

Table of Contents

Artists for 2010	2
Application Form	3
Program Description	
Dance	5
Drama	9
Music	14
Visual Arts	20
Extensions & Murals	34
Evaluation Form	35
Honorarium Form	36



Vancouver Board of Education
Learning Services
1580 West Broadway
Vancouver, BC V6J 5K8

Vancouver Board of Education

Artist in Residence

List of Artists for 2010

Dance:

Jessica Dhillion
Sasha Kozak
Jose Vargas
Lorraine White-Wilkinson

Drama:

Patti Allan
Stephen Atkins
Gina Bastone
Dianna David
Dave Deveau

Music:

Martin Berinbaum
Tony Blackman
Alex Boynton
Norman Foote
Jessi Nicholson
Milton Randall

Visual Arts:

Judith Atkinson
Lori Bagneres
Michelle Dion
Anastasia Hendry
Ingrid Koivukangas
Susan McCallum
Julie McIntyre
Sarah Mulder
Kathleen Murphy
Pacific Cinémathèque
Marta Robertson-Smythe
RubyDog
Phyllis Schwartz
Carolyn Sullivan

All grants are for \$500.00. This pays for the Artist's fees. All residencies include 1 session to meet with the teacher, then 5 sessions with the students. Additional time for the artist or for material must be paid by the school directly to the artist. All residencies must be completed from January to June 2010, and cannot be carried over to another year. Teachers must fill out after completion of the residency the Artist Payment and the Evaluation forms in this booklet.

SCHOOL APPLICATION FOR ARTIST IN RESIDENCE PROGRAM 2010

Contact teacher: _____

Contact teacher email: _____

Phone: _____

School name: _____

School phone: _____

Grade level: _____

Number of students: _____

1. What artist has your school chosen? _____

2. What month would you like the artist? _____

3. What are your preferred times and days for the residency? _____

4. Are there any additional required materials or costs? _____

5. Summarize the residency in 25 words _____

6. Attach a one page (typed) description of the residency that explains why you chose it.

Checklist:

___ School administrator has been informed

___ Project is the decision of whole school

___ School has funding in place for projects that require material or extra hours

___ One-page typed description is included with this application page

DEADLINE: NOVEMBER 23, 2009 at 4:00pm

This year we have a total of 84 grants of \$500 each to be awarded. To be considered please complete this page and send it with a one-page typed description of the residency to the VSB, no later than 4PM, November 23rd.

Send to : Carolyn Sullivan, Coordinator of the Artist in Residence Program
4th floor, Learning Services, 1580 West Broadway, Vancouver

For Further Information Please Contact:

Carolyn Sullivan

Artist in Residence Coordinator

csullivan@vsb.bc.ca

“The Arts are an essential part of every child’s education because they are a manifestation of the creative potential that resides in each of us. Creativity must be encouraged and nurtured if children are to grow up to be inspired and visionary thinkers.”

*PeggyBochun
Coordinator, District Fine Arts Events
Vancouver Board of Education*

Jessica Dhillon

Alternate
K - 12

Bollywood Dance

Web Address: <http://jessicadhillon.com/>

Materials & Extra Costs:

Special Requests: Large open space, CD player or iPod compatible stereo

BIO

Jessica Dhillon grew up with a strong Bollywood influence in her home. She was primarily self taught until she moved to London in 2005 to take her training more seriously. There, she was able to train at the world renowned Pineapple Studios with the founder of Bollywood Grooves, Vandana Alimchandani. That same year, she had the occasion to experience "Bombay Dreams," which has been one of her greatest inspirations to date. The production inspired her to pursue acting and to continue her passion for dance. When Jessica returned to Vancouver, she finished off her degree in Biology with a Minor in Commerce. All the while, she was also the primary choreographer for the UBC Hindi dance team, for which she recruited members, critiqued and helped mould the team. Jessica's credits also include opportunities to dance in films such as "Bollywood Beckons".

COURSE OPTIONS

Bollywood Fusion

Scheduling occurring over 5 sessions

Bollywood dance has now become a colossal trend, with Indian music playing all around the world. With Bollywood being one of the largest film producers of the world, it was bound to start influencing major artists such as Timbaland, Madonna, Craig David and the Pussycat Dolls. This class will allow you to become a part of this very trend with it's fusion of Indian and Western dance including Bollywood and Hip Hop!

Jessica Dhillon will teach you basic Hindi movements to start off and will work her way up to intermediate choreography so that students will be able to dance to almost any Bollywood song! Her progressive class will allow students of various dance skill levels to learn a completely new and diverse style of dance at a gradual steady pace. Her song selection will also vary from traditional Hindi to modern day Bollywood remixes!

Extensions: If the teachers want to do a mini Bollywood production (medley of Bollywood songs) Jessica would be more than happy to work with the students to accomplish this.

D
a
n
c
e

K - 12

Sasha Kozak

Body Rhythms, HipHop, Video Dance, and Choreographer

Email: kozak.sasha@gmail.com

Materials & Extra Costs:

Special Requests: Large open space, CD player or iPod compatible stereo

D
A
N
C
E

BIO

Sasha's interest in dance started with Ukrainian Dance as a way to learn his heritage roots, and soon the stage and dance became his passion. Sasha has since trained in many disciplines: Ballet, Contemporary Jazz, Lyrical, Street Jazz, Tap, and Hip Hop. Today he has extensive film and performance experience. He loves choreography and has produced many pieces for the stage as well as for his students. Sasha is in demand for his talent. This year his teaching experience has taken him to Vancouver, Alberta, Saskatchewan, the Yukon, Montreal and Mexico. Sasha is dancing with "605 Collective", a contemporary dance troop. www.605collective.com.

COURSE OPTIONS

BodyRhythms **K-12**
Scheduling occurring over 5 sessions

This program is designed to build teamwork, cooperation, as well as an understanding of rhythm and dance in a fun creative way. Body Rhythms, also known as stepping, are rhythms that you create using different parts of your body. It includes slapping different areas of your body to create different sounds, as well as clapping, snapping, stamping your feet, and anything else that makes noise. Think of a human drum kit. It can go from simplistic rhythms that everyone does together to more complex rhythms where different people are making different rhythms that when done together can make one complex rhythm.

In 5 sessions the students will begin by learning basic rhythms and movement and progress on to more complex rhythm and movement patterns. In the final session the students will perform what they have learned throughout the residency.

HipHop **4-12**
Scheduling occurring over 5 sessions

Hip Hop has become mainstream. There has been more interest generated and people want to learn what they see on TV or elsewhere. As opposed to teaching just Hip Hop as it is now, this program will also teach the fundamentals of Hip Hop such as popping, locking, waving, and gliding. Throughout the 5 sessions the students will learn a choreographed routine and in the final session the students will hold a performance showcasing what they have learned throughout the program.

VideoDance **K-12**
Scheduling occurring over 5 sessions

This program will focus on the styles that are seen on screen today in movies, commercials, television shows and music videos. Throughout the 5 sessions the students will learn a choreographed routine that will incorporate multiple styles, including Hip Hop and Body Rhythms

Choreography
Sasha is available to choreograph for school dances, shows, or musicals.

Extensions: If the school is willing to add extra funding, additional time for full productions can be added on.

Jose Vargas

Alternate
K - 12

Latin Rhythms, Salsa, Tango, Merengue, and Cha Cha

Web Address:

Materials & Extra Costs:

Special Requests: Large open space, CD player or iPod compatible stereo

BIO

Jose Vargas was the first Salsa instructor in Vancouver. He started teaching Salsa in 1988, at the YMCA. Since then many of his students have become teachers of Latin rhythms. He represented Canada in various international salsa congresses. Now Jose is a choreographer for the film and TV industry. He first began teaching when he was 15 years old while working with students from schools in Peru. Since then, he has travelled around Latin-America (Argentina, Brazil, Colombia, Venezuela, Cuba, Puerto Rico and Mexico) and the United States (New York, Los Angeles, Las Vegas and Miami) learning and teaching the latin rhythms.

