



**FREE SCHOOL ARTS RESIDENCIES
BUILD RESILIENCE AND ENCOURAGE
EMPATHY:**

USING THE ARTS TO ENGAGE AND EMPOWER

Teaching Artist Directory 2019

**Funded by:
Sonoma County Office of Education**



New artists may become available over the course of this project

Creative Sonoma is offering **free** teaching artist residencies to Sonoma County K-12 public and charter schools. The residencies provide access to a creative, collective experience for students to share in empowering artistic experiences that build resilience and encourage empathy. The arts have many benefits in a learning environment and create unique, hands-on opportunities to increase self-esteem, decrease depression, and reduce stress. The experiences encourage students to think, consider, collaborate, and problem solve creatively. All of these 21st century skills have been demonstrated to contribute to student success both in school and in careers.

The Creative Sonoma arts residencies were initially designed to respond to trauma experienced in our schools as a result of the 2017 fires. Creative Sonoma has hosted intensive training sessions for local teaching artists to help them enhance their skills in providing arts residencies for students impacted by various traumas and how to engage and empower students through creative pathways. Residencies with these teaching artists are continuing now through December 2019 and are available to all schools in the County, not just those that were physically impacted by the fires.

For the purpose of this program, residencies are defined as 8 hours: 6 hours of student contact time and 2 hours of prep and collaboration for the teaching artist.

Grant application can be found at:

<https://www.creativesonoma.org/arts-education/atr/>

Contact Debbie Yarrow with questions:

Debbie.Yarrow@sonoma-county.org

707-565-6123



Jorge Bolaños

Visual Art

Jorge has no more availability for residencies through June 2019.

BIO

Jorge was born and raised in Mexico City. He was educated as a cultural anthropologist and worked creating oral history workshops with indigenous communities as well as videography and visual arts projects. He moved to Sonoma County and has recently begun working as a Community Coach in the Life Skills Department at Becoming Independent. He also participates in [Raizes Collective](#), a non-profit that promotes art in the Latino and immigrant community.

[Jorge Bolaños Website](#)

Mr. Bolaños is a Bi-lingual Teaching Artist.

RESIDENCY DESCRIPTION for Grades 4-6

World Healing Arts: How other cultures express emotions through art

As part of exploring cultures around the world, the participants will be involved in different techniques. The first and second session will be assigned to explore the Warrarika culture and will be to weave a little “healing eye”. This practice is done to evoke peace through colors and textures.

The second project will be creating masks looking at how they are used in many groups around the world. Through 4 sessions the students will be able to explore themselves and their emotions through making a mask with cardboard, figures and colors.

Students will be able to:

- Recognize and express knowledge about healing around the world
- Utilize art skills to help with the emotional resilience



CHALKBOARD PLAYERS

- Theatre
- Literary Arts
- Puppetry
- Music
- Visual Art

About Chalkboard Players

[Child Parent Institute's Chalkboard Players](#) provide quality creative arts experiences for children and youth in Sonoma County. In addition to providing their expertise in a variety of art forms, Chalkboard Players are trained in the lasting impacts of childhood and community trauma, the challenges faced by many young people, and techniques and tools for creating a safe, inclusive environment while engaging students in the processes of discovery, creation, and collaboration.

BIOS

Roberto Acevedo studied jazz performance and composition at New World School of the Arts. He has served as band director at several Sonoma County schools, and was the creator and conductor of a youth orchestra in Costa Rica. In addition to his current role teaching music in several schools, he is also a bilingual parent educator on CPI's Parent Support Services team.

Dallas Munger is an accomplished actor, recognized as "Best Actor" in 2015 and "Best Supporting Actor" in 2014 by the Sonoma County Stage One Theatre Arts Awards. He has served as a theatre instructor for adults with special needs, is the founder of Chalkboard Players, and has decades of experience in theatre for young audiences.

Joy Thomas possesses dynamic expertise in the arts and human services. She has served as theatre instructor at the National Conservatory of Dramatic Arts in DC, manager/producer of hundreds of theatrical productions, child abuse community educator, communications manager for Sonoma County Human Services, and has taught studio and performing arts classes for students ranging in age from 3 to 70.

(Residency Descriptions continued next page)

Chalkboard Players

RESIDENCY DESCRIPTIONS

We design creative arts residencies to address the needs – especially those emerging from childhood or community trauma – of students and school or group environments. We build curricula around the goals of each site, with the flexibility to integrate specific topics, art forms, class subjects, and/or common core standards. Group sizes are flexible, as our teaching artists are available individually, or in teams of two to three.

