






KRISTIN PAPANIA 



Artist Mentor
Kristin has a B.A. in Spanish from the University of Oregon, and a Teaching Credential from Holy Names University. She uses the arts as tools for students to develop self esteem and analyzing their world, while honing critical skills.



SONIA REITER  


Dance artist, teacher and writer, Sonia holds a BA in Dance from Oberlin College. When not dancing with kids or adults, teaching yoga or in front of her computer she enjoys hiking, reading, cooking, and going to see live performances.



REBECCA ROZELL  


Born in Alaska, Becca started to dance and couldn't stop. She has studied Ballet, Tap, Jazz, Hip Hop, Modern & Stomp. Becca's choreography has been presented in Brooklyn, NYC, DC, Boston & San Francisco.



MIA TAGANO 

Mia received her B.A. in Drama from the Ohio State University and her M.F.A. in Theatre Arts through the University of Washington. A member of Actor's Equity Union, Mia has a great love of teaching and working with youth.



ELIZABETH TENUTO 


Liz received a BA in Spanish Literature & Psychology from UCSB, studied with the UCSB Dance Department in Granada, Spain. Since her arrival in San Francisco, Liz has had the pleasure of dancing and teaching.



CLAIRE TOEPFER  


Teaching for Claire is about cultivating endurance, confidence, & creative imagination that benefits students throughout their lives. She is grateful to be able to merge this vision with Performing Arts Workshop.



ADRIANNE VERHOEVEN 

Musician, performer & educator, Adrienne finds that through teaching music, her own musical expression is nurtured, creating a creative discourse with each class & incorporating a wide variety of music from around the world.



DEAIDRE WHITE 

Teacher, Writer, Poet, Spoken Word Artist D'dra is the breath of fresh air. Armed with a smile, and the knowledge that this is her calling; D'dra is an empath, using poetry to tell the stories of those who forgot that they had a story to tell.

2010-2011

Artistic Offerings



During a "residency," a professional teaching artist visits your site one or more times a week to deliver standards-based, sequential programming.

PERFORMING ARTS WORKSHOP RESIDENCIES: Students in Workshop residencies, regardless of art form, focus on critical thinking skills. Residencies are dynamic places where students engage in problem solving and artistic improvisation. Students do more than create; they learn to **conceive, perceive, express, reflect** and **re-vise** their own artistic work, and the work of their classmates.



Theatre Arts

Students will gain an understanding of: focus and concentration; movement and imagery (physical awareness and expression); elements of acting (objectives, obstacles, actions, adjustments); and acting in improvisational situations and scenes. Challenging theatre exercises present valuable opportunities for students to rehearse important life skills, such as finding multiple solutions to a problem, giving and responding to constructive criticism, and interacting across gender and racial differences.

Grades K and up.

ARTISTS: KAMUNDE, GUTIERREZ, TAGANO

Creative Writing

With a focus on developing their own narrative voice, students will use genres such as letter writing, the personal narrative, fiction, spoken-word, poetry, and persuasive prose to explore the craft of creative writing from a variety of entrance points. Students will build upon their literacy and reading skills and develop critical thinking by exploring various literary tools such as simile, metaphor, rhythm, personification, and the elements of story structure. By engaging in the process of revision, reflection, and the sharing of written work in a workshop setting, students will also grow interpersonal relationships and build empathy and understanding amongst their peers. Creative writing residencies often integrate visual arts, theatre and/or media arts to expand upon and deepen learning in the written word.

Grades K and up.

ARTISTS: BOLDT, CHIEN, DAVISON, PAPANIA, REITER

Spoken Word

Through the art of rap, students develop literacy and communication skills by writing and/or reciting original work. Content can be tailored to class curriculum or expand upon young people's interests and experiences. Final work emphasizes personal experience or includes a positive message.

Grades 3 and up.

ARTISTS: COHEN, FUKUSHIMA, GUTIERREZ, JACKSON, JAMAAL, KAMUNDE, WHITE



To learn more about the Workshop Artistic Staff go to:
www.PerformingArtsWorkshop.org
(415) 673-2634 • info@performingartsworkshop.org

World Dance

While most of the previous art forms' curriculums vary by instructor and student age, their basic structure remains the same. World Dance, however, encompasses a number of specific dance forms including martial arts, modern, and culturally specific dances. Since we offer such a wide variety of World Dance forms, we have listed them here, though they are all considered part of World Dance.

