



Monday, June 20 – Wednesday, June 22, 2011
Register at <http://imaginethis2011.eventbrite.com>

Event Schedule and Workshop Descriptions

MONDAY, JUNE 20th

8:30 – 9:00am - “OPENING SPARK”

Let the Creative, Kinesthetic Sparks Fly!: Building Community with Rhythm
(Brian L. Davis)

9:15 – 10:45am – Day 1, Session 1 (Concurrent sessions)

Body Percussion: Exploring Rhythm, Cultural Connections, and Arts Integrated Learning
(Brian L. Davis)

Using the original instrument, this workshop will explore body percussion as a means for understanding rhythm and as a tool for increasing focus, self esteem, physical and mental coordination, musicality, ambidexterity, and team building. You will also learn about a variety of rhythmic cultural influences including Africa, Cuba, Brazil, and India, as well as avenues to explore the form in relation to studies in geography, writing, drama, poetry, sports and math.

Two Brains are Better than One - The Value of Collaboration
(Carin Rosenberg and Briana Linden)

Collaboration is at the heart of the work of The Right Brain Initiative. Before any students begin exploring an arts discipline, artists and teachers sit together to blend the needs of the students and the school with the essential learning elements of the specific art form. Teachers and artists also interact throughout a residency, making adjustments, sharing discoveries and observing the growth of the students. In this workshop, we will explore elements used by the initiative to support this collaboration.

Integrate-Stimulate-Create: Connecting Art and Math
(Rebecca Anstine)

In this hands-on workshop, participants will create artworks using concepts of pattern, transformational geometry, and tessellation. Art/math shared vocabulary (ie. Bilateral and radial symmetry, proportion, etc.) will be reinforced. Workshop members will cut and paste, print, and draw as they use creative thinking and problem solving strategies. Everyone will leave with a portfolio of samples, accompanying supply lists, objective assessments of both art and math standards, and various handouts for short, ready-to-integrate exercises

Leading Whole School Arts Engagement for Right Brain Immersion Schools (part 1)
(Deborah Brzoska)

School leadership teams will engage in strategic processes to create arts-integrated teaching and learning, school-wide. Participants will practice leadership methods and creatively examine issues that appear to prohibit arts integration such

as time schedules and fear of change. They will learn how to facilitate planning with teaching artists and how to build supportive professional relationships among their colleagues. Schools will begin their work as part of a supportive Right Brain network and will be introduced to a growing community of arts-centered schools across the country.

Note: These sessions are for immersion team members from Right Brain partner schools.

11:00am – 12:30pm – Day 1, Session 2 (Concurrent Sessions)

Integrate-Stimulate-Create: Connecting Art and Math

(Rebecca Anstine)

In this hands-on workshop, participants will create artworks using concepts of pattern, transformational geometry, and tessellation. Art/math shared vocabulary (ie. Bilateral and radial symmetry, proportion, etc.) will be reinforced. Workshop members will cut and paste, print, and draw as they use creative thinking and problem solving strategies. Everyone will leave with a portfolio of samples, accompanying supply lists, objective assessments of both art and math standards, and various handouts for short, ready-to-integrate exercises.

Stories from the Field

(Dennie Palmer Wolf)

This workshop is an opportunity to explore the many dimensions of a fully-realized Right Brain residency at the elementary level. Participants will actively engage in tracing the footsteps of teachers, students, and teaching artists from the first day of planning through final exhibitions and performances. All along the way, we will explore how a residency can "actually" last all year long through lead-up and spill-over activities.

Integrate-Stimulate-Create: Connecting Theatre and Language Arts/Social Studies

(Adele White)

In this workshop, participants will learn techniques to transform the classroom into a theatre where excellence is the expectation. Be prepared to move, speak and collaborate with other workshop participants to create a performance piece that connects social studies and language arts concepts with performance skills. Everyone leaves with a list of resources, a rubric, and the knowledge to make it all happen. This workshop is guaranteed to excite students and teachers alike.

Leading Whole School Arts Engagement for Right Brain Immersion Schools (part 2)

(Deborah Brzoska)

School leadership teams will engage in strategic processes to create arts-integrated teaching and learning, school-wide. Participants will practice leadership methods and creatively examine issues that appear to prohibit arts integration such as time schedules and fear of change. They will learn how to facilitate planning with teaching artists and how to build supportive professional relationships among their colleagues. Schools will begin their work as part of a supportive Right Brain network and will be introduced to a growing community of arts-centered schools across the country.

