

2017

| ArtCore

SUMMER INSTITUTE

August 22-25

artcore

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Taking photos of your amazing artwork? Feeling inspired by the presenters? Use our hashtag #DeepDive17 before, during and after the Summer Institute to stay connected. We want to see your amazing work!



#DeepDive17

Daily Schedule

Day 1 – Tuesday, August 22nd

Time	Event & Activities	Lead	Room
9:00-9:15	Welcome & Introductions Big Picture Housekeeping	Ross Anderson, Nate Beard, & Jessica Land	HEDCO 220
9:15-9:45	Keynote: Story & Equity	Mariah Landers	HEDCO 220
9:45-10:00	Transition		
10:00-11:10	“Shallow Dive” Round 1		
	Group A: Making the Abstract Concrete: Intro to Costume as an Expression of Ideas	Rachael Carnes & Jeanette deJong	Costume Shop – Miller Theatre Complex, 2 nd Floor
	Group B: Theatre & Movement	Nate Beard & Jessa Brie Moreno	HEDCO 146
11:10-11:25	Break & Transition		
11:25-11:35	Individual Reflection on Shallow Dive Experience	Nate Beard & Jessica Land	HEDCO 220
11:35-12:00	Story Swap: Stories about seeing arts learning or arts integration creating new avenues for equity for students.	Ross Anderson	HEDCO 220
12:00-1:00	Lunch Break		
1:00-2:10	“Shallow Dive” Round 2		
	Group A: Theatre & Movement	Nate Beard & Jessa Brie Moreno	HEDCO 146
	Group B: Making the Abstract Concrete: Intro to Costume as an Expression of Ideas*	Rachael Carnes & Jeanette deJong	Costume Shop – Miller Theatre Complex, 2 nd Floor
2:10-2:30	Break & Transition		
2:30-3:30	“Shallow Dive” Round 3		
	Full Group: Reflective Arts-Based Practices	Mariah Landers	HEDCO 220
3:30-3:35	Break & Transition		
3:35-4:00	Reflection & Closing Activity	Jessa Brie Moreno	HEDCO 220

Day 2 – Wednesday, August 23rd

Time	Event & Activities	Lead	Room
9:00-9:45	Welcome & Embodied Reflection: Using movement/theatre-based learning	Jami Teran	HEDCO 220
9:45-12:25	Experiential “Deep Dive” Round 1 - Discover, Interpret, & Ideas: Building Experience in Arts Integration		
	Mathematics & Movement	Cynthia Gutierrez-Garner & Rachael Carnes	HEDCO 220
	Social Studies & Theatre	Nate Beard & Jessa Brie Moreno	HEDCO 146
	Language Arts & Music	Mari Livie and Bryan O. Rojas-Arauz	HEDCO 144
	Science & Visual Arts	Michele Haney & Jessica Land	HEDCO 142
12:25-1:25	Lunch Break		
1:25-1:45	Stories from the Depths – Mandala	Mariah Landers	HEDCO 220
1:45-2:30	Arts Integration Design Session 1 - Discover & Interpret: Framing Your Arts Integration Challenge	Multiple Facilitators <i>(Teachers Grouped by Content Area)</i>	HEDCO 220
2:30-2:50	Brain Break/Mural	Jami Teran & Bayne Gardner	Multiple Locations
2:50-3:50	Arts Integration Design Session #2 - Ideas: Envision Possibilities in Your Classroom	Multiple Facilitators <i>(Teachers Grouped by Content Area)</i>	HEDCO 220
3:50-4:00	Group Reflection & Closing	Weaver Team	HEDCO 220

NOTES:

Day 3 – Thursday, August 24th

Time	Event & Activities	Lead	Room
9:00-9:20	Welcome, Storytelling with School Teams	Weaver Team	HEDCO 220
9:20-12:00	Experiential “Deep Dive” Round 2 - Experiment & Evolve: Developing and Refining Your Creative Work		
	Mathematics & Movement	Cynthia Gutierrez-Garner & Rachael Carnes	HEDCO 220
	Social Studies & Theatre	Nate Beard & Jessa Brie Moreno	HEDCO 146
	Language Arts & Music	Mari Livie and Bryan O. Rojas-Arauz	HEDCO 144
	Science & Visual Arts	Michele Haney & Jessica Land	HEDCO 142
12:00-1:00	Lunch Break		
1:00-1:15	Intro to Design Canvas: Big Ideas	Multiple Facilitators (Teachers Grouped by Content Area)	HEDCO 220
1:15-1:20	Transition		
1:20-2:25	Arts Integration Design Session 3 – Ideas: Generating New Pathways for Your Classroom	Multiple Facilitators (Teachers Grouped by Content Area)	HEDCO 220
2:25-2:35	Break		
2:35-3:45	Arts Integration Design Session 4 - Experiment & Evolve: Playing with Possibilities Across Your School		
	Kelly Middle School	Jessica Land	HEDCO 142
	Network Charter School	Mari Livie	HEDCO 144
	Hamlin Middle School	Nate Beard	HEDCO 146
	Cascade Middle School	Michele Haney	HEDCO 220
	Oaklea Middle School	Katie Schuessler	HEDCO 220
3:45-4:00	Group Reflection, Closing, Expectations/Format for tomorrow’s exhibition of learning	Weaver Team	HEDCO 220

