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MARCIA
DAFT

WORKSHOPS

COMPOSITION AND IMPROVISATION IN THE MUSIC CLASSROOM

Workshop Leader: Marcia Daft

For Music Specialists of Grades K-8

3 or 6 hours of instruction time

Maximum number of workshop participants: 30

Composition and improvisation are topics that can be challenging to teach. In this workshop, participants explore strategies that teach these music skills by leveraging the powerful relationships between music, movement, and language. Prosody refers to the patterns of stress and intonation in language, and to the way the composers set text in vocal compositions. Using prosody as a starting point, music educators move through a series of movement and music activities that teach progressively advanced music skills—beginning with rhythmic notation, moving through musical improvisation, and ending in musical composition. Marcia Daft holds both a Certificate and License in Dalcroze Eurhythmics.

IMAGINARY JOURNEYS THROUGH MOVEMENT AND SOUND

Workshop Leader: Marcia Daft

For Teachers of Grades Pre K-2

3 hours of instruction time

Maximum number of workshop participants: 30

Learning in early childhood crosses traditional boundaries – it relies on integrating imagination, sound, visualization, and movement. In this workshop, learn to lead Imaginary Journeys designed to teach these skills. These Journeys combine classroom instruments (such as a maraca, xylophone, or hand drum), storytelling, and rhythmic movement into an educational structure. This structure is used to teach story sequencing, spatial reasoning, number concepts, and other content from language arts, mathematics, and science. Students document their experiences and their learning through the creation of story maps. Workshop leader, Marcia Daft created these techniques for teachers who have no background in the arts, but are interested in learning how to use music, movement, and imagination to expand student learning. Workshop participants receive a copy of *Caterpillar to Butterfly: Adventures in Science, Music and Dance*. This DVD has received numerous awards and recognition, including NSTA Recommends from the National Science Teachers Association and DVD of the Year from *Creative Child Magazine*.

MUSICAL ADVENTURES: A DOOR TO WRITING

Workshop Leader: Marcia Daft

For Teachers of Grades 2-8 or 9-12

3 hours of instruction time

Maximum number of workshop participants: 30

Listening attentively to music opens the imagination and helps students develop powerful visual and sensory images. These “Mental Movies” in turn stimulate language and vocabulary development. In this participatory workshop, teachers learn how to begin with focused listening to music and then guide students through a visualization and creative writing process. Participants discover how this writing process helps students develop listening skills and visual imagery, brainstorm descriptive vocabulary, determine importance, establish mood, and learn how to structure a story outline.

Moving Through Math Workshop Series

Moving Through Math is an arts-integrated instructional program – where the logic and thinking of mathematics are integrated with the creativity of music, dance, and drama. When our students deeply explore mathematical concepts using language, spatial reasoning, rhythm, creative movement, observation, and collaboration, we embrace all learning modalities in order to reach all students. Additional Moving Through Math workshops and courses are listed at movingthroughmath.com.

MOVING THROUGH MATH—Repeating Patterns: Laying the Foundation for Elementary Mathematics

For Teachers of Grades K-2

3 or 6 hours of instruction time

Maximum number of workshop participants: 30

Do students really understand how everything in math is a pattern? In this workshop, first discover how patterns form the fundamental building blocks of music, dance, and mathematics. Then, learn to lead arts-integrated math lessons that unlock the number concepts embedded in patterns. Finally, explore how choreographers calculate and build movement patterns to fit the timing and structure of music. Integrating music and movement with math instruction helps students move past rote memorizing and toward conceptual thinking.

MOVING THROUGH MATH—Shapes, Translations, and Mirror Reflections

For Teachers of Grades 3 – 5

3 or 6 hours of instruction time

Maximum number of workshop participants: 30

Many students struggle to mentally reconstruct, transform, and measure two-dimensional flat shapes when the shapes move in three-dimensional space. In this workshop, discover how creative movement adds powerful spatial reasoning to the study of geometry. First, learn to use dance bands -- loops of stretchy cloth used to create lines and shapes during movement—to help students manipulate and transform lines and shapes in space. Then, explore ways to guide students in creating dance sequences that demonstrate geometric concepts, such as translations and mirror reflection symmetry.



Marcia Daft presents workshops, teacher training, and classroom work in both Spanish and English.

COURSES

TEACHING THE MUSIC OF LANGUAGE COURSE: Part 1—Word Study

For Teachers of Grades K-2

4 Session Course Leader: Marcia Daft

Each session is 2-3 hours

Maximum number of workshop participants: 30

Course Session #1 focuses on building reading fluency through steady beat, rhythm, and phrasing. Participants learn to lead “Word Study Warm-Ups” and set up word study centers for guided reading groups and independent student work.

Course Session #2 invites students to become “Reading Detectives” to find the “Sound Writing” (repetition, rhythm, rhyme, alliteration, and form) in a poem or book. Students discover how the “Sound Writing” that professional authors use is closely related to the word study that students learn.

