

# Face to Face 2017 Conference Committee

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The Roundtable is deeply grateful to the **Graduate Program in Educational Theatre at City College of New York** for its sponsorship of the conference. Special thanks to **Vincent Boudreau**, Interim President of City College; **Mary Erina Driscoll**, Interim Provost and Senior Vice President for Academic Affairs; **Gretchen Johnson**, Interim Dean - School of Education; **Edwin Lamboy** - Interim Associate Dean, School of Education, and **Dr. Jennifer Katona**, Director, Graduate Program in Educational Theatre. Thanks also to **David Covington**, Director of Events Management, and **Matthew Albanese**, Events Specialist, CCNY.

In addition, we would like to extend our sincere thanks to: **Risa Brand-Greiss**, Graphic Designer; **Joanne Camas**, Copy Editor; **Eric Szkarlat**, Associate Conference Registrar; **Madeline's**, Conference Caterer; **Metropolitan Food Service**, Reception Caterer; **Charles Moses and Viper Studios**, supplemental lighting; and Proposal Review Committee Members Julie Applebaum, Brooke Boertzel, Stacey Bone-Gleason, Barbara Cohen-Stratynrer, Simone Coonrod, Antoinette DeLuca, Jennifer DiBella, Kathleen Dorman, Amy Harris, Polly Kahn, Sobha Kavanakudiyil, David King, Emma Klauber, Kati Koerner, Alexandra López, Michelle López, Joanna Massey, Mitch Mattson, James Miles, Gary Padmore, Joy Prentice, Maya Singh, Renata Melillo Townsend, and Rachel Watts.

For more information about the **New York City Arts in Education Roundtable**, please visit us online at [www.nycaieroundtable.org](http://www.nycaieroundtable.org).

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**Council on  
the Arts**

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Arts in Education  
**ROUNDTABLE**<sup>NYC</sup>

presents

# face to face

LEARNING FROM EACH OTHER ABOUT ARTS IN EDUCATION

For Arts Administrators, Artists, Parents, Educators

**Wednesday, April 12, 2017**

8:30 AM – 7:00 PM

**Thursday, April 13, 2017**

8:30 AM – 4:00 PM

The City College of New York (CCNY)  
Shepard Hall

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The New York City Arts in Education Roundtable is a service organization and a community of arts education practitioners sharing information, providing professional development, and communicating with the public to promote our work in schools and beyond.

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**Katharine Strobel**, Project Coordinator, NYC Arts in Education Roundtable

**FEATURED  
THIS YEAR!**

## **Upstander Love Letters**

An all-conference art project sponsored by the Museum of Impact, led by Monica O. Montgomery, Founding Director and Curator

## **Wednesday, April 12**

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8:30 AM – 9:30 AM | **Registration, Breakfast, Networking, Materials Display, 2nd floor**

9:30 AM – 10:00 AM | **Welcome/Opening Remarks**

**Dr. Jennifer Katona**, Director, Graduate Program in Educational Theater at The City College of New York

**Theodore Wiprud**, Roundtable Co-Chair

**Kyla Searle**, Roundtable Managing Director

**Instrumental performance by members of The Dream Unfinished**

10:15 AM – 11:45 AM | **SESSION I**

### **A. Positive Classroom-Management Techniques for Teaching Artists, Part I**

**Erin Maxon**, Education Director, **Giverny Petitmermet**, Artistic Director, The New Collectives

This two-part\* workshop offers teaching artists the tools to work more effectively with young people. Facilitator Erin Maxon, Education Director of The Young Collectives, translates established behavior-management systems for the specific needs of the arts-in-education classroom. The workshop will include hands-on practice, activities, and readings that can be applied in classrooms immediately. Recommended for teaching artists in any art form working with students ages 5 to 14.

**\*Workshops are designed as a sequence; attendance at both is strongly recommended.**

### **B. Storytelling and Puppetry for Early Childhood**

**Lauren Jost**, Artistic Director, **Susanna Brock**, Education Manager, **Emily Baldwin**, Outreach Coordinator, Spellbound Theatre

Early-childhood learners have a diverse range of developmental, social, and creative abilities and interests. Join Spellbound Theatre, New York's only theatre company exclusively for ages 0 to 5, as we explore how to use storytelling and puppetry for community, family, and school groups that address the needs and abilities of this unique group. Create your own puppets and storytelling activities with Spellbound artists to explore the applications of arts education in family and pre-K programming.

