



## Catalog of teaching artists 2011-2012

# TAPAS



"The TAPAS Residency is a phenomenal resource for reaching students who may struggle with learning through conventional methods. It can start a fire in them that may stay lit throughout the rest of the year and maybe even their lives."

ACS Teacher

# TAPAS

Teaching Artists  
Presenting in  
Asheville Schools

**Dear Asheville City Schools Staff, Families, and Friends:**

**Why fund Teaching Artists in our schools?** All students can be reached through the arts, and many students who cannot otherwise be inspired, can be touched by opportunities to learn about and create art. In a community filled with great artists, our classrooms should be filled with the artistry for which Asheville is known, and every student should have access to learning with artists.

These are the assumptions that started a conversation among our three organizations more than two years ago. We were frustrated that the small amount of funds designated to provide artist residencies were quickly expended and few classrooms got to experience high quality art with trained teaching artists. Grant requests often included travel, and lodging, and made all but a few extended residencies impossible to fund.

**How will TAPAS address the problem?** In June of 2010, a team of artists and teachers created a "Teaching Artist Training" that identified great local talent eager to work in our schools. We are now embarking on our second year, with a jam-packed day of training for artists on the Standard Course of Study, lesson planning, arts integration and alignment, and more. Through this program, the Asheville City Schools Foundation, LEAF in Schools & Streets, and UNC-Asheville Craft Studies are committed to funding up to 80 days of artists-in-residence this year. The TAPAS catalogue is a tool for parents and educators to identify trained Teaching Artists who are best aligned with your classroom and subject area.

**Who can apply for a Teaching Artist residency?** Teaching Artist residencies will be awarded using a grant process. Applications must be submitted by a lead teacher, but we encourage parents and PTO members to support teachers by interviewing artists, gathering materials and filling other supportive roles.

**2011-2012 TAPAS Grant Application Deadlines:** September 23, 2011 / January 20, 2012

## Here's how to apply:

1. Read the catalogue, and identify artists who are aligned with the grade-level and subject area appropriate for your classroom.
2. Contact Kate Pett at ACSF for assistance, or contact the artist directly.
3. Talk with the artist about the need you have in your classroom, and be open to their great ideas about how to connect their artistry with your curriculum.
4. Complete the application *after* you have talked with the artist and Kate.
5. Enjoy a fantastic experience in your classroom as you build a relationship with a teaching artist.
6. Complete a brief evaluation of the residency and submit it to ACSF.

We look forward to celebrating the inspiration and opportunity you bring to our students!

Kate Pett  
Asheville City Schools Foundation

Loraine Martin  
LEAF in Schools & Streets

Brent Skidmore Asheville  
UNC-Asheville Craft Studies



# TAPAS Artists



Name	NCSCOS	Grade Level	Page No.
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## Visual Artists

Heather Allen-Swartz	Art, Language Arts, Social Studies	7-12	4
Shay Amber	Art, Science	K-12	4
Gail Ashburn	Language Arts, Science, Social Studies	K-12	5
Courtney Chappell	Art, Language Arts, Science, Social Studies	K-12	5
Carla Filippelli	Language Arts, Social Studies, Math, NC History	K-12	6
Elizabeth Garlington	Language Arts, Science, Social Studies, Math, Health Ed	K-8 / EC	6
Christopher Holt	Art, Language Arts	7-8	7
Ginger Huebner	Art/Art Ed, Language Arts, Science, Social Studies, Geography	PreK-12	7
Lisa Klakulak	Art Ed, Language Arts, Social Studies, Math, Chemistry	K-12	8
Robin Rector Krupp	Art, Language Arts, Science, Social Studies	K-6	8
Carrie Wagner	Art, Language Arts, Social Studies	7-12	9
Ian Wilkinson	Art, Language Arts, Science, Social Studies	K-6	9

## Performing Artists

Adama Dembele	Music, Dance, Social Studies, Health Ed	K-12	10
Christine Garvin	Social Studies, Health Ed	3-8	10
Dave Hamilton	Music, Science, Technology	5-9	11
Joel Herring	Language Arts	6-12	11
Shen Hunt	Music / Art, Science, Social Studies, Math, Health Ed	K-12	12
Ingrid Johnson	Theater, Drama, Health Ed	6-12	12
Melanie MacNeil	Dance, Art, Science, Math, Health Ed	K-12	13
M.McGarrahan / B.Wilson	Music, Writing, Science, Social Studies, Math	K-12	13
Tamiko Ambrose Murray	Language Arts	6-8	14
David Novak	Art, Language Arts, Science, Social Studies	PreK-5	14
Abram Racin	Music, Language Arts, Science, Social Studies, History	K-12	15
Kate Steinbeck	Music, Language Arts, Social Studies, Math	K-12	15
Kenya Webster	Music, Art, Language Arts, Social Studies, Math, History	K-12 / EC	16
Adam Blake Wright	Language Arts, Social Studies, Science, Health Ed	PreK-12	16
Lisa Zayhia	Social Studies, Math, History	6-12	17

2011  
2012

# TAPAS

Teaching Artists  
Presenting in  
Asheville Schools

## Visual Artists

### Heather Allen-Swarttouw

hallengstudio@earthlink.net  
www.heatherallenswarttouw.com  
828.281.1778

### Mixed Media / Book Artist



Boats and books are Heather's passion. She has done extensive research on maritime traditions, deepening her ability to convey maritime world history in relation to SCOS social studies. The idea of recording physical and personal journeys comes alive through presentations, hands-on workshops and bookmaking. Students explore personal narrative and learn to use the book form as a vessel to contain and transport their experiences/insights. Lesson plans are flexible and can be adjusted for time, class size, facility variations and curriculum requirements.

