

A Picture is Worth More than a Thousand Words!
Using Visual Facilitation to Enhance Presentations

Room: 207

Anne Jess, The Doodle Biz

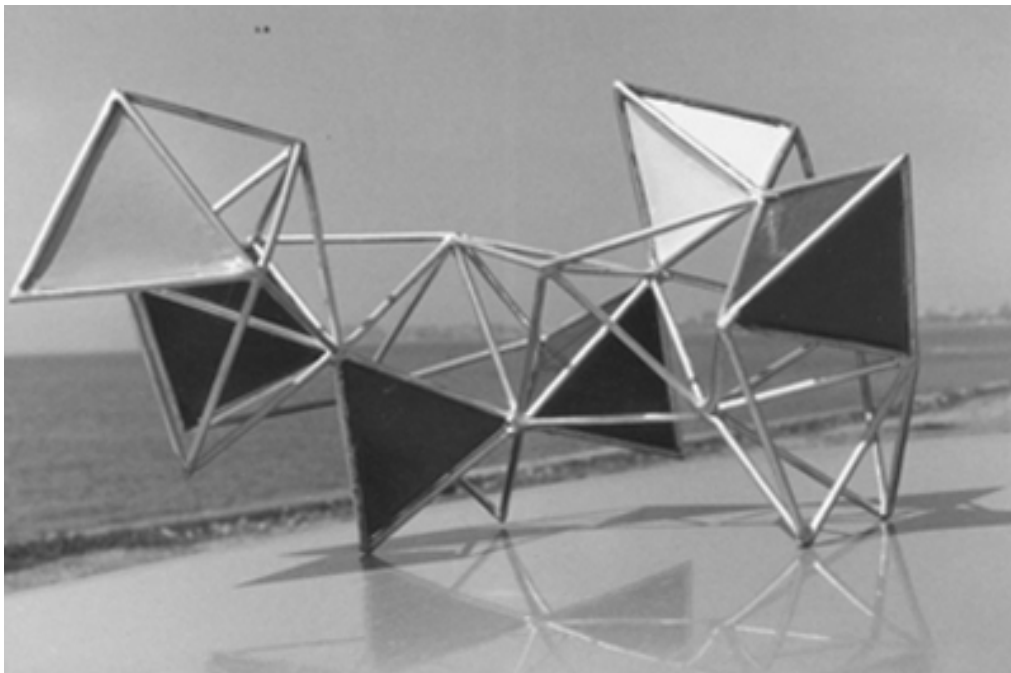
Greg Williamson, School Health Programs, OSPI

Visuals help the brain incorporate new information faster and retain it longer. Improve your presentations! Everyone can be successful with simple graphics. In this highly interactive workshop: Learn and practice basic charting techniques. Improve mind-mapping with simple graphics. Enhance your listening skills by recognizing visual language.

Audience: Other

Focus: Visual Arts

Grade Level: All





FUN & EXCITING SCIENCE!

Room: 313

Rockets, Slime and the Integration of Art & Science

Tim Lowell, Artist, Educator, Bainbridge Island Arts Education Consortium

Create hands-on examples of the intersection of art and science. You will make and take home a working rocket using recycled water bottles and make it fly with non-toxic, safe "fuel". By combining non-toxic mediums/substances, you will experience mixing of colors, changing of form, chemical transformation and the creation of colorful, tactile putty (aka Gak, Slime or Oobleck).

Audience: Art Specialists, Parents/Partnerships

Focus: Visual Arts

Grade Level: K-12

SMART Start:

Room: 205

A Dramatic New Way to Make the GLE's Work For You

Lesley Niemi, Teacher, **Katie Olson**, Teacher, South Kitsap School District

We all want to be energetic, motivated, organized and efficient educators, but with all that the state sends our way – GLE's, EALR's, CBPA's – it's difficult to know where to start... Hear about the path one district took in an effort to unravel the tangled web of information and weave it into a pathway to lead us from overwhelmed to efficiency powerhouses.

