

Concurrent Session Descriptions (as of December 1—More May Come!)

Enriching Literacy With Arts, Enriching Arts With Literacy

Concurrent Session 1, *Creative Writing and Literacy*

“Stop Making Sense: Image, Sound, and Syntax Re-Invent the World”

Eli Goldblatt, Poet and Memoirist, Temple University, Philadelphia, PA

In this workshop, participants will draw on visual imagery and successive drafting exercises to generate surprising language for a world we thought we knew. We will explore the language tools at the disposal of creative writers and read both our own compositions as well as published poems. Each participant will carry away new poetry or prose they have written and a brief anthology of contemporary poetry.

Concurrent Session 2, *Art and Literacy*

“Moving Beyond the Paint and Pages”

Susan Hensley, Literacy Facilitator, Grace Hill Elementary School, Bentonville, AR

In this workshop, participants will learn how to unlock the mystery of theme through art and then apply it to literature.

Concurrent Sessions 3 and 4, *Art and Literacy*

Wendy Osterweil, Painter and Art Educator, Temple University, Philadelphia, PA

“Print Play and Word Work: Guided Creativity Exercises and Collaborative Art Making”

Through guided exercises, participants will carve stamp prints and generate word banks that culminate in a print/paper collaboration. Rejuvenating creative capacity is important to all teachers. This workshop offers a refreshing opportunity to reconnect with our artistic selves while learning new methods to implement in our individual and teaching practices. We will jumpstart the workshop with creative thinking exercises including: journal prompts, word play, markmaking, and guided imagery. Personal stories lead to group conversations where common patterns surface through trust in dialogue. With guided explorations in print and text, new symbols will emerge as participants carve stamp prints. Based on work generated, we will make associations between and among previously unrelated images and words and create meaning through new connections. As a group, we will collect our words and symbols to create a large mixed media piece from which each person retains a part. The experience will be dynamic,

enriching, surprising, and revitalizing. Participants receive part of the final piece and a bibliography on creativity.

Concurrent Session 5, *Art and Literacy*

Niki Ciccotelli, Head of School Programs, Crystal Bridges Museum of American Art

“Art History Lessons that Live: An Inquiry-Based Approach”

In this interactive session, participants will take a look at some of the collection of Crystal Bridges Museum of American Art and explore the many levels of inquiry-based learning that is a mainstay in the museum education field. This approach not only increases visual and verbal literacy skills, but pays respect to the level of knowledge already inside the learner, while expanding upon their ability to identify and discuss the many aspects of works fine art.

Concurrent Session 6, *Movement, Dance, and Literacy*

“Invisible Tracks’: Exploring the Underground Railroad through Movement”

Kimberli Boyd, Dancer and Director

Affiliated Artist, Kennedy Center for the Performing Arts, Washington, DC

In this highly interactive session, participants will discover how movement and music strategies can enhance learning about the history of the Underground Railroad. Participants will work in cooperative learning groups to understand that the Underground Railroad is not a train but an amazing phenomenon of people helping people. Participants will create a brief performance in which they “travel” on the Underground Railroad. Using movement and drama techniques to show key story components, participants will face obstacles and use critical thinking skills with group cooperation to find safe houses.

Concurrent Session 7, *Music and Literacy*

Chris Goering, English Educator and Professional Musician, University of Arkansas

“Literacy, Music, and the Teaching of English”

This session will provide several practical strategies to help teachers use music in secondary English language arts settings. Participants should expect to participate in reading and writing strategies ranging from lyric analysis to narrative writing. Strategies will focus on the engagement, motivation, and critical thinking that can take place when music is effectively utilized in an English setting.

Concurrent Session 8, *Drama and Literacy*

Harry Blundell and Kathi Blundell Arts Center of the Ozarks; Cathy Crouch, Betsy Penix, and Jo Vanderspikken, Springdale School District

“Where There’s a Will, There’s a Way”

Participants will learn how both sides of an arts center-school collaboration work. From the school side, participants will learn how to get the students involved both identified with the selection of the play, the rehearsal, and the eventual performance. From the arts center side, participants will learn about the empowerment of the student through involvement in performance.

Concurrent Session 9, *Drama and Literacy*

Kassie Misiewicz, Executive Artistic Director, Trike Theatre

“Comprehend, Collaborate & Connect – Drama & Literacy Integration Strategies”

Participants will participate in tableau, a drama technique that strengthens community and deepens students’ comprehension of and connection to a text. When students collaborate to create frozen pictures with their bodies, they expand their imagination and visualize their ideas.

Concurrent Session 10, *Drama and Literacy*

Bob Ford, Artistic Director, and Morgan Hicks, Director of Education and Program Development, TheatreSquared

“Enter Stage Write: An Actor’s Approach to Text”

In this interactive session, participants will explore a unique hands-on method of approaching literary narratives with the goal of simultaneously boosting student exposure to the arts while boosting literacy skills. The heart of the theatrical text is story, and the heart of story is character. When developing characters, actors must break down language in a script and scan for clues that reveal their character’s intentions, emotions and objectives. Actors must also discern the meaning inherent in language through a close examination of word choice and structural clues. This session will cast participants in the roles of playwright and actor and examine how the skills of the theatre practitioner - voice, fluency, imagination, intent - are mirrored in the work of strong readers.