

RESIDENCY MENU

ABSTRACT ART

This program encompasses techniques of collage, painting and drawing. In this course students learn about representing their ideas and feelings through the use of abstract art using geometry, spatial relationships and color fields instead of literal representations of the world around them. Students learn about balancing composition and space in their creations. They will be inspired by music as well as by the works of various famous artists. Students finish this course of study knowing that the paint Jackson Pollack used was not just thrown down randomly, but that much thought and planning goes into seemingly simple works of art. Understanding and using Abstraction is not intellectually daunting for students; it is intellectually stimulating.

** This program makes a connection to the curriculum in Math, Social Studies and Cultural Literacy.*

AFRICAN DANCE

In this course, students explore ways of expression and connection through dance with a focus on dance forms from Africa. This may include Afro-Caribbean dance as well. The class develops coordination, body awareness, and new ways to be in contact with others. By performing for parents and peers, the student gains self-confidence and experiences the communication power from this art form as well as gains an understanding of how the music and traditions of African countries compare and contrast with each other. We want students to gain an appreciation that "Africa" stretches from Egypt and Morocco to Kenya and South Africa encompassing a continent's worth of divergent cultures. We explore the art form of dance as it is used in different cultures, both artistically and socially. The choice of particular traditions of dance movement are often based on cultures the classroom teachers are studying.

** This residency culminates in a performance.*

** This program makes connections to the curriculum in Social Studies.*

THE AFRICAN MARKETPLACE

The African Marketplace Project pairs the study of art and culture in the developing world with lessons about financial literacy and social responsibility. The centerpiece of the African Marketplace Project is students' participation as lenders in Kiva, an online lending platform which allows individuals to make micro-loans to small businesses in the developing world. Students are introduced to the concept of responsible debt through "One Hen," a children's book based on the true story of a young Ghanaian entrepreneur. After discussing "One Hen," each class is given \$100 to invest in a real Kiva entrepreneur in an African country of their choice. By becoming lenders themselves, students learn firsthand how micro-finance can help improve lives in the developing world.

Parallel to this study, each team of students develops a business plan around what craft items they will create and sell at the school's culminating "Marketplace Fair" where each group of student entrepreneurs sells the items they have made to raise money for a local charity of their choosing. Students build direct experience in planning and manufacturing a product as well as selling it to the public which mirrors the small business they have helped finance through their Kiva micro-loan.

** This program makes connections to the curriculum in Social Studies, Math, Literacy, Financial Literacy.*

ARCHITECTURAL DESIGN

Through hands-on model building and design projects, students learn that the architectural process is multifaceted, incorporating mathematics, vocabulary, history, sociology, culture, design, and problem solving. Students are divided into teams to fulfill their project designs. Often in conjunction with a study of a neighborhood or as part of the social studies curriculum, each team will choose which type of building it will propose. Previous examples have included a memorial, sports center or school. Each team designs the project in both plan and elevation and makes a presentation, including materials, to classmates. Following the critique, each team makes a scale model from cardboard and a variety of other materials. Skills taught are dependent on the age level of students and previous exposure to architecture but typically include drawing to scale, model building, reading architectural plans, creating architectural plans, presentation as a group, drawing buildings as pictures (rendering) and drawing buildings to scale (elevation).

** This program makes a connection to the curriculum in Math, Social Studies and Cultural Literacy.*

ARCHITECTURE OF THE NEIGHBORHOOD

Students explore the history and social fabric of their neighborhood through the eyes of an architect. They learn how to judge a building's age based on its architectural style and features. We will discuss the transformation of a neighborhood over time, and specifically look at building features that reflect previous uses or needs of the community. Examples might include; a church that began its life as a synagogue, a factory that has been converted to residential use and an upper window that previously served as a hayloft. Students study the meaning of the built environment to those who live in it and either through model building or drawing, reproduce neighborhood features. Skills taught are dependent on the age level of students and previous exposure to architecture but typically include drawing to scale, scale model building, drawing buildings as pictures (rendering) and drawing buildings to scale (elevation).

