

VIRTUAL MIDWEST ARTS INTEGRATION CONFERENCE 2022

Theatre/Puppetry • Dance • Music • Visual Art • Writing/Poetry

*all times listed are
Eastern Daylight Time*

PRE-CONFERENCE ASYNCHRONOUS ONLINE SESSION Laying a Foundation: Defining Arts Integration

- Asynchronous self-guided online module (takes approximately 60-90 minutes to complete)
- Led by Sean Layne, drama teaching artist from Virginia
- **Required session for first-time conference attendees or those who have not previously attended this session in their communities.***

Are you new to arts integration or new to the Kennedy Center's definition of arts integration? Develop your foundational understanding of arts integration through this self-guided learning module that unpacks the Kennedy Center's definition of art integration and models the characteristics of quality integration. Learn how arts integration not only strengthens your practice as an educator but further aligns your lessons with best practices in education. Join Sean Layne, co-author of the Kennedy Center's internationally adopted definition, as he guides you through this informative session.

MONDAY, JULY 11, 2022
11:00 am-1:00 pm

Defining Arts Integration: The What and Why Follow-Up

- For all attendees
- Live synchronous session
- Led by Sean Layne, drama teaching artist from Virginia and Harlan Brownlee, dance teaching artist from Kansas City, Missouri



This session is for those participants who also complete the online, self-guided module “Laying a Foundation: Defining Arts Integration” before Day 1 of the conference. Connect with presenter Sean Layne, a co-author of the definition, to share thoughts, ask questions, and deepen understanding of the Kennedy Center's approach to arts integration. Participants will also have the opportunity to put the definition into action by participating in an online arts-integrated lesson! Conference participants who have attended the workshop “Laying a Foundation” in previous years are also invited to attend this conversational session. This session is required for first-time conference attendees, though all conference participants are invited to attend.

SEAN LAYNE, a native of the Washington, D.C. area, received a B.F.A. degree in acting and studied acting in London, England. He is the author of the book *Acting Right: Creating a Cooperative, Collaborative, Creative Classroom Community Through Drama*, and founder of Focus 5, Inc., a national arts education consulting company which focuses on arts integration across the curriculum for grades Pre-K-12 as well as arts-integrated online courses. Mr. Layne presents professional development workshops for teachers and has designed training seminars for teaching artists nationwide for the John F. Kennedy Center for the Performing Arts. He is also an Arts Coach for the Kennedy Center's Changing Education Through the Arts (CETA) program. For over a decade Sean Layne acted, directed, and designed sets for the InterAct Story Theatre, a professional theatre company that has served more than 4,000 schools, museums, libraries, and festivals around the world. He began working with the Wolf Trap Institute Early Learning Through the

Arts program in 1989. As a Master Artist, he represented Wolf Trap across the country and internationally, and designed and piloted new residency and workshop models for the Institute.

DRAWING TO WRITE: PORTRAITS FOR THE NON-ARTIST

- For Teachers of Grades K-2
- Live synchronous participatory workshop
- Led by Kay Thomas, visual arts teaching artist from Texas



Drawing a portrait can be an intimidating experience for artists and non-artists alike. In this workshop, participants will learn an easily accessible method of drawing portraits in order to create original characters and stories that will improve students' drawing and writing skills. This workshop has multiple classroom applications in both visual art and language arts. When you leave this workshop, you will be able to teach a drawing lesson with confidence and say, "Drawing, I can do this!"

KAY THOMAS is a visual artist with a BFA and MFA in ceramics. As a national teaching artist, she has over 35 years of experience in working with teachers of grades PreK through college. Her current work involves creating in-depth visual arts experiences for students in the classroom, professional development for teachers in arts integration, and arts curriculum design for schools. She is also proficient in the use of traditional art mediums like clay, watercolors, drawing media, and tempera paint.

PLAY ON!

