

Take the Leap to Art Integration Saturday, February 29, 2020

Planned Workshops (DRAFT)

Time: 11 – 11:55 am	Presenters	Description
Science and Sensory Storytelling for Early Learners Room 124-C	Danielle Mathers Scott S. Turner	This workshop, designed for early childhood and early elementary school instructors, will explore how to use key components of creative drama techniques including storytelling, sensory exploration, role play, tableaux, and character building to deepen content understanding for students in science and literacy curriculum concepts. In this interactive session, attendees will participate in multi-sensory activities, learn strategies for bringing a story to life, and have the chance to devise ways to implement the concepts we explored into their own classrooms.
Integrating Art, Music and Social/Emotional Learning Room 107-C	Morgan Eggink Susan Thomas	Social/emotional learning has become an integral part of many elementary school learning experiences. This workshop will provide participants with an interactive experience in the arts and social/emotional learning to make connections using Dr. Seuss's "My Many Colored Days." Connections between visual art, general music and ELA/science objectives paired with social/emotional learning at the elementary level will also be shared.
Book Arts: Cross- curricular Arts Integration Room 229	Marianne Estornell	Who doesn't love finding a letter in their mailbox or in a trunk in the attic? What if your letter came from another dimension or time period? This session will explore science fiction and letter writing using the medium of Book Arts. Participants will use text, Victorian graphics and drawing to enhance their narratives. We will also discuss additional ways to utilize an Envelope Book as an organizational tool or to sequence a process. All that is required is your imagination and your sense of adventure!
Faith and Arts: Integrating Religious Studies and Movement Room 216 CR	Ashlee McKinnon	Often in traditional school curriculum there is a struggle to develop cross-curricular content in specialized courses such as the Performing/Visual Arts and Religious Studies. This oversight results in our students being inhibited from receiving a well-rounded education that is inclusive of Arts Integration techniques and models. This session will examine overlapping content and themes in Religious Studies and Arts, allowing participants to create cross-curricular lessons that enhance students' learning experiences. This session will include interactive and hands-on-activities to help participants put into practice what they have learned.
What is the Big Idea: Finding the Common Threads for Deep and Meaningful Integration Room 234 C	Gwendolyn Ottinger	Delve into the deeper levels of integration and explore how to find big ideas or themes that connect the curriculum and resonate with students. After working through a themed lesson as a group and making a clay tile as part of the learning process, participants will collaborate to find common threads between their own objectives and lessons and the grade level curriculum. You will work with those new ideas to find an inspiring and meaningful theme which will weave throughout your integrated unit.
An Artful Approach to Thinking Room 123 C	Lauren Hanahan Leslie Lausten	Join us as we take you on a journey on our path to Arts Integration. We will share where we started and where we are going as a school. You will participate in Artful Thinking activities that will revive your love of art; our reflections will help define why this is crucial for your students. Come and receive resources and lessons you can use the next day. You will also learn as you begin your own path into Arts Integration.

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Exploring Secondary Content Through the Arts Room 108 C	Robin Bruck Laura Parkhurst	Participants in this session will explore how content area teachers and art educators at Baltimore Lab School collaborate to design and implement arts integrated and art enhanced lessons for students in grades 9-12. This collaborative practice provides students with opportunities to demonstrate a deeper understanding of their learning through skills of critical thinking, creativity, communication, flexibility, information, media, and technology literacy. This interactive presentation will allow attendees to explore examples, models, and resources for designing arts integrated/arts enhanced lessons.
AMP up Literature! Using Story Dramatization in Your Language Arts Lessons Room 216 CR	Margaret Nemeth	Are your read alouds a little flat? Want to spark writing engagement? Need to add a little “umph” to your reading strategies? AMP them up with story dramatization! This session will walk participants through three story drama-learning experiences for three different grade levels. Participants will have an opportunity to plan, collaborate, and integrate theater arts into their language arts classroom. Have an open mind and willing spirit and let’s AMP IT UP!
Visual Thinking Strategies: Using Art to Lead Discussions Room 132	Virginia Bute- Riley	Visual Thinking Strategies (VTS) are a set of protocols that help students develop skills in literacy, critical thinking, and communication. In this session, participants will practice, reflect, and discover applications of VTS while looking at art of increasing complexity. Using visual arts as a springboard, participants will walk away with strategies that help students participate in critical and collaborative discussions across disciplines.
Interdisciplinary Arts Infusion Capstone Projects Room 201 C	Lauren Rock Sikilay Powell Laura Earley	Three educators, currently enrolled in the Master’s in Interdisciplinary Arts Infusion at Towson, will share their capstone innovations with arts integration. The presenters will focus on their rationales and strategies for fostering vocabulary development and reading skills using strategies such as sound tracking and readers’ theatre infused with music soundscapes for third graders, Artful Thinking Strategies for middle schoolers with IEPs, and the reading and illustration of children’s books with high school Spanish language learners. Presentations will include case-making with existing research as well as small hands-on demonstrations
Poetry that Moves Room 231 DN	Lacey Sheppard	Interested in integrating movement and poetry into your classroom, but don’t know where to start? This workshop will walk participants through a model lesson, that can easily be adapted for any content area or grade level. This model lesson explores how Artful Thinking Routines, poetry, tableau and dance can be used to scaffold arts integrated teaching and learning for all students. Participants will leave this session with multiple strategies and activities that can be immediately implemented into their own classrooms.
Creativity and Learning: Building the Case for Equity and the Arts Room 124	Eileen Cave Dr. Linda Krakaur	High quality arts integrated instruction provides students with rich opportunities to grow academically, socio-emotionally, and artistically. This session will explore how a new Artist/Teacher-In- Residency (AIR) model, “Drama Builds Literacy Skills,” prioritizes a culturally responsive curriculum and 21st century skills while documenting high quality, evidence-based practices. Workshop participants will explore student data results and AIR program strategies, articulating the benefits of measuring creative learning. This will help you consider how to replicate a similar program in your context and support greater access for under- served students: children of color, ELL, and LD subgroups

