



A SEMINAR ON BRINGING CREATIVITY TO CLASSROOMS

Monday, June 21 – Wednesday, June 23, 2010  
Leftbank Annex | 101 N Weidler, Portland, OR 97227  
Register at <http://imaginethis.eventbrite.com>

## Workshop Descriptions

### MONDAY, JUNE 21<sup>ST</sup>

#### **8:30 – 9:30am Plenary**

**Some May Say I'm a Dreamer, But I'm Not the Only One** (Alice Kawazoe)

#### **9:45 – 11:00am**

##### **Theater and Literacy** (Russell Granet)

This experiential workshop will explore the link between theatre-making and literacy. The workshop will focus on literature taken from elementary, middle, and high school suggested reading lists (e.g., *Tacky the Penguin*, *Dreaming in Cuban*, *Black Boy*, etc.) and share theatrical techniques which bring the literature to life and inspire young people to read. The activities can be immediately applied and adapted for use in your next class. The workshop is organized around a 45-minute literacy-block and can be adapted for all ages.

##### **“Finding the Metaphors” - Arts-Integrated Curriculum Design** (Deb Brzoska)

The arts can strengthen and unify curriculum in today's K-8 schools, bringing together isolated information into rich interdisciplinary learning. In this interactive workshop, teachers, arts specialists, curriculum designers, administrators and teaching artists will explore how to design a simple but meaningful framework for arts integration that crosses all subjects.

##### **The Right Brain Initiative: a Community Approach to an Educational Challenge**

(Marna Stalcup/Carin Rosenberg)

Learn how a public-private partnership in the Portland metropolitan area is working to ensure arts learning for all K-8 students in the region's public schools. The session will cover the Initiative's strategies to achieve a measurable impact on learning through arts integration as well as findings from the first year of implementation.

#### **11:15-12:30**

##### **Leadership in Times of Chaos** (Alice Kawazoe)

Administrative and teacher leadership are imperative as schools scramble for funding and efficacy. Just a few essential questions: What are our core educational values? What programs and personnel are we willing to fight for? How do we advocate for what we value? How do we lead to bring order to chaos?

##### **Capturing Teachers' Imaginative Thinking** (Dennie Palmer Wolf)

Drawing on the work of Right Brain residencies, participants will explore how classroom teachers can document their development as teachers who value and support imaginative thinking. We will look at annotated plan books, teacher audio diaries, as well as other strategies.

We will brainstorm still more possibilities. In addition, participating teachers will talk about how they can use these materials for their own professional growth.

### **Theater Studio** (Russell Granet)

Theatre studio is a lab for theatre-making. It is a safe place to have fun, explore new theatrical ideas for the classroom, and generally have a good time. Participants will leave having new tools for their theatrical and “just good teaching” toolkit. We will be sharing new ideas and approaches as well as re-imagining some old favorites. Not to be missed – for theatre and non-theatre participants.

### **1:30-2:45**

#### **Composition: Integral to Ikebana and Writing** (Alice Kawazoe)

Composition is integral to visual arts and, too, is another word for writing. This *workshop* will explore ways in which visual arts--like ikebana--may help struggling writers to improve their writing and understand the literary elements of structure and organization, elaboration, and cohesion.

#### **Building Children’s Creative Capital: Teachers and Artists in Classrooms**

(Dennie Palmer Wolf)

In this session, participants will explore a new framework for insuring the imaginative in education. This framework draws on contemporary research findings about what creative activity contributes to the lives of children, families and communities. In the workshop we will

- Look at some of the most important research findings
- Think about the implications for teaching and learning
- Explore how arts-integration projects from all across the US — including Portland’s own Right Brain Initiative -- are helping children to build and apply their creative capital

#### **Universal Design for Learning** (Russell Granet)

This hands-on workshop explores the practices and theories of art-making and arts integration as it applies to working with students with different learning styles. At its core, this workshop is about good teaching. Any professional teaching in today’s schools will work with different learning styles and quite possibly (diagnosed and undiagnosed) students with disabilities. Universal Design is not about teaching a class, but rather reaching a student. This hands-on experience will isolate specific artistic approaches and techniques and adapt them for the physically, cognitively, or emotionally challenged student.

