



Creative Aging

Key Terminology-Student
Statistics-Self Reflection-
Ongoing Resources-
Affirming Practices

Building Artist
Communities that
support **Older
Adults**

| | Artist Communities | Facilitator Role |
|---|---|--|
| Philosophical Layout & Learning Goals | Who am I? | What may my students become? What might we become together? |
| Key Teaching & Learning Strategies <i>From the MSDE Fine Arts Professional Learning Framework</i> | Voice and Agency: Integrate authentic opportunities for participants to share their perspectives and experiences, make choices, and provide and receive peer feedback. | Technology Integration: Align technology tools to learning goals. |
| 21st Century Skill (4 C's) | Collaboration | Creativity |



FINE ARTS OFFICE
MD STATE DEPARTMENT
OF EDUCATION

Professional learning framework



*“Who am I?”
“Who are my
students?”*

PERCEPTION

Increases **Communication** in Creative Classrooms



METACOGNITION

Deepen the awareness of the personal creative and teaching & learning practice. For oneself and others.



REFLECTION

Develop habits to view and address personal aptitudes, gaps, and views.



SOCIAL-EMOTIONAL LEARNING

With intention, model and develop social-emotional learning competencies.



DIFFERENTIATION

Expand the pedagogical approach for and the comprehension of the learning behaviors of diverse participants.



INCLUSIVE REPRESENTATION

Fully integrate models of making that reflects the cultural and lived experiences of the global society.



*“Are you brave
enough to share your
process with me?”*

THE CREATIVE PROCESS

Increases **Critical Thinking** in Creative Classrooms



CRITICAL & CREATIVE ORIENTATIONS

Engage learners in standards-aligned, process-driven teaching and learning.



BIG IDEAS

Guide participants through a creative response to a relevant and exciting point of view or point of inquiry.



DYNAMIC ASSESSMENTS

Braid in assessments to measure content, actions, process, and progress of creative work.



AESTHETIC REPERTOIRES

Gain fluency to shift between different systems that assign standards, expectations, and value.



INTEGRATING OTHER CONTENT

Encourage students to work at the “top of their intelligence” by engaging the totality of their knowledge, skills, and abilities.



“What might they become? What might we become together?”

FACILITATOR ROLE

Increases **Creativity** in Creative Classrooms



ROUTINES AND RITUALS

Ground participants in the experience with regularity in proportion to innovation.



PACING

Design instructional time with a balance of structure and freedom, fast and slow, and inhale and exhale.



ARTIST HABITS OF MIND

Model and cultivate the Artist Habits of Mind.



MANAGE INTERRUPTIONS & CONFLICT

Take responsibility to appropriately disrupt and/or restore students and the learning community.



SETTING NORMS

Share responsibility for the creation and maintenance of a brave learning environment with high expectations for behavior and achievement.



TECHNOLOGY INTEGRATION

Align technology tools to learning goals.



*“Do you see me?
Do you hear me?
Do I matter?”*

ARTIST COMMUNITIES

Increases **Collaboration** in Creative Classrooms



VOICE & AGENCY

Integrate authentic opportunities for participants to share their perspectives and experiences, make choices, and provide and receive peer feedback.



COLLABORATIVE LEARNING STRUCTURES

Adopt collaborative learning structures to deepen learning goals.



COMMUNITY EXCHANGE

Mutually engage with the community (students, families, neighborhood, and social network).



BUILDING RELATIONSHIPS

Demonstrate understanding and empathy while building caring relationships that can be leveraged to increase rigor and risk.





Lifetime Arts Trainer Bios

Julie Kline



theater projects.

As Education Associate, Julie co-facilitates Lifetime Arts' trainings across the country, assists with the design and development of training curriculum, and supports all of Lifetime Arts' education efforts. Julie is a New York City-based director, actor, and writer. Her productions include world premiere plays that have toured nationally and internationally, and community-based performances that theatricalize personal stories – with a special focus on the creation of original theater work with older adults, as well as intergenerational

Julie was awarded multiple years of NYC's SPARC/SU-CASA grant for her original performance series, "SENIORS AND THE CITY," a collaboration with oral historian Liza Zapol. She was previously Program and Training Director for creative aging pioneer organization Elders Share the Arts, and was an inaugural grantee of the Brooklyn Arts Council's 2018 Charlene Victor/Ella J. Weiss Cultural Entrepreneur Fund, supporting leading women in the arts and arts administration. Julie received a BFA in Acting from The Theater School of DePaul University, Chicago. Learn more at www.juliekline.com.