7th-12th

Art Language  
Arts Social  
Studies

Heather is a full-time artist, exhibiting and instructing workshops both nationally and internationally. With a background in education and the fine arts (BFA: Painting and Sculpture; MFA: Textiles), Heather's teaching combines the inspiring act of making and personal expression to teach alternative sculptural techniques and bookmaking/journaling. Heather has taught for over 15 years with a variety of ages and at numerous venues including Penland School of Crafts, Asheville Bookworks, and Warren Wilson College. She is a passionate artist who connects students to their authentic stories and histories.

### Shay Amber

shayamber@mac.com  
www.shayamber.com  
828.215.8823

### Visual Art / Ceramics



Get your hands in clay! In these workshops, we will draw, carve, stamp and sculpt on clay tiles. Students will explore the wondrous worlds of plants, animals, insects, and how these species play an intrinsic role in our ecosystems. Tiles will be made to illustrate these fascinating creatures. This workshop will consist of a minimum of 2 days. During the first session, students will learn basic handbuilding techniques and make their tiles. Once these tiles are dry, the second session will focus on painting and decorating. Longer workshops are also available for groups of students wishing to collaborate on a tile mural.

K-12th

Art  
Science

Shay has been a ceramic artist for over 17 years and is the author of Ceramics for Beginners Handbuilding. She received a Fine Arts degree in Ceramics and several residencies including Odyssey Center for the Ceramic Arts. Shay has worked with students and artists from all walks of life and believes everyone has a creative mind, we just need the opportunity to discover it. She is open to see the individual student, think outside the box, and help them to understand their own creative voice through the handbuilding skills she teaches.

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# Visual Artists

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## Gail Ashburn

blueheron5@hotmail.com

828.225.7665

## Traditional Storyteller / Singer / Musician / Dancer



Gail's experiences are shared in the classroom by way of storytelling, music, dancing, art, classroom discussion, and writing. Using Traditional music (U.S., Mexico, Africa, Celtic, Jazz,) students experientially explore diversity, global inter-connectedness, conservation/ecology, economics, geography and culture with specific connections to NC and beyond.

Gail's life experiences are fodder for her work in world music and instruments, storytelling, puppetry, and more. Her experiences include growing up in Texas on the Mexican Border till 1962, musical training through North Texas State University (1966), Peace Corps (1967), raising 3 children, building with her family and friends a hand-built, solar post and beam house, living without electricity for 7 years, organic gardening, the Mitchell River Kids program (1980-1993), Special Education teaching in NC 1997-2007, substituting in Asheville City Schools presently, singing Jazz.

1st-8th, EC

Language Arts  
Science  
Social Studies

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## Courtney Chappell

courtneychappellart@gmail.com

828.777.4969

## Mixed Media / Video Artist



Drawing from her work in both film and installation, Courtney's workshops employ a variety of visual art techniques that can be used to facilitate learning in various educational subject areas. Her projects may include the creation of large-scale installations using simple found objects. Water molecules may be constructed using discarded, industrial-sized paper rolls. Students may plan an imaginary city constructed entirely out of cardboard. Miniature reenactments of historical events may be depicted using stop motion animation. Projects encourage students to create symbolic visual representations that utilize

imagination, organizational skills and communication. Each project may be specifically tailored to accommodate and captivate any grade level or class size.

K-12th

Art Language  
Arts Science  
Social Studies

Courtney Chappell is a visual artist and educator who has worked with youth in Asheville City and Buncombe County schools since 2001. She recently received a Master's of Fine Art from Western Carolina University and is a certified K-12 Visual Art Instructor. She works in a variety of mediums specializing in painting, drawing, installation and film.

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# Visual Artists

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## Carla Filippelli

cranberryc@bellsouth.net

828.299.3246

## Fiber Artist / Sculptor: Basketry



By teaching an easy-to-master basket technique, Carla Filippelli engages children in grades 4-12 by exploring the ancient craft of basketry. In each workshop or residency, participants create one or several woven baskets to take home with them.

A typical fourth grade, 2-3 hour workshop consists of teaching the twining technique and creating a small garlic basket or water bottle holder. Using thematic issues in ancient cultures, social studies of early North Carolina

settlers and simple math concepts; these weaving activities also inspire writing and new uses of vocabulary words. Discussions of recycling and reusing is encouraged and SCOS includes: grade 4-1.04, 2.01.2.04, Social Studies 4,5 Language Arts 1,5 and Math 1,2,5 also grade 8 Social Studies 1.02,2

K-12th

Language Arts  
Social Studies  
Mathematics  
NC History

As an accomplished artist and educator, Carla has seen first-hand how empowering children through craft studies has positively impacted their behavior and attitudes. At-risk students have especially benefited from hands-on lessons with relevant moments to reflect and integrate action with creativity. For longer residencies of 3-5 days, Carla teaches Appalachian ribbed basketry or more advanced twining techniques. Each student will take home at least 3-4 baskets with a clear understanding of technique and color combining. Carla provides all materials and tools for several popular workshops as she shares her passion of basketry and fiber arts.

