



**ERIC
JOHNSON**

TEACHER WORKSHOPS



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LEARNING AND DANCING THROUGHOUT THE CURRICULUM

Workshop Leader: Eric Johnson

For Teachers of Grades K-2 and 3-5

3 hours of instruction time

Maximum number of workshop participants: 30

Dance is a wonderful language, useful for thinking, learning, and self-expression. In this workshop, participants learn ways to explore dance elements with students and gain proficiency in leading easy, enjoyable dance activities that connect to science, math, social studies, and language arts. Participants also learn how movement engages students and inspires learning.

BRINGING PATTERNS TO LIFE: DANCE AND MATH

Workshop Leader: Eric Johnson

For Teachers of Grades K-1

3 hours of instruction time

Maximum number of workshop participants: 30

Providing experiences for students to concretely experience mathematical patterns through the use of movement/dance deepens children's understanding of patterns and increases their engagement with math. In this workshop, teachers learn how to employ patterns of directional movement to identify, create, and extend repeating mathematical patterns with large and small group choreography. Each movement pattern is also represented with Unifix Cubes, letters, colors, and shapes so students have the opportunity to communicate their understanding of patterns in multiple ways. In this workshop, participants also learn effective management skills for using movement in the classroom.

TEAMWORK THROUGH DANCE: BUILDING AN INCLUSIVE CLASSROOM

Workshop Leader: Eric Johnson

For Teachers of Grades K-2

3 hours of instruction time

Maximum number of workshop participants: 30

Collaboration is one of the most important skills teachers emphasize to build community, include students with a diverse range of abilities and needs, and prepare them for the world of work. In this workshop, explore how to build cooperative teamwork by learning to lead classroom-tested, playful, creative movement activities that teach students to take turns, listen carefully, read a partner's non-verbal cues, and speak in response. Throughout the workshop observe the modeling of an easy, repeatable classroom management system which creates a calm, cooperative environment for learning.

DANCING GEOMETRY: PLANE FIGURES, PROXIMITY, AND PATTERNS

Workshop Leader: Eric Johnson

For Teachers of Grades K-2

3 hours of instruction time

Maximum number of workshop participants: 30

Choreographers use geometric shapes and dynamic repeating patterns when creating their exciting works for the stage. In this engaging workshop, learn to deepen your students' creative and collaborative skills and help them bring geometry to life. Guide students in exploring plane figures, prepositional (proximity) relationships, and repeating patterns as they create their own choreography.



Eric Johnson also offers the following services* for:

Students

- n Workshops in Preparation for Performance/Exhibit Attendance
- n Other Workshops
- n Residencies

Teachers

- n In-Depth Courses
- n Demonstration Teaching
- n Coaching in the Classroom
- n Workshops in Preparation for Performance/Exhibit Attendance

Parents

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

School Administrators

- n Workshops

Partners in Education Teams

- n Program Planning Advice

Other

- n Teaching Artist Training

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

Eric Johnson is the dance specialist for twelve Seattle public and private schools and a leader of professional development workshops nationally and internationally. Since 1985, he has traveled to 27 states in the U.S. and Japan sharing strategies for lesson planning, assessment, classroom management, and arts integration with educators and teaching artists. From 1999-2007, he was an arts coach, mentoring classroom teachers on the development and implementation of arts-integrated lessons, for Arts Impact of Washington (funded by the U.S. Department of Education) and continues to coach teachers and teaching artists in his visits to school and communities. He has trained educators throughout Japan under the auspices of the Japan Association for Supervision and Curriculum Development (JASCD), and works regularly with state arts councils and performing arts organizations throughout the U.S. in training their teaching artists to lead effective arts-integrated instruction.