



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

USING THE ARTS TO ENGAGE AND EMPOWER

**Teaching Artist Directory Fall 2019**

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



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 success both in school career and in life.

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. Priority will be given to those schools that have not yet participated until September 13.

For the purpose of this program, 6 hours of contact time with the same group of students is provided for each residency.

Grant application can be found at:

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

Contact Debbie Yarrow with questions:

[Debbie.Yarrow@sonoma-county.org](mailto:Debbie.Yarrow@sonoma-county.org)

707-565-6123



# MARGO PERIN

## Poetry & Creative Writing

Focuses on self-empowerment, healing, and critical thinking skills

Incorporates English Language Arts Common Core Standards  
Experienced in Alternative High Schools

[www.margoperin.com](http://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*. She is the 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](#) and KRCB.

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>



# BRIDGET PALMER

## Theater

### BIO

Bridget Palmer has directed theater projects with students ages 4 -14 for 20 years through [A Theater For Children](#), 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. 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.



# SANDRA R. NOVIA

## Visual Art

**Arts Integration with State Standards in English Language Arts and Health Education Offered**

### 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 has also founded two galleries for emerging artists. 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. Sandra has also completed the Kennedy Center Teaching Artists professional training pilot program, hosted by the Luther Burbank Center for the Arts, as well as many other Arts Integration professional development trainings at the LBC.

### RESIDENCY DESCRIPTIONS

**1. Historical Painted Collages and Animal Habitats or Biomes Collages.** 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 hand painted collage project has been successfully adapted to create a variety of different biomes and animal habitats that the students may be learning about.

**2. 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.

**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.



# EILEEN NAGLE

## Theater/Literary Arts

Theater and Language Arts Content Standards incorporated into each residency

### BIO

Eileen Nagle M.Ed is an elementary/ middle school teacher who specializes in Children's Theatre. A native of West Sonoma County, Eileen loves writing and directing children's plays and teaches musical acting classes. Shakespeare for Children; Improv and Playwriting. Children are at the center of her creativity. She loves connecting with students while directing after school drama clubs, guiding playwriting and collaborating with the home school community, having homeschooled her own children. While being the lead teacher in charter schools she taught teachers how to integrate the arts into their regular lesson plans; enhancing the enjoyment and retention of the core subjects.

Eileen leads workshops for adults and older children to teach Script and Text Analysis based on Character Roles, a way to look at your own or other's work and evaluate how sound the structure of the story is. At the university level Eileen taught Public Speaking, Interpersonal Communication and Theater for Elementary Teachers courses. She was the Outreach and Workshop Coordinator for the Noorda Theater for Children and Youth.

**Currently** she has been teaching Creative Sonoma Trauma Residencies in the schools using theater to explore emotions. She is also currently writing and directing musical plays at 6th Street Playhouse in Santa Rosa and is the Bridge Coordinator to bring theater workshops into the schools.

### RESIDENCY DESCRIPTIONS for Grades K-12

**Grades 4-12 IMPROVISATION and PANTOMIME:** Using improv and pantomime students will learn the basics of the skills to move into unrehearsed scenes involving comedic and serious life topics. Artist led discussions will explore the why and how different ideas and emotions come to the surface while exploring the practice of improv and pantomime. Stories of traumas in life will set the stage for some of the improvisations.

**Grades 1-3** Students will learn basics of pantomime and improvisation in order to 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. These will then lead to acting out stories in the child's life of when things have been hard.

**What is UNIQUE to Your Class? Grades 1-12** There are a myriad of theater related skills that can be explored in light of the natural disasters and immigration trauma that our students are experiencing, considering both 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, improvisation, or reenactment are of few of the tools we could use for your residency.)



# SANDRA R. NOVIA

## Visual Art

**Arts Integration with State Standards in English Language Arts and Health Education Offered**

### 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 has also founded two galleries for emerging artists. 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. Sandra has also completed the Kennedy Center Teaching Artists professional training pilot program, hosted by the Luther Burbank Center for the Arts, as well as many other Arts Integration professional development trainings at the LBC.

### RESIDENCY DESCRIPTIONS

- 1. Historical Painted Collages and Animal Habitats or Biomes Collages.** 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 hand painted collage project has been successfully adapted to create a variety of different biomes and animal habitats that the students may be learning about.
- 2. 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.
- 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.



# 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 three 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?" Classes of 24 or larger must have parent volunteers to assist.



# JACKIE HUSS HALLERBERG

## Poetry/Literary Arts

[Jackiehuss.com](http://Jackiehuss.com)

Large repertoire of 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 Secretary. She holds several academic degrees (including a teaching credential) and teaches in an experiential manner. During the past four 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. She has published a chapbook, *Along Poetic Lines*, and CD, *Poems of Motherhood*. She has been a member of the Squaw Valley Community of Writers since 1998.

### 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 session content can be mixed and matched or re-defined depending on the unique needs of each age group and setting. Inquiries welcome.

**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?



# TERRIANNE GUTIERREZ

## Dance

**Focuses on social emotional learning and managing stress**

No availability October 14-November 15, 2019

### 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.



# JANET GREENE

## Music/Movement

[www.orffmusicandmovement.com](http://www.orffmusicandmovement.com)

### Arts Integration in Language Arts, ESL, Math, and Science

#### BIO

Janet Greene, MA, Early Childhood Curriculum, 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 the TK-3rd grade Orff Music and Movement Specialist at Oak Grove Elementary School in Graton. She has worked with both the Santa Rosa Symphony *El Sistema Program* for children and the San Francisco Symphony *Keeping Score Project* for classroom teachers. Janet received numerous district grants to integrate music and movement into the K-4 Language Arts, ESL, Math and NGSS Science curricula. Her course *Music, Movement and Language in Early Childhood* is offered through Mendocino College. She also teaches [Introduction to Orff Schulwerk and Classroom Applications](#) at the San Francisco International Orff Course. She has offered *Music, Movement and Language* courses for teachers and children in Bali, Bhutan, South Africa and Thailand. Janet enjoys dancing and playing the harpsichord, percussion, and the accordion.

