

Louisville Youth Choir

Arts Programming Overview + Teaching Artist(s) Bio

Programming

LYC believes that music is a life-long activity and therefore, LYC has developed and implemented educational arts programming for Preschoolers through aging populations. Additionally, LYC has developed and implemented programming for at-risk and underserved populations including, but not limited to, inner-city youth, refugee and immigrant populations, the aging and youth who are receiving treatment for physical, mental and emotional abuse. LYC has placed programs in classrooms, community centers, youth group homes and senior care facilities.

LYC's educational arts programming reaches every Louisville Metro council district and the six surrounding Kentucky counties in Louisville's region. On average, nearly fifty schools are served by LYC's programs.

Teaching Artist(s) Bios(s)

Terri Foster

Terri has a Bachelor's Degree in Music Education with Vocal Emphasis from the University of Louisville and has completed Master's Studies in Vocal Performance from the same university. Along with being the Artistic/Executive Director of the Louisville Youth Choir, she is a lecturer in the Music Education Department at the University of Louisville. Terri has taught in private and public schools.

Margareth Miguel

Margareth has a Bachelor's Degree in Music from the Universidade Cruzeiro do Sul-SP in Brazil and a Master's Degree in Vocal Performance from Campbellsville University. Margareth is currently on the faculty at Sacred Heart School for the Arts where she maintains a private voice studio and teaches group music classes. Her teaching experience spans all ages and she is adept with teaching in English, Spanish and Portuguese.

Artistic Content of Programming

LYC works closely with those it serves to tailor-make programming for the participating beneficiaries. Music lends itself to a wide variety of content for artistic programming that can be performance and/or knowledge-based. For example in the area of music performance LYC can engage partners in creating an ensemble, learning and preparing music with this ensemble and then performing what has been learned. For knowledge-based music content, LYC can present information on agreed upon music

concepts and can use a variety of teaching techniques to reinforce the learning of this content. In both the performance and knowledge-based programs, LYC can create ties to social and emotional learning and the building of 21st century work skills.

Participants in LYC's educational artistic programming are provided with goals and projected outcomes that are designed by LYC's Teaching Artist and the leadership of the organization LYC will provide with programming. These outcomes have measurable elements that can tie back to surveys for the participants. Surveys can occur at points throughout the program or can culminate in a survey at the end of the partnership.

Educational Content of Programming

LYC prides itself on its easy adaptability for programs. Because music can be used in a variety of ways outside of the realm of performance--for educational concept reinforcement, for social and emotional learning, for building community--just to name a few, LYC works closely with those it serves to tailor make programming for the participating beneficiaries.

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

LYC has an established job description for its Teaching Artist position and this job description has a corresponding evaluation document used to measure the performance and effectiveness of a Teaching Artist. LYC also maintains a non-discrimination policy. LYC's expectations for a Teaching Artist is that they are degreed in the field of music and have a proven, successful track record of working with individuals of varying ages, abilities and backgrounds. LYC encourages all of its staff to be active in music education organizations on the state and national level so that they can remain closely connected to trends and training in the field of music education--NAfME, ACDA, KMEA and KYACDA are just a few of the organizations.

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

Music is the great equalizer. Regardless of origins, life situations, experiences, music unites people in a unique way. LYC is proud to use music to unify the people of our region and to provide our programming to the community so it can embrace the benefits music can bring. LYC's participants are male, female, non-binary, white, black, Hispanic, Asian, catholic, protestant, atheist, agnostic, Jewish, Hindu, homosexual, heterosexual and bisexual. LYC participants are from every socio-economic background

and no one is ever turned away for inability to pay for LYC's services. LYC prides itself on being a true representation of diversity, equity and inclusion in our region.

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

LYC facilitates an introduction of its Teaching Artist to the point person at the participating organization. LYC's Teaching Artist and the organization's point person work together to develop the type of programming that best fits the needs of the partnering organization. From the agreed upon program contents, goals and outcomes are created along with the timeline for programming. The program participant will provide for the Teaching Artist the space needed for the programming. The Teaching Artist can report to the partner organization as often as needed for the success of the program and LYC can administer surveys and site visits as needed if requested by the program participant.

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

A variety of activities can be implemented to achieve the set goals for the program content. These can include, but are not limited to, individual/group performance activities, individual/group input, feedback and reflection, music games etc. LYC works to establish programs that are immersive and stimulating for all participants regardless of any previous knowledge they may or may not have about music.