



Arts Without Boundaries

oregonarts.org





Featured Presenters

Arts Without Boundaries

BIOS

hand-painting by **tommy pokaz**

Jan Abramovitz has been involved in the teaching of dance and creative movement for over twenty five years. A founding member of the Vancouver School of Arts and Academics as well as the Oregon Teacher Arts Institute, he currently teaches for Lesley University. He recently completed his doctorate in Teacher Leadership from Oregon State University with a research focus in Classroom Movement Implementation in Oregon Elementary Schools.

Erin Baker has been an elementary school teacher for the past 10 years and is an Arts Integration Facilitator with The Right Brain Initiative. She received a Master of Arts in Teaching and a Bachelor of Arts in History with a focus on Native American Art and Culture from Lewis and Clark College. While a student, she studied arts and culture in Kenya. Erin has been integrating the arts across the curriculum with a primary focus on literacy, as a teacher at the Opal School for the past seven years. Her affinity for Opal School's mission—to strengthen public education by provoking fresh ideas concerning places where people, creativity, and learning thrive—was strengthened during her travels to Reggio Emilia, Italy. There, she studied at the early childhood schools, observing an entire community working together for their children.

Deborah Brzoska is a national leader in arts education who presents professional development for teachers and teaching artists across the country on behalf of The John F. Kennedy Center for the Performing Arts. A former dancer and teacher, Deb was also the founding principal of the award winning arts-based public school in Vancouver, Washington.

Rachael Carnes graduated in Dance / Theater from Reed College, and has worked in arts integration since she began teaching for Anne Green Gilbert at the Creative Dance Center in Seattle, Washington. After studying dance therapy at the New School in New York City, and building a thriving early childhood program there, she has since returned to her Oregon roots to found Sparkplug Dance Educational Resources, a non-profit 501(c)3 organization, dedicated to invigorating communities in their vision to make the arts and physical activity a part of every child's education. Sparkplug Dance has developed collaborative community partnerships to provide direct services in early childhood arts education, K-8 arts integration in the schools, and teacher training.

Robin Chilstrom is a multi-disciplinary artist with 30 years' experience both teaching and working professionally as a performing, commercial and fine artist. As an arts educator, she has worked with grades K-12 in public and private schools, residential treatment facilities and community sites as a Guest Artist and Artist-in-Residence. Over the years, she has guided children through the process of creating and performing original plays and songs, as well as making puppets, masks, costumes, sets, props, murals and . . . stories – the dominant focus of her work through Earth Arts NW. Robin co-founded Earth Arts NW in 2003 in order to re-integrate arts learning into grade-level state standards by offering multi-arts residencies linked to language arts and history as well as innovative environmental curriculum. Robin also serves as an Arts Integration Facilitator for The Right Brain Initiative.

Eloise Damrosch served for 17 years as the Director of Public Art for the Metropolitan Arts Commission, now the Regional Arts & Culture Council. She was appointed RACC's Executive Director in June 2004, and continues to lead the Public Art Program while also building on RACC's 13 years of exceptional service to the local arts community with an annual budget of approximately \$7 million. Eloise has earned a local and national reputation as a respected arts administrator while helping create one of the best-known public art collections in the country. Among her many credits, she oversaw the selection of public artwork for the newly expanded Oregon Convention Center, Doernbecher Children's Hospital, and the recently completed new Children's Hospital in Denver. She also advises public art projects nationally, including consultancies in Washington, Arizona, Florida, Idaho, Virginia, Tennessee, and Taiwan. From 1987 to 1995, Eloise served as Commissioner—and later Chair—of the Oregon Arts Commission. She graduated Phi Beta Kappa from Wellesley College and earned an M.A. in Art History from Columbia University. She is a member of the United States Urban Arts Federation, is the treasurer of the state's Cultural Advocacy Coalition, and serves as Americans for the Arts' Advocacy Captain for Oregon.

Rändi Douglas has become a literacy warrior through three literary work lives: professional actress, playwright and director (Oregon Shakespeare Festival and other West Coast theatres); arts educator (Detroit StoryLiving at the Detroit Historical Museums); and literacy trainer with the NW Regional Educational Laboratory. She provides staff development in reading and writing instruction and literacy-arts integration for teachers and afterschool staff members across the nation. Rändi's work is informed by two decades of experience teaching language arts and social studies to K-12 students and staff members, university undergraduates, and graduate students. Her M.F.A. in Theatre Arts is from Stanford University.

Teresa Enrico is producing director for Portland Taiko which began by founding their company in 1996. She has classical piano and flute training and performs with the shinobue, or Japanese bamboo flute, in Portland Taiko's shows. As the former Outreach and Education Director, Teresa has been particularly instrumental in coordinating Portland Taiko's groundbreaking community outreach work, including its community-based creative projects as well as developing and promoting PT's popular education programs. She has performed in the school for ten years and presented residencies, workshops and trainings for over 15 years.

Stan Foote, Artistic Director of the Oregon Children's Theatre, received his BA in Theater from Sacramento State University. He has been directing and teaching for 30 years. He received 2 Grammy awards for directing and has orchestrated and directed five original adaptations of children's literature in his tenure at OCT, including Eric Coble's critically acclaimed adaptation of Lois Lowry's, *The Giver*. Foote has directed at The Kennedy Center's 2002 *New Visions/New Voices* and at NYU's School of Education. At NYU, he was a featured speaker at the Educational Symposium that ran in conjunction with *The New Plays for Young Audience*.

