

Ohio Creative Aging Teaching Artist Training

Day Two

Tuesday, July 13, 2021



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Today's Agenda

1. Demo classes in SAFE planning
2. Break
3. Program design best practices & adaptations
4. Q&A and wrap-up

Day 2: Creative Aging Online Demo Classes

Collage



Antonia Perez
Lifetime Arts Trainer

Ballroom/Social Dancing



Daniela Del Giorno
Lifetime Arts Trainer

Break!

Best Practices in Creative Aging

S

Skills

A

Assessment

F

Feedback

E

Engage Socially

Program Design Best Practices and Adaptations

Cultural Awareness & Responsive Programming

- You are in partnership with your students
- Adjust your curriculum to be responsive to the community's background and interests through:
 - Artform
 - Language
 - Cultural connections

Adaptations for Remote Delivery

Remote delivery options for creative aging programming:

- Online
 - Via Zoom, Google Hangouts or other video conference program
- Phone conference
- Mail

Remote Adaptation: Online



Credit: Debra Pasquerette

- “Staged Stories” storytelling program
 - Wallis Annenberg Center for Performing Arts in Beverly Hills, CA
 - Taught by Debra Pasquerette
 - Synchronous sessions mirror the in-person model with students meeting every week

Art Form Adaptations

How can your artform be adapted most successfully to virtual learning formats?

Suggestions:

1. Change the artform to be online-friendly
2. Adapt materials
3. Focus on one or two concepts per lesson
4. Alter themes

Online Learning Defined

Synchronous Learning:

Requires that students meet at a set time every week. This would ideally be scheduled at the same time every week.

Asynchronous Learning:

Activities that students complete on their own time.

Asynchronous Opportunities

- Teaching artist lectures
- Videos
- Music scores
- Virtual museum tours
- Reading assignments
- Links to artists' websites
- Podcasts



Virtual Museum Tour
Credit: Albuquerque Museum

Social Engagement Extensions & Opportunities

- Students meet in partnerships or small groups between class to:
 - Discuss specific resource
 - Share their work
 - Talk about their artmaking process
 - Provide feedback and support
- Chat or discussion boards
- Teaching artist office hours

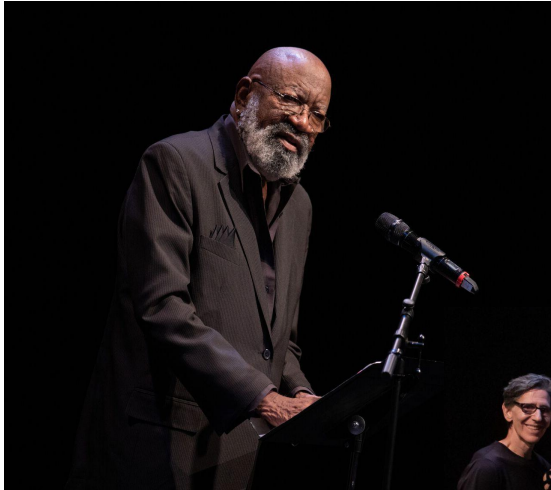
Adaptations for Creative Aging Remote Delivery

- **Number of Sessions**
 - 8 in person → 4 or 6 synchronous classes online
 - Plus asynchronous elements
- **Session Duration**
 - 90 minutes in person → 45-65 minutes online
- **Class Size**
 - 10 minimum → Manageable teacher-to-student ratio

