Maryland State Arts Council

Professional Development Series

ENVISION
FOCUSING ON POSSIBILITIES
ENVISION
FOCUSING ON POSSIBILITIES

DIGITAL SHARING

MSAC
(410) 767-6555 | MSAC.ORG
Using Google Meet
Audio & Video

To mute/resume your audio, hit the mute button on the bottom left of center
To pause/resume video, hit the video button on the bottom right of center

*6 if calling in
In the upper right corner of your meeting screen, you will find the tab for the chat box.

Chat messages will be displayed for all attendees.
Any URLs will be shared in the Chat box.

In the upper right corner of your meeting screen, you will find the tab for the chat box.
You can turn captions on at the bottom right of the screen.
The live captioning will differentiate which attendee is speaking.
Leaving the Meeting

To leave the meeting, you can press the phone icon at the bottom center of the screen.
Reference Shot of Features

- View meeting participants
- Chat with meeting participants
- Pin a participant
- Remove a participant
- See additional settings, such as recording the meeting, changing your video resolution, and changing layout
- Share meeting details with guests
- Turn microphone on or off
- Leave meeting
- Turn camera on or off
- Share your screen or give presentations
Equity and Justice

The Maryland State Arts Council (MSAC) celebrates our state's diversity and promotes the role of the arts to connect people, bridge our differences, and inspire an appreciation of our shared humanity. Because the arts have the power to transform individuals and communities, MSAC is committed to advancing diversity, equity, and inclusion in all aspects of our organization and across all the communities of our state, and in supporting our partners in modeling the same commitment.
Vision
The Maryland State Arts Council plays an essential role ensuring every person has access to the transformative power of the arts.

Mission
Maryland State Arts Council advances the arts in our state by providing leadership that champions creative expression, diverse programming, equitable access, lifelong learning, and the arts as a celebrated contributor to the quality of life for all the people of Maryland.
Goal 1. Increase Participation: Broaden MSAC’s constituency, providing avenues designed to increase pathways to engagement

Goal 2. Provide Intentional Support: Embrace thoughtful and targeted approaches to serving known and yet to be known MSAC constituents

Goal 3. Build Capacity: Work strategically to further build organizational and governance capacity to ensure that MSAC is capable of vigorously delivering on its mission

Goal 4. Leverage Connections: Further enhance current relationships and involve additional partners, collaborators, and constituents who will benefit from and advance the work of MSAC

Goal 5. Bolster Maryland Arts: Showcase the high caliber, diverse and relevant work of Maryland’s artists and arts organizations; their contributions to community vitality and MSAC’s role as a catalyst
Welcome!
Alysia Lee
MSDE Fine Arts Office
Arts Together: Planning Guidance for Arts Educators in Maryland Public Schools
Social-Emotional Learning through the Arts: Demonstrating the Alignment
Music, Vocal

VIRTUAL CHOIR PERFORMANCE

Due to issues of timing and online synchronicity, singing traditional repertoire online cannot be done in real-time. Inspired by the virtual choir of Eric Whitacre, vocal ensembles can create independent video products that, when synced, produce a virtual choir performance. As with in-person learning, preparing for the performance involves elevating artistic techniques while deepening the understanding of a meaningful Big Idea. Students are performing, responding, connecting, by preparing a performance and creating original work that conveys their own connection to the Big Idea (Music Anchor Standard 1).

Arts Experiences in Vocal Music

<table>
<thead>
<tr>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>The ensembles collaborate to explore facial and vocal expressions that support the Big Idea, and the teacher looks for pedagogical opportunities to reinforce musical choices with skills, tools, and terminology.</td>
</tr>
<tr>
<td>Student section leaders guide breakout sessions that clarify artistic choices, such as phrase shapes, diction, and dynamics.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-group sessions provide dynamic peer feedback on sectional draft performances to set priorities for the singers' independent practice.</td>
</tr>
<tr>
<td>Artist statements from the singers, describing their creative process and analyzing their progression from the first draft to the final edit.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>The virtual performance video is accompanied by an online gallery, further exploring the Big Idea by displaying the original melodies, lyrics, and completed songs from students as artifacts of the creative process.</td>
</tr>
</tbody>
</table>

Vocal Music Students Demonstrate SEL Competencies When:

