

Colleges

The Evergreen State College (TESC), Olympia, WA. Introduction to Drawing

Adjunct Faculty, (2002-2004). This class offered the students an introduction to increase their basic skills with their drawing abilities. Instruction included understanding the basic elements of art, organization and development of a composition, use of multiple materials to expand techniques and the development of individualized thinking used in the artistic process.

The Evergreen State College, Olympia, WA. Acrylic Painting, Instructor, (2001).

Studio level course work for students (ages 18 – adult) of all levels of experience for development and enhancement of painting skills using acrylics. Students expanded their knowledge of color mixing and basic color theory, basic principles of composition and design and further examined various approaches of using acrylics. Emphasis on traditional as well as experimental approaches were encouraged.

The Evergreen State College Olympia, WA. Longhouse, Perspectives of Puget Sound.

Instructor, (2001). A collaborative partnership between Wa He Lut Indian School and the Alki Program at Reeves Middle School. Basic elements of Northwest Coast Indian Art were introduced to students while learning simple techniques for producing a relief print.

South Puget Sound Community College (SPSCC), Olympia, WA. Adjunct Faculty, (2003 – 2006).

Pacific Lutheran University, Tacoma, WA. Adjunct Faculty. Designed and taught beginning and advanced level painting classes (Fall 1988). Designed and taught an Interim course: Beyond the Canvas (Winter 1989); a studio course that examined multi-media painting and painting on non-traditional surfaces. "Ethics, Morals and Trends in the Art World" (Winter 1989). "Inside and Outside the Studio – Marketing the Artist" (Spring 1990). "Dissecting the Construction" (Spring 1991).

Antioch University and Seattle Mental Health Institute, Seattle, WA. (1987) Group Leader. "Arts and Mental Well Being Symposium" Arts and Education Workshop.

Artist–In–Residence, Washington State Arts Commission Program

Jefferson and Washington Middle Schools, Olympia, WA. Artist-In-Residence, (2002, 2003 & 2004). An Artist-In-Residence sponsored by the Washington State Arts Commission and VSA arts of WA. Three different classes participated in the program, consisting of students who

were behaviorally challenged middle school boys. All students in both of these classes had the singular disability of a learning deficit, which was often combined with other challenges such as attention deficit disorder, oppositional defiance, obsessive compulsive disorder, depression and/or psychotic episodes. A third Special Services class at Jefferson also participated. These students each had individual challenges, such as Downs Syndrome, Cerebral Palsy and Autism. The artist mentored, demonstrated, and shared lesson plans with the teachers and paraprofessionals. Outcomes for participants included increased skill levels with art materials. Of significance, outside of skill development for the students, was engaging a positive art experience, recognition of a safe avenue for self-expression, and development of the individuals confidence in their personal aesthetics. Life skill development helped build self-esteem, teach the process of success and failure abstracted from the individual, and helped each student build pride individually and within the group dynamics.

Yelm Middle School, Yelm WA. Native Plants of the Pacific Northwest, Artist-In-Residence, (2004). This program was designed to integrate the studies of the indigenous to the Pacific Northwest region. Students were given instruction to learn basic art elements to specifically advance their drawing skills. The work included collecting plants from backyard settings and producing drawings from photographs and actual plant specimens. The final drawing was a botanical illustration. This program was taught to students during and after school.

Capital High School, Olympia WA. Edit and Transform, Artist-In-Residence, (2002, 2003). This program was designed to advance writing and visual art skills through integrated studies of literature and art. Racism and prejudice provided the context for each student to compose a fictional story that included writing skill development using outlines, drafting, peer reviews, and editing. In visual art skill development included sketching with varied lines, shapes connecting into forms (human figure), color choices, and introduction to printmaking (collagraph prints). Goals were designed to guide the student through non-traditional formulas for writing and art, i.e., produce visual images first, followed by the written narrative element. The images and story were brought through a final transformation process that reconstructed the story as a poem, and synthesized the images into one.

NOVA, Independent Middle School, Olympia, WA. Instructor, (2002). Winter Break Residence. A 3-day mask-making workshop introduced students to basic elements of design, comparative analysis regarding 2 and 3-dimensional surfaces, and concluded with an individualized mask created by the student. Acrylic paints and additional mixed media assemblage encouraged.

Oroville Elementary School, Oroville, WA. Artist-In-Residence, (2002). An Artist-In Residency Sponsored by the Washington State Arts Commission and VSA.arts of WA. This residency followed the format of "The Power of Images and Stories". Four classes participated with goals of enriching writing skills (rough drafting, editing, spelling and peer review) and expansion of visual art elements (shape, color, pattern, and composition). One of the classes was "Life Skills", which consisted of students with disabilities, and peer partners. The community out-reach program provided a venue for all of the students to share their work and accomplishments with the entire school, volunteers and community members.

J.P. Stewart Elementary, Puyallup, WA. The Power of Images and Stories, Artist-In-Residence, (2002). An Artist-In-Residence through the Washington State Arts Commission and the Pierce County Arts and Cultural Services Division. Students (ages 9 – 12)

utilized a theme of "If I were an animal..." to create a short story and collagraph prints that were transformed into a finished version of a hand bound book. Through reading, story telling and printmaking, students created their own imaginative story. Learning objectives included expanding vocabulary, increased technical skills with art elements, improved craftsmanship and advanced graphic knowledge of layout and design decisions.

Olympia, WA. Facing Washington, Artist-In-Residence, (1999 - 2002). A pilot program conceived in partnership with the Olympia School District and the WA State Historical Society that focused on Washington State history by integrating both art and political history. The program had students research a Washington Governors' term in office and produce a biography of the Governor. The artist-in-residence assisted students in creating a portrait of a Governor. The artist worked with 4-6 different classes consisting of elementary and middle school students. Final presentation of select portraits and biographical texts were framed and displayed at the Legislative Building in Olympia, along with all of the portraits posted on a website for the Olympia School District.

