

13<sup>th</sup> Annual Arts Integration Workshop  
Workshop Descriptions

**10:00 am - 12:15 pm**

**Inquiry-based Arts Integration: Authentic Lessons for 21<sup>st</sup> Century Learners**

Room 312 UC Dr. Linda Krakaur and Andrew Quill

High quality arts integrated instruction guides learners to envision, construct, reflect on, and communicate deep understandings of authentic problems. During this intensive, hands-on workshop, participants will learn how to implement a four phase method to deepen student engagement, produce higher quality projects, and integrate using diverse media and materials. Participants will investigate and discuss how to authentically inspire, expand, and assess student work by focusing on a successful authentic and culturally responsive lesson on Harriet Tubman taught at Gateway Lab Middle, an arts-based school designed to meet the needs of students with learning and socio-emotional challenges. Participants will leave the session with an authentic arts integrated lesson that is ready to be implemented for Black History Month (or any other day) and meets the demands of 21st century classrooms.

**10:00 am – 11:05 am**

**Stoop Story Telling** UC Ballroom Laura Wexler

In this continuation of the key note lecture, participants will share brief, true, personal stories on a theme and receive guided feedback. Come ready to step outside your comfort zone a little...or a lot.

**Right On Then Say Word: Poetic Mathematics** UC 310 Femi Lawal and Ashley Russell

How can you use math terminology in spoken word poetry to help students come to a better understanding of math lessons? Right On, Then Say Word will explore how to facilitate engaging strategies that integrate spoken word poetry into the math curriculum to gain deeper meaning. Your students will learn how to create, revise, and perform their own spoken word poetry that will help build their confidence with math. This workshop will increase participants confidence in facilitating and guiding lessons that will inspire, engage, and challenge all their students.

**Place-Based Arts Integration: Connecting Classrooms and Communities through the Arts**

UC 115 Morag Bradford and Marnee Keith

Through place-based arts integration, the local community and environment are utilized as inspiration and subject matter for work that involves learning across the curriculum. In this session, we will explore several approaches to place-based arts integration, including projects connected to the natural environment, the built environment, local issues, contemporary artists of color, and classic children's texts. The session will showcase successful projects and student work in a variety of media, including printmaking, sculpture, and film. Participants will gain strategies for creating and implementing place-based arts integration units in elementary/middle classrooms.

**Creating a Community with Visual Unity** Sherman Hall 210 Sara Murphy and Kat DiBenedetto

This session will inform and prepare educators to create learning experiences and community within their school. Detailed strategies on how to schedule, prepare, and execute this activity will be shared. There will be guidance on ways to navigate budgets and equity concerns for a large population. The participants will reflect on the various applications and potential use for their specific communities. Participants will create their own t-shirts using stencils and fabric paint to show visual unity. All artistic skill levels are welcome!

**Take-Away Lessons for the Aspiring Arts Integration Classroom** Sherman Hall 208 Leigh Catterton and Kelli Johnson

Two lessons will be presented with "audience-teacher" participation." The first lesson, called "Put Me In the Zoo", focuses on Prek-1 grades. The second lesson prepares students in grade 2-6 for first experience with staging using the ELA skill of INFERENCE with simple script texts for students to practice and master before presenting to class. This lesson integrates theatre standards with CCSS language arts standards. Both lessons will be prepared so teachers may take away the entire lesson to use in their own classrooms.

## 11:10 am – 12:15 pm

### **Establishing Connections to Arts Integration Communities** UC 310 Aaron Jones University of Arkansas

Learn how the University of Arkansas is emerging into the field of arts integration and exploring the opportunities to connect with a national audience. With the establishment of a new school of art, the discipline of arts integration will be a prominent field of study at the university. Through collaboration and partnerships, the University of Arkansas seeks to assist K-12 schools, to impact teaching practice, and to contribute to the field of arts integration.

### **Community Writing and Arts Integration: Lessons from “Writing for Change”**

UC 115 Justin Lohr and Carly Finkelstein

This session will focus on the ways in which an arts integration partnership between Northwestern High School in Adelphi, Maryland and the University of Maryland College Park bridges the local and university communities and enables high school participants in the program to be heard as important contributors to public discourse. In particular, the session will explore how arts integration and community writing help to more deeply engage students in advocacy and composition practices while also providing them with the opportunity to have their voices meaningfully engaged on pressing social issues.

### **Mikayla the Robot: Storytelling, Design Thinking and Making in PK** Sherman Hall 208 Marlana Murtaugh

Mikayla the Robot is 7 years old, a maker, and she loves to read - and solve problems! Join FutureMakers' Marlana Murtaugh on Mikayla's adventure from her grandmother's house to the library. This original storybook for early childhood and elementary students integrates design thinking, making and storytelling through five projects that are built to wiggle, buzz, stack, glow and roll. Participants will learn approaches to design thinking, maker coaching, and the power of story to drive understanding and engagement. You'll create one of the kinetic projects from the storybook, and learn how you can activate maker materials and skills that reinforce ELA and STEAM integration.

