

RYAN COREY

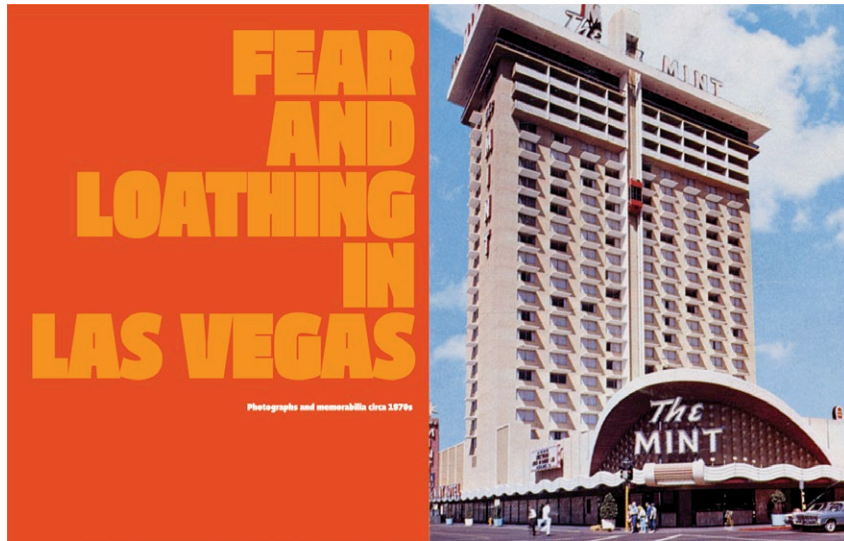
PORTFOLIO OF SELECTED WORKS

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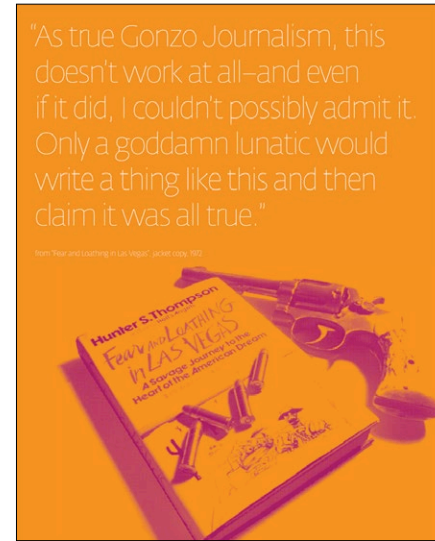
GONZO

Hunter S. Thompson



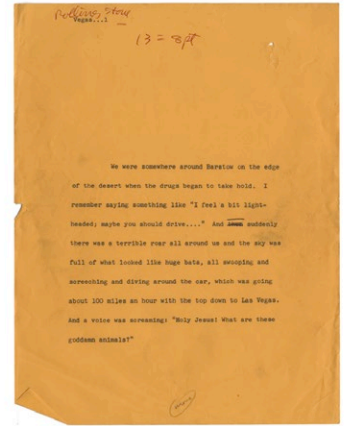
FEAR AND LOATHING IN LAS VEGAS

Photographs and memorabilia circa 1970s



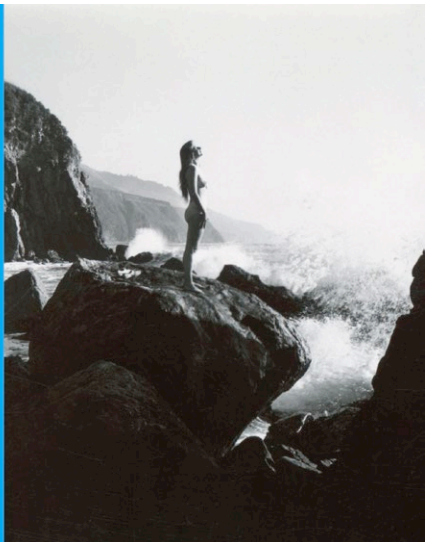
"As true Gonzo Journalism, this doesn't work at all—and even if it did, I couldn't possibly admit it. Only a goddamn lunatic would write a thing like this and then claim it was all true."

from "The Uncertainty of Las Vegas" (1971)



BIG SUR

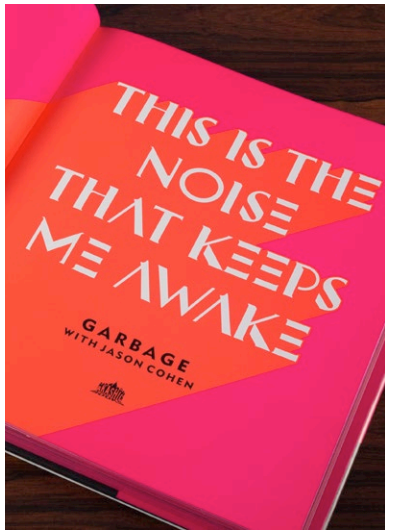
Photographs circa 1960-1968



Hunter S. Thompson

Gonzo

Art Direction, Design



Garbage

This is the Noise that Keeps Me Awake

Art Direction, Design, Illustration, Type Design



**LAST SHOW!!
GARBAGE**

TODAY IS:- Saturday Oct 1
WE ARE IN:- Perth, Australia
PRODUCTION LOAD IN:- 10:00am
BACKLINE LOAD IN:- 2:00pm
DINNER:- 6:00pm
DOORS:- 7:15pm
RED JEZEBEL:- 8:00pm
SET CHANGE:- 8:30pm
GARBAGE:- 9:00-10:30pm
AFTERSHOW:- Band & Crew return to hotel
TONIGHT:- 3:30am - LOBBY CALL
5:50am - FLIGHT DEPARTURE

Ramp it up!!!

This sucks!

HOME SWEET HOME

Week of a Glance...

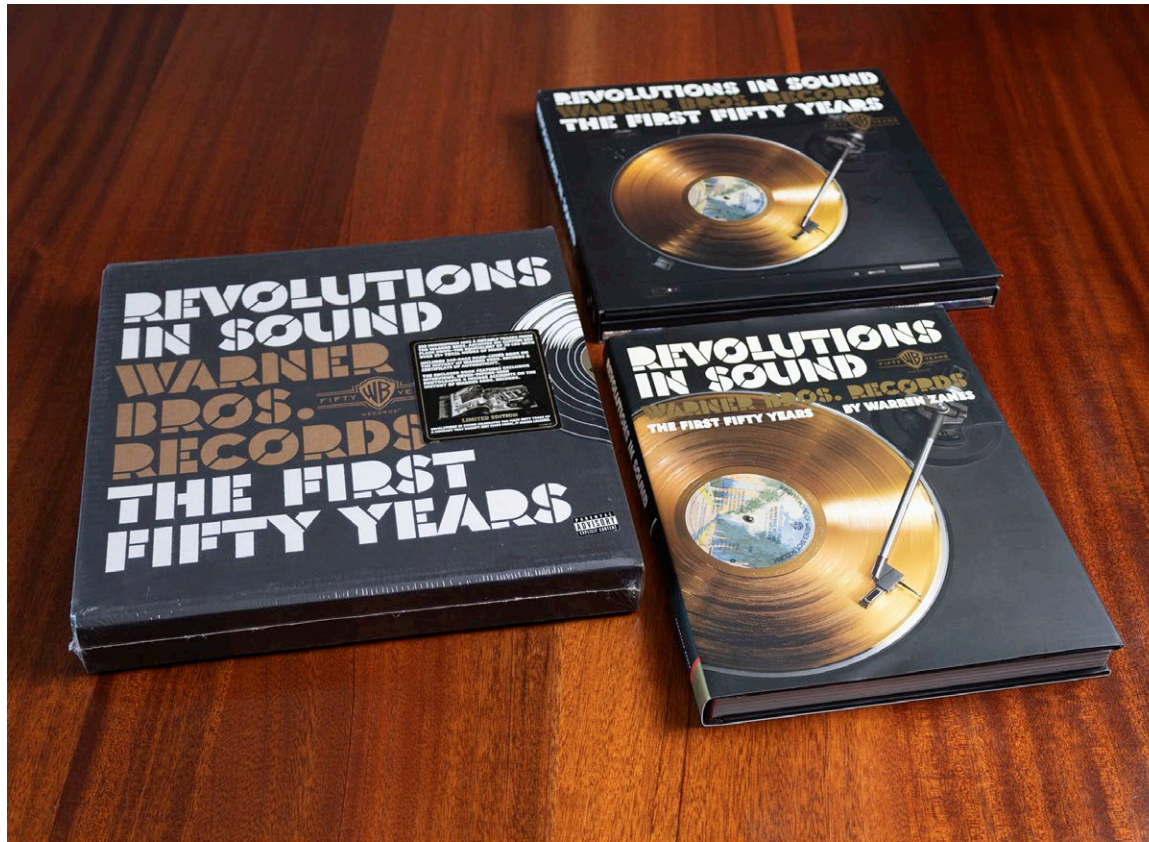
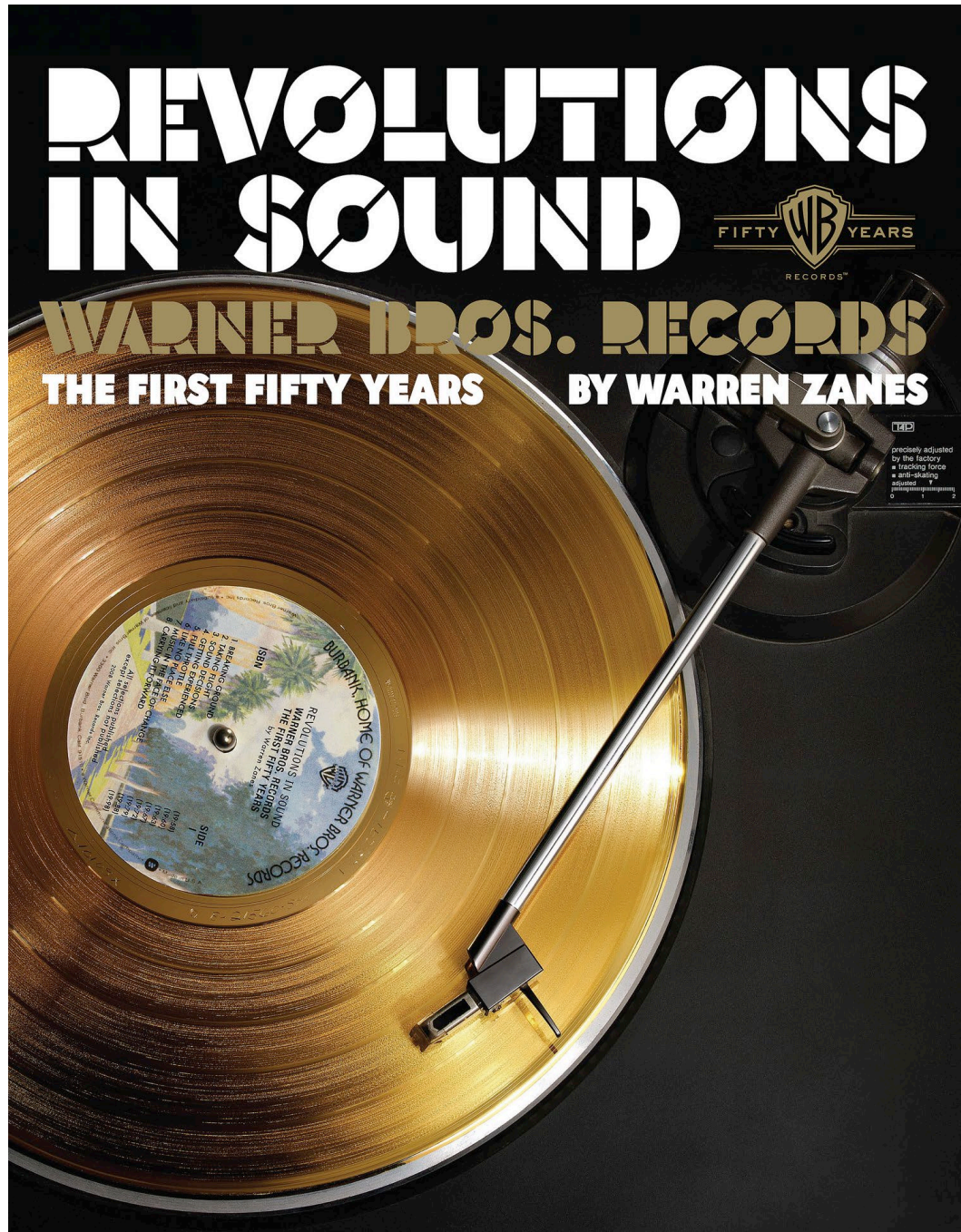
Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
Oct 1, 2005	Oct 2, 2005	Oct 3, 2005	Oct 4, 2005	Oct 5, 2005	Oct 6, 2005	Oct 7, 2005
TRAVEL DAY	TRAVEL DAY	HOME	HOME	HOME	HOME	HOME
SHOW DAY	7 DAY OFF	HOME	HOME	HOME	HOME	HOME

HOW TO BREAK PRO TOOLS

WE HAD ONE SONG WHERE WE HAD REACHED THE NUMBER OF CROSS-FADES AND THE COMPUTER WAS CRASHING. THE LIMIT PRO TOOLS HAD AT THE TIME FOR CROSS-FADES WAS 65,536 OR A 16K. I ASKED, "WHY DID YOU STOP AT 65,536 CROSS-FADES?" AND THEY RESPONDED, "NOBODY WOULD NEED ANY MORE THAN THAT AND HAD TO EXPLAIN, "WELL, YOU KNOW, IF THE SONG IS 140 BEATS PER MINUTE AND IT'S FIVE MINUTES LONG AND YOU'RE CUTTING THIRTY-TWO TRACKS OF DRUMS, BASS, AND GUITARS TO SIXTEENTH NOTES, THAT'S NOW MANY CROSS-FADES YOU NEED!" SO THEY SAID, "WOW, OKAY, WE GET IT, WE'VE TAKEN THAT LIMITATION OUT."
-BILLY RUSH