State Capital Museum, Olympia, WA. Drawing on History, Artist-In-Residence, (2001). A four-day drawing workshop for students ages 8 – 12 years old. Students worked with historic photographs as well as a live model dressed in period clothing who told of her life story living in Olympia in the early 1900s. Students learned beginning and advanced drawing skills to guide them through a process to produce a series of period portraits. This workshop was combined with a tour of the exhibit on display at the museum.

LP Brown Elementary, Olympia, WA. Mask Making, Artist-In-Residence, (2001). Students (ages 6 – 11) learned the basic elements of design; gained knowledge about 2 and 3-dimensional surfaces, and developed a mask from a template. Acrylic paints and additional mixed media assemblage with glue guns were also introduced. Modeling for group reflection and analysis was included with each class.

Washington Middle School, Olympia, WA. Egyptian Mask Making, Artist-In-Residence, (1999, 2000). Characteristics, styles and the traditions developed by artisans from Egypt were presented to the students. The one-week course challenged students to produce their own mask using the aesthetics of this period and culture. Plaster gauze bandages were molded over student's faces, and three-dimensional elements were added so students could explore structural challenges as well as elements of design. Students, staff and community members displayed a small exhibition of masks by students in a mounted glass case for other staff, teachers and students in the school.

Olympia High School, Olympia, WA. Transportation 2050, Artist-In-Residence, (1999). A one month residency with engineering students to design vehicles for the year 2050. Group and individual processes organized a mock city with vehicles of the future, first conceived through drawings and then constructed using a wide variety of materials. Finished models with written technical descriptions were exhibited at the WA State Historical Museum (Tacoma), the WA State Dept. of Transportation (Olympia), and the Thurston County Family Court (Olympia).

Capital High School, Olympia, WA. Artist-In-Residence, (1997). "Arts Bridging Curriculum" sponsored by the Olympia Arts Commission and the Olympia School District. A pilot program for artists and educators to implement a student learning program that integrates the arts with academic curriculum.

Staff Development Training, Olympia School District

Secondary Art Integration, Olympia WA. Staff Development Training for the Olympia School District, (2004). This staff development training was targeting Middle School and High School Teachers to provide a workshop to create hands-on arts projects which integrate the visual arts across the curriculum.

Olympia, WA. Adding Drama, Instructor, (2000). A three-day Staff Development Training for teachers in the Olympia School District. Workshop participants explored opportunities designed to assist them in integrating drama into their classroom curriculum. Small groups of teachers attended work session on story development, set designing, costuming, movement and voice coaching that culminated in performances on stage by participants. Application of EALR's is specifically included, along with assessment strategies for teachers.

Olympia, WA. The Language of the Arts, Instructor, (1999). Staff Development Training offered to teachers in the Olympia School District that introduced the fundamental elements of the visual arts, with special focus on how to meet the Essential Learning Requirements in diverse curricula. Hands on experience in creating images that required transformation and synthesis on three occasions during the course of the workshop.

Olympia, WA. The Power of Images and Stories, Instructor, (1999). A two-day Staff Development Training for teachers providing participants with a variety of specific art-related activities and techniques---integrating visual, literary, and performing arts---directly applicable to most classroom situations. The training also provided a theoretical framework for understanding the role of art in overall cognitive development. Specific applications will be made to student achievement with respect to the WA Academic Learning Requirements in the Arts.

Museum Education Programs

Washington State Capital Museum, Olympia, WA. Redistricting: The Gerrymander of Politics, Instructor & Lead Designer, (2001). This collaborative project combined high school students, artists, game designers and a small group of museum staff in the development, design and production of a game board to be used as an interactive component in an exhibit for the State Capital Museum. The game board targets youth 10 years and older. Players learn more about the state's political process of redistricting while being challenged on multiple levels. Math, geography, strategy, partnerships and luck all come into play with the game.

Washington History Museum, Tacoma, WA. Portraits, Instructor, (2001). The workshop assisted students in understanding the basic shapes that compose a human figure, suggested techniques for composition development and an introduction to basic applications of soft pastels.

Hands On Children's Museum, Olympia, WA. Masks of Mexico, Instructor, (2000). Two workshops helped students explore the designs and motifs of masks from Mexico. Construction techniques along with demonstrations of painting and design elements lead students to reflect and emulate the magic and strength of the Mexican culture through their own expanded skills.

Hands On Children's Museum, Olympia, WA. Printmaking, Instructor, (1999). Two workshops introduced students to the process of making a *collagraph* – a technique that builds up the surface for producing multiple images. Students were encouraged to explore the concepts of line, edge and shape with scissors, tag board and glue. Examples of prints were displayed.

Art Centers

Pratt Fine Arts Center, Seattle, WA. Instructor, (2002). A two day intensive workshop introducing students to color mixing and basic color theory, basic principles of composition and design with further examination to creating texture with acrylics. Demonstrations included the use of polymer additives to create glazes and washes, along with wet and dry-brush painting techniques combined with 3-D surface compounds. Analysis of work produced with modeled methods of critiques was integrated along with skill development.

Pratt Fine Art Center, Seattle, WA. Sculpture and Print: Bridging Two Studios. Instructor, (2001)(18 - adults) This course explored collage, printmaking and 3-dimensional sculpture, integrating the three techniques together. Students learned basic collage techniques, introduction to plaster gauze bandage as a sculpture material, and development of a collagraph to produce relief print.