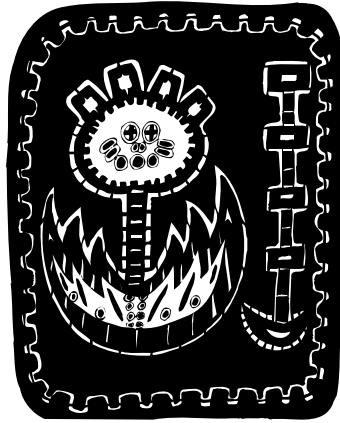


**BEGINNING
DREAMS**



Artist-in Education Programs

f o r e v e r

FROM THE ARTIST

In 1992 I founded Beginning Dreams Forever. This business evolves around the various arts I produce and the Artist-in-Education programs I've developed for preschoolers through college level students. It is my intention to continue sharing my art and sharing art experiences.

By sharing art experiences I hope to help someone to begin their dream. Dreams are the innovations in all fields of study. It is the journey of art that teaches us to visually communicate our dreams and to understand that dreams can be reality. The students academic knowledge is applied to the guideline of the art process. Each art experience becomes education as does all of life's experiences.

As an artist working with students, I may be the initiator in sharing, but in actuality everyone is sharing and creating together during a program. Everyone's input is unique to the project. Creating is a very special experience where everyone learns and enjoys the satisfaction of working with their hands, heart and mind. When working with students, each day is new. I share what I know, how I think and how I express what I know, think and feel. In return, the students share what they know, what they've learned and their personal way of expressing their mind and heart. The way a person interprets another person's visual communication is as varied as each individuals expressive quality inherent in their own art work. An art process can be taught. An art process has guidelines but not rules. Knowledge is applied in art. A sincere approach, a respect for the imagination and a dare to explore and challenge the guidelines of the art process enhances the atmosphere of the program and the rewards felt by myself and participants.

For me, art has no meaning until it is shared. Creating art can be a very personal journey yet life is all about sharing and helping one another. When I am making art, I think of what I want to express and how I want to inspire the viewer. When I am sharing an art process, I hope to inspire the student's self respect, social respect and their freedom to explore responsibly. Life is very precious to me and it is my belief that being honest with oneself and sincere in ones heart will always create an art with life. This is my spiraling dream.

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1 Introduction Assembly and Brainstorming session

2 Artist Visit Fees

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4 Project Descriptions and Sample Programs

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6 Project Material and Outside Labor Costs

7 Additional Program Information

8 Administrative Guideline

9 Schedule Guide

10 Planning Session Guide

- Appointment time and date for planning session
- Planning session guide complete
- Artist-in Education Schedule approved
- Class lists submitted if required
- Contract received, signed and copy returned
- Purchase order sent, if required
- Invoice received
- Deposit mailed or delivered
- Final payment mailed or delivered

email Marina at:
marina@marinalee.com

1 INTRODUCTION ASSEMBLY & BRAINSTORMING SESSION

This is a one hour presentation to introduce the students to Marina Lee and to show the students examples of art projects created in many different mediums and at other schools. While Marina still carries a slide projector and slides, digital presentations are also available if the school has a smart board or very good projector. The slide presentation lasts about 20 minutes and the remainder of the time is spent brainstorming and sketching preliminary designs for their school's art project. This visit is scheduled 1 day to 1 week in advance of the hands on classes to allow adequate time for preparation. Many schools with a large population of young students prefer to conduct 2 assemblies. Some programs require indepth drawing with one or three classes at a time. This is all discussed at the initial planning meeting.

All projects are created from the student's designs and/or research drawings.

1 or 2 assemblies	\$225
Full day design with classes	\$450

2 ARTIST VISIT FEES

Artist Visit fees per full day visit \$450
All classes hands on.