NOTES:

Day 4 – Friday, August 25th

Time	Event & Activities	Lead	Room
9:00-9:30	Group Warm-Up & Grant Admin (stipends available, MOAs, consent)	Weaver Team	HEDCO 220
9:30-10:15	Experiential Deep Dive Finishing Touches & Exhibition Prep		
	Mathematics & Movement	Cynthia Gutierrez-Garner & Rachael Carnes	HEDCO 220
	Social Studies & Theatre	Nate Beard & Jessa Brie Moreno	HEDCO 146
	Language Arts & Music	Mari Livie and Bryan O Rojas-Arauz	HEDCO 144
	Science & Visual Arts	Michele Haney & Jessica Land	HEDCO 142
10:15-12:15	Interactive Exhibition & Performance	Ross Anderson	HEDCO 220
12:15-1:00	Final Reflections & Evaluations	Ross Anderson	HEDCO 220

NOTES:

Workshop Descriptions

Making the Abstract Concrete: Intro to Costume as an Expression of Ideas

with Jeanette deJong, Assistant Professor, University of Oregon Theater Arts Department

We all wear costumes, every day. Costumes for work, play, for school and home — What we wear says a lot about who we are, or the image we're projecting to the world. And for 3,000 years, costumes have reflected society and history as they've changed and evolved over centuries. What if we could use costumes to express abstract concepts? Could we use costume design to explore the inner-workings of a cell in Biology? Or the relationship of line, shape and form in Math? How can costumes bring literature and history to life — making the past more present? In this exciting hands-on workshop, teams will work together to build garments to represent the developmental and evolving structures in brain that make us human: Our cognitive, socioemotional and our physical selves. We'll utilize readily available materials and explore using them in new ways, while reflecting on bringing creative projects into a variety of classrooms and curricula.

**Workshop held in Theater Arts Dept. Costume Shop, 2nd Floor of the Miller Theater Complex, between Robinson Theater and Villard Hall. (Enter through loading dock.)*

Creating Cultures of Thinking: Rise Up! An American Curriculum

With Mariah Rankine-Landers, Director of School Transformation Through the Arts

Creating a culture of thinking is an invitation to deepen the structures and strategies in your teaching practice through the visual arts. Using the lessons and ideas from Rise Up! An American Curriculum, this session will equip you with thinking protocols, studio habits of mind, visual learning opportunities, and making learning visible practices that will support, love, and nurture your thinkers as they digest critical content.

Mathematics & Movement: Translation, Rotation & Reflection: Using Movement as a Learning Tool for Math

with Cynthia Gutierrez-Garner, Western Oregon University Professor of Dance, and Rachael Carnes, ArtCore Project Coordinator and Arts Integration Specialist with a concentration in the field of Inclusion

How can we make math move? How does learning about abstract concepts in a novel way — using a brain-compatible method — reach more learners? Why do we benefit from warming up, introducing a concept, exploring the concept, building skill, creating and reflecting? And can we do all of that while engaging our whole selves, using movement and creativity to take on math curriculum? In this lively, hands-on workshop, we'll take a powerful leap into learning in a new way, finding the place where movement and math intersect. How can we use Random Chance Choreography to explore Statistics and Probability? What's a fun movement game to teach about Rates and Ratios? How does using movement help us to define and work with Geometric shapes, or Algebraic Equations? We'll dive into these areas and more, allowing opportunities for individual and group curricular scaffolding. Please come prepared to move — In an adaptive and inclusive environment. No prior movement experience necessary.

Language Arts & Music

With Bryan O. Rojas-Arauz, University of Oregon PhD student in Counseling Psychology and Mari Livie, ArtCore Weaver

