

# DEIDRA L STARNES

## *Curriculum Vitae*

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### EDUCATIONAL BACKGROUND

2017	MA (Producing Film, TV, Video)	America University – Washington, DC
1995	MFA (Drama)	University of Connecticut – Storrs, Connecticut
1992	BA (Theatre)	University of Maryland – College Park, Maryland

### TEACHING EXPERIENCE

#### **Howard University** (Washington, DC)

2012                    **Shakespeare for the Actor:** An undergraduate course designed for 3rd year Acting Majors. This course uses performance based techniques to support the exploration of Shakespearean culture, language, and themes.

2011-2012            **Scene Study for Musical Theatre Majors:** An undergraduate course specifically designed to strengthen the acting skills of 3rd year Musical Theatre Majors. Emphasis is placed on the application of techniques learned throughout their first two years of academic matriculation.

2004-2011            **Introduction to Acting:** An undergraduate course designed to provide non-majors with approaches to realistic acting styles. The primary focus of the class centers on character development and character relationships with specific emphasis on process. Included in the process is the use of observation, the study of character analysis and history, uncovering the given circumstances in text, the significance of setting to character psyche, understanding the importance of impulse, using physical actions to display objectives, and recognizing obstacles. Students are also taught vocal and physical warm up exercises with particular attention to proper body alignment, breathing, vocal placement, enunciation, and projection.

#### **The University of Connecticut** (Storrs, CT)

1993-1995            **Introduction to Acting:** *See above Howard University*

1993-1995            **Teaching Assistant – Introduction to Theatre:** This lecture course gave students a comprehensive look at the history of theatre and the impact history had on the evolution of the theatre, its various structures, its artists, and its playwrights. Responsibilities included assisting with the presentation of class lectures, drafting quiz and examination questions, meeting with students for discussion and review, and recording and keeping accurate records of grades.

1992-1994            **Teaching Assistant – Black Experience in the Arts:** This lecture course provided students with a comprehensive study of the history of prominent black artists in theatre, music, and mass media. It featured guest artists and faculty who discussed their points of view as black creators, with particular reference to social context and creative expression, and discussed historical and cultural perspectives of African and African-American arts. Responsibilities included drafting quiz and examination questions, and assisting with review sessions with students.

#### **District of Columbia Public Schools** (Washington, DC)

##### **Burrville Elementary School**

2016-Present        **3<sup>rd</sup> Grade English Language Arts Teacher:** This academic course is designed to develop the reading comprehension skills of scholars as well as guide them toward mastery of reading fluency and accuracy.

2014-2016 **Performing Arts Teacher:** This course was designed to develop the dramatic skills of children grades Pre-K through 5<sup>th</sup>. give them opportunities to perform, and develop an appreciation of the world of theatre. Additionally, the class provides a foundation for dance techniques.

### **Duke Ellington School of the Arts**

2013-2014 **Acting IV:** This class was designed as a culmination of the students' experience during their tenure at the school and prepare them for college auditions through a series of acting projects.

2004-2006 **Acting I, III:** This class examined the actor's craft and to introduced the student to basic principles of acting. Improvisation, theatre games, and physical exercises were employed to develop concentration, focus, imagination, observation, and spontaneity.

**Movement I, II, IV:** This class provided a broad range of movement techniques to help stimulate the student's creativity and spontaneity to help them effectively develop a character in any production. It also stimulates the student's awareness of physical self and freedom of movement and encourages the student's continued development of the body as an expressive instrument and a means of communication.

**Speech II, III:** This class stimulated the student's vocal awareness, improved and refined current speech habits, and broaden vocal range.

### **Hearst Elementary School**

2001-2002 **Drama:** This course was designed to develop the dramatic skills of children grades Pre-K through 3<sup>rd</sup> to apply those skills to the furtherance of the academic curriculum, and to develop an appreciation to the world of theatre. Theatrical games, improvisational exercises, story telling, poem recitation, scripted skits, and songs were some of the tools utilized.

## **RELATED EXPERIENCE**

### **Rockville Summer Camps (Rockville, MD)**

2013 **Way Off Broadway Summer Camp Director**  
This introductory program was designed to teach young performers various aspects of performing and theater arts through the use of theatre games, improvisation, and crafts.

### **District of Columbia Public Schools – (Washington, DC)**

#### **Capitol Hill Montessori @ Logan**

2011-2012 **Arts Integration Coordinator:** Provided drama activities for the primary and elementary students; worked with students in a Shakespeare based academic program and partnership; organized arts related field trips; informed academic teams of arts related professional development; liaison with special arts program partnerships; worked with the Educational Coach and Special Education Teacher to develop performance based lessons to assist with learning.

#### **Capitol Hill Cluster Schools**

2009 - 2011 **Arts Integration Coordinator:** Assisted academic teams with the production of special student programs; worked with students in a Shakespeare based academic program; organized arts related field trips; informed academic teams of arts related professional development; liaison with special arts program partnerships.