Audience: Art Specialists, Elementary Generalists, State Initiatives

Focus: All

Grade Level: K-12

A Grammar of Comics, Teaching and Assessing

Room: 113

Dr. Mary Stoermer, Instructor, Portland State University

(Repeats Session 7)

POW! BAM! WOW! Stumped by the medium of comics. Ignored by the fanboys and fangirls, who want to do their own thing? Badgered by the administration of integrating language arts? This presentation addresses how to teach making comics in a clear way that allows for assessment and integration. *Research based on the Comic Book Project.*

Audience: Art Specialists, Elementary Generalists, Parents/Partnerships

Focus: All

Grade Level: K-12



Improvisation with the Body and Voice

Room: 103

Christian Swenson, Human Jazz

The work is unique in its cross-cultural synthesis of theater, dance and music and its willingness to unbridle the imagination. Students and teachers learn the fundamentals of dance, mime, music, spontaneity and trust while creatively engaging themselves and others in non-competitive play. Join us!

Audience: Art Specialists

Focus: Theatre

Grade Level: K-12

Cinema Literacy for Educators

Room: 114

Jeffrey Townsend, Filmmaker, Now What Creative

(Part 1 of 2)

In a fun, fast-paced session, Cinema Literacy for Educators equips teachers with the tools they need to authoritatively critique student assignments submitted on video. Discover the underlying grammar, vocabulary and syntax of a language that has remained unchanged since it was developed a hundred years ago: the language of cinema.

Audience: Advocacy, Elementary Generalists, State Initiatives

Focus: All

Grade Level: K-12

AfroPeruvian Dance & Percussion

Room: 102

Vanessa Villalobos, Director, Balorico Dance

Ernesto Pediangco, Percussionist, Pan-American Rhythm Band

Experience AfroPeruvian dance & percussion as you invite your body to connect to your spirit through movement. Students and dance educators will be able to use the material covered in class to improve cross-lateral coordination, balance and the use of core muscles.

Audience: Arts Specialists, Leadership, Research

Focus: Dance

Grade Level: K-12

***Creating Meaningful Arts Education for the Arts CBAs:
Not Enough \$\$? Missing Pieces? Help is on the Way!***

Room: 211

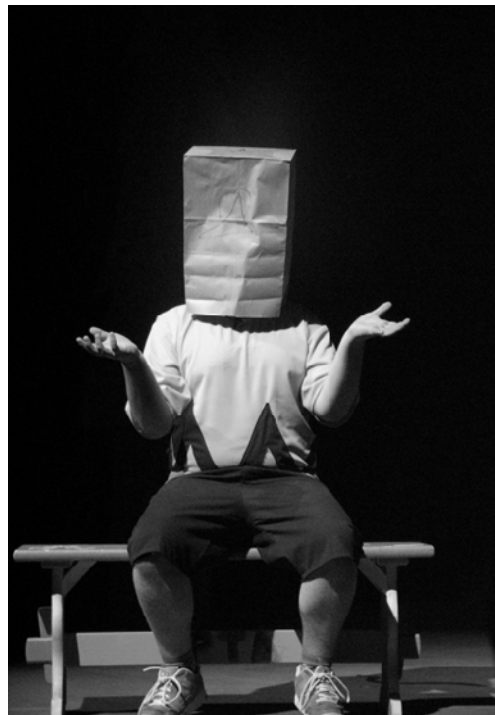
Lael Williams, Educational Consultant
Irene Anderson Bare, Teacher, Marysville School District

Learn how generalist teachers with minimal finances and limited time in the teaching day, created meaningful learning experiences in the Arts. During this presentation you will hear how the Marysville School District and the Tulalip Tribes formed a valuable partnership to support the Arts CBAs and provide professional development in the Arts, Tulalip culture, history, and storytelling traditions to all fifth grade teachers in the district who are responsible for implementing the arts classroom based assessments. We will provide you with the essential ingredients that moved the Marysville community forward in arts education and engage you in thinking about all the resources you have in your district and community. As well as, help you contemplate the stumbling blocks that might have inhibited you from considering a major effort to move arts education and the Arts CBAs into every fifth grade classroom.

Audience: All

Focus: All

Grade Level: K-5



OSPI's Grade Level Standards & Resources Website!

