

SONOMA COUNTY ARTS/EDUCATION ALLIANCE • CULTURAL ARTS COUNCIL OF SONOMA COUNTY • SONOMA COUNTY OFFICE OF EDUCATION



ARTS

in education

a **resource guide** for sonoma county

ARTS IN EDUCATION RESOURCE GUIDE



Sonoma County Arts/Education Alliance



Cultural Arts Council of Sonoma County



Sonoma County Office of Education

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I. PREFACE AND INTRODUCTION

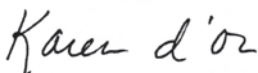
Community Vitality and Arts Education

During 2004, the Cultural Arts Council of Sonoma County (Arts Council) directed a countywide needs assessment for the arts surveying over 100 arts organizations and 500 working artists. A primary recommendation of this survey was to use arts and culture to strengthen K-12 education. Fortunately, in the summer of 2003 the Arts Council formed a hard-working collaborative group, the Sonoma County Arts/Education Alliance (SCA/EA). As one of several key initiatives, the SCA/EA collected key data from arts teachers, arts organizations and artists with the intent of publishing the **The Arts Education Resource Guide**. This predominantly volunteer venture is the first-ever guide to arts education resources in Sonoma County, and the Arts Council is proud to be, with the Alliance and Sonoma County Office of Education, a producer of this important link to the arts for teachers and their students.

Arts education is essential to the vitality of our community and the future of Sonoma County's quality of life. Anchoring a student's learning with arts education will help motivate students in all areas of academics and contribute to their life skills. The Arts Council believes that arts education in Sonoma County will create for youth:

- Healthy ways to discover and express their own experiences.
- Opportunities to make new connections and find the value of collaboration, interdependence and compassion.
- Models to become creative, productive, civil, and joyful community members who realize their greatest potential.

As a result, young people will grow into citizens who can imagine what's possible and realize the potential of our community and our world. These are the future leaders who will grow and sustain a vibrant and creative Sonoma County economy offering diverse and relevant cultural enrichment for the entire community.



Karen d'Or
Executive Director
Cultural Arts Council of Sonoma County

ACKNOWLEDGEMENTS

A breakthrough collaborative project like the Arts in Education Resource Guide extends acknowledgement and gratitude to many individuals and organizations.

Thank you to the members of the Sonoma County Arts/Education Alliance:

Sally Baker	Healdsburg High School
Marlene Ballaine	ArtStart
Christi Corradi	Chops Demeo Teen Center
Michael Fontaine	Santa Rosa Symphony
Anita Wiglesworth Ford	Luther Burbank Center for the Arts
Linda Galletta	Sebastopol Center for the Arts
Carol Henderson	Old Adobe School
Laura Hendrickson	Santa Rosa Middle School
Jennifer King	Sonoma County Repertory Theater
Ruth Mankin	Young Audiences of the Bay Area
Mary McDougall	Spreckels Performing Arts Center
John Moran	North Bay Theater Group
Alexandra Quinn	Sonoma County Museum
Maureen Cecil	Sonoma County Museum
Tracy Sawyer	Music for Schools
Megan Segre	Sonoma Valley Museum of Art
Brian Shears	Professor Emeritus SSU
Jan Sofie	Artquest, Santa Rosa High School
Carl Wong	Sonoma County Office of Education

Particular thanks goes to Brian Shears, SCA/EA Chair, and Carl Wong, Superintendent, Sonoma County Office of Education (SCOE.)

Dr. Shears has been a tenacious advocate for and dynamic leader of this project. Dr. Wong has provided consistent and superb support for both this publication as well as the goals of the SCA/EA.

Thank you to the Board of Directors of the Cultural Arts Council of Sonoma County (Arts Council): Harvey Charnofsky, President; Michael Friedenbergh, Vice President; Stephen Imboden, Treasurer; William Welsh, Secretary; Sally Baker, Helen Gillespie, Holly Byers Ochoa, Jan Sofie. Thanks to Arts Council staff Jody Grovier, ARTrails Program

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Manager; Samantha Kimpel, Office Manager; and particularly Karen d'Or, Executive Director and Carolyn Kantor, Exhibits and Education Coordinator.

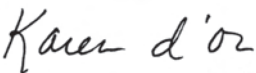
The Arts Council's 2004 event honoring Dana Gioia, Chairman of the National Endowment for the Arts, contributed to the funding of this project, and thanks is extended to all who helped make that event a success, particularly Rod Stevenson, event chair.

Thank you to the arts providers of Sonoma County, both the arts organizations and the professional artists. In a time of diminished public funding for the arts, you create miracles every day and add profound richness to our quality of life. In this first edition some key arts providers may have, unfortunately been missed. Revisions will be made annually, funds permitting.

Special thanks to: Fireman's Fund Foundation and the employees of Fireman's Fund Insurance; Exchange Bank Foundation and the employees of Exchange Bank; Paul Kaplan, Lead Press Operator; and Don Russell, Assistant Superintendent, the Curriculum Council at SCOE.

Thanks also to Kimberly Daly, graphic designer, and Vita Iskandar and Holly Byers Ochoa, proofreaders. We would also like to thank Karin Demarest, a performer and graduate student at the University of San Francisco for her contribution to the section on Professional Development.

A very special thanks to the Sonoma County teachers and principal who are Arts Advocates and to the dedicated professionals who responded to our survey, attended the kick-off reception, or have found their own creative way to bring the arts into the lives of their students.



Karen d'Or



Brian Shears

The ART of Learning: Learning for Life

I am honored to be a member of the Sonoma County Arts/Education Alliance. The Alliance is an important school-to-community connection, formed to advocate for and to ensure that quality arts education is available in each and every Sonoma County school.

Quality arts education promotes relevance in education and supports academic rigor. Extensive research indicates that visual and performing arts education enhances and supports student academic achievement. In spite of the budgetary and political challenges we face, we must remember the value of quality arts education in a student's total learning experience—and ensure that it occurs!

This Arts in Education Resource Guide supports the Alliance's mission and benefits not only students and school staff, but also our entire community. Through an arts curriculum, students can develop critical personal skills, including leadership, responsibility, and self-confidence. I believe the arts are essential to a comprehensive K-12 education and reflect the concept of "learning for life."

Carl Wong, Ed.D.
Sonoma County Superintendent of Schools

INTRODUCTION

Brian Shears, Chair Arts/Education Alliance

This edition of the **Arts/Education Alliance Resource Guide for Sonoma County** should be considered a work in progress. From surveys and mailings, telephone calls and personal visits, we have collected considerable information from organizations and individuals. We know, however, that in this edition there will be some omissions, perhaps a few mistakes. Hence the loose-leaf binder format for the guide—new information may be easily inserted. The Sonoma County Cultural Arts Council, working with the Arts/Education Alliance, will periodically (at least once a year) review the contents of the guide, and send new information to the Arts Advocates in the schools and to other organizations and individuals. We also anticipate a web site for the guide which will be updated as information is received.

Two years ago a small group met with Karen d'Or, the new executive director of the Cultural Arts Council, to discuss the ideas of first surveying the involvement of artists and arts organizations in the public schools, and then publishing a guide for teachers in Sonoma County of arts organizations and artists committed to outreach and involvement with the public schools. There was concern that the schools were not benefiting from the richness in the arts in Sonoma County. To facilitate these two activities—surveying and publishing—the Arts/Education Alliance was formed under the auspices of the Cultural Arts Council, with members including teachers, administrators, the Superintendent of Schools for Sonoma County, artists, parents, and representatives of arts organizations. It was agreed that the survey was a good way to start, and the survey (sent to all public schools in Sonoma County) was completed in early 2004.

Twenty-three elementary schools, six middle schools, six high schools, and six others (special education, alternative education programs) returned survey forms. These low numbers certainly raise questions regarding the reliability and validity of the results, but certain trends and possible conclusions were evident, perhaps reinforcing the expected:

- Schools are overwhelmingly in favor of more input from artists and collaboration with arts organizations.
- There are some significant art partnerships already demonstrated—particularly in the towns of Sebastopol, Sonoma and Healdsburg with their art centers and museums.

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- There are some exemplary programs: Luther Burbank Center for the Arts provides programs tied to the State Standards for the Visual and Performing Arts; Sonoma County Museum communicates regularly with the Arts Advocates; Sonoma Valley Museum “adopted” a local elementary school; the arts-infused curriculum at Mary Collins School in Petaluma; Santa Rosa High School’s Art Quest program, to name a few.
- There are artists in the schools—mostly in the areas of visual arts, then music and theater, with dance and literary arts less well represented;
- Much is “hit or miss,” depending on funding.
- Parent volunteers are active in some districts.
- After-school classes are often fee-based.
- Some schools in less affluent areas are pleading for help and input.
- Total school assemblies are popular, as “more bang for the buck.”
- It’s often easier for high school students to visit local museums and galleries than to bring art to the schools.
- Special attention needs to be paid to special populations, such as those programs with students identified as “at risk”.
- Teachers value professional development opportunities.

To facilitate future communication with the schools, each school in Sonoma County was asked to identify a person who would act as an on-site arts advocate. Eighty-nine of the 151 schools in Sonoma County now have an arts advocate. We anticipate increasing this number over the next six months.

This Resource Guide does have a focus and a point of view. It focuses on resources for teachers, identifying some of the artists and arts organizations that have a commitment to outreach to the public schools. It is not a guide to all arts organizations and artists who live and work in Sonoma County. It emphasizes integrating arts into the daily curriculum rather than increasing after-school arts programs. It does reinforce the belief that that collaborative educational efforts between a school or district and professional artists and organizations, or arts partnerships, can enrich development and learning in our schools. It is in agreement with one of the primary findings of the recent report *The Arts: A Growing Resource for Sonoma County*, which states that “efforts to strengthen Sonoma County’s cultural development must include a parallel effort to advocate for arts in education.” (Mataraza 2005)

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An exciting and successful arts partnership example is that between Healdsburg High School and Luther Burbank Center for the Arts. The John F. Kennedy Center for the Performing Arts selected 12 teams of arts organizations and school systems from across the nation to participate in the Partners in Education Institute, May 11-14, 2005. Healdsburg High School, represented by Sally Baker, and the Luther Burbank Center for the Arts, represented by Anita Wigglesworth Ford, have been selected to participate in this partnership. The Institute, funded by the U.S. Department of Education, the National Committee for the Performing Arts, the Kennedy Center Corporate Fund, and the Roger S. Firestone Foundation, promotes partnerships in communities across the nation between arts organizations and local schools, focusing on the development of education programs for teachers that include the arts as part of the core curriculum.

Information and recommendations for arts partnerships are included in an Appendix. We hope teachers, artists and administrators (of schools, districts and arts organizations) will devour and digest and use this information.

The Resource Guide also emphasizes the importance of professional development for both teachers and artists, although most efforts now seem to emphasize the former. It may seem surprising to find a substantive section on professional development in a guide such as this, including a scholarly essay. Members of the Arts/Education alliance believe passionately in the importance of professional development, hence the listing of California and national resources and the inclusion of some scholarship and information from the *Arts Education Partnership* (Critical Links) and the *California Arts Project*.

The Arts/Education Alliance is also committed to advocating for the *Visual and Performing Arts Framework for California Public Schools*, adopted by the California State Board of Education and published by the California Department of Education in 2004. The framework is based upon the visual and performing arts content standards adopted in January 2001. It incorporates the content standards for dance, music, theater, and visual arts and defines the five strands of an arts program: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications. We hope this important document receives the attention it deserves, both in pre-service and continuing professional development.

In the guide we have included a small number of organizations based outside of Sonoma County because they have contributed and may continue to contribute to the schools and students of Sonoma County.

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The Gualala Center for the Arts in Mendocino County is an example, serving a significant area in northwest Sonoma County.

In addition to listing new artists and organizations and professional development opportunities, the first update of the Resource Guide will include information on special Arts/Education Events (for example, the Sonoma County Book Fair, SSU and SRJC lecture series and openings, the Green Music Festival, Sculpture Jam), student-friendly galleries, and funding resources and opportunities. We must address the needs of less affluent school districts. We must pay attention to the needs of Sonoma County's richly diverse school population.

There will be some frustrations for the reader of this guide. Organizations are listed alphabetically—trying to categorize by discipline became too difficult. An attempt has been made to categorize artists—we hope this is successful. Some artists have given very specific information on fees (we also advocate for the employment of artists!); others did not, and a “call for details” is needed.

A significant frustration will be the lack of resources to pay for the services of organizations. This will continue to receive our attention. We urge negotiating with artists and organizations and urge administrators to provide support whenever possible. School administrators may find considerable support from parents who are passionate supporters of the arts.

The form completed by artists wishing to be listed in the Resource Guide is included in the Appendix. This form received legal overview before being sent to artists, but obviously every school must follow standard procedures for persons coming to work at that school. Listing in the guide is not necessarily an endorsement of a particular artist.

To conclude with a repetition of the message of the opening statement to this introduction—this edition of the Resource Guide should be considered a work in progress. We need feedback for future editions. To facilitate the gathering of comments on what is good, what is valuable, what might be included, and for constructive criticism, we have included a follow-up evaluation form in the appendix. We shall appreciate your returning the form to the Cultural Arts Council.

It is our hope that the guide will stimulate and inform. We hope it will increase the number of arts/education partnerships in Sonoma County. We hope it will encourage the funding of such partnerships. We hope it will lead to increased professional development for teachers, administrators, and artists. We hope that the students in the schools of Sonoma County will ultimately benefit from increased arts-infused teaching activities and increased exposure to the arts. Hope springs eternal. And so does art.

**arts
organizations**



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Actors' Theater for Children

THEATER

3625 Yale Dr., Santa Rosa CA 95405
Phone (707) 545-4307; Fax (707) 545-6183
www.atfc.pon.net; diane@atfc.pon.net
Contact: Diane McGauley

Actors' Theater for Children has been bringing "Fairytale to life . . . on stage" for 33 years, and is an adult theater company established in November 1971, performing scripts based on classic children's literature, folklore, and mythology, as well as modern originals. These productions are meant to enhance cultural awareness and awaken in children a taste for theater in a fun and friendly environment, and are toured to children throughout Sonoma County to allow access to those who might otherwise never enjoy the "magic of live theater."

Actors' Theater for Children stages two productions each season in the fall (November) and in the spring (March). Each play is presented for three consecutive weekends at the Dohn Theater in the Steele Lane Community Center, 415 Steele Lane, Santa Rosa.

The spring production is available to tour local schools through April. There is a modest fee to book a tour date.

Location: See descriptions above

Fees: Call for details

Apple Tree Morris

DANCE

Deborah Adams, 924 Clark St., Santa Rosa CA 95404

Phone: (707) 523-1224

www.nbcds.org/morris; kalia@sbcglobal.net

Contact: Kalia Kliban, (707) 829-3478

Hankies flashing in the air, sticks clashing and bashing, brass bells jingling to spirited tunes on old-fashioned fiddles and melodeons...

Morris Dancing is a festive seasonal dance that dates back hundreds of years to the farming communities of the Cotswold Hills in Southern England. It is boisterous, athletic, and colorful, and a perfect way to celebrate the change of seasons.

Apple Tree Morris is Sonoma County's own morris team, founded in 1998 by Bay Area morris veteran Kalia Kliban.

On May first, they dance up the sun, as morris dancers have done for over a hundred years. On Summer Solstice they dance farewell to the sun at Schoolhouse Beach.

Workshops: Four-week fall workshops and a single-morning spring workshop are offered.

Also available for demonstrations and performances.

Fees: Call for details.

PO Box 6626, Santa Rosa CA 95406

Phone: (707) 546-2345

Email: artstart@sonic.net

Contact: Marlene Ballaine

ArtStart is an award-winning, privately incorporated educational arts organization serving all of Sonoma County. Its mission is to provide job training and mentoring, and to foster life-changing breakthroughs by way of a stimulating work experience in the arts for all of Sonoma County youth, while creating public art for our community.

Young artists compete for jobs as apprentice artists under the mentoring guidance of a professional artist. Apprentices learn important job skills in the pursuit of artistic excellence, all of which are transferable to other career choices.

Learning areas include planning and design, problem-solving, creative thinking, collaboration, negotiation, meeting deadlines, client presentation, execution, and timely completion of art projects.

Mentoring by professional artists creates powerful role models and helps the apprentice experience art as a profession—a realistic career choice.

Embracing the talents and aspirations of an age group often neglected, ArtStart provides opportunities for young people to think and act creatively in the visual, performing, and literary arts. ArtStart envisions a healthy community—which takes pride in inspiring and supporting our young people; which encourages and celebrates a diversity of talent and perspectives; which finds inspiration in the joy of the creative process and in the human beauty of art that influences, teaches, shares, enriches, creates consensus, transform, and trains all of us in the spiritual expression that is to be human.

Fees: Call for details.

Santa Rosa High School
1235 Mendocino Ave., Santa Rosa CA 95401
Phone: (707) 528-5293 (SRHS Main Office)
(707) 528-5070 x 6765 (ArtQuest Info)
Web site: artquestonline.org
Contact: Jan Sofie, Director
Grades: 9th-12th

ArtQuest is magnet public high school program in the Visual and Performing Arts whose mission is to provide an “above and beyond” experience during the high school years “for students for whom creativity is of paramount importance.” Each student focuses on one of the program specialties: Digital Arts, Photography, Video, Visual Fine Arts, Dance, Drama and Vocal or Instrumental Music.