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Paint Your Life: An Arts-based System for Re-imagining Curriculum and Pedagogy Room 229 C	Morna McDermott McNulty	The Paint Your Life (PYL) system can “jumpstart” creativity into any K12 system. This session will provide an overview of PYL for re-imagining education policies and art discourse, including the ways in which the arts can create “border crossing” between artists, non-artists, school and community. PYL is an interlocking series of artistic experiences, which empowers educators to re-discover their creative capacities and transmit this thinking into their classroom practices. This session will include a hands-on PYL experience.
Social Imagination Through Arts Integration Room 107 C	Carolina Cambronero Varela	This presentation highlights contributions and collaborations of artists and educators to and with their local communities. Visions of social imagination in our research project center on healing, wholeness, and wellness in today’s society, expressed through authors’ unique, collaborative, and overlapping voices. The workshop will include examples and vivid descriptions of related projects and programs will be shared.
The Intersection of Arts and Agriculture Room 234 C	Jessie Lehson Laura Guelcher	Explore the many - and sometimes unexpected - connections between art and agriculture with us! This session will address topics like growing plants, composting, soil conservation, and animals. We will present lesson resources and ideas that align with standards. We will share strategies to optimize the benefits of school gardens and also share a sampling of hands-on projects that utilize various materials and methods to make art while learning.
Bringing Informational Texts to Life: The Case of the Missing Hopper Family Room 108 C	Dr. Linda Krakaur Tamia Perry	Join this hands-on session to learn how students of all abilities can become more engaged readers through drama. A third grade teacher and visiting artist demonstrate how an ordinary passage on wood frogs can transform into an unsolved mystery. Discuss how "reading" occurs while students construct the scene of the crime, analyze clues, and interview suspects.
Unpacking Privilege Using Art Room 124	Rasheem	Educators need to understand their own identity and privilege and to consider how to integrate art in the classroom in ways that value the dignity of their culturally and linguistically diverse students. This workshop will highlight the ways in which we all enjoy privilege based on being members of social and personal identity groups. The goal of this workshop is to identify teaching approaches that create a more just and caring world in which each person is treated with the respect and dignity they deserve.
I Like To Move It Part 2 Room 231 DN DOUBLE SESSION 1:40 -3:50 pm	Thomas Pierre	Singing, chanting, moving, playing and creating are what children naturally do. Kinesthetic and tactile activities can energize student learning experiences and help them to make strong connections between 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; it will also address diverse learning modalities. Suitable for all.

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I Like To Move It Part 2 Room 231 DN DOUBLE SESSION 1:40 -3:50 pm	Thomas Pierre	Singing, chanting, moving, playing and creating are what children naturally do. Kinesthetic and tactile activities can energize student learning experiences and help them to make strong connections between 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; it will also address diverse learning modalities. Suitable for all.
Moving from Arts Enhancement to Arts Integration: The How and the Why Room 216 C	Marlo Castillo	Aspirations for high quality arts integration instruction often lead us to the question – How is arts integration different from arts enhancement? In this active and collaborative session, participants will engage in the same lesson twice: once using an arts enhancement approach and once through arts integration. Participants will reflect on the similarities and differences between the two approaches in order to identify the defining characteristics and benefits for students. We will share additional lesson examples and participants will work to revise the lessons to promote deep and meaningful learning through the arts.
Once Upon a Rhythm Room 107	Quynn Johnson	This workshop demonstrates how elements of tap dance (beat, choreography, improvisation) can be integrated with literacy. Tap dance has the ability to communicate and express meaning. When these tools are integrated into the classroom, students can create physical and personal connections to what they’re learning. Participants will be challenged to expand upon their repertoire of strategies to model a training sequence that incorporates the principles of participant-centered learning.
Music and Poetry: The Songwriting Process Room 201 C	Mary Ruth McGinn Julianne Martinelli	Music can be an integral part of every classroom, yet many teachers are reluctant to integrate it as part of the instructional program because they assume they will need special training or expensive resources. In this workshop, we will explore simple, accessible techniques and strategies to teach students how to compose original music and poetry. Using basic classroom instruments and vocal expression, participants will turn their own poetry into musical artistry.
Social-emotional Learning and the Arts Room 123 C	Alyssa Pilarcik	In this session, we will look at how the arts can be used in various subjects to foster the five competencies of social-emotional learning. We will explore and practice specific strategies and activities within each of the four art forms (visual art, music, dance, and theatre) that will naturally fit into social studies and language arts lessons and curriculum. You will leave with some arts integrated activities that can be incorporated into various subjects to develop and build social-emotional skills.
Building the Case for Arts Integration: A Panel Discussion about Objections to AI and Why We Keep Coming Back Room 132	Kate Collins, LaVerne Miers Bond, Caitlin Winegrove Kate Heuston Kristen Muscaro	Ardent advocates for arts integration are aware of the challenges and objections that come with AI. Join us for a panel discussion of art teachers from the M.A. in Interdisciplinary Arts Infusion at Towson University to hear how they are tackling the challenges that AI can present and how arts integration has opened up opportunities for teachers to become innovators.