

HOT SCHOOLS BACK TO THE FUTURE STILL LEADING THE WAY

TRACK and Workshop Descriptions

Sessions at the HOT Summer Institute are offered as Tracks (sequential learning opportunities) and Workshops (hands-on experiential sessions

designed to engage you in art making or thinking). When you select a Track – you are signing up for three 3-hour sessions of in-depth learning on a certain topic. When you select a Workshop – you are signing up for shorter sessions (1.5 – 3 hours) on various topics.

Tracks and workshops will run simultaneously. The Track 1 sequence will take place on Monday and Tuesday. Once you select a track for that time block – you will be blocked from choosing workshops that run simultaneously. If you select workshops for that time block, you will be blocked from selecting a Track that runs simultaneously. The Track 2 sequence will take place on Thursday and Friday. If you select a track for that time block – you will be blocked from choosing workshops that run simultaneously. If you select workshops for that time block, you will be blocked from selecting a Track that runs simultaneously.

Everyone should take at least one track. This year – for the first time ever – you have the option of taking two tracks. These Track and Workshop descriptions, along with the Track & Workshop “At-A-Glance” chart will guide you in mapping your week.

Please NOTE: This is IMPORTANT! When you select a track – you are committing to all three 3-hour sessions. You may not enter and leave track sessions at will because they are built on sequential learning and community building. . Please help us by adhering to this policy.

TRACKS

Monday – Tuesday Tracks Three 3-hour sequential learning sessions on
Monday: 2:15-5:15PM; Tuesday: 8:00-11:00AM; and Tuesday: 2:30-5:30PM.

Track A1. Arts Integration: The Cure for the Common Core

Co-Presenters: Louise Pascale and Lisa Donovan

Participants in this track will experience a wide-range of arts-based strategies while making direct connections to Common Core State Standards (CCSS). They will learn flexible arts-based techniques, make direct connections to their own curriculum and discover how the process of arts integration both deepens learning and assessment. Each artistic exploration will be viewed through the lens of Common Core Anchor Standards. Participants will leave with specific ideas for implementing these strategies and a clear sense of how arts integration is well suited to addressing CCSS.

Track A2. Creative Classroom Cultures

Presenter: Cheryl Hulteen

You may know about the Multiple Intelligences (MI) theory. Prepare yourself for MI theory as practice. You will: laugh, become the Multiple Intelligences, laugh, decode how to teach using MI, laugh, learn how to help students access their strength MI bridges as learners, and laugh. You may even lose a few pounds of educational baggage. Did I mention there will be laughter? Teaching is, after all, joyful.

Track A3. Curriculum in Motion®

Co-Presenters: Celeste Miller and Sharon Berndt

This lively hands-on (feet in!) experiential track will present how to weave kinesthetic energizers into daily teaching and how to use kinesthetic principles to design the classroom environment for maximum learning flow. Learn how brain-based research supports kinesthetic learning, and how to design and assess Creative Movement integrated lesson and unit plans. Participants will become artist-learners in order to experience first hand the power of dance as a classroom tool. No previous dance experience necessary - the more left feet the better!

Track A4. Democratic Practice > In Play

Presenter: Christopher Eaves

This track provides teachers with the skills to facilitate democratic practice through role-playing, strengthen community, and assess learning in real time. Participants will learn the method and practice of leading structured ensemble improvisation for an array of classroom applications. They will be provided with the opportunity to both lead and role-play to best understand both the teacher and student experience.

Track A5. Middle and High School-wide Arts Integration

Presenter: Deb Brzoska

Participants in this track will design rigorous arts-integrated projects for middle and high school students. Common Core intersections among the arts and other subjects will be explored, as well as ideas for launching, scheduling, documenting, and celebrating whole school arts integrated teaching and learning. Participants will walk away with a coherent plan for school-wide arts integration that will take place in the 2013-14 school year.

Track A6. Artist to Artist: Reflective Practice

Presenter: Barbara Cox

This track for teaching artists, educators, mentors and coaches will model how to adapt the Artist to Artist processes and network framework to develop a community of practice which focuses on the art of teaching and learning, planning and reflecting, assessment and evaluation and coaching and mentoring. Participants will experience the Artful [reflective protocols](#) as responders and facilitators through a variety of hands on activities including lesson analysis and design, building and leading a critical friends network and process and creating new or redesigning existing residency models and/or curriculum. The Artist to Artist track will begin on Monday with a 3-hour Artist to Artist session featuring Percussive Dancer Malke Rosenfeld who will engage participants in an active experience with her Math in Your Feet program. Teaching artists should bring sample residency designs.

