

# Marcie Wolf-Hubbard

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I am a painter living in Silver Spring, Maryland. In painting, I am concerned with color and relating color and the textures to the elements in the painting. I incorporate mixed media in my painting as a vehicle for narration by introducing text, or found objects. My work has been exhibited in the Baltimore/Washington area, and in New York City. I am a recipient of The Arts & Humanities Council of Montgomery County's Visiting Artist & Scholars FY2007 & FY2008 Grant(s) and the Creative Projects/Professional Development FY2008 Grant. I am a teaching artist, working with school age children and residents with Alzheimers Disease. I am included on the Virginia Commission for the Arts, Artist in Education Residency Program Artist Roster.

I will make accommodations for students with special needs to enable and ensure access and provide for full participation. I have experience working with deaf and hard of hearing children and am able to communicate in American Sign Language. My work as a Home & Hospital teacher for Montgomery County Public Schools included teaching the core academic subjects to middle and high school students at home due to physical, emotional, or administrative reasons. I am an artist in residence at The HSC Pediatric Center (formerly the Hospital for Sick Children) in Washington, DC. I enjoy walking the trails in Rock Creek Park with family, friends, and my yellow dog.

## **Suitable grade levels**

K-12

## **Space requirements/preferences**

- Sink w/running water in room or nearby.
- Table
- Storage space for projects
- Computer use (showing art on a CD)
- Photocopying
- Overhead projector
- White board, or blackboard

## **Residencies offered**

### **Personal/Persona Container**

My goal in an artist residency is for the students to gain exposure to various art forms, including painting and mixed media, and to experience the artistic process in the creation of a product. Collage, which can include the feel or texture of elements and their relationship can happen in a moment, but begins with the artist's thoughts, and the gathering of those elements. The artist makes intentional choices in medium, and in the placement of that medium. Students will understand how art can communicate meaning and will find that art can give the viewer (and the artist) a glimpse into the true qualities of individuals.

I will lead students in the design of individual frames/boxes using the visual art form of collage. Students will create their own personal space/environment in an assemblage, and then design and create a second frame/box in the persona of a character they are studying in literature or history. Students will analyze the character/subject and then apply characteristics of the character to the creation of the art. These characteristics, including elements from the time in history, will influence the fabric, colors, textures and words (in description, quotation, or dialect) that make up the artwork. This residency is particularly effective in Social Studies and Language Arts classes, planned and taught in collaboration with teachers in the classes involved.

The following objectives are included in my artist residency - **Personal/Persona Container** collage art project. My objectives related to self-expression are evident across many of my artist residencies.

During my residency, students will:

- Express feelings of personal identity.
- Create an artwork reflective of self.
- Discover within themselves by exposure to other artists, and variety of materials.
- Practice empathy in consideration of the literary character's or historical figure's persona.
- Utilize the medium of collage as a vehicle (incorporating a variety of materials, including text) to become empowered through this exercise of self-expression and discovery.
- Document their thoughts, emotions, interpretations in written and visual form.
- Contrast their identity with another persona of a literary character or historical figure.

**Materials needed:** *(Many items may be supplied by artist)*

Cardboard gift/jewelry boxes	Trays for storing & mixing paint	Paint (acrylic)
Paper and pen/pencil	Sand & baking trays/spice jars	Beads
Old magazines	Scissors	
Gluesticks/glue		
Ribbon	Maps & Atlases	Paint brushes
Fabric	Newspapers/old tablecloths	Maps & Atlases

**Board Game Designs and Constructions**

I will introduce students to board game designs highlighting the variety in shape, structure, pattern, and line as the student becomes the game designer. The project will begin with their game design including the object of the game. Students will use skills of mathematics in their designs, including solving problems in the grouping of game elements. The game design works as a *model\** in the translation of ideas into an art form. This project also involves writing rules of the game. The students will use styrofoam plate printmaking to print game cards. Students may collaborate with their peers in creating a board game. As a culminating activity, the students will be able to play their games and share their board games with their classmates.

**Materials needed:** *(Many items may be supplied by artist)*

Paper, mat board, rulers, pencils, colored pencils, styrofoam trays, acrylic paint, or stamp pads, paper- card stock.

**Professional Development Workshops**

N.A.

**Curriculum connections/Integration  
Standards addressed/VSC descriptions**

**Personal/Persona Container Residency**

**Visual Arts, Grade 8:**

**1.0 Perceiving, Performing, and Responding: Aesthetic Education** - Students will demonstrate the ability to perceive, interpret, and respond to ideas, experiences, and the environment through visual art.

**2. Interpret and communicate the meaning of art works**

b. Create narrative artworks from observation, memory, and imagination that show setting, characters, action, and differing points of view

**2.0 Historical, Cultural, and Social Context:** Students will demonstrate an understanding of visual art as an essential aspect of history and human experience.

**2. Explain how artworks reflect and influence beliefs, customs, and values of a society**

b. Plan personal artworks inspired by universal themes that reflect aspects of daily life

**3.0 Creative Expression and Production:** Students will demonstrate the ability to organize knowledge and ideas for expression in the production of art.

**1. Demonstrate how media, processes, and techniques communicate ideas and personal meaning**

a. Apply components of the creative process to solve elegant problems in the visual arts

c. Create visual images or forms from observation, memory, and imagination to convey ideas and personal meaning with attention to point of view, detail.

**English Language Arts- Literature, Grade 8:** - Analyze characterization as shown through a character's thoughts, words, speech patterns, and deeds.

**Social Studies, Grade 8:** - 1.1.8.3. a. Use a wide variety of primary and secondary sources of historical information, including pictures, graphics, maps, atlases, artifacts, timelines, political cartoons, videotapes, journals, and government documents to elaborate upon information presented in an historical narrative.

**Board Game Designs and Constructions Residency**

**VSC. Fine Arts 1.0- 3.** Use the elements of art and principles of design to organize personally meaningful compositions.

**VSC. Mathematics, Grade 4: Standard 1.0 Knowledge of Algebra, Patterns, and Functions**

Students will algebraically represent, model, analyze, or solve mathematical or real-world problems involving patterns or functional relationships

**\*VSC Glossary- Model:** To represent or show mathematical ideas and relationships and real-world situations using objects, pictures, graphs, tables, functions, and other methods.

**For both projects:** Suitable grades and populations: Grades 3-8  
Availability during the school year: M-F- School days

**Fee Structure:**

**Per residency**

Three- 45-60 min classes/day \$425/day

**Per workshop**

45 min - 90 min \$150 - \$275

Materials/Equipment

Average \$3/child depending on project