Period Theatre
Recommended Grade Level: K-8

Andrew Harris, the Executive Director of L/A Arts, has more than 35 years of arts education experience in both the UK and the US. Andrew brings his considerable skills as both an actor and educator to work within the classroom – engaging students, exciting educators, and getting students actively involved in their curriculum through the wonderful world of theatre.

An expert in Shakespearian and period theatre, Andrew provides incredibly rich textural accounts that serve as extraordinary introductions for key texts within the curriculum. Andrew provides a context for the work as well as excellent background information on the playwright and the time of the text's creation. His presentation style is engaging, exciting, and will have your students hanging on his every word. Additionally, Andrew provides an outlet for theatrical expression as a means to further understand the work. Andrew will design a workshop to suit the needs of any teacher or text.

"Andrew's love of theatre comes through in his work with students. He captures the attention of a class and never lets it go!"

Music

**Artist: Martin Swinger – Singer/
Songwriter (www.swingersongwriter.com)**



**Workshop: Songwriting with Children
Recommended Grade Level: K-5, emphasis on 3-5**

Singer/Songwriter Martin Swinger's residencies will have your class moving to the music! Swinger teaches songwriting in the classroom. Students learn about the Language Arts basics of subject development, rhyme, meter, blocking out a blank verse and following through on their subject. Using this process, Martin and the class write songs based on what they are studying so they end up with a song that helps them remember the facts of a lesson. Martin's work fits best into a three lesson per classroom residency. Residencies may be themed (e.g. bullying, healthy lifestyle, diversity and civil rights) or each classroom may focus on their own subject (History, Math, Science, Civics). The residency ends with a school concert open to the public.

Martin can also compose a song just for your school. This project works best in conjunction with a residency as Martin can then teach the song to the students while they learn about the songwriting process.

"Martin is charming, kid-friendly, and determined to make sure that every voice is heard!"

Artist: Michael Wingfield – Musician



**Workshop: The African Diaspora
Recommended Grade Level: K-8**

Musician Michael Wingfield focuses on Rhythm and Song of the African/New World in his residencies. He is gifted in augmenting the Social Studies curriculum and current events with musical rhythms and songs matching the culture of the music with the context of the issue at hand. Michael works with 4-5 core groups of students over the course of a week-long residency. Each group learns a different rhythm and song and more about its context. Michael pays particular attention to how these rhythms have changed

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over time especially since the large migration to the Western hemisphere of so many African people. Michael strives to educate people regarding the struggles of maintaining a distinct cultural identity and focusing on sharing different perspectives through cultural awareness. A performance of work with students is provided at the end of the residency.

“Michael will blow your students away with his passion and enthusiasm. He expects, and demands, flawless rhythms and consistently holds students to high standards, which they meet with a great deal of pride.”

Artist: Carolyn Currie – Singer/Songwriter
(www.carolyncurrie.com)



Workshop: The Magic of Lyrics
Recommended Grade Level: 3-8

In singer/songwriter Carolyn Currie’s residency program, songwriting becomes a vehicle to show children how to create images, emotions and mood through language use. Following an in-depth analysis of some of her lyrics and how parts of speech and literary devices can be used, the children are then given the task of writing their own song (one per class) using some of the methods discussed. The students’ task is to use language to create mood and images, to fit their lyrics to a given meter, and to use the music to support the mood and imagery they create. Each residency can be tailored to support curriculum.

Carolyn’s residencies cover the following topics:

- Basic elements of poetry writing
- Language devices: metaphors, similes, personification, alliteration
- Active versus passive verb use
- How to employ the five senses to create immediacy in writing
- How to choose words carefully for creative purpose
- Rhyme
- Meter
- How to build emotional energy into writing

“The depth that Carolyn draws from students has to be seen to be believed. She teaches students not only that songwriting is an art form, but that, down deep, we are all artists.”

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Artist: Monica Grabin – Music Educator
(www.monicagrabin.com)

Workshop: Singing History
Recommended Grade Level: K-8



Music educator Monica Grabin presents an extraordinary series of workshops through her Singing History program. In each program, the songs people sang during each time period are used to **illustrate the history** being taught. Additionally, the fascinating true stories of how this country has grown are used to illuminate the songs. Monica accompanies herself on a variety of instruments, including guitar, banjo, autoharp, limberjack, bones, bodhran, tambourine and more. The result is a very engaging and memorable experience which really solidifies concepts and brings history to life. Every presentation has been carefully researched and is age and curriculum appropriate. Monica's Singing History topics are listed below.

Native Peoples of Maine: The Wabanaki of Maine, their lifestyles and beliefs; stories from Wabanaki tradition, such as "Gluskap and the Birch Tree" and "The Gifts of Gluskap"; Wabanaki songs; the coming of Europeans. A few of the songs: Tuutuwas; Ancient Peoples; Sacred Lands; The Birchbark Canoe; Oh, Great Forest; as well as Gluskap stories.