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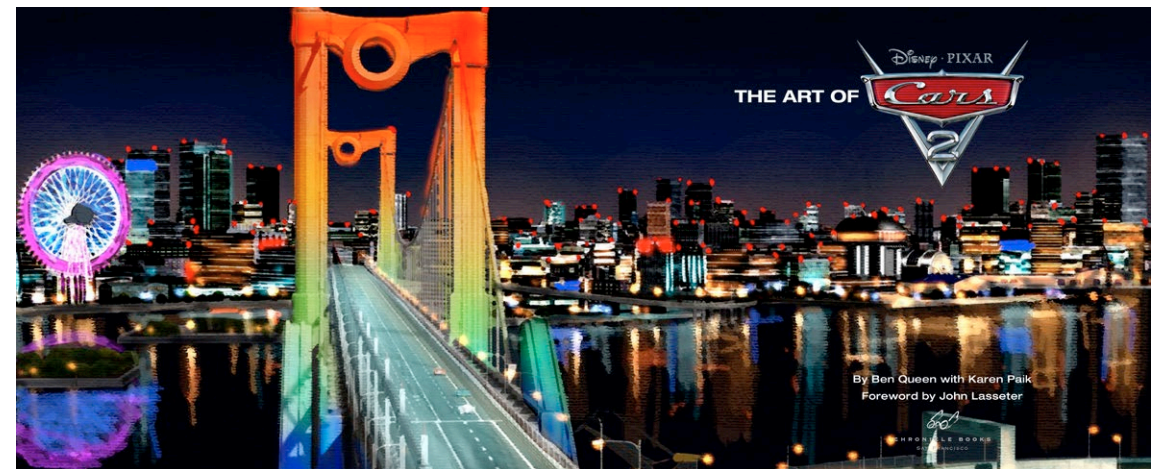
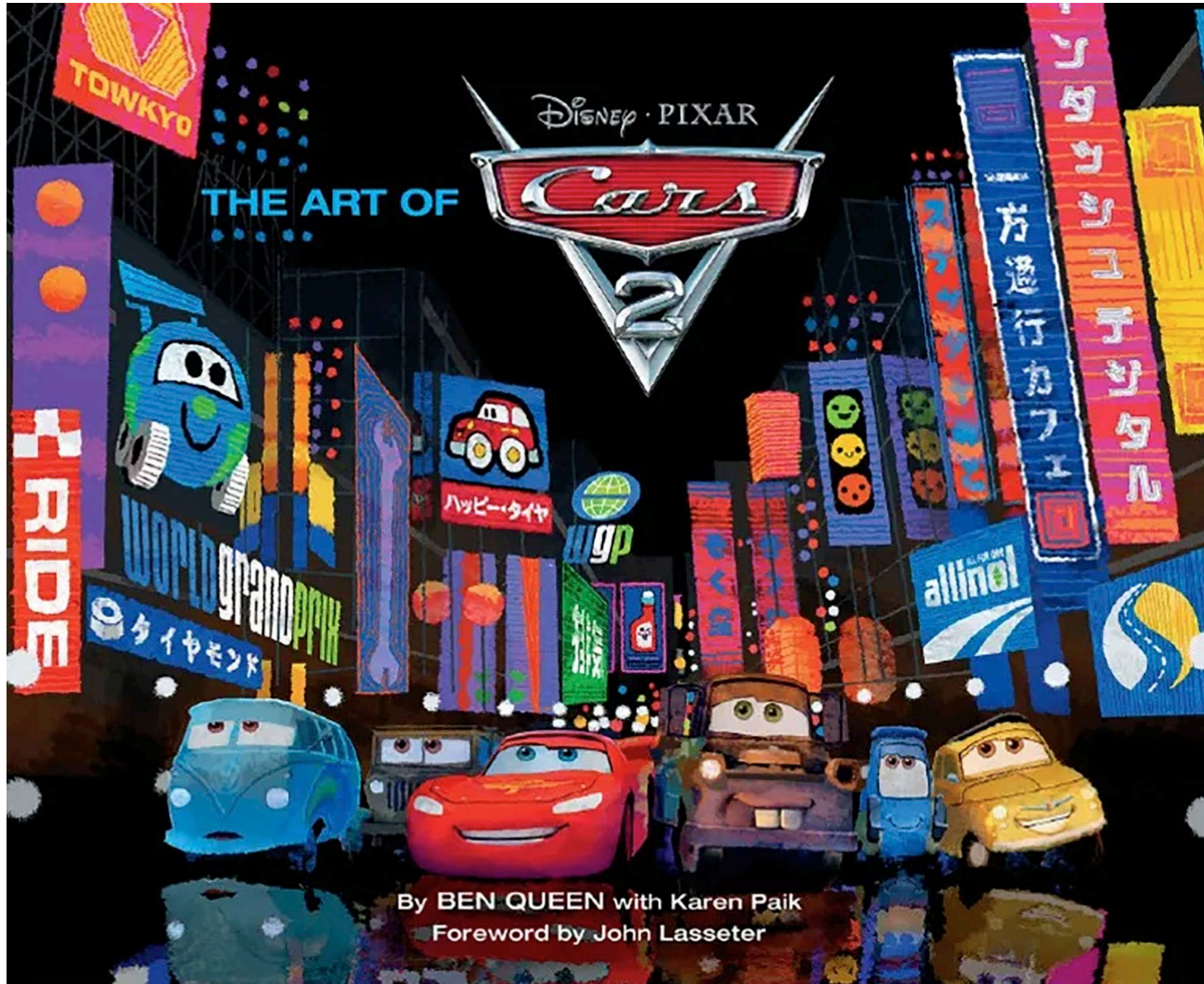


Warner Bros. Records

Revolutions in Sound

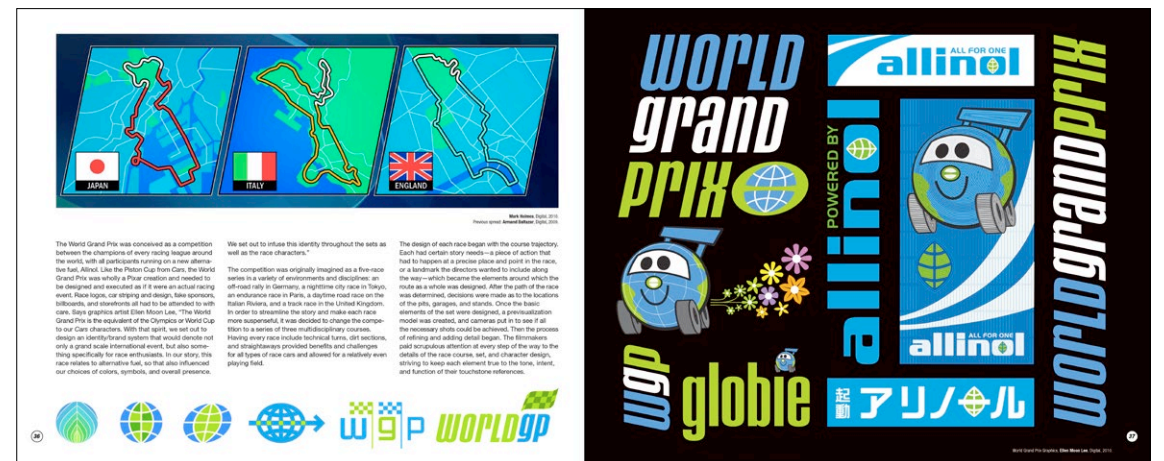
Art Direction, Design, Illustratio, Type Designn

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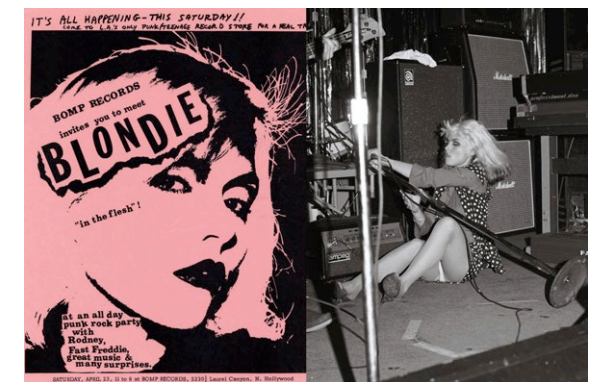
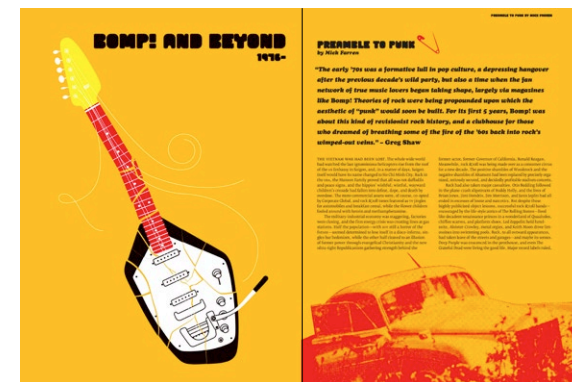
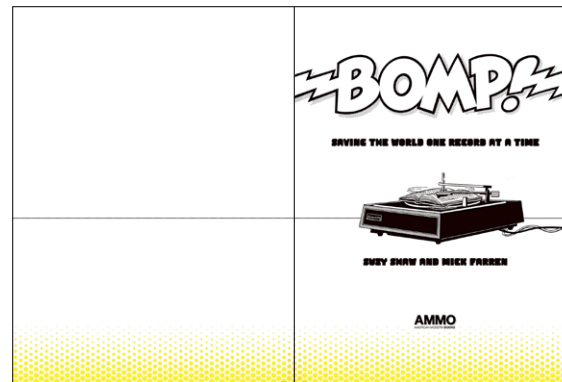
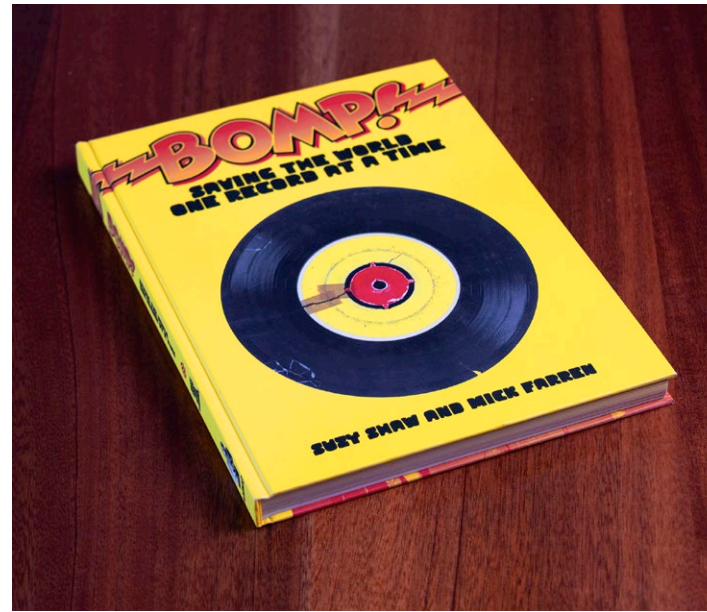
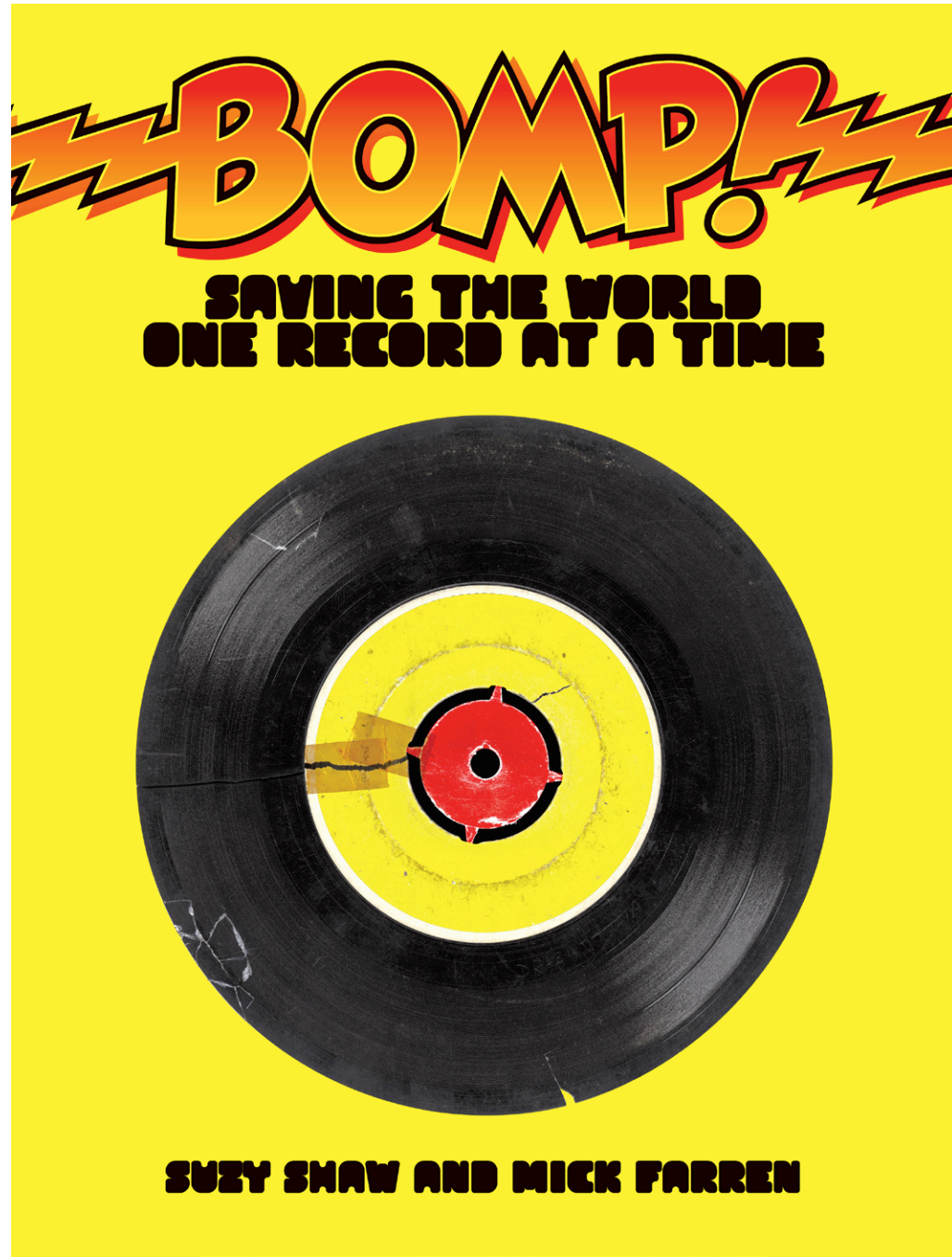


