



The Kennedy Center

Performances for **School Groups** Professional Learning for **Teachers** 2011-2012





SCOTT SUCHMAN

Changing Education Through the Arts®

The professional development opportunities listed in this section of the brochure are part of the Kennedy Center's Changing Education Through the Arts (CETA) program. The Kennedy Center recognizes that both teaching the arts and integrating the arts with other subject areas are important ways the arts are taught in schools. Therefore, the Kennedy Center offers professional development workshops and courses in both areas.

The Kennedy Center encourages participation by teams of teachers from the same school as well as individual teachers. Participating teachers who meet study requirements are recognized annually with Certificates of Study (see page 31).

These workshops and courses fill quickly, so register now! The registration form is on pages 19–20.



“I am encouraged to be creative, challenged to experience something new, and am becoming a better teacher.”

Changing Education Through the Arts® (CETA) Best Practice Series

For Administrators, Arts Specialists, and Teachers of All Grade Levels

(Required for the Certificate of Study, except for Session 3: Creating Digital Narratives Through Powerpoint)

Laying a Foundation: Defining Arts Integration

What is arts integration? This session unpacks the Kennedy Center's definition and gives you the opportunity to uncover the characteristics of quality integration. In addition, the session includes your participation in an arts-integrated lesson and examines how arts-integrated instruction aligns with current learning principles and best practice.

DATE: Monday, November 14, 4:30–7:30 p.m. | **FEE:** \$20

Documenting the Power of Learning Through the Arts

SESSION 1: INTRODUCTION TO DOCUMENTATION

Communicating what students have learned through arts-integrated instruction can be complex and challenging. How do we share the learning process or the depth of student understanding when a product or performance only shows a part of it? In this session, explore purposes, components, and formats for communicating arts-integrated instruction and student learning, and consider ways to align them to the needs of various constituencies such as school administrators and parents. Join **Melanie Layne**, National Board Certified Teacher and arts integration consultant, as she shares a wealth of experience and authentic examples of documentation that demonstrate student learning in a variety of art forms and subject areas.

DATE: Wednesday, December 7, 4:30–7:30 p.m. | **FEE:** \$20

SESSION 2: CREATING PUBLICATIONS USING MICROSOFT WORD

This follow-up session provides a wonderful opportunity for you to begin implementing your own ideas for documenting your students' learning. The workshop begins with an examination of ways to organize information into a structure that tells a clear and concise story about the lesson's objectives, process, and outcomes. Continue by developing your technology skills through a hands-on exploration of common techniques used in documentation such as speech bubbles, text shading, and cropping pictures. **Melanie Layne** makes this process accessible and stress-free for all ability levels! Attendance at “Session 1: Introduction to Documentation” is required to attend this session. Bring your laptop!

DATES: Tuesday, January 17, 4:30–7:30 p.m. | **FEE:** \$20

SESSION 3: CREATING DIGITAL NARRATIVES USING POWERPOINT *(not required for the Certificate of Study)*

If you are familiar with PowerPoint, attend this session with **Melanie Layne** to consider how to develop a digital narrative that uses music, photos, and words to communicate the impact of arts integration on student learning. Learn how to include effects such as slide transitions, audio files, and animation to create a moving and profound PowerPoint presentation that can be shared with large audiences through meetings, conferences, and websites. Attendance at “Session 1: Introduction to Documentation” and “Session 2: Creating Publications Using Microsoft Word” is required to attend this session.

DATE: Thursday, February 9, 4:30–7:30 p.m. | **FEE:** \$20

Kenmore Middle School, Arlington, VA



MELANIE LAYNE

BACK BY POPULAR DEMAND!

Tellin' Tales: Taking Stories to the Next Level in the Early Childhood Classroom

For Teachers of Grades Pre K-2

Are you looking for new ways to share stories in the classroom so students are actively engaged? During this workshop with **Faye Stanley**, storyteller and teaching artist from North Carolina, develop your ability to use voice, body language, and rhythm to make stories participatory experiences for your students. These strategies strengthen your storytelling skills to support a range of learning objectives, including emergent literacy, social, motor, and cognitive development in the early childhood classroom.

DATE: Monday, March 5, 4:30-7:30 p.m.