Thursday – Friday Tracks

Three 3-hour sequential learning sessions on

Thursday: 8:00-11:00AM; Thursday: 2:30-5:30PM; and Friday: 8:00-11:00AM

Track B1. Balance and Rotation Strengthen the Core

Presenter: Ann Klein

Participants in this track will discover their learning and teaching styles through Jungian typology. The more teachers are aware of their personal style and its effect on their practice, the more comfortable they will be in designing lessons that offer students comfort and challenge. Task Rotation is a versatile strategy that enables teachers to accomplish a variety of classroom goals, but importantly it is a framework for differentiating tasks and learning activities so that all students have the opportunity to work in their preferred style and develop their weaker ones. It is a way to bring balance to teachers' instructional and assessment systems since it ensures that assigned work promotes multiple forms of thinking.

Track B2. Building Collective Capacity

Presenter: Christopher Eaves

This track provides teachers, parents and administrators with the time and space to reflect upon their personal and professional selfhood as it relates to their HOT School community. This workshop serves as a contextual viewfinder for reflecting upon ways in which communities interact, experience, teach and learn. As essential members of the HOT Schools community,

participants will be provided with frameworks and impetus for lasting individual and community growth.

Track B3. Discovering History: Dissecting a Residency

Co-Presenters: Emily Mattina and Rebecca Brown of Shakesperience

Participants in this track will gain a better understanding of the transformative power of residencies to create culture and instill pride of place. It will focus on devising theatrical pieces with participants using a recent residency, The Neighborhood Initiative, as a case study. Creating theatre gives us a unique opportunity to celebrate the art form and the voices and experiences of those involved.

Track B4. Formative Assessment and the Common Core

Presenter: Victor Klein

This track will provide research-based tools and strategies that support the Common Core. To do this well, to take students on a continuous journey towards improved learning, teachers need a collection of assessment techniques that integrate seamlessly into their overall instructional design. The workshop will answer three questions: Where am I going? Where am I now? What can I do to close the gap?

Track B5: The Head, the Heart and the Arts: Like Ice Cream to the Cone

Presenter: Nancy Lindhjem

Participants in this track will learn to promote acceptance, inclusion and respect in the classroom by improving students' ability to listen, respond appropriately to others, and develop empathy. They will focus on various developmental aspects of children, including social, emotional, academic, physical, and spiritual, and learn strategies necessary for building an inclusive, positive learning community. Learn what one community has done to raise awareness about the need to focus on the prevention of bullying and peer aggression, through the inclusion of the arts.

Track B6. Teacher As Artist, Artist As Teacher

Co-Presenters: Sharon Berndt, L'Ana Burton and Mark Patnode

How does it all work - teachers, students and artists collaboratively working with skills, curricular areas and Common Core Standards (CCS) in an atmosphere of creativity? Two artists and a classroom teacher will demonstrate step-by-step how to create arts-infused instruction in your classroom. The arts and CCS work hand-in-hand to provide amazing learning experiences for students of all ages. Learn how to plan instruction that honors academics and arts equally. This track will provide you with a toolbox full of strategies, insight and inspiration. Come prepared to move, create and explore together!

Track B7. YES YES GOOD

Presenter: Cheryl Hulteen

Say YES to your ideas. Say YES to the ideas of the people you work with, and, above all else, make each other look GOOD. Learn about Multiple Intelligences practices and creative thinking skills in addition to critical thinking skills. Participants will be involved in hands on, up on their feet, interactive classroom strategies to encode curriculum with the arts. They will also revitalize and nourish the teaching and learning instrument that is *themselves*, the makers of a creative classroom culture.

WORKSHOPS

Hands on experiential learning experiences offered in two 1.5 hour or one 3 hour stand-alone sessions.