### **The Theatre Lab School of the Dramatic Arts (Washington, DC)**

2000 - 2012 **Director – Summer Acting Camp for Kids/Tweens:** This program was designed to immerse young artists ages 6-13 in the creative process of basic realistic acting and musical theatre techniques, through the utilizing of improvisation, scene study, storytelling, and creative writing. Emphasis was placed on theater games and exercises that promote spontaneity, engage the imagination, develop focus and

concentration skills, promote self-awareness, and encourage ensemble effort. The children were taught articulation challenges, as well as, vocal and physical exercises as tools for warming up the body and voice. Each session concluded with a “*Final Share*” project which included scripted and non scripted skits, exercise and technique demonstrations, improvisations, and lip sync.

1999-2012 **Stage Movement for Teens:** This course is designed to cultivate an awareness of the body in space as it pertains to character development, increase range of movement and physical expressiveness, and alleviate physical self-consciousness. It incorporated elements of mime, dance, and improvisation as well as training in relaxation and body alignment. The primary techniques utilized are based on the theories of Jean Sabatine and her essence explorations.

1999-2010 **Voice and Speech for Teens:** This course was designed to give students the skills needed for clear, effective speech on stage. It focused on developing proper body alignment, breath control, improving diction and projection, maximizing the flexibility and range of the voice, and the integration of body and voice. Some of the techniques utilized are based on the work of Berry, McCallion, and Stern.

(Other classes have been taught as deemed necessary including, but not limited to Scene Study, Movement, and Mind-Body Awareness for adults)

**Folger Shakespeare Library** (Washington, DC)

2010-2012 **Shakespeare for a New Generation Teaching Artist:** This outreach program was designed to expose middle and high school students to Shakespeare’s plays. This was done through a series of performance based activities and exercises that help students develop an appreciation for Shakespeare’s plays and an understanding of the innate accessibility of his work. Additionally, a script no longer than 25 minutes was crafted and students were directed to perform as a part of the Folger Shakespeare Library’s Secondary Festival.

2006 - 2010 **Elementary School Program Coordinator:** Administered the Folger Shakespeare Library’s “*Shakespeare Steps Out*” and “*Shakespeare at School*” outreach program; developed and refined new curricular materials for use in classroom visits and teacher training; liaison between the Folger and elementary schools; promoted and publicized elementary programs; monitored grant accounts, budgets and other financial aspects of elementary programs; assisted with the creation and development of on-line elementary-level materials for the Folger website and other publications; hired/selected and trained Teaching Artist and Docents; maintained Teaching Artist payroll; assisted in the creation of Folger theatrical production study guides; planned, organized and implemented the Emily Jordan Folger Children’s Shakespeare Festival; and conducted/facilitated national and local workshops for teachers in conjunction with Folger education staff.

**Renbrook Summer Camp Adventure** (West Hartford, CT)

1993-1994 **Senior Theatre Activities Director:** This program was designed to provide students grades 7 - 9 with a comprehensive approach to realistic acting styles with emphasis on process. Students were introduced to games and exercises that promoted spontaneity and freedom of expression. They were also given limited exposure to technical aspects of theatre, which included lights, costumes and sound. The students were cast and directed in a final production.

**DIRECTING AND CHOREOGRAPHY**

<b><i>Ma Rainey’s Black Bottom</i></b>	Director	1 <sup>st</sup> Stage
<b><i>For Colored Girls</i></b>	Director	Theater Alliance
<b>WORD</b>	Director	Hip Hop Theatre Festival, DC
<b><i>For Colored Girls (Reading)</i></b>	Director	African Continuum Theatre
<b><i>The Name Game</i></b>	Director	Fringe Play Festival

<b>North – 7<sup>th</sup> Street Echo</b> (Reading)	Director	African Continuum Theatre
<b>Street Life</b> (Reading)	Director	DC Black Theatre Festival
<b>Once on This Island, Jr.</b>	Director, Choreographer	The Theatre Lab SACK
<b>The Soul Collector</b>	Director	Port City Playhouse
<b>The Name Game</b>	Director	DC Black Theatre Festival
<b>101 Dalmatians</b>	Director, Co-Choreographer	The Theatre Lab SACK

### Reid Temple – North

<b>Easter at the Temple</b> (2017)	Skit Writer
<b>Christmas at the Temple</b> (2016)	Production Assistant

### Shiloh Christian Fellowship

<b>Sonrise</b>	Writer, Director, Choreographer
<b>No Sting</b>	Writer, Director, Choreographer, Song Writer
<b>For Unto Us</b>	Writer, Director, Choreographer, Song Writer
<b>Faith in Three Days</b>	Writer, Director, Choreographer
<b>They're Not Expecting You</b>	Director, Choreographer
<b>An Easter Celebration</b>	Writer, Director, Choreographer
<b>The Shepherd's Christmas</b>	Writer, Director, Choreographer
<b>He's Alive</b>	Director, Choreographer
<b>Third Day's Morning</b>	Assistant Director
<b>The Call of Christmas</b>	Assistant Director

