

# Janis Carter Miller

## Arts Programming Overview + Teaching Artist(s) Bio

Disclaimer: These classes DO NOT TEACH the youth to sing, dance or any other performance artist. They must come with the ability or the potential needed to be successful in the programs. No promises made as to their future successes or failures. But they will surely be enhanced by the life skills and the sheer experience of learning what it takes to become a performing artist.

### Programming

**A. Introduction to Performing Arts (Ages 10-16)** Community Centers, Arts Programs Participants must have desire to explore their ability as a performing artist: The younger, adolescent age group 10-16 is mainly to assess their talent ability or level, their confidence level, promote their self esteem, nurture desire, impart socialization practices of participation, consideration, respect and cooperation. This class is a full participation experience. Everyday, everyone participates, and that is mandatory. The youth should also enjoy coming to the class; it should be something they would work hard at, in order to meet the requirements to be in the program, and continue those practices in order to stay in the program. Parental support and involvement is also important. This a total Village approach to nurturing their God given talents or aptitude to develop them.

**B. (VIP) Video Instruction Program (Ages 14-16)** Community Centers, Arts Programs The teen group ages 14-16, is encouraged to a greater degree of socialization, due to behavioral norms which have been on display in a negative way with this age group throughout the city. Problem resolution is paramount, along with civil discourse. Good sportsmanship, respect, citizenship, life skills etc. All these elements will be a part of the VIP, where those youth interested in making videos or production, will be given an introductory class into photography, videography, Producing (Lighting editing and set design,) Directing, public speaking, interviewing techniques, presentation etc. Equipment and supplies will be provided by Professional Artists within the program budget.

**C. Louisville All-Stars (Young Adults 17-25)** After School Paid Program This is a 'Paid Training' program for Performing Artists in (7) disciplines: singing, dancing, musicians, acting, modeling, spokesperson, comedians. , the program In that these individuals fall into an Adult category, the parameters have a different requirement guidelines and execution of program different from the younger target market. These are those individuals who may not be enrolled in secondary education but need their GED; A police report to confirm only non-violent offenders are eligible to participate. (This class should be taught in out-of-school facilities such as YMCA's, Training Facilities, studios etc. It can also be taught in community centers while youth are in school)

I taught a music outreach program at Phylliss Wheatley during school and Afterschool. I have a background as a Unit leader for a Boys & Girls Club while living in Las Vegas. Working with youth has always been my forte when not engaged in my professional career as a jazz singer

## **Teaching Artist(s) Bios(s)**

Born in Beecher Terrace, I took my first tap dance lesson at Baxter Community Center; I was raised in West Louisville where I continued dance training under Anita Moore, creator of the L'Anita Rockettes for over 10 years. I received formal voice training, performed in and won several talent shows, finally winning a scholarship in the Louisville Defender Miss Black Expo Pageant. Voted most talented in my senior year at Shawnee High School and went on to graduate with a Bachelor of Science degree in Health and Physical Education from Kentucky State University. I was signed to RCA records as an 'Original member' of Louisville's National R&B group, the 'Newbirth'; managed by Louisville's very own Rock & Roll Hall of Famer Mr. Harvey Fuqua of the Moonglows. I was also mentored by Motown famed choreographer Cholly 'Pops' Atkins.

As a professional Performing Artist for 40+ years. I have had a respectable career as a teacher, qualified to assess, guide and advise youth and young adults while imparting life skills necessary to help them become well rounded citizens, ready to fulfill their dreams of a career as Performing Artist . I have a passion to share my knowledge, and give hope to our youth who seem hopeless. In a city where the spirit of Muhammad Ali, reigns dominant, the youth need to be reminded where they come from as well as who They CAN BE or DO anything they so choose, with a little love, knowledge and guidance.

## **Artistic Content of Programming**

The overriding disclaimer as a teaching artist is 'I do not teach singing, dancing, instrument instruction or acting; I teach them 'how to perform' the art form of their choice.

The three programs I have listed all have an Artist Development component which is scaled to meet age criteria. I assess the level of a performer's ability, critique their choices of art form, advise as to direction to pursue, and provide guidance as to 'best practices' to elevate and promote their ability to move from beginner to Amateur, Semi-Professional performance levels. Artistic content will range from instruction on the basic understanding of each genre. All participants will receive a substantial explanation and examples of a discipline, and all its different styles. The artistry of a genre is nuance related in its delivery, 'performance'. Artistic content is elements necessary to the creation of an act; the 'how to', from the beginning (Attack) to the middle (Meat) to the build-up (Crescendo) to the End (Climax). The classes will include Basic knowledge of genre; Assessment is executed by visually watching and listening to a short musical performance, or verbalization of an idea to be brought to life. The assessment is to gauge one's pure artistic ability, their potential ability with training. After the assessment, the guidance needed to secure a standard level of performing is the artist development instruction.

