

FY23 Creativity Consultant Project
Teaching Artist Directory

	<p>TAHIRA (Teaching Artist) is a storyteller, poet, vocalist and musician with a Bachelor of Arts (BA) from Temple University's School of Communication and Theatre. TAHIRA is the recipient of the 2021 New Jersey Governor's Award for Distinguished Service in Arts Education. TAHIRA is lauded for her outstanding contributions to Oral Literature that blends song, poetry and story. TAHIRA's high-energy workshops and performances delight listeners of all ages. TAHIRA's in school assemblies and professional learning workshops include, Folktale Fun, Stories & All That Jazz, Freedom Stories, Gift of Story, Kwanzaa Tales, Stories of Africa and A Hard Story to Tell.</p>
<p>Programming Format Availability</p>	<p>My programs are available via the following formats: In Person (include geographic boundaries if preferred) Live-streamed (Zoom, google meet, etc) Recorded Hybrid (Combination of recorded with Live Q & A with the artist)</p>
<p>Culturally Responsive Arts Education (CRAE) areas of expertise?</p>	<p>Decolonizing the Curriculum: Going beyond superficial tactics, such as simply adding diverse viewpoints and voices to classroom resources, by demonstrating how to courageously face your inherent biases and start to eradicate those biases from your practice. Centering Students in the Story: Students feel safe, heard, welcomed and seen when there are stories that reflect them. Building Community through Storytelling: How is sense of community built in the classroom? How is space created for students to bring their cultural mores into the classroom?</p>
<p>Example of lessons/units co-created with teachers</p>	<p>Freedom Story Assembly, Everyday People, Collection of Voices Through Song</p>
<p>Hopes for a co-teaching partnership</p>	<p>I hope that the CCP experience is more of a professional learning opportunity for both artist and educator rather than the artist being a guest instructor and the educator a mere observer.</p>

	<p>Summer Dawn (Teaching Artist) is a playwright, director, actor, singer and teaching artist with a background in communications. Her work has been highlighted in numerous festivals including the Downtown Urban Arts Festival, the New Jersey Young Playwrights Festival, FringeNYC and more. She is the founder and director of <i>In Full Color</i> (IFC), an organization that empowers women of color and other BIPOC of marginalized genders through education and the arts. IFC has received two commendations from the New Jersey State Assembly and the inaugural Jersey City Arts Council's Performing Arts Award. Summer is the co-founder of <i>68 Productions</i> and the winner of the Permanent Career Award in Literature from the Society of Arts and Letters-NJ and the N.J. Governor's Award in Arts Education.</p>
<p>Programming Format Availability</p>	<p>My programs are available via the following formats: In Person (North Jersey or located near NJ Transit rail stations -- I don't have car access! I most often work in Jersey City, Newark and Paterson) Live-streamed (Zoom, Google Meet, WebEx, Microsoft Teams, etc.) Recorded Hybrid (Combination of recorded with Live Q & A with the artist)</p>
<p>Culturally Responsive Arts Education (CRAE) areas of expertise?</p>	<ul style="list-style-type: none"> - Uplifting and centering historically and presently excluded voices, especially BIPOC and LGBTQIA+ folk - Encouraging audiences of all genders and colors to recognize and embrace their intersectional identities - Using theatrical performance, first-person monologues, poetry and other performance art forms to share stories and foster empathy - Creating original stories or curating story selections that honor students' home cultures - Guiding audiences of all genders and colors through writing prompts to share their stories and honor their identities - Artist's Home Cultures and Identities: Asian (Chinese, Filipino), Hispanic (Spanish), bisexual, queer, LGBTQIA+, Spanish-speaking, urban hometown
<p>Example of lessons/units co-created with teachers</p>	<p>Summer provides curriculum development and facilitation for the Dodge Theatre to Learn grades 2-5 residency. Summer has participated in Young Audiences Anti-Racism program development cohort, resulting in her programs Poetry as Activism and Walk the Walk. Summer is a facilitator of Josh Campbell's program Black Futures. She also co-created a Family Arts and Creativity program for the Anti-Racism suite with photographer Erik James Montgomery, called Becoming Culture Champions.</p>
<p>Hopes for a co-teaching partnership</p>	<p>I hope we can all learn how to deepen our teaching practice together!</p>



