

THE FOURTH ANNUAL



EDUCATOR CONFERENCE

Building Community through the Arts



JUNE 6 – 8, 2017



HIGH MUSEUM OF ART ATLANTA





WELCOME!

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ABOUT THE CONFERENCE

Presented by the Alliance Theatre, Atlanta Symphony Orchestra, and High Museum of Art, the fourth annual Woodruff Arts Center Educator Conference will take place June 6 – 8, 2017. One of Atlanta’s most dynamic and collaborative professional learning events, this year’s Educator Conference will explore the theme: Building Community through the Arts. Over the course of three days, participants will experience world-class art and engage in workshops led by professional artists and educators in order to reflect upon the essential question: How does my practice build community through the arts?

PROGRAM OVERVIEW

THIS WEEK, PARTICIPANTS WILL HAVE THE OPPORTUNITY TO

- Reflect on a compelling, new theme: *Building Community through the Arts*
- Hear from outstanding, nationally recognized keynote speakers
- Experience world-class art at The Woodruff
- Connect and collaborate with colleagues to create practical classroom resources
- Participate in one conference track, or explore an array of topics, including:
 - Early Childhood Education – *sponsored by KPMG*
 - Fine Arts Instruction (Orchestral Music, Theater, Visual Art)
 - Arts Integration (connecting Music, Theater or Visual Art to other content areas, such as English/Language Arts, Science and Social Studies); and
 - STEAM (Science, Technology, Engineering, Art and Mathematics) – *sponsored by KPMG*

KEYNOTE SPEAKERS

- Michael John Garcés, Artistic Director, Cornerstone Theater (Los Angeles, CA)
- Bryan Stevenson, Founder and Executive Director, Equal Justice Initiative (Montgomery, AL)
- Stanford Thompson, Founder and Executive Director, Play On, Philly! (Philadelphia, PA)

GUEST SPEAKERS

- Adela Lopez, Student Representative from the High Museum of Art Teen Team (Atlanta, GA)
- Amy Pelissero, Head of School, The Global Village Project (Atlanta, GA)
- Mark Valdez, Artist and Engagement Consultant (Los Angeles, CA)

CONFERENCE LEARNING COMMUNITY

This conference is designed for educators of all grade levels (Pre-K through Grade 12) and all content areas, as well as administrators, teaching artists and relevant practitioners.

CONNECT & SHARE

Let your friends and colleagues know you are attending The Woodruff Arts Center Educator Conference. Share your insights and conversation highlights on social media! **#WACEdConf17**

 woodruffcenter

 @thewoodruff

 @woodruffartscenter

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| 8:00 AM | 8:30 AM |
| 8:30 AM | 9:25 AM |
| 9:25 AM | 9:30 AM |
| 9:30 AM | 11:35 AM |

EVENT

- Check In – **Galleria** ◦
- Keynote Speaker: Michael John Garcés**, Artistic Director, Cornerstone Theater – **Rich Theatre** ◦
- Travel to Concurrent Sessions: Morning
- Concurrent Sessions: Morning
- A Therapy Session for Fine Arts and ELA – **Beauchamp C. Carr Room** ◦
 - Building Collaboration, Creativity, and Communication through Ashley Bryan’s Puppetry – **Green Workshop** ◇
 - Collaboration to Support Students with Disabilities: An Arts-Based Circle of Care – **Symphony Hall** ◦
 - Exploring Chemical and Physical Changes with Indigo Dye and African Art (Elementary) – **Blue Workshop** ◇
 - Got Bars? – **Level 3, Circle Room**
 - Interactive Story Baskets through the Four Seasons – **Level 3, Professional Learning Classroom (PLC)** ◦
 - Kinetic Sculpture Inspired by Andy Warhol – **Red Workshop** ◇
 - Learning through a Theatrical Lens – **Level 3, Steve Selig Black Box Theatre** ◦
 - Living and Teaching Healthy Performance and Musicianship – **Center Space** ◦
 - Making Marks: Integrating the Art of Andy Warhol – **Purple Workshop** ◇
 - Object-Based Teaching and Learning – **Lecture Room** ◇
 - Processing History: Using Drama and Storytelling to Explore Key Figures and Moments – **Level 2, Conference Room A/B** ◦
 - Promoting Community and Literacy through Creative Play – **Level 2, Event Room** ◦

- Travel to Lunch provided by Chick-fil-A
- Lunch Pick up – **Level 2, North Alcove** ◦

Lunch & Learn Session (optional): Community-Building Chat Cards – **Level 2, South Alcove** ◦

- Travel to Concurrent Sessions: Afternoon
- Concurrent Sessions: Afternoon
- Arts Integration “Look Fors” – **Symphony Hall** ◦
 - Creating, Making, and Advocating for Music: A Presentation in Three Contrasting Movements – **Center Space** ◦
 - Exploring Chemical and Physical Changes with Indigo Dye and African Art (Elementary) – **Blue Workshop** ◇
 - Exploring Visual and Poetic Lines with Ashley Bryan’s Work – **Green Workshop** ◇
 - Kinetic Sculpture Inspired by Andy Warhol – **Red Workshop** ◇
 - Making Marks: Integrating the Art of Andy Warhol – **Purple Workshop** ◇
 - Meaningful Movement in the Classroom – **Level 3, Steve Selig Black Box Theatre** ◦
 - Opera-Shmopera – **Beauchamp C. Carr Room** ◦
 - Reaching All Our Students – **Level 2, Event Room** ◦
 - First Hour: Rehearsal Observation: *The Dancing Granny* – **Level 3, Rehearsal Hall 1** ◦
 - Second Hour: *The Dancing Granny* Discussion – **Level 3, Circle Room** ◦; OR
 - Second Hour: Choosing Your Season – **Level 2, Peachtree Conference Room** ◦
 - Reimagining the Classics through Creative Drama and Reader’s Theater – **Level 3, Professional Learning Classroom (PLC)** ◦
 - Storytelling and Math – **Level 2, Conference Room A/B** ◦
 - Visual Literacy for Early Learners – **Lecture Room** ◇

- Travel to Closure: Guest Speaker
- Guest Speaker: Amy Pelissero**, Head of School, Global Village Project – **Rich Theatre** ◦



KEYNOTE SPEAKER

Michael John Garcés is a playwright and director. He is the Artistic Director of Cornerstone Theatre Company, a community-engaged ensemble in Los Angeles. He is also a company member at Woolly Mammoth Theatre Company in Washington, DC and a core member of the Living Word Project in San Francisco. Michael’s upcoming projects include productions of two of his plays, “south” at the Great Plains Theatre Conference in Omaha, and “magic fruit,” the final production of Cornerstone’s Hunger Cycle. He will direct “The Arsonists” at Woolly Mammoth in September.

LUNCH & LEARN SESSION (OPTIONAL)

This week, you are invited to use the “Community-Building Chat Cards” enclosed in your conference bag to initiate dynamic conversations about the state of arts and education.

Connect with conference participants at lunch by using these cards. Tables will be available on June 6 in the South Alcove on Level 2 of the Memorial Arts Building for these conversations.

These questions—and the answers they uncover—are designed to support your reflections on this year’s conference theme - and empower you as an arts education advocate in your community.



GUEST SPEAKER

Amy Pelissero is the Head of School at Global Village Project, an innovative middle school for refugee girls with limited English and formal schooling. Amy brings to GVP extensive expertise in the field of Language and Literacy, years of experience teaching students from preschool through middle school, and strong ties to the refugee community. Amy recently completed her Ph.D. in Teaching & Learning for Language and Literacy at Georgia State University and her dissertation on the subject of refugee women’s literacy and language practices and education. Amy received the Outstanding Ph.D. Student Award, the Literacy Doctoral Fund Award, and the Beverly J. Armento Doctoral Award at Georgia State University. Amy is certified to teach ESOL P-12 and English grades 6-12. She has been teaching since 1994 and was the Global Village Project’s ESOL/Language Arts teacher from 2010-2012. She has also spent many years as a refugee family literacy volunteer in Clarkston. Amy presents at many conferences of organizations where she is a member, including the American Educational Research Association (AERA), the National Council of Teachers of English (NCTE), the National Coalition of Girls’ Schools (NCGS), and Teachers of English to Speakers of Other Languages (TESOL). Amy earned TESOL’s Leadership in Mentoring Award in 2014 and completed TESOL’s Leadership Development Certificate Program. She is also a member of Kappa Delta Pi, the International Honor Society in Education.