Admission to ArtQuest is competitive, including a formal application, personal response statements, letter of recommendation, a portfolio review or audition, and an inter-or intra-district transfer request, if applicable. Approximately 70% of ArtQuest students attend from beyond Santa Rosa High School’s normal attendance boundaries, including students from throughout Sonoma, Napa and Marin counties.

The ArtQuest program demands a high level of commitment, conceptual innovation, technical discipline, a dedication to collaboration, and a strong investment in community contribution, performance and exhibition. Many students continue their education at prestigious visual or performing arts colleges or respected programs and departments in colleges or universities. ArtQuest alumni very often pursue arts-related careers while others choose paths in different disciplines. With ArtQuest’s goal of living an artful life at its heart, the creative problem-solving skills, discipline and inspiration fostered by the program are readily and significantly transferable to all careers and areas of life.

Selected for the prestigious 1999 *Jack London Award* for exemplary and innovative education and chosen for a 2003 California Assembly Resolution for excellence, ArtQuest also continues to place a large number of students in the competitive Santa Rosa City’s “ArtStart” program and provides a high proportion of Sonoma County’s “California Arts Scholars” who attend the California Summer School in the Arts in various disciplines. Students are frequent recipients of awards from

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diverse film, drama, dance, and music festivals and competitions, and consistently receive prestigious and substantial scholarships. ArtQuest has participated in many collaborative partnerships and projects with other arts organizations including the Cultural Arts Council of Sonoma County, the Sonoma County Museum and the Santa Rosa Symphony. ArtQuest students have garnered extremely high scores and passage rates for the National College Board's Advanced Placement portfolio, compared to state and national figures. ArtQuest teachers are well-recognized artists and educators, as well, with numerous honors and awards to their credit.

Fall and Spring Showcases of student work are held each year in October and April, and potential students and families, as well as the general public, are warmly invited to attend. For more information about the Showcases, please call (707) 528-5070 x6765.

Student Shadowing is offered in October and November, on Wednesdays, Thursdays and Fridays only. Students may "shadow" an ArtQuest student for a day, seeing first-hand what the program is like and what to expect. To request a Student Shadowing appointment, please call (707) 528-5293 to schedule.

Application packets for the following fall are available beginning the preceding October and may be picked up during regular school hours at the Santa Rosa High School Main Office, 1235 Mendocino Ave., or can be requested by calling (707) 528-5070 x6765.

Application packets and further information are also available at artquestonline.org.

Arts Guild of Sonoma

VISUAL ARTS

140 East Napa St., Sonoma CA 95476

Phone: (707) 996-3115

Email: sonomaartsguild@vom.com

Contact: Amanda Krauss, Gallery Manager

The Arts Guild of Sonoma was founded in 1976 by a group of local Sonoma artists in order to establish a place to display their work, provide educational programs for children, and professional development programs for local artists. The Arts Guild has a contemporary Art Gallery, located at 140 East Napa Street, free to the public in downtown Sonoma. The art exhibited at the Gallery includes a wide variety of media with each month featuring a new show. With each new show the Gallery holds a Friday Night reception for a featured artist, group show, or juried art show.

Each year the Guild sponsors art shows at the Gallery and various other Sonoma locations. This past year (2004) the Guild has sponsored the Annual Student Art Show, K-12 Sonoma Valley student art show, Art in the Garden, ages 4-12 found object workshop, Earth Day on the Plaza art booth, free children's art booth, the Erotic Art Show, juried art show, and has arranged to sponsor Salute to the Arts for Artist Members, a two day gala on the Plaza including a free children's art booth, and two more juried shows titled, "Homage de Sonoma," art that honors Sonoma, and "Artes," art that reflects Mexican-American heritage and culture. The year ends in December with the festive Holiday Invitational where invited artists showcase their artwork.

Some events are annual while others occur only once.

Contact the Arts Guild for information about artists and opportunities related to the visual arts in Sonoma Valley. Membership for artists and community members is available, as well as volunteer opportunities. The Gallery and receptions are free to the public, as well as almost all special events. Juried shows have an entry fee.

569 Summerfield Rd., Santa Rosa CA 95405-5239

Phone: (707) 537-0140

Contact: Keith J. Martin, Founder/Director

Since its creation in September of 1992, Ballet California has endeavored to provide Northern California with a ballet company that achieves excellence in its artistic performances as well as bringing an appreciation of the art of dance to our community. Our mission is to:

- Create an artistic, professional company of which this community can be proud and expand the cultural experiences available to all segments of the community
- Provide the finest in training to all those who wish to better themselves, whether or not they wish to become professional dancers, and
- Provide an opportunity for young dancers to perform in a professional production, side by side with accomplished, professional dancers thereby enhancing their appreciation of the art of the dance

An integral part of Ballet California's goal is to provide its audiences with a full appreciation of dance and music by using live music accompaniment in its productions whenever possible. Of our 120 performances presented since our inception through December 2004, 88 have had live music, including instrumentalists, voice, big band, jazz trio, and full orchestra, and have been viewed by over 85,000 people.

Educating the community, especially young students, in the art of the dance and theater are an additional priority of Ballet California. Our special "school performances" provide an inexpensive means for students and senior citizens to view performances of professional productions. To date, over 23,000 students have viewed these performances.

Ballet California also offers an Educational Outreach Programme that visits schools presenting Lecture Demonstrations and Mini-Performances leading to the presentation of a full performance at schools that have a performing space and/or stage. A nominal fee is charged for each different aspect. Call for further information and details.

Berkeley Repertory Theater Company

THEATER

2025 Addison St., Berkeley CA 94704

Phone: (510) 647-2972

Web site: www.berkeleyrep.org

Contact: The Berkeley Rep School of Theater

The Tony Award-winning Berkeley Repertory Theatre creates art that is rich, vigorous and socially relevant. In addition to our regular session of plays, Berkeley Rep is committed to serving the Bay Area community by offering many educational programs and outreach initiatives.

Through the Student Matinee Series, Classroom Visits, Residencies and Teacher Training Workshops, the Berkeley Rep School of Theatre, the education department of Berkeley Repertory Theatre, complements current curriculum and implements curriculum-based theatre instruction with high-level training to deepen students' understanding of and participation in the arts.

Student Matinee Series

The Student Matinee Series makes theatre accessible and affordable to middle and high school students. For the 2004/05 Season, we have assembled a unique and educationally relevant series, from fairy tales re-imagined in *The Secret in the Wings* (October 7), to a myth modernized in *Eurydice* (November 4), to explorations of historical American milestones in *Polk County* (December 9) and *Stories from Jonestown and the Peoples Temple* (May 5). Student tickets are \$10 each. One complimentary chaperone ticket is provided for every 10 student tickets purchased. Study guides, which reinforce California Department of Education content standards for English-language Arts, Historical-Social Science and Theatre by providing relevant activities and exercises, are developed to enhance understanding of the production. Performances listed as "Student Matinees" are exclusively for student groups and are followed by Question and Answer Sessions with the cast. Other performance dates are available for student groups for \$15 per ticket.

Classroom Visits and Residencies

The Berkeley Rep School of Theatre sends theatre professionals into the classroom to lead interactive workshops in which students develop

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an awareness and appreciation of theatre at a level they could not acquire elsewhere. Possible residency topics include Intro to Theatre, Acting, Improv, Shakespeare, Character Movement, Understanding Violence in Shakespearean Drama and Stage Combat. In Fall 2004, the School is introducing an exciting new program, Destination Imagination, a story-building workshop for elementary school students. These workshops reinforce California Department of Education content standards in Theatre, including Artistic Perception, Creative Expression, Historical and Cultural Content Context, and Aesthetic Writing.

Teacher Training Workshops

Free training workshops are offered throughout the year which deepen teachers' understanding of theatre as an art form and its application to classroom activities. Sample topics include Improv, Shakespeare, Stage Combat and Alternatives to Staging a Full Production, as well as explanations of the productions onstage. These workshops expose teachers to new techniques, material and perspectives while giving them the chance to dialogue with colleagues.

California Poets in the Schools

LITERARY ARTS

1333 Balboa St., Suite #3, San Francisco CA 94118

Phone: (415) 2214201; (877) 274-8764

Web site: www.cpits.org

Sonoma County Chapter of California Poets in the Schools

Contact: Phyllis Meshulam, Area Coordinator

Phone: (707) 829-0787

Email: meshulaph@yahoo.com

As a state-wide organization, California Poets in the Schools celebrated its 40th anniversary in 2004. It is committed to helping students activate their own creativity, intuition and intellectual curiosity by reading and writing poetry. It is dedicated to providing students with a diverse community of trained, published poets who bring experience and love for their craft into the classroom. The Sonoma County chapter has had a program since 1972, and last year reached over 3300 students in 27 different schools.

Sonoma County has 15 practicing, published poets who have been specifically trained to help school-aged students appreciate and compose poetry. (Eight of our poet-teachers are also Spanish-speakers.) A typical lesson will involve the presentation of an appealing but challenging poem. Our teaching methodology is very hands-on and stresses the use of the five senses, metaphor and other poetic devices, and musicality. Because we have a profound and contagious love of the subject matter, we also know to emphasize emotion, intuition, humor, clear-sightedness, imagination, celebration. Students learn poise from the opportunity and the expectation that they will read their own work aloud to their classmates.

English Language Arts and Visual and Performing Arts standards are incorporated into our lessons.

“Residencies” of different lengths can be arranged, sometimes culminating in a public reading or school anthology. Schools fund their residencies in various ways: PTA, Educational Foundations, SIP, departmental funds, GATE, state lottery, Scrip, service organizations, special education funds, local business, bilingual education funds, foundations, site discretionary funds, corporations. Some schools may qualify to be included in grants written on behalf of Title I and minority schools.

Center for Performing Arts Sonoma State University

MUSIC, DANCE, THEATER

1801 E. Cotati Ave., Rohnert Park CA 94948

Phone (707) 664-2235

www.sonoma.edu/depts/performingarts

The Center for Performing Arts at Sonoma State University supports student actors, musicians, dancers, technicians, composers, choreographers, designers and directors with opportunities to develop and exercise their craft. That support makes possible hands-on student access to appropriate tools and equipment, quality working conditions, up-close interaction with accomplished artists, and regular performances. Student concerts and stage productions and a faculty/guest artist performance series contribute to the cultural atmosphere of the campus. Student employees gain hands-on work experience as support staff. Free campus performances provide 400+ students annually with constructive channels for self-expression, and for the far larger student audiences they deepen understanding and appreciation of cultures and traditions other than their own.

The Green Music Festival, initiated in the year 2000, has become the summer arts festival of the Green Music Center at Sonoma State University. The mission of the festival is to provide an environment for artists, students, and audience members to explore, expand and celebrate the arts including music, dance, theater, literature, and the spoken word. The goals of the Festival are to blend world-class music performance with educational opportunities for people of all ages and backgrounds and to become one of the major arts festivals in the United States.

Established in 2000, Greenfarm is the Arts+Education program of the Green Music Center. Each summer—and eventually year-round—Greenfarm offers a broad assortment of unusually rich, interactive, arts-centered learning experiences for youth, teachers and adults. Greenfarm embodies the Green Music Center's commitment to establishing the arts as a vital, thriving and indispensable part of our communities.

Greenfarm's youth programs allow aspiring musicians, actors, singers and dancers to study with top-level working professionals on a university campus in state-of-the-art facilities. Students have frequent opportunities to perform and to hear other performers. They attend open rehearsals and pre-concert lectures. Most importantly, their ensemble work is supported by master classes, workshops and private coaching.

Chop's DeMeo Teen Center

MULTI

509 Adams St., Santa Rosa CA 95401

Phone: (707) 284-2867

Contact: Christi Corradi, christic@chopsonline.com

Grades: 8th-12th

Chop's 18-and-under Club provides after-school and weekend activities for teens to creatively express themselves through art, music and other personal enrichment opportunities. Named after former Santa Rosa attorney and mayor, Charles "Chop" DeMeo, it fulfills his dream for young people to have a place of their own. Chop's is located in Railroad Square within walking distance of downtown and public transportation.

Chop's Art Educational programs include:

Art Studio

Members are invited to drop in for a single craft project, a more sophisticated Project of the Week, and/or assistance to complete art homework. Professional staff provides individual instruction as well as classes and workshops of 7-10. A new Arts Professional program will be piloted, assisting members in preparing career-building portfolios, learning about the professional work-world, finding opportunities to showcase their talent and more. Chop's provides supplies for nearly all projects.

Filmmaking

Writing, cinematography, directing, model making, set design, special effects, and editing! Chop's offers so much to discover and learn while having a great time. Nick's Film Club has members, interested in movies and filmmaking meet to design, write and direct video productions. The club covers many genres of topical works ranging from Public Service Announcements, promotional videos, documentaries and exciting original productions. We have relationships with KRCB and the Public Media Center.

Recording Studio

If a "pen is mightier than the sword," what does that make a whole recording studio? Ours houses a Mackie hard disc recorder and 24 and channel 8 bus mixing board, Pro-Tools and Mackie version 1.3 editing software, full patch bay, 12 microphones and cords, mic stands, a vocal booth with Sure KSM32 vocal mic, Ampeg B-15 bass amp, Peavy

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electric guitar amp, keyboard and the capacity for live concert recording from Club 509. Record in the studio or be trained in engineering by industry professionals. Produce demo CDs, editorials for airing on local radio, youth voice documentaries, or a young adult radio show. As for music—bring your instruments and we have the rest.

In addition to the recording studio we host Club 509, a 200 capacity night club with full sound re-enforcement, lights, café snack bar and staff. This is available for local and national talent, DJ'ing, fundraisers and/or open-mics.

Dance Instruction

On staff, we have one of the up-and-coming dance teachers in Sonoma County. Living in both New York and Europe, he's got the latest moves from any style: hip-hop, salsa, swing, and more. We can schedule classes in specific styles or drop-in classes during the week.

Most activities are included in the \$1 annual membership fee.

Curriculum Links: Chop's does its best to link enrichment activities with course requirements in local career pathways. Please explore the opportunity for Chop's participation to further community service activities and career preparation and development!

Cinnabar Theater

MUSIC, DANCE, THEATER

3333 Petaluma Blvd. N., Petaluma CA 94952

Phone: (707) 763-8920

www.cinnabartheater.org; info@cinnabartheater.org

Contact: Sheri Lee Miller, Director of Marketing and Education

Cinnabar was founded in 1970 as an artist-driven haven where finely crafted dramatic, operatic, and musical events would be developed in an intimate setting—always honoring the creativity of the artists and the intelligence of the audience. Housed in the old Cinnabar School House in Petaluma, it includes a 99+ seat theater, a studio/classroom, set and costume shops, and storage. Cinnabar's producing programs includes professional opera and drama—with focus on rare works and world premieres—and the Petaluma Summer Music Festival. It also includes two educational programs: Cinnabar Choruses and Cinnabar Young Repertory Theater.

Cinnabar Young Repertory

Since 1985, Cinnabar Young Rep has provided a full, year-round program of classes, workshops, performance opportunities, summer camps and festivals for the young people of Sonoma County. Students learn all aspects of stagecraft from American musicals to Baroque opera, from comedy improv to Shakespeare, depending on each child's needs and interests. Several fully staged productions are mounted annually on the Cinnabar stage, utilizing the talents and energy of the Young Rep performers. Call (707)763-8920 or check our web site for a complete list of classes, descriptions, instructor bios, and prices. Scholarships and work trades make it possible for all youngsters to participate. No child is turned away due to inability to pay.

Typical classes include:

- Advanced Theater Workshop
- Musical Theater Ensemble
- Introduction to Theater Games/Improv
- Advanced Theater Games/Improv
- Musical Theater and Opera Scenes Workshop
- Primary Players
- Beginning Theater Workshop
- Advanced Drumming Workshop

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Opera in the Schools

Cinnabar Theater also produces the popular Opera in the Schools program. Each year a different opera written specifically for younger school children is mounted on the Cinnabar stage. Students are brought in from the Sonoma County region to see real opera, professionally produced and created just for them.

Cloverdale Arts Alliance

MULTI

P.O. Box 446, Cloverdale CA 95404

Phone: (707) 894-4410

Web site: www.cloverdaleartsalliance.org

“Art is the Heart of the Community.” The Cloverdale Arts Alliance is a grass-roots, non-profit organization dedicated to promoting the arts in Northern Sonoma County. Launched in 2001, the coalition of community members and artists seeks to enrich the community of Cloverdale with meaningful artistic experience for all.

Activities include maintaining an artists’ registry, presenting special events such as the Twilight Poets Society, the Real Flicks Independent Movie Series, Friday Night Live (unique style of music and dance), Art Around Town, and outreach to local schools.