DRAMA GAMES AND AUTHENTICITY-BASED SEL: AUTHENTIC FOUNDATIONS

- For Teachers of Grades 2-5
- Live synchronous participatory workshop
- Led by Nakeisha Daniel, multidisciplinary theatre artist and educator from Charleston, SC



In this workshop, participants will examine Authenticity-Based Social-Emotional Learning (AB-SEL) through a dramatic lens. AB-SEL: Drama Style is a framework for understanding social-emotional learning and lays a foundation for creating environments where every individual feels seen, understood, and able to be their authentic selves. Sharing stories creates a sense of commonality and community. It is important to set the tone for inclusivity and authenticity in the classroom to build a foundation for creation! Teachers will learn fundamental drama skills that they can confidently integrate into their classroom.

NAKEISHA DANIEL is an educator, actress, director, choreographer, and teaching artist. As an arts education advocate, Nakeisha's mission is to transform student learning and support educators through arts integration. Nakeisha is the Assistant Professor of African American Theatre and Performance at The College of Charleston. She has partnered with a variety of organizations including The Alliance Theater Center, The Children's Arts Guild (NYC), TYA USA, Charleston Gaillard Center, Engaging Creative Minds, and presented at SXSWED Virtual Conference. Nakeisha believes it is a privilege to cultivate creativity in others.

THE ACTOR'S TOOLBOX: EMPOWERING STUDENTS TO FIND CALM, FOCUS, AND BALANCE

- For Teachers of Grades K-8
- Live synchronous participatory workshop
- Led by Sean Layne, drama teaching artist from Virginia



How do teachers prepare for the widely varying energies and emotions within their classroom? This session establishes a silent routine that helps students calm their bodies, focus their minds, and balance their emotions so they are ready for learning. Created by theater teaching artist Sean Layne, this strategy has been used for decades with overwhelming success and is more relevant than ever as teachers and school administrators focus on social-emotional learning.

SEAN LAYNE, a native of the Washington, D.C. area, received a B.F.A. degree in acting and studied acting in London, England. He is the author of the book *Acting Right: Creating a Cooperative, Collaborative, Creative Classroom Community Through Drama*, and founder of Focus 5, Inc., a national arts education consulting company which focuses on arts integration across the curriculum for grades Pre-K-12 as well as arts-integrated online courses. Mr. Layne presents professional development workshops for teachers and has designed training seminars for teaching artists nationwide for the John F. Kennedy Center for the Performing Arts. He is also an Arts Coach for the Kennedy Center's Changing Education Through the Arts (CETA) program. For over a decade Sean Layne acted, directed, and designed sets for the InterAct Story Theatre, a professional theatre company that has served more than 4,000 schools, museums, libraries, and festivals around the world. He began working with the Wolf Trap Institute Early Learning Through the Arts program in 1989. As a Master Artist, he represented Wolf Trap across the country and internationally, and designed and piloted new residency and workshop models for the Institute.

CREATING COUPLETS: WORKING WITH WONDER

- For Teachers of Grades 3-8
- Live synchronous participatory workshop
- Led by Glenis Redmond, poet and teaching artist from South Carolina



Discover the power of poetry alongside poet and teaching artist Glenis Redmond as she investigates the creations of David Drake, also known as Dave the Potter, an enslaved potter-poet from Aiken, South Carolina. David Drake created both well-crafted pots and couplets, and he often merged these art forms by inscribing two lines of original verse on his earthenware pottery. Inspired by Drake's work, this session will demonstrate how couplets have the power to ignite the imagination while fostering social-emotional learning.

GLENIS REDMOND is a performance poet, a Kennedy Center Teaching Artist, and a Cave Canem alumni. She is the author of three books of poetry: *Backbone* (Underground Epics, 2000), *Under the Sun* (Main Street Rag, 2002), and *What My Hand Say* (Press 53, 2016). She will have three more books published in the latter part of 2022: *Listening Skin* (Four Way Books), *Three Harriets & Others* (Finishing Line Press), and *Praise Songs for Dave the Potter*, Art by Jonathan Green (University of Georgia Press). Since 2014, she has served as the mentor poet for the National Student Poets Program through Scholastic Art and Writing Awards. In the past she has prepared these exceptional youth poets to read at the Library of Congress, the Department of Education, and for First Lady Michelle Obama at The White House. Her poetry has been showcased on NPR and PBS and has been most recently published in *Orion Magazine*, *storySouth*, and *The New York Times*, as well as numerous literary journals. In 2020 Glenis received the highest arts award in her home state of South Carolina, the Governor's Award. Glenis will be inducted into the South Carolina Academy of Authors in April.