** This program makes a connection to the curriculum in Social Studies and Cultural Literacy.*

ARCHITECTURE AS A STUDY OF CULTURES

Students can come to better understand the aesthetics of various cultures by studying the traditional architecture of that region (e.g. Mexican pyramids, Islamic architecture, etc.). The architectural choices of styles and materials will also reveal much about a region's environment. The weather and natural materials of a region greatly affect the architectural choices, which in turn reflect the cultural aesthetic. Inuit make Igloos, Nomadic Mongolians live in Yurts, and a house in the Middle East uses high outside walls to shield its inhabitants from strangers' eyes. Students work in teams to plan, build and present models specific cultural architectural projects.

** This program makes a connection to the curriculum in Social Studies and Cultural Literacy.*

BOOKMAKING

In this course students will be exposed to the art of book making and explore ways in which images and text can be presented in a bound form. Utilizing a variety of assembly methods, books will be created in which pages, covers and bindings come together in both traditional and unexpected ways. Creating forms such as a codex, accordion and pop-up book, young artists will use skills such as folding, cutting, measuring, aligning and pasting to create personalized artist volumes. Students develop book content and learn how arrangement and layout through two-dimensional applied design effects the visual communication of their subject matter. The role of book making through history and across cultures will be examined and important developments put into context as they relate to the modern book form.

** This program makes a connection to the curriculum in Social Studies and Literacy.*

BHANGRA DANCE

You've seen it in clips of Bollywood movies where large groups of ecstatic young people all dance in synchronized harmony. Bhangra is a fast, lively and rhythmic form of folk dance originating from the Punjab region of Northern India and Pakistan. It began as a folk dance by Punjabi farmers to celebrate the coming of the harvest season. The particular moves of Bhangra reflect the manner in which villagers farmed their land. Bhangra is an increasingly popular dance throughout the world and is often featured at celebrations and weddings. The fast, high-energy steps and movements are both exciting and fun to learn. Bhangra has taken the west by storm over the last five years.

** This program makes connections to the curriculum in Social Studies.*

CIRCUS ARTS

This residency brings to life techniques of clowning and physical comedy, as well as introduces the students to the significance of circus arts in many cultures. The program promotes physical education, gross motor skills and improved hand/eye coordination as well as skills such as juggling, feather balancing, tumbling, comedy and improvisation. Students learn the different types of clown character (bossy clown, sad clown, silly clown) and compare and contrast these styles as they develop their individual clown characters. The program promotes freedom of expression and creativity. The excitement and enthusiasm of the students at the final performance has made Circus Arts a perennial favorite.

The Circus Arts program is designed to reach all ages. For the younger student, techniques such as role playing, mimicking of animals or feather balancing are some of the activities. For older students, we add plate spinning, scarf juggling, comedic improvisation, advanced juggling, pratfalls and tumbles.

** The program ends with a shared performance.*

** This program makes a connection to the curriculum in Literacy and Physical Education.*

CIRCUS ARTS - CLOWNS AND CULTURE

This adaptation of the Circus Arts residency focuses on a comparative study that explores the cultural and social roles of clowns. Activities involve reading circus theme texts, storytelling, creative dramatics, improvisation, circus skills (the same ones outlined in Circus Arts), clowning techniques and creative improvisation. Through the study of clowns in various cultures and the learned circus skills, students create their own clown stories and character.

For younger grades, the teacher reads this material to the class and the visual arts component is manifest by the student's drawing illustrations in response to the readings. For the older student, the student does independent research on the various societies and performing-art forms under discussion. The visual art component includes each student making a book.