Chalkboard Players artists residencies:

- help provide tools to address the impacts of trauma, fear, and stress on our minds and bodies
- help grow students' social and emotional skills, while boosting self-esteem and positive self-expression
- deepen students' understanding of themselves and each other
- demonstrate fun, simple activities that students and staff can adapt and integrate in the classroom or at home to continue connecting and relating in new and positive ways

Below is a list of potential art forms students explore. We're happy to help create a custom mix of these and/or other elements to center on a theme or topic. Unless otherwise noted, options may be adapted for all ages.

Improv for Life: Interactive theatre games and activities help students learn to deal with change, be present in the moment, and feel more comfortable when situations feel out of their control. Laughter heals!

Rhythm and Rhyme: Percussion meets creative writing as students collaborate to create, record, and share original songs centered on a theme that promotes resilience.

Visual Arts: From a focus on mindful creative practices to group murals, we offer an array of individual or collaborative visual arts projects, promoting the role of art in our personal lives and communities.

Storybook Theatre: Actors and puppets bring to life the stories *Once I Was Very, Very Scared* and/or *Trinka and Sam: The Big Fire*, and guide related creative activities to support students in sharing their own experiences and feelings. This option is best suited for grades K-6.



LISA DAMICO GENA RICHMAN

Printmaking

Gena and Lisa have no more availability for residencies through June 2019.

Sometimes there is pressure when making an original piece of art that it could be lost or somehow destroyed. In the printmaking process, students will be able to create strong bold images while also ensuring that there are multiple copies (an edition) of each image.

BIO

We are both artists and educators. We believe that art is a way of coming to know and a way of showing what you know. As teachers, we have always been passionate about integrating the arts into our curricula. We know visual arts invites participation, involves all the senses and provides a safe place from which to take risks and make meaning. We are both newly retired from teaching in a K-8 school here in Sonoma County.

Lisa Damico grew up in a small factory town settled by immigrants, yet geographically placed in the middle of the San Francisco Bay Area. I received my BA in Child Development and went on to receive a K-12 teaching credential and a supplemental credential in Art. I found rather quickly that the arts and arts integration became my “*factory default setting*”, my way to inspire learning *with* students and to communicate knowing *from* students. It was the most natural way to ensure equity in the classroom for 31 years in Sonoma Co. While still in the classroom I spent years providing professional development to teachers through the California Literature Project specifically integrating visual and performing arts into language arts.

Gena Richman My life has been always been connected to the arts. Graduating with a degree in the Arts was not a surprise to anyone who knows me. My undergraduate time was split between England and the Midwest. After I completed my teaching credential at Sonoma State University, fortune smiled on me and I began *and* retired from my 20 year teaching career in a school dedicated to integrating the Arts into the curricula. During my tenure, I presented many times at the California Mathematics Conference at Asilomar integrating the Arts into Mathematics. Prior to teaching I co-owned Rising Iris Paper where my partner and I made and

distributed handmade paper. Prior to that I worked at the Annex Galleries where I (re)discovered my love of prints and printmaking.

(Residency Descriptions continued next page)

LISA DAMICO/GENA RICHMAN

RESIDENCY DESCRIPTIONS for GRADES K-6

Most young artists are familiar with drawing and painting, but many may be curious about new materials and techniques. During this residency, students will experience tools of the “trade”, such as brayers and inking plates, and processes such as “pulling a print” which is very exciting! In this residency, students will learn how to make relief prints in various different projects—from a single signed image/impression to a set of signed and numbered images, creating what is called an edition.

Printmaking Grades K-2

Specifically crafted for the enjoyment and success of the **very young (K-2) learner/artist**. Subject matter can easily connect to your curriculum should you like.

Lesson Progression Overview (can be modified as per teacher collaboration)

1. Intro to Printmaking: sharing samples, overview of process (tools), rules of the studio (how artists work successfully)
2. Found object printing (patterns and textures)
3. Positive/Negative Space (language of the discipline, problem solving,)
4. Multi-media (combining printmaking with other medium)
5. The Art Show (culminating event. Using empathy and kindness when critiquing.)

Printmaking Grades 3-6

Specifically crafted for the enjoyment and success of the **young (grades 3-6) learner/artist**. Subject matter can easily connect to your curriculum should you like.

