

# TEACHING PORTFOLIO

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MEGAN SWEENEY

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*Kindergarten Painting with Primary Colors* \_\_\_\_\_ 30 - 31

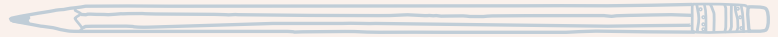
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EDUCATION //

**State University of New York College at Buffalo | May 2021**

*Post Baccalaureate Certificate - Art Education*

- Spring 2020 – May 2021 | GPA 4.0 | Dean's List for four semesters
- Initial Certification Spring 2021

**State University of New York College at Buffalo | May 2016**

*Bachelor of Fine Arts in Communication Design*

- Fall 2012 – Spring 2016 | 2016 GPA 3.92/4.0 | Dean's List for eight semesters

TEACHING EXPERIENCE //

**Hillery Park Elementary (PS 27), Buffalo, NY | September 2021 – Present**

*Art Teacher*

- Taught art to a diverse group of students in grades Pre-K through 8<sup>th</sup>.
- Implemented state and national standards in planning.
- Used culturally responsive and social emotional learning practices to deliver lessons.
- Utilized teaching platforms like Schoology, Nearpod, and PlayPosit for instruction.

**Park Summer Camp, Snyder, NY | June 2021 – August 2021**

*Upper Art Instructor*

- Designed/implemented lessons for art classes grades 4-9 using a variety of materials and techniques.
- Gain experience ordering materials and working with a budget.

**Harris Hill Elementary, Clarence, NY | February 2021 – May 2021**

*Student Teacher*

- Designed and implemented lessons for art classes grades K-5 using NYS standards.
- Created displays of students artwork complete with learning objectives, inspiration, and standards.
- Utilized various technological platforms, big ideas, and diverse artists to create and deliver lessons.

**Hoover Middle School, Tonawanda, NY | September 2020 – November 2020**

*Substitute Teacher & Participant in Buffalo State DeFT Program*

- Observed teachers and develop relationships with students and staff.
- Worked closely with a specific mentor teacher to help with instructional tasks.

**Daemen College, Amherst, NY | September 2020 – December 2020**

*Adjunct Professor of Graphic Design – ART445: Special Projects*

- Created a series of lessons, projects, workshops and assessments.
- Facilitated class discussions, critiques (in-processes and final).
- Organized guest speaker events and other opportunities for student learning and networking.
- Worked individually with students to guide them in creating self-branding materials and a portfolio.

WORK EXPERIENCE //

**The Martin Group, Buffalo, NY | February 2019 – April 2020**

*Art Director*

- Concepted and designed print, digital/web, social, and environmental work for Wegmans, Perry's Ice Cream, Buffalo Medical Group, Daemen College, University at Buffalo, Niagara University, Ralph Wilson Jr. Foundation, Galbani, and the YMCA.
- Designed branding elements such as logos, business cards, presentations, and packaging.

**Gelia, Williamsville, NY | August 2017 – February 2019**

*Art Director*

- Worked with a team to concept and execute integrated campaigns for Independent Health.
- Concept/design of print and environmental work for the Cystic Fibrosis Foundation of WNY.
- Designed various branding elements.
- Mentored and managed design interns.

**Scale, Buffalo, NY | October 2016 – August 2017**

*Graphic Designer*

- Designed digital ads, social media graphics, and banner ads for a diverse group of clients.
- Designed websites, emails and supporting graphics.
- Designed various branding elements such as logos, business cards, presentations and print collateral such as posters, packaging, and fliers.

**Gelia, Williamsville, NY | August 2015 – October 2016**

*Advertising Agency Design Intern | Freelancer*

- Designed branding material such as brochures, booklets, print advertisements, and merchandise for various clients including NafME, WNY Cystic Fibrosis Foundation Chapter, WNY Juvenile Diabetes Research Foundation Chapter, and Independent Health.

## RELATED EXPERIENCE //

### American Advertising Federation of Buffalo (AAF) | 2018 – 2020

#### Board Member

- Design promotional social media graphics for multiple events.
- Chair and organizer of 2018 & 2019 Jingle Bowl Fundraiser.
- Sat on the programming and communications committees – Captain in 2018 & 2019 Brandhack Event.
- Participated as professional judge in student portfolio reviews 2017 & 2018.

### Western New York Book Arts Center | 2016

#### Volunteer

- Created various letterpress pieces such as cards, posters and coasters.
- Screen printed t-shirts.
- Assisted with programs and gallery.

## FREELANCE WORK //

### LiveNF, Niagara Falls, NY | 2021

- Designed logo and a series of icons for the annual Makers Market.

### Judas Tree Bar & Cafe, Niagara Falls, NY | 2020

- Designed logo, menu, signage, murals and social media.

### PRSA (Public Relations Society of America), Buffalo, NY | 2018

- Re-branded Excalibur Awards with the help of copywriter Devon Slobodzian.

### Bridge Interiors, Grand Island, NY | 2017

- Designed logo for Interior Design firm.

### Woodcock Brothers Brewery, Wilson, NY | 2016

- Packaging (beer can label) design.

### Bill Paterson, Buffalo, NY | 2016

- Re-branded Excalibur Awards with the help of copywriter Devon Slobodzian.

### Mary Kate Morrison & Adam Ianni, Buffalo, NY | 2016

- Designed logo for Interior Design firm.

### Senior Wishes, Orchard Park, NY | 2016

- Redesigned logo and print material for non-profit organization.

## HONORS //

### Future Star Advertising Award | 2019

### Two Silver District 1 Student AAF ADDY Awards | 2018

### School of Arts and Humanities Dean's Award of Excellence in Design | 2016

### Two Gold & Three Silver District 1 Student AAF ADDY Awards | 2016

### One Gold & One Silver District 11 Student AAF ADDY | 2016

### James Lombardo, Sr. Award | 2015

### Dr. Margaret E. Bacon Best of Studio Award | 2014

### Dean's Gallery Invitational Award | 2013

## EXHIBITIONS //

### Burchfield Penney Art Center, Stitch Buffalo | 2021–2022

*Social Justice Stitched Stories*

### Czurles-Nelson Gallery, Buffalo State College | 2019

*Art & Design Alumni Exhibition*

### Project 308 Gallery, North Tonawanda, NY | 2016

*Curious Collections: Houseware Store Branding Exhibition by Megan Sweeney*

### Czurles-Nelson Gallery, Buffalo State College | 2016

*Design Student Art Exhibition*

### Burchfield Penney Art Center, Buffalo State College | 2015

*Video Projection in Front Yard at The Center*

### Czurles-Nelson Gallery, Buffalo State College | 2015

*Lombardo Awardee Exhibition*

### Czurles-Nelson Gallery, Buffalo State College | 2015

*Design Student Art Exhibition*

### Czurles-Nelson Gallery, Buffalo State College | 2014

*Design Student Art Exhibition*

### Dr. Margaret Eschner Bacon Gallery, Buffalo State College | 2014

*Design Foundation Student Art Exhibition*

### Dean's Gallery, Buffalo State College | 2013

*Dean's Gallery Invitational Exhibition*

## SKILLS //

Ability to work closely within a team or individually.  
Strong at finding solutions.  
Patient and able to work under high-pressure situations.  
Organized and manages time effectively.  
Eager to learn and take on new challenges.

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## STUDIO SKILLS //

### 3D Digital Modeling

Animation – Stop Motion & After Effects

Ceramics – Hand Building & Throwing

Drawing – Ink, Pastel, Charcoal, and Graphite

Graphic Design – Professional Experience in Field and Teaching Collegiate Level

Illustration – Digital and Traditional

Mixed Media – Collage

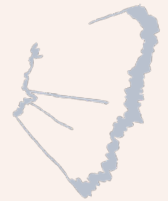
Painting – Acrylic, Oil, Watercolor

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## PROGRAMS //

Adobe Illustrator, InDesign, Photoshop, After Effects & Premiere Pro  
HTML | CSS | WordPress | Microsoft Office | Mac + PC Platforms  
Google Apps including Classroom and Sites



I left behind my career in advertising because I wanted to work within the creative field in ways that make actual differences and have positive lasting effects in individual lives and in society as a whole. This led me to pursue art education. The transformations I seek out are not made by me alone, but by my students – in their ideas, thinking, and art. As an educator I act as a facilitator.

I bring new artists, artwork and art-making tools and skills to my students. They are challenged to observe, inquire, interpret and then create meaningful pieces of art.

Art has the ability to connect. Connect history, morality, math, science, religion and politics. Connect people from various backgrounds and cultures, from different generations and genders. Through the use of big ideas and a wide-ranging array of artists and artworks my students will explore how art is ingrained in many facets of life, society, and history. Incorporating diverse content under the umbrella of an enduring idea also supports student's development of empathic responses to what is different from them.

By incorporating work ranging from historical art to contemporary to visual culture, students will come to understand how art teaches and how it communicates. Artist Catherine Opie said "Creativity is critical thinking and without it, how are you going to open up and ask harder questions? Art opens all of those kind of passages and possibilities to think beyond what we already know." Through questioning and interpreting imagery in class, students will build the necessary skills to become independent thinkers who look at their world through a critical lens. Not only will students interpret what other artists communicate through art, they will also learn how to express thoughts and ideas that are relevant and important to them through their own art.

To develop authentic and deep understandings, I meet each individual where they are. Teaching from an equitable and culturally-responsive mindset is key. Differentiated instruction, community, student voice and autonomy are all at the forefront of my teaching.

## *Artist Statement*

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I approach all of my making with a design-oriented process. After I have an initial idea or problem to solve I do extensive research and sketching, comps and revisions before landing on a finished product. I often enjoy collaborating with others in my creation as I like to always be learning, gaining new insight and inspiration, and developing new skills. My love for learning and the unknown also works its way into the work I create. I tend to choose subjects that I am unfamiliar with to create an opportunity to learn about the given topic extensively and with purpose.

I like to think that this is what dominates the theme of my body of work, but when observed collectively I find a lot of my design references the retro in my color choices and illustration styles. I also tend to gravitate toward the natural world and landscape when it comes to my fine art which is no surprise based on my love of nature and hiking.

Not only is subject matter affected by my fascination with the unfamiliar, so are the mediums in which I work with. I often find myself taking classes and experimenting independently. My most recent interest has been in ceramics which I have taken two series of classes in and have decided to join a studio to pursue this medium more so.



## THE FIGHT IS ON 2019

### Print Collateral

Created for the 2019 Breath of Life Gala

Client: Cystic Fibrosis Foundation of WNY

Adobe Illustrator, InDesign, and Photoshop

(left to right/top to bottom) Program Book, Invitation (front),  
Save the Date, Reply Card, Invitation (inside spread)



# DON'T LET THIS ONE GET AWAY 2019

## Print Collateral

Created for the 2019 Basseye Challenge

Client: Cystic Fibrosis Foundation of WNY

Adobe Illustrator, InDesign, and Photoshop

(left to right/top to bottom) Reply Card, Save the Date,  
Invitation (front/open), Poster (see next page for program book)

## Best Party on This Side of Lake Erie



### 2018 BASSEYE BASH REPLY CARD



- ☐ I would like to attend the Basseye Bash on June 28 at 6 p.m. \$100 per ticket  
(Tax deductible amount: \$30)  
☐ I am unable to attend. Please accept my 100% tax deductible donation of \$\_\_\_\_\_

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Number of tickets: \_\_\_\_\_

Please include first and last names of guests: \_\_\_\_\_

#### PAYMENT METHOD

- ☐ Check enclosed made payable to the Cystic Fibrosis Foundation  
☐ VISA ☐ MasterCard ☐ American Express ☐ Discover

Total Amount Enclosed: \$\_\_\_\_\_

To charge by phone or get more information, contact Tiffany Rollek at (716) 204-2535 or trollek@cff.org, or visit <https://wnybasseye.events.cff.org>.

#### Signature

This signature authorizes the Cystic Fibrosis Foundation to charge the credit card number above the stated and agreed upon amount.

The credit card information below will be securely destroyed immediately after processing.