1 full day visit:

(6) 45 min. hands on classes (*max. 24 students per class*)

or 1 full day visit:

(2) 30 min. classes for K4 or K5 or 1st grade
(*max. 20 students per class*) and

(5) 45 min. hands on classes (*max. 24 students per class*)

or 1 full day visit:

(4) 1 hour 15 min. classes for 3rd thru 12th grades
(*max. 20 students*)

3 SCHEDULING GUIDELINES

The school or organization needs to supply the following information as a part of the class schedule:

- 1. Number of classes per grade level**
 - a. number of students per class (names if working in clay)
- 2. Special concerns: disabilities, behavioral problems and/or attitudes of students the artist should be aware of.**
- 3. Name of responsible teacher for each visiting group.**
- 4. Experience level of students:** if students are not exposed to visual hands on art on a regular basis, Marina will often suggest half class sizes to give the students appropriate guidance through the various materials and tools used throughout the art project.

Age Appropriate Activities:

Group Projects are scheduled according to the art process. Sometimes the youngest grades begin the project and at other times the youngest grades finish the group projects. Marina will review the number of classes per grade level and recommend a schedule for the school to follow. Marina will also suggest appropriate class times for the various age levels. Also, large classes are often asked to split their attendance for some group projects, while other group projects can handle large class sizes. Furthermore, Marina will ask about the student's exposure to the arts and various materials that will be used so that an appropriate class size is reviewed for students to gain the most from their art experience.

Individual Projects are developed to meet the requirements of the theme, goals and age group. Individual projects are customized and often encouraged as part of a larger program involving a group project.

Please copy and use the attached scheduling guide (section 9) for organizing the above information.

Fiberglass Wall Relief

This is a great group project for exterior school walls. Installation is by the school or organization. Steel brackets are put on the piece during fiberglass application.

The students create designs during the assembly introduction and brainstorming session. The chosen student design is enlarged onto a sheet of hardwood plywood. Marina cuts out the design and applies foam before the students begin their process. The youngest students are encouraged to begin the modeling compound application developing the form of the wall relief. Once the relief is finished with this process, Marina takes the relief to her studio for drying, fiberglass application, brackets and primer application. During this studio time, the students are working on color designs for the painting process. The students are scheduled with age appropriate base coating on the first day of painting and the oldest students are scheduled for the second day of design painting.

Many schools have displayed fiberglass wall reliefs on the front of their buildings, the playground walls of their buildings, a sample community project involved 3 schools to create 5 wall reliefs and painting a 200' x 8'h city retaining wall. This project is an excellent way to bring student art into the public realm at a low cost.

Sample School Program to create (1) 4' x 8' and (2) 4' x 4' wall reliefs

(1) or (2) school assemblies	\$ 225
(2) full day visits for modeling compound (12 to 14 classes)	\$ 900
(2) full day visits for painting (12 classes)	\$ 900
(1) 4' x 8' fiberglass wall relief	\$ 1300
(2) 4' x 4' fiberglass wall reliefs	\$ 1400

Total Program cost for (3) exterior Wall Reliefs: \$ 4,725

Project appropriate for K4 thru 12th grades. Age appropriate scheduling according to art process required.

Fiberglass Sculpture

This is a great group project for students to visualize their work as big and permanent. These sculptures are for display in school hallways, libraries or enclosed courtyards. The process is the same as for the above described wall reliefs. This is a bit messy because we are working off the floor rather than the tables. To accommodate a full class at one time, fiberglass wall reliefs or the mixed media panel should be considered as an additional project so an entire class is on task.

Sample School Program to create (1) 5' fiberglass sculpture and (1) 4' x 6' mixed media panel

(1) or (2) school assemblies	\$ 225
(4) full day visits (age appropriate scheduling will be recommended)	\$ 1800
(1) 4' x 6' mixed media panel with frame	\$ 140
(1) 5' fiberglass sculpture	\$ 1,200

Total Program cost for (1) sculpture and (1) mixed media piece \$ 3,365

(24 to 26 classes involved) Appropriate for K4 thru 12th grades. Age appropriate scheduling according to art process required.