BARS! CONNECTING TO HISTORY THROUGH HIP HOP SONGWRITING

- For Teachers of Grades 3-8
- Live synchronous participatory workshop
- Led by Bomani Armah, hip hop teaching artist from Maryland



In this workshop, Baba Bomani will show teachers how to use aspects of hip-hop to create an engaging learning environment. Participants will learn rhyme-based strategies that build student writing and communication skills using the five steps of the writing process (pre-writing, drafting, revising, editing, and publishing). Through the art of hip-hop, these strategies enhance vocabulary while connecting to essay writing and songwriting.

BOMANI ARMAH is a Washington, D.C. native and a proud resident of Prince George's County, Maryland where his earliest musical influences were gospel and Go-Go. For almost 20 years Bomani has used his extensive experience as a poet, producer, and hip-hop MC to teach fun and informative workshops, residencies, assemblies, professional development classes, and seminars. He is a teaching artist for Young Audiences of Maryland, the Kennedy Center's Changing Education Through the Arts (CETA) program, and Wolf Trap Institute for Early Learning in the Arts. Bomani is the founder of Watermelon Day at Sankofa, a yearly celebration of community, art, education, and watermelon on the first Saturday in August at Sankofa Video & Books Cafe. He is also the founder of the Frederick Douglass Writing Club, a literacy and history club based on the life and career of Frederick Douglass for boys between 8 and 12 years old.

4:30-5:30 pm Keynote

A New Definition of Arts Integration for the Third Decade of the 21st Century

- For all attendees
- Live synchronous 60-minute session
- David Dik, National Executive Director of Arts for Learning



David A. Dik was appointed National Executive Director of Young Audiences Arts for Learning, the nation's largest arts in education network, in 2010. Prior to this position, he served as the Managing Director of the Metropolitan Opera Guild, having begun his career at the Guild as a teaching artist.

David serves in a leadership capacity for the National Coalition for Core Arts Standards (NCCAS) and the Music-in-Education National Consortium. He is also a Senior Advisor to the Center for Arts Education and Social Emotional Learning, an Arts Education Partnership (AEP) Advisory Council member, and a Windgate Advisory Board member for Crystal Bridges Museum of American Art.

In 2021, Young Audiences was awarded a five-year \$9.2 million federal grant through the US Department of Education's Assistance for Arts Education program. The project, Responsive Arts in School Education (RAISE), will bring Teaching Artists, School Social Workers, and school-based educators into partnership to develop healing-centered and culturally responsive-sustaining arts in education residency programs, in order to enhance student learning and well-being across the country.

David's career began as a certified school music educator.

THE STORIES WE TELL: A MOVEMENT STUDY

- For Teachers of Grades K-2
- Live synchronous participatory workshop
- Led by Valerie Branch, dance teaching artist from Maryland



Dance is an incredible tool for fostering social-emotional development in young students. In this workshop, participants will discover strategies that encourage both themselves and their students to be comfortable and confident in using dance in the classroom. Through the Describe a Dance process, participants will explore how to incorporate different choreographic and dance elements into any curricular topic—all while supporting the development of social-emotional skills such as self-expression and self-management.

VALERIE BRANCH has experience touring as a performer and teaching artist both nationally and internationally. In her capacity as a teaching artist, Valerie has brought dance into schools throughout South Africa, India, and St. George's, Grenada. As a Master Teaching Artist with Wolf Trap Institute for Early Learning Through the Arts, a Young Audiences National Credentialed Teaching Artist, and Regional Director of the MD Wolf Trap Early Learning with Arts for Learning Maryland, her mission is to use dance as a catalyst to empower children to find value and greatness in the impact that their voice can have on their life and others. She is the Founder and Artistic Director of VB Dance Ensemble, a professional contemporary dance company focused on bringing social and cultural awareness and change through the power of dance into schools around the nation.