Kate Marie Scavi, M.Ed. (Teaching Artist) is an Artist and Educator specializing in Arts Integration, Socio-Emotional Learning, and Culturally Responsive Art Education. She holds a M.Ed. in Art Education, and a NJ K-12 Art Teacher Certification. Currently, she is obtaining a Masters Degree in Clinical Mental Health Counseling with a Certification in Expressive Arts Therapy. She has worked as an Artist Educator for 21 years, and has taught all age levels with a specialty in Professional Development. She served on the faculty at Tyler School of Art's Art Education and Community Arts Practices Department from 2018-2022, and has been with YANJ/EAP since 2011.

Below is a pedagogical statement about her teaching practice.

"My visual art workshops are about discovery through experimentation with the creative process. I embed mathematical and scientific reasoning, as well as writing, speaking, and personal reflection into the work. Although I guide my students to learning objectives, I never instruct my students towards a "finished product." Instead, I give students tools such as technique and guidance on concepts to allow them to find their own answers.

I believe art making is a roadmap to liberation. Art Making is a kind of alchemy, a chance to wield objects, materials, our bodies within space to amplify our interior worlds: our fantasies, dreams, memories, thoughts, and interests. I believe every human being is an artist, and my work as an educator is to serve as a guide to help others uncover their limitless creative potential and help build bridges.

Many people have been taught a limited view of what art should be, what is right and wrong. I work to deconstruct that binary, and give people the chance to see that everyone has access to the ability to be an artist, as long as they feel empowered to name and claim it. I work to give my students the chance to wield their internal magic wand, and create the world they imagine."

Website: www.katemariesclavi.me

Programming Format Availability

My programs are available via the following formats:
 In Person (Can travel up to two hours surrounding the Philadelphia area)
 Live-streamed (Zoom, google meet, etc)
 Recorded
 Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

Visual Arts
 Trauma Informed Care
 Feminist lens
 Anti-Oppression
 Socio-Emotional Learning
 Working with Special Populations

Example of lessons/units co-created

<https://docs.google.com/document/d/1RiqaTSWciU31puDG7iV11OTAocqbV0HS0crFnDCyLH8/edit>

with teachers	
Hopes for a co-teaching partnership	<p>I've been a Creative Consultant since the inception of the program, in 2012. Over the years, I have grown with the program and have identified some best practices to approach this work. My hopes are to make this work do-able, integrated within an already existing curriculum, not "extra work" for a teacher but rather another tool or process they can use to teach their content, and to work with staff to bring out their own creative gifts. My hopes are to make this work custom-made toward the teacher I am working with, to listen and work with a collaborative process to ensure that we are creating ideas that can be achieved in the classroom, and feel comfortable for the teacher I am working with.</p>



Erik James Montgomery (Teaching Artist) is a fine art photographer, educator, and artist who focuses his lens on cultural and social justice themes of our time. Initially self-taught, Montgomery went on to study at the Academy of Art University and Columbia University. Erik has showcased his photography at various museums, galleries, and universities over the past 25 years.

In 2011, Erik founded The Erik James Montgomery Foundation. The EJM Foundation is a non-profit organization dedicated to instructing youth, college students, and elders in the artistic development of analog and/or digital photography. The Foundation also creates public works of art in under-resourced neighborhoods in order to transform blight into beauty.

In addition to photography, Erik also serves as an Art Educator, Teaching Artist and Workshop Facilitator. Erik provides school-age through college-aged students mini lessons, and short through long term residencies. Erik also facilitates anti-racist and culturally responsive workshops and trainings for schools, administrators, and various community and professional organizations.

Erik is on the roster of instructors at Young Audiences where he teaches “Exposures: Old and New School Photography” for 3rd-12th graders. He is also one of the facilitators for their anti-racism programming. Through art exhibitions, photo-education, public photography murals and various collaborations, Erik James Montgomery plans to impact the world one photograph at a time.