Room: 213

Come See the Arts Learning Standards

Repeats 1 – 7 sessions

Anne Banks, Learning & Technology Program Manager, OSPI

Come to this session and see the Arts Learning Standards on this site and discover what a powerful resource this is!

Audience: Leadership

Focus: All

Grade Level: K-12

10 Shots 2 Caffeinate Your Presentations

Room: Library

Lynell Burmark, Author, EducateBetter.org

(Repeat from Session 6)

Have you fallen into the PowerPoint trap, reading somniferous bullet points to a dozing audience? Before you take John Medina's tongue-in-cheek advice and burn all your PowerPoints, come discover quick-and-easy-to-replicate fixes plus fabulous free resources including hilarious YouTube clips and compelling images for your next presentation. Handout and prize drawings!

Audience: Advocacy, Art Specialists, Elementary Generalists, Leadership, Research, Other

Focus: All

Grade Level: K-Post

Project Runway: The History of Costumes

Room: 103

Josie Gardner, Costume Designer, University of Washington

Presenter will do a short power point presentation on the history of costumes. She will bring a few costumes she has designed to show and tell. Josie will take us through the design process, color, lines, etc. and let us put that theory to work as we design newspaper costumes. Finale will be to have our human models walk the runway and show off the new creations.

Audience: Art Specialists

Focus: Theatre

Grade Level: 9-12

Flamenco: Pride in Diversity Dance

Room: 319

Maria Gitana, Teaching Artist, Flamenco Gitano

There is a part of all of us in the music and dance of Flamenco! Maria Gitana presents the lively rhythms and dance of Flamenco in a historical, cultural, & geographical context that encourages comparative reasoning and demonstrates the value of diversity. *Learn & Live Hispanic Culture in this interactive presentation!*

Audience: Art Specialists

Focus: Dance

Grade Level: K-12

***Making Mountains out of Metaphors:
Critical Thinking in Art Education***

Room: 218

Gaye Green, Professor, Western Washington University

While most art educators agree that critical thinking is important, few examples of both theory and practice exist. This session presents skills that artists employ, curricular ideas for teaching critical thinking, and numerous student exemplars. Interactive exercises will demonstrate how to implement these concepts. BYOB - Bring your own brain!

Audience: Art Specialists, Elementary Generalists

Focus: All

Grade Level: K-Post

***Mosaic Art with Tumbled Safe (no sharp edges)
Recycled Stained Glass***

Room: 313

Tim Lowell, Artist, Educator, Active Arts and Science

Unleash your creativity and inspire your students to do the same! In this fun and creative session you will make and take home two mosaic glass coasters using tumbled safe (no sharp edges) recycled stained glass.

Audience: Art Specialists, Elementary Generalists, Parents/Partnerships

Focus: Visual Arts

Grade Level: K-7



Developing Kinesthetic Musicality

Room: 105

Lynne McNett, Dance Educator, Allied Arts of Whatcom County

Discover kinesthetic musicality through awareness of time patterns inherent in all movement! Help your students feel the beat and create their own music while dancing by using hands and feet, voice, and simple instruments. Open opportunities to dance without pre-recorded music, making it accessible anytime, anywhere, on any budget.

Audience: Art Specialists, Elementary Generalists, Parents/Partnerships

Focus: Music

Grade Level: K-12

A Grammar of Comics, Teaching and Assessing

Room: 113

Dr. Mary Stoermer, Instructor, Portland State University (Repeat from Session 6)

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Audience: Art Specialists, Elementary Generalists, Parents/Partnerships

Focus: All

Grade Level: K-12

Cinema Literacy for Educators

Room: 114

Jeffrey Townsend, Filmmaker, Now What Creative (Part 2 of 2)

In a fun, fast-paced session, Cinema Literacy for Educators equips teachers with the tools they need to authoritatively critique student assignments submitted on video. Discover the underlying grammar, vocabulary and syntax of a language that has remained unchanged since it was developed a hundred years ago: the language of cinema.

