

# Teaching Artists In the Schools

Social & emotional learning through the arts

## BUTTE COUNTY Teaching Artist Directory 2023-2024



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Special thanks to Creative Sonoma for their inspiration and very generous assistance in developing this program. We followed their lead in establishing this Trauma Informed Teaching Artists program in response to the devastating wildfires in our region.

## About the Program

Butte County Office of Education (BCOE) offers free Teaching Artist placements at Paradise area K-12 public and charter schools. Placements at other Butte County schools are also available on a fee basis. The placements provide access to creative activities 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. These 21st century skills have been demonstrated to contribute to success, in school and in life.

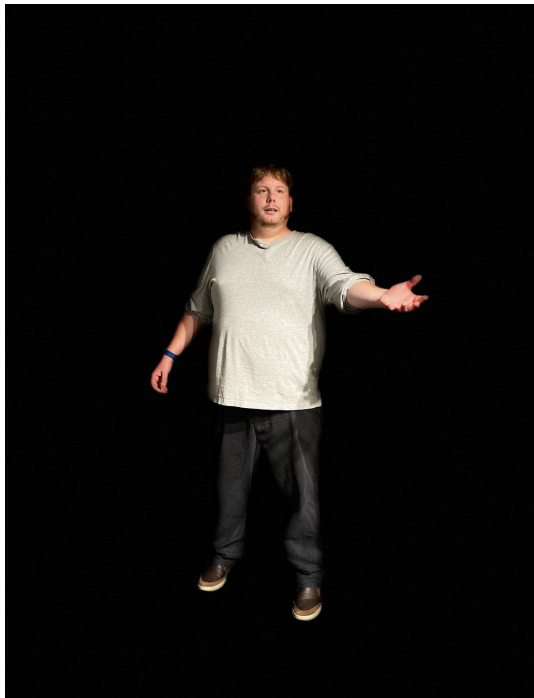
BCOE Teaching Artists have attended trainings to enhance their skills in providing lessons that embody social and emotional learning strategies and empower students through creative pathways. Placements with these Teaching Artists are available from all twelve months of the year, ~~but~~ during and after school. For this program, six to ten hours of contact time with the same group of students is optimal. Teaching Artist placement scheduling choices are flexible and examples follow:

Residency = up to 10 hours of student contact time			
Option	Lesson length	Times/week	Duration
Option 1 – Intensive	75 mins/day	4 days/week	2 week
Option 2 – Immersion	1 hour/day	2 days/week	5 weeks
Option 3 – Recurrent	1 hour/day	1 day/week	10 weeks
Option 4 – Flex	Choose the length, frequency and term of the residency ensuring 10 hours of student contact time optimally		

Artistic disciplines include: music, theatre, visual art, and media arts.

The Teaching Artist residency descriptions on the following pages are ~~not~~ to serve as a sample or guide to possible content for the placements. All Teaching Artists are prepared to collaborate with the classroom teacher to develop an arts lesson that is integrated with another subject.

Contact Jennifer Spangler to apply ([jpsangler@bcoe.org](mailto:jpsangler@bcoe.org) or 530864-0128).



**Justin Bryant** is the president and director of education for Slow Theatre, a non-profit organization that emphasizes giving back to the community through theatre arts. His teaching centers around improvisational theater and acting techniques. He has worked with students at Gerber Elementary, a low income, rural middle school in Tehama County and the Table Mountain School at the Butte County Juvenile Hall. Improv allows students to think how they would handle different situations as well as gives them a focus on listening and communication skills. Comedy is a special way for students to comprehend all forms of actions and writing and translate them in a palatable way to an audience. Justin is a co-founder of Chico Live Improv Comedy, a local improv troupe that performs regularly around Butte County and teaches adult improv classes. Justin holds an MFA in Creative Writing at San Jose State University with a concentration in Fiction. His work has been featured in the 2019 Spring issue of *The Watershed Review*. He also holds a bachelor's degree in Film from Emory

University in Atlanta with a minor in History.