Programming Format Availability

My programs are available via the following formats:
 In Person (include geographic boundaries if preferred)
 Live-streamed (Zoom, google meet, etc)
 Recorded
 Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

Erik James Montgomery creates “tailored-programming” for the residencies and workshops he facilitates. Programming can include the following: Culturally Responsive Arts Education (CRAE), Social Emotional Learning (SEL), Arts Integration (AI) and much more. Additionally, Erik is easily able to weave in various levels of Anti-Racist Education practices into any desired programming.

Example of lessons/units co-created with teachers

Newark Public Schools teamed up with the Newark Museum then the Montclair Art Museum to implement the NAIL Program (Newark Arts In Literacy) using Visual Thinking Strategies.
<https://www.youtube.com/watch?v=8jKp7zSSBu8>

Hopes for a co-teaching partnership

I hope to discuss with any interested teachers, administrators, or organizations on how to utilize the art of photography to build healthy self-esteem and positive self-imagery in the students we serve. This is accomplished under the umbrella of interactive and responsive education.

	<p>Molly Johnson (Teaching Artist) has her own printmaking studio, Social Animal Press, in Ocean Grove New Jersey where she practices woodcut, lino-cut, silkscreen and intaglio forms of printmaking. She has been a practicing and exhibiting artist for over 20 years, and in that time has received many awards including a full fellowship to study printmaking at The Ohio State University and recognition with New Jersey Governor's Awards for Distinguished Teaching Artist in 2012 and 2020. She has worked in museum education, taught printmaking to graduate students, worked at the National Endowment for the Arts managing federal partnerships focusing on youth and prevention issues. In the midst of the pandemic, she established a national project, Exquisitely Connected, which has supported creative expression in these stressful times for students of all ages from all over the country.</p>
<p>Programming Format Availability</p>	<p>My programs are available via the following formats: In Person Live-streamed (Zoom, google meet, etc) Recorded Hybrid (Combination of recorded with Live Q & A with the artist)</p>
<p>Culturally Responsive Arts Education (CRAE) areas of expertise?</p>	<p>Using basic elements and principles of design (line, shape, color, size, etc.) to guide students of all ages and backgrounds to an understanding of language, communication, and community. Whether using the simplest and most inexpensive of materials, or complex techniques of printmaking or 3-D artmaking, students are led to discover communicative abilities within themselves that connect them to emotional awareness and awareness of others. All abilities are celebrated by starting simple: students first find excitement in expression, then are offered multiple avenues to apply their expression, analyze it, and share their interpretations in the group. This is the approach taken in long-term residencies, whether developing puppets, creating abstract visualizations of mathematical concepts, or developing scenes/props for murals or theatrical production.</p>
<p>Example of lessons/units co-created with teachers</p>	<p>Ms. Johnson has worked with schools to create visual arts, design-based strategies to help students improve language skills, process challenging current events as well as curriculum areas within the Holocaust and American history, understand sequencing in early reading and social studies classrooms, and connecting more personally to ancient history by taking a modern approach to Books of the Dead. She developed "Color Orchestra" as a tool to explore math concepts as well as social emotional learning, and even brings these concepts into work with puppet-making. All is grounded in helping students use their visual expressions as springboard for communication.</p>
<p>Hopes for a co-teaching partnership</p>	<p>I hope to hear what a classroom teacher needs and co-create tools to provide a fresh arts-based approach to that need. My approach is to have the plan and also read the room, allowing students to become a critical part of the evolution of the lesson. In this way, the educators remain open to expanded teaching opportunities and community-building within the classroom, and the students become invested learners.</p>



Alex Shaw (Teaching Artist) is a Philadelphia-based musician, sound artist/composer, cultural producer, and arts educator. Intercultural, interdisciplinary collaborations and compositions merging percussion traditions, vocal textures, field recordings, and digital imagination encompass his current artistic focus. Alex is a practitioner of diverse cultural music traditions and has curated platforms for other BIPOC performing artists. His teaching artist career spans two decades, facilitating interactive participation and dialogue to amplify intergenerational voices by activating creative spaces for self-reflection, cultural responsiveness, and social change. Alex holds a BA from Swarthmore College and an MFA from California Institute of the Arts.

