

Institute *for*  
ARTS INTEGRATION *and* STEAM



K-8 ARTS INTEGRATION AND STEAM ONLINE CONFERENCE

# SUMMER **CONFERENCE** GUIDE

July 21-22, 2022

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# Welcome to the **Summer 2022 Teach in Color Conference** for Arts Integration and STEAM.

Get ready for 2 days of inspiration, creativity, and connection with these speakers, teachers, and artists:



Don't forget to join the **Private Community** for Conference Participants!



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# Links & Information Quick Reference

Conference dates: July 21 and 22, 2022

PLEASE BE AWARE OF TIMEZONES! [Use this converter tool](#) to help you.

We will begin at 10AM ET (9AM CT, 7AM PT) each day.



## ACCESS LINKS - CLICK ANY BOX TO VIEW

[CONFERENCE  
HOMEPAGE](#)

[DAY 1 LIVE  
AREA](#)

[DAY 2 LIVE  
AREA](#)

[GET READY  
GUIDE &  
TECH TIPS](#)

[PD  
CERTIFICATE  
AREA](#)

## JOIN US FOR A PRE-CONFERENCE HAPPY HOUR!

[JOIN IN HERE](#)

**Save the Date!**

**WHEN:** Wed. July 20 @ 6PM ET

**WHERE:** [Our Zoom Room Here](#)

Join Co-Hosts Typhani Harris & Holly Valentine for an hour of trivia, fun games, and giveaways. Mix your favorite drink and Zoom in with us live!



TYPHANI HARRIS



HOLLY VALENTINE



## CONNECT WITH US ON SOCIAL MEDIA



**FACEBOOK**  
@ArtsIntEdu



**INSTAGRAM**  
@ArtsIntEdu



**YOUTUBE**  
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@ArtsIntEdu



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@ArtsIntEdu



# Conference Schedule — Day 1 (July 21, 2022)

PLEASE BE AWARE OF TIMEZONES! [Use this converter tool](#) to help you. **We will begin at 10AM ET (9AM CT, 7AM PT).**

10:00AM ET	Welcome & Introductions	
<b>Keynote: Jason Reynolds &amp; Jason Griffin</b> 10:05 - 10:30 AM ET		Viewed? <input type="checkbox"/>
10:30AM ET	Brain Break #1: Hand Lettering	
<b>Supporting Students Well-Being through Creativity</b> 10:38 - 10:54 AM ET Presenter: Lily Howard Scott Instagram: @lilyhowardscott		Viewed? <input type="checkbox"/>
<b>Empower Your Vision</b> 10:55 - 11:10 AM ET Presenter: Kim Wilson Twitter: @KimABCProject		Viewed? <input type="checkbox"/>
11:10AM ET	Brain Break #2: Hand Lettering (Cont.)	
<b>Finding Successful Pathways to Achieve Gender Equality in STEAM</b> 11:20 - 11:36 AM ET Presenter: Antoinette Ellis Instagram: @TonieEllis		Viewed? <input type="checkbox"/>
<b>Featured Session: Exploring the Scientific Method through Art</b> 11:36 - 11:55 AM ET Presenter: Anne Carey Instagram: @LeftBrainCraftBrain		Viewed? <input type="checkbox"/>
11:55AM - 12:25PM ET	Lunch/Mid-Conference Break	
<b>Featured Session: How the Arts Can Save Education</b> 12:25 - 12:48 PM ET Presenter: Erica Halverson Instagram: @ERHalverson		Viewed? <input type="checkbox"/>
<b>Building a Family Arts Night</b> 12:48 - 1:03 PM ET Presenter: Emily Hillman Email: emily.hillman@sau26.org		Viewed? <input type="checkbox"/>
<b>Using Literacy with Visual Arts to Teach New Concepts</b> 1:03 - 1:18 PM ET Presenter: Gabriela Mora de Rubio Instagram: @BlondBerry29		Viewed? <input type="checkbox"/>
1:20PM ET	Brain Break #3: Hand Lettering (Finish)	
<b>Makerspace Madness</b> 1:30 - 1:50 PM ET Presenter: Susan Riley Instagram: @ArtsIntEdu		Viewed? <input type="checkbox"/>
1:50PM ET	End of Day Announcements	

# Conference Schedule — Day 2 (July 22, 2022)

PLEASE BE AWARE OF TIMEZONES! [Use this converter tool](#) to help you. **We will begin at 10AM ET (9AM CT, 7AM PT).**

10:00AM ET	Welcome Back & Announcements	
<b>Keynote: Nicholas Ferroni</b> 10:02 - 10:32 AM ET		Viewed? <input type="checkbox"/>
10:32AM ET	Brain Break #1: Spirograph Mandalas	
<b>DanceTok</b> 10:40 - 10:57 AM ET Presenter: Molly Lucareli Instagram: @lifewithlucareli		Viewed? <input type="checkbox"/>
<b>Building Community by Celebrating Culture and Diversity</b> 10:57 - 11:16 AM ET Presenter: Estee Nsek Instagram: @ed0tmarie		Viewed? <input type="checkbox"/>
11:16AM ET	Brain Break #2: Spirograph Mandalas (Cont.)	
<b>Play to Learn, Learn to Lead</b> 11:26 - 11:40 AM ET Presenter: Ruth Byrne Instagram: @RuthbyRalen		Viewed? <input type="checkbox"/>
<b>Featured Session: Human Centered Creativity</b> 11:40AM - 12:05 PM ET Presenter: Jason Blair Twitter: @_JasonBlair		Viewed? <input type="checkbox"/>
12:05PM - 12:40PM ET	Lunch/Mid-Conference Break	
<b>Featured Session: Radical Creativity</b> 12:40 - 1:02 PM ET Presenter: Alysia Lee Instagram: @AlysiaDLee		Viewed? <input type="checkbox"/>
<b>Looking at History through an Artist's Lens</b> 1:02 - 1:20 PM ET Presenter: Sherry Hatton Email: <a href="mailto:sherrywozniak@gmail.com">sherrywozniak@gmail.com</a>		Viewed? <input type="checkbox"/>
<b>Visualization as a Drama Strategy for Integration</b> 1:20 - 1:40 PM ET Presenter: Lisa Donovan Email: <a href="mailto:lisa.donovan@mcla.edu">lisa.donovan@mcla.edu</a>		Viewed? <input type="checkbox"/>
1:40PM ET	Brain Break #3: Spirograph Mandalas (Finish)	
1:45PM ET	End of Day Announcements	

# DRINK MENU



## Teacher's Aid (non-alcoholic)

- 1 (12-oz.) can frozen pink lemonade concentrate, thawed
- 4 cups white cranberry juice cocktail
- 1 qt. club soda, chilled

**Garnish:** fresh mint sprigs



## Bad Report Card

- 1 oz. Vodka
- 1 oz. Rum
- 1 oz. Gin
- 1 oz. Tequila
- 2 oz. Sweet & Sour Mix
- 1 oz. Lemon Lime Soda
- 1 oz. Blue Curaçao

**Garnish:** lemon slice, cherry, mint



## Teacher's Pet

- 1 1/2 oz. Strawberry Vodka
- 1 1/2 oz. Citrus Vodka
- Pink Lemonade
- Optional: 1/2 pint of raspberries or blackberries

**Garnish:** lemons



## The Teach in Color






- 1 oz. Grenadine
- 1/2 oz. Peach Schnapps
- 1 1/2 oz. Pineapple Juice
- 1 oz. Vodka
- 1/2 oz. Blue Curaçao

**Garnish:** orange slice, cherry



# SUMMER 2022 BINGO

Join in the fun this year and see if you can get BINGO before anyone else. If you do - and you share out BINGO! In the chat first - you'll get some sweet swag on us.

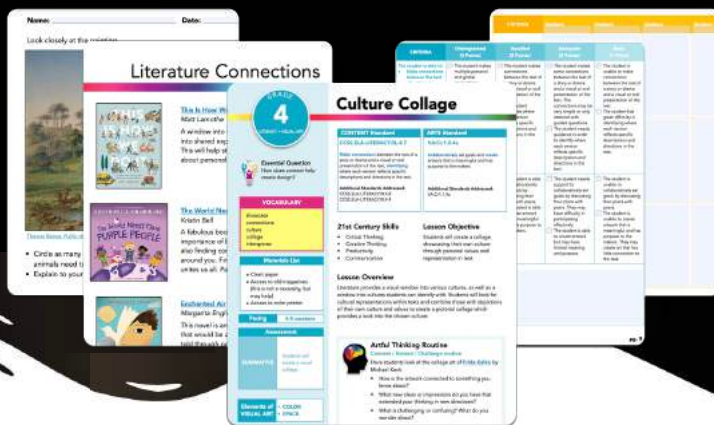
WATCHING WITH FRIENDS	TRIED A <i>Cocktail/ Mocktail</i> RECIPE	USED A FLAIR PEN TO TAKE NOTES	 WATCHING THE EVENT <i>Poolside</i>	SKETCH-NOTED A SESSION
HAND-LETTERED WITH <i>Kelly</i>	 BOUGHT A NOTEBOOK JUST FOR THIS	AI/STEAM <i>Novice</i>	HAD FUN!	ASKED A <i>question</i> IN THE CHAT
DOWNLOADED A RESOURCE	AI/STEAM <i>Pro</i>	 FREE SPACE!	CONNECTED WITH ANOTHER <i>Participant</i>	 WATCHING THE EVENT FROM THE SOFA
TYPHANI SAID <i>"Yaaaaassss!"</i>	TRIED A NEW SKILL IN REAL TIME WITH A PRESENTER	POSTED ON SOCIAL MEDIA USING <i>#TeachInColor22</i>	SAID "OOHHH" AT A NEW IDEA	BOUGHT OFFICIAL IAS <i>Swag</i>
 FELT INSPIRED	FOUND A <i>New Strategy</i> TO USE	CREATED A SPIROGRAPH WITH RENEE	PARTICIPATED IN THE <i>Pre-Conference</i> HAPPY HOUR	FOLLOWED A NEW PERSON ON SOCIAL MEDIA



# ARTS INTEGRATION & STEAM ACCELERATOR

LEARN MORE & GET ACCESS

Have a group of 10 or more? [Contact Us Here.](#)



The Accelerator gives you access to hundreds of done-for-you arts integration and STEAM lessons, resources, and trainings in one convenient platform. When you use the Accelerator, **you'll help students build creative skills while meeting academic requirements.**



## CURRICULUM

300+ Standards-based K-12 arts integration & STEAM lessons with assessments & student materials.



## PROFESSIONAL DEVELOPMENT

Monthly workshops, accredited courses, and semi-annual events with PD hours.



## RESOURCES

200+ premium templates, forms, and materials in our professional resource library.

## A BLUEPRINT FOR ARTS INTEGRATION & STEAM

The Accelerator offers a convenient digital platform that can be accessed anywhere, at any time.

Groups can receive a personalized plan with our dedicated Success Guides. We work with you to create a blueprint that works for your unique school or district.

## SCALEABLE + SUSTAINABLE = SUCCESS!

Arts Integration and STEAM are proven to increase student achievement by up to 20%. But to meet this kind of success, teachers need standards-aligned lessons, continuous PD, and ready-to-go resources.

The Accelerator provides you with a simple platform that scales with your effort and makes Arts Integration and STEAM sustainable over time.

Not yet a member?

