

Arts Angle Vantage

Arts Programming Overview + Teaching Artist(s) Bio

Arts Journalism Trust/Arts Angle Vantage, a grassroots initiative with an all-volunteer team, recently received its 501c3 designation from the IRS and has not yet begun providing in-school programming. Our out-of-school programming comprises free, hands-on out-of-school arts journalism workshops where teens (ages 14 to 19, generally sophomores to seniors) learn and practice arts journalism by reporting on the local arts community and relevant subjects with the guidance of professional arts journalists/educators.

- Local media outlets publish their articles about the arts as does Arts Angle Vantage on its website. Local media partners have included Courier Journal, LEO Weekly, The Horizon at Indiana University Southeast and high school newspapers.
- From 2018 to 2022, the pilot program held 13 free workshops for teens — generally ages 14 to 19 and high school sophomores to seniors.
- Together these workshops served more than 30 participants. More than one-third participated in more than one workshop. The program's annual average for participants in workshops is 18, a number highly impacted by the pandemic.
- Workshops have included three to six evening and/or weekend sessions over two to five weeks in which participants learn about art forms, journalistic writing, and media literacy. Each session lasts 90 minutes to two hours
- Sites have included local universities, such as University of Louisville, the Louisville Free Public Library and local business offices that have donated their space.

Teaching Artist(s) Bios(s)

Elizabeth Kramer and Melissa Chipman are the teaching artists. Other representatives contribute to the organization's programming committee

Elizabeth Kramer, - a multimedia journalist who has worked for newspapers and public radio in Kentucky, New York and Ohio, is a teaching artist who established herself as a leading voice on the arts, particularly in Louisville. While covering dance, theater, music and visual arts as The Courier Journal's fine arts reporter from 2010 to 2017, she reported on complicated issues including the Louisville Orchestra's 2010 bankruptcy. Her work has aired on National Public Radio and appeared in national publications. She is an 11/21/22, 2:29 PM Call for Teaching Artists and Organizations Directory file:///C:/Users/qmuhammad/Downloads/Application (10).html 5/10 alumna of Indiana University and Columbia University Graduate School of Journalism and was a Fellow at the 2016 National Critics Institute at Eugene O'Neill Theater Center. Kramer has taught high school as a Peace Corps volunteer and college as an adjunct at Spalding and Bellarmine universities.

Teaching artist Melissa Chipman - a freelance writer and editor, was a reporter and art critic for the now defunct Insider Louisville (Louisville Future). A native New Englander, she has taught English literature for more than 10 years in high schools in New Orleans and Louisville. She also works as an operations manager at an organic products company.

Artistic Content of Programming

- Arts Journalism Trust/Arts Angle Vantage workshop content covers art history, interpreting artistic forms and intent, journalistic and creative writing and expression and media literacy.
- In each workshop, participants have at least one artistic event or piece of art to examine. The workshop encourages individual and shared processes of examination through discussions and writing.
- Before an introduction to the arts piece of focus for a particular workshop, participants examine the history of the art form with teaching artists and the journalists' and critics' (past and present) responses to it. Teaching artists encourage and guide participants to ask questions and seek answers about the piece, its influences, and how and why it was produced.
- Participants also receive guidance in journalistic writing structure and work with prompts
- Workshops culminate with each participant writing an article that Arts Journalism Trust/Arts Angle Vantage seeks to place with a local cooperating media outlet. (We practice cooperative journalism.)

Educational Content of Programming

- We measure our success by the number of articles published and the feedback from our participants, the teachers who recommend them and parents/guardians.
- We also send out post-workshop surveys to and organize focus groups among participants.
- In our survey, 70% of participants said they would recommend the program to peers and that it helped them in school.
- Those who have gone on to college report that the program has helped them with their writing. These include students of all stripes — from journalism to engineering.

Process for hiring, training, and evaluating performance/effectiveness.

- Arts Journalism Trust/Arts Angle Vantage notifies teachers and section leaders throughout the region's public-school systems of its workshops. Professionals with expertise in the arts, English, writing, journalism, and media receive more attention given our programs appeal to their students.
- The organization reaches out to other educational not-for-profit organizations working with our demographic to provide information about our offerings and deadlines. (These include Amped and Louisville Story Program.)
- We have seen success in our desire to involve underrepresented students. Nearly 45% of participants identified as BIPOC and LGBTQ.

How are participants of all backgrounds and abilities included in programming?

- Note: Arts Journalism Trust/Arts Angle Vantage has yet to work with a community center.
- Teaching artists plan workshops in coordination with media and artistic affiliates (Broadway in Louisville, Kentucky Performing Arts, Kentucky Shakespeare, Pandora Productions, etc.) and have the programming committee review and fine tune plans before presenting to the board of directors for further questions and possible modifications.
- When workshops are completed, we gather feedback from and artistic affiliates and follow up with teachers of participants.

How do I engage teachers and community center staff before, during, and after programming?

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How do I engage participants in the creative and learning process?

Goals

- Collaboration underpins our workshops and encompasses sharing ideas, insights, and writing. Equally important is sharing arts experiences.
- Our workshops seek to broaden participants' definitions of art and creativity and recognize the art work in the community while learning national and regional art history.
- Our process strives to enable participants to see how creativity can catalyze personal agency, opportunity, and power and discover ways to collectively nurture these attributes in ourselves. Participants achieve this through hands-on field work: writing articles and having peer and professional edits before publication in local media.
- Understanding journalism's role and media literacy in arts coverage dovetails with all goals.

Team building

Group discussions and shared writing, including prompts, are designed to encourage one on-one and group conversations about art and the issues art addresses. Sometimes participants lead these discussions. They often include creative professionals and artists. (Examples: A panel focused on Dance Theatre of Harlem focused on discussing the history of and opportunities for Black dancers in Louisville. That panel included Tiffany Poindexter, ballet teacher with Safiyyah Dance Co.; Brandon Ragland: Louisville Ballet dancer; Harlina Trumbo, La'Nita Rocknettes artistic director; and Portia White, Genesis

Arts executive director. Others have included representatives from Greater Louisville's theater, music and visual arts communities.)

Discovery and Writing

Journalistic and critical writing is a practice centered on fact and thoughtful consideration of intent and other artistic factors.

- History, Facts, Context: We use highly visualized presentations to explain art history and give context to artwork as well as the rules of practice for journalistic and critical writing. This involves examining different characteristics of several journalists' and critics' work and the art they wrote about. Working journalists and critics also speak with participants.

- Writing: Participants read aloud to help them examine their writing. Participants engage in their own writing through writing prompts and in drafting their articles. Writing prompts include the following: memorable or influential personal art experience in your life; interviewing fellow participants and writing a profile on a significant creative/artistic experience in his/her/their life; responding to a video clip of a performance or visual of an artwork.

Journalism and Media Literacy

Participants learn about journalism by doing. They research, report and write their articles. Teaching artists and seasoned peers coach in how to find stories, how to structure articles, interviewing sources and the ethics involved in arts journalism and criticism.