Audience: Advocacy, Elementary Generalists, State Initiatives

Focus: All

Grade Level: K-12

Thespians 101

Room: 216

Leslie VanLeishout, PBIS Coordinator, Arts Facilitator, River Ridge High School

This course introduces the Educational Theatre Association and Washington State Thespians. Ideas for creating a successful theatre program, how to avoid isolation, and win over administration to being true arts supporters.

Audience: Art Specialists, Elementary Generalists

Focus: Theatre

Grade Level: 6-12

Don't Need Tap Shoes to Tap Dance!

Room: 102

Barbara Walshe, Teacher, Blue Dog Dance

This class will let you bring tap dancing into your classes – and no shoes required! We will learn tap games, fundamental steps, and a routine. Participants will leave with the ability to teach a shoeless tap lesson unit and have smaller ways to incorporate tap into their existing lesson plans.

Audience: Art Specialist

Focus: Dance

Grade Level: 6-12





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We are “Going Green” !

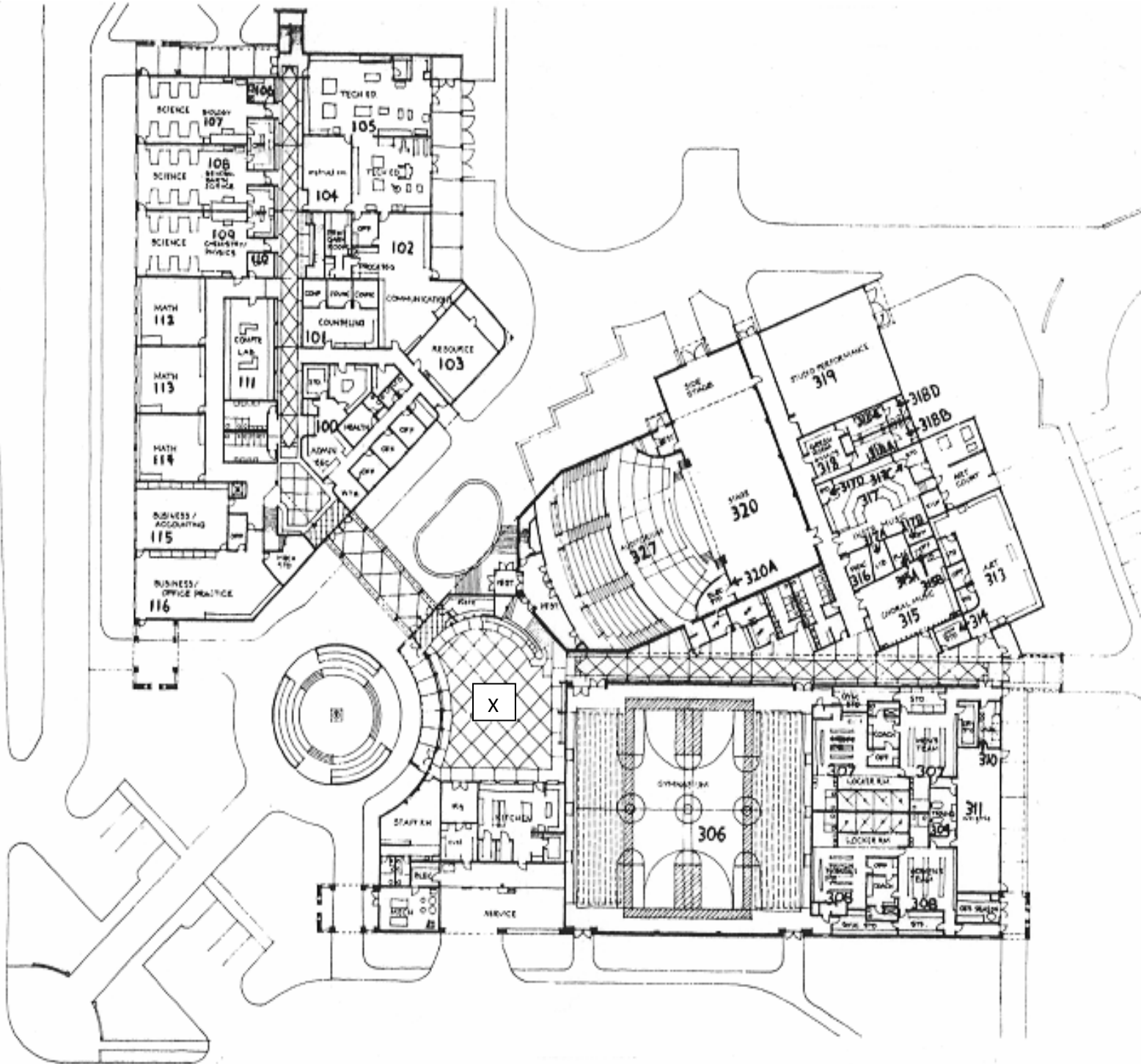
Presenter handouts can be found online at www.artstime.org

