



**MELANIE
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WORKSHOPS

READING PORTRAITS AS BIOGRAPHIES: OBSERVE. INFER. INQUIRE.

Workshop Leader: Melanie Rick

For Teachers of Grades K-2 or 3-8

3 hours of instruction time

There's more to a portrait than you might think. Portraits are often viewed as a mere depiction of a person when in actuality they can be read as biographies that communicate significant information about a person's life. Join Melanie Rick, arts integration consultant and certified reading specialist, for this workshop that examines ways to teach students to view portraits as a visual text filled with meaningful symbolism in order to make the study of people and biographies more engaging. Reading portraits helps students activate and build background knowledge of, construct understanding of, and reflect on historical and literary figures across the curriculum.

READING ART ACROSS THE CURRICULUM: OBSERVE. INFER. INQUIRE.

Workshop Leader: Melanie Rick

For Teachers of Grades 2-8

3 hours of instruction time

Visual art is a text that students of all reading abilities can access. This workshop introduces the language of visual art so that teachers feel confident looking, thinking, and talking about art with their students. Participants join Melanie Rick, arts integration consultant and certified reading specialist, to learn about resources for building a library of images that can be used to efficiently build background knowledge, teach content, generate points of inquiry for research, and assess understandings in social studies, science, and reading.

LOOKING THE *WRITE* WAY: INTEGRATING VISUAL ART AND POETRY

Workshop Leader: Melanie Rick

For Teachers of Grades 2-8

3-6 hours of instruction time

This workshop examines a process that teaches students to look, think, feel, inquire, talk, connect, and write. Beginning with a work of art, participants discover how to deeply analyze what they see. This analysis becomes a springboard for writing. Descriptive, carefully chosen words and various poetry tools work together to create vivid images that express thoughts and feelings, while synthesizing the work of art. This work has motivated learners of all ages to view the world as artists and poets!

LINES AND SHAPES: INTEGRATING VISUAL ART AND GEOMETRY

Workshop Leader: Melanie Rick

For Teachers of Grades Pre K-2 and Math Specialists

3 hours of instruction time

Maximum number of participants: 30

Lines and shapes, concepts central to pre K-2nd grade mathematical understanding, are also building blocks of visual art. In this workshop, participants explore how students can construct and demonstrate their understanding of geometry through visual art. Teachers learn the basic vocabulary for identifying and describing various types of lines and 2-D shapes in works of art and create abstract drawings and cut-paper murals that allow all types of learners to be creative and successful.

DOCUMENTING THE POWER OF LEARNING THROUGH THE ARTS SESSION 1: INTRODUCTION TO DOCUMENTATION

Workshop Leader: Melanie Rick

For Teachers of All Grade Levels, Art Specialists, and Administrators

3 hours of instruction time

Communicating what students have learned through arts-integrated instruction can be complex and challenging. How do we share the learning process or the depth of student understanding when a product or performance only shows a part of it? In this session, participants explore purposes, components, and formats for communicating arts-integrated instruction and student learning, and consider ways to align them to the needs of various constituencies, such as school administrators and parents. Melanie Rick shares a wealth of experience and authentic examples of documentation that demonstrate student learning in a variety of art forms and subject areas.

THINK LIKE A SCIENTIST: DEVELOPING SCIENCE PRACTICES THROUGH VISUAL ART

For Teachers of Grades 2–8

3 hours of instruction time

In this workshop, learn how to view the scientific world through the eyes of an artist! Explore ways to help students read visual art to develop their use of several science practices, such as careful observation, analyzing and interpreting data, and developing an explanation based on evidence. The elements of art are used to effectively teach the skills of observing and describing so that scientific conclusions and explanations become even more detailed. You don't want to miss this opportunity to learn an engaging process that takes you from STEM to STEAM!

DESIGNING CLASSROOM SPACES FOR ARTS INTEGRATION

For Teachers of All Grade Levels

2-3 hours of instruction time

Arts integration and 21st century learning require collaboration, creation/design, and the engagement of higher order thinking. Unfortunately, many classrooms were not designed with this type of learning in mind! In this session, consider how to redesign and organize your classroom's physical layout and furniture arrangement so it is flexible and can support students' ability to be creative and collaborative while constructing and demonstrating their understandings through the arts.

ACADEMIC CONVERSATIONS IN THE ARTS INTEGRATED CLASSROOM

For Teachers of All Grade Levels

2-4 hours of instruction time

An arts integrated approach to teaching is grounded in collaborative, social, cooperative learning. The heart of this approach is the students' ability to effectively engage in, navigate, and negotiate purposeful conversations. This session explores how to establish the literacy of academic conversations that develop the speaking and listening skills required of 21st Century Learning.

LAYING A FOUNDATION: DEFINING ARTS INTEGRATION

For Administrators, Arts Specialists, Teaching Artists, and Teachers of All Grade Levels

Many of the Kennedy Center's professional development offerings are based on a philosophy and practice of teaching called arts integration. So what is arts integration? This session unpacks the Kennedy Center's definition and gives you the opportunity to uncover the characteristics of quality integration. In addition, the session includes your participation in an arts-integrated lesson and examines how arts-integrated instruction aligns with current learning principles and best practice.

Multiple Kennedy Center Teaching Artists also offer the Arts Integration presentation.

An 8-hour version of this presentation is available as a Seminar for Teaching Artist Development. Please contact the National Partnerships office at (202) 416-8621 for more information, or visit www.kennedy-center.org/seminars.