John Frohnmayer earned his undergraduate degree from Stanford University, where he sang with the Stanford Medicants, a cappella singing group. Later, he earned a Master's degree in Christian ethics from the University of Chicago and a law degree from the University of Oregon School of Law, where he was editor-in-chief of the *Law Review* in 1972. He was a decorated officer in the United States Navy, in which he served from 1966-1980. He chaired the Oregon Arts Commission from 1980-1984. President George H. W. Bush appointed Frohnmayer to chair the National Endowment for the Arts in 1989. The NEA was in the midst of controversies surrounding its funding of various projects, notably those of Robert Mapplethorpe, which would lead to Congressional action and a United States Supreme Court decision in 1998, *National Endowment for the Arts v. Finley*. Frohnmayer published two books in the 1990s: *Leaving Town Alive*, an account of his experience at the NEA, and *Out of Tune: Listening to the First Amendment*, a text for high school and college courses. He is currently an Affiliate Professor of Liberal Arts at Oregon State University.

Michelle Fujii, artistic director of Portland Taiko a well respected in the taiko discipline, and known for her innovative fusion of taiko and dance. Fujii started her taiko training as a performing member of San Jose Taiko. She went on to become artistic director of UCLA Kyodo Taiko, the first collegiate taiko group of its kind. After graduating with a degree in Ethnomusicology, Fujii joined San Jose Taiko's full time artistic staff, performing and touring throughout the United States. In 2001, Fujii was awarded the prestigious Bunkacho fellowship from the Japanese government to study with Japan's foremost traditional folk dance troupe, Warabiza. She joined Portland Taiko in 2005 and has presented at conferences and in the schools for over 10 years.

Cindy Casama Gerber, VTS Regional Coordinator, Portland, has provided professional development to educators for ten years. She was Project Director for KIPP Bay Area Schools' Digital Teachers Project, a US Department of Education funded digital storytelling professional development program. Before this, Cindy ran the Northern California regional office of youTHink, a program of the Zimmer Children's Museum. In Los Angeles she coordinated Tools for Tolerance for Educators at the Museum of Tolerance. She has presented at The Network, California Teachers Association and California Council for Social Studies conferences. Cindy is a member of the I Can Fix Racism Speaker Corps.

Kasandra Gruener, Director of Education and Outreach at Oregon Ballet Theatre, holds a BA in Dance for Mills College, and a MA in Contemplative Education from Naropa University. She oversees 11 outreach programs, impacting over 13,000 area youth. She designs educational materials and presents OBT's acclaimed Student Performance Series where 2600 students fill the theatre three times a year to see and hear about dance. Kasandra recently presented *Moving with Literacy: Banish Fears of Blending Dance with Language Arts for Young Audiences'* professional development series and has been awarded YA's Sunburst Award for commitment to the arts in education.

Kang-O'Higgin, Northwest Regional Director of Visual Thinking Strategies has provided VTS professional development to hundreds of teachers and educators nationally and abroad. She has led workshops and long term professional development programs for institutions including the University of Washington, University of Oregon, Schnitzer Museum (Eugene), Swedish and UW Hospitals (Seattle), and the Frye Art Museum (Seattle), Seattle Art Museum, and the Museum of Arts and Culture (Spokane). Yoon currently works with public schools in Seattle, Spokane, Shoreline and Highline, WA. She has presented VTS at regional conferences including WASCD, OSPI, Arts Time, PNAIS and WAEA.

Hakim Muhammad was born and raised in Portland, Oregon and has been playing drums and percussion since the age of nine. He received his training in West African style drumming from Senegalese Master Drummer Medoune Yacine Gueye. In February of 2006, he traveled to Dakar, Senegal, to participate in a month long drumming intensive program. While there, Hakim was immersed in the culture and learned a great deal about the history and origins of many West African rhythms and songs. Hakim has been a drummer for the Kukatonon African Dance Troupe based at Woodlawn Elementary School for nineteen years and has been playing for Jefferson High School African dance classes for over twenty years. In the summer he teaches African Drumming and audio production at Camp Caldera near Sisters, Oregon.

Annie Painter is an award winning educator, a national arts and educational administration consultant, former elementary and secondary teacher, county arts specialist and public elementary school principal. She currently speaks, teaches graduate school and coaches teachers and non-profit groups with an emphasis on the role and management of the arts in childhood development.

Greta Pedersen is an award-winning recording artist, performer, songwriter and arts educator, with music licensed to Scholastic Books and various video soundtracks. Her "Music Is Magic" video is played by the Learning Channel. Greta is a Young Audiences artist and coach, nominee for the 2009 National Artist of the Year. She led the first national pilot of "Call It As You See It," an arts-&literacy-based residency in partnership with PBS's show *Between the Lions*. Greta also conducts songwriting residencies for Community of Writers. Workshop sponsors include Gymboree Corp., Mt. Hood Early Childhood Institute, Vancouver ESD, and AEYC state chapters.

Nick Rabkin is a senior research scientist at NORC at the University of Chicago, where he is principal investigator of the Teaching Artist Research Project, the first national study of artists who do vital work in communities and schools across the country. From 2001 until 2008 he was the executive director of the Center for Arts Policy at Columbia College Chicago, where he focused on the ways the arts contribute to the quality of democratic society, particularly through their contributions to communities and education. He is the co-author of *Putting the Arts in the Picture: Reframing Education in the 21st Century*, and has written about arts policy and education for the *Chicago Tribune*, *Washington Post*, *Education Week*, and *Educational Leadership*. He was the senior program officer for arts and culture at the John D. and Catherine T. MacArthur Foundation in Chicago from 1991 to 2001, where he was instrumental in the publication of *Champions of Change: the Impact of the Arts on Learning*, and he helped found the Chicago Arts Partnerships in Education, which pioneered the integration of the arts and other subjects as a strategy for improving public schools and student performance in Chicago. He was the deputy commissioner of cultural affairs for Chicago for seven years, and in 1993, he received a Special Citation from the American Planning Association for the Chicago Arts District Plan.