The Art of Cars 2

Art Direction, Design



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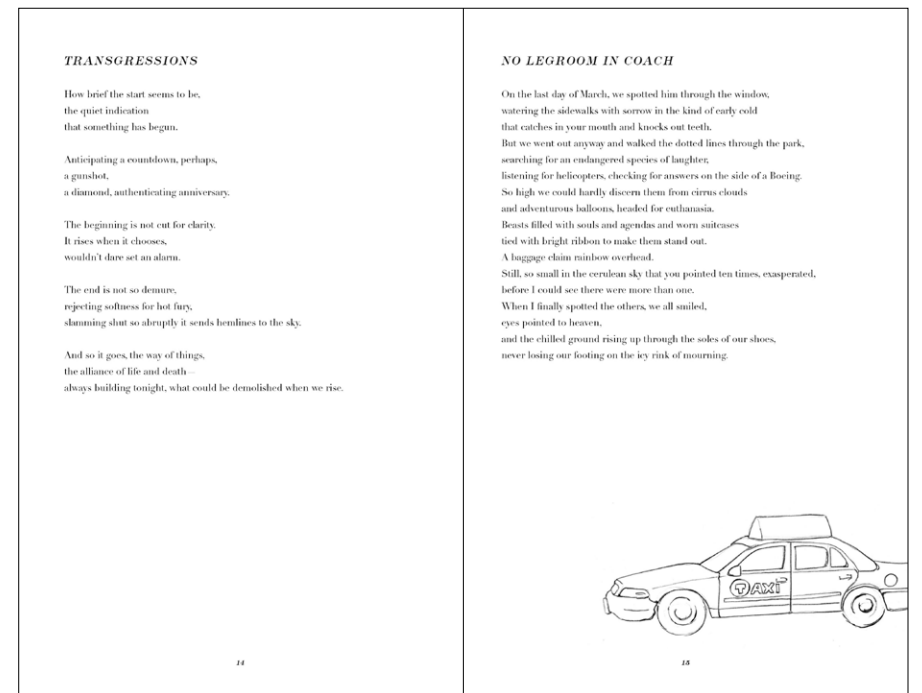
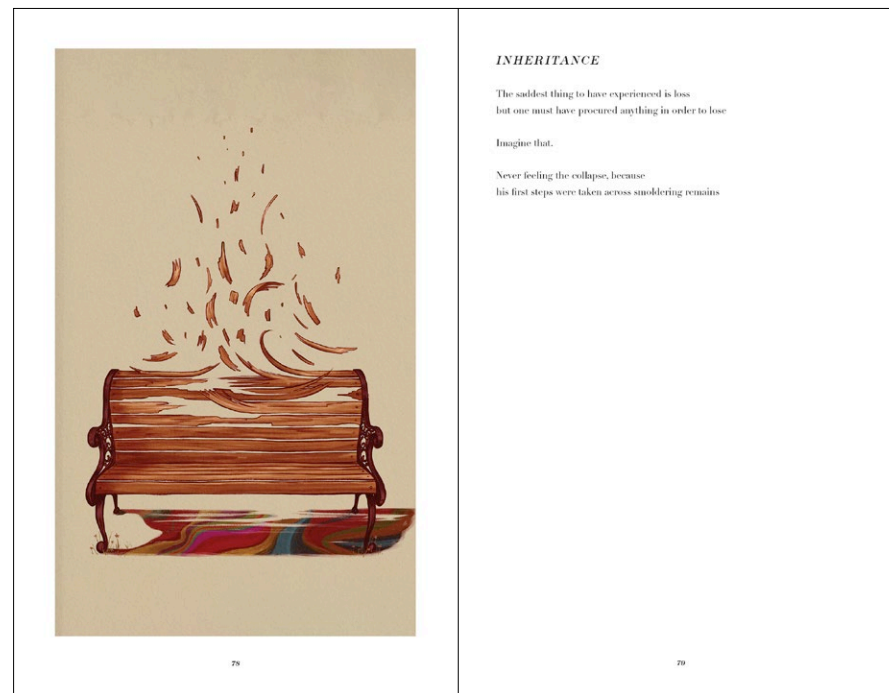
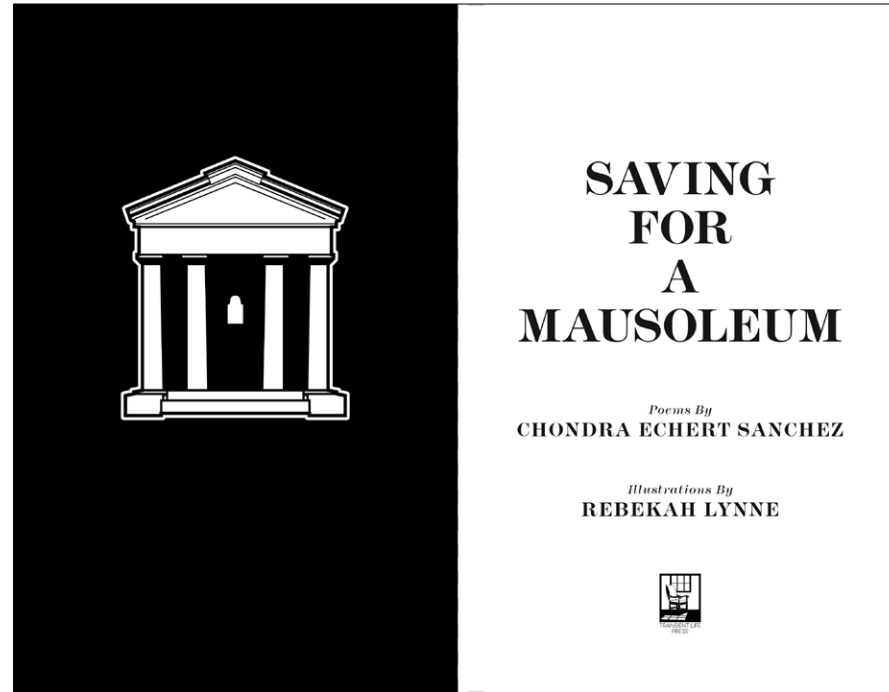
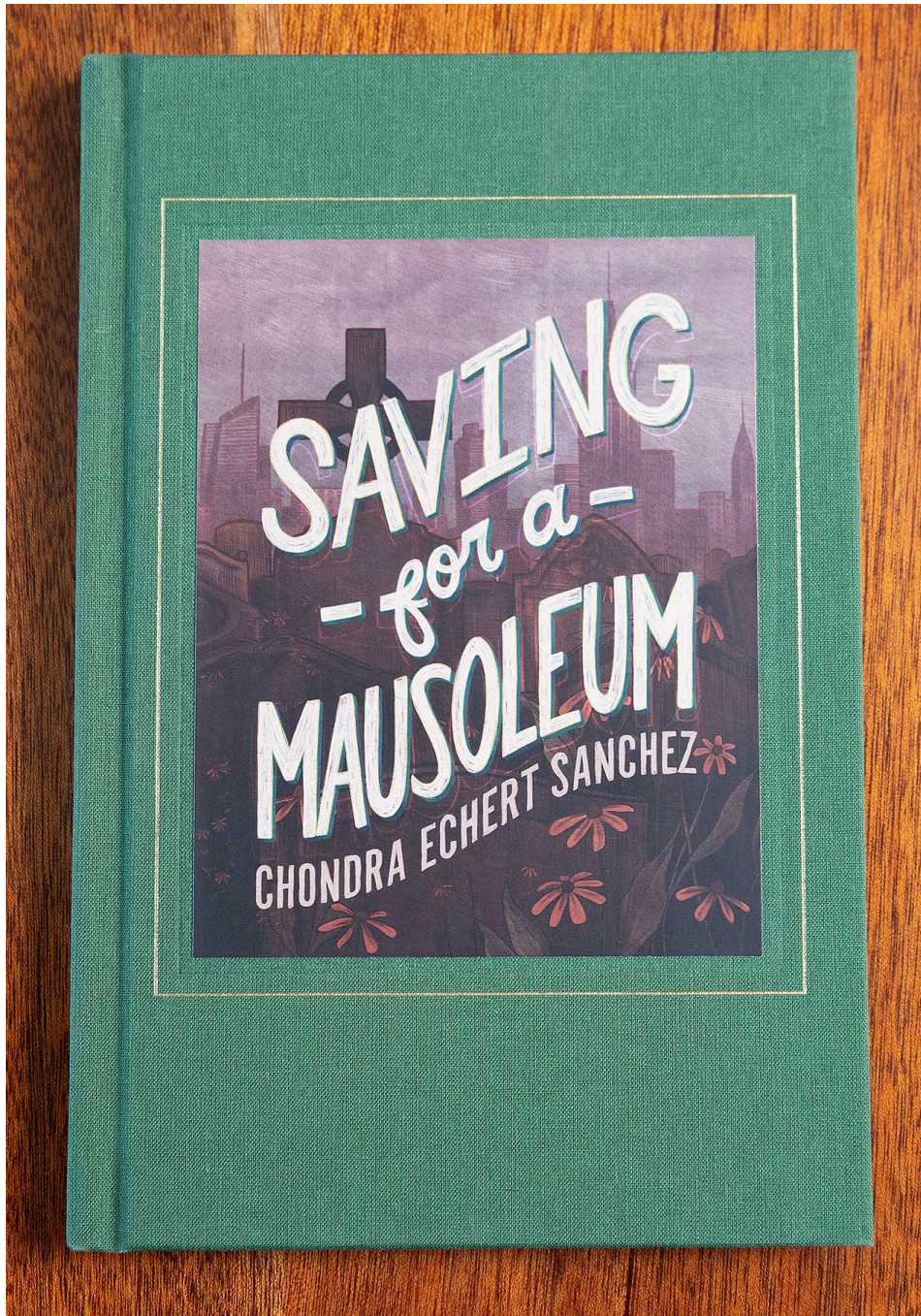


Bomp!

Saving the World One Record at a Time

Art Direction, Design, Illustration

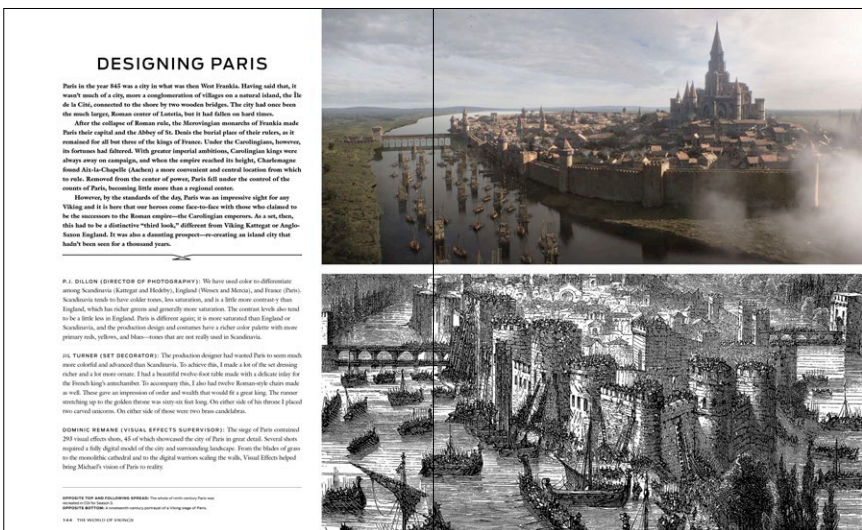
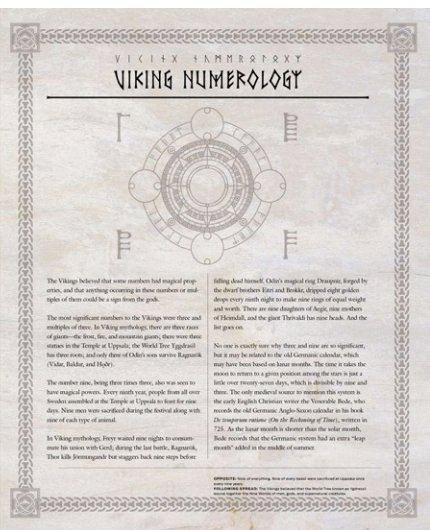
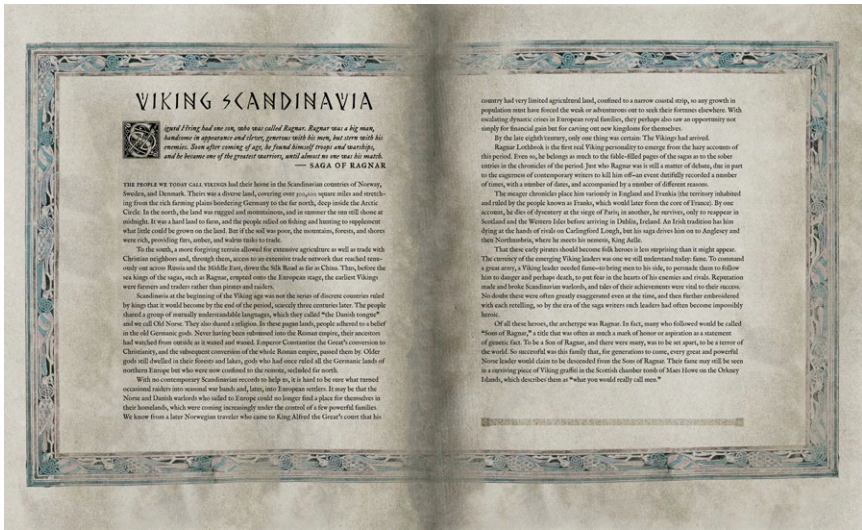
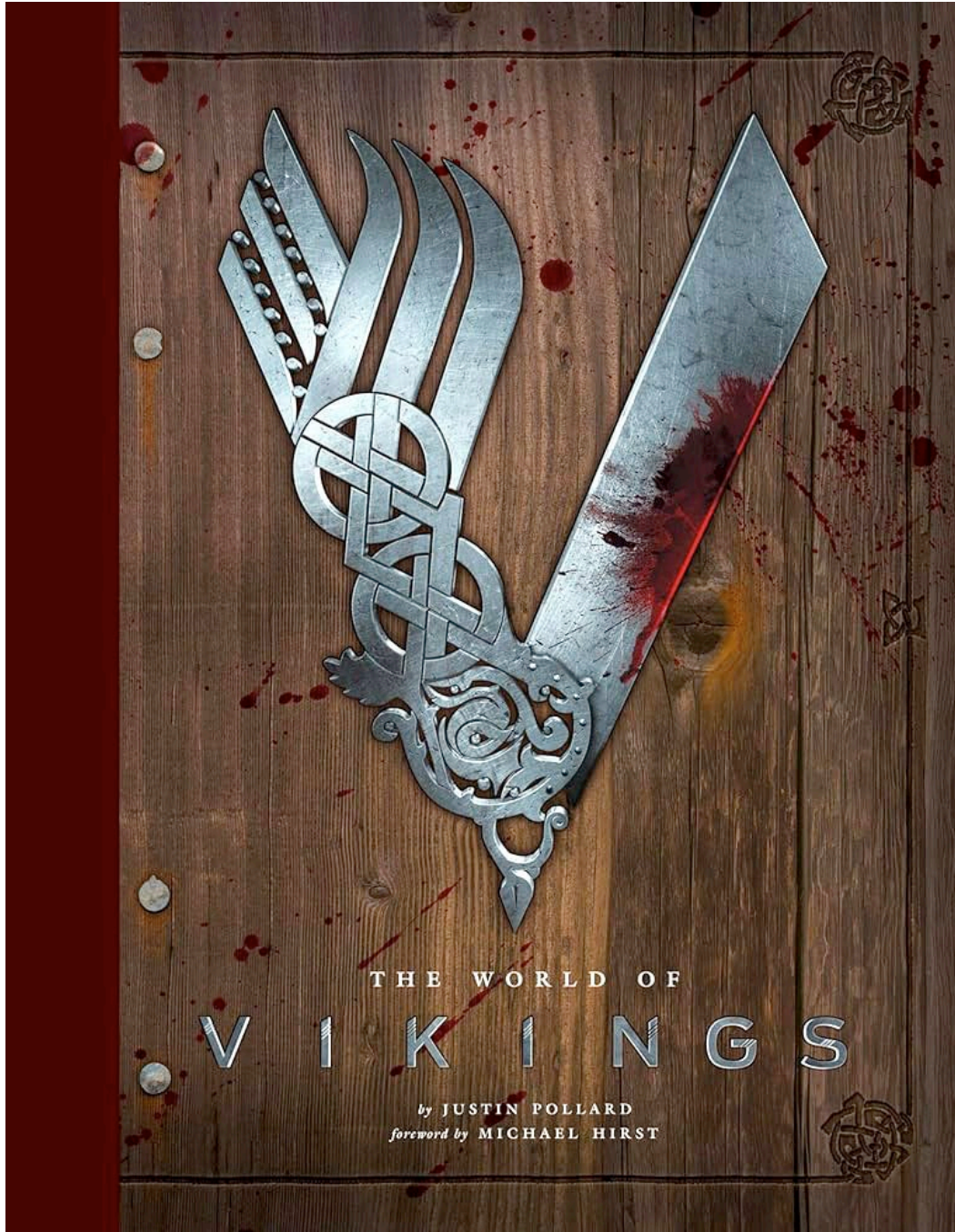
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Saving for a Mausoleum