Questions? Please email artstime2010@aol.com



Maps of Foster High School

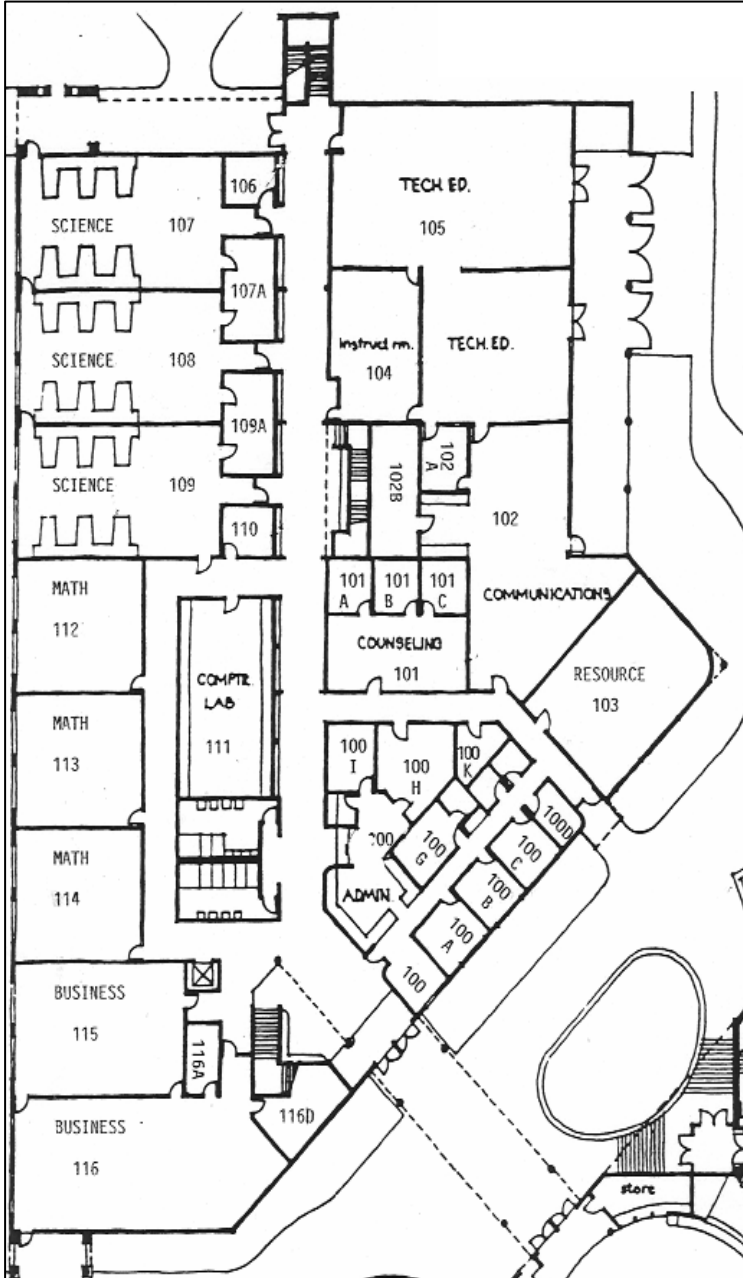
Overview



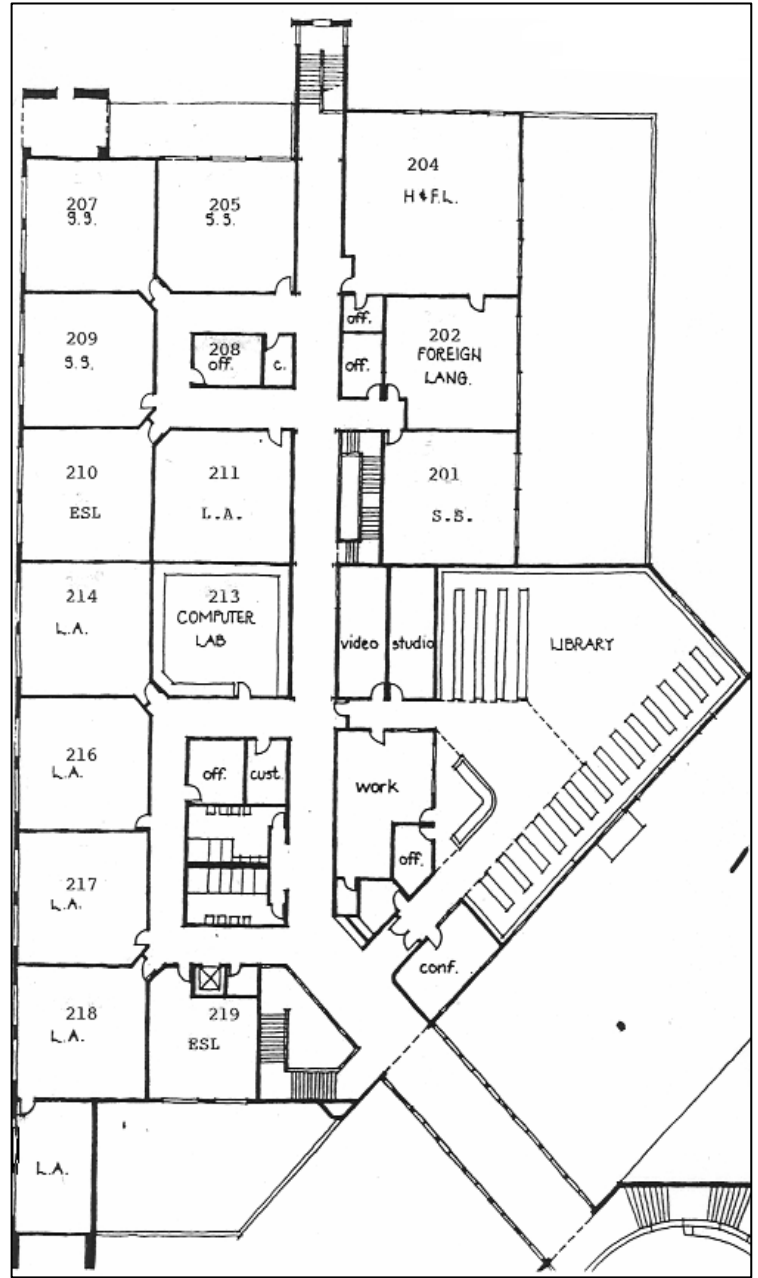


Maps of Foster High School

First Floor



Second Floor





OSPI Developed Arts Learning Standards and Essential Academic Learning Requirements - 9-20-10

EALR 1: The student understands and applies arts knowledge and skills in dance, music, theatre, and visual arts.