Programming Format Availability

My programs are available via the following formats:
 In Person
 Live-streamed (Zoom, WebEx, Google Meet, etc)
 Recorded
 Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

Alex’s teaching artistry is grounded in community-based cultural traditions of Brazilian drumming ensembles, and Capoeira Angola, an ancient African-Brazilian martial art form developed as a form of self-defense, cultural resistance, and liberation against racial oppression. Cultural values embedded in this work include the use of oral traditions, honoring lineages and eldership, embodied expressions, accountability and community building, anti-racist orientations, deepening knowledge of self, cultivating authentic relationships, and celebrating life and cultural identity. Alex also facilitates experiences of deep listening, sound exploration, creative writing, creative movement, drum-building, and approaches for collaborative composition as pathways for enhancing awareness of the self and of the collective, and deepening connections to the environments in which we live.

Example of lessons/units co-created with teachers

Sound Stories – arts-integrated lessons designed to facilitate creative writing experiences in response to deep listening practices and sound stories; students are guided through creative writing prompts, breathing exercises, and articulating sensory explorations through text and drawing. Students also explore the possibilities of pairing sound with text and/or movement, and what elements inform those creative relationships. (Designed for 3rd-5th grade but can be adapted to higher grade levels.)

Hopes for a co-teaching partnership

My hopes include the opportunity to work collaboratively with educators who are invested in working alongside/outside conventional education structures to facilitate equitable and transformative experiences through culturally diverse artistic practices.

	<p>Eloise Bruce (Teaching Artist) has been a teaching artist for over 40 years. She was the first Education Director for the Asolo Theatre, (the State Theater of Florida), is the founder of Idaho Theater for Youth and is the former artistic director of Creative Theater in Princeton. She has worked in various capacities with the Frost Place Museum and Poetry Center in Franconia, New Hampshire and is a longtime coach and adjudicator for Poetry Out Loud. She is the recipient of a Fellowship from the NJSCA and a N. J. Governor’s Award for Arts Education. She received the Applause Award from the New Jersey Theater Group for her work in Arts Education. She holds a BFA, MFA and M Ed. Currently she performs and publishes with the poetry performance group Cool Women Poets and is youth editor for RavensPerch Magazine. She has published widely in poetry journals and has recently co-authored Scud Clouds, a volume of poetry, with her husband David Keller about their journey with dementia. She works with the Foundation for Educational Administration in the area of arts integration and is one of the authors and editors of NJ’s Arts Integration Think and Do Workbook.</p>
<p>Programming Format Availability</p>	<p>My programs are available via the following formats: In Person (include geographic boundaries if preferred) Live-streamed (Zoom, google meet, etc) Recorded Hybrid (Combination of recorded with Live Q & A with the artist)</p>
<p>Culturally Responsive Arts Education (CRAE) areas of expertise?</p>	<p>At the heart of her work is the realization of a world that works for everyone. To that end she welcomes and celebrates human differences and commonalities. Her pedagogy always welcomes each person’s expression of their cultural background and identity. She blends elements of theater and literature to create culturally responsive lessons by interweaving Arts Integration, Social Emotional Learning and Culturally Responsive Arts Education together to create holistic cross curricular experiences. She is committed to in-depth research and is thorough and organized in her preparation and delivery.</p>
<p>Example of lessons/units co-created with teachers</p>	<p>The Hummingbird Project: Co-created with a first grade bilingual Education teacher, an arts specialist in the Trenton School District. The lessons in this unit explored the life cycle of the once migratory Anna’s Hummingbird, a species that had immigrated to the US and settled in California. The students used music, theater and dance to generate their own illustrated book about the life cycle. They created their own costumes and performed their play about the lifecycle in their school, at a district arts festival and for the artists and teachers participating in CCP.</p> <p>I Dream a World: Co-created with visual arts teachers at two schools in the Trenton School District. Grade 4 and 5 students wrote their own dream poems after experiencing a poem by Amanda Gorman and all of the Langston Hughes Dream Poems. They did some recording of their poems and also illustrated them.</p> <p>We Dream a School: A PD for middle school teachers in which they wrote dream poems after experiencing a poem by Amanda Gorman and all of the Langston Hughes Dream Poems. These poems expressed the commitments each teacher has to the Community of Care that has been developed in the school for the last few years.</p>