## C. Program Slam: Strategic Tune-Up for Organizations and Individuals

**Jordan Dann**, Education Director, **Javan Howard**, Teaching Artist, Teachers & Writers Collaborative

This workshop is for arts administrators and individuals who want to learn or have a refresher on strategic alignment. The day-to-day work of arts administration can often leave us responding to the immediate needs of our stakeholders, and it can be easy to lose sight of the bigger picture. In this workshop we will take a bird's-eye view of our work and offer one another some strategic chiropractic alignment.

## D. Full STEAM Ahead: Integrating Movement and Sound Theatre with Science Curriculum

**Laine Barton**, Teaching Artist, **Nate Speare**, Teaching Artist, **Amy Appleton**, Director of Education, Marquis Studios

In this dynamic STEAM workshop, participants will learn some strategies to assist students in learning science curriculum for early-childhood and elementary classes. We'll integrate movement, voice, and soundscape theater for science studies on weather, the seasons, forces in nature, environmental issues, and other science topics. We'll also explore new ways of engaging the classroom teacher during the art process to create a truly collaborative residency.

## E. Increasing Sector-Wide Access and Equity

**Polly Kahn**, Principal, PK Orchestra Solutions/PK Art Solutions; **Daniel Berkowitz**, Chief Strategy Officer, The Neubauer Family Foundation; **Susan Feder**, Program Officer for Performing Arts, The Andrew W. Mellon Foundation; **Anthony McGill**, Principal Clarinet, New York Philharmonic

This session will increase awareness of local and national efforts to improve access and equity in higher education and Western classical music and to explore the implications for other sectors. This work is more marathon than sprint. No matter what role you play in your organization, how can you insure that both you and your organization are playing a part in ensuring that our wider artistic sector reflects the communities we serve?

## F. Ableism and the Arts: How to Cultivate Inclusive Practices in Theatre Education

**Jan Valle**, Professor, The City College of New York; **Lauren Kivowitz**, Teaching Artist, Actionplay

This session focuses on inclusive practices within theatre education contexts. Participants will have the opportunity to identify and reflect on origins of potential fears, concerns, and/or anxieties about facilitating integrated groups of students with and without disabilities. The presenters will engage participants in a short theatre workshop in which inclusive strategies are modeled. A Q&A session will be offered following the workshop.

## G. Designing and Implementing Arts Programming Through a Multi-Institutional Partnership

**Sarah Marcus**, Director of Education, Mark Morris Dance Group; **Jackie Chang**, Director of Education, BRIC Arts Media; **Amanda Hinkle**, Director of Education, Irondale Ensemble Project

BRIC Arts, Mark Morris Dance Group, and Irondale Ensemble Project will present Brooklyn Creative Arts Lab (BCAL) as a case study. The session will explore how three well-established cultural institutions, each with its own history, mission, vision, and programming, can come together to create shared and integrated programming that aligns with each organization equitably. It will also show how this opportunity can elevate each institution individually.

## H. Meet-Up: Emerging Leaders

**Kathleen Dorman**, Facilitator

This group comprises those who have recently transitioned to a leadership position and are passionate about making a significant contribution to the field but are still learning what's required of them to succeed as leaders. Whether you are young in your career or a seasoned veteran in the field of arts in education, join us to discuss the exciting and challenging ways that increased responsibility and visibility shape your professional goals.

### 12:00 PM – 12:10 PM | All-Conference Art-Making Project Introduction

UPSTANDER LOVE LETTERS

**Monica O. Montgomery**, Founding Director and Curator,  
Museum of Impact

### 12:10 PM – 1:00 PM | Keynote Address

HIP-HOP IN THE CIVIC SPHERE

**Kevin Coval**, Poet, Community Builder, Educator

### 1:00 PM – 2:00 PM | Lunch/Book Signing

## 2:15 PM – 3:45 PM | SESSION II

### A. Positive Classroom-Management Techniques for Teaching Artists, Part II

**Erin Maxon**, Education Director, Giverny Petitmermet, Artistic Director,  
The New Collectives

This two-part\* workshop offers teaching artists the tools to work more effectively with young people. Facilitator Erin Maxon, Education Director of The Young Collectives, translates established behavior-management systems for the specific needs of the arts-in-education classroom. The workshop will include hands-on practice, activities, and readings that can be applied in classrooms immediately. Recommended for teaching artists in any art form working with students ages 5 to 14.

