

# CAITLIN RAE MILLER

ARTIST

ART EDUCATOR

## TEACHING PORTFOLIO



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ARTIST

ART EDUCATOR

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www.caitlinmillerart.com

## PROFILE

**NYS Initial Certification** 2011

Visual Arts Pre-K-12

### Special Education Experience

Experience teaching students with complex learning needs including students on the autistic spectrum

### Practicing Artist

Skilled in and knowledgeable about a variety of artistic mediums and processes.

### Art and Technology Integration

Experience writing and implementing integrated art and technology curriculum across disciplines.

### Collaboration

Experience with and enthusiastic about planning and working collaboratively with both artists and teachers.

### Additional Skills

Strong behavior management, organizational, time management, and written and verbal communication skills.

## EDUCATION

**New York University**, December 2010,  
MA, Art Education  
G.P.A. 3.9

**Syracuse University**, May 2007  
BFA, Painting  
Magna Cum Laude

**Art21 Educator** 2012-2013

## PUBLIC SPEAKING

**Guest Speaker**, New York University  
December 2011, March 2013

*Special Education, Disabilities Studies and Contemporary Art*

**Workshop Presenter**, Our Education City  
October 2012

*Contemporary Art in the Interdisciplinary Classroom*

**Visiting Artist**, Newark Collegiate  
Academy  
January 2011

## ENTREPRENEURIAL EXPERIENCE

**Creator and Director** Guerrilla Art Cart  
New York, NY December 2010- present

**Workshop Instructor** Handicraft Club,  
Providence Rhode Island, April 2011

**Artist and Vendor** Sunnyside Artists  
Queens, Fall 2011, Spring 2012

**Artist and Vendor** Artists and Fleas  
Williamsburg, Brooklyn, Spring, 2011

**Set Designer** Unbecoming  
New York, New York March-May, 2011

**Freelance Set Painter** The Public Theatre  
New York, NY, 2007-2008

## ART AND TECHNOLOGY HEAD TEACHER, Aaron School, K-7 Special Ed

New York, NY August 2011-Present

### General Responsibilities

- Differentiate instruction for varying levels of ability within each class.
- Assess students using a wide variety of tools including written and verbal evaluations, peer reviews, video "confessionals", exit tickets, student projects and sketchbooks.
- Apply group and individual behavior management plans as directed by teaching teams.
- Supervise assistant art teacher, assistant technology teacher and student teacher.
- Provide parent education through monthly newsletters and annual curriculum night.

### Visual Arts

- Master and teach wide variety of media and techniques such as painting, drawing, ceramics, printmaking, collage and sculpture
- Display student artwork for monthly, rotating exhibitions including an annual school-wide final exhibition.
- Teach fall and spring after school courses (ceramics, sculpture and stop motion animation).

### Technology

- Teach students how to use a variety of hardware including iPads, ChromeBooks, Flip video cameras and digital cameras.
- Teach students how to use a variety of software and apps including Google Drive, Microsoft Suite, iMovie, iPhoto, Book Creator, SketchBook, Blogger, SketchUp, KidPix and GIMP.
- Develop, edit and produce student films that integrate a variety of cross-curricular subject matter including social studies, social thinking, creative writing and science.

## ENRICHMENT TEACHER, Leaders in Training GED Program, CCBQ

Astoria, NY March 2011-June 2011

- Designed and taught 9-week art curriculum that included materials and techniques, art history and contemporary art, and group critiques.
- Teacher for "Healthy Living", a 9- week course on sustainable living and organic farming.
- Supervised students on weekly field trips to Brooklyn Grange Farm in L.I.C.

## COUNSELOR, Little Red School House

New York, NY June-August 2010, 2011

- Collaboratively planned and taught with teaching team in a classroom of 20 five year olds (2010) and 15 eight year olds (2011).
- Communicated with parents, both verbally and in writing.
- Supervised weekly field trips.
- Designed and taught 3 electives (Jewelry Making, Exploration Paint, and Art Challenge) to five, seven, and eight year olds.

## SATURDAY ART WORKSHOP TEACHER, New York University

New York, NY February 2010- June 2010

- Worked collaboratively to design and implement a 9-week social justice art curriculum for teens that investigates how identity is constructed in the digital age.
- Designed and led teen group in a field trip to the Metropolitan Museum of Art, drawing connections between the collections within the museum, the contemporary art work shown in the workshops, and their own work.
- Worked with students to develop a large scale, innovative, multi-media artwork that was exhibited in a final art exhibition.