<table>
<thead>
<tr>
<th>SEL Competency</th>
<th>Students</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness</td>
<td>Create and share original work that conveys their own connection to the Big Idea in a piece of classroom repertoire.</td>
<td>The teacher looks for opportunities to brings in new research to assist students in deepening their understanding of the Big Idea and making personal connections that may be congruent or juxtaposed to the point of view of the composer.</td>
</tr>
<tr>
<td>Self-Management</td>
<td>Modify their performance independently with the supportive guidance of the Success Criteria. Return to the group sessions with specific questions on how to modify their artistic techniques in service of the Big Idea.</td>
<td>Before drafts are submitted, work collaboratively with students to establish Success Criteria that support the Learning Goals.</td>
</tr>
<tr>
<td>Responsible Decision-Making</td>
<td>Provided opportunities to make strong artistic choices through the added technology challenges inherent to a virtual project.</td>
<td>Empower students to justify their artistic choices when presenting and/or creating work.</td>
</tr>
<tr>
<td>Relationship Skills</td>
<td>Students share drafts of their artistic responses to the Big Idea (original song, a poem, a melody with an ostinato, TikTok-style videos, or body percussion phrase) during sectionals for peer feedback.</td>
<td>Lead collaborative composition sessions. Share their personal creative writing during group sessions.</td>
</tr>
</tbody>
</table>
Priorities Shared

Online Teaching & Learning
Lessons, Seeds, and Assessments

Tools and Platforms

Access to Materials and Equipment

Discipline-specific Models

Offline Teaching & Learning
Lessons, Seeds, and Assessments

Reopening Schools Plan
How can arts classrooms be reimagined?

SEL
How does arts learning build SEL competence?

How can arts educators help school communities to heal, connect, and transition?
MARYLAND CENTERS FOR CREATIVE CLASSROOMS
40 hours of FREE Professional Learning
Summer 2020 Professional Learning

Anti-Racism-SEL-Mental Health First Aid
Culturally Responsive Education
-Building Relationships-
Collaborative Structures Online-
Student Voice and Agency-M:BRACE

JULY 17- AUG 7
OVER 130 hours of professional learning
Sarah Ross,
Leaders of Tomorrow Youth Center
Arianna Ross, Story Tapestries
Story Tapestries Virtual Programs
(For more info: administrator@storytapestries.org)

1. Synchronous Lessons
   a. Collaborative Planning
   b. Tech Rehearsal before the first lesson
   c. Create space for the kids

2. Virtual Performances
   a. Webinar Style
   b. Zoom Room

3. Asynchronous Lessons:
   a. Recording a lesson with the curricula in mind.
   b. Creating a 3-15 minute video.
   c. Creating Bumpers

301.916.6328
www.storytapestries.org
administrator@storytapestries.org
J Little and Valerie Branch, Young Audiences of Maryland
Wolf Trap Early Learning Programming Portal

This brand new resource will provide compelling interactive content for teachers and caregivers who wish to engage in joyful, meaningful, and active virtual lessons with our youngest learners.
Navigate by Artist

Khaleshia Thorpe-Price

- Steady Beat in the Kitchen
- Five Little Ducks
- Invisible Letters: Writing with Music
- Looking for the Steady Beat

Maria-Ines Tripodi

- Tiny Seed (Pequeña Semilla)

Natasha Mirny

- Baby Artsplay Peekaboo Colors! Session One
- Body Parts and Positional Words Session Two
- Body Parts and Positional Words Session One
- Open and Close / Nest, Egg, Chick Session #2
- Open and Close / Nest, Egg, Chick Session #1
Navigate by Age Group

Programs by Age Group

Ages 0-2

Open and Close / Nest, Egg, Chick Session #1
Using eggs and baby chicks, facilitate an exploration through a baby's perceptual experiences.

---

Ages 2-4

Bend and Stretch
Find new ways to bend and stretch different parts of your body with arts, music, or dance.

---

Ages 4-6

Weather in the Sky
Mr. Atlas and his Atlas teach us about the weather with American Sign Language. Sing and sign along!
Uncle Devin

Count Our Numbers

Count with Uncle Devin! Groove to the beat while you learn Uncle Devin's favorite number and count along with him in different languages.