Betty Castor

Florida Education Commissioner 1990

“ Arts education is important as a means of giving our young people a sense of civilization and the multiple forms of literacy that will give them meaningful access to our culture. It is essential for all students, not just the gifted and talented. When taught well, the arts provide children with opportunities to develop creativity, to learn the tools of communication, and to create multiple solutions to problems. The arts provide individuals a language that is universal, one that cuts across the disciplines and helps to bring more coherent meaning to our world. ”

Cultural Arts Council of Sonoma County

MULTI

529 5th St., Santa Rosa CA 95401

Phone: (707) 579-2787; Fax (707) 542-3412

Web site: www.cacsc.org

Contact: Carolyn Kantor, Exhibits & Education Coordinator

In partnership with the California Arts Council since 1985, the Cultural Arts Council of Sonoma County is the countywide coordinating agency for cultural arts information, programs and services. The Arts Council promotes and supports the visual, performing and literary arts of Sonoma County acting as both a communications clearinghouse and arts industry leader. Key to this role, the Arts Council advocates for arts education in grades K–12, in higher education, and in lifelong learning environments. Arts education services and programs include:

Services

- Publication of the arts education resource guide, Arts in Education Resource Guide.
- Professional development opportunities for teachers and artists.
- Communication between arts providers about countywide and statewide programs in arts education.

Programs

ARTrails Open Studios

Artists throughout Sonoma County open their doors during two weekends each October for this renowned open studio event. ARTrails is an opportunity for students to see the artistic process at work, ask questions of the artists and view educational demonstrations in the studios. Complementing the open studios, selected ARTrails artists provide guided tours of original art to school groups in the Arts Council's Gallery. (See address above)

Arts Council Gallery

This downtown Santa Rosa storefront showcases the aesthetic and cultural diversity of Sonoma County. The Gallery is free and open to the public on Tuesdays—Saturdays from noon to five pm. Exhibits include free public lectures and workshops by exhibiting artists. School group visits are welcome and require a phone reservation a minimum of one week in advance. (See contact information above.)

DreamDome Musical Theatre for Children

THEATER

20 Pine Tree Circle, Cotati CA 94931

Phone: (707) 794-9843

Web site: www.nbtg.org/dreamdome

Contact: Ana Gonzalez-Porto

Email: anagp@juno.com

Dream Dome provides children with an opportunity to perform in and view original adaptations of children's classics set to music.

Artist-in-the-Classroom Residencies

For kindergarten through third grade: Artists bring an array of instruments into the classroom, from recorders to drums, dulcimer, glockenspiel, hand held children's harps, tone bars, and percussion instruments. We also instruct students in simple note recognition, using Kodaly hand signals, and working with the teacher prior to the residency, we can introduce songs that come from the stories or subject matter the children are learning in the classroom.

For younger as well as older children, a teacher can request a four-to eight-week program that includes instruction on the use of the instruments for their students, like the recorder, to enhance performance during a math segment, or integration of the instruments and songs into their play rehearsals.

Single 45-minute classes are available to introduce students to the instruments and briefly incorporate them into a short poem or segment of a story that teachers can choose and send us in advance, if they wish.

Fee: \$60 per class.

Music and Theatre for Children by Children

We offer a music and kinder theatre program for 6-8 year olds at the Sebastopol Center for the Arts, called The Wishing Well. We also offer musical theatre classes for 10-13 year olds each fall that culminates in a performance of a children's classic.

Fee: \$15 per child, per session.

EXCEL Youth Enrichment Program

MULTI

Sonoma State University

Phone: (707) 664-2645

Web site: www.sonoma.edu/exed/excel

Contact: Alison Marks, Director

Grades: 4th-9th accelerated and motivated students

Now in its 23rd year, the EXCEL Youth Enrichment Program is a unique academic enrichment program offering students in 4th-9th grades accelerated classes. The classes, which are held on the campus of Sonoma State University, utilize the school's specialized arts facilities and technology labs, as well as guest speakers and field trips. Professional artists and educators teach a number of specialized courses in the arts, designed to challenge young minds and foster curiosity and involvement.

This highly popular, award-winning program is geared toward gifted and exceptionally talented students; however, all motivated students are encouraged to attend. EXCEL is a "Best Advanced Education for Youth" three-time award winner and is listed by the John Hopkins Center for Talented Youth as a program for gifted students.

Summer Program

- Ceramics Studio
- Exploring Shakespeare
- Writers Workshop
- Mastering Multimedia
- Be Cool with Hot Glass
- Poetry
- Photography
- Painting Studio
- Others

Spring Program—Saturday University All-Day Workshops

- Sculpture Jam Workshop
- Comedy Improv
- Others

Fees: Call for details.

2337 Fourth St., Santa Rosa CA 95404

Phone: (707) 544-0909

www.flamencoarts.net; info@flamencoarts.net

Contact: Elena Marlowe, Artistic Director

Flamenco Arts is a private flamenco dance and music studio training performers toward performance goals. Both individual and group classes are available. The company is available to schools for demonstrations and assemblies.

Fees: Call for details.

Bill Clinton
Former U.S. President

“ Music can give you your dreams. It will teach you hard work; it will break your heart and make you so happy, you can't stand it... I don't think I'd have been president if it hadn't been for music. ”

46501 Gualala Rd., PO Box 244 Gualala CA 95445

Phone: (707) 884-1138; Fax (707) 884-3038

Web site: www.gualalaarts.org

Contact: David 'Sus' Susalla, Executive Director

Email: info@gualalaarts.org

Founded in 1961, Gualala Arts is located in the northern coastal town of Gualala, California. Through the perseverance and vision of our many dedicated volunteers, Gualala Arts Center was to become a reality. In 1990, Gualala Redwoods, Inc., donated 10 acres of redwood forestland near the Gualala River to our organization, and construction began in 1996. Today, our facility is a 15,000 square foot complex, including a 300-seat capacity auditorium, classroom, gallery, stage, amphitheater, courtyard, and sculpture garden.

The mission of Gualala Arts is to promote public interest and participation in the arts. Our community's generosity, countless hours of volunteerism, and financial donations, have allowed us to host classes, concerts, community events, theatrical performances, films, lectures, and extraordinary exhibits in a debt-free facility.

Our educational program consists of various workshops, ongoing classes, and affiliate groups. Some of these include:

- Annual Children's Summer Art Camp (1st 2 weeks in July)
- Painting Workshops, Oil Painting
- Photography Workshops
- Life Drawing
- Various Arts in the Schools Programs
- Art Center Series
- Chamber Music Series
- Lecture Series
- High School & Elementary School Art Exhibits

Fees: Costs varies. Contact (707) 884-1138 for more information. Children ages 7 through 17 admitted free of charge to most performance art events.

Healdsburg Plaza Arts Center

VISUAL ARTS

130 Plaza St., Healdsburg CA 95448

Phone: (707) 431-1970

Web site: www.plazaartscenter.org

The Healdsburg Plaza Arts Center is a non-profit gallery and art center dedicated to enriching the artistic life of Healdsburg and surrounding communities. The Center offers art classes for children and adults, gallery shows and events, and support of local school art programs.

Fees: Call for details.

R.E. Allen
Chairman & CEO AT&T Corp.

“ A grounding in the arts will help our children see; to bring a uniquely human perspective to science and technology. In short, it will help them, as they grow smarter to also grow wiser. ”

The Imagine Bus Project North

VISUAL ARTS

PO Box 2784, Santa Rosa CA 95405

Phone: (707) 537-9002

Web site: www.imaginebusproject.org

Contact: Jane Lang

Email: jane@imaginebusproject.org

Grades: 6th-11th

The Imagine Bus Project North is part of the nonprofit The Imagine Bus Project. The Bus drives to eight sites a week, and students board the art-studio-bus to do a different project each week. The Project works with underserved and at-risk students, mostly in Santa Rosa.

Resource materials provided but a volunteer/helper needs to be provided by school. Call for dates and times available.

Fees: Call for details.

Jane Alexander
Chairman, National Endowment for the Arts
(1993-1997)

“When we teach a child to sing or play the flute, we teach her how to listen. When we teach a child to dance, we teach him about his body and about space, and when he acts on a stage, he learns about character and motivation. When we teach a child design, we reveal the geometry of the world. When we teach children about the folk and traditional arts and the great masterpieces of the world, we teach them to celebrate their roots and find their own place in history.”

The Independent Eye

THEATER & RADIO

500 Pleasant Hill Rd., Sebastopol CA 95472

Phone: (707) 824-4307

Web site: www.hitching.org

Email: info@hitching.org

Contact: Elizabeth Fuller, Co-Director

The Independent Eye is a theater and media company now in its 31st season, its sixth in Sonoma County, moving here from Philadelphia in 1999. The focus is on creating new work for stage and radio that relates directly to people's lives today, whether or not the sources are contemporary, historical, or mythic. They (Conrad Bishop and Elizabeth Fuller) work in many styles and for a wide range of audiences. They have toured 35 states and Canada and have been regular grantees of the National Endowment for the Arts since 1977. Their plays have been produced at such major regional theaters as Actors Theater of Louisville, Mark Taper Forum, Denver Center Theater, and many others, as well as Off-Broadway at Circle Repertory. Two of their paperback collections of short plays, *Rash Acts* and *Seismic Stages* have been used extensively by high schools and colleges. They have credits in scenic design, stage lighting, mask and puppet work, and of course, every aspect of theater administration. They also produce and co-host a monthly radio series, "Hitchhiking off the Map," which features real-life portraits and audio dramas about transformative journeys, broadcast on KPFA, KRCB, and eighth other stations, as well as on their web site. They are also beginning a new monthly performance event in Sebastopol, the Hitchhikers' Cabaret Cauldron.

In Philadelphia, they did three years of extensive touring in high schools and middle schools, and over the years have done numerous workshops and performances (their performance data base lists work at about 220 schools), as well as extended residencies. They hope to continue that work here.

The following are options to secondary schools and to middle schools with a special interest. Most of the work is as a duo.

- Informal class discussions about a life in independent, non-commercial theater or about specific topics in acting, writing, or production. We're happy to do this free, though would willingly accept honoraria.

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- 1-3 hour workshops or lecture-demonstrations with classes (either one-shot or multiple visits) in acting, improvisation, mask/puppet work, playwriting voice, musical composition, or radio production. Very flexible on fee, depending on school's resources—anywhere from \$50 to \$200.
- Duo performances either for classes or small assemblies, or collections of original short pieces. \$200-\$400
- Extended residencies, creating original scripted work through group improvisation, to the point of performance. Fee negotiable; willing to work with a school on developing funding for such projects.
- Extended residencies as above, but in the realm of documentary or dramatic radio production. This is also dependent on equipment available at a school.

Conrad and Elizabeth are very happy to review with any school possibilities for joint ventures. "If there is a strong interest in our doing something, we'll find a way to do it."

Jest In Time Circus of Fools

THEATER

9328 Champs Elysees, Forestville CA 95436

Phone: (707) 887-2640; Fax (707) 887-0485

Web site: www.jestintime.com

Contact: Todd Victor and Lizette Guy

Email: todd@jestintime.com

Grades: K-6

Class Size: Assemblies up to 300 students at a time

Jest In Time Circus of Fools with Topper Todd and Li Li Zucchini has performed for over 2 million people live since 1982 in eleven countries touring Europe, the Middle East, Asia and throughout the United States at fairs festivals and theaters. Proficient jugglers and comedians Topper and Li Li weave many other skills into their shows: pantomime, music, accordion, clown opera, tight-wire walking, fire juggling, riding large wheeled bicycles (Pennyfarthings), and dog tricks with the World Famous Dog "Timex."

Q and A periods post-show are available for up to 60 students for 40 minutes.

Location: School sites, inside or outdoors. 45-50 minutes long.

Fees: \$500 first assembly, \$200 second assembly. Q and A periods are \$50 per session.

5850 Labath, Rohnert Park CA 94928

Phone: (707) 477-8116

Web site: www.krcb.org

Contact: Tatiana Harrison, Director

Email: tatianahl@yahoo.com

KRCB is a local community broadcaster with a PBS TV channel and radio station. As a National Public Radio affiliate, KRCB radio has a distinguished history broadcasting a generous array of news, public affairs, arts, and music shows, but we figured there was something essential missing from the airways: the Voice of Youth!

This program invites teens to be trained to produce the gamut of radio forms, from commentary to news story to fiction essay. Students will learn digital recording and editing while developing their interviewing, research, and writing skills. They can choose whether to be on-air personalities, writers, editors, or producers. The pieces the students create will be broadcast on KRCB.

Free. Teens must make a minimum commitment of one-month.

William J. Bennett
U.S. Secretary of Education 1986

“ An elementary school that treats the arts as a province of a few gifted children, or views them as recreation and entertainment, is a school that needs an infusion of soul. The arts are an essential element of education, just like reading, writing, and arithmetic. ”

Luther Burbank Center for the Arts

MULTI

50 Mark West Springs Rd., Santa Rosa CA 95403

Phone: (707) 527-7006 (Main number; specific numbers below)

Web site: www.lbc.net

Contact: Anita Wiglesworth Ford

Luther Burbank Center's (LBC) School & Family Program serves 35,000 students, parents and teachers annually. Home to the Museum of Contemporary Art, the LBC hosts the only museum dedicated to contemporary art between San Francisco and Seattle. Six local arts organizations also call the LBC home, and in support of the arts, the LBC provides each with significant subsidy. The LBC serves to Enrich, Educate and Entertain the people of the North Bay.

LBC Education Program—LBC School Shows

We take lessons in social studies, science, literature, and even math and bring them vibrantly to life through music, drama, dance and visual art. LBC School Shows provide thousands of students with the magical experience of live theater—often for the very first time! Our dynamic hands-on workshops make the experience not only fun and engaging, but also personal and memorable for every child. Special LBC-designed curriculum ties the experience with state-mandated teaching standards and our pre- and post-workshop classroom visits deepen the experience for lifelong learning. Many students attend our school shows at free or reduced prices. A schedule of School Shows and Workshops, fees, and scholarship information are available online. Educators may also contact Anita Wiglesworth Ford, LBC Associate Director of Education and Family Programs, for more information. Phone: (707) 527-7006 x 137; email anitaf@lbc.net.

The LBC's Music For Schools

This program places musical instruments in the hands of Sonoma County students. The children, who otherwise could not afford to rent or purchase an instrument, are playing flutes and trumpets, clarinets and drums all donated by local residents to the Music For Schools lending library. The library consists of approximately 400 instruments, ranging from trombones and saxophones to percussion instruments and even two baby grand pianos! By providing curriculum materials, teacher assistance and musical instruments for students, the Music For Schools program serves to promote music education in our schools. Educators looking to borrow an instrument on behalf of a student, or community

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members interested in donating an instrument or contributing to the program's instrument repair fund, may contact Tracy Sawyer, Music For Schools Coordinator, (707) 527-7006 or tracys@lbc.net

The LBC Family Show Series

This series brings the magic of live theater to children and their families. Get whisked away to the world of great family entertainment where music, comedy, dance and drama spark the imagination and engage the senses! The series features world-class performances for children ages 3-12 and the adults they love. Highlights of the 2004-2005 Family Series include such exciting shows as the Peking Acrobats, Lazer Vaudeville, and The Lion, the Witch & the Wardrobe. Plus, kids and adults alike can enjoy free art table fun for one hour before each performance. Individual tickets range from \$8-\$20. Series subscribers save up to 30%.

The Museum of Contemporary Art (MOCA) at the LBC

MOCA is the leading California presenter of contemporary art north of San Francisco. MOCA exhibits provocative and significant contemporary work by local, regional, national and international artists. A visit to MOCA is the chance to see and experience art as it speaks to the world we live in today. The Museum has four indoor galleries and four outdoor sculpture venues and offers ten to twelve shows each year. Main Gallery viewing hours are Wednesday through Saturday, 10 am to 4 pm and Sunday 1 pm to 4 pm. The MOCA Passage Gallery, Atrium Gallery, and outdoor exhibits are open daily, 9 am to 9 pm. Admission to the Main Gallery is \$2. MOCA members and children 16 and younger are free. Entry to the Passage Gallery, Atrium Gallery and outdoor exhibits is free. For information about upcoming exhibits visit the LBC web site at www.lbc.net or call the museum at (707) 527-0297.

MOCA School Tours

Tours of the Museum of Contemporary Art are provided free of charge on an as requested basis for school and community groups. The tours are led by docents and last approximately 30-45 minutes. All student tours connect to state mandated teaching standards and include interesting information about techniques used to create the art on exhibit, as well as discussion around the thought provoking messages often portrayed in contemporary art. Children and adults alike are encouraged to ask questions, engage their critical eye, and develop their own opinions. A school tour may also be combined with a one-hour art project led by an exhibiting artist. The art project cost is \$150 per group of 35. Contact Sherry Kissee at MOCA, 707-527-7006, 149 or sherrvk@lbc.net.

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Bring A Buddy Art Afternoons at MOCA

This exciting program allows you and your buddies, whether young or not so young, to meet a guest artist, tour the current show, and then do a special art project together under the artist's guidance! This is guaranteed fun for ages 5 to 105! All supplies are provided. Workshops are scheduled for Saturday afternoons throughout the year. The cost is \$25 for a group of 2; \$30 for a group of 3; and \$35 for a group of 4. Space is limited, so advanced ticket purchase is recommended. See the schedule and learn more about upcoming workshops at www.lbc.net or call the museum at (707) 527-7006.