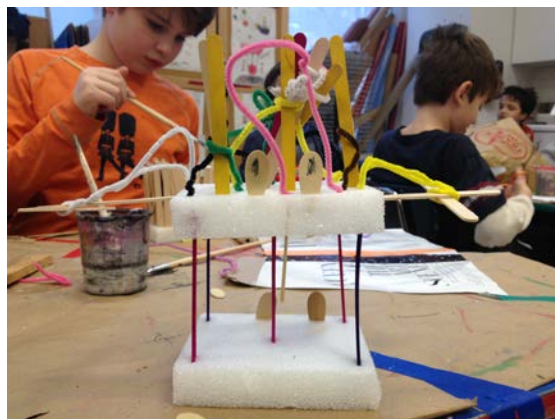
## SUBSTITUTE TEACHER, SUMMER ART TEACHER, The Wolf School

East Providence RI, May-August, 2005, 2006, May 2010

- Substituted in lower and middle school classrooms.
- Conducted end of year standardized testing with individual students.
- Member of multidisciplinary classroom team teaching children with multiple learning challenges ages 5 to 12.
- Prepared and conducted weekly art lessons that tied into overarching themes of program (gardening and rainforest).
- Organized final art exhibition for parents and teachers.



# TEACHING PHILOSOPHY



**I believe that all students can learn and succeed in a classroom that balances process and product.** In a classroom that values the process of making art, students have the opportunity to explore and investigate materials; to discover their nuances and develop a literacy with each one they encounter. They discover the value of making mistakes and revising those mistakes, a skill that will help them in all areas of their lives. An emphasis on process inevitably leads to a strong product.

**All students must be recognized for their work based on their individual personalities, needs, and strengths.** Students gain confidence when they create something they are proud of. It is important that they all have the opportunity to share their work and receive constructive criticism from their peers.

**Learning how to view and discuss art helps students develop a lifelong relationship to art.** I close each class with a “sharing” so that students develop the skills to talk about their work and the work of their peers. Students learn how to better communicate their ideas and make their work stronger through peer feedback.

**Each student is a unique and capable individual who learns by actively engaging in both the art projects and the creation of the learning atmosphere within the classroom.** Classroom routines that place students at the center of the learning experience implicitly teach self-discipline and self-monitoring, taking responsibility for one’s own actions and environment, and accepting and providing constructive criticism.

**Students learn best when projects are relevant to their lives and remain connected to the world at large.** I inspire students to create artwork by designing projects that stem from their current interests and topics they are learning about in other classes. I use backwards planning to design lessons around big ideas like identity, consumption, the environment, and cultural mythology.

**I teach students that art is diverse as the people who create it.** I show students examples of artwork from many different cultures, styles, and ideologies to open their eyes to greater understanding of the world in which we live.

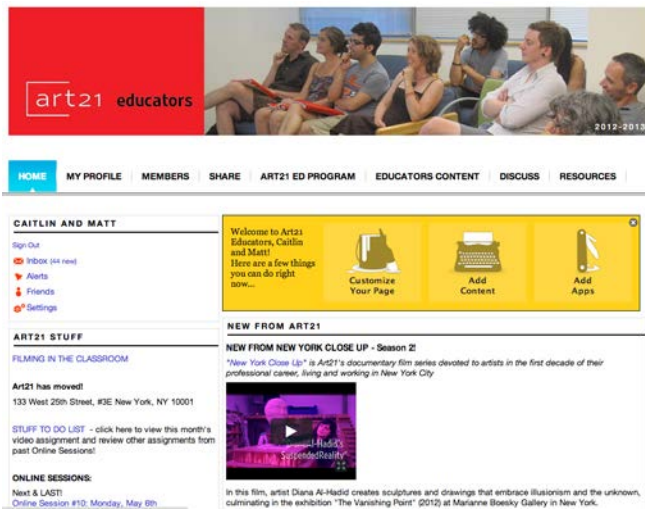
**I believe that art allows students to express their individuality and learn about other’s unique perspective.** Making, viewing, and discussing artwork fosters empathy and understanding.