Lesson Progression Overview (can be modified as per teacher collaboration)

1. Intro to Printmaking: sharing samples, overview of process (tools), rules of the studio (how artists work successfully)
2. Found object printing (Patterns, Textures, Shape and Form, emphasizing rhythm and movement in the composition)
3. Block Printing (due to artists’ tools, rotating small group activity)
4. Positive/Negative Space (intentional use of negative/positive interaction, language of the discipline, problem solving,)
5. Multi-media (combining printmaking with other medium)
6. The Art Show (Culminating Event. Using empathy and kindness when critiquing)



ERNESTO GARAY

Poetry/ Spoken Word

BIO

Ernesto Garay is a poet, performer, teacher, and social justice activist. Mr. Garay holds two master's degrees: one in comparative literature and the other in ethnic studies. He is a widely published poet in both English and Spanish and also a Spoken Word Performance Artist. Mr. Garay teaches poetry to children, teens, and adults living with intersectional vulnerability in schools and service organizations all over Sonoma County. He is passionate about justice and advocating for the Latino immigrant community. Immensely creative and accomplished, he inspires us and moves among us with unfailing humility, generosity and grace.

Mr. Garay is a Bi-lingual Teaching Artist.

RESIDENCY DESCRIPTION for GRADES 4-12. Each residency can be integrated with CDE State Standards.

The Historical Poetic Voice - Activities will include:

- By reading and writing poetry, students will explore their personal history through the poetic narrative, recreating a time in history. Their poetic creation will integrate easily with state standards for history at any grade level. Each session will include the following elements: the creation of the poetic voice and tone, the development of a historical space for the main character to be in and, the use of free verse poetry and literary devices, such as the metaphor and simile. No pressure! The class objective is to have fun by reading and writing poetry!
- Students will collectively read one short free verse poem per week by an accomplished poet like Tupac Amaru Shakur, who is also considered by many to be one of the greatest hip hop artists of all time. They will engage in short and informal class discussions regarding the reading of such as an assigned poem. This will help students generate their thoughts and ideas for the writing of their poetic narrative.
- During each class, students are given the writing prompt of the week and the opportunity to write a poem of their own and recite it to their classmates (optional). For instance, students will be prompted to imagine a time when they walked in the streets or park, encountering a swarm of butterflies. Prompts will also include creating a character that encounters a caged bird that doesn't sing and what does it symbolize?



LINDA GOODMAN

Visual Art

www.artmondo.net

BIO A painter, printmaker and educator, Linda remembers how good she felt as an 8-year-old artist wearing the lanyard keychain she made on her favorite ladybug-buttons dress. The impish girl grew up to be an award-winning artist, earning an M.F.A. in Printmaking, at Mills College and a B.A. in Fine Art from Stanford. Her prints and paintings are in numerous museum and private collections.

Ms. Goodman shares her passion for making art with her students, encouraging expressive freedom and fearlessness while honing perceptive and hands-on skills. She has been a studio art teacher for over 20 years in the U.S. and abroad. She worked with physically and mentally challenged students at Creative Growth and East Bay Recovery art centers through the Oakland Unified School District, and with clients with disabilities at a Chalk Hill Artist Residency in Healdsburg. Linda also worked as Vespa-riding cafe photographer in Florence, editor, graphic designer, and publisher of books on alternative energy.

RESIDENCY DESCRIPTIONS FOR GRADES K-12. CDE State content standards may be integrated.

The goal is to teach new art and perceptive skills, improve students' self-confidence and sense of security, and to have fun! Teachers choose one medium and one theme for the residency with overlap possible that is most suitable for students.

MEDIA:

- **Drawing, Painting &/or Collage.** See "Learning to See" materials and topics below.
- **Printmaking.** Choose monotype or relief. **Monoprint:** Transfer image from a flat surface to paper. Works may be one of a kind, progressions and/or variations on a theme. May use crayons, brushes, ink and paint, stencils, stamps or trace transfer. **Or Relief:** Transfer an image from a carved matrix of wood, linoleum, potato, xerox or other surface onto paper. Works may be multiples and used for a class portfolio, valentines, holiday cards, gifts and trades between students. *All media may be combined with collage, hand drawing and painting.*
- **Artist Books.** From sketchbooks or journals to bound, found or boxed books, students explore storytelling, visual progressions or variations on a theme, or the "Recharging my battery" theme with drawn, painted, written and/or collaged elements unified by the book "container."

