

ASPIRATIONS



A publication of the New Orleans Center for Creative Arts Institute, the non-profit partner organization with the New Orleans Center for Creative Arts

HOW OUR COMMUNITY HELPS CREATIVE YOUNG PEOPLE BECOME THEIR BEST SELVES



Jackson Hill

OCTOBER 2017

Dear Friends of NOCCA,

NOCCA is a critically important educational and cultural asset for the State of Louisiana. One compelling reason why – in pursuing their studies here, students often tell us that they have been given the opportunity to become their best selves. For this issue, we asked students, faculty and alumni: “How?”



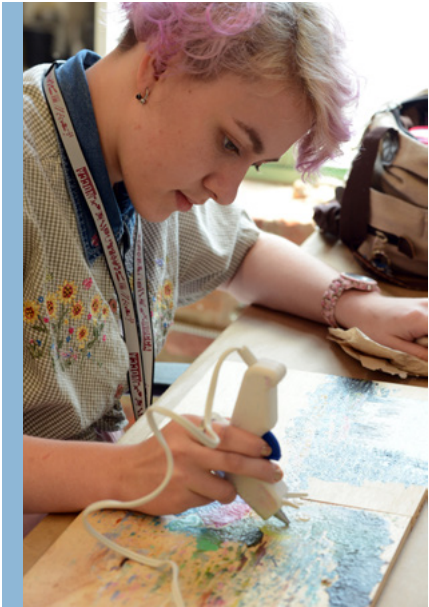
Over the last year, NOCCA and The NOCCA Institute have been examining how ~~we~~ we can continue to improve and excel through a comprehensive strategic planning process. Both organizations have looked at ways to improve operations, make course corrections after six years of significant program and campus expansion, and increase access and equity for our talented young artists.

We hope to share our innovations as well as learn from the best practices of other educators and schools in the years to come. Meanwhile, we invite you to join us for newly launched adult workshops, upcoming student productions, for a fine meal at Press Street Station, or a community workshop at Press Street Gardens. As always, thank you for the many ways you support NOCCA and its students.

Gratefully,

Debra H. Patrick
President

Sally Perry
Executive Director



Right
Vicksburg
Crayon Wax dropped on Wood
by Kira Sullivan (above), Visual Arts IV



Community

“You can create a safe, nurturing environment where students trust everyone has their best interests at heart. That’s the way you spark creativity and growth.”

Silas Cooper
Chair, Drama

“Our mentors do a great job of helping us find our own voice. But in finding that voice there is an expectation that work has to be done. It’s not only about discovering yourself as an artist, but about putting that discovery to the test.”

Phillip Youmans
Media Arts IV

Newsletter Editor, Design, Photography: Elizabeth McMillan
Photos as noted: Jackson Hill, Southern Lights Photography

The mission of The New Orleans Center for Creative Arts Institute is to support the New Orleans Center for Creative Arts, Louisiana’s arts conservatory for high school students. We invest in young artists, their mentors, and the community through programs that encourage educational and cultural innovation.				
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FACULTY MENTORSHIP FOR STUDENTS

Though faculty at NOCCA come from as many different backgrounds as students, they use similar core approaches to teaching and learning, in arts and in academics.

Assessing and Appreciating Where Students Are

“I acknowledge the skills students come in with,” says Dance faculty member and alumna Kesha McKey. “I first look for something that is working well to respond to, then proceed from there,” echoes Drama Chair Silas Cooper.

Teaching Foundational Skills and Critical Thinking

“For younger students, my job is to give them the technical grounding and skills they need to effectively communicate their ideas,” believes Visual Arts faculty member and alumna Anne Schwab. “For upper level students, my job is to get them to become good creative thinkers, to be able to make informed choices and defend why they are making those choices.”

“When I was growing up, there was no one in my family or realm who had ever pursued arts professionally,” continues Mr. Cooper. “For me it was all trial and error. Now, much of what I teach students is based on mistakes I made as a young artist. They get to benefit from my experiences, just as I have benefited from the older actors with whom I worked.”

Creating a Safe Environment

“What’s most important about our job is creating a space that is family, that is community,” believes Culinary Arts’ Chef Jessie Gelini. “Our students come from completely different backgrounds,” Ms. McKey explains. “As mentors, our doors are open to them at all times. We try to understand their needs and struggles, and reflect that understanding in how we teach and push them.”

Challenging Students' Current Self

“I help students grow by presenting them with projects that challenge where they are” Visual Arts faculty Terry DeRoche adds.

“I feel one of the best things we do for students,” says Culinary Arts Chair Chef Dana Tuohy, “is to hold them up to their potential. Delivering demanding curriculum that is reinforced through hands-on training not only prepares students for their future careers, but allows them to develop confidence and clarity in their art and work.”

“Work ethic is number one for me,” continues Ms. McKey. “I want students to have the discipline and perseverance to never give up. We tell our students, if you are here for the long haul, we are with you every step of the way.”