Continued

Fiberglass and Mosaic Bench

This group project is an excellent way to focus in on a few grades for creating the ceramic tiles for the back and seat of the bench. While the youngest students help with the modeling compound process of the form construction, the older students are involved in the tile making and design painting of the bench. The tiles are set in a dyed concrete. Extra tiles can be used in papier mache wall reliefs which can bring the younger students into the program once again.

Sample Program to create (1) 4' fiberglass and mosaic bench, (3 to 4) papier mache and mosaic wall reliefs

(1) or (2) assemblies	\$ 225
(2) full day visits (same 6 classes seen twice for clay)	\$ 900
(1) Ceramic fee: clay, clay prep, glazes, kiln firings (200 students)	\$ 350
(3) full day visits for bench and wall reliefs	\$ 1350
(3 to 4) papier mache and mosaic wall reliefs	\$ 500
(1) fiberglass and concrete bench	\$ 950

Total Program cost for (1) mosaic bench (3 to 4) papier mache reliefs. \$ 4,725

Appropriate for K4 thru 12th grades. Age appropriate scheduling according to art process required.

Mixed Media Panel with Frame

This is an excellent group project for all ages. All subjects and themes work well. The study of light and color and overlapping color is like magic. Math is used to help orchestrate color and students working together. The logic of seeing is discussed in relationship to each object and the foreground and background. The entire project is based on simple geometric shapes. Schools have explored Wisconsin themes, fantasy themes, flowers, space, dinosaurs and social issues.

Sample Program to create (2) 4' x 6' and (2) 4' x 3' mixed media panels with frames

(1) or (2) assemblies	\$ 225
(4) full day visits	\$ 1800
(2) 4' x 6' mixed media panels with frames	\$ 280
(2) 4' x 3' mixed media panels with frames	\$ 160

Total Program cost for (4) mixed media panels with frames \$ 2,465

Appropriate for K4 thru 12th grades. Age appropriate scheduling according to art process required.



4 PROJECT DESCRIPTIONS AND SAMPLE PROGRAMS

Continued

Painted Banners

This group project has developed over the years into a spectacular process involving lots of attention to detail, warm and cool colors, pattern, design, stamping and a dye process that is just fun to do besides creating a background that is like magic in process and visual completion. This project can be geared to different age groups, but a definite body of 2nd thru 12th grade is required for most of the process. The youngest students create the backgrounds. This is one of my least messy projects.

This project can be completed with an assembly and 1 day visit or more visits for more banners. A great program for small schools. For example: (1) assembly, (1) full day visits and (3) 2.5 x 6' banners would cost: \$975. Highschools like to involve more individual aspects to this project and an end quilt process can be created.

This project can also be custom made to a specific site at a school. Whether 18' long banners are created for a ceiling or a 50' diameter sun design is created from many banner shapes for an atrium.

Subjects explored in the past have included flowers, Native American symbols, Asian symbols, adinkra symbols, kwanzaa, fantasy bugs, fantasy creatures and birds. Writing, stamps and images relating to the student's studies work well in this process. This project is a very direct visual format for curriculum inclusion.

Papier Mache and Mosaic Wall Reliefs

This group project is a favorite amongst Elementary Schools. It is fast, lots of different processes are involved and the youngest students actually finish the work. Using a papier mache pulp the students call 'sculpture paint', the process begins over a wall relief form created from the student's designs. Blending, scraping, patting glitter and sand, and then adding all sorts of things to create pattern and form on the surface add to the extreme tactile and visual experience.

This project can be developed for small schools or small groups of participants, or it can be a project in addition to other projects in a program.