THEMES:

- **Learning to See.** Instruction in observational and imaginative drawing and painting aims to improve students' familiarity and technical skills with different 2D media, while raising their ability to express their feelings and vision of the world inside and outside themselves. Students will be introduced to using various media through drawing exercises, among them: contour line, gesture and others appropriate to the grade level. Using pencil, crayon, oil pastel, brushes, pens, watercolor, ink and materials on hand, students may explore mark-making, line, texture, value, wash, and composition, representation and abstraction, black and white, color, collage, and words/text. Subjects may include objects, nature, the figure, self-portraits and each other.
- **Recharging Our Batteries through Artmaking.** Students understand and validate their feelings, center themselves and reduce anxiety, while enjoying making art.
 1. *Opening our hearts and spirits.* How do I feel? Express that with colors and/or words, shapes, hearts. Return energy and power to the open space of my heart by putting good things into my heart, such as colors, collage, and good wishes.
 2. *Creating my safe place where I feel peaceful, protected and easy.* Express visually what makes me feel happy, safe and sound? Choose a safe place—real or imagined—and draw, paint and or collage that representationally, abstractly or a combination.
 3. *My little monsters.* Have fun drawing and painting monsters, real (from literature, movies, etc.) and imagined.
 4. *Monoprint.* Use the technique of monoprint to draw and paint—our feelings, pets, and more.
 5. *Masks.* Adorn ready-made blank white paper full-face masks with paint, glitter, and other materials to express our inside and outside feelings/thoughts.
 6. *Your choice.* Finish any projects or choose a favorite to do again.
- **Making a Difference in My Life — exploring passive solar architecture, alternative energy, and the environment.** Students express feelings about the natural environment and gain a sense of hope and possibility about our environment's future. May include: drawing, painting and collage, making pictures of nature, passive solar homes, air movement in a solar-tempered home, windmills, solar water heater, or more. Topics discussed could include: Introduction to passive solar homes, solar greenhouse, water heating, history of solar energy in ancient and modern times, depending on grade level and teacher's input. *The Solar Home Book* and *A Golden Thread* (art direction by Linda Goodman) may be used as references.



JANET GREENE

Music/Movement

www.orffmusicandmovement.com

BIO

Janet Greene received her M.A. in Early Childhood Education with an emphasis on Curriculum Development from Sonoma State University. She has a Level 3 Orff Certification and received Fulbright and Austrian Government Grants to attend the one year Special Course at the Orff Institute in Salzburg, Austria.

Janet is in her 14th year as the TK-3rd grade Orff Music and Movement Specialist at Oak Grove Elementary School in Graton, California. For several years she was the pre-orchestra teacher for the *Simply Strings El Sistema* program sponsored by the Santa Rosa Symphony and was a mentor teacher for the San Francisco Symphony *Keeping Score* project for classroom teachers. Janet has received numerous district grants to integrate music and movement into the K-4 Language Arts, ESL, Math and Science curricula. She currently has a 3-year grant to bring music and creative movement into the NGSS science curriculum at Oak Grove Elementary School.

Her course *Music, Movement and Language in Early Childhood* is offered every spring at Mendocino College. She also teaches [Introduction to Orff Schulwerk and Classroom Applications](#) at the San Francisco International Orff Course. Janet has been a presenter for local and national music conferences. She has shared her interest in music, language and movement by offering courses for teachers and children in Bali, Bhutan, South Africa and Thailand. Janet enjoys dancing and playing the harpsichord, percussion, and the accordion.

RESIDENCY DESCRIPTION for GRADES TK-2

Musical Stories and Singing Games.

This residency uses the healing powers of music, movement and the imagination to create a joy filled place for social and emotional growth. Through musical stories and creative movement students become:

- Dancing balloons in the *Balloon Garden*
- Statues in the *Magic Museum*
- Egg conductors in the *Waker and Shaker* story
- Travelers with the *Wiggle Waggle Family*
- Mud loving animals in the *Wishy Washy* story
- Noisy machines in *Sally's Magic Sound Sponge*

The addition of singing games in Spanish and English bring a multi-cultural aspect into this residency. Students accompany these stories and singing games with musical instruments including xylophones, glockenspiels, drums, and other percussion.

These activities develop the 4 Cs of 21st century Learning: critical thinking, communication, collaboration, and creativity. They also develop vocal, rhythmic, instrumental, and movement skills addressed in the California Music and Dance Standards.



TERRIANNE GUTIERREZ

Dance

BIO

TerriAnne Gutierrez is the founder and executive director of the non-profit, Sirens Studio for Youth and the Arts in Sebastopol. Her love for dance began early in life and formal training started with ballet as a child, continuing into her teens with modern and jazz. Her interest in other cultures led to the study of multicultural dance forms, and she has performed and taught in this genre professionally for many years. She holds degrees in both Early Childhood Development and Activism and Social Change. Her teaching experience includes opening and directing the Sonoma County Native American Head Start School as well as creating, providing, and directing the after school arts program for the City of Healdsburg Public School District, which included over 22 classes per week.