Modern Dance

Students explore their own body movement capabilities, critical thinking and compositional skills, as well as personal creativity and expression all while strengthening the classroom community. Throughout a residency, students examine multiple dance concepts (such as rhythm and tempo, movement phrasing, and the use of space and level) through fundamental dance technique, improvisation, and problem solving in groups or pairs.

Grades 1 and up.

ARTISTS: ALWYN, BANCHERO, BLOCK, FAGAN, HSU, KEEFER, MIRO, REITER, ROZELL, TENUTO



Hip Hop Dance

An American dance form with Latin and African dance influence, Hip Hop is a uniquely layered American dance that contains many different movement terms and levels. Hip Hop classes explore tempo, rhythm, and group work, as well as improvisation. Residencies also explore the social and political history of Hip Hop, and the role of Hip Hop in popular culture.

Grades K and up.

ARTISTS: BANCHERO, BARROSO, BLOCK, GALAN, KEEFER, OWEN, ROZELL, TENUTO

Capoeira

Capoeira is a Brazilian martial art/dance that focuses not on fighting but on mastering skills, fostering community, and physical play. Capoeira's tradition involves circle activities, call and response, cartwheels, jumps, dance moves, creative expression and physical exercise. Students also learn the social history of Capoeira from its roots in the slave trade to present-day Brazil.

Grades K and up.

ARTISTS: ALVES, BARUTI, LOW

Flamenco

A Spanish dance characterized by audible footwork. Flamenco focuses on rhythm and improvisation.

Grades 2 and up.

ARTISTS: TENUTO

Kung Fu

Kungfu as a performing art uses woodblocks, gongs, and drums to animate the high balanced kicks, low spiraling swoops, and solid focused stances characteristic of Chinese Opera and recognizable by everyone as the movement vocabulary of all block-buster Kungfu movies. Students also exhibit leadership skills and a sense of mutual responsibility as they perform in small groups.

Grades 3 and up.

ARTISTS: TOEPFER, HSU

Chinese Classical Dance

Classical Chinese Dance characterizes elegance and nobility, focusing on eye, body, arm, and foot coordination. Students will learn to portray of a wide range of characters, feelings and personalities while emphasizing harmony and circular motion. Grades K and up.

ARTISTS: HSU, CHEUNG, TOEPFER



RAHMAN JAMAAL 


Actor, lyricist, and musician, Rahman starred in the 2003 Film "The Beat." He chaired the first chapter of Hip Hop Congress at USC, later developing his own curriculum which he hopes to share with the world.



CLARA KAMUNDE  


Clara began acting at an early age in her native Kenya where she performed with the Kenya National Theatre. Clara has taught spoken work storytelling, and acting. She is currently studying for her MS in creativity leadership.



FREDRIKA KEEFER 


Fredrika was born & raised in the Mission district. She performs, teaches, & choreographs all throughout the bay area. Fredrika also does outreach in public schools and after school programs in San Francisco.



AARON KIERBEL 


Aaron studied jazz performance at Sonoma & SF State, but his real education came from soaking up live music in LA jazz clubs. He is the drummer for Rupa & the April Fishes, & is excited to emphasise the creative process.



OUSSEYNOU KOUYATE 

Born in Senegal, Ousseynou comes from a long line of griots—the poets, history tellers & keepers of West African song & dance traditions. In the US, Mr. Kouyate directs performances & instructs classes & workshops, proving his dedication & love for African culture.



WILSON LOW 


Born in Brazil, Wilson studied capoeira and Brazilian culture & folklore with renowned Mestre Suassuna, receiving his Mestre 1st degree in 1993. He seeks to help underprivileged children learn the beauty & discipline of capoeira.



AMANI MANNING 

Amani believes teachers have the ability to change lives. Amani strives to be a teaching artist that reaches students in a positive way. Amani wants to teach dance technique as well as self-expression, communication, connections, and creativity.



MARCO NAVA 

Born in Mexico, Marco discovered an early passion for his country's culture & traditions, especially Mexican Folkloric Dance. He has a B.A. in History, is fluent in Spanish, English and French. Marco believes sharing & experiencing Art is a great & effective way to thrive.



STEPHANIE OWEN 

Stephanie attended Skyline College, receiving an Associates Degree in Dance, emphasizing Modern, Jazz and Dance Education and a BA in Dance from SF State. Stephanie brings creativity in teaching and choreographing dance.