Barbara Shepherd At the Kennedy Center, Barbara Shepherd directs National Partnerships for the Education Department. These programs include Partners in Education which fosters partnerships between arts organizations and school systems, and the Kennedy Center Alliance for Arts Education Network which supports state-level collaborations to strengthen arts education statewide. Currently 136 collaborations in 48 states and the District of Columbia participate in National Partnerships programs.

Emily Stone is a multidisciplinary artist whose work is situated on the threshold of dance, theater, and visual arts. While she has been a performing artist and educator for nearly 15 years, Emily recently earned her MFA in Interdisciplinary Art with a focus in experiential education from Goddard College. Professionally, her collaboratively devised projects have been presented by experimental theaters, contemporary art galleries, new dance, video and time-based art festivals, academic conferences and colleges throughout the Northwest. As an experienced arts educator, she has worked with pre-K/12 students in a wide variety of settings—in the classroom, onstage and backstage at numerous children's theaters, and outdoors in wilderness therapy programs. Most recently, Emily has served as drama specialist for the Opal School at the Children's Museum.

Deborah Stuart has been involved in education and in making music with children for over forty years. She has taught in a wide variety of settings including working with children with disabilities and learning differences in inclusive settings both as a classroom teacher and as a residency teaching artist. Deborah is the editor of an early childhood resource, *Start with the Arts*, and the author of a book for parents and young children, *Start with the Arts at Home*. She has done extensive training for educators on the use of the arts in education and is currently core faculty for VSA Arts Institutes, Professional Development in Art, Education and Disability, which are being held around the US and internationally.

Michelle Swanson is a partner and senior trainer for Swanson & Cosgrave Consulting, a firm that develops and implements a wide range of design and facilitation services for schools, districts and national organizations engaged in school reform. Her prior design work includes national high school theatre and playwriting programs, including The Bay Area Playwrights Festival and the West Coast Playwrights Conference and Festival. She has been actively engaged and has performed intensive work in creating equitable small schools and designing small learning communities. Her expertise in curriculum design and research-based instructional strategies includes project-based learning. Ms. Swanson is a founding partner in ArtsWork in Education and works to provide leadership, training and ongoing mentoring.

Cynthia Weiss is a professional visual artist, arts educator and teaching artist, with 25 years experience as a leader in the field of the arts and education. Currently she directs the Arts Integration Mentorship Project, Project AIM, at the Center for Community Arts Partnerships, Columbia College Chicago. Project AIM is a partnership program that trains Chicago Public School teachers and Chicago teaching artists to develop arts-integrated teaching practices that foster student learning through the arts. Cynthia received her MFA in Painting from the University of Illinois at Chicago. She is an award-winning public artist, painter, and mosaicist. As a member of the Chicago Public Art Group, she has directed numerous large-scale public art projects that invite community participation in the creation of the work. Cynthia is co-editor with Gail Burnaford and Arnold Aprill of the book *Renaissance in the Classroom: Arts Integration and Meaningful Learning*. Lawrence Erlbaum & Associates, 2001; and the co-editor, with Amanda Lichtenstein, of *AIMprint: New Relationships in the Arts and Learning*, published by Columbia College Chicago in 2008.

Rick Williams is Dean of the Division of Arts at Lane Community College and co-author of *Visual Communication: Integrating Media, Art and Science*. He developed the interdisciplinary Visual Communication Program at St. Edward's University, Austin, Texas and taught at the University of Texas at Austin and the University of Oregon for 15 years and is a national award winning arts and visual communications scholar, educator and documentary photographer. His work advances theoretical and practical explorations and applications in the use of visual communication and arts as pedagogical tools that help students balance cognitive modalities and integrate multiple intelligences to enhance creativity, intelligence, problem solving, decision-making and performance across academic and professional disciplines and practices. His theories and practical applications in visual communication and art have been published in numerous juried international journals and books and have brought him acclaim as an author, lecturer and teacher. He is founder and Executive Director of ArtsWork in Education (AWE), a nonprofit organization dedicated to training and supporting professional artists and high school academic teachers to integrate arts learning practices into the core academic curriculum in public schools throughout Oregon.

Dennie Palmer Wolf is a principal of WolfBrown, and also serves as Senior Scholar at the Annenberg Institute for School Reform at Brown University. She trained as a researcher at Harvard Project Zero, where she led studies on the early development of artistic and symbolic capacities. She directed Project PACE (Projects in Active Cultural Engagement) at the Harvard Graduate School of Education, an organization that focused on children and youth as vital, but often ignored, forces in cultural planning.

Wendy Thompson is a freelance writer, the Education Coordinator for Saturday Academy and also one of The Right Brain Initiative's Arts Integration Facilitators. She has been an arts educator for over two decades and helped open the Vancouver School of Arts and Academics in Washington State. Her award winning poetry has been published in *Amazella*, *Poet's Ink*, *Synapse*, *VoiceCatcher*, and *Spoleto 2000*. She was selected to attend Flight of the Mind Writers' Workshop and Spoleto Writers' Symposium in Spoleto, Italy. With an MFA in dance, Ms. Thompson published professional articles in *Teaching Tolerance*, *Science & Children*, and *Impulse Journal*. She is currently pursuing certification as a poetry/journal therapy facilitator, but realizes that integrated arts education is her greatest passion.

oregonarts.org



Arts Without Boundaries

REGISTRATION

Name - for name badge _____

Organization _____

Address _____ City _____ State _____ Zip Code: _____

Telephone: _____ Email: _____

Registration Fees - includes lunch MondayCheck One Monday - \$100 All Three Days - \$250 - 10% discount for groups of 5 or more**Monday, June 22**10:00 am - 11:30 am **Workshop Session 1**