She has extensive experience working with individuals with trauma; having owned and directed a center for Youth at Risk, teaching in schools for abused children, and as a former EMT (Emergency Medical Technician). She currently owns a dance studio in Sebastopol, where she teaches dance to youth and adults.

RESIDENCY DESCRIPTION for GRADES K-12

Creative dance and movement help to induce authentic feelings and also reduce the occurrence and intensity of traumatic reactions. During our 6 sessions together, the students are invited to explore through creative body/movement activities for the purpose of:

- Lowering anxiety and stress
- Improving self-awareness and self-esteem
- Strengthening relationships
- Regulating behaviors
- Advancing social skills

Through breath work and dance/movement, students will activate the body/mind connection to provide a safe outlet for self-expression, reclaim control, manage traumatic stress, and self-regulation by participating in dance games. By practicing in groups, children work together, share and accept responsibility for how their actions affect themselves and others, contribute to the development of social skills, and encourage relationships and trust.

In addition the opportunity will be provided to explore solo movement, helping children to develop and better understand their feelings. Being angry or hurt is not always easy to describe in words, but a child can put these emotions into a dance, creating a starting point for conversation, which can lead to a more open expression of feelings and thoughts.



JACKIE HUSS HALLERBERG

Poetry/Literary Arts

Jackiehuss.com

Large repertoire of strategies and lessons to align with common core state standards

Bio

Jackie Huss Hallerberg is a Sonoma County Poet-Teacher for California Poets in the Schools and also serves as its Board President. She holds several academic degrees (including a teaching credential) and teaches in an experiential manner. During the past three years, she has brought poetry to over two thousand Sonoma County students ranging from K-12 in a variety of settings including public and private schools, Valley of the Moon Children's Home, and summer arts camps. She is especially interested in reaching at-risk students who might be underserved in their communities. Jackie's poetry has been featured in many publications. Her chapbook, *Along Poetic Lines*, and cd, *Poems of Motherhood*, were self-published. She is a member of the Squaw Valley Community of Writers.

RESIDENCY DESCRIPTION for GRADES 3-6

Inside, Outside, All Around: Experiencing the World Through Literary and Visual Arts

This residency's open-ended writing prompts and simple art activities are aligned with the theme of ***Inside, Outside, All Around*** and designed to help students explore their internal and external environments to create a space for healing. The reading and writing of poetry alone can help students process difficult or unsettling life experiences. Additionally, pairing literary arts with visual arts allows students to process strong feelings and experiences using more than one modality. The program can be adjusted for use with different age groups in a variety of settings.

Anticipated Outcomes: students will strengthen their emotional resilience, develop language arts skills, and produce original poetry, utilize visual arts processes to create simple artistic representations of their poetry, and build empathy by learning about others through poetry and art. Students will write an original poem in each session and will begin an art activity designed to represent the content of the poem. The classroom teacher will allow students additional time to complete the art activities outside of the poetry session.

Session One: Experiencing the World

How do we experience the world? What are the five senses? What additional sense might we use in poetry? How does writing poetry develop our ability to "see everything as if for the first time?"

Session Two: Loving What Surrounds Us

What do you love about this season? What colors do you notice in this season? What plants and animals do we see and hear in this season? How can we "paint" a vivid picture with words and images?

Session Three: Seasonal Delights

How can we use a strong image to move a poem forward? What is the essence of an image or experience? What is imagery? How can poetic form help us craft a poem?

Session Four: The Work of Hands

How can we become keen observers of our surroundings? What do you notice when you look at your hands? What is it that your hands do? What have they never done?

Session Five: Only the Heart Knows

What is in your heart? Are these elements real or imagined? What does it mean to "carry something or someone in your heart? What does your heart need you or others to hear?

Session Six: Leaving Our Legacy

How can we switch the point of view in our writing? Who is speaking? What tones do we create with our word choices? What is fame and for what might you become famous?



CHRISTINA KLAUENBURCH

Visual Art

BIO

Christina Klauenburch has been sharing her love for art with children for the past fifteen years. Throughout the years, she has spent countless hours volunteering as an art teacher at Cali Calmecac Language Academy. Christina has also worked as an assistant art teacher at the Luther Burbank's Summer Visual Arts Camp for the past two years and has taught in the Creative Sonoma Teaching Artist Residency Program for one year. In her free time, she enjoys photography, gardening, and spending time with her family.

