



Creative Aging Training for Teaching Artists

Nevada Arts Council

Day Two: Tuesday, February 8, 2022

Agenda

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

Demonstration Classes & Remote Program Design

Poetry



Vinny Mraz

Lifetime Arts Trainer

Dance



Caitlin McCarty

Nevada Teaching Artist



—
Break

S.A.F.E Planning Components

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

Program Design Best Practices and Adaptations



Cultural Awareness and Responsive Programming

- + Consider yourself a partner to your students
- + Ensure that the following elements best serve the community's background and interests:
 - Artform(s)
 - Language(s)
 - Cultural connections

Adaptations for Remote Delivery

- + Online via Zoom, Google Hangouts, or other video conference programs
- + Phone conferencing
- + Mail

Artform Adaptations

How can your artform be adapted to a successful virtual learning format?

- + Choose an artform that is online-friendly
- + Adapt materials and supplies
- + Group focus → individually-focussed
- + Focus on one or two main learning concepts
- + Alter art project themes to reflect the current climate

Adaptations for Remote Delivery

+ **Number of sessions**

- In-person: 8 sessions
- Virtual: 4-6 synchronous sessions

+ **Session duration**

- In-person: 90 minutes
- Virtual: 45-65 minutes

+ **Class size**

- In-person: 10 people minimum
- Virtual: Manageable teacher-to-student ratio

Social Engagement in Remote Formats

- + Students meet in partnerships or small groups between class
- + Teaching artist hosts weekly chats or discussion boards
- + Teaching artist offers scheduled office hours



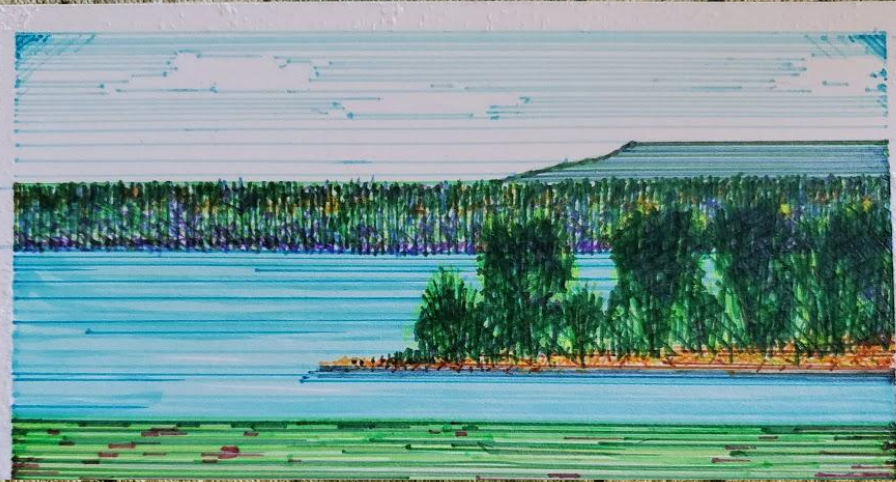


Remote Adaptations for Phone Programming

- + Send class plans and prompts to students beforehand
- + Focus on each individual vs. group activities
- + Establish ground rules—make sure all voices are heard
- + Have students identify themselves when speaking
- + Break-out rooms may be an option
- + Culminating events are still possible!

Remote Adaptations for Mail

- + Include a pre-program curriculum packet with topics and materials
- + Include skill-building components
- + Tie in social engagement elements



JUNE 6, 2020
HELLO PATRICIA! I ENJOYED
THIS ART EXERCISE. AFTER
THE CHAOS OF THE PAST WEEK,
MY LINES LEAD TO WATER.
COOL, CALMING WATER. -HOME-
FROM 18-18 YRS OLD I LIVED 6
BLOCKS FROM THE PACIFIC OCEAN
18-63 I HAVE LIVED 6 BLOCKS
OR LESS FROM THE MISSISSIPPI
RIVER. OUR BRAIN & HEART
ARE COMPOSED OF 83% WATER
SO NATURALLY & NATURALLY.

Marilyn A.W.
Egdon

#1



PATRICIA KARNICK
1112 GLEN ECHO ROAD
WINONA, MN
55987



The Culminating Event

- + Honors the work of the participants
- + Has a clear vision
- + Is appropriate & participant driven
- + Encourages visibility & voice
- + Builds opportunity for social engagement with larger community
- + Supports sustainability
- + Combats Ageism!





Culminating Event Size

- + Brainstorm what format is best for your artform
- + Determine if you'll need to host one or more events for audiences to participate
- + Work with partners on plan for ticketing or RSVPs for event
- + Keep your goals in mind

Preparing Your Learners

When discussing the event with students:

- + Consider their feedback on the program
- + Set appropriate goals
- + Ask students how they would like to share their work
- + Encourage and support them!