COURSE OPTIONS

Salsa, Tango, Cha Cha, Merengue

Scheduling occurring over 5 sessions

Jose will teach students the various Latin rhythms and dances that are famous around the world. He will help students develop a new international language -- the language of dance -- by teaching various movements and skills such as leading, following, use of space and coordination of the body to create choreographed steps.

There will also be some focus on the development of social skills pertaining to Latin culture and dance that are both fun and challenging at the same time to learn.

Jose in collaboration with the teacher will choose the dances best suited to the skill and age level of the class. As well, he will include the history of all the dances and the impact that those dances have had.

A stage presentation will be included at the end of the sessions.

D
a
n
c
e

Extensions:

K - 7

Lorraine White-Wilkinson

Creative Dance & Curriculum Integration

Web Address:

Materials & Extra Costs:

Special Requests: Large open space, CD player or iPod compatible stereo

BIO

Lorraine has a BA Honours degree in dance from York University where her studies focused on 'dance and the child'. She took her teacher training from the University of Utah, focusing on the integration of dance with the elementary school curriculum. She worked for the BC Ministry of Education on the development of the Dance IRP. She is currently pursuing a masters degree in Arts Education, with a focus on dance, at SFU.

COURSE OPTIONS

Creative Dance & Curriculum Integration

K-12

Scheduling occurring over 5 sessions

Lorraine's approach to teaching takes dance out of the typical studio situation and makes it accessible to students of all abilities. Her expertise in linking classroom subjects with dance experiences results in a creative approach to learning that involves the child as a whole.

Lorraine discusses with the teacher the subjects, stories, and current themes children are working on in class. Using this information as a springboard for imagery and structure, she creates classes exploring the basic elements of dance and takes the students through a variety of exercises and dance games to increase body awareness and personal space. From there, elements of dance are introduced using imagery that students are already familiar with. This imagery encourages dancers to move more fully and become less self-conscious in their movements. For example, it is much more fun

to "reach for the sun," than to stretch your arm to the ceiling. Through exploration and practice, students develop short dance sequences. These sequences can then be linked together, creating a longer dance piece. An informal presentation is optional.

Lorraine's objective is to provide classes that develop creative thought, instill respect for the ideas of others, increase self esteem, provide increased body awareness, and develop an appreciation for dance. Classroom learning is supported through a creative process that combines both mind and body. Lorraine demystifies dance, leaving teachers with the creative tools and confidence to continue using dance as part of their students' ongoing learning experience.

Extensions:

D
a
n
c
e

Playbuilding

Web Address:

Materials & Extra Costs:

Special Requests:

BIO

Patti is a graduate of the SFU Centre for the Arts. She is a four time Jessie Richardson Award winner with numerous additional nominations to her credit. Patti has appeared in Film, TV, and Theatre productions, has voiced characters for cartoons, and has done numerous radio dramas for CBC Radio. Patti is committed to theatre in education, and directs theatre for young people with Vancouver Youth Theatre, the Arts Club Summer Musical Theatre Intensive, and schools throughout the Lower Mainland. She adjudicates for theatre festivals on a regular basis, and has taught courses for the SFU Centre for the Arts, Emily Carr School of Design (film program), Praxis, and Cineworks.

COURSE OPTIONS

Playbuilding

Scheduling occurring over 5 sessions

Playbuilding is a method for creating plays from young people's ideas. Play-building gives students a voice through theatre and involves the whole class in the exploration of a theme that reflects students' interests and concerns. Through the use of playbuilding, young actors learn about the structure of plays while exploring improvisation, voice, movement, and character development. Students explore their ideas and learn dramatic ways to present them. Playbuilding develops and improves skills in acting, and self-confidence. It also improves vocal and movement techniques. Playbuilding also engages young people in thinking and creating together.

D
R
A
M
A

Extensions:

8 - 12

Stephen Atkins

Ensemble Theatre and Creative Movement using "The Viewpoints" Method

Web Address: www.humantheatre.com

Materials & Extra Costs:

Special Requests: Large open clean space, not carpeted

BIO

Stephen has a MFA in Theatre/Film from Simon Fraser University and has been involved in devised theatre in North America, Australia and Europe. Stephen has taught for many of Vancouver's actor training programs including Capilano University, Simon Fraser University, Tooba Physical Theatre Centre, UBC and Studio 58. He has also taught outside BC at the University of Lethbridge, Zen Zen Zo's training program in Brisbane and Melbourne, and at the Battersea Arts Centre in London, England. Stephen's approach to collaborative and devised theatre stems from his background in various physical theatre techniques.

COURSE OPTIONS

The Viewpoints

8-12

Scheduling occurring over 5 sessions

Stephen introduces the artistic concepts of "The Viewpoints" through exercises that require physical activity and group participation. The concepts are easily grasped by students with little or no performance training. Key elements of live performance are explored with the help of contemporary music, (rock, alternative, ambient), and elements of popular culture. There is an emphasis on guiding the students to connect their individual creative process to the entire group; allowing the presence and participation of others to affect what they do. The end result is a more visually and spatially articulate performer who has a sensitivity to and awareness of, "the whole picture". Stephen uses contemporary art and pop culture influences to inspire creativity and connect the concepts to the students' existing cultural knowledge.

The final session features an improvised work session that can be presented to an audience if desired.

The work easily accommodates participants of all fitness and experience levels. The projects require no special supplies other than a standard AC/DC power point for sound and light. The exercises build awareness of others, an increased ability to work with group ideas, and a sensitivity to non-verbal communication.

Extensions:

D
R
A
M
A

Play Direction, Masks, Basic Comic Acting

Web Address: www.bastaproductions.com

Materials & Extra Costs:

Special Requests:

BIO

Gina has been teaching drama to enthusiastic students for over 25 years. She has received four Jessi Richardson Theatre Awards for her performances and writing in plays such as *The Number 14* and *Map of the Senses*. Gina has toured internationally since 1982 with her company BASTA! Productions and as lead clown for Cirque Du Soleil. She is also a world renowned mask maker and uses her masks in her acting workshops. Her specialty is the development of original plays which are written specifically for the students she is working with.

COURSE OPTIONS

Direction of Current Play 6-12
Scheduling occurring over 5 sessions

Teachers may request assistance in the current play they are working on. Gina can help to refine characters, insert physicality, or add comic relief.

Mask 6-12
Scheduling occurring over 5 sessions

Gina has a large collection of her own original masks that have wowed audiences for years. This collection of characters usually thrills even the most reluctant students. The participants are instructed on developing a universal/non-verbal idea and the idea is refined by both Gina and the teacher who takes over between the allotted sessions. Some teachers have used these ideas for Remembrance Day or Graduation presentations.

Basic Comic Acting Workshop 6-12
Scheduling occurring over 5 sessions

These classes would consist of a series of fun improves designed to teach the students focus, sharing, confidence, comic character development, present in the unexpected, timing and rhythm/formulas for developing original material, stock characters (Commedia Dell'Arte) and mask characterization. Scenarios can be developed and presented provided there is room for homework.

D
R
A
M
A

Extensions: With extra funding, an original play can be produced for the public. Students are then involved in every facet of production, publicity and presentation.

Dianna David

Movement, Storytelling, Contact Juggling

Web Address: www.diannadavid.net

Materials & Extra Costs: Juggling Ball Rentals \$50 with maximum of 30 balls.

Special Requests: Large open space, CD Player or iPod compatible

BIO

Dianna David has been teaching and performing as a professional for the past 15 years. As a Movement Storyteller, Dianna uses her skills in characterization, Hip Hop dancing, miming, shadow play, clowning, multimedia and contact juggling to entertain young audiences while addressing relevant social issues. Dianna is the recent recipient of Canada Council for the Arts' prestigious Inter-disciplinary Grant Award and was the third highest booked artist at ArtStarts in Schools for 2008-2009. She recently developed a ground-breaking, one-woman production called *Take A Closer Look* that has been seen in over 120 schools throughout British Columbia and about which many student and teachers have said, "It was the best performance they have ever seen" because of its innovative use of creativity and effectiveness in delivering a relevant message.