** The program usually ends with a shared performance.*

** This program makes a connection to the curriculum in Literacy and Physical Education.*

COLLAGE

Students will be introduced to collage as a means of creating layered pictures both representational and abstract. Paper and other materials will be used as a means to consider pictorial relationships of shape, edge, size and placement. By cutting, tearing and layering paper, classes will create pictures that probe the ways artists organize an image through the principles of design. Through an examination of collage beginning with the Cubists, the role of the medium in modern and contemporary art will be discussed, with students creating examples of photo-montage, assemblage and found-material works.

** This program makes a connection to the curriculum in Social Studies and Literacy.*

COMMEDIA DELL'ARTE

Commedia dell'Arte was popular in Italy and France in the 1700's. First performed as street theater it was the basis for our modern concept of the clown and was used by such noted playwrights as Goldoni and Rossini in both stage plays and comic operas. Students learn the classic Commedia characters through movement and masks. Students then pick their favorite and create a mask of that character. Finally they create skits between their characters, which are performed on stage.

** This residency will culminate in a performance.*

** This program makes connections to the curriculum in Social Studies and Literacy.*

CREATIVE MOVEMENT

In this course, students explore ways of expression and connection through dance. The format draws strongly on modern dance, emphasizing the creative exploration of the student to their surroundings. Through these exercises, the class develops coordination, body awareness, and new ways to be in contact with others. By performing for parents and peers, the student gains self confidence and experiences the power of this art form in communication. As the students learn the skills of body control, movement with intention and movement as a means of self-expression, the dance movements become more complex and basic dance vocabulary is introduced.

The program also encourages performance skills, collaboration with an ensemble and attentive audience behaviors when viewing others work.

** The program usually ends with a shared performance.*

** This program makes a connection to the curriculum in Physical Education.*

CREATIVE DRAMATICS

This residency introduces basic aspects of the dramatic arts to students. The class learns appropriate methods of self-expression and cooperative skills, as well as improvisational techniques and scene creation. The student is encouraged to explore their own life through the lives of the characters they play. This program fosters student's self-esteem and builds the skill of voice projection. By presenting their creations to parents and peers the class gains greater self-confidence. They also experience firsthand how art forms can be an effective means of communicating an idea to others through the valuable art of collaboration.

** The program usually ends with a shared performance.*

** This program makes a connection to the curriculum in Social Studies and Literacy.*

DANCE ON BROADWAY

In this program, students learn the steps necessary to perform short scenes from some of favorite Broadway musicals utilizing modern techniques. From Bob Fosse to the Lion King, students develop a comfort level with these stylized dance forms. Course curriculum includes dance vocabulary, period nuances in movement and traditional Broadway jazz technique. The class is encouraged to incorporate original movements into the dances as they are developed for performance.

** This program makes a connection to the curriculum in Physical Education and Cultural Literacy.*

DRAWING WITH PEN, PENCIL, MARKER, AND OIL PASTEL

This residency offers an introduction to basic drawing from observation and imagination. Students use a variety of drawing materials in a structure that ensures a sense of accomplishment through individual creative expression. Learning drawing techniques empowers the child to broaden their visual vocabulary and more effectively represent their artistic intentions. The class will gain an understanding of the decisions possible when using line, shape, value, form, color and texture. A range of drawing techniques, both linear and tonal, will be covered. Students learn the ways in which artists arrange parts of a drawing through design and composition.

** This program makes a connection to the curriculum in Social Studies and Cultural Literacy.*

EXPLORING SOUND: A MUSIC TECHNOLOGY ADVENTURE!

Students experience the basic physics of sound while using the fascinating and very accessible music software GarageBand®! This hands on music/technology program will allow students to record, control and manipulate sound to experience amazing properties of sound like decay, reverberation, timber, amplitude and many more. Students also build tuned instruments to understand the relationship between length and pitch in particular instruments and have lots of fun playing and recording music.

To deepen this unique learning experience students work in teams to compose and record a song in which they apply all the different knowledge they have gathered. They use new music and music technology vocabulary to create lyrics, modify sound/audio by using different editing techniques and perform/record musical arrangements created by their own groups.