The historical roots of Hip-Hop are grounded in activism and empowerment, later morphed by the recording industry into what is commonly produced as hip hop today (Hadly & Yancy, 2012). Currently Hip Hop in the United States and around the world is dominated by associations with violence, drugs, and promotes negative views and stereotypes of Black and Latinx populations. These associations not only perpetuate fear and prejudice within the dominant society, but also emphasize for Latinx and Black youth a negative internalized image of who they are. In this workshop, we aim to show how reclaiming the cultural roots of hip hop, and using hip hop to support positive youth development and activism, is a promising avenue. Hip hop has been utilized as an empowerment tool and can be adapted for mental health promotion and psychological work with marginalized communities (Winfrey, 2010). It can also be used as a teaching tool and way of connecting core educational material with students. For this workshop, we will focus on Critical consciousness work with youth, based in Freirean pedagogy, that includes three core elements: Critical reflection, critical motivation, and critical action (Diemer, McWhirter, Ozer & Rapa, 2015). Critical consciousness can be described as the development of critical awareness of oppression, motivation, and agency to challenge that oppression, and transformative action. Thus, critically conscious marginalized youth have the awareness, motivation and agency to navigate and identify social and structural barriers (Garcia Coll et al., 1996). Creating pedagogic spaces in which marginalized youth are able to become aware of their own identities, experiences and the impact of cultural and societal barriers can be transformative and empowering (Akon, 2009). Presenters will provide a brief history and philosophy of the origins of hip hop, we will describe critical consciousness and how hip hop can be used as a tool for reclaiming identity and raising critical consciousness. This workshop is designed to engage participants in exploring the potential of hip hop education for working with youth in developing critical consciousness, critical thinking, and positive self-identification. We will also provide other examples of Hip Hop education in action and name of programs across the U.S. that have embraced Hip Hop education at their core.

Science & Visual Arts: 3D Laboratory

with Michele Haney and Jessica Land, ArtCore Weavers

Join Michele Haney and Jessica Land in exploring the role of 3D design in science curriculum. Learn how to help students turn their imaginations inside out. Part geometry and part art, 3D design merges innovation with scientific and mathematical discovery. As stated by Dave Featherstone, "both science and art are human attempts to understand and describe the world around us." Sculptor Alexander Calder used brass and steel to describe kinetic energy. Other artists such as Lin Emery, George Ricky, Antony Gormley and Alison Saar have utilized wood, fabric and clay to create work about levers, pulleys, and balance. In this workshop, see examples of 3D scientific design, learn about the artistic elements of 3D design and use recycled materials to dive deeper into topics you already teach - reactions, conversions, transformations, growth, connectivity and more!

Social Studies & Theatre: The Embodied Perspective

With Jessa Bria Moreno, Co-Director of School Transformation Through the Arts and Nate Beard, ArtCore Weaver

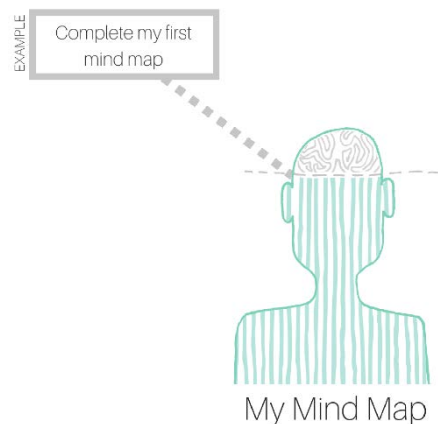
What happens when you integrate social studies content with theater? How can learning through the body provide a new critical awareness in our students? It seems that building bridges is more important now than ever before. How do we build bridges to our content, to our peers, and to our emotional selves to make this learning have real meaning?

In this deep dive, we will use a process-drama technique to explore middle level social studies content.

Using historical texts as source material, participants will work on character development, micro monologues, and scene-building. We will use empathy, imagination, and the body to guide perspective taking. We will work towards building a short performance to demonstrate our process of engaging with the material and our understanding of the content.