Elementary School	Middle/Junior High School	High School
Component 1.1: Understands and applies arts concepts and vocabulary.		
Creates and experiences artworks and/or performances in dance, music, theatre and visual arts using arts concepts and vocabulary.	Creates, experiences, and analyzes artworks and/or performances in dance, music, theatre and visual arts using arts concepts and vocabulary.	Creates, experiences, analyzes, and evaluates artworks and/or performances in dance, music, theatre and visual arts using arts concepts and vocabulary.
Component 1.2: Develops arts skills and techniques.		
Applies, experiences, and practices basic arts skills and techniques in dance, music, theatre and visual arts.	Applies, experiences, practices, and analyzes arts skills and techniques in dance, music, theatre and visual arts.	Applies, examines, practices, analyzes, and refines arts skills and techniques in dance, music, theatre and visual arts.
Component 1.3: Understands and applies arts genres and styles of various artists, cultures, and times.		
Creates, experiences, and examines artworks and/or performances based on arts genres and styles of various artists, cultures and times.	Creates, experiences, examines, and analyzes artworks and performances based on arts genres and styles of various artists, cultures and times.	Creates, experiences, examines, analyzes, and evaluates artworks and performances based on arts genres and styles of various artists, cultures and times.
Component 1.4: Understands and applies audience conventions in a variety of arts settings and performances of the arts.		
Applies and practices audience conventions in a variety of arts settings and performances.	Applies, practices, and analyzes the relationship and the interactive responsibilities of the artist and/or performer and audience in a variety of arts settings and performances.	Applies, practices, analyzes and evaluates audience conventions and the interactive responsibilities of the artist and/or performer according to cultures, traditions, and norms in a variety of arts settings and performances.



EALR 2: The student uses the artistic processes of creating, performing/presenting, and responding to demonstrate thinking skills in dance music, theatre, and visual arts.

Elementary School	Middle/Junior High School	High School
<p>Component 2.1: Applies a creative process to the arts (dance, music, theatre, and visual arts):</p> <ul style="list-style-type: none"> • Identifies audience and purpose. • Explores, gathers, and interprets information from diverse sources. • Uses ideas, foundations, skills and techniques to develop dance, music, theatre and visual art. • Implements choices of the elements, principles, foundations, skills, and techniques of the arts in a creative work. • Reflects for the purpose of self-evaluation and improvement of the creative work. • Refines work based on feedback, self-reflection, and aesthetic criteria. • Presents work to others in a performance, exhibition, and/or production. • Performs work for others in a performance and/or production. <p><small>The creative process is recursive. Performing and visual artists have the freedom to utilize the creative process in any order suitable to the creation of dance, music, theatre, and visual arts.</small></p> <p style="text-align: right;"><small>EALR #2.1 –Based on The Creative Process adopted by the NAEP with permission of Scott C. Shuler (c) 1993</small></p>		
<p>Creates, experiences, and develops artworks and/or performances/presentations utilizing the creative process structure.</p>	<p>Creates, experiences, develops, and analyzes artworks and/or performances/presentations utilizing the creative process structure.</p>	<p>Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the creative process structure.</p>
<p>Component 2.2: Applies a performance and/or presentation process to the arts (dance, music, theatre, and visual arts):</p> <ul style="list-style-type: none"> • Identifies audience and purpose of the work and/or performance. • Selects resources, materials and/or repertoire to create, perform and present. • Analyzes the structure, context and/or aesthetics of the work. • Interprets meaning through personal understanding of the work and/or performance. • Rehearses, adjusts, and refines through evaluation, reflection and problem solving. • Presents, exhibits, and produces work and/or performance for others. • Reflects upon work and/or performance and self-evaluates to set goals. 		
<p>Creates, experiences, and develops artworks and/or performances/presentations utilizing the performance process structure.</p>	<p>Creates, experiences, develops, and analyzes artworks and/or performances/presentations utilizing the performance process structure.</p>	<p>Creates, experiences, develops, analyzes, and evaluates artworks and/or performances/presentations utilizing the performance process structure.</p>
<p>Component 2.3: Applies a responding process to an arts performance and/or presentation of dance, music, theatre, and/or visual arts:</p> <ul style="list-style-type: none"> • Engages the senses actively and purposefully in perceiving the work. • Describes what is seen, felt and/or heard (perceived/experienced). • Analyzes the use and organization of elements, principles, foundations, skills and techniques. • Interprets meaning based on personal experiences and knowledge. • Evaluates and justifies using supportive evidence and aesthetic criteria. 		
<p>Experiences, practices, and applies a responding process structure to an arts performance and/or presentation.</p>	<p>Experiences, practices, applies, and analyzes a responding process structure to an arts performance and/or presentation.</p>	<p>Experiences, practices, applies, analyzes, and evaluates a responding process structure to an arts performance and/or presentation.</p>



EALR 3: The student communicates through the arts (dance, music, theatre, and visual arts).