Maine Lumbering and Shipping: The lumbering industry from colonial Broad Arrow Pines to the height of white pine logging in the 1800s, how the men lived and what they did, log drives, dangers. Cod fishing before 1620, the importance of the cod, shipbuilding, sailors' lives and the work on ships, sea shanties that accompanied the work, the triangle trades, ice trade, clipper ships and more. A few of the songs: The Lumberman's Alphabet, The Jam on Gerry's Rock, The Frozen Logger, Canada-i-o, The Good Old State of Maine, Cape Cod Girls, I'ze the B'ye, Haul Away Joe.

The Colonies and the Revolution: Life in colonial times, men's and women's work, farming, the kinds of music they listened to, children's work, the Revolution and the stresses it placed on families, propaganda on both sides, the battle of Yorktown, British surrender, and the mystery of Yankee Doodle revealed. A few of the songs: Old Man in the Woods, The Farmer's Curst Wife, the Golden Vanity, Soldier, Soldier, Will You Marry Me?, The Dying Redcoat, Yankee Doodle.

HerStory: Women in History: Women's lives and work from colonial times to the Civil Rights Movement. Tracing the role of women, how their work changed during the Industrial Revolution, women in slavery, Harriet Tubman, the Civil Rights movement and Rosa Parks.

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This program has been very successful with both girls and boys, and stresses that all men, women and children are affected by, and influence, history. A few of the songs: The Housewife's Lament, the Factory Girl, Babies in the Mill, Bread and Roses, Union Maid, Ta Ra Ra Boom De Ay.

Slavery and the Civil War: The realities of slavery, daily life, cotton, the Underground Railroad and other types of slave resistance, the Civil War's causes and the emotions of each side as they are amply reflected in the songs of the conflict, Emancipation and Reconstruction. A few of the songs: Dixie, Go Down Moses, Lincoln and Liberty, Shiloh Hill, Tenting Tonight, Many Thousands Gone.

Westward, Ho! The Near West, life in isolated communities, the Erie canal, the groups who built the railroads, the Gold Rush, the government policy on Indians, the Cherokee and the Trail of Tears, and the near extinction of the buffalo to facilitate Indian removal. A few of the songs: Common Bill; Sweet Betsy from Pike; Drill Ye Tarrifiers, Drill; John Henry; Now that the Buffalo's Gone; Texas Rangers.

Industrial Revolution: The beginnings in England, the first American mills in New England, how they worked, the workforce of teenage girls, life in the factories, the cotton that fueled the wealth of New England and the slavery that produced it, immigration, early labor unrest and strikes, the mills moving south. The railroads and who built them, and the mines which produced the coal the railroads used for fuel. A few of the songs: Cotton Mill Girls, the Lewiston Factory Girl, No Irish Need Apply.

1890's to the First World War: The Gay Nineties, the images of women and the realities, the beginnings of modern popular music and culture, the movement for women's suffrage, the war and its terrible realities. A few of the songs: After the Ball, Daisy Bell, I Didn't Raise My Boy to be a Soldier, Down on Penney's Farm, Hanging on the Old Barbed Wire.

The Twenties and the Great Depression: Farmers, white and black, in the twenties, jazz, the Harlem Renaissance, the boom of Wall street, the crash, the Depression, the Dust Bowl, Hoover, FDR and the New Deal. A few of the songs: The Farmer is the Man, Down and Out; Brother, Can You Spare a Dime; Got the Jitters; Hallelujah I'm a Bum; the Worker's Appeal.

World War II: The unresolved problems of the First World War, the rise of Nazism, Japan and Pearl Harbor, mobilization, women at war, popular music in WWII quite different from other conflicts, the atom bomb and the end of the war. A few of the songs: We Did it Before, Rum and Coca-Cola, Buddy Blues, Accentuate the Positive, the Ballad of Ira Hayes, GI Jive, Hiroshima Boy.

The Fifties and Sixties: Conformity in music and culture, McCarthy, communism, the rise of rock & roll, "race music" (blacks didn't reap the benefits of their own culture), the Civil Rights

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movement, the Vietnam war. A few of the songs: Little Boxes, Blowin' in the Wind, Talkin' World War III Blues, What Have They Done to the Rain?, We Shall Overcome, In the Heat of the Summer, Masters of War, Eyes on the Prize.

Teachers should feel free to mix topics, or request something different to fit their specific needs.

“Monica’s knowledge of her subject is vast, yet thoroughly approachable. She delights in teaching songs to young people and getting them to see the interconnectedness of the world around them.”

Visual Art

Artist: Catherine Judge – Visual Artist
(www.cmjudge.com)

Workshop: Inflatable Sculptures
Recommended Grade Level: 3-6



Inflatable sculptures are large-scale environmental installations designed completely by the students. They are made of very affordable materials: plastic sheeting, duct tape and are inflated with box fans. The plastic sheeting can be colored and it is possible to create a myriad of shapes. The sculptures can be observed from the exterior as well as experienced from the interior. Students often choose to create sound and/or lighting elements to enhance their theme.

