

EduCulture

Arts Programming Overview + Teaching Artist(s) Bio

PROGRAMMING

Educulture is an arts educational program designed to open the door for our families to the contributions African Americans have made to the development of the United States of America. The program will be a series of hands-on interactive arts and educational activities creating avenues of discovery to who they are through cultural exploration. We are more than the slaves that came to this country in the bottom of the ships to be auction to the highest bidder!

Teaching Artist(s) Bios(s)

Nardie White is a native of Louisville, Kentucky. He is a graduate of Shawnee High School, Jefferson Community College – Associate Degree Commercial/ Photography, West Kentucky Tech and Vocational School, Leadership Louisville’s Inaugural Leadership Network 2001, Leadership Louisville’s Bingham Fellows class of 2003.

His involvement with children began at the Salvation Army Boys and Girls in the Portland Community. He comes from a strong family with “Roots Deep in the Portland Community” that believes in togetherness, spiritual development and community commitment. He is the third son of Ms. Jimmie Lee White and was the husband of the Lovely Zambia Nkrumah who passed June 2010.

Nardie has worked as a community artist with the Jefferson County Public Schools, Shawnee Youth Council, NIA, Office of Youth Development, Wolfe County Arts Association, Kentucky Arts Council Artist in Residence, Office of Multicultural Ministries, W.T.Neal Civic Center, Blountstown Florida and McNeese State University in collaboration with Reynaud Middle School in Lake Charles, L.A.

He is a recipient of many outstanding awards, including: Metro Louisville M L King, United States Artists, Kentucky Governor's Award in the Arts, Youth Service Workers Award, City of Louisville Office of Youth Development, Executive Directors Award, NEA Blackmon Award, Human Rights Commission, Black Achiever, YMCA Chestnut Street.

Nardie is the Founder of the River City Drum Corp, a group of young men and women between the ages of two and twenty. His organization accomplishes its mission of youth development and community service by offering workshops to schools, businesses, community organizations and civic institutions. Additionally, RCDC performs throughout the country.

He has initiated collaborations with the Sankofa Dance Company of Baltimore, Maryland, McIntosh County Shouters of McIntosh County, Georgia, Wolfe County Arts Association, Hazel Green, Kentucky, Reynaud Middle School, Lake Charles, La., Barking Dog Dance Company, Louisville Pipe Band, Louisville Ballet, Sibi Diri Dance Company, Lexington, Kentucky, W.T. Neal Civic Center, Blountstown, Florida, Lula Washington Dance Theater, Los Angeles, California, Mainz Committee, Mainz, Germany, and U of L Women's Center, and YouthBuild in Louisville and Versailles, France.

Nardie encourages youth to be contributing and analytical thinkers for our community who use their talents to become successful using the tools of the: Seven Principles of the Nguzo Saba, 5 D's Desire, Dedication, Discipline, Diligence, Determination, and the Grace of God...

Ed is currently enjoying retirement exploring artistic pursuits in photography, ceramics and teaching.

Artistic Content of Programming

My programming has a heavy emphasis on visual arts and music – specifically sculpture, mixed media, and West African drumming. Through the creation of objects like masks, drums and kinas, students will learn technical arts skills with an overall emphasis on self-pride, self-expression and self-discovery. Please see my supporting materials for an idea of the type of art that will be created in workshops.

Educational Content of Programming

The Educulture curriculum is designed to help students develop a better sense of who they are and what they can become. The development of self-conveyed through Educulture is a lifelong learning process, which should begin at birth. The current American system of self-denial and self-worthlessness for African American begins at birth and is a life-long process, which is passed on for generations.

The Educulture curriculum is an important step toward reeducating the children and destroying the myths that are designed to keep our families ignorant to the liberating knowledge of culture. The knowledge of cultures is acquired through personal interaction, exploration, and discovery, creating avenues for enhancing the social development of participants.

-Students will develop accurate Self-Identities of; Who am I? Where did I come from? Where am I going? These are some of the questions students must answer in order to come to grips with who they are and not who the world says they are.

-Students will develop improved concepts of self. Beyond coming to grips with who they are and what they are, students will learn to feel positive about their identities, particularly their ethnic identities. Positive self-concepts can be expressed in many different ways. This multilayered approach, for

example, will recognize the varying talents of students and capitalize on them in the academic curriculum. Students must feel that academic success is a part of who they are.

-Students do not fully understand why they are as they are, why certain things will happen in their future until they have a concrete knowledge of the groups to which they belong and the effects of the groups to which they belong and the effect of group membership on their lives.

-Students will develop a sophisticated understanding of why they are as they are, why their people are as they are, what ethnicity can mean in their daily lives. This self –understanding will help students deal more effectively with future situations in which ethnicity may have a direct impact as to why things are happening to them.

-Finally this curriculum will help students understand and appreciate their personal background, background of family heritages, and family histories of other students. The inclusion of family studies will contribute to increased self-understanding and a personal sense of heritage, as to create an alternative narrative of our families' life experiences present in textbooks used in public school education. The families' experiences will be a source of pride and empowerment for the students. When parents and other extended family members share their stories and life experiences, students will be increasingly aware of the contributions made by people who look like them to the building of this nation.

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

The hiring process is a series of steps; reviewing of resume, review portfolio, personal interview, checking references and background check. The training is a series of hands-on sessions explaining artistic philosophy, approaches, techniques, and educational curriculum. The evaluating performance/effectiveness will be judged by the delivery of artistic philosophy, approaches, techniques, and educational curriculum in the production of the final product.

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

Individuals of all backgrounds and abilities have a creative spirit that is waiting to be tapped. The programming connects with their spirit creating avenues of discovery, inclusion, and adventure through the arts and education.

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

The teachers and community center staff will be provided training to become connected to their creative spirit by creating art before working with the children. This training will allow them to pass the creative art spirit and processes to children making interpersonal connections which will carry on to other programming areas in the centers.

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

We are able to connect participants to the creative and learning processes through a guided step-by-step hands-on approach. This teaching technique allows each participant to connect with his or her creative and learning style and be a part of the decision-making process establishing ownership and purpose.