



708 West King Street · Smethport PA · 16749  
[Julie.Mader@yahoo.com](mailto:Julie.Mader@yahoo.com) · [www.juliemader.com](http://www.juliemader.com) · (814) 558-0449

## Teaching Experience

- 2020/21 AIE Long Term Residency (Socially Mixed Media) Bradford Ecumenical, Bradford PA
- 2020 AIE Residency (Pen & Ink) Cole Manor Coudersport, PA
- 2020 AIE Virtual Residency McKean Libraries Summer Reading Program – 4 age levels
- 2020 AIE Virtual Residency Pen & Ink - adults
- 2020 AIE Residency (Mosaic) Good Growing Gardens, Adult Probation Smethport, PA
- 2019 AIE Residency (Mixed-Media & Painting) Sweden Valley Manor, Coudersport PA
- 2019 AIE Residency (Mixed-Media & Painting) Guy and Mary Felt Manor, Emporium PA
- 2019 AIE Residency (Way-Finding Art) Sena Kean Manor, Smethport PA
- 2019/20 AIE Long Term Residency (Socially Mixed Media) Bradford Ecumenical, Bradford PA
- 2018 AIE Residency (Mixed-Media & Painting) Sweden Valley Manor, Coudersport PA
- 2018 AIE Residency (Mixed-Media) Guy and Mary Felt Manor, Emporium PA
- 2018 AIE Residency (Mosaic) Good Growing Gardens, Adult Probation Smethport, PA
- 2017 AIE Residency (Mosaic and Mixed-Media) Guy and Mary Felt Manor, Emporium PA
- 2017 AIE Residency (Silk Painting) Coudersport Senior Center, Coudersport PA
- 2016 AIE (Science and Geography) Smethport Elementary School (6<sup>th</sup> Grade), Smethport PA
- 2016 AIE Residency (Mosaics) Sweden Valley Manor, Coudersport PA
- 2016 AIE (Painting and Mixed-Media) Bradford Ecumenical Home, Inc., Bradford PA
- 2016 Artful Aging PPA program (Watercolor) Bradford Ecumenical Home, Inc., Bradford PA
- 2015 AIE Residency (Watercolor Painting) Guy and Mary Felt Manor, Emporium PA
- 2015 AIE Residency (Watercolor Painting) Coudersport Senior Center, Coudersport PA
- 2015 Creative Aging Residency - PCA and PA Dept. of Aging (Painting) Coudersport PA
- 2014-18 Continuing Education Instructor varied mediums, Potter County Education Council
- 2010-16 Allegany State Park Summer Art Class Instructor, Salamanca NY
- 2009-19 developer/instructor of Art Camps/Creative Literacy Hamlin Memorial Library

## Education

- 2016 University of the Arts, Philadelphia, PA (PCA cohort)  
Teaching Artist Certification
- 2015 Elders Share the Arts Creative Aging Training
- 2014 Artists Business Learning Exchange, Allegany NY Cattaraugus County Arts Council

### **Selected Solo Exhibitions**

- 2018 *Snow White Awoke*, ECCOTA Gallery, PA
- 2017 *Power Within*, Crary Gallery, PA
- 2017 *Power Within*, Wellsville Creative Arts Center, NY
- 2016 *Power Within*, Mt. Aloysius College, PA
- 2015 *Power Within*, Alfred College, NY
- 2015 *Power Within*, Olean Public Library Gallery, NY
- 2013 *Power Within*, traveling 8 exhibit venues (available upon request)
- 2012 *Silence and Song*, Wellsville Creative Arts Center, NY
- 2011 *Embracing Pennsylvania*, Wetmore Gallery, PA

### **Selected Group Exhibitions**

- 2016 *PA Wilds Invitational*, Lynn Hall, PA
- 2015 *PA Wilds Invitational*, Crary Art Gallery, PA
- 2015 *Colliding Worlds*, 3<sup>rd</sup> on 3<sup>rd</sup> Gallery, NY
- 2016, 2014, 2012, 2010 Cattaraugus County Arts Council Bi-annual Member Show