Design, Illustration

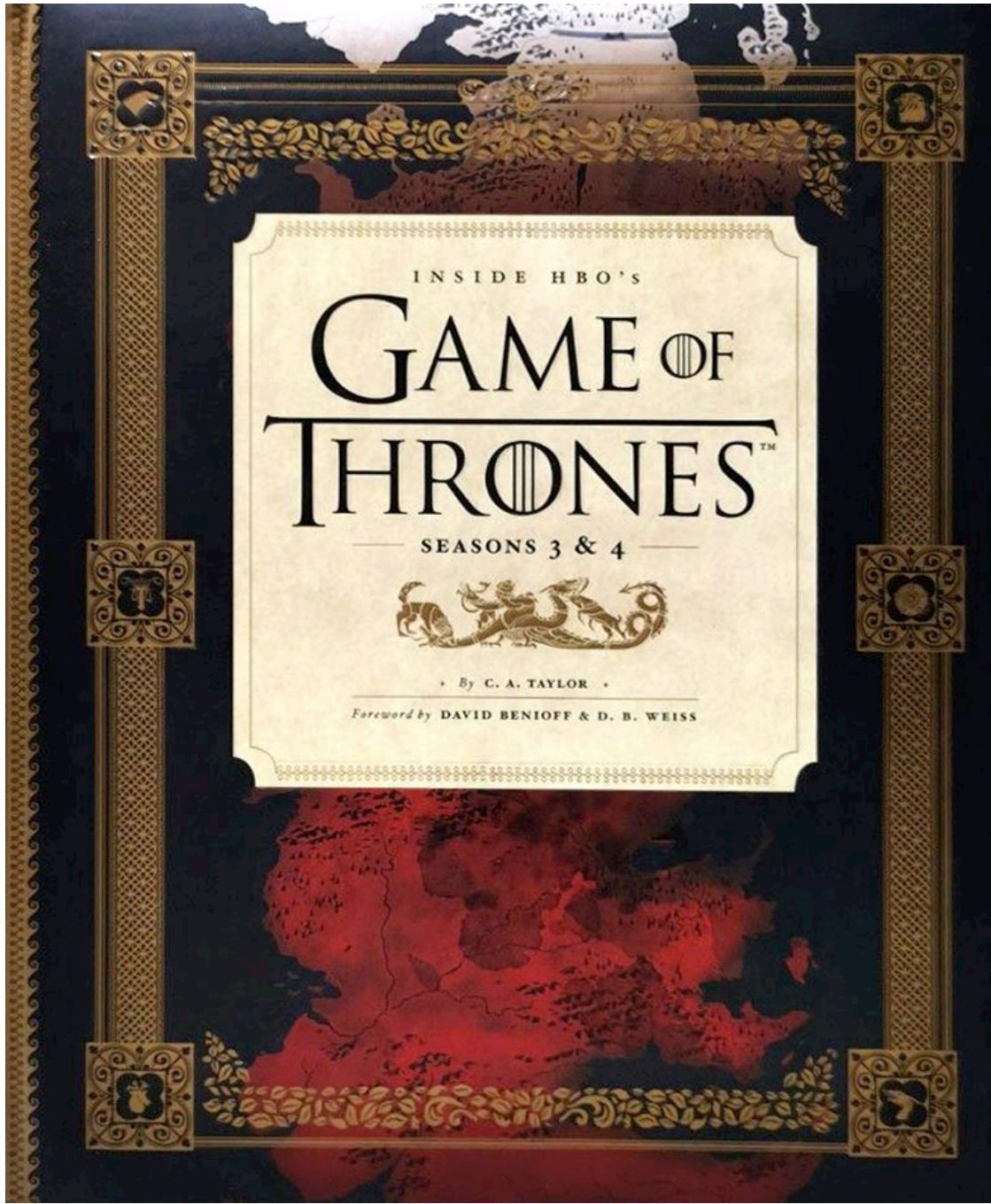
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The World of Vikings

Art Direction, Design, Illustration

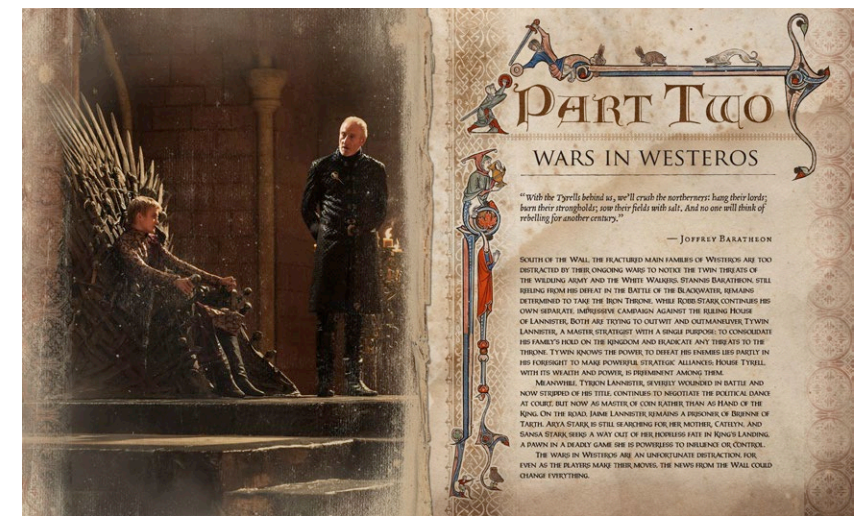
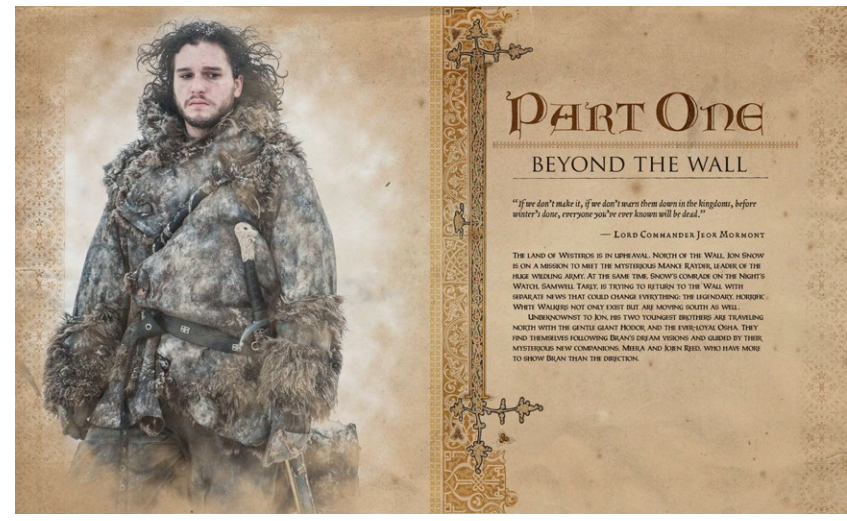
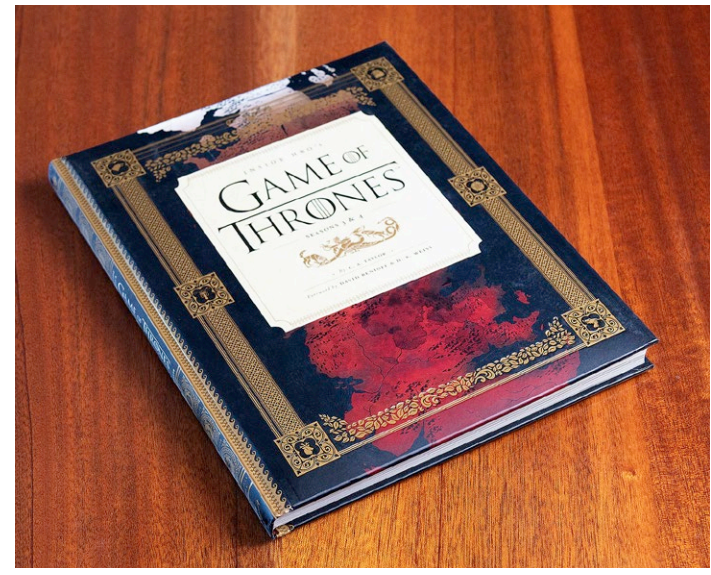
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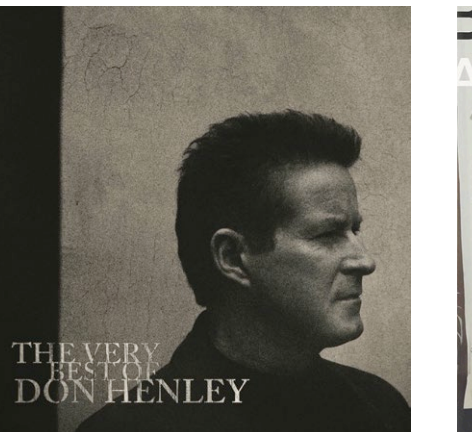
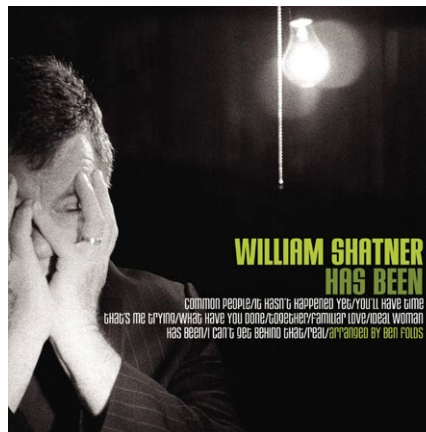
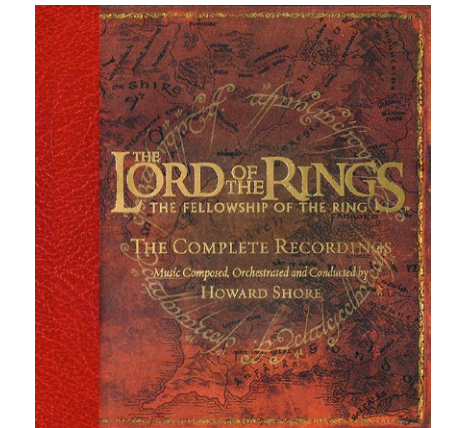
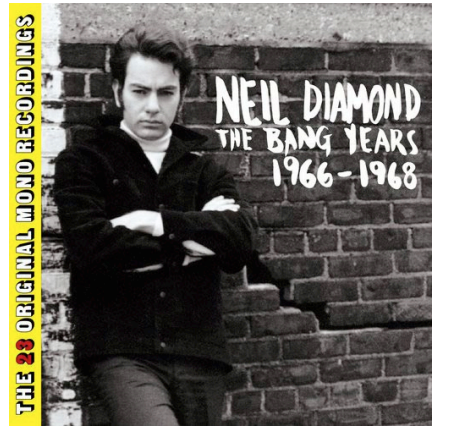
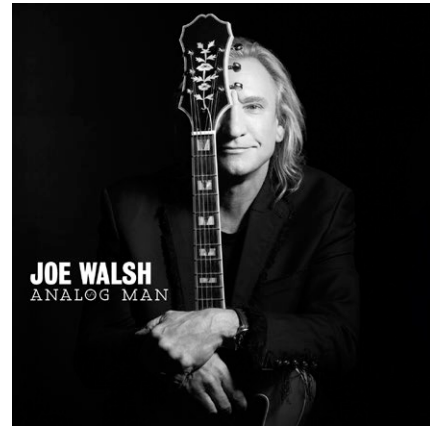
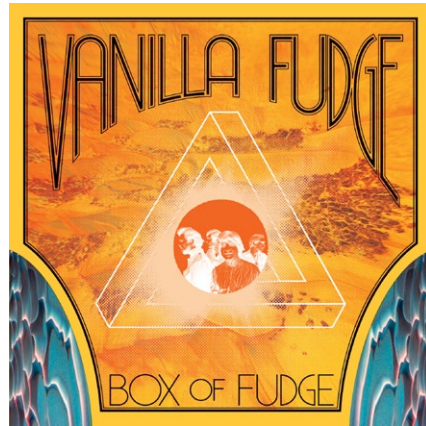
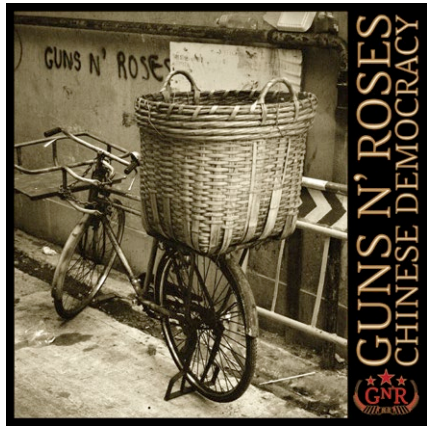
Game of Thrones