# ART21 EDUCATORS

Art21 Educators is an intensive, year-long professional development initiative and learning community. The program is designed to support teachers of K-12 visual arts, language arts, humanities, social studies, and media arts who are interested in bringing contemporary art, artists, and themes into classroom teaching and learning, and broadening their curricular focus to include inquiry into contemporary issues and questions that demand cross-curricular knowledge and ways of thinking through contemporary art.

## Art21 Educators Social Network Site



## Virtual Online Discussions

Each month we meet online to discuss the progress of our curriculum units, view each others work and offer ideas and advice to one another.

## Press Release for Year 4 Educators

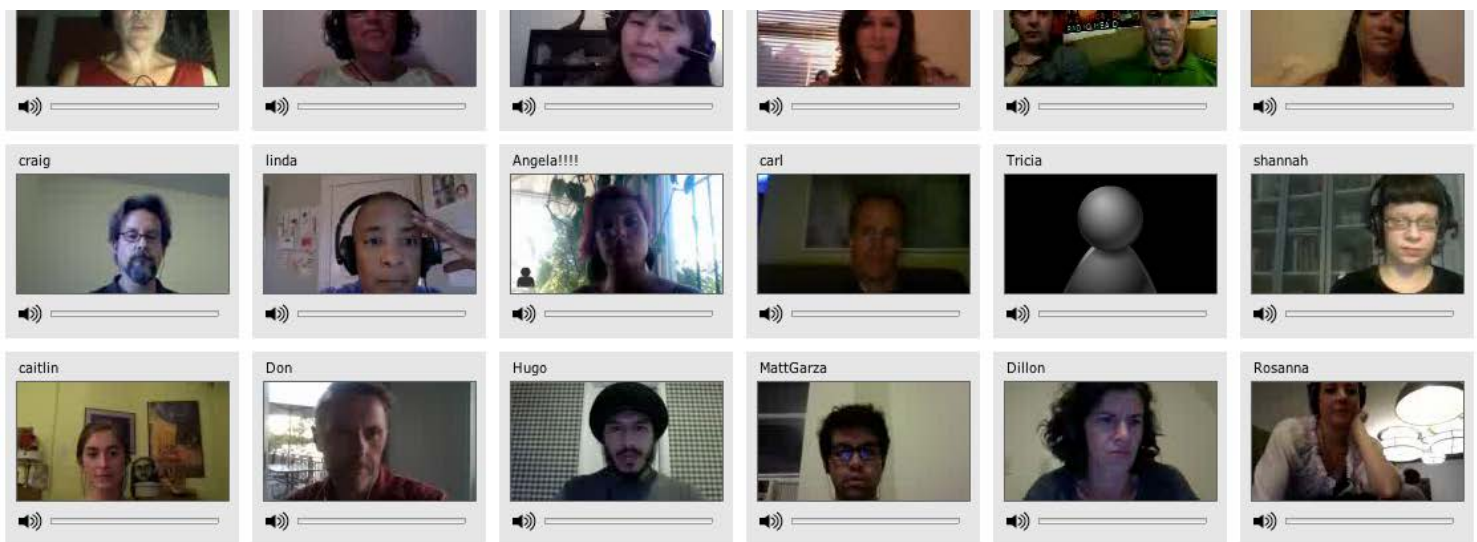


Last week we introduced **Craig Newsom** and **Carl Anderson**. This week, in the fourth installment of Art21 Educators introductions, we'd like to introduce you to friends and co-teachers at the Aaron School in New York City, **Caitlin Miller** and **Matthew Garza**.



This is Caitlin and Matt's first year teaching at the Aaron school, a growing K-7 special education private school in Manhattan.

Caitlin says, "In our school, students learn best when they can learn a subject across disciplines. We often integrate social studies and social thinking lessons into our art lessons. Since contemporary art often deals with concepts larger than art itself, it is a great tool to help make those connections clearer."