** This program makes connections to the curriculum in STEM, Literacy and Social Studies*

FROM ROCK & ROLL TO HIP HOP - MIDDLE SCHOOL & ABOVE

This is an interactive, audiovisual residency that presents the evolution of popular music in its historic, cultural and social contexts. It involves exposing the students to music and artists, and a chronological analysis and debate on what they have seen and heard, from Elvis Presley and Chuck Berry, to Hip Hop and the Alternative music of today. Students see videos of stepping stone artists that created trends and brought something different to popular music. Each style and artist will be contemplated in light of the social events of their time, as well as the artistic influence they had on world culture and artists to come. Students also see the evolution of the musical instruments that allowed musicians to create new music, and compare it with today's music technology, available to more and more people each day through computers, iPads and even cell phones.

** This program makes connections to the curriculum in many areas such of History, Geography and Social Studies. This is a 12 session course.*

GARAGE BAND

GarageBand® is an Apple based software program for music composition. The GarageBand® workshop is a hands-on way to introduce students to basic music concepts in a fun and easy way. Students hear the results immediately and quickly engage in creative thinking, exploring how to express thoughts and emotions through music.

Students learn to arrange and edit music. This program can use a class-wide concept or theme that is introduced from the curriculum or students can choose their own themes in small groups. The residency can include elements of song writing in the composition. At the end of the residency CDs are made for students to take home.

We require a minimum of one computer (must be a Macintosh with OSX) or iPad for every two students. GarageBand® is a free program and is normally already installed on Apple products.

** This program makes connections to the curriculum in STEM, Social Studies and Literacy.*

INSTRUMENT BUILDING

During this residency, the class, using found objects and recycled materials, makes instruments and plays them as an ensemble. This curriculum includes developing construction techniques for hand-made instruments and a study of the variety of music of indigenous cultures around the world, including examples of their folk instruments. The teacher will lead the class through creating or altering an instrument; understanding the physics of sound and the vibratory qualities of different materials; combining strings and solid objects to create sounding boards; the difference between plucked and bowed strings; and the various sound qualities of different material when they are struck. The class will then create an ensemble piece, using their constructed instruments, to share with others.

** The program usually ends with a shared performance.*

** This program makes a connection to the curriculum in Science.*

ISLAMIC VISUAL ARTS AND CULTURE

Marquis' Islamic Arts program educates students about Islamic cultures through a variety of visual media, sparking dialogue by creating a space where students are encouraged to think about and explore various cultural traditions. Students begin by examining and collaging photographic images from around the Muslim world, learning vocabulary to describe various aspects of Islamic cultures, and creatively interpreting images to build new scenes and stories. Students create oil pastel pieces depicting images that they found especially compelling, focusing on visual storytelling as well as on decorative motifs from around the Muslim world. Students will explore basic principles of drawing such as perspective, horizon, vanishing point, and scale. Students will also engage in written reflection on their artwork, expanding their reflection on what they have learned about Islamic cultures and utilizing relevant vocabulary. Finally, students will work together to create a project that combines the work they have done separately; this project can take the form of a quilt, with individual paper and fabric prints stitched together to form a whole that incorporates representations of figures and activities as well as decoration inspired by Islamic calligraphy and architecture.

** This program makes a connection to the curriculum in Social Studies and Cultural Literacy.*

LATIN AMERICAN PERCUSSION

This residency provides a hands-on introduction to the musical traditions of South and Central America and fosters dialogue about Latino and Latin American history, culture, and identity. Teaching artists employ both traditional Latin American as well as homemade instruments such as air-conditioning grates that become guiros, and a marimba made out of cardboard tubes and a grocery cart. Students make gains in cultural and musical literacy, and are able to identify, discuss, and demonstrate Latin American music in a variety of styles.

