

THE  
*Arts In Education*  
CONSORTIUM

TEACHING ARTIST ROSTER  
2018 - 2019



# Feedback From 2018's Participants

*"I believe my students gained a deeper understanding of human beings and an increased awareness of self and others."*

- *Erin McCallum, Woodward Middle School 2nd grade Classroom Teacher, describing Resident Teaching Artist Karen Harp-Reed*

*"Students gained an insight into the topic, learned to persist even if something didn't work the first time, and actively participated in the engineering process. They jumped in and helped each other which I'd say definitely lead to an increased awareness of self and others."*

- *Anne Willhoit, Commodore Options Classroom Teacher, describing Resident Teaching Artist Erica Saint Clair*

*"...because it allows ALL students to have an opportunity to explore dance, as some of our students might not get that chance otherwise...they learned that they can express themselves and their creativity in many different ways... so important to their overall development and appreciation of their capabilities. "*

- *Megan Berg, Blakely Elementary Kindergarten Classroom Teacher, describing Resident Teaching Artist Gary Reed*

*"We connect the mosaic tiling to geometry (area, perimeter, and spatial reasoning). One of the greatest parts of this is seeing the kids who are typically more "right brained" shine and lead the class. This taps into areas of the brain that a majority of the kids are not used to using. Starting with a smaller tile and then using the larger one is a great way to scaffold the activity. "*

- *Erin Graham, Susan Knottnerus, Ordway 3rd grade Classroom Teachers, describing Resident Teaching Artist Tim Lowell*

# Teaching Artist Roster Reference Table

This table is intended to help in identifying Teaching Artist based on grade level and curriculum ties, cross referenced with artistic medium. Please refer to the Teaching Artist profile pages listed in the Table of Contents to obtain contact information and Page 5 for Residency Process Steps. Any additional questions can be answered by contacting the Programs Coordinator at [programs@ahbainbridge.org](mailto:programs@ahbainbridge.org) or by calling (206)842-7901.

		TEACHING ARTISTS															
		Karen Harp-Reed	Sheila Phillips	Gary Reed	Isobel Coney	Pamela Dharansey Lee	Craig Jacobson	Vicky Edmonds	Karen Finneyfrock	Susan R. Anderson	Karen Harp-Reed	Teresa Marchinek	Cynthia Lait	Jeremy Loerch	Tim Lowell	Diane Bonciolini	Kristin Tollefson
		DANCE			INTEGRATED ARTS			CREATIVE WRITING		DRAMA			VISUAL ARTS				
GRADE LEVELS																	
Kindergarten		♦		♦	♦	♦		♦		♦	♦		♦	♦	♦	♦	♦
1		♦		♦	♦	♦		♦		♦	♦	♦	♦	♦	♦	♦	♦
2		♦		♦	♦	♦		♦		♦	♦	♦	♦	♦	♦	♦	♦
3		♦		♦	♦	♦	♦	♦		♦	♦	♦	♦	♦	♦	♦	♦
4		♦		♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦	♦
5		♦	♦	♦	♦	♦	♦	♦	♦	♦	♦		♦	♦	♦	♦	♦
6		♦	♦	♦	♦	♦	♦	♦	♦	♦	♦		♦	♦	♦		♦
7		♦	♦	♦	♦	♦	♦	♦	♦	♦	♦		♦	♦	♦		♦
8		♦	♦		♦	♦		♦	♦	♦	♦		♦	♦	♦		♦
9			♦			♦		♦					♦	♦	♦		♦
10			♦			♦		♦					♦	♦	♦		♦
11			♦			♦		♦					♦	♦	♦		♦
12			♦			♦		♦					♦	♦	♦		♦
CURRICULUM TIES																	
Communication		♦						♦	♦	♦	♦	♦		♦			
History		♦	♦		♦	♦	♦			♦	♦	♦		♦		♦	
Language Arts		♦		♦		♦	♦	♦	♦	♦	♦	♦				♦	
Math		♦	♦	♦						♦	♦	♦	♦	♦	♦	♦	♦
Physical Education		♦		♦		♦					♦	♦					
Science		♦		♦	♦	♦	♦			♦	♦	♦	♦	♦	♦	♦	♦
Social Studies		♦	♦	♦	♦		♦	♦	♦	♦	♦	♦	♦			♦	♦

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# Welcome to 2018-19 Arts in Education Consortium

In its 20th year, we are pleased to introduce Arts & Humanities Bainbridge's 2018-2019 Arts in Education Consortium. AHB's Arts in Education Consortium places professional teaching artists in classrooms for one hour to multi-day residencies. Each teaching artist residency is tailored to the specific age and grade needs of your classroom in alignment with state learning standards. The pairing of high-level artists and classroom teachers provides powerful arts programming for your student.

For over thirty years, Arts & Humanities Bainbridge has nurtured Bainbridge Island's cultural community with programs, services, and collaborations that form the core of our mission: *We connect you to the abundance of creativity in our community to empower and inspire.* Along those lines, the Washington State Legislature has determined the value of Arts as part of the required core curriculum in Washington with the intention that "a basic education is an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives." ([RCW 28A.150.210](#)) Arts & Humanities Bainbridge's Arts in Education Consortium is the most vital aspect of our commitment to connect the community. The program engages up to 2,200 young people in a full range of quality arts and humanities programs.