FEE: \$20

Singing to Learn: A Multicultural Approach to Early Childhood Curriculum

For Teachers of Grades Pre K-2

Two-session Workshop

In this two-session workshop, learn how to use traditional songs and games from other cultures to teach early childhood curricular objectives as well as to support classroom rituals and transitions. Learn African American circle games that teach prepositional words, a Latin American song (in Spanish) about body parts, pattern and rhythm games that support math learning, and many other songs that bring diverse cultures into your classroom. Join **Faye Stanley**, a teaching artist from North Carolina who specializes in world music and cultures, for this interactive workshop. Each song/game may be used in multiple ways, making these singing games a versatile and efficient method for teaching the day-to-day concepts of the early childhood curriculum. No previous musical experience is required! Participants leave with a CD of the songs.

DATES: Tuesday, March 6 and Wednesday, March 7, 4:30-7:30 p.m.

FEE: \$50 (includes CD)

BACK BY POPULAR DEMAND!

Books in Motion: Exploring Literature Through Movement

For Teachers of Grades 2-5

Are you looking for new ways to engage students with books and make your read-alouds more interactive? Using *The Magic Fan* as a sample text, explore how to create, revise, and perform a "book dance" that draws upon sensory images to help students gain deeper meaning. Also experience how to prepare students for a read-aloud through movement experiences that build vocabulary and understanding of the book's characters and setting. Join **Karen Bernstein**, professional dancer and teaching artist from Maryland, for this workshop that inspires, engages, and challenges all students as they build personal, emotional, and kinesthetic connections to the text.

DATE: Wednesday, February 8, 4:30-7:30 p.m.

FEE: \$20

BACK BY POPULAR DEMAND!

Singing the Words: Lyric Writing in the Classroom

Two-session Workshop

For Teachers of Grades 2-5

Music is a central part of most students' lives; they listen, they sing, they dance. Teachers can use this natural affinity to motivate and engage students in the classroom. In this two-part workshop with Wisconsin songwriter and author **Stuart Stotts**, explore song structures and patterns that students can use to write, sing, rehearse, and perform original song lyrics. Learn basic vocal and lyric writing concepts and how to create original verses to pre-existing folk, blues, pop, and reggae songs. This creative process helps students demonstrate their understanding of any content area while experiencing the joy of music. No musical training is necessary; only an interest in singing is required.

DATES: Wednesday, October 19 and Wednesday, November 16, 4:30-7:30 p.m.

FEE: \$40

POETRY AND MUSIC WORKSHOPS



MARCIA DAFT

Poetry and Music: Reading and Writing with Fluency and Expression **For Teachers of Grades 3-8 and Music Specialists of Grades K-8** **Four-session Course**

This four-session course brings to life the powerful relationships between music, the expressive language of poetry, and reading and writing. Prosody refers to the patterns of rhythm

and sound used in poetry and the patterns of stress and intonation in language. Through a detailed study of the elements of prosody (rhythm, rhyme, alliteration, repetition, and form) learn how to help students write poetry with cadence and flow. Through an exploration of the elements of vocal expression (dynamics, tempo, inflection, repetition, and rest) discover how to help students read their writing with fluency and expression. Join musician and national teaching artist **Marcia Daft** for a course that will transform the way you think about using poetry writing across the curriculum. Use the techniques presented in this course and watch students' writing skills improve.

DATES: Tuesdays, November 1, December 13, January 10, and March 13, 4:30-7:30 p.m.

FEE: \$80

Poetry and Music: Teaching Rhythmic Notation, Improvisation, Musical Dictation, and Composition

For Music Specialists of Grades K-8

Music specialists who register for the four-session course, "Poetry and Music: Reading and Writing with Fluency and Expression," may also elect to participate in this special session that focuses on specific content standards in music. Join **Marcia Daft**, musician and national teaching artist, to discover how to expand "Music and Poetry" strategies and learn new ways to teach rhythmic sight reading, notation, improvisation, musical dictation, and musical composition.

DATE: Tuesday, January 24, 4:30-7:30 p.m.

FEE: \$20

John Adams Elementary School, Alexandria, VA



FAYE STANLEY



KAREN BERNSTEIN



STUART STOTTS



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HOBHEY FORD



RANDY BARRON



DIANE MACKLIN



DEBORAH SCESA



NANCY MEYER

Changing Education Through the Arts®

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The Magic of Peepers Puppets: Exploring Story Through Puppetry

For Teachers of Grades 2–5

Puppetry is a magical teaching tool that activates students' understanding of story development and creative thinking. In this workshop, **Hobey Ford**, puppeteer and teaching artist from North Carolina, introduces you to his patented *Peepers Puppet*, a set of eyes worn on the hand in several ways to turn the bare hand into an innovative and inexpensive puppet. Discover how to use the *Peepers Puppet* to create numerous characters and scenes while exploring the relationship between story elements. You don't want to miss this opportunity to develop stories and create theater with your hands!

