



2017 | 2018

Aesthetic Education Program



AWAKENING

the
imagination



A dynamic approach to teaching and learning in the arts!

SUMMER INSTITUTE

June 12-16, 2017

Open only to current Aesthetic Education Program partnership schools.

ENROLLMENT DEADLINE

May 5, 2017

MCCALLUM THEATRE
SUMMER
INSTITUTE

CELEBRATING 20 YEARS!

“Is not learning, authentic learning, a matter of going beyond? Is it not an exploration generated by wonder, curiosity, open questions? Is there not always a drive to reach beyond what is deliberately taught? Is it not the case that learning really begins when people begin teaching themselves? And is there not a special pleasure, a delight found in the discovery, in the sometimes startling realization that what is being learned affects the manner in which we make sense of our world?”

MAXINE GREENE

THE AESTHETIC EDUCATION PROGRAM

Developing skills of imagination, creativity and innovation through education and the arts!

The McCallum Theatre's Aesthetic Education Program places the arts at the center of inquiry-driven learning experiences that include attendance at McCallum performances and exhibits. Teachers and students who partner with the Institute are encouraged to be curious, ask questions, and rigorously explore works of art to awaken imaginative learning.

Intensive professional development courses for educators, residencies in the classroom by McCallum teaching artists and encounters with live performing works of art and exhibits, allow students in grades K through 12 unique opportunities to be actively engaged in dance, theater, music and the visual arts.

The program responds strongly to the call for 21st century readiness. As the United States continues to compete in a global economy that demands innovation, a partnership with the McCallum Theatre provides an opportunity for schools to offer dynamic units of learning in the arts focusing on developing imaginative capacities¹ in young learners. The cultivation of these capacities powerfully contributes to their ability to think critically, create, collaborate and communicate effectively, and closely aligns with the objectives of the Common Core State Standards.

The Capacities for Imaginative Learning: Noticing Deeply, Embodying, Questioning, Identifying Patterns, Making Connections, Exhibiting Empathy, Living with Ambiguity, Creating Meaning, Taking Action, Reflecting/Assessing

Aesthetic Education, Inquiry and the Imagination ©2009 Lincoln Center for the Performing Arts, Inc. Developed by Lincoln Center Institute.

THE AESTHETIC EDUCATION PROGRAM COMPONENTS

1 Professional Development — Educators from affiliated schools participate in workshops in which they explore specific works of art available to select for study in their classroom. As educators engage in first-hand experiences of the creative process, they also learn more about the aesthetic education approach to teaching and learning in the arts.

2 Designing a Curriculum — During the school year educator teams are paired with McCallum Theatre teaching artists in enriching partnerships for the benefit of student learning. Teachers use the knowledge and skills acquired in professional development to co-create a unit of study.

Each unit allows students to explore a specific performance or exhibit from McCallum Theatre Education's annual repertory of focus works. The lesson plan is custom-designed based on students' age, strengths and needs, and is integrated with topics students are exploring in other subject areas.

3 Awakening the Imagination — Educators and teaching artists collaborate on implementing the unit in which students explore the focus work through hands-on artistic experiences interwoven with reflection, questioning and contextual research. Teaching artists and teachers layer and facilitate four sequential workshops each to promote discovery and imaginative learning. As part of the unit, students attend the focus work performance or exhibit.

ENROLLMENT

Professional Development during the Summer Institute at the McCallum Theatre

Schools re-enroll teacher teams directly with McCallum Theatre Education. Individual teachers discuss their participation with their AEP school coordinator and principal, who will forward a list of partnering teachers to McCallum Theatre Education no later than May 5, 2017. Schools need to participate with a minimum of four classrooms/teachers in order to re-enroll as a partner in the Aesthetic Education Program.

Summer Institute workshops, live performances, screenings and exhibits will be made available for electronic selection by teachers, whose names have been submitted by the school, beginning May 8th thru June 5th. New teachers to the partnership will be automatically enrolled and then will receive additional information specific to the Introductory Course.

INTRODUCTORY COURSE June 12-16, 2017, 9 am-5 pm

Teachers who are new to the Aesthetic Education Program participate in a five-day introductory course. This in-depth workshop experience is specifically designed for K-12 grade teachers, but is also open to and suitable for school or arts administrators, teaching artists, curriculum developers, college or university professors, art docents and others interested in discovering how to unlock imaginative learning through engaging with works of art. The course components are:

- ~ Aesthetic education workshops in dance, music, theatre and visual arts designed to illuminate properties of the focus works, explore broad concepts in various art forms, and expand on teaching tools and strategies
- ~ Performances or video presentations of focus works in dance, music and theatre, and an exhibit of a focus work in visual art, which serve as texts for study
- ~ A lecture by Dr. Sue Teele, UC Riverside, on the Theory of Multiple Intelligences
- ~ Maintaining a journal to record experiences and ideas
- ~ Submission of an essay including three sections - one summarizing their course journal's most significant ideas, one analyzing and discussing one of the works presented during Summer Institute, and a final section commenting on the Aesthetic Education practice and philosophy

Attendance is mandatory at the entire five-day Introductory Course.