** To prepare for a final performance, the class usually focuses on a single musical style.*

** This program makes a connection to the curriculum in Social Studies and Cultural Literacy.*

MASK THEATER

In this residency, the class learns about the cultural history of masks, while together creating and performing a group theatre piece. The class is exposed to the cultural and social nuances of the mask, masks that hide identity, masks that create identity and masks that physically protect the wearer. Mask and mimetic-movement skills are taught as students learn about a variety of masked theater traditions. The course goes into detail about the use of masks in different cultural festivals such as The Day of the Dead, Carnivale, Venetian masked balls, and Spanish ritual processions.

** The program usually ends with a shared performance.*

** This program makes a connection to the curriculum in Cultural Literacy.*

MASK MAKING (ALSO SEE MASK THEATER)

This program offers a unique opportunity for students to be engaged with a range of multicultural traditions in fun and exciting ways. Masks depict human and animal faces and are an important feature in pageants, plays, ceremonies, rituals and festivals the world over. Masks can be appreciated solely as objects of beauty or as performance costumes. Students craft masks with a variety of materials, such as paper, wire, plaster and foil, to create three-dimensional works which can be worn. Throughout this process, the teaching artist highlights the role of features, expression and exaggeration as key aspects to be incorporated in mask design, as well as the importance of two-dimensional design components such as color, value and pattern to visual presentation.

MIME

In this residency, the students learn how to communicate thoughts and feelings through the universal language of the body and the art of stillness. The curriculum includes learning physical skills such as body movement and control, balancing and equilibrium techniques as well as the historic and cultural significance of Mime. The class learns to observe simple movements and human interactions through the lens of theatre. Mime is more than “acting without talking” and there are differences between miming the handling of objects (opening a door) and miming emotions (sad/happy/angry). Combining the two, the class learns to tell a story to an audience that clearly communicates a character’s feelings and actions.

** The program usually ends with a shared performance.*

** This program makes a connection to the curriculum in Physical Education, Social Studies and Literacy.*

MUSIC AND RHYTHM

In this program, students explore the elements of making music and the common roots that run through various musical styles. Musical genres are chosen by classroom teachers in collaboration with the teaching artist in order to meet curricula goals. In addition to teaching the concepts of music comprehension and appreciation, music can be used to further the understanding of literature, history and language.

Using percussive instruments and student’s bodies, hands, feet and breath to explore the question “What is music?” forms the core of this residency. Students learn how to work with percussive instruments, applying the concepts of following a conductor to instrumental performance. Students experience comparing and contrasting different styles of music through listening and performing.

** The program usually ends with a shared performance.*

** This program makes a connection to the curriculum in Social Studies and both Music and English Language Literacy.*

NEWSPAPER THEATER

In this residency students use newspaper articles as their inspiration for creating plays from a social justice perspective. Through improvisations the class creates a script which is presented as a means of explaining a social issue to their peers and offering a solution that the students have developed with guidance from the teaching artist and their classroom teacher.

** This residency culminates with a performance.*

** This program makes connections to the curriculum in Social Studies and Literacy.*

ORIGAMI

In this program students are introduced to the ancient Japanese art of paper folding, both a cultural and an artistic form of expression. Enshrined in Shinto, the national religion of Japan, origami is practiced by young and old alike. Through the practice of making objects such as animals, geometric figures, and decorative items out of square sheets of paper, the class will be exposed to the historic aspects of the art, as well as specific terminology and concepts. Students learn techniques such as the mountain and valley fold, the bases, reverse folding and the interpretation of folding diagrams. A plastic art, the practice of origami allows students to influence three-dimensional form by altering paper to create relationships of folds, angles and planes. By introducing the creative use of geometry, the teacher will instruct the class how shape, volume, symmetry, division, and proportion play a key role in transforming flat pieces of paper into objects in-the-round.