CREATE YOUR MIND MAP

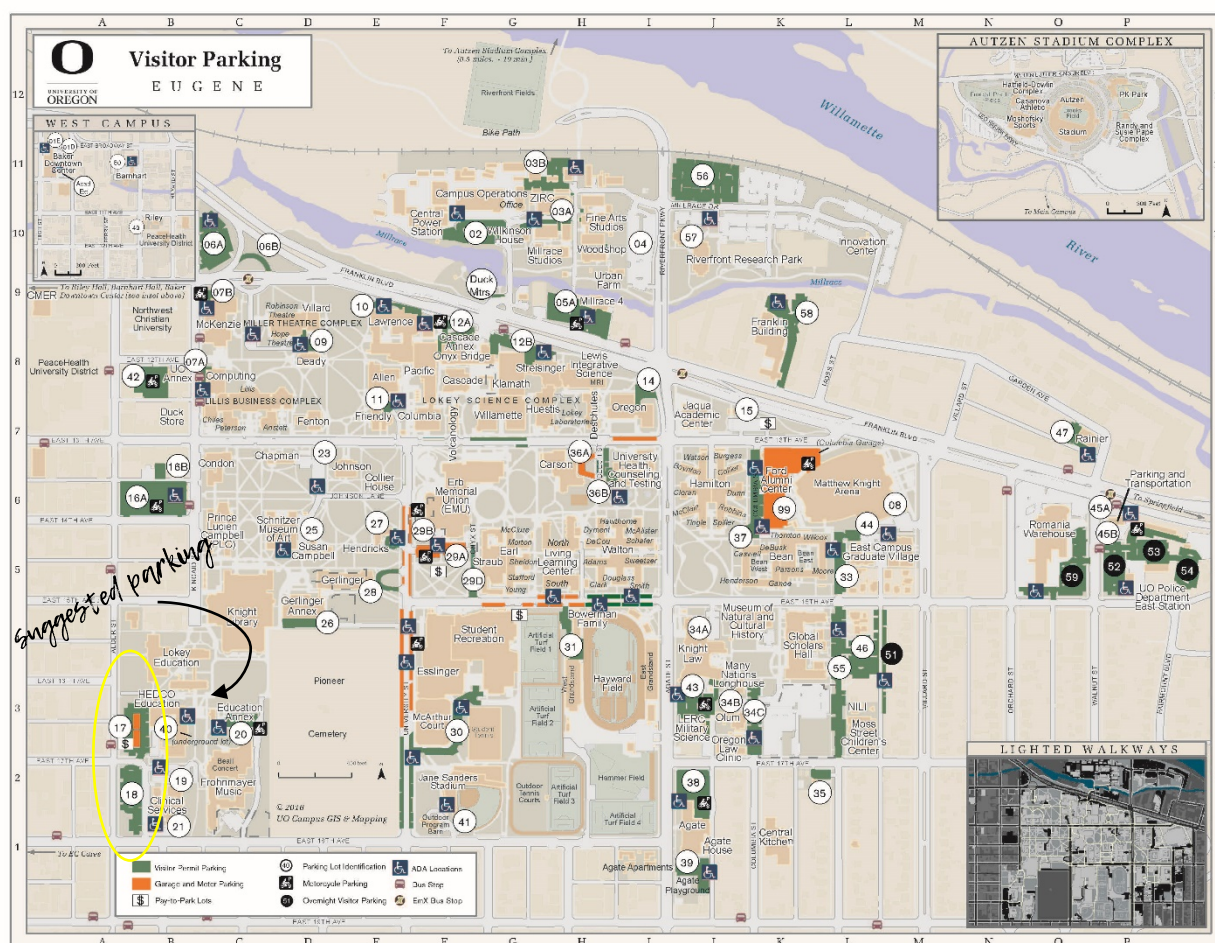
A Mind Map is a wonderful way to envision and plan your goals. Try to think of a goal that would have the most positive impact on your life. Write this goal down in the silhouette below. In five minutes, write down any necessary steps to get you there. How can this institute help you with your goal?



Parking & Transportation

The parking closest to the main building for this institute is in parking lots 17 and 18. Next closest parking is in lots 16A and 16B, off of Kincaid and East 14th Avenue. A limited supply of Visitor Parking permits will be available. To ensure every car receives a permit, please carpool when possible. Visitor Parking Permits work in all green areas of the map below.

To get to HEDCO from Kincaid Street, walk up (South) from Kincaid Street towards the Lokey Education Building (a white, one level building). HEDCO is just south of Lokey Education building (a brick building with white siding).



Bike Parking

Bike racks are located on the north side of HEDCO.

Public Transit

One option for saving on parking cost is utilizing the EmX to commute in from Springfield Station.

Traveling from Springfield

- Park at the Springfield Station, board the Eugene-bound bus
- Exit bus at Dad's Gate Station

- Travel west on 11th to Kincaid
- Turn left on Kincaid and follow to end
- Walk through courtyard of Lokey Education Building, HEDCO is located just south of Lokey Education

SPACE OF INFINITE POSSIBILITY

STRIVE FOR PROGRESS, NOT
PERFECTION.

-UNKNOWN-

What is one thing that you want to improve on or experiment with? Feel free to use this space to dream up items to practice on during this institute.

Wayfinding

Navigation to Miller Theatre Costume Shop

1. Exit HEDCO cross through the courtyard of Lokey Education to Kincaid Street (Alpha Omega house will be on your left; Knight Library will be on your right).
2. Travel north on Kincaid Street to E 12th Avenue.
3. Turn right on the sidewalk that travels between McKenzie and Computing.
4. Turn left at the short drive that leads to Dad's Gate (large green iron gate at entrance to university grounds).
5. Miller Theatre will be on your right, enter through the main doors.
6. The costume shop is on the 2nd floor, room 123.

Nearby Coffee & Tea

1. Knight Library Café - Located on the ground floor of the Knight Library (entrance from the Northwest gravel courtyard).
2. Starbucks – Located in the “Fishbowl” on the 1st floor of the Erb Memorial Union.
3. Townshends Tea – Located on the Ground Floor of the Erb Memorial Union, under the grand staircase.
4. Café Roma – Located on 13th Ave. just west of campus.
5. Starbucks – Located on the corner of 13th Ave. and Alder St. just west of campus.
6. Milkyway Bagels (Bubble Tea) – Located on 13th Ave. just west of campus.