Amy lives in the Decatur area with her husband Brandon and two daughters, who attend The Museum School of Avondale Estates and DeKalb School of the Arts. Amy loves reading, writing, travel, live music, and time with family and friends.

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| 3:00 PM | 6:00 PM |
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EVENT

Check In – **Galleria** ◦

Guest Speaker: Mark Valdez, Artist and Engagement Consultant – **Rich Theatre** ◦


Travel to Concurrent Sessions: Morning

Concurrent Sessions: Morning

- Bookmaking Made to Inspire: Connecting Ashley Bryan to ELA and Visual Art – **Purple Workshop** ◇
- But I Can’t Relate: Making Classics Relevant Again – **Level 2, Conference Room A/B** ◦
- Cardboard Automata: STEAM Concepts in Folk and Self-Taught Art – **Red Workshop** ◇
- Colliding with Great Speeches – **Level 2, Event Room** ◦
- Courageous Conversations about Race: Art as a Means to Build Community – **Lecture Room** ◇
- Demystifying Movement – **Level 3, Steve Selig Black Box Theatre** ◦
- Exploring Chemical and Physical Changes with Indigo Dye and African Art (Secondary) – **Blue Workshop** ◇
- Film, Television, and Video Game Music – **Center Space** ◦
- Keynote Speaker Breakout: An Introduction to Cornerstone Theater Company – **Level 3, Circle Room** ◇
- Little Scientists – **Level 3, Professional Learning Classroom (PLC)** ◦
- Looking and Moving: Early Learning Inspired by the High’s Collection – **Meet in Taylor Lobby** ◇
- Math Innovation in Application: How Playing the Piano can Increase Algebra Understanding – **Beauchamp C. Carr Room** ◦

Travel to Lunch on your own

Lunch on your own



Twelve Eighty Boxed Lunch (optional):

Sandwich (vegetarian, ham, or turkey) with chips, pickle, cookie and can soft drink or bottled water – **East Dining Room, Twelve Eighty – Inspired Dining**

\$12.80 + tax on Wednesday, June 7, 2017 (only)

Cash or credit card payment accepted

Lunch & Learn Session (optional): Exhibitor Tables – **Galleria** ◦

Travel to Concurrent Sessions: Afternoon

Concurrent Sessions: Afternoon

- Arts Integration: A Two-Way Street – **Level 3, Professional Learning Classroom (PLC)** ◦
- Bookmaking Made to Inspire: Connecting Ashley Bryan to ELA and Visual Art – **Purple Workshop** ◇
- Bringing the Bard to the School Yard – **Level 3, Steve Selig Black Box Theatre** ◦
- Cardboard Automata: STEAM Concepts in Folk and Self-Taught Art – **Red Workshop** ◇
- Community Storytelling as a Strategy for Creative Engagement – **Level 3, Rehearsal Hall 1** ◦
- Do You Hear Me? Listening Between the Lines – **Level 3, Circle Room** ◦
- Exploring Animals and Their Habitats Using Drama – **Level 2, Conference Room A/B** ◦
- Exploring Chemical and Physical Changes with Indigo Dye and African Art (Secondary) – **Blue Workshop** ◇
- Every Last Drop: Sustainability and African Art – **Lecture Room** ◇
- Looking and Moving: Early Learning Inspired by the High’s Collection – **Meet in Taylor Lobby** ◇
- Music Therapy: It’s All in Your Head – **Beauchamp C. Carr Room** ◦
- Roses and Thorns: Creating a Sense of Belonging, Responsibility, and High Achievement in Your Classroom – **Symphony Hall** ◦
- Science and Drama, Really? – **Level 2, Event Room** ◦

Travel to Closure: **Keynote Speaker**

Keynote Speaker: Bryan Stevenson, Founder and Executive Director, Equal Justice Initiative – **Rich Theatre** ◦

Special Event (optional): Story Stations & Libations hosted by the Alliance Theatre – **Center Space** ◦

◦ Located in the Memorial Arts Building
◇ Located in the High Museum of Art



KEYNOTE SPEAKER

Mark Valdez is an artist, organizer and consultant based in Los Angeles. He has worked at theaters such as the Alliance Theatre, Trinity Rep, the Mark Taper Forum, Mixed Blood, the Ricardo Montalban Theater, Teatro Vision, East West Players, the Falcon Theatre, among others. Current projects include DJ Latinidad’s Latino Dance Party, which he created to explore latinidad in contemporary U.S. culture, through the lens of a dance party; and a commission from the Alliance Theatre to create a new play with and for people living and working along the Buford Highway, home to one of Atlanta’s largest immigrant/New American communities. Currently, Mark is working with various health providers and the Somali & East African residents of the Cedar-Riverside neighborhood in Minneapolis to use personal narrative as a tool for building social cohesion and improving health care advocacy and service.

For over 20 years, Valdez has produced and created community engaged projects in his home state of California and around the country. During his tenure as the Executive Director of the Network of Ensemble Theaters, Mark designed and implemented the MicroFest USA project, hyper-local events that were one part performance festival and one part think-tanks around art-based community development. MicroFest locations include Detroit, MI; Harlan County, KY; New Orleans, LA; and Honolulu, HI. While at Cornerstone Theater Company, Mark produced and directed various projects, such as The Mall Plays (a series of plays and festivals set in shopping centers), the Festival of Faith (a play festival and dialogue event hosted in five different places of worship and including 21 different presentations), as well as community specific projects, such as the adaptation of the comedy classic, You Can’t Take it With You, created with and for Los Angeles area Muslim Americans.

LUNCH & LEARN SESSION (OPTIONAL)

Stop by the Lower Galleria in the Memorial Arts Building during lunch to learn more about education programming and offerings at the Alliance Theatre, Atlanta Symphony Orchestra, High Museum of Art and community partners.



KEYNOTE SPEAKER

Bryan Stevenson is the Founder and Executive Director of the Equal Justice Initiative in Montgomery, Alabama. Mr. Stevenson is a widely acclaimed public interest lawyer who has dedicated his career to helping the poor, the incarcerated and the condemned. Under his leadership, EJI has won major legal challenges eliminating excessive and unfair sentencing, exonerating innocent death row prisoners, confronting abuse of the incarcerated and the mentally ill and aiding children prosecuted as adults. EJI recently won an historic ruling in the U.S. Supreme Court holding that mandatory life-without-parole sentences for all children 17 or younger are unconstitutional. Mr. Stevenson’s work fighting poverty and challenging racial discrimination in the criminal justice system has won him numerous awards. He is a graduate of the Harvard Law School & the Harvard School of Government and has been awarded 26 honorary doctorate degrees. He is the author of award winning and New York Times bestseller, Just Mercy. In 2015, he was named to the Time 100 recognizing the world’s most influential people. Recently, he was named in Fortune’s 2016 World’s Greatest Leaders list.

SPECIAL EVENT: STORY STATIONS & LIBATIONS HOSTED BY THE ALLIANCE THEATRE (OPTIONAL)

Get ready to sharpen your storytelling and story listening skills! On Wednesday, June 7, conference participants are invited to join a special after-hours event hosted by the Alliance Theatre: Story Stations and Libations. On Wednesday morning, nationally recognized theater artist and community organizer Mark Valdez will introduce Story Starters that participants will explore in depth during Story Stations and Libations. At the end of the day, participants are invited to form groups and collectively share stories through an interactive (and slightly competitive) story scavenger hunt around The Woodruff Arts Center. Once participants arrive at a Story Station, they will be given a Story Starter and asked to share a story. Conference attendees will build and share community through storytelling, eating and drinking as the event unfolds. There will also be opportunities for exclusive tours of the Atlanta Symphony Orchestra and High Museum of Art.