### **Collections**

- Bradford Regional Medical Center, PA
- Airborne Museum, NC
- Brooklyn Public Library, NY
- Hamlin Memorial Library, PA

### **Public Art/ Murals**

- Cannonball Fantasy* (exterior) Smethport, PA
- Roots and Wings* (interior) Smethport, PA
- Community* (exterior) Ridgway, PA
- Service Area* (interior) Smethport, PA

### **Recognitions and Grants**

- 2016 Selected as the WPSU Art for the Airwaves print/poster artist
- 2016 Heart in the Arts Award, Elk County Council on the Arts
- 2015 Champion of the Pennsylvania Wilds Artisan of the Year
- 2014 Best of the Best Award, Pennsylvania Council on the Arts
- 2014 Selected as the WPSU Art for the Airwaves print/poster artist
- 2012/13 Pennsylvania Partners in the Arts Project Stream Grant (*Power Within*)

### **Teaching Statement**

By interacting with the arts our lives change. We may be on the receiving end of an artist's point of view (listening to a choral piece that sweeps us away to a different time period), we may be a student in a painting class (building skills and experiencing how time slips past as paint meets canvas) or we may be a middle schooler who suddenly discovers that ratios *finally* make sense when mixing colors. The situations of how and where we are touched by the arts may vary, however when we find ourselves engaged in learning, the experience provides solid meaning for the content presented. When I am painting in my studio I follow the lead of my project and I am immersed in the joy of moment, I forget about nagging tasks or worries and lose all track of time. Joyful moments of losing oneself in the process of art is what I want to share; for a session at an assisted living facility I want my students to be so focused on mixing the perfect shade of blue that they forget that their knees ache.

Through art experiences *lives are changed* – for the better.

- At an assisted living manor watercolor painting brought to the surface childhood memories for a dementia patient while her daughter was present to hear the stories.
- A woman who attends occasional acrylic workshops told me that she has now come to terms with being bi-polar, she told me that painting with me has “allowed a curtain to be pulled back allowing light into her world”, and that she has *awoken* wanting to paint and express that change is possible.

As a teaching artist leading classes for both adults and children I strive to convey to my pupils that I value and respect that everyone carries with them a unique set of experiences that form who they are and how they interpret the world. I aim to be sensitive to student clues that can guide the approach to my method of presentation and content. Keeping in mind the difference in learning styles, age, cognitive abilities and physical limitations of my students I adjust lessons as needed to accommodate the class. I utilize sensory associations, movement, visual aids and demonstrations to share a lesson. Moving about the classroom during studio time provides opportunities to offer encouragement and check on student understanding. I am careful to ask questions before dispensing advice in regard to a project, I want my students to be expressing *their* emotional response, insights and interpretation - not my own. The questions I hear most often from students at the conclusion of a workshop session or series are inquiries on where to purchase materials, I answer and smile knowing that art changes lives.

My teaching philosophy which is focused on adult learning, is supported by several sources; Eisner, E. (2002). *The Arts and the Creation of Mind* shares with us that “Through the arts we learn to see what we had not noticed, to feel what we had not felt, and to employ forms of thinking that are indigenous to the arts. These experiences are consequential, for through them we engage in a process through which the self is remade.”

The importance of establishing a personal connection to the student's project is pointed out by Ratzer (2014) in the article *Opportunity Knocks* “The brain has a limited short-term memory capacity and quickly forgets information bits that lack content or meaning. Meaning emerges as learners manipulate, use and apply concepts in authentic student work.”

Attention needs to be given to seniors to assure authentic art experiences are offered, Patterson, M. C., & Perlstein, S. (2011). *Good for the Heart, Good for the Soul: The Creative Arts and Brain Health in Later Life* shares ““busy work,” may serve to keep people occupied whereas artistic activities go farther and engage the mind, body, and emotions, sparking curiosity problem solving and artistic accomplishment.”(p.28). The use of movement, personal relevance and sensory association in the classroom is recommended by Lock, R. H., & Prigge, D. J. (2002) in the article “*Promote Brain-Based Teaching and Learning*”.