Note: These sessions are for immersion team members from Right Brain partner schools.

IMAGINE THIS!

June 20 – 22, 2011

Event Schedule and Workshop Descriptions

1:30 – 3:00pm – Day 1, Session 3 (Concurrent Sessions)

Integrate-Stimulate-Create: Connecting Theatre and Language Arts/Social Studies

(Adele White)

In this workshop, participants will learn techniques to transform the classroom into a theatre where excellence is the expectation. Be prepared to move, speak and collaborate with other workshop participants to create a performance piece that connects social studies and language arts concepts with performance skills. Everyone leaves with a list of resources, a rubric, and the knowledge to make it all happen. This workshop is guaranteed to excite students and teachers alike.

Beyond the Classroom Walls: Advocating for Arts Education

(Rebecca Burrell)

We know that public education is the responsibility of the entire community—but how do you engage non-educators in this effort? Learn how The Right Brain Initiative, and other arts education advocates around the nation, have creatively and exuberantly rallied public support through social media, exhibits, community partnerships and parent leadership. Learn what resources can connect you to the local and national network of arts education advocates. Then, begin to dream boldly and plan practically about how you can forge partnerships that will engage your community to make equitable arts education a reality in public schools.

Shift, Share, Show: The Arts and Classroom Management

(Carin Rosenberg)

In this workshop, Carin Rosenberg draws from her own experience as an elementary classroom teacher and teaching artist to share strategies and tools participants can take back into their own practice. Various strategies include soliciting ideas from students, organizing students during transitions and hearing them reflect on their learning. Learn about crucial moments in any effective lesson to make learning creative and powerful for students.

Introducing The Right Brain Initiative: Achieving Whole-Brain Learning through Partnership

(Marna Stalcup)

Learn how a public-private partnership in the Portland metropolitan area is working to ensure arts learning for all K-8 students in the region's public schools. This session will provide an overview of the initiative and its approach to achieve a measurable impact on learning through arts integration.

3:15 – 4:45 – Day 1, Session 4 (Studio Sessions, concurrent)

(Two-part series focus on art-making continues on Tuesday)

Yay! Let's Dance in School!

(Kassandra Gruener)

Imagine your students using the art of dance to enhance learning about the sciences, language arts, social studies, math and more. Session 1: **Say Hello to Dance**. We'll get to know dance a little better, discover our thoughts about it as a curriculum and do simple movements, too. The next day, Session 2: **Play Together**. We combine elements from the previous day's session with ideas and concepts from your curriculum. AC is D—Any Curriculum is Danceable!

IMAGINE THIS!

June 20 – 22, 2011

Event Schedule and Workshop Descriptions

Object Stories: The Portland Art Museum

(Amy Gray)

In this studio session, participants will learn about Object Stories and the growing archive that holds profound, tender and quirky tales about meaningful things- both Museum collection objects and personal objects. Museum staff will share the story of the project from intent to creation. Through prompted writing about objects in the collection and/or in their own lives, we will explore Object Stories as participants and think about the project as a platform for students.

How the Turtle Got Its Shell: A Mask Theatre Workshop

(Tony Fuemmeler)

In this workshop, participants will become acquainted with an African folktale, make a mask for one of the characters, and perform that character in the context of the story using both the mask and the body. Through this physical and imaginative theatrical process, we will tie in to curriculum areas of literacy (reading fluency, narrative structure, characters & setting, point of view, creative writing); science (observation, weather systems); mathematics (shapes and pattern); cultural studies (vocabulary, stories); and social behavior (working in groups, what is "power"?).

Music Extraordinaire!

(Rick Meyers)

You too can learn to play the musical saw, spoons, limberjack, jewsharp, nose flute, washboard, bones, and washtub bass! No prior experience necessary. In addition to making beautiful music together participants will learn how lesser-known instruments of American folk music can be used effectively for drawing students in and engaging them in activities that will result in enhanced learning across all curriculum areas. Participants will learn a variety of music skills and will explore ways to use them with any grade level. The material covered is particularly useful for augmenting 4th graders' study of the Oregon Trail.