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| 12:30 PM | 2:35 PM |
| 2:35 PM | 2:40 PM |
| 2:40 PM | 3:00 PM |

EVENT

Check In – **Galleria** ○

Keynote Speaker: Stanford Thompson, Founder and Executive Director, Play On, Philly! – **Rich Theatre** ○

Travel to Concurrent Sessions: Morning

Concurrent Sessions: Morning

- Better Together: Collaborative Murals Inspired by Howard Finster – **Blue Workshop** ◇
- Breathe, Move, and Flow into STEAM – **Level 3, Circle Room** ○
- Digital Storytelling – **Level 3, Professional Learning Classroom (PLC)** ○
- IEPs in the Art Room: Tips for Teaching Exceptional Students in Art – **Red Workshop** ◇
- Inclusive Classroom Practices – **Level 2, Event Room** ○
- Keynote Speaker Breakout: Developing and Implementing an El Sistema-Inspired Program – **Center Space** ○
- Lively Learning: How to Make Informational Text Fun! – **Level 2, Conference Room A/B** ○
- Mathematics as an Artist's Tool: Ashley Bryan in the Secondary Classroom – **Lecture Room** ◇
- Quilts and the Stories they Tell: Art and Literacy in the Elementary Classroom – **Purple Workshop** ◇
- Rabbit Holes and Wolf Dens – **Level 3, Steve Selig Black Box Theatre** ○
- Teaching Social Studies through Art – **Green Workshop** ◇
- The Anatomy of a Great Lesson: How Arts-Based Lesson Design Can Enhance Every Subject – **Beauchamp C. Carr Room** ○
- Urban Line Dance: Intersections with Brain Compatible Learning and Common Core – **Level 3, Rehearsal Hall 1** ○

Travel to Lunch provided by Arby's

Lunch pick up – **Level Two, North Alcove** ○

Lunch & Learn Session A (optional): An Interview with Joseph Young, Assistant Conductor & Atlanta Symphony Youth Orchestra Music Director – **Center Space** ○

Lunch & Learn Session B (optional): Georgia Department of Education Arts Education Initiatives – **Rich Theatre** ○

Travel to Concurrent Sessions: Afternoon

Concurrent Sessions: Afternoon

- Better Together: Collaborative Murals Inspired by Howard Finster – **Blue Workshop** ◇
- Historical Figures Come to Life – **Level 2, Conference Room A/B** ○
- Inclusive Arts Integration: Poetry and Visual Art – **Red Workshop** ◇
- Mathematics as an Artist's Tool: Ashley Bryan in the Secondary Classroom – **Lecture Room** ◇
- Quilts and the Stories they Tell: Art and Literacy in the Elementary Classroom – **Purple Workshop** ◇
- Rehearsal Observation: *Singin' in the Rain*, Atlanta Symphony Orchestra – **Symphony Hall** ○
- Story Basket Studio – **Level 2, Event Room** ○
- Transforming the Classroom into a Collaborative Theater Lab – **Level 3, Rehearsal Hall 1** ○
- Using Guided Visualization Improvisation to Brainstorm a “Spider Story” – **Level 3, Professional Learning Classroom (PLC)** ○

Travel to Closure: **Guest Speaker**

Guest Speaker: Adela Lopez, Student Representative from the High Museum of Art Teen Team – **Rich Theatre** ○



KEYNOTE SPEAKER

Stanford Thompson: Born and raised in a musical family, Stanford Thompson began playing trumpet at the age of 8 and studied with members of the Georgia State University faculty and Atlanta Symphony Orchestra. After implementing several successful entrepreneurial ventures as a child, he grew more interested in combining his musical talents and interests in business to build various social projects. In 2010, he founded the El-Sistema-inspired program Play On, Philly! where he currently serves as Executive Director and has secured over \$9 million in funding which has impacted the lives of hundreds of children in Philadelphia.

Inspiring audiences to appreciate the power of music and orchestras is one of his greatest passions. He regularly speaks to the communities of TED, League of American Orchestras, and El Sistema-inspired initiatives around the world. He believes orchestras offer us lessons in leadership, innovation, and diversity and inclusion.

Giving back to organizations with music at the core of their mission is important to Stanford. He currently serves on the boards of the Curtis Institute of Music, Interlochen Center for the Arts, Philadelphia chapter of the American Composers Forum, El Sistema USA and the Philadelphia Wind Symphony.

As a trained, professional trumpeter, Mr. Thompson has performed with the Seoul Philharmonic Orchestra, Curtis Symphony Orchestra, Lancaster Symphony Orchestra, Symphony in C and recorded on the Ondine label with Christoph Eschenbach. He also appeared as a soloist with the Atlanta Symphony Orchestra, Ocean City Pops Orchestra and the North Springs Philharmonic. He leads residencies with Philos Brass in Pennsylvania and Georgia which performed recitals and outreach presentations, presented master classes, and conducted clinics. In the jazz idiom, he has performed for the Berks Jazz Festival, on the Washington College Concert Series and presented for the opening gala of the Philadelphia Orchestra with the Rittenhouse Jazz Quintet.

Stanford is a native of Atlanta, GA and holds degrees from The Curtis Institute of Music and the New England Conservatory's Abreu Fellows Program.

LUNCH & LEARN SESSION A (OPTIONAL)

Join the Atlanta Symphony Orchestra education team for an exclusive interview with Joseph Young, Assistant Conductor of the Atlanta Symphony Orchestra and Music Director of the Atlanta Symphony Youth Orchestra. This Lunch & Learn session is open to all educators, but will be of special interest to those with a music background and/or those who plan on attending the Atlanta Symphony Orchestra Singin’ in the Rain – Rehearsal Observation during the Thursday afternoon Concurrent Sessions block.

LUNCH & LEARN SESSION B (OPTIONAL)

Join Jessica L. Booth, Fine Arts Program Specialist, Georgia Department of Education, to learn more about arts education initiatives and priorities at the state-level. Time for Questions and Answers will be built in.



GUEST SPEAKER

The High Museum of Art's Teen Team is a group of 15 creative high school students who share a common interest in art and community engagement. The Teen Team gets behind-the-scenes access to the Museum, plans teen nights and events, assists with summer camp, and learns about the Museum's exhibitions and collections. The Teen Team also takes on a large project for the Museum each year. Most importantly, they tell the High what's working for teens.

This closure session will feature guest speaker **Adela Lopez**, a Teen Team alumna and current Arts Education student at Georgia State University. Following a brief video presentation from the High Museum of Art, Adela will describe the impact arts education – including her participation as a Teen Team member – has had on her life and career goals.

CONCURRENT SESSIONS – WORKSHOP DESCRIPTIONS

A THERAPY SESSION FOR FINE ARTS AND ELA

**Brianne Turgeon & Dr. Joseph Woodruff | Tuesday Morning
Elementary | Arts Integration, English/Language Arts, Music**

This workshop will focus on the integration of units of study used in Atlanta Public Schools (APS) for English/Language Arts and Fine Arts. APS is beginning the integration with 4th and 5th grade general music and will be showing the relevance of tying the two subjects together for deepening understanding. This workshop will address many fine arts standards covered during a nine-week course of study, as well as the ELA standards that would be incorporated for support. The workshop will show the interdependency of disciplines. As everyone knows, the arts disciplines do not exist in isolation. Works of art are reflections of history, and this session will show these relationships with the combined efforts of ELA and general music.

ARTS INTEGRATION: A TWO-WAY STREET

**Bianca Hamilton & Dr. Carolyn King-Stephens | Wednesday Afternoon
Elementary | Administration, Arts Integration**

Arts integration is a two-way street between administration and teachers (both content teachers and fine arts teachers). DeKalb Elementary School of the Arts will share its experiences regarding how the school has used arts integration in content and arts classrooms and the role of the administration.

Participants will: 1. Learn how to use the Social Studies standards to create a show, demonstrate Visual and Performing Arts standards, and give parents an opportunity to participate in what students are learning in academic and arts classes; and 2. Have the opportunity to participate in a Question & Answer session about how the school approaches and monitors arts integration efforts.

ARTS INTEGRATION “LOOK FORS”

**Dr. Felecia Spicer with Ebony Tucker & Nicole Williams | Tuesday Afternoon
Elementary | Administration, Arts Integration**

Imagine this scenario: You are a school administrator, the teachers on your team attend The Woodruff Arts Center Educator Conference and then they implement an arts integrated lesson. You observe them in their classrooms, but you are not really sure what to “look for.” Learn from a principal, teacher and teaching artist on how to identify the components of a successful arts integrated lesson. After observing a teaching artist and teacher implement a mini-lesson, participants will work in groups to provide constructive feedback to the teacher. Leave with resources and knowledge of how to support arts integrated efforts in your school!

BETTER TOGETHER: COLLABORATIVE MURALS INSPIRED BY HOWARD FINSTER

**Johnna Art Davis | Thursday Morning, Thursday Afternoon
Elementary | Visual Art**

This session begins in the High’s Folk and Self-Taught Art collection, where participants will learn about Howard Finster, one of Georgia’s most well-known artists. The group will explore effective ways to create murals and other large scale art to complement, connect and strengthen educational connections. Finster’s creations will serve as inspiration for the group to create a collaborative mural. This session is geared toward elementary teachers; however, all educators are invited to attend.