DATE: Wednesday, November 2, 4:30–7:30 p.m.

FEE: \$22 (includes *Peepers Puppet*)

BACK BY POPULAR DEMAND!

Scientific Thought in Motion

For Teachers of Grades 3–12

Teachers can translate many basic concepts in science into meaningful movement activities that put abstract ideas into tangible, visible form. In lessons that engage students in movement, participants learn the elements of dance, how those elements relate to scientific content, and how to assess student learning through a creative process. Participants leave the workshop with a set of immediately useful movement activities for classroom study of science “big ideas,” alongside strategies for finding links between dance and science. **Randy Barron**, dance educator from New Mexico, guides teachers in easy-to-duplicate lesson plans which draw upon multiple intelligences to increase student achievement in science and develop skills crucial for success in the 21st century.

DATE: Thursday, April 26, 4:30–7:30 p.m.

FEE: \$20

BACK BY POPULAR DEMAND!

Exploring Fables Through Collaborative Storytelling

For Teachers of Grades 4–6

Discover how to harness the power of storytelling to bring fables to life! In this workshop, learn how storytelling can be a collaborative process that develops students' abilities to creatively use their bodies and voices to portray characters' feelings and motivations. Explore how to express the fable's conflict through a particular point of view to deepen students' connection to the story and gain a better understanding of the moral. Join **Diane Macklin**, master storyteller and educator from Maryland, as she shows you how storytelling can engage students' minds and ignite their imaginations.

DATE: Wednesday, March 14, 4:30–7:30 p.m.

FEE: \$20

The Curtain Rises on *Così*

For Teachers of Grades 3–6

Co-sponsored with Washington National Opera

It's no surprise that students experience performances in more depth when they are well-prepared. In this workshop preparation for the Washington National Opera Look-In, you'll explore the story, characters, and music of the comic opera *Così fan tutte* by Mozart. Explore a variety of exciting methods for in-depth story analysis and character studies, and experience ways to help students create “musical moments” for both story themes and main characters. Join **Deborah Scesa**, Program Manager, Montgomery County Public Schools Consortium of Creating Original Opera Schools, and 38 year music teacher veteran, in this engaging workshop! And you'll have an opportunity to extend your own opera experience by receiving an invitation to attend Washington National Opera's dress rehearsal of *Così* on February 22 at 7 p.m.

DATE: Monday, January 9, 4:30–7:30 p.m.

FEE: \$20

Teachers: Bring your students to see the *Così* Opera

Look-In on March 12, 10:30 a.m. and 12:30 p.m.

See page 10.

Voice, Pace, and Pause: Keys to Expressive Read Alouds

For Teachers of Grades 4–8

In this dynamic workshop, learn how professional actors' tools can help students master the skills needed to read aloud with fluency, expression, and increased comprehension. You'll enjoy exploring ways to help students create a variety of character personalities and voices, control the pace of their delivery, and use the power of “the pause.” Don't miss this opportunity to work with **Nancy L. Meyer**, drama teacher from Maryland, to improve your students' reading and oral language skills and, at the same time, strengthen your own ability to read aloud in an engaging and captivating way.

DATE: Wednesday, April 11, 4:30–7:30 p.m.

FEE: \$20

Who's the Hero?: Confronting Bullying Through the Arts

For Teachers of Grades 5–9

The arts can serve as a powerful addition to a character education program by helping students discuss, reflect, and react to bullying behaviors. This workshop provides a variety of beginning to advanced drama and other art techniques which focus attention on conflict, resolution, and bullying. Exploring the role of hero, bully, bystander, instigator, and target learn how to engage students in experiencing each character type and about the role each plays in contributing to or resolving bullying activities. Join **Karen L. Erickson**, theater educator from Chicago, as she guides you through the subject of bullying through visual image work, poetry, movement, and short improvisational scenes.

DATE: Monday, March 19, 4:30–7:30 p.m.

FEE: \$20



KAREN ERICKSON



GLENIS REDMOND



STACEY COATES

BACK BY POPULAR DEMAND!

Poetry Off the Page

For Teachers of Grades 5–12

This workshop is based on the belief that poetry, in addition to being written and read, should be performed. Join **Glenis Redmond**, performance poet from North Carolina, to learn ways to help students use brainstorming, imagery, and layering to write powerful and effective poems. Clear and easy poetic structures and formats empower students to expand their imaginations and to cross creative boundaries. Participants examine ways to involve students in memorizing and performing their poems to further communicate the written word with appropriate voice projection, physical stance, and gesture.

DATE: Monday, April 23, 4:30–7:30 p.m.

