



# JUNK 2 FUNK

## MAKE SOME NOISE

Dear Educator,

Thank you for your interest in Junk 2 Funk (J2F)! We are excited at the prospect of working with you.

Junk 2 Funk is a fun and engaging program designed to help young people feel good about themselves as creative individuals while challenging them to make the world a cleaner, healthier and ultimately a better place to live. Addressing a number of curriculum standards in the process, each J2F program is custom designed to fit your organization's unique needs and schedule.

Included in this information packet are testimonies from education professionals, parents, kids and community leaders; our philosophy of arts in education; our full-color J2F brochure and pricing information. J2F can be modified for grades K - 12 as well as for camps, after school programs, and other organizations that wish to expose young people to new experiences.

Please do not hesitate to let us know if you need any additional information or if you would like a free in-person consultation.

We look forward to hearing from you!

Keeping the beat,

Jeff Erwin, M.A., M.Ed.  
Founder & Creative Director



*"Jeff Erwin is an amazing teacher...His attention to musical learning, exploration of sound and rhythm, and flawless classroom management make him undeniably the best Artist in Residence I've ever hired in my teaching career."*

**Michelle Wirth, B.M., M.Ed.**  
**Rye Junior High School, Rye, NH**





## TEACHERS

*"WOW! What a brilliant residency! What a fantastic performance! Jeff, your residency surpassed our wishes and expectations—something new, upbeat and engaging, a way to bring the students together as a unit in a fun learning experience...BRAVO!"*

**-Marlene Tabor, Teacher, Rumney, NH**

## PARENTS

*"I am positive that you hear this all the time, but you do incredible work. I saw my son's performance last evening at his school in Nashua, and I was floored!! ...You are like the kid whisperer!!!...not only are the kids learning such a great tool as teamwork, to also be able to teach them about doing their share for the environment , [and] tapping into their talented, "wild side" is just amazing!!!"*

**-Kim Iannuzzo, parent, Nashua, NH**



## KIDS

*"Junk 2 Funk is a rockin' way for students from all grades to have fun while learning about music, science, and the environment. We think the music we made sounds better than music on the radio. You should definitely try out Junk 2 Funk at your school!"*

**-Mrs. Shank's 4<sup>th</sup> grade class, Nottingham, NH**



## COMMUNITY LEADERS

*"I thoroughly enjoyed both watching the performance and having the opportunity to join the kids dancing [on stage]. I love the creativity, energy and sound of TLP. It's easy to see why young people enjoy participating."*

**-U.S. Senator Jean Shaheen**





# PRICE SHEET

## Daily Rates for Residency Programs

Per day = \$600 plus mileage (and lodging if applicable)

Evening performance = \$300

## Rates for a Non-Residency Assembly: A stand-alone assembly that is not associated with an Artist-in-Residence Program

\$995 plus mileage and lodging (if applicable). A non-residency assembly is structured as follows: Jeff works with all or part of the faculty/staff (depending on size and interest) after school one day with an assembly scheduled for the next morning. During the after school workshop, the faculty/staff create a piece of music to perform the next morning. At the assembly, Jeff engages many students from each grade level on stage (k-8 friendly) and all students from their seats. The faculty/staff perform last followed by a high-energy grand finale involving everyone at the assembly. This program is a huge hit with both adults and kids and sends a strong environmental/conservation message in the process! It's perfect for schools or organizations that address the 3 R's in the curriculum (Reduce, Reuse, Recycle) including the impact of wastefulness on society and on our planet Earth.

## Mileage

\$.95 per mile during trips using cargo trailer (for multiple-day residencies: If our trailer can be left at the school/venue then the \$.95 per mile mileage would only apply to the trip to the school/venue and the trip back from the school/venue at the conclusion of the residency.)

