

Bunnell Street Arts Center

Artist in Schools Teaching Roster

Deland Anderson: painting

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Dipping a small stick in tempera paint, I build landscape of dots that tingle with a visual rhythm, pattern and symmetry. Kids and teachers delight in this technique using q-tips, chop sticks, bamboo skewers, or wooden dowels to apply the paint. I contextualize my lessons within world culture and history, showing various examples of the use of dots in painting. We explore several Alaska Fine Arts Standards in demonstration, discussion and practice.

Gwendolen Chatfield: music, dance, drama

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Available only in April 2018

Gwendolen is a British musician/ actor/ ethnomusicologist. She holds a Bachelor of Arts in Social Anthropology from The University of Edinburgh and a Masters from The Royal Conservatoire of Scotland. Since graduating she has worked extensively in music and award-winning theatre productions in both a performance and composing capacity (credits include New York's Off Broadway, London's West End, Shakespeare's Globe, The Old Vic, Edinburgh Festival). Gwendolen hosts a world music show on London's 104.4 Resonance FM and is a regular contributor of ethnomusicological related audio-slideshows to the BBC. She was Artist in Residence at Bunnell in 2016 and an Artist in Schools in 2017.

Workshops for grades 3 – 12

These workshops can be as single sessions or in series. The singing and drama workshops can be tailored to fit with school curriculum / lesson themes.

Ceilidh dancing is a fun, energetic form of social barn dancing from Scotland/ Ireland. Danced in pairs or groups, the dances are quick and easy to learn and accompanied by traditional celtic jigs and reels. Ceilidh is high energy, a wonderful team-building exercise and challenges both mind and body.

A-capella singing is group singing without instrumental accompaniment. The workshop aims to build singing confidence regardless of age and musical

ability. Participants will learn rounds and canons before advancing to full songs with close harmonies. An uplifting, energising class that teaches pupils about posture and breathing but through the joy of singing.

Drama is a vital part of building confidence, cooperation and imagination through play. These workshops will focus on building skills in improvisation and equipping participants with a basic toolkit to create characters, build scenes and work together to devise their own short pieces.

[The Singing History Project for grades 8-12](#)

Run as a series of workshops this project aims to connect elder members of the community with teenagers thereby providing a structure which encourages intergenerational connection whilst simultaneously celebrating and documenting rich cultural and oral histories. The project aims to encourage young people to take an active interest in the history, language and heritage of the area in which they live. Elder members of the community are invited in to tell the story of their lives to the group of participants. The historical context and themes of the story will be explored through musical and drama-based games before the group are set the task of writing their own songs inspired by the story. These songs could culminate in a final sharing to parents or with the community radio. A more detailed proposal can be provided for anyone keen to know more about how this project might be facilitated. Would suit students with an interest in music, drama and social/cultural history. Gwendolen has also run this as a drama project resulting in short plays being devised instead of songs.

[Sharlene Cline: Chinese brush-painting, collage](#)

Homer, Alaska
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*Completed Homer Teaching Artist Academy 2011

Specialization: Chinese brush-painting, collage and cross-cultural activities
Age Levels: all

Chinese brush-painting, collage and cross-cultural activities: Students are immersed into Chinese brush-painting (same as Japanese Sumi) and Chinese culture: Mandarin language, folk stories, and art history. A nurturing environment is created in class where we eliminate the words "I can't," "I'm not good at it," and replace them with "I'm trying my hardest." These simple phrases alter the classroom, and students let go of their self-critic, flourish as artists, and have fun! I studied with a master Chinese painter in Taiwan for three years, exhibited nationally, and taught Chinese brush-painting to kindergarteners through adults.

Linda Infante Lyons: paintings, murals, portraits

Anchorage, Alaska

(907) 351-4478

linfantelyons@yahoo.com

www.lindainfantelyons.com

*Completed Anchorage Teaching Artist Academy Fall 2011

Specialization: fine art, painting, drawing with a focus on collaborative murals.

Age Levels: all

I can teach in a classroom, although an art room, with running water for easy clean-up is a plus. I especially enjoy visiting remote Alaska villages. I am a full time professional artist specializing in painting. My residency experience has included several collaborative permanent murals. The process of collaborative murals allows students to create and work as a team producing a permanent piece for the community. My residency begins with a PowerPoint presentation and slide show of my work, a talk about life as a working artist, which includes teaching, painting, exhibits and work on commercial projects and movies. Students learn basic painting techniques with tempera paint on paper before working on a larger scale piece. Some of my residencies have focused on self-portraits, plant forms, birds and Latin American art. I speak fluent Spanish and lived in Chile for 18 years and have done residencies in Spanish immersion schools with a Latin American art theme. I also have a degree in Biology and love to incorporate science with the art project.