# ELEMENTARY SCHOOL



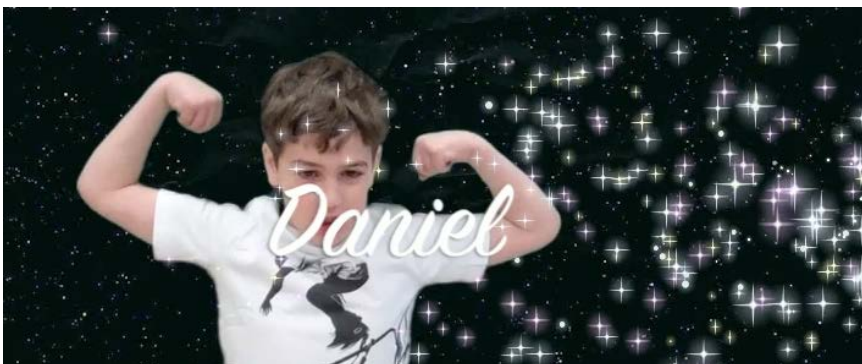
EXPLORATION  
PROCESS  
HANDS ON  
INVESTIGATION  
COLLABORATION  
MULTIMEDIA



2ND GRADE

## THE INCREDIBLES

SOCIAL THINKING  
TRANSFORMATION  
TEAMWORK  
STORYBOARDING  
PERFORMANCE  
FILMMAKING AND PRODUCTION



### PROJECT OVERVIEW:

Every kid has an inner incredible. The Social Thinking curriculum helped 2nd grade special education students to identify theirs. In art class students designed and created masks and t-shirts that would help them transform into their incredible. They worked in teams to develop a plot for 2 short films which feature students as both themselves and as their Incredibles. Students learned about the parts of a movie including the beginning, middle and end and conflict/ resolution so that they could apply this organization to their own social situations and also so they can educate the community about solving social problems that are relevant to them. In both films, a group of students goes on an adventure only to have it complicated by various conflicts. Each student must access his or her inner incredible to help the entire group of students continue on in their adventure.



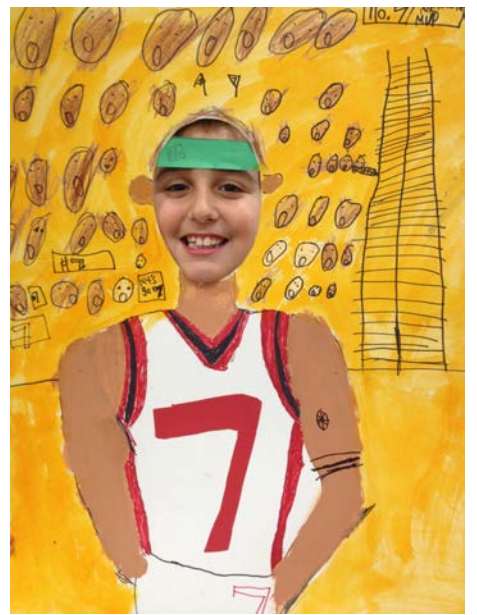
3RD GRADE

## CINDY SHERMAN INSPIRED SELF- PORTRAITS

CONTEMPORARY ART  
TRANSFORMATION  
IMAGINATION  
VISUALIZATION  
FACIAL EXPRESSIONS

### PROJECT OVERVIEW:

Students learned about the contemporary artist Cindy Sherman and how she transforms herself into different characters using makeup, props, costumes and a background. Third Graders chose a character they wanted to transform into and then researched the different costume and prop items they would need. They used a variety of materials and techniques to make their transformed self come to life, including paper, glue, markers and paint. Once the project was completed students shared their work in a group critique and then took turns trying on portraits.