TUESDAY, JUNE 21st

8:30 – 9:00 – OPENING” SPARK”

Creating Creators: National Trends in Arts Education

(Dennie Palmer Wolf)

Think of this session as a flying tour of some of the newest and most thought-provoking trends in arts, design, and arts-integration thinking. Together, we will consider not only major trends but what they might mean for districts, principals, teachers, teaching artists, students and families.

IMAGINE THIS!

June 20 – 22, 2011

Event Schedule and Workshop Descriptions

9:15 – 10:45am – Day 2, Session 1 (Concurrent Sessions)

So What Did They Learn: Findings from the Right Brain Initiative

(Dennie Palmer Wolf)

In this workshop, we will look at the power of pre- and post- samples, student interviews, and classroom observations to tell us what students learn when they participate in Right Brain residencies. In addition, we will look at how these strategies can help students to see themselves and one another as thinkers and innovators.

Maps: Unlocking Stories

(Natalie Serber)

Maps trigger within us a desire to explore. They help us define and organize our experiences and develop understanding of our environment (internal and external). Maps inspire us to have a close relationship with a setting, to develop a spatial relationship with places and events, create new vocabulary and can encompass fantasy. How can we use maps in our classrooms as prompts for student stories and poems? Can maps encourage a playful attitude towards language and engage different learning styles? In this workshop we will look at ways to energize both reluctant and prolific writers, bringing them to the page with both visual and language prompts, eager to tell their stories and share their ideas.

Integration with Integrity: Is my Chopstick Cha-Cha okay?

(Dan Bosshardt)

In this workshop, we'll take a hard look at music integration across the elementary curriculum. What is shallow and what is deep? What is priceless, what is cheap? Participants will develop criteria for identifying rich experiences that honor the content and process in music and other academic areas. Learning can not only be enhanced but multiplied through thoughtful integration.

Leading Whole School Arts Engagement for Right Brain Immersion Schools (part 3)

(Deborah Brzoska)

School leadership teams will engage in strategic processes to create arts-integrated teaching and learning, school-wide. Participants will practice leadership methods and creatively examine issues that appear to prohibit arts integration such as time schedules and fear of change. They will learn how to facilitate planning with teaching artists and how to build supportive professional relationships among their colleagues. Schools will begin their work as part of a supportive Right Brain network and will be introduced to a growing community of arts-centered schools across the country.

Note: These sessions are for immersion team members from Right Brain partner schools.

11:00am – 12:30pm – Day 2, Session 2 (Concurrent Sessions)

Making Lasting Impressions

(Briana Linden)

In this hands-on workshop, participants will investigate the parallels between science and art by using observational skills as innate to the natural sciences as they are to art-making. We will also examine art terms like process and design, positive and negative space and making marks to tell a story while creating your own repeatable, unique prints. You'll put these skills to use as you reflect on the prints you've made as well as those of your fellow participants. Discover

IMAGINE THIS!

June 20 – 22, 2011

Event Schedule and Workshop Descriptions

applications for using printmaking lessons in your classroom as we explore how to naturally and sensibly integrate art making lessons into classroom curriculum, using the discipline of the natural sciences as a jumping off point, and exploring ideas you bring to the table.

Stories from the Field

(Dennie Palmer Wolf)

This workshop is an opportunity to explore the many dimensions of a fully-realized Right Brain residency at the elementary level. Participants will actively engage in tracing the footsteps of teachers, students, and teaching artists from the first day of planning through final exhibitions and performances. All along the way, we will explore how a residency can "actually" last all year long through lead-up and spill-over activities.

Integration with Integrity: Is my Chopstick Cha-Cha okay?

(Dan Bosshardt)

In this workshop, we'll take a hard look at music integration across the elementary curriculum. What is shallow and what is deep? What is priceless, what is cheap? Participants will develop criteria for identifying rich experiences that honor the content and process in music and other academic areas. Learning can not only be enhanced but multiplied through thoughtful integration.

Leading Whole School Arts Engagement for Right Brain Immersion Schools (part 4)

(Deborah Brzoska)

School leadership teams will engage in strategic processes to create arts-integrated teaching and learning, school-wide. Participants will practice leadership methods and creatively examine issues that appear to prohibit arts integration such as time schedules and fear of change. They will learn how to facilitate planning with teaching artists and how to build supportive professional relationships among their colleagues. Schools will begin their work as part of a supportive Right Brain network and will be introduced to a growing community of arts-centered schools across the country.