MONDAY AFTERNOON WORKSHOPS 2:15 - 5:15PM

M1. Language & Landscape: Chinese Poetry in the Style of the Tang Dynasty

Presenter: Tom Lee

Participants will create short poems in the “jue jue” style of the Chinese Tang Dynasty. We will explore multiple art forms (visual, musical, literary) to discover the historical and philosophical context of what is often called The Golden Age of Chinese poetry. The workshop will take the form of a scholar’s studio as we craft short poems reflecting on elements of “Yin” and “Yang” in the natural world.

M2a. Music in the Classroom*

Presenter: Michael Meurs

**(Those who take “Music in the Classroom” will also take “Acting for the Classroom”)*

Participants in this workshop will learn strategies for using music in the general classroom setting through demonstrations of singing and playing instruments, finding repertoire (authentic music for listening and singing), and learning basic concepts for composing original songs with their students.

***Participants in this workshop will also take: M2b. Acting for the Classroom**

M2b. Acting for the Classroom*

Presenter: Anthony Republicano

Participants will engage in theatre games and exercises designed to stimulate quick thinking, teamwork, and public speaking skills. They will learn the basics of improvisation and sketch comedy and create their own scenes to perform. Teachers will be given strategies on how to integrate curriculum into theatre art activities.

***Participants in this workshop will also take: M2a. Music in the Classroom**

M3. Learning on Their Feet

Presenter: Carol Glynn

Participants will open their minds to using kinesthetic activities to teach subjects across the curriculum. They will learn “Ingredient Games” that can be a template for any curricular subject (K-8) to get students out of their seats, working together, and playing while learning required skills. Teachers will connect these games to their own curriculum and learn mayhem avoidance strategies. They will also play specific curriculum games in math, science, social studies and language arts.

TUESDAY MORNING WORKSHOPS 8:00 - 11:00AM

TU1. Drawing Out the Best in Your Students

Presenter: Jon Pearson

See how students can picture their thinking and double their learning - how to turn ideas into living images, books into mental movies, and daydreaming into advanced reading comprehension. Discover fun, simple ways your students can learn anything faster and retain it longer with “off-road” drawing techniques that mimic how the brain actually thinks.

TU2. Islamic Miniature Painting and Its Relevance to Contemporary Art Practice

Presenter: Maureen Neumann

Participants will be introduced to the visual arts and philosophies of the Near East and explore painting techniques used by Muslim artists from around the globe. The relevance of these techniques to contemporary art making, especially for younger students, will be identified and practiced. Educators will discover how the kinesthetic attributes of this cultural practice can aid in the development of mental modalities that enhance overall student learning in the classroom.

TU3a. Tips for Teams*

Presenter: Betty Hadlock

Who should be at the planning table when developing an interdisciplinary residency? What key points/processes will assure success? And most importantly – how do the best practices of a successful residency carry over into future classroom, grade-level, and school-wide planning? Participants in this nuts and bolts workshop will be introduced to the steps in creating an interdisciplinary planning team of teachers, administrator(s) and parents, and they will work through the steps for successful arts integrated planning.

***Participants in this workshop will also take: Rigor without Mortis**

TU3b. Rigor without Mortis*

Presenter: Barry Lane

The best non-fiction writing is not a formulaic regurgitation of facts or ideas, but a logical analysis and synthesis of information by an inquiring mind. Writing is thinking on paper and the

clearest, and most vibrant thinking makes the best writing. The Common Core Standards aim to prepare children for the 21st Century workplace and advanced academic settings by teaching this kind of clear, logical writing.

***Participants in this workshop will also take: Tips for Teams**

TUESDAY AFTERNOON WORKSHOPS 2:30 - 5:30PM

TU4. Energy & Words: Unlocking and Focusing Creativity

Presenter: Pit Pinegar

Participants in this workshop will have a hands-on experience of “Energy & Words,” a process by which they (and through them, their students) will reach a state of openness, deep focus, and productive creativity. This process has four components: a sequence of movements intended to balance body and mind and bring them into harmony; relaxation/meditation accompanied by meditative sounds; writing from a state of relaxed and open consciousness; and then sharing what has been written. Participants will also learn techniques for building a trusting community of empathic listeners.

TU5. Extending Arts Learning in Your Teaching

Presenter: Eric Booth

Eric will experientially introduce three ways he works with educators to bring the arts into all subject areas. Participants will consider strategies that each can connect to the common core, and everyone will leave with new arts integration tools and an experiment of their own design to extend the arts learning in their teaching.