# EXPLORING TRANSFORMATION

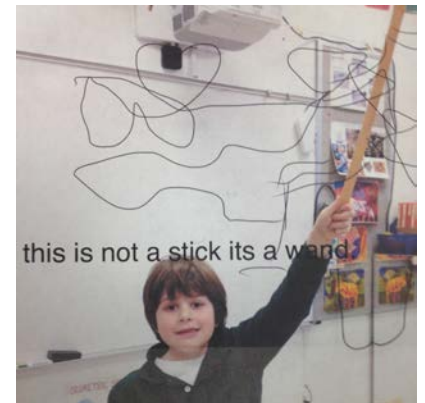
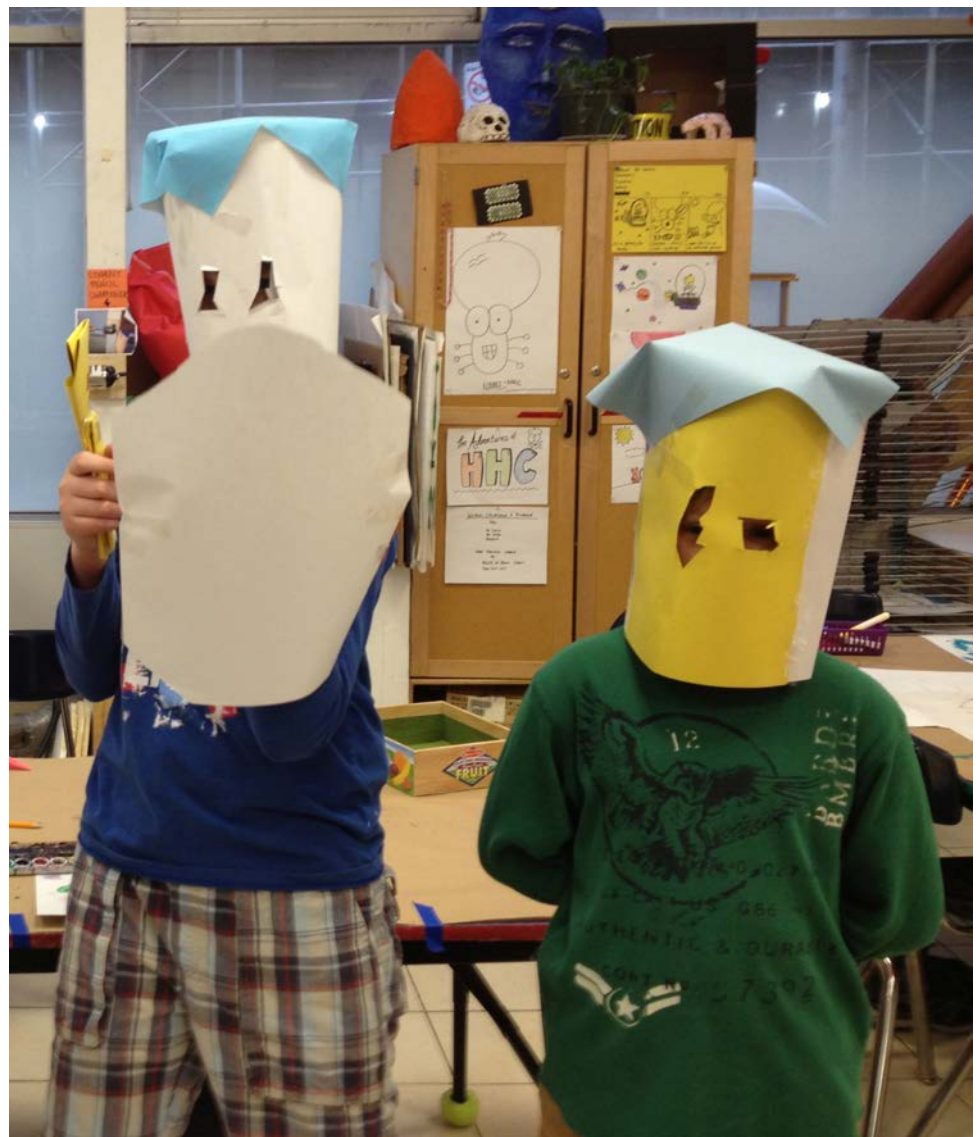
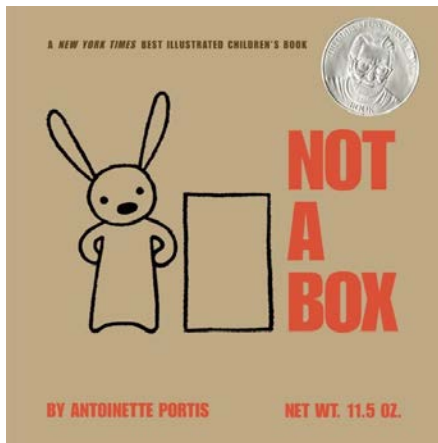
CHILDRENS BOOKS