Setting Discovery Mode

“My role is to balance introducing students to new ideas, techniques, and tools for expressing themselves – with getting out of the way so they can discover their own,” emphasizes Creative Writing Chair, Lara Naughton.

“Students are at their best when they are in discovery mode, and when their discoveries lead them to their next questions, and to their next questions, on and on.”

And by Example

“Teaching forces me to be *my* best self, and then I try to lead by example,” concludes Media Arts Chair Isaac Webb. “Teaching makes me more compassionate, humble, thoughtful. I would be afraid *not* to teach.”



PEER TO PEER SUPPORT

The second most important way that students grow at NOCCA is through the peer-to-peer support.

Being Open

Culinary Arts students are a team. “Being around others that love what you do inspires you,” says Ella Baumgarten. “By showing me different ways things can be done, my peers expand what I can do,” furthers Alea Roy. “It’s also about being open and available to other people...when they need help or when you do,” continues Blake Bagneris. Concludes Justis Marino, “I was shy before coming here. But I was encouraged to try new things. If you stay in your comfort zone, you cannot grow.”

Being a Family Allows Students to Push Each Other

“NOCCA *is* a close-knit family. You won’t push someone’s boundaries if you are not comfortable with them,” begins Hannah Hubbard (Musical Theatre/Academic Studio IV). “We push each other and are able to do so because we build bonds, because we know each other’s artistic, intellectual and personal boundaries. Then we push each other to move beyond the boundaries and limits we think we have. Peers reassure me, ‘Come on Hannah, you can do this; or I’m doing this audition, you should too.’ I do not think I’d be where I am without my peers pushing me.”

It's Okay to Not Have Answers

“Who you are when you walk into NOCCA doesn’t really matter,” firmly believes Lizzy Lewe (Drama I/Academic Studio IV). “It’s who you want to become. No one has all the answers.”

“We are all trying to figure out our best path. We all struggle with what do we want to become. But we learn that we all bring something to the table. One person’s strengths complement another person’s weaknesses. The art you can then make is crazy good!”

Changing Every Day

“At the same time, there is no way you can leave NOCCA without being a different person,” Lizzy continues. “The Academic Studio has changed how I take in and process information, how I can make connections between ideas and subjects. My and my peers’ opinions matter very much. Voicing that opinion has stakes, but it helps you become a better person and citizen. I’m always changing here, which is great.”

“NOCCA shows me my dream isn’t crazy,” says Culinary’s Camila Arias with a huge smile. “My dream is practical for me now. It’s attainable.” Her peers standing around nod in agreement. It’s clear they will be behind her now and in the future. Maintains Eliana de la Casas, also in Culinary Arts, “It’s the relationships that I’ve made here that have given me so much, helping me to grow as an artist and as a person.”



chef tariq hanna ▲

By Denae' Reddick, Academic Studio and Culinary Arts IV

Before attending NOCCA, I had this vision of graduating high school, going to the Culinary Institute of America, and opening up this mind-blowing cupcake shop. By sophomore year, though, I didn't know what I wanted to do.

In junior year, I discovered the art of molecular gastronomy: the science of food. I now wanted to open a cafe which would still allow me to make pastries; *and* do a couple of molecular gastronomy pop-ups; *and*, if they were successful, open a molecular gastronomy restaurant.

Then Chef Tariq Hanna, Executive Pastry Chef and partner at Sucre came to teach our Culinary class.

From the beginning of the class when he said, "I'm going to give the chocolate talk I've always wanted to give," I was intrigued. "First," he said, "we are going to learn the science behind chocolate because I know everyone here wants to learn it, right?" The light bulb in my head went off and my hand went up. I said, "I do."

It was at this moment that I realized that all I thought I knew about chocolate and the world of pastry was minuscule compared to what I was getting ready to learn from Chef Tariq. In this one class alone I learned that chocolate is more complex than just white, milk, and dark. Every chocolate that we discussed and tasted had its own personality. Chef Tariq expressed these personalities and individualities through his personal stories and connections to each chocolate.

His class taught me so much about chocolate, but so much more about myself. I realized that I had never lost my love for pastry. I just needed someone to help me find it again. Chef Tariq helped me understand that not only did I love pastry, but I have a true passion for it.

"Blacksmithing is such a time-consuming process. This group of students is super fluid. The way they work together is so natural. They just get it."



rachel david ▲

Sculptor and blacksmith during a week-long residency with Visual Arts students.

