


FY22 Creativity Consultant Project Teaching Artist Directory

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



Summer Dawn is a playwright, director, production manager, teaching artist and actor with an AA in communications from the University of Phoenix. Her work has been highlighted in numerous festivals including the Downtown Urban Theater Festival, the New Jersey Young Playwrights Festival, FringeNYC and more. She is the founder and director of *In Full Color* (IFC), an organization that empowers women of color and other BIPOC of marginalized genders through education and the arts. IFC has received two commendations from the New Jersey State Assembly and the inaugural Jersey City Arts Council's Performing Arts Award. Summer is the co-founder of *68 Productions* and the winner of the Permanent Career Award in Literature from the Society of Arts and Letters-NJ and the N.J. Governor's Award in Arts Education.

Programming Format Availability

My programs are available via the following formats:
 In Person (North Jersey or located near NJ Transit rail stations -- I don't have car access! I most often work in Jersey City, Newark and Paterson)
 Live-streamed (Zoom, Google Meet, WebEx, Microsoft Teams, etc.)
 Recorded
 Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

- Uplifting and centering historically and presently excluded voices, especially BIPOC and LGBTQIA+ folk
- Encouraging audiences of all genders and colors to recognize and embrace their intersectional identities
- Using theatrical performance, first-person monologues, poetry and other performance art forms to share stories and foster empathy
- Creating original stories or curating story selections that honor students' home cultures
- Guiding audiences of all genders and colors through writing prompts to share their stories and honor their identities
- Artist's Home Cultures and Identities: Asian (Chinese, Filipino), Hispanic (Spanish), bisexual, queer, LGBTQIA+, Spanish-speaking, urban hometown

Example of lessons/units co-created with teachers

Summer provides curriculum development and facilitation for the Dodge Theatre to Learn grades 2-5 residency. Summer has participated in Young Audiences Anti-Racism program development cohort, resulting in her programs **Poetry as Activism** and **Walk the Walk**. Summer is a facilitator of Josh Campbell's program **Black Futures**.

Hopes for a co-teaching partnership

I hope we can all learn how to deepen our teaching practice together!



Kate Marie Sclavi, M.Ed. is an Artist and Educator specializing in arts integration, designing collaborative art encounters, and facilitating personal and professional development art workshops. Besides her work at YANJ/EAP, she is also on the faculty in the Art Education and Community Arts Practices Department at Tyler School of Art, Temple University. Her imaginative, socially-engaged artwork weaves together collaborative art making, participatory experience, fiber, painting, and performance. She holds a M.Ed. in Art Education, and a NJ K-12 Art Teacher Certification.

Next is a pedagogical statement about her teaching practice. “As a veteran art educator of twenty years, I have taught all age levels in a variety of settings including schools, museums, community centers, universities, and more. My visual art workshops are about *discovery through experimentation with the creative process*. I embed mathematical and scientific reasoning, as well as writing, speaking, and personal reflection into the work. Although I guide my students to learning objectives, I never instruct my students towards a “finished product.” Instead, I give students tools such as technique and guidance on concepts to allow them to find their own answers. Below are some featured workshops.

I believe art making is a roadmap to liberation. Art Making is a kind of alchemy, a chance to wield objects, materials, our bodies within space to amplify our interior worlds: our fantasies, dreams, memories, thoughts, and interests. I believe every human being is an artist, and my work as an educator is to serve as a guide to help others uncover their limitless creative potential and help build bridges. Many people have been taught a limited view of what art should be, what is right and wrong. I work to deconstruct that binary, and give people the chance to see that everyone has access to the ability to be an artist, as long as they feel empowered to name and claim it. I work to give my students the chance to wield their internal magic wand and create the world they imagine.” Website: www.katemariesclavi.me

Programming Format Availability

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

Culturally Responsive Arts Education (CRAE) areas of expertise?