RESIDENCY DESCRIPTIONS

- Students will explore Dia de Los Muertos and its history through visual arts. Students will learn about a colorful holiday celebrated by one ethnic culture while integrating math, language arts, and social studies, all while being creative and having fun.
- Students will engage in mask making and/or create portraits. Mask casting materials are applied directly to students' faces. Students will consider "Who am I on the outside? Who am I on the inside?" This residency could be for smaller groups of 5-6 students unless parental help is available.



naomi murakami

Visual Art

BIO naomi is originally from Tokyo, Japan. She graduated from San Francisco Art Institute. Although her primary practices are painting and drawing, she believes everything she does is art. Art is her Philosophy “naomism.” “Art is the purest, most un-mediated contact I have with Life.” She taught art workshops with learning standards for lower grade students at Santa Rosa City Schools. Currently, she supports adults with mental health challenges through art for the past 11+years. She is a professional artist showing through museums and galleries. She has given speeches for many years both nationally and locally which are designed towards both art loving people and non-art persons. naomi’s main goal for her workshop is to plant a seed of resilience to overcome difficulties by being creative.

RESIDENCY DESCRIPTION for GRADES 9-12

This workshop will introduce students to new perspectives through a brief introduction to art history and stories of artists. Students will analyze the visual arts role and development of the appreciation of socially challenged individuals in predominant cultures, identify and describe the artists’ issue of the time and personal challenges reflected from selected pieces of art, create improv art pieces to show their understanding of different perspectives, and create a short self-portrait video for the final day about who they are.

1. Introduction: Why I do art/why do I want to share this experience with others?
2. Stories about contemporary artists who challenged prior definitions of art with class project.
- 3-4 Stories about artists with challenges with class projects.
5. Stories about artists’ challenge the prevailing ideas throughout history.
6. “Being who you are can be your form of art.” Students will share “Self-portrait video project” and their concept of their piece.



EILEEN NAGLE

Theater/Literary Arts

BIO

Eileen Nagle has been creating and directing children's plays since she was in 4th grade at Harmony School in Occidental and at Analy High School. Theater and music were a large part of her homeschooling curriculum when she schooled her own five children. Eileen went on to receive her M.Ed., later teaching in elementary and middle schools. Her specialty was integrating the curriculum with the arts.

A leap in career found her teaching theater for elementary teachers, interpersonal communication, and public speaking at Utah Valley University. She was the outreach and workshop coordinator for the Noorda Theater for Children and Youth and co-director for their summer theater program. Ms. Nagle also worked as the coordinator for the American Alliance for Theater and Change AATE regional Young Playwrights for Change Contest, coordinating touring plays to local schools and many other theater related adventures. Eileen returned to Sonoma County in 2018, earned California Teaching Certification, and has spent time substitute teaching in Sonoma County. She is currently writing and directing youth plays at [6th Street Playhouse](#) in Santa Rosa.

RESIDENCY DESCRIPTIONS for GRADES K-12. CDE Drama and Language Arts Content Standards incorporated into each residency.

1. **Playwriting: The 3-D Story.** Best for Grades 4+

Students will explore story structure through the character roles in myths and fables where the main character has a struggle in life to overcome. They will discuss real life traumas that they or others have experienced, including stories related to the California fires. The plays created will be based on classroom discussions. In small groups of 3-4 students, students will create their own plays following the story structure, based on the discussions, learning creative story writing tricks. Starting as an entire class and then dividing into smaller groups, the class will write a CHOOSE YOUR OWN ADVENTURE play, where there are different scenarios, written by different groups to the same story line. The final day will be a reader's theater of each play presented to the class.

2. **Pantomime and Improvisation: Metamorphosis.** Grades K-3

Students will basics of pantomime and then create stories based on beginning, middle, struggle and end, through the study of and recreation of the beginning of life development of butterflies, frogs and plants. The discussion of how hard it is to be born or change will lead to discussion of hard things in their lives, what they are afraid of and mutual suggestions on how to change that struggle into growth.

3. **What is UNIQUE to Your Class?** Grades K-12

There are a myriad of theater related skills that can be explored in light of the California Fire Traumas, considering primary and secondary victims, I would be happy to meet with you and your team to create a residency, using theater to explore a way of expression that would fit your vision. Use of pantomime, puppetry, playwriting, improvisation, or reenactment are of few of the tools we could use for your residency.)