**\*Workshops are designed as a sequence; attendance at both is strongly recommended.**

### B. Dramatic Approach to Teaching Social and Emotional Skills in the Classroom

**Rebecca Dolan**, Programs Supervisor, **Alicia Thompson**, Senior Teaching Artist,  
ENACT, Inc.

Using drama therapy and theatre techniques to address the underlying feelings connected to challenging experiences, ENACT will model a signature role-play approach that creates parallel dramatic situations within a safe, contained group structure. The goal of this work is to explore painful affective states and identify and rehearse healthy coping mechanisms and self-regulation.

## C. Engaging Technique with Contemporary Consciousness

**Diana Crum**, Dance Makers in the Schools Program Director, Movement Research; **Clare Hammoor**, Drama Specialist and Director, Blue School; **Katy Pyle**, Artistic Director, Ballez

This session will offer attendees a primer on the current state of arts policy at the federal, state, and local levels and then take attendees through the process of writing an individual advocacy plan that explores the “soft” and “hard” ask that directly affects their day-to-day work in the arts and schools.

## D. Arts Professional Learning in New York City Department of Education Pre-K

**Ben Espinosa**, Arts Partnership Manager, NYC DOE Office of Arts and Special Projects; **Stephania Krynytzky**, Director of Curriculum and Policy Implementation, Division of Early Childhood Education, NYC DOE

Participants will engage in activities and discussion about high-quality arts education and professional learning in pre-K. Participants will learn about NYC Pre-K Create, a professional learning track developed by the NYCDOE, The 92Y/Dance Education Laboratory, Third Street Music School, The New Victory Theater, and Studio in a School. Participants will engage in a professional learning arts activity in dance, music, theater, or visual art and reflect on how the session topics connect with their own work.

## E. National Meet-Up: A Multi-State Conversation About Arts Education Advocacy with Education Directors

**Jessica Handrik**, Director of Education, Flynn Center for the Performing Arts; **Sonnet Takahisa**, Deputy Director for Engagement & Innovation, Newark Museum of Art; **Brooke Whitaker**, Senior Manager, Lincoln Center International; **Angelica Durrell**, Founder and Artistic Director, INTAKE Organization, Inc., Stamford, CT

How are education directors from across the Northeast leveraging their role as community advocates for equity of access to arts education and for the development of local artist and teaching artist talent? What are the promising practices participants can adapt to their own contexts and ecosystems? In this leadership development and networking opportunity, participants will begin action plans to adapt the discussed practices and continue the dialogue with the nascent “national meet-up” created by the NYC Arts in Education Roundtable.

## F. Creating Paths to Power: Quality Internships in Arts Administration

**Erika Atkins**, Director of Operations, Opening Act; **Lindsey Buller Maliekel**, Director of Education/Public Engagement, The New Victory Theater

Does your organization have interns, but you’re just not sure if you’re utilizing them correctly? Are you looking for more efficient ways to recruit a diverse pool of candidates or make improvements to your current programs? Do you have a desire to create the next generation of arts administrators? Come join us as we identify the characteristics of an internship program that gives young professionals of varied backgrounds opportunities to grow into the next leaders of the arts administration field.

## G. Meet-Up: Parents

**Jennifer DiBella** and **Lisa Mitchell**, Facilitators

The NYC Arts in Education Roundtable parents’ meet-up group is designed for arts educators who are also parents (both new and seasoned). This session will offer you a place to gather and discuss relevant issues and challenges. Share your child-care woes, stories of how you are managing a healthy work/life balance, secret parent resources, ideas for kid-friendly events, and more!

## H. Post-Keynote Discussion and Workshop

**Kevin Coval**, Face to Face Keynote Speaker

Join Keynote Kevin Coval in a hands-on workshop plus conversation building on his morning remarks. Explore the process of building a culture of listening at a time of great “unlistening.”