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## Elizabeth Garlington

eagart@bellsouth.net

www.elizabethgarlingtonart.com

828.550.3512

## Visual / Craft Artist



Elizabeth Garlington is a visual artist and NC licensed Special and Art Educator teaching a broad spectrum of learners in the public and private sector. She has directed and designed numerous outreach programs and community arts initiatives for the Community School of the Arts, The Mint Museum of Art, Charlotte-Mecklenburg Schools, Metropolitan Nashville Public Schools, and Vanderbilt University. Elizabeth brings sensitivity and dedication to her teaching practice working with K-8th students which include exceptional and at-risk youth in both alternative and self-contained classroom settings.

K-8th, EC  
Language Arts  
Science  
Social Studies  
Mathematics  
Health Ed

Elizabeth's focus in the TAPAS Program is multi-media collage for K-8th grade students. By crafting a work of collage from paper, fabric, or found and recycled materials, learners will compose and complete a work of collage art. During the collage making process and resulting collage art product, students will explore, and thereby strengthen, their understanding of content specific material of the teacher's choosing. Elizabeth's instructional program supports learners' further development of social, fine motor, sequencing, and spatial discrimination skills in the process of composing a work of collage art. Elizabeth's multi-media collage curriculum is designed to address the content areas of social studies, science, mathematics, language arts, and health education. Her lesson plans are flexible and can be adjusted for time, class size, age, and student ability levels. Elizabeth's TAPAS curriculum supports the K-8th teaching efforts of Asheville City School educators as well as reinforcing the learning outcomes which align with the North Carolina Standard Course of Study.

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# Visual Artists

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## Christopher Holt

[holt@fineartsleague.org](mailto:holt@fineartsleague.org)

[www.fineartsleague.org/faculty](http://www.fineartsleague.org/faculty)

828.252.5050

## Drawing Media / Painting



Through the discipline of drawing, K-2nd grade projects will encourage students to expand vocabulary, manage new tools and use them to reflect and expand their environment. As this process continues in grades 3-5 and beyond, children will plan a project to completion incorporating a variety of mediums. Exploring and practicing drawing/painting will give students confidence and a deeper understanding of the world as it relates to the academics offered at each grade level. Holt's experience within the master/apprentice studio has prepared him to work in the classroom where one must be able to work with students of various skill levels.

7th-8th

Art  
Language Arts

Christopher Holt has a degree in Studio Art and English Literature from UNC-Chapel Hill. In 2003 he began as a student at The Fine Arts League of the Carolinas, a non-profit art school dedicated to teaching the tools and techniques of the Old Masters. Holt was an apprentice under Benjamin Long, taught drawing classes, and was the Director of Students. He is currently the Executive Director. Holt works with drawing media and painting in the realist tradition (charcoal, graphite, conte, pen & ink, watercolor, oil, and fresco).

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## Ginger Huebner

[ginger@gingerhuebner.com](mailto:ginger@gingerhuebner.com)

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

828.545.4827

## Collage, Chalk and Encaustic Wax



Inspired by the power of words, Ginger Huebner's works are visual translations that manifest rich imagery, symbolism and metaphor through the mediums of chalk pastel, collage and encaustic wax. Ginger's educational workshops thread the elements of the NCSCOS standards into the exploration of both the literal and abstract representations of place, literature and creative writing. Students will create original works of art that visually represent what they are studying, writing or reading through the mediums of chalk pastel, collage and encaustic wax. Workshops can be easily adjusted for time, class size and grade level.

PreK-12th Art /  
Art Ed.  
Language Arts  
Science  
Social Studies  
Geography

For Huebner, life is full of stories and each fragment of life is an opportunity to capture artistically what often transcends expression in mere words. Her work embodies people's hearts, their dreams, their passions in life, and the moments and individuals that define and refine them. With a Bachelor of Architecture and a Masters in Teaching Visual Art, Ginger's teaching experience spans a variety of disciplines. A certified K-12 Visual Art instructor, Ginger has worked with students of diverse backgrounds using a collaborative approach, inclusive to all. She founded Roots + Wings School of Art in Asheville, NC to provide unique visual art education to all people, as well as connect the strong local artist community with the rest of Asheville and surrounding regions through classes and workshops. The school provides a variety of programming, including a visual arts preschool and after school program, monthly art sessions, custom private art sessions and art workshops for people of all ages and abilities.

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# Visual Artists

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## Lisa Klakulak

info@strongfelt.com

www.strongfelt.com

615.948.8073

**Visual / Craft**



Klakulak's lessons explore humanity's relationship with the fiber medium and incorporate information on the biology of protein and cellulose fibers and the various plants, insects and minerals used as colorants prior to the discovery of synthetic dyes. The arts of felting and natural dyeing involve numerous cross-curricular applications including: language arts (following sequential steps and analyzing processes and results), chemistry (investigating changes in pH and molecular structures), mathematics (equations to assess shrinkage rates of wool and variations in the coloring and light-fastness of dyes) and Social Studies (various cultures use and artistic expression). Additionally, lesson

plans support the standards of art education and can be easily adjusted for time, class size and grade level.