Remote Adaptations for the Culminating Event

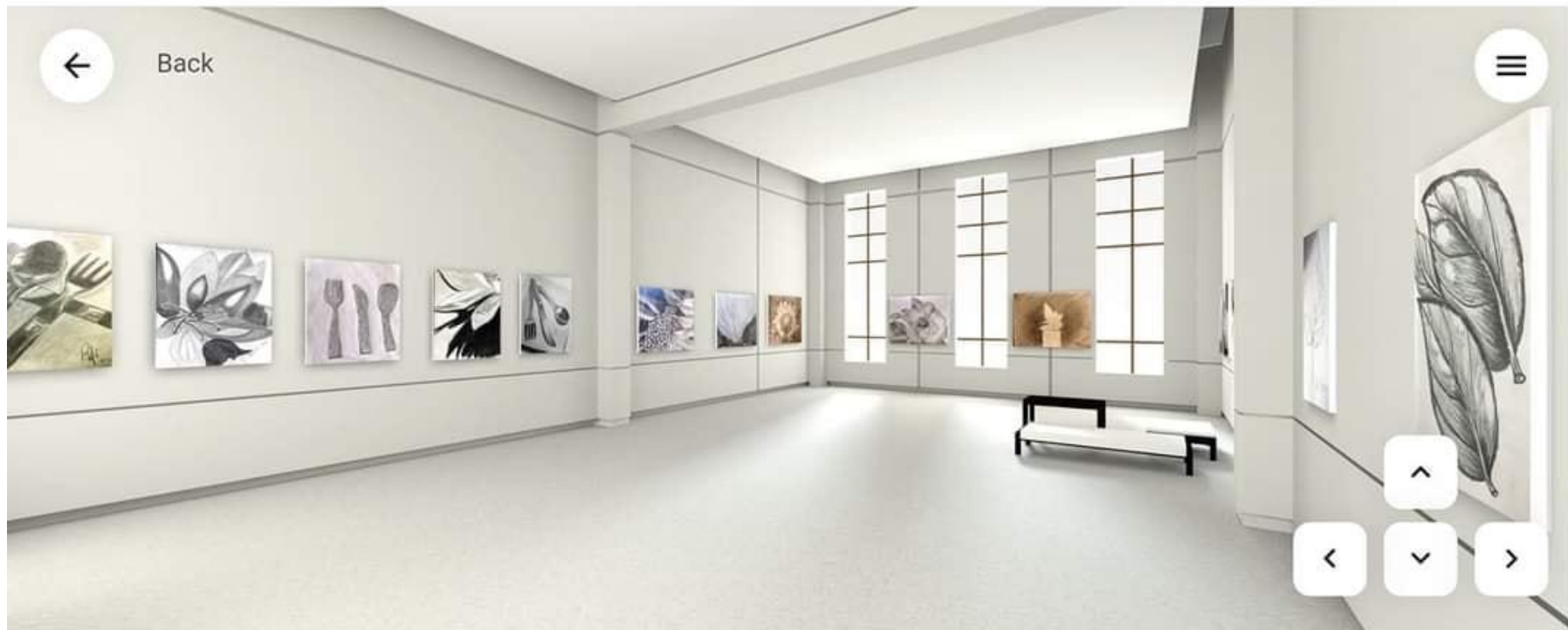
- + Create a virtual art gallery
- + Create a video project
- + Host a public zoom presentation
- + Invite people to a teleconference



 art.kunstmatrix.com



Back





Homework

Via the Lifetime Arts Service Portal:

- + Complete “Translating Visions into Plans” worksheet



Q&A Session



Media Credits

- + The Neon Museum, Las Vegas, NV; Credit: The Neon Museum (Slide 1)
- + Pullen Arts Center, Raleigh, NC; Credit: Pullen Arts Center (Slide 4)
- + The Union for Contemporary Art, Omaha, NE; Credit: The Union for Contemporary Art (Slide 6)
- + DOROT Onsite@Home Program, New York City; Credit: DOROT (Slide 11)
- + DOROT's University Without Walls Program, NYC; Credit: DOROT (Slide 12)

Lifetime Arts' Creative Aging Foundations course has been made possible by:

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Media Credits

- + Minnesota Conservatory for the Arts, Minnesota, MN; Credit: Minnesota Conservatory for the Arts (Slide 13)
- + Newtown Italian Neighborhood Senior Center, Queens, NY; Credit: Jeremy Amar for The New York Community Trust (Slide 14 top left)
- + Pasadena Conservatory of Music, Pasadena, CA; Credit: Pasadena Conservatory of Music (Slide 14 top right)

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Media Credits

- + Minnesota Opera, Minnesota, MN; Credit: Minnesota Opera (Slide 14 bottom)
- + James Tellen Woodland Sculpture Garden, Sheboygan County, WI; Credit: James Tellen Woodland Sculpture Garden (Slide 15 Top)
- + Sunset Library, Brooklyn, NY; Credit: Sunset Library (Slide 15 Bottom)
- + Casket Arts Building, Minneapolis, MN; Credit: Casket Arts Building, Darcy Berus, Foundation Relations Manager (Slide 16)

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Media Credits

- + Museo de Historia, Antropología y Arte, San Juan, PR; Credit: Lisa Ortega-Pol (Slide 18)
- + Mosholu Montefiore Senior Center, Bronx, NY; Credit: Jeremy Amar (Slide 20)

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