BOOKMAKING MADE TO INSPIRE: CONNECTING ASHLEY BRYAN TO ELA AND VISUAL ART

**Lisa Casey | Wednesday Morning, Wednesday Afternoon
Elementary | Arts Integration, English/Language Arts, Visual Art**

In this session, participants will learn simple bookmaking techniques that will inspire young writers and artists. Using simple, budget-friendly supplies and techniques, participants will create a variety of handmade books. This session will use the artwork of children’s book illustrator Ashley Bryan as inspiration to examine the importance of connecting visual imagery and writing. Techniques learned can easily be used in any classroom to increase student motivation and elevate the importance and permanence of the student work. Attendees will leave with a true understanding of how to connect Ashley Bryan’s art to writing and will discover that students who are writing on something beautiful will write more beautifully!

BREATHE, MOVE, AND FLOW INTO STEAM

**Ebony Tucker & Andrea Washington | Thursday Morning
Early Learning | STEAM**

All levels are welcome to breathe, move and flow in this interactive workshop that uses yoga across the curriculum. With research supporting the benefits, you will see how effective these techniques can be with your students. Come with an open heart and mind. Leave with adaptive lessons that you can implement in your classroom.

BRINGING THE BARD TO THE SCHOOL YARD

**Rachel Jones | Wednesday Afternoon
High | Arts Integration, English/Language Arts, Theater**

Participants will deconstruct Shakespeare’s *A Midsummer Night’s Dream* and explore the process of creating an original script based on Shakespeare’s themes.

BUILDING COLLABORATION, CREATIVITY, AND COMMUNICATION THROUGH ASHLEY BRYAN’S PUPPETRY

**Melanie Davenport | Tuesday Morning
Middle & High | Arts Integration, English/Language Arts, Visual Art**

Puppetry arts offer opportunities to tell stories, evoke emotions, generate new understandings and highlight creative collaboration in the classroom and community. Participants will view examples, videos and hands-on puppeteering demonstrations, as well as receive resources for guiding students through the process of creating an original puppet with interdisciplinary and multicultural content inspired by children’s book illustrator Ashley Bryan. Participants will leave with handmade puppets of their own, as well as a packet of teaching materials and information about puppetry arts.

BUT I CAN’T RELATE: MAKING CLASSICS RELEVANT AGAIN

**Joshua Streeter | Wednesday Morning
High | Arts Integration, English/Language Arts, Theater**

In this hands-on workshop, participants will learn drama strategies in order to engage students in texts that are deemed “classic,” like Shakespeare’s tragedies and comedies and other complex texts. Through the use of drama, students can consider their own experiences and voice in order to find relevancy in material that may seem dated. By understanding the “human” aspect of drama pedagogy, educators can take these active and dramatic strategies back to their classrooms in order to enhance their language arts curriculum. This workshop will utilize the text of *Romeo & Juliet* as a window into how drama can be used with complex texts in the language arts classroom.

CARDBOARD AUTOMATA: STEAM CONCEPTS IN FOLK AND SELF-TAUGHT ART

**Caitlan Cole & Tamara Pearson | Wednesday Morning, Wednesday Afternoon
Elementary | STEAM, Visual Art**

Mechanical sculpture not only integrates science and engineering principles, it also captivates students’ interests and uses materials already in the classroom. Designed for elementary educators, this workshop will take a deeper look at Carlton Garrett’s mechanical diorama *Church Revival* as they explore his use of wooden automata to convey a personally meaningful experience. Participants will construct their own moving sculptures to express an idea or experience from real life in which movement is significant.

COLLABORATION TO SUPPORT STUDENTS WITH DISABILITIES: AN ARTS-BASED CIRCLE OF CARE

**Jenna Gabriel & Matt Miller | Tuesday Morning
Middle & High | Arts Integration, Inclusion, Music**

Successful inclusion of students with disabilities takes a team that includes representatives from school and community settings: general and special educators, administrators, related service providers, parents/guardians and often the student him/herself. Though often the team can agree that participation in the arts is beneficial to the student, frequently the arts educators and teaching artists—many of whom are not full-time or school-based personnel—are missing from the conversation.

This session, co-facilitated by Special Education Manager Jenna Gabriel and Music Educator Matt Miller, will draw on research literature, hands-on arts learning and the voices of administrators, staff & parents at the Tapestry Public Charter School, to ask: How can meaningful inclusion of arts experts in conversations of arts participation and/or arts integration improve the learning outcomes for students with disabilities?

With a focus on music learning and literacy development, the session will cover key studies that support the inclusion of students with disabilities in music classes and provide opportunities for hands-on learning. Attendees will learn practical strategies, drawn from the arts and special education literature, to better engage students with disabilities in and through the arts. The session will conclude with a panel from Tapestry Public Charter School that represents the hypothetical “circle of care” surrounding a young person in their education. The panel will discuss school values and practices that support the inclusion of students with disabilities in all aspects of the school day, along with the ways in which high-quality arts learning for all students has influenced school culture and student development. Through participation in this session, attendees will better understand the dynamics at play when supporting high-quality arts learning for all students and leave with practical strategies and real-world examples of successful, arts-based inclusion.

COLLIDING WITH GREAT SPEECHES

**Barry Stewart Mann | Wednesday Morning
Middle & High | Arts Integration, Social Studies, Theater**

The Alliance Theatre’s Palefsky Collision Project and Collision Plus Residencies have refined the art of guiding young people to engage with great literature and to respond with original creative writing. In this workshop, participants will explore applying the Collision concept to Social Studies content by “colliding” with great speeches from history. Whether examining American History (*Ain’t I a Woman*, *The Earth Does Not Belong to Man*, *I Have a Dream*), Ancient History (Demosthenes’ Third Philippic, Alexander’s oration at the Hydaspes), Modern World History (*Farewell to the Old Guard*, “I have nothing to offer but blood, toil, tears and sweat”) or even history through Shakespearean drama (“Now is the winter of our discontent,” “Once more unto the breach”)—there are abundant speeches whose poetic and rhetorical power render them worthy of both speaking and emulation. The study of history, the art of public speaking, the craft of writing and the expression of personal viewpoint can merge organically in this practice. Workshop topics will include student work samples, selection of content, lesson structure and possibilities for student sharing & performance.

COMMUNITY STORYTELLING AS A STRATEGY FOR CREATIVE ENGAGEMENT

**Mark Valdez | Wednesday Afternoon
All Grade Levels | Theater**

Mark Valdez, a nationally recognized artist and community organizer, invites educators and relevant practitioners to consider how theatre can build and sustain community with students in the classroom, school and wider world. In partnership with the Alliance Theatre, Mark is currently adapting the play *Street Scene* with and for people living & working along Buford Highway, home to one of Atlanta’s largest immigrant/New American communities. Following a brief overview of his work on this and other projects, participants will practice the theater and community-building techniques that Mark uses in Atlanta & around the country and learn how to bring them into their classrooms.

COURAGEOUS CONVERSATIONS ABOUT RACE: ART AS A MEANS TO BUILD COMMUNITY

**Dr. NaJuana P. Lee & Dr. Gloria J. Rosario | Wednesday Morning
Middle & High | Arts Integration, Social Studies, Visual Art**

The current socio-political climate in the United States has re-ignited conversation about race and racism and K-12 educators have continued to express concern over the impact of colorblind attitudes and policy on student outcomes and their communities. As a means of addressing these concerns, this session facilitates discussions among art educators, placing race at the center, by using the works of art at the High Museum of Art as a catalyst toward deeper understanding of the intersection of racial identity politics and social and educational outcomes in America. Using the works of Fred Wilson and Kara Walker, the presenters will address strategies for tackling difficult topics related to race, applicable for the secondary classroom.

CREATING, MAKING, AND ADVOCATING FOR MUSIC: A PRESENTATION IN THREE CONTRASTING MOVEMENTS

**Dr. Richard Prior | Tuesday Afternoon
Middle & High | Orchestral Music**

Three mini-sessions exploring the creation of new music through the commissioning process; pedagogical concepts in the rehearsal process; considerations and arguments to parents and administrations for the relevance of student participation in ensemble programs.

DEMYSTIFYING MOVEMENT

**Melissa Word | Wednesday Morning
Upper Elementary & Middle | Arts Integration, English/Language Arts, Movement**

This workshop investigates the power of movement in the classroom and on the stage. Participants will examine simple and adaptable movements that can be useful to apply to any content area. Participants will discover how to transform an idea into a physical gesture and further develop it into a fun, expressive movement sequence. This session is designed for anyone interested in demystifying movement. Participants will walk away with tools for generating original creative movements for any content area, tips for how to turn simple miming into unique gestures and a newfound confidence for leading it all themselves! Participants should bring in a piece of text from an upcoming unit or production they are interested in applying movement to—anything is possible, movement knows no limit.