Seasons 3 & 4

Art Direction, Design, Illustration



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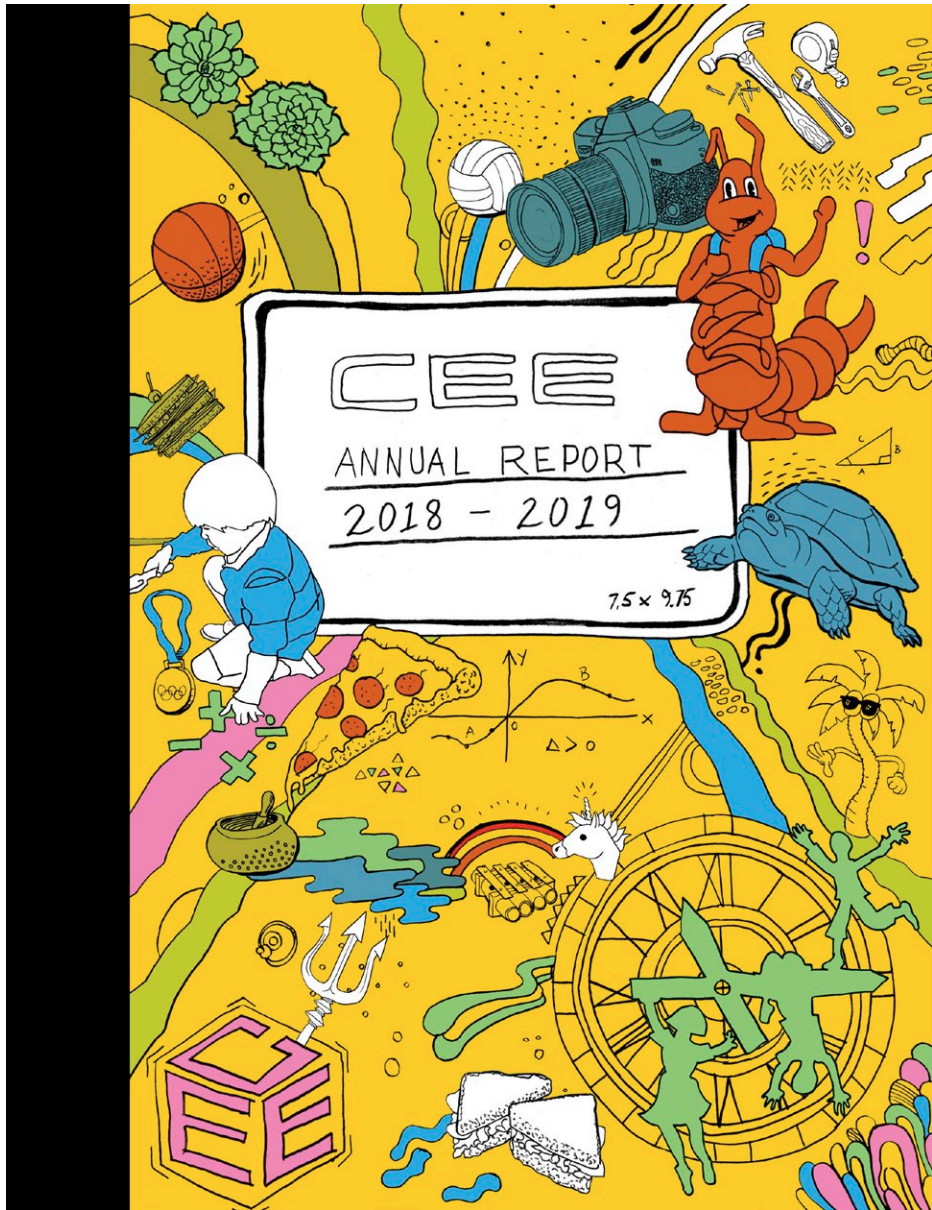


Various Artists

Packaging Design

Art Direction, Design, Illustration, Type Design

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The Center for Early Education

Publications

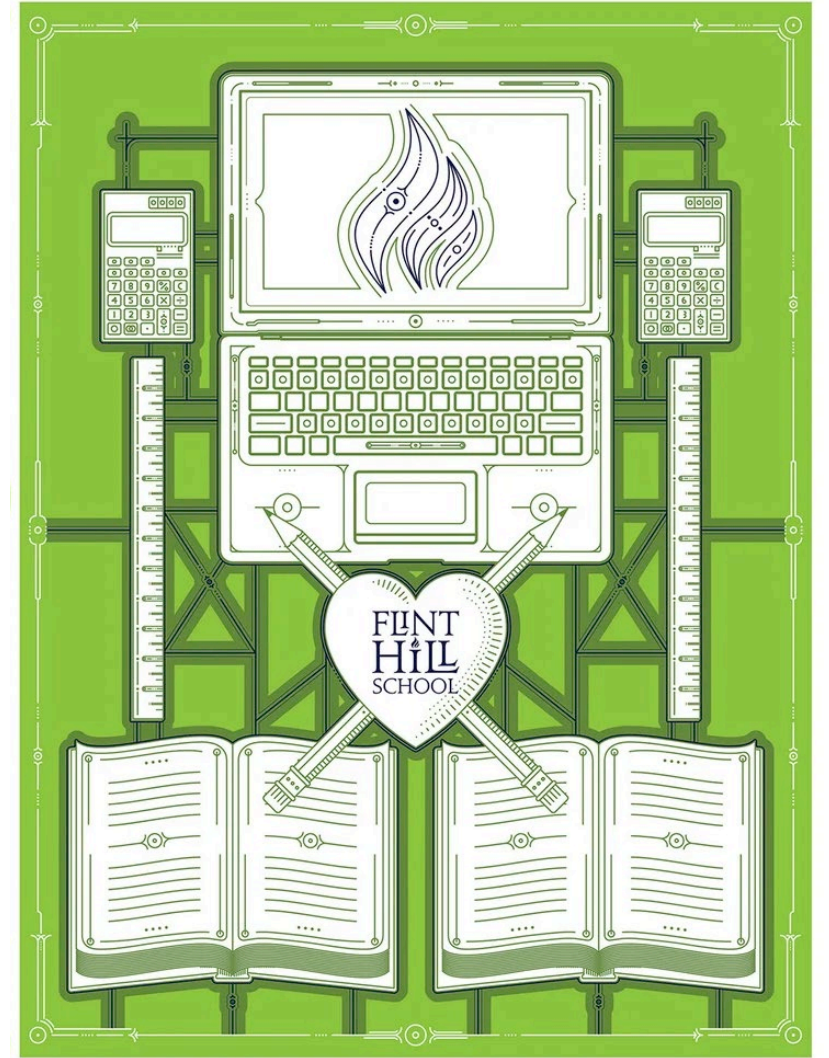
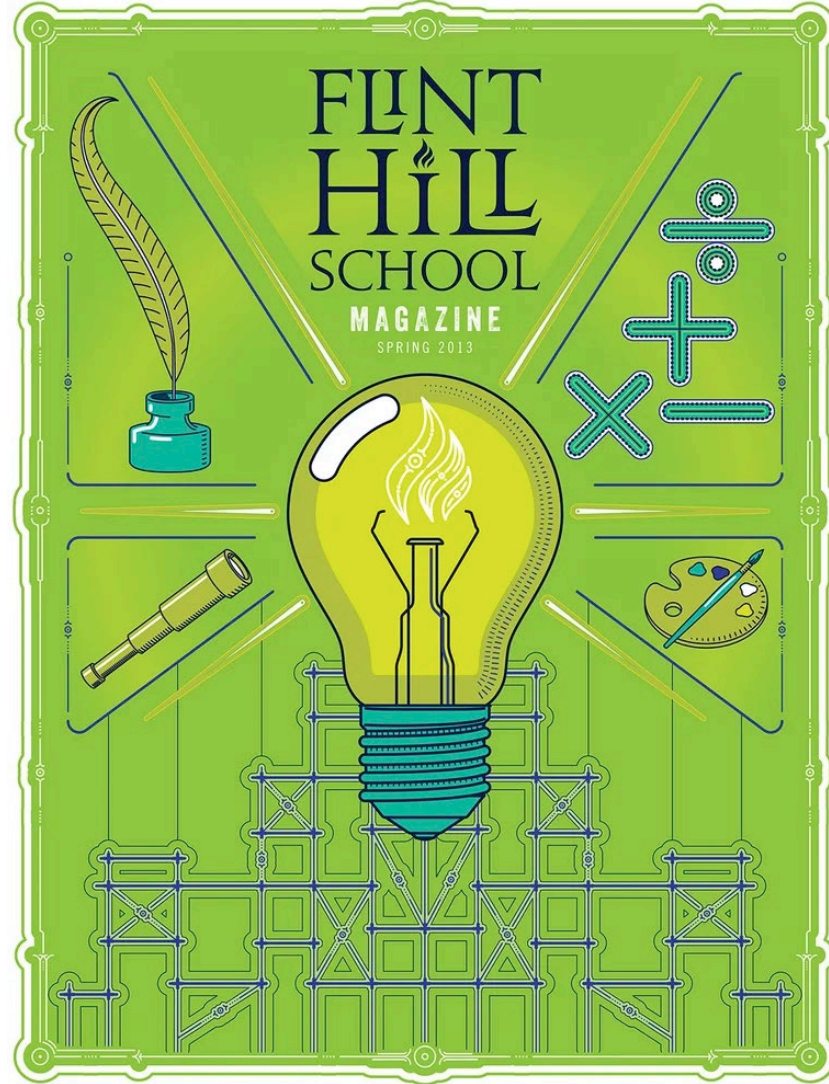
Art Direction, Design, Illustration



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FLINT HILL SCHOOL



SUPPORTING EVERY STUDENT

Flint Hill teachers and learning specialists are constantly exploring how to move teaching from good to better to best. The approach to learning differences is not seen as a hindrance but an opportunity to reinvigorate. When identifying students who require additional support, teachers and specialists become part of a problem-solving team to determine the best ways to support each student. We asked several teachers if strategies initially suggested for students who use the Learning Center have been implemented classroom-wide.

LOWER SCHOOL
Specialists address emerging learning issues and implement accommodation plans.

"Many of the strategies that I've learned come from the Learning Center and positively impact the entire class." — Laurie Roberts, Grade 2

- Graphic organizers for writing
- Highlighters/colored markers to guide reading so kids can keep their places
- Using manipulatives in math to present concepts in concrete ways
- Offering pencils to the entire class for privacy or to eliminate distractions
- Breaking down a task into its parts and writing them down as directions are given
- Using checklists to keep track of portions of a project
- Allowing extra response time—prepping a child with questions prior to doing so in a large group

MIDDLE SCHOOL
Specialists teach students how to study and organize their materials as well as how to recognize their own learning styles. The goal for each student is to learn strategies that allow a successful transition to independent learning during the Middle School years.

"My mini-lessons are taught in small increments and passed out to be glued into notebooks for later reference...accommodations that benefit all of my students in terms of attention to task, reduced note taking, and executive functioning." — Denise Kassine, Grade 5

UPPER SCHOOL
Specialists support students with learning differences so they participate fully in a college preparatory curriculum through a wide continuum of services. The goal is autonomy in learning that reflects greater self-awareness and consistent usage of individualized supportive learning strategies.

"Absolutely I redesigned my exam so that the format was easier to read and process. I provide word banks for all students. I model examples in class anytime I worry that my directions are at all tricky to understand. I scaffold note taking and organizational models in class. I review the weekly calendar to support long- and short-term planning. I post all handouts electronically so that students can choose the format they prefer—paper or digital. And, the list goes on. Whatever is a good teaching and learning strategy for one student can surely be good for others in the classroom." — Karen Davis, English

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HOW DO YOU LEARN?

everyday expectations, to have the learning specialists teaching all faculty about good teaching and what would help," says Headmaster John Thomas, "allows us to not only have an impact with the kids in the Learning Center but with all the students who are here. That has made us an even stronger institution."

SCAFFOLDING STRATEGIES

Scaffolding serve as temporary support, an image that matches well with the intent of the Learning Center. It helps give students the confidence to steps into new levels of learning. It provides the best strategies and tools they need according to their age-group and for the way they learn best.

You may be better at math than with your reading skills. Perhaps you're a natural writer, but working with numbers makes you sweat. Specialists help students get to know themselves as learners, teach them strategies and tools that best work with their styles of learning, and facilitate communication with their teachers about additional support or assistance with accommodations that would help them.

"Working with the Learning Center over the years has shown me how important it is to give instructions and structure lessons that meet the needs of visual, auditory, and kinesthetic learners," says Professor Laurie Roberts, who teaches second grade. "I try to write, demonstrate, and have kids practice a skill or task before setting them off to work on their own."

Progression of reading skills is one area that demonstrates the learning scaffold being built from the ground up. For example, in the Lower School, specialists work to make students better readers so once they get to the Upper School, the focus is on the reading process and analytical skills used with themes, concepts, and characters.

How are your grapho-motor skills (grapho = writing; motor = movement)? It's related to the movement and control it takes to form letters and the difficulty of writing thoughts on paper. Since most of us don't think twice about the action of picking up a pen and writing, it's easy to forget that handwriting is a learned skill. Grapho-motor issues may have implications on other areas of learning, and detecting it is only one small example of a learning difference that may appear when evaluating how a student learns. In brief, the specialists' world is intricate.

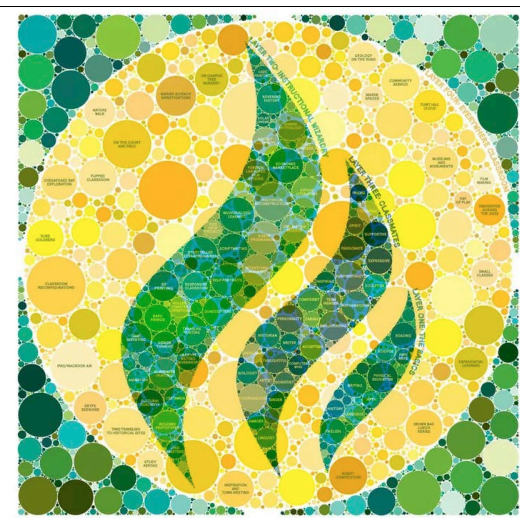
Self-advocacy is also a key skill nurtured throughout the divisions. It teaches students to recognize their own learning strengths and weaknesses and to empower them to communicate with teachers about their specific needs for accommodations or extra help. "From working with learning specialists, my child is very proactive with her homework and very willing to go ask for help in any subject in which she is having trouble," says Shelly Trimble, a current parent.