The list of teaching artists included in this document have substantial collective experience and have been found extensively qualified to successfully inspire young minds and provide opportunities to develop the knowledge and skills essential to participate in core concepts infused with artistic expression. Principles of mathematics; social, physical, and life sciences; civics and history, including different cultures can be found in the following Teaching Artists' Profiles which are updated on an ongoing basis throughout the year. If there is an individual not in this roster that you have identified as a potential Teaching Artist Resident for your classroom, please feel free to contact AHB Executive Director, Anne Smart at [ed@ahbainbridge.org](mailto:ed@ahbainbridge.org) or Programs Coordinator, LT Yoson at [programs@ahbainbridge.org](mailto:programs@ahbainbridge.org). We would appreciate recommendations for future candidates to add to the consortium roster. It is our intention to invest in the growth and continued support of the shared goal to provide impactful arts learning to our community's youth.

The Arts in Education Consortium (AIE) works in partnership with [Suquamish Elementary, Bainbridge Island School District](#), BISD PTOs, principals, classroom teachers, teaching artists, and families through fundraising by Arts & Humanities Bainbridge (AHB). We have also been awarded grants from the [Washington State Arts Commission](#), the [National Endowment for the Arts](#), and [Bainbridge Community Foundation](#).

**Residency Forms can be found at [ahbainbridge.org](http://ahbainbridge.org) website under the Arts in Education tab**

- (A) AIE Residency Planning Form**
- (B) AIE Materials and Supplies (optional)**
- (C) AIE Classroom Teacher Assessment**
- (D) AIE Teaching Artist Assessment**
- (E) AIE Student Reflection Template**
- (F) AIE Student Reflection Attachments (photos, videos, or drawings)**
- (G) AIE Parent Letter Template**

## **Residency Process Steps**

- 1 Classroom Teachers Select & Contact Teaching Artist(s)**

Classroom Teachers select the Teaching Artists available in this roster, also located on the AHB website. These artists are skilled in their craft and adhere to best practice arts teaching standards, including Washington State Essential Arts Learning Requirements (EALRs). Clarity of goals, class needs and concerns is required. Teaching Artists are eager to collaborate with Classroom Teachers to ensure residencies are shaped to the needs of the learners.

**Classroom Teachers should make initial contact directly with Teaching Artists to inquire about schedule availability or suitability for work in their classroom.**
- 2 Confirm Residency Plans with AIE Program Manager**

Once an artist is selected and has confirmed availability, this information must be emailed to the AIE Program Manager ([programs@ahbainbridge.org](mailto:programs@ahbainbridge.org)).

**Note: Teaching Artists will only be guaranteed payment if they are contracted through Arts & Humanities Bainbridge even if the school has received funding approval.**
- 3 Plan & Implement Teaching Artist Residency**

Teaching Artists' planning and preparation time with the Classroom Teacher is a required component of this program. Allocation of one (1) hour preliminary planning time and orientation for the Teaching Artist with all participating Classroom Teachers is typically needed. The Teaching Artists requires knowledge of the space and materials that will be available. A Teaching Artist provides pre- or post-residency guides or lesson plans as needed.

  - The Teaching Artist and Classroom Teacher completes the **(A) [AIE Residency Planning Form](#)**: identifying a meaningful connection with the Classroom Teacher's curricular objectives and choosing a method for assessing student learning.
  - Discussion of any special requirements for setup or supplies that the Teaching Artist might require at this time. If needed, the **(B) [AIE Materials and Supplies Form](#)** (optional) will be submitted. Consideration of researching donated materials, or contacting the AIE Program Manager to explore other options is advised.
- 4 Communicate, Assess & Reflect**
  - During the residency, Classroom Teachers participate in all activities in the classroom with students and the Teaching Artist. Communication with the Teaching Artist is needed to let them know if lessons are meeting planned goals, or if adjustments are needed. Contacting the AIE Program Manager for support at any time is advised.
  - Per our funding requirements, AHB needs Student Reflections from each student to be collected and a Parent Letter sent home with each student. Both can be created from the **(E) [Student Reflections Template](#)**, and **(G) [Parent Letter Template](#)**. A post-residency **(C) [AIE Classroom Teacher Assessment](#)** must also be completed within a week of the residency. **Student Reflections** can include photos, videos or drawings. These can be uploaded to the **(F) [AIE Student Reflection Attachments](#)** form.
  - Teaching Artists will also complete an **(D) [AIE Teaching Artist Assessment](#)**.

# Creative Writing

## Vicky Edmonds

4742 42nd Ave SW #307 Seattle, WA 98116

206-937-0700 [vickyedmonds@icloud.com](mailto:vickyedmonds@icloud.com)

**Area of Study:** Poetry for all ages

**Possible Curricular Ties:** Language Arts/Poetry, Social/Emotional Learning; Self-Esteem, Emotional Literacy, Conflict Resolution, Communication, Growing and Repairing Relationships ( works beautifully in tandem with the Yale R.U.L.E.R. Program), Environmental Appreciation

**Grade Level:** K-5 with special focus on Differentiated Learning Templates, Special Needs Groups, At-Risk Populations and Teacher/School Counselor Trainings

**Sample Residency Topics:** willing to develop new SEL writing exercises with teachers

- Deep Inside ~ simile poems ~ self-discovery, self-reflection & self-esteem
- Feelings ~ simile & imagery poems ~ listening to our feelings and learning how to soothe ourselves
- Appreciation ~ extended metaphor ~ honoring our relationships with those closest to us
- Hurt Feelings ~ learning to use our words to work through difficulties with others
- Earnest Apologies ~ creating empathy & integrity while taking sincere responsibility for our mistakes
- Truth & Lies ~ noticing how we feel inside when we use our words for either sincerity or to hide
- We Are Different ~ looking at our differences and similarities in new ways for inclusion and acceptance
- Family ~ extended simile poems ~ appreciating each one's contribution to us and to our family as a whole
- Nature ~ personification poems ~ evoking gratitude for nature that gives itself to us so selflessly
- Invisible Beauties ~ understanding the intangible yet most beautiful human qualities hidden inside
- Poetry On Poetry ~ assessing students' feelings about poetry through their own process