Nearby Food & Drink

1. Erb Memorial Union – Falling Sky Brewery & Pizzeria, Chipotle, Subway, Joe's Burgers, Panda Express, UO Dining Café Fresh.
2. 13th Street – Milkyway Bagels, Noodle Head, QDOBA, Yogurt Extreme, Caspian Mediterranean Café, Espresso Roma, Jimmy Johns.
3. Alder Street – SY's New York Pizza, Sweet Basil Thai Express, Maple Garden (Chinese), Café Carpe Diem, Glenwood, Pegasus Pizza (just off Alder on 14th).
4. Nearby Bars/Pubs – Falling Sky Brewery (Erb Memorial Union), Taylor's Landing (13th and Kincaid), Webfood Bar & Grill (13th), Rennie's Landing (12th and Kincaid), Sam's (Franklin), Wild Duck Café (Villard), McMenamins (19th Street).

Facilitator and Presenter Bios



ROSS ANDERSON

Ross is the Principal Researcher at the Educational Policy Improvement Center (EPIC) and Ph.D. candidate in Education Leadership at the University of Oregon. Before entering the field of education, Ross studied architecture at Yale University. He designed and built sculptural architectural projects, working with playful innovators, like Tom Luckey. Ross brings nine years of professional experience in education innovation, first serving as the Director of Strategic Initiatives in Norwich, Connecticut. Throughout his work in Connecticut and Oregon, Ross has been responsible for designing and leading over \$9 million of grant-funded work to enhance the learning experiences of youth in diverse communities. He works collaboratively to design, implement, and research creative solutions to boost engagement of community members, educators, and students in deeper learning. Ross's work aims to promote new understanding about the role that skills, like creativity, can play in future conceptions of educational policy and practice. In his free time, Ross enjoys playing the Afro-Brazilian martial art and dance form, Capoeira, and adventuring across Oregon with his family. Contact Ross at ross_anderson@epiconline.org for more information.



NATE BEARD

Nate Beard is the ArtCore Weaver for Hamlin Middle School; he is also a writer, actor, & educator who has championed Arts-based youth empowerment since 2005. As a curriculum designer and professional development provider, he is most interested in creating opportunities that grow skills in emotional intelligence, creative & critical thinking, and meaning-making. Nate has worked as the Drama Director for the Courageous Kids Grief Program and Imagine That! Performing Arts Camp. He strives to co-create learning experiences that engage, inspire, challenge, and prepare students to pursue a healthy relationship with learning and growing.



RACHAEL CARNES

Rachael Carnes has spent 20+ years investing in arts integration. As founder of Sparkplug Dance, an educational arts nonprofit, Rachael synthesized current brain research with methods of concept-based creative movement, and brought her unique program to thousands of school children. In addition to serving as the Program Coordinator for ArtCore, she collaborates with the University of Oregon's Early Childhood CARES program to providing ongoing therapeutic dance classes to preschoolers living with multiple disabilities. With a B.A. from Reed College, and a certification in Dance Movement Therapy from the New School in New York City, Carnes is recognized as an

international leader in the field of inclusive education, teaching workshops in The Hague, Istanbul and across the U.S., including the Kennedy Center's annual Arts for Learning Institute. As a professional writer and editor, Carnes regularly contributes to publications throughout the Northwest.



JEANETTE DEJONG

Jeanette deJong is an Assistant Professor in the UO Theatre Arts, joining the faculty in 2015. She earned her B.A. from University of Puget Sound in 1982 and her M.F.A. in Costume Design from the University of Oregon in 1984. Her principal areas of artistry are costume design, patterning/draping, professional practice in costume design, and fashion.



BAYNE GARDNER

Bayne Gardner is a Eugene based mural artist. He has created over 25 outdoor murals in Eugene, Springfield and San Diego. Bayne's current focus is collaborative projects that involve large groups of children in the process of designing and painting murals. He has created close to 15 murals with the help of students ranging in age from 3 to 18, in local school and parks. Follow Bayne on Instagram: @baynegardner. Bayne's time was made possible through the generous contributions of Imagination International Inc., a local manufacturing & distribution company passionate about inspiring and enhancing creativity with their products & educational tools.

