



## Marcia Daft

Contact: (240) 396-6690

E-mail: [marciadaft@gmail.com](mailto:marciadaft@gmail.com)

Web site: [marciadaft.com](http://marciadaft.com)

## WORKSHOPS

### MUSICAL ADVENTURES: A DOOR TO WRITING

**Workshop Leader: Marcia Daft**

**For Teachers of Grades 2-8**

**3 hours of instruction time**

**Maximum number of workshop participants: 30**

Music opens the imagination and helps students develop sensory images. These sensory images have the power to stimulate language and vocabulary development, and enhance memory and fact retention. In this workshop, teachers explore how to use music to guide and enhance students' creative writing. Participants see how this music-based process involves students in developing listening skills and visual imagery, brainstorming vocabulary, determining importance, and learning to structure a story outline.

### MOVING THROUGH MATH: NUMBER CONCEPTS or MOVING THROUGH MATH: SPATIAL AND GEOMETRIC CONCEPTS

**Workshop Leader: Marcia Daft**

**For Teachers of Grades 1-6**

**3 or 6 hours of instruction time**

**Maximum number of workshop participants: 30**

Looking for exciting ways to help students deeply engage in mathematics? Move math concepts off the blackboard and into students' bodies and minds through active, experiential, arts integrated teaching. Participants discover how integrating music and movement with the teaching of math make full use students' aural, kinesthetic, visual, analytical, creative, and social intelligences. This workshop is offered with two mathematical focuses: number concepts or spatial and geometric concepts.

In *Moving Through Math: Number Concepts*, teachers explore the conceptual parallels between rhythmic movement and number concepts in mathematics. Participants learn about the critical relationships between grouping and addition concepts, repeating patterns, skip counting, multiplication, division, and fractions.

In *Moving Through Math: Spatial and Geometric Concepts*, teachers explore the conceptual parallels between creative movement and spatial/geometric concepts in mathematics. Participants learn about the critical relationships between bodyline and shape, 2- and 3-dimensional geometric shapes, slides, flips, rotations, and mirror reflection symmetry.

**MARCIA DAFT is known for creating original instructional methods for teaching music as well as integrating music and movement into other areas of the curriculum. Her work has been used in classrooms throughout the United States for fifteen years. Ms. Daft is a national workshop leader for the John F. Kennedy Center for the Performing Arts, a Master Artist with the Wolf Trap Institute for Early Learning Through the Arts, and a consultant for arts institutions throughout the U.S. She has developed museum exhibitions, broadcast programs, and educational programs for the Smithsonian Institution. She has also written over twenty children's educational books for both the Smithsonian Institution and the National Symphony Orchestra. Ms. Daft holds a Bachelors Degree in engineering from Duke University, a Masters Degree in music from the University of Chicago, and studied piano performance at the Mozarteum in Salzburg. She holds both a Certificate and License in Dalcroze Eurhythmics, and performs as part of the duo-piano team *Le Quattro Mani*.**

## **SOUND WRITING & WORD PAINTING: MASTERING FLUENT & EXPRESSIVE READING AND WRITING**

**Workshop Leader: Marcia Daft**

**For Teachers of Grades K-5**

**3 or 6 hours of instruction time**

**Maximum number of workshop participants: 30**

How can teachers help students change their reading and writing from a plodding monotone voice to an expressive voice? By integrating music into the teaching of language arts! At this workshop, participants explore musical strategies for improving students' mastery of phonics and word analysis, their ability to recognize sound and rhythmic patterns in language, and their overall reading fluency. Participants also discover how poets use musical devices such as rhythm and rhyme scheme, form, assonance, and alliteration to shape and craft phrases. They also discover how to teach the components of oral expression – repetition, rest, speed, volume, and inflection – in ways that are easily understood, practiced, and mastered by students. Expressive strategies build students' comprehension, develop their understanding of inference, and bring both descriptive and figurative writing to life.