### EALR Focus:

- 1.1 Understands arts concepts and vocabulary
- 1.2 Develops arts skills and techniques
- 2.1 Applies a creative process in the arts
- 3.1 Uses the arts to express feelings and present ideas
- 3.2 Uses the arts to communicate for a specific purpose

CCSS: Anchor Standards #3, 4 & 10

**21st Century Skills Focus:** Creativity, Critical Thinking, Reflection, Perseverance, Risk Taking, Imagination, Inspiration, Communication, Emotional Literacy, Environmental Awareness, Humanitarianism, Empathy, Collaboration & Public Speaking (becoming performing artists and kind audiences during daily and end of residency poetry readings) and a profound sense of Connection with ourselves and others as a result of having a means to honor our deepest truths \*

***Vicky Edmonds** is a poet and teacher who uses the written and spoken word as a means of looking further into the mysteries that are still unsolved in our lives. She has worked in hundreds of facilities with children, adolescents and adults, with at-risk populations, special needs groups, teachers, counselors and parenting groups. She has presented at conferences for the National Association for Poetry Therapy and the National and International Expressive Arts Therapy Associations, has been published in numerous books and anthologies nationally and has compiled over 250 chapbooks of the poetry of children she has taught. Vicky Edmonds lives and works primarily in the Seattle area and has been teaching poetry as a tool for social emotional learning for the last 27 years.*

# Creative Writing

[Karen Finneyfrock](#)

Seattle, WA

(206) 650-5257

[karenfinneyfrock@hotmail.com](mailto:karenfinneyfrock@hotmail.com)

**Area of Study :** Fiction, Nonfiction Writing

**Possible Curricular Ties :** Language Arts, Communication, and Social Studies

**Grade Level :** 3 - 8

**Teacher Resources:** Working with teachers in advance. The residencies described are designed for eight, hour-long sessions. Poetry and fiction residencies can be shortened to any length.

**Poetry Workshop:** Ideally these sessions take place in a room with a computer/projector that is connected to the Internet. (I show animated poems through youtube.) If this technology isn't available, I can alter the plan. I will provide worksheets that can be made into books for each student to take home. Supplies needed: pencils, paper, stapler, scissors, etc.

**Fiction Workshop:** These can take place in any quiet classroom. Ideally, students will continue work on stories when I'm not present, either as homework or during other class time. Supplies needed: Pens, pencils, paper or computers, copy machine.

**Sample Residency Topics :** All About Poetry: Reading, Writing & Watching (Grades 3-5)  
American Tall Tales (Grades 4-5)  
Writing Stories *The Mysteries of Harris Burdick* (Grades 6-8)

**EALR Focus:**

1. 1 Understands arts concepts and vocabulary
- 1.2 Develops arts skills and techniques
- 2.1 Applies a creative process in the arts
- 3.1 Uses the arts to express and present ideas and feelings

**Karen Finneyfrock** is the author of two young adult novels: *The Sweet Revenge of Celia Door* and *Starbird Murphy and the World Outside*, both published by Viking Children's Books. She is one of the editors of the anthology *Courage: Daring Poems for Gutsy Girls* and the author of *Ceremony for the Choking Ghost*, both released on Write Bloody press. She is a former Writer-in-Residence at Richard Hugo House in Seattle and teaches for Seattle Arts and Lectures' Writers-in-the-Schools program. In 2010, Karen traveled to Nepal as a Cultural Envoy through the US Department of State to perform and teach poetry.

# Dance

**Karen Harp-Reed, Raggamuffen Enterprises**

Seattle, WA

206-723-8311

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

**Area of Study:** Theatre and Creative Movement

**Possible Curricular Ties:** Language Arts, Math, Physical Education, Communication, History, Science, and Social Studies

**Grade Level:** K-8

**Teacher Resources:** Lesson plans and Discography list and materials on the Brain Dance (developed by Anne Gilbert) provided.

**Sample Residency Topics:**

- Creative Movement and Theatre
- Creative Movement and Theatre Performance
- Theatre in the Classroom
- Theatre in the Classroom Performance

**Sample Residency Description:** Take a story, any story, and learn to bring it to life. Literature, (Folk tales, Poetry, and Shakespeare] as well as Science (Marine Study], History and Social Studies, come alive for students of all ages through the elements of theatre/dance/music. Every lesson incorporates social and communication skills with empathy training as well as individual expression. Students will learn how to work together as well as learn the concepts of rhythm in language and sequencing of words and story. All projects will be designed individually with the teacher and artist's input.

**EALR Focus:**

- 1.1 Understands arts concepts and vocabulary,
- 1.2 Understands Principles of Organization,
- 2.1 Develops arts skills and techniques,
- 2.4 Applies audience skills in a variety of settings,
- 3.1 Applies a creative process in the arts.