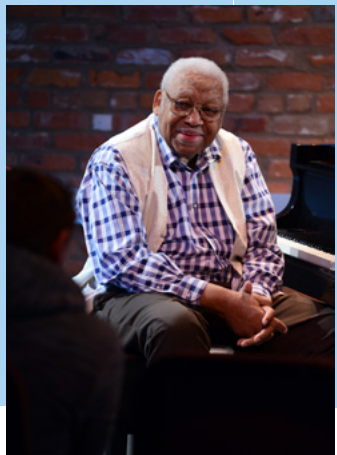
"All music is special. But there is a sense of freedom in jazz that really inspired me to play this music. Jazz is an expression, a way to have a conversation."



joey alexander ►

14-year jazz pianist and music prodigy

"When I was young and hanging with practice fanatic Alvin Batiste, he would say, 'let's play Cherokee in all the scales.' You learn what you have to do if you want to become excellent."



ellis marsalis ▲

Jazz pianist, composer, educator

"Hank Jones told me, 'nobody cares about your solo.' If you can make your solo sound better than the whole, then great. But if you can't, you need to get in the practice of bringing everyone on the bandstand together."



sullivan fortner ▲

Award-winning Jazz pianist, composer and NOCCA alumnus

"People are more willing to help than you think. Being an eager kid with a dream and gumption, you will get 50 no's, but you'll also get a few yesses. No one offers you anything. You have to make it happen.""



anthony dominici ▲

EMMY Award-winning television producer and director, NOCCA alumnus.

"In composing, the goal is to make others feel something. Sometimes that's very simple – three chords and the truth."



pj morton ▲

Musican, composer

"To be too narrowly focused when you are young limits you as a person and as an actor."



judy kuhn ▲

Tony Award-nomiated actor and singer (*Les Miserables*, *Fun Home*)

seth rudetsky ▲

Actor, writer, radio host

"In Shakespeare, there are no props. There are so many ways you can make a scene dynamic. Which means you have to be bold."



emilie whelan ▲

Actress, director, educator in a year-long residency on Shakespeare

"In singing, we have to treat our body like an instrument, like a cello. Our brains are not the instrument. Our throats are not the instrument. The music is out of our body."



dr. wonjung kim ▲

Soprano and educator

TNI SUPPORT OF FACULTY & THEIR WORK



PROJECTION MAPPING by Media Art's KOURTNEY KELLER

Over summer 2017, I had an incredible experience that is empowering our students this fall. Through The NOCCA Institute's Faculty Professional Development Program, I immersed myself in a week of projection mapping at the Guildhall School in London. I was exposed to all aspects of mapping: hardware and software, artistic form and content, and the vast scope and applications of this emerging art form.

Projection mapping is used by artists, filmmakers, theater, event producers and advertisers to add extra dimension, optical illusion, and a sense of movement to flat surfaces or objects. Our workshop focused around a software called *Isadora*, named for Isadora Duncan and first developed for use in live actor/dancer collaborations with projections and props. I emerged with a whole new set of tools: how to calculate projection throw vs. resolution, how to stitch large scale projections together, and how to create conceptually precise content in order for these illusions to succeed.

Media Arts is a broad field and our curriculum is ever-evolving to embrace new forms. Several students are now delving enthusiastically into projection mapping. Some are incorporating their work into collaborations with Musical Theater and Theatre Design. And some are applying it to their own unique media projects. Creative possibilities for collaboration and bridge-building are endless with this art form, across NOCCA's campus and beyond. I am very grateful and excited to be an inspired catalyst in such an illuminating evolution.

ART21 by Visual Art's ANN SCHWAB

One of the most exciting experiences in my career as an educator began last fall with a week spent in NYC at the ART21Educator Institute.

ART21 Educator Program fosters collaboration and collective learning among contemporary artists. It enacts creative strategies for teaching and learning. And it advocates for contemporary arts education. I was one of 12 participants chosen for the Year 6 cohort from nominees across the United States, Canada and Mexico.

The week-one intensive focused on curriculum development, critical thinking and dialogue about contemporary art, its themes and role in the classroom. Then, throughout the year, I participated in monthly mentor/mentee video conferences and a vibrant online community of artists/thinkers.

The passion and thinking that my Year 6 cohort bring to their work completely reinvigorated my teaching. And my participation with ART21 Educators encouraged me to pursue cross-disciplinary innovations with NOCCA's humanities faculty in developing the artistic component of *What A Garden Tells* project. It was an inspiring challenge to mentor students from arts disciplines other than my own as they illuminated cultural changes in early America through metaphor and art. Opportunities for authentic learning change us all at NOCCA, and we are so grateful for the support of the Professional Development Program for this experience.

... BUILDING INNOVATIVE EDUCATION

WHAT A GARDEN TELLS: PLANT SPECIES AND HUMAN STORIES BETWEEN 1000- 1800 C.E., Level II Integrated Humanities with Sciences, the Arts and Press Street Gardens by DR. PARVARTHY ANANTNARAYAN

On the surface, this months-long project – which germinated from a professional development experience – was designed to interweave deep scientific and historical investigation with artistic expression. The subject was the tremendous shifts in human populations and plant species between 1000 -1800 C.E. And the goal was for students to grasp the far-reaching consequences to humanity and the environment owing to the forces of migration, contact between cultures, mercantile expansion, and agricultural growth that transformed Europe, Africa and the Americas during this time period.

