Creative Aging Foundations for Teaching Artists

Delaware Division of the Arts

Day Two: January 9, 2024

Introductions

Dane Stauffer
Lifetime Arts Trainer
Storytelling Teaching Artist

Asma Feyijinmi
Lifetime Arts Trainer
Dance Teaching Artist

Agenda

+ Demo classes in S.A.F.E planning
+ Break
+ Program design best practices & adaptations
+ The Culminating Event
+ Q&A and wrap-up

Lifetime Arts

Demonstration Classes

Dance

Asma Feyijinmi

Drawing

Antonia Perez

Break

Lifetime Arts

S.A.F.E Planning Components

+ **S**kills
+ **A**ssessment
+ **F**eedback
+ **E**ngage Socially

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Program Design Best Practices and Adaptations

Universal Design for Learning

Provide multiple means of:

+ **Engagement**

    The WHY of learning

+ **Representation**

    The WHAT of learning

+ **Action & Expression**

    The HOW of learning

Cultural Awareness and Responsive Programming

+ Consider yourself a partner to your students
+ Serve the community's background and interests:
    ○ Artform(s)
    ○ Language(s)
    ○ Cultural connections

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The Culminating Event

+ Honors the work of the participants

+ Has a clear vision

+ Appropriate & participant driven

+ Encourages visibility & voice

+ Engagement with larger community

+ Supports sustainability

+ Combats Ageism!

Preparing Your Learners

Discussing the event with students:

+ Set appropriate goals

+ Ask how they want to share their work

+ Alleviate anxiety with practice

+ Include artist statements and Q&As

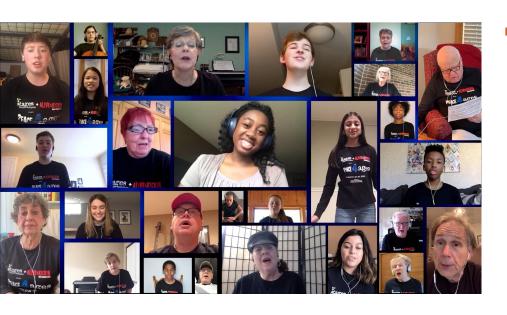+ Work in collaboration with Host Organizations

Student Retention

+ Educate on the sequential model

+ Responsive programming

+ Feedback - include their voice

+ Intentional social engagement

+ Culminating Event as retention and recruitment tool

Lifetime Arts

Creative Aging Model Adaptations:

Memory Books
Spica Wobb &
Karen Oughtred

Intergenerational Programming

+ Generate community
+ Promote shared learning and creating
+ Provide equal accessibility
+ Combat ageism in both directions

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Homework

Via the Lifetime Arts Service Portal:

+ Complete "Envisioning Your Creative Aging Program" worksheet
+ Review Curriculum Template

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Q&A Session

Resources & Media Credits

+ CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

+ Heard Museum, Phoenix, AZ; Photo Credit:Mary Dashnaw (Slide 1)

+ Pullen Arts Center, Raleigh, NC; Credit: Pullen Arts Center (Slide 5)

+ Spring Creek Senior Partners, Brooklyn, NY; Credit: Jeremy Amar (Slide 7)

+ Newtown Italian Neighborhood Senior Center, Queens, NY; Credit: Jeremy Amar for The New York Community Trust (Slide 10 top left)

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Media Credits

+ Pasadena Conservatory of Music, Pasadena, CA; Credit: Pasadena Conservatory of Music (Slide 10 top right)

+ Minnesota Opera, Minnesota, MN; Credit: Minnesota Opera (Slide 10 bottom)

+ Casket Arts Building, Minneapolis, MN; Credit: Casket Arts Building, Darcy Berus, Foundation Relations Manager (Slide 11)

+ The Memory Project: Storytelling through Visual Arts, Theater and Puppetry (Slide 13)

+ Peace 4 the Ages, Minnesota, MN; Credit: Michael Matthew Ferrell (Slide 14)

+ Mosholu Montefiore Senior Center, Bronx, NY; Credit: Jeremy Amar (Slide 16)

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