COURSES

THE PORTRAIT, PEN, AND PAINT: INTEGRATING PORTRAITS INTO THE SOCIAL STUDIES AND LANGUAGE ARTS CURRICULUM

Course Leader: Melanie Rick

For Teachers of Grades 2-8

The number of sessions can be modified

Each session is typically 3 hours in length

Are you looking for ways to motivate and engage students in the study of biographies and/or historical and literary figures? Portraits are often considered merely a reflection of what a person looks like, when in actuality, they are visual texts that can be read as biographies that communicate significant information about a person's life. Participants in this course learn how to help students unlock the symbolism in portraits, connect biographies with portraiture, use portraits as a point of inquiry for biographical research, and synthesize portraits in various mediums to deepen and assess students' understandings.

Session 1: Reading Portraits as Biographies as a Point of Inquiry for Research

Session 2: Writing Six-Word Memoirs to Synthesize Portraits

Session 3: Creating Symbolic Portraits (Collagraphs—a printmaking process)

Session 4: Choosing Portraits Purposefully, Facilitating Deeper Discussions about Portraits

LOOKING THE *WRITE* WAY: INTEGRATING VISUAL ART AND POETRY

Course Leader: Melanie Rick

For Teachers of Grades 2-8

2 session course (sessions are 3 hours each)

This course examines a process that teaches students to look, think, feel, inquire, talk, connect, and write. Beginning with a work of art, participants discover how to deeply analyze what they see. This analysis becomes a springboard for writing. Descriptive, carefully chosen words and various poetry tools work together to create vivid images that express thoughts and feelings, while synthesizing the work of art. Armed with this process of how to read art and respond through poetry, this strategy can be integrated throughout the curriculum to build background knowledge, teach content, generate points of inquiry for research, and to assess understandings in social studies, science, and language arts.

Session 1: Looking, Thinking, and Talking about Art

Session 2: Analyzing Art and Reading Poetry

Session 3: Writing Poetry Inspired by Art

Session 4: Integrating Visual Art and Poetry Throughout the Curriculum

Session 5: Conferring with Students, Integrating Picture Books as a Resource

INTEGRATING VISUAL ART IN THE EARLY CHILDHOOD CLASSROOM, PART I

Course Leader: Melanie Rick

For Teachers of Grades Pre K–2 and Visual Art Specialists

Four-Session Course (sessions are 2-3 hours each)

Students in grades K–2 are often emerging readers who depend on images to provide visual cues to aid in comprehension. In the current digital age with 21st century learners, literacy is expanding to include viewing as an integral part of language arts development. In this course, learn how to help students develop the visual literacy skills of observing, predicting, drawing conclusions/infering, sequencing, and retelling through images and illustrations. The course begins with the building blocks of both visual art and geometry—lines and shapes—to help students learn how to decode what they see. Once students are fluent decoders of art, art can be integrated throughout lessons to teach and assess student understandings of content, such as story elements in literature; and people, places, and events in social studies. You don't want to miss this opportunity to learn more about how pictures can play an integral role in the development of young children.

Session #1: Lines and Shapes (Observing, Describing, Identifying, Drawing and Cutting)

Session #2: Drawing Conclusions/Making Inferences Based on the Setting and Objects in a Work of Art

Session #3: Drawing Conclusions/Making Inferences about People/Characters in Art and Retelling

Session #4: Planning Effectively: Lesson Introductions, How to Find and Select Art

INTEGRATING VISUAL ART IN THE EARLY CHILDHOOD CLASSROOM, PART II

Course Leader: Melanie Rick

For Teachers of Grades Pre K–2 and Visual Art Specialists

Three-Session Course (sessions are 2-3 hours each)

Prerequisite: Integrating Visual Art in the Early Childhood Curriculum, Part I

Part I focused primarily on reading images to aide in emerging reader's comprehension. In this Part II course, learn how to deepen students' visual literacy skills of observing, predicting, drawing conclusions/infering, sequencing, and retelling through images and illustrations as well as drawing more descriptively as a prewriting tool. Refine your skills of selecting meaningful images and planning lessons that are even more rigorous and relevant to truly make the integration of images your approach to teaching.

Session #1: Review/Deepen Understanding of Part I

Session #2: Drawing Detailed People (Facial Expressions, Focal Points, Gestures, and Clothing) as Prewriting Strategy

Session #3: Content determined based on need/input from course participants



Melanie Rick also offers the following services* for:

Students

- n Workshops
- n Residencies

Teachers

- n In-Depth Courses
- n Demonstration Teaching
- n Coaching in the Classroom

Parents

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

School Administrators

- n Speeches
- n Workshops

Partners in Education Teams

- n Program Planning Advice

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

MELANIE RICK, a National Board Certified Teacher, certified Reading Specialist and arts integration consultant, designs and leads workshops, in-depth courses, and summer institutes focused on arts integration, specifically how to integrate visual art and poetry throughout the K-8 curriculum. She works in museums, schools, and arts centers across the country and is a course leader and coach for the Kennedy Center's Changing Education Through the Arts (CETA) program in Washington, D.C. Melanie served as the CETA program as consultant, working with teaching artists to develop and evaluate workshops presented at the Kennedy Center, and was an elementary classroom teacher, middle school special ed teacher, and arts integration resource teacher before becoming a national consultant with Focus 5, Inc.