The steps were also simple. Working in teams, students began by studying plant biology, origins and uses, then merged this knowledge with geometry to design and blueprint five contextual gardens: Eastern Agricultural Complex (Indigenous to Southeastern United States), Native American Domesticates, Columbian Exchange, Cash Crops (tobacco, cotton, sugarcane and indigo) and the Creole Garden. They planted the actual gardens and lastly, created artistic responses that could become content for an informative website.

The project truly accomplished our goals for the Academic Studio. It was fully collaborative across campus, involving the participation of math, science, English, history and art faculty, along with Press Street Garden staff. Then the intellectual and interdisciplinary learning was layered with experiential learning as students dug in the earth to create gardens just as had the societies they were studying.

Lastly, students were required to transfer the concepts they were encountering into metaphor and art. In their artistic responses, students' authentic learning was reflected; they had truly internalized ideas and had defined these for themselves as part of their journey as artists/intellectuals.

Students told us "What A Garden Tells" helped them understand each other's viewpoints and arts disciplines; that they learned from their own work as well as that of other groups; that they retained information easily; that – though it was hard to create commentary on such a broad expanse of history – having done so made them more confident about what they had to say.

This was not a project I, Dr. Jayur Mehta and Ann Schwab could have likely designed elsewhere. The presence of integrated learning between sciences and humanities, Press Street Gardens, arts faculty, and students with an artistic vocation made it imaginable.

What we witnessed was deep learning happening because the process of inquiry was freed from disciplinary boxes.

It is profoundly different to teach and learn in such an environment, and it takes learning to another level.

COMMUNITY SUPPORT OF STUDENTS

via The NOCCA Institute's Financial Aid Program

“Before applying to NOCCA and the Academic Studio, I was looking for a high school that challenged me intellectually and helped me to grow in something I loved, visual arts. Through The NOCCA Institute's Financial Aid, I was able to attend a wonderful school that gave me more than a traditional high school experience. I was put in an environment that constantly challenged me to be the best version of myself. From writing essays to creating artwork, my teachers gave me the ability to explore so many ideas and concepts. I was given a community that not only understood me, but motivated me to work harder – not because it was an inherently competitive but because there is joy in making art with others. Attending NOCCA has been an honor, and I know the same community still supports me as I move on to Loyola University. I hope for future students to understand that there is a place for everyone at NOCCA, and that your experience here is something you will carry with you for the rest of your life.”

ASHLEY MALDONADO
Visual Arts



\$861,600 earned in college scholarships;
Attending Loyola University

AVONTE CROSBY
Jazz



“One of many things that I have learned from NOCCA is that music is a lifelong journey and you will never truly be done. I gained the mentality that music is like a buffet, with so many different ideas, flavors, and styles to help inspire your creativity. I learned that in order to keep building this craft and be a passenger on this journey, it will take many hours of hard work, sweat and memory. NOCCA has helped me differentiate when it's time to work and play, but also to make sure to have fun while playing. Whenever I step on the stage I always say, “It's time to go to work,” because at the end of the day I'm here to entertain and uplift both myself and the audience.”

\$96,000 earned in college scholarships;
Attending Loyola University

TUCKER GODBOLD
Musical Theatre



“Financial Aid has been absolutely paramount to the success of my learning experience at NOCCA. I've grown so much as a performer in my time here, and my training has helped to prepare me for a life in the arts. This assistance allowed me to pursue my dreams without fear of not being able to make ends meet. Financial Aid especially helped me by supporting my trip to Chicago with my class to audition for college theatre programs. Because of this, I will be attending Ball State University for a BFA in Musical Theatre this fall. Thanks so much!”

\$506,000 earned in college scholarships;
Attending Ball State University

CHEVRON SUPPORT OF LEARNING AT NOCCA



Chevron Geophysicist George Stultz braves testing multiple versions of root beer Level IV Science students created as part of their study of the fermentation process.

In the aftermath of Hurricane Katrina, NOCCA began designing an approach to academic learning that would take many of its cues from the Center's successful arts pedagogy. At the same time, Chevron made a strong commitment to rebuilding New Orleans and, in particular, the city's education system. We have been partners ever since, with Chevron's support touching every aspect of teaching and learning at NOCCA.

Chevron began by supporting the development of the Academic Studio. As the program expanded grade by grade, Chevron stepped forward to be the lead donor for the capital campaign to build a synergistic learning environment with sciences and humanities labs that would underscore exceptional hands-on learning. The Chevron Forum at NOCCA now provides students in the Academic Studio with the same professional learning spaces as arts students experience.

Core program support has followed, ensuring individual student success through the Financial Aid Program; teacher growth through faculty professional development; and innovative outdoor learning at the Press Street Gardens lab. And a recent year-long strategic planning process is leading to new pilot programs to enhance success for students who may struggle, and outreach programs that share our learning with other educators. To this end, Chevron is sponsoring *Full STEAM Ahead*, NOCCA Sciences Pop-Up Museum for regional middle school students.