"We distribute the best artistic tools for both accomplished and aspiring artists, & strive to bring arts education to youth throughout the world. We support local arts organizations, schools, and community



service organizations because we feel that every person should have the opportunity to reach their full creative potential." Learn more at

<https://imaginationinternationalinc.com/about/>



CYNTHIA GUTIERREZ-GARNER

Cynthia Gutierrez-Garner is a teaching specialist and creative practitioner in the areas of both contemporary post-modern dance and American concert jazz technique. Gutierrez-Garner received her B.F.A. Summa Cum Laude at the University of Minnesota, and her M.F.A. as an Advanced Opportunity Fellow at the University of Wisconsin, Milwaukee. She has enjoyed Guest Artist Residencies at several Universities across the country including Kent State University, Arizona State University, University of Minnesota, and University of Texas, Rio Grande Valley and at the Bates Dance Festival in Lewiston, Maine. She has seen support from organizations

such as the Jerome Foundation, the McKnight Foundation, the Walker Art Center, and the Arizona Commission on the Arts. Her work has been commissioned by professional companies such as the Minnesota Dance Theater, Dulce Dance Company, Eclectic Edge Ensemble, Jazz Antiqua, and Zenon Dance Company. She currently serves on the faculty of Western Oregon University.



MICHELE HANEY

Michele Haney is an arts educator and visual artist who is passionate about bringing innovative arts opportunities to young creatives. With experience teaching in museums, local non-profit organizations, residencies in schools, after school classes and summer camps, she enjoys weaving art into many content areas while supporting the individual interests of students. Michele also contributes substantially to the research and evaluation efforts of ArtCore. She earned her M.S in Arts Management with an emphasis in Community Arts and her B.A in Studio Art from the UO. She is currently working towards her MAT at Western Oregon University.



JESSICA LAND

As an educator, Jessica believes in facilitating students' learning by engaging with their innate creativity. Drawing from teaching experience in alternative and traditional Public School settings — and a lifetime of creative exploration in the visual arts — she aims to support students in finding authentic self-expression and meaningful connections to academic content. The beauty of nature — and the challenge of finding human balance within nature — inspires her to paint, write, dance, build tile mosaics and to garden. Jess earned her M.A. in Experiential Education at Prescott College in Prescott, AZ and her B.A., Magna Cum Laude, in English/Writing and Fine Arts,

at St. Lawrence University in Canton, NY.



MARI LIVIE

Mari Livie is the ArtCore Weaver at Network Charter School. She sings and plays the ukulele in Eugene based band, thank you Einstein. You can hear her music on SoundCloud. Mari Livie is also an enthusiastic fibers artist. You can see her work at marilivie.com.



JESSA BRIE MORENO

Jessa Brie Moreno is Co-Director of School Transformation Through the Arts, an Integrated Learning Specialist Program Instructor and Region Four Arts Co-Director all out of the Alameda County Office of Education. She is a Field Manager for the California Alliance for Arts Education's statewide advocacy work and a core writer on Rise Up! An American Curriculum (riseupcurriculum.org), based in student-centered arts-centered activism. Moreno has been an Assistant Professor at the California Institute for Integral Studies and Theatre Arts Lecturer with San Jose State University. She is founding director of award-winning student theatre company OakTechRep

and the Oakland Theatre Arts Initiative, and has a passion for collaboration, story circles and disrupting systems of oppression through creative inquiry.



MARIAH RANKINE-LANDERS

Mariah is best known as Ms. Landers to hundreds of young people. Five years ago, when Mariah stepped out of the classroom she entered into teacher leadership at Alameda County Office of Education to support the goals of arts education in schools in the Bay Area. As Director of School Transformation Through the Arts, she is a visionary behind what teaching and learning has the potential to be and how schools can develop systems of practice that encourage narratives of inclusion. She coaches educators at large to interrupt master narratives held in learning spaces that are designed to uphold white supremacy. She invites educators to critique established norms

and return to spaces of love, joy and art centered education that responds diligently to the probing questions and needs of today's young people. Mariah is sought out for her ability to design responsive curriculum centered in creative inquiry. She promotes and invites the educational system to redesign its purposes with the role of the contemporary artists at the forefront of how young people can develop the capacity for imagination, innovation, perception, and critical thought that will bridge and build a society that we all deserve. Mariah was particularly motivated by the musical "Hamilton, An American Musical" as a doorway to activate the changes in attitudes, assumptions and patterns of knowing that teachers and students should wrestle with. With a team of incredible educators and artists she has developed "Rise Up! An American Curriculum." Mariah leads with conviction that if you tend to your heart, tend to the art that motivates you, and lead with love, that our schools can dissolve the oppressive systems they uphold and become the sanctuaries we all need to fully bloom and become.



BRYAN O. ROJAS-ARAUZ

Bryan is an immigrant of Costa Rican and Panamanian descent. He is a "Bay Area kid" hip hop head, and has worked with Hip Hop education across the U.S. blending Hip Hop education with mental health issues, identity formation, and Critical consciousness among others. He received his Master's in Counseling Marriage, Family and Child Therapy with a dual emphasis in College Counseling at SFSU. He is a Counseling Psychology doctoral student with a Specialization in Spanish Language Psychological Services and Research at the University of Oregon. His research focus is Immigrant psychology, DREAMer experiences, ethnic identity formation, Critical Consciousness, and postsecondary education attainment. Bryan

currently works with Latinx, and undocumented youth in an after-school intervention and research program. He is also a mental health counselor at Lane Community College. Bryan is a self identified DREAMer, feminist, dancer, Slam poet, MC, and scholar-activist.