David Kaufmann: ceramics

Homer, Alaska

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www.dkaufmann.com

*Completed Ketchikan Teaching Artist Academy October 2015

*Completed KPBSD Teaching Artist Academy September 2016

Age Levels: all

Considerations: A kiln is helpful, but can sometimes be improvised I have a background in Pottery and Ceramic Sculpture, and a healthy curiosity for the life of the modern day human on Earth. I will explore locally harvested clays and teach about their geologic history and potential for artistic expression. This kind of activity is not only useful, educationally, and buoyant for the spirit, but it is

also activity that ties us tightly to generations of our past selves, across millennia.

Art Koeninger: jewelry making, metal smithing, lost wax casting

Homer, Alaska

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akoeninger@acsalaska.net

www.spiritmountainalaska.com

Age Levels: Elementary, Junior and High School

Considerations: Water, electricity. Most schools do not have the necessary equipment for these residencies, beyond an occasional propane torch. I travel with sufficient tools for an average class. A centrifugal machine and burnout kiln are generally necessary for the casting, which I can supply. My students learn the synthesis of ideas, tools and materials into finished products of which they can be proud. They gain confidence expressing themselves in a new medium, while applying practical reading, mathematical and other problem-solving skills. Utilization of local materials and "homestead" techniques may encourage them to pursue this work, as can my example as a rural, professional artist. Even so, skills in metal fabricating, soldering, forging and casting may have some practical application in later life such as metal repairs, or in combination with other crafts.

Kim McNett: nature journaling, scientific drawing, print-making

Homer, Alaska

(907) 435-7480

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www.kimsnaturedrawings.com

Age Levels: all

Nature journaling fosters a connection to local place through observation and interpretation of the environment. Using drawing and journaling techniques, students will explore the biome around their school. Taking an interdisciplinary approach, students with analytical tendencies will explore their creative potential, while naturally artistic students will find science easily approachable. I am happy to work with teachers to integrate themes as desired.

Other considerations: Digital or light projector (e.g. smart board) is helpful.

Deborah Piper: ceramics and visual arts

Fritz Creek, Alaska

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*Presenter for Homer Teaching Artist Academy, 2011

Specialization: visual arts, ceramics

Age Levels: pre/K - 6

Other Considerations: a room with a sink and a kiln are needed. Working with clay is the perfect medium to nurture creativity and confidence in young artists. I have a repertoire of ceramics lessons to choose from, developed during my years as an elementary art teacher. While teaching specific ceramics techniques, we will explore the expressive nature of our personal creations. Our focus will embrace process, product, and lifelong learning.

Jimmy Riordan: printmaking and book arts

Anchorage Alaska

907 317 0215

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Specialization: Printmaking, book binding, paper making, and illustration

Age Levels: All

I enjoy working with all ages and have experience teaching preschool up through college level. My lessons include simple book making, pop-up, silk screen T-shirts, drawing, cartooning, linoleum and wood block printing. It is my goal to introduce processes and teach skills that can be utilized by students and teachers after my departure and that can be tied into the schools individual history, location and/or their existing curriculum. In this way I am very flexible, eager to develop themes collaboratively with teachers. This is also why I choose to bring in tools, instructions and materials that can be left behind and focus on techniques that do not require expensive or heavy equipment, like non adhesive book binding, paper-making from recycled and natural materials, pasta press printing, or cereal box etching.

Tamara Rothman, Shakespeare, youth theatre, movement

Talkeetna then Homer, Alaska in December 2017,

907-223-9601

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*Completed KPBSD Teaching Artist Academy September 2016

We take a selected script and stage it, or work with kids through theatre games to write their own vignettes around a theme. Fairy tales or fables work well for K-3. Fourth and up can enjoy age-appropriate scripts or doing research around a theme to write their own. I had a month with a 5th/6th combo years ago who were studying early American history. Partners researched characters from history and wrote one page reports based on their life stories. We edited them into dialogue and strung them together as a series of vignettes. This also works well when the children research personal heroes, living or dead. Theatre skills help to develop self esteem and communications skills, as well as empathy, one's world view and how to work as an ensemble.