“At NOCCA,” says Leah Brown, Chevron Gulf of Mexico Public Affairs Manager, “science, technology, engineering and math are further strengthened by arts exploration. Transforming STEM to STEAM allows creativity and critical thinking to walk parallel paths that lead to an increase in student achievement and innovation.”

Chevron volunteers have also enhanced student achievement by lending their engineering, geophysics and general scientific expertise to NOCCA's master-apprentice model. For instance, in just one presentation of his own work, Engineer Thijs Kulper addressed acoustic waves, solving for unknowns, peer review of work, data analysis, geographic mapping and working to completion – all subjects the Level I students were studying. Engineering, he shared with students, “is a scientific team effort. There are uncertainties at every step of the process. Each team member may look at the exact same data, but have different views. Something good always comes from working through that. Don't fear disagreements. Ask questions. Share observations. Questions always trigger new thoughts.”

“Chevron embodies our most impactful type of philanthropic collaboration,” says TNI Executive Director Sally Perry, “a thought partner who inspires, imagines with us, and advances the best of what NOCCA represents.”

PLANTING A TREE FOR THE CITY & STATE

KYLE WEDBERG, PRESIDENT & CEO, NOCCA

What responsibility does NOCCA carry for a student in another corner of the state that could benefit from the training available here? Does NOCCA want to serve all of the students who have demonstrated the desire and ability to be at NOCCA, or only those that can get to the current campus?



Over the last year, NOCCA has been discussing what the next decade could look like for the organization. The opportunity for NOCCA is to continue pushing ourselves to think about all students who belong here.

The State of Louisiana has also re-crafted what a successful school looks like under the recently approved Every Student Succeeds Act (ESSA). The opportunity for the State of Louisiana is to push schools and districts to be aspirational. I applaud the state Board of Elementary and Secondary Education (BESE) for their insistence that art be included in the formula for what makes a great and effective school. Though NOCCA can be a powerful place for the students who are ready to learn and grow here, we are part of an interconnected system that needs great K-12 arts across the State of Louisiana. The wider and deeper the reach of the arts in all schools, the greater the numbers of students realizing their purpose and becoming part of the next generation of artists and leaders in the creative and cultural economies.

The confluence of these two windows provides an interesting and historic opportunity for Louisiana. The push at the state level through ESSA to have more schools investing in and offering arts programming will make better schools and more engaged students. The opportunity to provide more students access to a world-class education in the arts through NOCCA will give them the chance to bend their own history and access a future that may otherwise not be available to them.

It is tempting to say that because this makes sense it will happen. There is a long walk of action and investment needed from many leaders and communities across the state to bring wider and deeper work in the arts to more students across Louisiana.

This brings to mind a quote that I shared at NOCCA's Celebration with last year's seniors and their families. It was from my friend and co-conspirator Dr. Brian Dassler whom we lost far too soon last spring. He used to say that the best day to plant a tree was 20 years ago, and the second best day to plant a tree is today.

I look forward to working across the State of Louisiana to plant a forest of opportunities for students in the arts. From the piney woods to the cypress swamps, let us work to ensure every student get the training, education, and opportunity they deserve.



NOCCA'S EDUCATIONAL INITIATIVES FOR THE COMMUNITY

FULL STEAM AHEAD: NOCCA SCIENCES POP-UP MUSEUM Sponsored by Chevron

"What was your favorite exhibit?" 5th and 6th grade attendees to the inaugural NOCCA Pop-Up Science Museum were asked. "All of them!" many grinned.

With global studies showing that girls become interested in math and science around age 11 but begin to struggle and/or lose interest by age 15, seizing this window to engage their passions is critical. The Academic Studio utilizes mentorship and

hands-on experiences to do this. "NOCCA has taught me that math is a language, and how everything can be connected to math and science," says Level IV Academic / Drama student Lizzy Lewe.

As its first outreach to the community, Integrated Sciences has also designed the Pop-Up Museum, sponsored by Chevron. Geared for 5th and 6th grade students, the museum shares the experiences, projects and learning of Academic Studio students in Science, Technology, Engineering, Arts and Math (STEAM) subjects.

"The day gives NOCCA students the opportunity to teach and therefore more deeply understand their own study," explains Dr. Kit Nelson, Director of the Academic Studio, "while providing middle school students the chance to explore the fun, beauty and creativity in math and science. We also get to share our pedagogy with other educators." Stay tuned for the next Pop-Up Science Museum in March 2018.



At the Pop-Up Science Museum, Stop-By Stations and In-Depth Depots offer hands-on learning activities as well as lesson plans for teachers including:

Geology Sandbox, where students build mountains, valleys, and streams in an augmented reality sandbox.

DJ For a Day, where students investigate the physics of sound by constructing a working record player.

Fabric of Space-time, where students model how gravity holds our solar system together.