Music Teachers Association of California (MTAC)

MUSIC

6409 Enterprise Rd., Glen Ellen CA 95442

Phone: (707) 528-9487

Contact: Jo Katon, President

The Music Teachers Association of California (MTAC) is a professional organization of trained music educators. Established over 100 years ago, its mission is to pursue excellence in music education by maintaining high professional standards of its members and to promote the development of musical potential and ability in students.

The Sonoma Branch of MTAC currently has in its membership teachers of piano, organ, violin, and voice. Each teacher establishes his or her teaching rate. The Branch is actively in the process of seeking donations to develop a scholarship fund to help provide music lessons to students who have financial need.

Programs include:

- “Certificate of Merit” Program. Members’ students may participate in a statewide study program which provides a systematic plan for music development in music theory, technique, ear training, sight-reading, and performance.
- Composers Today Program. Students and teachers are presented awards for composition.
- Student Recitals. Several are produced throughout the year.
- Two theme festivals.
- Performance Competition where prizes are given in different categories and at different levels.

North Bay Country Dance Society

DANCE

PO Box 953, Sebastopol CA 95472-0953

Phone: (707) 527-9794

www.nbcds.org; info@nbcds.org

Contact: Deborah Adams, (707) 523-1224, deborah@nbcds.org

The North Bay Country Dance Society (NBCDS) teaches and promotes traditional American dance such as New England Contra dance, New England and Southern square dance, English country dance, and ritual dance in the San Francisco North Bay Area.

Contra dancing and English country dancing are easy, fun, friendly, and inclusive. All dances are taught and prompted, with live musicians. No experience is necessary—anyone who can walk can dance! No partner is required, no costumes, no classes. First-timers are encouraged to come early for an orientation, and for simpler dances early in the evening.

Monthly Dances

Two English dances in Sebastopol, a Contra dance each in Santa Rosa, Sonoma, San Rafael, and Sebastopol, plus additional 5th Saturday and other special dances.

Mad Robin Ball

Annual English dance event held in June.

Dancers, callers, and musicians are available for demonstrations and school assemblies.

Fees: Call for details.

P.O. Box 1658, Gualala CA 95445-1658

www.northcoastartistsguild.com; www.studio-tours.com

Contact: Barbara E. Kelley

Phone: (707) 785-9429

Email: sonomawine@earthlink.net

For more than 17 years, the North Coast Artists' Guild has been an affiliate of the Gualala Arts Center, to better serve artists in the Sonoma and Mendocino coastal communities, from as far south as the Russian River to as far north as Little River. There are currently more than 108 members of the Guild.

NCAG activities include:

- The annual Studio Discovery Tour
- Exhibits in local venues
- The annual Art in the Redwoods Festival at the Gualala Arts Center
- Several shows each year at the Gualala Arts Center
- Membership meetings
- An Internet listserv and web site www.northcoastartistsguild.com
- Scholarship funding
- Coordination of the Project ImagiNation with local K-12 students

During the 43rd annual Art in the Redwoods, artists demonstrated weaving, printmaking, drawing, and painting, and children participated in the creation of art at the Guild's "Project ImagiNation."

Project ImagiNation is funded by local businesses to support art education and mentoring students in the arts. Through this program, artists participate in various educational activities, from serving as guest teachers in classrooms, to teaching students in the artist's private studio. The program is free to participating studios. The Sea Ranch Properties is a major sponsor of this educational endeavor. "We believe in the necessity of art. It inspires, amuses, uplifts and reflects the character of our community. We are proud to support the artists in the Studio Discovery Tour and Project ImagiNation."

The Studio Discovery Tour is managed by the Guild and is held on two weekends beginning on Labor Day. The 12th annual Studio Discovery Tour (2004) had 46 participating artists and two galleries exhibiting their work. Color brochures are printed and distributed in July and August.

Fees: Call for details.

Petaluma Arts Council

MULTI

PO Box 750661, Petaluma CA 94975

Phone: (707) 766-5200

Web site: www.petalumaartscouncil.org

Contact: Scott Hess, Board Member

The Petaluma Arts Council brings art by regional artists into the public realm not through a traditional museum or gallery space, but by using the entire town as an exhibition space. This helps bring art into everyday life through its Art Around Town and Public Art Programs. The Council has a long-term goal—the establishment of an art center with artist studios and teaching space, a gallery, and an administration office.

Albert E. Einstein

“When I examine myself and my method of thought, I come to the conclusion that the gift of fantasy has meant more to me than my talent for absorbing knowledge.”

Petaluma City Ballet

DANCE

Phone: (707) 765-2660

www.petalumacityballet.org; petballet@aol.com

Contact: Ann Derby or Zoura O'Neill, Artistic Directors

Petaluma City Ballet was incorporated in 1981 to provide a performance vehicle for Petaluma's young dancers. An important mission of the company is to provide quality dance performances to Sonoma County elementary school children every year. Our goal is to promote and enhance their performing arts curriculum by offering a live theatrical experience.

Children's Performing Art Series/Outreach Program

Students and teachers attend performances such as *Peter and the Wolf*, *Tales of Beatrix Potter*, *Alice in Wonderland*, *The Wizard of Oz*, *The Nutcracker* and the *Alphabet Ballet*. These performances are offered in the fall and spring.

Location: Sonoma State University's Person Theatre or Spreckels Performing Arts Center in Rohnert Park.

Fees: Call for details.

Porchlight Theatre Company

THEATER

P.O. Box 2008, Ross CA 94957

Contact: Bronwen Shears, School Tour Manager

Phone: (707) 292-8406

Email: bronwen@porchlight.net

Porchlight Theatre Company is an award-winning ensemble inspired by world literature, nature and the human experience. We explore the power of the theatre experience to educate, unite and ignite positive social change.

School & Library Tours

Porchlight brings high-energy, multicultural performances to Sonoma County schools and libraries during the month of February. These electrifying programs provide classroom education support of poetry, literature, and cultural and social issues. The shows combine original words with music, movement and the works of literary masters and inspirational leaders such as Maya Angelou, Jose Marti and Langston Hughes. There is an opportunity for students to share their original poetry and prose during the assembly. Teacher Study Guides are provided. Past offerings include *Langston Hughes: I Dream A World* (two versions; age appropriate 3-5 and 6-12 grades) and *A Time & A Place* (age appropriate 6-12 grades). Corporate sponsorship affords limited financial support to public schools to cover the \$500-600 cost of the show.

Santa Rosa Campus: 1501 Mendocino Ave., Santa Rosa CA

Phone: (707) 527-4011

Petaluma Campus: 680 Sonoma Mt. Pkwy

Phone: (707) 778-3801

Instructional departments in the Arts are located at the Santa Rosa campus. They provide academic programs and contribute to community education offerings. For further information please contact the appropriate department, including information on outreach to the schools.

Department of Art 527-4259

Department of Dance 527-4237

Department of English 527-4351

Department of Music 527-4249

Community Education 527-4372

(The Department of Community Education publishes and mails bulletins three times a year with comprehensive listings in all the arts.)

50 Santa Rosa Ave., Suite 410, Santa Rosa CA 95404

Phone: (707) 546-7097 x 219

Web site: www.santarosasympphony.com

Contact: Michael Fontaine, Director of Education

Email: mfontaine@santarosasympphony.com

Santa Rosa Symphony (SRS) Education Department provides a variety of education and outreach programs designed to foster a love of music and a lifetime involvement with the musical arts.

The SRS Music for Our Schools programs include:

Free Concerts for Youth. Sonoma County K-6th grade students are invited to attend eight concerts during the school year, presented by the Santa Rosa Symphony, the SRS Youth Orchestra, or the SRS Discovery Orchestra. Performances are held at the Luther Burbank Center.

Elementary School Listening Program (ESLP). Tailored for K-6th graders, cassette tapes and CDs, with accompanying teacher lesson plan materials that address State standards, are provided free of charge to elementary school teachers.

Adopt-A-School. One elementary school in Sonoma County is selected to receive a full range of music education activities specifically designed for that school.

In-School Performances. Small chamber ensembles of professional SRS musicians—winds, strings, brass, or percussion—perform on area elementary school campuses, giving students a close, personal demonstration of the families of instruments that comprise a full symphony orchestra.

After-School Classes. Instructors from the SRS conduct weekly group strings and winds classes on area elementary school campuses.

Cross-Disciplinary Projects. The SRS has a history of working with area schools to develop non-traditional projects combining academics, drama, dance and visual, arts with the music-making process to build community dialogue on powerful themes. Past projects include the *War Requiem* and *A Child of Our Time*.

Free, except for After-School Classes. Call for details.

Sebastopol Center for the Arts

MULTI

6780 Depot St., Sebastopol CA 95472

Phone: (707) 829-4797

Web site: www.sebarts.org

Contact: Shannon Stevens, shannons@monitor.net

For 16 years, Sebastopol Center for the Arts (SCA) has been a leading organization in offering educational experiences in the arts to the children of Sonoma County. The Center's recent move to its new, multi-studio location in downtown Sebastopol allows for greater opportunities for children to learn and grow through an expanded class schedule. SCA also coordinates art and music programs in public schools for all grade levels.

Children, Teen and Family Programs

- Classes in dance, music, drama, painting, drawing, ceramics, and writing, ages 6-17
- Vacation art camps for children, ages 8-12
- Coordinating art programs in public elementary and high schools
- Gallery tours for school groups
- Special programs for disadvantaged youth
- Family-oriented entertainment including concerts, lectures and public art exhibits
- Others

Classes are offered for a fee; some scholarships are available. In-school programs are coordinated for a fee or percentage of fees collected. Most entertainment is offered for free or nominal donation. Call for details.

The gallery is open year-round, 7 days a week, with free admission.

Sebastopol Community Center

MULTI

390 Morris St., Sebastopol CA 95473

Phone: (707) 823-1511 FAX (707) 823-2549

Web site: www.seb.org

Contact: Kim Caruso, Executive Director

The Sebastopol Community Center is a community-based nonprofit service agency incorporated in 1983 to offer a wide range of recreational, educational and cultural enrichment activities for citizens of all ages. Its Mission: "To Enrich the Spirit of Community." SCC provides services from a primary facility at 390 Morris Street. SCC also manages and programs the Youth Annex, formerly the Teen Center, at 425 Morris Street and the Garzot/Duffield Building on Valentine Ave (next to the Super Playground). Local schools and other public facilities are also utilized for programs.

In addition to a wide range of recreational, sports and educational activities for children and youth, the Sebastopol Community Center also sponsors and co-sponsors many arts activities. These include:

- **Jugalbandi**, a Music and Arts Education program for school-age children begun in 1999, providing elementary school-aged children the opportunity to see and hear the music of exceptional performers. April Verch, a Canadian step dance champion teamed up with Chris Caswell for the first performance. A partial list of performers brought in for the students are: the Second City Comedy Troupe (improvisation), Old Blind Dogs (Celtic music), Axe Abada Capoiera (dance), Barachois (Acadian Music), The Campbell Brothers (Sacred Steel), Patrick Ball (theater & music), Cucanandy (Celtic music), Sandy Silva (percussive dance), Thomas Mapfumo (African music), The Persuasions (a capella), Jimmy Lafave (The Woody Guthrie Tribute) and Scott Gerber (Cowboy Traditions), Arlo Guthrie, Baka Beyond.

Jugalbandi shows in 2005 are in February at Brookhaven Middle School with the Axis Dance Co. (a collaboration of able and disabled dancers) and in April at Pinecrest Elementary School with award winning songwriter Steve Seskin and his "Don't Laugh at Me" project (which helps combat bullying). Scholarships are being provided to both schools to help offset costs. SCC is working on a show at the Community Center with the Chitresh Das Indian

[continued]

Dance Troupe for later in the Spring. They have also confirmed for 2006 a school show at Analy with the famous African vocal band Ladysmith Black Mambazo.

- Co-sponsoring Young Audiences arts programs in local schools.
- Sponsoring dance classes for students in collaboration with Ginny Matthews.
- Providing wall space for student art exhibits at the Youth Annex (in collaboration with Art Heaven).

SCC is also involved with concert production. In conjunction with Cumulus Beauty, SCC produces the Sebastopol Celtic Music Festival and the Kate Wolfe Memorial Music Festival, in addition to a number of music concerts annually. When appropriate, students are invited to concerts—750 were invited to and attended the Celtic Festival.

Sixth Street Playhouse

THEATER

52 W. Sixth St., Santa Rosa CA 95401

Phone (707) 523-4185

Web site: www.6thstreetplayhouse.com

Contact: Danielle Cain

6th Street Playhouse is a merger between Santa Rosa Players and Actors Theater, two well-established and renowned companies in Sonoma County. The two theater companies have joined forces to transform a Santa Rosa Railroad Square brick warehouse into a new theater and educational facility. 6th Street Playhouse presents a year-round season of plays and musicals. Theater arts education classes and workshops will be part of the Playhouse program.

Fees: Call for details.

Elliot W. Eisner
Professor of Education and Art,
Stanford University

“ The arts are fundamental resources through which the world is viewed, meaning is created, and the mind developed.

To neglect the contribution of the arts in education, either through inadequate time, resources, or poorly trained teachers is to deny children access to one of the most stunning aspects of their culture and one of the most potent means for developing their minds. ”

Sol Flamenco

DANCE

124 Junior St., Santa Rosa CA 95404
Phone: (707) 573-8450
Web site: www.SolFlamenco.com
Contact: Joelle Goncalves, (707) 573-8450
Email: Joelle@SolFlamenco.com

Sol Flamenco offers the live music, song and dance of Spain. We offer in-class and/or student assembly performances and lectures based on the grade level and needs of the students.

Students are often mesmerized by flamenco due to its rapid, percussive footwork, challenging rhythms and high energy. Flamenco is an art form that is empowering for both genders and instills confidence and pride in the performer.

Class performances involve a 20-30 minute show with explanation in between dances. In addition, the history of the art form is presented with maps and other props. Following the show there is a 15-minute question and answer period along with a class lesson. Oftentimes, students enjoy learning about the musical aspect by use of rhythmic hand clipping, castanets, and foot stomping.

Student's assembly performances are presented in the school gym for 45-60 minutes. Assembly performances can include a brief lecture at the beginning of the show or commentary between the dances.

Fees are offered on a sliding scale basis and are largely dependent upon the number of performers requested.

Sonoma County Ballet

DANCE

Sebastopol Community Center

Phone: (707) 824-8006

The Sonoma County Ballet is the production company for the annual *Sebastopol Nutcracker*, a holiday tradition for the past 12 years. Although most of the dancers are students enrolled in the Sebastopol Ballet School (located at the Sebastopol Community Center), auditions are open to all Sonoma County dancers. Each year, more than 80 dancers age 5-18 participate in the production.

As an introduction to a full-length ballet experience, we perform a shortened, narrated version of *The Nutcracker* during the first week in December. The two performances at Santa Rosa High School are reasonably priced and are a perfect treat for 3- to 10- year-olds.

Their regular *Nutcracker* is presented in Sebastopol on the 3rd weekend in December.

425 Seventh St., Santa Rosa CA 95401

Phone: (707) 579-1500; Fax (707) 579-4849

Web site: www.sonomacountymuseum.org

Contact: Education Department

Founded in 1985, the Sonoma County Museum provides a unique resource for teachers, students and the community at large. The Museum's exhibitions and education programs connect Sonoma County's rich history with contemporary artistic and cultural currents. Highlighting local histories within a larger context, the Museum is a nexus for the investigation of relationships between history, culture and art. The Museum offers innovative exhibitions and education programs for people of all ages and interests, engaging themes ranging from history to contemporary art with a focus on "Where Land Meets Art."

The Museum's educational offerings include:

Free School Tours. Guided tours for school groups of all ages. Advanced reservations required.

Bus Funds. Bus funds to public schools in Sonoma County to help offset the cost of bringing students to the Museum.

Educational Materials connected to California State Standards. Pre-visit educational materials for teachers in connection with most exhibitions. Materials include resource lists and sample classroom activities.

Professional Development Workshops for Educators in conjunction with certain exhibitions.

Free Outreach Programs. In-class presentations related to early California history and the history of Sonoma County. Please call our Outreach Coordinator, Gordon Amrein, at (707) 545-0525 for more information.

Education Stations. Interpretive areas within Museum exhibitions include resource areas and hands-on work stations designed to engage visitors more directly.

Special Workshops related to certain exhibitions.

Fees: Many programs are free. Call for details.

Sonoma County Playback Theatre

THEATER

5646 Volkerts Road, Sebastopol CA 95472

Phone: (707) 823-7687

Web site: www.sonomacountyplaybacktheatre.com

Contact: Jacqueline Grace Hayward, MA, Director

Playback Theatre builds community and spreads emotional literacy through participatory theater, music, and movement. Each Playback event is a unique collaboration between audience and actors. We help audience members describe important moments from their lives, and then we reflect back the essence of these stories through improvised movement, music, and dialogue. Our mode of improvisation has roots in drama therapy and socio drama as well as performing arts. Playback was developed 25 years ago and is now used in over 40 countries to promote community and reconciliation. Sonoma County Playback Theatre is sponsored by The Center for Creative Arts Therapies, a 501(c)3 organization.