COURSE OPTIONS

Movement Storytelling of Your Life K-12

Scheduling occurring over 5 sessions

In this program, students will explore the art of storytelling through the use their body to make characters, create objects or even be objects themselves in their own life stories. They will learn the basics to miming, Hip Hop dance, character development and story structure. With these tools, the bigger goal of the workshop is to learn ways to express various emotions and facial expressions, to improve stage presence and self-confidence. Towards the end of the program, students will be put into small groups to collectively create a small piece, which they will perform for each other.

K - 3

Sessions will focus more on learning group numbers in mime, rapping with movement, and/or creative fairy tale re-enactments.

4 - 12

Sessions will allow for more independent creation and exploration of performing their own "day-in-a-life" stories. Students will be grouped into groups of 4-6 people.

Contact Juggling

K-12

Scheduling occurring over 5 sessions

Contact juggling is a form of object manipulation that focuses on the movement of objects such as balls, in constant contact with the body. Unlike the more common "toss" juggling, it most typically involves the rolling of one or more balls on the hands and arms to create visual illusions, such as that of a ball fixed in space. In this program, students will be introduced to the fundamentals of contact juggling: balancing, rolling, and isolation. To see contact Juggling videos visit www.diannadavid.net. Schools will need to rent balls.

Please Note: All participants should wear clothing suitable for movement such as sweat pants and t-shirts; no tight jeans, dresses or large jewellery please. Classes are conducted in bare feet for safety.

Extensions:

D
R
A
M
A

Dave Deveau

K-12

Play Creation & Theatre Basics *(Offered in English and French)*

Web Address: www.davedeveau.com

Materials & Extra Costs:

Special Requests:

BIO

Dave Deveau is an actor, playwright and teacher. Holding a BFA in Devised Theatre from York University and an MFA in Playwriting from UBC, Dave brings a considerable knowledge of theatre training, play creation/devising, and play making to his teachings. Dave was one of the coordinators to Toronto's Tapestry New Opera Works Inside Opera Program that teaches young people how to create and perform their own operatic works, and also has worked in conjunction with the Newshoots program. He has worked extensively as an actor in theatre, film and television, most notably for two seasons on Nickelodeon's *Are You Afraid of the Dark?* Dave has worked with multiple theatre companies in Vancouver, Calgary, and Toronto where his latest solo show *My Funny Valentine* premiered in August. Look for the premiere of his play *Nelly Boy* at PAL Theatre this fall through Zee Zee Theatre.

D
R
A
M
A

COURSE OPTIONS

Theatre Basics

K - 7

Scheduling occurring over 5 sessions

Dave leads your students through theatre games that get them moving, using their voices and thinking creatively. These basics inspire teamwork, interaction, and tapping into each student's personality. Each game helps build on a skill set that enables them to create small scenes and work on their performance skills using the rest of the class as an audience.

Play Devising

3 - 12

Scheduling occurring over 5 sessions

Want to create a small performance with your class? Dave will lead your students through the creation of their own small show, from brainstorming, to refining, to generating characters, to staging it. All in five short sessions.

Monologues

10 - 12

Scheduling occurring over 5 sessions

Any students interested in pursuing acting, will be expected to perform monologues at auditions. The best way to get ahead is to have a prepared monologue in your back pocket. Dave leads students through specific exercises to enhance their monologues to make sure they leave an impression.

Extensions:

Martin Berinbaum

M
U
S
I
C

Wind Ensemble

Web Address:

Materials & Extra Costs:

Special Requests:

BIO

Martin Berinbaum is a Julliard graduate, was a trumpet soloist at Carnegie Recital Hall, and was the longest serving band director in UBC's history (1976 -2009). He is active as a band conductor and clinician and as a trumpet soloist and clinician. He has performed as soloist with over 75 orchestras and bands around the world including the Los Angeles Philharmonic, National Arts Center Orchestra of Ottawa, Vancouver Symphony, and many more.

COURSE OPTIONS

Wind Ensemble Program

8-12

Scheduling occurring over 5 sessions

As a teacher and performer of over 40 years professional experience, Professor Berinbaum will focus his time with practical concepts on improving ensemble balance, intonation, and tone quality. Concepts such as section balance and section tone quality will be explored. Within the parameters of the ensemble, the performance level of the students, and the level of the repertory being prepared, Professor Berinbaum will help the ensemble to sound better by helping them to develop critical listening skills and professional level goals. Ensemble and individual articulation will be addressed. Practical drills and guidance in ensemble intonation will be given.

Concepts of "good ensemble citizenship" and preparation for live performance will be addressed. Students will hear from yet another

professional that correct posture, punctuality, preparedness and concentration are all factors that go into good ensemble performances.

Professor Berinbaum will consult with the teacher on practical applications of conducting skills that can help develop better and "tighter" ensembles. He will consult with the teacher on the appropriateness of the repertory chosen to perform and make practical suggestions on music that could be effectively performed given the realities of limited instrumentation.

Every effort will be made to present the material in a positive and musical manner keeping in mind the level and experience of the students.

At the end of Professor Berinbaum's residency he will award one full scholarship to an outstanding student to the 2010 UBC Summer Music Institute and will make all the students that he has worked with at the school eligible for a \$165 dollar reduction in tuition. (approximately a 33% discount)

Extensions:

Tony Blackman

Alternate
K-12

Calypso Music & Creating Maracas (Shakers)

EMAIL: calabashcorner@shaw.ca

Materials & Extra Costs: for supplies to create the Maracas, CDs for students sounds

Special Requests: Large open space

BIO

Tony Blackman was born in Trinidad, West Indies, the land of Calypso & Steel Pans. Tony's love for music and teaching has been a passion since he was a young child. On tour with a Steel Band, consisting of 25 players, Tony decided to make his home in Canada. He is the leader of the successful Steel Band "Soul Survivor" who have played for many schools, festivals, Children's Festivals & BCTV, to name a few. Tony is now teaching how to play the pan and hopes to share his passion of the Caribbean culture and music for many years to come.

COURSE OPTIONS

Calypso in the Classroom

K-7

Scheduling occurring over 5 sessions

Tony will give a brief talk about Calypso and its origins, play recorded examples and demonstrate on an African drum. Students will learn to clap the 5 rhythms that form the Calypso beat. The song, *Mary Ann*, is used as an example of the calypso form. Percussion instruments will be used by the students to improvise various rhythm patterns. Tony will join the class playing his steel pan.

Maracas Making Class

K-7

Scheduling occurring over 5 sessions

Tony will give a brief talk about Calypso and its origins, play recorded examples, and demonstrate on the African drum. Students will learn to create their own shakers (maracas) using household items, such as dried beans in plastic containers, etc. The students will use these instruments to improvise various rhythm patterns using Tony's original song, "A Canada". Tony will play along with the class using his steel pan.

Calypso Rhythms

K-12

Scheduling occurring over 5 sessions

Students will learn the origins of Calypso Music including the five different beats of the Calypso rhythm. They will be encouraged to use their own instruments to learn a Calypso song or two as a band and to improvise various rhythm patterns. Students will listen to, and analyze, a recording of Calypso music and will be introduced to the origin and playing techniques of the steel pan. In addition, Tony will take a well-known melody and change it into Calypso Music.

Students will be able to play a Calypso song at the end of the sessions.

Calypso Music comes from the island of Trinidad, West Indies. It is a combination of African & Spanish music. Calypso music with its infectious beat is unique to the Caribbean and is the art of story-telling in song.

Extensions:

M
U
S
I
C

Alex Boynton

Jazz Rhythm Digital Music and Performance

Web Address: www.atrainbass.com

Materials & Extra Costs: CDs for students sounds

Special Requests: Mac Station Labs w/Garage Band/PC Labs with Sound Forge or equiv..

BIO

Alexander Boynton is a Canadian/American producer, arranger, song writer, performer, bass player, digital music programmer and digital music software expert. He studied at Douglas College and Capilano College Music Programs. Alexander Boynton, also known as “A-train”, is the bass player for the famed group the “Payolas”. He also has his own band called “A-train R&B Orchestra”. A-train has been an opening performer for Bryan Adams, Super Tramp, Duran Duran and others. Alexander is a digital media instructor at UBC within the Intensive Multimedia Program.