Account Number: \_\_\_\_\_

Exp: \_\_\_\_\_

You  
won't  
want  
to miss  
this.

Greater Niagara  
Basseye Celebrity  
Challenge



THURSDAY, JUNE 28 AT 6 P.M.

ONE ROBERT RICH WAY (THE ATRIUM @ RICH'S)

Join us the night before our boats hit the water for the 17th Annual Greater  
Niagara Basseye Celebrity Challenge.

It's your chance to kick back and relax with gourmet foods, specialty  
cocktails and exciting auctions — all to benefit the Cystic Fibrosis Foundation.



TICKETS: \$75 PRESALE  
(TAX DEDUCTIBLE AMOUNT: \$14)

PAYMENT OPTIONS: Please complete the enclosed reply card and  
include your check, made payable to the Cystic Fibrosis Foundation.

GUESTS ARE NOT REQUIRED  
TO PARTICIPATE IN THE  
FISHING TOURNAMENT.



THANK YOU TO OUR GENEROUS  
SPONSORS AND OUR CO-CHAIRS,  
BOB AND MINDY RICH!

CYSTIC FIBROSIS FOUNDATION

CALL (716) 204-2535 to charge by phone.  
Visit [www.basseye.org](http://www.basseye.org) to purchase tickets online.

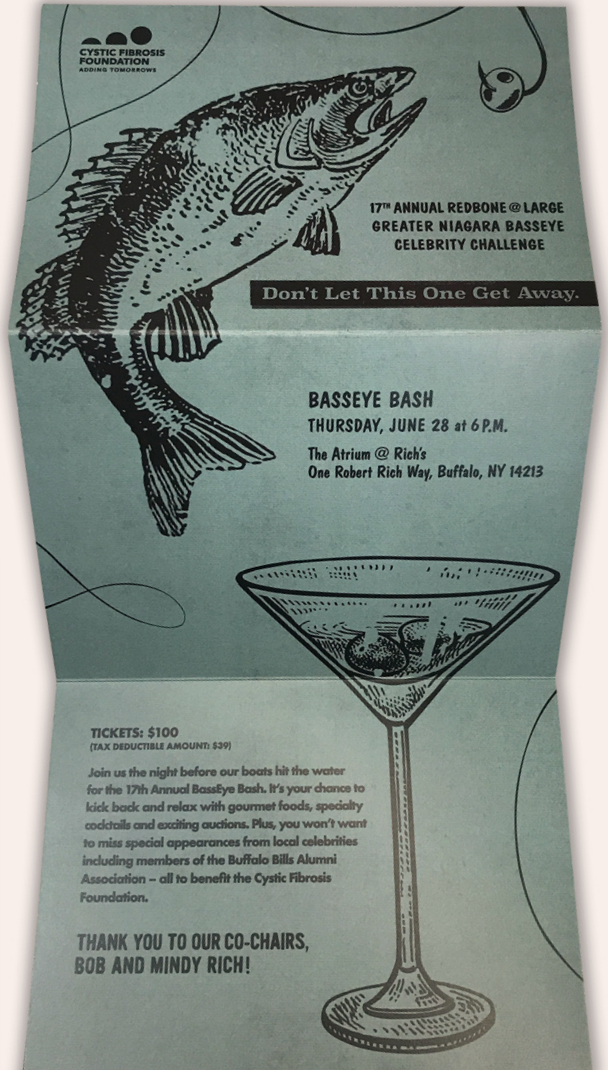
For more information on the party  
or tournament, visit [www.basseye.org](http://www.basseye.org).



**IMPORTANT INFORMATION FOR FOUNDATION MEMBERS:** Tickets for this party and tournament are for members of the Cystic Fibrosis Foundation only. Tickets for non-members will be sold at a premium. Tickets for non-members will be sold at a premium. Tickets for non-members will be sold at a premium.

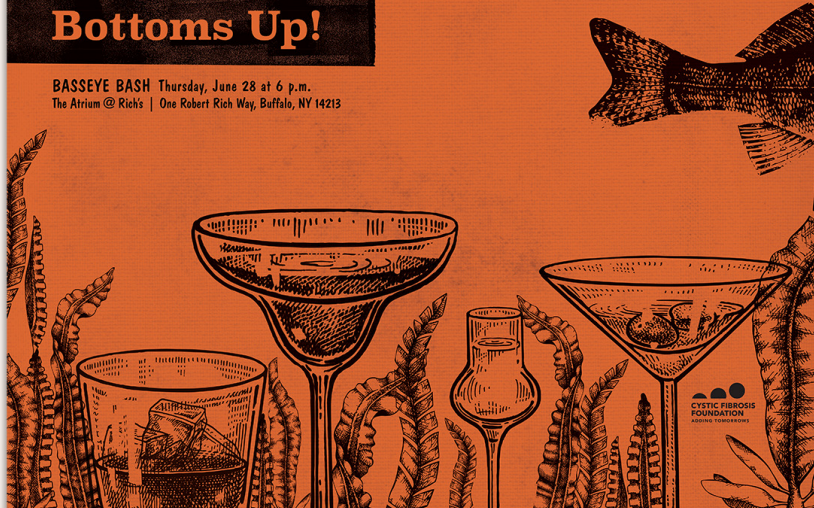


**Medication and medical equipment are not allowed at the event.** Through the kindness of our co-chairs, Bob and Mindy Rich, we have secured a special area for guests to store their medication and medical equipment. This area is located in the basement of the Atrium @ Rich's. Please bring your medication and medical equipment to this area. Do not bring it to the event. The Cystic Fibrosis Foundation is not responsible for any loss or damage to medication or medical equipment.



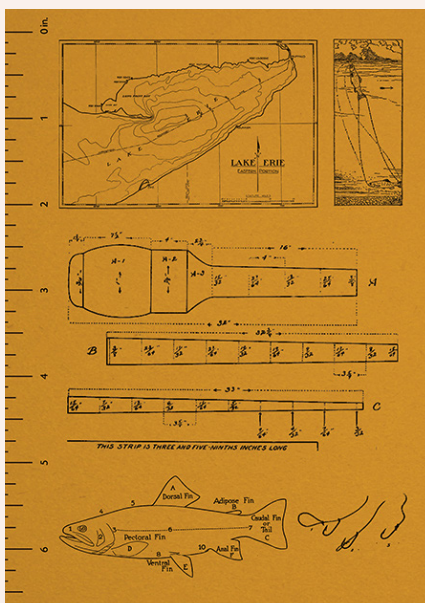
## Bottoms Up!

BASSEYE BASH Thursday, June 28 at 6 p.m.  
The Atrium @ Rich's | One Robert Rich Way, Buffalo, NY 14213





2019 Basseye Challenge  
Program Book  
Client: Cystic Fibrosis  
Foundation of WNY  
Adobe Illustrator, InDesign,  
and Photoshop



REDBONE @ LARGE

GREATER NIAGARA

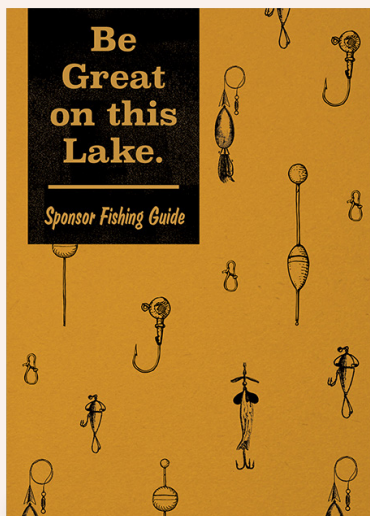
**BASSEYE**

CELEBRITY CHALLENGE

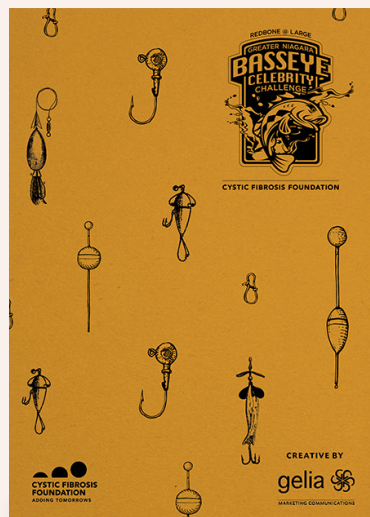
CELYSCE FIBROSIS FOUNDATION

|                                  |        |
|----------------------------------|--------|
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| TOURNAMENT DETAILS, SCHEDULE AND |        |
| IMPORTANT NOTE.....              | PAGE 3 |
| FULL EVENT SCHEDULE.....         | PAGE 4 |


front



*back*











## THE LAY OF THE LAKE (FACTS AND FIGURES)





- 11<sup>th</sup> largest lake in the world
- Shallowest of the Great Lakes
- 241 miles long
- 57 miles wide
- Surface area of 9,910 square miles
- Sun sets in the western sky


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## SOMETHING'S IN THE WATER


| WALLEYE   | SMALLMOUTH BASS   | YELLOW PERCH   |
|---|---|--|
|  |  |  |
| COMMON CARP   | BROWN TROUT   | WHITE PERCH  |
|  |  |  |
| RAINBOW SMELT   | RAINBOW TROUT   |  |
|  |  |  |

Thank you to our generous sponsors and our co-chairs, Bob and Mindy Rich!







Delaware  
North



Lehigh  
Valley



North American  
Landmark

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## TOURNAMENT DETAILS

**FRIDAY, JUNE 29 AT 6 A.M.**

**Safe Harbor Marina at Buffalo Harbor State Park**  
111 Fuhrmann Blvd., Buffalo, NY 14213

This one-day catch and release tournament gives you the chance to compete for coveted trophies in various categories. Boat, bait, tackle and a professional guide are provided for all anglers.

| SCHEDULE  |                                |
|-----------|--------------------------------|
| 6:00 A.M. | BREAKFAST                      |
| 6:30 A.M. | BLESSING OF THE FLEET          |
| 7:00 A.M. | LINES IN                       |
| 2:00 P.M. | LINES OUT                      |
| 3:00 P.M. | AWARDS CEREMONY + DOCKSIDE BBQ |

**IMPORTANT NOTE ON ATTENDANCE AT FOUNDATION EVENTS:** To reduce the risk of getting and spreading germs at CF Foundation-sponsored events, we ask that everyone follow basic best practices by regularly cleaning you hands with soap and water or with an alcohol-based hand gel, covering your cough or sneeze with a tissue or your inner elbow and maintaining a safe 6-foot distance from anyone with a cold or infection.

Medical evidence shows that germs may spread among persons with CF through direct and indirect contact, as well as through droplets that travel short distances when a person coughs or sneezes. These germs can lead to worsening symptoms and speed decline in lung function. To further help reduce the risk of cross-infection, the Foundation's attendance policy recommends inviting only one person with CF to an indoor Foundation-sponsored event at a specific time. For the outdoor portion, the Foundation recommends that all people with CF maintain a safe 6-foot distance from each other at all times.

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## FULL EVENT SCHEDULE

June 28 | 10 a.m.

### CAPTAIN AND ANGLER STRATEGY SESSION

PUB IN THE PARK @ COCA-COLA FIELD

ONE JAMES E. GORTON PLAZA, 275 WASHINGTON ST., BUFFALO, NY 14203

Meet with your captain, determine a plan of action and open your welcome gifts.

June 28 | 10 a.m.

### BASSEYE BASH

THE ATRIUM @ RICH'S

ONE ROBERT RICH WAY, BUFFALO, NY 14203

As part of your sponsorship package, you and a guest are invited to kick back and relax the night before our boats hit the water at the BassEye Bash.

There will be gourmet foods, specialty cocktails and exciting auctions. Plus, special appearances by local celebrities including members of the Buffalo Bills/American Association.

#### PLEASE NOTE:

Additional tickets can be purchased for \$100.

(Tax deductible amount: \$39). Call (716) 204-2535 or

visit [wnybasseye.events0ff.org](http://wnybasseye.events0ff.org) to purchase.

June 29 | 10 a.m.