FEE: \$20

Story Theatre: A Creative Way to Comprehend and Transform Text

For English and Social Studies Teachers of Grades 8–12

Two-session Workshop

How do you make a challenging piece of literature or a complex episode from history exciting and memorable for your students? Put it in Story Theatre format! In this simplified but energetic style of theater, students retell the story from a contemporary perspective as well as act out various roles in it. In this two-session workshop, led by playwright and dramatist **Stacey Coates**, learn the conventions of this playwriting style, see how classical texts have been adapted into a Story Theatre format, and practice writing and performing adaptations to use in the classroom. You'll take home Story Theatre versions of *Oedipus*, *Antigone*, *The Odyssey*, and *Oedipus at Colonus* and lots of ideas for exciting ways to develop your students' comprehension of and love for literature.

DATES: Monday, March 26 and Tuesday, March 27, 4:30–7:30 p.m.

FEE: \$50 (includes book of four Story Theatre scripts)

EVENING FOR EDUCATORS

Something of Splendor:

Decorative Arts from the White House

For Teachers of All Grade Levels

Co-sponsored with the Smithsonian American Art Museum and the White House Historical Association

The White House embodies the story of how the presidents and their families live, work, and entertain within its historic walls and among its historic furnishings. Explore the history of the White House's decorative arts in a special exhibition, *Something of Splendor: Decorative Arts from the White House*, presented at the Smithsonian American Art Museum's branch museum for contemporary craft and decorative arts, the Renwick Gallery. The exhibition features approximately 100 objects—furniture, ceramics, metals, glass, and textiles—from the White House collection. Many of these objects were made by the most celebrated craftsmen of their time and some have never been seen outside of the White House. This special evening for educators begins at The National Center for White House History at Decatur House, where William G. Allman, curator of the White House, shares stories behind these furnishings. The program continues with an exploration of the *Something of Splendor: Decorative Arts from the White House* exhibition during special after-hours access to the Renwick Gallery, and finishes with activities and refreshments in the Renwick's Grand Salon. All participants receive activities and resources from the Renwick Gallery and White House Historical Association.

DATE: Wednesday, November 9, 4:30–8 p.m.

Begins at The National Center for White House History at Decatur House (1610 H Street NW, Washington, DC) and continues at the Renwick Gallery (1661 Pennsylvania Avenue NW, Washington, DC)

FEE: \$25 (includes reception)

JUST FOR ARTS SPECIALISTS!

Full Inclusion in the Art Room: Adaptive Strategies for ALL Levels of Learners

For Visual Art Teachers of Grades K–5

Co-Sponsored with VSA



For years, the art room has been one of the few places where students with disabilities are successfully included with their regular education peers. In these inclusive classes, students with disabilities have often reached a higher level than if they were in self-contained classrooms. A number of art educators are looking for guidance in developing art lessons for multiple levels of students, and appropriate adaptations that could support individual students' success. This session offers three lessons (one in painting, drawing, and sculpture) that can be adjusted for grades K–5, as well as for three levels of students within the class (severely physically challenged, moderately cognitively delayed, and learning disabled). As you participate in the lessons, you'll consider how appropriate tools, techniques, and materials can meet the needs of various students in the classroom participating with their regular education peers. Join **Susan Loesl**, adaptive art specialist/art therapist with Milwaukee Public Schools, WI, for this fascinating workshop.

DATE: Thursday, November 3, 4:30–7:30 p.m. | **FEE:** \$20

Strategies for Inclusion: Students with Special Needs in the Art and Music Classrooms

For Visual Art and Music Teachers of Grades K–5

Co-Sponsored with VSA



How can we make learning accessible to all students, including those with disabilities? In this session, music and visual art specialists examine strategies for inclusion of students with physical, emotional, and cognitive disabilities, including those with Attention Deficit Hyperactivity Disorder (ADHD). Deepen your understanding of students with special needs by exploring adaptations and accommodations for instructional methods and materials as well as classroom management techniques that work in "real world" classrooms. This session, led by **Dr. Alice Hammel**, graduate school faculty at James Madison and Christopher Newport Universities, also examines effective ways teams of educators can advocate for optimal educational experiences for all students.