COURSE OPTIONS

Digital Music 6-12
Scheduling occurring over 5 sessions

Alexander Boynton is available to do a workshop in any computer lab with Macintosh or PCs to introduce Digital Audio software. Alexander will explain the physics of sound and how to loop, and manipulate audio files. This workshop can be performed on computers in a lab (hands-on), or within a class room setting with over head projection as students observe and learn.

In this beginners class, students will create music pieces in Garage Band (Mac), Sound Forge (PC) or using Audacity Free Audio software that is easily loaded onto any computer. While learning the basics of digital audio, students will also learn how Midi and audio files work and their many usages. Alexander will also explore the music industry, the use of audio files, and how to go about generating beats and arrangements for songs and soundscapes.

Music Performance 6-12
Scheduling occurring over 5 sessions

Alexander is available to work with your stage band and combos, to help them to understand the different dynamic levels within a music performance. Student will learn how to balance these techniques and blend together techniques for performing. Also students will learn how to get the audience to listen and how to pull them into a performance. This workshop is great for soloists as well!

Rhythm Section Intensive 6-12
Scheduling occurring over 5 sessions

This is a workshop for the rhythm section in your stage band or combos. Alexander shows the drummer, guitar player, bass player and piano player how to build and understand the importance of their unit. Your Rhythm Section will learn how to create a solid foundation for the rest of the band. Within this workshop, the rhythm section will learn how to read what is within their arrangements, and also take that little extra step for the foundation of the piece. This is a great workshop when playing Rhythm and Blues, Jazz, Rock and Pop arrangements.

Extensions:

M
U
S
I
C

Norman Foote

K -7

Songwriting and Choir

Web Address: www.normanfoote.com

Materials & Extra Costs:

Special Requests:

BIO

Norman Foote has written songs for Disney Records, CBC Television, Shari Lewis, ICBC, National Film Board and Nelvana's Little Bear, (to mention a few). He has also recorded 7 CDs of his own material. Norman has received Parent Choice and NAPPA Gold Awards for his recordings as well as Socan's Best Songwriter for Children. He has performed throughout the world in theatres, festivals, and with symphony orchestras. Norman often writes his songs in collaboration with other songwriters and incorporates children in choir presentations. Norman's songs demonstrate his talent for humour, wit & word play.

COURSE OPTIONS

Songwriting Workshops

K-7

Scheduling occurring over 5 sessions

Experience a captivating and highly engaging songwriter's workshop with Norman Foote! Explore lyrical content, melody, and song genre. The theme is open. Together (with Norman's improv skills) the group will create a finished song, which may be featured in Norman's performance. He facilitates this collaborative process and ensures that the group reach the goal of completing an original composition. A basic recording of the song will be left with the school. Over 5 sessions, the group may finish 2 or 3 songs and rehearse a performance of their new creations. Students simply need to show up with their imaginations and willingness to participate. Workshops available for both primary and intermediate grades.

Choir Experience

K-7

Scheduling occurring over 5 sessions

Turn your class into a choir and join the Norman Foote choir Experience. Norman has worked with choral groups throughout North America and provides an excellent experience for children. He has a unique way to work with choirs and provides a CD & book which is easy for students to follow. This is a simple approach to choral singing.

The children learn various parts to the songs and become an animated wall of voices and actions. After 5 rehearsals the students are ready for a performance. This can be presented in an evening performance for parents and students or a special performance for the school during school hours. The song list includes *Zachary Zach*, *Living in a Pumpkin Shell*, *Get Up*, *Shake a Leg*, *When I Sing* and several others.

M
U
S
I
C

Extensions:

3-12

Jessi Nicholson

Voice, Musical Theatre, & Songwriting

M

Web Address: www.jessinicholson.com

U

Materials & Extra Costs: Various photocopies (*approx. \$30-\$50 if done by the artist*)

S

Special Requests: Large open space, CD player & keyboard or piano. Chalkboard, whiteboard or flipchart

L

BIO

Jessi Nicholson (B.Mus.Ed voice) is a Performing Artist and Fine Arts Consultant whose extensive experience as an instructor in the areas of music, theatre, and creative movement and dance allow individuals to develop as creative “thinkers and doers”. At present Jessi is a lead artist with Learning Through the Arts providing both classroom instruction as well as Pro-D workshops for teachers. She is the Artistic Director of the UBC Children’s Performing Arts Summer Program, and facilitates musical theatre classes with Uncle Randy Productions. Jessi is producing her own CD and the band leader and lead singer of a 7 piece soul/funk/reggae band self titled as ‘Jessi Nicholson’.

C

COURSE OPTIONS

Voice

4-12

Scheduling occurring over 5 sessions

Jessi Nicholson is pleased to offer voice workshops for elementary and intermediate students. Learn about basic vocal techniques that approach singing in a fun atmosphere. Learn also about vocal health and what you can do to maintain a healthy voice.

Song Writing

4-12

Scheduling occurring over 5 sessions

Working with beats, a laptop, voices and rhythm, Jessi offers a songwriting course that includes the creation of an original musical work. Songs can be rapped, sung or a combination of both.

Musical Theatre

4-12

Scheduling occurring over 5 sessions

Jessi Nicholson is excited to offer musical theatre this year! As a performing artist who has much experience on stage in musical theatre herself, Jessi is able to work with your class on a musical theatre piece that requires singing, acting, and choreography.

Extensions: With additional school funding Jessica could bring a full musical production to your school.

Milton Randall

Alternate
K - 12

African/Brazilian Drumming Workshop

Web Address: www.creativepercussion.com

Materials & Extra Costs: Additional fee of \$120.00 (drum rental) + GST

Special Requests: One day format, Max 150 children

BIO

Milton became interested in Latin music while attaining a B.Ed at the U of Texas in the 1980's. After two years of Masters studies in percussion performance at the University of Arizona, he was a band director and elementary music specialist for the St. Boniface S.D. Milton performed as a percussionist with the Winnipeg symphony and with numerous jazz, and popular music combos. Milton studied jazz at the U of North Texas in 1991 and while attaining his master's was a member of the Afro Cuban, Brazilian, African, big band and small group jazz ensembles. In 1995 Milton received a scholarship to study African Music in Ghana West Africa. Milton created a world music program that facilitates public school needs. While working on a PhD in Music Education, he taught music classes at UBC.

COURSE OPTIONS

African/Brazilian Drumming K-12

Scheduling occurring over ONE Full Day

This workshop is a study of popular music genres using a combination of African and Brazilian dance, drum, song, and communication. Students explore the influences of African drumming to modern popular music and culture. The call and response patterns of many genres such as blues, samba, and country swing music can trace its roots to the linguistic nature of African drumming. Learning music as a language is a main component to Milton's presentation. Each student will have an authentic African drum and a major emphasis is on fun and a positive learning environment.

The workshop allows for individual and collective self-expression. Students learn dynamics of working in a large group and will develop an appreciation for other cultural entities. They will develop listening skills, and enhance rhythmic skills as they learn to hear directions through the drum to make a unified response with their drums. Milton will work first with a target-performance group who will

learn standard call and response drumming. This is followed by a series of rhythmic patterns from West Africa and Latin America to lay the foundation for the dancers. Students learn three or four Brazilian call and responses interspersed with drumming patterns. They then learn three or four modified African or Brazilian dance patterns that associate with each call and response. Milton then works with various other age groups of children in half hour segments. A school assembly is called and students run a 30-minute performance. Everyone is invited to participate in the final dance – a conga line. If time allows, a short question and answer period is common.

Jazz/Choir

8-12

Milton has also worked with high school jazz programs to add drum breaks and/dance patterns to stage band arrangements. Milton has easy African choir music that can be worked into the presentation as well. The program is flexible to suit a particular school's needs.

Extensions: A two-day workshop that allows for a more in depth understanding of the material has been developed.