### FISHING TOURNAMENT

SAFE HARBOR MARINA AT BUFFALO HARBOR STATE PARK

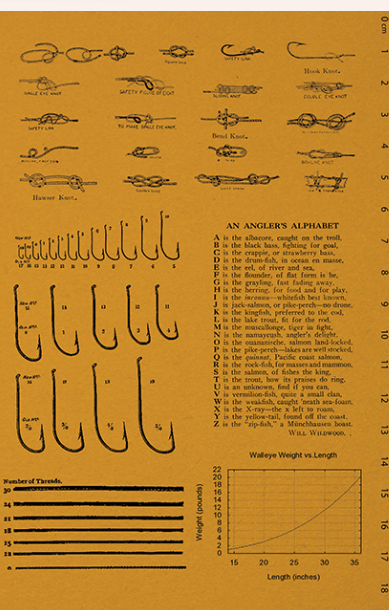
111 FUEHRMAN BLVD., BUFFALO, NY 14203

**FOR MORE INFORMATION, CONTACT TIFFANY ROLLEK AT (716) 204-2535 OR TROLLEK@CFF.ORG, OR VISIT [WNYBASSEYE.EVENTS0FF.ORG](http://WNYBASSEYE.EVENTS0FF.ORG).**

**NYS Policy:** A copy of the latest annual report may be obtained from the organization or from the Charities Bureau, Department of Law, 120 Broadway, New York, NY 10201.

**BBB Policy:** The Dystic Fibrosis Foundation has unrestricted financial reserves of about 13 times its 2018 budgeted expenses following a one-time royalty sale in 2014. These funds, along with the public's continuing support, are needed to help accelerate our efforts to pursue a cure for this fatal disease, fund development of new therapies, and help all people with CF live full, productive lives. Obtain a copy of our latest Annual Report, visit [info.dff.org/about-us/Reports-and-Financials](http://info.dff.org/about-us/Reports-and-Financials), email [info@dff.org](mailto:info@dff.org), or call 1-800-717-FDFF.

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## GET ROLLING GIVE LEARNING 2016

33<sup>rd</sup> Annual Bowl-A-Thon  
Client: Junior Achievement  
Adobe Illustrator & InDesign

Top: Poster

Bottom: Brochure (that folds out into poster)

**GET ROLLING GIVE LEARNING**

**Junior Achievement 33<sup>RD</sup> ANNUAL BOWL-A-THON**

**SAT. MARCH 11**  
12PM & 3PM

**AMF LANCASTER LANES**  
4918 TRANSIT RD. DEPEW

**AMF AIRPORT LANES**  
3754 GENESEE ST. CHEEKTOWAGA

**TRANSIT LANES**  
7850 TRANSIT RD. WILLIAMSVILLE

**SAT. MARCH 4**  
3PM

**MANCUSO BOWLING CENTER**  
214 E. MAIN STREET, BATAVIA

**JAMESTOWN BOWLING COMPANY**  
850 FODTE AVE, JAMESTOWN

**HOW TO GET INVOLVED**

**QUESTIONS?**  
CONTACT TAMMY BIXBY  
716-853-3381 EXT. 210 | TBIXBY@JAWNY.ORG

**REGISTER & RAISE FUNDS**  
VISIT [WWW.JAWNYBOWLATHON.ORG](http://WWW.JAWNYBOWLATHON.ORG)  
AND CONTACT YOUR COMPANY COORDINATOR

**PRESENTED BY Bank of America**

GEICO, Tops, Tully's, CHAKRA, DELTA, FreeMax, gelia, WHEELER LEADERSHIP, WBBZ-TV

**LAST SCHOOL YEAR, OUR ENTREPRENEURSHIP, FINANCIAL LITERACY AND WORK-READINESS PROGRAMS REACHED 14,217 STUDENTS AT 144 SCHOOLS & COMMUNITY SITES WITH 566 VOLUNTEERS THROUGHOUT WESTERN NEW YORK. THANKS IN PART TO THE BOWL-A-THON FUNDRAISER.**

**NEARLY 1,700 PARTICIPANTS FROM OVER 50 LOCAL COMPANIES PARTICIPATE EACH YEAR AND RAISE FUNDS TO SUPPORT JUNIOR ACHIEVEMENT'S FINANCIAL LITERACY, ENTREPRENEURSHIP AND WORK-READINESS PROGRAMS FOR KINDERGARTEN-12<sup>TH</sup> GRADE STUDENTS THROUGHOUT WNY. JUNIOR ACHIEVEMENT OF WNY REACHES MORE THAN 14,217 STUDENTS WITH 566 VOLUNTEERS IN 144 SCHOOLS AND COMMUNITY ORGANIZATIONS.**

**Junior Achievement of Western New York**  
LEARN MORE AT [WWW.JAWNY.ORG](http://WWW.JAWNY.ORG)

**GET ROLLING GIVE LEARNING**

**33<sup>RD</sup> ANNUAL BOWL-A-THON**

**SATURDAY, MARCH 4 • 3PM**  
MANCUSO BOWLING CENTER  
JAMESTOWN BOWLING COMPANY

**SATURDAY, MARCH 11 • 12PM & 3PM**  
AMF LANCASTER LANES  
AMF AIRPORT LANES  
TRANSIT LANES

**PRESENTED BY Bank of America**

**HOW TO GET STARTED**  
FORM TEAMS OF 4-8 PEOPLE  
\$5 lane fee includes two games of bowling and shoe rental.

**GOOD CAUSE, GREAT PRIZES**  
INDIVIDUAL PRIZES ARE AWARDED FOR RAISING \$75 OR MORE.

2 round trip air tickets courtesy of Delta Air Lines

Tully's Restaurant gift cards

TOPS Friendly Markets gift cards

JA drawstring backpack

**COMPETE TO WIN**  
Overall top individual fundraisers  
Top fundraising team  
Top fundraising companies  
Most improved company  
Most money raised online (corporate)

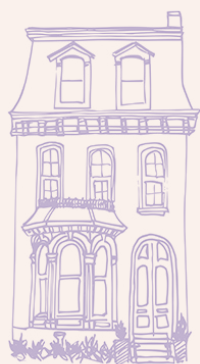
**TITLE SPONSOR**  
Bank of America

**GOLD SPONSORS**  
GEICO, Tops, Tully's

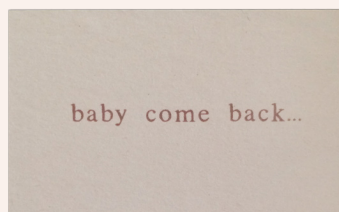
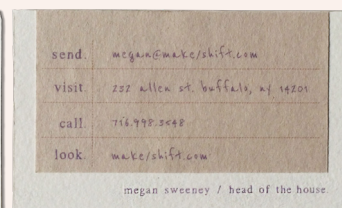
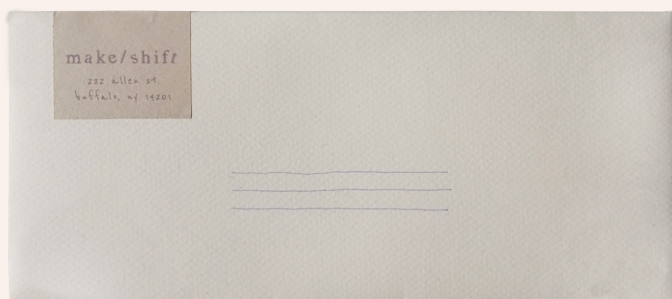
**SILVER SPONSORS**  
CHAKRA, DELTA, FreeMax, gelia, WBBZ-TV

**LOOKING TO SPONSOR?**  
\$200+ CORPORATE BANNER AT ONE LOCATION  
\$750+ CORPORATE BANNERS AT ALL LOCATIONS  
ON 3/11





make/shift  
BUFFALO, NEW YORK

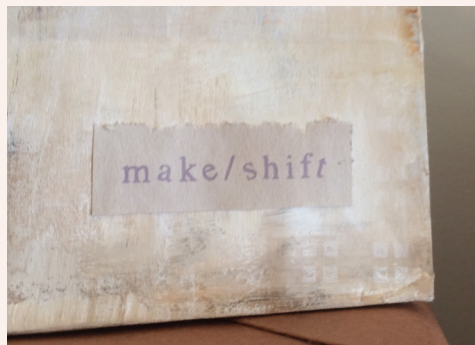


## MAKE/SHIFT 2016

Buffalo State Senior Show | Conceptual Branding | Acrylic Paint, Adobe Illustrator & InDesign, Fabric, Lino print, & Other Mixed Media

(left to right/top to bottom) Letterhead, Logo, Business Card (front and back), Envelope (back), Loyalty Card (front), Envelope (front), Loyalty Card (back),

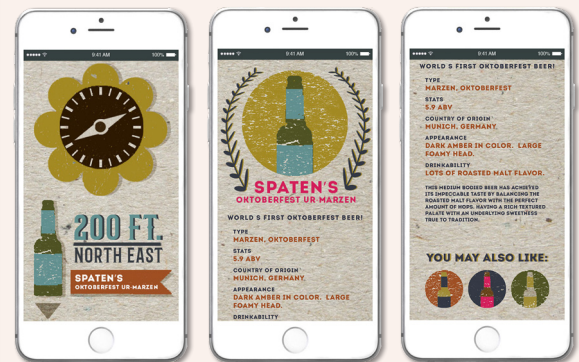




## MAKE/SHIFT (CONTINUED)

(left to right/top to bottom) Block Printed Drawstring Bags, Packaging Display Installation & Packaging, Doormats, Bag Detail, Tag Detail, Newspaper Stack, Boot Sculpture, Ribbon Detail





## ITHACA VOLKSFEST

2015

Conceptual Event Branding | Adobe Illustrator & InDesign, and Photoshop  
(left to right / top to bottom) Event Poster, Flyer, Postcard, Billboard, Beer Compass App