Course Session #3 explores the relationship between phoneme manipulation in Be Bop jazz scat singing and word study. Students explore chunking (syllabication and finding the parts of words you know), rhyming (word families), and vowel swaps (keeping the beginning and ending consonant sounds and manipulating the internal vowel sounds). Students listen to these vocal manipulations in jazz singing and create their own.

Course Session #4 continues with Be Bop. Participants learn how to help students brainstorm imaginative illustrations based on a “Play on Words” and create original classroom Be Bop books.

TEACHING THE MUSIC OF LANGUAGE COURSE: Part 2—Word Painting

For Teachers of Grades K-2

4 Session Course Leader: Marcia Daft

Each session is 2-3 hours

Maximum number of workshop participants: 30

Participants learn five elements of vocal expression—dynamics, tempo, inflection, repetition, and rest—and discover how to guide students in the expressive reading of their own poetry writing.

Course Session #1 introduces participants to “Word Painting”—ways to make speaking and reading more expressive, musical, and pleasing to the ear. Educators learn to teach the “Word Painting” musical elements of vocal expression (e.g., tempo, dynamics, inflection, repetition, and rest) in ways that are easily understood by young students.

Course Session #2 explores how to connect “Word Painting” to print features in text. Students learn to “paint their voices” while reading books as a way of deepening reading comprehension. Participants learn to help students write short stories that connect “Word Painting” to punctuation.

Course Session #3 focuses on using “Word Painting” musical notation to investigate and illuminate the meaning of poems. Participants discover how to “Word Paint” short poems and conduct a group of students in the expressive choral reading of those poems.

Course Session #4 explores strategies for helping students create their own classroom books with print features that indicate vocal expression.

Teaching the Music of Language Workshop Series

Teaching the Music of Language is an arts-integrated instructional program – where musical fluency and expression are integrated with fluency and expression in student reading and writing. Prosody refers to the patterns of stress and intonation in language. In this program, students deeply explore these sound patterns and their relationship to decoding, spelling, grammatical structure, and phrasing. Additional workshops and courses are listed at marciadaft.com

TEACHING THE MUSIC OF LANGUAGE—Sound Writing: Exploring Rhythm, Reading, and Writing

Workshop Leader: Marcia Daft

For Teachers of Grades K-2

3 or 6 hours of instruction time

Maximum number of workshop participants: 30

Numerous research studies have documented that children’s ability to hold a steady beat is critical to developing their reading fluency. This workshop introduces early childhood educators to the powerful relationship between music and fluency. First, explore skill-building activities designed to improving students’ mastery of syllabication and accent, auditory discrimination skills, visual tracking skills, and overall reading fluency. Then, learn how to read poems and children’s books with accurate rhythm and phrasing. Finally, explore how poets use musical devices, such as rhythm, rhyme, alliteration, and form, to shape and craft phrases. Teach these writing techniques to your students and see how their language development flourishes! Join musician and national teaching artist Marcia Daft for a workshop experience that will transform the way you think about teaching reading in early childhood. Recommended for teachers of ELL students.

TEACHING THE MUSIC OF LANGUAGE—Sound Writing: Exploring Rhythm, Reading, and Writing

Workshop Leader: Marcia Daft

For Teachers of Grades 3-5

3 or 6 hours of instruction time

Maximum number of workshop participants: 30

Discover how to recognize the steady beat, rhythm, and phrasing patterns in language and use this to teach reading and writing fluency. First, learn to read poetry with accurate rhythm and phrasing and discover how rhythmically accurate reading supports comprehension. Then, explore how poets use musical devices, such as rhythm, rhyme, alliteration, and form, to shape and craft phrases. Teach these writing techniques to your students and see how their language development flourishes! Finally, learn how to extend poetry writing throughout the curriculum as a way of assessing and deepening student understanding. Join musician and national teaching artist Marcia Daft for a workshop experience that will transform the way you think about teaching reading and writing. Recommended for teachers of ELL students.

TEACHING THE MUSIC OF LANGUAGE—Word Painting: Reading with Expression

Workshop Leader: Marcia Daft

For Teachers of Grades K-2 OR 3-8

3 or 6 hours of instruction time

Maximum number of workshop participants: 30

How can you help students change their reading from a plodding monotone to an expressive voice? In this workshop, discover how to teach the elements of vocal expression in ways that are easily understood, practiced, and mastered by students. Learn how to conduct students to choral read books and poems in ways that develop their expressive voice. And explore how expression deepens students’ reading comprehension and their understanding of inference. Teach these techniques to your students and see how their language development flourishes! Join musician and national teaching artist Marcia Daft for a workshop experience that will transform change the way you think about teaching reading for comprehension. Recommended for teachers of ELL students.