K-12th  
Art Education  
Language Arts  
Social Studies  
Mathematics  
Chemistry

Lisa is a full-time studio artist, exhibiting and instructing workshops both nationally and internationally. She has a BFA specializing in Fiber as well as a K-12 Visual Arts Certification. Klakulak combines her interests in the antiquity of fiber-based processes/techniques and the diversity of cultural expressions and social identity through textiles. She has participated in outreach programs through the Appalachian Center for Craft in TN public schools, conducted workshops for children at the Frist Center for the Arts in Nashville and the Ogden Museum in New Orleans and two-week, school-wide residency at an elementary school in Essex Junction, VT. [www. Strongfelt.com](http://www.Strongfelt.com)

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## Robin Rector Krupp

rrkrupp@hotmail.com

www.childrensauthorsnetwork.com

828.505.2596

**Author / Illustrator**



Robin Rector Krupp is a children's book author and illustrator. Choose from her books "Let's Go Traveling in Mexico" or "The Rainbow and You". Robin will present fast paced author's assemblies for your whole elementary school. Learn how a book is made, see original art, get drawing and writing tips. Then follow-up with writing and art projects for your class the next two days. Students will have one finished art project to take home. The Mexico program includes Core Goals for 5th grade, the Rainbow program for 2nd grade.

K-6th  
Art Language  
Arts Science  
Social Studies

Robin is the illustrator of 7 children's books, 3 of which she wrote. She is a teacher at heart, with 40 years experience at the college level. She has used those teaching skills to present assemblies to over 300,000 children over 25 years. She comes in costume, involves kids on stage. She has a Masters in Painting and was part of the River Arts District. Her own art includes "WILD! Animals", "Painted Prayers", poetry, funky fashions, and photo books made on the computer.

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# Visual Artists

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## Carrie Wagner

carrie@carriewagner.com  
www.carriewagner.com  
828.273.6342

## Photography



Carrie Wagner has a BS in Environmental and Visual Design from NCSU. She has practiced photography for 25 years, specializing in portrait photography for the past 10 years. Carrie is also an author, speaker and educator. Carrie's experience as an educator has spanned a variety of audiences and content. Her six years in Africa, as well as her position as International Training Director for Habitat for Humanity International have provided a variety of opportunities to work with diverse populations. Carrie has facilitated and delivered training as a volunteer in Buncombe County Schools for over 7 years.

7th-12th

Art Language  
Arts Social  
Studies

Carrie can work with any age/grade, but her global experience and digital media skills lend themselves best to middle school and high school Social Studies and Language Arts classes. Each program is designed to meet Objectives and Essential Standards in the NC Course of Study, especially as they relate to diversity appreciation, cross-cultural awareness and peer collaboration and evaluation.

Two Programs offered: 1) Story Portrait Project and 2) Make a Digital Photo Book Both programs are 12-15 hours. The first one focuses on seeing, capturing and sharing diverse stories through the art of photography. The second program teaches students how to create a digital photo book, using Shutterfly.com.

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## Ian Wilkinson

info@ianthepainter.com  
www.ianthepainter.com  
505.231.2190

## Mural Arts



Ian began his career early as the lead muralist at the Holocaust Museum of Virginia. He was the co founder of Dcfreelance art and design, since their beginning they designed and created hundreds of commercial and residential murals. He holds a BFA in painting, from Adams State College, in Colorado. He has extensive experience teaching painting and drawing to all age groups.

K-8th

Art Language  
Arts Science  
Social Studies

He is currently the program director for the Asheville Mural Project (AMP) AMP is a 501(c)(3) non profit that uses murals and public art to bring about social change. AMP offers murals for commercial, and residential needs, and 100% of their profits go to community projects throughout Asheville.

AMP uses the mural arts to raise social awareness, and communicate a wide variety of topics. Murals of any size, are a poignant way to enrich any learning experience. Murals can be very effective for language arts, social studies, and science. Creating a murals is a superb way to create lasting teaching tools for future classes, and vividly etch that same curriculum into the minds of those that create the work.

Our mural methods can be tailored to any age group. We would like to focus on middle and elementary school We are very interested in the possibility of working with any isolated special needs classes.

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# Performing Artists

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## Adama Dembele

adamadembele2@gmail.com

<http://www.myspace.com/adamadembele2>

828.407.6325

## Musician: West African Drum and Dance



Students will focus on learning about the cultures and traditions of West Africa from a native West African musician. In addition to learning the actual rhythms and dances, students will explore the folklore represented by the music, the way the instruments are made, and current events relating to West Africa.

For 33 generations, Adama's family has carried the tradition of drumming, dancing, and oral history of their people in Mali and Ivory Coast. In 2005 He moved from Abidjan, Ivory Coast to the United States in order to further spread the sacred beauty of his people's tradition through instruction and performance throughout the world. In 2007 He settled in Asheville, NC, and has been enjoying teaching students from age 4 to 104 since then. His curriculum of instruction meets (and exceeds) the minimum state curriculum objectives of North Carolina for K-12 in four subject areas (music, dance, healthful living, and social studies).