#### **The Dancing Curriculum: Open Studio** (Deborah Mata)

Children naturally relate to dance because energetic bodies want to be moving! In this studio session we will explore the basic concepts that dance educators use to get students engaged in the art of dance while making connections across the curriculum. With handouts for easy reference, participants will learn how to guide students through movement activities that integrate math, literacy, and science. This fun and lively workshop is participatory and no prior dance experience is necessary. Wear comfortable clothes.

### **3:00-4:15**

#### **A Creative Equation: Art + Science + Literacy = Integration** (Alice Kawazoe)

What is at the heart of artistic, scientific, and literary expression? If we can discover the threads

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of connection among disciplines, we may come closer to a robust understanding of what we mean by cross-disciplinary integration.

**From Movement to Dance – Enhancing Children’s Creativity (Deborah Brzoska)**

In this highly interactive workshop, Deb introduces a simple process to increase creativity by engaging children in their own choreography. Learn how to lead students in the exploration of steady beat using an easy structure that increases creativity and collaboration. Deb also shares strategies for improving the quality of children’s creative work through the use of effective feedback and participants will have the opportunity to observe and discuss video clips of dances created by local fifth graders.



**TUESDAY, JUNE 22<sup>nd</sup>**

**8:30 – 9:30 Plenary**

**What Does It Mean to Be an Artist in the 21<sup>st</sup> Century?** (Russell Granet)

**9:45 – 11:00am**

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**“Kids Need to be Cool” – Arts Integration for Grade 4-8 Learners** (Deb Brzoska)

How do teachers and artists engage today's upper elementary and middle school aged kids in an era of instant information and text messaging? How might we collaborate as colleagues and members of the arts and design community to develop rich project-based learning that captivates young people? In this interactive workshop, teachers and artists will explore ways to reach grade 4-8 learners, preparing them with tools they will need for 21<sup>st</sup> century futures.

**Music Workshop for K-3** – Workshop description coming soon!

**Emerging Technologies for Sharing Portfolios** (Deb Vaughn/Kendra Yao)

An introduction to the use of some recent technologies to document and share work from the classroom. With an emphasis on free, open-source technology available through the web, everyone will take away new ideas. Capitalizing on new possibilities created by technology can inform educators and artists of exciting ways to connect with students and parents. Session will include a discussion and demonstration of new and emerging technologies, and a forum for attendees to have a dialogue about inventive uses for them.

**11:15am – 12:30pm**

**Documenting Students' Imaginative Work** (Dennie Palmer Wolf)

Building on the work done in two different Right Brain residencies, participants will explore how to collect, document and display student work in ways that makes their imaginative development visible. We will look at the power of pre- and post- samples, students' comments on their own and others' work, as well as other techniques. In addition, we will look at how these strategies can highlight students' imaginative thinking across the curriculum.

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**Music Studio by Ethos** – Workshop description coming soon!

**Making Lasting Impressions** (Briana Linden)

Use printmaking techniques to deepen your teaching with children in the classroom, all while having fun. In this hands-on workshop, participants will examine art terms like process and design, positive and negative space and making marks to tell a story while creating their own repeatable, unique prints. Participants will also explore how to naturally and sensibly integrate art making lessons into their classroom curriculum.

**1:30 – 2:45pm**

**The Workshop: “What Does It Mean to Be an Artist In The 21<sup>st</sup> Century?”** (Russell Granet)

This follow-up workshop for the day’s keynote will focus on the paradigm shift in the arts and arts in education communities around defining what it means to be a working artist in today’s schools. This hands-on experience will give participants the vocabulary and tools needed to successfully articulate their value to educators, artists, and administrators. This workshop is meant to challenge and redefine the meaning of what it means to be an artist in society today.

**“Bullies No More” - Integrating Arts, Literacy & Character Education, grades K-3**

(Deb Brzoska)

Arts integration can provide powerful tools for addressing issues that are necessary for the social development of children, while at the same time, teaching important skills in literacy and the arts. In this highly participatory workshop, primary teachers and artists will learn to use movement and dance to help children express important ideas – and lessons learned – about the all-too common problem of bullying.