DIGITAL STORYTELLING

**Daryl Funn & Dr. Thomas Lewis | Thursday Morning
Middle & High | Arts Integration, English/Language Arts, STEAM**

This session provides an introduction to Digital Storytelling that will show the enriching benefits of technology on literacy, language arts and humanities goals. Participants will identify how to implement these strategies in their classrooms by using iMovie and creative writing exercises. Digital Storytelling is a residency program offered through the Alliance Arts for Learning Institute. Strategies from this workshop offer new ways of viewing, listening and observing for teachers and support the artistic offerings of The Woodruff Arts Center through the lens of arts integration.

DO YOU HEAR ME? LISTENING BETWEEN THE LINES

**Pearl Cleage & Patrick McColery | Wednesday Afternoon
High | Theater**

This workshop will utilize the playwright’s tools for the creation of character and conflict to explore ways of interacting with people of diverse social, political, religious and racial attitudes.

EVERY LAST DROP: SUSTAINABILITY AND AFRICAN ART

**Heidi Demesik | Wednesday Afternoon
Middle & High | Arts Integration, Social Studies, Visual Art**

In this session, participants will hear from a STEAM teacher cohort at Holy Innocents’ Episcopal School (HIES) in Atlanta on a collaborative project that promotes 21st century learning and connects the lab, the classroom and the art studio. Presenters will share their experience on planning a cross-divisional, interdisciplinary project focused on water conservation. Session participants will learn about the framework and learning objectives for a two-year project blending local, regional and global perspectives that leverages artwork in the High Museum’s upcoming fall *Making Africa* exhibition. Using design thinking approaches and the High’s collections and exhibitions as inspiration, facilitators will guide participants through a series of exercises to simulate the collaborative planning process the HIES curriculum team used to develop their concept. Participants will leave the session with a replicable, scalable plan to break the “silo effect” and execute a similar collaborative project at their schools.

EXPLORING ANIMALS AND THEIR HABITATS USING DRAMA

**Joshua Streeter | Wednesday Afternoon
Lower Elementary | STEAM, Theater**

In this hands-on workshop, participants will use drama and theatre games in order to engage in an exploration of animals and their habitats. Through the use of drama, students are able to both embody and dialogue the content being taught- reaching all learners and engaging students in higher order thinking skills. Come play, laugh and learn.

EXPLORING CHEMICAL AND PHYSICAL CHANGES WITH INDIGO DYE AND AFRICAN ART (ELEMENTARY)

**Shannon Green | Tuesday Morning, Tuesday Afternoon
Elementary | STEAM, Visual Art**

Come investigate, identify and experiment with indigo! While exploring the High's galleries, participants will examine traditional uses of the indigo plant in art and discuss the integral role indigo played in Colonial America. Back in the workshop, educators will explore the science behind the deep blue hue that the indigo plant produces, and have a chance to experiment with dying fabric.

EXPLORING CHEMICAL AND PHYSICAL CHANGES WITH INDIGO DYE AND AFRICAN ART (SECONDARY)

**Shannon Green | Wednesday Morning, Wednesday Afternoon
Middle & High | STEAM, Visual Art**

This session will offer a deep dive into a traditional indigo vat, exploring the science that occurs within the process of indigo dying. Participants will learn about the historical uses of indigo in the High's African Art collection and take a closer look at the work of contemporary artist Radcliffe Bailey. In the studio, educators will observe and identify the physical and chemical changes that occur during the creation of a dye vat and dye process. Participants will explore a variety of traditional and experimental techniques to achieve patterns and resists.

EXPLORING VISUAL AND POETIC LINES WITH ASHLEY BRYAN'S WORK

**Teri Holbrook & Michelle Zoss | Tuesday Afternoon
Upper Elementary, Middle & High | Arts Integration, English/Language Arts, Visual Art**

In Ashley Bryan's artwork, a linear spirit permeates his images and his storytelling. The lines in his prints, paintings, and stained glass are bold and exude a sense of strength and energy. His personal and professional lives reflect a sense of possibility within the social, political, and historical lines that he encountered. One student described him: "It was such an inspiration to see Ashley break down all kinds of barriers—race, gender, and even biases about art itself—in the most gentle way." This workshop will explore the idea of visual and poetic lines in the art of Ashley Bryan and the lives of participants. Participants will use the Ashley Bryan exhibition to examine prints, drawings and paintings, as well as books that Bryan wrote and illustrated. Just as the artist learned how to move within, among and beyond the lines in his life, participants will craft drawings and poetry using gestural lines and figurative language inspired by Bryan's work. Through visual and poetic composition, participants can explore the lines they encounter in their personal and professional lives.

FILM, TELEVISION, AND VIDEO GAME MUSIC

**Dr. Scott Stewart | Wednesday Morning
Middle & High | Music**

Join Dr. Scott Stewart to learn more about film, television and video game music. Dr. Stewart is on the Instrumental Music faculty at the Westminster Schools and served as the Director of Wind Studies at Emory University from 1999-2013, where he conducted the Emory Wind Ensemble and taught courses in conducting, wind band literature & history and film music. He is currently the Music Director and Conductor of the Atlanta Youth Wind Symphony.

GOT BARS?

**Carmen Kinnebrew & Ebony Tucker | Tuesday Morning
Middle & High | Arts Integration, English/Language Arts, Theater**

Your "floetry" skills will not be judged in this session where you write and record your own song, rap or spoken word based on a Shakespearean text. Get tips for helping your students interpret and translate works of Shakespeare. Then, you can show them how to use their artistry and meet curriculum standards at the same time!

HISTORICAL FIGURES COME TO LIFE

**Kim Bowers-Rheay Baran | Thursday Afternoon
Elementary | Arts Integration, Social Studies, Theater**

Historical Figures Come to Life is a unique program that is designed to fulfill the needs of the social studies and language arts standards while providing an arts integration experience for both students and teachers. Participants will engage in an overview of the process by selecting a historical figure, researching him/her, writing a monologue from the point of view of the character, exploring the character as an actor and presenting the monologue as the historical figure. This firsthand experience of arts integrated instructional strategies can ignite an excitement about history from the inside out.

IEPS IN THE ART ROOM: TIPS FOR TEACHING EXCEPTIONAL STUDENTS IN ART

**Rob Foster | Thursday Morning
Elementary | Inclusion, Visual Art**

This session will explore effective teaching strategies to apply in the art room with IEP and exceptional students in grades PreK-5. Working in the High's galleries, participants will discover solutions to challenges with student behavior and adapting lessons for these unique learners. The field of Adaptive Art places an emphasis on the concept "process over product." Participants will learn how this approach links procedures and attitudes to promote student success in developing enduring understanding of the art curriculum.

INCLUSIVE ARTS INTEGRATION: POETRY AND VISUAL ART

**Sonja Fasen & Lesley Wood | Thursday Afternoon
Middle & High | Arts Integration, English/Language Arts, Visual Art**

Learn from a fine arts teacher and a special education teacher how to create integrative art projects to differentiate in any classroom! In this session, participants will explore a lesson using narrative poetry and visual art—painting, sculpture and comic strips—by creating their own poems and artworks inspired by pieces in the High's galleries. Participants will view student interviews and work hands-on to experience not only the sample arts integrated lesson, but also techniques and approaches required for an inclusive educational environment.

INCLUSIVE CLASSROOM PRACTICES

**Jaehn Clare | Thursday Morning
Elementary | Inclusion**

This workshop will focus on sharing specific effective practices for creating an inclusive learning community in your classroom. Participants will consider how using inclusive classroom practices can help build a sense of community in your classroom—and by extension in your school. This session offers knowledge and skills that are applicable in all focus areas, and across grade levels. Three specific inclusion practices will be shared, reviewed and practiced. Then, participants will explore a framework of strategies designed to support and extend your capacity to respond and adapt to the specific capacities and needs of students, including those identified as disabled or "special needs." The basic idea is that each child with a disability must have the opportunity to participate in any regular fine arts education program that is made available to nondisabled children. This session will help you continue to evolve your own creative way of providing instruction that addresses the unique needs of each learner. Working with these strategies allows you to adapt content, methodology, and delivery of instruction. Participants will be invited to share specific inclusion challenges that we can discuss, "unpack," and address collaboratively in a creative group discussion that will tap into and honor all the wisdom in the room. Participants are invited to put their 21st century skills to work, including the 4 C's: Critical Thinking, Communication, Collaboration and Creativity. By the conclusion of the workshop, you will be able to identify a specific strategy or technique that can help foster and improve effective inclusion in your learning community/classroom. You will have additional resources to support a creative sense of community in your classroom(s), and a deeper sense of your role in the process of building community through the arts. This session is complementary to the Reaching All Our Students workshop; participants may attend one or both.