### SAMPLE RESIDENCY DESCRIPTION GRADES 6-12

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This residency concentrates on teaching improvisation, a form of theater that is completely freeform and made up on the spot. Students will learn to listen and accept each other's creative choices. An improv troupe is only as good as its members. Teamwork and trust are a must. This is performing without a net, just soaring off the top of each student's head. It is always better to do so with other people. We are only as funny as the people with whom we share the stage. Building trust within the class begins from week one.

**Hook:** Introduce an improvised activity by performing it for the students, then get the students involved by having them do the activity.

**SEL Competencies:** Relationship skills and Self-Awareness

**Activities:** Students envision their curiosity and intuition for exploring multiple perspectives in a scene; empathize with a character's inner thoughts and objectives; explain and find solutions to problems in a theatrical scene.



**Meghan Callahan** is dedicated to providing drumming and music experiences to elementary school students. She has led after school drumming groups at schools and co-facilitates Los Tambores de Chapman, an after-school drumming group at Chapman Elementary School in Chico. Los Tambores de Chapman has performed at the Chico World Music Festival, parades, public events, and elementary school assemblies.

Callahan received training at the World Music Drumming Workshop at Remo Drum Inc. in Valencia, California. The emphasis at Remo and the philosophy behind World Music Drumming is to use drumming and music as healing instruments in homes, classrooms, and communities. Callahan focuses on teaching students songs and rhythms that build self-esteem, encourage teamwork, and have been proven to affect the overall health and wellness of individuals. An elementary

school teacher since 1998, she has taught visual and performing arts for the past two years to grades 1-5 in the Chico Unified School District.

#### SAMPLE RESIDENCY DESCRIPTION GRADES 3-8

During the residency, students are introduced to *Tubano*(conga) drums as well as a variety of other percussion instruments. Students then perform in a facilitated drum group. They play short solos, call and response rhythms, and practice and perform a whole -class ensemble piece. Students sing songs to accompany the drums. Social and emotional learning skills are addressed during each session, including a welcoming check-in and closing activity. Students gain confidence and develop courage and creativity as they learn and internalize these musical experiences.



**Bri Kerr** is an artist and has been a classroom teacher for 12 years, initially working as a Spanish teacher. For the past eight years, she has taught visual art to K-8 students at a charter school. She loves to expose young students to a variety of artists and cultures and takes pride in cultivating a community of students who think like artists, learn from challenges, and can see and talk about creativity in their world with fluency and understanding. In order to support arts learning for the entire community, she started Sienna Joy Painting Events. She instructs groups of all sizes and skill levels when she pops up at different venues in Butte County for acrylic on canvas painting sessions. She enjoys making different styles approachable for these groups and watching the

creativity that comes out when people set aside time for painting.

### SAMPLE RESIDENCY DESCRIPTION GRADES K-8

Students learn and practice connecting thoughts and emotions with the elements of color, texture, and line. The short activities during this residency include: use of visual art elements as tools for communication and student empowerment for self-expression in personally meaningful ways. Kerr offers a variety of media to use including traditional painting utilizing easels and painting on canvas. Choices of lessons include:

#### *Story Strips Collage and Painting*

Grades K-4 learn to connect colors with emotions, selecting paper strips to help tell a personal story. Adding paint to each strip allows another layer of thought to be expressed in each piece of their story. Students then assemble the pieces into a landscape artwork and paint additional details. The following books can be referenced to help young students grasp connections between colors, symbols, and emotions: *My Many Colored Days* by Dr. Seuss, *In My Heart* by Jo Witek, *The Color Monster* by Anna Llenas, or *The Rainbow Book* by Kate Ohrt.

