

Creative Aging Foundations for Teaching Artists

Wyoming Arts Council

Day Two: January 23, 2024

Introductions





Sarah Jacobus Lifetime Arts Trainer

Rhynna M. Santos Lifetime Arts Trainer

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

Storytelling



Photography



Sarah Jacobus

Rhynna M. Santos



Break



S.A.F.E Planning Components

- + Skills
- + Assessment
- + Feedback
- + Engage Socially



Program Design Best Practices and Adaptations



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





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

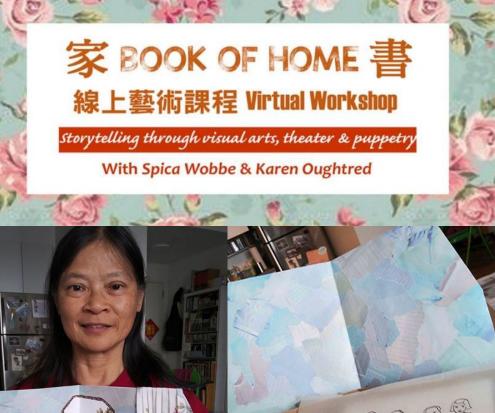
- + Educate on the sequential model
- + Responsive programming
- + Feedback include their voice
- + Intentional social engagement
- + Culminating Event as retention and recruitment tool



Program Design: Flexible Approach

+ ¼ open for trying, ¼ set class,
¼ prep for sharing event





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



Homework

Via the Lifetime Arts Service Portal:

- + Complete "Envisioning Your Creative Aging Program" worksheet
- + Review Creative Aging Curriculum Outline



Q&A Session



Resources & Media Credits

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