

# BEN JOHNSON

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## SKILLS AND CREDENTIAL SUMMARY

- Commitment to thoughtful preparation, skilled practice, and honest reflection in my work as a teacher
  - Extensive experience using performing arts curriculum as a tool for the development of collaborative work skills
  - Proficient in written and spoken Spanish
  - Professional performer since 1997 (resume available)
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## EDUCATION

**Brown University**, Providence, Rhode Island, May 2006

- Master of Arts in Teaching, Secondary Education, History and Social Studies

**University of California at Los Angeles**, Los Angeles, California, May 2002

- Bachelor of Arts in History

**Ringling Brothers and Barnum & Bailey Clown College**, Sarasota, Florida, June-August 1997

- Trained in skills and performance techniques originating in various international circus traditions
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## TEACHING ARTIST EXPERIENCE

**BATS Improv**, Trainer/Teaching Artist, San Francisco, CA, May 2010–present

- Trainer for the BATS On-The-Go program, serving corporate clients throughout the San Francisco Bay Area
- Instructor for classes in Character, Space Object Work, and the BATS Foundation series

**Berkeley Rep School of Theatre**, Teaching Artist, Berkeley, CA, July 2009–present

- Instructor for adult and teenaged students in theatrical clowning, acting, physical comedy, movement, and play creation

**Pixar University**, Teaching Artist, Emeryville, CA, May 2010-June 2011

- Designed and facilitated improv workshop focused on Space Object Work for Pixar employees

**Theatreworks: The Workshop**, Teaching Artist, Menlo Park, CA, March 2009–March 2011

- Artist-Educator in touring show focused on preventing bullying in Bay Area elementary schools

**California Shakespeare Theater Artistic Learning Program**, Teaching Artist, Berkeley, CA, January 2009–June 2010

- Used play creation curriculum to enhance student literacy and strengthen their ability to collaborate

**East Bay Center for the Performing Arts**, Teaching Artist, Richmond, CA, January 2009–June 2010

- In-school placement focused on using theatre arts as a vehicle for developing student imagination, focus, and, teamwork

**Berkeley Playhouse**, Teaching Artist, Berkeley, CA, January 2009–August 2009

- Employed the themes and performance styles of musical theatre to encourage student creativity

**The ArtsLiteracy Project at Brown University**, Teaching Artist, Providence, RI, June 2004–June 2005

- Taught performing arts-based literacy workshops independently and in collaboration with classroom teachers to students in grades 5–12. Led workshops as part of standard curriculum, and in summer, weekend, and extended day programs

**Cirque du Monde**, Teaching Artist, Bronx, NY, September 2002–June 2004

- Responsible for overall program design, creation of curriculum, and facilitation of daily circus-arts workshops for sixty students in grades 1–12 in the New York chapter of Cirque du Soleil's social outreach program

**Cirque du Jour**, Teaching Artist, Naugatuck, CT, Summers June 2002–August 2006

- Performed and taught circus arts to students age 6–18 at youth oncology camps throughout the United States
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## CLASSROOM TEACHING EXPERIENCE

**Lighthouse Community Charter School**, Substitute Teacher, Oakland, CA, October 2007–May 2008

- Substitute taught for 53 days in grades K-12 at innovative urban charter school
- Hired to design and teach performing arts course for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students from April 1<sup>st</sup> through June 20<sup>th</sup>, 2008

**Hope High School**, Student Teacher, Providence, RI, August 2005–December 2005

- Taught United States History and Content Literacy for fifteen weeks to 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students

**Long Beach Unified School District**, Instructional Aide Special, Long Beach, CA, May 2000–December 2000

- Taught and cared for developmentally disabled students in a variety of classroom settings
- Personal care assistant for 9<sup>th</sup> grader with Muscular Dystrophy