I SEE A FEELING: EXAMINING SEL THROUGH ILLUSTRATIONS

- For Teachers of Grades K-5
- Live synchronous participatory workshop
- Led by Melanie Rick, teaching artist from San Diego, CA



Children's literature is filled with characters who wrestle with various emotions while striving to overcome obstacles. The illustrations in these books often capture complex thoughts, feelings, and actions and provide the catalyst for rich conversations and powerful lessons focused on social-emotional learning. During this session, learn how to look, think, and talk about detailed aspects of illustrations to help students make personal connections and gain a deeper understanding of their own feelings as well as others' feelings around them.

MELANIE RICK is a National Board-Certified Teacher, certified reading specialist, and co-owner and senior arts-integration consultant for Focus 5, Inc. She designs and leads workshops, in-depth courses, and summer institutes focused on aligning arts integration, best instructional practices, and current research in the fields of arts and education. Ms. Rick works in art museums, schools, and art centers across the country, helping teachers develop their students' visual literacy and critical thinking skills through the integration of visual art and poetry throughout the curriculum. Melanie is currently a course leader and instructional arts coach for the John F. Kennedy Center for the Performing Art's Changing Education Through the Arts (CETA) program in Washington, D.C. She also served as the CETA program consultant for five years, working with teaching artists to develop and evaluate workshops presented at the Kennedy Center.

CHANGING THE STORY: EXPERIMENTS IN THEATER-MAKING THROUGH A TRAUMA-INFORMED LENS

- For Teachers of Grades 5-8
- Live synchronous participatory workshop
- Led by ChelseaDee Harrison, theatre teaching artist from Washington, DC



Understanding the trauma that our communities face can help us mitigate clashes, increase collaboration, and create space for healing. In this session, participants will receive a crash course in experimental theater in order to create movement-based stories that integrate elements of trauma healing – owning one’s story and finding tools for release.

CHELSEADEE HARRISON is an interdisciplinary creator, artist, and arts educator. Specializing in theater-making, she performs, teaches, curates, co-facilitates, develops curriculum, directs, and produces arts events. She is also a tenured teaching artist with the New Victory Theater and has facilitated arts workshops with the New York City Department of Correction, New York City’s Alternative School District (District 79), Covenant House, and survivors of human trafficking and their families. Her focus is creating new works of theater that highlight history, challenge dominant narratives, and ensure art is a tool in the hands of the people. You can follow her on IG @thatuppitygirl, at her [website](#), or at linktr.ee/ChelseaDee

2:00-4:00 pm

EYES, EMOTIONS, AND OBJECTS: PUPPETRY TECHNIQUES IN EARLY LEARNING SPACES

- For Teachers of Grades PreK-2
- Live synchronous participatory workshop
- Led by Sam Jay Gold, puppetry teaching artist from New York



This workshop dives into the foundational principles of puppet construction and manipulation through interactive exercises and the creative use of simple materials. Explore new techniques for accessing the emotional and imaginative impulses of early learners, with a particular emphasis on adaptation and modification for students of all developmental abilities.

SAM JAY GOLD is a puppeteer, theater artist, and writer based in New York City. A former Thomas J. Watson fellow, Sam trained in traditional forms of puppetry around the world while exploring empathy, imagination, and projection across the animate/inanimate divide. Sam has performed at Lincoln Center, Mass MoCA, and Robert Wilson’s Watermill Center, as well as toured works in Europe and Asia. He is co-founder and theatrical director of The Brothers Campur, a Balinese-American ensemble performing classic and contemporary Wayang Kulit across the US and Indonesia. Sam also works as a teaching artist at The New Victory Theater, Lincoln Center, The Kennedy Center, and CO/LAB Theater Group, bringing theater arts to classrooms and communities throughout New York City, with a particular emphasis on neuro-diverse spaces. For more information, visit: www.samjaygold.com