SCAN ME



[LEARN MORE & GET ACCESS](#)



Better Together

Better Together

BETTER TOGETHER

BETTER TOGETHER

## CONNECT WITH ME

 [kclancy3@mail.naz.edu](mailto:kclancy3@mail.naz.edu)

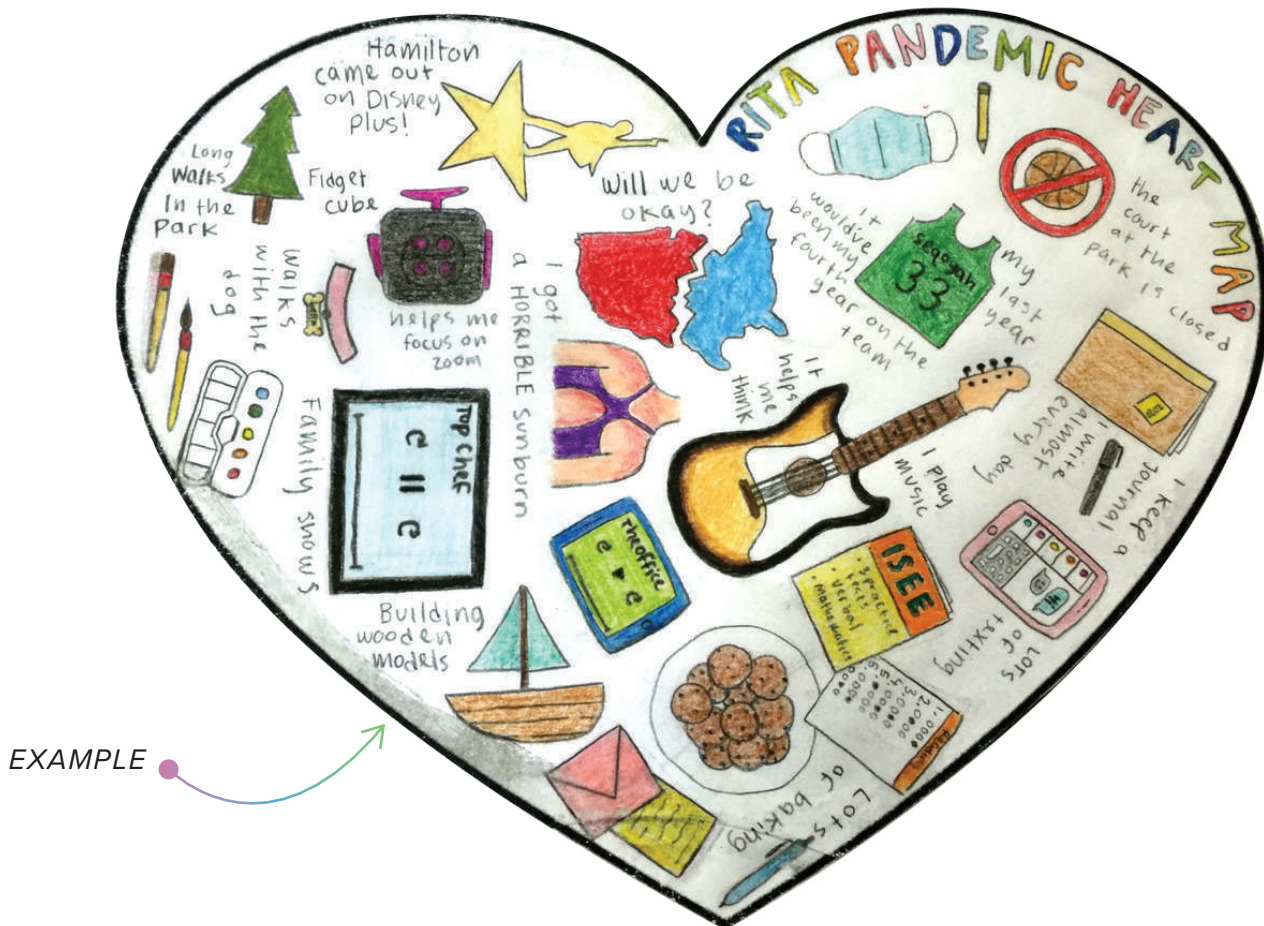
 [/kellyclancyhanning](https://www.facebook.com/kellyclancyhanning)

 [@Art\\_Kelly](https://www.instagram.com/Art_Kelly)

 [@MrsHanning\\_Art](https://twitter.com/MrsHanning_Art)

## PANDEMIC HEART MAP GUIDING QUESTIONS

Somewhere in or around your heart map, please include your **first name** and the words **pandemic heart map**. Using drawing and/or writing, respond to the guiding questions below that resonate with you. (You do not need to respond to every question, and of course you can also write or draw from your own inspiration.)



When you think of Covid-19, what images or memories stand out for you?

### What feelings have you experienced?

What are some of the small moments and/or things you've started to notice or appreciate?

What has been especially difficult about this experience?

Have you learned to do something new?

### What worries or wonderings do you have?

## How have you stayed connected to people who you love?

What wish(es) do you have for the world right now? For yourself?

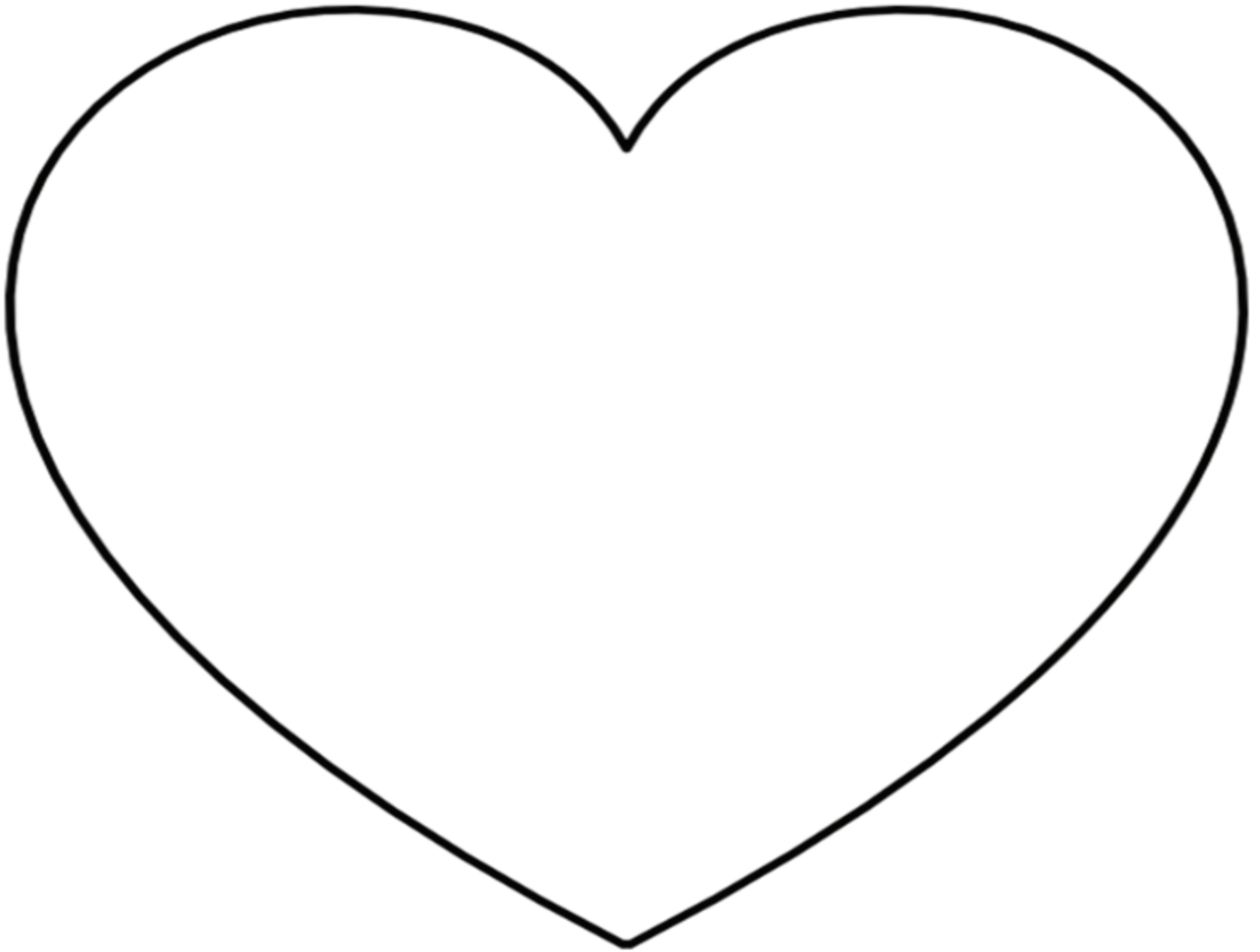
## CONNECT WITH ME

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 /lilyhowardscott

 @lilyhowardscott

## PANDEMIC HEART MAP TEMPLATE



### OUTER SHELL

**What is immediately  
“obvious” about you?**

You might consider  
including your:

Skin/hair/eye color

Gender identity

Clothing choices

The way you immediately  
present to others  
(Cheerful? Reserved?)

### INNER SWIRLS

**What is NOT immediately  
“obvious” about you?**

You might consider  
including your:

Idiosyncrasies, insecurities,  
hopes, worries, wonderings

Important life events

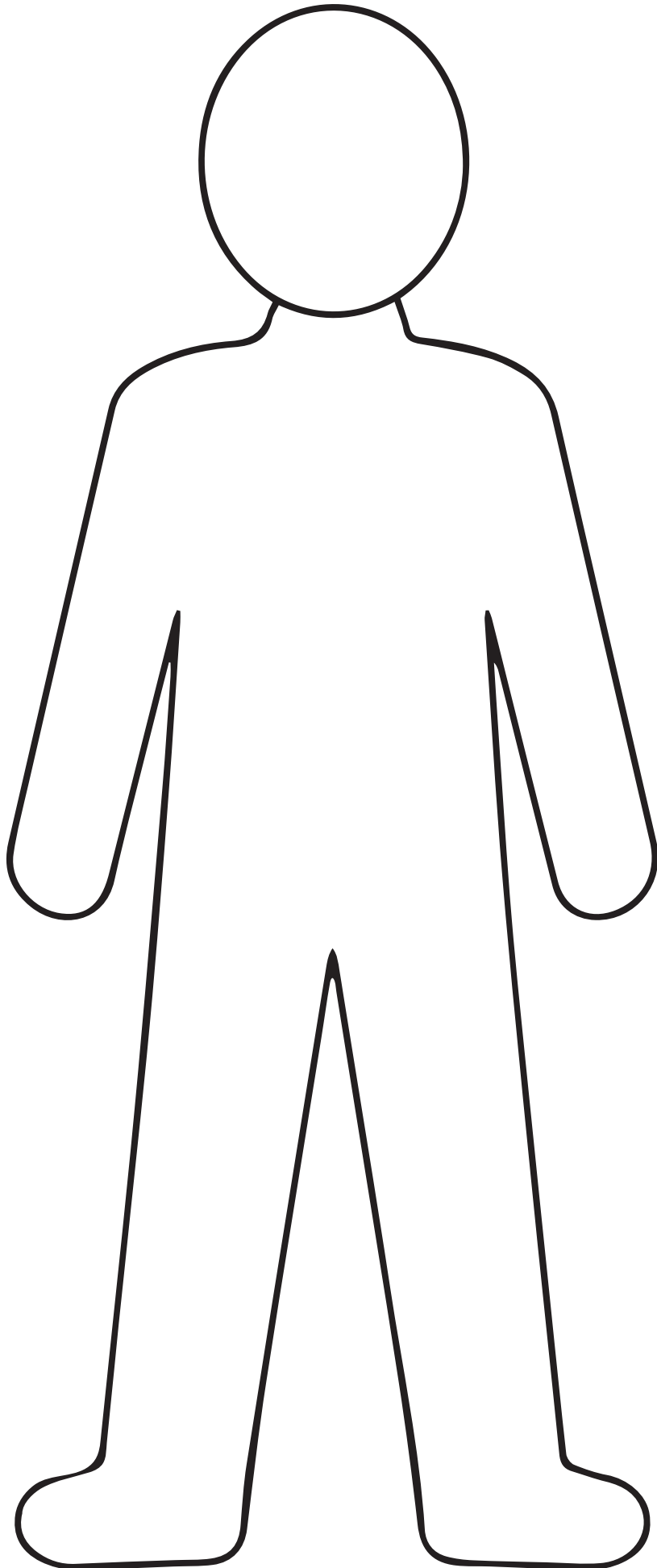
Longings or wishes

Culture, ethnicity,  
religion or belief system

Interests and hobbies;  
what you really love

Things you're great at

Learning style or  
learning variation



## DESCRIBE YOUR VISION

WHAT IS YOUR IDEA?

WHO WILL BENEFIT?

WHY IS IT IMPORTANT?

WHO NEEDS TO BE INVOLVED TO MAKE  
YOUR IDEA A REALITY?

WHICH EDUCATIONAL ECOSYSTEM WILL BE  
IMPACTED BY YOUR IDEA?

WILL YOUR IDEA REQUIRE PERMISSION OR  
ASSISTANCE?



### **SPEAK THE LANGUAGE**

Be careful to avoid acronyms  
and educational jargon

Be realistic and honest

Avoid assumptions and provide  
clear descriptors and identifiers

## STORYTELLING WITH DATA

RETURN TO YOUR VISION - WHO WILL BENEFIT?

HOW WILL YOU KNOW IF YOU ACCOMPLISHED THE GOAL?

WHAT DATA WILL REFLECT THE ACCOMPLISHMENT?

WHAT DATA WILL BE INFLUENCED BY THE PROJECT?

HOW WILL YOU COLLECT THE DATA?