**Maps: Unlocking Stories** (Natalie Serber)

Maps trigger within us a desire to explore. They help us define and organize our experiences and develop understanding of our environment (internal and external). Maps inspire us to have a close relationship with a setting, to develop a spatial relationship with places and events, create new vocabulary and can encompass fantasy. How can we use maps in our classrooms as prompts for student stories and poems? Can maps encourage a playful attitude towards language and engage different learning styles? In this workshop we will look at ways to energize both reluctant and prolific writers, bringing them to the page with both visual and language prompts, eager to tell their stories and share their ideas.

**3:00 – 4:15pm**

**Imagination Interviews: Helping Students Talk about What They Think, Make and Invent**

(Dennie Palmer Wolf)

One of the most important human abilities is the capacity to communicate ideas and experiences. Drawing on student interviews from Right Brain residencies, participants will explore many different ways to help students think and talk about their imaginative learning. We will also brainstorm other approaches to help students present their creative ideas. In addition, we will explore how these techniques can motivate and deepen students learning across the curriculum.

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**WEDNESDAY, JUNE 23<sup>rd</sup>**

**8:30 – 9:30am Plenary**

**@ Risk: How Our Aversion to Change Has Affected Schools and Students**

(Michael Geisen)

**9:45 – 11:00am**

**A Class Period in Studio G.** (Michael Geisen)

Join Michael Geisen for a sample period from his award-winning science classroom! You'll travel back in time to middle school and be actively involved in learning a science concept using multiple modalities. Lose your fear of science and relax! This probably won't look much like the science class you took when you were a kid, but will hopefully give you some good ideas for how to teach a learner-centered, arts-infused, standards-based lesson to your own students, regardless of subject area or age.

**“It Takes A Village” – Arts Specialists as Leaders in Right Brain Schools** (Deb Brzoska)

Though often isolated due to the challenges of scheduling, covering prep time, driving to and from multiple buildings, or working in the basement, often while serving 500+ children, art, music and PE specialists are a key to successful school-wide arts integration. In this session, Deb draws from her own experience as a traveling arts specialist and supervisor to explore rich possibilities for the role of specialists in schools.

**Shift, Share, Show: Classroom Strategies for Teaching Artists** (Carin Rosenberg)

Soliciting ideas from students; organizing them during transitions from one part of a lesson into the next; and hearing them reflect on their learning are crucial moments in any effective lesson. There are many varied strategies to make these essential lesson elements creative and powerful moments of learning for students. In this workshop, Carin draws from her own experience as an elementary classroom teacher and teaching artist to share tips and tools artists can take back into their own practice.

**11:15am – 12:30pm**

**The Creative Classroom: Achieving Well-Rounded Success for All Students**

(Michael Geisen)

From understanding multiple intelligences and learning styles to teaching to the strengths of at-risk students to planning engaging lessons as tools for classroom management.... so many factors can make the difference for consistently effective teaching and learning. This workshop introduces participants to a variety of ideas for keeping children of all ages, backgrounds and abilities continuously focused on learning, both academically and personally. Expect to collaborate with your peers during this workshop and to add research-based strategies to your instructional tool belt.

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**Building Community through Storytelling** (Suzanne Savell)

Everyone has a story. In this workshop, we will explore through group exercises, our own stories and learn how to collaborate to present a single tale. Based on the work of renowned Appalachian storyteller and playwright, Angelyn DeBord, we will examine the use of imagery and verbal and physical expression in communication and storytelling in particular.

**Arts Education Advocacy: A 3-story House** (Tim DuRoche/Diane Syrcle)

Explore strategies for building alliances, strengthening messages, creating agency with three tiers of potential partners: families and students; educators and school administrators; the business community, elected officials and the community at large. Fill your toolbox with approaches to empower you and your constituents to take action in support of arts education or any cause.

**12:30 – 1:30 Plenary** (lunch provided)

**Hive of Creation in the Mind** (Kim Stafford)



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