Visual Arts, Trauma Informed Care
 Feminist lens, Anti-Oppression
 Working with Disabled Students

Example of lessons/units co-created with teachers

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

Hopes for a co-teaching partnership

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



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

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

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

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

Programming Format Availability

My programs are available via the following formats:

- In Person
- Live-streamed (Zoom, google meet, etc)
- Recorded
- Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

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

Example of lessons/units co-created with teachers

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

Hopes for a co-teaching partnership

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



Molly Johnson has her own printmaking studio, Social Animal Press, in Ocean Grove New Jersey where she practices woodcut, lino-cut, silkscreen and intaglio forms of printmaking. She has been a practicing and exhibiting artist for over 20 years, and in that time has received many awards including a full fellowship to study printmaking at The Ohio State University and recognition with New Jersey Governor's Awards for Distinguished Teaching Artist in 2012 and 2020. She has worked in museum education, taught printmaking to graduate students, worked at the National Endowment for the Arts managing federal partnerships focusing on youth and prevention issues. In the midst of the pandemic, she established a national project, Exquisitely Connected, which has supported creative expression in these stressful times for students from all over the country.

Programming Format Availability

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

Culturally Responsive Arts Education (CRAE) areas of expertise?

Using basic elements and principles of design (line, shape, color, size, etc.) to guide students of all ages and backgrounds to an understanding of language, communication, and community. Whether using the simplest and most inexpensive of materials, or complex techniques of printmaking, students are led to discover communicative abilities within themselves that connect them to emotional awareness and awareness of others, finding similarities and celebrating differences.

Example of lessons/units co-created with teachers

Ms. Johnson has worked with schools to create visual arts, design-based strategies to help students improve language skills, process challenging current events as well as curriculum areas within the Holocaust and American history, understand sequencing in early reading and social studies classrooms, and connect more personally to Egyptian history by taking a modern approach to Books of the Dead. She developed "Color Orchestra" as a tool to explore math concepts as well as social emotional learning, and even brings these concepts into work with puppet-making. All is grounded in helping students use their visual expressions as springboard for communication.

Hopes for a co-teaching partnership

I hope to hear what a classroom teacher needs and co-create tools to provide a fresh arts-based approach to that need. My approach is to have the plan and also read the room, allowing students to become a critical part of the evolution of the lesson. In this way, the educators remain open to expanded teaching opportunities and community-building within the classroom, and the students become invested learners.



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

Programming Format Availability

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

Culturally Responsive Arts Education (CRAE) areas of expertise?

Example of lessons/units co-created with teachers

Hopes for a co-teaching partnership



Eloise Bruce has been a teaching artist for over 40 years. She was the first Education Director for the Asolo Theatre, (the State Theater of Florida), is the founder of Idaho Theater for Youth and is the former artistic director of Creative Theater in Princeton. She has worked in various capacities with the Frost Place Museum and Poetry Center in Franconia, New Hampshire and is a longtime coach and adjudicator for Poetry Out Loud. She is the recipient of a Fellowship from the NJSCA and a N. J. Governor’s Award for Arts Education. She received the Applause Award from the New Jersey Theater Group for her work in Arts Education. She holds a BFA, MFA and M Ed. Currently she performs and publishes with the poetry performance group Cool Women Poets and is youth editor for RavensPerch Magazine. She has published widely in poetry journals and has recently co-authored Scud Clouds, a volume of poetry, with her husband David Keller about their journey with dementia. She works with the Foundation for Educational Administration in the area of arts integration and is one of the authors and editors of NJ’s Arts Integration [Think and Do Workbook](#).

Programming Format Availability

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

Culturally Responsive Arts Education (CRAE) areas of expertise?

She blends elements of theater and literature to create culturally responsive lessons by interweaving Arts Integration, Social Emotional Learning and Culturally Responsive Arts Education together to create solid holistic cross curricular experiences. She is committed to in-depth research and is thorough and organized in her preparation and delivery.

Example of lessons/units co-created with teachers

The Hummingbird Project: Co-created with a first grade bilingual Education teacher, an arts specialist in the Trenton School District. The lessons in this unit explored the life cycle of the once migratory Anna’s Hummingbird, a species that had immigrated to the US and settled in California. The students used music, theater and dance to generate their own illustrated book about the life cycle. They created their own costumes and performed their play about the lifecycle in their school, at a district arts festival and for the artists and teachers participating in CCP.

I Dream a World: Co-created with visual arts teachers at two schools in the Trenton School District. Grade 4 and 5 students wrote their own dream poems after experiencing a poem by Amanda Gorman and all of the Langston Hughes Dream Poems. They did some recording of their poems and also illustrated them.