## CONNECT WITH ME

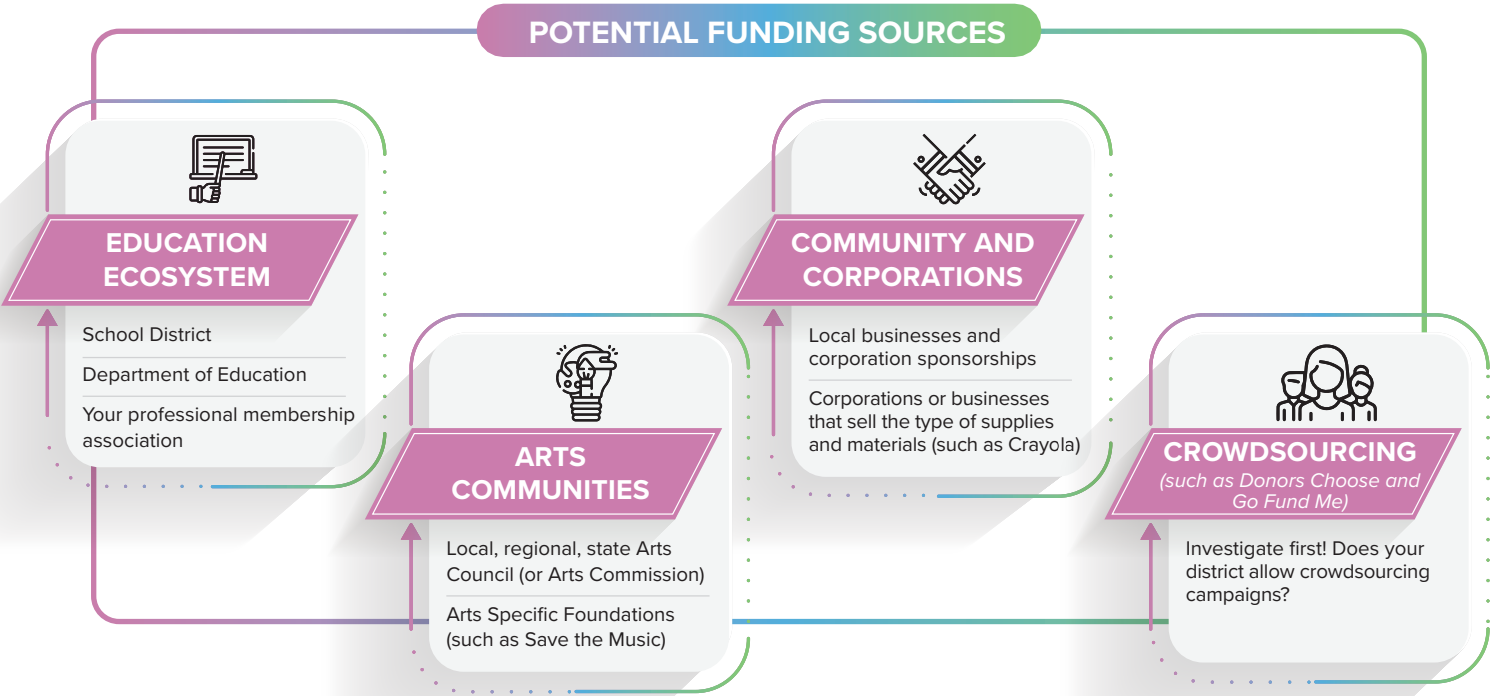
 kimabsc@gmail.com

 /ABCProjectsc

 @KimABCProject



ORGANIZATION NAME	GRANT PROGRAM W/ HYPERLINK	GRANT PROGRAM DESCRIPTION	LEVEL (CLASSROOM, DEPT., SCHOOL, OR DISTRICT)	AMOUNT	APPLICATION DUE DATE (ROLLING/ONCE A YEAR)	MATCHING FUND (OTHER REQUIREMENTS)



# ANTOINETTE ELLIS

Finding Successful Pathways to Achieve Gender Equality in STEAM

TEACH IN COLOR:  
K-8 ARTS INTEGRATION  
AND STEAM CONFERENCE

## STEAM CAREERS

INSTITUTE FOR ARTS  
INTEGRATION AND STEAM

READ MORE



## UNITED NATIONS SUSTAINABLE GOALS

UNITED NATIONS  
DEVELOPMENT PROGRAMME

READ MORE



SUSTAINABLE  
DEVELOPMENT GOALS

READ MORE



## BIGGEST CHALLENGES FOR WOMEN IN TECHNOLOGY



Gender perception



Gender pay gap



Lack of diversity within  
a company or team



The glass ceiling



Having no female  
role models

## HOW TO ADDRESS STEAM GENDER EQUALITY IN YOUR CLASSROOM



EXPLORE FEMALE ROLE MODELS IN STEAM (PAST AND PRESENT)



INVITE A FEMALE STEAM PROFESSIONAL TO YOUR CLASSROOM (IN-PERSON OR VIRTUALLY)



CREATE DIVERSE WORKING GROUPS



ASSIGN MENTORS

## CONNECT WITH ME

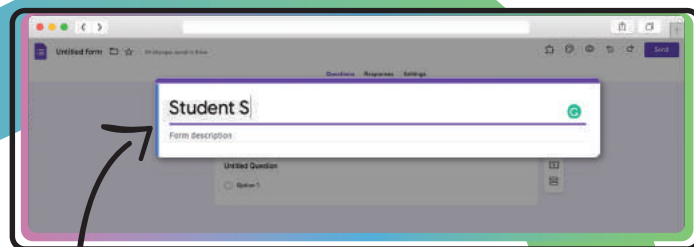
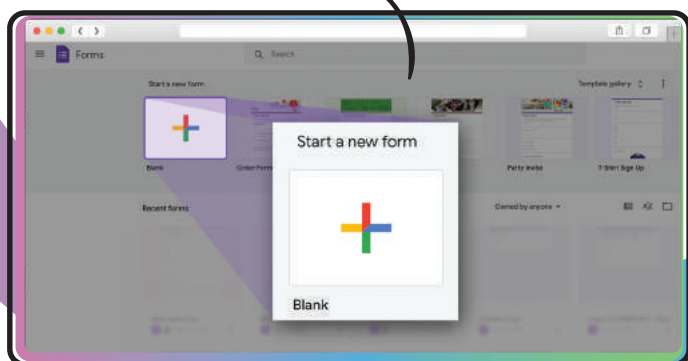
 a.ellis@aceandco.ca

 @aceandcoltd

 www.aceandco.ca

## HOW TO MAKE A STUDENT SURVEY USING GOOGLE FORMS

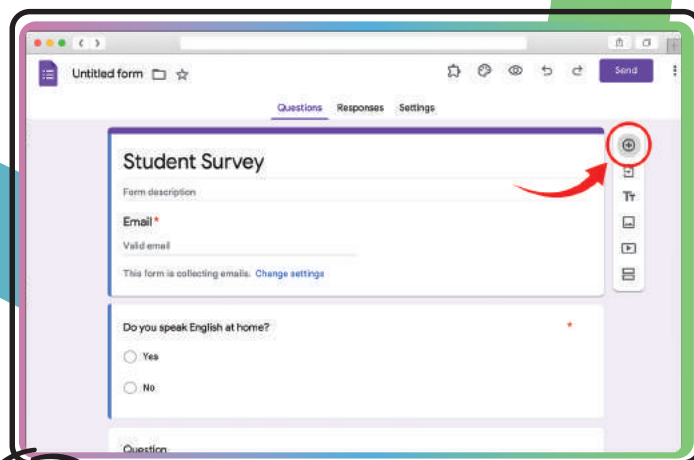
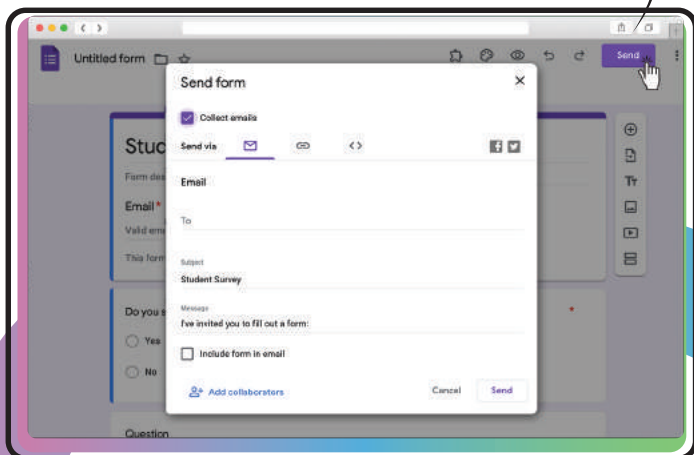
**#1** Go to [docs.google.com/forms](https://docs.google.com/forms) and start a new form



Give survey a title

**#2**

**#4** Push Send. Decide if you will send survey to their emails, or add a link to google classroom

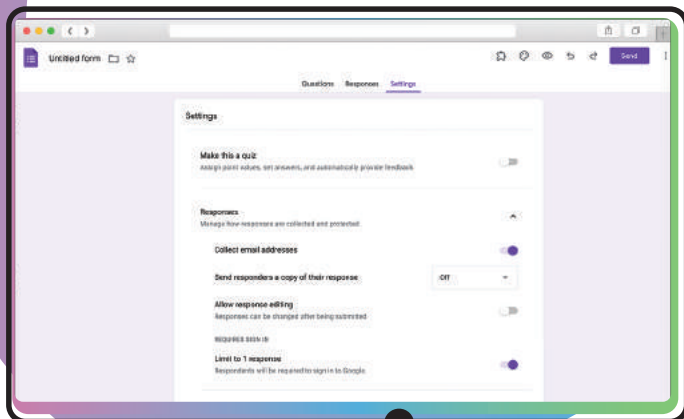


**#3**

Add questions to your survey. You may select different types of questions as well by selecting "multiple choice" all other question types will appear.

**#5**

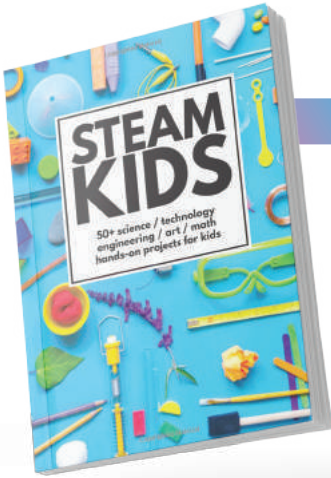
Limit how many times they can respond to the survey in the settings



# ANNE CAREY

Exploring the Scientific Method through Art

**TEACH IN COLOR:**  
K-8 ARTS INTEGRATION  
AND STEAM CONFERENCE



## BIO

Anne Carey is an engineer turned educator and grown-up curious kid who loves igniting the spark in kids' eyes with STEAM. She's the creative brain behind the Left Brain Craft Brain activity blog, the STEAM Explorers monthly digital activity subscription, and the best-selling STEAM Kids series of books. Anne ties together her MIT Chemical Engineering degree, innovation industry experience, and passion for art of all kinds to make learning and creating fun for kids and adults. You'll often find Anne testing projects and building prototypes in her San Francisco Bay Area garage with her 11-year-old daughter and husband.

## CONNECT WITH ME

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🐦 [@craftbrain](https://twitter.com/craftbrain)

📷 [@leftbraincraftbrain](https://www.instagram.com/leftbraincraftbrain)

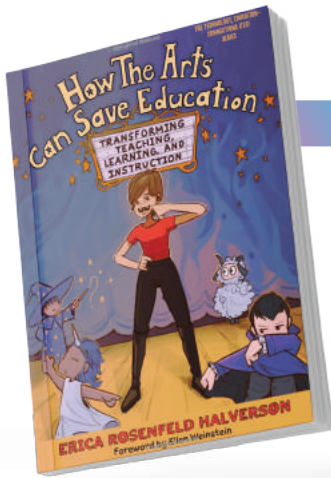
📘 [/leftbraincraftbrain](https://www.facebook.com/leftbraincraftbrain)

## NOTES

# ERICA ROSENFELD HALVERSON

How the Arts Can Save Education: Reimagining Possibilities

TEACH IN COLOR:  
K-8 ARTS INTEGRATION  
AND STEAM CONFERENCE



## BIO

Dr. Erica Rosenfeld Halverson is a trained theater artist and award-winning professor and chair in the Department of Curriculum and Instruction at the University of Wisconsin–Madison. In that role, she teaches a range of courses to undergraduates and graduate students, including future teachers. Erica has been a field leader in the learning sciences, creating a sub-field that focuses on how people learn in and through the arts. Erica is a seasoned performer and co-founder of two community youth arts programs: Whoopensocker (Madison) and Playmakers Lab Theatre (Chicago). She also performs regularly, working with the Children's Theater of Madison, Four Seasons Theatre, and Music Theatre of Madison. She lives in Madison with her husband, Rich, her daughter, Gracie.