\$.50 per mile when cargo trailer is not used (all other mileage)

## Lunches

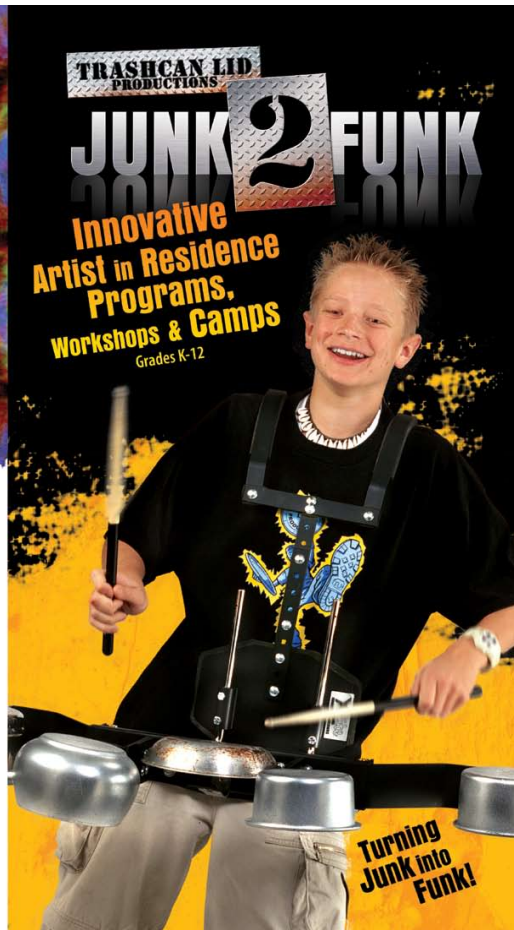
Purchaser will provide lunch for Jeff (and Skip)

## Lodging

If distance merits Jeff (and Skip) to remain in town for the duration of a residency or on the evening before a non-residency assembly, the Purchaser agrees to provide lodging at no charge to the artist(s). Lodging may be in the form of a hotel or motel. Or a local resident or family may provide it.



Trashcan Lid Productions  
P.O. Box 1522  
Portsmouth, NH 03802



## JUNK 2 FUNK

**A sensational outlet for students' creativity, physical energy and individual expression**

### ABOUT JUNK 2 FUNK

JUNK 2 FUNK (J2F) is an exciting program (grades K - 12) that blends the disciplines of science, technology, language arts, pop culture, music and performance art through fun, rewarding, and often life-changing experiences, while incorporating dozens of state curriculum standards in the process. Proven to bring out the best in youth, J2F is a sensational outlet for students' creativity, physical energy and individual expression. With an emphasis on making music using instruments made from found objects, Jeff leads students down a path of self-exploration that encourages them to take risks and work together towards one common goal, namely, preparing a rhythmic extravaganza to be performed for an assembled audience. Programs can be modified for all age levels and for alternative venues such as camps and after-school programs.

*I thoroughly enjoyed both watching the performance and having the opportunity to join the kids dancing [on stage]. I love the creativity, energy and sound of TLP. It's easy to see why young people enjoy participating.*

US Senator,  
Jean Shaheen

*It was very fun when we went on stage. It told me that I had a gift. It opened my heart. It felt like I discovered a gift of my own.*

-Elise, student

### The PROGRAM

Topics include, but are not limited to, the following:

- The Science of Sound
- Recycling & Conservation
- Current Environmental Issues
- Basic Music Theory, Terminology & Composition
- Percussion Techniques
- Poetry (in the form of lyrics)
- Pop Culture
- Performance Art
- Stage Direction & Blocking
- Introduction to Music & Video Technology
- Light & Shadow
- Public Speaking
- Inventiveness
- Maintaining a Positive Attitude
- Professionalism on Stage
- Sharing
- Risk Taking
- Group Cooperation & Teamwork

### The ARTIST

Jeff Erwin is a performing artist and educator (M.A., M.Ed.) who, since 1989, has worked with youth and young adults as a classroom teacher, college instructor, stage director, youth counselor, mentor and artist/musician. Jeff is a juried member of the prestigious New Hampshire State Council on the Arts' artist roster and is recognized as a master teacher in schools throughout New England. His work with youth has been featured on numerous television and radio programs and in magazines and newspapers throughout the U.S.

Look no further for an extraordinary and meaningful experience with an Artist in Residence. Jeff's approach to the students encouraged and invited their creativity as they continued to experience the reinforcing boosts to their self-esteem. They spent time writing, creating and finding strengths for the first time...Please consider this the highest of recommendations.