**Karen Harp-Reed** *has taught and performed for over the last 40 years as a multi-artist in Washington and California. She has extensive experience teaching singing, theatre, and creative dance movement, as well as communication and facilitation skills with students from preschool to adult. She has been a music/dance/theatre specialist from pre-K to 8th grade as a credentialed teacher, a Master Teacher at universities and teacher workshops, a music director for professional productions, and director for community theatre programs. She also is a professional singer and actor who has performed locally at the 5th Ave. Theatre, Issaquah Village Theater, Civic Light Opera, and Crepe de Paris.*

# Dance

**Sheila Phillips, [Educated Feet](#)**

Bainbridge Island, WA

206-842-3012

[sheila@educatedfeet.net](mailto:sheila@educatedfeet.net)

**Area of Study:** Dance Instruction

**Possible Curricular Ties:** History, Social Studies, Band & Math

**Grade Level:** 5-12

**Teacher Resources:** Lesson plans provided

**Sample Residency Topics:** Ballroom, *Latin and Swing*

**Sample Residency Description:** Learn how to execute dance patterns with a partner in Ballroom, Latin and Swing dances. Choose from various Swing, Foxtrot, Waltz, Slow dance and Hustle. Latin styles include Salsa, Tango, Rumba, Cha Cha and Merengue. Dance etiquette is included. Dancing boosts morale and provides fun exercise in Physical Education. History curriculums can be supplemented with Swing dance from the WWII era and Latin America's dance influences from Argentina and Cuba. Certainly, dance compliments band and music electives.

**EALR Focus:**

1. 1 Understands arts concepts and vocabulary
- 1.2 Develops arts skills and techniques
- 1.3 Understands and applies arts styles from various artists cultures and times
- 3.1 Uses the arts to express and present ideas and feelings
- 4.1 Makes connections within and across the arts to other disciplines, life and culture by demonstrating and analyzing the connections among art disciplines
- 4.4 Understands that the arts shape and reflect culture and history

*Sheila Phillips, a Bainbridge Island resident, is a certified instructor in Ballroom, Latin and Swing dance. Sheila was co-founder and coach of the nationally award winning Bainbridge Island teenage dance troupe, the Swingin' Heccats. Sheila believes in sharing the joy of dance and finds special satisfaction in teaching social partner dancing. She loves working with teens and presently teaches classes through Bainbridge Metro Park and Recreation and island health clubs.*

# Dance

**Gary Reed, [Bainbridge Dance Center](#)**

Bainbridge Island, WA

206-842-1497

[g4reed@gmail.com](mailto:g4reed@gmail.com)

**Area of Study:** Dance Instruction & Appreciation

**Possible Curricular Ties:** Math, Science, Language, PE, Social Studies

**Grade Level:** K-7

**Teacher Resources:** Lesson Plans/Resources will be provided to the teachers at least one week in advance of the scheduled project.

**Sample Residency Topics:** Dance Appreciation in the Classroom  
Two Dance Class Study at the Bainbridge Dance Center Studio Brain Dance and Beyond

**Sample Residency Description:** Two visits by a dance/movement specialist to your classroom to explore the connections between dance concepts and math concepts. Each session will start with exploring BrainDance patterns that integrate the preselected math concepts the students are studying. Creative movement activities will help students with different learning styles deepen their understanding of the math concepts. Teachers select concepts from shape recognition, patterns, symmetry/asymmetry, flips and slides, math facts, counting, place value, fractions, and geometry.

**EALR Focus:**

1. 1 Understands arts concepts and vocabulary
- 1.2 Develops arts skills and techniques
- 2.1 Applies a creative process to the arts
- 4.2 Demonstrates and analyzes the connections among the arts and between the arts and other content areas

***Gary Reed** is a dancer, choreographer, and movement specialist, who began his dance career with musical theatre in Northern California. He graduated from the University of Utah with a B.A. in modern dance and has been dancing and teaching in the Northwest for over 30 years. He has been at the Bainbridge Dance Center for 17 years. As director of their outreach program, he brings extensive dance education to public and private schools on the Island. Gary has been working with the Bainbridge Island Arts Consortium, moving with students and teachers, since it began.*

# Drama

**Susan R. Anderson**

Bainbridge Island, WA

206-295-3548

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

**Area of Study :** Drama in Education: creating a dramatic context for curriculum; Music and Theatre Arts

**Possible Curricular Ties:** History, Science, Language Arts, Math

**Grade Level:** K-8

**Sample Residency Topics:** Social Studies: Fifth graders bring the American Revolution to life by creating living dramatic scenes of period paintings. Science: Third grade students become oceanographers and design an imaginary submersible to help investigate undersea creatures. Language Arts: First graders design a community - the rules, the food, the culture, the homes. Math: Third graders expand on their mapping unit by creating scaled drawings of a new park.

**Sample Residency Descriptions :** Through the dramatic context created for the curriculum area, students take on the role of experts in that context. They work together to accomplish tasks, use dramatic play to investigate social situations, develop imagination for greater understanding of the human experience, enhance thinking and interpersonal skills, and are motivated to ask questions and remember the subject matter.

**EALR Focus:**

- 1.2 Develops arts skills and techniques;
- 3.1 Uses arts to express and present ideas and feelings;
- 4.1 Demonstrates and analyzes the connections among the arts disciplines
- 4.2 Demonstrates and analyzes the connections between the arts and other content areas
- 4.4 Understands that the arts shape and reflect culture and history

*Susan Anderson has been creating dramas in classrooms on Bainbridge Island for 20 years. She is one of the original artists with the Consortium. Her work allows students to experience aspects of curriculum in imaginative ways and brings out hidden skills in students. She is an experienced drama teacher, actor, musician and director.*

# Drama

**Karen Harp-Reed, Raggamuffen Enterprises**

Seattle, WA

206-723-8311

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

**Area of Study:** Theatre and Creative Movement

**Possible Curricular Ties:** Language Arts, Math, Physical Education, Communication, History, Science, and Social Studies

**Grade Level:** K-8

**Teacher Resources:** Lesson plans and Discography list and materials on the Brain Dance (developed by Anne Gilbert] provided.