DATE: Wednesday, March 28, 4:30–7:30 p.m. | **FEE:** \$20

Creating Digital Portfolios in Visual Art Classrooms

For Visual Art Teachers of Grades K–12



For many years, portfolios have been an important way for students to document and reflect on their work in the visual arts. Today, portfolios are taking on a new look; they are being transformed by digital media. At this workshop, explore how elementary and middle school students can create a digital collection of their artwork as well as digital images, and how high school students can create digital portfolios for college admission. You'll examine examples of student-created digital portfolios using readily-available software programs such as Windows Movie Maker, PowerPoint, and Windows Photo Story and enjoy a hands-on exploration of PowerPoint for creating interactive digital portfolios. This timely workshop is led by **Donna Head**, Fine and Performing Arts Department Chair at W.T. Woodson High School in Fairfax County, VA.

DATE: Thursday, December 8, 4:30–7:30 p.m. | **FEE:** \$20 | Kenmore Middle School, Arlington, VA

Explore the Arts

Dance

Exploring Ballet with Suzanne Farrell FOR ADULTS! 101

For Teachers of All Grade Levels

Designed for those who have never participated in Exploring Ballet with Suzanne Farrell FOR ADULTS!, this class is exclusively for non-dancers. From pliés to pirouettes, discover how it feels to dance as Suzanne Farrell leads this unique and inspirational movement class. Leotard, leggings, ballet slippers, and ballet skirt are welcome but not required. *Please note: due to the structure of this ballet class, no late entry will be permitted once the class has started.*

DATE: Saturday, October 29, 11 a.m.–12:30 p.m.

FEE: \$35

Meet in Hall of Nations

Exploring Ballet with Suzanne Farrell FOR ADULTS! 201

For Teachers of All Grade Levels

A master class led by Suzanne Farrell for non-dancers who have previously participated in EBSF for Adults. Leotard, leggings, ballet slippers, and ballet skirt are welcome but not required. *Please note: due to the structure of this ballet class, no late entry will be permitted once the class has started.*

DATE: Saturday, March 17, 11 a.m.–12:30 p.m.

FEE: \$35

Meet in Hall of Nations



BACK BY POPULAR DEMAND!

Ballet 360°: Beyond the Steps

For Teachers of All Grade Levels

In this continuation of the popular lecture series, dance critic **Alexandra Tomalonis** uses video of well-known ballets to take us beyond the steps and into the fine craft of ballet. Each session uses a company or ballet being presented during the 2011–2012 season as the jumping off point for a deeper exploration of the art form. Alexandra Tomalonis has been a dance critic for nearly 30 years, writing frequently for the *Washington Post*, *Dance Magazine*, and other publications. She is the editor of *DanceView* magazine, and its online review supplement, www.danceviewtimes.com. Ms. Tomalonis is Director of Academics at the Kirov Academy Ballet of Washington, DC where she also teaches ballet history and aesthetics.

FEE: \$15 each session

SESSION I: GLAMOUR

Ballet is celebrated for its glamour: elegant dancers, beautiful sets and costumes, fairytale worlds. Imperial Russian ballet is slathered in glamour, and George Balanchine, the arch-modernist of mid-20th century ballet, created several works, including *Diamonds*, that recall that world. Come take a peek at the steps and the ideas behind the costumes!

Note: The Suzanne Farrell Ballet does not participate in this session.

DATE: Saturday, October 1, 3 p.m.

Terrace Gallery

SESSION II: EXOTIC DREAMS

Ballet is ephemeral; steps and magical effects disappear, or change into something else, before our eyes. It's the perfect place for moonlit forests or exotic lands and the people or creatures that live there. Ballets like *Scheherazade* and *La Bayadère* transport us to places we cannot visit in real life, but can freely explore in our minds. How can dreams come to life on stage? *Note: Mariinsky Ballet and American Ballet Theatre do not participate in this session.*

DATE: Saturday, January 14, 3 p.m.

Terrace Gallery

SESSION III: AH, TO BE HUMAN

Slips and slides, as well as the exposure of human foibles, are at the root of comedy, and ballet, without its dependence on words and its obvious opportunities for slips and slides, is perfectly suited to it. Whether telling tales of feckless lovers, tricking overprotective parents, or putting the powerful in their place, learn how ballets like *Coppélia* and *La Fille Mal Gardée* can be an ideal mirror of the human condition. *Note: Bolshoi Ballet does not participate in this session.*

DATE: Saturday, May 5, 3 p.m.

Terrace Gallery

SESSION IV: THE PURSUIT OF PERFECTION

There are many different styles and approaches to ballet. One of the oldest – not surprising, since ballet began in France 400 years ago – is the French insistence on detail, precision, and a perfection that is both physical and aesthetic. Come take a look at Parisian style. *Note: Paris Opera Ballet does not participate in this session*

DATE: Saturday, June 23, 3 p.m.