4:00 PM – 5:30 PM | **SESSION III**

### A. Games That Stick: Adding to Your Toolbox

**Paul Brewster**, Assistant Director of Education, Teaching & Learning, Roundabout Theatre Company; **Renata Melillo Townsend**, Assistant Director of Education/Public Engagement, The New Victory Theater

Games are so much more than a list of rules. Learning a new game is dependent on the facilitator's style, tone, and energy. In this experiential exchange of games, participants will define the qualities of successful games and the reasons for using them in arts education settings. Then, a structured game share will promote exchange among our community with the hope that participants will leave with new games to adapt and implement in their own work.

### B. Jazz Tools for Embracing Diversity and Cultivating Compassion

**Eli Yamin**, Managing and Artistic Director, **Shireen Dickson**, Dance and Development Director, The Jazz Drama Program

Jazz was created by the juxtaposition of East and West and gives space for individual expression while providing a foundation of groove and community that encourages working together for a common goal. This workshop gives participants tools to bring jazz across the curriculum in music, dance, and theatre as well as any place where you need to increase listening, creativity, mutual understanding, trust, and appreciation.

### C. Supporting Transitions: Including and Engaging Adults with Autism and Developmental Differences

**Aliza Greenberg**, Project Leader, Supporting Transitions – Museum Access Consortium; **Miranda Appelbaum**, Assistant Director, Accessibility and Guest Services, Lincoln Center for the Performing Arts; **Dara Cohen-Vasquez**, Senior Manager of School Programs and Outreach, The Jewish Museum; **Samantha Schott**, Assistant Manager of Gallery Programs, The Jewish Museum (former Manager of Access and Community Education, El Museo del Barrio)

Adults with autism and other developmental differences make up a significant part of our population; they are, however, significantly underrepresented in our cultural institutions – as visitors, audiences, artists, educators, and employees. This panel will discuss ways that cultural organizations and arts educators can support this population in engaging with the arts and build pathways for participation. Participants will hear from successful programs that support young adults and adults with autism as they transition from school to the larger world.

### D. Creating Original Theatre That Has Form and Content

**Joey Schultz**, Associate Program Director of CAT Youth Theatre, Creative Arts Team of CUNY

When young people first create theatre, it can be easy to mimic the naturalism seen on television and in movies. How do we support them to analyze the everyday, situate it in a larger world context, and then turn that into something theatrically interesting? Through a series of practical activities used by CAT Youth Theatre touching on form and content, session attendees will explore this question and identify discoveries as well as potential challenges.



## E. One Year Later: A Federal Update on the Every Student Succeeds Act (and How the Arts Are Impacted)

**Dr. Jennifer Katona**, Director, Graduate Program in Educational Theatre, The City College of New York; **Jeff M. Poulin**, Arts Education Program Manager, Americans for the Arts.

The reauthorization of ESEA – the new Every Student Succeeds Act (ESSA) – offers new possibilities for arts education administrators regarding programming and funding opportunities. Join this session to learn more about the new language, STEM to STEAM, Title I, and teacher professional development.

## F. Image, Sound, and Story: Classroom Teacher as Creative Collaborator

**Sarah O'Hare**, Manager of School Programs, **Brady Shoemaker**, Director of Curriculum, Jacob Burns Film Center

This engaging session will highlight the JBFC's groundbreaking work in redefining literacy for a visual culture through its P-12 media arts curriculum, Image, Sound, and Story. Participants will hear first-hand from classroom teachers how JBFC is implementing this program in classrooms throughout New York City, and they will enjoy a space to brainstorm what roles classroom teachers play in making and sustaining the connection and assimilation of authentic arts-integrated content.

## G. Open Studio for Teens: Crafting Exploratory Drop-In Spaces for Youth in the Museum

**Dyeemah Simmons**, Assistant to Teen Programs, **Francheska Rivera**, Youth Insights Leader, Whitney Museum of American Art

In this interactive art-making workshop led by a Whitney staff member and Youth Insights Leader, we will examine our free drop-in teen program, Open Studio for Teens, and discuss the challenges and benefits of maintaining teen-only exploratory spaces within a larger institution. We will engage in a discussion of strategies that have been employed and gather suggestions for development at the Whitney and implementation at other institutions. Get ready to think critically and make some art!