"Lazy learner: needs to apply him/herself!" Those are "old school" ways of describing some misunderstood students with grapho-motor or other learning differences. Such descriptors are unsatisfactory at Flint Hill. Here, specialists probe

When it benefits a student for the long-term, classroom accommodations are provided, with care taken to avoid over-accommodation. Testing accommodations—extended time, test preparation, and test-taking strategies—are also offered when needed, as well as assistive technologies—Dragon Dictate, Par Notes, audio and ebooks, and calendaring—tools which, in some cases, have been found useful for students who are not part of the Learning Center. A laptop or iPad for every student has made it possible for those who use the Learning Center to access assistive software and for specialists to suggest resources, easily communicate, create new tools,

DO CONNECTORS

Flint Hill is a community of learners, explorers, creators. We see and experience education that way too. Incorporated into comprehensive subject areas are dots that connect to other subjects, experiences, and skills. It's interdisciplinary with much more oomph. There are also some umbrella constants that help, e.g. technology, an integrated faculty model, instructional coaches and learning specialists, a dynamic counseling team, daily community building moments, and the highest anticipation for students to wildly achieve. It's a curriculum that is tailored and layered on purpose.



FLINT HILL SCHOOL

WHERE TEACHING IGNITES A PASSION FOR LEARNING

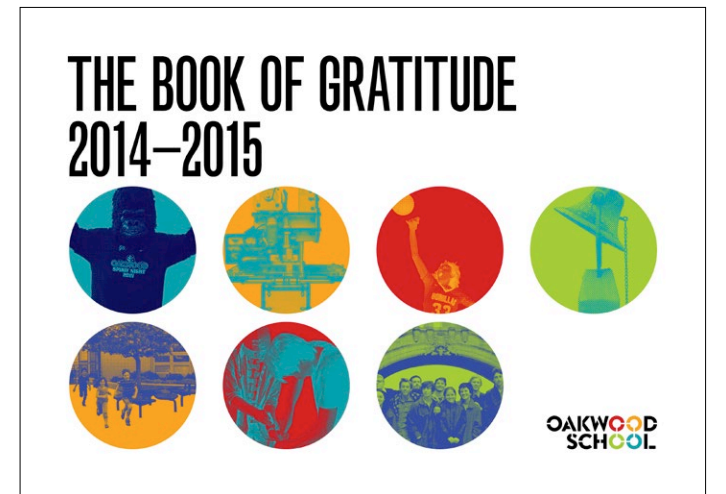
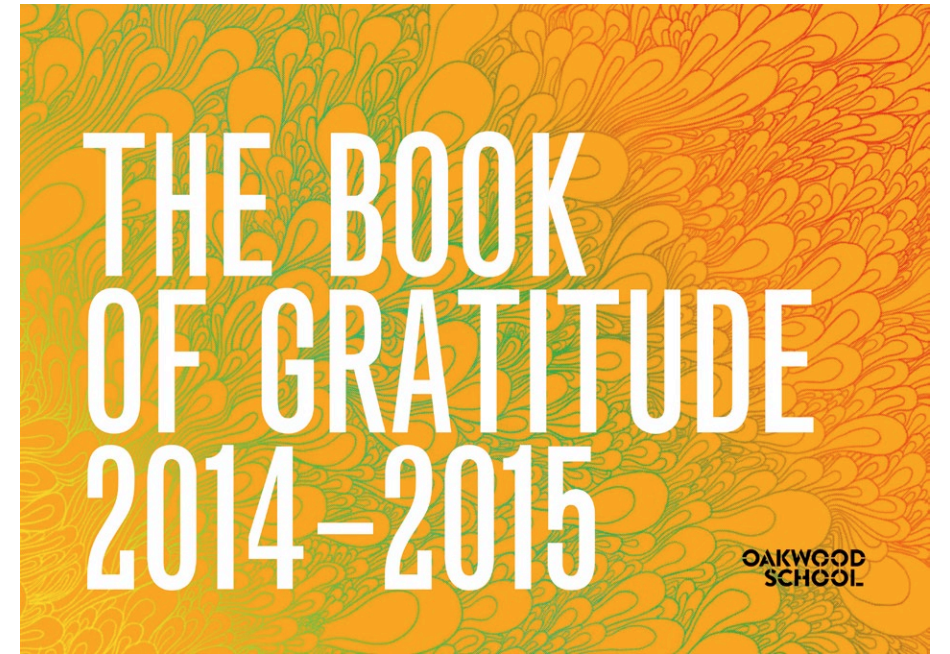
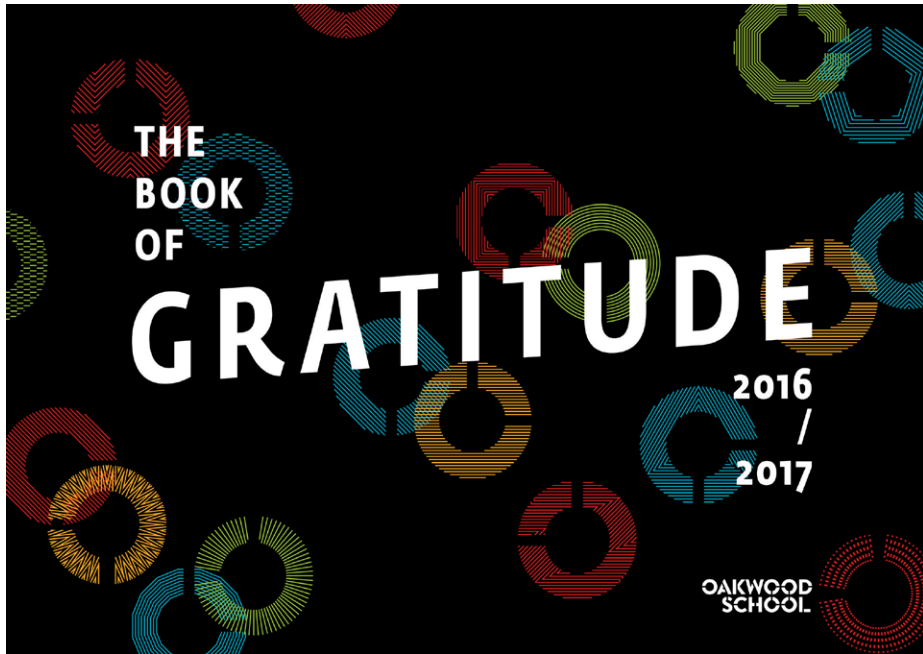
WHERE INSTRUCTION IS INNOVATIVE

FLINT HILL SCHOOL

Flint Hill School

Art Direction, Design, Illustration

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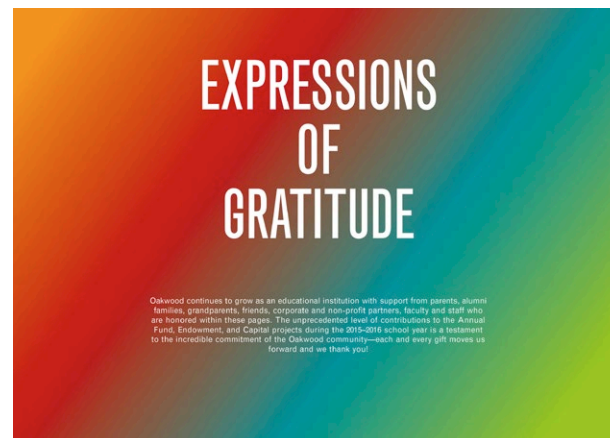
Oakwood School

Publications

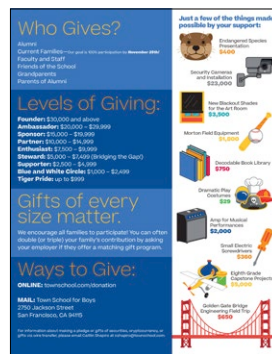
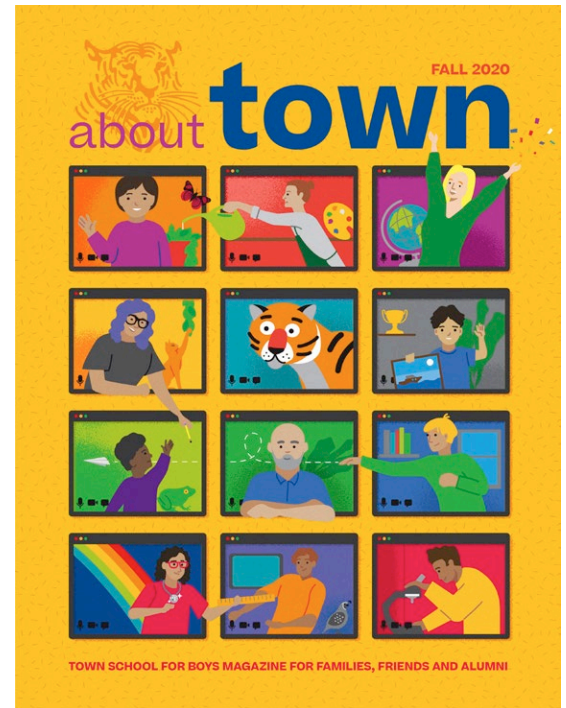
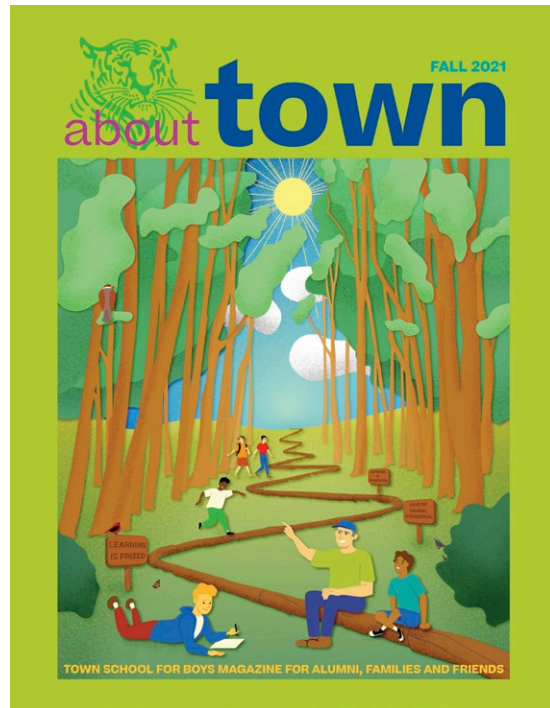
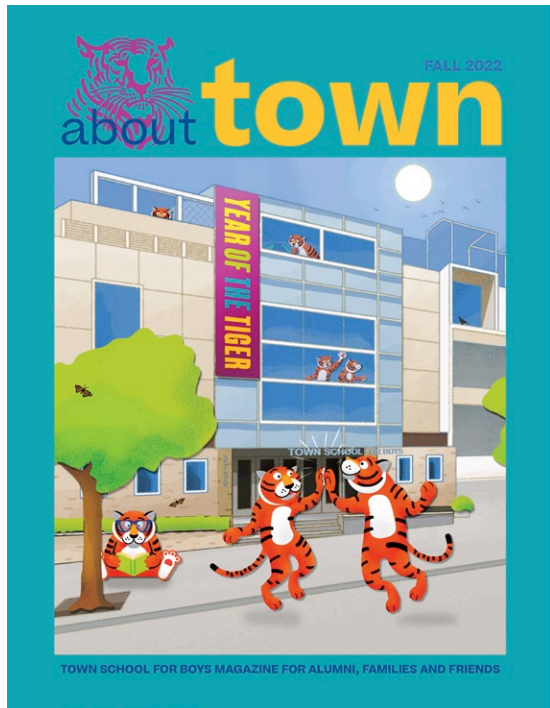
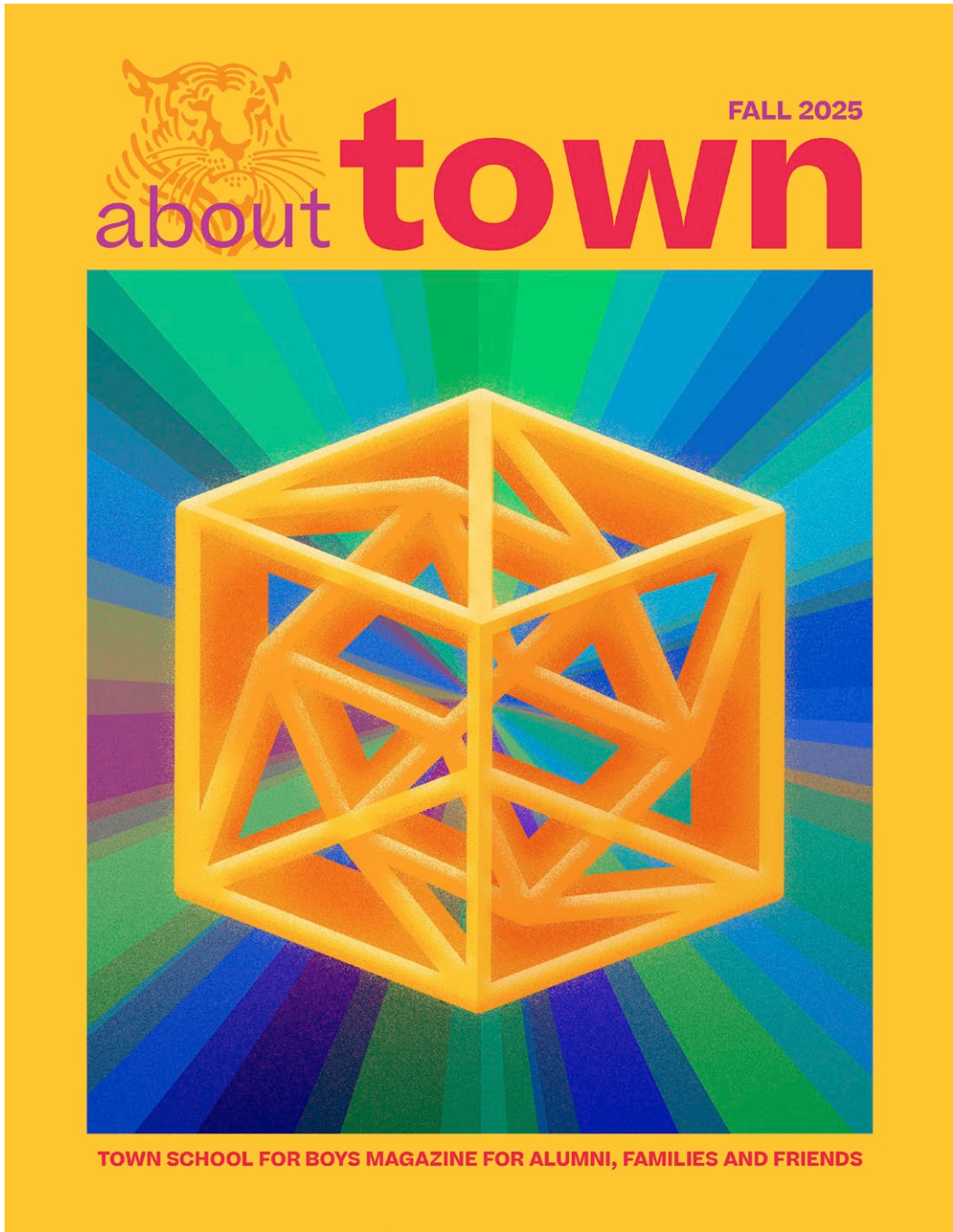
Art Direction, Design, Illustration