KATIE SCHUESSLER

Katie is passionate about the arts as a vital component of teaching and learning, and is excited to be joining the ArtCore team for the 2017-2018 school year. As an educator, Katie encourages students to honor their full creative expression while exploring a wide variety of materials, concepts, and content areas. Previously, she taught art at a private school in the West Bank, as well as in public schools and a local nonprofit arts organization. Katie earned a Master in Teaching with an emphasis in Visual Art from the Evergreen State College, and a Bachelor of Fine Arts from the University of Arizona. She loves to paint, make photos, and explore new mediums. Outside of teaching

and making art, Katie enjoys writing and yoga.



JAMI TERAN

Jami Teran is the Director of Heartwise, a Community Learning Center based in Eugene, OR. It is the mission of HeartWise to innovate alternative methods of education, providing and promoting a continuum of care that strengthens body, mind and spirit for at-risk youth grades 7-12 within a larger network of alternative education programs. HeartWise Community Center provides structure for nontraditional students to build inner strength as they learn to transform conflict and become mindful, responsible and empowered adults. They integrate core curriculum with yoga and creative arts to inspire significant change in the lives of our students. The essential

goal of HeartWise is to create a setting in which the tools to build and sustain inner-peace are made available and practiced. HeartWise is a partner and funded by Network Charter School in Eugene Oregon, 4j School District. The alternative charter school program is an interdependent network of small non-profits that provide alternative education for grades 7-12.

I'M NOT SAYING I'M GOING TO
CHANGE THE WORLD, BUT I
GUARUNTEE I'M GOING TO SPARK
THE BRAIN THAT WILL CHANGE THE
WORLD.

-TUPAC SHAKUR-

Resources

RELATIONSHIPS BETWEEN ART AND THE BRAIN

1. Art-Making can demonstrate improvements with Stress and Anxiety.
 - a. Two academic studies:
<http://www.tandfonline.com/doi/full/10.1080/07421656.2016.1166832>
<https://www.ncbi.nlm.nih.gov/pubmed/26222010>
 - b. One bite-sized background article that shows art-making can reduce stress-related hormones in your body.
http://drexel.edu/now/archive/2016/June/Art_Hormone_Levels_Lower/
2. Creating – and even simply observing — visual art improves connections in the brain.
 - a. Two academic studies:
<http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0101035>
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3874727/>
3. Art-making can help us get through negative experiences and periods of heightened emotion:

http://www.jennifredrake.com/uploads/7/0/5/5/7055907/drake_winner_2012_paca.pdf
4. “Mindless” sketching can help us focus.
 - a. Bite-sized article:
<https://www.theatlantic.com/entertainment/archive/2015/07/doodling-for-cognitive-benefits/398027/>
5. Playing music is associated with cognitive gains.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4430083/>
6. Making art can help you achieve "flow."

https://www.ted.com/talks/mihaly_csikszentmihalyi_on_flow?language=en

(Csikszentmihalyi's interest in what we now call "flow" in fact began when he was trying to understand the single-minded focus of a painter.)

https://link.springer.com/chapter/10.1007%2F978-94-017-9088-8_16#page-1

7. Arts integration improves long-term memory retention

- a. Middle school students improved their memory of science concepts, especially those who struggle academically with traditional instruction in the past. Strategies include (a) rehearsal, (b) elaboration, (c) generation, (d) enactment, (e) oral production, (f) effort after meaning, (g) emotional arousal, and (h) pictorial representation.

- b. Check out the ArtCore blogpost that outlines each of strategies used in Arts Integration that likely contribute to improved retention.

<http://www.artcorelearning.org/blog/2016/4/18/why-we-remember-the-arts-support-for-retention-and-retrieval>

<http://blog.americansforthearts.org/author/mariale-hardiman>

<https://www.youtube.com/watch?v=ZUbyi5Acc2U>

Dr. Thomas Armstrong's Recommendations to Engage Adolescents in Learning

The brains of middle and high school students undergo significant developmental changes as they move from childhood to early adulthood. Though this isn't new knowledge, the way these changes impact students' capacities to learn is a field of education research growing rapidly.

Thomas Armstrong, Executive Director of the American Institute for Learning and Human Development, offers eight "brain-friendly" teaching and learning practices for adolescents in his book, "The Power of the Adolescent Brain" (2016). Adapting from Armstrong's work (2016, p. 33), we outline these strategies in the table below, along with a third column that links each strategy to ways that ArtCore lessons and modules capitalize on Armstrong's recommended practices. Visit www.artcorelearning.org to adapt the modules listed to your own curriculum.