ADVANCED WORKSHOPS June 12-16, 2017, 9 am-5 pm

Teachers who have completed the introductory course and are returning to the Aesthetic Education Program remain enrolled by taking advanced workshops. Returning partners may choose from a variety of different workshops. Summer Institute requirements for returning teachers are:

- ~ Active engagement in a minimum of one or up to five specialized workshops in dance, music, theater and/or visual arts designed to illuminate properties for the focus works, explore broad advanced concepts in the various art forms and expand teaching strategies and tools. Individual advanced workshops will be announced May 8, 2017.
 - ~ Attendance at a minimum of three focus works in dance, music, theater and/or visual arts which serve as texts for study
-

GRADUATE CREDIT

Graduate credit is available for both new and advanced participants through California State University San Bernardino and UC Riverside.

California State University San Bernardino

\$70 PER UNIT

Credentialed participants as well as CSUSB interns and pre-interns are eligible to earn 4 (four) units or 2 (two) units of university professional development credit at the post baccalaureate level by fulfilling the credit course requirements/evaluation. Please note that these units are not applicable toward a multiple or single subject credential. Advanced partners also have an option to earn 2 (two) units of university professional development credit.

UC Riverside

\$70 PER UNIT

New and returning participants are eligible to earn up to 4 (four) graduate credits from UC Riverside by fulfilling the credit course requirements. The credit course will be taught by Dr. Sue Teele.

COST

Full Enrollment — Professional Development with Classroom Services during the School Year:

\$825 per teacher/classroom for 4-7 teachers/classrooms at the same school

\$775 per teacher/classroom with 8 or more teachers/classrooms at the same school

Funding is usually obtained by the school and/or district. Teachers are not required to pay anything unless taking the course for credit with CSUSB or UCR.

Professional Development Only:

\$500 per participant for the five-day Introductory Course

Workshop & Event selection for returning AEP teachers will begin May 8th thru June 5th. Click here - www.mccallumtheatre.com/index.php/education/aesthetic-education/aesthetic-education-program and then click on the button ENROLL/LOGIN TO MY ACCOUNT

For more information about the McCallum Theatre's Aesthetic Education Program, please visit - www.mccallumtheatre.com/index.php/education/aesthetic-education

If you have questions, you may contact Michael Flannigan, Education Program Coordinator at **(760) 346-6505, ext. 143** or mflannigan@mccallum-theatre.org



“The aesthetic arts program was a thorough investigative process into the various arts programs that are taught by the McCallum in our schools. Going through the education allowed me to experience what my students would experience; building each layer of the creative process through guided questioning, listening, and investigation. I felt at the end of the week that my brain had been truly ‘stretched’ through this weeklong process. I truly believe students’ lives are enriched through this education process and they are given experiences and opportunities they otherwise would not have. It’s hard to place a value on that.”

DIANE NOVACK, ABRAHAM LINCOLN ELEMENTARY, INTRODUCTORY COURSE PARTICIPANT 2016

“The teaching of Aesthetic Education is able to capitalize on the curious energetic nature of young students. I think that students need to move and be creative in order to develop into healthy ‘life-long learners’. I believe that the Aesthetic Education Program give students this opportunity. The program helps to prepare the teachers to expose their students to this very valuable aspect of learning.”

SHERYL BERZ, JAMES MADISON ELEMENTARY, INTRODUCTORY COURSE PARTICIPANT 2016

“I believe aesthetic education helps our students to think more deeply and make connections to the world around them, and to be reflective about how the things around them affect them. I also think it helps them to be more aware and notice what is happening around them.”

KIMBERLY JENKINS, AMELIA EARHART ELEMENTARY, ADVANCED WORKSHOP PARTICIPANT 2016



“To me, aesthetic education is the answer to the rigid and formulaic expectations given to students in almost every aspect of their lives. I do not see the arts as a means to an end to increase performance in other cognitive tasks (i.e. the tie between music education and math scores), but rather as a form of self-actualization and discovery that can consequently allow one to achieve greatness in any number of fields.”

KAITLYN FARLEY, INTRODUCTORY COURSE PARTICIPANT 2016

“I learned that using open ended questions in my classroom is like turning on a lightbulb in a dark room. When it is dark, it feels like there is nothing there, but open ended questioning allows us to turn on the light. The light may be low at first, but it grows brighter with more questioning. I found this to be true in my own experience this week.”

CARA MOON, AMELIA EARHART ELEMENTARY, INTRODUCTORY COURSE PARTICIPANT 2016

“I always enjoy the performances but the two I saw today were superb in quality. Working with the staff and fellow educators who come from other schools and districts is also a breath of fresh air.”

JAVIER TRIVISO, WASHINGTON CHARTER, ADVANCED WORKSHOP PARTICIPANT 2016