** This program makes a connection to the curriculum in Cultural Literacy.*

PAINTING WITH TEMPERA, ACRYLIC, PASTEL OR WATERCOLOR

This residency offers an introduction to painting through the media of oil pastels, watercolor, tempera and acrylic paint. Through creating paintings, which represent their personal observations and experience, the students creative expression is awakened by color and form. The study of color is a primary focus, and is considered from varied aspects through several thematic projects. Students learn how to mix, blend, layer and apply paint through the use of brushes and other tools. Through these methods and tools, the teaching artist broadens their visual vocabulary and help students realize a new expressive capacity.

PERCUSSION OF THE WORLD

This residency is a multi-cultural exploration of the use of drumming throughout the world. Students learn to play percussion in several different cultural styles. By the end of the course, the class is able to identify and play the percussion of several cultures and are able to compare and contrast these styles. Each class will compose and perform an instrumental piece.

** This residency ends with a shared performance.*

** This program makes a connection to the curriculum in Social Studies.*

PERSONAL POWER BANNERS

This residency introduces students to the power of symbolism. Students explore the use of icons and symbols in a variety of cultures and world religions. They also examine the use of symbols in the modern world of advertising. Having discussed as a group the power of symbols to convey a meaning, each student will create a series of individual symbols that reflect their personality, ideas and interests. Each student will then create a personal power banner that will incorporate their symbols.

** This program makes a connection to the curriculum in Cultural Literacy.*

PRINTMAKING

Printmaking is a unique artistic technique where, from the creation of a master plate, numerous copies can be created. The role of printmaking throughout history is discussed in class as well as the work of artists who have used printmaking for expressive purposes. Students participate in printmaking through a variety of techniques exploring repetitive printing from a fixed block as well as Mono-printing using a plate that changes with every new print. Throughout the course, students learn how the visual qualities of their prints are dependent on the manipulation and arrangement of artistic elements such as line, shape, texture, color and space.

PUPPETRY

In this residency, each student creates their own paper-mache puppet to use in an original performance. Students create distinct, recognizable characters that come alive through costumes, props, shape of features and expressions.

The class learns the various skills of puppetry art which include design, sketching, sculpture and painting. Once the puppets are made, and a script has been written, the class begins the puppet show production – staging, scenery design, music and sound effects. In the rehearsal process, the student is encouraged to build vocal projection and theater skills, as well as build vocabulary. Self confidence and free expression is enhanced through this process.

** Performances will be given for parents as well as peers in the classroom.*

** This program makes a connection to the curriculum in Literacy.*

SAMBA SCHOOL DRUMMING

The drumming from North and South America has its roots in Africa, Europe and Native America. This residency focuses on traditional music mostly from Brazil and the U.S.A. with an emphasis on the roots shared by various cultures of the Americas. Students learn rhythms from Brazil on traditional and non-traditional instruments. Arrangements of traditional styles are learned as instrumental pieces or sometimes accompanied with song and/or dance. These rich polyrhythms are fun to play and encourage students to develop their skills in complex rhythm making, listening as an ensemble, team building and self-discipline. Because these rhythms have their roots in African, European and Native cultures, we can draw many historical and cultural connections with each percussion piece or song we study.

** This residency culminates with a performance.*

** This program makes connections to the curriculum in Social Studies and Literacy.*

SHADOW PUPPETRY

In the ancient art of shadow puppetry, cut-out forms create beautiful visual effects as they are held against a cloth screen and lit from behind. In this residency, students create representational puppets from cardboard, tissue paper and colored plastic. The class will perform an original script written by the students. The curriculum covers the history of many cultures that use shadow puppetry - from Turkey, along the spice routes, and back to Asia. The teaching artist compares and contrasts the use of shadow puppetry in different cultures, such as the religious rituals of Indonesia compared to the rough-and-ready Kargouz of Turkey. Classes learn the various skills of puppetry which include drawing, color composition, sculpture and drama. Once the puppets are made, and a script has been written, classes begin the puppet show production - staging, scenery design, music and sound effects. In the rehearsal process, the student is encouraged to build vocal projection and theater skills, as well as build vocabulary. Self-confidence and free expression is enhanced through this process.