**Sample Residency Topics:**

- Creative Movement and Theatre
- Creative Movement and Theatre Performance
- Theatre in the Classroom
- Theatre in the Classroom Performance

**Sample Residency Description:** Take a story, any story, and learn to bring it to life. Literature, (Folk tales, Poetry, and Shakespeare] as well as Science (Marine Study], History and Social Studies, come alive for students of all ages through the elements of theatre/dance/music. Every lesson incorporates social and communication skills with empathy training as well as individual expression. Students will learn how to work together as well as learn the concepts of rhythm in language and sequencing of words and story. All projects will be designed individually with the teacher and artist's input.

**EALR Focus:**

- 1.1 Understands arts concepts and vocabulary,
- 1.2 Understands Principles of Organization,
- 2.1 Develops arts skills and techniques,
- 2.4 Applies audience skills in a variety of settings,
- 3.1 Applies a creative process in the arts.

**Karen Harp-Reed** *has taught and performed for over the last 40 years as a multi-artist in Washington and California. She has extensive experience teaching singing, theatre, and creative dance movement, as well as communication and facilitation skills with students from preschool to adult. She has been a music/dance/theatre specialist from pre-K to 8th grade as a credentialed teacher, a Master Teacher at universities and teacher workshops, a music director for professional productions, and director for community theatre programs. She also is a professional singer and actor who has performed locally at the 5th Ave. Theatre, Issaquah Village Theater, Civic Light Opera, and Crepe de Paris.*

# Drama

**Teresa Marchinek**

Bainbridge Island, WA

360-303-4798

[teresamarchinek@yahoo.com](mailto:teresamarchinek@yahoo.com)

**Area of Study:** Readers Theater, Public Speaking, Drama in Education, Acting techniques, Storytelling, Improv, Play production and performance.

**Possible Curricular Ties:** Language Arts (Reading, Fluency, Speech, Literature, Communication). Social Studies (Cultural studies, History). Science (Human systems of sound and projection). Social Emotional Health (Confidence, Social connection, Problem solving, Team building).

**Grade Level:** 1-4

**Sample Residency Topics:** Introduction to public speaking skills through the creative guise of theater performance in the classroom. Purposeful focus on reading comprehension, reading aloud and fluency. Exploration of body movement, voice projection and consistent fluency practices. Evaluation of vocabulary choices, structure of language and rhetorical techniques like metaphor and humor. Cognitive awareness of self regulation, maintaining focus and time management. Clarification of content in order to convey meaning. Audience awareness and active listening. Emphasis on nurturing face to face communication skills in the digital world we live in. Social and Emotional guidance of managing interactions, turn-taking, assessing behavioral choice and response relationships and most importantly, confidence in speaking and communicating ideas from various forms of literature to a variety of audiences.

**Sample Residency Description:** Through a series of short plays, silly costumes and theater games students will explore the basic concepts of public speaking; body movement, voice projection and fluency, while creatively learning the art of bringing stories to life. Through content interpretation, acting skills and team building, while building confidence and improving their ability to read aloud and communicate content the students will both collaboratively and independently be able to enter a room with composure and confidence. Acting out a play while reading from a script, the meaning of the story through voice and body will convey, interact and engage with the audience, signify the end of their performance, and exit the room with grace.

- EARL Focus:**
- 1.1 Understands and applies theater concepts and vocabulary
  - 1.2 Develops theater skills and techniques
  - 1.4 Understands and applies audience conventions in a variety of settings
  - 2.1 Applies creative process to theater
  - 2.2 Applies a performance process to theater
  - 2.3 Applies a responding process to performance and presentation of theater
  - 3.1 Uses theater to express feelings and present ideas
  - 3.2 Uses theater to communicate for a specific purpose
  - 4.4 Understands how theater influences and reflects cultures, place and time

**Teresa Marchinek** has been teaching Readers Theater in Elementary schools across America for almost 10 years. Her personal twist on Readers Theater has evolved over time and can be applied in a variety of ways. She has taught this program as an extension to language arts curriculum, and as a stand alone elective or enrichment course. Teresa is passionate about sharing the world of theater and bringing the basic concepts of public speaking into the classrooms of elementary students in order to build skills and confidence in communicating that will help students succeed throughout the rest of their education and life.

# Integrated Arts

**Isobel Coney, [ArtsWA Roster](#)**

Bainbridge Island, WA

206-228-3644

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

**Area of Study:** Integrated Arts (painting, quilting, felting, knitting, batik, printmaking, hand-made paper and woodland crafts)

**Possible Curricular Ties:** History, Social Studies, Science

**Grade Level:** K - 12

**Teacher Resources:** Lesson plans will be provided at least two weeks in advance of scheduled project.

**Sample Residency Topics:**

- Life Cycle of the Salmon
- Salish Seascape
- Customizable Art Installations

**Sample Residency Description:** A project plan where the students build the art pieces during sessions over a series of weeks. An installation for a window inspired by sea life and made from copper, wire, beads and glass. The students walk past that piece every day, see the pieces they designed and made and know that they were part of something big and momentous. Along the way they learn about teamwork, the concept of site specific work and new construction skills.

**The Life Cycle of the Salmon** Work with the students designing and making ceramic salmon to go on the school fence. Observational drawing of dead salmon and working on rolled out clay designing their salmon. Throughout the lesson there are opportunities for students to reflect on and discuss new ideas and understand the power and impact of art. Students will have the chance to work with new materials and techniques and find their own artistic path to self-expression.

The goals of my teaching session would be that each student learns a new creative skill, which they can use to create their own unique piece of work. The lesson will include looking at examples of art and discussing ideas and process. Together we will look at and discuss images relevant to the project the historical importance of the artists and students will have the opportunity to express their own response to the artwork.