## H. African Dance in the Classroom: Understanding Cultural Traditions and Community Through Dance

**Pat Hall** and **Pam Patrick**, Teaching Artists, Brooklyn Academy of Music

African and Diaspora dance forms celebrate every aspect of life and living – they provide a mirror into the culture, history, and traditions of the people. In this interactive workshop, participants will be introduced to the BAM AfricanDanceBeat model for teaching African dance in the classroom using song, narratives, and dance-making techniques. More than an experience of teaching, this session will help build an understanding of what African dance teaches us about culture, history, and community.

## I. Meet-Up: Teaching Artists

**Erika Atkins** and **Rachel Evans**, Facilitators

Designed for teaching artists at every level in the arts-in-education field, this group will consider how to approach teaching during a time of great political division and transition in our country. Teaching artists will walk away with action steps for tackling tough issues in the classroom and within their organizations.

8:30 AM – 9:15 AM | **Registration and Breakfast**

9:30 AM – 11:00 AM | **SESSION IV**

## A. **Confronting Privilege in Our Communities, Part I**

**Dr. Jennifer Katona**, Director, Graduate Program in Educational Theatre, The City College of New York; **Ashley Herring**, Performing Arts Educator, Blackyard

As arts educators, we serve and work with a diverse array of people—a fact that has implications for our work. The concepts of privilege and power play an essential role in whatever community and capacity you find yourself. In this interactive workshop, we will explore these concepts as they relate to our personal journey as arts educators who are committed to increasing opportunity and access to the arts for all students.

## B. **On Your Feet! Using Traditional Dance in the Classroom**

**Gabrielle M. Hamilton**, Director of Education and Public Programs, Flushing Town Hall (FTH); **Abha Roy**, FTH Teaching Artist, Director of Srijan Dance Center; **Alberto Lopez**, FTH Teaching Artist, Artistic Director of Calpulli Mexican Dance Company; **Ling Tang**, FTH Teaching Artist, UNESCO International Dance Council

UNESCO safeguards traditional dances as representative of Intangible Cultural Heritage, passed from one generation to the next and constantly being refined by their current environment. Folk and traditional dance education allows immigrant students to express their cultural identity while educating all students in history, culture, and immigration patterns of countries and communities. In this session, we'll explore the diversity of dance in New York City, drawing connections to curriculum and dance with tradition bearers from India, Mexico, and China.

## C. **The Board/Staff Dynamic: Building and Maintaining Productive Relationships**

**Polly Kahn**, Principal, PK Art Solutions/PK Orchestra Solutions; **Julie Rulyak Steinberg**, Executive Director, **Jeffrey Schlosser**, Board Chair, Turtle Bay Music School; **Jennifer DiBella**, Director of Education, **Maureen A. Hayes**, Board Member, Roundabout Theatre Company

This session is intended for executive directors, senior staff, and board members. Attending as board/staff teams is not required but will increase the session's value. Guided by experienced board/staff teams, we will explore areas that can interfere with good communication and develop practical strategies for insuring ongoing, candid, respectful relationships that benefit programs and support your work. Whether you are struggling in this area or enjoy highly productive relationships, this session can increase your collective effectiveness!

## D. **2016 New York State Arts Standards Revisions: An Overview**

**Nelle Stokes**, Executive Director, Magic Box; **Susan Koff**, Dance Educator, New York University; **Karen Rosner**, Director of Visual Arts, NYC DOE Office of Arts and Special Projects

The adoption of new standards demonstrates New York State's understanding that the arts are essential for a well-rounded and complete education and contribute to student achievement. Members of the NYS Arts Standards Steering Committee from across the disciplines will share an in-depth look at the standards, the timeline for rollout, and strategies for alignment with local and national benchmarks.

## E. Creative Aging 101, or So You Want to Work with Older Adults?

**Philip A. Alexander**, Arts in Education Director, Brooklyn Arts Council;  
**Julie Kline**, Program Manager, **Kate Bell**, Teaching Artist, Elders Share the Arts

This interactive panel is intended for teaching artists and program managers who are interested in the growing demographic of people over 60 but have little or no training in this area. Through a series of discussion prompts, attendees and panelists will address key elements of arts education programs for older adults. The panel includes professionals who have worked with elder populations in assorted settings in and around New York City. We will also provide some essential references as takeaways.