- Arts Organizations and Schools: Partners in Education
- The Structures of Big Ideas: Uncovering Meaningful Form, Content and Process in Arts-Integrated Teaching
- Thinking Through Art: An Introduction to Visual Thinking Strategies
- Linking Music Activities to Early Reading
- Helping Children Find Their Own Dance
- Arts Integration in the Classroom

12:45 pm - 2:15 pm **Workshop Session 2**

- Arts Integration in the Classroom
- Evaluating Year One: Assessing Student Work
- Laying the Foundation for The Right Brain Initiative
- Create/Change: The Strategic Value of Arts Education
- Block Metaphor & Model Making
- Linking Music Activities to Early Reading

2:30 pm - 4:00 pm **Workshop Session 3**

- Big Idea in a Frame that Fits: Open Studio
- Music Open Studio
- Dance Open Studio

Tuesday, June 2310:00 am - 11:30 am **Workshop Session 4**

- Teaching for Quality: Arts Standards and Assessments
- The Art of Writing
- Block Metaphor & Model Making
- Program Evaluation
- Creative Movement as a Learning Tool for K-8 Education

12:45 pm - 2:15 pm **Workshop Session 5**

- Around and About Portland: A Public Art Walking Tour
- Using Assessment Data to Strengthen Learning
- Laying the Foundation for The Right Brain Initiative
- The Art of Writing
- Advocacy Tools You Can Use: Making the Case for Arts Education
- Teaching and Reaching Through Taiko

2:30 pm - 4:00 pm **Workshop Session 6**

- Around and About Portland: A Public Art Walking Tour
- Paper Sculpture and Creative Words
- Music Open Studio
- Dance Open Studio

Wednesday, June 2410:00 am - 11:30 am **Workshop Session 7**

- Integrating Movement and Dance in the Classroom
- Arts-Centered Curriculum Design
- The Best Soup: Ingredients for successful planning meetings
- Art and Learning in Public Space
- The Arts as Tools for Exploring Children's Thinking

12:45 pm - 2:15 pm **Workshop Session 8**

- Ways to Raise Writers
- Integrating Theater in the Classroom
- Dance Inclusion
- Songwriting and the Six Writing Traits: Creating Songs

Cancellations and Refunds - Cancellations and refunds will be made no later than June 1, 2009 less a \$50 handling charge.

Mail completed registration form with payment made payable to OAAE to:

OAAE Summer Institute

Post Office Box 2826 · Salem, Oregon 97308

PSU continuing education credits are available! Attend all 3 days and earn 1 continuing education credit. The fee for the credit is \$55. and requires a separate payment to Portland State University. *

* For registration and / or credit contact **Lynn Kneeland** 503-540-4425 or lynn.kneeland@wesd.org**Mark Spencer Hotel**409 Southwest 11th Avenue · Portland, Oregon 97205 · 503.224.3293 · www.markspencer.com**ask for OAAE summer arts conference rate**



Arts Without Boundaries

SCHEDULE

hand-painting by tommy pokaz

Monday, June 22

8:30 am - 9:45 am Plenary

Learning, Arts, and the Brain - John Frohnmayer

Mr. Frohnmayer will share information produced in the Dana study on brain research sharing why connections made in arts education are critical to learning. A summary of the Dana study was produced with the generous support from the James F. and Marion L. Miller Foundation. **OPEN**

10:00 am - 11:30 am Workshop Session 1

Arts Organizations and Schools: Partners in Education – Barbara Shepherd

Educational partnerships can be challenging, but also tremendously rewarding for all involved. During this session, participants will consider a variety of levels of partnership and examine the characteristics of effective educational partnerships, as well as the benefits of a written partnership agreement. Ample time will be included for questions and discussion, and participants will receive a list of resources that can assist partnership development efforts. **ADMIN** or **FUND**

The Structures of Big Ideas:

Uncovering Meaningful Form, Content and Process in Arts-Integrated Teaching - Cynthia Weiss

In this hands-on presentation, participants will explore how to create exciting arts integrated units of study organized around powerful Big Ideas that bring together Parallel Processes within the Arts and Literacy. Participants will have the opportunity to both create work as well as reflect on the process of building arts integrated curriculum. **AS, ELEM** or **TEACH**

Thinking Through Art: An Introduction to Visual Thinking Strategies

Yoon Kang-O'Higgin & Cindy Casama Gerber

VTS is a student-centered, research-based teaching method that uses art to build the capacity to observe, think, listen, and communicate. Studies show VTS increases aesthetic development, critical thinking skills and test scores. In this discussion based session, presenters will: demonstrate VTS; provide an overview of the research; and outline regional implementation models. **AS** or **TEACH**

Linking Music Activities to Early Reading – Deborah Stuart

This hands-on workshop will demonstrate ways to use a wide variety of songs, rhythms and simple musical activities to enlarge and enrich storybooks for pre-K - 2nd graders. Participants will explore how linking music to books increases pre-literacy and reading skills, excites and increases children's involvement, and offers alternative strategies for meeting different developmental needs and learning styles.