M
U
S
I
C

Judith M. Atkinson

Murals, Storyboards & Character Design, Matisse, Castles, & Dinosaurs

Web Address: www.judithmatkinson.com

Materials & Extra Costs: General Art Materials (*will depend on the projects selected*)

Special Requests:

BIO

Judith is a Canadian artist with an extensive exhibition record and studio practice. She is an Honours graduate of Emily Carr Institute of Art & Design, and studied at the Banff School of Fine Arts and ECIAD in Florence, Italy. Judith works in a variety of media and with non-traditional materials. Judith is comfortable with all scale formats including huge public murals. The diversity of Judith's art practice allows for and meets the challenge of creative solutions in visual imagery. Judith has won numerous private and public commissions and is in a variety of private and corporate collections. Judith is an instructor at the Shadbolt Centre for the Arts, Langara College, and Learning Through the Arts.

COURSE OPTIONS

Schools Mural Projects **K-12**
Scheduling occurring over 5 sessions

Judith could work with the class in developing a theme and the main focal points of the mural and then demonstrate integrating the design ideas into the composition and to render that to scale on the mural. The artist would help facilitate the students painting the mural to completion.

Matisse: A Study in Still life **K-12**
Scheduling occurring over 5 sessions

Judith will bring a still life to the classroom that will illustrate Henri Matisse's love of colour and pattern and visual references too. The students will render the Still Life in pastel on a coloured background and then develop their piece in the style of Matisse.

Storyboards and Character Design **6-12**
Scheduling occurring over 5 sessions

Judith will show the *Illusion of Life* by the top Disney animators. Students will look at classic Animation Character Design and then design their own characters. They will do a character turn around and then work on a Storyboard after instruction on camera angles and approaches.

Castles! **K-7**
Scheduling occurring over 5 sessions

Students will create their own castle design looking at Master Artists such as Michelangelo and Leonardo da Vinci with the notion of "Artist as Architect". Children will explore castles and medieval lore with sienna conte like a true Renaissance artist. This theme could add paintings and a 3D sculptural component.

Dynamic Dinosaurs **K-7**
Scheduling occurring over 5 sessions

The students will work on a large dinosaur drawing with brush and ink and then watercolour on large white card stock. They could create a 3-D dinosaur and environment on a small scale in plasticine. Then they will work on a Paleolithic drawing on brown kraft paper with chalk pastel and the magic Paleolithic material.

Animals! An Animal Stack-up Book **K-7**
Scheduling occurring over 5 sessions

The students will create an animal stack up book and embellish the work with collage, oil pastel and watercolour and add some animals that will pop-up.

Extensions: Murals would require additional funding by the school. Cost depends on the size of mural and complexity of design. A 10ft x 10ft mural can take between 24 -60 hours. AIR grants can be used towards the mural.

Y
L
S
U
A
L

A
R
T
S

Lori Bagneres

K - 7

Art History Projects, & Masks *(Available in English or French)*

Web Address: www.nsartists.ca/loribagneres

Materials & Extra Costs: General Art Materials *(will depend on the projects selected)*

Special Requests:

BIO

Lori received her undergraduate degree in Engineering (B.Sc Eng) in Guelph, Ontario. Moving to France, she studied at L'Ecole des Beaux Arts de Grenoble and received her Diplôme National Supérieur d'Expression Plastique in 1993, working in a variety of media and techniques (including painting, drawing, photography, decoupage and collage, frottage, stenciling and papier maché.) Lori was Art Workshop Animateur and bilingual Museum Guide at the Musée des Beaux Arts de Grenoble from 1994-1997, guiding school children and adults in art history. She was animateur for the VAG's Marc Chagall Storyteller Exhibition. Lori teaches in the Learning Through the Arts Program as well as for ArtStarts.

COURSE OPTIONS

Art History

K-7

Scheduling occurring over 5 sessions

Famous classical and modern artists and styles from Leonardo's Renaissance to Picasso's Cubism, and Van Gogh's Expressionism are explored. Each workshop is individually designed in the manner of each artist studied in order for the student to be inspired by the masters yet still remain true to personal creativity and expression. Possible workshops include:

- Happy Birthday Mona Lisa – Leonardo da Vinci Workshop
- Yo Picasso – A look into Picasso's world and Cubism
- Portrait- College- a study of proportions and self expression through mixed media
- The Very Hungry Caterpillar – Eric Carle and the Life Cycle of a Butterfly

Projects with Cross-Curricular Links

2-7

Scheduling occurring over 5 sessions

- Mask-making through papier maché
- First Nations (Grade 2 and up)
- Canadian Mammals, Favorite Animals (Grade 3)
- Ancient Civilizations, Multiculturalism (Grades 4 to 7)

The masks can be painted with tempera or acrylic paints and then embellished.

Note to teachers: If you have a specific art project in mind or an idea for integrating art into you curriculum, Lori can help develop your idea into a made-to-measure workshop.

Extensions:

V
I
S
U
A
L

A
R
T
S

Alternate
6 - 12

Michelle Dion

Jewellery Art

Web Address: www.mwaredesigns.com

Materials & Extra Costs: Projects individually priced per class: \$65.00 to \$110.00

Special Requests: Shared classroom tools (pliers) cost about \$100.00

BIO

Let's Create Jewellery is taught by popular jewellery designer Michelle Dion, proprietor and creative director of MWare Designs. Michelle has apprenticed under European-trained goldsmiths for over a decade. All of her jewellery is hand-crafted and finished, and she offers only a limited number of each design. Seasonal pieces are available at select Vancouver retailers, including Marilyn's in West Vancouver, and they can also be viewed by appointment at her atelier.

COURSE OPTIONS

Jewellery Making

6 - 12

Scheduling occurring over 5 sessions

In *Let's Create Jewellery* students will get deeply immersed in the world of jewellery design; its history, techniques, and environmental context. They will discover interesting ways to explore their own creative potential working with copper and beads.

Using basic hand tools, students will create strong, flexible, lightweight, and beautiful jewellery: including a textured copper abstract bracelet with beads on coil links, a copper disk necklace with coils on leather, and a webwork pendant with leather. Time permitting, other projects will also be offered.

Students will leave this exciting and high-energy workshop with well-developed metalworking skills, a new technical vocabulary, knowledge on the history and art of making jewellery, an appreciation for quality workmanship, and a heightened sense of self-esteem and creative expression.

Extensions:

Y
L
S
U
A
L

A
R
T
S

Anastasia Hendry

K - 7

North West Coast Arts

Web Address:

Materials & Extra Costs: Projects individually priced. (See Below)

Special Requests:

BIO

Anastasia is a member of the Haida First Nations, born in the village of Old Masset on the beautiful territory known as Haida Gwaii. The creative works evident in nature of British Columbia are a continual source of inspiration to her. The environment, surroundings, culture, and traditions are very important to her as an artist, and she strives to expand her artistic horizons beyond the traditional forms. The traditional and modern works she creates are an attempt to diversify the observer's perceptions of North West Coast art, and to help observers understand that North West Coast art is continually evolving. Anastasia has been an art educator for 15 years, working at schools to increase and elaborate on, First Nations knowledge.

COURSE OPTIONS

Native Crafts

K - 7

Scheduling occurring over 5 sessions

- Mini Button blanket/tapestry: \$4.00/student
- Deer skin pouch: \$4.00/student
- Pig skin pouch: \$2.00/student
- Bone bracelet: \$3.15/student
- Bone choker: \$4.00/student
- Necklace/keychain: \$2.50/student
- Leather wall hanging: \$3.00/student
- Button Blanket on paper
- Weaving: paper baskets

Food: making gifts that culminate in a "potlatch-like Bannock" (school can supply ingredients for a cost of about \$10.00/class)

Pictograph arts: on pretend "hides" for storytelling, immigration, seasons, life cycles etc.

**Directed drawing can be included as part of these projects or as an activity in its own right.*

Extensions:

Y
L
S
U
A
L

A
R
T
S

Ingrid Koivukangas

Environmental Art Project with Digital Media

Web Address: www.ingrid-koivukangas.com

Materials & Extra Costs:

Special Requests:

BIO

Ingrid is a Vancouver-based environmental artist. She teaches digital technology at Langara College and is also a graphic designer. She has given artist talks and taught workshops to different age groups ranging from elementary school to graduate students and has worked with teachers, tailoring her talk and workshops to suit their curriculum focus. Her primary intent as an artist is to begin dialogues with students about the land, our connections to it, the environment, technology, and how we personally fit into the world. Ingrid was chosen to be one of 78 artists from around the world to be included in the book *"ART IN ACTION: Nature, Creativity and Our Collective Future"* published by the United Nations Environment Program and the Natural World Museum.