## CONNECT WITH ME

 [erica.halverson@wisc.edu](mailto:erica.halverson@wisc.edu)

## NOTES



Use this list to help you plan a Family Arts Night.



### EVENT

What is the event? What will you be highlighting?



### AUDIENCE

Who will you invite? The school, parents, the community?



### ENGAGEMENT

How will you engage the performers and the audience?



### EVENT SPACE

What are the space and time constraints?



### RESOURCES

Who and what do you need to run the event?



### ADVERTISEMENT

How will you share your event with the public?

**CONNECT WITH ME**

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# GABRIELA MORA DE RUBIO

Using Literacy with Visual Arts

TEACH IN COLOR:  
K-8 ARTS INTEGRATION  
AND STEAM CONFERENCE



## CONNECT WITH ME

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## NOTES

## CRITICAL THINKING: VISUAL ARTS AND STORYTELLING



### MATERIALS

Image of painting,  
sculpture or photo

Paper

Pencils

Colored pencils  
*\*if drawing*

### STEP 1

Give students a painting, sculpture or photograph to look at.



### STEP 2

After observing the image intently, they are instructed to create a short story based on what they see. Their short story must include a beginning, the climax and an ending.

### STEP 3

Finally they can share their stories.

## ADAPTING PICTURE BOOKS: IF YOU TURN YOUR MOUSE INTO CUBIST ART

Before starting the activity it is a good idea to read "If You Give a Mouse a Cookie" and talk about sequencing and what happens if you give a mouse a cookie.

### STEP 1 | INVESTIGATE



Show presentation on how to make a Cubist Mouse following the same sequence and ideas of "If You Give a Mouse a Cookie". Have students comment and talk about the steps for making a Cubist Mouse, and what they understood Cubism was.

### STEP 2 | IDEATE



Plan how to make a Cubist Mouse following the steps already seen. Students should have different paper cutouts of shapes so they can play and experiment with and try different ways of making their mouse. They can practice applying lines and textures on scrap pieces of paper.

### STEP 3 | CREATE



Create a Cubist Mouse after deciding what to do. Students should glue together their paper cutouts and add details to their mouse with the markers and or crayons and place it on a piece of paper with a frame.

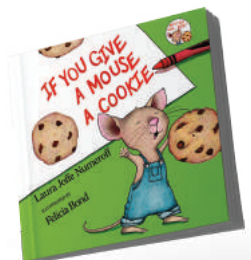
### STEP 3 | REFLECT



Share their creation with their peers and reflect on the sequence and how they felt creating their Cubist Mouse. Exit ticket: What makes your mouse a Cubist Mouse? Show other Cubist artworks and compare identifying Cubist elements and vocabulary.



### MATERIALS



Book ("If You Give a Mouse a Cookie" by Laura Numeroff)

Color pencils

Crayons or marker

Glue

Paper

Presentation with  
adapted story/video

Paper cut outs of  
geometric shapes in  
different sizes and colors

## 114 TIPS TO CREATE A STEAM MAKERSPACE

### GET STARTED

These are the least expensive items that you'll need to get started. Ask for as many of these items to be donated as possible. Purchase the rest as base consumables.

- ☐ Yarn
- ☐ Embroidery String
- ☐ Cardboard
- ☐ Fabrics/textile swatches
- ☐ Old telephone wire
- ☐ Balloons
- ☐ Popsicle sticks
- ☐ Pipe cleaners
- ☐ Wire cutters
- ☐ Tennis balls
- ☐ Nuts and bolts

- ☐ Paint
- ☐ Model magic
- ☐ Markers
- ☐ Wood blocks
- ☐ Mod Podge
- ☐ Ink
- ☐ Embroidery hoops
- ☐ Old instruments
- ☐ Rubber bands
- ☐ Toothpicks

- ☐ Straws
- ☐ Magnets
- ☐ Duct Tape
- ☐ Scotch tape
- ☐ Felt
- ☐ Dental floss
- ☐ Foam board
- ☐ Poster board
- ☐ Telephone wire
- ☐ Paper: origami, construction, plain

### DIG DEEPER

These are items you'll most likely need to purchase and which can take your STEAM lessons to the next level with students. Try crowdfunding/grants for these.

- ☐ Legos
- ☐ Snap Circuits
- ☐ Hole Punches
- ☐ Scissors
- ☐ Copper tape with conductive adhesive
- ☐ LEDs
- ☐ Batteries (AAA, AA, CR2032, C, D)

- ☐ Green screen paper
- ☐ Zoomy handheld microscope
- ☐ Microphone/
- ☐ Microphone stand
- ☐ Chibitronics
- ☐ Qubits
- ☐ Keva Structures
- ☐ Spirograph

- ☐ 3Doodler
- ☐ 3D Printer
- ☐ iPads/Tablets
- ☐ Sewing machine
- ☐ HUE Animation Studio
- ☐ K'Nex
- ☐ Makey Makeys
- ☐ Sphere Ball

### WEB RESOURCES

These are websites that your students can access which will help them find ideas, create with web tools and share their work online.

- GET IDEAS:
- ☐ Instructables.com
  - ☐ CantataLearning.com
  - ☐ Makerspace.com

- CREATING:
- ☐ edu.buncee.com
  - ☐ picmonkey.com
  - ☐ canva.com
  - ☐ piktochart.com
  - ☐ education.minecraft.net

- SHARING:
- ☐ creatubbles.com
  - ☐ web.seesaw.me

### APPS FOR STEAM

This mix of free and paid apps are a good starting place for working in a STEAM-inspired makerspace.

- ☐ DoInk
- ☐ Animation Creator
- ☐ MyStop Action
- ☐ Flipbook
- ☐ StopMotion Recorder
- ☐ Garageband
- ☐ iMovie

- ☐ Drawing Desk
- ☐ EduCreations
- ☐ Shot Designer
- ☐ Storehouse - Visual Storytelling
- ☐ Adobe Voice

- ☐ Echograph
- ☐ Vydene - Film Together
- ☐ Amaziograph
- ☐ Morphi
- ☐ Cardboard
- ☐ NYTVR

### FOR YOUR CONSIDERATION

Be sure to think about how you'll store, charge and provide room for students to explore, create and share their work.

- CARTS/STORAGE:
- ☐ Clear view bins
  - ☐ Labels
  - ☐ Cubbies
  - ☐ Shelving
  - ☐ Rolling carts
  - ☐ Checkout system

- POWER/CHARGING:
- ☐ Charging stations
  - ☐ Laptop/tablet bins
  - ☐ Cord wrappers
  - ☐ Power strips
  - ☐ Label system

- WORKSPACES:
- ☐ Collapsible tables
  - ☐ Long workbenches
  - ☐ Desk groupings
  - ☐ Creating area
  - ☐ Lab tables
  - ☐ Presentation space

### STEAM UNITS OF STUDY

Here are some sample ideas for STEAM-driven units of study that you can use for your new makerspace.

- ☐ Study/create string art with linear equations
- ☐ Design a musical instrument
- ☐ Create a new set design
- ☐ Animate a story
- ☐ Robotic movement

- ☐ Explore sound and light waves
- ☐ Microscopy study
- ☐ Art forgery/chemistry
- ☐ Architecture unit
- ☐ Lego Pixelation Wall
- ☐ Coded Grid Art

- ☐ Sound Effect Lab
- ☐ Energy and space through movement
- ☐ Models, structures and sculptures
- ☐ Costume design and wearable art



## INDEPENDENT STUDY TRACK

# ARTS INTEGRATION CERTIFICATION

### About the Program

The IAS Arts Integration Certification Program for Independent Study is the online self-paced version of our program for educators who want to become Arts Integration Specialists and enjoy learning on their own. Independent learners prefer to move at their own pace without the guidance of a coach or the structure of deadlines. With the self-study version of this program, you can complete this at your own pace (take up to 3 years) and can begin at anytime.

This certification program gives you the skills and tools you need to lead a successful school or district initiative for integrating the arts. We've already helped hundreds of educators and we'd be honored to work with you too.

#### ENROLLMENT PERIOD

Rolling  
Admissions for  
Independent

#### DURATION & CREDITS

**Self-paced.**  
20 CEUs + 520 PD Hours.  
Up to 3 years to complete.

#### PROGRAM FEES

**\$1997**  
Flexible Payment  
Available

Whether you want to become a national leader in using Arts Integration or the go-to person in your school/district for STEAM and Arts Integration, **this certification program will help you to:**





# RENEE SCHUMACHER

Brain Break: From Parabolic Curves to Mandalas

TEACH IN COLOR:  
K-8 ARTS INTEGRATION  
AND STEAM CONFERENCE



**THINGS  
TO PREPARE**



**3 SHEETS  
COPY PAPER**



**RULER**



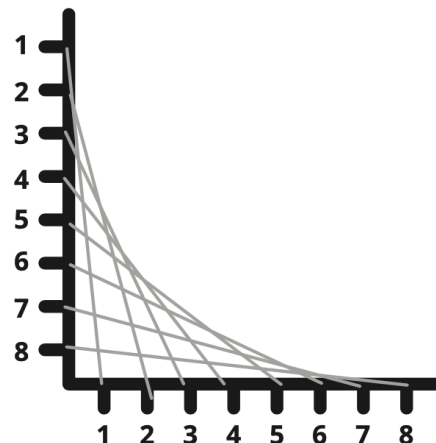
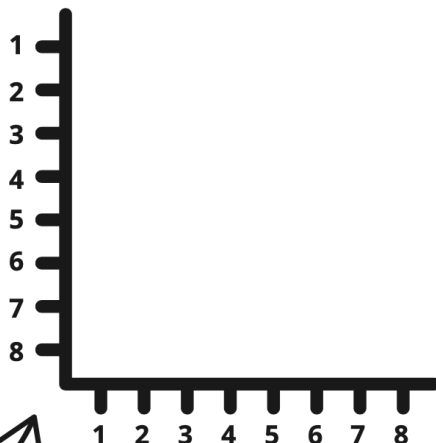
**PENCIL**



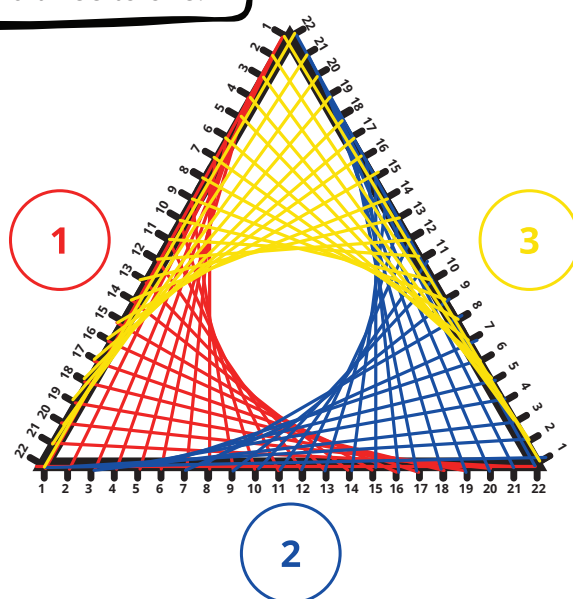
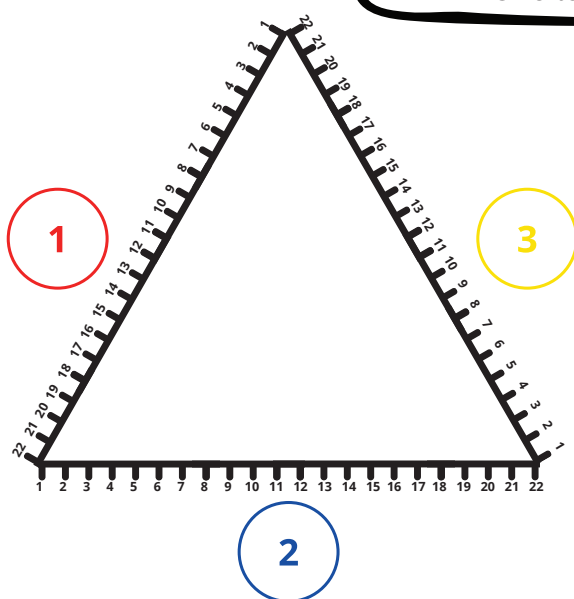
**COLORLED  
PENCILS/PEN  
(OPTIONAL)**



You can make curves from straight lines! Using your ruler, draw a straight line from 1-1, 2-2, and so on. This is a PARABOLIC CURVE.



Overlapping Parabolic Curves creates interesting intersections! Connect corresponding numbers around the triangle. One to two, two to three, and three to one.