SANDRA R. NOVIA

Visual Art

Arts Integration State Standards Offered:

- English Language Arts
- Health Education Content

BIO

Sandra Novia is an artist and art instructor, living in Sonoma County for 23 years. In addition to teaching, she is a commercial and fine artist. Sandra works as a graphic designer, color consultant, and is currently providing team building and group art workshops throughout Sonoma County. Her educational programs also include teaching in local public schools and art centers, Sonoma County Public Libraries, Sonoma State University Excel programs, as well as providing private classes for home schooled students and private students. She passionately has dedicated over 20 years to ensuring that art education is firmly planted in the educational programs of our school systems and her community.

An East coast native, she received her formal education in Boston, the south of France, and San Francisco focusing on design, drawing, and sculpture. She founded two galleries for emerging artists and owned a sign design business for 20 years. Her love of art has encouraged her to travel to different parts of the world, experiencing some of history's most amazing art and enthusiastically shares those experiences with her students. She has participated in the Luther Burbank Center for the Arts integrative art program provided by the JFK Center for the Performing Arts and is currently a teaching artist in the Creative Sonoma Arts and Trauma Program for one year.

RESIDENCY DESCRIPTIONS Each residency can be integrated with state standards.

1. Historical Collage: A visual narrative. Using the beautiful and fun art of collage, students recreate a moment in history which integrates easily with the state standards for history at any grade level. Created by drawing, painting, cutting and assembling, each piece will include 3 elements: a setting for the historical character to be in, a main character, and props to support the character. It's a fun way to have students review what they have learned about a historical time and create a unique piece of artwork. This collage has also been successfully applied to creating a variety of different biomes that the students have been learning about. This also integrates nicely to some of the state standards.

2A. If You Really Knew Me: A self-expressive collage and visual narrative. Students create a room in which they are the main character. It's a self-imaging project, where the students choose what to wear and what to include in the room, what best reflects and expresses who they are and how they see themselves.

2B. How I Think You See Me: A collage expressing how students feel other people see them. Designed to be a part 2 to the "If you really knew me... A self-expressive collage project. It can stand alone but it is interesting to see how the students see both how they want to be seen, as well as how they think people see them. Through the fun and expressive art of collage, students will paint, draw, cut, and assemble parts to a scene they imagine will depict how they think people see them. They can create a written story to go along with the collage.

3. Fairy and Sprite House. Grades K-4. This wonderfully magical class allows students to create a home they believe Fairies and Sprites would live in. Considering construction and using building knowledge, students build and position homes, create pathways and imagine beds, benches, gardens, swings, etc. and develop special places for Fairies and Sprites to go through their daily life, improving motor skills and eye hand coordination.

4. Abstract Action Painting. Large scale, abstract, collaborative painting is painted over a 4 day period and then divided up into smaller pieces for each student. This project encourages a collaborative artistic environment and exposes students to working on a large scale painting. It also includes color theory and design and can include a small-scale individual abstract piece of art. It's a great project for all abilities to feel successful in the arts.



BRIDGET PALMER

Theater

BIO

Bridget Palmer has directed theater projects with youths ages 4 -14 for 19 years through [A Theater For Children](#) and Show Biz Kidz programs and her role as drama specialist in Sonoma County schools. She enjoys “play”ing with hundreds of children each year and loves the excitement of leading performance projects which culminate within 6-10 sessions. Bridget has extensive training in the performing arts including graduate work at U.C. Berkeley in Theater Directing. She also completed the LBC’s pilot Kennedy Center Teaching Artist professional training, and several other Arts Integration professional development trainings related to drama, movement, and storytelling. Bridget focuses on helping children develop into high performers through drama based activities that hone courage, creativity, collaboration, and concentration skills.

RESIDENCY DESCRIPTIONS for GRADES K-8

1. Drama, Not Trauma: Teaching Empathy, Courage, & Communication through Acting FUNdaMENTALS for Grades 1 - 8

A powerful array of acting FUNdaMENTALS are integrated with Social Emotional Learning (SEL) pillars, to inspire students to be kind and to take action if they see someone suffering or overwhelmed. Students reflect on the dynamics of bullying introduced in *The Juice Box Bully* story and are taught coping mechanisms to address the effects of trauma. Through embodied and imaginative acting games and exercises, students develop greater self-awareness, empathy, and self-confidence. The residency concludes with students collaborating, using imagination, gesture, and voice to create and perform “courageous kindness” narratives. Depending upon teacher interest, we can include a class pledge to act according to the principles of a bully-free classroom.

