

Lovely-Allen Art

Arts Programming Overview + Teaching Artist(s) Bio

PROGRAMMING

In-school experiences:

-Louisville Metro Youth Detention Center: Weekly art project Aug 2018- Dec 2019. 8 students/class 2 classes/day (ages 12-17)

-Eastern High School (EHS) 11/2022: Offer assistance on an English Book Cover Assignment. 2 sessions. First visit at artist studio (Mellwood). 31 students in 2 groups for 2 1/2 hours per group. 2nd session at the (EHS) in 2 groups 2 hours each. (Ages 13-15)

Out-of-School:

-AMPED at AMPED: Summer 2022. 1 visit per camp. 1 hour class. 12-20 students per class. (Ages 7-17)

-Cultural pass at Mellwood. Summer 2022. 1 pass day per week and 1 weekend per month. hours from 10- 5. From 1-25 students at any given time inside the hours of operation. (Ages 1-21)

-Private students at Mellwood. 2021 and ongoing. One day per week or one specially scheduled event by appt. Ages 7-9 (2-6 students), Adult Women (18 individuals).

-Open Studio 2022 at Mellwood. DePauw University Art Department Studio visit. 2 groups of 15 students (ages 18-23). 30 minutes each.

-Ideally, I prefer to have students separated by age/grade range to maximize support, focus, time, and project appropriateness. (ie. (Ages 7-10, 11-13 and 14-18) or (Elementary, Middle and High School)) and Adults.

Teaching Artist(s) Bios(s)

Tomisha is a self-taught representational realist figure artist who has been a passionate creative artist since childhood. She earned a Bachelor in Accounting and an Associate in Business Administration at Northern Kentucky University in 1998, and a Certified Public Accountant license by 2001. Her artistic journey was rekindled as she experimented with various mediums & came to appreciate the buttery consistency of oil paint. She is most drawn to creating portrait & figurative works. Capturing individuals as in a glimpse of time; naturally poised and slightly invasive intrigues her. Tomisha seeks to pique the curiosity of the viewer by allowing them to connect with the

humanity of the subject and contemplate their thoughts and emotions. Her hope is to use mood, expression, & environment to bridge a connection between the painted subject and the viewer. When she is not making art she has had the lovely privilege of sharing art with her community. Her passion to encourage art participation through materials exploration and play informs how she encourages creative practice with her students and the community. She has taught art at the Louisville Metro Youth Detention Center and other centers in the city. She has also offered art education and exploration since the move to her studio at the Mellwood Art Center in 2021. She has since participated in the Cultural Pass Open studio and invites private groups and individuals to her studio for "art material play and exploration".

Artistic Content of Programming

The program encourages art play through art materials exploration. Each session introduces a new art material to the class for use in the project. Depending on the size of the group and age range materials could include air dry clay, watercolor paint, acrylic paint, oil or soft pastels, alcohol markers, liquid inks, tempera sticks, charcoal and graphite, marble material, fabric paints etc. The class is designed to provide options in art which is a break from a traditional art class. The goal of the program is to provide students with the opportunity to use art materials they would not usually have access to. Introducing new art materials and creating projects based on their interest will encourage them to either incorporate the new materials into their already existing art-making process or nurture a creative outlet for students who would not consider themselves "artistic." Projects and materials are customized to the group's interests. Students are given some decision power by vote or random draw of upcoming projects or material. Doing so provides them time to think of what to make based on the new challenge and me time to prepare the materials and project based on their selection.

Educational Content of Programming

The program is designed to encourage art materials play and exploration. Students will have the opportunity to explore the use of the materials with a working self-taught professional artist who is not necessarily a professional at all the materials they will be introduced to. The artist will provide the students with guidance on the variety of ways the materials can be used and how to incorporate the methods in their project. At the end of the program students will have created a body of work that can be shown at a reception to the center leaders, their peers, parents and loved ones at the end of the program. The ultimate measure of the program is that students who consider themselves highly artistic but are reluctant in their processes will gain confidence in their abilities and have experienced new materials that could help further their artistic practice. Also, students who may not necessarily consider themselves artistic will find that creativity and artistry are not limited to one way and is for everyone

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

I am a self-taught artist and depend heavily on constant practice and play to improve my artistic skills and abilities. Over the years, I have collected a little of nearly every type of art material to experiment with and learn from. I practice new material, mediums and subjects on small surfaces. Oil paints are my preferred medium and my preferred subjects are portraits and figures. When working between projects I will gather foreign art material and create small art pieces using the material or attempting the new subject matter. I also love to read and observe art books and art magazines. I find working small allows me to work and practice quickly. I love using them as references in practice work and navigating tough areas on an existing project. I love to visit art galleries and art museums for motivation, inspiration, and education of art works and artists from varying periods of times. I can spend hours aweing over and studying the layers of paint required to complete a work. I generally visit art spaces alone so I can take my time digesting all the information. I am also inspired by the new young artist that I am constantly learning of. I am inspired by and learn from them how to market using social media. Also, their constant public sharing of their working processes, art school assignments, business practice and business failures provides me with the most personable and hands-on access to things I would not have found or known on my own. Finally, I learn from my artist peers. Meeting with my artist peers help me to understand my struggles by allowing me to see my struggles are not singular but shared by many. Relating on our struggles helps me dig deep and push forward. I have recently been invited to participate in an artist critique group. It has been wholesome and beneficial to me. It was the support and criticism I didn't realize I needed. We meet once a month.

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

I am fully engaged with all my students. I walk around the room to monitor needs and am capable of communicating with individuals based on their level of communication. I have worked with students of varying ages, cultures, ethnic groups, language backgrounds, and physical and mental abilities. I have also had the privilege of having students from programs that serve students having backgrounds of neglect, abuse, and behavioral/discipline challenges. Some of the groups I have either visited multiple times or have visited my studio multiple times. I find that checking in regularly with their project or sitting next to them while they work helps them relax and acclimate to the environment. When working with children having unique needs, I have learned that turning down the lights or providing questions with an A or B answer makes the communication of their needs easier for them. Most importantly speaking with the caregiver of their needs helps me better serve them throughout their experience.

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

The teachers and program workers have firsthand knowledge of the student's abilities, interests, and behavior so it is imperative that we work closely together. Also, my connection to the students starts with the teachers and staff. The students trust them and listen to them so I must be in communication with staff to better serve the student's needs. The staff has assisted me with the set-up and breakdown of the classroom, they sometimes direct the right students at the time to help as well. They know how

to calm the group down when I have something to share with them and are able to let me know if there is one or more students who have more specific needs. If I have classes back-to-back the teachers and staff are able to move a group out and collaborate with me time enough to set up for the next group or take a bathroom and water break. What is most helpful, I encourage teachers and workers to create alongside the students. When the students see the teachers participate with them their conversation changes and walls come down. Eventually they can enjoy the project even more.

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

I start with asking students what subjects and materials they have experience with and to offer me suggestions of materials, projects and/or subjects they would like to explore in class. I encourage students to participate in the customization of the class. The structure of the class has space for new ideas which encourages participation and ownership. Students are more willing to participate when they participate in the decision or layout of the projects. One example is if we were to arrange a still life, I would create a theme and encourage students to include items they like and assist in the arrangement. Again, I am constantly moving around the room, talking to the students, asking them what they need, assisting with the use of the materials or showing them new ways, the material can be used to accomplish the finish they are looking for. If the class is going well and the group is relaxed and cooperative, I will ask if they would like music to enhance their experience. I also attempt to remind them of their creative goals and encourage them as they meet or exceed new milestones.