Cooking at the Speed of Light, where students use a common microwave oven to calculate the speed of light.

Making Curves from Lines, where students use calculus to make string art.

Crash! The Physics of Motion, where students investigate the physics of a car crash using dynamics carts and motion detectors.

The Sine of Pasta, where students create a beautiful wave using mathematics and pasta.

Giant Terrarium!, where students use Press Street Gardens' greenhouse to monitor and collect earth science data.

Virtual Offshore Experience, where students use virtual reality to take a tour of Jack/St. Malo, Chevron's signature deep-water project in the Gulf of Mexico.

REGIONAL COLLEGE FAIR

Over the last decade, NOCCA has built its open-to-the-public College Fair into an instrumental tool for all regional high school seniors and their parents. **Seventy** public and private universities, colleges and conservatories from across the country now take part, sharing both their arts and their academic programs with 800 attendees. If you're an up and coming college student, please join us! Dates are always noted on nocca.com.



ALUMNI REFLECTIONS



ANNE GISLESON

"As well as being an alum, I've taught here for much of my adult life, so I have a sort of double view of NOCCA. Having the opportunity to engage with young writers everyday and share the best literature I can find keeps me learning and growing alongside them."

CREATIVE WRITING, 1986
Author and Teacher



JANEE TAYLOR

"Without NOCCA, I would not have met my idol, Chef Emeril Lagasse. Without NOCCA I wouldn't have received an introduction and full scholarship to my alma mater Johnson & Wales University. NOCCA isn't only rich in educational opportunities, but rich with integrity and love and a promising future for each of its students."

CULINARY ARTS, 2011
Line Cook, Meril



ZAC MANUEL

MEDIA ARTS, 2005-07
Independent Filmmaker

"NOCCA was always a place of experimentation. Whether with story or video techniques, unconventionality was something that was always encouraged and nurtured by our teachers. It's very rare, once you enter university or the work field, that this kind of play is encouraged and appreciated. It was very liberating to begin from a place of freedom and personal expression."

Of my experiences, NOCCA prepared me most for the work I do today with a celebrity clientele. The demand that students continuously perform at an exemplary level directly influenced my understanding of what professionalism truly meant at an early age. The amazing skill set of understanding the business of music was impressed upon us by our vocal teachers and I believe this has greatly impacted my ability to go from performer to the business of music.

VOCAL, 1997 - 01
Artist Development/Production Director



SHANEKAH JOHNSON

"Playing piano frequently in front of faculty and peers during performance classes allowed me to develop confidence and poise under pressure. I have carried these skills into the emergency room where I now work as an attending physician."

Classical, 2001-03
Emergency Physician



JAMES BROWN

"NOCCA has given me two things for which I am eternally grateful. The first are my friendships. Twenty years later, I still depend on the love, support and insights of my NOCCA friends. The last five projects I've worked on have all been collaborations with these peers. I've come to learn that our greatest resource has always been each other. The second gift is the ability to deconstruct and critically assess works of art and the world around me. This faculty is requisite in the creation of meaning and is the bedrock of any truly creative practice."

VISUAL ARTS, 1998-01
Writer-Director



KIEL SCOTT



REDDING MIDURA

"NOCCA was an incredible platform for me to develop my talent and broaden interests that have fascinated and influenced me through my maturation. NOCCA taught me to be a humanist, which has benefited me time and again in my field of construction management. My upbringing in a culture as diverse and sharing as NOCCA's has given me, and I'm sure my peers, a unique awareness and compassion for all those around us."

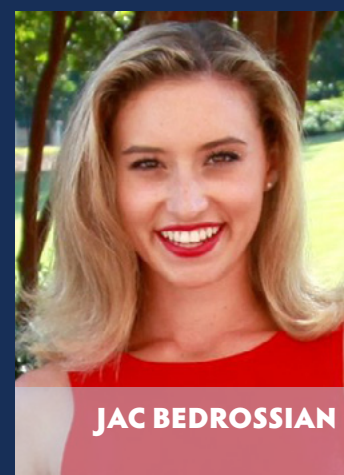
JAZZ, 2010-12
Project Engineer



CELESTE MARSHALL

"NOCCA taught me to be my best self by teaching me discipline, accountability, and to always give my all. It is these qualities that have helped me excel professionally, first as a photographer for 13 years and now as a realtor."

DANCE, 1992-96
Realtor, New Orleans
Historic Homes



JAC BEDROSSIAN

"NOCCA challenged me to be more creative and allowed me an outlet to follow my dreams of becoming an entertainment reporter while teaching all the skills that come along with this. My favorite thing about NOCCA was being surrounded by other students who were as passionate and dedicated to their craft."