AS, ELEM, PARENT or **TEACH**

KEY

**Recommended
Audiences**

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Funders

OPEN
All Audiences

PARENT
Parents

RB
Right Brain
Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts
Specialists
& Teaching Artists



Arts Without Boundaries

SCHEDULE

hand-painting by tommy pokaz

Monday, June 22

10:00 am - 11:30 am Workshop Session 1 - *continued*

Helping Children Find Their Own Dance – Jan Abramovitz

This workshop will provide an introduction to the field of creative dance and kinesthetic learning. Starting with Howard Gardner's recent work on Entry Points, we will look at learning styles, brain based movement patterns, and movement games that support learning. This workshop is participatory and no prior dance experience is necessary. **AS, ELEM** or **TEACH**

Arts Integration in the Classroom – Rick Williams, Michelle Swanson and Teaching Artists

ArtsWork teaching artists with core curriculum academic teachers from ArtsWork in Education will demonstrate and discuss best practices for arts integration from their ground breaking work in Oregon middle schools and high schools. The session will include detailed information on how core academic pedagogy was redesigned by artists and teachers and how arts integration processes were used to enhance student engagement, learning and achievement in these core classes. This interactive session will encourage audience participation and response. Resources and tools to help develop arts integration classes provided. Actual arts projects integrated into math, science, language arts and social science classes will be on display in the Art Institute Gallery all day. **AS, SEC** or **TEACH**

11:45 am - 12:30 pm - PANEL DISCUSSION & LUNCH PROVIDED

Arts Education: A Look Across Oregon moderated by John Frohmayer - *a box lunch is provided.*

Learn about program developments and regional initiatives in the State of Oregon addressing arts education for K-12 students, both in and out of school time. **OPEN**

Panelists include Michael Fridley, Oregon Department of Education, Christine D'Arcy, Oregon Arts Commission, Marna Stalcup, The Right Brain Initiative, Rick Williams, ArtsWork in Education and Beth Unverzagt, OregonAsk.

12:45 pm - 2:15 pm Workshop Session 2

Arts Integration in the Classroom – Rick Williams, Michelle Swanson and Teaching Artists

ArtsWork teaching artists with core curriculum academic teachers from ArtsWork in Education will demonstrate and discuss best practices for arts integration from their ground breaking work in Oregon middle schools and high schools. The session will include detailed information on how core academic pedagogy was redesigned by artists and teachers and how arts integration processes were used to enhance student engagement, learning and achievement in these core classes. This interactive session will encourage audience participation and response. Resources and tools to help develop arts integration classes provided. Actual arts projects integrated into math, science, language arts and social science classes will be on display in the Art Institute Gallery all day. **AS, SEC** or **TEACH**

KEY

Recommended Audiences

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Fundors

OPEN
All Audiences

PARENT
Parents

RB
Right Brain Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts Specialists & Teaching Artists

SCHEDULE

hand-painting by tommy pokaz

KEY

Recommended Audiences

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Funders

OPEN
All Audiences

PARENT
Parents

RB
Right Brain Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts Specialists & Teaching Artists

Monday, June 22

12:45 pm - 2:15 pm Workshop Session 2 - *continued*

Evaluating Year One: Assessing Student Work – Dennie Palmer Wolf

Required for school teams and arts providers returning to The Right Brain Initiative

In this session we will examine what happens for student learning when the arts inform literacy learning. Working in teams, the participants will apply expanded and adapted versions of the 6+1 Trait writing rubric and Oregon's speaking scoring guide in order to gauge where and how deeply arts learning enhanced literacy learning. We will also discuss what additional tools The Right Brain Initiative will need in order to capture the effects of the partnership between arts and literacy learning. This workshop continues in Session 5. **RB**

Laying the Foundation for The Right Brain Initiative – Deborah Brzoska

Required for school teams and arts providers new to The Right Brain Initiative

Through hands-on exercises, participants will experience both arts learning and arts integrated learning, comparing the effects of both on student learning. This workshop provides a common foundation for teachers and teaching artists new to The Right Brain Initiative on connecting the arts and literacy and focusing on the artistic process of creating, presenting, reflecting/responding and understanding the arts as text. This workshop continues in Session 5. **RB**

Create/Change: The Strategic Value of Arts Education – Nick Rabkin

Never secure in our public schools, arts education has yet to build a completely compelling case for itself in the curriculum. It is generally the first thing cut when school budgets are tight. Ironically, education programs are often the first cut by arts organizations as well. But a new kind of case for arts education is emerging; one that demonstrates that it is a powerful strategy for overcoming the challenges faced by schools and arts organizations. This session will help grantmakers, arts administrators, and education policy makers understand the strategic value of arts education -- to the future of both the arts and education. **FUND**

Block Metaphor & Model Making - Using children's blocks with visual design techniques to support planning, reading, writing, speaking and thinking about anything! - Annie Painter

As a design medium, blocks are a teacher's dream and a powerful planning tool--no mess, easy for any age, accessible and beautiful! When used to literally 'build' stories, define, defend, or demonstrate vocabulary words, block design requires creative thinking, careful planning and team work. Learners of all ages, Kindergarten through adult, check accuracy, crystallize understanding and verbally re-tell what they have built. They work as artists, creating symbols, metaphors and sculptures to represent ideas by using the principles and elements of design. Annie shows teachers how to use blocks to support many subjects and literacy strategies such as reading comprehension, listening and viewing, problem solving, teamwork and speaking. Participants in this workshop will fill buckets with hundreds of blocks and experience the power of wood as a thinking tool! **AS or TEACH**

SCHEDULE

hand-painting by tommy pokaz

Monday, June 22

12:45 pm - 2:15 pm Workshop Session 2 - *continued*

Linking Music Activities to Early Reading – Deborah Stuart

This hands-on workshop will demonstrate ways to use a wide variety of songs, rhythms and simple musical activities to enlarge and enrich storybooks for pre-K - 2nd graders. Participants will explore how linking music to books increases pre-literacy and reading skills, excites and increases children's involvement, and offers alternative strategies for meeting different developmental needs and learning styles. **AS, ELEM, PARENT** or **TEACH**

2:30 pm - 4:00 pm Workshop Session 3

Big Idea in a Frame that Fits: Open Studio – Annie Painter

This workshop is a favorite of Annie's national and local clients who love using this simple color mixing and black crayon resist painting with writing. The simple line art in a 'frame' shows main idea and supporting details. Participants will create a sample and make some paint 'chips' to use with students for easy color mixing and wash painting with almost no clean up. Add 'gifts of words' to each other's fanciful works. **OPEN**

Music Open Studio – Hakim Muhammad

This session is designed for drummers and wannabe drummers of all levels. Participants will learn to play a traditional African rhythm and, by the end of the session, will create a beautiful multi-layered piece.

