

FLORIDA ALLIANCE FOR ARTS EDUCATION ARTS INTEGRATION SYMPOSIUM

Duval County: Jacksonville

Integration with Restorative Justice

Session Descriptions and Presenters

Hope McMath **Yellow House**

Opening Keynote

Hope McMath is a cultural leader, educator, artist, and activist whose knowledge of, and passion for, the arts is matched by a strong commitment to social justice and generating positive change in organizations and the community. She connects the arts to community needs including education, accessibility, the environment, wellness, and inclusion and diversity.



Morning Sessions: Track A Arts Integration in the Non-Arts Classroom

Tuning Percussion Tubes (Math/Engineering/Science/Music)

Through the construction of a boom whacker symphony (tuned percussion tubes engineered from PVC pipes), this arts-integration program enables students to develop problem solving skills, while strengthening their core knowledge of math, science, engineering, and music. Using fractions and math equations, students design instruments, calculate tubing length, and perform musical ensembles on their products, gaining exposure to both engineering and the arts.



Lucy Chen is chair of the music department at Edward Waters College, founder of the Keys on Parade group piano program for children and has taught class piano at Boston University and the University of Florida. As a performer, Ms. Chen made her concert debut in 2014 at Weill Recital Hall in Carnegie Hall. Highlights of her career include performances at the Music Teachers National Association conference at the Oberlin Conservatory, the Liszt Bicentennial Celebration at the Boston Tsai Performance Center, and the Spring of Shanghai concert series at the

He Lu Ding Concert Hall in Shanghai. Ms. Chen received her Doctor of Musical Arts in piano performance from Boston University.

The Tree and Me (Language/Social-Emotional Learning/Body Awareness/Art)

Using the Caldecott Honor Book, *When Sophie Gets Angry, Really Really Angry* by Molly Bang as a stepping stone to talk about powerful emotions, students will learn ways to communicate their feelings verbally and through expressive arts while creating a deep connection with the natural world. This program builds body awareness, stimulates language development,

enhances social skills, and integrates art and science while nurturing a sense of community and personal responsibility.

Developed in collaboration with the School Counselor Ms Patris Wright-Kitchen at the Hyde Grove K-2 Learning Center in Jacksonville, FL and funded by the Cathedral Arts Project.

Participants in this session will get to experiment with a watercolor crayon technique.



Inspiring wonder while nurturing connection, multidisciplinary environmental artist, activist and educator **Sarah Crooks (Flaire)** has been integrating visual art, storytelling and science for more than 25 years. Certified as a Florida Master Naturalist her award-winning work has led to educational collaborations with The Museum of Science and History, Duval County Public Schools, Pace Center for Girls, The St. Johns Riverkeeper, The Cummer Museum of Art and Gardens as well as The Douglas Anderson School of The Arts. Her artwork can be found in the collections of MD Anderson Baptist Health Cancer Center, Cummer Museum, The Museum of Science and History, Everbank and numerous private collections. For more information please visit www.artistsarahcrooks.com

Lift Every Voice and Act (Language Arts/Theatre/Self-esteem)

The session will focus on how the artist used her theatre-based residency plan, developed in a two-day training workshop facilitated by The John F. Kennedy Center for the Performing Arts, to teach and reinforce students' language arts skills. Lift Every Voice and Act specifically addressed Duval County's English Language Arts curriculum standards, while focusing on Jacksonville's native son, James Weldon Johnson. By examining Johnson' developmental years as a child, the experience subsequently encouraged the students to make personal connections with the boy who would eventually inspire so many.



Valarie Esguerra grew up writing, directing, and producing plays for her church, as well as acting in the local community theatre circuit. She graduated from the University of South Florida with dual degrees in communications and English, with an emphasis in theatre. For over ten years, she served as a story and dialogue consultant on made-for-television movies airing on NBC and the WB. In addition to scriptwriting and consulting, Valarie continues to act, write, direct, and produce local stage plays.

Objective, Tactics, and Ancient Egypt! Using Theatre to create bonds to core subject-content.

Using theatrical practices such as objective, tactic and subtext; join in on a game that will get you excited about learning about ancient Egypt. Learn how to create content driven activities that will engage and inspire students to dive deeper into history, ask questions, and use social deduction and critical thinking to problem solve.



Katie Swider is a graduate of Florida State University where she received her Bachelor of Arts in theatre. She has worked professionally as an actor and director in Florida and Ohio and enjoys being an active part of the Jacksonville theatre community. Most recently she was seen in *How I Learned to Drive*, at The 5 & Dime, A Theatre Company. In addition to teaching theatre, she also enjoys writing and directing. Her play *SEND/END* was featured in the Atlanta Fringe Festival, and her sketches are featured in many Awkward Silence Jax shows. Katie currently works for the Cathedral Arts Project family as the first teaching artist fellow, allowing her to create arts integrated content for schools in Duval County!