K-12th

Music  
Dance Social  
Studies Health  
Ed

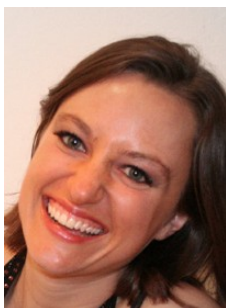
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## Christine Garvin

christinegarvin@gmail.com

415.846.6826

## Dance



What does African tribal dance have to with Jay-Z? How are the farming techniques of ancient India connected to Slumdog Millionaire? What is the common thread of movement through different ethnic cultures? Christine poses these questions via the kinetic application of dance. Teaching historical spiritual practices through the art of movement, students will learn dance steps that are steeped in tradition, but are still used today. The residency can be based solely on African or Indian history, or can be a combination of the two. Students will walk away with not only a deeper knowledge of world history, but

also a choreographed routine based on a song chosen by consensus, a cultural artifact, and video and pictures of the dance to share with their families. Christine also offers a residency on body acceptance through dance.

3rd-8th

Social Studies  
Health Ed.

Christine Garvin, who holds a Masters in Holistic Health Education and is a certified Nutrition Educator, is a hip-hop and bhangra dance teacher who trained and performed in the San Francisco Bay Area. She uses dance as a way to create and strengthen connections to the body and spirit while instilling cultural traditions and connecting them to present day America. Tackling issues of body image, culture, and health, she has worked with youth through San Francisco's historic Stern Grove Festival, as a guest instructor in San Francisco elementary schools, and as a part of LEAF in Schools and Streets.

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# Performing Artists

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## Dave Hamilton

moogerfooger@gmail.com  
www.blindingstandstill.com  
828.215.2138

## Musician: Theremin / Audio Production



Dave focuses on the correlations between science, music, and technology. By utilizing his experience with classic electronics in conjunction with modern musical tools, he provides an engaging, scientific historical journey for participants. Through the use of the Theremin, a unique musical instrument dating back to the 1920's, students learn engaging ways of creating, controlling, and shaping sound waves. Through performance as well as the option for interactivity, empowering lessons on the physics of sound, technological design, motion and forces, the human body, and energy transfer are provided.

5th-9th

Music  
Science  
Technology

Dave has spent years studying music production techniques in both academic and professional settings. Through being employed by synthesizer pioneer Bob Moog, he was able to study electronic musical instrument design, production, and performance techniques. Dave has served as a volunteer for the Bob Moog Foundation, an non-profit who mission is to educate and inspire children and adults through electronic music. Since moving to Asheville in 2000, he has been involved with the construction and operation of a recording studio, worked in a production role for various venues and festivals, as well as mentoring youth through shared experiences.

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## Joel Herring

joel.n.herring@gmail.com  
www.pluckywalker.bandcamp.com  
828.768.5635

## Poet/ Rapper / Lyricist



Studying rap lyrics as literary texts, students will engage critically with entertainment culture and hone their reading comprehension skills. Strong efforts are made to integrate NCSCOS, focusing on literary concepts like metaphor, allusion, and symbolism, as well as inferencing, reader-response, and thematic connections. Using our studies as a jumping-off point, students will write and perform their own songs and spoken word pieces, incorporating literary concepts into their works. For extended residencies, students will leave with recordings of their pieces. Other options include video documentation and a performance or showcase of student work.

6th-12th

Language Arts

Joel is determined to craft lessons that integrate into your classroom, serving the needs of both student and teacher. He believes that by using hip-hop, we can reach students that would not be reached through more conventional genres and literary forms. Joel has experience working with area students, both through LEAF in Schools and Streets and his own afterschool program at Asheville Middle School, Pass the Mic. He holds a literature degree from UNC-Asheville, where he studied creative writing and contemporary fiction. He has performed extensively over the years, both as a solo poet and musician, and also as a member of diverse groups like Electronic Rap Machine and The Runaway Circus.

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# Performing Artists

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## Shen Hunt

shenhunt@gmail.com

<http://www.myspace.com/shenhunt>

352.682.8407

## Musician / Percussionist



Students focus on musical performance and its potential in aiding development in character and intellect. By studying the music of West Africa, Latin America, and the US, students will meet NCSCOS goals in social studies (movement through space and time of people and ideas through music); healthful living (the necessity to develop disciplined lifestyle for strength and focus); mathematics (study of rhythmic and chord theory); art and science (building recycled instruments) and of course, music.

K-12th  
Music / Art  
Science  
Social Studies  
Mathematics  
Health Ed

Shen's programs can cater to students from K-12 of any skill level. For younger or less experienced students, we can focus on African drums and rhythms or building recycled percussion instruments and composing original material to play. For older or more experienced students, Shen offers instruction for African drumming ensembles, drum line and mallet ensembles, and rock bands. Shen's programs have obvious cross-curriculum applications with other TAPAS artists in dance, music, and visual arts, with the potential for some very rewarding performance opportunities.

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## Ingrid Johnson

ingweee@hotmail.com

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

828.332.1021

## Theater / Circus Arts



Ingrid promotes group work, fitness and agility, and body awareness in an engaging, hands-on workshop. Ingrid teaches juggling and other prop manipulation in the circus arts as well as improvisational theater. She is available to teach all grade levels but her focus is middle and high school. This residency can culminate in a show or demonstration using thematic elements relative to the school community.