Painted Panels

The panels are created on a hardwood plywood or MDO plywood. The edges are sanded and several coats of exterior primer are applied in the studio. The student's designs are transferred and the painting process begins. The students work on blended areas, flat color areas, patterned areas all to create a visual feast. This is a wonderful option to painting directly on an exterior wall. The classroom setting and the interior drying helps the finish of the paint. Please visit the web site: marinallee.com for examples of different formats.

Mural Work

This project is priced according to the area to be covered and the subject matter chosen. This on site project is geared for students 3rd thru 12th grades. Small class sizes only. Kindly inquire for further information.

4 PROJECT DESCRIPTIONS AND SAMPLE PROGRAMS

Continued

Concrete Mosaic Stones

This project can be on a small scale to create entrance stones to a garden, to create a garden layout or even to create a geoglyph. Students often make their individual tiles for this project and younger students help with the mosaic work in the custom molds. Once again, this is a very customized project and kindly inquire for more information.

Individual Projects

The projects range from clay pieces to books. Sometimes individual projects are part of a larger group projects. And other times, the individual projects are developed for an intense experience in the arts. Projects can also be developed for the Curriculum Teacher to carry on with in their regular class. Please inquire and a special project can be developed for your school's goals and curriculum.

5 OTHER SERVICES OFFERED

Fees apply for the following services depending on the degree of involvement.

Integrating the arts with site specific programming

- A. **Program planning meeting**
one planning meeting is always included with the initial program development.
- B. **Developing a program for your budget**
**no fee
- C. Collaboration with teachers
- D. Collaboration with other artist educators
- E. Collaboration with program site coordinators
**no fee
- F. **Recommending scheduling for art process and class size**
**no fee
- G. Developing a written curriculum for the art program integrating classroom studies—carry through project curriculums available.
- H. Program assessment
**usually no fee
- I. **Celebration Days**
**travel fee and prep fee only, if applicable.
- J. Public Art Process
fees apply for the extensive planning and coordination involved with this process. This is all discussed at the initial planning meeting.



6 PROJECT MATERIAL AND OUTSIDE LABOR COSTS

All costs listed below include ALL MATERIALS and OUTSIDE LABOR.

Even the paint brushes and tarps are brought along as part of the program. Mosaic means a lot of misc neat stuff like marbles and buttons and shells and on and on. Yes, it is all brought along as part of the project cost. Mosaic can also mean the above and students make tiles and the costs are separate for creating the tiles.

All projects belong to the school, except the individual projects which go home with the students unless they are to be part of a mosaic project.

Group Projects:

Fiberglass wall reliefs

4' x 4' brackets for hanging, interior/exterior . . .	\$ 700
4' x 8' brackets for hanging, interior/exterior . . .	\$ 1300

Fiberglass sculptures

5' sculpture for interior or enclosed courtyard . .	\$ 1,200
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Fiberglass bench

5' width seat for interior or enclosed courtyard .	\$ 1200
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Fiberglass and mosaic bench

4' width seat for interior	\$ 950
Clay program for mosaic	\$ 350

Mixed media panel with frame

4' x 6' interior (various sizes available, inquire) .	\$ 140
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Painted banners

2.5'h x 6'l nylon border, grommets	\$ 100
2.5'h x 8'l nylon border, grommets	\$ 130
<i>(Various sizes, lengths and shapes available, combined shapes for atriums)</i>	

Papier Mache and mosaic wall reliefs

<i>(prices are based on the shapes cut from one 4' x 8' sheet of plywood)</i>	
3 to 4 wall reliefs	\$ 500

Painted panels: interior or exterior

<i>(prices are based on a 4' x 8' sheet, various shapes and sizes available) Exterior pieces are sealed. Cutting, sanding, priming and sealing are all outside labor costs included in this price.</i>	
Per 4' x 8' panel	\$ 250

Concrete Mosaic Stones: exterior

average size, 2'w x 2'l x 3"d	\$ 100
<i>(this includes mold, dye, bonding agent, sanding and sealing)</i>	
Clay tile project separately costed.	