PROCESS DRAMAS

iPAD APPS

DRAWING PROMPTS

EXQUISITE CORPSE







3RD GRADE

## REAL / IMAGINARY SELF-PORTRAITS

OBSERVATIONAL DRAWING

VISUALIZATION ACTIVITIES

DIPTYCH

### PROJECT OVERVIEW:

In this project, students created a diptych out of two different self-portraits. On the left is an observational self-portrait and on the right is an imaginary self-portrait. For the observational self-portrait, students carefully examined themselves in a mirror and made a detailed drawing of their reflection. When they finished drawing themselves, they drew small pictures of their favorite things in the background. For the second portrait, students participated in a process drama where they were transported to an alternate reality and became a different version of themselves. They explored how their imaginary self would move around, eat, and what kinds of sounds they made. After, they drew their imaginary self in the environment they lived in. The finished product places both self-portraits in conversation with one another to show that there is always more to a person than what meets the eye.







## DRAWING FROM OBSERVATION

Students used mirrors to draw themselves from observation. They learned to spend an equal amount of time looking at themselves and their paper. Students also practice noticing and recording small details such as the folds in their ears and the shape of their eyebrows.



## DRAWING FROM IMAGINATION

Students participated in a process drama activity in which they drank a magical potion that transformed them into an imaginary version of themselves. Once transformed, they used their bodies to explore the way their imaginary self moved, ate, went to sleep and woke up. After, they had a photo shoot to capture a still image of their imaginary self to use as a reference for their second drawing.





5TH GRADE

# SOCIAL ISSUES FILM PROJECT

PUPPETS

STORYBOARDS

COLLABORATION

FILM PRODUCTION



## PUPPET OVERVIEW:

These puppets were part of several short films about social justice topics. Students began the project by brainstorming important issues they thought younger students should learn about. Production teams were created based on interest in a particular topic such as bullying or homelessness. Each team created a plot, characters, and a storyboard. They made puppets using model magic, watercolors, fabric and felt.





## FILM PRODUCTION

### OVERVIEW:

After making their puppets, they alternated between researching, writing and filming. They shot all their footage in front of a green screen and added backgrounds in iMovie during post-production. The result is a collection of mature, poignant and creative short films about bullying, homelessness, energy consumption and natural disaster relief.





# MIDDLE SCHOOL



THEME BASED UNITS

TECHNOLOGY INTEGRATION

INDIVIDUAL AND COLLABORATIVE PROJECTS



# MIDDLE SCHOOL IDENTITY COLLAGES

BUILDING  
COMMUNITY

PERFORMANCE AND  
GROUP GAMES

DRAWING,  
COLLAGE AND  
PAINTING

## PROJECT OVERVIEW:

Middle school students each student made a collage that represents his or her identity. In order to generate many of the images and text on their collages, students participated in several process drama activities such as “A Strong Wind Blows”, “A Poetry Slam” and “Guess Who Said It”. These activities prompted them to share things about themselves and make connections with one another. During our art critique for the project, middle school students reflected on what makes up their identity including their commonalities with others, how others perceive them and how they want to be perceived by others.