REACHING ENGLISH LANGUAGE LEARNERS: BUILDING VOCABULARY IN SOCIAL STUDIES THROUGH CREATIVE MOVEMENT

- For Teachers of Grades 2-5
- Live synchronous participatory workshop
- Led by Lorena Cervantes, dance teaching artist from Virginia



In this workshop, connect the elements of dance with aspects of the social studies curriculum. By using creative movement to represent people, places, and environments, English language learners deepen their understanding of new vocabulary via multisensory learning. Through repetition and movement, students can express their comprehension of key concepts and build more profound and meaningful connections to the social studies curriculum.

LORENA CERVANTES has been the Dance Integration teacher at Bailey's Elementary School for the Arts and Sciences for over a decade. She is also a national workshop leader for The John F. Kennedy Center for the Performing Arts and a professional dancer. Lorena was born and raised in Costa Rica. She began her professional career as a dancer, was a dance professor at the National University of Costa Rica, and the director of the National Dance Company. She moved to the Washington, D.C. area in the 1980s and received her MFA in dance from George Washington University. For more than fifteen years, Lorena was a Master Artist for the Wolf Trap Institute Early Learning through the Arts program, where she led residencies and professional development workshops throughout the United States and other countries. Ms. Cervantes was the 2017 recipient of the Hispanic Teacher of the Year award and the 2018 recipient of the Hispanic Heritage Month Proclamation for Fairfax County Public Schools.

WHEN I SAY POETRY, YOU SAY ROCKS: INTRODUCTION TO POETRY SLAM WRITING AND PERFORMANCE

- For Teachers of Grades 5-8
- Live synchronous participatory workshop
- Led by Regie Cabico, poetry teaching artist from the District of Columbia



Performing slam poetry has the power to bring students' writing to life through hyperbole, sense memory, and experimental word play. In this session, participants will learn how students can deepen their connection to their poetry by unlocking the basic elements of voice, gesture, and passion, bringing imagery, sensory details, and emotion from the page to the stage.

REGIE CABICO is a spoken word pioneer who has won The Nuyorican Poets Cafe Grand Slam and was later awarded top prizes in three National Poetry Slams. Television credits include TEDx, 2 seasons of HBO's Def Poetry Jam, NPR's Snap Judgement, and MTV's Free Your Mind. Mr. Cabico is the Poetry Out Loud Lead Instructor for the National Endowment for the Arts and Poetry Foundation. He has worked with the Kennedy Center as a teaching artist for over seven years. Twitter: bambooguy; Instagram: regieguy; [facebook.com/Regie-Cabico](https://www.facebook.com/Regie-Cabico)

4:30-5:30 pm Keynote

Creating Creators in a 21st-Century World

- For all attendees
- Live synchronous 60-minute session
- Byron Sanders, President and CEO of Big Thought

BYRON SANDERS is a committed advocate for education, economic development, and creating equitable communities throughout Dallas, Texas. As the President and CEO of Big Thought, he works each day to explore innovative ways to narrow the opportunity gap for children. Big Thought connects people and organizations to prepare youth and children in under-resourced communities for tomorrow's creative economy through quality in-school, after-school, and community-partnership experiences. Byron has worked with Big Thought in various capacities since 2008, as a supporter, volunteer, advisor, partner, and board member.



Byron is a recipient of the 2014 Dallas Business Journal's Minority Business Leaders and its 2012 40 Under 40 awards. He has been recognized as a recipient of Dallas Foundation Good Works Under 40, Parkland Foundation's Community First Award, NAACP Juanita Craft Award, Innovator in Education from the Alcuin School, and as a TEDx speaker. He is the 2020 recipient of the CASEL O'Brien Award for Excellence in Expanding the Evidence-Based Practice of Social and Emotional Learning. And in 2017, he was named a Presidential Leadership Scholar by the program led by the presidential centers of George W. Bush, William J. Clinton, George H.W. Bush, and Lyndon B. Johnson.