TU6a. HOT Blocks: Cross Curricular Collaborations*

Presenters: Kim Fox Santora (Principal) with Don Cooper, Allan Bates and Amy Traggianese

Participants will understand the essential ingredients needed to collaborate with essentialists (e.g. art, music, physical education) in order to develop a meaningful arts-integrated approach to supporting academic deficiencies. Participants will be introduced to specific, effective HOT block collaborations that improved student learning during the past school year. This model promotes innovative planning and teaching and fosters mutual respect and dialogue among teachers while motivating students to improve.

***Participants in this workshop will also take: TU6b. The Environment, Science, and Music....**

TU6b. The Environment, Science, and Music in Social Studies*

Presenters: Giovanni Ciarlo and Kathleen Sartor

Participants will be introduced to a vast collection of musical instruments, all made from natural materials, and experience playing simple rhythms and melodies that highlight the formation of culture in the Americas. Connections will be made demonstrating how the natural

environment and historic events have combined to affect the Native American, European and African cultural mix in the Americas.

***Participants in this workshop will also take: TU6a.HOT Blocks: ...**

TU7. Make It Up

Presenter: Anne Cubberly

In this workshop participants will focus on creativity, process and community.

Using imagination and everyday, re-purposed objects, the group will collaborate to create a complete performance.

WEDNESDAY MORNING WORKSHOPS 8:00 – 11:00AM

W1. Aligning the Arts and Common Core

Presenter: Deb Brzoska

Participants in this workshop will gain an understanding of the powerful intersections among the arts, common core ELA standards, and Smarter Balance Assessments. They will take part in active, arts-integrated teaching strategies that push student thinking to higher levels.

W2. Artist to Artist

Presenter: Barbara Cox

Using *Artist to Artist* tools, teaching artists from a wide range of backgrounds and experiences learn from each other, discover mentoring and partnership opportunities, and gain tools to recognize, decode and replicate exceptional practices to help them build and strengthen relationships with schools and arts organizations.

W3. Building the Brain for Higher Order Thinking

Presenter: Eve Kodiak

Participants have the opportunity to ask questions that they might never have thought to ask - and to look for answers in places that they may not have known existed. Our cognitive processes are initiated unconsciously. How can we use this “lower order” thinking to achieve our “higher order” thinking objectives? In a series of tiny controlled experiments, we: 1) notice where we are; 2) participate in movement, sound, and visualization activities; and 3) discuss the neurological whys and hows.

W4. Creative Writing for the Core

Presenter: Leslie Johnson

Participants will experience creative writing exercises that support Common Core Standards in literacy (science and social studies) for grades 5 through 12. Leslie will demonstrate how the art of creative writing can be used as a pathway for engaging students with a variety of texts –

literary, nonfiction/informational, and visual (print and digital). Participants will explore a topic from multiple perspectives using diverse texts and interactive creative writing.

W5. Dance for the Dance Terrified

Presenter: Celeste Miller

This workshop provides a simple, safe introduction to tips, tools, energizers and activities that educators can use in the classroom on a daily basis. It may be a one-minute energizer, a two-minute “clear the air,” a kinesthetic focus exercise or a quick curriculum connector – a toolbox of kinesthetic and creative movement options for daily use. Methods are drawn from brain-based learning practices and arts integration. You don't even have to rearrange the furniture!

W6. The heART of Teaching

Presenter: Cheryl Hulteen

You witness as ‘it’ happens. A child learns something. It is a powerful life changing moment. Later, someone asks how your day was. You think about trying to truly explain what happens when you, as a teacher, witness knowing and understanding happen. It feels impossible to truly make someone else understand what you do. So you smile and say, “I had a good day. How was yours?” Guess what? You're a member of The Teaching Tribe, and we're here this week to support each other. You are in a community that understands the good, the scary, the boring, the fulfilling, the challenging, the life changing artistry of teaching. Join the excel-ebation of YOUR ART of TEACHING. Dance, sing, discuss, mural, and write as you celebrate being a member of this glorious tribe.

W7. Meet ‘em Where They Are, Take ‘em Someplace Else: Devising Original Performance Work with Young People

Presenter: Marcella Trowbridge

Participants in this workshop will be devising original work. We will discover ways of playing together that bring trust and cohesion to a group while exploring the crafting of text, sound, movement and scene images. Offering ways to connect to personal voice, as well as curricular content, we will be on our feet, working in large and small groups, in pairs and as individuals. This workshop should provide respite, insight and play for us as educators- and inspire application for the classroom.

