



2018 IMAGINE THIS! Workshop Descriptions

A CREATIVITY SYMPOSIUM FOR EDUCATORS

WEDNESDAY, JUNE 20		
9:00-10:00	Welcome and Opening Spark! Remember Us: We Are One	Chisao Hata and MOsley Wotta
10:15-11:45	Music Literacy in the Classroom: Practical Strategies for Educators This workshop will explore how students learn to read music with activities that include sound before sight techniques from various theoretical constructs. Participants will engage in activities to explore simple and useful ways to stress literacy in the classroom.	Ryan Hourigan
10:15-11:45	The Artistic Engineer Inspired by the Stanford Design Thinking Process, participants in this interdisciplinary engineering design workshop will listen to a read aloud from the International Space Station by NASA Astronaut Kate Rubins, then engage in the engineering design process around central themes of trial, error, and failure. We'll have fun creating (and possibly perfectly failing)!	Jennifer Mayo
10:15-11:45	The Art of Educational Equity This hands-on, creative, and interactive session will explore the emotional territory that educators face as they address the dynamics of diversity, equity, and inclusion in schools. The power of story, imagery, and art will illustrate the impact of oppression and privilege on teaching and learning, and illuminate practices that promote self-reflection, honest dialogue, and collaboration.	Shauna Adams
11:45-12:45	Lunch on your own	
12:45-2:15	Music and Children with Autism Many teachers notice an increase in the number of students on the autism spectrum in their classrooms. This session is designed for both musicians and non-musicians and offers insight into how the arts can assist teachers of all grades, parents and caregivers in connecting with children with autism. Participants will explore questions about what autism is, how it affects people, and how some strategies are utilized to	Ryan Hourigan



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	<p>help students with autism learn and experience the arts. We will also address communication, emotional, socialization, cognitive, and sensory challenges faced when working with students with autism and offer practical suggestions for teachers to use. The foundation for this workshop is the Prism Project, a performing arts program for students with disabilities (www.prismprojectbsu.org)</p>	
12:45-2:15	<p>If I were leaving I would take... If I were leaving I would miss... Participants will respond to the concept of “displacement” or a “leaving” as inspired by <i>Common Ground</i> photography of Fazal Sheikh, on display in the Portland Art Museum this spring. Using simple materials you will learn how to construct a shadow box to illustrate what you would take, what you value and what you would miss. For many, the exercise may be a way to look deeper into yourself about what is “home,” and a chance to pause and imagine what it might be like for those who “have to leave” quickly. This topic is timely, but also timeless and will provide a rich teaching opportunity to visit this political and emotional subject through art that can be shared with students.</p>	Nancy Helmsworth
12:45-2:15	TBA: Writing Workshop	MOsley Wotta
2:30-4:30	<p>Imaginarium: A Data Walk to Explore Educational Equity in the Arts (This is a plenary session for all participants.) More details forthcoming.</p>	Deborah Brzoska and Shauna Adams
THURSDAY, JUNE 21		
9:00-9:30	<p>Opening Spark! Music—a sure fire way to start the day!</p>	
9:45-11:15	<p>Finding New Normal: An Exploration of Stability and Change Utilizing Sara Fanelli’s <i>My Map Book</i> and a poem written by a Parkland, FL student, participants will explore the crosscutting concept of stability and change through writing and the creation & revision of a personal map. Applications to thinking through the lens(es) of the seven crosscutting concepts, part of the Next Generation Science Standards, are applicable to language arts and social studies too!</p>	Jennifer Mayo



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<p>9:45- 11:15</p>	<p>Move Backs: Utilizing Movement to Reflect Through non-verbal expression and organic movement, participants will learn how to process responses without words and answer questions using a more kinesthetic approach that has powerful applications in classroom learning. Move Backs were developed with the Summer Leadership Institute, the Urban Bush Women, and the Dance Exchange exploring race in America. <u>Jean's House</u>, a RACC funded, devised performance about home, belonging and race, launched the current format of the Move Backs.</p>	<p>Chisao Hata</p>
<p>11:30- 12:30</p>	<p><i>Lunch</i></p>	
<p>12:45- 2:15</p>	<p>TAIKO: A Powerful Voice of Identity and Empowerment Experience the energy and connection created in the act of playing taiko (drums), while learning about the unique history of the art form as an important voice of expression. Taiko has inspired many people of different generations, regions and cultural backgrounds, and has played a role within the American historical landscape. Through the empowering beats of the drum, experience how taiko can connect between teaching the arts and understanding the art form's historical importance in shaping individual identity.</p>	<p>Michelle Fujii and Toro Watanabe</p>
<p>12:45- 2:15</p>	<p>Amplifying Youth Voices Young people in today's schools will be the next generation of leaders in our communities and are best poised for moving the work of educational equity into the future. Many of them find creative, artistic, and dynamic ways to create change. This heartfelt session offers an opportunity for you to hear the voices of young people who have focused their infectious energy into the most positive corners of diversity, equity and inclusion work. It will offer tools for building authentic educational partnerships with young people who are creating their own way in the world of DEI.</p>	<p>Shauna Adams and Tyler White</p>
<p>2:30- 4:30</p>	<p>Teacher Takeover! Activating the Art Museum for Learning Across Disciplines (This is a plenary session for all participants.) Join Portland Art Museum education staff and members of the Museum's Teacher Advisory Council who will facilitate experiences connecting social justice and visual art through multiple disciplines, including creative writing, science, and critical inquiry.</p>	<p>Portland Art Museum Education Staff and Museum Teacher Advisory</p>



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	Based on visits to the Museum’s galleries, you will learn innovative teaching techniques from your peers to activate the museum for social engagement, deep thinking, and curiosity.	Council Members
FRIDAY, JUNE 22 – at the Oregon Jewish Museum and Holocaust Education Center		
9:00-4:30	<p>The Children of Willesden Lane: A Contemporary Look at History</p> <p>This full-day session will guide teachers in developing a curricular unit on the Holocaust and events of World War II based on the book, <u>The Children of Willesden Lane</u>. This inspiring story of the author’s mother, her experience on the Kindertransport, commitment to her classical musical studies, and determination to not give up hope provide a backdrop relevant to today’s worldwide humanitarian and refugee crisis and the importance of social justice. Included are a docent-led tour of the Oregon Jewish Museum and Center for Holocaust Education, access to a curriculum created in partnership with Facing History and Ourselves, and hands-on art making experiences that integrate classroom learning and the topics at hand. Copies of the book are included. Lunch is the responsibility of participants with local take-out options available.</p>	Holocaust Educators from the Oregon Jewish Museum and Portland Public Schools Curriculum Specialists