## F. Caregivers and Their Meaningful Role in the Classroom

**Kelsey Allison**, School Director, **Sarah Marcus**, Director of Education,  
Mark Morris Dance Group

This interactive workshop will explore successful classroom structures, activities, and supports that lead caregivers to take an active role in both inclusive and special education classrooms. As participants move through a five-part creative dance class, relevant resources are presented for teaching artists of multiple disciplines and classroom environments.

## G. Collective Impact Research: Understanding Socio-Emotional Development Through the Arts

**Dr. Dennie Palmer Wolf**, Principal, WolfBrown; **Gary Padmore**, Director of  
Education and Community Programs, **Eun Lee**, Manager of Youth Programs,  
Orchestra of St. Luke's

This session is a deep dive into collective impact research focused on learning how to measure socio-emotional learning thoughtfully; collaborative strategies for tool development; drawing implications from data; and asking data-based questions about best practices in arts learning. The core example is instrumental learning, but the approaches and lessons are widely applicable.

## H. Paying for Professionalism: Trends in Teaching Artist Compensation and Work Structures

**Lauren Jost**, Artistic Director, Spellbound Theatre; **David Marquis**, Executive  
Director, Marquis Studios; **Penelope McCourty**, Teaching Artist

In 2016, more than 150 NYC Teaching Artists were surveyed about their employment structures and compensation. Together they reported on over 275 individual teaching artist jobs. This session will review the results of this survey – the demographics and work life of the respondents, average pay rates and annual income, and the differences in compensation as they relate to discipline, experience, gender, race, and venue. We will examine how this information relates to our work as artists/administrators and set goals for continuing teaching artist professionalization.

## I. Meet-Up: Early Career Professionals

**Rachel Friedman**, Facilitator

This meet-up group is aimed toward individuals who are in the first steps of their career. We will discuss our professional journeys, how to gain the skills needed for our current and future career goals, and other relevant and interesting topics in the arts-in-education field. This is time to meet with arts education professionals to create a peer group who can be a resource and support as you navigate your career path.

11:15 AM – 12:30 PM | **Keynote Address**

**REFLECTIONS ON A BROKEN ORCHESTRA**

**Robert Blackson**, Director of Exhibitions and Public Programs, Tyler School of Art, Temple University

**Joseph Conyers**, Assistant Principal Bass, The Philadelphia Orchestra, and Executive Director, Project 440

12:30 PM – 1:30 PM | **Lunch**

1:45 PM – 3:15 PM | **SESSION V**

**A. Confronting Privilege in Our Communities, Part II**

**Dr. Jennifer Katona**, Director, Graduate Program in Educational Theatre, The City College of New York; **Ashley Herring**, Performing Arts Educator, Blackyard

As arts educators, we serve and work with a diverse array of people—a fact that has implications for our work. The concepts of privilege and power play an essential role in whatever community and capacity you find yourself. In this interactive workshop, we will explore these concepts as they relate to our personal journey as arts educators who are committed to increasing opportunity and access to the arts for all students.

**B. Musical Theatre and Young Performers: Accessible, Low-Risk, and Efficient Auditions**

**Sarah Kenny**, Manager, Education and Outreach, **Lauren Chapman**, Resident Teaching Artist/Manager of Teaching & Learning, **Rachel Lee**, Teaching Artist/Teaching & Learning Coordinator, Disney Theatrical Group

In this active workshop, Disney Theatrical Group's Education team will share their low-risk approach to musical theatre auditions with young performers. Participants will experience firsthand the "Three-Line Audition Technique" that allows performers of any age and experience to feel successful and engaged and provides an efficient tool for educators to audition students. Participants can expect to participate in musical theatre activities and walk away with new strategies for auditioning for and rehearsing a musical.

**C. Better Together: How an Inclusive Arts Residency Can Demystify Disability and Foster Community**

**Maya Turner Singh**, Director of Professional Development, **Hiromi Niizeki**, Master Teaching Artist, Marquis Studios

In this hands-on workshop, you will learn about The Inclusion Project, a unique residency that partners a District 75 school and a General Education school that are co-located in the same building. Collaborating in an arts residency, students and teachers from both schools have the opportunity to build relationships that strengthen school culture. Engage in the full arc of this residency to understand key strategies in bringing these two populations together through the transformative experience of making art.