Playback in Assemblies or the Classroom

While offering artistic excellence in a profound form of improvisation, Playback offers an entertaining, uniquely accessible theatre of storytelling, a forum for problems being experienced by the school community, and a novel way to explore curriculum material. Projects range from one-time performances to commitments that may extend over days or weeks. Some of the ways that Playback can be focused in assemblies or the classroom include:

Theatre of Storytelling. Without specific focus, but with the intention of the performance guided by our “Conductor,” the children share experiences from their lives and see them turned into theatre on the spot. Playback nurtures listening skills and compassion. Through the stories told, the children discover their common humanity.

Trauma Response. Playback Theatre offers a forum and container for students’ experiences in response to a traumatic event, such as the death of a student or an earthquake, for example. Healing is inherent in the Playback process, which offers affirmation and gives shape and meaning to our experiences.

Remembrance. Playback works with several Hospice groups and offers Memorial Performances, in which stories are told of someone

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who has died, celebrating their life and grieving their death. This can be offered following the loss of a student or teacher. Through a profound theatrical experience, Playback serves to deepen and bring closure to experiences.

Issue-Based Performances. Playback performances can be focused on any issue. The Conductor's questions guide the way. In school assemblies, or classroom groups, our form of interactive theatre can be used to address problems within the schools such as Bullying, Violence, and Drugs and Alcohol, or diversity issues that arise within Cross-Culturalism and Gender differences.

Exploring Curriculum Material

Students share stories about the material they are being taught and/or their own experiences of what they are learning. They learn to organize and clarify their thoughts and their language as they participate with the Playback actors in bringing the curriculum material to life.

Playback Workshops for Students

Playback offers an ideal vehicle for the practice of many essential language and social skills. Since, language and literacy have social origins, Playback activities provide a natural means of teaching and reinforcing listening and speaking skills. In this workshop, the students practice doing Playback Theatre and take on the challenge of putting ideas, language and feelings into action.

Performances for Staff and Teachers

As we have done for several government agencies, at conferences and retreats, we can offer performances focused on the issues and needs of the educators. Problems, for instance, such as stress, interpersonal communication challenges, or the inadequate meeting of needs are all responded to with the artistic sensibility of the Playback team.

Fees: Negotiable.

Sonoma County Repertory Theater

THEATER

104 N. Main St., Sebastopol CA 95472

Phone: (707) 823-0177

www.the-rep.com; the-rep@sbcglobal.net

Contact: Jennifer King

Sonoma County Repertory Theater entertains, educates and engages our community by producing plays and education programs of the highest artistic quality.

Performance Guides

Our performance guides include background on the play, historical dates, and other related information.

Pre- and Post-Show Workshops

Teachers can arrange workshops in which our Teaching Artists guide students through interactive exercises designed to deepen the performance experience. Actors from the production are often available for post-show discussions in the classroom.

Behind the Scenes (Professional Development Workshop)

This free workshop is for teachers who are bringing their students to a Rep production as well as teachers who want a deeper understanding of our plays. Discussion includes information about the script, design and casting, as well as curricular links. Teacher in-service credit may be available.

Touring Show—Bring the Page to Life

Two actors and the Bard. An introduction to Shakespeare featuring scenes from *Hamlet*, *Much Ado about Nothing*, *Romeo and Juliet*, *MacBeth*, and *Taming of the Shrew* performed by two extraordinary actors. Bring the Page to Life includes study guides, performance and post-show discussion. Teacher can also arrange for pre- and post-show workshops. Duration: 45 minutes.

Artist-in-the-Classroom Residencies

In the Classroom. Four- to eight-week classroom artist Residencies are designed to integrate arts into a classroom teacher's current curriculum in order to reinforce and improve student academic performance. Working with the teacher prior to the residency, the Rep tailors the program to suit the age, interests, and state education standards of the class.

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After School. After-school residencies offer opportunities for students to learn about the craft of acting while developing a piece of theater for performance.

At Our Theater. Learn how the theater works in this lively workshop on the art of theater. Each workshop is designed to suit the age, needs and interests of the group.

Project Playwright. In partnership with Berkeley Repertory Theater, two-week workshops are offered in which students learn how to respond to their creative impulse, develop those impulses into characters and follow the characters into dramatic situations to create their own play. Project Playwright culminates with a presentation for family and friends.

Young Actors Conservatory

Year-round theater skills classes for youths and teens taught by theater professionals.

Fees: Call for details.

Sonoma Valley Museum of Art

VISUAL ARTS

551 Broadway, Sonoma CA 95476

Phone: (707) 939-7862

Web site: www.svma.org

The Sonoma Valley Museum of Art (SVMA) is the largest visual arts organization in the San Francisco North Bay region including Sonoma, Marin, Napa, and Solano counties. It promotes the creation, exhibition, and collection of fine arts from around the world, provides a venue for art exhibition in Sonoma, and offers educational opportunities for people of all ages. Since 1999, SVMA has staged 26 exhibitions attracting more than 100,000 visitors. It occupies an 8,000-square-foot space just one-half block south of the historic Sonoma Plaza.

Education Program

In support of the educational component of their mission, SMVA is committed to the building of art education programs in Sonoma valley by providing valuable art appreciation, installation instruction, and exhibition opportunities for Sonoma's elementary and high school students and long-lasting community support for students' art endeavors. The SVMA believes that art education is important in students' overall development.

ARTS

Art Rewards the Student program is an innovative, curriculum-based, district-wide, museum-sponsored arts education program which brings together students, teachers, artists, museum professionals, families, schools, and community and business organizations in a unique way.

Fees: Call for details.

Spreckels Performing Arts Center

MUSIC, DANCE, THEATER

5409 Snyder Ln., Rohnert Park CA 949287

Phone: (707) 588-3434; Fax (707) 588-3430

spreckelonline.org; pace@rpcity.org

The Spreckels Performing Arts Center is a city-owned and operated facility dedicated to providing access to the finest and most comprehensive performing arts programming possible for the residents of Rohnert Park, Sonoma County, and the region.

The Spreckels Performing Arts Center was built for the use and enjoyment of the community.

Arts Education Program

One of the key programs at the Center is the Arts Education series, which dynamically involves the Center, educators, parents, students, and the community. The purpose of the Arts Education Program is to Expose, Engage, Educate, and Encourage the students by linking the arts to their curriculum, their lives, and their community through relevant and culturally diverse content.

Spreckels hires artists to present a wide range of performance art to students at the Center. The teachers are provided with information and resource materials at the beginning of the school year, and they arrange for student to attend performances. The program draws students from the Cotati-Rohnert Park Unified School District as well as surrounding communities.

Fees: Call for details.

Teens Teaching Through Theater

THEATER

3360 Coffey Lane, Suite A-2, Santa Rosa CA 94503

Phone: (707) 527-6810; Fax (707) 546-2882

Web site: www.routesforyouth.org

**Contact: Jade Raybin, jaderaybin@hotmail.com or
Dyan Foster, routes@ap.net**

Teens Teaching Through Theater (T-4) is a national award-winning educational theater company established in 1984. Teens Teaching Through Theater has produced over 98 original scripts and performed for over 30,000 audience members. Cast members aged 14-18 collectively write and perform original works each year on topics ranging from bullying and harassment to suicide, teen pregnancy, sexually transmitted infections, hate crimes, sexual assault, homophobia, and drug and alcohol abuse. Teens Teaching Through Theater is a program of Routes For Youth, a Santa Rosa-based nonprofit incorporated in 1988.

Routes For Youth is a respected innovator of unique peer-based education and violence-prevention programs for youth. Routes For Youth administers the national award-winning Teens Teaching Through Theatre, and the Sonoma County Teen Court, a juvenile diversion program focused on addressing the root causes of youth violence. Routes For Youth provides strategies and opportunities for young people to positively affect their peers.

Teens Teaching Through Theater is available to perform at schools throughout Sonoma County. Shows can be tailored to address specific issues, and performances usually run 80-90 minutes including facilitated talk back discussions with the audience. Performance fees range from \$250-400, depending on location and audience size.

Young Audiences of Northern California

THEATER

125 Stillman St. San Francisco CA 94107

Phone: (415)974-5554; Fax: (415) 974-5104

Web site: www.ya-nc.org

Contact: Ruth Mankin

Email: rmankin@ya-nc.org

Young Audiences of Northern California (YANC) was officially founded in May 2004 when Young Audiences of San Jose & Silicon Valley and Young Audiences of the Bay Area merged. As a combined organization, YANC has over 80 years experience serving children, families and educators. YANC is one of 30 chapters of Young Audiences, Inc. the largest provider of arts education services in the country. In 1994, Young Audiences Inc. was awarded the National Medal of Arts, presented by President Clinton in recognition of this achievement.

Young Audiences is a leader in providing arts education for Northern California youth from pre-K through 12th grade, bringing artists into schools, performing arts centers, and community centers. Young Audiences has a roster of over 135 visual and performing artists. These artists perform in assemblies, or teach residencies and workshops in their art form that include music, dance, theatre, visual arts, literary arts and circus arts. YANC also offers Professional Development Workshops and trainings for artists and teachers.

Our mission is to make the arts—classical, contemporary and multicultural—an essential part of every young person's education and life. Last year our combined programs served nearly 360,000 children at schools and community sites throughout Northern California. Sonoma County is the third largest county that is served by Young Audiences of Northern California.

Location: See descriptions above.

Fees: Call for details.



artists

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1054 Ludwig, Santa Rosa CA 95407

Phone: (707) 569-8151

Email: nassu@sonic.net

Grades: K-6th

Class Size: 6-10

Nassu Born is interested in creating a studio-based program for explorations in the creative process. My interest is to tap into each child's individual interest and explore that creative motivation in a studio setting. Duration: 30-45 minutes.

I can work with pre-school age as well as older students. I also work with Autistic and Special Needs children. Class size for this group would depend on the needs of the child.

Days and Hours Available: Please call for details.

Familiar with California Visual & Performing Arts Standards: Yes.

Fees: Call for details.

Shirley Brice Heath
Senior Scholar, Carnegie Foundation for the
Advancement of Teaching and Professor of English
and Linguistics, Stanford University

“Communities that support youth-based arts organizations do more than preserve and develop their youth for the future. They engage the creative energies of youth in positive ways that enrich community life and culture today.”

Charles Churchill

VISUAL ARTS

1298 Graton Rd., Sebastopol CA 95472

Phone: (707) 874-1267

Email: candgchurchill@isp.com

Grades: pre K-12th

Class Size: 10-20

Assemblage—Industry Scrap

Charles Churchill teaches assemblage using industry scraps, emphasizing composition and craftsmanship. Simple construction techniques and fasteners are used.

Resource Materials Provided: Yes.

Availability: Please call for details.

Curriculum Links: Math, Art, Developmental Skills, History.

Location: School site (open, well-lit workspace).

Fees: Call for details.

Stuart Hodes
1989

“Education is a primary agent of acculturation and art is closely linked to culture. Since culture is a fundamental imperative after food, shelter, and progeny, both education and art have survival roles.”

Deborah Colotti

VISUAL ARTS

2750 Bloomfield Rd., Sebastopol CA 95472

Phone: (707) 823-7040

Web site: www.dcolotti.com

Email: deborah@dcolotti.com

Grades: 5th-12th

Class Size: 5-30

Deborah Colotti encourages students to find and use common objects from home to explore art concepts. For example, copper wire, doll parts, broken toys, old tools, and other items can be combined to construct art objects of poetic relevance and cultural relevancy. Classes are hands-on and exploratory.

Resource Materials Provided: Yes.

Availability: Please call for details.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Art History.

Location: School site.

Fees: \$35/hour plus \$20/hour prep time.

1054 Ludwig Ave., Santa Rosa CA 95407

Phone: (707) 569-8151

Email: edddy@3d-edddy.com

Grades: 5th-12th

Class Size: 5-15; Assemblies

Junk Art Sculpture

Junk Art Sculpture is a very spontaneous form of expression. It stimulates the creative aspects of our minds when assembling pieces of wood and found objects into humorously designed creations.

Resource Materials Provided: Yes.

Availability: Please call for details.

Location: School site.

Fees: Call for details.

**W.E. LaMothe
Kellogg's Company**

“An education enriched with participation in the lively arts encourages students to reach for the best within themselves. The self-esteem they develop from this experience builds the confidence to reach for the best in our society.”

Meryl Juniper

VISUAL ARTS

360 Jewell Avenue, Sebastopol CA 95472

Phone: (707) 823-5843

Email: meryljuniper@yahoo.com

Grades: K-8th

Class Size: 12-30

Meryl Juniper has been a multimedia visual artist and teacher for twenty years in a wide variety of settings, such as schools, art centers, camps, after-school programs, and museums.

Her focus is curriculum-based arts exploration, emphasizing collaborative permanent public art installation.

She works with painting, drawing, collage, ceramics, textiles, sculpture, papermaking, printmaking, and mask making, utilizing found objects and recycled resources. "The populations I work with vary in age from preschoolers to adults. In my work I encourage the full spectrum of the expressive arts experience to come forth."

Resource Materials Provided: Any that program calls for.

Availability: Varies, please call.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Social Studies, Ecology, History.

Location: School site.

Fees: \$50 Classroom time. Fees vary and are negotiable.

3033 Claremont Dr., Santa Rosa CA 95405

Phone: (707) 545-6777, (707) 545-1990 (eve)

Email: tktextiles@saber.net

Web site: www.tarikeress.com

Grades: 5th-12th

Class Size: 5-15, Assemblies

Fiber Art

Tari Keress is a fiber artist whose teaching encourages the unique vision of the individual through imagery in dye and fiber. She would be glad to develop a class in fiber arts, weaving, and dyeing to suit a particular need or curriculum.

Painted Fabric

Learn to create inspiring lines, shapes, textures and colors on fabric using the techniques of sun printing and painting with dyes. Both a loose free form application of dye and a more controlled method using resist will be utilized to create imagery on silk.

Shibori (tie and dye)

Learn a variety of tying, folding, clamping and binding techniques to create patterns and texture on fabric. These tied and resist bound pieces of fabric will then be dyed using the natural dye process.

Resource Materials Provided: Some art materials and slide presentation.

Availability: Please call for details.

Location: Classroom, School site.

Fees: \$35/hour.

Maria Krahn

VISUAL ARTS

PO Box 154, Penngrove CA 94951

Phone: (707) 794-9365

Email: goldridgeimages@yahoo.com

Grades: 1st-12th

Class Size: 4-15

I have always encouraged and emphasized personal style and creativity, leading to self-expression and self-acceptance.

Days and Hours Available: Please call for details.

Curriculum Links: Environmental Studies, Ecology.

Fees: Call for details.

**Wolfgang Amadeus Mozart
(1756-1791)**

“The best way to learn is through the powerful force of rhythm.”

Nancy Ray Ricciardi

VISUAL ARTS

7910 Soll Ct., Sebastopol CA 95472

Phone: (707) 829-9281

Grades: pre K-11th

Class Size: 10-20

Art History

Nancy Ray Ricciardi teaches an interdisciplinary program incorporating history, aesthetics, criticism, and skills. Each 6-week program presents the life and art of one artist, and explains the historical and artistic importance of the work.

Duration: 6 weeks, consisting of one 45-60 minute session per week.

Resource Materials Provided: Yes.

Availability: Please call for details.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Language Arts, Social Studies, History.

Location: Classroom, School site.

Fees: Call for details.

2001 Redwood Dr., Healdsburg CA 95448

Phone: (707) 433-2946

Grades: 4th-12th

Class Size: 6-35

Collages, Drawing, Crafts

Also available for teacher in-service.

Resource Materials Provided: Yes.

Availability: Please call for details.

Familiar with California Visual & Performing Arts Standards: Yes.

Location: School site.

Fees: Call for details.

Walter Pittman

Author of the 1999 book

Learning the Arts in an Age of Uncertainty

“It is ironic that public schools are scaling back just as more research shows the importance of arts education to overall academic performance. A study of 25,000 students in the United States found those involved in the arts did better on standardized tests and had a lower dropout rate, regardless of the socio-economic status. Students were also more likely to be involved in the community, less likely to be bored at school and watched fewer hours of television if they were exposed to the arts.”

Sanaé Nakajima Chambers

VISUAL & LITERARY ARTS

2060 Blucher Valley Rd., Sebastopol CA 95472

Phone: (707) 823-7369

Grades: K-12th

Class Size: 10-15, Assemblies

Sanaé Nakajima Chambers is a linguist whose fervent interest in language and literature led her to its expression through Japanese calligraphy. While classic calligraphy can be a lifelong study, her class is a short physical and spiritual exploration called “First Brush.”

First Brush

Through simple brush drawing in Sumi (ink), an experiment using sticks, and a presentation of the evolution of pictographs, students learn fundamental brush strokes and stroke order of Kanji, derived from ancient Chinese characters and used in Japanese writing today. By composing several Kanji, students learn a well-known saying or two.

Duration: Varies.

Resource Materials Provided: Yes.

Availability: Mondays, Tuesdays, Thursdays; up to 2.5 hours per day.

Curriculum Links: Language Arts, History.