The Culminating Event

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

The Culminating Event



“Staged Stories” Program

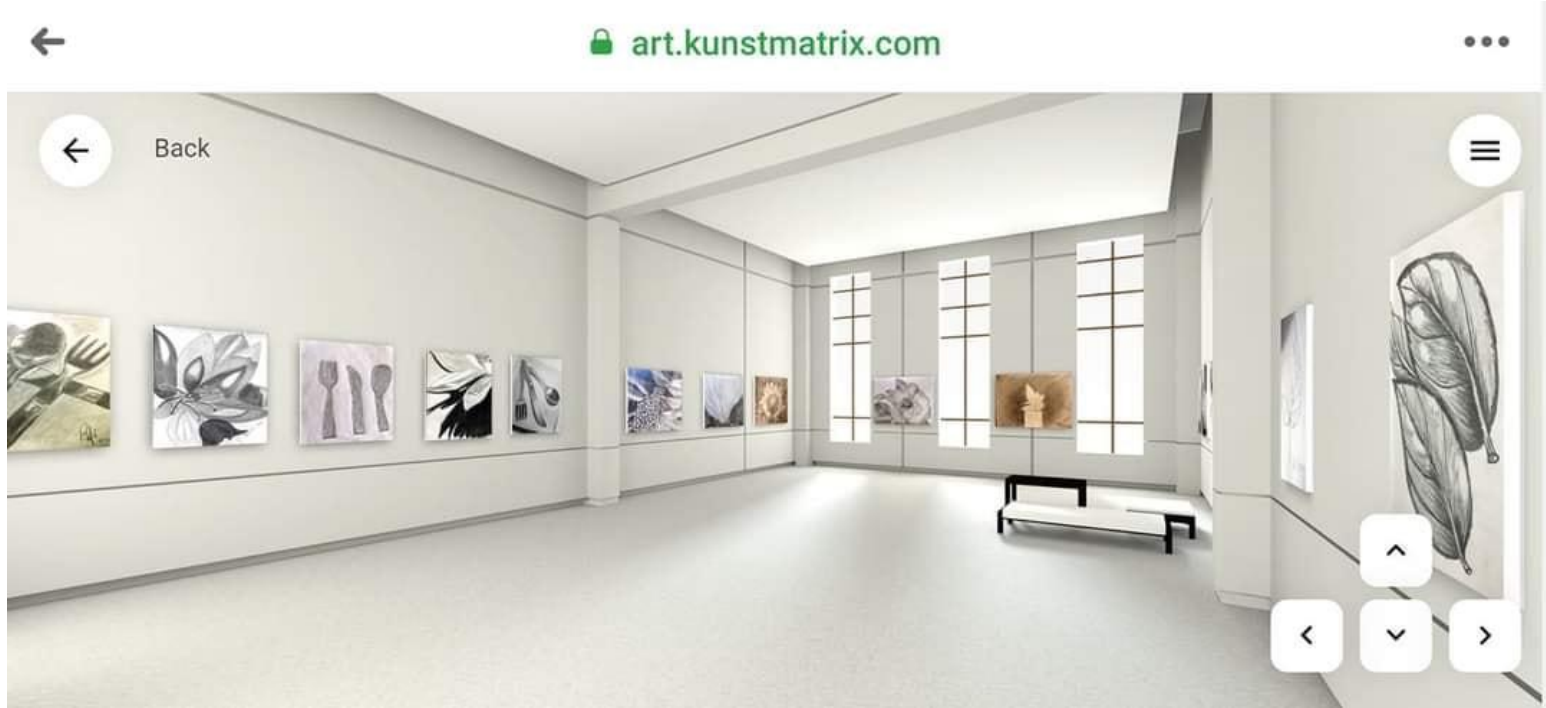


Credit: GRoW at the Wallis, Beverly Hills, CA

Culminating Event—Remote

- Virtual galleries
- Video project
- Public zoom sharing
- Teleconference

Remote Adaptation: Culminating Event



Credit: Museo de Historia, Antropología y Arte of the University of Puerto Rico (UPR)

Remote Adaptation: Design for Phone Programming

- Preparation—send class plans and prompts to students beforehand
- Focus on each individual, rather than 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!

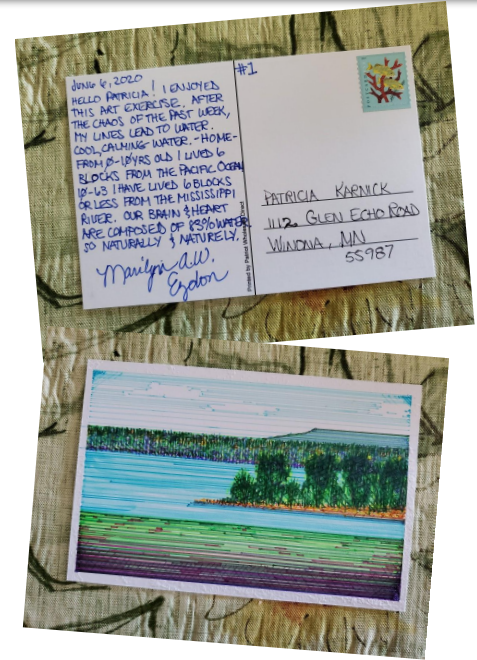


Credit: Melanie Einzig, University Without Walls Program, DOROT, NYC

Remote Adaptation: Mail

Minnesota Conservatory for the Arts' Art-in-a-Box Project:

- Provided participants with a pre-program curriculum packet with topics and materials
- Embedded skill-building into weekly “topics”
- Implemented social engagement via sharing postcards
- Provided online space to support sharing and feedback



Q&A

Homework via the Lifetime Arts Service Portal:

- Complete “Translating Visions into Plans Worksheet” (PDF & DOCX)