#### *Block Letters on Canvas Painting*

Grades 3-8 choose a significant word to anchor a canvas painting that is developed in layers. Modelling how artists explore ways to express a mood or memory with painting techniques, mini art activities give students practice connecting thoughts and emotions with the visual art elements of color, texture, and line. Each exploration equips students to communicate more in their art piece and empower them to express themselves in personally meaningful ways. Some mixed media is used, but mostly painting utilizing easels, canvas and acrylic paints. Other options besides the pairing of a word with a painting concept is possible.



**Bobbie Rae Jones** holds an Interdisciplinary MA in Arts and Education (Pre K to older adult), a BA with options in Studio Art and Art Education, and a Teaching Credential in Visual Arts. Additionally she has over twenty years of experience instructing groups of all ages in a variety of modalities. Bobbie specializes in developing the muscle of the imagination. She is a Disaster Case Manager Supervisor for the Camp Fire Collective, Buddhist Tzu Chi Foundation, work that requires a great deal of imagination to creatively solve problems.

Using trauma-informed practices to purposefully serve and transform populations affected by the multiple disasters in Butte County, and combined with the philosophy of using mindfulness practices in compassion and wisdom, she successfully assists families into recovery envisioning thriving communities during these unprecedented times. Since the Camp Fire, Bobbie has facilitated several collaborative projects intending to heal and

build community through the Arts. In 2021 she facilitated *The Singing Tree Project* at locations throughout Butte County. (See [unitythroughcreativity.net](http://unitythroughcreativity.net).) Visit her website at [bobbieraejonesartstudio.com](http://bobbieraejonesartstudio.com).

### SAMPLE RESIDENCY DESCRIPTION **GRADES 3-6 AND GRADES 9-12**

Bobbie's lessons are guided by the teaching philosophy of Elliot Eisner: "The arts enable us to have experiences we can have from no other source and through such experience to discover the range and variety of what we are capable of feeling."

#### ***Naming and Drawing Mood***

For grades 3–6 students will compare and reflect upon their mood before and after a drawing exercise. Activities include skill-building exercises in drawing and making value scales using a variety of marks, group discussion and share-out. The lesson begins with the Draw your Heart Out activity, a relaxing mark making exercise on large paper intended to have no expectations using the nondominant hand. The culminating drawing is "If you can write your name, you can draw" activity. Each lesson ends with self-assessment and group share-out.

#### ***Monochromatic Painting: Symbolic Portrait***

For grades 9–12 (Beginning Level) students will demonstrate knowledge of painting with one hue using painting skills they previously practiced on a value scale. Students will create a symbolic self-portrait. A symbolic portrait is a place, a symbol, music, sports, ideals or other imagery used to represent beliefs and ideas.



**Cameron Kelly** is an artist with 15 years of experience specializing in two-dimensional and sculptural work. Since receiving her Master of Fine Arts from California College of Art in Oakland, Kelly has exhibited extensively in both group and solo exhibitions. Read more about Kelly's work [here](#).

Kelly serves as the gallery director of the Chico Art Center, and she teaches studio art classes at CSU, Chico and Butte College. She has also taught art for the Chico Unified School District after school program. With a grant from the California Arts Council, she developed "Blast-Art." This pilot

program challenges students to think critically about cultural sites and practices and their own school's increasingly multi-ethnic community.

### SAMPLE RESIDENCY DESCRIPTION GRADES 3–12

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Kelly provides a range of artistic activities and creative visual art projects to: identify interests and strengths, transform ideas into tangible objects, communicate a memory or feeling into a story, edit and organize creative ideas as linear storylines, use typography and line to express emotion, and draw objects from observation and imagination.

#### ***Continuous Blind Contour Drawing of a Classmate***

The objective is to slow down the learner's mind with hand-eye coordination exercises, beginning the creative process of practicing the skill of "eye to hand tracking."

#### ***Make a Zine (tiny book) About a Loved One Who Has Passed***

Students begin the ideation process with quick, stream-of-consciousness making of lists, reflecting on significant memories or ideas. With these lists, students create a story. Students draw, trace, and/or collage into small 6-page mini-magazines they create. The zines are then copied to create multiples, and students can trade them with others.