The customs and history of the rhythm will be covered as well as communication and teamwork that drumming demands. Drums will be provided but feel free to bring your own percussive instrument. Above all, the session will be loose, informal and fun! **OPEN**

Dance Open Studio – Jan Abramovitz

How do we create a welcoming and fun environment for children to explore movement and dance? In this studio session, we will learn the basic elements of a dance class. With handouts for easy reference, participants will learn a warm up and center routine that can be taught to students. We will then jump into the creative process and learn how to turn individual movements into performance-ready choreography. This fun and lively workshop is participatory and no prior dance experience is necessary. Wear comfortable clothes. **OPEN**

30-Minute Consultations with Presenters

By appointment only

4:30 pm - 6:00 pm Reception & Networking - **Hotel Monaco**, 506 Southwest Washington, Portland, Oregon

KEY

**Recommended
Audiences**

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Funders

OPEN
All Audiences

PARENT
Parents

RB
Right Brain
Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts
Specialists
& Teaching Artists



Arts Without Boundaries

SCHEDULE

hand-painting by tommy pokaz

Tuesday, June 23

KEY

**Recommended
Audiences**

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Fundors

OPEN
All Audiences

PARENT
Parents

RB
Right Brain
Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts
Specialists
& Teaching Artists

8:30 am - 9:45 am Plenary

Arts Education in the New Administration - Barbara Shepherd

Trends and issues in the arts and education at the national level affect our work at the state and local levels. How will the new administration impact these issues? What other factors are affecting the current climate for arts education? The more we know, the more proactive we can be as advocates, educators, and service providers. In this session, Barbara Shepherd shares information from the national Arts Education Legislative Working Group which is working with the Obama administration and new Congress. Time will be provided for questions. **OPEN**

10:00 am - 11:30 am Workshop Session 4

Teaching for Quality: Arts Standards and Assessments – Deborah Brzoska

In this workshop designed for arts specialists and teaching artists, we will examine national standards and assessments that lead to high quality teaching in art, music, theatre and dance. Come prepared to take part in an active exploration of the three artistic processes identified by national experts as critical components of all arts education. We will also explore assessment tools and strategies for giving feedback to students to improve the quality of their work in the arts. **TEACH**

The Art of Writing: Unique student-created art books for capturing words, sentences and stories – Deborah Stuart

This workshop will demonstrate a variety of ways for students to create handmade books. In addition to exploring the art form, we will look at how student-made books become a motivating and powerful way to engage students in building expressive skills. Books-as-art are a perfect collaborative project for classroom and art teachers. They also work well integrated into the classroom curriculum and can be simple enough for use in core language lessons. Special attention will be given to adaptive strategies for students with disabilities and learning differences working in integrated settings. **AS, ELEM or PARENT**

Block Metaphor & Model Making: Using children's blocks with visual design techniques to support planning, reading, writing, speaking and thinking about anything! - Annie Painter
As a design medium, blocks are a teacher's dream and a powerful planning tool--no mess, easy for any age, accessible and beautiful! When used to literally 'build' stories, define, defend, or demonstrate vocabulary words, block design requires creative thinking, careful planning and team work. Learners of all ages, Kindergarten through adult, check accuracy, crystallize understanding and verbally re-tell what they have built. They work as artists, creating symbols, metaphors and sculptures to represent ideas by using the principles and elements of design. Annie shows teachers how to use blocks to support many subjects and literacy strategies such as reading comprehension, listening and viewing, problem solving, teamwork and speaking. Participants in this workshop will fill buckets with hundreds of blocks and experience the power of wood as a thinking tool! **AS or TEACH**

SCHEDULE

hand-painting by tommy pokaz

Tuesday, June 23

10:00 am - 11:30 am Workshop Session 4 - *continued*

Program Evaluation – Dennie Palmer Wolf

In this session, we will focus on the evaluation of programs that seek to develop children’s creative and artistic capacities as a part of a well-rounded education. In this context, we will use examples that come from a wide-range of programs nationally. We will explore three important principles: 1) the commitment to building the capacity of participants; 2) the use of formative data to explore and strengthen the program; and 3) the use of summative data to hold the program accountable to funders and supporters. **ADMIN or FUND**

Creative Movement as a Learning Tool for K-8 Education – Rachael Carnes

Bringing together the work of professionals, practitioners, and advocates from the arts, education, and disability service communities, this hands-on workshop focuses on an introduction to the principles and practices of inclusive programming in developmental movement/creative dance as an essential component of academic learning.