## JUDAS TREE 2020

Logo Design  
Client: Judas Tree  
Adobe Illustrator



## HOUSE OF COPPER 2014

Logo Design  
Conceptual  
Adobe Illustrator



## IVEY'S 2015

Logo Design  
Client: Ivey's Spring Creek Farm  
Adobe Illustrator





## CAULIFLOWER CRUST 2017

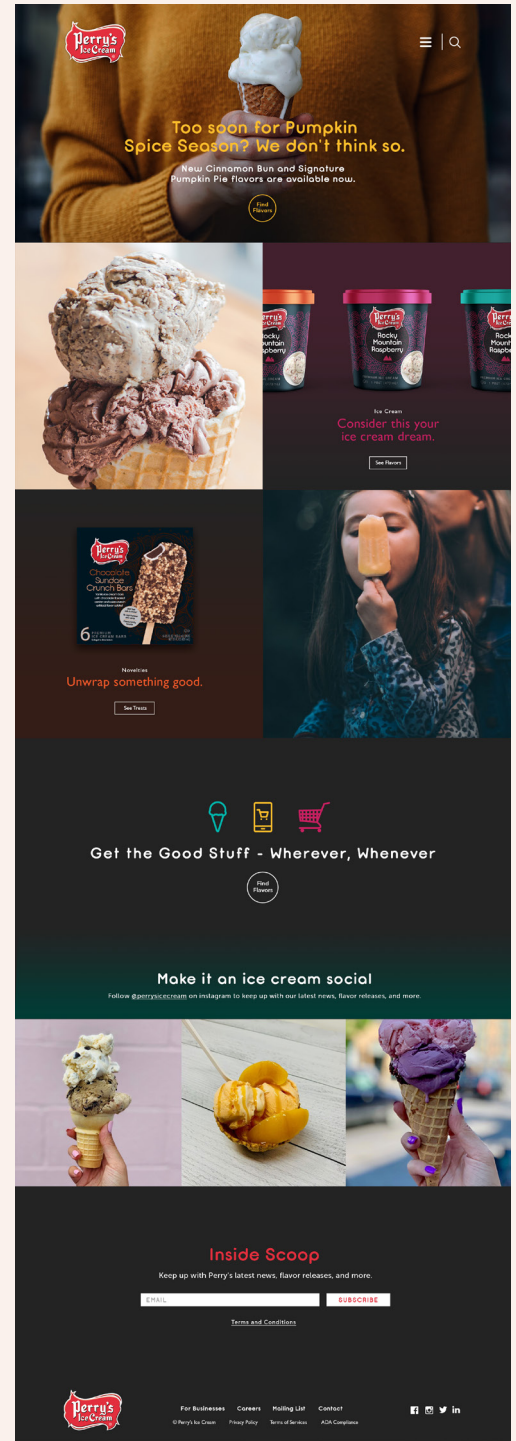
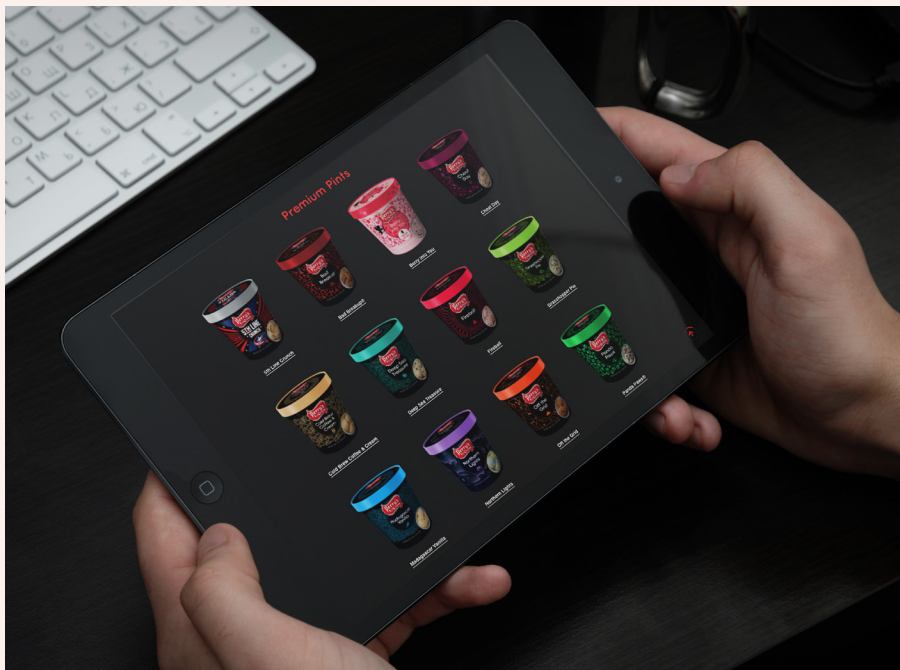
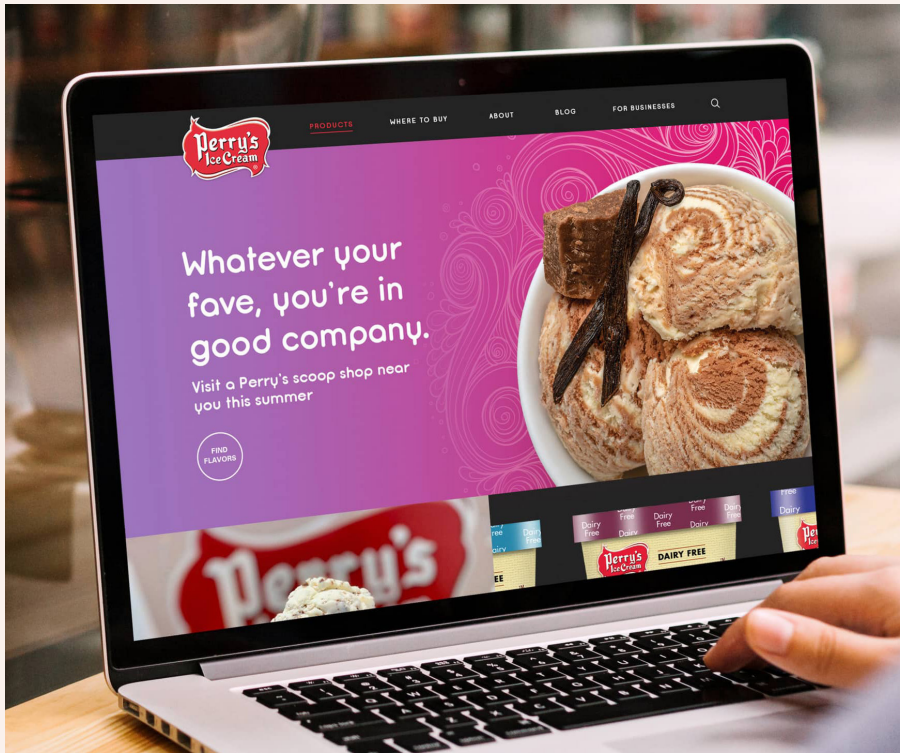
Frozen Pizza Packaging  
Client: Wegmans  
Adobe Illustrator, Photoshop,  
and InDesign



## REDHEAD AMBER ALE 2017

Beer Can Label Design  
Client: Woodcock Brothers Brewery  
Adobe Illustrator





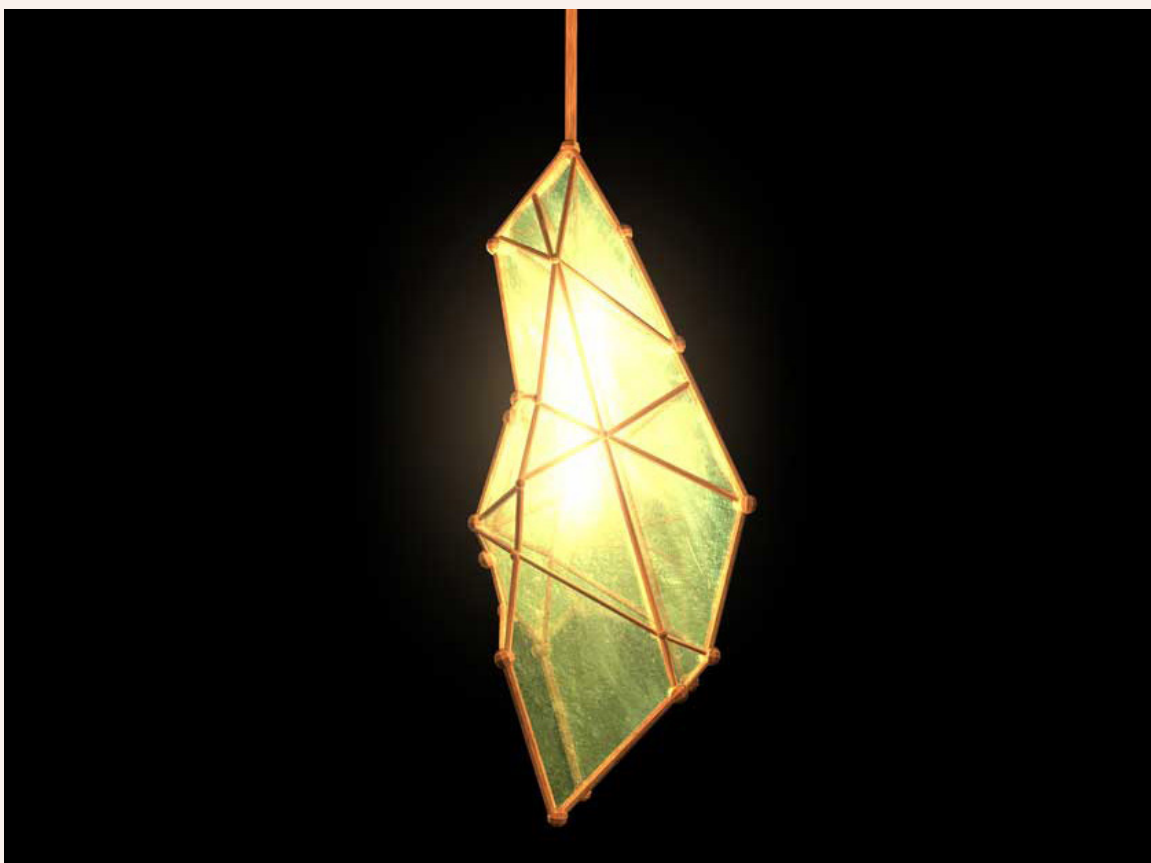
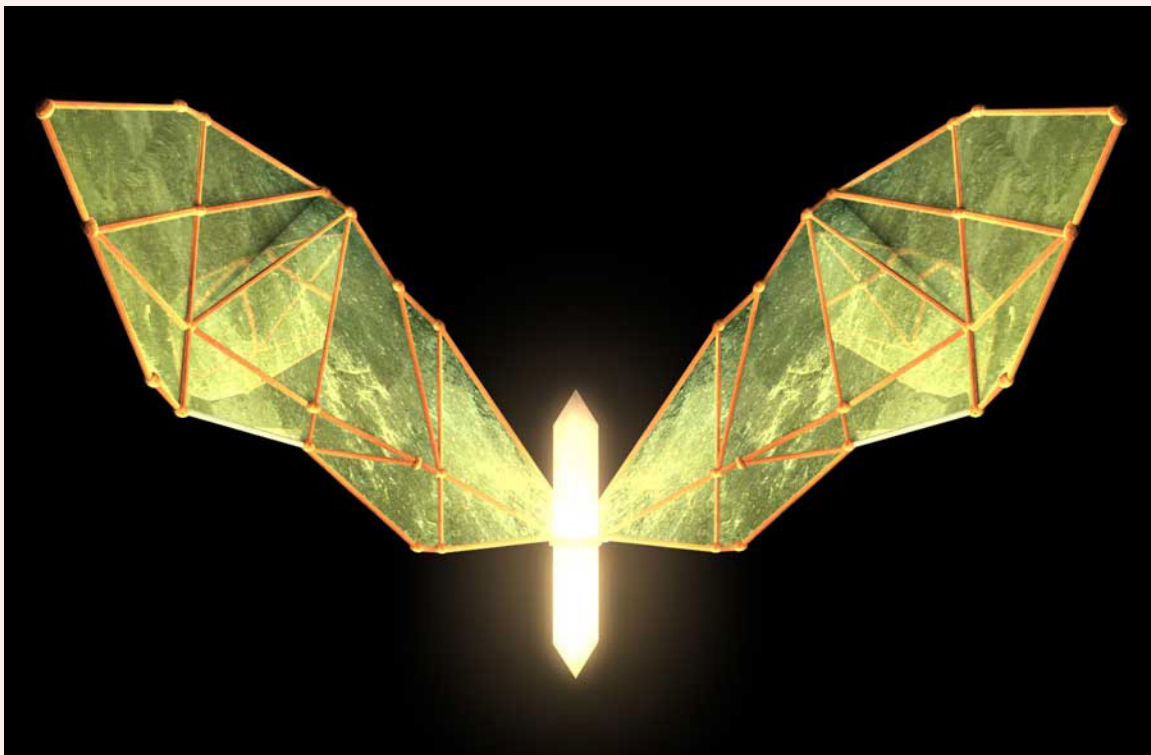
## PERRY'S ICE CREAM 2019

Website: [perrysicecream.com](http://perrysicecream.com)

Client: Perry's Ice Cream

Adobe Illustrator and Photoshop

(left to right/top to bottom) Home Page Hero, Homepage, & Product Page



## NOCTURNE

2014

3D Modeling

Bat Inspired Pendant Light

Maya





## DUCK ISLAND

2015

Motion Design

Experimental Video: [youtube.com/watch?v=4WltOVRA278](https://www.youtube.com/watch?v=4WltOVRA278)