Atrium



LES MISÉRABLES



SUZANNE FARRELL

Music

Searching for the Real *Messiah*

WITH YVONNE CARUTHERS

For Teachers of All Grade Levels

"I've got my *Messiah* tickets," you happily tell your friends... but which *Messiah* are you going to hear? The sing-along? The one that features a cast of thousands? The Mozart version? The complete 3-hour version, or the Christmas-only version? Or maybe the 2008 version as a "rock oratorio"? If you're a fan of this wonderful Christmas classic, join lecturer Yvonne Caruthers for this fun-filled presentation with *Messiah* trivia and tales. After learning about the 19th century *Messiah* extravaganzas, the different instruments used in various performances, the great (and not-so-great) conductors, the legendary mishaps, and more, you'll see this perennial favorite in a whole new light! Yvonne Caruthers, in addition to performing with the NSO, presents multimedia programs throughout the Washington region. She is a frequent lecturer at the Smithsonian and Kennedy Center, where she presents seminars on music-related topics. At the Kennedy Center, she has presented lectures on several composers, including Shostakovich, Tchaikovsky, Prokofiev and Debussy. *Note: The NSO does not perform in this event*
DATE: Saturday, December 10, 2-3:30 p.m.
Theater Lab
FEE: \$15

Bridging the Centuries:

Mozart and Schubert

WITH SAUL LILIENSTEIN

For Teachers of All Grade Levels

Both Wolfgang Amadeus Mozart's Clarinet Concerto (1791) and Franz Schubert's Symphony No. 9 (1825) were late works in two careers, both cut tragically short. In this lecture, Saul Lilienstein will examine the lyrical spirit that these two young geniuses shared. The serene central movement of Mozart's concerto is one of his greatest "arias." In Schubert's final symphony the spirit of song continues to be heard—even including a quotation from Beethoven's "Ode to



Joy"! A former student of Leonard Bernstein, Saul Lilienstein has served as a conductor and artistic director who has conducted and produced more than 50 operas. A highly regarded Professor of Music, his is a familiar voice at the Smithsonian Institution, John Hopkins University, the Kennedy Center, and at music symposia across the country. *Note: The NSO does not perform in this event.*
DATE: Saturday, January 21, 2-3:30 p.m.

Atrium

FEE: \$15

Budapest, Prague, Vienna:

Where the Coffee House Influenced the Opera House

WITH YVONNE CARUTHERS

For Teachers of All Grade Levels

Once upon a time, western civilization seemed to be centered on the cities of Vienna, Prague, and Budapest. Not only were they imperial cities, but they were home to highly respected universities, opulent opera houses, lively coffee houses...and the world's best composers. Mozart, Haydn, Beethoven, Schubert, Brahms, Dvořák, Wagner, Bruckner, Mahler, Smetana, Bartók, Johann Strauss...the list could go on and on. What conditions led to this "perfect storm" of music? Yvonne Caruthers presents a stimulating lecture on the extraordinary confluence that led to this magnificent era. *Note: the NSO does not perform in this event.*
DATE: Saturday, February 18, 2 p.m.
FEE: \$15
Terrace Gallery

Intoxicated by Gypsies

WITH SAUL LILIENSTEIN

For Teachers of All Grade Levels

The rich treasure of Gypsy music is known, danced to, and sung in every European country from Russia to Spain, fusing with the folk music of each culture with which it interacts. Even the concert repertoire has paid it homage. Gypsy music became a source of inspiration for the classical composers of Hungary, Romania, and Czechoslovakia. Saul Lilienstein's lecture will trace the linkage between the exotic improvisations of the Romani people with Franz Liszt, Zoltán Kodály, and Bela Bartók, illuminating unexpected facets in their music. *Note: The NSO does not perform in this event.*
DATE: Saturday, March 3, 2-3:30 p.m.
FEE: \$15

Eros and Freedom: The Viennese Waltz

WITH SAUL LILIENSTEIN

For Teachers of All Grade Levels

Who could have imagined that burrowed within the Waltz—that eternal symbol of the charms of old Vienna—a vibrant sexuality and socially subversive force was released? What began in the wine villages turned into veritable bacchanals in suburban gardens, leaving visitors shocked, shocked at the public display. It needed only Johann Strauss, Jr. to bring that spirit to the rest of the world. Lecturer Saul Lilienstein will share the history and heady ebullience that swept across 19th century Europe—in three-quarter time. *Note: The NSO does not perform in this event.*
DATE: Saturday, March 10, 2-3:30 p.m.
Theater Lab
FEE: \$15