Byron's professional expertise spans the fields of banking, education, philanthropy, and entrepreneurship. Prior to Big Thought, Byron served as Vice President for U.S. Trust, the private bank of Bank of America, where he connected high net worth individuals and institutions to solutions that accomplish their financial goals. He is the former Executive Director of the Dallas Education Foundation, where he built and cultivated philanthropic, corporate, and community relationships to support initiatives benefitting the students of Dallas Independent School District. He also served as Vice President of Group Excellence, a mentoring and tutoring organization serving at-risk K-12 public school students. During his tenure, Group Excellence was named the country's fifth fastest growing education company in Inc. Magazine's 2011 Inc. 500 list.

Byron believes that one's purpose and mission cannot be fulfilled without being actively engaged in the community. He actively serves as a board member with For Oak Cliff, CitySquare, ChildCareGroup, Dallas Symphony Orchestra, Dallas Mavericks Advisory Council, Trinity Park Conservancy, the Mayor's Star Council, the Getting Smart Advisory Board, and on the United Way's Community Impact Council. He is a member of Dallas Assembly, Leadership Dallas '13, Leadership ISD '12, Latino Center for Leadership Development Fellows, and several other service engagements.

A graduate of the University of Tulsa with a BSBA in Marketing, Byron's first love is spending time with his wife Celeste and his two young children.

WEDNESDAY, JULY 13, 2022
11:00 am-1:00 pm

DANCE MAKING: FORCE, MOTION, AND ENERGY

- For Teachers of Grades K–5
- Live synchronous participatory workshop
- Led by Kylie Murray and Sara Lavan, dance teaching artists from Local Motion Project in Alexandria, VA



Using the elements of dance (body, action, space, time, and energy) and the science concepts of force, motion, and energy, participants will explore how to engage students in active arts-integrated learning. This workshop will guide teachers through the process of dance-making from both student and teacher perspectives while making connections to science curriculum. Additionally, the presenters will share lesson templates that support effective teaching through both in-person and virtual environments.

KYLIE MURRAY is a co-artistic director of Local Motion Project in Alexandria, VA. She co-created created Alexandria's first public school dance integration program for which she develops curriculum, trains teaching artists and classroom teachers, and teaches students. Kylie develops and implements programming for youth and dance programs both in the studio setting and throughout the community. She created the performance ensemble LMP Collective, which develops new dance works with multigenerational performers dedicated to removing barriers to dance and promoting longevity in the dance field. Kylie previously toured with Missoula Children's Theatre and taught middle school theatre in Arizona and Virginia. She has been a teaching artist for Arena Stage's Voices of Now, and has performed with Story District and the Georgetown Gilbert and Sullivan Society in Washington, DC. She received her BFA in Theatre Performance from Chapman University and her M.Ed. in Secondary Education from Grand Canyon University. She has presented twice at the National Dance Education Organization's national conference, partnered with the Smithsonian Institute on online learning webinars, and facilitated professional development for the Kennedy Center, Arena Stage, and the Virginia Department of Education.

SARA LAVAN is a co-artistic director of Local Motion Project in Alexandria, VA, which she founded in 2016. She co-created created Alexandria's first public school dance integration program for which she develops curriculum, trains teaching artists and classroom teachers, and teaches students. Sara develops and implements programming for youth and dance programs both in the studio setting and throughout the community. She created the performance ensemble LMP Collective, which develops new dance works with multigenerational performers dedicated to removing barriers to dance and promoting longevity in the dance field. Sara has danced and presented work throughout NYC and the DC Metro region most notably KnJ Theater and Ailey CitiGroup Theaters in New York City and Dance Place in DC. Her training and studies include a B.A. from New York University, Pilates Certificate from Kinected Pilates Center in NYC, Franklin Method, and Language of Dance. Sara has been published in Dance Magazine, Dance Teacher, and Dance Studio Life. She has presented twice at the National Dance Education Organization's national conference, partnered with the Smithsonian Institute on online learning webinars, and facilitated professional development for the Kennedy Center, Arena Stage, and the Virginia Department of Education.