Details

ARTIST
UNCLE DEVIN

ART FORM
MUSIC

AGE GROUP(S)
2-4, 4-6

EXPERIENCE TYPE(S)
STEADY BEAT, REPETITION & MEMORY

CONNECTIONS BY ART FORM
TEMPO, RHYTHM, STEADY BEAT

CONNECTIONS BY SUBJECT
COUNTING, PATTERNS

GREAT FOR
CHILDREN, CAREGIVERS, EDUCATORS, MY ADULT AND ME
Maria-Ines Tripodi

Tiny Seed (Pequeña Semilla)

Grow from a tiny seed into a big flower with Maria! With a baby (or two) on your lap, join in and follow along with this tactile experience.

¿Crecer de una pequeña semilla a una flor grande con María? Con un/a bebé (o dos) en tu regazo, date y sigue con esta experiencia táctil.

Pequeña Semilla en español
On Monday, August 3rd
Join Uncle Devin in an interactive and exploratory arts-integrated lesson for early learners.

Watch on Facebook Live
@young.audiences.md

Young Audiences of Maryland I Wolf Trap's Early Learning Team presents
LIVE SESSIONS!
EVERY MONDAY THROUGH
AUGUST 11:30AM - 12:15PM

CHECK OUT THE EARLY LEARNING PORTAL
Get the login and password from your Judy Center Staff
Let’s Connect!

Check out Young Audiences’ Early Learning website here: https://www.yamd.org/programs/early-learning/

Questions about the portal? Feel free to contact us!
J Little - j@yamd.org
Valerie Branch - valerie@yamd.org
David Hildebrand,
The Colonial Music Institute
Self-Assessment Checklist for Online Programs

Three Areas of Consideration:
PREPARATION, DELIVERY, POST-EXPERIENCE
| **Site Visit Rubric: Online Programs**  
For Current MSAC Teaching Artists |
---|
This rubric is connected to the Self-Assessment Checklist and will be used for reviews of online programs led by MSAC Teaching Artists. Request a review of your online program here: https://forms.gle/k7bRWzNYdggZ9QRv7  

<table>
<thead>
<tr>
<th><strong>Excellent to Outstanding</strong></th>
<th><strong>Satisfactory</strong></th>
<th><strong>Marginal to Fair</strong></th>
</tr>
</thead>
</table>
| **PREPARATION**  
The Teaching Artist demonstrates:  
Clear evidence that the preparation plan for the online program aligns with MSDE Fine Art Standards, cultural responsiveness, equity and inclusion by reflecting:  
- Collaboration with school/site  
- Research and rehearsal  | Some evidence that the preparation plan for the online program aligns with MSDE Fine Art Standards, cultural responsiveness, equity and inclusion by reflecting:  
- Collaboration with school/site  
- Research and rehearsal  | Little to no evidence that the preparation plan for the online program aligns with MSDE Fine Art Standards, cultural responsiveness, equity and inclusion by reflecting:  
- Collaboration with school/site  
- Research and rehearsal  |
| **EXPERIENCE**  
The Teaching Artist demonstrates:  
Clear observable evidence the online Educational Engagement is a carefully scaffolded, responsive, arts rich experience that includes:  
- Learning goals aligned with MSDE Fine Arts Standards  
- Multiple opportunities for participants to interact and succeed in using differentiated instruction and/or Universal Design Learning (UDL)  | Some observable evidence the online Educational Engagement is a carefully scaffolded, responsive, arts rich experience that includes:  
- Learning goals aligned with MSDE Fine Arts Standards  
- Multiple opportunities for participants to interact and succeed in using differentiated instruction and/or Universal Design Learning (UDL)  | Little to no observable evidence the online Educational Engagement is a carefully scaffolded, responsive, arts rich experience that includes:  
- Learning goals aligned with MSDE Fine Arts Standards  
- Multiple opportunities for participants to interact and succeed in using differentiated instruction and/or Universal Design Learning (UDL)  |
Discussion
Reflection

https://tinyurl.com/ydy445f6
Please share any reflection on this meeting. We have time to hear a few in real time.

Please send any additional reflections to msac.commerce@maryland.gov.
Upcoming:

To explore and register for other Envision offerings, please see a full list of events here:

https://www.msac.org/events/virtual-events
Thank You!

To learn about similar topics, news & to keep in touch, please join our mailing list at https://tinyurl.com/MSACMailingList