WEDNESDAY AFTERNOON WORKSHOPS

2:30 - 5:30PM

W8. BullsEye: A Snapshot of Life

Presenter: Nancy Lindjhem

Participants in this interactive session will reflect on the various themes depicted in the Christopher Eaves play, “BullsEye,” and how they relate to everyday life. This powerful performance depicts a variety of distinct streams of thought that will generate safe, open,

honest, and meaningful dialogue among the members of the group. Individual and group reflections, by various means, will focus on the impact this work may have on one's concepts of self, family, and community. It will also serve to reinforce the power of the arts in learning – and in life.

W9a. Gallim Dance*

A member of the New York based contemporary dance company *Gallim Dance* will lead a workshop designed to realize the endless human capacity for inspiration through movement. Non-dancers are welcome to explore the company's movement process, a unique style of exploration that encourages imagination and athleticism through the spirit of play. Participate in warm-up, improvisation exercises and movement phrases that will be seen in the Gallim Dance performance.

***Participants in this workshop will also take: W9b. That Funky Drumming**

W9b. That Funky Drumming*

Presenter: Bob Bloom

Participants in this hands-on, experiential workshop will learn about the applications and arts-integration values of interdisciplinary, interactive drumming activities that meet Common Core Standards in reading, literacy, and creative writing. Activities are engaging to visual, aural, and kinesthetic learners, and are accessible to students with disabilities. The session teaches basic percussion instrument and interactive drumming leadership skills, and will include mock assembly and mock classroom segments that demonstrate the ideas and methods being taught.

***Participants in this workshop will also take: W9a. Gallim Dance**

W10. Not Just Kumbayah Anymore: Creating and Presenting Socially Conscious Art

Presenter: Noah Baerman

Participants will be exposed to a vast range of approaches to socially conscious art. Discussion of these approaches will be interspersed with a performance of jazz music in this vein as well as an exploration of some potent historical examples. Artists, teachers, administrators and parents can all learn inspiring yet sensible ways to foster creativity and social conscience in ways that work in tandem and enrich one another.

W11. Peace is Possible: An Arts Integrated Approach to Teaching Nonviolence in the Classroom

Presenters: Victoria Christgau and Robin Wildman

Learn tools for teaching arts integrated peace making skills developed from Dr. Martin Luther King, Jr.'s nonviolence approach. Through analysis of nonviolence principles, participants engage in finding collaborative solutions to conflicts. Topics such as bullying will be addressed. With music, songs, role-plays and literature, participants learn exciting ways to teach peace and justice. They will understand that a nonviolence approach is a viable means with which to solve conflicts in all of its forms.

W12. Zentangle

Presenter: Kathy Parluski

Participants in this workshop will learn a new and exciting pen/ink process called Zentangle, a simple, meditative art experience. By penning one stroke at a time, one can create a beautiful finished work that is small (3-inch square), yet unbelievably complete, with a minimal amount of instruction needed. Zentangle has been studied by several college professors of psychology who have indicated that this art form results in an integration of a very basic lesson plan and readily available materials with the added benefit of intrinsic relaxation.

THURSDAY MORNING WORKSHOPS

8:00 – 11:00AM

TH1. Enhanced Curricular HOT Opportunities (ECHOS)

Presenter: Linda Eakin

Participants will be guided through the process of creating a practical plan to engage students in real-world learning that is student-driven and that facilitates higher order thinking. When teachers structure instruction considering students' abilities, interests, and learning styles, higher order learning takes place. ECHOS is a HOT School strategy that engages all students (often in multi-age groups) in active learning.

TH2a. Kids With A Voice: An Alternative to Student Senate

Presenters: Karen McHugh and faculty of John C. Daniels School

This workshop presents a unique student senate model - a leadership group with horizontal power in which every grade level (3-8) has an equal voice. Students conduct meetings, choose topics they feel they can impact, and as a result feel empowered. Participants will learn how to replicate this model and strategies for motivating colleagues to be a part of it. Video of an actual meeting will be shared along with sample student applications and other helpful tools.

