

Genesis Arts Kentucky, Inc.

Arts Programming Overview + Teaching Artist(s) Bio

Genesis Arts Kentucky currently offers beginners creative movement at Valley High School (freshmen through seniors) through the Family Resource Center. In addition to our work at Valley, we provide dance to youth in the Shawnee neighborhood and arts programming for older adults in the Russell community at the West Chestnut Street YMCA. The combined programs serve 70 individuals.

Title of Workshop: *My Voice, My Super Power*

This is a thought responsive dance program that allows students, ages 5 and up, to express themselves and communicate feelings and ideas through various styles of movement. Up to 20 students (providing adequate space is available) can participate in this program.

Title of Workshop 2: *Visual Art Exploration*

Participants ages 5 and up can delve into the world of visual art through various mediums. Students can explore and experiment with different artistic techniques and materials, including painting, drawing, mixed media, fiber art and more.

The visual art component works best with 10 or fewer students. Programmers are encouraged, but not required, to offer both dance and visual art to students on a rotating schedule for a 2 to 3 hour immersive art experience.

Teaching Artist(s) Bios(s)

Portia White has worked in the field of arts education for more than thirty-years. Her experience has been as a performing artist and administrative as Director of Community Arts Education for Kentucky Performing Arts; Education Director and Modern Dance Instructor for Louisville Ballet and as Manager of Arts Programs for Metro Parks & Recreation. Prior to her administrative role in the arts, Portia studied in New York City with the Alvin Ailey School, Broadway Dance, Eleo Pomare and Forces of Nature Dance Companies. Her dance training began in her hometown of Louisville, KY with Jewel K. McNari, Courtney School of Dance and Louisville Ballet, where she performed three seasons with the Civic Company. Portia's passion is to share with students of every age, all of the wonderful things that the arts can do - educate, teach tolerance, inspire, motivate and boost self esteem.

Gwendolyn Murphy is a teaching and exhibiting fiber and clay artist. She graduated from the University of Louisville with a BA in fine art - concentration in ceramics. She later returned to U of L to complete post baccalaureate courses in textile surface design, printmaking design, art for elementary students and art for high school students. Gwen has taught for Kentucky Museum of Art & Craft, the Americana Community Center with a project funded through the National Endowment for the Arts, Kentucky Performing Arts' ArtsReach Program, the Lambarena Project with Louisville Ballet and textile and

ceramics for the Louisville Metro Government Office of Youth Development Studio 2000 Arts Program which she also directed in 2012 through 2014.

Mia Wadlington developed a passion for dance early on and embarked on her formal training with The Kentucky Center's ArtsReach Dance Studio in 2015, where she was mentored by Portia White and Marcellus Love. With remarkable talent in hip-hop, Mia rapidly progressed and soon became an assistant instructor at Str8 Diamonds Dance Company. Presently, she holds the position of hip-hop and majorette dance instructor with Genesis Arts KY.

Artistic Content of Programming

Participants will explore various dance styles including contemporary, ballet, hip-hop, social and African dance. Throughout the program, they will not only learn the fundamental elements of dance but also understand how these elements are integrated within each dance style. A key focus of the program will be on the importance of reaching and connecting with the audience through expressive movement. Through guided visual art exercises, students will develop their artistic skills and expand their artistic vocabulary. The program aims to foster self expression, encourage artistic exploration and cultivate a lifelong appreciation for the visual arts in young participants.

Educational Content of Programming

Through the dance program students learn proper body alignment, posture, balance, coordination and movement vocabulary specific to the various dance styles explored. Through choreography and composition, they will learn how to structure and organize movement to create compelling dance routines. Students will develop an understanding of concepts such as spatial awareness, dynamics, musicality and storytelling. Overall, the educational content of the visual art program combines technical skills, artistic exploration, creative problem-solving, art history and self expression to provide a comprehensive and enriching experience for participants interested in visual art.

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

Gwen and I have collaborated on arts programs for youth and aging populations for over 20 years and throughout that time have brought in guest artists who are experts in their field to lead workshops, master classes, or special sessions. These interactions with guest artists add a sense of fun and variety to the program. Often participants are asked to complete written surveys at the end of a program to gauge student engagement and if they connected to the material and the way it was presented.

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

No matter what a participant's background is, Genesis Arts offers an atmosphere where everyone is valued and respected. It is important to strive to have participants see themselves and have their experiences represented through art.

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

Community center staff and artistic staff come together for a conversation to discuss program goals and expectations and a clear understanding of each party's responsibilities. Staff is also encouraged to visit, observe, document and participate in sessions at any time.

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

It's important to try to develop relationships or connect with participants as early as possible or at the start of the program. Some ways that we do this is by selecting several participants to be in some sort of leadership role, whether taking attendance, handing out materials or leading a warm-up exercise, these are all things that immediately create a sense of purpose or pride in the individual. Keeping sessions fun and goal oriented is also important. Sharing with students the purpose of an exercise and expectations that you have of them, makes for successful student/teacher interactions