Location: Classroom, Assembly, School site.

Fees: Call for details.

Brooke Holve

VISUAL & LITERARY ARTS

8650 Bodega Hwy, Sebastopol, CA 95472

Phone: (707) 823-5232

Email: abbr@sbcglobal.net

Grades: 7th-12th

Class Size: 4-30 (with Assistance)

Brooke Holve creates multimedia artwork that explores the word as image, books as containers of word and image, and box constructions as containers of both.

Class includes a brief history of the book, deconstructing the book in its materials and parts, exploring techniques of craft, making book structures, and word image as image, expressing words visually.

Duration: Varies.

Resource Materials Provided: Call for details.

Availability: Call for details.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Language Arts.

Location: Classroom.

Fees: \$35/hour plus material costs.

Georgia Churchill

THEATRE

1298 Graton Rd., Sebastopol CA 95472

Phone: (707) 874-1267

Email: candgchurchill@isp.com

Grades: pre K-12th

Class Size: 15-30 (or smaller)

Storytelling

Georgia Churchill tells oral tradition tales from many cultures, as true to their origin as possible. Historical and geographical context, as well as vocabulary, are briefly explained when necessary.

Duration: 30-60 minutes.

Resource Materials Provided: Yes.

Availability: Please call for details.

Curriculum Links: Language Arts, History, Anthropology, Diversity, and Drama.

Location: Classroom, School site.

Fees: Call for details.

708 Aston Ave., Santa Rosa CA 95404

Email: show@fintushel.com

Web site: www.fintushel.com

Phone: (707) 526-1481

Grades: K-12th

Class Size: 15-30, Assemblies

Assemblies investigate our fabulously varied shapes and moods. Through mutable layered masks we explore “body language,” the mysterious relation between shapes and moods—how we understand all that at a glance! I wear masks of my own creation along with “ready-mades” (a traffic pylon and a mixing bowl). Just changing posture—with the audience’s help—I bring the masks to life. A demonstration of illusionary mime, audience exercises (raucous and exquisitely quiet), and theatrical clowning with audience members on-stage teach communication through posture and gesture.

In workshops, students wear theater masks, learn illusionary mime, and play creative theater games.

Duration: Varies.

Resource Materials Provided: Masks and props.

Availability: Every day, except Fridays (except Summer).

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Language Arts, History, Pataphysics.

Location: Assembly/Classroom, School site.

Fees: One Assembly: \$300; Workshops: \$75. Call for details.

104 N. Main Street, Sebastopol CA 95472

Web site: the-rep@sbcglobal.net

Phone: (707) 823-0177

Grades: 1st-12th

Class Size: 12-30

Jennifer King is the Artistic Director of Sonoma County Repertory Theater. Workshop director/artist in residence—integrating theater arts into a classroom teacher’s current curriculum to reinforce and improve student academic performance. After school residencies offer opportunities for students to learn about the craft of acting while developing a piece for performance.

Resource Materials Provided: Study guides.

Availability: 9:00am-3:00pm, Monday-Friday.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Language Arts, History, Social Studies, Drama.

Location: Classroom, School site.

Fees: Call for details; sliding scale.

Lilith Rogers

THEATER

575 Harrison St., Sebastopol CA 95472

Phone: (707) 523-9907

Email: lilithrogers1@juno.com

Grades: 9th-12th

Class Size: Up to 40, Assemblies

Lilith Rogers performs the one-woman show *Rachel Carson: Her Life and Work*. In this performance, Rogers tells Carson's story in the first person, reads from her books, speeches and letters, answers questions from the audience, and leads a discussion about current issues and what we can do about theater.

Resource Materials Provided: Yes.

Availability: Monday through Friday, Saturdays.

Curriculum Links: Environmental Education, Language Arts.

Location: Classroom.

Fees: \$25-\$100.

Plato

“ I would teach the children music, physics and philosophy, but the most important is music, for in the patterns of the arts is the key to all learning. ”

Daniel Celidore

MUSIC

713 Saint Mary Dr., Santa Rosa CA 95409

Phone: (707) 538-9406; (707) 874-9524 (evening)

Email: oboeman@sonic.net

Grades: K-12th

Class Size: 8-25

Daniel Celidore has been a coach for both the Santa Rosa Symphony Youth Orchestra and the Discovery Orchestra Winds. In addition to demonstrations of the oboe as part of a wind quartet, he does demonstrations of the oboe, schwam, and English horn for young children.

Availability: Mornings.

Location: School site.

Fees: \$65 per session (one hour).

Jim Corbett (Mr. Music)

MUSIC

7869 Washington Ave., Sebastopol CA 95472

Phone: (707) 823-5845

Email: mrmusic@sonic.net

Grades: K-3rd

Class Size: 20-60, Assemblies

Jim Corbett teaches music to children in schools. He uses ear training, singing, rhythm games and instruments to give them a wide range and appreciation of music.

Availability: Monday-Friday, 8:00 am-2:00 pm.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Math, History, Reading.

Fees: \$300 per day.

Gary San Angel

Lead Artist, GenerAsian Next from the Asian Arts Initiative, Philadelphia, Pennsylvania

“What these teens have given to me is an inspirational and positive reminder of why I do what I do as an artist. It has been like looking at myself in the mirror, seeing past my own jaded perceptions, and seeing beauty again. What I give to these teens is the emotional strength and self-confidence to begin that long journey to find themselves using this very unique creative process.”

2520 Joseph Ct. West, Santa Rosa CA 95407

Phone: (707) 570-0882

Email: david@cascadamusic.com

Web site: www.cascadamusic.com

Grades: K-8th

Class Size: 8-25, Assemblies

David Correa is a Latin-Rumba Flamenco guitarist. Cascada is a Spanish/Latin guitar & Rumba Flamenco group featuring two guitars, bass and congas.

Topics of discussion and demonstration include the history and evolution of the modern day guitar, the cultural influences on Spanish/Flamenco music, an explanation of different Flamenco guitar variations, and how Spanish/Flamenco music influenced the Latin guitar.

Availability: Monday-Friday, 9:00 am-3:00 pm.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Spanish.

Location: School site.

Fees: Classroom \$40-\$60. Assembly with Cascada \$300.
Call for details.

12 Dorset Lane, Mill Valley CA 94941

Phone: (415) 726-6282

Email: max@maxperkoff.com

Web site: www.maxperkoff.com

Grades: K-12th

Class Size: Any Size, Assemblies

Interactive Jazz Performance—All Grade Levels

The Max Perkoff Jazz Ensemble performs original and classic jazz & blues. New Orleans, Swing, Be-bop, latin-jazz, and other styles are all included in the repertoire. Students of all ages will participate using body percussion and singing. Middle and high school music students will be invited to sit in and perform with the group.

The Musician's Survival Guide—High School Only

Three one-hour classes or two ninety- minute classes. Lecture/ demonstration. Students participate in information sharing, job-search practice, defining role models and learning from their example.

Availability: Monday-Friday, 9:00 am-3:00 pm.

Curriculum Links: Math, Dance, Visual Arts, Career Planning.

Location: School site.

Fees: Flexible, call for details.

Richard Standard

MUSIC & LITERARY ARTS

1551 Anna Way, Petaluma CA 94954

Phone: (707) 765-9056

Email: www.storiesandstrings.com

Grades: K-9th

Class Size: 20-90; Assemblies

The Dulcimer Project

Building classroom dulcimers from kits creates an opportunity for students to actually build, decorate, and learn to play a musical instrument. A fantastic start-to finish process to discover the world of self-made music.

Storytelling in the Schools

This program has been successful for fourteen years in schools throughout the North Bay Area in helping promote the oral tradition in art and literature. Includes multicultural storytelling with stories from around the globe.

Bringing in the Strings

This program gives any school the opportunity to install a successful music program that will serve teachers, students, and parents for many years after it is implemented. Program includes in-service training and does not require teachers to have any formal music training.

Resource Materials Provided: Yes.

Availability: Please call for details.

Curriculum Links: Music, Math, Art, Writing, Language.

Location: School site.

Fees: Call for details.

Karin Demarest

DANCE

6053 Hughes Rd., Forestville CA 95436

Phone: (707) 887-9999

Email: karindemarest@yahoo.com

Grades: K-8th

Class Size: 20-30

Karin Demarest has worked as an artist-in-residence for 8 years teaching creative movement with pre-school and elementary grades. She has developed a progressive curriculum that uses fundamental movement skills to teach focus and concentration, problem-solving and creative self-expression. Within this framework, she works with the classroom teacher to integrate language arts, math and/or science. All lessons are age-appropriate and address the California State Standards in the Performing Arts. Teachers receive lesson plans that they can implement in their classes. Students thrive in this supportive environment as they learn to move consciously with joy.

Resource Materials Provided: Yes.

Availability: Varies.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Language Arts, Math (if requested).

Location: School Site with space for movement.

Fees: \$50 per class, negotiable for long-term residencies.

Barbara Lynch

DANCE

1719 Capella Ct., Petaluma CA 94954

Phone: (707) 778-8831

Email: bjlynch@mymailstation.com

Grades: 4th-12th

Class Size: 12-30

Dance

Dance in school is not only a physical activity but enhances appreciation of other cultures, geography, history, and aesthetics. Socialization skills are practiced.

Resource Materials Provided: Yes.

Availability: Please call for details.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Costume History, Anthropology.

Location: School site (multipurpose room; black top; gym).

Fees: Call for details.

David A. Sousa
In How the Brain Learns

“Much of what young children do is play—singing, drawing, dancing—are natural forms of art. These activities engage all the senses and help wire the brain for successful learning.”

Claire Drucker

LITERARY ARTS

666 Wagnon Rd., Sebastopol CA 95472

Phone: (707) 874-1267

Email: cdrucker@yahoo.com

Grades: 2nd-6th

Class Size: 20 maximum

Storytelling

Claire Drucker is a poet-teacher. She incorporates music, art, nature, family history, and visualization to allow children to explore poetry writing, encouraging them to use imagery, metaphor, rhythm, and sensate details to express their feelings and experiences to increase self-confidence, build writing skills, and to have fun exploring themselves and language in a creative way.

Resource Materials Provided: Yes.

Availability: Weekday mornings & afternoons.

Curriculum Links: Language Arts, Science, Environmental.

Location: Classroom, School site.

Fees: \$70/hour.

924 Sunnyslope Rd., Petaluma CA 94952

Phone: (707) 762-2689

Email: tehret99@comcast.net

Grades: K-12th

Class Size: 20-30

Creative Writing/Poetry

Terry Ehret teaches classroom-based, hands-on creative writing that draws on students' own experiences and insights. Using an improvisational method, students write group and individual poems.

Resource Materials Provided: Yes.

Availability: Please call for details.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Astronomy, Native American Cultures, Diversity, California History.

Location: Classroom.

Fees: Call for details.

Wendy Wasserstein
1999

“The arts give a generation the ability to define its own time. It seems to me on a very grassroots level, the future survival of the arts in this country may have something to do with artists, playwrights, and dancers opening their words to the next generation... There is nothing more inspiring for students than to meet an artist who has managed to make a life of creation... And, frankly, there's nothing more inspirational for an artist than being in touch with the future.”

Susan Kennedy

LITERARY ARTS

P.O. Box 108, Duncan Mills CA 95430

Phone: (707) 865-9536

Grades: K-12th

Class Size: 20-30

Susan Kennedy is a poet, performing poet and poet/teacher with California Poets in the Schools. As a poet/teacher in the classroom, she works with the students in reading, writing, and performance poetry. Students' work is published and public readings given.

Resource Materials Provided: Yes.

Availability: Please call for details.

Familiar with California Visual & Performing Arts Standards: Yes.

Curriculum Links: Language Arts.

Location: Classroom (blackboard & access to copy machine).

Fees: \$75 per session (includes going over student poems and typing up a selected group each meeting).

**professional
development**



V. PROFESSIONAL DEVELOPMENT

Resources

Resources from Key Arts Education Organizations

The California Arts Project

Arts Education Partnership — Critical Links

Professional & Personal Development Opportunities —
Sonoma County

Arts Partnerships and Professional Development —
Karin Demarest

PROFESSIONAL DEVELOPMENT RESOURCES

The following entities offer professional development resources in the visual and performing arts:*

American Alliance for Theatre and Education
Arizona State University, Theatre Department
P.O. Box 873411
Tempe, AZ 85287-3411
(602) 965-6064

California Arts Council
1300 I Street, Suite 930
Sacramento, CA 95814
(800) 201-6201; (916) 322-6555

The California Arts Project
P.O. Box 4925
San Rafael, CA 94913
(415) 499-5893

Educational Theatre Association
2343 Auburn Avenue
Cincinnati, OH 45219
(513) 421-3900

The Getty Center for Education in the Arts
401 Wilshire Boulevard, Suite 950
Santa Monica, CA 90401-1455
(310) 395-6657

The John F. Kennedy Center for the Performing Arts
2700 F Street, NW
Washington, DC 20566-0001
(800) 444-1324

Music Educators National Conference
1806 Robert Fulton Drive
Reston, VA 20191
(800) 336-3768; (703) 860-4000

National Art Education Association
1916 Association Drive
Reston, VA 20191-1590
(703) 860-8000

[continued]

National Dance Association
1900 Association Drive
Reston, VA 20191-1598
(800) 213-71930

National Endowment for the Arts
Nancy Hanks Center
1100 Pennsylvania Avenue, NW
Washington, DC 20506-0001
(202) 682-5400

National Endowment for the Humanities
1100 Pennsylvania Avenue, NW
Washington, DC 20506
(800) 634-1121; (202) 606-8400

*Adapted from *Visual and Performing Arts Framework*, published by the California Department of Education

The following professional arts education associations change officers periodically. For the names and telephone numbers of current contact persons, call the California Department of Education, Curriculum Frameworks and Instructional Resources Office, at (916) 319-0881.

California Alliance for Arts Education

California Art Education Association

California Dance Education Association

California Education Theatre Association

California Humanities Association

California Music Educators Association

RESOURCES FROM KEY ARTS EDUCATION ORGANIZATIONS

Resources providing a wealth of information on visual and performing arts education are available on the Web sites of the following key arts education organizations:

California Organizations and Resources

California Alliance for Arts Education (CAAE)
www.artsed411.org

The California Art Education Association (CAEA)
www.caea-arteducation.org

California Arts Council (CAC)
www.cac.ca.org

The California Arts Project (TCAP)
csmp.ucop.edu/tcap

California Assembly of Local Arts Agencies (CALAA)
www.calaa.net

California Association for Music Education (CMEA)
www.calmusiced.com

California Dance Educators Association (CDEA)
www.cdeadans.org

California Educational Theatre Association (CETA)
www.cetaweb.org

California State PTA
www.capta.org/sections/programs-smarts/index.cfm

California State Summer School for the Arts
www.csssa.org

California State University Summer Arts
www.calstate.edu/summerarts

UC/CSU Admission Requirements
pathstat1.ucop.edu/ag/a-g/index.html

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California Department of Education Resources

Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process

www.cde.ca.gov/re/pn/rc/

Arts Work: A Call for Arts Education for All California Students: The Report of the Superintendent's Task Force on the Visual and Performing Arts

www.cde.ca.gov/re/pn/rc/

California Arts Assessment Network (CAAN)

www.teachingarts.org/CAAN

Local Arts Education Partnership Grant Program

www.cac.ca.gov

Local Arts Education Partnership Grant Program: The Arts Work Visual and Performing Arts Grant Program

www.cde.ca.gov/pd/ca/vp/visperffunding.asp

Model Arts Program (MAP) Network

www.teachingarts.org/MAP

Performance Assessment Professional Development Handbook

ursula@artsed411.org

TeachingArts.org

www.teachingarts.org

Visual and Performing Arts Content Standards for California Public Schools, Prekindergarten Through Grade Twelve

www.cde.ca.gov/be/st/ss/index.asp

Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve

www.cde.ca.gov/ci/vp/cf/

National Organizations and Resources

American Orff-Schulwerk Association

www.aosa.org

American for the Arts

www.americansforthearts.org/

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National Organizations and Resources

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Annenberg/CPB
www.learner.org

Arts Education Partnership (AEP)
www.aep-arts.org/

Arts Education Resources
www.artslynx.org/artsed

Dance Educators Professional Teacher's Association (DEPTA)
www.hsc.csu.edu.au/pta/members/depa.html

Educational Theatre Association (ETA)
www.edta.org

The Getty's ArtsEdNet
www.getty.edu/artsednet

Kennedy Center ArtsEdge
artsedge.kennedy-center.org

Lincoln Center Institute
www.lincolncenter.org

The Music Educators National Conference (MENC)
www.menc.org

National Art Education Association (NAEA)
www.naea-reston.org

National Assembly of State Arts Agencies
www.nasaa-arts.org

National Board for Professional Teaching Standards
www.nbpts.org

National Dance Association (NDA)
www.aahperd.org/nda

National Dance Educators Organization (NDEO)
www.ndeo.org

National Endowment for the Arts (NEA)
www.arts.org

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Web Resources

The following uniform resource locators (URLs) were valid at the time this document was prepared:

Americans for the Arts
www.artsusa.org

Arts Education Partnership
www.aep-arts.org

Association for Supervision and Curriculum Development
www.ascd.org

California Alliance for Arts Education
www.artsed411.org

California Arts Council
www.cac.ca.gov

The California Arts Project
csmp.ucop.edu/tcap

California Department of Education, Arts Education
www.cde.ca.gov/ci/vp

California Department of Education, Frameworks
www.cde.ca.gov/ci/cr/cf/index.asp

Critical Links: Learning in the Arts and Student Academic and Social Development. Edited by Richard Deasy. Arts Education Partnership
www.aep-arts.org/cmlinkspage.htm

Getty Center for Education in the Arts
www.getty.edu/artsednet

Kennedy Center Arts Edge
www.artsedge.Kennedy-center.org

Project Muse Scholarly Journals Online. This site offers fee-based services available through the Johns Hopkins University Press
muse.jhu.edu

TeachingArts.Org. This is a statewide online arts resource center, developed by the Kern and San Bernardino county offices of education in collaboration with the California Department of Education
www.teachingarts.org

THE CALIFORNIA ARTS PROJECT

The California Arts Project (TCAP) is the state's subject matter project in Visual and Performing Arts. TCAP's central mission is to deepen teachers' knowledge of dance, music, theatre, and visual arts, and to enhance instructional strategies for teaching these four disciplines to California's students, pre-kindergarten through postsecondary.