RHYTHM WITHOUT THE BLUES: LEARNING TO READ SIMPLE RHYTHMS AND CONNECTING RHYTHM TO FRACTIONS

- For Teachers of Grades 3-6
- Live synchronous participatory workshop
- Led by Beth Sussman, music teaching artist from Los Angeles



Young learners need to understand how fractions represent a part within a whole. In this session, learn a method of introducing fractions that engages students with musical notes and rhythm games. This fresh and unique approach allows students to feel the math in their bodies, deepening their understanding and excitement for a challenging subject matter.

BETH SUSSMAN has performed throughout Europe and North America and continues to perform both classical music and jazz throughout California. Beth is currently a Master Teaching Artist with the Music Center of Los Angeles County, and is the first and only classical pianist to be on the Music Center's "On Tour" roster. She has led Professional Development training for educators at Cal State Fullerton, Hofstra University, The Skirball Cultural Center, and at many schools and school districts throughout California. Beth Sussman received her Bachelor's and Master's Degrees from the Juilliard School on a full scholarship and has given pre-concert lectures for many world-renowned artists, including Itzhak Perlman, Lang Lang, Jean-Yves Thibaudet, Richard Goode, and The Takacs Quartet. Her music and movement activities which focus on beat perception (neurologically connected to reading fluency) have helped thousands of emerging readers. These activities are featured in a free video: <https://bit.ly/2qN3KMt>.

IMPROV THEATER STRATEGIES TO ENGAGE ALL STUDENTS IN ACADEMIC AND SOCIAL-EMOTIONAL LEARNING

- For Teachers of Grades 3-8
- Live synchronous participatory workshop
- Led by Jim Ansaldo, theatre teaching artist from Indiana



In this workshop, learn how to lead improvisational theater games that provide flexible, practical, and effective strategies for engaging students with and without disabilities. The session is geared toward educators and specialists who are interested in learning how improv can bring participation, laughter, and learning into their classrooms. Join research scholar and educator Jim Ansaldo as he guides participants through a series of improv games developed for students on the autism spectrum while providing facilitation tips and adaptations.

JIM ANSALDO, PhD, is a Research Scholar at the Center on Education and Lifelong Learning, Indiana Institute on Disability and Community, Indiana University Bloomington. For over 20 years, he has conducted research, supported school change efforts, and facilitated teacher professional learning around applied improvisation, coaching and consultation, culturally sustaining pedagogies, curriculum design, and online learning. Jim is a founder and co-director of Camp Yes And, an improv-based professional learning intensive for educators who support teens on the autism spectrum (<http://yesand.indiana.edu>). Jim trained at the Alan Alda Center for Communicating Science and leads improv-based workshops that support IU scientists, scholars, and health professionals to communicate about their research in clear, vivid, and engaging ways.

WRITING SOUND: BUILDING FOUNDATIONAL READING SKILLS THROUGH MUSIC COMPOSITION

- For Teachers of Grades K-2
- Live synchronous participatory workshop
- Led by Danny Clay, music teaching artist from San Francisco



How does thinking about letters as musical sounds enhance our understanding of both musical composition and written/spoken language? In this workshop, composer and teaching artist Danny Clay leads educators through the process of making and performing musical patterns using letters, and explores how reorganizing letters to make music can help reinforce foundational reading and language skills.