**COMMUNITY
YOUTH
PARTNERSHIP**

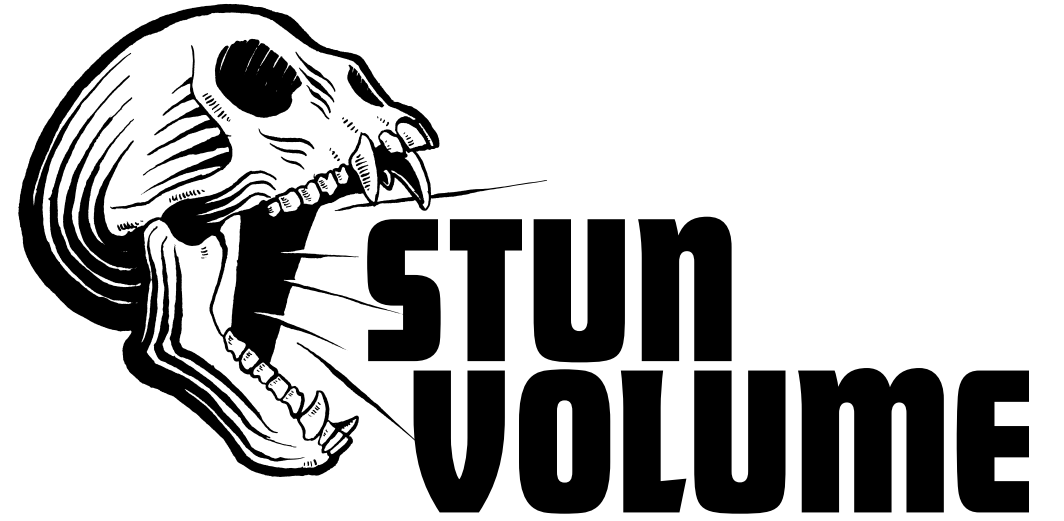


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Town School for Boys
Publications
Art Direction, Design, Illustration

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FLINT HILL SCHOOL

The Doobie Brothers



Logos
Miscellaneous





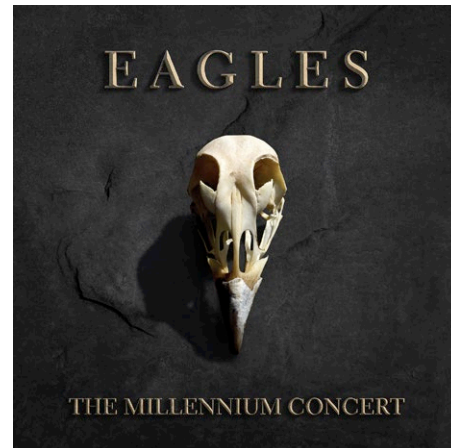
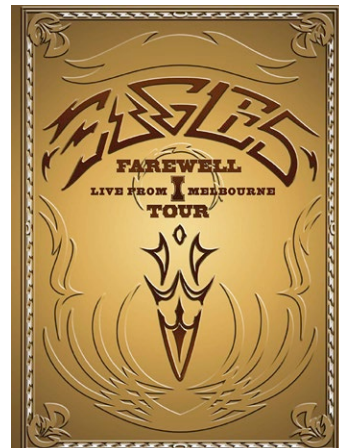
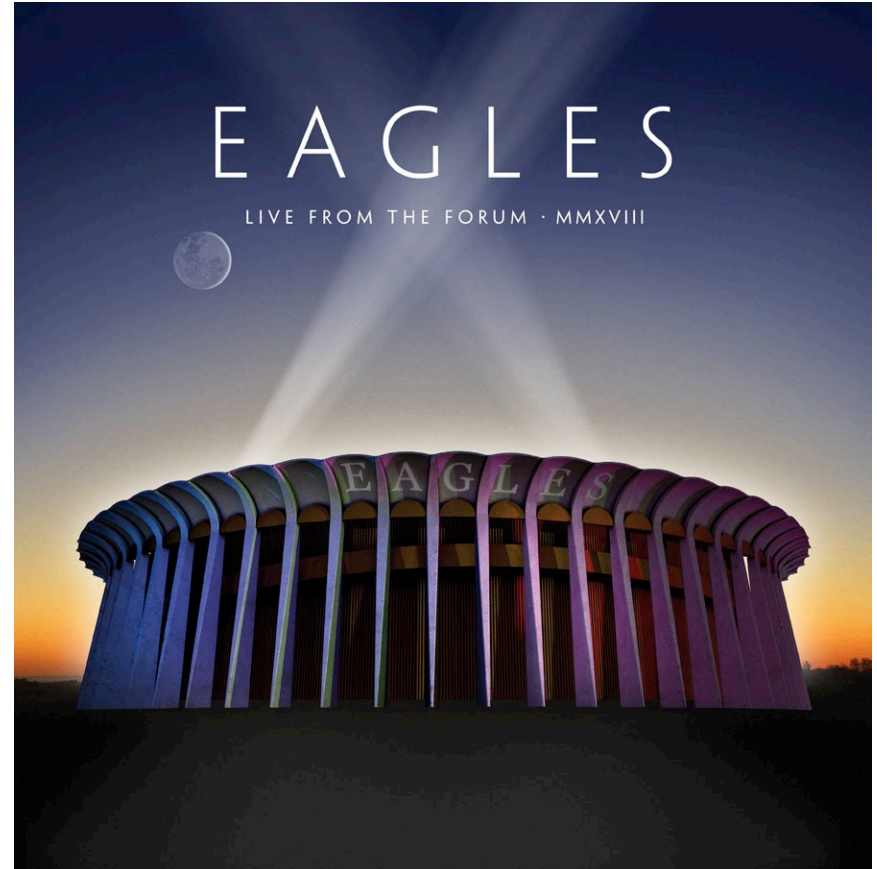
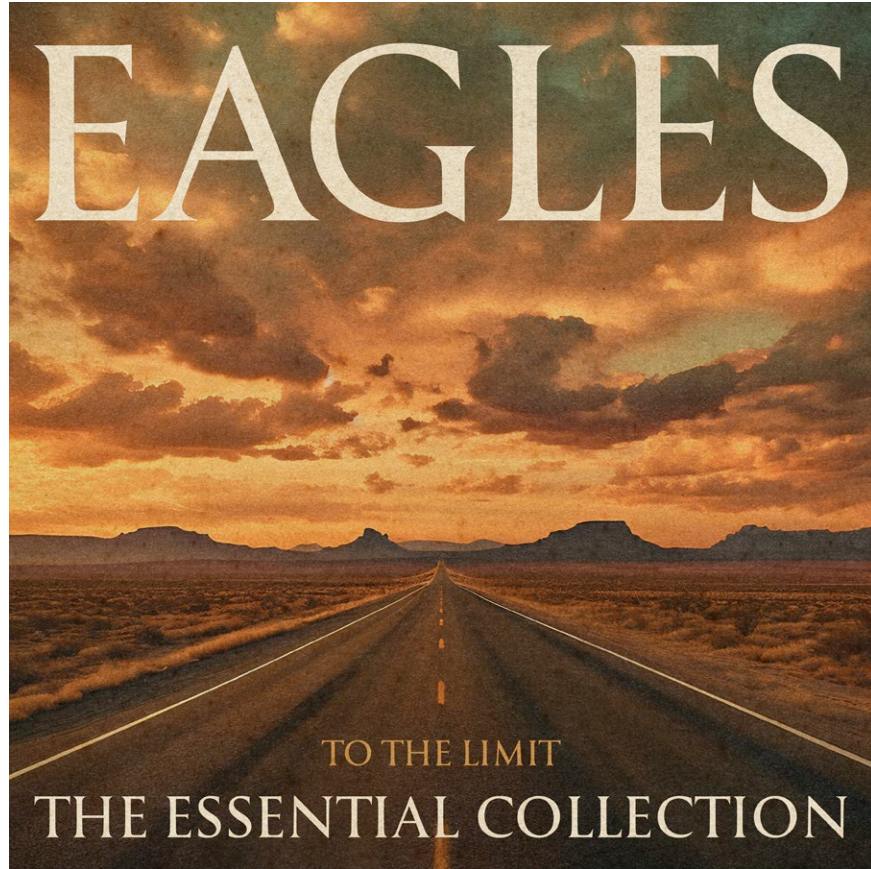
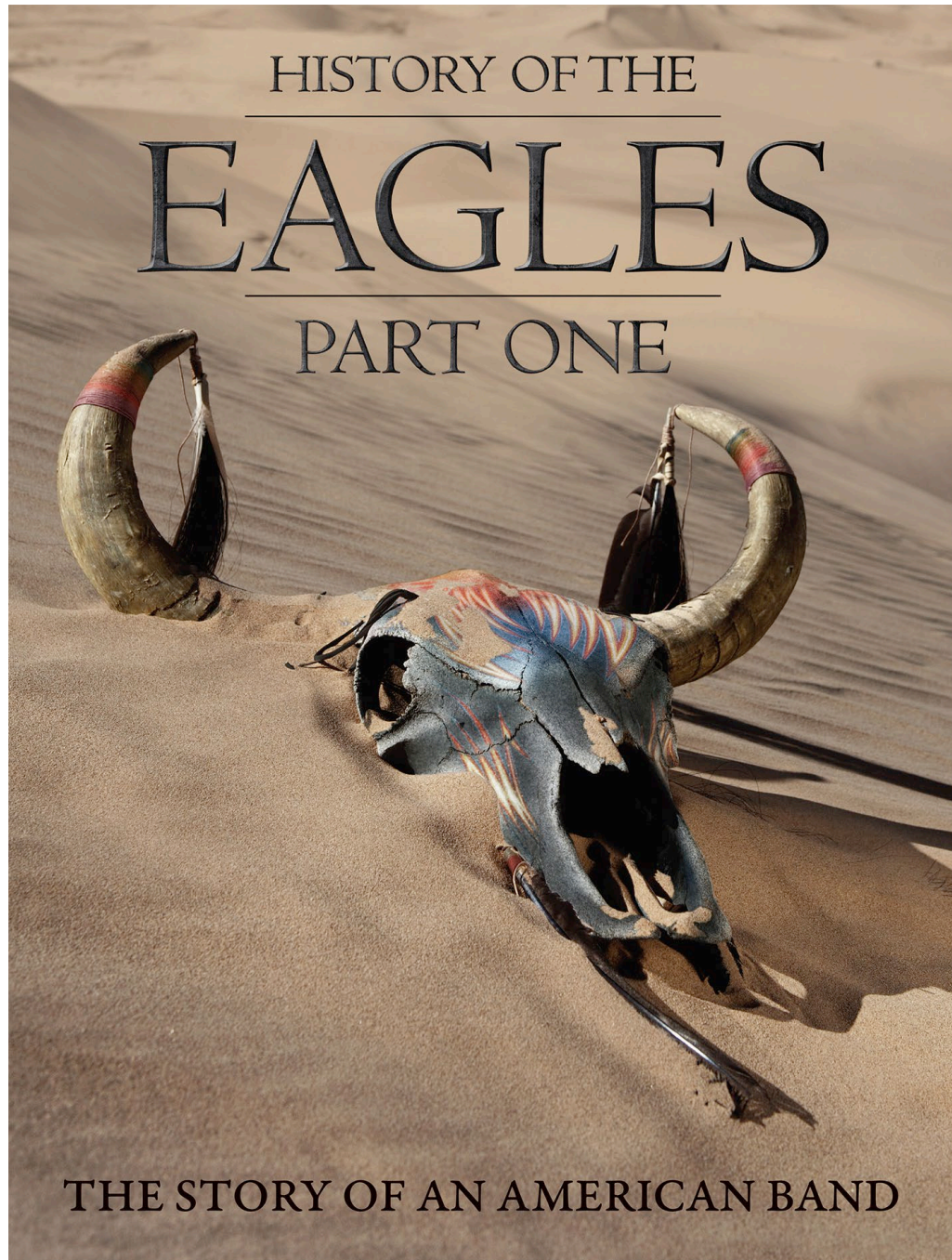
Garbage

Let All That We Imagine Be The Light

Art Direction, Design, Type Design



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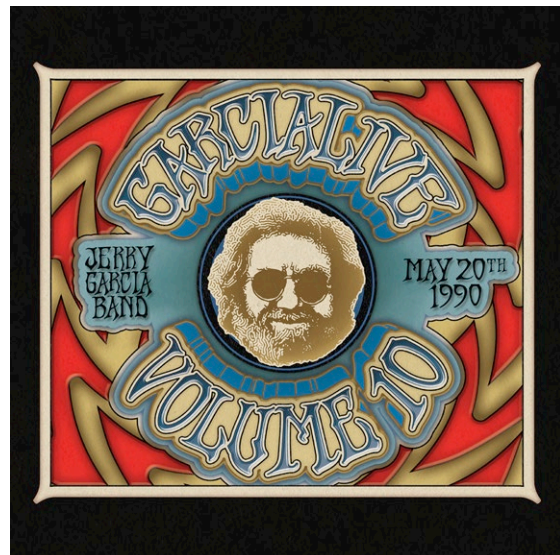
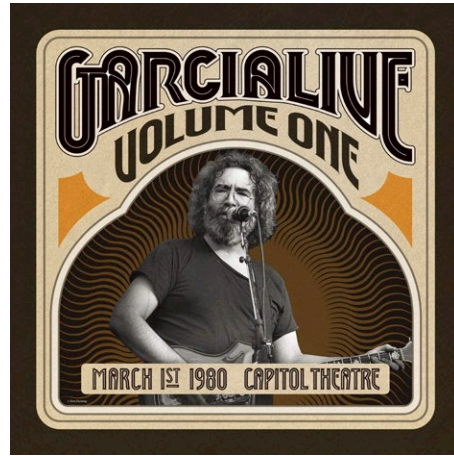