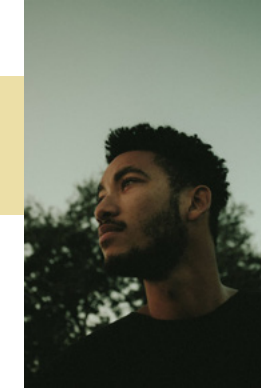
MEDIA ARTS, 2011-13
Television News Reporter/Host

Jazz Level IV drummer and composer **Brian Richburg** (right) was selected as one of 12 young musicians nationwide to participate in the Vail Jazz Workshop last summer. He followed up this summer with an invitation to participate in the Newport Jazz Festival while receiving one of five full scholarships offered nationwide to Berklee School of Music.



In April, The NOCCA Institute and NOCCA were honored to name the Visual Arts drawing and painting studio after alumnus Daniel Price (1993). As his parents Steve and Kathy wrote for his plaque:

Daniel loved nothing more than for others to find joy through his artwork. We name this studio in his honor, recognizing the beauty with which he saw the world and his desire to help others. As you create within this studio, we hope you may share in Daniel's infectious spirit, finding a passion for life, art, work and friends met every day. Live colorfully. Laugh easily. Befriend all.



Alumni in film are making their mark across the globe, including:

zac manuel's

(Media Arts 2003) film *Bloodthicker* was one of 16 presented at 2017 Tribeca All Access, the Tribeca Film Institute's flagship program for scripted and documentary storytellers who come from communities underrepresented in the film industry.



nick ramey

(Media Arts 2014), together with writer, producer and director Catarina Picone placed first in the 2017 Shakespeare Film Festival at Stratford-Upon-Avon for their film, *Ophelia*. Theirs was one of 250 entries from 40 countries.



christoph andersson

(Media Arts, 2010) won the ASCAP Award for Most Performed Song at Pop Radio, *Me Myself and I*, co-written and co-produced with G-Eazy. He has produced and co-wrote recent and upcoming singles for Dej Loaf, Afrojack, Alice Splash and more.

Students won awards this year in the following prestigious national and regional competitions:

- **Kenneth Reed Parker** (Visual Arts) was among 167 young artists selected nationally as winners of the 2017 National YoungArts Foundation Award. **Gunner Dongieux** (Visual Arts) was a Merit winner.
- **Quentin Demond Jackson** (Culinary Arts), **Fernando Oscar Rivera** (Drama) and **Graça Machel Yaasi** (Visual Arts) were recognized as a Posse Foundation Program Scholars. **Molly Graham** (Classical Instrumental) was recognized as a semi-finalist.
- **32** students received national honors and Gold Key recognition in the Scholastic Arts and Writing Competition.
- **Kyron Neveaux** (Media Arts) was selected as one of two members of the GRAMMY Foundation GRAMMY in the Schools Media Team.



students participate in national competitions

Cooking has been **Eliana de la Casas'** passion since childhood (right.) Even prior to entering NOCCA, she had published children's cookbooks, hosted a regular radio series, and cooked at festivals and special events across the country. In September 2016, she won the Food Network's *Chopped Teen Tournament*.

"NOCCA's Culinary Arts program refined my skills and taught me so much more about technique and cuisines, so that mentally I could be focused on *Chopped*. I just had to know my technique and what flavors paired well, and I knew I could make a delicious dish no matter what came in the basket."

"We knew she had won," says Chef Jessie Gelini of Eliana, who had to keep secret that she was the champion between taping the show in December 2015 and the airing of the finale in September 2016. "Eliana's confidence level was different. Now, she always volunteers for the hard jobs. She's always the last to leave class. There is a sense of added maturity to her work that blossomed."



"My storytelling and construction skills have gotten so much stronger studying here at NOCCA," says Level IV Theatre Design and Academic Studio student **Tieler Garsaud** (left), who competed this last year on Lifetime's *Project Runway Junior*.

The young designer has already launched his first fashion line called Tieler James. "For non-binary and trans people, grey sweats seemed to be the only option," says Tieler. "I wanted beautiful fashion to be more fair. Through my own journey, I have made it my mission to give my community demi-coutour fashion."

"Everything we wear trickles down from high fashion," says the 17 year old. "Fashion is so different from visual arts and even costuming. And New Orleans is up and coming for fashion design."



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Thanks to spectacular weather, ART&SOUL 2017 spilled out of the Chevron Forum’s Solomon Family Hall, Press Street Station, and 5 Press Gallery, turning into a true New Orleans block party along Press Street. The hard work of our Co-Chairs, Jeanette and Ben Jaffe and Laura and John Sillars, as well as Silent Auction Chair Susan Tullos was evident at every turn. Guests dined on delectables from favorite local restaurants and NOCCA’s own Culinary Arts students. Alumni and students were featured in all of the entertainment including the Preservation Hall All-Stars, Sweet Crude, and Cha Wa. The NOCCA Institute gratefully acknowledges all of the auction and gala donors, event sponsors, patrons and guests, with a special call out to our co-chairs, the ART&SOUL Gala and silent auction committees, NOCCA faculty, staff, students, and alumni that made this special night possible. Save the date for our next ART&SOUL Gala to be held May 12, 2018!