AS or PARENT

11:45 am - 12:30 pm Lunch - On Your Own

12:45 pm - 2:15 pm Workshop Session 5

Around and About Portland: A Public Art Walking Tour – Eloise Damrosch

Tour continues through Workshop Session 6

Staff of the Regional Arts & Culture Council will lead small groups on a public art walking tour highlighting a wide range of artworks throughout the downtown area. Participants will also ride MAX light rail across the river to see the \$2 million art program in the Oregon Convention Center and walk along the Eastside Esplanade weather permitting. Please wear comfortable walking shoes and clothing. **OPEN**

Using Assessment Data to Strengthen Learning – Dennie Palmer Wolf - a continuation of workshop in Session 2

Required for school teams and arts providers returning to The Right Brain Initiative

Building on the discussion in Workshop Session 2, teams will examine their assessment data for its implications about work in the coming year(s). Teams of teachers and artists will develop implications for their own and their shared practice in these areas:

RB

- Building up to the residency
- Designing and conducting the residency
- Making the effects of the residency last
- Documenting the immediate and longer-term effects of the residency

KEY

Recommended Audiences

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Funders

OPEN
All Audiences

PARENT
Parents

RB
Right Brain Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts Specialists & Teaching Artists

SCHEDULE

hand-painting by tommy pokaz

Tuesday, June 23

KEY

**Recommended
Audiences**

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Funders

OPEN
All Audiences

PARENT
Parents

RB
Right Brain
Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts
Specialists
& Teaching Artists

12:45 pm - 2:15 pm Workshop Session 5 - *continued*

Laying the Foundation for The Right Brain Initiative – Deborah Brzoska - a continuation of workshop in Session 2
Required for school teams and arts providers new to The Right Brain Initiative

Through hands-on exercises, participants will experience both arts learning and arts integrated learning, comparing the effects of both on student learning. This workshop provides a common foundation for teachers and teaching artists new to The Right Brain Initiative on connecting the arts and literacy and focusing on the artistic process of creating, presenting, reflecting/responding and understanding the arts as text. **RB**

The Art of Writing: Unique student-created art books for capturing words, sentences and stories – Deborah Stuart
This workshop will demonstrate a variety of ways for students to create handmade books. In addition to exploring the art form, we will look at how student-made books become a motivating and powerful way to engage students in building expressive skills. Books-as-art are a perfect collaborative project for classroom and art teachers. They also work well integrated into the classroom curriculum and can be simple enough for use in core language lessons. Special attention will be given to adaptive strategies for students with disabilities and learning differences working in integrated settings. **AS** or **ELEM**

Advocacy Tools You Can Use: Making the Case for Arts Education – Barbara Shepherd

In a tough economy, making the case for arts education becomes even more important. The Kennedy Center Alliance for Arts Education Network (KCAAEN) has developed a new Advocacy Tool Kit to help novice and experienced advocates make an impact on local, state or federal decision-makers. Participants will be introduced to both the written document and the DVD through activities and presentation. **ADMIN**

Teaching and Reaching Through Taiko – Teresa Enrico & Michele Fujii

Portland Taiko's Teaching and Reaching Through Taiko (TReaTT) Educator Workshop is designed to introduce participants to the art form of taiko and its practical application to assist teachers, after school specialists, and other educators in enhancing learning for their students. Teaching and learning through taiko is fun and effective!

AS, PARENT or **TEACH**

2:30 pm - 4:00 pm Workshop Session 6

Around and About Portland: A Public Art Walking Tour – Eloise Damrosch

Tour continued from Workshop Session 5

Staff of the Regional Arts & Cultural Council will lead small groups on a public art walking tour highlighting a wide range of artworks throughout the downtown area. Participants will also ride MAX light rail across the river to see the \$2 million art program in the Oregon Convention Center and walk along the Eastside Esplanade weather permitting. Please wear comfortable walking shoes and clothing. **OPEN**

SCHEDULE

hand-painting by tommy pokaz

Tuesday, June 23

KEY

Recommended Audiences

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Funders

OPEN
All Audiences

PARENT
Parents

RB
Right Brain Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts Specialists & Teaching Artists

2:30 pm - 4:00 pm Workshop Session 6 - *continued*

Paper sculptures and creative words inspired by 'abstract' children's pop-up books: Open Studio – Annie Painter

This workshop explores Annie's newest fusion of visual art and language, especially inspired by the work of David Carter. Use design and simple paper engineering elements to create table top or hanging paper sculptures that will stimulate richer vocabulary, descriptive sentences and figures of speech. Bring your favorite pop-ups and paper engineering books to share. **OPEN**

Music Open Studio – Hakim Muhammad

This session is designed for drummers and wannabe drummers of all levels. Participants will learn to play a traditional African rhythm and, by the end of the session, will create a beautiful multi-layered piece. The customs and history of the rhythm will be covered as well as communication and teamwork that drumming demands. Drums will be provided but feel free to bring your own percussive instrument. Above all, the session will be loose, informal and fun! **OPEN**

Dance Open Studio – Jan Abramovitz

How do we create a welcoming and fun environment for children to explore movement and dance? In this studio session, we will learn the basic elements of a dance class. With handouts for easy reference, participants will learn a warm up and center routine that can be taught to students. We will then jump into the creative process and learn how to turn individual movements into performance-ready choreography. This fun and lively workshop is participatory and no prior dance experience is necessary. Wear comfortable clothes. **OPEN**

30-Minute Consultations – Right Brain Initiative Arts Integration Facilitators - Optional meetings by appointment are available to RB school teams. **RB**

4:00 pm - 5:30 pm

Right Brain Arts Provider Meet & Greet

This open information session allows The Right Brain Initiative arts providers and school teams to meet and talk face-to-face giving schools the opportunity to begin making connections for project planning in the year ahead. **OPEN**



Arts Without Boundaries

SCHEDULE

hand-painting by tommy pokaz

Wednesday, June 24

KEY

**Recommended
Audiences**

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Funders

OPEN
All Audiences

PARENT
Parents

RB
Right Brain
Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts
Specialists
& Teaching Artists

8:30 am - 9:45 am Plenary

An Expanded View of Literacy – Dennie Palmer Wolf

In this session we will pair examples of sophisticated adult and emerging children's literacy in order to develop a wider view of the many different forms of literacy and the many kinds of literate thinking that will characterize how people generate, understand and critique information and ideas in the contemporary world. As a part of this discussion, we will focus on why the arts can be key partners in expanding children's capacity to and zest for representing, communicating and refining their ideas. **OPEN**

