

Tricia Hart

Arts Programming Overview + Teaching Artist(s) Bio

PROGRAMMING

As a contract Teaching Artist, I have provided arts programming to over 750 individuals in the past year for various nonprofit organizations including Louisville Visual Art, Arts For All KY, KMAC, Dreams With Wings, Boys and Girls Clubs of Kentuckiana, and others. These programs have taken place at 16 different schools and 11 offsite locations. The schools I have served include St. Joseph Pre-School, Kentucky School for the Blind, Carrithers Middle, Meyzeek Middle, North Oldham Middle, Bates, Blake, Bowen, Brandeis, Cochrane, Hartstern, Hawthorne, New Washington, Okolona, Rutherford, and Wilkerson Elementary Schools. The offsite locations include Bernheim Forest, California Community Center, Douglass Community Center, Cultural Pass Fairs, Dreams With Wings, Iroquois Library, JCTC, The Little Loomhouse, Metro Corrections Visitor Lobby, Parkland Boys and Girls Club, and Shawnee Boys and Girls Club.

The majority of my programs have served ages 4-25, however, several programs have included a family component serving all ages.

Teaching Artist(s) Bios(s)

I am a Louisville native, mother of two teenagers, and a visual artist. You can currently find me attempting to balance my time between my work as a Teaching Artist, serving as a CASA volunteer, cheering on the Cards, and managing my chronic autoimmune condition. I am a proud graduate of the University of Louisville's Master's program in Art Therapy. I have been a Licensed Art Therapist for over 20 years, and I currently serve on the KY Board for Licensed Professional Art Therapists. As an LPAT, I have experience working with individuals with mental health challenges, physical limitations, and learning disorders, including 5 years working in the JCPS school system as a school-based therapist. I have spent the past 6 years working as a Teaching Artist with various non-profit organizations in the Louisville area, including Arts For All KY, Louisville Visual Art, The Special Project, Dreams With Wings, Boys and Girls Clubs of Kentuckiana, The Little Loomhouse, KMAC, and numerous JCPS schools. I have enjoyed the transition from being a therapist to a Teaching Artist, as it has allowed me to focus more on the strengths of an individual instead of having to identify deficits and make diagnoses. However, I have found my formal training as an Art Therapist to be very valuable in my work as a Teaching Artist. In my formal training, I was taught the physical properties of various art media and how each of these media can elicit different emotional responses from individuals. Therefore, I understand the importance of choosing the most appropriate media for my clients and students. My work as a therapist has also taught me how to identify any emotional and behavioral challenges I may encounter in an individual and

how to appropriately interact with that person in order to have a successful experience. Additionally, my own physical limitations acquired through my autoimmune condition have taught me various ways of adapting to activities of daily living and have made it easier for me to connect with individuals with similar challenges. Through my formal training, work experiences, and my own personal physical limitations, I have learned to appreciate the ability of art experiences to provide all individuals, regardless of age or ability, a means of expression and communication.

Artistic Content of Programming

My arts programming focuses on bridging the gap between art therapy and visual art education. I often focus more on the process of creating art versus the finished product, while providing a means for individuals to develop new art skills and express themselves. I work with teachers and staff to develop creative projects that are developmentally appropriate and adapted to work with all ability levels that also support specific learning goals. Projects can include individual work using paint, drawing materials, fiber arts, mixed media, clay and other sculpture materials or be collaborative in nature, such as mural art.

I measure the outcomes of my programming through observations, photo documentation, and written and I know my programs have been successful when I have staff ask to participate alongside of my students, when students want to take their work home or proudly display it onsite, or when staff or students ask for extra materials to recreate the project at a later time

Educational Content of Programming

My arts programming is developed according to the needs of the participants and the desired learning goals of teachers or staff. These learning goals can include reinforcing concepts taught in math, science, and language arts curriculum, learning new art skills, improving communication skills, improving social skills, or community building. I often use the National Core Arts Standards to identify age appropriate learning goals to address during a project. These standards outline age based learning goals that highlight the ways in which visual arts encourage communication, personal expression, cultural and historical awareness, relationships, and community connection. Using these standards allow me a way to measure the progress and success of my programs.

I also utilize the principles of Universal Design of Learning when I develop arts programs. These principles help me evaluate the way in which I need to adapt my programs to make sure that I accommodate the needs and abilities of all learners and eliminates unnecessary hurdles in the learning process. The adaptations can include providing instructions in written, verbal, or visual formats, providing options for various levels of complexities, and adapting the tools being used in the art making process.

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

As a Licensed Professional Art therapist, I am required to complete 40 hours of continuing education credits every 2 years, including courses in ethics and cultural diversity. Additionally, when I am developing a new lesson plan or project, I do my own research on the themes and topics that will be addressed. For each program that I teach, I evaluate my performance during and after the completion of the project by documenting the progress of the project through photos/videos and ongoing communication and check-ins with staff members. I also frequently provide staff and students a written evaluation of the program, as well as, provide my own written reflection and documentation for grant programs.

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

When starting a new program, I talk with staff and participants about their interests, goals, and needs for the program. I try to provide projects that are interesting to individuals of various backgrounds, while also providing content that is inclusive and culturally sensitive. I also utilize my art therapy training to choose art mediums that are appropriate for the population and make any necessary adaptations of materials and tools.

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

Before starting a program, I meet with staff to discuss program needs, project goals, scheduling, supplies, and any potential obstacles that will need to be overcome in order to have a successful program. For the duration of the program, I have on-going communication with staff to address any concerns, as well as, to share positive moments and individual successes. I also always invite staff to participate in programming along with the clients/students when appropriate. Upon completion of a program, I provide feedback to staff on what was successful, as well as communicate any challenges that were encountered. I, in turn, seek feedback from the staff regarding their observations of successes and challenges.

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

If possible, at the beginning of any program, I ask participants about their goals and expectations, as well as, take suggestions for project ideas and themes. When I introduce a new project, I provide verbal and written instructions, as well as examples of the process or completed project. When I design projects, I always include options for the participants based on age and ability level. These options can include different choices of art mediums, tools, or levels of complexity. Throughout the project, I provide participants the opportunity to practice new skills, ask questions, and seek feedback from their peers. I also like to provide participants with the opportunity to talk about their artwork with myself or others in the group.