Most students have not had the chance to see their creative ideas evolve from words on a page to a sketch; and then, from a model to a sculpture large enough to walk through! It's an empowering experience. Inflatable sculptures can be made to serve any curriculum.

The sculptures can be rolled and stored for future events – they completely transform any environment in which they are inflated. They can travel from school to school, be used for other curricula– as a place of inspiration for writing, a place to do math, discuss environmental issues, create a dance that relates to the sculptures theme or make music in.

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Artist: Garry Mitchell - Painter
(www.garrymitchell.com)



Workshop: Color Workshops
Recommended Grade Level: 4-8

Garry is a working studio artist who has exhibited his work both nationally and internationally for the past 20 years including the Portland Museum of Art Biennial and the Center for Maine Contemporary Art in Rockport. After completing an MFA in Painting from Pratt Institute, Garry received fellowships from the MacDowell Colony, Yaddo, the Edward Albee Foundation, and the Fine Arts Work Center in Provincetown. As an art teacher, Garry has worked with students on the college level, in museum schools and through workshops with the North Yarmouth public school system. He has been teaching Studio Art at Colby College for the last 10 years.

In the elementary classroom setting, Garry will work with students to understand the basic techniques he uses to create his own abstract visual art. By examining and exploring color and shape relationships to generate imagery, students will develop their own ideas that will culminate in a collaborative final project. Garry works directly with teachers to develop a project that integrates themes from classroom study and then chooses a medium (acrylic paint, watercolor, hand-printmaking, etc.) that best supports the students' creative process and learning goals.

Dance/Movement

Artist: Karen Montanaro – Mime/Dancer
(www.mimedance.com)



Workshop: Mime as a Learning Tool
Recommended Grade Level: K-8

Karen Montanaro is a world renowned dancer and mime artist and the winner of the 2008 Individual Artist Fellowship Grant from the Maine Arts Commission. She presents full school assembly programs and teaches residencies in dance, mime and movement in schools throughout the United States and Canada. Karen blends the art forms of mime and dance to "tell" stories through movement. Her stories may be

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DRAMATIC as when the hunter closes in on the tiger, or SUSPENSEFUL as when a babysitter climbs on a rooftop to rescue a baby, or HUMOROUS as when an entire baseball game plays out in front of you with Karen playing all the roles.

Karen's residencies and workshops have been described as Energy, Imagination and Focus in Motion! These interactive, creative and high-energy workshops allow students of all grade levels to experience movement in ways that:

- 1) Energize the classroom
- 2) Engage the learner's imagination
- 3) Sharpen the learner's focus and
- 4) Create an atmosphere where the learner can attempt new things with confidence.

Karen carefully guides students and clearly explains the exercises in these workshops filled with movement, dance and mime activities.

"Karen Montanaro is a master of her craft. She will captivate your students and get them to see their world in new ways."

Artist: Debi Irons – Dancer/Choreographer
(www.artmovesdance.com)

Workshop: Jamaican Dance Hall
Recommended Grade Level: K-6

Debi Irons is a professional dancer/choreographer/educator who has been working in public and private schools for almost 30 years. Her VARIANT method of dance education combines healthy technique with developing the individual's creativity and self-expression. Irons is trained in ballet, modern, jazz, afro-brazilian, tap, musical theatre, acrobatics, and street dance forms. She uses all in her teaching.



Elementary school classes generally have a jazz/funk warm up introducing the elements necessary in dance - the athletic art - such as strength, flexibility, balance, rhythm, level, direction, tempo and style changes. She then teaches some basic dance vocabulary like pivots, pirouettes, chienne turns, chassez, grand jetes (leaps). There is always time included for improvisation, with age-appropriate methods.

Moving across the floor in patterns comes next. Learning a dance

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sequence comes last unless the class is open to freestyle, which is an opportunity generally done inside a circle to upbeat music where dancers "do their own thing." Another favorite is Jamaican Dance Hall dance where the moves have names such as "thunder clap," "big bird" and "here come da plane."

"Can you come here every day for the rest of my life?!" -5th grade student after a residency with Debi.

L/A Arts is excited to present these 14 professional teaching artists for the 2009-2010 Residency Program. As always, we try to offer a few new faces along with many artist/educators we have worked with before. Over the course of the academic year, opportunities to work with other artists or groups may arise. We will communicate with schools about these options on a timely basis to try to take advantage of special offerings. We are also eager to hear from artists who might be interested in working with students through our Residency program, and encourage them to contact us directly to discuss their work.



L/A Arts' 2009-2010 Arts-in-Education programming is made possible through a partnership with the Lewiston and Auburn School Departments. Our work with students is also generously supported by:

Program underwriters:

Maine Arts Commission, TD Bank, P&G Fund

Program supporter:

DownEast Energy & Auburn/Lewiston Breakfast Rotary

Program sponsor:

LePage Bakeries, Walmart & Kiwanis Club of Auburn-Lewiston