Adobe Premiere





## EARTH

2020

Photography | Digital



## AIR

2020

Photography | Digital

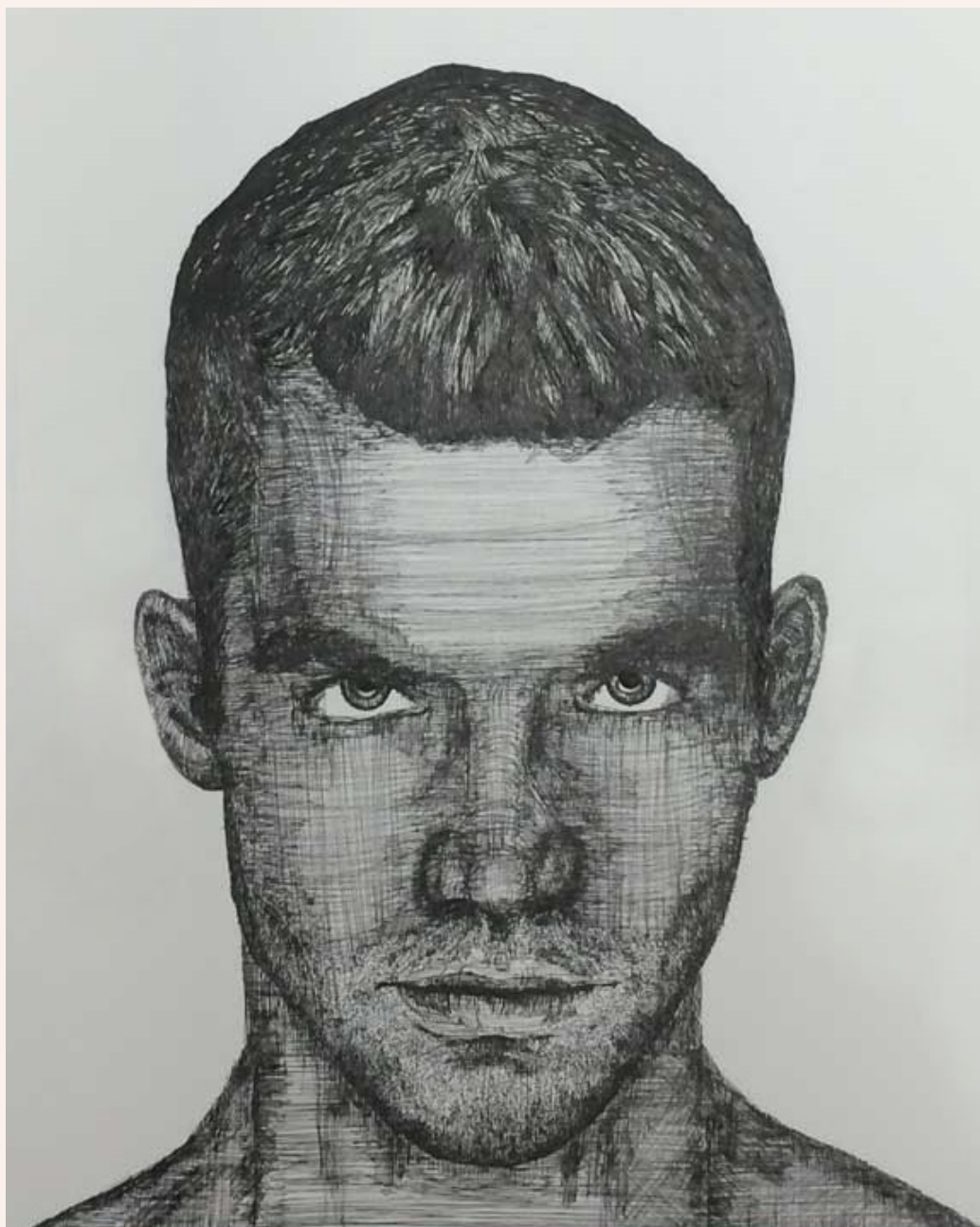


## WATER

2018

Photography | Digital





## UNTITLED

2012

Illustration | Portrait | Ink  
13x19in.



## DOWNFALL

2013

Illustration | Ink & Colored Pencil

12x7.5in.



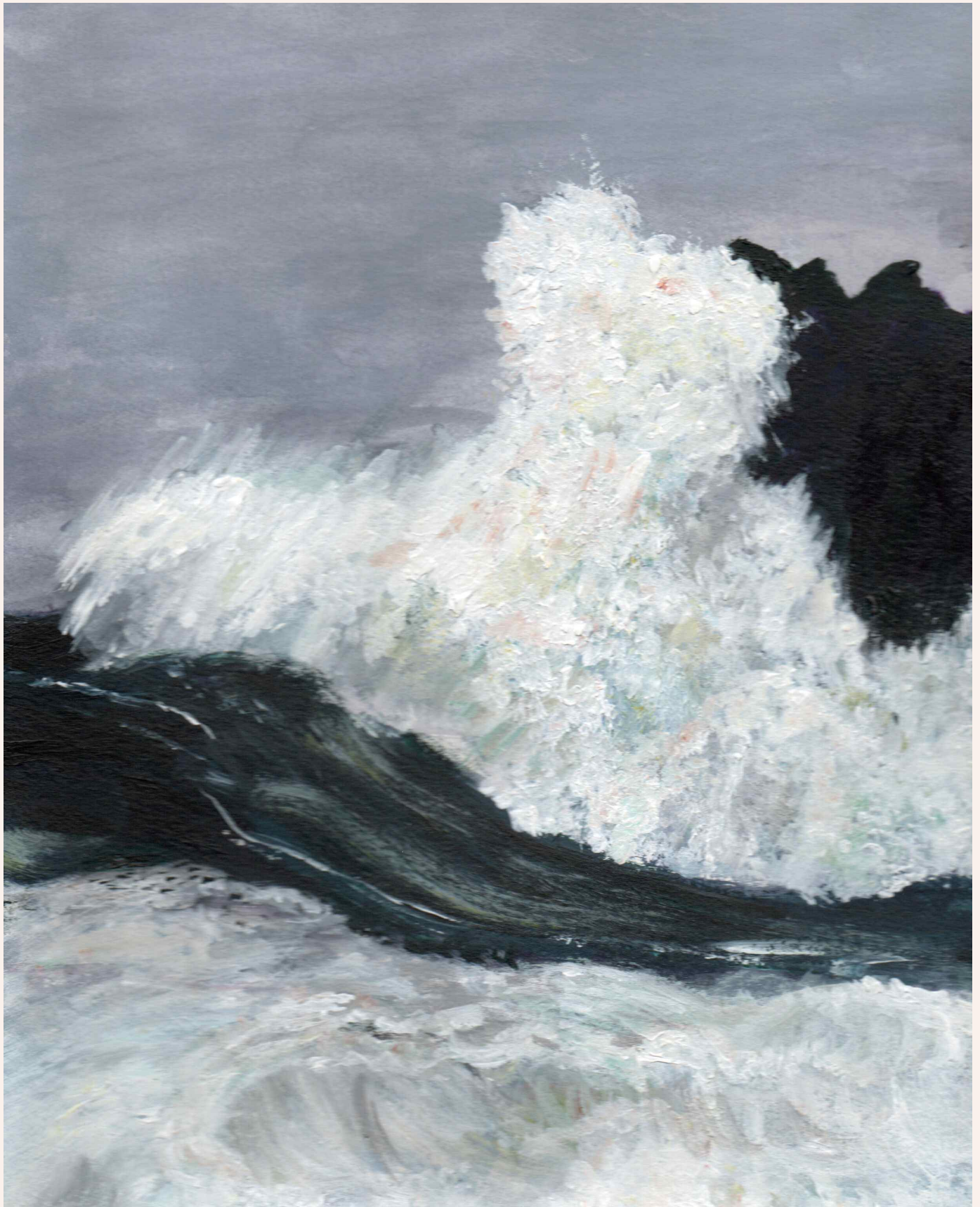
## MIST

2020

Painting | Acrylic

9x9in.





## LAMENTATIONS

2013

Painting | Acrylic

9x12in.





## OYSTERS

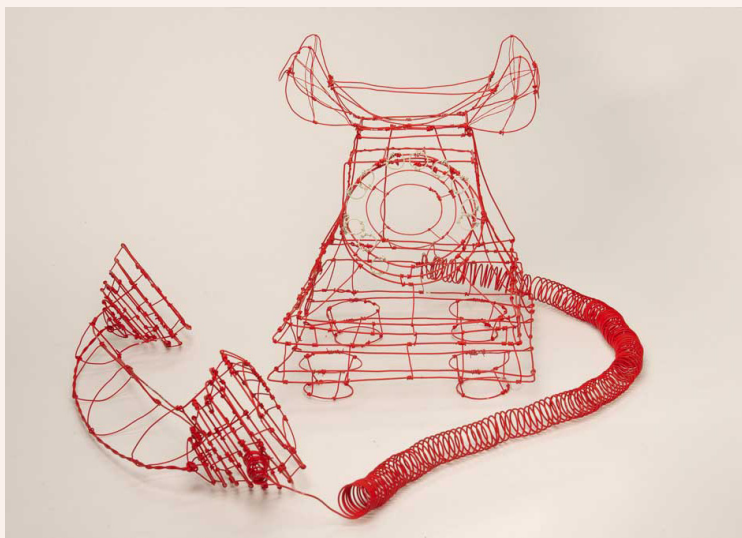
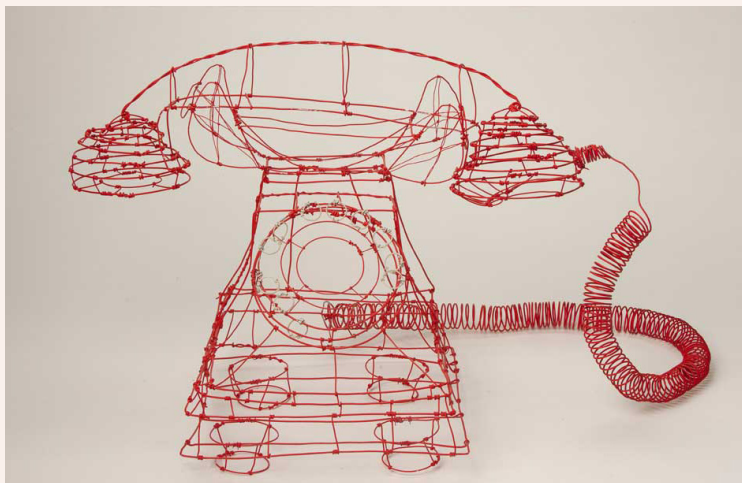
2015

Painting | Acrylic  
12x12in.



**UNTITLED**  
2014

Sculpture | 3D Design  
Foam Cleaning Sponges, Mops,  
Tide Bottles, Brushes, Toilet  
Cleaning Heads & Scouring Pads  
18x42.5x39.25in.



**RED RINGER**  
2014

Sculpture | 3D Design  
13.3x27x31.7in.



# INSTALLATION



## UNTITLED

2019

Installation

Vinyl

Each Panel: 112x130.5in

*To see more of my work visit*

[MEGANELIZABETHS.COM](http://MEGANELIZABETHS.COM)



# FIELD EXPERIENCE

## ELEMENTARY

STUDENT TEACHING AT HARRIS HILL

### DISTRICT

Clarence

### POPULATION

Approximately 500 Students

### GRADES

Kindergarten – 5<sup>th</sup>

### FORMS OF INSTRUCTION

In Person (*Hybrid*)

In Person (*Full*)

Virtual (*Synchronous*)

### MENTOR TEACHER

Scott Gretch

(reference letter and contact info available)

### LESSONS (*available upon request*)

#### Kindergarten

- Painting with Primary Colors (*brush etiquette, primary colors, color mixing, synesthesia, Kandinsky*)
- Calder Mobiles (*form vs. shape, moving sculptures, wet-on-wet watercolor technique, Alexander Calder*)
- Pinch Pots (*earth clay vs. playdoh, kiln, glaze vs paint, Juan Quezada*)

#### 1st Grade

- Get to Know Me Activity (*building classroom community online*)
- Coil Snails (*review earth clay vs playdoh and glaze vs paint, coiling, kiln, sculpture in the round, Bethany Krull*)
- Paper Weaving (*warm vs. cool colors, watercolor techniques, pattern, weaving – over and under, Mayan weaving*)

#### 2nd Grade

- Coil Pots (*review earth clay vs playdoh and glaze vs paint, coiling, kiln, balance, rhythm, Louise Goodman*)

#### 3rd Grade

- Abstract Portraits (*abstract, Pablo Picasso, cubism, watercolor color pencils, black glue, oil pastels, presenting work*)

#### 4th/5th Grade

- Figurative Sculptures (*armature, proportions, wire, foil, pose vs expression, Auguste Rodin, engage and persist*)



# \* Unit Plan Summary



## FIGURATIVE SCULPTURES

Grades: 4<sup>th</sup> – 5<sup>th</sup>

Unit Key Concepts: Responding & Creating

Number of Lessons: Six (6)

BIG IDEA

ARTISTS EXPRESS THOUGHTS AND FEELINGS IN THEIR ARTWORK.