#### ***Cast Your Hand Holding an Object***

Students use Sculpy® to make small objects based on the stories created in the zines. Then their hands are cast while holding the objects. This prompts learners to consider symbolism and metaphor in storytelling and translate ideas into a 3dimensional form.





**Christine Mac Shane** has been a working artist for over 30 years. Christine has worked in many mediums, starting with oils and adding acrylics, watercolor and mixed media through the years. Much of her work is in community based settings and includes murals and projects as a teaching artist.

She has been teaching art for over 15 years and is currently teaching independently as well as at The Autism Center, Boys and Girls Club, California Conservation Corps, and part of the Butte County First Responders' Wellness program. She has also taught at the Feather River Cancer Center and Table Mountain School in Oroville. She teaches group and corporation team building and wellness classes. Her goal is to empower others as they remember that they can paint and give them an opportunity to use art as a way to show their unique

vision of their world. In 2023 she is overseeing the design and creation of a mural on the east wall of the Museum of Northern California Art in Chico. She is working with high school students from Inspire School of Arts & Sciences and Chico High School as they collaborate on the "Connection and Inclusion" themed mural.

Christine offers a diverse curriculum including watercolor, acrylic and mixed media, collage, fabric, and found object art as well as art journaling. She has worked with and created classes and workshops for a wide variety of needs, including kindergarten through college classes, at-risk-youth, special needs students, aged and "non-artists," and those suffering from disaster related stress. Each class reflects the abilities and goals of the group and offers each individual a judgment free place to grow in their understanding of the 'why' and 'how' of creating art. Mac Shane's philosophy is that if the mind understands the 'why', then the artist is more likely to observe what they are doing with an eye to discovery and, in this way, learns what their medium will do.

### SAMPLE RESIDENCY DESCRIPTION GRADES K-12

Classes can be created with requested specific techniques and in collaboration with current class topics and goals.

***Nature Journaling*** You don't have to go far to find Nature in all its industry! The class will create a simple sketch book and design its cover as we discuss the intention of the journaling experience. We will become part of a long -standing chain of illustrators who have observed the world around them and have documented what they see for future generations to see. We will focus on specific aspects of the school grounds- grasses, gardens, leaves etc. and will learn about their function and form as we draw and illustrate.

Students will experience the art of seeing...an important part of any artist's discipline. They will learn to draw what they see, not what they know and also, that it is important to know something about what you are drawing/painting so that you are able to bring it to life on the page. The connection to the world around

them and the ability to stop and focus is a benef

it regardless of age or grade.

***Creating a Painting (Story First)***- Students will plan a painting using Content/Composition/Color and Contrast guidelines. They will write or vocalize their subject, why they want to paint it, what they want the viewer to see/feel and what the story is that we will see on the canvas. They will decide on what colors and composition best tell that story as well as exploring different artistic styles to do the same. This will be a multiple day class. Students will learn that ~~en~~ a loose plan will help them create their intention, especially as often, while creating, we are presented with new and differing tangents and must replot our course or stay on it. Various painting styles will be explored and color combining and complimenting will be included.



**Aye Jay Morano** is a commercial artist and illustrator with over 20 years experience. Working as a freelance illustrator he has created designs that are reproduced locally and internationally on t-shirts, posters, and skateboards. Companies he has worked with include Nike, Vans, Rvca, Lakai, and Threadless, At the Drive In, Shirts & Destroys, Santa Cruz, Baker Skateboards, Antihero Skateboards, and Zero Skateboards. He exhibits his work at art shows locally and nationally and speaks to small and large groups about his commercial art career.

