2018/19
Herberger Institute for Design and Arts
School of Film, Dance & Theatre

Theatre for Youth & Community
Annual Report
MISSION:

THE ARIZONA STATE UNIVERSITY THEATRE FOR YOUTH PROGRAM MENTORS AND PREPARES ENGAGED AND INNOVATIVE LEADERS IN ARTISTRY, SCHOLARSHIP, EDUCATION, AND ACTIVISM.

VALUES:

- WE CREATE THEATRE AND PERFORMANCES TO INSPIRE, EDUCATE, TRANSFORM, HEAL, AND ENTERTAIN.
- WE CULTIVATE CREATIVE CAPACITY AS A LIFELONG PURSUIT.
- WE BELIEVE DIVERSITY IS AN ASSET.
- WE STRIVE FOR SOCIAL JUSTICE.
- WE VALUE JOY AND PLAY AS ESSENTIAL TO THE WELLBEING OF INDIVIDUALS AND COMMUNITIES.
- WE PRACTICE HONESTY AND TRANSPARENCY IN ORDER TO FOSTER RECIPROCITY IN OUR RELATIONSHIPS AND ARTISTIC ENDEAVORS.
- WE SUPPORT RISK-TAKING AND EXPERIMENTATION TO INSPIRE INNOVATION IN THE FIELD.
- WE BUILD PUBLIC SPACES OF COMMUNITY AND COLLABORATION.
- WE PRESERVE AND INVESTIGATE OUR FIELD’S PAST TO PROGRESS INTO THE FUTURE.
By the Numbers

**MFA & PhD Graduate Students**

Blake | Claire | Danica | Dontá | Eric |
Jenna | Jillian | Kelly | Mark | Nicola | Sarah D-M | Sarah T | Thomas | Tiana | Xanthia | Young Nae

**Hours Spent Working in the Community**

Graduate Students taught theatre classes, did resident artistry, community cultural development, and creative drama with all ages

**Community Partners**

Including local arts organizations, K-12 schools, libraries, museums, hospitals, faith communities, and civic organizations

**Conference Presentations**

TFY Faculty and Students presented thirteen conference papers/presentations at seven different national and international professional associations
By the Numbers

PRODUCTIONS
Theatre for Youth Graduate Students and Faculty produced, directed, wrote and performed in shows for, with, and by children and youth and communities

20

AUDIENCE MEMBERS
Composed of Children, Youth and Families

6,500

SCHOLARSHIP & GRANTS
TFY Students also received a competitive arts residency to develop new work, and multiple competitive fellowships and internships

$16,975

CHILDREN AND YOUTH TAUGHT ACROSS THE VALLEY

2,000
**NEW BOOK**

Professor Mary McAvoy published a new book, *Rehearsing Revolutions: The Labor Drama Experiment and Radical Activism in the Early Twentieth Century*, which explores theatre/drama in labor colleges during the early 20th century.

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**MLK HONORS**

Donta McGilvery was the recipient of the ASU’s Martin Luther King Jr. Student-Servant Leadership Award. The award is presented annually to one student representative in recognition of the principles and vision of Dr. King.

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**NEW BOOK**

Professor Kristin Hunt published a new book, *Alimentary Performances*, which traces the origins and implications of food as a mimetic medium, used to imitate, represent, and assume a role in both theatrical and broader performance situations.

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**This Is Modern Art**

Alum Ricky Araiza, the Artistic Director for Teatro Bravo, returned to direct a stunning production of *This Is Modern Art* for ASU. Hosted in conjunction with Urban Sol, a celebration of Hip Hop Dance, MC, Spoken Word, and Graffiti Artists.

Graffiti crews are willing to risk anything for their art. Called vandals, criminals and even creative terrorists, graffiti artists set out to make their voices heard and alter the way people view the world. But when one crew finishes the biggest graffiti bomb of their careers, the consequences get serious and spark a public debate asking, "Where does art belong?" Written by Idris Goodwin and Kevin Coval.
BREATHE | KELLY & THOMAS
Kelly Fielder and Thomas Petrunagaro were accepted as Artists-in-Residence at the Barn Arts Collective in Maine, where they spent a week in a small barn working on a 30-minute long experience for pre-crawling babies and their caregivers, Breath. A performance about change, flight, and growth, Breath was described as “wonderful and full of wonder...” by its audience. Please follow the link to see highlights from the production: youtu.be/e9A8iMzLZNU

TIM WEBB RESIDENCY
The amazing Tim Webb — founding co-artistic director of Oily Cart — spent a week on campus working intensively with students to create an immersive theatre experience for children and youth with multiple and profound learning disabilities. Webb and the students performed the piece for a group of young people from Believe I Can Academy on Friday, March 15. When asked how his experience was at ASU by a local reporter, Webb replied, "It's been great. They are an extraordinarily most-talented and hard-working bunch who are lovely to be around."