10:00 am - 11:30 am Workshop Session 7

Integrating Movement and Dance in the Classroom – Jan Abramovitz

By the time children enter school, they already have a highly developed vocabulary of "pedestrian-type" movements (e.g. standing, sitting, walking, raising a hand, scratching an elbow, rotating a wrist, etc.). The key issue for the teacher, therefore, is not so much learning how to teach dance and movement concepts, but rather how to channel this kinesthetic knowledge that children already have into subject specific outcomes. In this workshop, we will look at moving in a limited space, developing children's pedestrian movement, and the role of collaboration in facilitating classroom movement. The workshop is participatory and no prior dance experience is necessary. **OPEN**

Arts-Centered Curriculum Design – Wendy Thompson

Using sources as varied as Shakespeare's plays and Jim Croce's song, "I Got a Name," learn to design integrated arts-based curriculum units for students in grades 3 through 8. See how Hokusai's Japanese woodblocks not only teach students about world cultures and history, but also assist in meeting benchmarks in science and art. Examine how a study of Alfred Stieglitz's cloud photographs can lead to project-based assessment where students demonstrate their knowing through artistic creation. Try your hand at designing your own interdisciplinary, arts-centered, project-based curriculum unit through a backwards planning process integrating 6 + 1 Trait writing rubric, content area focus, and arts skills to establish learner outcomes. **OPEN**

The Best Soup: Ingredients for successful planning meetings – Robin Chilstrom

Teaching artists will find and deepen curriculum links already present in their artistic work and discover ways to support a collaborative planning process with classroom teachers. Participants will examine how other artists have adapted their residencies to achieve an elegant fit with different curriculum areas, explore a variety of options for communicating their artistic process with children, and develop a residency "menu," highlighting curriculum connections and flexible areas for collaboration. **OPEN**

SCHEDULE

hand-painting by tommy pokaz

Wednesday, June 24

KEY

Recommended Audiences

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Funders

OPEN
All Audiences

PARENT
Parents

RB
Right Brain Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts Specialists & Teaching Artists

10:00 am - 11:30 am Workshop Session 7 - *continued*

Art and Learning in Public Space – Emily Stone

As teachers and artists, how do we develop site-responsive projects that engage students in creative and academic research about a particular public place? In this workshop, we'll explore the challenges and rewards of combining the creation of public art with meaningful service learning. What if your students were commissioned to make a performance or an object that heightens the audience's awareness of a place -- local history, social conflicts, natural environment? Participants will see examples of community-oriented artwork that integrates with other arts disciplines and/or core content areas and will brainstorm in small groups to generate practical ideas for their own local projects. **OPEN**

The Arts as Tools for Exploring Children's Thinking:

Inspiration from the early childhood schools of Reggio Emilia, Italy – Erin Baker
This workshop will examine how the early childhood schools of Reggio Emilia, Italy have inspired educators around the world to use the “languages” of the arts to better understand children's thinking and ideas. The Reggio Schools and the Portland Children's Museums' Opal School work with students to skillfully and imaginatively use the languages of the arts and sciences as tools for communication, research and the expression of ideas. The work of 4th and 5th graders at the Opal School will be shared as an example of a deepened understanding of Oregon history through the use of the drama, paint and sculpture. Participants will have the opportunity to use the language of drawing to explore their thinking around a provocation. **OPEN**

11:45 am - 12:30 pm Lunch - **On Your Own**

12:45 pm - 2:15 pm Workshop Session 8

Ways to Raise Writers – Rändi Douglas

Writing is a key upward mobility skill, and an art form – yet only 30% of U.S. students are proficient writers. Writing helps students imagine, construct, and discover themselves in all of their projects. Learn to create, reflect, build confidence, and develop writing skills using easy strategies to develop essential skills. **OPEN**

Integrating Theater in the Classroom– Stan Foote

Integrating theater in the classroom will present participants with theater forms and games that can readily be applied in the classroom. This workshop offers a combination of viewpoints-type movement exercises and improvisation games that are usable in every aspect of the curriculum. **OPEN**



Arts Without Boundaries
SCHEDULE

hand-painting by **tommy pokaz**

Wednesday, June 24

12:45 pm - 2:15 pm Workshop Session 8 - *continued*

KEY

**Recommended
Audiences**

ADMIN
Administrators

AS
After School

ELEM
Elementary

FUND
Funders

OPEN
All Audiences

PARENT
Parents

RB
Right Brain
Initiative only

SEC
Grades 6 - 12

TEACH
Teachers, Arts
Specialists
& Teaching Artists

Dance Inclusion – Kasandra Gruener

Learn the transformative potential for special education students when dance is integrated within the academic learning process. This participatory presentation explores approaches and teaching methods, focusing on the experience and impact of dance, especially for students with individual education plans and includes looking at high-risk traumatized youth who are educated in residential or day treatment facilities. **OPEN**

Songwriting and the Six Writing Traits: Creating Songs Across the Curriculum – Greta Peterson

It's a win-win: Songwriting uses the same writing processes as prose. Facts are more easily retained when we sing them. By integrating songwriting with any subject, we create a finished product that is exciting and memorable. Gain the tools and confidence to write and adapt songs, and to guide students in the process. Beginners welcome. **OPEN**

Partners

Oregon Alliance for Arts Education (OAAE)

The Right Brain Initiative

Oregon**ASK**

Arts Work in Education (AWE)

Initial Sponsors

Art Institute of Portland

Portland Center Stage

Acknowledgments

Hotel Monaco

Mark Spencer Hotel