STUDENT LEARNING

### Goal

Students will be able to build and pose a wire sculpture.

### Objective

Students will be able to differentiate between pose and expression and will understand how their sculptures can convey emotion with body language.

NYS STANDARDS


### VA:Re8.1.4

Interpret art by analyzing relevant subject matter, characteristics of form, and use of media.

### VA:Cr3.1.4

Revise artwork in progress on the basis of insights gained through peer discussion.

LESSON SCHEDULE

|       |   |       |  |       |  |   |
|-------|---|-------|--|-------|--|---|
| DAY 1 | Introduce term <u>Armature</u><br>Establish safety rules<br>Demonstrate how to create the head, neck and arms<br>Student work time  | DAY 2 | Review term <u>Armature</u><br>Demonstrate how to create the torso and legs<br>Intro term <u>Proportion</u><br>Student work time       | DAY 3 | Statue Challenge with Picasso's <i>The Tragedy</i><br>How can sculptures communicate if they can't speak?<br>Bud' ticho Hook (means be quiet in Slovakian)<br><u>Poses vs. Expressions</u><br>Dissecting Timon Gif |  |
|       | Assess term <u>Armature</u><br>Review Pose vs. Expression<br>Think Pair Share activity<br>Student time to revise sheets<br>Intro foiling limbs and torso<br>Student work time for foiling |       | DAY 5  |       | DAY 6  |   |
| DAY 4 |   | DAY 5 | Review how to foil limbs and torso.<br>Intro how to foil loops<br>Student work time for foiling entire figure<br>Exit Ticket: Charades | DAY 6 | Finish foiling<br>Glue figures to bases<br>Summative Assessment (Artist Statement)   |   |

VIEW THE GOOGLE SLIDES

ASSESSMENT / EVIDENCE OF STUDENTS' LEARNING

Name: \_\_\_\_\_  
Class code: \_\_\_\_\_

Describe your sculpture's **POSE**:

This pose is **EXPRESSING**:

Choose the best answer and write it in your journal.

The skeleton of a sculpture that provides structure and support is called a/an \_\_\_\_\_.

- a. Proportion
- b. Armature
- c. Collage



Name: \_\_\_\_\_ Class Code: \_\_\_\_\_

### Artist Statement

1. Title of Artwork: \_\_\_\_\_  
(Use your expression to help title your piece)
2. My biggest challenge in creating this sculpture was \_\_\_\_\_
3. The part I like **best** about my work is \_\_\_\_\_
4. The part I like **least** about my work is \_\_\_\_\_

Surprised

Tired

Angry

5. If I could **change anything** about my sculpture it would be \_\_\_\_\_

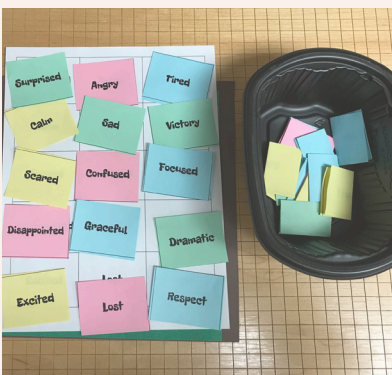
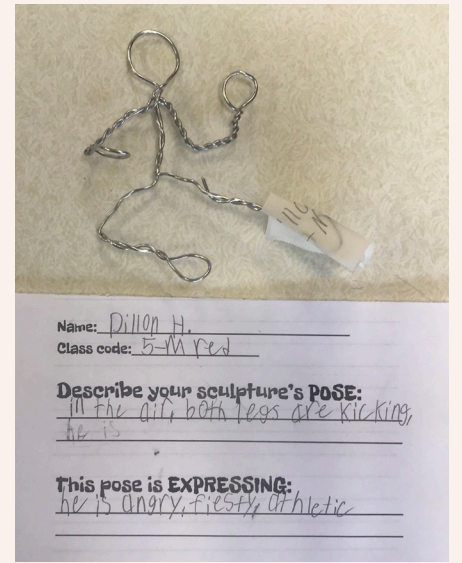
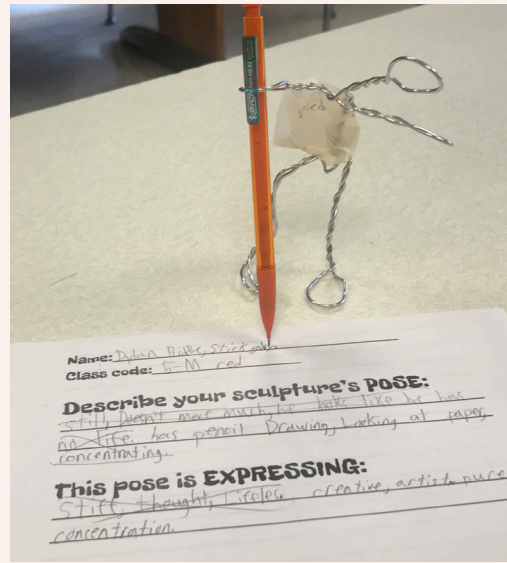
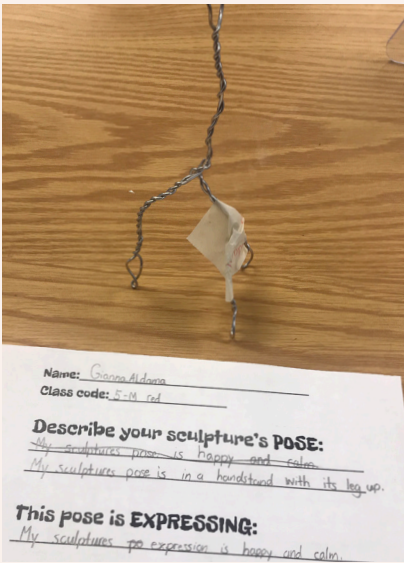
6. If I had **more time** to work on this piece, I would add \_\_\_\_\_

### BONUS!

Two concepts (things) I **learned** from working on this sculpture are: \_\_\_\_\_

CORRECT





# \* Unit Plan Summary

## Balance + Rhythm with Coil Pots



Grade: 2

Unit Key Concept: Creating

Number of Lessons: Five (5)

BIG IDEA

ARTISTS OFTEN REFLECT ON CHOICES MADE AND BUILD OFF PRIOR KNOWLEDGE TO DEVELOP CRAFT.

STUDENT LEARNING

**Goal** Students will learn about balance and rhythm while building off of prior knowledge of working with clay and building coils.

**Objective** Students will be creating pots using coil construction methods.

NYS STANDARDS

**VA:Cr3.1.2**

Discuss and reflect with peers about choices made in creating artwork.

|       |   |       |  |
|-------|---|-------|--|
| DAY 1 | <p>Review earth clay (comes from the ground) and the term <u>coil</u> which students learned in 1<sup>st</sup> grade.</p> <p>Demo how to coil the clay and then spiral it into the base.</p> <p>Hand out clay. Students work time.</p> <p>Pause class if needed to go over obstacles/how to overcome them.</p>  | DAY 3 | <p>Assess the term <u>coil</u> using slide.</p> <p>How have pots changed since last class?</p> <p>Review <u>kiln</u>. Intro <u>Glaze</u> vs. <u>Paint</u>.</p> <p>Demo how to glaze INSIDE of pots.</p> <p>Student work time. Apply at least 3 coats of glaze.</p>   |
| DAY 2 | <p>Review the term <u>coil</u> as well as the coiling process and how to overcome obstacles. Use Correct Cards as formative assessment.</p> <p>Demo how build up the walls of the pot.</p> <p>Before passing out clay for walls into the goal of making sure pots have balance along with even rhythm.</p> <p>Student work time.</p> <p>Intro the next step: firing in the <u>kiln</u>. Every time clay goes into the kiln, it comes out changed.</p> <p>Teacher to fire bone dry pots before next class.</p> | DAY 4 | <p>Review how we glaze/how many coats must be applied.</p> <p>Student work time. Apply at least 3 coats of glaze to OUTSIDE of pots.</p> <p>After cleaning up, intro Navajo artist Louise Goodman and her coil pots. Discuss how her work is balanced and has rhythm.</p> <p>Teacher to fire glazed bisqueware pots.</p> |
|       |   | DAY 5 | <p>Pass back coil pots. Discuss what has changed since last class.</p> <p>Review process then complete Summative Assessment Sheet.</p> <p>Mr. Rogers video with Navajo artist Dolly Naranjo.</p>   |



VIEW THE FULL GOOGLE SLIDES PRESENTATION

### DEVELOPMENTALLY APPROPRIATE INSTRUCTION



First step in making a coil is to create a sausage.



Soldier hands stand straight and strong when rolling coils.



Coils should be no thicker than a Magic Marker, no thinner than a pencil.



Spiral coil into a cinnamon bun to create the bottom of the pot.



If your coil goes "thum thum" when you are rolling it is flat. Pinch it up!



Give the coils little hugs with your hand to make sure they stick together.



Lightly pet the tails of your coils to blend them into your base/walls.

### FORMATIVE ASSESSMENT

Choose the best answer and write it in your journal.

A clay coil should be \_\_\_\_\_ and \_\_\_\_\_.

- Uneven and round.
- Even and flat.
- Even and round.

**CORRECT**

### SUMMATIVE ASSESSMENT

Name \_\_\_\_\_ Class Code \_\_\_\_\_

**Grade Yourself!** Circle the pot that best matches yours.

4 3 2 1

Coils are the same thickness. The pot is balanced.

Some coils are thick and some are thin. The pot is balanced.

Some coils are thick and some are thin. The pot does not have balance.

Coils have been smoothed out.

**Do You Remember?** Circle the answer that best answers the question.

Who created these two works of art?

- Henri Matisse
- Louise Goodman
- Paith Ringgold

What is wrong with the bottom coil?

- It is too long
- It is too thin
- It is too short and too thick

How could you fix the bottom (wrong) coil shown above?

### VISUAL AIDS

Rhythm



Repeating the same shape or coil each time.

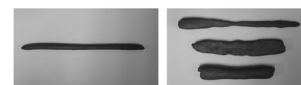
Balance



Symmetrical

**Coil**

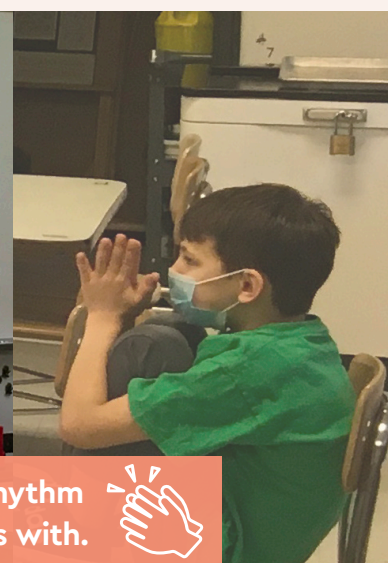
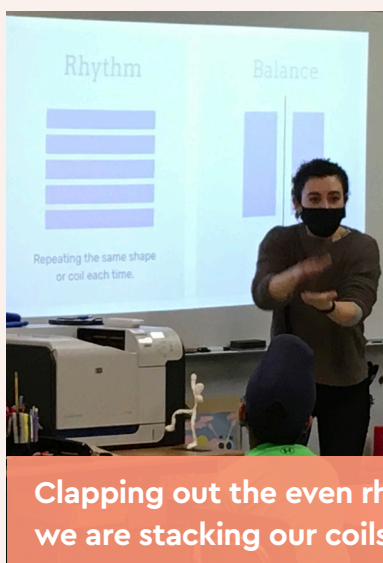
a rope shaped piece of clay



RIGHT

WRONG





Clapping out the even rhythm we are stacking our coils with.