Custom Project:

Fabric sculptures, mixed media sculptures, public fiberglass sculpture , fiberglass sign posts, fiberglass play structures, etc.	\$ INQUIRE
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Public sculptures involve engineers, school district approvals, city approvals, insurance approvals, structural components, modifications to student designs for the above requirements, etc. Some students have even attended city design approval meetings to get their ideas approved for public settings! The main thing to remember is to create a safe sculpture, not only for your insurance company, but for your children that will interact with the sculpture on a daily basis.

6 PROJECT MATERIAL AND OUTSIDE LABOR COSTS

Continued

Individual projects:

Clay tiles	\$ 70
additional per student cost.	\$ 2
Includes two kiln firings, all clay, glazes and slab prep	
<i>Example: 125 students to make clay tiles</i>	<i>\$ 320</i>

Clay wall vases	\$ 70
additional per student cost.	\$ 3
Includes two kiln firings	

Clay Pendants

1 tile and 2 pendants, includes cost for making stamp	
(this would be a 3 class per student project)	\$ 4

Papier Mache mask

<i>(recycling by school required)</i>	
per student	\$ 3

Custom Individual Projects:

Friendship pins, dolls, magnet cards, stamp cards, clay portraits, stepping stones, books, or let's develop a new project to fit your theme.) Please inquire

7 ADDITIONAL PROGRAM INFORMATION

Work Space for Program—A permanent location is requested when conducting the Artist-in-Education programs. The size of the work space depends upon the number of projects underway throughout the program. Usually a classroom or art room is sufficient space. The location of the work space is viewed at the planning session. The school or organization is also asked to supply 2 - 4 long tables for the program duration. The tables will be covered with tarps, even so, easy to clean tables are most practical. Chairs are requested for use during the program but are not a necessity.

Materials and Equipment—Marina Lee d.b.a. Beginning Dreams Forever will supply all materials and necessary equipment for projects described on Project Description Sheets.

Smocks or Art Shirts—Students are requested to bring in their own smock or share a smock with other students. If your school needs smocks, I have a crate of t-shirts the school may use. A laundry and folding fee of \$5.00 is charged for each day the smocks are used.

Name Tags—Students are requested to wear nametags so Marina Lee can address the students properly. For clay programs, Marina requests a list of student's names and room numbers for work identification and shelf organization.

Recyclable Collection—The school or organization is asked to help the student body organize and collect the various recyclable list on the planning session guide for use in the program.

Mileage fees apply to schools outside the Milwaukee area. \$1.00 per mile round trip.

A TEACHER MUST BE PRESENT AT ALL TIMES DURING THE RESIDENCY.

1. Is this residency for a school wide experience to create one or more group projects?

Theme: _____

Goals: _____

2. Individual projects may also be included with the program, please provide this form to each teacher or group of teachers involved with the planning and implementing process. Various involvement levels of individual projects can be created.
- Thematic introduction materials to the program may be distributed to teachers by grade level.
 - Research materials will be made available to students during their scheduled residency time.
 - Curriculum related art projects can be designed and prepared for teachers to continue the residency theme after the artist has finished her residency.

Grade: _____ #of students _____ Teacher _____

Area of study _____ Project _____

Grade: _____ #of students _____ Teacher _____

Area of study _____ Project _____

Grade: _____ #of students _____ Teacher _____

Area of study _____ Project _____

Grade: _____ #of students _____ Teacher _____

Area of study _____ Project _____

The above is for listing ideas to begin the project proposal. While some teachers may not know the project idea, I need an area of study and an opportunity at the planning meeting to ask questions to develop a project appropriate for the area of study and the age group of students.

3. Teachers and Aides participating in the program should attend the one hour planning session. Their role in the program is as important as the student active participation in the program. Teachers are encouraged to discuss the program with the students before, during and after program completion. Teachers can incorporate their studies with the theme of the program to add continuity for the student body. Teachers are also encouraged to wear a smock and join the creative fun. Students will be working in new group formats and a constructive play atmosphere intentionally designed for learning much more than art. It takes a whole school to help one child. Teachers, Aides, Administrators and parents are always welcome to help and participate with the creations.