## D. From Participant to Expert: Teens Take Agency in Their Learning Experiences in Out-of-School Programs

**Keonna Hendrick**, Teen Reviewers and Critics Program Manager, **Amanda Guest**, Student Art Program Manager, ArtsConnection; **Katy Rogers**, Programs Director, Dedalus Foundation

Explore how arts educators create opportunities for teens to take agency in their learning experiences. Teen participants and educators from ArtsConnection's Teens Curate Teens and the Dedalus Foundation's art-making programs discuss shared authority and teen agency in out-of-school arts education programming and the impact of their experiences on their academic and personal lives. Collaborate with peers and teens to identify strategies and attitudes for allowing teens to take more control of their learning experience.

## E. Sustaining the Artist in the Teaching Artist

**Ellen Hagan**, Department Director, Poetry & Theatre; **Moriah Carlson**, Department Director, Visual Art & Maker; **Lisa Green**, Department Director, Dance & Music, DreamYard Project

How is self-care a radical act? How as educators and artists do we sustain ourselves mentally, physically, and creatively in and among toxic environments? This workshop will focus on the ways in which movement, writing, and visual art can be forms of personal and collective healing. Recognizing the need for hope and healing can in itself be a form of social change.

## F. Finding Our Groove: Exploring Group Dynamics Through Rhythmic Composition

**Chris Gross** and **Justin Hines**, Teaching Artists, New York Philharmonic

In this hands-on workshop, participants will explore the challenges and opportunities of group composition through the vehicle of creating complex rhythms. Active music-making will enable examination of group dynamics, differentiated instruction, and ways to stimulate individual creativity.

## G. Beyond the Five Boroughs: Making the Case for Arts Education Funding Outside of NYC

**Christine Leahy**, Arts Education Program Director, New York State Council on the Arts; **Cynn timer Gaasch**, Executive Director, Young Audiences of Western New York (Buffalo); **Saul Maneiro**, Program Officer, Rochester Area Community Foundation (Rochester); **Andrew Marietta**, Regional Manager, Central New York Office, New York Council on Nonprofits (Oneonta)

This session will explore the challenges and opportunities in seeking financial support for arts education programs in areas outside of New York City. A panel including representatives from regional and State funders, a nonprofit consultant, and an arts education organization with a successful fundraising track record will engage in a conversation with participants. Panelists will provide insight on how nonprofits can best tell the story of their work and its impact in their communities, and they will examine how these narratives can help strengthen an organization's funding base.

## H. Meet-Up: Senior Staff

**Michelle López** and **Mitch Mattson**, Facilitators

Designed for senior-level staff from the arts-in-education field, this session will give space to hear from one another about pain points and success stories. Topics such as leading courageously, supporting staff, and finding balance will guide our discussions. We'll use the knowledge in the room and connect with our colleagues from organizations across the city.

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## I. Post-Keynote Discussion

**Robert Blackson** and **Joseph Conyers**, Face to Face Conference Keynoters

Learn more about the exciting projects discussed during the Keynote and explore possible adaptations for your own organization or community.

3:30 PM – 4:00 PM | **Closing**

PERFORMANCE OF UPSTANDER LOVE LETTERS  
by Museum of Impact

**Monica O. Montgomery** and **Tunu Thom**

### **Concluding Remarks**

**Jimmy Van Bramer**, City Council Majority Leader

**Kati Koerner**, Roundtable Co-Chair

## **After Face to Face, make sure you show your face!**

Come to network with colleagues and mingle with friends after the Face to Face Arts in Education conference.

**Hogshead Tavern, 126 Hamilton Pl**

(West of Amsterdam Ave, between 142nd St & 143rd St)

**Thursday April 13th at 4:15 PM**

Hosted by The City College of New York Graduate Program in  
Educational Theatre Club



# Arts in Education **ROUND**<sup>NYC</sup>**TABLE**



## Roundtable Membership

Become a member of the New York City Arts in Education Roundtable and take advantage of all the wonderful things the Roundtable has to offer, while also lending your voice and expertise to the arts education community. Membership perks include **discounts** on registration fees to Face to Face, mini-conferences, and other programs; **invitations to members-only events**, including presentations on funding, tips on doing business with the Department of Education, and other topics unavailable anywhere else; as well as **showcasing your organization** in our online membership directory. Become a member at the Face to Face Conference and get membership from now until June 30, 2018! Visit the membership table located on the 2nd floor outside the Great Hall for more information!