***Participants in this workshop will also take: TH2b. Javanese Gamelan, Tapestry of Sound**

TH2b. Javanese Gamelan, Tapestry of Sound

Presenter: I.M. Harjito

In this hands-on workshop centering on the Javanese gamelan, participants will learn about the instruments that make up the gamelan orchestra: bronze percussion, such as metallophones and gongs, drums, wooden xylophones, flutes, strings and singers. They will also be introduced to various tuning systems as well as traditional performance techniques. While gamelan music emphasizes ensemble performance, the mastering of individual techniques contributes to the melodic tapestry of sound as a whole.

***Participants in this workshop will also take: TH2a. Kids With A Voice: An Alternative...**

TH3. Sparking School-wide Arts Integration in HOT Elementary Schools

Presenter: Deb Brzoska

Participants in this workshop will explore the promise and possibilities of the epitome of HOT schools - whole school arts integration, where every member of the school community collaborates to achieve a cohesive arts-rich culture.

THURSDAY AFTERNOON WORKSHOPS 2:30 - 5:30PM

TH4a. Altered Books*

Presenter: Sanna Stanley

In this workshop, participants will experiment with varied approaches and techniques for transforming traditional books into new meaning. They'll reflect on the how content and images in the books provided might be utilized, synthesized, changed, and adapted to create new and personal meaning, or consider how the existing content might be enhanced. The end result is the creation of a work of art.

***Participants in this workshop will also take: TH4b. Visual Journaling: Art, Text and Learning**

TH4b. Visual Journaling: Art, Text and Learning*

Presenter: Donna M. Fitzgerald

Visual journaling is a gathering of thoughts, observations, insights, notes, drawings and printed imagery that convey an idea or understanding. Participants will examine journal pages and the journaling process along with responding and dealing with the challenges of approaching a blank page. Journal pages, media and methodology will be explored along with journal prompts to energize and exercises to get you and your students started.

***Participants in this workshop will also take: TH4a. Altered Books**

TH5. Drawing Out the Best in Your Students

Presenter: Jon Pearson

See how students can picture their thinking and double their learning - how to turn ideas into living images, books into mental movies, and daydreaming into advanced reading comprehension. Discover fun, simple ways your students can learn anything faster and retain it longer with "off-road" drawing techniques that mimic how the brain actually thinks.

TH6. Embodied Poetry: Beyond Butterflies and Knots

Presenters: Eileen Dulen-Jennings and Reggie Marra

Participants will be introduced to the use of physical prompts to inform the writing process. We will explore common themes (e.g. joy, control, desire, fear, etc.) and examine the kinesthetic experience that emerges from and holds them. Participants will learn how to work collaboratively to incorporate art-infused strategies for developing rough drafts and experience the power of a physical and visual approach to the editing process.

FRIDAY MORNING WORKSHOPS 8:00 – 11:00AM

F1. Arts Integration and Common Core: An Overview for HOT Faculty

Presenter: Deb Brzoska

Participants in this workshop will gain an understanding of the powerful intersections among the arts, common core ELA standards, and Smarter Balance Assessments. They will take part in active, arts-integrated teaching strategies that push student thinking to higher levels.

F2. Drawing Out the Best in Your Students

Presenter: Jon Pearson

See how students can picture their thinking and double their learning - how to turn ideas into living images, books into mental movies, and daydreaming into advanced reading comprehension. Discover fun, simple ways your students can learn anything faster and retain it longer with “off-road” drawing techniques that mimic how the brain actually thinks.

F3. Finding Your Creative Future

Presenter: Nancy Fishell

Using participant-generated curricular connections we will learn how to take a lesson apart and put it back together incorporating the core HOT components of strong arts, arts integration and democratic practice. Participants will leave with a toolbox full of approaches to use in lesson planning (alone or in teams) and teaching. They will also create some art while exploring mind-expanding techniques.

F4. HOT POETRY!

Presenter: Leslie Johnson

“HOT Poetry!” actively involves participants in creating original poetry and performing it in the classroom using accessible “poetry theater” techniques. Leslie Johnson, experienced educator and Teaching Artist, uses the multiple intelligences and multiple modes of art to inspire the writing process and engage students with diverse learning styles. Her fun and time-efficient techniques for sharing writing in the classroom will help you build community along with the confidence of your student-writers at all developmental levels.