**EALR Focus:**

- 1.1 Understands arts concepts and vocabulary,
- 1.2 Understands Principles of Organization,
- 2.1 Develops arts skills and techniques,
- 2.4 Applies audience skills in a variety of settings,
- 3.1 Applies a creative process in the arts.

*Isobel Coney, enjoys combining cultural, environmental and historical studies with art, using techniques spanning painting, quilting, felting, knitting, batik, printmaking, hand-made paper and woodland crafts. She has experience teaching in schools and running workshops for adults. She is an active member on the Arts Washington Roster of Teaching Artists and passionate about experimenting with new techniques and sharing that journey with students.*

# Integrated Arts

**Pamela Dharamsey Lee, Ox + Dragon**

PO Box 4683 Rollingbay, WA 98061

206-406-8081

[oxdragon.lee@gmail.com](mailto:oxdragon.lee@gmail.com)

**Area of Study:** Integrated Arts (Dance, Drama, Music, Anthropology, Immigration Studies)

**Possible Curricular Ties:** Language Arts, History, Science, Physical Education

**Grade Level:** K - 12

**Teacher Resources:** Lesson plans will be provided at least two weeks in advance of scheduled project.

**Sample Residency Topics:**

Aboriginal Dreamtime  
Apache Lullaby - Xhosa  
Day of the Dead  
Fleas by Jean Steig  
Ghanaian Dance Journey  
Hindu Shrines

**Sample Residency Description: Gaman** - Stourwater Films Interviews and Footage by renown local filmmaker Lucy Ostrander

On March 30<sup>th</sup>1942, the first Japanese families were taken from Bainbridge Island, WA and placed in internment camps. One member of the Nakata family shares his history without resentment. How did these families survive internally? As I look at the ghettos, a modern-day internment and think about the refugee crisis around the world, I think it important to explore our internal resources for overcoming adversity. Can people retain their dignity despite oppression or adversity through endurance and implementation of creative thought? We will explore this topic through rap, dance and drawing.

**EALR Focus:**

- 1.1 Understands arts concepts and vocabulary,
- 1.2 Understands Principles of Organization,
- 2.1 Develops arts skills and techniques,
- 2.4 Applies audience skills in a variety of settings,
- 3.1 Applies a creative process in the arts.

***Pamela Dharamsey Lee**, director, choreographer, singer, visual artist, has been developing her own integrated arts pedagogy since 1992. Since then she has been teaching in a variety of settings and studios on both coasts, helping children to access their own creative synthesis. On Bainbridge Island her favorite collaboration has been with teachers Betsy Carroll and Mike Derzon of The Island School creating the series Paved with Gold.*

# Integrated Arts

**Craig Jacobrown, [The Maskery](#)**

Indianola, WA

360-297-4160

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**Area of Study:** Paper Sculpture (Masks, totem Poles & Puppets], Storytelling and Theater

**Possible Curricular Ties:** Cultural Studies, Language Arts

**Grade Level:** 3-7

**Teacher Resources:** Lesson plans provided

**Sample Residency Topics:** Northwest Coast Native hero guides Ancient European hero guides Balinese shadow puppet performance guides Found Objects repurposed for a theater of objects

**Sample Residency Description: The Hero's Guide-** Northwest cultural arts and traditions We are all the hero on the journey we call our life. Storytellers and academics agree with Willa Cather when she said, "There are only two or three human stories, and they go on repeating themselves as fiercely as if they had never happened before." The guides we hear of in stories and those we see in video, film and in their natural habitat speak to us about who we are and why we are here in this place. Objectives:

1. Students will look at a brief slideshow of Northwest mask sculptural styles and listen to a hero's journey story that will include many of these animal and mythical guides who challenge and assist the hero.
2. Students will learn simple paper manipulation skills including, crimping, scoring, curling, cutting and folding and demonstrate their understanding of the sculptural styles through choosing an animal or another character guides they will fashion out of paper to create a mask or a totem pole.
3. After students demonstrate their sculptural skills, they will be able to demonstrate their understanding of how these figures guide us as they share with the class what we can learn from this animal character in an oral or video presentation.

**EALR Focus:**

- 1.3 Understands and applies arts styles from artists, cultures, and times
- 1.1 Develops creative art work independently with some teacher assistance
- 1.3 Demonstrates the impact art has on personal, community and natural environment
- 1.4 Demonstrates how the arts shape and reflect culture.

**Craig Jacobrown**, sculptor, mask-maker, puppeteer, performer and educator has been performing puppetry and mask theater for over thirty-five years. He spent much of his youth and training in different Asian, European and Native American cultures until he began producing and teaching mask design and theater styles. He and his wife run a theater mask-making and training company, he sculpts on commission, teaches a variety of ages a variety of cultural arts while he produces, performs and tours theater throughout the Northwest. For the past four years he has been developing many of his arts residencies to focus on teaching about the characters, stories and artistic styles from famous heroes journey told all over the world.