CONNECT WITH ME



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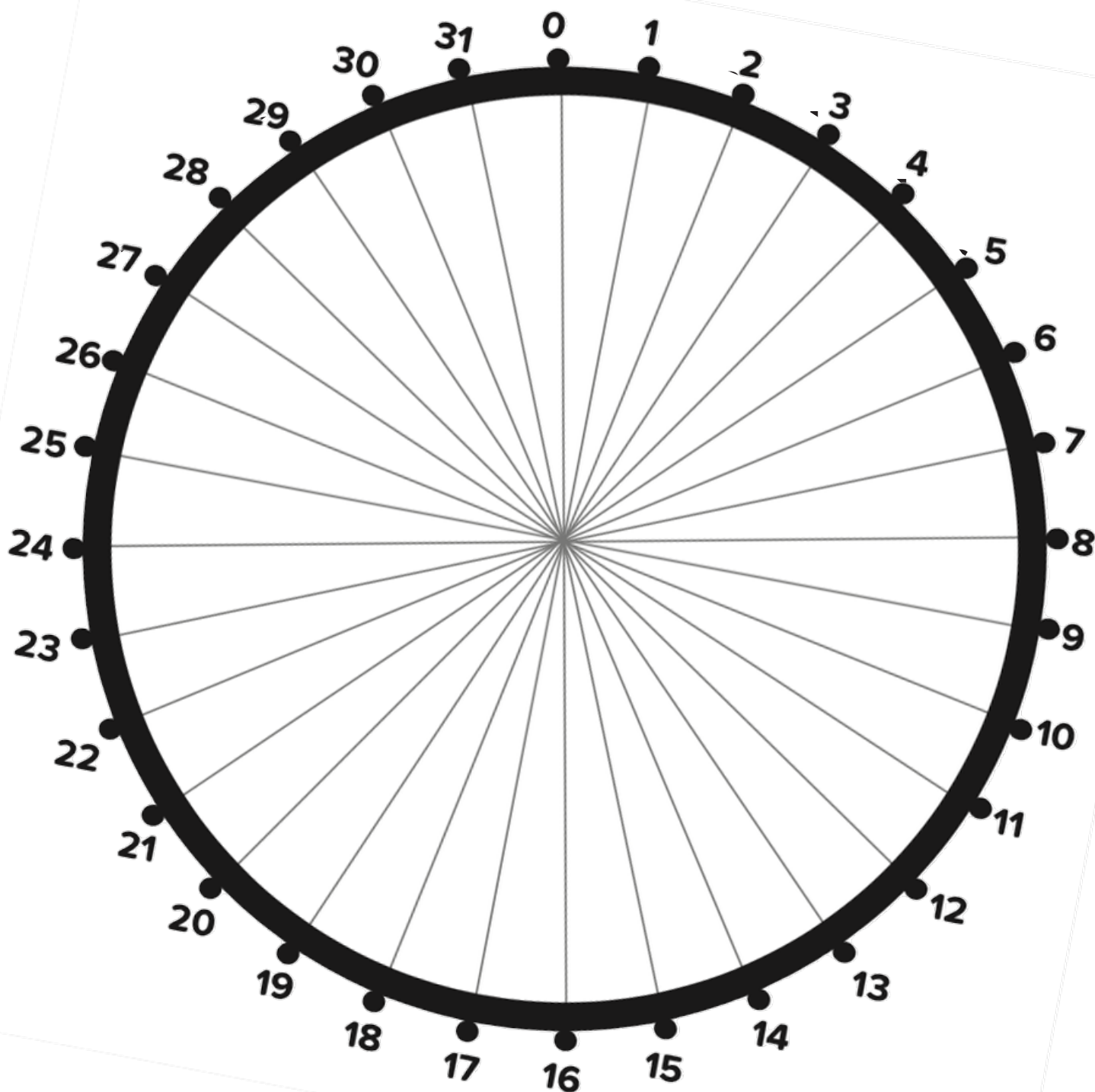


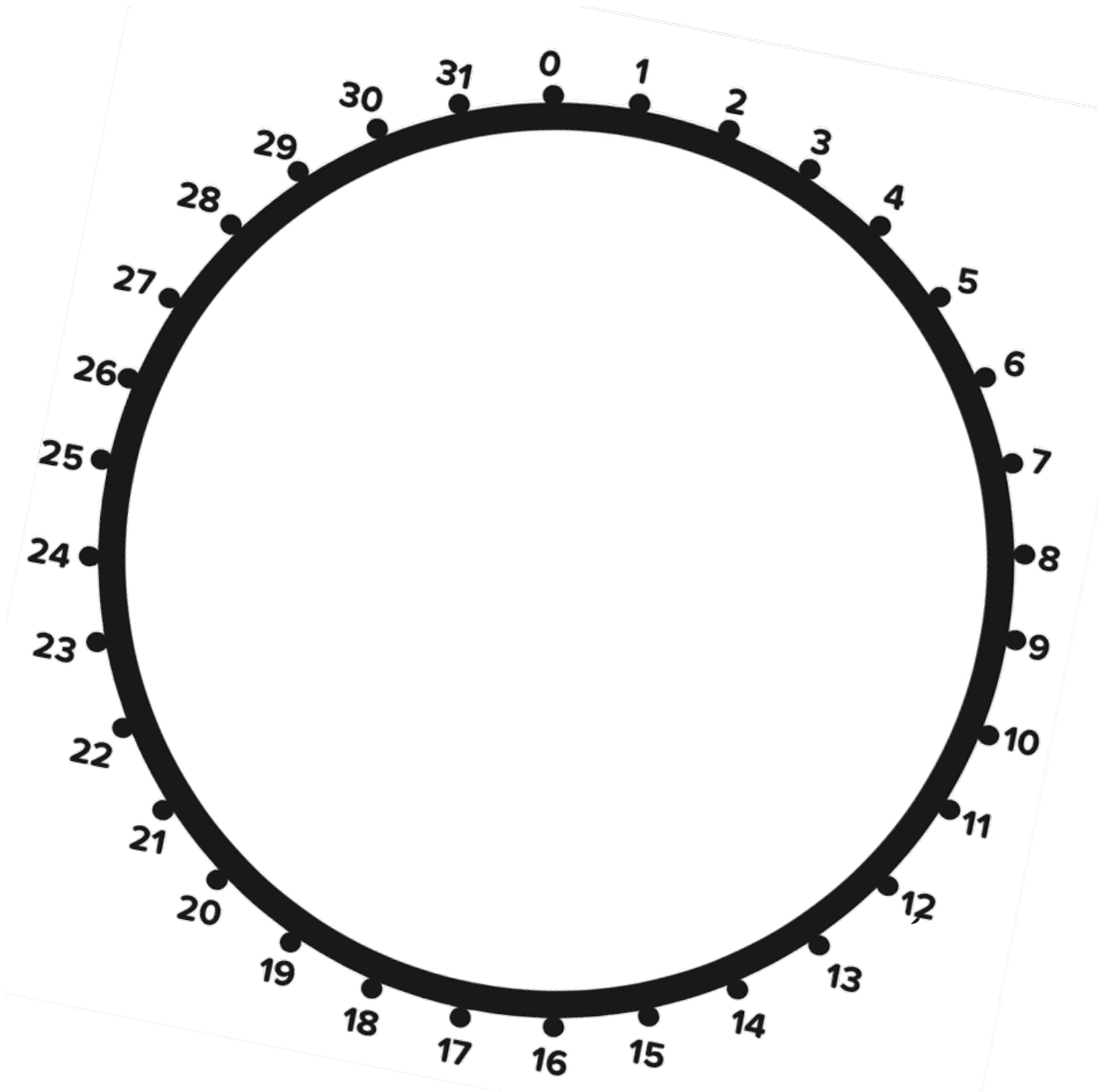
@Rschum1376



Draw a circle approximately 6 inches in diameter. Divide the circle in half 16 times to create 32 sections. Mark the half points with little tick marks along the outside of the circle. Label '0-31'

(This model shows the dividing lines in the center for reference)





To create a series of three overlapping parabolic curve line sets, follow these patterns

**SERIES ONE**

Starting on 0, connect a line every 5 numbers.

0 to 5, 5 to 10, 10 to 15, 15 to 20, 20 to 25, 25 to 30, 30 to 3, 3 to 8, etc. until you end on 0 again.

**SERIES TWO**

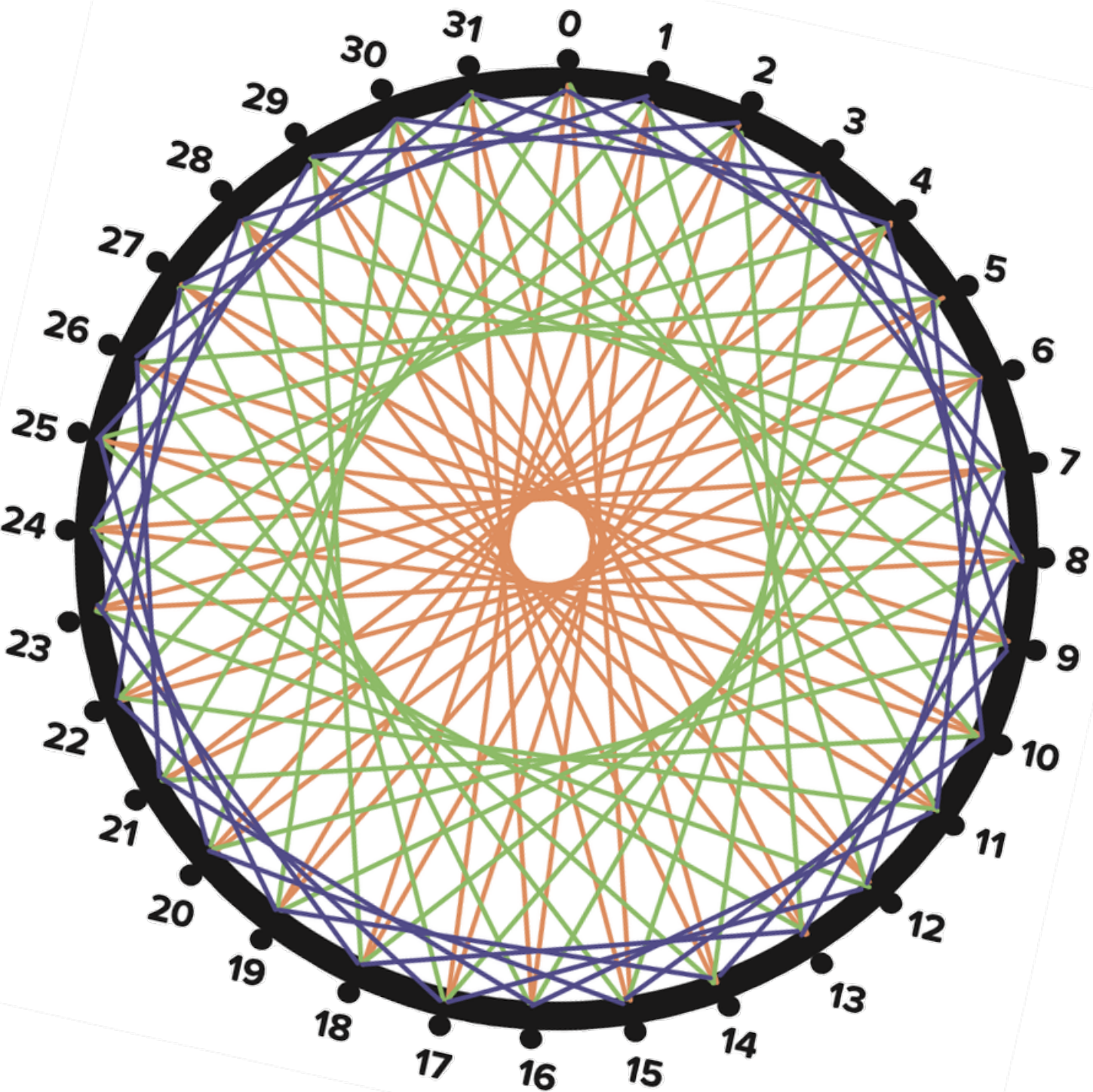
Starting on 0 again, connect a line every 11 numbers.

0 to 11, 11 to 22, 22 to 1, 1 to 12, 12 to 23, 23 to 2, 2 to 13, etc. until you end on 0 again.

**SERIES THREE**

Starting on 0, connect a line every 15 numbers.

0 to 15, 15 to 30, 30 to 13, 13 to 28, 28 to 11, 11 to 26, 26 to 9, 9 to 24, etc. until you end on 0 again.