6th-12th

Theater  
Drama  
Health Ed

Ingrid has enjoyed a variety of different performance, teaching, and circus arts experiences. Her passion for this art has motivated her to create community arts and theater throughout Asheville, the United States, Israel and Palestine, and Kosovo and Serbia. Ingrid taught throughout Chicago's public and private schools with "Circesteem" which focused on building self esteem through circus arts and at Vance Elementary and ArtSpace Charter School. Her achievements also include co-founding, performing and training with several organizations and programs including: the San Francisco Circus Center, "Jugglers of Death" at Six Flags Amusement Park, Hootenanny Circus at Warren Wilson College, Forty Fingers and a Missing Tooth and the Runaway Circus and the Loose Cabooses.

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# Performing Artists

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## Melanie MacNeil

melmacpink@hotmail.com

www.AshevilleHoops.com

828.215.7358

## Hoopdance Performer and Instructor / Craft Artist



What's All the Hoopla? Melanie's Hoop Curriculum is "well rounded" and can adapt to various age groups and the NCSCOS as applicable. Students can explore practical uses of pi, radius, and diameter by crafting hoops from raw materials in a Math and/or Art based lesson. When learning how to move in a hoop students can learn about Physics concepts such as momentum, friction, traction, gravity, as well as directly observe cause and effect.

K-12th  
Dance  
Art  
Science  
Mathematics  
Health Ed

Healthful Living and Dance concepts can be explored by learning the myriad ways to move and dance in a hoop. Hooping is internationally recognized as a creative form of dance and exercise. Most importantly, Hooping makes staying in shape FUN for kids! Melanie will teach hoop tricks that encourage students to develop motor skills and in return, promote a healthy sense of self esteem. Social Studies can also be explored by following the history of the hoop, how circles have influenced humanity, where circles are found in various civilizations and how the "hula hoop" came to be one of the most popular toys of the 21st century.

Melanie MacNeil founder of AshevilleHoops.com offers Hoopdance classes at Terpsicorps Studio, co-leads the Asheville Hoop Jam, works at local summer camps and and has been involved with the LEAF community for over a decade. She can be seen entertaining at festivals such as LAAFF, French Broad River Festival, LEAF and Rockin' River Fest.

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## Melody McGarrahan and Ben Wilson

TheLoraxmom@yahoo.com

828.301.2777

## Music / Poetry / Songwriting



Melody and Ben integrate their passion of music with students by utilizing the thematic writing strategies addressed in the NC Standard Course of Study. By using poetry and stories written by the students themselves, they will learn how to take their own compositions and transfer them into original songs. Melody and Ben also share and perform their own musical pieces with students demonstrating how music can be used as a powerful genre to express individual as well as societal beliefs and concerns. Students from previous workshops have created songs ranging in topic from dinosaurs and

K-12th  
Music  
Writing  
Science  
Social Studies  
Mathematics

fast food restaurants to more serious issues such as cruelty to animals and racism. Melody and Ben demonstrate the importance of the creative process and utilize a variety of small group brainstorming activities in order to engage students. At the end of each residency the cooperating school can be provided with a studio recording of their created music to keep.

Melody is a musician as well as a NC State Certified Teacher who has traveled and played throughout the country. She has written and received several literacy Grants and would be happy to assist you in the Grant writing process to bring this opportunity to your school. Upon moving to Asheville she has been active in the LEAF in the Schools and the Streets program as well as teaches music part-time at a local charter school. Ben is a professional touring singer/songwriter now residing in Asheville. He has a catalog of over 250 original songs and has 10 albums to his credit. Melody and Ben are comfortable teaching all age levels from preschool to the eighth grade. Their program can be specialized to fit any content area in order to fit your classroom's specific curriculum needs and objectives.

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# Performing Artists

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## Tamiko Ambrose Murray

tamiko@FIRSTwnc.org

828.318.6310

## Writer / Spoken Word Poet



Motivating young people through creative writing to combine imagination, personal perspective and life experiences is a natural context to incorporate Common Core curriculum literacy standards appropriate for a student's grade level. Through guided practice, Tamiko facilitates the free-writing process to narrow personal narratives into a traditional story structure, while embedding explicit Common Core State Standards, such as metaphor, inferring, irony, and main idea. While students develop their own characters, settings, and conflicts; they experience language arts as a functional and positive means

of self-expression, a strategy that has resulted in a demonstrable increase in EOG scores with students Tamiko has worked with in the past. In celebration of the completion of their stories, students will read their work aloud in front of other students and teachers.

6th-8th

Language Arts

Tamiko is an Asheville Arts Council Regional Artist Project Grant (RAPG) recipient, winner of the Wilma Dykeman Award for creative non-fiction and is an Asheville Writers in the Schools (AWITS) resident writer. She is a graduate student at Western Carolina University and is pursuing a Masters in Social Work. She has worked with both young people and adults within the school system and through local community programs, such as LEAF in Schools & Streets and Arts2People.

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## David Novak

Novateller@aol.com

www.novateller.com

828.280.2718

## Story Arts: Spoken Word, Creative Writing, Storytelling



What is a book? Where do stories come from? David explores these questions with grades K-12. Students will: learn to hold stories in paper-folding and string figures; find stories in stones, weather patterns, and the life cycles of plants and animals; invent finger plays and pattern stories; compose and retell their own life experiences. While David's residencies directly address competency goals in Arts and English Language, students also explore core concepts in Science for Inquiry, Systems, Order, Change and Constancy as they explore the natural world for ancient patterns that create new stories. As your class

discovers and creates stories, Social Studies competencies are involved when they practice pattern recognition, problem solving, interpretation, and public speaking. A residency with David Novak is A Telling Experience! David has experience with all grade levels. For 2011/12 he has chosen to focus on early grades PK-5.

