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OBJECTIVE

Seeking a creative position that challenges me to utilize my skills and support student learning

EXPERIENCE

9/09-present Stagewrite Teaching Artist/Megan Furth Academy, Starr King Elementary & John Muir Elementary

- *Introduce students to basic elements of theatre: tableau, environment, characters, staging, rehearsing, and performing while using literacy tools and requirements
- *Facilitate students to write their own original plays with focus on character profiles, setting, conflict, resolution, song and monologue, (incorporating VTS)
- *Perform students' original plays

9/09-present ASEP Beatbox Instructor/McKinley Elementary & Harvey Milk

- *Teach vocal percussion lessons for 2nd and 3rd graders in after school enrichment classes
- *Students learn about tempo, counting musical bars, and syncopation within a rhythmic structure
- *Team building through theatre exercises and rhythmic games

4/06, 4/09, 4/10, 4/11, 4/13 Music Arts Educator-ages 10-15/Lyrical Minded at Edgewood Center

- *Teach 6 week sessions designed to help at risk youth better express themselves through the hip hop medium
- *Provide students with basic rhythm skills and music appreciation
- *Teach song structure and brainstorming techniques for both songs and poems
- *Taught dance choreography and staging for the creation of a small music video which incorporated the different verses that students came up with
- *Also was both acting coach and music director for short play about the life of Caesar Chavez which the students performed at the end of the session

6/05-6/12 Hip Hop Instructor-ages 6-12/Randall Museum

- *2 week summer sessions that culminate in performance for parents and staff
- *Design rhythm and rhyme exercises, ensemble building exercises, and teach hip hop culture
- *Teach dance and stage choreography for song performance and give students basic theatre skills for stage performance

1/09 and 2/10 Word for Word Teaching Artist/Ida B. Wells HS and East Bay Arts HS

- *Work with students on creating short pieces based on text from poems and short stories
- *Incorporate text analysis, vocabulary skills, fluency, comprehension, listening and speaking skills, strategies, and brainstorming
- *Teach vocal technique, articulation, rhythm, projection, stage awareness and blocking
- *Students perform pieces for their peers and discuss

3/07-6/07, 3/08-6/08, 3/09-6/09, 3/10-6/10 Bravo Project Teaching Artist/UC Berkeley Graduate School of Education

- *Work with graduate students from the Principal Leadership Institute on creating an artistic response to the subject of the racial and school segregation history of California
- *Helped students incorporate vocal percussion, spoken word, and theatrical scene work into their performance piece
- *Culminated in performance where students took on various character roles mixed with multi-media elements i.e. visual projections, and music

9/08 and 1/09 Performance Lab Teaching Artist/Berkeley Repertory School of Theatre and East Bay Arts HS

- *Work with students from BERKELEY HIGH SCHOOL and EAST BAY ARTS HIGH SCHOOL on creating a spoken word/hip hop piece as a response to a performance of the play Yellow Jackets and Joe Turner's Come and Gone
- *Discuss and explore acting, movement, text analysis, and scene study
- *Help students incorporate music, rap, and or poetry into their pieces and provide guidelines for improving their presentation i.e. physical awareness, eye contact, stage position and presence

8/08-12/08 Hip Hop Poetry and Literacy through Song Writing Instructor/County Jail # Five (San Bruno) and County Jail # Eight (San Francisco) via Five Keys Charter School

- *Work with students on developing their own original piece incorporating poetry, spoken word, rap verse, and or prose
- *Provide students with poem and song structure i.e. rhyme scheme, bar counts, chorus, verse, bridge etc.
- *Designed rhythm and writing exercises that incorporate different literacy tools i.e. similes, metaphors, and alliteration
- *Help students develop vocal technique for performing their work i.e. breath control, eye contact, projection, articulation, rhythm and cadence

7/07 Acapella Performance Instructor/Intersection for the Arts

- *Taught four week workshop series focusing on taking the artists' written work, i.e. poems, songs, monologues, and prose, and producing product worthy of performance
- *Helped students develop vocal technique for performing their work, i.e. breath control, articulation, projection, rhythm and cadence
- *Provided students with guidelines for improving presentation of their work i.e. physical awareness, eye contact, stage position and presence

2/06-07 Literacy through Song Writing Instructor-9th-12thGrade/School of the Arts/SFUSD

- *Designed rhythm and writing exercises for students struggling with meeting school level literacy requirements
- *Helped students with song structure i.e. bar counts, chorus, verse, bridge etc. and brainstorming techniques for song topics;
- *Developed full songs with students based on using different literacy tools i.e. similes, metaphors, alliteration, etc.
- *Helped students develop vocal recording technique and gain performance level skills
- *Guided students through actual recording of songs which culminated in a CD for them to keep
- *Discussed both positive and negative effects of rap music through the media and how it relates to current events

2/06-07 Music Teacher-4th and 5th Grade/New Traditions Elementary/SFUSD

- *Provided students with basic rhythm skills and music appreciation
- *Helped students learn song structure and brainstorming techniques for song topics
- *Guided students through collaboration for song performance
- *Developed basic vocal percussion technique with the special education students which provided them ways to express themselves and gain confidence
- *Taught and reinforced expectations for appropriate behavior

1/06-1/06 Hip Hop Recording Instructor-9th-12th Grade/Gateway HS/SFUSD

- *Taught 8 day intensive structured to help students write and record original songs
- *Helped students with song structure, brainstorming techniques for song topics, and instrumental selection
- *Focused on in depth instruction on vocal technique and recording performance

*Guided students through actual recording of songs which culminated in a CD for them to keep

99-present *I am also part of **The Red Ladder Theatre Company** which provides imagination workshops for different at-risk groups in silicon valley and throughout the bay area

EDUCATION

Completion of Bachelor of Fine Arts program/College of Santa Fe; 93-97

PERSONAL AND PROFESSIONAL STRENGTHS

Committed teacher and collaborative team member
High level of integrity
Enthusiastic contributor and creative problem solver
Excellent people skills

SPECIAL SKILLS

Carlos Aguirre (actor, musician, vocal percussionist, educator) has been performing both as an actor and hip-hop artist in the Bay Area for over thirteen years. He is part of the musical group Felonious and has performed with The Roots, Eryka Badu, Black Eyed Peas, Mary J. Blige, Blackalicious, Jurassic Five, L.L. Cool J, and George Clinton among others. He is also a professional actor and has most recently appeared in The Magic Theatre's 2012 world premiere of Luis Alfaro's Bruja, Lorraine Hansberry Theatre's Day of Absence and Strange Angels Theatre's Hunter's Point. Carlos has also appeared in The Magic Theatre's 2011 production of Lily's Revenge, and the 2010 world premiere of Oedipus El Rey. He also appears regularly at Intersection for the Arts with world-renowned theatre company Campo Santo. Most recently in the 2009 world premiere of Fuku Americanus based on the Pulitzer Prize winning The Brief and Wonderous Life of Oscar Wao by Junot Diaz, in which he composed/compiled the entire musical soundtrack and the March 2007 production of A Place to Stand from the writings of Jimmy Santiago Baca and Ntozake Shange as well as The Hybrid Project (where he developed his original sonic and spoken word verse adaptation of Edgar Allen Poe's The Tell Tale Heart).