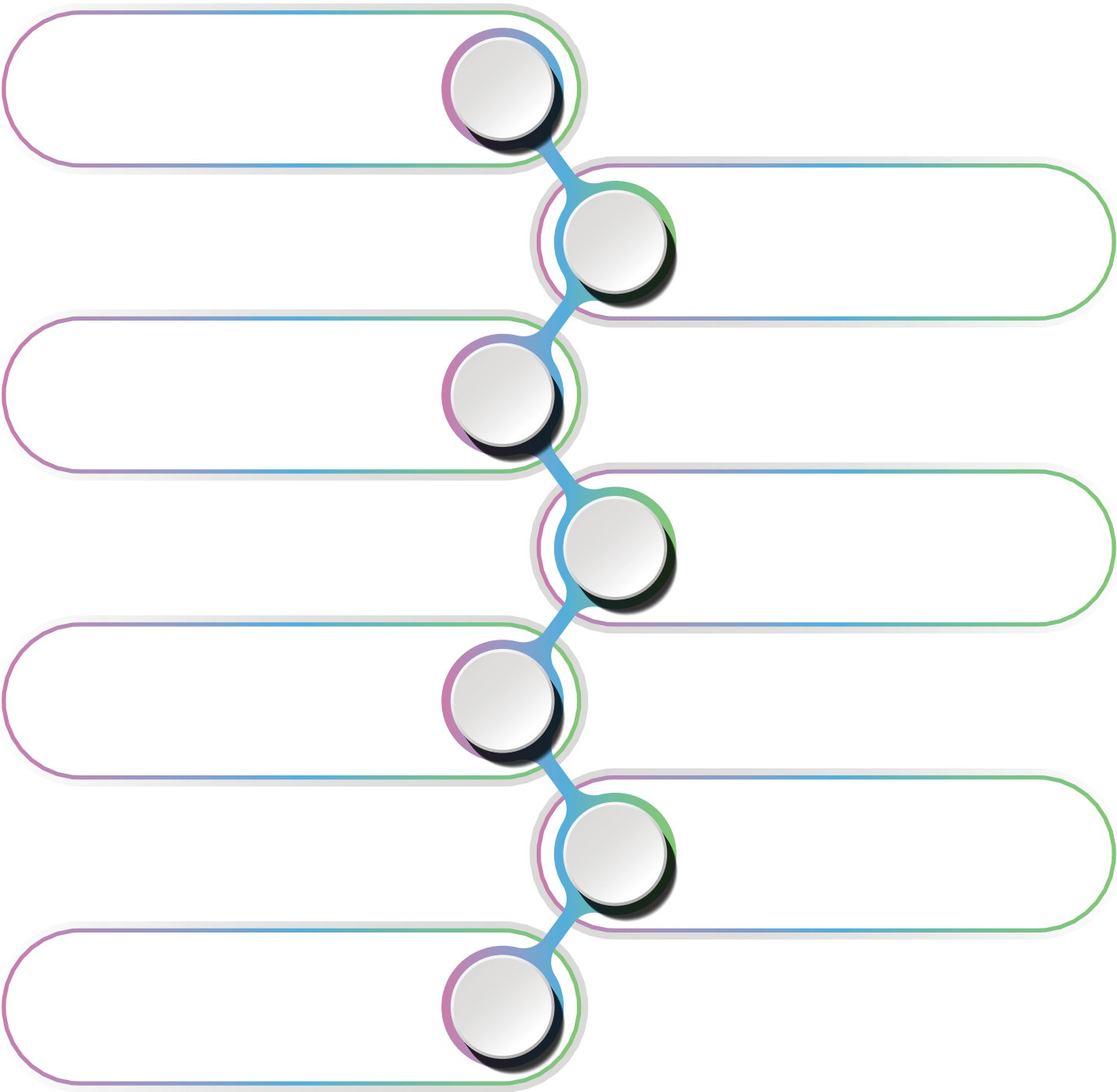


POINT TO HIGHLIGHT TREND



Use when students need to explain multiple steps. Think about math problems, science experiment steps, story map or retelling.

Number each box in order of your gestures. Plan your text in the boxes!



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CHOOSE YOUR CHARACTER TREND

TIPS

SUGGESTIONS

Use this after a novel study, independent reading, or with historical figures. Pick characters with distinct personalities and importance.

Plan your characters in the chart below!

CHARACTER	TRAITS	COSTUME IDEAS	ACTION IDEAS

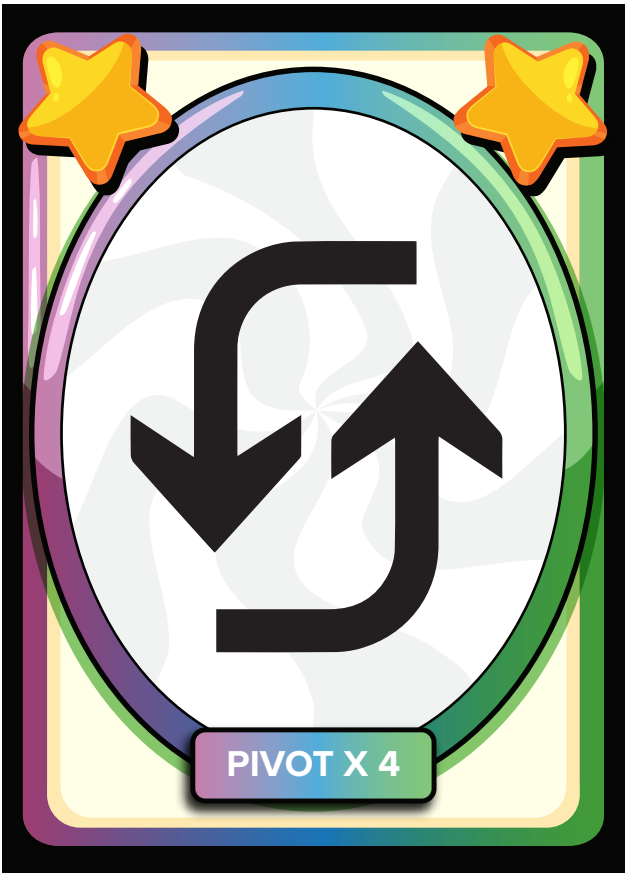
SONG LYRICS TREND

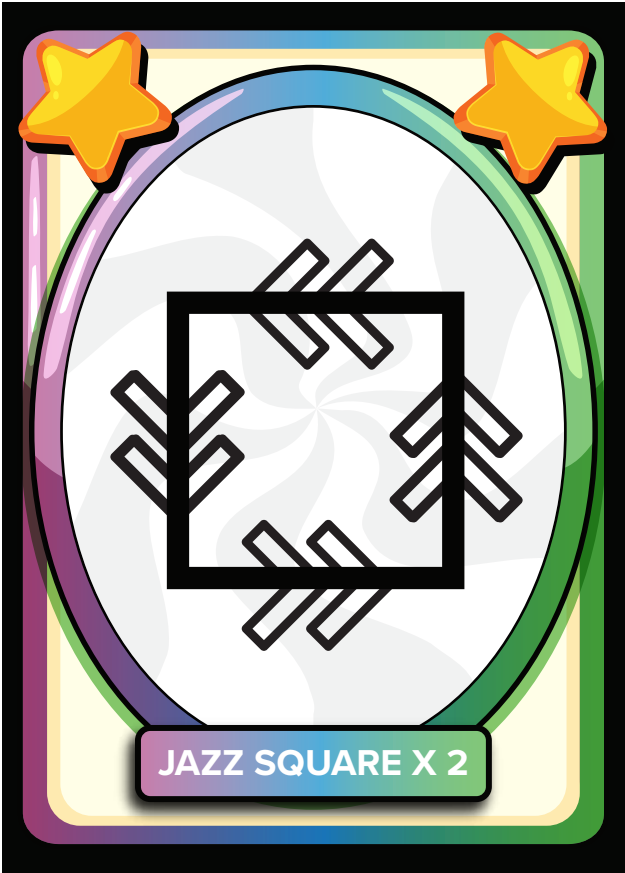


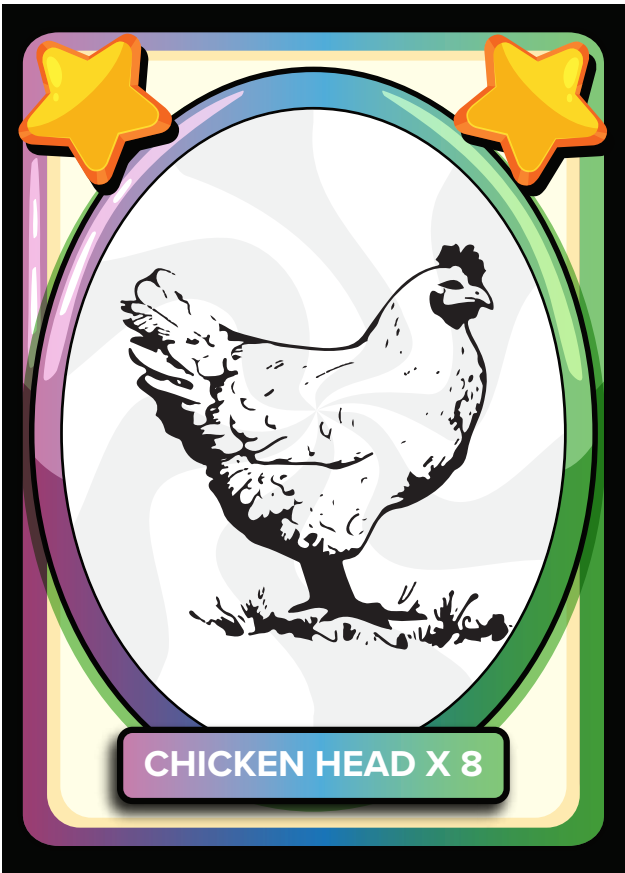
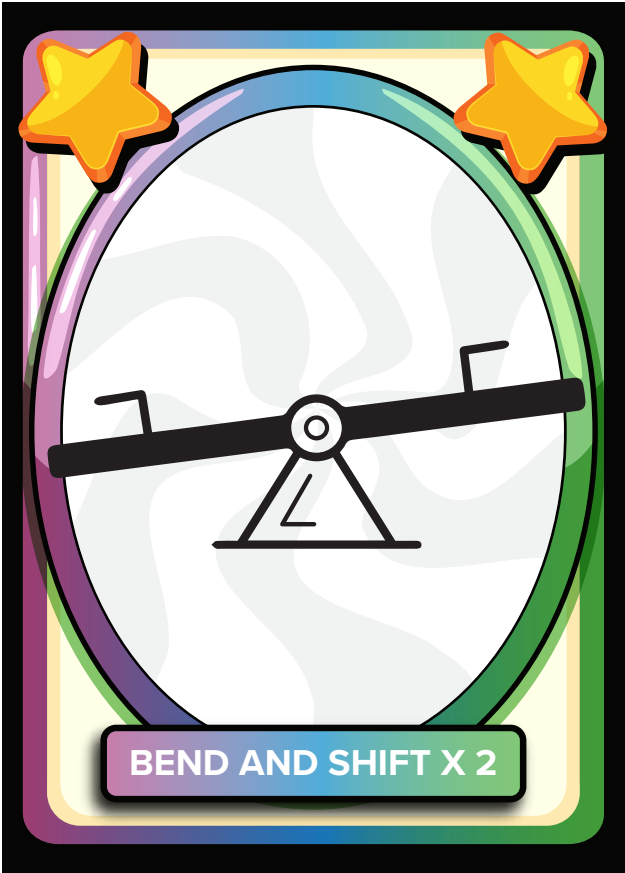
Use this after a novel study, independent reading, or with historical figures. Brainstorm popular songs or songs that you think of when you read about your character or historical figure.