Hopes for a co-teaching partnership

I am committed to nurturing our education practice through an exploration of a common ground of being that includes fearless empathy, Dr. Chris Emdin's pentecostal pedagogy, radical kindness, and passionate art making that is centered in the well being of each and every child and using the arts to develop school cultures that nurtures the mental and physical needs of each child. I stand for a world that works for everyone.



Laura Marchese (Teaching Artist) is a Nationally Credentialed Teaching Artist and dancer working with arts organizations and schools throughout New Jersey, conducting residencies and workshops for students, arts educators, and classroom teachers. As co-author of *Dance to Learn*, a 4-year developmental dance curriculum currently in use throughout NJ, Laura serves as a mentor and educational consultant to teaching artists and dance companies. Laura has been recognized with a NJ Governor’s Arts in Education Distinguished Teaching Artist Award, and a Young Audiences NJ/EPA Artist of the Year Award.

As Managing Director of Dance on the Lawn, Montclair, NJ’s annual free outdoor dance festival, Laura is part of a team that celebrates and uplifts diversity in the New Jersey dance community, and aims to increase exposure to all forms of dance by bringing professional and emerging companies plus students of dance together in a community setting.

Laura has served as a Group Facilitator for “America to Me”, a series focused on the development of anti-racist practices and increasing equity in schools, serves currently on the Race Equity Leadership Group with YA National, and on the Grunin Foundation Working Group, “Empowering Youth Changemakers.”

Laura is also founder of the Montclair Community Pre-K Garden Project, a hands-on environmental science program that engages hundreds of students, families, and teachers annually.

Programming Format Availability

My programs are available via the following formats:
 In Person
 Live-streamed - Zoom, Google Meet, Web Ex
 Recorded
 Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

Laura’s work with students uses movement as a tool for development of individual creativity and as a vehicle for the celebration of oneself and others in an inclusive, caring, and joyful classroom. Culturally responsive areas of expertise include trauma informed teaching practices, culturally inclusive movement experiences for English Language Learners, bi-lingual students, hard of hearing students, and differently abled students including those with physical and cognitive challenges. Her study currently also includes the perspective of Radical Welcoming as a tool to bring all members of a school community - students, teachers, administrators - together to share learning as a creative experience.

Example of lessons/units co-created with teachers

Examples of co-created residencies include the integration of movement and the Elements of Dance with Math (grades Pre-K to 5), Science (grades Pre-K to 8), ELA including letter recognition, spelling, story analysis (grades K to 5), and Social Studies. Laura is also known to often bring a plant with her to residency classes, connecting students’ vitality to the natural world and offering a ‘green’ participant to our time together.

Hopes for a co-teaching partnership

My hope is to work together collaboratively to continue to make significant progress with our understanding and implementation of culturally responsive practices in our schools.