### University of Connecticut

<b>Agnes of God</b>	Director	Freshman Class Project
<b>The Crucible</b>	Choreographer	Freshman Class Project
<b>Dido and Aeneas</b>	Choreographer	Music Department Opera
<b>Quilters</b>	Choreographer	Mainstage Production
<b>for colored girls....</b>	Director	Presentation for <b>Introduction to Drama</b> course

### PROFESSIONAL ACTIVITIES

2007, 2008	Presenter	National Conference for Teachers of English
2002-2004, 2010-2013	Moderator	Folger Secondary School Shakespeare Festival
2001-2003	Moderator	Helen Hayes Legacy Project
2000-2001	Guest Artist	YPT's <b>Power Play</b> In School Readings
2000	Panel Judge	Edgemeade Annual Talent Show
1997	Guest Artist	University of Connecticut " <i>Fortunes of the Moor</i> "

### COMMUNITY ACTIVITIES

2015-Present	Member	Angelos Media Ministry	Reid Temple
2013-Present	Member	ROG Dance Ministry	Reid Temple
2013-Present	Member	Adoration Choir	Reid Temple
2008	Guest Presenter	Drama Ministry	Spirit of Faith Christian Center
2004-2005	Group Leader	Youth Group	Shiloh Christian Fellowship
2000-2004	Coordinator	Drama Ministry	Shiloh Christian Fellowship
2000-2005	Member	Dance Ministry	Shiloh Christian Fellowship
2000-2005, 2011	Vocalist	Victory Choir	Shiloh Christian Fellowship
2000-2006	Soloist	Praise and Worship Ministry	Shiloh Christian Fellowship
2000-2005	Member	Women's Fellowship	Shiloh Christian Fellowship
1999-2009	Member	Drama Ministry	Shiloh Christian Fellowship

## ORGANIZATIONS AND SERVICES

Women in Film and Video	Member
1 <sup>st</sup> Stage	Associate Artist
The Theatre Lab School of the Dramatic Arts	Former Board of Directors
For HIS Glory, Inc.	Former Vice President
African Continuum Theatre Company	Former Associate Artist
Actor's Equity Association	Member
SAG/AFTRA	Member
American Council on Education	Former Certified Instructor
Extreme Air Performance Team	Past Member
NYSC Performance Team	Past Member
Colors of Expression – Univ of Maryland, Theatre Dept	Past Member
Administering Council of Theatre – Univ of Maryland, Theatre Dept	Past Member
Golden Key National Honor Society	Member

## HONORS AND AWARDS

2016	DC Metro Theatre Arts “2016 Favorite Directors List” <b>For Colored Girls</b> DC Metro Theatre Arts “2016 Best Performances List” <b>Milk Like Sugar</b>
2013	Helen Hayes Award “ <i>Most Outstanding Ensemble</i> ” <b>Invisible Man</b>
2012	Helen Hayes Nomination “ <i>Most Outstanding Ensemble</i> ” <b>Charlotte’s Web</b>
2011	DC Theatre Scene People’s Choice Award “ <i>Best Lead Actress in a Family Show</i> ” <b>Charlotte’s Web</b> ; DC Theatre Scene People’s Choice Award “ <i>Best Ensemble in a Family Show</i> ”
2009	Helen Hayes Award “ <i>Most Outstanding Lead Actress – Resident Play</i> ” <b>Intimate Apparel</b> ; Helen Hayes Nomination “ <i>Most Outstanding Support Actress – Resident Play</i> ” <b>Doubt</b> ; Helen Hayes Nomination “ <i>Most Outstanding Ensemble – Resident Play</i> ” <b>Intimate Apparel</b>
2007	Helen Hayes Nomination “ <i>Most Outstanding Lead Actress – Resident Play</i> ” <b>A Raisin in the Sun</b>
2006	Helen Hayes Nomination “ <i>Most Outstanding Lead Actress – Resident Play</i> ” <b>I Have Before Me a Remarkable Document...</b>
2006	Baltimore Theatre Awards Nomination “ <i>Most Outstanding Lead Actress</i> ” <b>The Violet Hour</b>
2002	Helen Hayes Nomination “ <i>Most Outstanding Lead Actress – Resident Musical</i> ” <b>Spunk</b>
1997	5 <sup>th</sup> Place National Aerobic Regional Competition- Class I Division
1997	National Aerobic Champion- Class II Division
1996	Audelco Award “ <i>Best Ensemble</i> ” <b>for colored girls...</b>
1994	Victor Borge Scholarship
1993	Dramatic Arts Performing Scholar
1993	Maryland State Senatorial Scholarship
1992	Terry Margulis Dunlap Scholar
1991	Irene Ryan Nomination – Eva, <b>The Rimers of Eldritch</b>
1990-1992	Creative and Performing Arts Scholar
1990	Theatre Patrons Association Scholar
1989	Helen Hayes Nomination “ <i>Most Outstanding Lead Actress – Resident Musical</i> ” <b>Sanctuary-DC</b>

### References:

Alex Levy, 773-636-3696  
Robert Young, 908-447-6171  
Deb Gottesman, 202-824-0449