INTERACTIVE STORY BASKETS THROUGH THE FOUR SEASONS

**Kim Bowers-Rheay Baran | Tuesday Morning
Early Learning | Arts Integration, English/Language Arts, Theater**

The GA Wolf Trap strategy of Story Basket brings the story off the pages of the book and into an interactive experience for the students. Using representational objects, Story Basket assists in the visualization of the story, providing students the link between the literal and the abstract of imagination. This interactive workshop will explore the four seasons through a series of story baskets that integrate language arts and drama including story elements and focused tools of the actor: body-voice -imagination. Classic stories such as *The Mitten* will be paired with lesser known stories, and participants will have an opportunity to engage in practicing storytelling skills and beginning their own story basket.

KEYNOTE SPEAKER BREAKOUT: AN INTRODUCTION TO CORNERSTONE THEATER COMPANY

**Michael John Garcés | Wednesday Morning
All Grade Levels | Theater**

Cornerstone Theatre Company's Artistic Director Michael John Garcés will share some basic exercises and give an introduction to Cornerstone Theater Company's process of engaging community members to make theatre that gives voice to their stories and concerns in collaboration with professional artists. Participants will think about this process and its applications for building community in their classrooms.

KEYNOTE SPEAKER BREAKOUT: DEVELOPING AND IMPLEMENTING AN EL SISTEMA-INSPIRED PROGRAM

**Stanford Thompson with Kathleen Krull | Thursday Morning
Middle & High | All Art Forms**

Developing a daily after school arts education program provided many opportunities to create a sustainable program that delivers the highest impact among all other out-of-school-time (OST) programs available. In this session, participants will learn the importance of building sound logic models, evaluation tools, and fundraising plans that can allow programs of all arts disciplines to grow in a sustainable way.

KINETIC SCULPTURE INSPIRED BY ANDY WARHOL

**Gail Tate | Tuesday Morning, Tuesday Afternoon
Upper Elementary, Middle & High | STEAM, Visual Art**

This interactive workshop invites educators to explore STEAM techniques to bring back to the classroom. Participants will create Andy Warhol-inspired kinetic sculptures that come alive using LEDs, sound, and motors. Educators will experience a synthesis of craft materials, electronic components, and simple programming! The session is geared towards middle school, but can also apply to upper elementary and high school grade levels.

LEARNING THROUGH A THEATRICAL LENS

**Megan Cramer | Tuesday Morning
Middle & High | Theater**

This workshop helps pave creative avenues into education and community learning. Through group devising and playwriting, this workshop will equip participants with the artistic teaching tools to explore any subject – from ecosystems to current events to fantastical imaginary worlds. Individual input and group work will be utilized to create original characters and scenes. We will go through the playwriting process together, with everyone contributing ideas, improvising scenarios, and then participants will get the opportunity to write their own scenes. Participants can take these tools and experiences back to their classrooms, community or family to boost creativity and feel confident to look at any topic through a theatrical lens.

LITTLE SCIENTISTS

**Mari Martinez & Andrea Washington | Wednesday Morning
Early Learning | STEAM**

Predict, experiment, share! In this interactive workshop, educators will explore how to teach science using drama, music, movement and puppetry in an early childhood context. Extend familiar stories to investigate how science is all around us. How can we observe the weather? What is the journey from seed to plant? Learn how to use storytelling to promote creativity and innovation in your classroom.

LIVELY LEARNING: HOW TO MAKE INFORMATIONAL TEXT FUN!

**Tafee Patterson | Thursday Morning
Upper Elementary | Arts Integration, English/Language Arts, Theater**

Reader's Theater is a method of using theater techniques to convey information and it's a great way to bring a story to life. But you don't have to limit it to just stories! During this workshop, we will look at how to take informational texts with a wide range of subject matters, such as science concepts and biology, and present them in a theater story form. Participants will learn how to structure and create a Reader's Theater piece through hands-on activities, culminating in a presentation to their fellow workshop peers. No memorization, costumes or props required. Reader's Theater is a fantastic tool that utilizes auditory, visual and kinesthetic learning. It encourages teamwork and creativity, as well as problem solving and spatial relation skills.

LIVING AND TEACHING HEALTHY PERFORMANCE AND MUSICIANSHIP

**Catherine Hudnall | Tuesday Morning
Middle & High | Orchestral Music**

Music teachers and students alike often suffer from aches and pains associated with playing an instrument. If you would like to learn how to take better care of yourself and your students, please attend this session. This session will offer practical advice and discussion of performance-related issues.

LOOKING AND MOVING: EARLY LEARNING INSPIRED BY THE HIGH'S COLLECTION

**Nicole Livieratos | Wednesday Morning, Wednesday Afternoon
Early Learning | Movement, Visual Art**

Participants in this session will gain skills and have fun as they learn to use movement to introduce the world of visual art to pre-kindergarteners. In this interactive workshop, participants will travel through the museum galleries practicing movement-based learning strategies that are transferable to the classroom. Learn how easy it is to move with color, line, shape, and texture!

MAKING MARKS: INTEGRATING THE ART OF ANDY WARHOL

**Drew Brown & Debi West | Tuesday Morning, Tuesday Afternoon
All Grade Levels | STEAM, Visual Art**

Participants will get a glimpse into two successful art classes (elementary and secondary), where integrated education is taking hands-on learning to the next level with printmaking and mark-making! Taking a tour through Andy Warhol: Prints from the Collections of Jordan D. Schnitzer and His Family Foundation, participants will be inspired by Warhol's iconic prints. Participants will then be able to explore hands-on printmaking and mark-making stations, as well as have the opportunity to create their own sample lessons to bring back to the classroom. Hand-outs and student examples will be shared. Come and make your mark!

MATH INNOVATION IN APPLICATION: HOW PLAYING THE PIANO CAN INCREASE ALGEBRA UNDERSTANDING

**Marcus Blackwell, Jr. | Wednesday Morning
Elementary | STEAM, Music**

This workshop will open the conversation of how to use innovation to engage students in mathematics. We will look at specific examples of how Make Music Count uses playing the piano to teach the understanding of fractions, algebra, and graphing on the x and y axis. The participants will experience how Make Music Count teaches students how to play the piano without having any previous music lessons by applying their knowledge of mathematics.

MATHEMATICS AS AN ARTIST'S TOOL: ASHLEY BRYAN IN THE SECONDARY CLASSROOM

**Renee Pearson & Tamara Pearson | Thursday Morning, Thursday Afternoon
Middle & High | STEAM, Visual Art**

Is it an art project that uses mathematics or a mathematics activity that uses art? This interactive session for secondary teachers will highlight opportunities for educators to integrate mathematics into art instruction. Inspired by *Painter and Poet: The Wonderful World of Ashley Bryan*, participants will create their own works of art and will combine the tools of the mathematician and artist to tell personal stories.

MEANINGFUL MOVEMENT IN THE CLASSROOM

**Randy Barron | Tuesday Afternoon
Upper Elementary | Arts Integration, Movement, STEAM**

Students often learn best by constructing their understanding along with other members of a collaborative team. With creative movement strategies as the basis for exploration, participants will discover how to weave text, graphics, and dance to tell a story about our natural world. Participants will not only have hands-on experience with the strategies but will leave with a comprehensive packet of materials that will help them design meaningful movement experiences in learning for their students. Participants should come dressed comfortably for movement — no previous dance training or experience needed. Join Randy Barron, choreographer and Kennedy Center Teaching Artist, for a fast-paced, enjoyable, and information-packed session that will leave you excited to leap into action in the fall.

MUSIC THERAPY: IT'S ALL IN YOUR HEAD

**Roy Joyner & Harry Lester | Wednesday Afternoon
Elementary | Inclusion, Music**

Music has a profound effect on our everyday lives. It influences our mood, moves our bodies. and can even alter our mood. But why is it that we react this way to music? The easy answer is it's all in your head. So sit back and relax as we explore fun and interesting facts about music and the brain. Topics will include how music is used in the field of music therapy as well as various music activities you can take back to your classroom.