The goal of the Arts Project is for teachers to teach other teachers through Leadership Institutes and events throughout the school year. The Arts Project is administered through the University of California through nine regional offices.

TCAP's Mission is... to improve education in the visual and performing arts through:

- strengthening, at every teaching level, teachers' subject matter knowledge of dance, drama/theatre, music, and visual arts, for improved instruction in these discrete disciplines as well as in arts-integrated and arts-correlated instruction
- enhancing teachers' abilities to expand visual and performing arts education to include studies of artistic expression from many cultures, and the essential role the arts play in understanding issues of cultural diversity
- enhancing instructional strategies in the teaching of these disciplines and their integration with other disciplines
- enhancing teachers' abilities to include technology in the arts as an integral part of arts education
- serving as a resource to schools, districts and postsecondary institutions in planning, developing, and implementing arts curriculum and professional development programs
- maintaining and strengthening networks among pre-kindergarten through higher education faculty throughout California
- providing assistance to enable teachers of students with special needs and those in underrepresented groups to include and expand arts education in their curricula
- developing a grade of strong educational leaders who will strengthen arts education

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Contact Information for the North Bay Regional Sites of the
California Art Project (TCAP)

Bay Area California Arts Project (BayCap)

Kathie Kratochvil, Director
SJSU One Washington Square
School of Art & Design, Rm. 333
San Jose, CA 95192-0216
Phone: (408) 924-4383
Work fax: (408) 924-4292
Email: grommetb2@aol.com

Sierra North Arts Project

Sarah Anderberg, Director
Box 4240
Auburn, CA 95604
Phone: (530) 752-9683
Email: jsander@cal.net

Cindi Imbach, Admin. Assistant
University of CA Davis CRESS Ctr/SNAP
One Shields Ave.
Davis, CA 95616
Phone: (530) 752-0576
Email: caimbach@ucdavis.edu

ARTS EDUCATION PARTNERSHIP

An expert from: Highlights

Critical Links: Learning in the Arts and Student Academic and Social Development

Overview

The Arts Education Partnership (AEP), a coalition of more than 100 national education, arts, philanthropic, and government organizations, publishes critical links. The Council of Chief State Schools Officers and the National Assembly of state Arts Agencies administer AEP under a cooperative agreement with U.S. Department of Education and the National Endowment for the Arts. In addition to their ongoing support, the two federal agencies also provided the funding to produce Critical Link.

The reviews of 62 outstanding arts education studies—and the interpretive essays—in Critical Links reveal important relationships between learning in the arts and cognitive capacities (thinking skills) and motivations that underlie academic achievement and effective social behavior.

The studies suggest that for certain populations—students from economically disadvantaged circumstances, students needing remedial instruction, and young children—learning in the arts may be especially helpful in boosting learning and achievement.

The Critical Links

Studies point to critical links between learning in the arts and academic and social skills and motivations in the following six major areas:

1. Reading and Language Development

Basic Reading Skills

Certain forms of arts instruction enhance and complement basic reading instruction aimed at helping children “break the phonetic code” that unlocks written language by associating letters, words and phrases with sounds, sentences and meanings. Since we do not “read reading” but rather text of various kinds in search of meaning, it is important that forms of arts instruction promote both basic reading skills and the achievement motivations that engages young learners in the reading experience.

[continued]

Literacy

Young children who engage in dramatic enactments of stories and text improve their reading comprehension, story understanding and ability to read new materials they have not seen before. The effects are even more significant for children from economically disadvantaged circumstances and those with reading difficulties in the early and middle grades.

Writing

Spatial reasoning skills inherent in learning music are needed for planning and producing writing. Dramatic enactments by young children also are shown to produce more effective writing. Other arts learning experiences—in dance and drama, for instance—develop expressive and reflective skills that enhance writing proficiency.

2. Mathematics

Certain music instruction including comprehensive instruction that includes training in keyboard skills, develops spatial reasoning and spatial-temporal reasoning skills, which are fundamental to understanding and using mathematical ideas concepts.

3. Fundamental Cognitive Skills and Capacities

Learning in individual art forms as well as in multi-arts experiences engages and strengthens such fundamental cognitive capacities as spatial reasoning (the capacity for organizing and sequencing); conditional reasoning (theorizing about outcomes and consequences); problem solving; and the components of creative thinking (originality, elaboration, flexibility).

4. Motivation to learn

Motivation and the attitudes and dispositions to pursue and sustain learning are essential to achievement. Learning in the arts nurtures these capacities, including active engagement, disciplined and sustained attention, persistence, and risk-taking, and increases attendance and educational aspirations.

5. Effective Social Behavior

Studies of student learning experiences in drama, music, dance and multi-arts activities show student growth in self-confidence, self-control, self-identity, conflict resolution, collaboration, empathy and social tolerance.

6. School Environment

It is critical that a school provide a positive context for learning. Studies in the Compendium show that the arts help to create the kind of learning environment that is conducive to teacher and student success by foresting teacher innovation, a positive professional culture, community engagement, increased student attendance and retention, effective instructional practice, and school identity.

PROFESSIONAL & PERSONAL DEVELOPMENT OPPORTUNITIES — SONOMA COUNTY

Programs, classes and workshops for fun, enrichment and professional development.

Santa Rosa Junior College

1501 Mendocino Ave., Santa Rosa	527-4011 (info)
Art Department	527-5429
Dance Department	527-4237
English Department	527-5341
Music Department	527-4249
Theater Arts Department	527-4696
Community Education	527-4372

Sonoma State University

1801 East Cotati Ave., Rohnert Park	
Art Department	664-2364
Center for Performing Arts	664-2235
Dance Department	664-2474
Theater Arts Department	664-2474
English Department	664-2140
School of Education	664-3115
(pre-service and graduate programs)	
Graduate Studies Office	664-2237
Office of Extended Education	664-2394

University of San Francisco

416 B Street, Santa Rosa	527-9012
(pre-service with an optional M.A. program)	

Sonoma County Office of Education (SCOE)

5340 Skylane Blvd., Santa Rosa	524-2600 (info)
(SCOE provides many workshops for teachers.)	

Notice: late April or early May, 2005 is the Arts/Education Workshop

Many Arts Organizations listed in Section II (such as Sonoma County Museum, Luther Burbank Center for the Arts, Berkeley Rep) provide professional development opportunities for teachers. The next update will expand on this section.

ARTS PARTNERSHIPS AND PROFESSIONAL DEVELOPMENT: EMPOWERING TEACHERS TO BRING ARTS TO THE CLASSROOM

Karin Demarest
MA Candidate, University of San Francisco

Arts education constantly struggles to find a strong foothold in our educational system. Teachers often recognize the value of arts in education, and public support has shown to be strong; however, teachers face many obstacles to incorporating arts into their curriculum and rarely use arts in the classroom (Oreck, 2004). Recent educational reforms have upped the academic ante, heightening pressures on teachers to reach “Adequate Yearly Progress.” Arts education is viewed as peripheral to the more “hardcore” disciplines of language arts, mathematics and science. Ironically, the business community clamors for creative people, seen as the competitive key to success in a globalized economy, but the educational system continues to put greater importance on academic subjects, which are seen as more useful (Coleman, et al., 2002).

Stepping to the forefront of arts education reform are community arts organizations that support school districts, schools and teachers in their quest for sustainable arts education programs. Arts organizations and school districts collaborate to form arts partnerships to secure funding, develop curriculum and support teachers as they bring the arts directly to the students. What was once a grass-roots effort by local artists committed to sustaining our cultural heritage, arts partnerships have become a viable reform movement directly effecting change in the classroom.

The following review of the literature highlights research regarding arts partnerships, and targets professional development as a highly effective means of effecting change in the classroom.

Since the 1970s, arts partnerships have emerged to fill the gaps in arts education resulting from legislation, policy decisions and budget cuts. Arts partnerships combine the resources of community organizations with the needs of schools to bring a rich, diverse arts experience to children. Siedel, Eppel & Mariniello (2003) describe the creation of arts partnerships as:

[continued]

...a fundamentally human activity. These partnerships are born of some basic human needs and desires: to make meaning out of one's experience of the world; to share with the young that which has given one's own life meaning and satisfaction; and to preserve one's cultural heritage through connecting the young with the past and helping them become designers of the future. (p.5)

Arts organizations and schools can bring valuable educational experiences to students that neither could accomplish without the other (Remer, 1996).

Arts partnerships take many different forms. Janet Remer has defined the six stages of instructional partnerships with a matrix entitled, *The Beyond Enrichment Continuum*. At one end of the continuum is the simple transaction, which is a relatively passive, informal enrichment experience. According to Remer, this type of exposure affords the lowest educational impact. On the other end of the continuum is the more complex interaction of a joint venture. These multi-layered programs are designed by both participants to meet mutually agreed upon goals. A joint venture provides the highest educational impact to students.

This matrix is a valuable tool for arts organizations that are considering entering into a partnership. Remer recommends locating where the organization currently exists, determining where the organization would like to be, and finally, formulating the steps to get there. Research also highlights the benefits of starting at a slow and deliberate pace (Longley, 1999; Remer, 1996; Siedel et al. 2003). Arts organizations can define one aspect of arts instruction in which to dedicate resources, and then layer additional components as the partnership matures.

How does an arts organization determine its goals and objectives for entering a partnership? Research points to several key factors that create sustainable partnerships. A common thread throughout the research claims that prioritizing the needs of the students over those of the individual partners is fundamental to the partnerships success (RAND, 2003, Remer, 1996, Siedel et al. 2003).

Defining Arts Partnership Goals, Interactions and Facilitators

In one notable study commissioned by the RAND Corporation, the partnerships between local arts organizations and elementary schools were examined in the early stages of a ten-year program in the Los Angeles Unified School District. This multi-million dollar program was established to bring a substantive, sequential curriculum in arts education to all students in kindergarten through grade 12 (RAND, 2004). Partnerships between local art organizations and

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schools were fundamental to achieving the district's educational goals. The RAND study investigated the various types of partnerships and identified factors that hinder or facilitate the effectiveness of the partnerships.

Study Design

Many studies that evaluate arts partnerships focus on successful, sustained partnerships (Siedel, Eppel & Martiniello, 2003; Longley, 1999). With funding from the California Arts Council Demonstration Grant Program, this study looked at a sampling of typical schools and arts organizations as they actually function in an urban school district (RAND, 2004). The researchers chose a stratified random sample of 11 schools and used a case study approach. Interviews were conducted with eleven school principals, thirty-four directors of arts organizations and ten of the local district arts advisors. For the analysis of the data, a template was created to summarize interview data. It was then independently coded by at least two team members, and interrater agreement was established. The researchers note that the data is based on the respondents recall and is likely to have some degree of subjective bias and/or error.

Study Findings

There were three main objectives of this study: to prioritize and compare the goals of the schools and arts organizations, to describe the ways in which the schools and arts organizations interacted and to define the hindrances and facilitators of effective partnerships.

The study revealed both similarities and discrepancies in partnership goals. A common goal was developing students. For both schools and arts organizations, this goal was expressed in terms of providing arts exposure over developing students knowledge or skills in the arts.

A notable difference in goals centered on professional development. Schools listed professional development for teachers as their primary partnership goal, while arts organizations did not mention professional development as a goal; instead their primary goal was promoting public awareness and appreciation of the arts.

Though research often cites communication between partners as a vital element of successful partnerships (Longley, 1999; Remer, 1996; Siedel et al. 2003), the RAND study shows that interactions between partners are extremely limited. Schools rarely participate in the design of the arts programs and arts organizations do not conduct needs assessments or adapt programming to specific school needs. It is important to note that school staff suggested they prefer provider-consumer transactions that require minimal effort to establish and maintain.

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Both schools and arts organizations listed funding concerns as the greatest challenge in sustaining effective partnerships. Interestingly, the primary concern of the schools was that arts organizations are not providing grade-appropriate arts programs that are integrated with the curriculum and work with their constraints. On the other hand, arts organizations did not mention grade-appropriate, integrated curriculum as either a challenge or facilitator. Common facilitators included effective communication and staff/teacher accessibility.

Conclusions and Recommendations

The RAND study lists the following recommendations based on their findings:

- Establish partnerships that address the goals of both the arts organizations and the schools.
- Provide comprehensive and user-friendly information to schools.
- Orient arts organization staff, including artists, to the school culture.
- Have schools select programming based on a needs assessment.
- Establish convenient access to schools and arts organizations.
- Focus on teachers.

These recommendations are based on the study findings that reveal partnerships typically engage in a consumer/vendor relationship. As defined by Remer (1996), these partnerships are simple transactions and fall on the lower end of the matrix. The RAND researchers note that while simple transactions are often associated with lower educational value, the reality of arts partnerships reveal that most interactions fall into this category. Efforts must be made to increase the educational value of simple transactions. Focusing resources on the teachers, and designing professional development that reflects current research, is an effective means for enhancing arts partnerships (Longley, 1999; Remer, 1996; Siedel et al. 2003).

Professional Development as an Effective Tool for Arts Partnerships

The RAND (2004) study defined partnerships along the matrix created by Remer (1996). Many researchers have observed that typical arts partnerships can be defined as simple transactions, in where art appreciation and exposure take priority over curriculum development and teaching strategies (Myers, 2001; Remer, 1996). When the goal of a partnership is to afford students with arts experiences that

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extend beyond the typical one-stop exposure, research has identified professional development as a highly effective tool for developing skills of the generalist teachers, arts specialists and artists (Arts Education Partnerships, 2001; RAND, 2004; Remer, 1996, Wolfensohn, 1993). Successful professional development programs can build on the simple transaction model, and broaden the impact of the arts partnership.

In the RAND (2004) study, 91 percent of schools listed professional development for teachers as a primary goal in partnering with an arts organization. In contrast, the arts organizations did not mention professional development as a goal. Researchers have noted that arts organizations often pursue partnerships in order to gain support and recognition (Dreezen, 2002; Remer, 1996). Siedel, Eppel, and Maritiniello (2001) state that arts organizations must recognize the needs of the students and the schools. Results of the RAND study confirm that arts organizations and schools need to work collaboratively to make teacher training central to their programming.

According to survey research by the Arts Education Partnership, published in the Teaching Partnerships Report (2001):

The most innovative and vibrant collaborations and partnerships combine higher education, K-12 education systems and cultural organizations focused on the professional development of teachers and artists working in schools (p. 2).

Why is professional development of teachers and artists such a high priority for arts education partnerships? To understand this question it is valuable to determine who is delivering arts instruction.

According to a report published by the California Alliance for Arts Education (CAAE) (2003), California has approximately 8,126 full-time credentialed teachers of the arts, teaching almost 1.5 million students in discipline-specific arts classes. This represents only 23% of the state's 6 million-student population. Clearly, the lack of arts specialists means that the responsibility of providing instruction in the arts often falls on artists without credentials or generalist classroom teachers.

Providing comprehensive, sequential arts instruction that addresses the national and state standards can be a daunting task for generalists (Arts Education Partnership, 2003). Teaching creative arts experiences involves open-ended exploration in contrast to predetermined objectives and right or wrong answers (Eisner, 1994). In order for teachers to comfortably and effectively use a new approach, they must recognize the benefits and feel confident in the skills required to teach it

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(Oreck, 2004; Welch, 1995). Effective professional development can be a useful means to develop and nurture creativity and creative self-image (Oreck; Starko, 1995; Torrance, 1970).

Effectively Bringing Arts Education to Teachers

How do arts partnerships define a professional development model that can successfully bring arts education to the teacher, and ultimately the student? In a large scale project commissioned by the California Arts Council (CAC), grants were provided to 185 school districts in an effort to “make arts basic to schools and define workable models that described why and how they were successful” (McCormick & Peterson, 2003, p. 1). The original goal of the project was to provide funding for three years; however, due to budget cuts at the state level, funds were decreased in the second year, and in the third year the project was terminated.