Morning Sessions: Track B Restorative Justice: Strategies and Practice in DPCS

Duval County Public Schools has been implementing Restorative Strategies and Practices in the elementary, middle, and high schools. This session is to acquaint those who are not familiar with the different strategies such as Morning Circles, Peer Mediation, Student Advisory Boards, and Restorative Conferences.



Caprisha Parker is a visionary leader and educator with more than 11 years of experience as a successful problem solver, curriculum leader, school instructional leader, and a strategic planner for Positive Behavior Intervention Support throughout the school district. She has extensive experience in professional development and supervision of diverse learning groups. Caprisha holds a Bachelor of Science degree in Educational Studies from Bethune-Cookman University, and a Master of Education degree in Educational Leadership from Nova Southeastern University. Caprisha currently provides district-wide professional development focusing on Restorative Practices, to improve teacher/student relationships, as well as to promote positive peer to peer relationships. Her delivery methods of Restorative Practices have provided students with Social Emotional Learning skills and ways to build positive relationships throughout the school buildings.

Restorative Practice Modeling Session

Rashad Reed



Rashad J. Reed is a native of Jacksonville, Florida and committed to reaching children and innovative practices. He started in the school system as a security guard and decided to get into the classroom. While in the classroom, he displays a passion for learning as a student and an educator. Positive school culture strategies have armed him with additional tools to be success. Mr. Reed has earned bachelors in Early Childhood Education at Florida State College of Jacksonville. He is now acquiring his Master of Arts in Education/Administration and Supervision to serve his community. His passion for edification as an educator and a person shines through his works during the day as a teacher and afterwards as the founder of Distinguished Gentlemen at Biscayne Elementary. Mr. Reed may be a teacher but he refers to himself as a Reacher.

Afternoon Sessions:

Integrating Social Justice and Visual Arts

Track A

Developing a work of art in partnership with another person can result in surprising and exciting outcomes. But it depends cooperation, trust, and communication between artists. Participants in this session will work with partners, and as a group, to create artworks that highlight the importance of these concepts while learning strategies for collaborative art making. With Matthew Patterson and Hope McMath.



Matthew Patterson is an artist, educator, and museum professional currently serving as Assistant Director of Community and Public Programs at MOCA Jacksonville. Matthew received a BFA in Painting and Drawing from the University of North Florida and an MA in Art Education from the University of Florida. He has delivered programming to a wide range of audiences through classes, lectures, professional development workshops, and support groups, and believes that the arts should be a central, as well as accessible, component to the lives of Jacksonville's residents.

Track B

Through the Cathedral Arts Project program entitled, County Missives, student artists who are 12- to 17-year-old boys who are currently incarcerated while awaiting trial. Due to the severity of their charges, they are being prosecuted as adults, and some have been awaiting trial for more than two years. Through immersion in the visual arts, this program provides a creative outlet for these students that builds their artistic skills and working knowledge of art and art history. In addition to teaching painting techniques, the program emphasizes improvement of communication and social skills, nonviolent self-expression and new avenues for coping in difficult environments.

Abstract Expressionism, which is characterized by its departure from accepted conventions and the reflection of the individual psyche, is the primary genre of study for this program. The style is free-form enough that students do not need prior experience and can therefore be immediately successful, while still allowing for room to grow. As they quickly master painting techniques, they focus more on the decision-making process, which leads to increasingly sophisticated works. They discover they can convey mood and thought through color, line and scale, and learn when and how to “break the rules” without negatively impacting others.

Students are often asked to work collaboratively not only as a means of team building, but also to broaden their exploration of subject matter and techniques. This fosters a sense of trust and creates a stress-free environment where they can experience the joy that is self-expression and reflection through painting. As the class develops, practices become second nature and students are afforded a refuge of calming creativity from their often chaotic and harsh surroundings.

Fledgling and sometimes powerful works of humor, absurdity, sadness and beauty emerge. As the young artists see their work leave the jail and gain positive feedback from the community, they begin to consider new horizons and larger possibilities in the world outside their walls.

Chief Program Officer Allison Galloway-Gonzalez interviews County Missives teaching artist, Tony Rodrigues about the program, the students, the processes art and the environment that culminates in these powerful works.





**Sobha Kavanakudiyil Americans for the Arts
Closing Keynote**

Sobha is faculty in The Graduate Program in Educational Theatre at The City College of New York. She has a strong commitment to quality and accessible arts education. She is on the Board of Directors for the New York City Arts in Education Roundtable, Association of Teaching Artists, and President of the Board of Directors for Spellbound Theatre. In addition, she is a Co-Chair for AATE's National Conference 2016 in Boston. She has also been a presenter at various conferences and has been a reviewer for the Brooklyn Arts Council and Arts Education Policy Review. Visit her website at www.sobha.net.