You can find out more about these strategies with helpful videos and guides at Armstrong's website <http://www.institute4learning.com/> and in his book referenced below.

THE ARTCORE SYNTHESIS OF DR. THOMAS ARMSTRONG’S EIGHT ADOLESCENT OPPORTUNITIES

Strategy	Rationale for Practice	ArtCore Connections
<i>Opportunities to choose</i>	Helps adolescents make less risky and more sensible decisions	Students are encouraged to choose their materials and define the purpose of their work. See: “ <i>SHOMROOM</i> ”
<i>Self-awareness activities</i>	Assists adolescents to define their still-developing sense of identity and to acknowledge strengths and areas in development	ArtCore integrates arts into Social Studies and ELA to initiate conversations surrounding identity, purpose, morality, empathy and efficacy. See: “ <i>Culture Core</i> ”
<i>Peer learning connections</i>	Capitalizes on adolescents’ preference for hanging out with peers	ArtCore prioritizes peer critiques, authentic assessment and collaboration in ArtCore modules. See “ <i>Conceptual Mathematics</i> ”
<i>Affective learning</i>	Integrates the emotional brain-body with the rational areas of the brain to support self-regulation and awareness	ArtCore provides opportunities for students to accept and effectively integrate their emotions into their learning. See: “ <i>Math Anxiety Monsters</i> ”
<i>Learning through the body</i>	Capitalizes on the highly plastic cerebellum by providing physical learning to teach higher-order skills	Students are regularly asked to incorporate movement into their learning for memory retention and community building. See: “ <i>Tableaux</i> ”
<i>Metacognitive strategies</i>	Takes advantage of the adolescent’s emerging capacity for “thinking about thinking”	ArtCore incorporates habits of mind to help students attend to their thinking skills and patterns. The ArtCore research team conducts surveys, interviews and creative assessments to gauge metacognition.
<i>Expressive arts activities</i>	Channels burgeoning adolescent emotional energies into thoughtful and socially appropriate artistic products and processes	The arts are a rich tapestry of entry points into personal expression: painting, sculpture, drama, music, and more. For many students, music exploration is particularly helpful in articulating emotion. See “ <i>Dead Musicians</i> ”
<i>Real-world experiences</i>	Gives adolescents an opportunity to practice executive functions and see relevance of their learning	ArtCore modules prioritize choice, risk, mistakes and reflection over product. In all lessons, students are expected to plan before doing and reflect after trying.

Armstrong, T. (2016). *The power of the adolescent brain: Strategies for teaching Middle and High School students*. ASCD.

Additional Arts Resources for Middle School Teachers

LANE ARTS COUNCIL

<http://lanearts.org/>

In-school arts education programs (artist residencies and assemblies); professional development opportunities; student apprenticeship opportunities; art camps; additional resources

DANCEABILITY INTERNATIONAL

<http://www.danceability.com/>

Teacher trainings and educational materials for teachers of inclusive dance; youth programs

IMAGINATION INTERNATIONAL

<https://imaginationinternationalinc.com/>

Free lesson plan resources; training and workshops; demos and presentations; art supplies

JORDAN SCHNITZER MUSEUM OF ART

<http://jsma.uoregon.edu/>

Arts education professional development trainings; youth programs (on-site and in-school); art camps; museum tours

OREGON ARTS COMMISSION

<http://www.oregonartscommission.org/>

Various resources related to advocacy, funding, and arts education

MATERIALS EXCHANGE CENTER FOR THE COMMUNITY ARTS (MECCA)

<http://www.materials-exchange.org/>

Teacher resource center and warehouse; free art supplies; classes and workshops

MUSEUM OF NATURAL AND CULTURAL HISTORY

<http://natural-history.uoregon.edu>

Teacher resources; workshops; youth programs; tours; camps; classroom outreach

OPAL CENTER FOR ARTS AND EDUCATION (COTTAGE GROVE)

<http://opalcentercg.org/>

Educational resources; classes and workshops

OREGON ALLIANCE FOR ARTS EDUCATION

<http://www.oregonarts.net/>

Arts education resources and research for educators

EUGENE PUBLIC LIBRARY

<https://www.eugene-or.gov/130/Eugene-Public-Library>

The Maker Hub at the library is open every day of the week. Discover, create, prototype, and have fun in an open, unguided environment. Explore 3D printing and fabrication, sewing and textiles, electronics and robots, media editing, video, graphic design, crafts, and much more.

942 OLIVE STREET | UNIVERSITY OF OREGON INNOVATION HUB

<https://innovate.uoregon.edu/942-olive-street/>

Flexible space for meeting, creating, collaborating and networking; product design student apprenticeship opportunities specifically for middle school students

This list does not include all organizations offering in-school arts programs. For a full list of in-school arts programs, explore the Arts Asset Map: <http://laneartsmap.org/>