Eagles

Album Packaging/Key Art

Art Direction, Design, Illustration

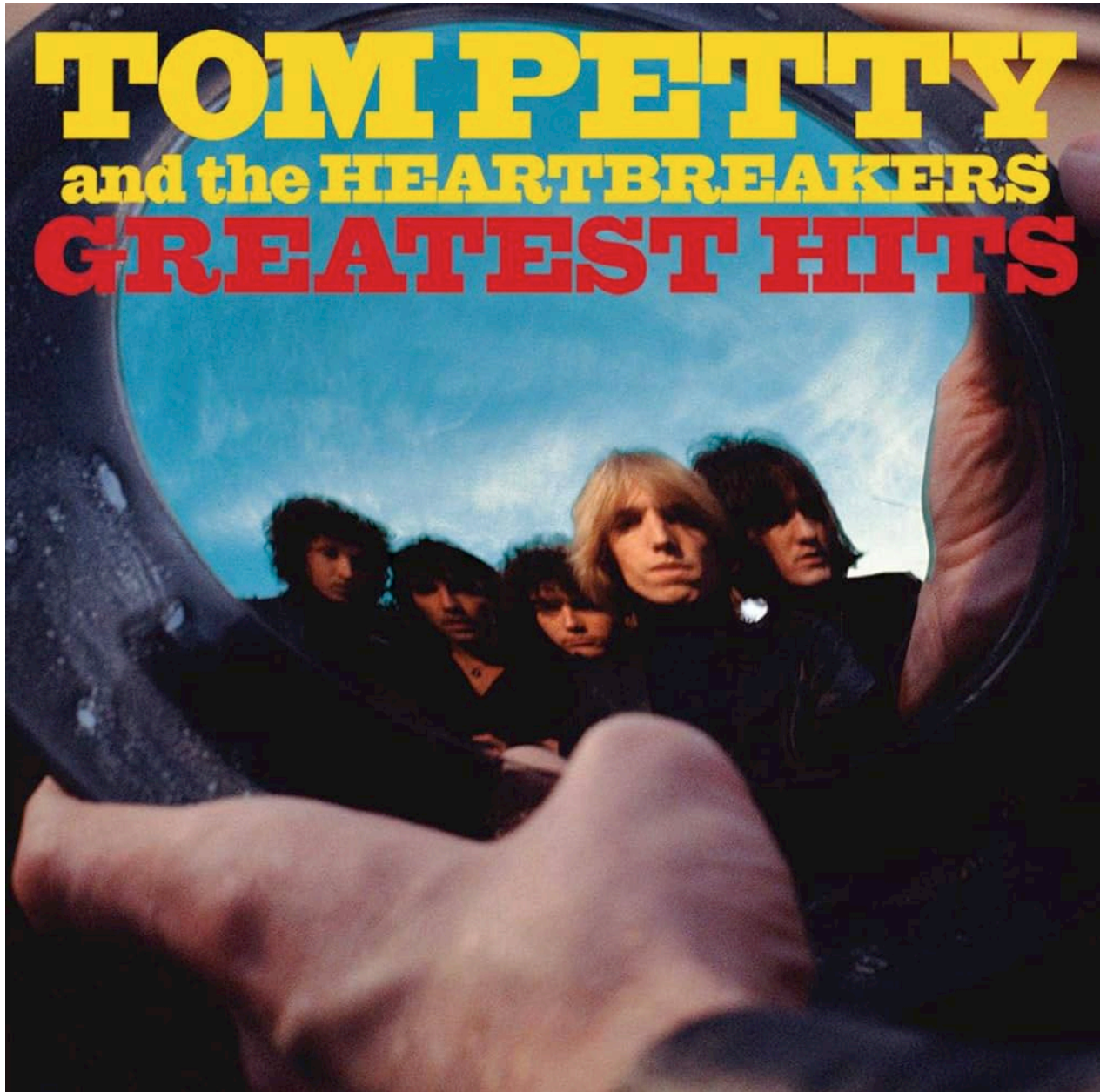
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GarciaLive

Series

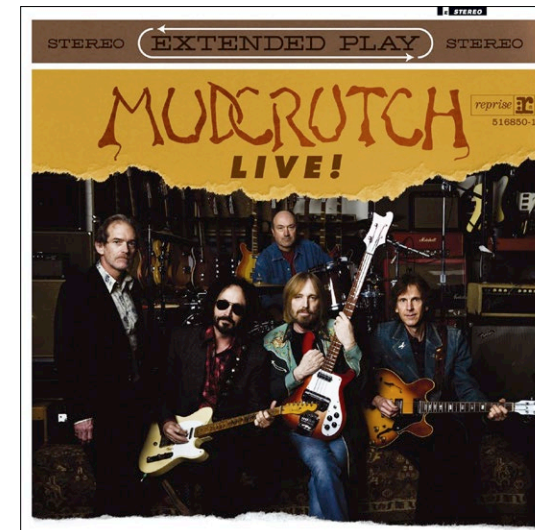
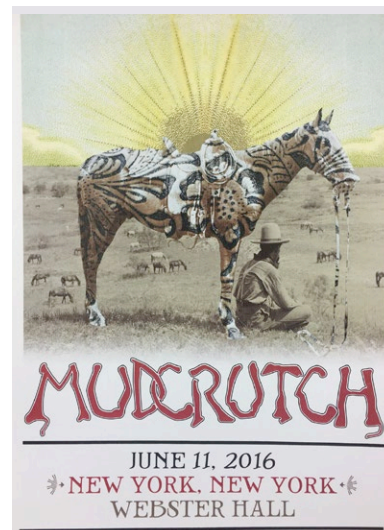
Art Direction, Design, Illustration, Type Design



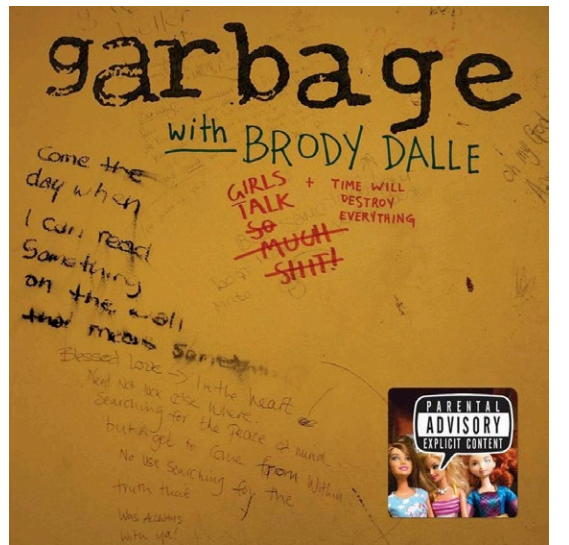
Tom Petty & the Heartbreakers

Various

Art Direction, Design, Illustration



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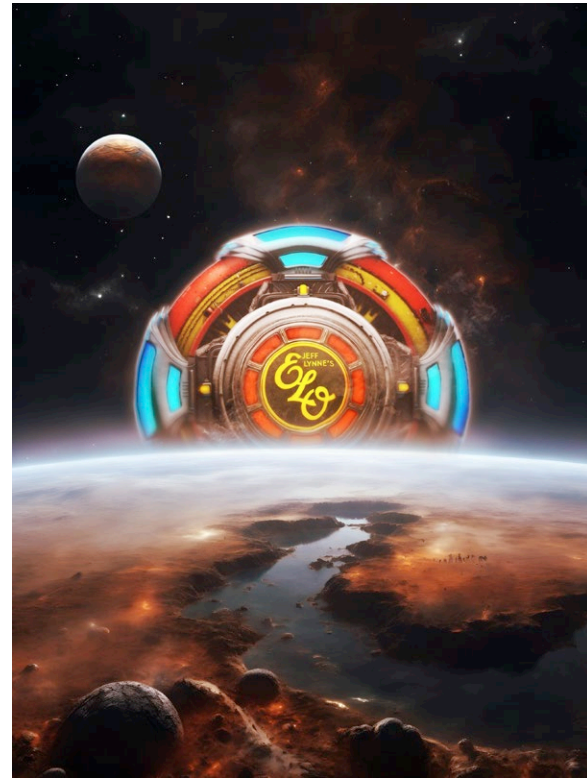
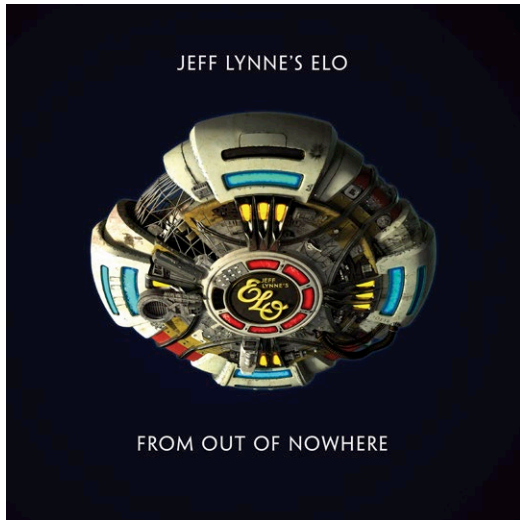


Garbage

Album Packaging

Art Direction, Design, Illustration, Type Design

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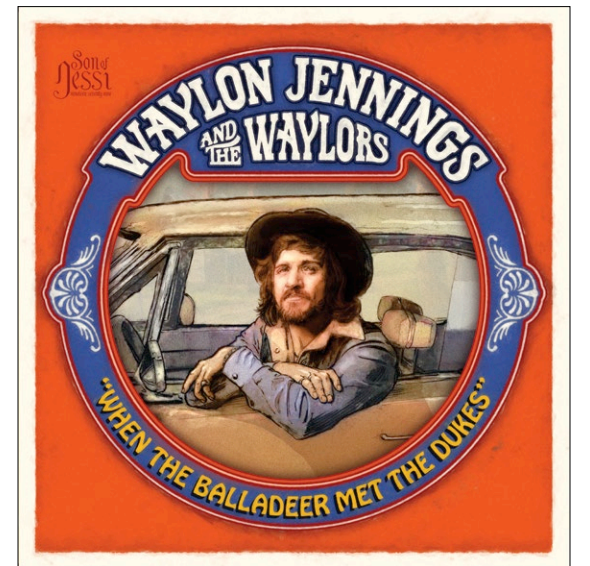
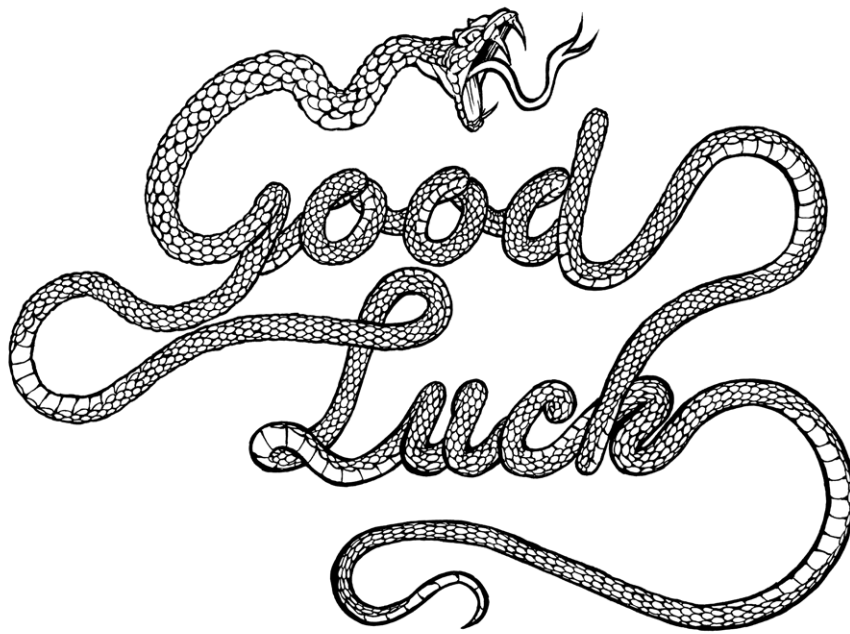
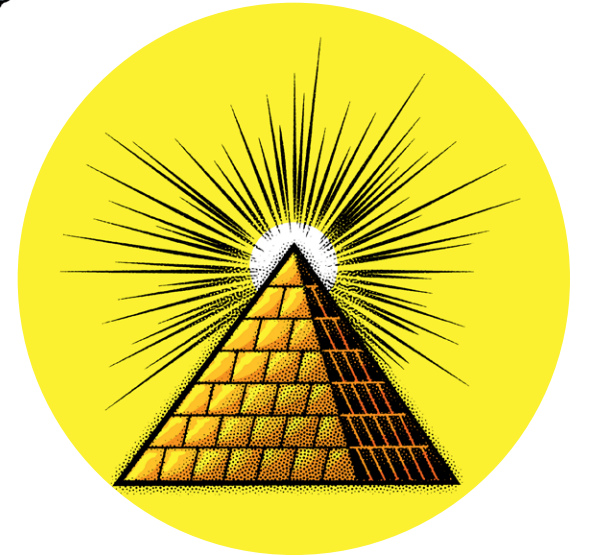
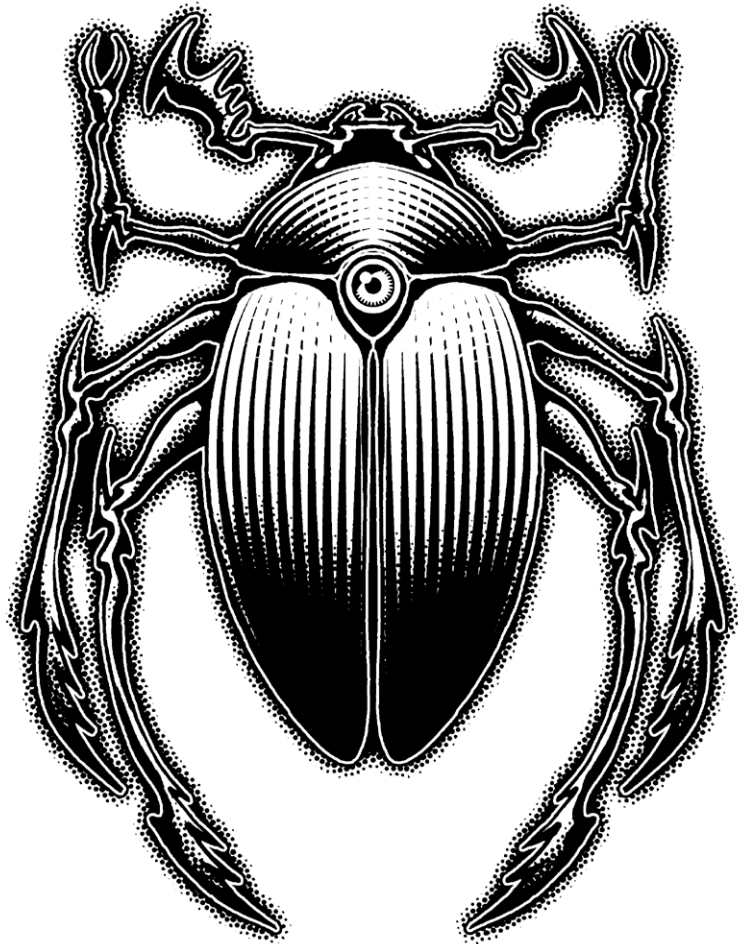


Jeff Lynne's ELO

Album Packaging/Key Art

Art Direction, Design, Illustration, Type Design, Animation

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Illustration/Lettering

Miscellaneous

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