	<p>Quynn L. Johnson Ed.M. (Teaching Artist) a graduate of Harvard University, undergraduate degree from Howard University, is a native of Flint, Michigan. Quynn is a social entrepreneur, performing artist, international arts-based educator, and children’s author. She was most recently awarded the 2020 recipient of the John F. Kennedy Center Local Dance Commissioning Project as well as the 2014, 2017, 2020 Individual Artist Award for Dance Choreography by the Maryland State Arts Council. Ms. Johnson co-founded the Washington, DC based percussive dance company SOLE Defined (co-created with Ryan Johnson), a multidisciplinary company whose mission is to use dance as a tool to address social issues directly affecting the Black community while creating interactive arts-integrated programs in schools. Quynn is currently partnering with the Harvard Innovation Lab and Bok Learning Lab to develop Lucky Learning. An arts integrated digital platform that uses tap dance to build literacy skills for early learners based off of her children’s book, Lucky’s Tap Dancing Feet. Quynn’s performance highlights include, soloist in the tour of the Tony Award Winning Production, After Midnight, UnSung Sheroes of the 20th Century at Jacobs Pillow: Ted Shawn Theater, Lincoln Center Education, Dance Encore Festival, Fall for Dance at New York City Center, and Great Gatsby by the Washington Ballet.</p> <p>A Nationally Credentialed Teaching Artist, Quynn’s programming has reached over 15,000+ students, teachers, and school administrators in several school districts across the Mid-Atlantic. In 2011 Quynn became a self-published author with her children’s book, Lucky’s Tap Dancing Feet, an exciting story about a horse that wants to tap dance.</p> <p>Website- www.quynnjohnson.com Social media- @justquynn</p>
<p>Programming Format Availability</p>	<p>My programs are available via the following formats: Live-streamed (Zoom, google meet, etc) Recorded Hybrid (Combination of recorded with Live Q & A with the artist) In-person available in Spring 2022</p>
<p>Culturally Responsive Arts Education (CRAE) areas of expertise?</p>	<p>By uplifting the history and artistry of tap dancing my work creates a participant centered environment while being culturally responsive by modeling ways to offer student creativity and innovation within a structured environment.</p>
<p>Example of lessons/units co-created with teachers</p>	<p>Once Upon A Rhythm- Arts Integrated Residency using elements of tap dance to teach and enhance literacy principles. This residency program builds skills in social emotional learning while highlighting creativity, identity, problem solving, communication, and classroom community.</p>
<p>Hopes for a co-teaching partnership</p>	<p>I hope my co-teaching partnership leads to the creation of sustainable classroom practices that can be adapted for various classroom cultures. That my co-teacher and I will create a cyclical learning environment that allows for an open flow of ideas and creativity to culminate in lessons that put the students at the center of the educational experience.</p>



Patricia Flynn (Teaching Artist) has been a teaching artist for over thirty-five years, as well as running the theatre program at St. Benedict's Prep in Newark, NJ. She is co-founder and director of Stage Rage, an annual project of the St. Benedict's Counseling Center, wherein students explore personal mental health issues through group therapy and theatre exercises, then create a performance piece which tours area schools. Pat has worked with young artists to create theatre in Bolivia, Nigeria, Germany and Israel, including THE HARMONY PROJECT, which was presented at the UN, with a company of international students. She has collaborated with young adults with severe brain injuries, creating a play which was performed for hospitalized children, and performed with Very Special Arts. Pat is on the Board of Noonday Farm in Massachusetts, which grows and distributes free food to community food pantries, and has conducted farming/theatre residencies there with teenagers, subsequently touring the Newark area to raise awareness about sustainability and food insecurity. As an Irish set dancer, she was invited to be part of the Cultures in Context program at the State Arts Museum in Trenton. She has worked in professional theatre in NYC, regionally, in London's West End, and at the 1996 Olympics. Pat holds an MFA from Catholic University, a Teaching Artist certificate from Columbia University Teachers' College, is a NJ Folk Arts grantee in Irish set dancing, and is a two-time recipient of the NJ Governor's Award in the Arts.

Programming Format Availability

My programs are available via the following formats:
In Person (include geographic boundaries if preferred)
Live-streamed (Zoom, google meet, etc)
Recorded
Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

Theatre is a collaborative art form that depends on actors exploring the perspectives of the characters they portray, who may be very different from themselves. It is ideal for encouraging and developing empathy. Using the skills and knowledge of theatre, script analysis, and creative play, students are free to explore alternative points of view, whether historical or contemporary, in the safe arena of the imagination. The hope? Pretending to be another grants understanding of the Other, with a generosity of spirit that carries over into daily interpersonal relationships, collaboration, and learning. My work prioritizes the lived experiences of teachers and students as co-designers and collaborators of the emerging creative experiences.

Example of lessons/units co-created with teachers

An AIE residency based on youngster's "Small Moments" writing, which developed into a performance/immersive art installation of music, poetry, dance, theatre, and visual art. The whole school also wrote their own small moments on sticky paper notes, and an immense wall display, using the papers, was created, in the shape of the school mascot. People could stop and read the small moments included as they passed in the hall.