We Dream a School: A PD for middle school teachers in which they wrote dream poems after experiencing a poem by Amanda Gorman and all of the Langston Hughes Dream Poems. These poems expressed the commitments each teacher has to the Community of Care that has been developed in the school for the last few years.

Hopes for a co-teaching partnership

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



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

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

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

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

Programming Format Availability

My programs are available via the following formats:
In Person or live-streamed.

Culturally Responsive Arts Education (CRAE) areas of expertise?


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

Example of lessons/units co-created with teachers

Examples of co-created residencies include the integration of movement and the Elements of Dance with Math (grades Pre-K to 5), Science (grades Pre-K to 8), ELA including letter recognition, spelling, story analysis (grades K to 5), and Social Studies.

Hopes for a co-teaching partnership

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

	<p>Quynn Johnson, a graduate of Howard University in Washington, D.C., and native of Flint, Michigan, is an award-winning performing, teaching artist and author. She has toured as the tap soloist in the Tony Award-winning production <i>After Midnight</i> (NCL) and performed both nationally and internationally. Highlights include featured 2020 recipient of the Kennedy Center Local Dance Commissioning Project, soloist in the Washington Ballet production of <i>The Great Gatsby</i>, Cirque du Soleil's <i>Mosaic</i> production, the Festival Folclórico del Pacífico and in Buenaventura and Cali, Colombia and has toured Peru as part of the Festival Internacional de Cajón Peruano. Quynn is the co-creator of the D.C.-based percussive dance company SOLE Defined with Ryan Johnson.</p> <p>A National Credential Residency Teaching Artist with Young Audiences and a Wolf Trap TA, in 2014, 2017, and 2020 she won the Individual Artist Award for Dance Choreography (MSAC). As a teaching artist, Quynn has reached over 9,500+ youth from pre-k through 12th grade with assemblies, residencies, and workshops. Her arts-integrated residencies bridge tap dance with literacy, math, Social-Emotional Learning. In 2011, Quynn became a self-published author with her children's book, <i>Lucky's Tap Dancing Feet</i>.</p> <p>Website- www.quynnjohnson.com Social media- @justquynn</p>
<p>Programming Format Availability</p>	<p>My programs are available via the following formats: Live-streamed (Zoom, google meet, etc) Recorded Hybrid (Combination of recorded with Live Q & A with the artist) In-person available in Spring 2022</p>
<p>Culturally Responsive Arts Education (CRAE) areas of expertise?</p>	<p>By uplifting the history and artistry of tap dancing my work creates a participant centered environment while being culturally responsive by modeling ways to offer student spontaneity within a structured environment.</p>
<p>Example of lessons/units co-created with teachers</p>	<p>Once Upon A Rhythm Arts Integrated Residency using elements of tap dance to teach and enhance literacy principles. This residency program builds skills in social emotional learning while highlighting creativity, identity, problem solving, communication, and classroom community</p>
<p>Hopes for a co-teaching partnership</p>	<p>I hope to be able to make a long-standing difference in supporting classroom culture and teaching and learning practices as I co-create lessons and co-implement lessons with teachers. I also hope to practice some of the new techniques and themes I'm currently learning through my masters program. Lastly, I hope that the people I'm able to work with are receptive to feedback and new approaches to learning.</p>



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

Programming Format Availability

My programs are available via the following formats:
 In Person (Based on social distancing and current COVID data)
 Live-streamed (Zoom, google meet, etc)
 Hybrid (Combination of recorded with Live Q & A with the artist)

Culturally Responsive Arts Education (CRAE) areas of expertise?