## **IMAGINARY JOURNEYS THROUGH MOVEMENT AND SOUND**

**Workshop Leader: Marcia Daft**

**For Teachers of Grades K-2**

**3 hours of instruction time**

**Maximum number of workshop participants: 30**

Learning in early childhood crosses traditional boundaries—it relies on integrating imagination, listening, visualization, and movement. In this workshop, teachers discover how to lead activities that integrate these skills using classroom musical instruments (such as a maraca, xylophone, or hand drum) and rhythmic movement. Participants explore creating and leading journeys with sound effects and movements that teach counting, sequencing, opposites, spatial directions, vocabulary, and other curricular topics. These techniques were created for teachers who have no background in music, but are interested in learning how to use music to enhance student learning.

Marcia Daft presents workshops, teacher training, and classroom work in both Spanish and English.

## COURSES

### IMAGINARY JOURNEYS THROUGH MOVEMENT AND SOUND

**For Teachers of Grades Pre K-2**

**4 Session Course Leader: Marcia Daft**

Learning in early childhood crosses traditional boundaries – it relies on integrating imagination, listening, visualization, and movement. In this four-session course, participants learn to lead imaginary journeys designed to teach these skills. These journeys combine classroom instruments (such as a maraca, xylophone, or hand drum) with storytelling, and rhythmic movement as a structure for teaching curricular content such as number concepts, story sequencing, vocabulary development, transformations and cycles in science, and social studies units. Course leader, Marcia Daft, musician and national arts educator, created these techniques for teachers who have no background in the arts, but are interested in learning how to use music, movement, and imagination to expand student learning.

**In Session I**, explore how to create and lead imaginary journeys with sound effects and movement that teach number concepts, sequencing, spatial directions, opposites, vocabulary, and other simple curricular topics. Learn how students document their learning through the creation of simple story maps with or without integrated writing.

**In Session II**, discover how to increase the sophistication and curricular applications of these imaginary journeys to integrate with science, social studies, and mathematics. Learn to create more challenging sound and movement patterns, and to connect imaginary journeys to more complex story mapping.

**In Session III**, explore skill-building games specifically designed to develop students' ability to hear and understand patterns of sound in language. Discover how to use classroom instruments to play chants and poems, and to lead students in the creation of original chants and poems.

**In Session IV**, discover how to use the patterns of language as the source of the rhythm and movement used in imaginary journeys. Learn how to integrate this rhythmic language into story mapping, story writing, and the creation of poems and chants. As a culmination of the four course sessions, participants will create and lead imaginary journeys that integrate curricular content, rhythm, movement, imagination, visualization, story mapping, and creative writing.

### SOUND WRITING & WORD PAINTING: POETRY AND MUSIC: EXPLORING RHYTHM AND READING

**For Teachers of Grades K-2**

**4 Session Course Leader: Marcia Daft**

Extensive research studies have documented that children's ability to hold a steady beat is critical to developing their reading fluency. Integrating music with the teaching of language arts addresses this critical skill while building powerful relationships between music, the expressive language of poetry, and oral and reading fluency. This course is recommended for teachers of English Language Learners.

**In Session I**, participants explore skill-building activities that improve students' mastery of syllabication and accent, listening skills, visual tracking skills, and ability to recognize sound and rhythmic patterns in language. Teachers discover how to identify children's literature that features the sound and rhythmic patterns of language, and how to read these books with accurate vocal rhythm and inflection.

**In Session II**, participants explore Sound Writing – ways to arrange words in patterns that are pleasing to the ear. Teachers learn how to lead students in the creation of early childhood poetry, including alphabet chants, simple rhyming poems, pattern poems, and sound effects poems. Poetry writing can be used to synthesize student learning in a wide range of classroom subjects, from science to social studies, and from language arts and literature.

**In Session III**, participants discover Word Painting – ways to make speaking and reading more expressive, musical, and pleasing to the ear. Teachers learn five elements of vocal expression--dynamics, tempo, inflection, repetition, and rest – and discover how to guide students in the expressive reading of their own writing.

**In Session IV**, participants conclude this course by learning how to lead students in the creation of original books. These books specifically feature the poetic, expressive, and rhythmic writing learned throughout the course, while taking science, social studies, literature, and other classroom curriculum as their subjects. This creative process helps students synthesize their classroom learning and fosters creativity and excitement in their use of language.