** Performances will be given for parents as well as peers in the classroom.*

** This program makes a connection to the curriculum in Social Studies and Literacy.*

RADIO THEATER AND SOUND EFFECTS

Bring back the golden age of Radio! Students listen to excerpts from a variety of radio dramas, ranging from Orson Welles War of the Worlds to Burns and Allen. They will then write or adapt a short story for radio theater and record the story. As a group each class will learn about sound effects and how to both create them and use them as punctuation and underscoring to the story providing both comic and dramatic effects. Students will learn about cinematic effects ranging from Foley (the recording of footsteps, doors opening, etc.) to full SFX (the creation of a soundscape in Hollywood's blockbuster films). The residency is concluded by the recording of an original piece which is made available to parents and student to share.

** This program makes connections to the curriculum in Social Studies and Literacy.*

RESPECT (AN ANTI-BULLYING COURSE)

Originally developed at the request of the Department of Education's Office of Youth Development, this program uses movement and theater exercises to heighten student awareness of the causes of bullying and aggressive behaviors. To help catalyze discussion, the teaching artist uses age-appropriate children's books that deal with the topic of bullying, making friends and respecting others' feelings. The students learn to convey emotion through body language, with both theatrical and movement-based skills.

Using movement, the students learn to communicate, both physically and verbally, with their peers and how to compare and contrast what different movements may convey emotion to the audience. Students develop skills that enable them to use movement to tell a story; and, to understand how varying a sequence of movements changes the overall story conveyed.

** This program makes connections to the curriculum in Health, Social Studies and Literacy.*

SELF-PORTRAITS

By creating a self-portrait, the student begins a journey of self discovery as they commit to paper their interpretation of themselves. Employing a variety of media, such as drawing, painting and collage, the class is encouraged to explore the different ways that facial features, expression and emotion can be visually represented. The teaching artist presents the works of master artists to the class to offer examples of how shape, form, color and proportion can affect a portrait. Working with mirrors helps the student create pictures that visually communicate their own distinct and individual qualities. This residency can be teamed with written classroom work lead by the classroom teacher where the students write either poetry or a descriptive text about themselves.

** This program makes a connection to the curriculum in Literacy and Social Studies.*

SELF PORTRAITS QUILTS

This workshop combines an exploration of traditional American quilt art with basic skills in portrait-making. Students in groups of 6-8 will create a quilt using portraiture as a spring-board. They will learn how to depict facial features with drawing and/or collage, then transfer these drawings onto felt. Students gather ideas while looking at traditional American Folk paintings and choose appropriate clothing for their self-portrait. They will then paint the portraits with oil pastels.

Student designs will be stimulated by looking at, and discussing the paintings of important American Artists such as Grant Wood, Grandma Moses, and Faith Ringgold. They'll use traditional geometric quilting designs with either painted felt shapes or cloth to frame their work.

** This program makes connections to the curriculum in Social Studies and Literacy.*

SCIENTIFIC ILLUSTRATION

Scientific Illustration is the art of drawing from direct observation. Practiced by Darwin and Audubon, among others, it was the method used to provide accurate depictions of nature's wonders in an age before photography. In this program, students are taught to observe details and render them accurately without any embellishment of the imagination. The practice of Scientific Illustration promotes fine drawing skills, exposes the student to aspects of biology and botany, and introduces the idea of the artist's role as an observer rather than interpreter of reality. The students will start with pencil and move on to adding color to their illustrations.

** This program makes a connection to the curriculum in Science.*

SCULPTURE

In this course, the student is introduced to abstract three-dimensional sculpture. The process of introducing the important elements of design begins by assembling a variety of materials such as wire, cardboard, Popsicle sticks and paper-mache that will be used to create three-dimensional sculptures. Objects such as tubes, cork or rocks, are incorporated to illustrate the three dimensional aspect. Creating these sculptures, the student learns about spatial problem-solving, balance and proportion and the relationship of form, volume and shape. The curriculum includes the study of the work of sculptors from Calder to Brancusi, with an emphasis on twentieth century artists.