2. Story Ninjas Improvised Tales: A Costumed Approach to Narrative Creation for Grades K - 8

Ignite your students’ imagination with evocative props and costumes that will have them jumping out of their seats and into the action, creating funny, fantastical, and poignant stories and adventures. In this exciting residency, students will collaborate, imagine, improvise, plan, revise, and perform their original narratives according to grade appropriate ELA standards. Every story has a conflict or challenge and students have the opportunity to weave themes of their choice, like the October wildfires or bullying, etc. into their creations. Younger students will present their stories in action and older students will write narratives or scripts.

3. Reflections on the Wildfires through Shadow Puppetry for Grades 3 - 8

Help your students process emotions sparked by the October wildfires by putting them in control of the narrative! With its play of darkness, color, and light, shadow puppetry provides a stimulating container for the students’ self-expression, imagination, empathy, and creativity. In this collaborative residency, students will be invited to share their feelings and stories from their experiences during the wildfires. Then they will work in small groups to choose an aspect of the event they want to commemorate through a shadow puppetry performance. Emphasis will be on themes of courage, resiliency, cooperation, and kindness. In creating shadow puppet performances, students will have a fantastic collaborative opportunity to improvise, discuss, design, cut out puppets and scenic elements and coordinate their actions to perform for their peers, or another audience the classroom teacher chooses. Dialogue may be improvised, or scripted depending upon the students’ ages.



MARGO PERIN

Poetry & Creative Writing

With a focus on self-empowerment, healing, and critical thinking skills

Incorporating CDE ELA Common Core Standards

www.margoperin.com

BIO

Margo Perin is the Sonoma County Area Coordinator for [California Poets in the Schools](#) and has taught poetry and creative writing for more than thirty-five years. A nominee for the Pushcart Prize, Margo's teaching methodology has been featured internationally, including *O, the Oprah Magazine*, *The Press Democrat*, *The San Francisco Chronicle Sunday Magazine*, Mexico's *El Petit Journal*, Holland's *Psychologie*. Her book publications include *The Opposite of Hollywood*; *Only the Dead Can Kill: Stories from Jail*; and *How I Learned to Cook & Other Writings on Complex Mother-Daughter Relationships*, as well as co-founder of [Whoa Nelly Press](#), whose mission is to publish unheard, marginalized voices.

Margo teaches poetry and creative writing in schools, after-school programs, juvenile hall, alternative schools, children's homes, through Poetry Out Loud, libraries, community centers, art centers, hospitals, jails and prisons. Since the October 2017 Sonoma County fires, Margo has taught writing workshops to children and adults to help them heal from the trauma of the fires, as featured in [The Press Democrat](#).

Having grown up in five countries and two continents with a father on the run from the law, Margo has a deep understanding of issues faced by at risk children, youth and adults and the exigencies of living as an outsider to mainstream culture. As a writer, her direct, hands-on development of writing techniques to help foster a strong sense of identity, self-empowerment and healing from trauma informs her teaching methodology. Her experience as a cancer survivor has also given her a special understanding of the particular and often invisible needs of students with health issues. She is passionate about providing the opportunity for commonly unheard or marginalized perspectives and stories to be expressed and appreciated.

RESIDENCY DESCRIPTION FOR GRADES 2-12

In Your Own Words: The primary focus of Margo Perin's creative writing residencies are on empowered self-expression through reading and writing poetry and prose in an accepting, non-judgmental and encouraging environment. Students are exposed to a range of literary forms (lyric, narrative and descriptive) as they learn to express their ideas, thoughts, feelings and experiences through literary elements such as metaphor, simile, personification, alliteration, assonance, consonance, onomatopoeia, synecdoche, rhyme, rhythm, repetition, and parallel structure. In addition to having the opportunity to explore their own sensibilities through individual writing projects, students develop collaborative skills in pair and group brainstorming and writing. Through their examination and discussion of a range of multinational and multicultural poetry, they are shown models of how each poet has her/his own way of expressing individual "truth" and see that they, too, have permission to write – and live – empowered by their own unique voice and sensibilities. Because there is no testing or grading, each student is able to write and develop at her/his own level of education and learning abilities as s/he experiments with literary forms and elements. Reading and writing poetry and prose helps Margo's students learn how to think symbolically as they develop their imaginations, creativity and critical thinking skills. ELA Reading, Writing and Performance Common Core Skills are incorporated into the lessons.

More on Margo's teaching methodology: <http://www.margoperin.com/i-hate-poetry.html>
<http://www.margoperin.com/wishes.html>