TEACHING THE MUSIC OF LANGUAGE COURSE: Part 3—Poetry Throughout the Curriculum

For Teachers of Grades K-2

4 Session Course Leader: Marcia Daft

Each session is 2-3 hours

Maximum number of workshop participants: 30

Course Session #1 introduces participants to poetry writing throughout the curriculum. Teachers learn three specific brainstorming strategies for writing about: 1) a sequence of events, 2) key ideas, and 3) a journey of human transformation. Each brainstorming strategy supports writing about topics in science, social studies, and character study/biography.

Course Session #2 focuses on poetry writing using the “Sound Writing” techniques of rhythm, repetition, alliteration, phrasing, and form. Teachers learn how to draft and revise using these techniques in a short/short/long poetry-writing template. This poetry template is repeatedly used throughout the year to write poems that connect to literature, science, and social studies.

Course Session #3 focuses on publishing finished poems in stanzas and “Word Painting” the poetry to illuminate key ideas and support reading with expression.

Course Session #4 introduces a creative process for setting your finished poetry with movement. Participants reflect on how poetry writing is used to synthesize student learning across the curriculum, and how movement deepens student comprehension and retention!

TEACHING THE MUSIC OF LANGUAGE

For Teachers of Grades 3-5

4 Session Course Leader: Marcia Daft

Each session is 2-3 hours

Maximum number of workshop participants: 30

This course brings to life the powerful relationships between music, the expressive language of poetry, and reading and writing. Prosody refers to the patterns of rhythm and sound used in poetry, and the patterns of stress and intonation in language. Through a detailed study of the elements of prosody—rhythm, rhyme, alliteration, repetition, and form—students learn to write poetry with cadence and flow. Through an exploration of the elements of vocal expression—dynamics, tempo, inflection, repetition, and rest—students learn to read their writing with fluency and expression. This course will transform the way teachers think about using poetry writing across the curriculum.

In Session I, teachers learn about Word Painting elements of vocal expression—dynamics, tempo, inflection, repetition, and rest. Participants explore the relationship between expression and reading comprehension, focusing on tone, inference, and mood. Teachers learn to lead classroom activities that develop the listening and vocal skills necessary for oral expression.

In Session II, participants explore poetry writing that highlights sensory imaging. Teachers deepen their understanding of the powerful relationship between vocal expression, sensory imaging, and reading comprehension; and learn to use checklists and assessment rubrics to refine their instructional skills.

In Session III, educators discover how to recognize the steady beat, rhythm, and phrasing patterns in language, and use this to teach reading fluency. Teachers learn to read poetry with accurate rhythm and phrasing, and discover how a rhythmically accurate reading supports comprehension.

In Session IV, participants learn to analyze and identify the Sound Writing elements of prosody—rhythm, rhyme, repetition, alliteration, and form. Teachers explore poetry writing that highlights specific Sound Writing techniques and discover how to connect poetry writing to a wide range of classroom subjects.



Marcia Daft also offers the following services* for:

Students

- n Performances/Lecture-Demonstrations
- n Workshops in Preparation for Performance/Exhibit Attendance
- n Other Workshops
- n Residencies
- n Written Guides to Performances/Exhibits
- n Development of Online Resources
- n Workshops in Preparation for Performance/Exhibit Attendance

Teachers

- n In-Depth Courses
- n Demonstration Teaching
- n Coaching in the Classroom
- n Action Research Coaching
- n Workshops in Preparation for Performance/Exhibit Attendance
- n Written Guides to Performances/Exhibits

School Administrators

- n Speeches
- n Workshops

Parents

- n PTA/PTO Presentations/Speeches
- n Workshops for Parents
- n Workshops for Parents with their Children

Partners in Education Teams

- n Program Planning Advice
- n Ongoing E-mail Support
- n Study Questions and Goal-Setting Coaching

**Not all services have been designed or presented by the Kennedy Center.*

MARCIA DAFT is the Founder and Director of Moving Through Math and Teaching the Music of Language. Her company produces award-winning videos, children's books, and instructional materials that bring arts-integrated learning to life at home and in the classroom. Marcia's unique teaching methods have been used in schools throughout the United States for twenty-five years. Ms. Daft is a national workshop leader for the John F. Kennedy Center for the Performing Arts; and traveled nationally and internationally as a Master Artist with the Wolf Trap Institute for Early Learning Through the Arts. Ms. Daft has also developed museum exhibitions and educational programs for the Smithsonian Institution. She has written more than twenty children's educational booklets with CD's for The Smithsonian Institution and the National Symphony Orchestra. Ms. Daft graduated Phi Beta Kappa in bio-medical engineering from Duke University. She was a Century Fellow at The University of Chicago, where she earned a Master's Degree in music. She studied piano performance at the Mozarteum in Salzburg, Austria, and holds both a Certificate and License in Dalcroze Eurhythmics - a technique of integrating music and dance. Marcia presents her work in both Spanish and English.