- Ann Rutherford,  
Assistant  
Principal, Kingston, NH

WOW! What a brilliant residency! What a fantastic performance! Jeff, your residency surpassed our wishes and expectations—something new, upbeat and engaging, a way to bring the students together as a unit in a fun learning experience...BRAVO!

- Marlene Tabor,  
Teacher, Rumney, NH

Thank you for letting the 2nd grade go on stage and perform. I was nervous at first but found my courage somewhere.

-Kenny, student

Thank you for all the time you had to spend with us. It was the best thing I ever did.

-Ashley, student

### Contact

**TrashcanLidProductions.com**  
**603.502.5886**

Trashcan Lid Productions  
P.O. Box 1522, Portsmouth, NH 03802





# PHILOSOPHY OF ARTS IN EDUCATION

Jeff Erwin, M.A., M.Ed.  
Founder / Creative Director  
TrashcanLidProductions.com (TLP)

## Self-Discovery

I believe there are kernels of creativity within every living person. My responsibility as an artist in residence is to expose youth to experiences that may help them recognize these kernels and nurture them to grow. One of the saddest things in life is for undiscovered talent to remain undiscovered. Years ago, a second-grade student, Elise, said in her thank you letter to me: “It was very fun when we went on stage. It told me that I had a gift. It opened my heart. It felt like I discovered a gift of my own.” This is not a likely comment to come from the pen of a seven-year-old girl, but it came nonetheless. And it makes the point that my job as an artist is to draw out of young people what they may not have known existed within themselves in the first place. Maybe that kernel will lead to a desire to perform again in some capacity before an audience, or to write songs or poetry. Perhaps it will spark an interest to further pursue the creative use of music & video technology, or inspire them to invent new forms of experimental theater as I have done and as I empower them to do with each culminating event (the performance at the conclusion of a residency). Or maybe students will come to appreciate art or become better stewards of our planet Earth.

## Discover vs. Skill

Further, I think that helping youth recognize their artistic interests and talents is more important, at least initially, than artistic skill development. It is, in my view, a greater success for, let's say, a potter to stimulate a child's interest in working with his or her hands than it is for the child to create the perfect pot without generalizing beyond this one creation. I think one way to help kids see & understand what the experience means to them is to “process the process” with them. In other words, we as artists can talk to kids about the process they went through to create their art and through this discussion help them generalize the experience and make connections to other parts of their creative lives. For some, it may take time for the processing to make sense or for them to follow through with any conclusions they might have drawn. But the odds of them doing so are greater if they are given a chance to talk about their artistic experiences.

## Artistic Consumption

I believe there are different levels of artistic consumption too. At the end of a TLP residency, some youth may have simply come to appreciate my particular art form more. Maybe they will be more likely to attend the theater in months or years to come. Others may be stimulated by the historical context of the art. Still others may want to master it. Each of these cases, in my view, is a success, for it is unrealistic to believe that every student will consume the art form entirely.

## Levels of Group Achievement

TLP workshops are largely performance art based, so it follows that I hope for participants to take away a new appreciation for this discipline. One of my strengths as an artist and educator is that I am able to create an atmosphere where kids feel safe and free to take the kinds of risks necessary to learn new things about themselves. When kids feel safe it is possible to call them, as a group or team, to a higher standard of achievement as long as they are given the tools, leadership, inspiration and time to excel. It IS the process that is most important; however, if the quality of the product matches the depth of process, the outcome becomes all the more meaningful for everyone involved, including the audience.

## My Two Convictions

In conclusion, I will say that there are two axioms that I rely upon as an artist when working with youth: (1) that kids are capable of accomplishing a lot more artistically than many adults give them credit for; and (2) that when kids learn to appreciate and do art, this leads to a better understanding and appreciation of their world and the life they lead in it.

Bill Ivey, former chairman of the National Endowment for the Arts, reminds us, *“I think the very best thing we can do for young people is to engage them in art in school at an early age. The doing of art produces not only great players and painters, it produces great listeners and lookers.”* (National Public Radio, 1998)

I aim to do just that.