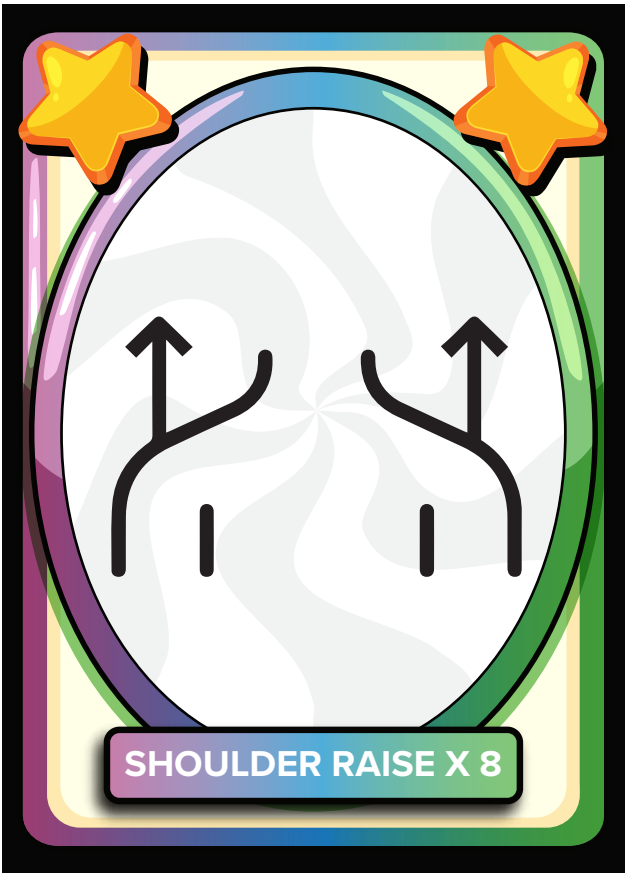
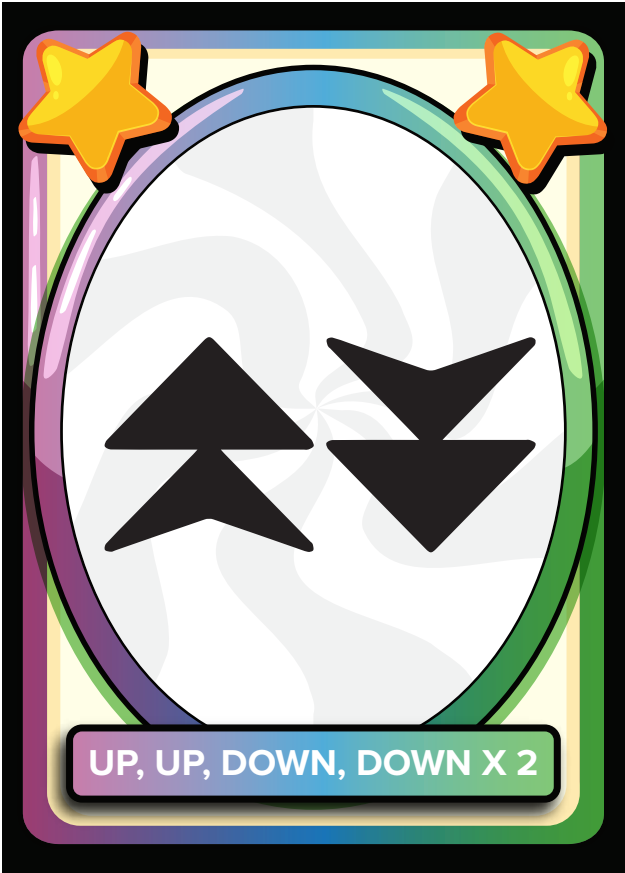
Plan your characters in the chart below!

CHARACTER/FIGURE	SONG/LYRIC IDEAS	COSTUME IDEAS

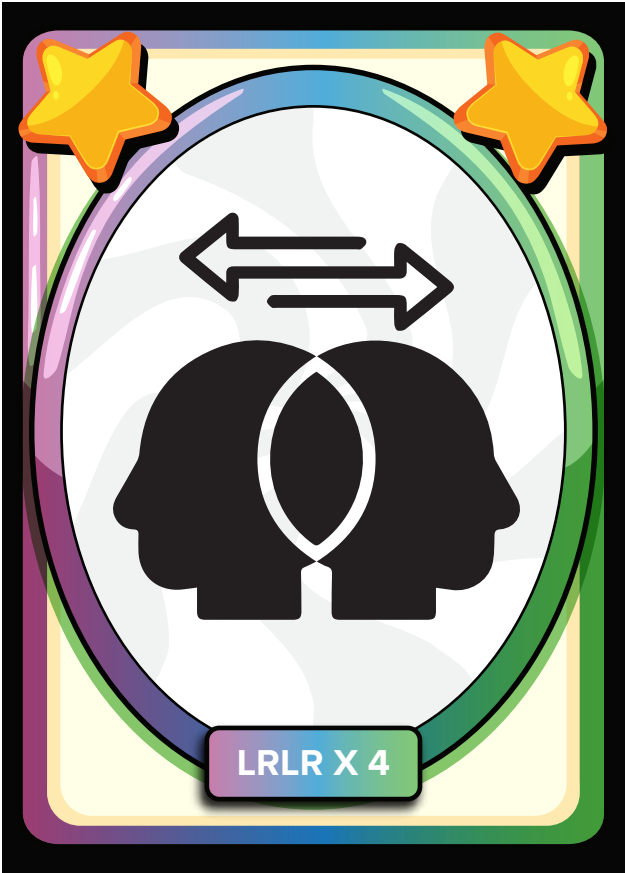


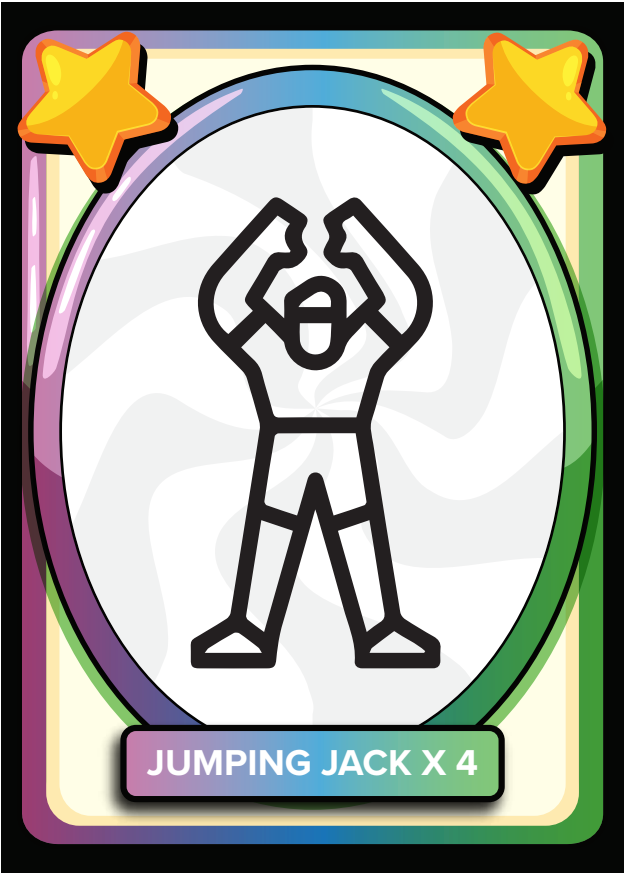








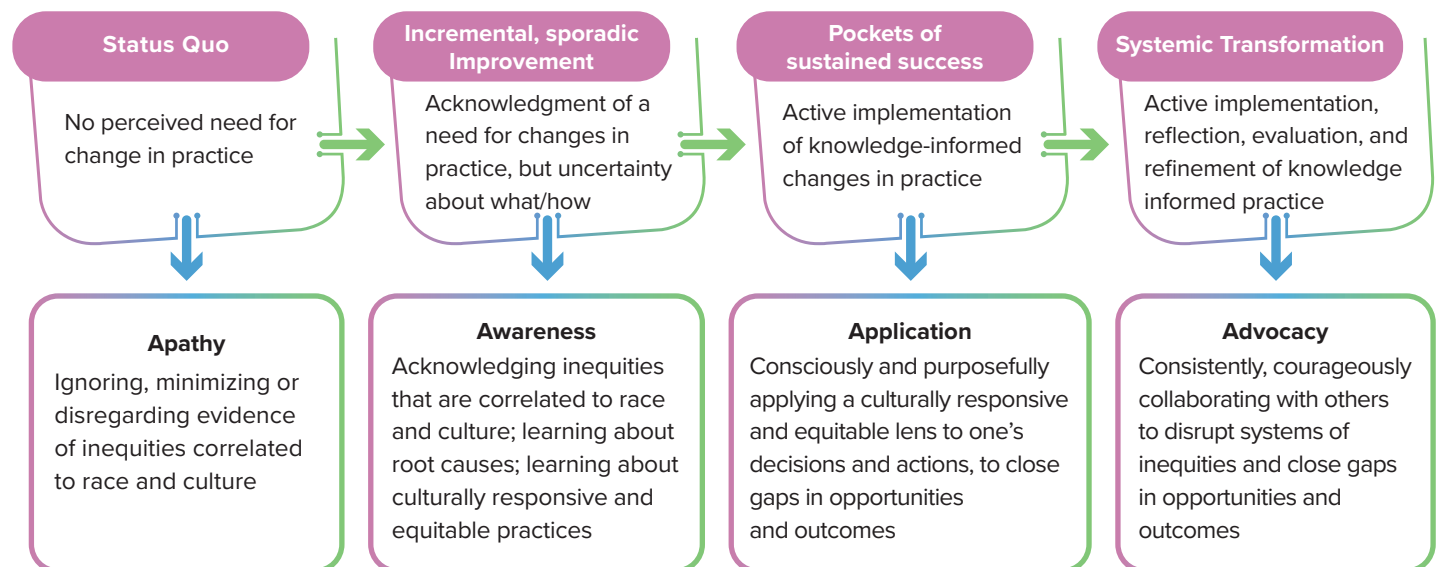






## CHECK YOUR BIAS

Circle where you believe you currently are in your teaching practice on the continuum



## CLASSROOM DECOR

- ☐ I include visual representation of culturally diverse groups in my classroom bulletin boards
- ☐ I theme my door with holidays, events, heroes of non-dominant cultures

## CURRICULUM & INSTRUCTION

- ☐ I include literature that tells the stories of marginalized groups from their perspectives
- ☐ My lessons address student generated questions about theme or topic for instruction
- ☐ I provide students with resources of multiple perspectives, frames of reference
- ☐ I validate my students' home language in the classroom while still re-enforcing academic vocabulary
- ☐ My demeanor is personable, caring, warm, humorous, respectful, and supportive, not authoritarian, formal, and/or rigid.
- ☐ The lesson provides time and encourages student reflection and metacognition

## COMMUNITY PARTNERSHIPS

Here are some organizations you can reach out to in order to bring Artists into your classroom:



## LINKS TO INEXPENSIVE TEACHER CREATED RESOURCES



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## Lesson Flow for Building Observation and Inquiry into Integrated Lessons

<b>SEE</b> <i>(Activities that Build Foundational Understanding)</i>	<b>WONDER</b> <i>(Art examples or applications that put skills in context)</i>	<b>CONNECT</b> <i>(Creating artworks around a theme)</i>
<p>Guided investigation of cubes or rectangular prisms</p> <hr/> <p>Independent play</p> <hr/> <p>Dividing a cube of blocks into equal parts</p> <hr/> <p>Compare rectangular prisms to cubes</p> <hr/> <p>Revisions</p>	<p>See/Think/Wonder: with Szopka Buildings</p> <hr/> <p>Visual Notes/Vocabulary list: Architecture terms, Symmetry, Height, Width, Proportion</p> <hr/> <p>Student discussion around social questions: What effects do Height and Symmetry have on a building and it's users?</p>	<p>6x6 array to symmetrical tower challenge</p> <hr/> <p>Building Collage with Symmetrical Rectangles</p> <hr/> <p>Telling stories about people in the building</p> <hr/> <p>Measuring cast shadows</p> <hr/> <p>Area measurements</p> <hr/> <p>Museum Presentation</p>
<b>SEE</b> <i>(Activities that Build Foundational Understanding)</i>	<b>WONDER</b> <i>(Art examples or applications that put skills in context)</i>	<b>CONNECT</b> <i>(Creating tangible works around a theme)</i>
<p>Investigating popsicle sticks, 1,2,3,8 and more</p> <hr/> <p>Shape or angle challenges</p> <hr/> <p>Collaborative play (Make anything, but it must connect somehow to the person to your right and left)</p>	<p>See/Think/Wonder with Sarah Morris "Reflecting Pool"</p> <hr/> <p>Group brainstorm: what public places do you visit?</p> <hr/> <p>What places do you wish could be open to the public/free?</p>	<p>With a team, construct buildings and natural spaces for a public space</p> <hr/> <p>Balance open and closed spaces by measuring built areas with blocks and subtracting from the calculated area of the paper.</p>

VISIBLE THINKING STRATEGIES

READ MORE



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 @ruthcbyrne

Student Museum Worksheet Szopka Buildings

**BUILDING TITLE**

**BUILDING PURPOSE**

**HEIGHT**

**WIDTH**

**AREA OF THE BUILDING’S FACE**

**WHAT DO THE NEIGHBORS THINK OF YOUR BUILDING?**



Student Museum Worksheet Sarah Morris, Community Building

TOWN NAME

TOWN CHARTER

LARGEST LOT PERIMETER

SMALLEST LOT PERIMETER

LARGEST LOT AREA

SMALLEST LOT AREA

ROAD LENGTH

OPEN SPACE TOTAL AREA

IMPERVIOUS SURFACE TOTAL AREA

## HIDDEN EMOTION ART GALLERY

The Hidden Emotion Art Gallery, was started because we have all experienced a great deal of emotions these last few weeks. Feelings of sadness, confusion, anxiety, joy, hopefulness, hopelessness, inspired and many more, have consumed all of us throughout the days and weeks.