#### RESIDENCY DESCRIPTIONS

##### **Musical Stories and Singing Games** TK-1st grade, Music, Movement

Through musical stories and creative movement students become: dancing balloons in the *Balloon Garden*, statues in the *Magic Museum*, conductors in the *Waker and Shaker* story, members of the *Wiggle and Waggle* families, and noisy players in *Sally's Magic Sound Sponge* story. In addition, students learn multicultural singing games in Spanish and English and accompany these with musical instruments. These stories and games develop music and movement skills, creativity, collaboration, and a joyful environment.

##### **Multi-Cultural Folk Dances and Singing Games** Grades 2-4 Dance, Music, Culture

Students dance and sing their way around the world through age-appropriate line, circle and partner folk dances and singing games. Countries may include Spain, Mexico, Zimbabwe, Israel, Russia, England, and Germany. Students experience the multi-cultural richness of the United States through African American play party games, Old Time Reel and other line dances. Seasonal dances for Harvest and Solstice can also be included, as well as a student created dance from the Nutcracker. This residency helps students increase their understanding and appreciation for the diversity and commonalities of many cultures, as well as developing their rhythmic skills and physical coordination. The residency will culminate in a dance celebration.

##### **The Water Cycle Dance** Grades 2-3 Science, Dance, Geometry, Music

Students become water molecules and dance their way through the water cycle, deepening their understanding of the three states of matter: liquid, gas and solid. By physically moving through these amazing transformations students experience evaporation, the invisible phase change from liquid to gas, create group hexagonal ice crystal shapes, choreograph their own **Water Cycle Dance**, and create a musical accompaniment for the dance. They work cooperatively in a trust building environment. This residency addresses multiple California Standards for Music and Dance, Common Core Math, and NGSS Science Standards.



# ERNESTO GARAY

## Poetry/ Spoken Word

Residencies meet English and History-Social  
Science State Standards

### 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.

#### 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 with state standards in 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.



**LISA DAMICO**

**GENA RICHMAN**

**Printmaking  
Arts Integration Specialists**

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: I 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 B.A. 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

#### K-2

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. We specifically crafted this particular residency 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)
  - **Intro to Printmaking:** Sharing samples, overview of process (tools), rules of the studio (how artists work successfully)
  - **Relief Printing** (Use of simple basic geometric shapes to create image)
  - **Mono-prints** (Color print making)
  - **Positive/Negative Space** (Intentional use of Shapes)
  - **Multi-medium** (Printmaking on fabric)
  - Repeated Images (Block prints on hand painted paper)
  - **The Art Show** (Culminating Event—using empathy and kindness when critiquing peers)

#### Grades 3-6

Most young artists are familiar with drawing and painting, but many may be curious about new materials and techniques. During this particular 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. We are specifically crafting this residency for the enjoyment and success of the **young learner/artist (grades 3-6)**. Subject matter can easily connect to your curriculum should you like.

- Lesson Progression Overview (can be modified as per teacher collaboration)
  - **Intro to Printmaking:** sharing samples, overview of process (tools), rules of the studio (how artists work successfully)
  - **Mono-prints** (Color print making)
  - **Block Printing** (Creating unique image through use of block carving tools)
  - **Positive/Negative Space** (Intentional use of Shapes)
  - **Multi-medium** (Printmaking on fabric)
  - The Art Show (Culminating Event—using empathy and kindness when critiquing peers)



# CHALKBOARD PLAYERS

Experienced in Alternative High Schools

## About Chalkboard Players

Child Parent Institute's Chalkboard Players provide quality creative arts experiences for underserved 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.

**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.

## Chalkboard Players Artist Residencies in Alternative High Schools

### Customized Curriculum

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.

Joy and Dallas, along with Creative Arts team member Roberto Acevedo have provided creative arts programs at Phoenix High, an alternative program at Rancho Cotate High School in Rohnert Park, for the last three years.

Chalkboard Players artist 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, and
- demonstrate fun, simple activities that students and staff can adapt and integrate in the classroom or at home to continue developing healthy coping skills and connecting and relating in new and positive ways.

## CHALKBOARD PLAYERS

### RESIDENCY DESCRIPTIONS

Below are two options for potential residencies for alternative high school students. We're happy to help create a custom residency to center on a theme or topic especially relevant to your students' needs.

**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. Using improvisational theatre techniques ranging from peer interviewing to Theatre of the Oppressed, we'll explore the power of shaping and sharing our own narratives. Students will experience firsthand how theatre creates empathy, strengthens connections, and expands our capacity for understanding.

**Creativity and Identity:** Along with exploring our identities through improvisational theatre games and exercises, students will each create an individual mixed media collage self-portrait over the course of this residency. Using several layers on canvas – one of which is created by printing selfies on transparent sheets – we'll explore the facets that compose who we are and how we express ourselves to the world around us. We'll also explore and experience creative mind-body skills we can use to help us feel more grounded and comfortable in who we are, even when navigating stressful circumstances.





# Jorge Bolaños

## Visual Art

[Visit Website here](#)

### 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 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.

**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 Wírrarika 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 include 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