Miniature theatre designs for a short story the students had studied, using large boxes, wooden skewers, yarn, and found material, lit with small LED flashlights. Two dimensional puppets moved through the space, while the story was narrated by each design team. We then discussed how the designs had revealed the different interpretations of the story by different design teams, and how that influenced the audience reactions to the story.

Dances choreographed by students, based on geometric shapes, mapped out on large paper, using symbols created by the students to represent movement patterns, and then performed. Student audience had to identify the shapes included in each piece, and the different ways in which they were created.

Hopes for a co-teaching partnership

I would like teachers and the school community to come away with the confidence and knowledge that they can implement artistic practices in their lessons without me. Artistry is within the person, not something owned by the Teaching Artist, and is discovered and enriched as teachers and students are co-creating. I hope that the collaboration generates change in how teachers think about inspiring their students. I believe that the creative process and imaginative play are the greatest resources for welcoming all students into the world of learning.



Rebecca Kelly (Teaching Artist) is a multidisciplinary artist. She is a storyteller, textile and book artist, and curator. Her students' Book Arts work was exhibited at the Guggenheim Museum's Learning through Art Exhibition, and Rebecca curated the traveling exhibition of the award winning Bucks County Community College ARTMOBILE: transFORMations; Making Art with Recycled and Reused Materials. Rebecca is an experienced educator and holds a Master's Degree in Child Development from Sarah Lawrence College.

Programming Format Availability

My programs are available via the following formats:
In Person (include geographic boundaries if preferred)
Live-streamed (Zoom, google meet, etc)
Recorded
Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

Lenape and Jewish Studies, Identity Development, and Social Emotional Learning

Example of lessons/units co-created with teachers

I Never Saw Another Butterfly: Alongside Rebecca, teachers and students reflect on symbols of the Holocaust, creating their own poetry and art in response. Artforms can include collage, graphite pencil drawings, watercolors, and/or wax pastel images. The poems in the collection *I Never Saw Another Butterfly...*, by Pavel Friedman and others, are presented as catalysts for thought and artistic expression.

Hopes for a co-teaching partnership

My hope is to collaborate with teachers to identify ways to engage teachers and students in a study of Culturally Responsive Teaching and Learning. .



Nanette Hernandez (Teaching Artist) is a performer, teaching artist and president of the board for Segunda Quimbamba Folkloric Center, in Jersey City NJ. As a performer Nanette is a drummer and a dancer who has been performing since 1989. Nanette is a principal dancer in Bomba and has studied with studied Bomba dance in New York, New Jersey, and Puerto Rico with Roberto Cepeda, Julia Cepeda, Tata Cepeda, Juan Usera, Gilda Hernandez and Jesus Cepeda, Norka Nadal and Nyree Feliciano. Nanette teaches both adults and children the traditions and joys of Bomba y Plena drum, dance and singing. Nanette is recognized by the New Jersey State Council on the Arts as a Master Dancer.

Programming Format Availability

My programs are available via the following formats:
 In Person (include geographic boundaries if preferred)
 Live-streamed (Zoom, google meet, etc)
 Recorded
 Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

To create a multicultural learning experience authentic to the practices and traditions within Puerto Rican folkloric traditions. My work centers on communities where you see dances, music, and language spoken in celebration of life. Uplifting, resistance and preservation. My artistry uplifts ways that Puerto Rican culture looks and is reflected in the diaspora, and how the environment in which we live and experience impacts our learning and interpretations of artistic practices.

Example of lessons/units co-created with teachers

Let's Create a Parranda! Teaching Artists Nanette Hernandez, Hamlet Martínez from Segunda Quimbamba worked with MLK 1st and 2nd grade bilingual classrooms, arts specialists and an arts integration coach to create an authentic Puerto Rican in school Parrandas. Students and classroom teachers experienced music and dance lessons, made vejigante masks inspired by Puerto Rican artist Gabriel Lopez with the Visual Art teacher, and made maracas with the Technology teacher.