See his work at [www.instagram.com/AyeJaysArt](http://www.instagram.com/AyeJaysArt). He is also a published book writer and illustrator. To date he has published six books including *The Graffiti Coloring Book* (Chronicle Books), *Punk Rock Fun Time Activity Book* (ECS Press) and *The Gangsta Rap Coloring Book* (Just Gasp Press).

Utilizing his colorful graphic illustration style, he has created imagery and executed murals for multiple public schools in Northern California at sites in Chico, Corning, and Paradise.



**SAMPLE RESIDENCY DESCRIPTION GRADES K12**

**Create a Collaborative Mural (Grades K**

**-6)**

Students will learn beginning drawing techniques to create imagery for a classroom mural project. This residency will explore the step-by-step process of reproducing imagery to a wall sized mural while emphasizing line, color, and composition. The social emotional learning competency of Relationship Skills is emphasized.

**Create a Selfreferential Icon (Grades 7-12)**

An icon can be defined as a widely known symbol or an image that represents an application, a capability, or some other concept or specific entity with meaning for the user (Dictionary.com). During the course of this residency students will create their own selfreferential icon or personal logo. They will utilize this icon to create an artwork while considering elements of art such as color, shape, and composition. The social emotional learning competency of SelfAwareness is emphasized.



A member of SAG-AFTRA for almost 20 years, **Chris Murphy** found success in Independent Film and Voice-Acting early in his career, and is best known as the voice of Murray in the *Sly Cooper* video game franchise for Sony's PlayStation. His training as a performer, director, and instructor is based heavily on spontaneity and authenticity. Chris studied the Meisner Technique in the Bay Area under Rachael Adler (founder of Studio Magnetic and Waterfront Playhouse and Conservatory), attended classes at the Groundlings Improv Theater in Los Angeles, and spent many hours in workshops on writing, pitching, and producing for both small and large screens. Chris was trained to teach improv and theater games by Aretha Sills, granddaughter of Viola Spolin (the pioneer of modern improv games) and daughter of director Paul Sills (creator/director of The Second City and Story Theaters), and has been teaching his own innovative curriculum to adults and youth in classes, one-on-one sessions, and residencies in grades 6 to 12 and juvenile hall schools. In 2018 Chris co-founded Chico Live Improv Comedy, and recently established a new nonprofit theater company called *Dream Machine Productions* which will launch in 2021.

### SAMPLE RESIDENCY DESCRIPTION GRADES 2-8

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Chris believes that theatre games and exercises can facilitate teaching in a way that connects the student to both the subject matter and to something that is elemental and universal to all human beings. Rooted in storytelling, the versatility of improv and theater exercises makes them easy to integrate with Science, History, and Literature/ELA.

#### ***Alternate Version Theatre***

This residency emphasizes intuition, curiosity, and critical inquiry. A simple story is chosen or assigned. Students are divided into groups and choose characters. Each group discusses the story, and then assigns new narrator and hero to the story and then practices retelling and acting out the new version. Students portray characters or generate sound effects as they perform their stories for the class.

#### ***The Monologue Anthologies/Letters From...***

Students selected are assigned a character in a story, scene, or historic event. Students search the story's text for facts about the setting, characters, and circumstances. Students develop a character history based on gathered facts and use their imaginations to fill in the gaps. Students write and perform a monologue based on their characters' inner world. Each character tells a subjective version of the facts.



**Julia Murphy** is the co-founder of [Pedal Press](#), a community screen printing project. Created in 2017, Pedal Press designs and creates screen prints for event-based participatory printing. Murphy also leads standards-based workshops for youth through the Chico Park and Recreation Department, the North Valley Boys and Girls Club, and Stonewall Alliance. Murphy's focus as an art educator is on empowering students to identify and value their own creative process and to expand their idea of what art is and does – including who has access to art: both as a consumer and as a producer. Murphy has been a working graphic and fine artist for 30 years and holds a Single Subject Teaching Credential in art.