DANNY CLAY is a composer and teaching artist based in San Francisco, CA. Danny teaches music composition to curious folks of all ages, from kindergarteners to doctoral students. He strives to create situations where simple creative inquiries are transformed into community sandboxes for communication and collaboration. He has worked with artists such as Kronos Quartet, Eighth Blackbird, Third Coast Percussion, Wu Man, and the San Francisco Girls Chorus, and his current interests lie in designing interactive web games that facilitate creative exploration and discovery. For more information, visit: <https://www.dclaymusic.com/>

QUILTED VOICES: USING STORY QUILTS AS EXPRESSIONS OF SOCIAL JUSTICE

- For Teachers of Grades 3-8
- Live synchronous participatory workshop
- Led by Marquetta Johnson, visual artist/quilter from Stone Mountain, Georgia



Learn about story quilts and how artists have used them to share their views, tell their stories, and call attention to issues that affect their communities and the world. In this session, participants will explore the elements of art and how they have been used to create meaning and social change. Using paper as an alternative to fabric, participants will collage and draw to transform their ideas into art and create a story quilt that represents their understanding of social justice.

MARQUETTA JOHNSON is a textile artist and quilter living in Stone Mountain, Georgia. She also is a teaching artist that practices inclusion and arts integration. Her mission is to empower young artists to think creatively. For more information, visit: <https://www.marquettabquilting.com>.

WEATHER ON THE MOVE

- For Teachers of Grades 3-8
- Live synchronous participatory workshop
- Led by Harlan Brownlee, dance teaching artist from Kansas City, Missouri



Discover connections between dance and weather that take STEM learning to a whole new stratosphere! In this workshop, dance teaching artist Harlan Brownlee combines his training as a pilot and a choreographer to offer a unique perspective on integrating science and movement. Participants will learn teaching strategies that relate the elements of dance to cloud formations, the structure of the earth's atmosphere, and the dynamic exchanges of heat and pressure that create wind and weather conditions.

HARLAN BROWNLEE understands the transformational power that the arts have to improve the quality of life for individuals and the community. In 2019, Mr. Brownlee joined the Focus 5 team. He is on the Kennedy Center's national touring roster for the Partners in Education program and the Changing Education Through the Arts program. Harlan was chosen as a presenter for Project Lead the Way's National Conferences in 2018 and 2019, and in 2019 was awarded a Young Audiences National Residency Teaching Artist Credential. Harlan has been an adjunct professor for Rockhurst University's School of Education and the University of Missouri-Kansas City School of Education.

Mr. Brownlee received his BFA from the University of Wisconsin-Milwaukee, where he was educated as a dancer and choreographer. His performance background includes work for 13 years as one of the Artistic Co-Directors with City in Motion Dance Theater in Kansas City, Missouri. Mr. Brownlee received his MA in Educational Research and Psychology from the University of Missouri-Kansas City; he is a past Associate Editor for the Teaching Artist Journal.

4:30-5:30 pm Keynote Building Identity, Belonging, and Agency Through Artistic SEL

- For all attendees
- Live synchronous 60-minute session
- Dr. Scott Edgar, Director of Practice and Research, ArtsEdSEL for The Center for Arts Education and Social Emotional Learning

DR. SCOTT N. EDGAR (he/him) has dedicated his career to highlighting the potential music education and educators have to build life skills students will utilize long after they leave the classroom. As a notable authority on music education and Social Emotional Learning, Dr. Edgar has emerged as the leading



researcher, best-selling author, and internationally sought-after clinician on the subject. He is the author of *Music Education and Social Emotional Learning: The Heart of Teaching Music*, *The ABCs of My Feelings and Music* (co-authored with his wife Stephanie), and editor of *Portraits of Music Education and Social Emotional Learning* (published through GIA Publications). Dr. Edgar prioritizes facilitating spaces where people can explore their identity, build a sense of belonging, and experience agency. He is grateful for the many experiences he has had at Bowling Green

State University (B.M.E.), University of Dayton, (M.S.), and the University of Michigan (Ph.D.) to learn from his mentors. He is Associate Professor of Music, Chair of the Department of Music, and Director of Bands at Lake Forest College, and serves as Director of Practice and Research for The Center for Arts Education and Social Emotional Learning. Dr. Edgar is also a Music for All Educational Consultant, a Conn-Selmer Educational Clinician, and VH1 Save the Music Foundation Educational Consultant. Striving for work/life balance, he enjoys grilling, exercising, and spending time with his wife Steph, their son Nathan, and their cats Elsa and Wolfie.