# Visual Arts

**Diane Bonciolini, [Mesolini Glass Studio](#)**

Bainbridge Island, WA

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[mesoliniglass@earthlink.net](mailto:mesoliniglass@earthlink.net)

**Area of Study:** Fused Glass

**Possible Curricular Ties:** Art, Science, Math, History and more.

**Grade Level:** K-5

Teacher Resources: Lesson plans include student prep, vocabulary, artist work and follow-up session

**Sample Residency Description:** Projects of any size include a prep session, done before the artist session, lead by the classroom teacher, this can include pencil drawings in color, paper collage or a painted image of the intended project. In preparation, teachers will discuss safety when using glass and will be given a list of vocabulary to share with the students as they describe the upcoming glass project. During Diane's first visit, she will review the vocabulary, explain necessary safety precautions, how glass is made, historical anecdotes about glass and the project at hand. During all sessions the students will collage brightly colored glass shards to create their specific designs. The student's work is then taken to the artist's studio for kiln firing. Diane will return with the finished work, facilitating student reflections on their projects as a group, reasons for their choices of design, color and shape. Their responses to the process and completed work will reflect the success of the project. During this reflection time the teacher's observation will help in the individual assessments of each student. Students comprehension of the project will help demonstrate their ability to apply the projects concepts while using the new vocabulary. \*Please note: Costs not covered in Artist Stipend Material fees & kiln fees are not included in artist stipend. Early planning and adding material fees for small glass projects to the parental supply requests, is recommended. For larger projects, the artist can request glass donations from glass companies for the cost of shipping. If this type of project is of interest it is important to communicate early in the school year with anticipated projects being done in the spring. Larger projects require extra kiln time.

**Fused Glass Mini-projects** (Material fees range from \$5 -\$10] These smaller fused glass projects can be pins, magnets, mini tiles or mini-frames. Self-portraits; Bird, Insect & Fish Themes; Alphabet; Math & Science Concepts School Fundraising Fused Bowl Project: Students use all colors of glass to decorate the rimless surfaces of these clear, shallow bowls. Other school funding projects possible and are up to anyone's imagination.

**School Mural Project :** (this would include basic guidance regarding installation]

These projects are possible when teachers pool their artist stipend. Any theme is possible.

**EALR Focus:**

- 1.1 Understands arts concepts and vocabulary,
- 1.2 Understands Principles of Organization,
- 2.1 Develops arts skills and techniques,
- 2.4 Applies audience skills in a variety of settings,
- 3.1 Applies a creative process in the arts.

*Diane Bonciolini has worked with the Consortium since the second year and in various Artists In Residence programs in King and Kitsap Counties, bringing glass fusing into the schools working with children as young 3 years through middle school. Her work has been featured in public art commissions throughout Washington State, including the Beach Glass Quilt on Bainbridge Island at Madison Avenue and Winslow Way.*

# Visual Arts

## Cynthia Lait

Bainbridge Island, WA

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

**Area of Study:** Visual Art in Mural Painting

**Possible Curricular Ties:** Language Arts, Reading, Social Studies, History

**Grade Level:** K-12

**Teacher Resources:** Activities will vary depending upon grade levels. Lower grade levels will require more active staff/parent participation, while those in middle and high school take on more of the project ownership with guidance from the artist in residence.

**Sample Residency Descriptions:** Based on a theme, express an idea via a visual medium (painting, drawing, etc.). Tell a cohesive story with photographs and writing about an event. Use social media to share deeper stories about the event. Work collaboratively with team members to develop and share story

<b>EALR Focus:</b>	1.1	Understands and applies visual arts concepts and vocabulary
	1.2	Develops art skills and techniques
	2.1	Applies a creative process to visual arts
	3.1	Uses visual art to express feeling and present ideas

*Cynthia Lait has been actively working as an artist for over 20 years. In addition to a regular studio practice and an active exhibition schedule she has led collaborative mural projects at elementary schools and at the Bainbridge Island Ferry Terminal.*

# Visual Arts

**Jeremy Loerch**, [Alchemy Industrial Arts](#)

Bainbridge Island, WA

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

**Area of Study:** Sculpture, Art, History, Engineering, Physical Science, Natural Science, Math

**Possible Curricular Ties:**

- Social Studies (technology, manufacturing, human systems];
- Math (pattern, proportional limits [Fibonacci sequence, Pi and the Golden Ratio]);
- Science (ecology, botany, animal architecture)..

**Grade(s):** K-12

**Teacher Resources:** All fields of work are and can be directly woven into students current curriculum studies, in a manner of “project based” learning that allows to make projects personalized to the education goals as well as students personal interests

**Sample Residency Topics:**

**Blacksmithing** Learning to bend and shape steel by drawing, bending, punching, drifting and using a forge and anvil in order to complete a number of small projects such as bracelets, triangles, hooks, spoons to name just a few in a traditional matter that master craftspeople having been using for 100s of years.

MIG Welding, TIG Welding Become familiar with MIG, metal inert gas, also called wire feed and plasma torch cutting, while learning how to make electricity arc through air to create a weld or a cut. This project- based learning class enables students to learn a practical skill through building and creating.

**Intro to Welded Sculpture** Learn to weld and incorporate stainless steel, cast iron, and prefabricated elements as well as develop advanced welding techniques and finishing techniques and patinas.

**Kinetics and Electronics Design** and construct mechanical sculptures, contraptions and simple robots using new and salvaged components while learning simple circuitry, motors and switches and beginning layout and design work for 3D printing

**CNC PLASMA** Learn to Use the CNC Plasma Cutter and Table This technology combines traditional cutting with modern digital programming using vector based images and allows us to make intricate designs out of metal for metal sculptures, furniture, signs and more! We will learn basic layout and design principles, software operation, material selection, parameter tuning, safety considerations, and machine operations as well as some basic welding techniques.