Murphy uses the broadest, most inclusive definition of "artmaking," including craft art, outsider art, and folk art. She believes all forms of artmaking are valid and deserve a seat at the table that's often reserved exclusively for fine or high art. For example, she sees critique as being central to not only artmaking, but to thinking critically in general, and she works to create a structure and environment where students can engage kindly and genuinely in a standard critique process. Find out more at [pedalpress.org](#).

### SAMPLE RESIDENCY DESCRIPTION **GRADES 9-12**

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#### *Hearts and Minds: Movements and Messages*

Students discuss, identify, and analyze how their understanding of the world is affected and impacted by how they experience visual imagery. Students research and investigate youth movements and the art that came to represent those movements. Using the printmaking acetate method, students create two color screen prints based on examples of activist art they have seen.



**Kathy Naas'** passion for music brings children and adults together to create rhythmic connection, woven with compassion, energy and joy! Wellness centered empowerment drumming provides the opportunity for creativity, self-expression, and active meditation. Incorporating the Arts into her lessons with both children and adults has become a living legacy of Kathy's.

Kathy has studied World Music Drumming, including a program for children ages four through seven called 'Drumming Up the Fun.' She is a trained facilitator in the Group Empowerment Drumming program *HealthRHYTHMS*, a wellness, mindfulness protocol with mentor, Christine Stevens. Through UCLArts and Healing, Kathy is a certified *Beat The Odds* trainer, an evidence based trauma informed drumming program for children grades three through six, with a focus on Social Emotional Learning.

Kathy is a celebrated educator with a strong passion for music and visual arts. She taught in grades K through 7 as a classroom teacher and as an Arts Specialist. She was instrumental in creating school wide arts education projects at Rosedale and Chapman Elementary Schools in Chico Unified School District. Now retired from full time teaching, Kathy has founded *Within Reach Rhythm* and conducts mindfulness and healing centered facilitated drumming workshops. Kathy also volunteers in Kinder and 1st Grade classes at Chapman Elementary School with rhythm sticks and storytelling utilizing a host of percussion sounds. One of Kathy's greatest joys was creating and developing a performance drumming group, *Los Tambores de Chapman* from 2009 to 2020. Kathy has also served as the Educational Liaison for the afterschool program, *La Casa de Los Niños* Lo de Marcos, Nayarit, Mexico since 2007 where she plans, coordinates projects, and provides staff development to the teachers and founders for several months each year.

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#### SAMPLE RESIDENCY DESCRIPTION GRADES K-2

##### *Rhythm, Rhyme & Storytelling*

Using Rhythm Sticks, poetry and short stories, the children will learn how to play simple rhythms as well as learning about various families of instruments. A host of unique instruments will be used to emphasize storytelling focusing on characters, plot, and sequence to enliven the stories.

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#### SAMPLE RESIDENCY DESCRIPTION GRADES 3-5

##### *Beat the Odds®*

Beat the Odds® is an evidence based and trauma informed program that integrates activities from group drumming and group counseling to build core strengths such as focusing and listening, team building, leadership, expressing feelings, managing anger/stress, empathy, and gratitude.



While **Bonnie Parkin** 's primary art form is visual art, her work incorporates elements of dance and study of the human body. An example of Parkin's artwork is a current series called "Energy of the Body," which incorporates uplifting scenes with figurative subjects using dance poses. Her love of dance and respect for the abilities of the body are present in her work. Another favorite medium is collage using printmaking with Gelli plates, homemade paper, and other fibrous materials. These collages typically depict remembrances of an event or a relationship that is broadly relatable. Parkin has taught elementary fine arts for 16 years. Having earned a Bachelor of Fine Arts from Pacific University in Oregon, she can integrate the four disciplines of art in lessons.