# MIDDLE SCHOOL GENDER AND THE MEDIA

GENDER SPECTRUM

GENDER ROLES AND STEREOTYPES

ADVERTISING AND GENDER

GENDER EXPRESSION

MEDIA LITERACY

GRAPHIC DESIGN

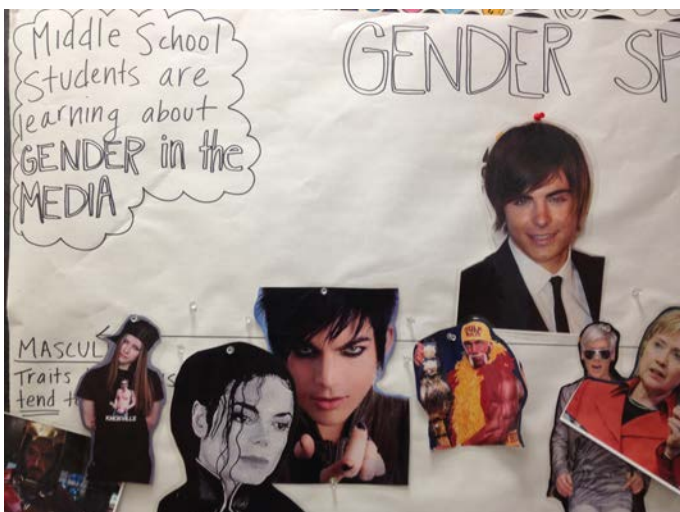


## PROJECT OVERVIEW:

Students began this unit by learning about gender traits and the gender spectrum. They looked at individuals in pop culture who expressed their gender in both typical and non-conforming ways. Next, they identified examples of stereotypical gender roles in the media. Through research and discussion students explored the ways the media constructs gender roles and gender stereotypes. Throughout this process, students created artwork that illuminated these stereotypes or recognized when an advertisement was in fact gender neutral. Using existing advertisements as a starting point, students manipulated the original message in both GIMP (a free graphic design program) and with traditional art materials.











## PROJECT OVERVIEW:

Middle School students began this project by learning about the surrealist movement and looking at surrealist artworks. We learned that surrealist artworks often involve elements of surprise, juxtaposition, dreams and imagination. In Tech/Media, they researched surrealist artists and also compared and contrasted surrealism to Pop Art which was their previous unit of study.

Students then created their own surrealist artwork. They first chose and cut out two photographs of inanimate objects and positioned them in a way that created a relationship between them. They then drew around the objects to create a context.

## MIDDLE SCHOOL SURREALIST COMPOSITIONS

SURREALISM AND ART  
HISTORY

CREATING VISUAL  
RELATIONSHIPS

INTEGRATING  
PHOTOGRAPHY AND  
DRAWING





# HIGH SCHOOL



ART HISTORY  
CONTEMPORARY ART  
RESEARCH  
CRITIQUE  
TECHNOLOGY INTEGRATION





Student Work



INTRODUCTION TO STUDIO ART

## SELF PORTRAIT BOXES

INTERIOR AND EXTERIOR SPACE

IDENTITY

VISUAL METAPHORS

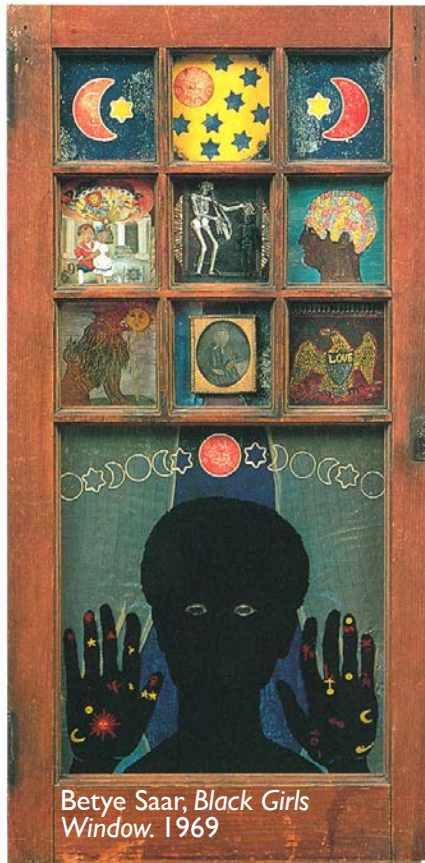
### PROJECT OVERVIEW:

9th and 10th grade students created self portrait boxes that represented both their exterior and interior identity. We discussed how identity is constructed and the relationship between how others view us and how we view ourselves. Students looked at work by Betye Saar, Joseph Cornell and Louise Borgeois to learn how artists use visual metaphors and manipulate interior and exterior space to create meaning.

Student Work



Joseph Cornell. L'Egypte de Mlle Cleo de Merode, cours élémentaire d'histoire naturelle, 1940



