



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

2016-2017 TEACHING ARTIST PROFILE and APPLICATION

Name Christy NaMee Eriksen

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Preferred Method for contact? (what is the best way to reach you?): Call or text for quickest response. Email OK.

I am available to work/teach (check all that apply)

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

1. Please describe your arts education and/or arts background.

Spoken word artist and community organizer since 2004. Headline and special guest performances at an array of venues, including art centers, universities, conferences, and theatres. Have taught spoken word residencies across schools in Juneau, including non-school workshops and opportunities through Woosh Kinaadeiyi, Juneau Fine Arts Camp, Zach Gordon Youth Center, CARES program, and more. Taught across the state at other school districts, the Fairbanks Summer Arts Festival, and across the country at multiple cities, with diverse groups. Co-founder and co-host of Woosh Kinaadeiyi, a monthly community poetry series now entering its seventh year. Completed the Partners in Education Teaching Artist Training through the Juneau Arts and Humanities Council, and AASB’s Training of Promoters for Artists

2. ART FORM(s) which you are interested in teaching (list all, with preferences starred) and age of students you are interested in working with.

Spoken word (performance-based poetry). It is best suited for grades 3-12. I have taught K-2 and can do this as well, but FYI the focus less on writing and more on performance.

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

Through a variety of activities that focus on creative writing and performance, we can:

1. Explore alternative forms of poetry □
2. Make writing accessible to students of all writing levels □
3. Help students develop the confidence to speak ("on and off the stage"!) □
4. Develop the art of listening to others as they share their stories □
5. Through empowering voices and listening, we build a safe, diverse and inclusive community □

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Please list or describe any prior teaching experiences you may have had (apart from residencies)

2016 Woosh Kinaadeiyí Writer's Retreat
2016 Spoken Word Workshop for Korean Adoptee teens in AAAW AMP program
(Seattle)
2016 Spoken Word Workshop for Youth Advocates with Planned Parenthood
2015 Spoken Word Workshop for Adoptee Solidarity Korea - Los Angeles
2015 Spoken Word Workshop for Adult Asian Adoptees of Washington
2013 Spoken Word at Zach Gordon Youth Center
2013 Guest Teacher for University of Alaska Southeast's Advanced Creative Writing
course
2013 Spoken Word at Juneau Fine Arts Camp
2013 Woosh Kinaadeiyí Spoken Word Retreat
2012 Spoken word workshop, Zach Gordon Youth Center
2011 "12x12," spoken word and visual arts workshop with youth, collaboration, The
Canvas
2011 Spoken Word workshops with the Inside-Out program, Lemon Creek Correctional
Center
2011 "Spoken Word Poetry," six-week community class, The Canvas
2011 "Woosh Kinaadeiyí Writers' Retreat," spoken word workshop, The Canvas
2011 "Healing Arts," spoken word and visual arts workshop for survivors of abuse,
AWARE and The Canvas
2010 "Spoken Word Workshop for Transracial/Transnational Adoptees," The Loft
Literary Center

Other teaching experience:

- o Teach various art mediums weekly in the Canvas day habilitation program for artists who experience developmental disabilities.
- o Teach various art mediums to youth, student groups, visiting groups, outside presentations, etc.
- o Early Childhood and Family Literacy Instructor (Oct 2008-July 2009)
- o Facilitated parent group as a Parent-Child Advocate at Head Start (Aug 2007 – Sept 2008)
- o Facilitated trainings and workshops for university students on various topics, including race, class, and service (Jan 2004-May 2007)
- o Teacher Apprentice for Role of Conflict in Social Change course in Conflict Studies (Jan 2007)
- o Teacher Apprentice for The Asian American Experience course in Social Justice (Spring 2005)

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

I am passionate about the role of arts in empowering and organizing communities. Young students are an incredible force, with lots to say. I'd be honored to work in tandem with the talented, creative teachers in our district to find ways to build strong young voices (and spaces to hear them) out of this dynamic group.

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5. **Past Experience with Artist in the Schools residencies: (list all)** **Date:** _____
- 2016 Spoken Word AIS Residency at Juneau Community Charter School
- 2016 Spoken Word AIS Residency at Thunder Mountain High School
- 2015 Spoken Word Residency at White Mountain K-12 School
- 2015 Spoken Word Artist in the Schools Residency at Gastineau Elementary (grades 3-5)
- 2013 Spoken Word at Floyd Dryden Middle School
- 2012 Spoken word guest artist at Harborview Elementary, 6-sessions, Juneau School District
- 2012 "Power of Words: Spoken Word and Performance Poetry," CARES 4-week intensive course, Juneau School District
- 2012 Spoken Word Artists in the Schools Residency, 7-week residency with the Early Scholars Program, Juneau Douglas High School and Juneau Arts & Humanities Council
- 2010 "Language and the Arts," CARES 4-week intensive course, Juneau School District and The Canvas

6. **Have you been part of the Juneau Teaching Artist workshop series?**
 Yes, whole series Yes, some of the workshops No, not yet

7. **Please list 3 references who could be contacted about your work and teaching experience. (include name, phone number and email address)**

Corrine Marks, 780-1900, corrine.marks@juneauschools.org
 Rebecca Watts, 463-1999, rebecca.watts@juneauschools.org
 Kristy Dillingham, 907-209-9520, kristy_dillingham@jsd.k12.ak.us

8. Other comments or additions that help illuminate your work or life as an artist???

Community building is both an exciting opportunity and essential value of this residency. Because of this, I prefer the combination of less students and more contact time, vs. more students and less contact time. I ask that residencies be designed so that I can have at least 8 sessions with any given student, so that we have time to develop and realize our goals. I'm happy to talk more about this! Thank you.

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