



Juneau Arts and Humanities Council – Juneau School District
PARTNERS IN EDUCATION

2010 TEACHING ARTIST PROFILE and APPLICATION*

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Preferred Method for contact: email

I am available to work/teach

in 1 - 2 week residency period only I am flexible, could work different times
 can work 1 day/week for a month or more could work part days, different times

Arts Education and/or Arts Background

I have completed more than a dozen writing workshops at universities concentrating in poetry and two summers with Perseverance Theatre concentrating in playwriting.

I am a practicing visual artist working in oils, pastels and ink. Work has appeared in national literary journals and in juried art shows.

I have a B.S. in Journalism; Master’s in Urban Planning. I was a parent founder of the Juneau Community Charter School which emphasizes the concepts of multiple intelligences and combining the arts to enhance learning in all other disciplines.

ART FORM(s) and AGE OF STUDENTS you are interested in working with

Poetry*, short stories, plays, visual arts.

I would like the opportunity to work with at-risk teenagers, for example at the Cornerstone facility or Johnson’s Youth Services or for district youth under in-school suspension, as I think the arts are a positive outlet for frustrations, uncertainty and rebellious expression. I also want to work with children from 3rd thru 6th grade.

Because of my interests in both visual arts and poetry I have worked with elementary age children combining the two. As an example: the poet W. H. Auden wrote a series of poems describing a series of painting by the 16th Century Flemish painter Pieter Bruegel. With a class of 3rd graders I divided them up into groups of two to three and gave each either an Auden poem from this series or a print of a Bruegel painting. The point of the exercise was for the groups that “matched” to find each other. This exercise gives children an appreciation of the visual ingredients in poetry and the “storytelling” aspects of paintings. This exercise is then extended to the children illustrating provided poems (specifically selected for their visual attributes) and/or writing their own poems or stories triggered by photographs or works of art. Depending on the curriculum needs certain parameters could be introduced, say providing only Van Gogh paintings or impressionist paintings so the class becomes familiar with that specific artist or style. It could also be tied to almost any curriculum, using images that narrow the writing subject, for example photos of Alaskan flora and fauna or painting of historical events that are pertinent to the curriculum.

What themes, concepts, experiences do you want to share with students?

I enjoy working with particular forms of poetry, for instance introducing the class to metaphor, villanelle, Sestina, English sonnet, Acrostics, etc or introducing them to visual arts periods e.g., to cubism, impressionism, surrealism, etc. The arts are also a reflection of the historical times that inspired them, so can be connected with social studies curriculum at any grade level. One concept that I think is liberating to students is the transformative nature of art historically and the individual’s ability to take art to places it has never been before; introducing both

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the “rules” of art and the way they have been transmuted over time; how rules have their place and purpose but also how taking art into new directions is equally important. In school students are often trained to look for information, facts and “right” and “wrong” answers outside of their own experience. I think it is enlightening to students to find that through creative expression there are inherent responses that are unique to each individual and a variety of good “answers.” Through the arts students can learn to trust their own way of thinking and to value original and intuitive ideas. This helps with the development of an open-minded way of looking at the world which is necessary to a free society.

Prior teaching experiences (apart from residencies)

I served as the instructor for two after school creative writing workshops for children in first thru 6th grade. Through various writing exercise children spent an hour (weekly) after school writing and sharing their work with each other. At the end of a two-month period each year we would publish the writings in an anthology for the children to keep. Writing exercises included specific forms such as tanka, haiku, renga, clerihews and acrostics, writing what they don’t like (being negative!), autobiography, having them incorporate several words drawn randomly into a poem; writing a poem describing how to do something that they do everyday; handing out photos or artwork to trigger a poem or story; automatic writing; collaborative writing where two or three children take turns working on the same poem; writing from the point of view of an object, animal or plant; take a story that everyone knows and rewriting it with a new twist or a changed ending; writing a poem that begins: I hope... or I wish...; giving the children a title for a poem and have them write a poem to fit the title; having them describe a color using all the senses.

Why do you want to teach the arts in Juneau schools?

Bringing art into the lives of students helps them in understanding the world and nurtures their adventurous nature in all disciplines. I believe that learning to appreciate art is a valuable ingredient to human understanding of one another. Through art we have a better understanding of our own culture, other cultures, of people who have lived centuries past and a better understanding of ourselves.

Past Experience with Artist in the Schools residencies: None to Date: X

Have you been part of the **Juneau Teaching Artist workshop series?**

X Yes, whole series Yes, some of the workshops No, not yet

3 references

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