Betye Saar, Black Girls Window, 1969



Student Work



Student Work



# EPHEMERAL MOMENTS

SCULPTURE AND INSTALLATION

EVERYDAY MATERIALS

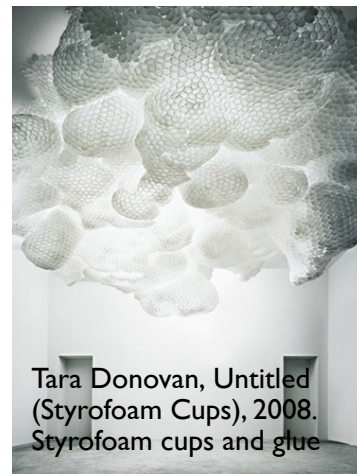
CONTEMPORARY ART

## PROJECT OVERVIEW:

We live in a world of constant stimulation. This project encouraged students to slow down, become more aware of their surroundings and identify small moments of passing wonder and beauty. Smoke rising in the light, water swirling down a drain, cream spreading out into coffee, and raindrops in puddles are small moments that remind us of the inherent patterns and beauty in nature. Students looked at the work of Tara Donovan, a contemporary artist who creates ethereal installations using mass produced, everyday objects. Their sculptures employed a similar strategy of using familiar materials (thread, fabric, paper etc.) in new ways to create a dynamic piece of work that captured an ephemeral moment of their choosing.



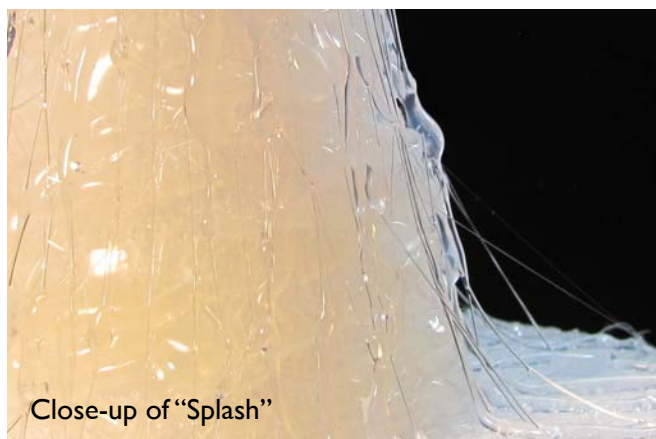
Tara Donovan, Tara Donovan, Bluffs, 2006. Buttons and glue



Tara Donovan, Untitled (Styrofoam Cups), 2008. Styrofoam cups and glue



Student Work: "Splash", pipe-cleaners, foam, beads and hot glue



Close-up of "Splash"



Student Work: "Smoke Rising", wire, foam and doll hair



SATURDAY ART WORKSHOP NYU

## IDENTITY IN THE DIGITAL AGE

RESEARCH

EXPERIMENTATION

WRITTEN PROPOSALS

GALLERY EXHIBITION

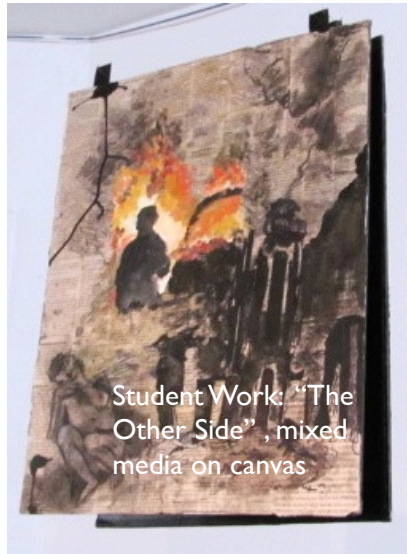
ARTIST STATEMENT



Student Work:  
"Connections",  
ink jet photos,  
markers, pencils,  
string



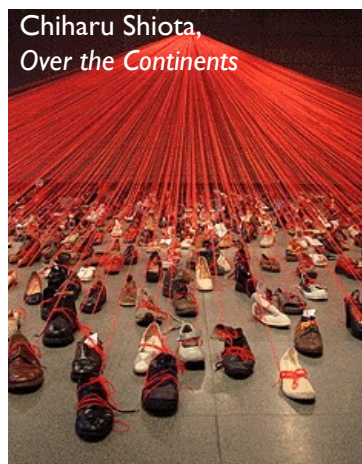
Student Work:  
"Confused" Wood  
pieces and mixed  
media



Student Work: "The  
Other Side", mixed  
media on canvas



Chiharu Shiota,  
*Room of Memory*



Chiharu Shiota,  
*Over the Continents*



Student Work  
"Out of  
Context",  
Mixed Media

### PROJECT OVERVIEW:

The Saturday Art Workshop is a free 9 week program for teens in the greater New York area. I collaborated with 2 other teachers to develop a curriculum that culminated in a final exhibition at NYU. Our curriculum focused on how identity is constructed, confused, and changed in the digital age.