COURSE OPTIONS

Environmental Art Project **K-12**

Scheduling occurring over 5 sessions

Ingrid prefers to work with teachers one on one to develop an environmental art project combining new media and technology around their curriculum and with their input. For example, she facilitates projects where students create their own environmental works in response to place (the school grounds/area) either directly on-site or in an exhibition space. Following a presentation on environmental art and artists as well as a talk on her own work, Ingrid guides the students as they create their own works and, on the final day, leads a group critique. The project evolves in an intuitive, informal manner.

V
I
S
U
A
L

A
R
T
S

Extensions:

Susan McCallum

Alternate
K - 12

Illustrated Accordion Books

Web Address: www.myspace/susanmccallum.com **Email:** onepaintbrush@shaw.ca

Materials & Extra Costs: Cost for supplies is extra (e.g. *accordion book, \$1 per student*)

Special Requests:

BIO

Susan McCallum, a professional Artist and Illustrator, is involved in many innovative and creative projects both locally and internationally. She is as comfortable with a kindergarten class as she is with high school students or special needs students. Susan develops and facilitates art programs and especially enjoys working with Alternate Programs. Susan has a deep passion for self expression through art and loves to share her enthusiasm with her students. Susan's energy and enthusiasm is as evident in the classroom as it is in her own artwork. She has years of classroom experience and has a way of drawing out the most reluctant young artist. It is her experience that planting the seed of creativity is a great investment in the future. Susan received a Recognition Award from Pacific Community Resources 2008/09 for her work at West Coast Alternate in appreciation of exceptional support, compassion and outstanding practice.

COURSE OPTIONS

Illustrating a Children's Book or Poetry K-12

Scheduling occurring over 5 sessions

Under Susan's encouraging guidance, the students create a fully illustrated accordion style book. The resulting books are beautiful and unique. They display a sense of pride and commitment that both students and Susan bring to the project.

Students are taught story boarding illustration for the book's copy and shown strategies for facial expression, character development, page layout, and colour choice. Depending on the grade, students are introduced to watercolour and pencil crayon techniques and basic colour theory, as well as lettering techniques for their cover designs.

Each student illustrates an accordion style book complete with a photo and short author's bio on the back cover. Many aspects of illustration are taught, image development, drawing, perspective, layout, painting, and colours relating to emotion. In short, embellishing and interpreting the written word through art. The final session is celebrated with a book launch, a source of pride to all!

My Own Sketch Book

Scheduling occurring over 5 sessions

The students will be provided a sketch book of their own. Susan will engage the students with her own unique techniques she has developed in drawing. Drawing sessions include people, portraits, nature and objects. Colour techniques explored using pencil crayons. The sketch book is a great way to record events, places visited or emotions felt. It's fun to have your own visual diary to imagine, doodle, and dream in.

Our BC Salmon

Scheduling occurring over 5 sessions

An introduction to watercolours . This type of paint can be magical as you mix colour and water on very absorbent, textured paper.

The students will be given a talk on the Salmon Life Cycle and the amazing transformation that takes place as they travel up streams to spawn! Inspired by "Stream of Dreams Mural Society", the students will create fantastic, fishy watercolour paintings! Producing an amazing art show to compliment your environmental curriculum.

V
L
S
U
A
L

A
R
T
S

Extensions:

Julie McIntyre

Printmaking Techniques, & Paper Construction

Web Address: www.juliemcintyre.org

Materials & Extra Costs: materials are \$50 - \$250, depending on the project.

Special Requests: Artist provides a direct pressure press and felts for the printmaking sessions

BIO

Julie studied at the Banff Centre, Alberta in 1986 and received her BFA from Queens University with a major in printmaking. She has had solo shows in 20 public galleries in Canada, and over 40 juried exhibitions including 21 international credits to date. Since 1983 Julie has been involved with teaching art workshops across Canada, including 4 contracts as an Animateur and Printmaker in Residence with the Vancouver Art Gallery, 6 years teaching printmaking at Malaspina Printmakers Studio, and 3 years with Artstarts. Julie is currently the president of CARFAC BC

COURSE OPTIONS

Printmaking Techniques 1-12
Scheduling occurring over 5 sessions

Master Printmaker Julie McIntyre can introduce your class to nontoxic printmaking techniques including relief, collagraph, monotype, screen, digital transfers and pronto plate lithography. Whichever medium, the marvels of surface treatment, negative space, mirror reversals and the playfulness of the repeated image will delight students. Subject matter, medium and emphasis are tailor-made to meet the interests, abilities and curriculum requirements of individual classrooms.

explore the traditions of quilted patterns using paper, scissors, and glue. (Sewing can be added for higher grades). Geometric shapes, secondary patterns, and rhythms will highlight this engaging and relaxing technique that usually proves the whole is greater than the sum of its parts when students' individual blocks are brought together. All techniques and content may be adapted for each grade.

Paper Construction 1-12
Scheduling occurring over 5 sessions

As an award winning fibre artist, Julie works with a variety of patterned and textured papers so that the students are engaged in the playfulness of the repeated image as they

Extensions:

Y
L
S
U
A
L

A
R
T
S

Fabric Art & Quilted Murals

Web Address: www.sarahmulder.com

Materials & Extra Costs: General Art Materials (*will depend on the projects selected*)

Special Requests:

BIO

Sarah is a BFA graduate with honors, from Emily Carr Institute of Art and Design. Sarah is involved in local exhibitions around BC, and is currently the Activity Programmer for two VSB elementary schools. She has been involved with art programs for children at The Shadbolt Centre, Vancouver Art Gallery, and other various organizations. Her art explores the integration and combination of recycling, nature, urban spaces, and patterning. Sarah has an easy way with children of all ages, encouraging their diversity to come through in their art.

COURSE OPTIONS

Stitched and Sketched 3-12
Scheduling occurring over 5 sessions

This program can be adapted to fit any curriculum. Sarah will work with the teacher to develop a theme for a collaged fabric and recycled material project that will be meaningful and self-expressive for each student. The kids will have the opportunity to use fabric in a way that explores colour, shape, texture, and their own personal connection to the subject matter.

Recycled Me 3-12
Scheduling occurring over 5 sessions

Being eco-friendly and sustainable in her art practice is something Sarah is eager to teach to students. Using “throw-away” fabric, such as sewing scraps and reclaimed canvas, students will have the opportunity to work on collaged mini-quilts that will express each student’s diversity and imagination.

*Both courses can be modified to adapt to diverse learning. These quilts can be left as an individual project or joined together to form a class quilt depicting the various composition of students and cultures.

What will students learn in these classes?

- Hand sewing techniques
- Drawing techniques
- Photo transferring
- Hand-eye coordination
- Exploration of colour and texture
- Word reflection and expression
- Looking at “throw-away” material in a new light
- Freedom of self-expression and reflection.

**Teacher/class are encouraged to participate and scavenge items to use in their projects before the first in-class artist session.*

V
I
S
U
A
L

A
R
T
S

Extensions:

Kathleen Murphy

Visual Arts

Web Address: www.kathleenmurphy.ca

Materials & Extra Costs: Clay & Firing (*will depend on the projects selected*)

Special Requests:

BIO

Kathleen Murphy is a ceramic artist who brings a broad range of experience and enthusiasm to her teaching. Kathleen was introduced to ceramic art through the Sharon Art Studio, San Francisco. She then apprenticed in Santorini Greece with a master potter and continued to study glaze chemistry in Athens, Greece. Since 1999, Kathleen lives and works in Strathcona, East Vancouver. She is a member of the Craft Association of BC, The BC potters Guild, Your Local Farmers Market and the Vancouver Eastside Culture Crawl. For the past eight years, Kathleen has facilitated workshops with school groups throughout the lower mainland and completed school wide clay installation projects through Art Starts. Kathleen believes that clay is a versatile, creative and expressive medium. She is interested in inspiring others to understand its uniqueness and limitless potential.