Name \_\_\_\_\_ Class Code \_\_\_\_\_

**Grade Yourself!** Circle the pot that best matches yours.

4

Coils are the same thickness. The pot is balanced.

3

Some coils are thick and some are thin. The pot is balanced.

2

Some coils are thick and some are thin. The pot does not have balance.

1

Coils have been smoothed out.

**Do You Remember?** Circle the answer that best answers the question.

**Who created these two works of art?**

a. Henri Matisse  
b. Louise Goodman  
c. Faith Ringgold

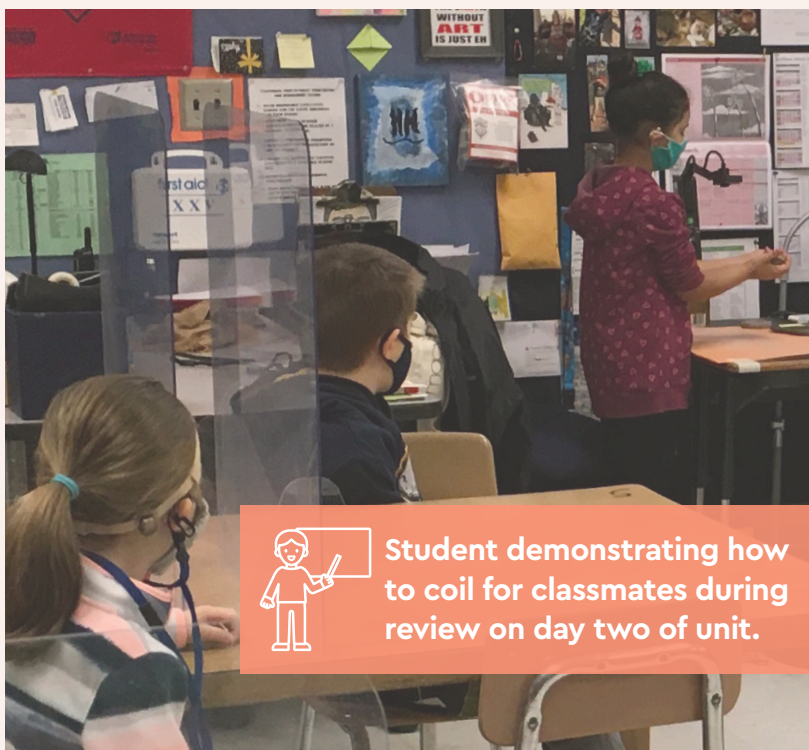
**What is wrong with the bottom coil?**

a. It is too long  
b. It is too thin  
c. It is too short and too thick

**How could you fix the bottom (wrong) coil shown above?**

\_\_\_\_\_

\_\_\_\_\_



Student demonstrating how to coil for classmates during review on day two of unit.



# \* Unit Plan Summary

## Painting with Primary Colors



**Grade:** Kindergarten

**Unit Key Concept:** Creating

**Number of Lessons:** Three (3)

### BIG IDEA

**ARTISTS BALANCE EXPERIMENTING AND PLAY WITH CARE AND RESPONSIBILITY.**

### STUDENT LEARNING

**Goal** Students will learn the primary colors as well as brush etiquette.

**Objective** Students will be painting two different plates – one to see what happens when colors touch and the other to stretch and explore while mimicking Wassily Kandinsky's synesthesia abilities.

### NYS STANDARDS

**VA:Cr1.1.K** Engage in exploration and imaginative play with materials.

**VA:Cr2.2.K** Identify safe art materials, tools, and equipment.

DAY 1

Intro project to students. Let them know will be painting. Set expectations.  
Intro Bruce the Brush who will help with brush etiquette.  
Review OK Go! video that was played at the end of the previous unit. Ask students if they can recall the 3 primary colors.  
Students are given primary colors to paint with.  
Begin painting smaller plates. Students choose which primary color to start with. "Every painting starts with a dot." - Kandinsky  
Starting in middle with a dot students paint circles, observing what happens when colors touch/mix.

DAY 2

Introduce students to Wassily Kandinsky: Russian painter who had something called synesthesia (could see sounds and hear colors).  
Play read aloud video of The Noisy Paintbox by Barb Rosenstock.  
Students are given primary colors plus unmixed secondary colors (two primary).  
Review brush etiquette with students then have them mix the secondary colors (predicting what the result will be as a class before individually mixing each) – Formative Assessment.  
Begin painting large plates. Students pretend to have synesthesia while classical music is shuffled. Prompt students to close eyes and imagine what colors/shapes they see when they hear the music.

DAY 3

Review the artist Kandinsky and look at *Composition 8*  
Play animated version of *Composition 8* (Wassily Kandinsky – The Creator video)  
Have students finish small or large plates if needed.

### DISPLAY

Plates will be dynamically arranged in hallway (*Pictures to come at end of placement*).



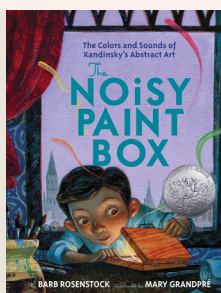
VIEW THE FULL GOOGLE SLIDES PRESENTATION

### ENGAGING LESSON SUPPORTS



#### OK Go – Three Primary Colors

A fun and catchy song to introduce the primary colors to students as well as how they mix to make the secondary colors. Encourage dancing!



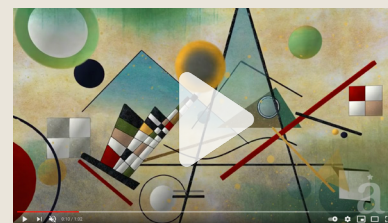
#### The Noisy Paint Box

Book introduces Kandinsky, synesthesia, and abstract art. I play a read aloud video so all students can see and hear.



#### Bruce the Brush

A way to personify art materials to help students understand they need care and respect.



#### Wassily Kandinsky – The Creator

Kandinsky's abstract work is animated with music and sound effects. Students are able to get a full synesthesia experience

### DEVELOPMENTALLY APPROPRIATE INSTRUCTION



Give the brush highlights.



Tickle the paper with the paint brush. Test it out on your hand!



**Wipe**  
on your messy mat (paper towel).



**Wash**  
in your blue water buckets.

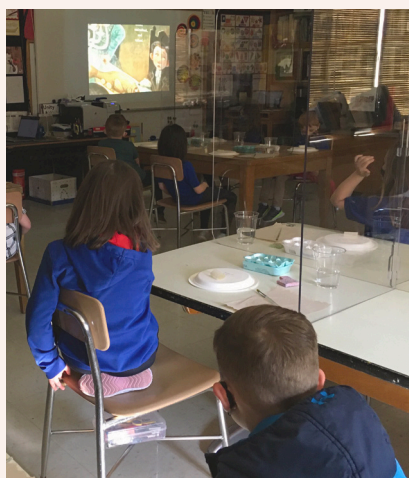


**Dry**  
on your sponge.



Squirt a primary color paint into a clear cup of water. Have a student predict what will happen when you squirt a second color into the cup.





**\* Display photos and final artwork to come for all elementary unit abstracts.**



VIDEO OF A STUDENT  
FEELING THE MUSIC...  
VOLUME UP!



# FIELD EXPERIENCE

## SECONDARY

DEVELOPING FUTURE TEACHERS FELLOWSHIP (DeFT)  
AT HOOVER MIDDLE



### DEFT PROGRAM

- Observed Gina McCarthy teaching art to students in grades 5-7
- Worked one-on-one and in small groups with students
- Created displays for school along with Angela Guest and Jane Potter

### CASE DISPLAYS

2020

Construction Paper & Tempera Paints



# FIELD EXPERIENCE

## COLLEGIATE

ADJUNCT PROFESSOR AT DAEMEN COLLEGE

### CLASS

ART445: Special Projects

### DESCRIPTION

Students explore advanced design projects, where they fine-tune their problem solving, design, conceptual, and technical skills – as well as their creative process from brief to research, idea forming, drafts, and final layout. Throughout ART 445 students will also have the opportunity to refine their portfolios and other self-promotional pieces that assist them in securing the design position they hope to fulfill post-graduation.

### FORMS OF INSTRUCTION

In Person (*Hybrid*)

Virtual (*Synchronous*)

### SUPERVISOR

Keven Kegler (Head of Graphic Design Dept.)  
(*reference letter and contact info available*)

### CONTENT ([click here](#) or on each title for more info)

I developed the following for my students:

[Projects](#)

[Workshops](#)

[“Field Trips”](#)

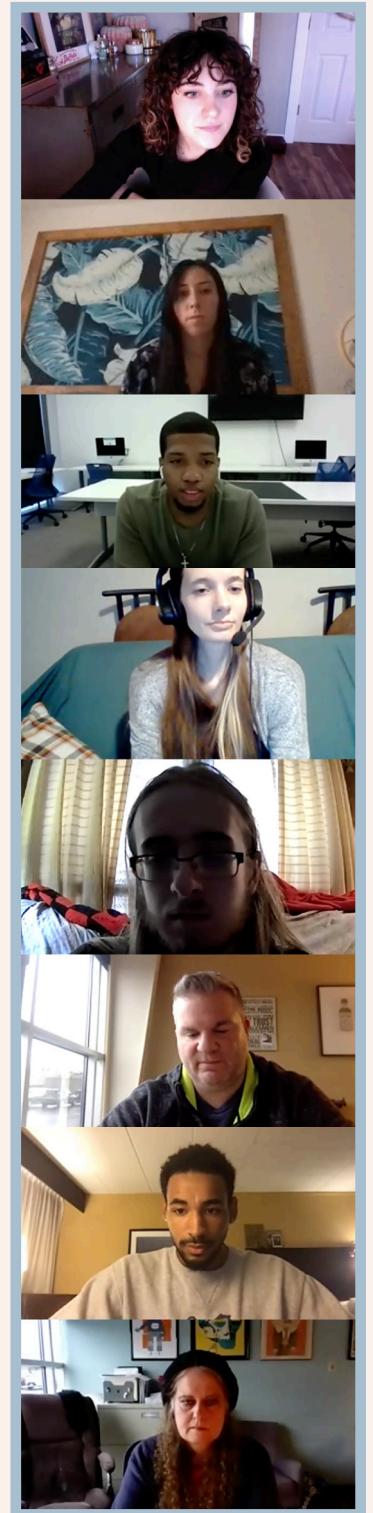
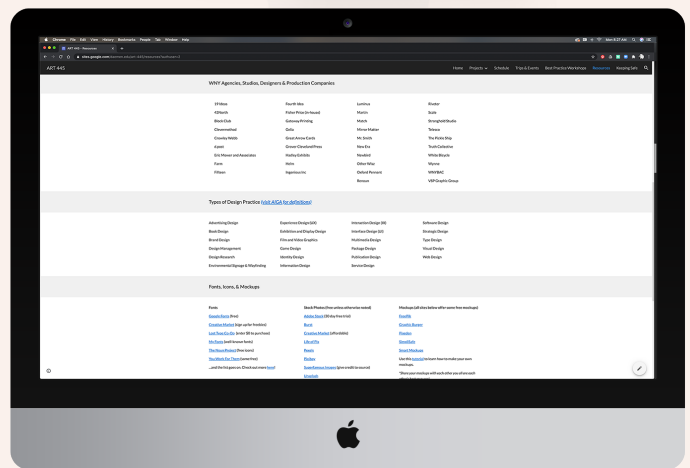
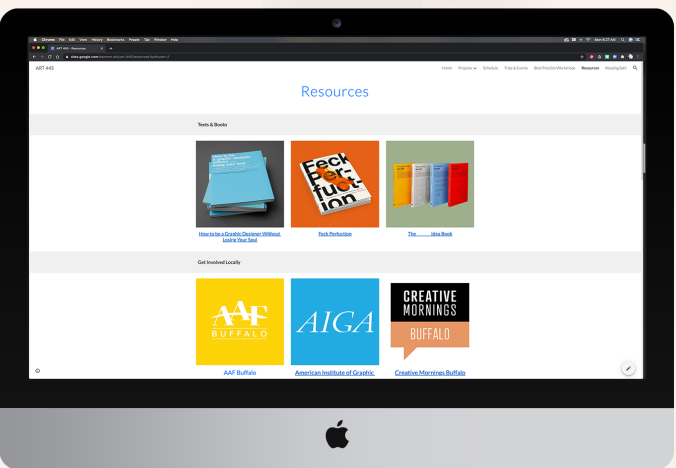
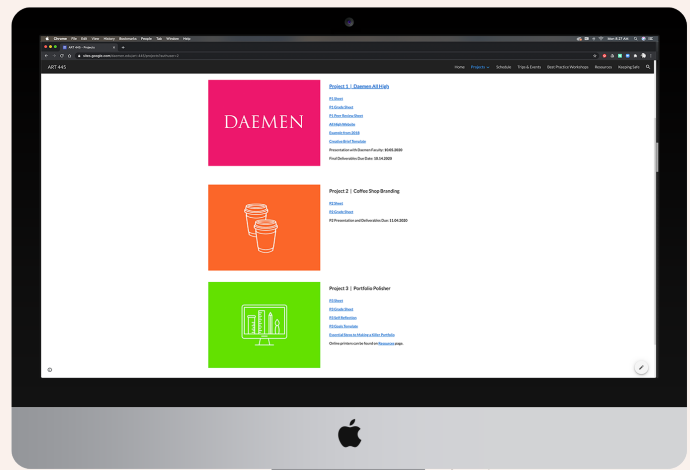
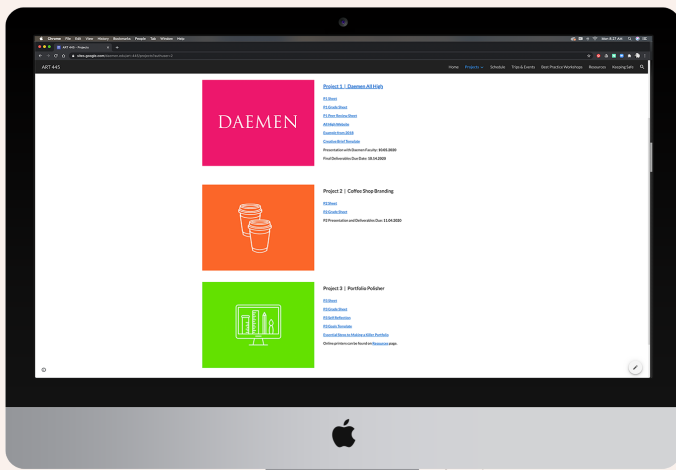


