



SCHEDULE*

**Subject to changes and updates*

Day 1 – Friday 8/6, 8:30 am – 1 pm

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|---------------|--|
| 8:30 | Welcome and Kick-off Activity with Cindy Foley
<i>Please have paper and writing materials nearby</i> |
| 9:00 -9:50 | Keynote: Repositioning the Arts in a New World - Cindy Foley, Columbus Museum of Art

What is the purpose and value of art education at a time of enormous cultural and societal change? Can the arts and the way they make us to think be the key to developing a more beautiful, just and equitable world? In this presentation, Foley will make a case that our future depends on developing learners that think like artists which means learners who are creative, curious, that seek questions, develop ideas, and play. But that means that we need to evolve our messaging, intentionally teach for creativity, and believe that our work can catalyze change and activate hope in our communities and classrooms. |
| 10:00 - 10:50 | Breakout Session 1:

1) Social-Emotional Learning and the Arts - Adina Rose Bloom, Darlene Haight
<i>Part 1 of 2</i>

Participants will learn how the arts can be used to build social-emotional intelligence in effective and engaging ways. They will build increased understanding of how arts methods can be used to support effective choices, experience a range of useable hands-on and tech activities to facilitate this, and have an opportunity to apply what they learn to their work. |

2) We Can Do This! Ideas for Improvising and Composing - Dr. Jody Kerchner
**access to Garage Band or Audacity during this session would be ideal, but is not required*

Teachers/facilitators will consider specific strategies for implementing improvisation and composition as creative, project-based experiences for students (independently or in small groups). We will explore sound source (vocal, instrumental, other) parameters and limitations and create an improvisation based on one of those parameters. We will also find an object that serves as the musical and affective inspiration for a collaborative composition. We will debrief and discuss how to adjust these strategies for diverse student abilities and prior musical experiences.

11:00 - 11:50

Breakout Session 2:

1) Music Education and Social-Emotional Learning - Dr. Scott Edgar

Our students encounter a great deal of social and emotional challenges affecting their lives. Music educators are in a primed position to provide students this support through a socially rich and emotionally sound environment. However, music educators are rarely prepared to offer this support. Social Emotional Learning is intended to help students become socially and emotionally competent. The purpose of this session is to introduce the framework of SEL and to highlight explicit connections to music education.

2) I Love My Job But It's Killing Me! - Lesley Moffat

This session explores the mPower Method outlined in Lesley's first book, I Love My Job but It's Killing Me, and how your approach to Meals, Movement, Music, and Mindfulness can significantly impact your mental, emotional, and physical health. The intent of this program is to help teachers identify key areas where they can make small changes for huge positive impacts so they have the stamina to continue in their teaching career and personal lives without burning out. Participants will get a FREE copy of the book!

12:00 - 12:55

Designing your next: Collaborative Planning for Tomorrow - Dr. Jennifer Groman

This collaborative session will help you turn great ideas into reality. Bring conference notes and handouts you want to move forward on and let Jennifer and other conference attendees help you determine a solid strategy and next steps. Enter with an idea, leave with a plan.

12:55

Closing Remarks

Day 2 – Friday 8/13, 8:30 am – 1 pm

8:30

The Ohio Arts Council and You: Getting to know your State Arts Agency - Jarred Small

9:00 - 9:50

Breakout Session 1:

1) Social-Emotional Learning and the Arts - Adina Rose Bloom, Darlene Haight

Part 2 of 2

2) Songwriting in the Classroom - Rachel Whitcomb

The creation of a meaningful song requires moments of vulnerability and authenticity on the part of the songwriter. This session will address how teachers can encourage and guide student songwriters of all ages to share hopes, regrets, relationships, triumphs, struggles, fears, desires, and memorable stories through songwriting endeavors in the classroom. Practical ways to include songwriting in instruction will be shared, and the four stages of the creative process - preparation, incubation, illumination, and verification - will be described. Participants will explore the role of both vulnerability and authenticity in the songwriting process and discuss how teachers can transparently model their own creative processes to inspire their students.

10:00 - 10:50

Breakout Session 2:

1) DocSong: Composing their Songs - Nora Willauer, Malcolm Brooks

Participants will be introduced to and observe a live Documentary Songwriting session. Documentary Songwriting is a compositional method for taking personal narratives (storied lives) and setting them to song. The process highlights community-building through collaboration, personal and group creativity, and embracing diverse participants' authentic voices. The Documentary Songwriting Method, as it was used in the #MeToo sessions featured on NPR, the Cyprian cultural reconciliation endeavor featured in TEDx, and the Carnegie Hall - Bay Chamber Concerts Lullaby partnership, will serve as a backdrop for this session, as we translate this method into a compositional pedagogy for secondary school students in a variety of music instructional settings.

2) Creating Informational Comics Using Google Slides - Cynthia Larsen

Learn how to use Google Slides to create informational comics with your students. These comics can present information learned in class (summative assessment) or can be used to present independent or group research projects. Comics are motivating and fun for all ages. Using comics to present information requires that students take what they learned, put it into their own words and pictures, and present it in a dynamic format.

11:00 - 11:50

Breakout Session 3:

1) Technology and the Arts - Alecia Gorski

STEAM education and creativity in today's classroom.

2) Virtual Art & Crafts: Teaching Art in a Pandemic (and Beyond) - Chris Collins

**Access to the "snap camera" software during this session would be ideal but is not required.*

In this interactive workshop, I'll share tools, strategies, and tips (cobbled together through trial and error over the past 18 months) for teaching art remotely, in a manner that fosters classroom community, combats zoom fatigue, and introduces concepts of digital literacy across a variety of audiences and skill levels. This talk will include an abbreviated version of my AR virtual mask-making workshop for kids, called "Magic Mask/Filter Fun". To participate in the workshop portion, please download and install the software "snap camera" prior to joining our zoom call. You can download the software here: <https://snapcamera.snapchat.com/>

12:00 - 12:55

Breakout Session 4:

1) Techno-Vernacular Creativity and Innovation - Dr. Nettrice Gaskins

Techno-vernacular creativity or TVC is a novel approach to STEAM learning that engages students from historically marginalized communities in culturally relevant and inclusive maker education. The session will consist of a brief overview of the approach, with activities that provide a flexible resource to allow participants to explore new and innovative teaching practices. Participants will learn about

TVC habits of mind and practice which are useful the integration of tools in educational activities. These activities tap into students' background knowledge through guided inquiry, models and demonstrations, technological doodling and thinking.

2) Culture and Creativity: Teaching STEAM with Diverse Learners - Hannah Kye

Educators will gain insight on a teaching framework that addresses two key areas of public concern: diversity and STEAM education. Following an introduction to the framework, attendees will explore research-based and classroom-tested strategies for teaching culturally and linguistically diverse students.

12:55

Closing Remarks

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