OBJECT-BASED TEACHING AND LEARNING

Esther Smith | Tuesday Morning

Middle & High | Arts Integration, Social Studies, Visual Art

Students can learn about history and culture directly from primary source objects. In this session, teachers will learn how to facilitate object-based learning in their classrooms to help students understand the time and context from which the objects emerged. During this session, teachers will learn discussion-based inquiry strategies that can be used in the museum’s galleries or in the classroom. Session content will connect to secondary social studies curriculum and learning objectives.

OPERA-SHMOPERA

Tafee Patterson | Tuesday Afternoon

Elementary | Arts Integration, English/Language Arts, Music

You don’t have to be a singer to use the power of singing to engage and inspire your students. During this workshop, participants will learn how to create a “blah-opera”—a musical retelling of an idea or story. After deciding upon a real-life problem facing their community, each person will develop his/her own character. From there, participants will explore character interaction and possible solutions—all while singing. No musical ability is required, and all styles of music are fair game—country, classical, Broadway, whatever! By engaging your students’ minds with music, you have a powerful tool for increasing student comprehension and retention. The concept of a “blah-pera” is great for bringing stories to life, including historical text and traditional stories.

PROCESSING HISTORY: USING DRAMA AND STORYTELLING TO EXPLORE KEY FIGURES AND MOMENTS

Barry Stewart Mann | Tuesday Morning

Middle & High | Arts Integration, History, Theater

History is composed of stories, with compelling characters and exciting events. (This fact is being demonstrated daily by the astounding success of the musical *Hamilton*.) In this workshop, participants will harness the power of drama and storytelling to engage students’ imagination—to immerse them in history by focusing on key figures and moments. Attendees will look at how to structure classroom experiences, how to shape historical narratives with beginning/middle/end, how to distill biography into a dramatic story, how to convey understanding through monologue and how to create Process Drama sequences that place students in moments of crisis and decision. Sample content will include natives & explorers, a Civil War surgeon and a Depression era family.

PROMOTING COMMUNITY AND LITERACY THROUGH CREATIVE PLAY

Amanda Byars & Crystal Faison | Tuesday Morning

Upper Elementary | Arts Integration, English/Language Arts, Movement

All educators have seen students struggle to communicate their ideas and emotions; an experience that can be deflating and isolating. The culprit is sometimes a lack of language. People dance because words do not suffice, but students can also use dance to help build their language and communication skills. Following the Positive Youth Development model, this workshop will provide educators with a framework for cultivating community and creating a safe space to expand vocabulary and communication skills through creative movement. Through a series of exploratory exercises using Laban Motif and Effort symbols, students can enhance their ability to communicate. Moving in the Spirit, a nationally-recognized youth development program that uses the art of dance to positively transform the lives of children and teens, utilized these exercises to promote dance literacy and interpersonal growth among teachers and students. Using the Laban Effort system, teachers can also explore youth development goals by discussing what it means to their students to be direct, free or strong. In this session, attendees will experience the power of language to create, clarify and give a springboard to easily discuss the power of body language and the importance of not only what you say, but how you say it.

QUILTS AND THE STORIES THEY TELL: ART AND LITERACY IN THE ELEMENTARY CLASSROOM

Kirby Meng | Thursday Morning, Thursday Afternoon

Elementary | Arts Integration, English/Language Arts, Visual Art

This hands-on workshop will explore quilts and the stories they tell. Participants will look at and discuss the *Insect Icon Tapestry* by John Eric Riis and Gee’s Bend quilts currently on view at the High Museum, as well as Faith Ringgold’s *Church Picnic Story Quilt*. Following a thoughtful examination and discussion of images, patterns and messages seen in quilts, participants will create a work of art that incorporates images and text to tell a story. The group will explore a variety of ways to blend art, reading and writing—depending on the student’s level. This session is geared towards elementary art or classroom educators.

RABBIT HOLES AND WOLF DENS

Rosemary Newcott | Thursday Morning

All Grade Levels | Theater

Participants are invited to attend this “staging session” which will feature an interactive approach to collaborative problem solving using set design and blocking. Participants will work with scenes, images and situations from original productions featured in The Alliance Theatre’s 2017-2018 off-site season, including both *Alice Between* and *The Jungle Book*. Participants will use these productions to consider opportunities for classroom collaboration and community building.

REACHING ALL OUR STUDENTS

Jaehn Clare | Tuesday Afternoon

Elementary | Inclusion

This session is designed to introduce participants to the conceptual framework of Universal Design for Learning (UDL), a set of principles for curriculum development providing all individuals equal opportunities to learn. UDL is based upon contemporary neuroscience regarding brain function and learning. It provides a blueprint for creating instructional goals, methods, materials and assessments that work for everyone—not a single, one-size-fits-all solution but flexible approaches that can be customized to meet individual needs. Participants will focus on Arts Integration and English Language Arts; however, the UDL principles, guidelines and checkpoints are applicable in all curriculum content areas and across all grade levels. In addition to presentation of the information, there will be ample time for thoughtful discussions in various formats. Participants will be invited to consider and explore how the Universal Design for Learning framework could support efforts to build community through the arts in your own classroom. All students deserve access to the rich education and understanding that the arts can provide, regardless of their background, talents, or disabilities. The arts, as an activity and a pathway to learning, inherently create opportunities to apply and implement the elements of UDL. This session invites you to consider how you can apply the 4 C’s of 21st century learning (Critical Thinking, Communication, Collaboration, and Creativity) to define, clarify and enhance the role you play in encouraging a sense of community within your classroom. By the end of the session, you will be able to identify the three principles of Universal Design for Learning and one or more creative adaptations you can make to your instructional practice in support of your work with students labeled “disabled” or “special needs.” This session is a complementary session to the Inclusive Classroom Practices workshop; participants may attend one or both.

REHEARSAL OBSERVATION: *SINGIN’ IN THE RAIN*

Atlanta Symphony Orchestra | Thursday Afternoon

All Grade Levels | Music

Conference attendees are invited to observe the Atlanta Symphony Orchestra as it prepares for its upcoming concert, *Singin’ in the Rain*. During this concert, which will take place June 9 – 10, 2017, audience members will watch the movie *Singin’ in the Rain* while the Atlanta Symphony Orchestra performs the soundtrack live. For more information or to purchase tickets, visit aso.org.

REHEARSAL OBSERVATION: *THE DANCING GRANNY*

Alliance Theatre | Tuesday Afternoon (first hour)

All Grade Levels | Theater

“Shake it to the east and shake it to the west!” Join the Alliance Theatre for a one-hour rehearsal observation for *The Dancing Granny*, a world premiere for youth and families based on the beloved children’s book by 2017 Newbery Medal winner Ashley Bryan. Kids and adults will be tapping their feet all over Atlanta as Ananse, the clever spider of African folklore, tries to trick Granny into dancing away from her garden so he can take her vegetables. But his plan backfires when he is drawn into the dance himself! This world premiere play with music is written by Alliance/Kendeda Competition alumnus Jiréh Breon Holder (*Too Heavy for Your Pocket*) and directed by Alliance Yale Directing Fellow Leora Morris. Presented in conjunction with the High Museum of Art exhibition *Painter and Poet: The Wonderful World of Ashley Bryan*, *The Dancing Granny* is dancing to three convenient locations around Atlanta.

AFTER OBSERVING *THE DANCING GRANNY* REHEARSAL, PARTICIPATE IN ONE OF THE FOLLOWING ONE-HOUR SESSIONS:

OPTION A: *THE DANCING GRANNY* DISCUSSION

Alliance Theatre | Tuesday Afternoon (second hour)

All Grade Levels | Theater

Talk with the creative team behind *The Dancing Granny*, discuss the role of community within the story and identify how to bring Ananse & Granny back into your classrooms in the fall.

OPTION B: CHOOSING YOUR SEASON

**Megan Cramer | Tuesday Afternoon (second hour)
Middle & High | Theater**

In this interactive session, theatre educators will be given the opportunity to learn from each other and share ideas & strategies in choosing their seasons. Through a facilitated discussion, educators will meet each other, share experiences, identify common issues and challenges and brainstorm solutions around choosing material for their particular school's season and repertoire. Topics might include: casting, rights and adaptations, appropriate material for particular age groups, marketing new plays, what has worked (success stories), what has not worked (and what you learned from it) and more.

REIMAGINING CLASSIC TALES THROUGH CREATIVE DRAMA AND READER’S THEATER

**Kim Bowers-Rheay Baran & Martha Spring | Tuesday Afternoon
Elementary | Arts Integration, English/Language Arts, Theater**

Reinvent classic myths and legends through the techniques of Creative Dramatics and Reader’s Theater. This interactive workshop moves the participants through the creative dramatics process of storytelling in steps leading to an original script that can be dramatized using innovative Reader’s Theater strategies. Standards from language arts and social studies are integrated with drama and movement to create a learning experience rich in community building for all involved.