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P.S. Mark your calendars for January 6, when we'll start producing our amazing Satsuma Marmalade King Cakes! Get yours this Carnival season at Press Street Station or one of our retail partners, or order online for pickup or delivery.

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Exhibit by alumnus Carl Joe Williams



NEW WORK FROM ARTISTS AT 5 PRESS GALLERY

5 Press Gallery features work from NOCCA alumni, faculty, and visiting artists. In addition to outstanding original paintings and sculpture, 5 Press Gallery also offers prints, ceramics, glasswork, and other items that make great, affordable gifts. Upcoming:

November

lo-cus: Stunning mixed-media works from Lorna Williams, described by the Wall Street Journal as an "artist of sincerity, intensity and fierce kindness."

December

Wishlist: a group show featuring a huge array of work that's perfect for gifting, from holiday cards to hand-blown glassware.

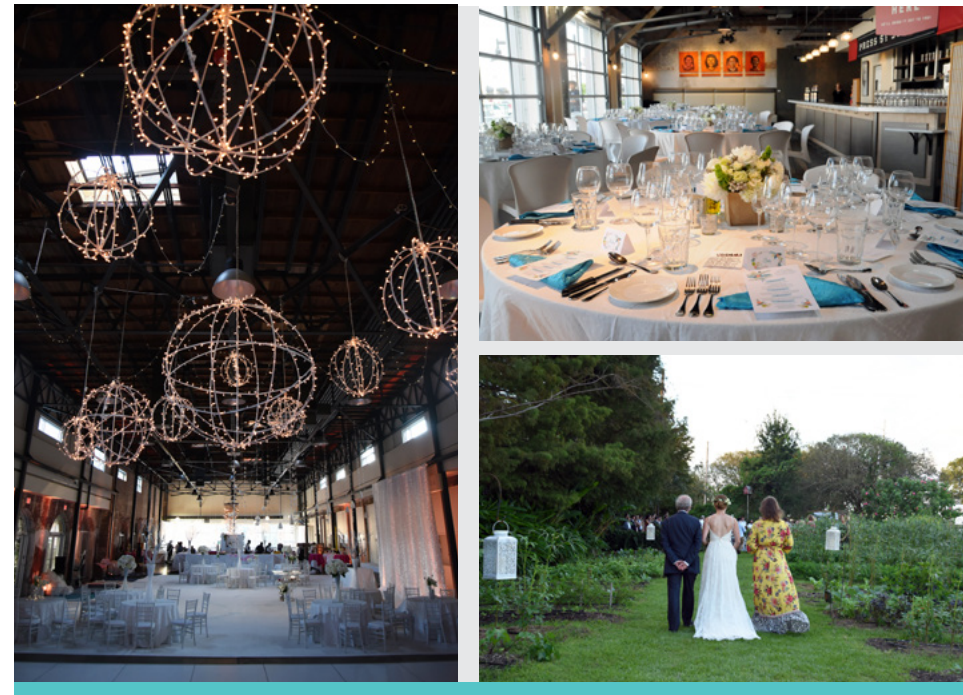
5 Press Gallery is located at 5 Press Street, next to Press Street Station restaurant. Hours are Thursday – Sunday: 10 a.m. to 3 p.m.

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Weekends 9 a.m. - 3 p.m.

Live Jazz on Sundays 11 a.m. - 2 p.m.

Closed Wednesdays

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marketplace			nocca institute		
October	Marketplace Opens		Nov 10-11	Aspen Sante Fe Ballet	Lupin Hall
Jan - Feb 9	Culinary Arts Satsuma Marmalade King Cakes visit noccainstitute.com		Dec 22	Home for the Holidays	House of Blues
			May 12	2018 ART&SOUL Gala	Chevron Forum
dance			drama		
Dec 7 - 9	Winter Dance Concert	Lupin Hall	October 18 - 21	<i>The Secret in the Wings</i>	Lupin Hall
May 10 - 12	Spring Dance Concert	Lupin Hall	March 21 - 24	<i>Truth & Reconciliation</i>	Nims Black Box
jazz			musical theatre		
November 29	Winter Concert	Lupin Hall	Nov 14-17	<i>Xanadu</i>	Nims Black Box
			April 18 - 21	<i>Anyone Can Whistle</i>	Lupin Hall
vocal			nocca		
Oct 26 - 27	Opera Scenes	Nims Black Box	Oct 28	Audition Information Session	
Feb 1 - 2	<i>Semele</i>	Lupin Hall	Dec 2	Audition Information Session	
			Jan 15, 2018	Application Deadline for 2018-19	

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NOCCA graduates received \$19.3 million in scholarship offers and aid from colleges across the country in 2017.

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*Culinary Arts Student
Christopher Videau with baby
goat Soul Sister in
Press Street Gardens*



For more information on auditions and applying to NOCCA, go to
NOCCA.com.