COURSE OPTIONS

Group Clay installations 1 - 12

Clay Group projects that may reflect the thinking and the beliefs of the school. Teamwork encourages social skills and cooperation. All group ceramic course options have scheduling occurring over 5 sessions, unless the project requires additional time and budget from the school is available.

Stepping Stones 1 - 12

Students can create small circular mosaics to form an indoor or outdoor pathway. Together the groups can decide on a theme. For example, the stepping stones can represent the gardens and parks around the neighbourhood. Leaves, branches, and flowers are creatively pressed into the clay to make an imprint.

Clay Installation: Murals 1 - 12

Multi-coloured tiles can form an indoor or outdoor mural. For example, students can brainstorm ideas to envision their community. Each can carve a tile finished with bright coloured glazes. Other possible themes are

respect and important values, cultural roots, or story telling.

Clay Installation: Ceramic Circle 1 - 12

Children can brainstorm an idea to create a tiled circle. This could be installed on the school grounds or inside the school. The circle would represent the school Vision or Mission Statement. The words of the Mission statement would be carved into the clay and the students would create a pictorial representation of this statement.

Clay installations engage students in creating projects that are a source of pride and a lasting memory. Students of all abilities can complete these installations. Each has an opportunity to express ideas through the medium of clay.

Bead Sign 1 - 12

Each student can create a bright, uniquely shaped ceramic bead. These beads are strung on a wire to spell out an important message or to name a special area of the school, for example, the entrance to the library or art room.

Extensions: Ceramic wall mural projects may demand more artist time.

Pacific Cinémathèque

Alternate
4-12

Media Literacy & Digital Filmmaking

Web Address: <http://education.cinematheque.bc.ca/>

Materials & Extra Costs: MiniDV Tapes for Digital Filmmaking

Special Requests: Teacher Preparation in advance of Digital Filmmaking program

BIO

Pacific Cinémathèque, established as a non-profit film society almost four decades ago, has one of the most active Education Departments of any film organization in North America. Since 1995, Pacific Cinémathèque's Education Department has been working with teachers, youth, and the broader community, providing a range of media education and video production programs designed to support media literacy in film lovers of all ages. Expert artist facilitators guide hands-on workshops in class, engaging youth in critical thinking and providing opportunities for students and teachers to become fluent in the language of cinema.

COURSE OPTIONS

Digital Filmmaking

Scheduling occurring two half-days

Pacific Cinémathèque's award-winning digital filmmaking program offers teachers an exciting, engaging, and educational video production program customized to suit the skill level and interest of each class. Mentored by an expert artist facilitator, students produce creative and unique work, learning to think critically and contribute meaningful and responsible media to the world around them. A Mobile Media Lab including cameras, sound recording equipment, and editing stations are all included; teachers need only to decide on a subject for their video, schedule (full-day or half-days), and technical focus for the residency. These include:

- Digital Filmmaking Overview: How to tell a story in 6 shots or less*
- Visual Storytelling and Scriptwriting*
- Advanced Technical Development: Camera, Lighting, Sound, or Editing*

4-12

Media Literacy

Scheduling occurring in 5 sessions

Pacific Cinémathèque's challenging and captivating media literacy workshops develop students' understanding of the media-saturated world around them, developing critical thinking skills and an understanding of the powerful multi-media language, and culminate in a visual or multi-media art project. Led by a Media Literacy specialist, workshops can be custom-designed to suit specific curriculum, or teachers can choose from the following sample topics:

- Propaganda and Media Persuasion*
- Media Violence in the Digital Era*
- Viral Marketing: Blurring the lines of Art and Advertising*

V
I
S
U
A
L

A
R
T
S

Extensions: VSB Artist-in-Residence grants may also be used to partially fund longer Sights & Sounds residencies in which students can complete short videos. Supplemental workshops at \$150.00 to \$2400 for a full week intensive.

K- 12

Marta Robertson-Smythe

Drawing & Painting, Printmaking, Clay Sculpting, Mask Making & Murals

Web Address: www.martademaria.com

Materials & Extra Costs: Cost varies with the project

Special Requests:

BIO

Marta, a BFA graduate of Mount Allison University, works in many mediums including clay, water-colour, acrylic, oil and chalk pastel. Marta has taught for the Vancouver and West Vancouver School Boards, Art Starts in Schools, Learning Through the Arts, and Arts Umbrella. Her extensive teaching experience includes over 100 residencies throughout the Lower Mainland. Her ideas and techniques easily accommodate school curricula, and many of the projects use standard school supplies. The classes are designed to introduce new combinations of techniques and materials. They also build skills and encourage confidence among the students to express themselves.

COURSE OPTIONS

Drawing and Painting **K-12**
Scheduling occurring over 5 sessions

Marta brings a variety of resource materials to inspire students, including stories, illustrations and samples of other students' work. Techniques and materials range from brilliant chalk pastel drawings, bold charcoal, liquid tempera combinations, oil pastel and watercolour, to mixed media collage and acrylics. Emphasis is on guiding students to connect with their own creative process and to experiment with colour, texture and composition. Projects generally require two to six hours to complete, depending on their complexity and students' age level, and are organized in multiples of two-hour sessions (except for Kindergarteners, who work for one hour or 90-minute sessions).

Mask Making **K-12**
Scheduling occurring over 5 sessions

These projects can produce a finished piece in wearable, painted, and decorated poster board in 4 to 6 hours, or can be done in a more

permanent form as papier mache in 6 to 8 hours. Selected myths or stories are investigated with respect to the masks' characters and their transformational qualities. Techniques include drawing, cutting, and stapling a posterboard shape on which papier mache (2 layers) can be applied. Masks are then painted and finished with bark, raffia, ribbon, feathers, shells, fur etc.

Painted Murals **K-7**
Scheduling occurring over 5 sessions

Marta has facilitated both interior and exterior murals. Mural themes arise from discussions and drawings coming from the teachers and students and are sometimes curriculum related. These have included Community Roots, Environmental Themes, Medieval Illuminations, or 8 Magical Tales (originating from the students themselves). Working in teams, the children are involved in all stages of the project.

Extensions: Murals will require additional funding by the school. Cost depends on the size of mural and complexity of design. A 10ft x 20ft mural can take between 12& 24 hours. AIR Grants can be used towards the mural.

Y
L
S
U
A
L

A
R
T
S

RubyDog

2 - 12

Altered Books from Unwanted Books & Recycled Materials

Web Address: www.rubydogonline.com

Materials & Extra Costs: Art Supplies, depends on the project (\$55-\$100.00)

Special Requests: Additional Parental Assistance is required for grades 2-4

BIO

After 20 years as a successful stockbroker, Leanne Bishop left the world of high finance to follow her artistic yearnings. In 2004, she opened RubyDog's Art House and introduced Vancouver to the art of Altered Books. For the next 4 ½ years, she encouraged and motivated children and adults alike to allow their creativity to surface. Her firm belief that everybody has an artistic side resulted in some of the most inspiring workshops in Vancouver, as well as the most unique arts and crafts store ever seen. She continues her passion for collage and altered books by bringing it to the school classroom.

COURSE OPTIONS

Altered Books

2-12

Scheduling occurring over 5 sessions

Altered Books - the act of transforming old, unwanted books into works of art. Altering books is an incredibly liberating and fun experience with no rules and no mistakes. Think: rescue, recycle, reinvent, and you have altered books.

Leanne Bishop will guide your class through the altered book process, utilising the simplest and most common of materials. Nothing is wasted and everything available can be used. Numerous art techniques will be combined to create this unique form of book - stamping, collage, photo transfers, writing, surface techniques, drawing and more. The end result can be a work of art, a visual journal, a book of memories, or a place to store favourite quotations. Along the way students will discover the means to utilise materials destined for the landfill, start to look at everything

around them in a new manner, gain confidence in their creative skills, and find themselves engrossed in a new craft.

This class can easily be adapted to any subject matter presently being studied.

Materials calculation includes items that may be available in the school. If so, the cost could be reduced, especially if the school is able to supply books for altering.