Lynda Monick-Isenberg



Penland School of Craft, DOROT's University Without Walls Program, CommonBond Communities and Lifetime Arts.

Lynda Monick-Isenberg is a professor emeritus at Minneapolis College of Art and Design where she facilitates BFA workshops and mentors MFA graduate students. In addition to teaching, she participates in the development and implementation of community-based arts and aging teaching residencies and curriculum. She has worked as a peer coach, consultant and teaching artist for organizations such as COMPAS, Minnesota State Arts Board, Minnesota Perpich Center for Arts Education, Kennedy Center,

Lynda is a founding member of Form and Content Gallery Collective, the Jewish Women’s Artist Circle, facilitator of the Minnesota Jewish Artists Lab, the cofounder of The Drawing Project and a former board member and mentor for Rimon: Minnesota Jewish Arts Council. During the past eight months, Lynda has focused her attention on the design and delivery of remote visual arts education for participants ages 18-100 to develop new ways to connect, renew and extend arts reach across communities.

Annie Montgomery



As Director of Education, Annie leads the design and delivery of Lifetime Arts’ many professional development and education efforts. She facilitates trainings for a wide range of practitioners including teaching artists, librarians, arts organizations and funders. As a teaching artist, Annie has taught numerous Creative Aging memoir and performance workshops throughout the metropolitan region in public libraries and community settings.

Additionally, she was a teaching artist for over 20 years with such organizations as The New Victory Theatre, Disney Theatrical Productions, Creative Theatrics and (Out) Laws and Justice. Annie is also a faculty member at The New School College of Performing Arts where she teaches the full year required course, Collaborative Research Studio – The Teaching Artist. She is an active theatre artist as an actor, director and playwright. Annie received her bachelors in acting from Boston University and her masters in educational theatre from New York University.

Rhynna M. Santos



Rhynna M. Santos is a Puerto Rico-born photographer living and working in the Bronx, where she is the founder of the Bronx Women’s Photo Collective, curator for the Instagram feed, “Everyday Bronx,” and a member of the Bronx Photo League at the Bronx Documentary Center. Her art captures the beautiful, painful, funny, and endlessly complex lives and perspectives of people of color in her community.

In 2018, the New York Times profiled Rhynna for, “#papielmaestro,” a documentary exploration of the life of her father, jazz great Ray Santos. She was also commissioned to photograph several photo stories for the New York Times. Later that year, she was chosen as an En Foco Fellow and her work exploring the lives of Latina Muslims was exhibited at Andrew Freedman Home and featured in Nueva Luz Photographic Journal. She was also recognized as a Lit List finalist by the Authority Collective in partnership with Diversify

Photo. Her work has been featured in Jerome Avenue Workers Project 2015, Living Latina 2016, Photoville 2018 and Bronx Now 2018. Rhynna earned a Bachelor of Arts degree in Women's Studies from UCLA in 2007 and has lived and worked in Spain, where she placed in her first photography competition, PhotoEspaña.

Dane Stauffer



Dane Stauffer is an actor, writer, singer, director and educator based in Minneapolis, MN. He is known for his role as Roger Caldwell in the IVEY award-winning musical *Glensheen* at the Brave New Workshop. He has toured Ireland and North America starring in *Triple Espresso*, garnering the "Best Actor in a Comedy" award. Other accolades include: LA Stage Scene for *All in the Timing* and Broadway World for *Glensheen*. In Los Angeles, he sang as a regular at the House of Blues and Crooner's Nightclub in the Twin Cities. As a teacher, he has toured the country with residencies from elementary schools to housing for seniors. Dane is currently teaching storytelling, ukulele and voice lessons online.