ROSES AND THORNS: CREATING A SENSE OF BELONGING, RESPONSIBILITY, AND HIGH ACHIEVEMENT IN YOUR CLASSROOM

**Kathleen Krull | Wednesday Afternoon
Middle & High | Orchestral Music**

Kathleen will workshop lessons learned over 15 years as a string educator with a focus on the past 7 years as a teacher, Staff member and Director of Education with the El Sistema inspired program: Play On, Philly! Attendees will be guided to hone their classroom philosophy, whether you are veteran or new educators. The importance and practice of routines, structure and expectations in the string classroom will be emphasized to demonstrate how clear and consistent systems create an environment destined for high achievement.

SCIENCE AND DRAMA, REALLY?

**Barry Stewart Mann | Wednesday Afternoon
Elementary | STEAM**

Science and Drama don’t always seem like natural candidates for fusion, but integrating Drama and Science can be surprisingly easy and effective. In this interactive workshop, you’ll use four points of entry—Theatre Games, Folklore as Scientific Inquiry, Scientists & Science History and Metaphorical Constructions—to engage imagination and activate learning across the science curriculum. Walk away with exercises and approaches to use on day one in the fall.

STORY BASKET STUDIO

**Jaehn Clare | Thursday Afternoon
Early Learning | Arts Integration, English/Language Arts**

This session is offered for participants who have some previous experience with Story Basket as an arts integration strategy that utilizes objects to tell stories. It’s an opportunity to explore Story Basket in a hands-on, open studio format. Participants will play with ideas about how to utilize this arts integration strategy to help support the learning community in our classrooms. Focus areas include theatre arts, arts integration, STEAM, Literacy and English Language Arts. Story Basket is most appropriate for grade levels Pre-K through 2nd grade. The featured art connection will be the Alliance Theatre themes of dream vs. reality, reinventing the classics and animals. The first hour of this workshop will include an invitation to experiment, explore and practice with a selected assortment of Story Baskets (Examples include: *The Tiny Seed*, *The Very Hungry Caterpillar*, *The Three Little Wolves & The Big Bad Pig*, *The Wizard of Oz*, *James & The Giant Peach*, *The Greedy Triangle*, *The Lizard & El Sol*; *The Tortoise & The Hare*, and *Turtle Splash*). During a break, participants will be invited to place their name in drawings to win one of an assortment of Story Basket kits. In the second half of the session, we will engage in an open forum of conversation(s) about how using Story Baskets as an instructional strategy can effectively foster a sense of community in a classroom environment, or other learning community. By the conclusion of the workshop, participants will be able to identify at least one familiar story to create a Story Basket for, and you will be inspired to create a character, prop, setting or puppet for use in your own Story Basket. The workshop will conclude with a series of drawings and give-aways, as well as a brief closing circle.

STORYTELLING AND MATH

**Barry Stewart Mann | Tuesday Afternoon
Elementary | STEAM**

Daniel Pink defines story as “content enriched by emotion.” Math is usually an unemotional endeavor—or one connected with unpleasantness and fear. But stories can give math a new kind of life. In this workshop, we will explore using stories and storytelling to enhance math instruction. Participants will work with story and drama exercises, survey folktales that support math content as well as go beyond the typical word problem to investigate the development & use of personal narrative, original stories and digital media as engaging & enlightening tools. Participants will connect numeracy with literacy in fun, creative, interactive and culturally-rich ways.

TEACHING SOCIAL STUDIES THROUGH ART

**Rueben Pitts | Thursday Morning
Middle & High | Arts Integration, Social Studies, Visual Art**

Engage students of diverse learning styles through art and visual literacy. In this session, participants will learn techniques in connecting social studies and images, without the use of words. Visual literacy empowers students to feel confident and assertive in their ability to analyze, interpret, and evaluate images that drive them to a world of endless possibilities. Through gallery explorations and group discussion, participants will walk away with lesson plan ideas for connecting works of art at the High Museum to teaching and learning in the social studies classroom.

THE ANATOMY OF A GREAT LESSON: HOW ARTS-BASED LESSON DESIGN CAN ENHANCE EVERY SUBJECT

**Seth Gamba | Thursday Morning
Middle & High | Arts Integration, Music**

The best lesson I’ve ever seen was when I was observing a Language Arts teacher who had been a Chorus teacher for the first part of her career. When I left her room, I had the distinct feeling that I had just seen one of the best music rehearsals I’ve ever witnessed. It just so happened that it was in an ELA class. What are the things that music teachers do really well that every teacher can do?

TRANSFORMING THE CLASSROOM INTO A COLLABORATIVE THEATER LAB

**Martha Caldwell & Greg Chagnon | Thursday Afternoon
Middle & High | Theater**

In this workshop, participants will explore how to use theater to enhance a humanities-based curriculum and encourage identity formation in adolescents. For the last five years, Greg Changnon and Martha Caldwell have been presenting students with the opportunity of re-inventing classic texts (*Lord of the Flies*, *Pygmalion*, *Fahrenheit 451*, *Much Ado* about *Nothing*, *Twelve Angry Men*) through the creation of an original piece of theater that asks vital and age-related questions about race, class, gender, identity, perception, expression and behavior. This collaborative process re-energizes subject areas including literature, social studies and creative writing by integrating previously discrete classroom topics and by allowing students to have increased investment & ownership in their education. Throughout the creation, rehearsal and production phases, students explore subject matter related to the themes & ideas contained in the theater piece, study the texts that have inspired the narrative and take on creative writing projects that further develop their roles. Educators can challenge each student to discover the overlap between his or her own emerging sense of self and the dimensions of the character he or she plays. Over the five years of this project, the presenters have seen their students become more motivated as students, more connected as a classroom and more confident as young people discovering who they are & where they fit into the world. This presentation will not only cover their experience developing and workshopping original theater pieces in the classroom but also provide lesson plans and project outlines so that educators can implement this innovative approach to transforming a schoolroom into a creative and collaborative theater lab.

URBAN LINE DANCE: INTERSECTIONS WITH BRAIN COMPATIBLE LEARNING AND COMMON CORE

M. Francine Jennings | Thursday Morning
Elementary | Arts Integration, Movement

This workshop is grounded in Caine and Caine’s (2000) twelve principles of brain-compatible learning and Common Core’s concepts of critical thinking, collaboration and communication, with objectives to: 1. Introduce brain-compatible learning principles through the medium of line dance; 2. Offer an inviting way to internalize brain-based strategies through embodied participation and active reflection; and 3. Create opportunities to correlate line dance with basic common core concepts.

Participants will engage in learning a popular current urban line dance through scaffolding, reinforcement and repetition. As familiarity sets in, participants will be presented with a series of variations and movement elements to enhance the dance. Once the dance has been mastered, information about brain-based principles will be provided and discussed, after which participants will work in small groups to reflect upon how they internalized ways in which the line dance correlated to assigned brain-based principles. Once groups have come up with conclusions, they will present their ideas through poetry/storytelling, music, drama, creative movement, visual art or any combination thereof. To celebrate the presentations, participants will engage in a chant to not only affirm their achievements, but also to reinforce line dance’s connection to collaboration, communication, and critical thinking.

Participants will receive hard copies of handouts for the activity as well as electronic retrieval points for the PowerPoint and scholarly references Also, a YouTube link to the line dance will be shared.

USING GUIDED VISUALIZATION IMPROVISATION TO BRAINSTORM A “SPIDER STORY”

Leslie Grubbs | Thursday Afternoon
Upper Elementary | Arts Integration, English/Language Arts, Theater

Participants will experience guided visualization improvisational techniques to brainstorm a “Spider Story,” an African Heritage storytelling story in which a smaller, weaker animal outwits a bigger stronger animal. The study of these stories and their heritage can jump-start a study on African-American storytelling.

VISUAL LITERACY FOR EARLY LEARNERS

Esther Smith | Tuesday Afternoon
Early Learning | Arts Integration, English/Language Arts, Visual Art

Learn how making meaning from visual art helps young students develop the habits of strong readers. In this session, educators will learn techniques to teach visual literacy to early learners. Participants will explore *Andy Warhol: Prints from the Collections of Jordan D. Schnitzer and His Family Foundation* and use Warhol’s artwork as “text” through which they can practice teaching visual literacy.











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