Hopes for a co-teaching partnership

My hope is for teachers and students to feel seen and affirmed. I hope to encourage participants to be present in the creative moments we share. I am there to elevate them, respect them and through language, song, movement, dance, and rhythms engage curiosity enough for participants to see me and what I have to offer them at this moment. Genuine. Together we create, enhance and elevate our senses to a higher plane of wonder and magical moments. The arts gift this feeling to all of us!



Hamlet Martinez (Teaching Artist) is a member of Segunda Quimbamba Folkloric Center, in Jersey City, NJ. Hamlet assists with Bomba and Plena classes which include both dancing and learning and playing the instruments for adults and children.

Programming Format Availability

My programs are available via the following formats:
 In Person (include geographic boundaries if preferred)
 Live-streamed (Zoom, google meet, etc)
 Recorded
 Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

Sharing Puerto Rican Folkloric traditions that uplift how culture is a very important part to a strong and long lasting community.

Example of lessons/units co-created with teachers

Let's Create a Parranda! Teaching Artists Nanette Hernandez, Hamlet Martínez from Segunda Quimbamba worked with MLK 1st and 2nd grade bilingual classrooms, arts specialists and an arts integration coach to create an authentic Puerto Rican in school Parrandas. Students and classroom teachers experienced music and dance lessons, made vejigante masks inspired by Puerto Rican artist Gabriel Lopez with the Visual Art teacher, and made maracas with the Technology teacher.

Hopes for a co-teaching partnership

I would like for the Creativity Consultant Project to be able to empower teachers and students to realize that they are capable of doing and creating from a place that speaks from their cultural histories, and passions for building community.



Karen "Queen Nur" Abdul-Malik (Teaching Artist) is a nationally renowned storyteller, teaching artist and folklorist . Sharing her gift, she has performed in venues from the Opening of the Smithsonian NAAMCH to Equity Theater on Broadway, from the National Black Storytelling Festival to the National Storytelling Festival in Jonesboro. Traveling abroad, Queen has presented for the U.S. Embassy in Cameroon and at PANAFEST in Ghana. She was the 2019 and 2020 Emcee for the National Heritage Fellows Award Concerts. The mother of three and grandmother of five, she received her Masters in Arts in Cultural Sustainability from Goucher College, and a Certificate in Dispute Resolution from Harvard Law School. In 2018, she was named a New Jersey Governor Award Winner in Arts Education and Teaching Artist of the Year with Young Audience of New Jersey and Eastern Pennsylvania. Karen is also featured in *Legendary Locals of Willingboro*.

Programming Format Availability

My programs are available via the following formats:
 In Person
 Live-streamed (Zoom, google meet, etc)
 Recorded
 Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

Integrating Folklife and Storytelling into the Curriculum: Integrating familiar and communal folkways and stories into the curriculum to bolster self-identity, create text-to-self experiences, uplift traditions, and celebrate cultural heritage.
 Engaging in Language of Liberation versus Orality of the Oppressor: exploring the power of engaging in language that uplifts cultural vitality, amplifies agency, and empowers group identity to disrupt colonial language that fosters and reinforces racism, oppression, and dehumanization.

Example of lessons/units co-created with teachers

ATCO Storytelling Residency - 2020
 Co-creating lesson plans with lead Arts Teacher for Residency entitled "Stories for Today," by integrating storytelling with the Arts and Language Arts curriculum. (Ex. After introducing the concept of feelings and expressions by exploring family and community, Mrs. Zaleski, introduced lessons on how to draw cartoon character expressions, encouraging students to reflect on what they had witnessed or experienced.)
 Establishing Rule of Three. For each unit we collectively designed Rules of 3, engaging students in what the 3 rules would be. (Ex. Unit: Make The Story Your Own: Rule of three: 1) Change Characters 2) Change Location 3) Change Message in the story. May choose 1, 2 or all three).

Hopes for a co-teaching partnership

Co-creating an arts integration strategy that 1) accents the familiar and communal folkways of students into the curriculum 2) elevates the teacher's culturally responsive practice and, 3) engages the students as stakeholders in designing culturally relevant arts experiences.