### **SAMPLE RESIDENCY DESCRIPTION GRADES 1-5**

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Parkin's approach to lesson planning integrates the Arts with another subject. A theme is chosen such as an artist, a culture, literature story, or a science subject. Students create a visual art work, then incorporate either dance, music or theater to complement the visual art. For example, using Alejibres, a folk art from Mexico, students learn about the history behind the art and then draw and color a version of their own using art terms to teach about art. Then the Mexican La Raspa can also be brought in to show a folk dance from the culture. This process teaches about a subject as well as learning the elements and principles of art in all art areas. Subjects and techniques for integration for residencies may include:

- Social studies through study of folk art or the lives of influential artists
- Science using observational drawing
- Math utilizing the study of shapes
- ELA utilizing a work of literature as the subject of an art work
- Printmaking with Gelli plates incorporating collage on multiple themes



For **Reta Rickmers** making art is about processing experiences and enjoying the act of creating. She plays with color, pattern and texture, while putting layers of images and meaning into the paintings. She contrasts realism and abstraction and commonly produces series of works. Subjects include Americana (a series of small paintings featuring nostalgic icons); towers of Italy, Croatia and Slovenia and their changing perspectives; decay in the layers of life and history on the doors of Merida, Yucatan, Mexico; and birds which to Reta represent freedom and fragility in equal measure.

As a teacher Reta encourages students to express their ideas and feelings artistically. She retired in 2019 from Pleasant Valley High School in Chico where she specialized in teaching drawing, painting and community-based student-centered projects to promote creative thinking and entrepreneurship. She received the National Art Educators Association Award for Outstanding Secondary Art Educator in the Pacific Region and the California Art Educators Award for Outstanding Secondary School Visual

Art Educator.

### SAMPLE RESIDENCY DESCRIPTION GRADES 912

The goal of Rickmers' lessons is to give students the tools they need (art skills) and then challenge them to go beyond cliché by thinking and using their brains. Students are encouraged to be personal in their approach to works and to develop their own unique styles. Art is communication and artworks should express the individual and help them process their lives and experiences. Art history and contemporary culture is incorporated into the curriculum. Art vocabulary is taught and used to express ideas about art. Brainstorming, in-process feedback, writing, personal reflection, self-evaluation, and class critiques are key parts of the process. Examples of projects include:

- Collaborate with core subject teachers to integrate art into any lesson
- Create a color pencil mandala to help process a traumatic event
- Illustrate the lyrics to a meaningful song in mixed media
- Learn about nature through watercolor studies
- Learn lettering while illustrating a quote from literature





**Carolyn Steele** is an accomplished performer, musician, singer, and song writer. She has performed with local groups such as *The Feather River Cloggers*, and a trio called *The Classicals*. She is accomplished in piano, guitar, and ukulele, which is the preferred instrument for teaching young students since it is easy to learn, transport and relatively inexpensive to purchase. One of her songs about the Town of Paradise was recently illustrated and published as a book. See a video of the book for which Carolyn sings the song she wrote, plays

keyboards, and mixed the rhythm tracks [here](#).

Carolyn Steele is also passionate about teaching and kids! She developed classroom ukulele programs at three elementary schools in Paradise, directed elementary choruses, and taught Visual and Performing Arts to 3<sup>rd</sup> – 6<sup>th</sup> grade students. She developed a theater program for 9<sup>th</sup> – 12<sup>th</sup> grade students called Musical Production which encouraged students to develop their performing talents. She recently retired from a full and rewarding 37 year teaching career with the Paradise Unified School District where she received a Teacher of the Year Award.

#### **SAMPLE RESIDENCY DESCRIPTION GRADES K-6**

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Carolyn has many possibilities for lessons depending on what is desired and appropriate for the grade level. She has access to classroom sets of ukuleles, and can teach a ukulele unit for grades 4-12. She enjoys teaching the joy of singing and rhythm using her keyboard, ukulele and rhythm instruments. She has also developed a fun and effective approach to teach music notation and composing using different colored cups. Native American language syllables are attached to a colored cup and note value to help students easily and quickly learn rhythmic values. Having been a classroom teacher in grades K-5, Carolyn knows how to manage a room full of enthusiastic students and enjoys integrating lessons into other content areas.