RAPHAEL COHEN



Raphael is committed to social change. Fusing the craft of poetry with oratorical expression, he critically assesses the nature of oppression, explores the hidden costs of privilege, & inspires efforts towards personal & collective liberation.

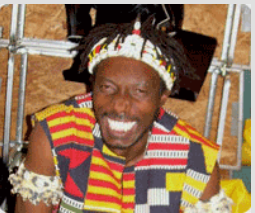


MATTHEW CLARK DAVISON



Artist Mentor

As a runaway Matthew joined Poetry for the People at Glide Church. Encouraged to pursue writing, he earned a BA and MFA from SF State, where he now lectures. He has been printed in a number of publications. You can learn more about him at blog.matthewclarkdavison.com.



AMADOU DIAWARA



Amadou began his career with the renowned West African Drum & Dance Company, BOUGA-RABOU. He has experience working with distinguished schools for gifted and talented children. <http://www.bufalldancedrum.com/>



ADAMA KEN DOUMBIA



Mr. Doumbia has worked with the internationally renowned Ballet du Senegal and Afrique Noire. He trained in Bihar yoga in Kerala, South India. Mr. Doumbia is fluent in Wolof, Bamana, French, Spanish and English.



TARA FAGAN



Tara believes that children are capable of investigating and forming their own ideas when given the appropriate space and conditions. Her classroom environment is fun and lighthearted. She is happiest when dancing.



AISHA FUKUSHIMA



Singer, poet and self-proclaimed 'RAPtivist' (rap activist), Aisha is constantly working to expand her knowledge of the intersections between hip hop and social justice around the globe. To learn more visit <http://raptivism.tumblr.com>



FREDDY GUTIERREZ



Vato de aquellos, avant-guardian - Freddy's focus as a performer, poet, & facilitator is to humanize the will of the people & help them make a true face for themselves through the flower-and-song he creates & shares.



CHIN-CHIN HSU



Born and raised in Kaohsiung, Taiwan. Hsu has trained in balet, modern, Chinese martial art, Chinese ballet, Tai-chi, jazz, GaGa, improvisation and dance composition.



CHAS JACKSON



Chas' poetry has aired nationally on NPR radio, and on also on the PBS television show Snap Judgment. He believes poetry is the only way you can touch someone's heart without their permission.

Afro-Cuban Dance

Students learn dance and song traditions as they are maintained in Cuba, as well as discover this culturally infused dance & music as both a unique language and art form. Students will appreciate that each has their own unique internal rhythm, and that in dance, there is interdependency between the drum and dancer. Students recognize the influences of Yoruba, Congo, and Haitiano culture in Cuban life and relate the impact of African wisdom onto Cuban sound and movement. We explore the importance of la clave ("the key") as the heartbeat of the rhythm and its prevalence as the root in existing Latino music and ballroom dance styles today.

Grades K and up.

ARTISTS: BARROSO

World Music

Drumming

Through song and movement, students will learn folk songs from various traditions and languages in the African Diaspora or Latin American culture. Engaging in artistic improvisation with drums, voice, and movement, students will also create and perform their own music as a group.

Grades Pre-K and up.

ARTISTS: DIAWARA, DOUMBIA, KIERBEL, KOUYATE



Choir

Students will use vocal instruments in a number of ways, and for various reasons. They may learn about different cultures through song and movement and learn to improvise and tell stories. Classes include study of simple concepts in music theory such as melody versus harmony, call and response, cannons and rhythm. Students might use voices to imitate other instruments and animals. Students will also learn about the importance of song throughout the ages and what it means/has meant in different times and cultures. The artist will try to incorporate movement and harmony as often as possible.

Grades K and up.

ARTISTS: VERHOEVEN

Creative Movement

Students will build basic learning skills, such as listening to and following directions, while learning about their own bodies and how they move. Through a variety of fun and imaginative activities in dance and song, students explore concepts related to movement such as space, shape, and rhythm, as well as fine and gross motor skills. May incorporate technique, improvisation and/or yoga practice

Grades Pre-K and up.

ARTISTS: ALWYN, BANCHERO, BLOCK, FAGAN, GALAN, HSU, KEEFER, MIRO, OWEN, REITER, ROZELL, TENUTO

Salsa

A main dance of both Cuba and Puerto Rico, with basic steps, turns, and improvisation. Students dance in partners and in groups where they learn the value of teamwork. Lessons may include the roots and stylistic elements of the high-energy Salsa Timba dance scene, encompassing the rumba, son, casino, pilon, cabaret, Afro-Cuban, and salsa suelta. Students also learn Latin American/Caribbean history in music and culture.