Please remember: **A teacher must be present at all times during the residency.**

Continued

4. The most common and general areas of study to work with are reading and math. Reading and writing are always involved with the art process. It is the logic or writing that can be focused on by creating concentrated design sessions rather than the large group assembly. Visual art, especially sculptural art, requires the planning and outlining of a design idea. Visual art also allows for the impromptu visual solutions to occur. It is this balance of logics that intrigues us all. Writing can often be incorporated into group projects and individual art projects.

Teaching students to draw is based on geometry, much like the alphabet we use. Working in groups requires a mathematical organization. Often times I work with the students to look for an overall balance of color or even use math formulas to organize their color distribution. Balance is always talked about in the sculpture processes as is the 2d to 3d transfer. Planning is a big part of any of the projects. The group projects not only help to teach social interaction but it begins the subjective problem solving skills so necessary in everyday living. Every class walks into the process by looking at what the class before them did. Then they have to help figure out how to continue the process. This type of problem solving in art has proven easier for students than solving their own personal art processes. A group project also helps a student that is shy and hesitant in the arts to gain confidence. Anyways, good things come from group projects and individual projects. What the school chooses depends on the school's goals, budget and grant requirements.

5. Every organization has there own paperwork process.

- a. WHO IS PAYING FOR THE PROGRAM?

CONTACT PERSON _____

PHONE _____

EMAIL _____

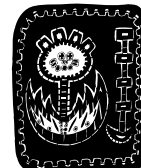
ADDRESS _____

CITY _____ STATE _____ ZIP _____

- b. Purchase order required? _____

- c. Contract by organization required? _____

- d. Certificate of insurance required? _____



PLANNING MEETING DATE _____

DESCRIBE THEME OF ARTIST-IN-EDUCATION PROGRAM:

ASSEMBLY DATE _____ TIME, ASSEMBLY 1: _____ TIME, ASSEMBLY 2: _____

SCHOOL OR ORGANIZATION NAME _____

ADDRESS, CITY, STATE, ZIP _____

PHONE NUMBER _____

DESCRIBE GOALS TO ACHIEVE THROUGH THE ARTIST-IN-EDUCATION PROGRAM:

PRINCIPAL OR PERSON IN CHARGE _____

CONTACT PERSON, PHONE NUMBER AND EMAIL _____

PROGRAM DATES _____

ADDITIONAL MEETING FOR PLANNING INDIVIDUAL PROJECTS:

PROGRAM PROJECT _____

RECYCLING LIST _____

WORK SPACE FOR PROGRAM _____

DESCRIBE AREAS OF STUDY FOR INDIVIDUAL PROJECT

STUDENTS NOTIFIED FOR BRINGING IN SMOCKS OR ART SHIRTS TO WEAR DURING THE PROGRAM

Number of classes per grade level:

Average students per class:

Please describe your project:

____ Early Childhood, K4 _____ 6th grade
____ Kindergarten _____ 7th grade
____ 1st grade _____ 8th grade
____ 2nd grade _____ 9th grade
____ 3rd grade _____ 10th grade
____ 4th grade _____ 11th grade
____ 5th grade _____ 12th grade

____ Early Childhood, K4 _____ 6th grade
____ Kindergarten _____ 7th grade
____ 1st grade _____ 8th grade
____ 2nd grade _____ 9th grade
____ 3rd grade _____ 10th grade
____ 4th grade _____ 11th grade
____ 5th grade _____ 12th grade

WILL YOUR PROGRAM REQUIRE A LIST OF PARTICIPANTS?

WILL MILEAGE FEES APPLY?

DO YOU NEED SMOCKS?

DO YOUR STUDENTS HAVE NAME TAGS?