## Sensei David Isamu Tamori VISUAL ART



While much of **David Tamori's** career as an artist and educator has centered on visual art, he is also a musician and a performer. He is an accomplished drummer and drum maker, a member of the Oroville Community Choir, a performer in many local theatre productions, and a founding member of the Artists of Rivertown, a group of Oroville artists who currently teach and exhibit at the Artists of Rivertown Studio in downtown Oroville. David's personal visual art practice often uses nature as its subject positioning it in the context of the need for sustainability.

As an arts educator, David taught at Oroville High School for 30+ years teaching Basic Drawing, 2D Design, and Painting in Watercolor and Acrylic. He is comfortable teaching a wide range of media and arts disciplines including watercolor, acrylic, charcoal, pen and ink, simple printmaking, graphic design, sculpture, ceramics, lost wax casting, jewelry making, ballroom dancing, hand drumming, theatre improv, and choir.

David has attained national recognition as an arts educator. He received the National Art Educators Association Award for Outstanding Secondary Art Educator in the Pacific Region and the California Art Educators Award for Outstanding Secondary School Visual Art Educator. He also contributes to the field through hours of service. He served on the development committees for the Praxis, CSET, and National Board for Professional Teaching Standards. He is an ongoing consultant for the College Board Advanced Placement Art and Design Program, Western States Region. He is a Chief Reader/Scoring Leader/Rater for the Praxis Arts Assessment and locally, Chair of the Oroville Arts Commission, and a proud U.S. Army Veteran.

### SAMPLE RESIDENCY DESCRIPTION GRADES K-12

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David is interested in working with students from all grade levels. He is eager to collaborate on arts based or arts integrated lessons with any teacher who would like to investigate using the Arts to help their students learn to accept themselves and to nurture their confidence to enable them to follow their individual voice. David's guiding philosophy is that civilization cannot survive without an understanding of the importance of aesthetics.



Tazuo Yamaguchi has been inspiring, entertaining, educating, and empowering folks of all ages worldwide for over two decades. He holds a Bachelor of Arts in media arts and a Master of Arts in education. He specializes in concept creature design for the entertainment industry and worked with George Lucas and many high-tech creative entities. A current style he is exploring is known as “IPaintCreatures” (IPC@Instagram.com), which is one of the concepts he integrates into his educational residencies. Yamaguchi offers an artistic experience that uses performance

poetry, visual storytelling, and the application of media arts as vehicles for learning and empowerment. Through the creation, performance, and publishing of one’s own mythology, students acquire self-knowledge and awareness, providing them essential life skills to work through adversity and many of life’s challenges. See Yamaguchi’s latest projects at IPC@instagram.net.

### SAMPLE RESIDENCY DESCRIPTION GRADES 3-12

#### *Creating Your Own Mythological Creature*

Students are presented with many working examples of mythological creatures from history and modern media franchises. Students learn how each started as an original idea that had never been expressed before. Then students are guided to create, write about, and present their own original imaginative mythological creature. By researching their own cultural background and applying the mythological thinking process in their imagination, students are able to articulate original ideas and bring forth discovery of self-knowledge and originality. Students gain an awareness of their own unique attributes, the ability to express an original idea, and the skills to confidently share their ideas with peers.

#### *Creating an Original Comic Strip*

Examples of popular comic strips including some of Yamaguchi’s own creations that are presented to students. They are shown various processes of idea creation and how it is directly related to their own life experiences. Students learn how the funny comic strip can bring joy and light to any of life’s difficult situations by allowing one to express and communicate those situations in fun, engaging ways. Then students are guided through simple drawing construction, composition, and final layout to create their own funny comic strip. Students have the option to share their work and process by publishing it on social media.

#### **Contact:**

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## Teaching Artists In the Schools

Social & emotional learning through the arts

