

Isobel Julia Coney

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Summary

A professional teacher of art and design, specializing in textiles and outdoor learning. With two full years' teaching experience in a designated Special Arts College in central London, responsibilities included running the General National Vocational Qualification Art course at the school for ages 17-18, as well as teaching the more academic Advanced Level course, and Art and Textiles to GCSE (General Certificate in Secondary Education) level for ages 14-16 and 11-14.

Trained as a teacher at Goldsmiths College, University of London, on the Secondary School PGCE in Art and Design course, with Teaching Practice placement at Tolworth Girls' School, Surbiton, Surrey.

Formerly a fabric designer and colorist, specializing in printed textiles for the middle and upper sectors of the market for home and commercial furnishings. Also contributing to fashion and textile design in the studio of Zandra Rhodes. Latterly a part time teacher of art and craft to ages 2-10, adult textile art instructor, and outdoor learning specialist.

Qualified to post-graduate degree level in general printed textiles, and to first degree level in industrial textiles, with three years' industrial experience in the design studios of prominent printed textile and wall-covering groups, and an extensive portfolio of freelance and private designs for fabrics, pottery, tiles, lace, carpets, and home accessories.

Born in 1970, other skills and interests include the use of computers in the design process and for presentation, conversational French, and practical aspects of industrial printing and dyeing.

Education

1999 **Postgraduate Certificate in Education** from the University of London: Goldsmith's specialized arts education university. Specialization in high school teaching of arts, crafts, and textiles. US equivalent: in combination with BA degree, equivalent to a University **Bachelor's degree in Education** with specialization in industrial design.

Assignments: (1) "Using beginnings and endings of lessons to focus attention and encourage good classroom behaviour"; (2) "Criteria for evaluation and assessment in art and design education".

Lecture courses: (1) The education system today; (2) Fundamentals of teaching; (3) Mechanisms of learning; (4) Accelerated learning; (5) Teaching in urban schools and multi-cultural classrooms; (6) The secondary school (high school) ethos and curriculum.

Personal tutor: Mr. Dennis Atkinson, Head of Art & Design PGCE

1994 **Postgraduate Diploma in Textiles** from Manchester Metropolitan University, UK. US equivalent: University **Master's Degree in Textiles**.

1993 **Bachelor of Arts in Industrial Design (Textiles)**, 2nd Class Honors, upper division, from the Scottish College of Textiles, Herriot Watt University, UK. US equivalent: University **Bachelor's degree in Industrial Design**.

1989 **BTEC Arts & Technology**, York College of Arts & Technology, UK. US equivalent: **Community College Associate's Degree**.

1988: **High School Graduation**

Teaching philosophy

Fundamentals

- Drawing and painting are fundamental to all design disciplines.
- Art can give many students a means of self-expression and creativity that they may not find in any other subject. This characteristic of art should never be forgotten, and students should be encouraged to recognize it and develop it.
- Although Art is often viewed as a complementary subject to the more traditional academic disciplines, we should work to raise the awareness of art as an academic subject in its own right. Intelligent Making is the process of learning to make decisions about the materials and techniques that will be used. This is a cognitive process, not a spoken or written discipline, and the more it is developed, the more successful it becomes.
- There are no right and wrong answers in Art.

Importance of homework

- Students learn to use a sketch-book to develop artistic ideas outside school or college.
- Art helps to diversify the student's thought during the week, especially where art lessons may only occur once a week.
- Art homework should encourage students to look around at the world, enabling their artistic perception and research.

Diversity

- Art and design encourage students to draw and share ideas from their diverse cultural and ethnic backgrounds. This can lead to greater understanding of diverse cultures, and inspires ideas that would otherwise have remained un-tapped.

Differentiation

- Design projects should incorporate various learning routes, to allow individual students to choose the course of a project, and to enable students of all levels of ability to develop the project to a satisfying result.

Teaching positions & projects: part time during 2001-2014

2012: **Horizons, the magazine of the UK Institute for Outdoor Learning.** Author of a series of articles on outdoor art within the seasonal cycle in a rugged UK landscape.

Summer 2012: Workshop leader and community project leader, **Windermere Reflections: Creative Reflections** project, within the theme of Celebrating Landscape & Heritage, for this UK Environment Agency project to raise awareness of environmental issues concerning the UK's largest lake. Reference: Liz Davey, Programme Manager; Liz.Davey@environment-agency.gov.uk.

2010-2013: **UK Institute for Outdoor Learning.** Instructor on various different topics related to art and craft teaching, especially outdoor art projects. Reference: Tim Deighton, Northern Region Professional Development Coordinator, IOL. Timothy.Deighton@gmail.com.