[Lindianne Sarno: music and composition](#)

Homer, Alaska

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Specialization: music education (violin, viola, piano, guitar, ukelele, voice, percussion), composition, songwriting, and ensemble coaching

Age Levels: Elementary through Adult

I teach individual music students in my studio. At schools I coach music groups, duets, quartets, choruses, orchestras, bands. For a workshop or class we identify who wants to play what instruments, and sort out who plays and sings at beginner, intermediate and advanced levels. We choose what kind of music we want to play (folk, classical, originals, pop, rock, Beatles, bluegrass, jazz for example) and formulate a show. The show can include songs and compositions on a theme, for example historical Seldovia, Alaskan pre-history, beauty of Alaskan land and sky, freedom, peace. Students and I write out the music with appropriate parts for each level of player, including opportunities for improvisation. We study the music theory behind the music so everyone understands the music and can play the scales, chords and rhythms inherent in the music. We rehearse in sections and together as a large group. We schedule the performance, promote the show, and perform the show. Music students who have gone through this process will be qualified to participate in community music groups and to form their own musical groups. Values emphasized are cooperation, helping each other to learn, the value of practice, discipline when the group is rehearsing together, the attainment of perfection in music, consideration and thoughtfulness towards each other and our audience, gratitude and graciousness to fans after the performance.

Jocelyn Shiro: Jazz dance

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Age Levels: All

As a jazz dance instructor, I impart skills in listening to and moving to different rhythms and styles of music, incorporating elements of jazz dance technique and concepts of level changes, body shape formation, dance improvisation, speed variations in movement, isolated body movements, and floor work. I will also impart knowledge on the history of jazz dance and how it evolved in this country.

Allison Warden: theater, music, storytelling, rap, movement

Anchorage, Alaska

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Inupiaq actor, playwright and rapper, Allison Warden, aka "AKU-MATU" empowers expression and creative confidence in youth of all ages through her multi-dimensional workshops, drawing on music, movement, storytelling and theater. Allison has a degree in theater, experience as a highschool drama teacher, and she has performed and toured internationally.

For Middle and High School Students:

"Try Rap" - Students collectively are empowered to write a group poem in rap format, around a theme. All of the students learn to rap together and every single word in the poem is written by them. The exercise takes about four and a half hours and at the end the students perform their rap - either for other students, or for a larger audience. Through the workshop, the students learn to truly collaborate and make group decisions. The end result is empowering and fun to share.

For younger student groups:

"Try Act" - In this workshop, students learn how to share stories through the process of becoming group "statues". Statues don't speak or move, but they can convey a story with a beginning, middle and end. This workshop takes about three hours and then it will be changed to allow the students to compliment the older students and their performance. The students learn movement, story structure and they learn to work independently as a team. How far this workshop can go depends on the level of the students.

Ann-Margret Wimmerstedt: encaustics, fiber, Artist trading cards

Homer, Alaska

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Age Levels: All

When I moved to Homer 14 years ago from Southern California, I was unsure at how living in Alaska would affect my artistic life. Would I paint mountains, trees and eagles? I found that instead of being influenced by the external sights of Alaska, I was offered a richer internal existence from the community of artists in Homer. The opportunities available for artists here opened me up to other medias and subject matter. I trained in drawing and painting, earning a Bachelors of Fine Arts from California State University at Long Beach. I work with encaustics, fiber and Artist Trading Cards.

Eddie Wood: percussion, social dancing, storytelling, theatre
improvisational movement,

Homer, Alaska

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Participant in John F. Kennedy Center for the Performing Arts' Seminar, Artists as Educators

Age Levels: All

Other Considerations: Bilingual – Spanish/English

World Percussion Music in Traditional and Modern Styles, Partner Social Dancing, Storytelling, Improvisational Movement and Theatre: A world of percussion instruments and a planet full of stories find homes in classrooms of positive risk-takers. We groove with grace and when in doubt...dance! We explore sound, movement, and storytelling, blended with improvisation towards a performance of our own making. Students, teachers and community share art that reflects who we are and what makes us wonder. Rhythms organize the mind and harmonize the heart."

Martin Zeller: Improvisational Theatre

Homer, Alaska

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Ages: Grades 3 -12

With improvisation one enters the stage with nothing and therefore everything is possible. It is playful, risky, personal, and accessible. Improvisation requires collaborative and creative strategizing and problem solving, active listening and observing. Students develop new thinking strategies, an increased level of personal and collaborative aware, and a sense of their own creative spontaneity. My goal is to offer students an opportunity to explore this creative discipline without fear of "failure". I bring a professional and experiential understanding to the developmental transitions of youth and an acceptance of each student's personal narrative. I am excited about teaching and strive to take advantage of the learning moments for each student. Students love the play and the surprises. Improvisation is a formidable creative pathway in which they learn and succeed."