Photo from Zoom chat with Creative Directors Bill Patterson and Kathy Kastan, “What we Look for When Hiring”



## GOOGLE SITE

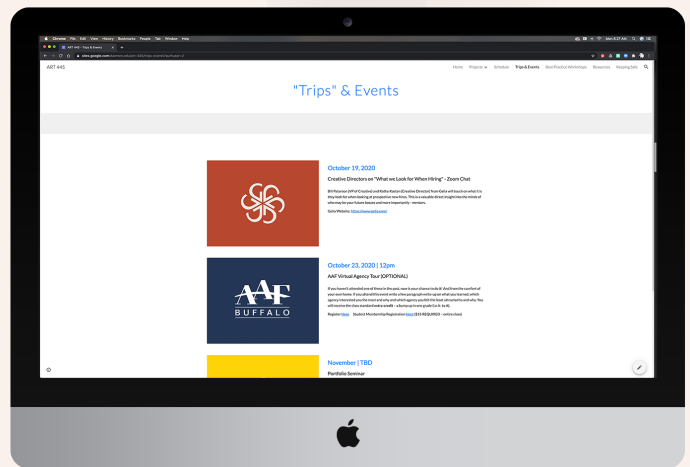
### 2020

I created a google site as a quick and easy way to distribute handouts, instruction, and resources to students. The following pages were created:

- Homepage** Where students could download syllabus, get course info, and Covid/Remote learning instruction.
- Project Page** Links to project handouts, grading rubrics, worksheets, inspiration, and other related resources.
- Schedule** Outlined objectives for the day along with homework
- Best Practice Workshops** PDF sheets to help students in class and to reference once working in the field.
- Field "Trips"/Events** Dates and info for various online events and meeting with professions I scheduled for students.
- Resources** A list of books, websites, articles, downloads, and community resources/info.



[sites.google.com/daemen.edu/art-445/home?authuser=2](https://sites.google.com/daemen.edu/art-445/home?authuser=2)



# \* Project 1

DAEMEN ALL HIGH CAMPAIGN

PROJECT SHEET

NAME:

## OVERVIEW

You will be working as a team to design a poster plus various assets for Daemen's annual All High Weekend.

## OUTCOMES

- Present a range of compelling ideas to faculty.
- Create and design an set of campaign materials.
- Understand the production process.
- Adhere to timelines
- Explore, create, and work together as a group.

## PROCESS

- 01 - Kickoff** You will receive this sheet and be briefed on the project's ask and the final deliverables. As a group we will look at what was done in the past as reference. Ask questions.
- 02 - Research/ Concept/ Design** Using the brief you created conduct individual research to find and collect information. Organize this information into mood boards with supporting thumbnail images.  
Share initial concept ideas with the group. Edit concepts according to feedback and create 3-5 comps per concept.  
Share again with class. Decide as a group whose concepts and which concepts you would like to bring into design to present to clients. Assign/divvy up the design work – bringing concept into layouts.  
Layout the posters and assets for the chosen concepts. Mockup whatever it is you have been assigned to design.
- 03 - Presentation** As a group, choose 3-5 concepts to present to Daemen Faculty. Divide the work amongst the group. Each concept will consist of one poster and one merch item.  
Pool together the concepts into a deck to send and present in a critique with Daemen Faculty. Strategize the order you present the concepts. It is a good idea to prepare your oral presentations and practice them beforehand. Be sure to communicate your thought processes and the "why's" behind your work. Take note of the feedback you receive!
- 05 - Production** Make final changes to chosen concept and prepare files for print production (mechanicals).

## DELIVERABLES

Individual due dates in schedule. Do not need to turn in files to the instructor unless noted in the schedule. All files below are due Wednesday, 10.14.20

- Brief** — Word / Google Doc / PDF that you and the group filled out together.
- Mood Boards + Thumbnails** — Compile mood boards and scan thumbnail sketches into a single pdf.
- Edited Mood Boards + Comps** — Compile edited mood boards and scan comp sketches into a single pdf.
- Your Layouts + Mockups** — Jpegs of your individual contribution to the concept deck and their mockups.
- Presentation Deck** — A pdf of the digital presentation and printed deck you presented to the Daemen Faculty.
- Final Poster and other Asset/Merch Design Files** — mechanical and packaged files.

**due date:**

DAEMEN ADJUNCT  
2020

Project 1 Handout Instruction Sheet



# \* Project 1

DAEMEN ALL HIGH CAMPAIGN

GRADING RUBRIC

NAME:

Your final submission must include items below. You will be graded on effort invested in each step of the process, along with quality of final deliverables, and participation in critiques and discussions.

MISSING

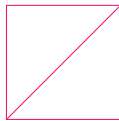
NEEDS IMPROVEMENT

FULFILLED ASSIGNMENT

BETTER THAN REQUIRED

EXEMPLARY

PROF/PEER REVIEW



FINAL GRADE



Additional Comments:

## Research / Inspiration/ Brainstorm.

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Brief is thoughtfully and relevantly filled out with detail.  |  |  |  |  |  |
| Visuals brought forward as inspiration where part of an overall idea. They had purpose.   |  |  |  |  |  |
| Mood boards offer a range of artwork, color schemes, fonts, photos, and other design elements to clearly display an envisioned concept/direction.                         |  |  |  |  |  |
| Thumbnail sketches show numerous directions explored during brainstorming and comps show a progression of your design thinking and refinement of the rough initial ideas. |  |  |  |  |  |

## Theme/Layout

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Layout and mockup jpegs show your individual contribution to the concept deck.                               |  |  |  |  |  |
| Elements are well-designed (typography, hierarchy, clarity, balance, color, etc.) and mockups are realistic. |  |  |  |  |  |
| The ideas are behind the design are clear.   |  |  |  |  |  |

## Presentation

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Digital presentation and deck show 3-5 strong concepts in a clean and consistent way.                           |  |  |  |  |  |
| Oral presentation indicates knowledge of ask, confidence in deliverables, and explanation of design thinking.   |  |  |  |  |  |
| Individual presented self and work in a professional manner and actively participated in pitch and discussions. |  |  |  |  |  |

## Production Files

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Submitted files are built in the right program(s).                                |  |  |  |  |  |
| All submitted files are built to correct size and formats (including logo suite). |  |  |  |  |  |
| All submitted files are clean, organized, and named correctly.                    |  |  |  |  |  |
| All submitted files are professional-level quality.                               |  |  |  |  |  |

## Critique Participation

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Discussed and presented during process and final critiques.                                     |  |  |  |  |  |
| Work and presentation was of high quality.  |  |  |  |  |  |
| Overall, participated and put in quality work, thoughts, and discussion throughout the project. |  |  |  |  |  |

## Peer Review

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Overall average of peer reviews submitted. |  |  |  |  |  |
|--|--|--|--|--|--|

DAEMEN ADJUNCT  
2020

Project 1 Grading Rubric Sheet



DAEMEN

[allhighartexhibition.com](http://allhighartexhibition.com)

## GOOD THINGS ARE COMING 2020



SILVER  
ADDY  
AWARD

Student Group Project

Created by: Students in Senior Project class

Created for: Daemen All High Art Exhibition

Final Poster and Zoom Background

Adobe Illustrator, InDesign, and Photoshop





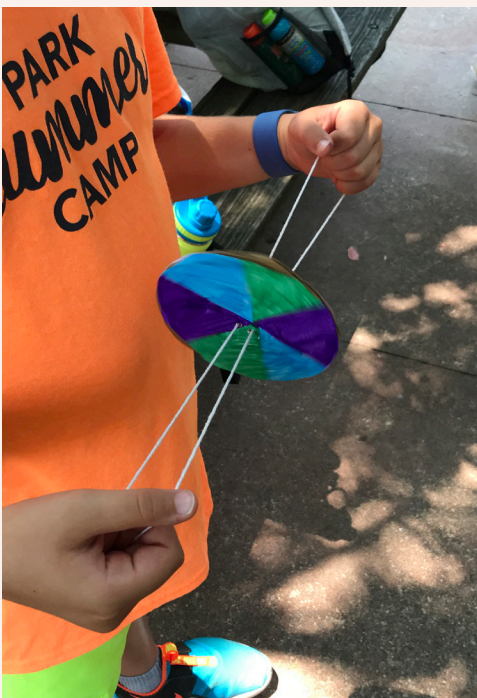
# FIELD EXPERIENCE

## SUMMER CAMP

PARK SUMMER CAMP 2021 - UPPER ARTS









# FIELD EXPERIENCE

## COMMUNITY

AMERICAN ADVERTISING FEDERATION (AAF) OF BUFFALO BOARD MEMBER



### BRANDHACK TEAM CAPTAIN | 2018

Team worked to create an icon system, poster, and website for non profit, The Foundry.

Brandhack is an annual event hosted by AAF Buffalo in which teams of college students – *working toward a degree in the areas of design, marketing, and copy writing* – compete to brand a non-profit WNY business in only five hours.



### BRANDHACK TEAM CAPTAIN | 2019

Team worked to create an logo and poster for non-profit, Diamonds in the Ruff.

As a captain, I provided guidance and advice for the teams from brainstorming and development though execution and presentation.

THANK  
YOU

*To see more of my work visit*

[MEGANELIZABETHS.COM](http://MEGANELIZABETHS.COM)

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