Professional Development was a key objective identified by the CAC, WestEd (the evaluator) and the Statewide Advisory Committee. Funds were distributed to 58 grantees in the first year and 55 grantees in the second year (McCormick & Peterson, 2003). The grantees then designed Demonstration Projects, many of which included professional development workshops for artists and teachers on curriculum development, introducing VAPA Standards, integrating art with other core content standards, assessing student artwork, tapping into external resources, and basic instruction on art techniques and terminology (McCormick & Peterson). Delivery of the professional development covered the Six Stages of Instructional Partnerships represented by Remer’s Beyond Enrichment Continuum, through one-time performances, district in-service, afterschool seminars, weekend workshops, summer institutes, and long-term artists-in-residences.

Project Demographics

In the first year of the study, 64,195 students and 2,711 teachers participated in the Demonstration Projects. During the 2002-2003 school year, these numbers increased to 92,653 students and 4,138 teachers. The targeted population spanned a wide range of grade levels, with 79.9% of grantees in K-5, 53.8% in grades 6-8 and 30.8% in grades 9-12 (McCormick & Peterson, 2003). The grantees were able to target certain populations, the majority of whom chose economically disadvantaged communities and ethnic minorities. The CAC distributed funds throughout Northern and Southern California in urban, suburban and rural settings.

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Project Results

Since each of the grantees were required to complete a full evaluation of their Demonstration Projects, a substantial amount of data was collected. Therefore, this review will focus only on the aggregated data concerning intended outcomes for teachers. There were three identified teacher outcomes: 1) increased confidence, knowledge, and skills for using the arts in the classroom; 2) increased awareness and teaching to the VAPA Standards with other core content areas; and 3) continued use of lesson plans developed during the project (McCormick & Peterson, 2003).

Increased Confidence, Knowledge and Skills for Using the Arts in the Classroom.

Thirty-one grantees identified increased confidence, knowledge and skills as an intended outcome, making it the most common intended outcome listed (McCormick & Peterson, 2003). To assess project impact, grantees were provided with a teacher survey. Data was aggregated from surveys provided by four grantees, representing 44 teachers. Matched t-tests found statistically significant differences between pre-and post-test data.

Statewide and individual project findings indicate that exposing teachers to arts in education can impact their confidence, knowledge and skills for bringing arts into the classroom. In one example, the percentage of teachers confident in their ability to teach poetry to students increased from 53 percent to 100 percent after working with California Poets in the Schools (McCormick & Peterson, 2003). As McCormick & Peterson point out:

“By successfully increasing teacher’s confidence, knowledge and skills for using the arts, grantees also increased the possibility that teachers will continue to use the arts in their classrooms, thus exposing many new children to art experiences they may not otherwise receive” (p. 67).

Increased Integration of VAPA and other Core Content Standards.

CAC, WestEd, and the Statewide Advisory Committee recognized that integration of the VAPA Standards was a common intended outcome among the grantees. However, due to limited pre-post test data, only data from six grantees representing approximately 50 teachers were aggregated (McCormick & Peterson, 2003). Additionally, no data regarding integration of specific art forms with each subject area could be aggregated, since each teacher had unique patterns of integration (McCormick & Peterson). Changes between pre- and post- test were

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not statistically significant. The researchers attribute this to pre-test means that indicate the teachers began the project with higher than average levels of interest, use and comfort (McCormick & Peterson). Despite these findings, individual projects show a positive impact on teachers' ability to integrate VAPA Standards with core content standards. In one example, Young Audiences of San Jose and Silicon Valley reported survey results indicating that 75% of teachers state the project adequately prepared them to integrate art across the curriculum (McCormick & Peterson).

Continued Use of Project-Developed Lesson Plans Using the Arts.

Nearly half of the grantees reported a desire to leave teachers with arts-integrated lesson plans teachers would use even after the project ended. Fifteen of the grantees provided usable data representing 151 teachers. The majority of these teachers (86%) indicated they would continue to use the lesson plans in their classrooms (McCormick & Peterson, 2003). The teachers listed several reasons for continuing to use the lesson plans, including:

- Students responded positively to lessons.
- Lessons were easy to use and to implement.
- Lessons enhanced the curriculum.
- Students were more engaged and interested when the lessons included art.
- Art strategies were useful for teaching, classroom management and student assessment.

Additionally, individual grantees indicated their intention to share the project-developed lesson plans with all teachers and staff in their schools. In one case, the curriculum will be distributed throughout the school and the principal will require the teachers to teach at least one of the lessons provided (McCormick & Peterson, 2003).

Conclusions and Recommendations

The CAC Demonstration Projects brought the arts to thousands of teachers and students who may not otherwise have had these opportunities. Teachers gained confidence, knowledge and skills to continue the implementation of arts curriculum in their classrooms. Additionally, teachers' awareness and use of the VAPA Standards increased. These goals were accomplished in the face of drastic

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budget cuts at the state level. Without continued financial support, the sustainability of these projects is unknown. Responsibility rests with the districts, schools and arts organizations to seek additional funding and build upon the successes of this ambitious project.

Arts Education: What Lies Ahead?

With arts organizations acting as conduits for change, collaborating with schools, school districts and the community, the future of arts in education is promising. Research must continue to inform arts partnerships about best practices in artist/teacher collaborations, integrated curriculum models and partnerships sustainability.

Professional development of teachers, teaching artists and art specialists must be recognized as a viable means for bringing arts directly to the students. Perhaps then we can create an educational system that awakens in our children the deepest possible appreciation and affinity with the arts.

appendixes



V. APPENDIXES

- A. Artist Application Form
- B. Arts Advocate Letter
- C. Arts/Education Survey Letter
- D. Advantages of Creating an Arts Partnership
- E. Arts Education Professional Development
 Planning a Periodic Enrichment Workshop
- F. Evaluation Form

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APPENDIX A

Sonoma County Arts Education Alliance Resource Guide Application Form for Artists

Name _____

Address _____

City _____ State _____ Zip _____

Email _____

Dayphone _____ Evephone _____

1. Discipline in which you work, please check all that apply:

Visual Arts Literary Arts Dance

Theater Digital Media Other

Music Film/Video

___ # of years as a visual and/or performing artist

___ # of years as artist in the classroom
(we recommend a minimum of 2 years within the last 4 years).

___ If no experience, would you be interested in an
apprenticeship or professional development?

2. Please list 3 locations/grade levels for your work with children/youth over the last 3-4 years:

[continued]

Please list 3 contacts with telephone numbers for your work with children in the last 3-4 years:

3. a. Please describe your work as a visual literary and/or performing artist teaching children and youth in schools in the arts (100 word maximum, you may attach an additional sheet if necessary).

b. Preferred class size (min-max): _____

Assembly friendly? ____Y ____N

c. Preferred student age (min-max): _____

d. Curriculum Links (Math, Language Arts, etc.)

e. Are you familiar with California Visual & Performing

Arts Standards ____Y ____N

f. Resource materials provided: _____

g. Days and hours available: _____

h. Special Requirements: _____

i. Fees: _____

[continued]

4. Are your fingerprints on file with the Sonoma County Office of Education or the California Department of Justice (a State of California mandate for all persons working in the classroom).

_____Y _____N

As part of the application, you agree that to the fullest extent permitted by law, you will indemnify and hold Sonoma County Art Council, its agents, members, directors, officers and employees [collectively referred to as the "Indemnitee"], harmless from any and all demands, liability, judgments, liens, claims, damages (including direct, liquidated, consequential, incidental, economic or other damages), awards, losses (including economic losses), penalties, fines, assessments, liabilities, interest, costs and expenses, including attorneys' fees (collectively referred to as 'Claim' or 'Claims') which arose out of or was any way connected with your acts or omissions. Your indemnification includes Claims based on theories other than negligence, even in the event that the Claim is contributed to by the active or passive negligence of Indemnitee, but not if caused by Indemnitee's sole negligence or willful misconduct.

Signature: _____

Date: _____

APPENDIX B

March 26, 2004

Dear Principal:

The Cultural Arts Council of Sonoma County, the Sonoma County Office of Education, and an enthusiastic group of local arts educators and representatives from arts organizations are working to better serve the entire learning community of Sonoma County schools.

In spite of drastic budget cuts in the arts and education, the **Sonoma County Arts/Education Alliance** is moving forward on collaborative ideas, including opportunities for professional development for arts educators, ways to make arts experiences more accessible to all classrooms, and developing an arts resource handbook.

We would like your help to identify a teacher or staff member who will become an Arts Advocate Liaison for your school. Some of the Arts Advocate Liaison's activities may include:

Contribution to the development of an **arts resource guide** to include available arts education opportunities and feature student artworks and compositions.

Priority consideration for **special arts education events**.

Helping to distribute resources, **professional development materials** and other information to your site.

Advocating for **arts education** opportunities to parents, students and the community.

The Arts Advocate Liaison will act as the link between you, your teachers, and the Sonoma County Arts/Education Alliance.

Thank you for your cooperation with this exciting project. Over 60 schools have already identified Arts Advocates. **If your school has not yet identified your Arts Advocate Liaison, please use the form on the reverse and return it in the enclosed envelope by April 30, 2004.**

If you have any questions, do not hesitate to call me, or Samantha Kimpel, Office Manager, at (707) 579-2787.

Thank you for helping to keep the arts at the forefront of education.

Karen d'Or
Executive Director
Cultural Arts Council of Sonoma County

APPENDIX C

December 17, 2003

Dear Principal or designated Arts Advocate:

We are writing to you on behalf of the Sonoma County Arts/Education Alliance, a collaboration of teachers, arts organizations, and the Sonoma County Office of Education. We are now asking for your help with an arts education questionnaire! We know you are busy, but this brief questionnaire (also included in the body of the message), will take only five minutes of your time. If you would like, you may forward this to the teacher you would like to become your school's Art's Education Advocate. Please fax (707) 542-3412 or email your completed questionnaire to Karen@sonomaarts.org by January 7, 2004.

The outcome of this questionnaire will be a Resource Guide for Arts/Education in Sonoma County, to assist teachers in their work. We also intend to provide better access to arts education professional development opportunities for teachers here in Sonoma County.

Arts education increases children's self-esteem, motivates them to excellence, nurtures their imagination, and creates a more vibrant, well-rounded educational experience. The arts teach our youth to meet life's challenges using critical thinking and cooperation. The Sonoma County Arts/Education Alliance will identify and provide the resources for educators and families to bring high-quality performing and visual arts programs to schools and to communities at-large.

In Sonoma County, there are many arts organizations and artists involved with outreach to schools covering visual, performing, and literary arts. We have identified many of these endeavors, but need your help to ensure that our forthcoming resource guide is complete and that we are meeting the needs of Sonoma County educators.

We look forward to receiving your comments.

Please do not hesitate to email Karen@sonomaarts.org if you have any questions about the questionnaire or the Arts Education Alliance.

Sincerely,

Dr. Carl Wong, Superintendent, SCOE

Karen d'Or, Executive Director, Cultural Arts Council of Sonoma County

Brian Shears, Emeritus Faculty, SSU School of Education

For the Sonoma County Arts/Education Alliance

APPENDIX D

Advantages of Creating an Arts Partnership

Steve Siedel, Meredith Eppel and Maria Martiniello in *Arts Survive: A Study of Sustainability in Arts Education Partnerships* (2003) state that arts partnerships provided the following benefits to students:

- Provides students with direct contact with working artists and works of art.
- Increases students' awareness of and understanding of the arts—how they can affect one's life, how they are created, what it means to be an artist.
- Introduces a wide range of artistic forms and the experiences of making and viewing works of art, and reflecting on the processes.
- Creates a sense for the students of belonging to a community.

According to the study *Gaining the Arts Advantage: Lessons From School Districts that Value Arts Education* (1999), partnerships can also create:

- Active parent and community involvement in school arts programs.
- Interdisciplinary teams that involve arts specialists in the development of curricula.
- Faculty involvement in community arts events.
- Artist-in-residency programs.

What is an Arts Partnership?

Steve Siedel, Meredith Eppel, and Maria Martiniello define arts partnerships in the study, *Arts Survive: A Study of Sustainability in Arts Education Partnerships* (2003), as:

A collaborative educational effort between a school or school district and professional artists or arts organizations to provide in-depth arts experiences for children.

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A study commissioned by the RAND Corporation (2003), entitled *Arts Education Partnerships: Lessons Learned for One School District's Experience*, describes the relationship between arts organizations and schools as an opportunity to:

Provide substantive educational programs for students, to help schools to develop an arts curriculum, to develop assessments of student achievement, and to provide professional development for teachers.

According to Jane Remer in *Beyond Enrichment: Building Effective Arts Partnerships with Schools and Your Community* (1996), arts partnerships are divided into two broad categories:

Administrative Partnerships are institutional collaborations. They deal with the form, structure and operation of a relationship. They address issues of organization, design, coordination, governance, overall roles and responsibilities, and evaluation of program effectiveness.

Instructional Partnerships deal with the design, organization, content and methodology of the curriculum. They are about teaching and learning, and ultimately about the assessment of what the learner intuits, knows and is able to do as a result of engaging in the instructional Advantages for the Arts Organization entering an Arts Partnership

According to the RAND Corporations study entitled *Arts Education Partnerships: Lessons Learned for One School District 's Experience* (2003), arts organizations entering an arts partnership benefit from:

- Increased visibility in their communities.
- Building future audiences.
- Becoming more attractive to donors.
- Earning needed income.
- Gaining political clout.

Recommendations for Establishing an Effective Arts Partnership

Janet Remer in *Beyond Enrichment* (1996) recommends an arts organization consider the following steps before engaging in an arts partnership:

1. Determine if the organization is willing to make the following commitments:

[continued]

Staff

It is capable of having a staff person dedicated to development, marketing, public relations and outreach.

Structure, Organization and Operation:

- a. Makes education a priority on the institutional agenda.
- b. Places education prominently in the mission statement.
- c. Sets up board and advisory committees for education.
- d. Encourages top members of the organization to provide direct support, leadership, presence, and involvement in educational planning.
- e. Collaborates with other local agencies and partners on educational ventures.

Programming

- a. Integrates aspects of education programming into all departments and institutional activities.
- b. Designs and designates specific performances and activities for students, teachers, and parents.
- c. Commissions new works for its current repertory with an eye to its young audiences.
- d. Identifies (and hires) artists who agree to perform education and outreach services as part of their contractual duties.
- e. Maintains ongoing internal and external documentation and evaluation of educational activities.

Money

- a. Aggressively raises funds for education programs.
- b. Allocates new or existing resources, especially money, for education.
- c. Commits a significant percentage of its budget to education.

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2. Research models of effective arts partnerships.
3. Clearly define the organizations objectives for entering into a partnership.

Challenges of Sustaining an Arts Partnership

Siedel, Eppel and Martiniello in *Arts Survive: A Study of Sustainability in Arts Education Partnerships* (2003) highlight common challenges arts partnerships encounter:

- Sustaining the quality of the educational program.
- Making the work of the partnership visible.
- Sustaining leaders and leadership.
- Creating and sustaining a supportive environment around the partnership.
- Developing understanding across diverse organizational cultures.
- Expanding and contracting programs.
- Sustaining financial support.

APPENDIX E

Planning a Periodic Enrichment Workshop

1. What are the arts organizations objectives for the workshop?

Example:

- Engaging, inspiring art experience Exposure to CA State Standards
- Active participation in curriculum that can be used in the classroom
- Networking for future professional development
- Recruit arts advocates

2. What are the intended learning objectives for the teachers?

3. What are the short-term and long-term goals for the workshop?

4. How will the value of arts education be communicated to the participants?

5. Who will be invited to attend the workshop?

- Generalist teachers
- Pre-service teachers
- Art specialist teachers
- Administrative and support staff

6. What incentives to attend will be provided to the participants?

- Continuing education credits
- University credits
- Tickets or free performances
- Two-for-one admission

7. Who will be selected to teach the workshops?

8. What will be the process for selection?

- Request for Proposals
- Committee selection

9. Who will determine the instructional content of the workshop?

10. If the artists are creating instructional content, will the arts organization have input? Will the arts partnership have access to the instructional content prior to the workshop?

11. How will the CA State Standards be incorporated into the workshop?

12. What will be the date, time and location of the workshop?

13. Who will fund the workshop?

14. Will there be an evaluation of the workshop?

15. Will there be any follow-up to the workshop?

APPENDIX F

Resource Guide Evaluation Form

Please complete at your convenience and send to the Cultural Arts Council of Sonoma County by one of the following means:

Mail:

Cultural Arts Council of Sonoma County
529 Fifth St
Santa Rosa, CA
95401

Fax: (707) 542-3412

Email: Carolyn@Sonomaarts.org

What worked, what I liked:

What did not work—some constructive criticism:

Some suggestions:

What I would like to see in future updates:

Name (optional) _____

Position, Organization _____



ARTS in education

a **resource guide** for sonoma county

publication partners

SONOMA COUNTY ARTS/EDUCATION ALLIANCE
CULTURAL ARTS COUNCIL OF SONOMA COUNTY
SONOMA COUNTY OFFICE OF EDUCATION
EXCHANGE BANK FOUNDATION
FIREMAN'S FUND FOUNDATION