- EALR Focus:**
- 1.1 Understands and applies visual arts concepts and vocabulary
  - 1.2 Develops art skills and techniques
  - 1.3 Understands and applies arts genres and styles of various artists, cultures, and times
  - 2.1 Applies a creative process to the arts

*Jeremy Loerch is a successful small business owner of Monkey Wrench Fabrication studio, focused on original pieces made from all types of metal. Expertise includes teaching and curriculum development for youth, as well as adult programming of practical application and hands on learning.*

# Visual Arts

**Tim Lowell, [Tim Lowell Artworks](#)**

Bainbridge Island, WA

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**Area of Study:** Mosaic Sculpture & Tile, Art & Chemistry

**Possible Curricular Ties:** Science, Math, History

**Grade(s):** K-12

**Sample Residency Topics:** *Art & Science Integration: Creating Art with Chemistry*

## **Sample Residency Descriptions:**

**Create a Mosaic Tile:** Teaching Artist will visit your classroom with a dazzling, colorful array of safe, tumbled stained glass pieces. Each student will design, create and take home a functional glass mosaic tile. Students will jump right into creating their artwork expressing their imagination and creativity through the use of color and the tactile medium. Option: Teachers can pick a subject and let students create their own mosaic version of it.

<b>EALR Focus:</b>	1.2	Developing art skills and techniques
	1.4	Understanding and applying art styles from various cultures and times
	3.1	Using the arts to express and present ideas and feelings

*Tim Lowell, Bainbridge Island sculptor, has been creating, exhibiting, selling and teaching about mosaic art for the last seven years. He has worked with many students to create mosaic art projects large and small at numerous Kitsap County schools, libraries, park programs and others. Tim is the proud father of two creative children.*

# Visual Arts

**Erica Saint Clair, [Rosie Research](#)**

Bainbridge Island, WA

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**Area of Study:** Collage, Robotic Drawing, Chemistry

**Possible Curricular Ties:** Art, Science, Astronomy, and Math

**Grade Level:** K-6

**Teacher Resources:** Lesson plans include student prep, vocabulary, artist work and follow-up session

## **Sample Residency Description:**

**Make some space:** K-2 students investigating Patterns in the Night sky can engage in a creative unit opening activity that combines art vocabulary, scientific vocabulary, collage, and fine motor skills. Students will use astronomy magazines to make a collage of their idea of space. Students can then place stickers on their collages to label galaxies, rockets, planets, etc. The main goal of this project is to captivate the imaginations of students and their ideas of space as they enter into the NGSS Patterns in the Night Sky unit. Students will share and reflect upon their collages of space

**Robotic drawings:** An artistic engineering challenge for 2-6th grade students. Students will engineer a drawing robot using plastic cups, motors, and markers. They can investigate ways to change the art of the drawing bot and make connections to engineering and design practices in accordance with NGSS standards. The goal of this project is to engage in art through the lens of engineering and design, showing students that all subjects are interconnected. Students will share and discuss the drawings their robots created, experiences they had (failures/successes), and what drawing design they felt expressed their views most.

**Color changing paintings:** Students will learn about acid and base chemistry as they partake in a two part program. In the first part students will create color changing paint using purple cabbage. They will paint an initial layer of their art and leave to it to dry. In the second part of the program students will use common acids and bases to change the colors of their paintings. The goal of this project is to show young students that art can be a layered process, and that even a medium like paint can find new dimensions through science.

## **EALR Focus:**

- 1.1 Understands and applies arts concepts
- 1.2 Develops arts skills and techniques
- 2.3 Describes what is seen, felt, and/or heard
- 3.1 Using the arts to express and present ideas and feelings

***Dr. Erica Saint Clair** has been working with kids in science education for the past 3 years, including founding a program, BPAstroKIDS, to bring high quality STEAM education to Kitsap County youth. As a part of this consortium she is blended art and science together in the classroom to support and enrich Next Generation Science Standards (NGSS).*

# Visual Arts

**Kristin Tollefson**, [ArtsWA Roster](#)

Bainbridge Island, WA

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**Area of Study:** Sculpture, Nature Journals (drawing, watercolor & writing], Site-specific Installations

**Possible Curricular Ties:**

- Social Studies (technology, manufacturing, human systems];
- Math (pattern, proportional limits [Fibonacci sequence, Pi and the Golden Ratio];
- Science (ecology, botany, animal architecture)..

**Grade Level:** K-12

**Teacher Resources:** Lesson plans, bibliography and workshop extension materials available.

**Sample Residency Topics: Look Again**

Drawing and the Nature Journal Sculptural Pods: The Wire Garden Fantastic Fruit: Botany + Imagination Mobiles: Balance, Movement and Color Art in Nature: Environmental Sculpture

**Sample Residency Description: Sculptural Pods: The Wire Garden**

Using industrial wire and other materials, students will learn textile techniques applied to metal as they create botanically inspired sculptural forms. This residency will begin with a survey of botany in world artistic traditions (EALRs 1.1-1.3) and a discussion of representation, abstraction and the correlation between science and art (EALRs 3.4-3.5, 3.7]. Students will gain hands-on knowledge of pattern and repetition through handwork, each building a stylized sculptural botanical specimen. The workshop culminates with desktop display and discussion followed by an exhibit of student projects in the classroom, school display case, or library (EALR 2.1].

**EALR Focus:**

- 1.1 Understands and applies visual arts concepts and vocabulary
- 1.2 Develops art skills and techniques
- 1.3 Understands and applies arts genres and styles of various artists, cultures, and times
- 2.1 Applies a creative process to the arts

***Kristin Tollefson's** work includes sculpture, installation, performance and jewelry. She holds an MFA in Metalsmithing from Cranbrook Academy of Art and a BA, Cum Laude, in Art History and Anthropology / Sociology from Carleton College. She currently teaches at the University of Washington / Tacoma and Cornish College of the Arts, and taught all ages at Coyote Central, Vista Academy, The Children's Museum of Seattle, and Pratt Fine Arts Center. She has received grants and awards from Fulbright, The American- Scandinavian Foundation, Bainbridge Island Arts & Humanities Council, Artist Trust, and Jack Straw, among others.*