This is a gallery dedicated to making these sometimes hidden emotions, visible. The reason the gallery is hidden, is because sometimes we hide our emotions on the inside and don't talk about them to others. This gallery can help start a conversation about how your family is feeling right now during these challenging times through the art making process.



Here are some directions for starting your very own Hidden Emotion Art Gallery. Remember, you can share this with your extended family and they can have a virtual Hidden Emotion Art Gallery too.



### 1 THINK OF AN EMOTION (OR EMOTIONS) TO BE THE THEME OF YOUR ART EXHIBIT

Think of an emotion (or emotions) to be the theme of your art exhibit. Use the Mood Meter (attached below) to find some emotions you are feeling during this difficult time. If you want to include other family and friends, send this to them and see if they have some artwork to submit as well.

### 2 FIND SOME SIMPLE TOOLS AND MATERIALS TO MAKE YOUR EMOTIONAL ARTWORKS

Perhaps you use junk mail, post it notes, printer paper, toothpicks, straws, napkins, tape or anything else you can find to create with! For some 3D work, look for some clean recyclable materials like boxes and plastic containers.



### 3 THINK OF A SPACE FOR THE HIDDEN EMOTION ART GALLERY TO BE LOCATED

Someplace not many people notice in your home. It could be under a table, behind the stairs, on the floor, outside somewhere, it could be anywhere! Hang the artwork using tape or something safe, or lean them against a wall. Give your art gallery a name to hang by the entrance.

### 4 HOLD A GALLERY OPENING AND INVITE EVERYONE TO ATTEND

Maybe everyone in the house has their own gallery with a different theme. Each gallery can provide some snacks, sweets and drinks to eat while you look at the amazing family artwork. Invite your guests and artists by making invitations as well. Put on some good music, dress up in your finest outfits and make a night of it with the whole family. Have fun!



*\* If you want to have more than one gallery, have a gallery hop where you visit all the galleries in your house one night.*



#### IMPORTANT

This is a challenge for the whole family. Everyone must be an artist and create a work of art for the hidden emotion art gallery. If they say "I'm not an artist!" tell them they are and they have feelings too. Now is the time to make them visible and talk about them. You can do this challenge whenever is convenient. You can do it after your parents are done with work or wait until the weekend. Take your time and have some family fun time!

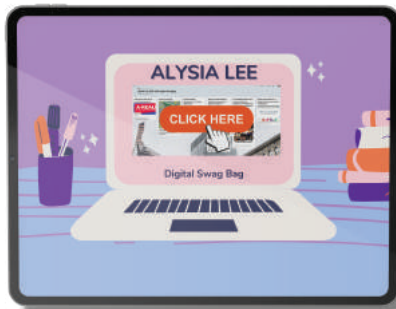
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# ALYSIA LEE

Radical Creativity

**TEACH IN COLOR:**  
K-8 ARTS INTEGRATION  
AND STEAM CONFERENCE



## BIO

Kennedy Center Citizen Artist, Alysia Lee has a full circle role as an artist, arts educator, teaching artist, and policymaker. She is the Founder and Artistic Director of Sister Cities Girlchoir (SCG), the El Sistema-inspired, girl empowerment choral academy in Philadelphia, Camden, and Baltimore in its tenth season.

Lee is the education program supervisor for Fine Arts Education for the Maryland State Department of Education across five arts disciplines: music, dance, visual art, theatre, and media arts. She is the President-Elect of the State Education Agency Directors of Arts Education (SEADAE). Alysia is the series editor of Hal Leonard's Exigence for Young Voices, the new choral series uplifting Black and Latino composers for young choir ensembles. Her piece 'Say Her Name' is published by Hal Leonard.

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SCAN ME

GET AYSIA'S DIGITAL BAG



## NOTES

## Student Analysis of Historical Artwork: Form/Content/Context

ART & ARTIST:

COMPARE OR CONTRAST WORKS OF ART

ART & ARTIST:

### FORM

Elements of a work of art independent of their meaning

**Does the Artwork fall within an established genre?**

Historical, Mythical, Religious, Portraiture, Landscape, Still life, Fantasy, Architectural

**Appearance**

2D or 3D, Painting or Drawing, Free flow or geometrical, Grouped or distanced shapes

### CONTENT

What gives the composition meaning

**Who is in the artwork? Can you see a relationship of subjects? What are they wearing? What are the expressions on their faces?**

**Does the art have Political or Religious subjects, props or images?**

### CONTEXT

Circumstances in which a work of art is produced and/or interpreted

**Can you make inferences as to the artist's thoughts and intentions?**

**Can you make relevant connections or comparisons with other pieces of art or to other fields of study?**

**Did this occur before or after the artwork was created?**

**Has this piece of art been influenced by trends, fashions or ideologies?**

**What can you learn from the way the artists has portrayed this person/scene/image?**

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## Demonstration of Student Learning Ideas

### DEVIL'S ADVOCATE

Play devil's advocate. Create a monologue or short story from the opposing point of view.

### TABLEAU

Create a series of motionless figures recreating a scene based on their analysis.

### YES, AND...

This game comes from an actor's improvisation skill by building upon a statement. Groups or a whole class stands in a circle. The first student creates a statement or situation. The student next to them says, "Yes, and" and adds to it.

### WHAT DID THE ARTIST SAY?

Given the historical context and subject of the piece, ask students what they think the artist is trying to say (what does the piece mean), and who do they think is the intended audience? Support your view by referring to specific elements of the image and what you know about the history of the time.

### I SPY

Create a narrative based on the figures they have "spied" in the art. Or have students work collaboratively and create a story of an object.

### TIMELINE

Create a timeline and recount the story or actions you interpret from the piece of art you are analyzing.



### TELL A STORY

Have students create a story describing art from the perspective of the characters in the portrait.

Create a story discussing how all of these events from the art are linked together.

Have students create a short dialogue or script. What happened before? During and after? Write a story as if they were walking through time with these characters.

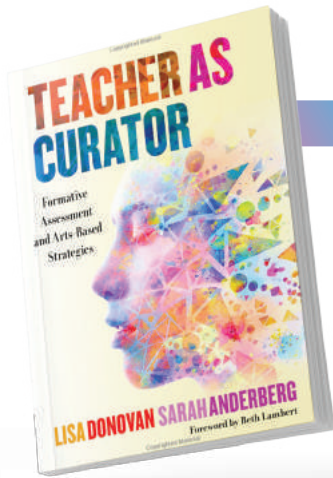
Tell a story but from the perspective of an inanimate object in the art.



# LISA DONOVAN

Visualization as a Drama Strategy for Integration

TEACH IN COLOR:  
K-8 ARTS INTEGRATION  
AND STEAM CONFERENCE



## BIO

Lisa Donovan, Ph.D. is a Professor in the Fine and Performing Arts Department at the Massachusetts College of Liberal Arts. Previously, she served as Lesley University's Director of the Creative Arts in Learning Division. Dr. Donovan has published widely and presented across the country and internationally on arts integration, rural arts education, and arts integration assessment. She is co-director of BRAINworks and the Director of the Institute for the Arts and Humanities. She is the 2021 Recipient of the Massachusetts Arts|Learning Irene Buck Service to Arts Education Award.

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[VIEW LESSON & HANDOUTS HERE](#)



SCAN ME

## NOTES



# Resource Links Reference Page

## Speakers

**ANNE CAREY:** <https://leftbraincraftbrain.com/>

**ERICA HALVERSON:** <https://amzn.to/3OZxCMn>

**JASON BLAIR:** <https://www.growcreativethinkers.com/>

**ALYSIA LEE:** <https://tinyurl.com/mtu7cxnr>

## Sessions

### **ANTOINETTE ELLIS**

STEAM Careers: <https://artsintegration.com/2018/09/01/steam-careers-for-the-21st-century/>

UN Development Programme: <https://www.undp.org/sustainable-development-goals>

Sustainable Development Goals: <https://sdgs.un.org/goals/goal5>

### **ESTEE NSEK**

Community Literature Initiative: <https://www.communitylit.org/>

Americans for the Arts: <https://www.americansforthearts.org/>

Art in Action: [https://artinaction.org /](https://artinaction.org/)

Find the Leaders Achievement Set: <https://www.michaels.com/leaders-and-achievers-bulletin-board-set/D215930S.html>

### **RUTH BYRNE**

Visible Thinking Strategies: <http://www.pz.harvard.edu/thinking-routines>

### **LISA DONOVAN**

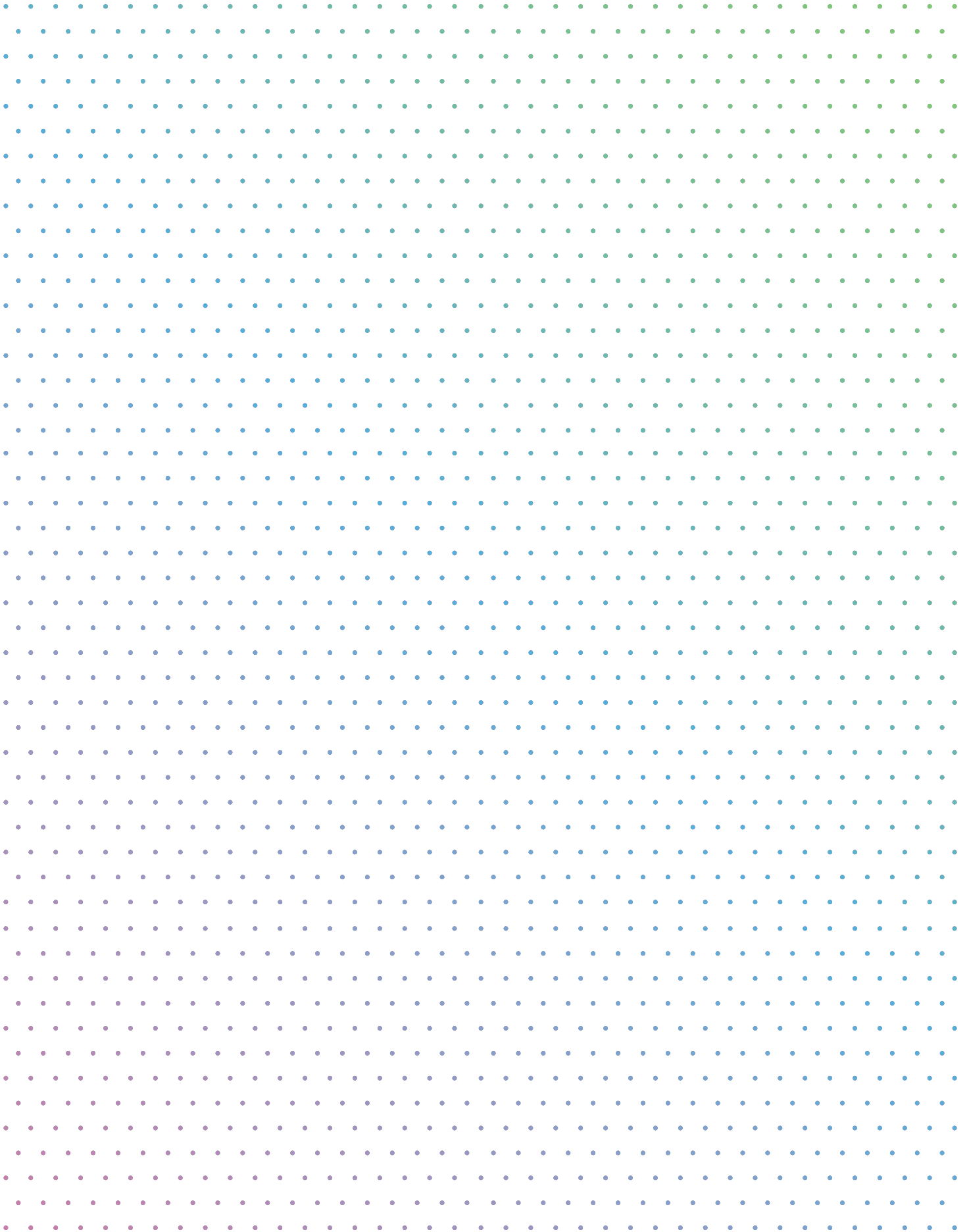
Handouts and Lesson Plan: <https://tinyurl.com/4td8cvvv>

# SKETCHNOTES

# NOTES

A series of horizontal lines for writing notes, alternating between light blue and light green colors. The lines are evenly spaced and cover the majority of the page area below the title.

# DOT GRID





[artsintegration.com](http://artsintegration.com)

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