2008-2009: **Peacock Playtime.** Art instructor for pre-school art program. Reference: Kelly Sparks, now AVP, finance & Strategic Planning at Oregon State University.

2007-2008: **Voyager Montessori Elementary School:** Volunteer art instructor for felt-making & paper-making workshops. Reference: Renee Kok, Headteacher.

2005-2006: **Bainbridge Island Parks and Recreation:** Art instructor with two parallel programs throughout the year: "Art Start" for ages 2-3 and "Creative Capers" for ages 4-6. 2007-2008: Weekend adult / child art workshops (2-3 hours) with seasonal themes. Reference: Sue Hylan.

2004: Bainbridge Island **Kids Discovery Museum:** Art instructor teaching various art classes.

2003: October felt-making classes for **Poulsbo P&R.**

2003: **North Kitsap school district / Poulsbo Parks & Recreation:** Art instructor for home-school program. Mask-making and other projects.

2001-2002: **Boys' and Girls' club** of Kitsap County, Bainbridge Island: art instructor for the after-school program.

Various times, **Esther's Fabrics**, Bainbridge Island: taught various textile programs, mainly felt-making. References: Margret Darrah, (206) 855 2953.

Teaching positions: full time, 2001 and prior

1999-2001: St Marylebone Specialist Arts College, London

Responsible for all textiles projects and teaching in the school; running the GNVQ (general non-vocational qualification) art course in academic year 2000-2001; designed and taught art projects for 11-14, and art & textiles for ages 14-16. Prepared students for degree course entry with 100% success rate.

Extensive list of projects and goals for the curriculum for Key Stage 3, 4, & 5 (11-13, 14-16 and 17-18) documented separately.

References: Headteacher: Mrs E. Phillips; Mentor: Mr P. Jordan, Head of Arts & Design Faculty, now Deputy Headteacher.

1998-1999: Teaching practice at Tolworth Girls' School, London

Developed teaching skills of presence, voice projection, discipline. Successfully taught ceramics, painting and textiles to Key Stage 3 (age 14). Initiated an Advanced Level (ages 17-18) project in textile design. Developed teaching philosophy and project and lesson plan structures.

Experience: Industrial art and textiles

1998: Freelance textile designer. Completed several designs for sale via agencies into mainly US commercial markets. Worked to develop design relationships with companies in different sectors of UK and overseas markets, for printed textiles, wall coverings and other printed materials.

1997-1998: Printed Textile Designer and Design Coordinator, Ashley Wilde Group, London.

Designed and colored a series of successful fabric designs for UK and export markets; Principally responsible for developing new designs for future collections; Specified and supervised installation of a new mini-screen printing studio for color development and experimentation; Designed for both major markets and specialist sectors; Experimented with new techniques for printing and finishing, requiring development of new design methods; Extensive color development for printed & woven fabrics using a "Ned Graphics" CAD workstation.

1996-1997: Printed Textile Designer and Design Coordinator, Fairfield Mills Ltd., Greater Manchester, UK.

Responsible for the preparation of a collection of over 15 new designs and re-colorings, launched at the Heimtex exhibition in January 1997; New designs, engraving specifications, coloring, coordinating a range, fenting the color-ways, and over-seeing the final production.

1996: Printed Textile Designer, Ametex UK Ltd., subsidiary of Ramm, Son & Crocker Ltd., London

Responsible for first complete major collection, "Tuscan", launched in September 1996; Designed the Company's collections for 1996, 1997 and 1998.

1994-1996: Fabric Design Colorist, Ramm, Son & Crocker Ltd., London

Member of a three-person color team, jointly responsible for preparation of all color designs, incorporating several color schemes per design, and up to thirty color screens per design. Responsible for the selection of museum and archive fabric designs for re-working, for contemporary European and American markets.

1993-2001: Other professional engagements

- Worked extensively with Zandra Rhodes, on projects including tiles, lace, carpets, and home accessories, for limited-edition production for private markets and individual commissions.
- Prepared numerous fashion and interior fabric designs for sale to manufacturers in Europe and the United States of America.
- Prepared a background to complement a painting, using an abstract fabric design, for a London-based television studio manager.
- Created a series of hand-painted flower pots and greeting cards for individuals and for local markets.

2001-2009: Other professional engagements on Bainbridge Island

- 2003: Fall fiber arts festival: felt-making exhibits and instruction. Reference: Ann Lovejoy.
- 2008: Bainbridge Downtown Association: poster design for the Grand Old Fourth of July.
- 2009: KidsUp! Parents' fair: poster design. Reference: Carissa Barbee.
- Various invitations, greeting cards and information cards.