PreK - 5th

Art Language  
Arts Science  
Social Studies

David Novak is a nationally recognized leader in the storytelling revival, recipient of the Circle of Excellence from the National Storytelling Network, and has been featured many times at the National Storytelling Festival and festivals nationally and internationally. David's work as a teaching artist includes the Lincoln Center Institute and related arts education programs across the U.S. In 1995/96n he was Master Storyteller for the Disney Institute in Orlando, FL, and in 2009 he was guest lecturer for the Czech Children's Theatre Conference in Trutnov, CZ.

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# Performing Artists

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## Abram Racin

abram.racin@gmail.com

304.692.1529



Abram focuses on teaching regional appreciation and awareness using traditional Appalachian folk music. Appalachian music is a dynamic tradition that weaves together various European folk forms with West African influences and strains of Native American music. It also has a connection to the regional biota through song lyrics and tune names, as well as materials used to construct instruments.

Using song, fiddle tunes and dances, Abram can lead classroom discussions about local and regional history, culture, and relationship to place and how the

contribution of different ethnic groups inform these. These workshops will fit well into any social studies curriculum emphasizing regional cultural history and it's relationship to the rest of the world. He can also teach instrumental techniques and songs through the folk method, primarily learning by ear and the oral tradition. In addition, workshops with a science emphasis can be created by teaching awareness of the traditional uses of plants, trees, and animals.

Abram has 15 years of experience as a musician in many different settings. he plays and teaches several stringed instruments, dabbles in percussion and is an avid folk dancer. He performs solo, plays bass with Rising Appalachia, and sits in with various Asheville groups. A West Virginia native, he's learned the fiddle tunes and folk songs directly from masters in the mountains of Appalachia. He is also a student and practitioner of homesteading skills and ethnobotany. He has taught with The Mountain Institute, and has a BA in biology and ecosystem management.

K-12th Music  
Language Arts  
Science  
Social Studies  
History

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## Kate Steinbeck

kate@pan-harmonia.org

www.pan-harmonia.org

828.254.7123



Flutist Kate Steinbeck's work embraces the full spectrum of classical and world music, free improvisation and jazz. Touching people with the immediacy and relevance of music in their lives is her specialty. Her engaging workshops (40-90 minutes in length) link musical concepts and themes to the SCOS. She thrills in illuminating the relevance of music theory and its elements, music development and history to social studies, language arts and mathematics.

Curriculum includes:

- Music, numbers and operations including fractions, measurements, rates of change, line graphs
- Music as a means of communication during the Revolutionary and Civil War eras
- Music's relevance in world cultures, celebrations and rituals, diversity and communality

Past residencies: LEAF in Schools and Street, YWCA Afterschool program, YMCA Camp Greenville and Evergreen Community Charter School.

Kate has been a teaching artist for over 25 years and enjoys bringing students into the creative process of music making. Her collaborative, supportive workshops encourage critical-thinking and foster imaginative problem solving. She is the director of Pan Harmonia, a professional company she founded in 2001 exploring where sounds of the world meet and embrace. She is the mother of two school-age children and an ardent advocate for the arts and young people.

K-12th  
Music  
Language Arts  
Social Studies  
Mathematics

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# Performing Artists

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## Kenya Webster

musicisformetoo@gmail.com

www.musicisformetoo.com

336-580-1342

## Musician / Percussionist: West African Drumming



Kenya's thematic units allow for 30-minute lessons focusing on one particular topic up to 21-day residencies. Kenya aligns her lesson plans to meet the NCSCOS requirements, while engaging kids thru hands-on, experiential, relevant, meaningful sessions of guided practice, group work, solo opportunities and public performances. Kinesthetic, auditory, visual learners are intertwined in classes ensuring attainable success rates for all participants. She integrates classrooms from Africa to America, from K-12 kids, from the history of the Bambara people to imagining life during the Harlem Renaissance.

K-12th, EC  
Music / Art  
Language Arts  
Social Studies  
Mathematics  
History

Kenya is a multi-faceted percussionist, musician, performer and educator. She teaches West African music, song and dance. She also uses her expertise in all musical eras to educate, motivate, formulate and articulate complex subject areas. Kenya's professional highlights include director of the Shiloh Community Center, working with teachers in West Africa and graduating from Brevard College with a degree in Music. She has arranged, composed and performed several works of music. Kenya is a Lake Eden Arts Festival resident teaching artist, a lecturer on West Africa music, and culture, along with teaching private/group lessons.

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## Adam Blake Wright

ablakewright@gmail.com

828.779.1013

## Theatre Director / Fiction Writer / Storyteller



Adam's work supports competency goals in the K-12 English Language Arts, Social Studies, Science, and Healthful Living curriculum. His combination of performance and creative writing enhances reading and writing skills in the areas of comprehension, communication, text creation, story elements, and personal narrative. He prepares students for the NC Writing Assessment in grades 4, 7, and 10, and also utilizes performance and writing as a way to illustrate the narrative of history, geography, and government. Likewise, Adam uses his background in organic farming to offer hands-on residencies that

explore gardening, nutrition, and Appalachian culture. Adam works with all age levels, including preschool and EC students.

