



**Lower
Manhattan
Cultural
Council**

EMPOWERING ARTISTS,
INVESTED IN COMMUNITY

TRAINING, NETWORKING, TALKS: ARTS ADVANCEMENT SERIES

*MAKING THE TRANSITION TO BEING A TEACHING ARTIST
A HANDS-ON WORKSHOP*

SAMPLE TEACHING ARTIST RESUME 1

A teaching artist's resume introduces the artist to potential employers and clients. Every job opportunity will have different requirements for qualification, training and experience and will also vary according to the discipline; so the appropriate format, content and tone of a resume is determined case by case. The following is an example of an appropriate resume for a highly qualified and experienced teaching artist.

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**JANE DOE
TEACHING ARTIST**

OBJECTIVE

To use drama to build a bridge of compassion, understanding, and knowledge about other cultures, communities, histories, stories, and ways of life that are beyond the everyday experiences of my students. In practicing drama, the students will also develop a deeper connection to their own creativity and imagination and thus encourage further exploration and expansion of their own artistic appreciation, interests, and pursuits.

TEACHING ARTIST EXPERIENCE

2010
York, NY

Mature ARTS

New

Teaching Artist

I worked with people age 55 and up in this memoir and performance series. We

met with the participants 9 times with each session lasting 90 minutes. We used drama

to activate memory and dig deeper into their life stories.

Each participant developed a

memoir piece to share for a final culminating event that friends and family were invited to attend. The participants acted in each other's pieces and we also brought professional actors in to assist in the performance.

2009/2010

Social JUSTarts

New York, NY

Teaching Artist

Looking through the lens of the Social JUSTarts themes of Justice, Honor, Rugged Individualism, and Duty to Retreat; I used process drama with the freshman body (100 students) to explore their ELA and social studies curriculum at Graham Parker High School in East New York. The residency was 22 weeks, and I would go for two full days of each of those weeks to work with the students using process drama and other educational theatre techniques to explore their curriculum. I devised an original play with each class I worked with around the content of their curriculum. We ended the residency with a culminating performance for family, teachers, staff, and the other students in the school.

2008 - present

Broadway Pop

New York, NY

Teaching Artist

I facilitate pre and post show workshops, and the corresponding talk backs for the Broadway show which the students will be seeing. I teach the preshow workshop with different cast members from the current Broadway Pop Productions which are *Bye, Bye Birdie*, *Hairspray*, and *Carnival*. I create the curriculum for the workshops and while the shows are the same, the particular cast member we are paired with is always changing, so the lesson must adjust according to that particular cast member's interests and strengths. In 2009, I was part of the pilot program, Broadway Pop in Schools. In this program, Broadway Pop chose five public elementary schools in New York City to receive all the licensing rights for a Broadway Pop Production along with 15 weeks of instruction, guidance, and mentorship from two teaching artists per school. I was paired with another teaching artist and we worked together at PS217 on the Broadway Pop production of *Little Women*. At the end of the 15 week residency, the students and teachers had the full experience of putting on a musical, made curriculum connections, experienced increased community involvement and awareness, learned and became proficient in playmaking skills, and now are empowered to continue their artistic work independently in the future.

2008 - present The Stanhope Theatre
New York, NY
Peer Advisor

I mentor and coach the first season teaching artists, as well as conduct field observation and program reflection. I help plan TA team meetings and master classes, and am responsible for the emerging teaching artist training and mentorship initiatives, as well as assisted in creating the peer observation program. I also am responsible for analyzing and consulting on all reflection data coming from the teaching artists, classroom teachers, and students who utilize our programming.

2008 - present The Richmond Theatre
New York, NY
Performance Talk Back Facilitator

I facilitate the public performances post -show talk backs that take place with the cast from a particular show. I

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introduce the cast and take questions from the audience for a period of 10 – 15 minutes depending on the contract with the production. As a facilitator, I will make sure that the questions are appropriate and if they aren't; I must gracefully move on to the next question. I make sure the performers feel safe and respected in the questioning. I am also responsible for the audience's and performer's need to hear and understand both the questions and answers and will facilitate this by repeating responses when necessary.