Video production class will provide Technical understanding of using a Camera for photography and/or videography. They will each learn the job descriptions of all areas of videography, and the skill set that goes with positions from editing, lighting, directing, producing, set design, marketing and promotion.

## **Educational Content of Programming**

The educational content at the Introductory level of Performing Arts, is to instill the basic knowledge of each discipline; which will be explained to give the youth an understanding of all the different aspects of each so they can feel comfortable with their assessment by the teacher. Basic music theory, educational components will be taught to adolescents and young adults (scales, note value, rhythm, timing, etc.) A basic understanding of music is taught.

The same in the VIP program where I hope to guide and encourage knowledge in all the areas of study needed for videography. Professional photographers and videographers will present Master Classes to expose the youth to all the different job opportunities available within each area of videography (Art of filming, lighting, set design, editing, audio, creating content etc.) This class will also present an atmosphere of teamwork, respect, leadership and being supportive.

Young adults already know what their talents or passions are; they've been identified. The precursor motivational tool is to complete their GED or enroll in a tuition free college program. This will be an integral end goal, combined with the artist development knowledge needed for a career. They will also be exposed to those marketing elements needed to apply for internships or sign with an agency (Headshots, Audition prep, video demos, Professional Bio's etc.) Life skills is also an area of education and socialization that will play a significant part of everyday instruction for this age group. Securing management, internships, collaborative opportunities, or employment within the area of their preferred art form, will be the end goal. This is also more for at-risk, under served target audience, who are more than likely to be involved in some of the crime and violence that plagues our city. The ultimate incentive for them is its 'PAID' training program. That incentive should boost attendance, full participation and total cooperation.

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

**Hiring:** I will personally provide training to format the Master Classes for each age group. These instructors range from music Educated and past certified teachers of music, and/or dance. They may also be working artists with years of experience as Professional performing artists, whose experience and background I am aware of, and respect. The photographers who will hold Master Classes on photography and videography, are currently entrepreneurs in their own businesses as Professional photographers, capable of teaching the art of videography.

**Training:** The teacher's performance can be measured by interactive participation, especially through Q & A; where the participants understand the content well enough to articulate a question and (b) grasp

the answer as it relates to the question I think would be considered to be effective. Completion of the class by participants could also be another measure of effectiveness. To secure jobs or internships is also an excellent measure of one's effectiveness and performance.

### **Evaluating Effectiveness:**

- Daily Q & A before or after sessions encourages participation. Answers should gauge extent of effectiveness.
- Preparation and Performance, shows attention to the advisement of how and what to do to prepare and perform.
- Researching current or past performers to emulate, a tool teachers should always suggest as examples of 'how to'. Imitation is the highest form of flattery but wonderful example of artistry and all its different nuances.
- Completion of the Instruction session to receive the monetary reward shows effectiveness Placement in Internships, part or full time employment
- Enrollment in GED classes, Shows effectiveness of caring or concern to motivate them to engage. - Enrollment in Free tuition colleges is another accomplishment that exudes the effectiveness of the instruction.
- Participation in a Final Event; follow through is the end result of motivation to achieve a goal.
- If all these objectives are achieved, the effectiveness of the program is that it's a Winner!

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

To be inclusive of all backgrounds and abilities, I would work closely with the community center staff and their mission as to what they would like to achieve in having all students be exposed to the ARTS in some way; either as a participant on some level, or even just as an appreciative member of the audience. To become an appreciator of performance art and to enjoy the atmosphere created for their pleasure, has its benefits.

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

**Before Implementation of Program:** If there are any pre-screening elements needed before enrollment of adolescents for class, hopefully staff will be willing to manage recording them such as: Recording Report Grades/Citizenship scores, and Community Center Citizenship assessment.

**During Program:** Assist with Class monitoring (Teacher may request Security for Class if size and age demonstrate a need.) Teaching Artists will need to be flexible in working with staff and the community center for placement of programs within time parameters. The adolescent age group is a direct from school to program, 14-16 after school program could start a little later; and 17-25 (definitely), I have been assessed as needing Security, and during school hours at the center when younger students are NOT around. Separation within age groups is best for optimal results.

**After Class:** Staff will be needed to assist with logistics for Final Collaborative Event (Venue suggestions, Security, Staffing, Documentation(Photos), Award Presentation.

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

Show and tell for the adolescent age group, will help to identify leaders, followers, confident, and/or insecure youth; as well as relay life skills needed in order create an environment conducive to participation without hesitancy, as well as making the environment feel like a safe place. Respect, cooperation, following directions and instructions are paramount. Adolescents need to feel safe, my 'Auntie' persona should come across as someone they can trust. I love children and if I show caring, concern and a sense of belief, children will respond. Encouragement, compliments and rewards are always great tools in making a real connection with the youth.. Hopefully there will be a monetary reward available in the 14 -16 age group. Trophies and awards for the adolescent age group. Getting them to open up by having a discussion of their experiences. Sharing is also a way to facilitate developing, opening up and establishing new relationships.