Elementary School	Middle/Junior High School	High School
Component 3.1: Uses the arts to express feelings and present ideas.		
Presents ideas and expresses feelings at beginning levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.	Presents ideas and expresses feelings at intermediate levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.	Presents ideas and expresses feelings at proficient and advanced levels using appropriate artistic symbols in a variety of genres and styles in dance, music, theatre, and visual arts.
Component 3.2: Uses the arts to communicate for a specific purpose.		
Creates and/or performs an artwork to communicate for a given purpose in dance, music, theatre and visual arts.	Creates, performs, and analyzes an artwork to communicate for a selected purpose in dance, music, theatre, and visual arts.	Creates, performs, analyzes, and evaluates how the deliberate use of artistic elements and principles communicates for a specific purpose in dance, music, theatre, and visual arts.
Component 3.3: Develops personal aesthetic criteria to communicate artistic choices.		
Shares and demonstrates how individual and personal aesthetic criteria are reflected in artworks and/or performances in dance, music, theatre, and visual arts.	Examines, demonstrates, and justifies how individual and personal aesthetic choices are reflected in artworks and/or performances in dance, music, theatre, and visual arts.	Demonstrates, analyzes, and evaluates how individual and personal aesthetic choices are influenced and reflected in artworks and/or performances in dance, music, theatre, and visual arts.



EALR 4: The student makes connections within and across the arts (dance, music, theatre, and visual arts), to other disciplines, life, cultures and work.

Elementary School	Middle/Junior High School	High School
Component 4.1: Demonstrates and analyzes the connections among the arts disciplines (dance, music, theatre, and visual arts).		
Demonstrates and applies the skills, concepts, and vocabulary common among the arts disciplines (dance, music, theatre, and visual arts) in personal artworks, presentations, and/or performances at beginning levels.	Applies and analyzes the attributes of personal artworks, presentations, and/or performances with other arts disciplines (dance, music, theatre, and visual arts) at intermediate levels.	Analyzes and evaluates arts presentations and performances that integrate two or more arts disciplines (dance, music, theatre, and visual arts) at proficient and advanced levels.
Component 4.2: Demonstrates and analyzes the connections among the arts and between the arts and other content areas.		
Demonstrates and applies the skills, concepts, and vocabulary common among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at beginning levels.	Applies and analyzes the skills, concepts, and relationships among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at intermediate levels.	Analyzes and evaluates the skills, concepts, and relationships among and between the arts disciplines (dance, music, theatre, and visual arts) and other content areas at proficient and advanced levels.
Component 4.3: Understands how the arts impact and reflect personal choices throughout life.		
Shares and applies how the arts impact personal and community choices.	Shares, applies, and analyzes how the arts impact choices in natural and constructed environments.	Analyzes, evaluates, and reflects upon how the arts impact socio and economic choices.
Component 4.4: Understands how the arts influence and reflect cultures/civilization, place and time.		
Compares and shares how the specific attributes of artworks, presentations, and performances reflect cultures and traditions.	Compares and analyzes how the specific attributes of artworks, presentations, and performances reflect cultures, traditions, and history.	Compares, analyzes, and evaluates how the specific attributes of artworks, presentations, and performances shape/influence and reflect cultures, traditions, place, and history.
Component 4.5: Understands how arts knowledge and skills are used in the world of work, including careers in the arts.		
Identifies, defines, and practices how arts knowledge, skills, and work habits are needed and used in the world of work.	Examines, applies, and demonstrates how arts knowledge, skills, and work habits are needed and used in the world of work.	Analyzes, demonstrates, and evaluates how arts knowledge, skills, and work habits are vital and transferable to the world of work.



Notes



Lined writing area consisting of 18 horizontal lines.



Thank you for attending!

We would like to extend our deep appreciation to the exhibitors, presenters and participants for making this such a successful and meaningful experience.



Mark your calendars for ArtsTime 2012!

Save the date for either the March or October 2012

State in-service days for the next conference!