DANICA "NIKKI" ROSENGREN
Danica Rosengren, a third year MFA student studying theatre for youth, was named the International Performing Arts for Youth’s 2019 Colleen Porter Resident Artist. This juried award supports the artistic development of one artist each year in the field of performing arts for young audiences with a facilitated residency opportunity in honor of a generous and nurturing innovator in the field. Through this residency, Danica will have the opportunity to be mentored by an international professional both during and after the IPAY Showcase, as well as develop a support network of international artists.
MFA Applied Projects

YOUNG NAE CHOI

Artist Fluid Workbook

Every educator has their own pedagogical aesthetic, a unique artistry to how they design and facilitate an educational environment. This being said, how could a curriculum resource invite artist-educators to reflect on, refine and cultivate their individual pedagogical aesthetics? To pursue this inquiry, Choi developed a research framework and process, resulting in the first iteration of Artist’s Fluid Workbook. Artist’s Fluid Workbook is an assemblage of scores, events, images, narratives, maps, and symbols that collaborate with artists and teachers to explore new possibilities within classrooms, workshops, and residencies. Using her ongoing residency as K-1st grade Creative Movement teacher at Vista College Preparatory, the theoretical ideas of Karen Barad, and Fluxus literature as sources of inspiration, Choi considered this workbook as a laboratory space to envisage and experiment with a course of study in Dance and Drama. Artist’s Fluid Workbook is for teachers, teaching artists and researchers who think about the craft of teaching artistry: what they do, but also how. Artist’s Fluid Workbook as a curriculum resource calls for educators and artists to think malleably about their teaching and learning environment. The next step for Choi’s project is either to develop a web-based platform that features Artist’s Fluid Workbook or to work with a book designer to give it a physical form.
Between Two Worlds: Inviting Audiences into Free, Promenade, Site-Specific Performance

How can artists embrace the audience’s autonomy in an outdoor, promenade performance at an Arts Festival? What are ways in which artists can build a narrative performance that grabs and holds the audience’s attention, but also invites passersby along the way? Through writing and directing Between Two Worlds, a performance presented during an arts festival at a local park in Tempe, Danica examined the various ways to engage young people in an outdoor, promenade, narrative performance through a re-imagination of the Persephone Myth. The play—produced by DogEar Theatre Productions—was presented twice on the evening of the festival, which led to developing more inquiries, such as how can theatre artists intentionally differentiate theatrical experiences for returning audience members? Danica hopes to continue working with this story and reshaping it for various parks throughout the country.
MFA Applied Projects

MARK SWINERTON
Cabin Crush

Mark Swinerton’s applied project was a staged reading of his in-processes play, Cabin Crush. He began writing the play at ASU and workshopped it at the Cleveland Play House. The play’s setting is a residential and wilderness summer camp; intergenerational, the play concerns the campers, counselors, and camp directors dealing with the highs and lows of being in relationships. Mark was able to collaborate and create with young people from ages seven to thirteen at both the Cleveland Play House’s Theatre Academy and Adlai Stevenson School in the Cleveland Metropolitan School District. Most of the work from these collaborating and devising sessions was used to write a new and original scenes and to revise and rewrite other scenes. The photos are production shots from the staged reading performance of Cabin Crush at the Cleveland Play House in April 2019. Mark hopes the play will be produced by both theaters for young audiences and regional theaters for general audiences. After graduation, he will be further revising and workshopping the play to enhance themes of diversity and inclusion. After graduating, Mark will be continuing his passion for playwriting, devising, and collaborating with young people, and is excited to be working full-time in the Cleveland Play House’s Education Department.
MFA Applied Projects

TIANA TURNER
Enhancing Home Education Through Drama Integration: Creating a Dramatic Arts Integration Resource Book

For her applied project, Tiana Turner wrote a book that explores using drama as a arts integration tool in home education. In order to create this resource book, she partnered with the homeschooling group, Abundant Homes, in Albuquerque, NM. Abundant Homes parents and students participated in a professional development workshop, a semi-structured group interview, and implementation of a five week art history curriculum. Additionally, data from this partnership was collected and contributed to the creation of the resource book. This book aims to clearly show the home educator how to use dramatic integration in every school subject and with students of every age in varying sized groups or with only one student.
ERIC VILLIERS
Breaking Expectations

Eric Villiers’ applied project, Breaking Expectations, was a community-based gallery style display of mask performances. Working with teens at the Maryvale Community Center, Villiers and the teen participants explored self-efficacy through story circles where they identified and refined stories based on personal experiences that exemplified how self-efficacy beliefs impact the lives of the teens. Taking these stories, the teen participants created masks which were physical manifestations of the stories and became the sites of performance through which the stories were communicated to the Maryvale community. The masks were put on display at the Palo Verde Branch Library on the Maryvale Community Center campus in a show originally scheduled to last for two days but was extended for an additional week due to the positive community response. Each mask was displayed in a manner that required community members to interact with the mask while listening to a recording of the story that inspired the mask. At the same time, the displays helped to communicate the emotional landscape of the story to the community members encountering the masks. Since completing his applied project, Eric has continued solo work exploring how masks can become an immersive object-based site of performance and memory. He is currently working on a paper that explores the implication of his applied project and solo work specifically looking at the impacts of display on object performance which he hopes to get published sometime in the future.