Note: These sessions are for immersion team members from Right Brain partner schools.

1:30 – 3:00pm – Day 2, Session 3

IMAGINARIUM: GREAT BRAINS THINKING TOGETHER

(Group Session for all participants)

During this interactive session, all seminar participants will work collectively to explore the power of the arts at the center of school-wide learning. With the provocative art installation of two emerging Portland area artists - "A Home and Country Should Leave Us No More" – we will explore connections and resources to unify the school's entire learning community.

IMAGINE THIS!

June 20 – 22, 2011

Event Schedule and Workshop Descriptions

3:15 – 4:45pm – Day 2, Session 4 (Studio Sessions, concurrent)

Part two of Monday's studio sessions.

Yay! Let's Dance in School!

(Kassandra Gruener)

Imagine your students using the art of dance to enhance learning about the sciences, language arts, social studies, math and more. Session 1: **Say Hello to Dance**. We'll get to know dance a little better, discover our thoughts about it as a curriculum and do simple movements, too. The next day, Session 2: **Play Together**. We combine elements from the previous day's session with ideas and concepts from your curriculum. AC is D—Any Curriculum is Danceable!

Object Stories: The Portland Art Museum

(Amy Gray)

In this studio session, participants will learn about Object Stories and the growing archive that holds profound, tender and quirky tales about meaningful things— both Museum collection objects and personal objects. Museum staff will share the story of the project from intent to creation. Through prompted writing about objects in the collection and/or in their own lives, we will explore Object Stories as participants and think about the project as a platform for students.

How the Turtle Got Its Shell: A Mask Theatre Workshop

(Tony Fuemmeler)

In this workshop, participants will become acquainted with an African folktale, make a mask for one of the characters, and perform that character in the context of the story using both the mask and the body. Through this physical and imaginative theatrical process, we will tie in to curriculum areas of literacy (reading fluency, narrative structure, characters & setting, point of view, creative writing); science (observation, weather systems); mathematics (shapes and pattern); cultural studies (vocabulary, stories); and social behavior (working in groups, what is "power"?).

Music Extraordinaire!

(Rick Meyers)

You too can learn to play the musical saw, spoons, limberjack, jewsharp, nose flute, washboard, bones, and washtub bass! No prior experience necessary. In addition to making beautiful music together participants will learn how lesser-known instruments of American folk music can be used effectively for drawing students in and engaging them in activities that will result in enhanced learning across all curriculum areas. Participants will learn a variety of music skills and will explore ways to use them with any grade level. The material covered is particularly useful for augmenting 4th graders' study of the Oregon Trail.

5:00 – 6:00 pm – Wine and cheese

IMAGINARIUM – Continued

Participants are invited to this informal gathering to continue the dialogue begun in the day's Imaginarium session. Meet artists Chloé Womack and Brennan Broome, creators of: *A Home and a Country Should Leave Us No More*.

IMAGINE THIS!

June 20 – 22, 2011

Event Schedule and Workshop Descriptions

WEDNESDAY, JUNE 22nd

8:30 – 9:00am - “STUDIO SPARK”

Sharing Our Creativity

(Studio Leaders and participants)

9:15 – 10:45am – Day 3, Session 2

IMAGINARIUM – “And now, Imagine THIS!”

(Group session for all participants)

Test our collective plans for arts-centered learning with a few nearly unimaginable opportunities that the future holds for education and the arts.

11:00 – 11:45am – Day 3, Closing Session

Foresight 101: The Art & Science of Thinking about the Future of Learning

(Garry Golden)

Join professional Futurist Garry Golden in exploring trends and emerging ideas that might transform how children (we) create, collaborate and design arts experiences. We will look at shifts in demographics and culture, new approaches to place-making - and how digital experiences might evolve in the years ahead.

11:45am – 12:30pm – FOOD FOR THOUGHT

Enjoy a complimentary lunch buffet and the opportunity to network with colleagues, share insights and dream about the year ahead.

IMAGINE THIS!

June 20 – 22, 2011

Event Schedule and Workshop Descriptions