Grades 2 and up.

ARTISTS: BARROSO, GALAN, OWEN

Mexican Folkloric

Mexican Folkloric dance represents the roots of the Mexican culture and history. Including the vast and different expressions originated in a specific geography, historic and social context, traditions and customs; its practice is performed by ordinary people in an inherited tradition rather than innovation. Mexican folkloric dance is done spontaneously, and new dancers often learn the dance informally by observing others in their community. It is seen more as a social activity rather than competition, although there are professional folk dancers. The influence of Spanish dance and other European dances such as the polka, as well as African and Moorish elements are present in Mexican dance, and the fusion of these influences with indigenous culture has created varied styles of dance within the thirty-two Mexican states. Each piece of dance involves a whole concept in total accordance and harmony with sound, music, chant, costumes, and more other elements, ultimately resulting in a wonderfully rich repertoire full of contrasts, simplicity and complexity, sublime delicacy, vibrant energy and immeasurable beauty as found in other expressions of dance in the world.

ARTISTS: NAVA

African Dance

This class explores various forms of popular dance and recorded music by the cultures of the African Diaspora. Emphasis is placed on basic movements, technique & performance skills of contemporary & traditional dance styles from the Congo, Ivory Coast, Ghana, Nigeria & Senegal.

ARTISTS: DIAWARA, KOUYATE, MANNING (AFRO-PERUVIAN)

“[The artist] was outstanding! My students loved going to [theatre] class. It gives kids a chance to express themselves in a new way. This was especially important for shy kids and kids who struggle academically. They really benefitted from the program. The success of the program is linked to high quality consistent instructors.”

- Teacher, RL Stevenson Elementary



“I think the greatest success was that our students learned something from this residency that they will take with them for the rest of their lives. At the beginning of the residency the majority of our students had some difficulty following the steps but as the weeks went on our students improved and they learned how to dance salsa.”

- Site Coordinator, Mission Education Center After-school Program



PERFORMING ARTS WORKSHOP ARTISTS-IN-RESIDENCE

ART FORM KEY: CREATIVE MOVEMENT



CREATIVE WRITING



THEATER ARTS



WORLD DANCE



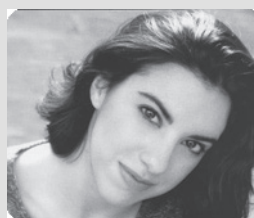
WORLD MUSIC



SALE ALVES



Salé knows the many techniques intrinsic to Capoeira: intense physical conditioning, Capoeira's history, & the Capoeira instruments. His goal is to create a strong community through Capoeira & keep its spirit alive outside of Brazil.



CELINE ALWYN



A native of San Francisco, Céline has been performing professionally for the last 7 years. Her most recent role as the character of 'Oceane' in Cirque du Soleil's Dralion. She completed an MA in Contemporary Dance at the London Contemporary Dance School.



TINA BANCHERO



Tina holds a BA in Dance and is a certified Yoga Instructor. Tina has performed with Ramon Ramos Alayo, Kim Epifano, Sue Li Jui, Monique Jenikson, Rapt Productions, and most extensively with Krissy Keefer's Dance Brigade.



JOSE BARROSO



Barroso has taught K-12 dance and music education in universities, dance studios, and cultural centers. Barroso is dedicated to the preservation of Afro-Cuban music and dance culture as well as the discovery of music and movement for every student.



DAINA BLOCK



Daina studied at the Victorian College of the Arts, where she nurtured her interest in the kinesthetic relationship of movement to choreographic design. Daina is a founding member of SoShe's Performance Collective.



LINDSEY BOLDT



Lindsey is a poet, musician and performer. She has taught poetry and creative writing for 5+ years with developmentally disabled artists, and most recently after-school at Ulloa Elementary where she edited the student journal Ulloa-Po!



LING CHEUNG



Born in Hong Kong, Ling studied Multi-culture and Tourism. She has toured many countries, and studied community outreach. Ling joined the Lily Cai Chinese Dance Company in 2006. She is training to become a Speech Therapist.



JENNIFER CHIEN



Dancer, writer, media maker, Jennifer teaches creative writing, dance, theater arts & yoga in diverse settings. She has taught students aged 7 to 70. Jennifer runs Karuna Healing Arts & writes, hosts & produces radio for KPFA.