Extensions:

Y
L
S
U
A
L
A
R
T
S

Phyllis Schwartz

Ceramic Art

Web Address: www.psproductions.ca

Materials & Extra Costs: Clay (3 - 4 bags of clay @ \$15 ea.) Finishing materials \$50.00 + GST

Special Requests: Off site firing is an additional cost

BIO

Phyllis Schwartz is a Vancouver based ceramics artist who explores glaze materials and effects in sculptural and functional forms. Her expressive handbuilding forms are molded, assembled, draped and sculpted. They are finished using a variety of techniques: studio glazes, wood ash, soda, oxides and smoke. Recent exhibitions include: BC in a Box: Finger Play; Interior Design Show West; and In a Palm of a Hand: BC to Japan Touring Exhibition. She is a member of Artists in Our Midst (a collective of seventy artists who exhibit work each spring in their home studios), and has not only exhibited with Artists-in-Our-Midst since 2005, but serves as Director. Phyllis is also a photo Major at Emily Carr.

COURSE OPTIONS

Action Figures a Focus on the Olympics K - 12

Scheduling occurring over 5 sessions

Begin with the principles of figurative sculpture to learn the proportions of human and animal figures. Link these figures to sport, athletics, myth, and pop-culture. Use clay and imagination to apply these principles and analyze athletic action.

Shoes, Shoes, Shoes K - 12

Scheduling occurring over 5 sessions

A Design and Invention Workshop. Use clay to create and design shoes. Analyze the forms, structures, and parts of shoes to invent new shoes. Workshop includes instruction in clay modeling and hand-building techniques. This workshop provides students opportunities to develop spatial reasoning skills, and explore geometrical forms that create structures.

Clay Critters in the Garden K - 12

Scheduling occurring over 5 sessions

Investigative and Decorative ceramics use clay to create objects found inhabiting the garden and the forest: snails, slugs, frogs, ladybugs and mushrooms. In this theme-based workshop,

students research and analyze the attributes of what inhabits the garden. Learn handbuilding techniques such as slab, coil, and pinch techniques to express.

Stories in Clay K - 12

Scheduling occurring over 5 sessions

Visualizing Words and Characters Use myths and story to inspire characters and events that take shape in clay. The workshop includes instruction in clay modeling and hand-building techniques. The possibilities for working are unlimited and students could create a story tableau.

Handbuilding: Functional & Funky Art K - 12

Scheduling occurring over 5 sessions

Explore traditional handbuilding methods: coil, pinch, and slab to create clay modeling bowls, vessels, boxes, and other functional forms. Figurative work can be incorporated into these objects.

All of Phyllis' workshops are suitable for individual skill development as well as class and collaborative group projects. Students finish their creations using glaze, paint, and glaze or collage materials and a wide variety of mixed media materials.

Extensions: After school ceramic program can be organized. Other projects can be added, extended or designed to support to support curriculum needs.

Y
L
S
U
A
L
A
R
T
S

Carolyn Sullivan

Alternate
4 - 12

Digital Photography & Photoshop

Web Address: www.pomophotography.com

Materials & Extra Costs: printing of images may be extra

Special Requests: Cameras, computer lab access and lighting equipment may be needed

BIO

Carolyn has been with the VSB for many years starting off as VSB photographer then the Head Instructor and Curriculum Developer of the Digital Media programs at VTI /VSB, and today as the contract Coordinator of the Artist in Residence Program. She has also been an instructor for CIE/VSB for over 25 years instructing various photography and digital media courses. Today she also instructs various digital photography classes at Port Moody Art Centre. Carolyn also does commercial photography and is actively involved in Photography as an Art, and has had numerous solo shows and group shows both locally and internationally. Carolyn's training started with a two year Photography program at N.A.I.T in Edmonton and then digital media / digital video at Ai- Art Institute of Vancouver-Burnaby.

COURSE OPTIONS

Digital Computer Imaging 4-12

Scheduling occurring over 5 sessions

With Photoshop or Adobe Elements or free ware Gimp, Carolyn can introduce the students to digital manipulation working in layers to create artist collages, digital scrap booking, photographic cards, or huge group composite murals. Green wall photography can be included. Wonderful creative projects can be developed to boost students' imagination. Projects can be worked into any curriculum.

Camera & Lighting Technical Training 4-12

Scheduling occurring over 5 sessions

Carolyn can introduce the students to:

- Digital camera buttons and menus
- Explain the comparisons and the differences of digital camera vs film camera
- Explain the apertures and shutter speed effects of any camera

Carolyn can also introduce the students to various lighting setups from natural light to flash-on camera, to 2-3 point set up studio lighting for portraits, food, or small product photography. Workshops can be adapted to the equipment of the school.

Photojournalism 4-12

Scheduling occurring over 2 or 5 sessions

Students will learn to tell a story with the camera; How to shoot details that can replace words. Camera settings and copy right would all be covered. This works well with a field trip, or a school event. This workshop would also work very well for the yearbook or documentation of any school's special project.

Images fit for a Portfolio. 4-12

Scheduling occurring over 5 sessions

Carolyn can help take the students from a quick snap of the shutter release to an image with creative thought and personal style is encouraged. She can also help students select and present the very best of their work, which can be presented on paper or on the web. Students' images can be for their own personal portfolio, for collages submission, for a group project or submission to the year book or school project within your curriculum. Capturing images as an art form will be encouraged.

V
I
S
U
A
L

A
R
T
S

Extensions: Can work with a school to produce huge photographic murals printed on canvas and other fabric, or other large photographic projects.

Murals and other Extensions

Many schools request the artist help to create interior and exterior Murals, which requires additional funding by the school. Cost depends on the size of the mural and complexity of design. (A 10ft x 10ft mural can take between 24 -60 hours). AIR grants can be used towards the cost of a mural. In the past, murals have been a wonderful way to bring the whole school together, and this year we have many artists who can help with a large school collaboration. Consider painted murals on school walls, ceramic tiles for school walls and outdoor areas, or photographic collages printed on fabric to be hung on walls or ceilings..

We also have many artists who can contribute to a school performance in areas of choreography, music, singing, costumes and make-up. AIR grants can be applied to partially fund large school performance projects. The cost of any materials, or artist fees exceeding \$500, must be paid directly to the artist by the school.

While teachers must be present during all projects, this becomes even more necessary with large scale projects, involving more students as these require supervision by a number of people. Parent participation is acceptable.

Vancouver Board of Education Artist-in-Residence Payment Form 2009/ 2010

To be Completed by the Artist

ARTISTS'S VSB EMPLOYEE NO. (if applicable e.g. Night school Instructor): _____

LAST NAME: _____

FIRST NAME: _____

PHONE NUMBER: _____

BUSINESS PHONE: _____

ADDRESS: _____

CITY: _____

POSTAL CODE: _____

EMAIL: _____

GST NUMBER: _____

SIN: _____

CHEQUE PAYABLE TO: _____

Honorarium: **\$ 500.00** (6 hours of Artist in Residence services)

5% GST: \$ _____ (if applicable, GST # must be provided, see above)

Total \$ _____

All Material Fees must be paid by the school directly to the artist.

1. The artist whose name appears on this document has taken to provide the Artist in Residences services as per this document There is no commitment on the part of the Vancouver Board of Education to utilize the artist for additional classes during this term succeeding terms.

2. Payment will be made upon completion of the residency and submission of this form in the blue bag or by fax (604-713-5076) to the Coordinator, Artist in Residence Program, Learning Services, VSB, 1580 West Broadway, Vancouver, BC, V6J 5K8.

Please note that all honorarium payments to the VSB employees must be processed by the VSB payroll department and are subjected to Canada pension Plan and Employment Insurance and Income Tax Deductions.

School: _____

Signed: _____

Contact Teacher

Date

Signed: _____

School Principal

Date

Have you paid the artist directly for additional fees for materials and or hours?

For District Use Only:

COA: 11 2009 112 000 9569

\$ 500.00

11 2009 112 000 1750

\$ _____ GST

11 6120 GST

Approved: _____

Peggy Bochun/ Carolyn Sullivan

District Fine Arts Dept., VSB