



## Marcia Daft

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## 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.

### MUSICALLY-MOVING MATH!

**Workshop Leader: Marcia Daft**

**For Teachers of Grades 1-6**

**3 hours of instruction time**

**Maximum number of workshop participants: 30**

In this workshop, teachers explore how the conceptual parallels between music and movement can deepen students' understanding of elementary math concepts. Participants discover creative and experiential ways to help students learn about patterns and sequences, groupings, planar and 3-dimensional geometry, fractions, addition/subtraction, multiplication/division, pre-probability and set theory, and beginning algebra. And, teachers learn how to assess student learning through students' performance of mathematical concepts! Participants see how integrating music and movement with the teaching of math can make full use of students' aural, kinesthetic, visual, analytical, creative, and social intelligences.

### WORD PAINTING: MASTERING READING FLUENCY AND ORAL EXPRESSION THROUGH MUSIC

**Workshop Leader: Marcia Daft**

**For Teachers of Grades K-6**

**3 hours of instruction time**

**Maximum number of workshop participants: 30**

How can teachers guide students' oral reading—changing it from a plodding monotone to a fluid, expressive voice? By integrating music into the teaching of language arts! This participatory workshop for educators explores the connections between elements of music and elements of language. Participants learn strategies for using music to increase students' interest in the rhythmic patterns of word relationships, teach metric poetry, develop students' listening skills, build interpretation and oral presentation skills, and improve reading fluency. A must for teachers of English language learners!

**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*.**

## **JOURNEYS IN SOUND: LEARNING THROUGH IMAGINATION, MUSIC, AND MOVEMENT**

**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 SOUND AND MOVEMENT**

**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.

**MARCIA DAFT ALSO OFFERS THE FOLLOWING SERVICES\* FOR:**

**Students**

- Performances/Lecture-Demonstrations
- Workshops in Preparation for Performance/Exhibit Attendance
- Other Workshops
- Residencies
- Written Guides to Performances/Exhibits
- Development of Online Resources

**Teachers**

- In-Depth Courses
- Demonstration Teaching
- Coaching in the Classroom
- Action Research Coaching
- Workshops in Preparation for Performance/Exhibit Attendance
- Written Guides to Performances/Exhibits

**Parents**

- PTA/PTO Presentations/Speeches
- Workshops for Parents
- Workshops for Parents with their Children

**School Administrators**

- Workshops

**Partners in Education Teams**

- Program Planning Advice

*\*Not all services have been designed or presented by the Kennedy Center.*