### **Utilizing Theatre and Drama to Reimagine Mathematics**

Sherman Hall 110 DW Gregory and Amy Goodman

How do you intentionally create a space to navigate uncomfortable issues in math class? Creating a safe space to address delicate issues is imperative when making informed decisions in today's world. If suspending beliefs and biases promotes opportunity, then experience how theatre and drama strategies can be utilized to reimagine math and initiate the conversations to shift the narrative.

### **Look Up: Lesson Plans based on Existing Artwork in your Community**

Sherman Hall 121 Sarah Docolo Arts Education Coordinator Baltimore Office of Promotion and the Arts

How can educators utilize existing community art in their neighborhoods for arts integrated lesson plans? Community and public art are a natural intersection of visual art, civics, history, math and even chemistry. During ‘Look Up’ teachers will be given the framework around encouraging students to engage with community art in Baltimore city through ‘mural hunts’ and follow up activities. This presentation will offer information on community arts projects and lesson plans based around them for elementary, middle and high school aged learners.

**1 pm – 2:30 pm**

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**A.M.P. it up! Infusing Your Elementary Curriculum with Art, Music and Performance**

Sherman Hall 110 Kate Collins, Meg Nemeth, Allyson Chamberlain, Kristen Muscaro, & Catherine Robinson

Four elementary school teachers from schools in Anne Arundel County, DC, and WV, who are in the Arts Infusion MA at Towson, will share their innovations in arts integration. Presenters will focus on topics including: portraiture and writing informative texts in the 5<sup>th</sup> grade art classroom; PD practices for teachers using process drama to support reading comprehension; drumming and reading acquisition in Kindergarten music classroom; and visual thinking strategies to support acquisition of inquiry skills in second grade science and social studies. Presentations will include case-making with existing research as well as small hands-on demonstrations.

**Examining the Elements Through X-ray Art** Sherman Hall 210 Danyett Tucker and Megan Fortman

Through a hands-on visual arts activity, educators will practice incorporating the Elements of Art (line, color, shape/form, texture, value, and space) into any classroom. These building blocks for the Principles of Design are the perfect starting points for connecting visual arts with academic content. Participants will learn how to help students develop critical thinking skills that support thoughtful learning in the arts and across school subjects. Through the examination of x-ray paintings by Norval Morrisseau educators will be challenged to respond to visual imagery, artifacts and symbolism.

**Connecting Kids to Content and Culture**

Sherman Hall 109 Kate Collins, Laura Knapp, Lando Landers-Nolan, Nicole Wright, and Erin Parker

Learn about Arts Infusion from four middle and high school teachers in the MA program in Interdisciplinary Arts Infusion at Towson. Presenters will focus on: drama strategies that improve reading comprehension and motivation in ELA classrooms; integration of film analysis in ELA and Social Studies for deconstructing complex texts; visual thinking strategies with primary and secondary source material for Social Studies research; and visual mapping strategies in physical education to inspire confidence with physical abilities. Presentations will include case-making with existing research as well as hands-on demonstrations.

**Math and Art? Go Figure** Sherman Hall 208 Elainia Ross-Jones

In this session, educators dismantle the mythological barriers to arts integration in the mathematics classroom and empower themselves to strategically integrate arts to increase engagement and rigor. Participants address common concerns about pacing, assessment, differentiation, and retention. This workshop begins by identifying the role of math in popular culture; then the audience participates in a gallery walk of projects that integrate art into math before designing their own lesson/unit. Attend this workshop if you want honest dialogue, practical solutions, and sustainable methods for blending arts and mathematics curriculum.

**Script Selection Demystified: Choosing the Script that’s Right for your Community**

UC 115 Nikki Kaplan and Alison Gee

Is *Spring Awakening* an appropriate musical for a high schoolers to perform? How about a play that deals with the Holocaust? How many student performers should a play or musical accommodate? Selecting the right script is the first step in creating a positive youth development experience *and* a high quality production. Session leaders from Imagination Stage will guide discussion and hands-on activities that delve into the script selection process and also offer approaches to the school play/musical experience that will streamline procedures and inspire student performers, building a sense of accomplishment and community.

**Unpacking the Elements of DANCE to Unlock Student Voice in the Classroom** UC 310 Lacy Sheppard

Interested in integrating dance into your classroom but don't know where to start? The elements of dance are the foundational concepts and vocabulary that help students find their artistic voice in your classroom. This workshop will take a deep dive into the elements of dance. Participants will explore each element and learn instructional activities to use with students. Additionally, this workshop will provide tips and strategies for integrating movement into all classrooms. Participants will move through a model lesson, including sample warm-ups, lesson activities, and reflection protocols.

**I Like to Move It: Making Strong Connections Through Movement**

UC 312 Thomas Pierre, NBCT Prince George's County Public Schools, Maryland

Singing, chanting, moving, playing and creating are what children naturally do. There are several benefits to incorporating movement into your lessons as an instructional strategy. Kinesthetic and tactile activities can energize your students learning experiences and help them to make strong connections to what they are learning to their everyday lives. In this intense, highly energetic and interactive session, participants will experience how creative and purposeful movement can be used to teach across the curriculum as well as address diverse learning modalities so that learning is accessible to every student in order to build their 21st century skills.