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

Example of lessons/units co-created with teachers


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

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

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

Hopes for a co-teaching partnership

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

	<p>Rebecca Kelly is a multidisciplinary artist. She is a storyteller, textile and book artist, and curator. Her students' Book Arts work was exhibited at the Guggenheim Museum's Learning through Art Exhibition, and Rebecca curated the traveling exhibition of the award-winning Bucks County Community College ARTMOBILE: transFORMations; Making Art with Recycled and Reused Materials. Rebecca is an experienced educator and holds a Master's Degree in Child Development from Sarah Lawrence College.</p>
<p>Programming Format Availability</p>	<p>My programs are available via the following formats: In Person Live-streamed (Zoom, google meet, etc) Recorded Hybrid (Combination of recorded with Live Q & A with the artist)</p>
<p>Culturally Responsive Arts Education (CRAE) areas of expertise?</p>	<p>Lenape and Jewish Studies, Identity Development, and Social Emotional Learning</p>
<p>Example of lessons/units co-created with teachers</p>	<p>I Never Saw Another Butterfly: Alongside Rebecca, teachers and students reflect on symbols of the Holocaust, creating their own poetry and art in response. Artforms can include collage, graphite pencil drawings, watercolors, and/or wax pastel images. The poems in the collection <i>I Never Saw Another Butterfly...</i>, by Pavel Friedman and others, are presented as catalysts for thought and artistic expression.</p>
<p>Hopes for a co-teaching partnership</p>	<p>My hope is to collaborate with teachers to identify ways to engage teachers and students in a study of Culturally Responsive Teaching and Learning. .</p>



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

Programming Format Availability

Culturally Responsive Arts Education (CRAE) areas of expertise?

Example of lessons/units co-created with teachers

Hopes for a co-teaching partnership

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

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

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

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



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

Programming Format Availability

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

Culturally Responsive Arts Education (CRAE) areas of expertise?

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

Example of lessons/units co-created with teachers

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

Hopes for a co-teaching partnership

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

	<p>Karen “Queen Nur” Abdul-Malik is a nationally renowned storyteller, teaching artist and folklorist . Sharing her gift, she has performed in venues from the Opening of the Smithsonian NAAMCH to Equity Theater on Broadway, from the National Black Storytelling Festival to the National Storytelling Festival in Jonesboro. Traveling abroad, Queen has presented for the U.S. Embassy in Cameroon and at PANAFEST in Ghana. She was the 2019 and 2020 Emcee for the National Heritage Fellows Award Concerts. The mother of three and grandmother of five, she received her Masters in Arts in Cultural Sustainability from Goucher College, and a Certificate in Dispute Resolution from Harvard Law School. In 2018, she was named a New Jersey Governor Award Winner in Arts Education and Teaching Artist of the Year with Young Audience of New Jersey and Eastern Pennsylvania. Karen is also featured in <i>Legendary Locals of Willingboro</i>.</p>
<p>Programming Format Availability</p>	<p>My programs are available via the following formats: In Person Live-streamed (Zoom, google meet, etc) Recorded Hybrid (Combination of recorded with Live Q & A with the artist)</p>
<p>Culturally Responsive Arts Education (CRAE) areas of expertise?</p>	<p>Integrating Folklife and Storytelling into the Curriculum: Integrating familiar and communal folkways and stories into the curriculum to bolster self-identity, create text-to-self experiences, uplift traditions, and celebrate cultural heritage.</p> <p>Engaging in Language of Liberation versus Orality of the Oppressor: exploring the power of engaging in language that uplifts cultural vitality, amplifies agency, and empowers group identity to disrupt colonial language that fosters and reinforces racism, oppression, and dehumanization.</p>
<p>Example of lessons/units co-created with teachers</p>	<p>ATCO Storytelling Residency - 2020 Co-creating lesson plans with lead Arts Teacher for Residency entitled “Stories for Today,” by integrating storytelling with the Arts and Language Arts curriculum. (Ex. After introducing the concept of feelings and expressions by exploring family and community, Mrs. Zaleski, introduced lessons on how to draw cartoon character expressions, encouraging students to reflect on what they had witnessed or experienced.)</p> <p>Establishing Rule of Three. For each unit we collectively designed Rules of 3, engaging students in what the 3 rules would be. (Ex. Unit: Make The Story Your Own: Rule of three: 1) Change Characters 2) Change Location 3) Change Message in the story. May choose 1, 2 or all three).</p>
<p>Hopes for a co-teaching partnership</p>	<p>Co-creating an arts integration strategy that 1) accents the familiar and communal folkways of students into the curriculum 2) elevates the teacher’s culturally responsive practice and, 3) engages the students as stakeholders in designing culturally relevant arts experiences.</p>