Beyond the Three B's (Bach, Brahms, Beethoven): Bridge and Britten

For Teachers of All Grade Levels

Are you the type of person who enjoys watching movies even if they didn't win an Oscar®, you recommend books that aren't on the bestseller lists, and your favorite restaurant hasn't been rated by Michelin? But when it comes to listening to classical music, are you mostly listening to pieces by Bach, Brahms, and Beethoven? Would you like to branch out into music by other great composers, but don't know where to begin? This new lecture series focuses on great (sometimes lesser known) composers, introduces you to works you may not have known existed, and gives you hints as to how to appreciate other similar composers. Two great English composers of the 20th century, Frank Bridge and Benjamin Britten, whose works are programmed this season by the NSO, get our exploration started. *Note: The NSO does not perform in this event.*

DATE: Saturday, April 14, 2-3:30 p.m.

Atrium

FEE: \$15

Theater

Theater Look-Ins

For Teachers of All Grades

Join select company members from the 2011-2012 theater season for an insider's look at the productions, complete with lively discussions and opportunities to ask questions of the artists. *Note: Participating cast members are determined after the production has opened.*

Look-In: *Les Misérables*

DATE: Tuesday, October 4, 5-6 p.m.

Terrace Gallery

FEE: \$12

Look-In: *La Cage aux Folles*

DATE: Tuesday, January 31, 5-6 p.m.

Terrace Gallery

FEE: \$12

Curriculum Connections

CETA Professional Learning for Teachers events are designed to help teachers teach in, through, and about the arts and to provide opportunities to learn about the arts. These events also assist in the development of critical thinking skills and an understanding of the creative process. The chart below indicates some of the many ways in which these events connect to classroom curricula. The events are listed in the order in which the descriptions appear in the brochure.

The events listed below will also be helpful to teachers implementing the National Standards for Arts Education* (which provide information about what students should know and be able to do in the arts). These voluntary national standards serve as the basis for the development of state and local arts standards.

TEACHING IN, THROUGH, AND ABOUT THE ARTS				
GRADE LEVELS	EVENT TITLE	PAGE NUMBER	ART FORM(S)	OTHER SUBJECT AREA(S)/ SCHOOL CONCERN
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Pre K-2	Singing to Learn: A Multicultural Approach to the Early Childhood Curriculum	p. 25	Music	All
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3-12	Scientific Thought in Motion	p. 26	Dance	Science
4-6	Exploring Fables Through Collaborative Storytelling	p. 26	Storytelling	Language Arts
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4-8	Voice, Pace, and Pause: Keys to Expressive Read Alouds	p. 26	Drama	Language Arts
5-9	Who's the Hero?: Confronting Bullying Through the Arts	p. 26	Drama	Character Education
5-12	Poetry Off the Page	p. 27	Drama, Poetry	Language Arts
8-12	Story Theatre: A Creative Way to Comprehend and Transform Text	p. 27	Drama, Storytelling	Language Arts, History
All	<i>Something of Splendor: Decorative Arts from the White House</i>	p. 27	Visual Arts	History
K-5	Full Inclusion in the Art Room: Adaptive Strategies for ALL Levels of Learners	p. 27	Visual Arts	Inclusion
K-5	Strategies for Inclusion: Students with Special Needs in the Art and Music Classrooms	p. 27	Visual Art, Music	Inclusion
K-12	Creating Digital Portfolios in Visual Art Classrooms	p. 27	Visual Arts	

* The National Arts Standards can be accessed by visiting the ARTSEGE home page and clicking "Standards."

CETA Certificate of Study Program

The Kennedy Center's **Changing Education Through the Arts (CETA) Certificate of Study** is an ongoing program that annually recognizes teachers' participation in professional learning. Teachers who complete the requirements for the 2011–2012 Certificate will be invited to the Kennedy Center for a special awards dinner and ceremony followed by a performance of *Come Fly Away* on **Friday, April 27**.



Please note that the following requirements may be completed over two years.

REQUIREMENTS



PART 1: "Best Practice Series" (required workshops)

For those teachers who have not previously attended the Best Practice Series, the following workshops are required:

- "Laying a Foundation: Defining Arts Integration" (see page 24)
- "Documenting the Power of Learning Through the Arts," Sessions 1 and 2 (see page 24)



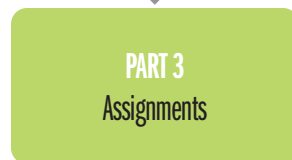
PART 2: Courses and Workshops

Teachers will **choose one** of the following three options:

- **Option 1:** One four-session course and nine hours of workshops
- **Option 2:** Two four-session courses
- **Option 3:** One four-session course and arts coaching (CETA Schools only)
- **Option 4:** One four-session course and participation in a Kennedy Center-approved Independent Study

The 2011–2012 four-session course offering is:

"Poetry and Music: Reading and Writing with Fluency and Expression" (see page 25).