2006-present
New York, NY
Teaching Artist

The Stanhope Theatre

I teach the pre and post show workshops for the current season of the Stanhope Theatre. I teach pre-k through high school in all the New York City boroughs and in both public and private schools. As a teaching artist, I help to create the curriculum through collaboration with the other teaching artists and the Stanhope administration of the education department. We also attend regular professional development workshops including seminars with Fiona Garner, Roger Jackson, and John Phillips. I am frequently placed in the special education classes and schools through NYC. I have worked with kids with learning disabilities, severe physical and emotional disabilities, as well as co-facilitating with a sign language interpreter at the Lexington School for the Deaf on several occasions.

2006/Summer
Brooklyn, NY
Teaching Artist

Excelsior Theatre Camp

Each teaching artist was responsible for a group of 10-12 campers ages five to eight. I planned the drama curriculum for the day which usually amounted to four hours of teaching. I facilitated drama workshops and developed an original devised piece that I co-created with the participants based on different themes the camp explored each week. Some of the themes were: Shakespeare, opera, musical theatre, and other topics.

2001-2005
Act Out Loud

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Brooklyn, NY *Teaching* *Artist*

I taught K-6th grade in this after school enrichment program. Act Out Loud took material in the public domain and created original plays with the students that were eventually produced for performance. I directed adaptations of *Alice in Wonderland*, *The Wizard of Oz*, *The Odyssey* and *Arabian Nights* with the 3rd to 6th graders. I taught creative dramatics and developed small original plays based on fairytales and story books with my K-2nd grade students.

2005/Summer Excelsior Theatre Camp
Brooklyn, NY

Teaching Artist/Lead Teacher

I had the same teaching responsibilities during this summer as described above. In addition, I was lead-teacher for the Shakespeare week. I organized curriculum material for two camps that Excelsior ran, created scripts which tied the material together, wrote songs utilized in performance, and facilitated group lessons about Shakespeare which were presented to both camps. One camp had 85 campers (ages 5-8), and the other had 65 campers (ages 8-12).

2002/Summer Excelsior Theatre Camp
Brooklyn, NY

Teaching Artist

Summer/1998 Chester Theatre Camp
Chester, ME

Theatre teacher/Director

I taught acting, musical theater, improvisation, and stage combat at this overnight summer camp. I also directed three musicals: *You're a Good Man Charlie Brown*, *Little Shop of Horrors*, and *Free To Be You And Me*. The camp was for young people ages 7-16.

TEACHING ARTIST EXPERIENCE - FAMILY

2006/October Eagle Unitarian Church
Eagle, VA

Facilitator

I worked with participants of a narrative therapy workshop

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on competition in today's world. I used image theatre practices to draw out the participants own stories and forum theatre to look at the alternatives of change.

2005-2010 Women on the Verge
 Brooklyn, NY
Founder/Artistic Director

This was a company that supported mothers in their artistic endeavors and passions. We met every month to discuss and explore our individual artistic pursuits. I work with the members of the company to help support their artistic interests. I used forum and image theatre as a means of development, as well as extensive movement work influenced by my training in Viewpoints, Grotowski, Wangh, and others.

EDUCATION

2006	City University of New York
	New York, NY
	<i>MA Educational Theatre</i>
1994	Temple University
	Boston, MA
	<i>BFA Acting</i>

VOLUNTEER TEACHING

2008	St. Paul's
Church Sunday School	
2006&07/March	PS 18 Talent Show Co-
Chair and Director	
2006/January	Drama Lunch Club for
1 st Grade - PS18	
2005/January	Drama Lunch Club for
kindergarten - PS18	
2004/April	Candyland Playgroup
Creative Dramatics	
2002/2003	Co-founded
Cooperative preschool	

RELATED VOLUNTEER EXPERIENCE

2008 - 2010 Committee	Co- Chair, PS18Arts
2006-2008 the PTA	PS 18 Co-President of
2006-2008 - \$35K Fundraiser per year	PS18 Block Party Chair
2006-2010 Chair	PS18 Skating Party
2004-2006 Kindergarten and 1 st grade	Class Parent for
2005 & 2006 Coordinator at PS18	Block Party Volunteer
2005-present at PS 18	Arts Committee Member
2003-2004 Fundraising Committee	Cobble Hill Playgroup

MEMBERSHIP

The New York City Y
Brooklyn, NY
The Field Organization
New York, NY
Actor's Equity
New York, NY
American Alliance for Theatre and Education

REFERENCES

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Mature Arts
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