** This program makes a connection to the curriculum in Cultural Literacy.*

SCULPTURE WITH PAPER

This residency introduces the student to paper as a sculptural form, able to be manipulated to create functional and aesthetic three-dimensional objects. Through folding, curling, bending and scoring, students create chairs, tables, buildings, faces, flowers and abstracts shapes. Using a variety of techniques for building and joining, the class creates low-rise and high-relief 3D sculpture.

SONG WRITING

In this course, the students work in groups to create their own lyrics, making choices about rhyming structures, tempo and the style of the accompanying music. The teaching artist presents singing techniques appropriate to class age level and previous musical experience. As part of a vocal music course, the student learns techniques of breath control, projection and singing on key.

** The program concludes with a culminating performance.*

** This program makes a connection to the curriculum in Literacy.*

STORYTELLING

Storytelling is an important part of all cultures transmission of oral traditions and the oldest form of theater. In this program the student explores why people tell stories and how stories have been used throughout history to impart knowledge and convey a society's ethics and beliefs. The class is guided through the key elements of storytelling – structure, dramatic conflict and character creation -as well as direction as to how to make it all come alive through expression, controlled use of voice. Each student creates their own story and shares it with classmates. Through this experience, the student gains self-confidence, as well as the skills to respond appropriately to others' creations, reflect upon their own and then rework their narratives to achieve their intent with more clarity.

** The program usually ends with a performance.*

** This program makes a connection to the curriculum in Literacy and Social Studies.*

TAIKO DRUMMING

Outside Japan, the word is often used to refer to the art form of ensemble Taiko drumming. The focus of this residency is to engage the student in this physically-charged style of drumming. Each student learns how to play the three basic kinds of Taiko drum, each with its own playing style and rhythms. The curriculum includes a variety of aspects: learning about Japanese culture and religion; giving students a basic vocabulary of related words in Japanese; promoting an appreciation of the value of other cultures. Since Taiko is a precision ensemble art form, the class learns to work in a group and in teams. Students will perform pieces using two instruments and different tempos.

** The program usually ends with a shared performance.*

TEXTILE DESIGN

This residency introduces the student to Textile Design and its cultural nuances. The class studies textiles created in different parts of the world, and how a pattern or design is often a result of cultural beliefs or influences. The students design and execute a drawing composition then using stencil, printing or free hand techniques transfers that design onto fabrics.

** This program makes a connection to the curriculum in Cultural Literacy.*

TOY THEATER

In 19th Century Europe, Toy Theater was a way for families to share time together and have fun by recreating their favorite plays and operas at home. Students develop an understanding of puppetry and storytelling by designing, building and performing with a toy theater they have created. Each toy theater will have two locations. For Example: In an show about a student's own life the locations might be the exterior of the student's home and a "Special Saturday" place (pool, playground, etc.) Each student creates two puppets to inhabit these spaces. Students will learn that puppeteers use puppets to tell stories by creating their own story and dialogue with their puppets. Students develop their collaborative and imaginative skills by participating in improvisation, storytelling, and physical and vocal characterizations.

** This residency culminates with a performance.*

** This program makes connections to the curriculum in Social Studies and Literacy.*

YOGA

In this residency, students gain strength and flexibility through practicing physical postures that stem from the yogi tradition. The class will teach students to develop an awareness of their feelings and thoughts as they are encouraged towards self-reflection. Students will be working to deepen breath in tandem with developing muscular coordination and function. A demonstration of what the students have learned could be the culminating session (optional).

** This program makes a connection to the curriculum in Physical Education and Wellness.*

** This program makes a connection to the curriculum in Social Studies.*

For more information on Marquis Studios in school or after school programing visit
www.MarquisStudios.org or contact Executive Director, David Marquis at David@MarquisStudios.org