PreK-12th

Language Arts  
Social Studies  
Science  
Heath Ed

Adam is a fiction writer, theatre director, and storyteller with seven years of educational experience. Adam works as a community skills instructor for the Autism Society of North Carolina and teaches theatre and creative writing in collaboration with Asheville Writers in the Schools and UNCA's Super Saturday program. He is a graduate of UNC-Chapel Hill, where he taught creative writing to academically gifted high school students as a CoachWrite mentor. Adam has directed professionally in New York City, San Diego, Chapel Hill, and Asheville, most recently directing productions at the Anam Cara Collective and LEAF. He conducted a field study with professional storytellers throughout the UK, and thus seeks to bridge the gap between theatre and other artistic mediums by incorporating oral storytelling and creative writing into the theatrical process.

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# Performing Artists

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## Lisa Zayhia

lisazahiya@gmail.com

www.lisazayhia.com

828.242.7595

Dancer



Lisa Zahiya offers dance workshops, demonstrations and classes that provide engaging and dynamic learning opportunities for 6th-12th grade students. Along with using dance to develop tools for kinetic awareness, fitness and healthful living, Lisa creatively combines dance and core subject matter.

Lessons Lisa is available to teach include:

- Shake it like a Polygon: Using tutting (a contemporary abstract interpretive dance style that exploits the body's ability to create geometric positions and movements, predominantly with right angles) Lisa & the students will explore geometry, mathematical concepts and relationships. (6-10 Geometry)
- Journeys on the Silk Road: Using demonstration, examples and dance lessons, the students will explore the cultures, costuming, food and history of countries and cultures along the Silk Road trade routes. (7th grade Social Studies)
- Physical Graffiti: Using the history of hip hop dance and culture students will learn and discuss key events in US history in the 1970s-1990s. The lesson will include major events of the Civil Rights Movement, the impact of technological innovations and specific events in Harlem, the Bronx and California.

Lisa is an innovative, award-winning performer, in-demand instructor, studio owner and sought after youth dance instructor. Working in the genres of Middle Eastern Dance, Indian dance (Bollywood & Bhangra) and hip-hop dance, Lisa travels nationally and internationally teaching and performing. Lisa is a adjunct dance instructor of the University of North Carolina, Asheville and a resident teaching artist with the Lake Eden Arts Festival.

6th-12th

History Social  
Studies  
Mathematics

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# 2011 2012 TAPAS Teaching Artists Presenting in Asheville Schools



[www.ncarts.org](http://www.ncarts.org)

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# TAPAS

Teaching Artists Presenting in Asheville Schools - A Collaborative Project of Asheville City Schools Foundation, LEAF in Schools & Streets and UNC-Asheville Craft Studies

**2011--2012 Teacher Grant Application for Artist-In-Residence** (page 1 of 2)

*Download original application at [www.acsf.org](http://www.acsf.org)*

## GUIDELINES:

Grants are awarded on a competitive basis up to 80 total days of residency this school year. Residency requests for the early school year will be considered on a case by case basis if the first deadline falls after the residency is scheduled to begin. Applications are due on September 23, and a second cycle of applications will be due on January 13 if remaining residency days exist. Applications must be submitted by a lead teacher, but we encourage parents and PTO members to support teachers by interviewing artists, gathering materials and filling other supportive roles.

Please consult with ACSF Co-Director Kate Pett in designing your proposal.

## Requirements:

1. The grant applicant must be an employee of the Asheville City Schools System.
2. All grant applications must be completed on this grant form and each numbered item must be addressed. Application is available at [www.acsf.org](http://www.acsf.org).
3. Save and rename this application with your project name. Submit electronically and print and sign a hard copy to send to ACSF.
4. All applications should be couriered or delivered to: ACSF, 85 Mountain Street, Asheville, NC 28802 and submitted electronically to [kate@acsf.org](mailto:kate@acsf.org)
5. Applications will be considered and awarded by the TAPAS selection committee.
6. Recipients agree to complete and submit a simple evaluation form.

Date: \_\_\_\_\_ Teacher Applicant's Name: \_\_\_\_\_

School: \_\_\_\_\_ Position/Grade/Subject: \_\_\_\_\_ School Phone: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Teaching Artist Name: \_\_\_\_\_ Type of Artistry: \_\_\_\_\_

Name of Residency Project: \_\_\_\_\_

Length of Residency in days (a day is two contact hours with students): \_\_\_\_\_

Does this residency include a performance by the artist? \_\_\_\_\_ Or students? \_\_\_\_\_

## Budget:

Days of Residency \_\_\_\_\_ @ \$150/day = \$ \_\_\_\_\_

Materials: (up to \$200) \$ \_\_\_\_\_

Total Requested Funds: \$ \_\_\_\_\_ Optional -- Costs Covered by Other Sources: \$ \_\_\_\_\_

I agree to implement the project described above. I agree to complete an evaluation in a timely manner.

\_\_\_\_\_  
Applicant Signature

\_\_\_\_\_  
Date

I have reviewed this request, support it and agree that it adds value to our school.

\_\_\_\_\_  
Signature of Principal/Administrator

\_\_\_\_\_  
Date