PART 3: Assignments—due by **March 16, 2012** to the Kennedy Center

- Completion of the online application form at <http://www.kennedy-center.org/education/ceta>.
- Two different examples of documentation of student learning (using one of the formats taught in "Documenting the Power of Learning Through the Arts")
- Letters of Attendance from each workshop/course

Documentation examples and letters of attendance can be uploaded on the online application form OR mailed to: **CETA Certificate of Study, Education Department, The Kennedy Center, P.O. Box 101510, Arlington, VA 22210.**

For further information about the CETA Certificate of the Study, please call (202) 416-8842.

Please note that hours earned for the CETA Certificate of Study may also be applied toward recertification points/credit offered through participating school districts or graduate credit through George Mason University or Trinity University.

Credit



SCOTT SUCHMAN

PARTICIPATE IN PROFESSIONAL LEARNING FOR CREDIT!

If you are interested in receiving recertification points and/or graduate credit for participation in Kennedy Center professional learning sessions, please read the information below. **Questions? Call (202) 416-8813.**

GRADUATE CREDIT

Teachers in any school district may register for one, two, or three graduate credits from Trinity University or George Mason University (GMU). For each credit, attendance at **15 clock hours of class time** and the **satisfactory completion of an assignment** are required. **Teachers seeking credit are required to attend "Documenting the Power of Learning Through the Arts," Sessions 1 and 2 (if not attended previously) in order to successfully complete the assignment.**

(The "Documenting the Power of Learning Through the Arts" sessions may count towards the 15 clock hours of class time required for credit.) Graduate credits earned are used for non-degree purposes and are applicable to salary increments and recertification requirements in Virginia, Maryland, and the District of Columbia.

TRINITY UNIVERSITY	GEORGE MASON UNIVERSITY
FEES: \$125 per credit hour	FEES: \$200 for 1 credit hour, \$395 for 2 credit hours, \$595 for 3 credit hours (Virginia Residents) \$230 for 1 credit hour, \$445 for 2 credit hours, \$670 for 3 credit hour (Out-of-state Residents)
<p>How to apply:</p> <p>Step 1: Complete the graduate credit application at http://www.kennedy-center.org/education/ceta.</p> <p>Step 2: Submit application and payment to the Kennedy Center by December 9, 2011. (Assignment information is provided on the Website.)</p> <p>Step 3: Complete and submit assignments to the Kennedy Center by April 6, 2012.</p>	

RECERTIFICATION POINTS

DISTRICT OF COLUMBIA PUBLIC SCHOOLS	VIRGINIA PUBLIC SCHOOL DISTRICTS	MARYLAND PUBLIC SCHOOL DISTRICTS
<p>What: DCPS teachers may receive Professional Learning Units (PLU) by attending CETA Professional Learning programs at the Kennedy Center.</p> <p>How: Teachers should contact their principal to ensure that the selected events fit within their individualized professional development plan. A letter certifying attendance is provided at each event. (All clock hours must take place outside of the duty day.)</p> <p>Deadline: See school principal for deadlines.</p>	<p>What: Virginia teachers can earn points for certificate renewal by attending CETA Professional Learning programs at the Kennedy Center.</p> <p>How: Teachers should contact their principal to ensure that the selected events fit within their individualized professional development plan. A letter certifying attendance is provided at each event.</p> <p>Deadline: See school principal for deadlines.</p>	<p>What: Maryland teachers may register for one or two Continuing Professional Development (CPD) credits. The course options are listed below:</p> <p>COURSE I: Understanding the Creator, the Artist, and the Performance To receive one credit, select 15 clock hours of class time in one school year (September–June) from events listed on pages 28–29.</p> <p>COURSE II: Using the Arts in Education To receive one credit, select 15 clock hours of class time in one school year (September–June) from events listed on pages 24–27.</p> <p>How: For each credit, attendance at 15 clock hours of class time and the satisfactory completion of an assignment are required. (In Montgomery County, all clock hours must take place outside of the duty day.) Interested teachers can complete an application form at http://www.kennedy-center.org/education/ceta. Assignment information will be provided once the application has been submitted. A letter certifying attendance is provided at each event.</p> <p>Deadlines: December 9, 2011—Completed applications must be received by the Kennedy Center. April 6, 2012—Completed assignments must be received by the Kennedy Center along with letters of attendance.</p>