



The Arts at the Heart of Summer Learning and Student Engagement

Voices of Summer Webinar Series



Welcome!

- Your phone line is muted.
- The webinar is being recorded.
- A link to the recording and slides will be made available.



Welcome!



Leslie Gabay-Swanston
Director of Program and Systems Quality
National Summer Learning Association



Webinar Overview

- About NSLA
- Panel
 - Young Audiences of Maryland
 - Bishop Arts Theatre Center
 - Engaging Creative Minds
- Audience Questions
- Announcements & Follow-up

About NSLA

NSLA is a national, non-profit organization focused on the powerful impact of one achievable goal: investing in summer learning to help close the achievement gap. NSLA uses the power of research, advocacy, training, and policy to transform America's neighborhoods and communities, one child at a time.

Our work is based on the simple idea that summer—a time that is easily overlooked yet critical to educational development—is bursting with possibility, and instrumental in closing the achievement gap between privileged children and our most vulnerable children.



Why Summers Matter



Summer is the time of greatest inequity for young people. When schools are closed, many low income young people lack access to meals, books and other learning resources, and physical activity.

Panelists



Stacie Sanders Evans
President & CEO
Young Audiences of Maryland



Kurtis Donnelly
Chief Operating Officer
Young Audiences of Maryland

ARTS IN A VIRTUAL SPACE

WHAT'S IMPORTANT IN A VIRTUAL
PROGRAM AND HOW TO DELIVER THAT
THROUGH THE ARTS



Young
Audiences
Arts for
Learning

Maryland

A group of diverse children are performing on a stage. In the foreground, a boy with glasses and a girl with a pink headband are dancing. Other children are visible in the background, some with their arms raised. The scene is brightly lit, suggesting a school or community center setting.

OUR MISSION

To transform the lives and education of children through the arts.

YOUNGAUDIENCES SUMMER PROGRAMS

Bloomberg Arts Internship

The internship aims to provide meaningful professional experience, increase rising senior high school students' exposure to the arts, improve their communication skills, and assist with the college application process.

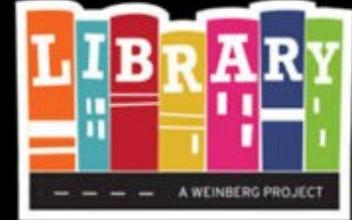
SummerREADS

Through partnerships with state-of-the-art school libraries, students can enjoy hands-on storytelling with help from special guests, including Art with a Heart, Maryland SPCA, The National Aquarium, and Port Discovery! The program is geared toward students who are entering grades K-3 in the Fall, though students entering grades K-5 may register.

Summer Arts & Learning Academy

This is a free full-day, five-week program that is an action-packed, highly engaging summer learning experience for Title I City Schools students currently in grades PreK-5.

BLOOMBERG
2020 **ARTS**
INTERN
SHIP



summer
READS

Young Audiences Arts for Learning

SUMMER
ARTS
& LEARNING
ACADEMY

WHAT ARE IMMEDIATE STEPS WE TOOK TO TRANSITION TO VIRTUAL AND WHY AND HOW THIS IMPACTED OUR THINKING ABOUT SUMMER?

ARTS & LEARNING KIDS!

A TV show for students grades PreK-5, available both online and on Baltimore City Schools Channel 77, with new episodes for each grade band premiering every weekend.

<https://www.yamd.org/kids>



Bite-sized art kits developed by our teaching artists to feed kids' creativity during breaks. We distribute these kits at all of Baltimore's 18 meal sites.

<https://www.yamd.org/snacks>

A woman with dark hair tied back, wearing a purple patterned top and a colorful necklace, is playing an acoustic guitar. A young child with curly hair, wearing a light blue long-sleeved shirt and a blue necklace, is reaching out to touch the strings of the guitar. The background is a blurred indoor setting, possibly a classroom or playroom, with shelves and toys. The text is overlaid in the center of the image.

**HOW WE
INCORPORATE THE
ARTS INTO
IN-PERSON SALA
PROGRAMMING**

TYPICALLY:

Maintain 8 sites: 2600 students

- Teaching Artists co-teach of arts-Integrated ELA and math lessons with teachers.
- Teaching Artists lead one-week arts residencies for rising K-2nd grade students.
- Teaching artists lead two-and-a-half-week arts residencies for 3-5th grade students.

BASED ON OUR RESEARCH, WHAT DO WE THINK VIRTUAL LEARNING ARTS PROGRAMMING SHOULD LOOK LIKE, AND HOW DO WE PLAN TO INTEGRATE THE ARTS INTO PROGRAMMING?

The arts should be used to build relationships. Making sure kids feel connected should be the most important outcome.

The delivery of academic content must be captivating in order for kids to tune into asynchronous learning, and the arts can be the vehicle for that. For younger students, consider creating asynchronous content that is geared toward a family/siblings participating together

The arts activities should include lots of choices for kids.

Employing creative, competitive challenges will create high levels of engagement.

Families and kids will be more likely to sign up for an academic virtual summer program if the arts are offered as a “hook.”

BASED ON THIS, THIS IS HOW WE ARE APPROACHING THE ARTS AND HOW WE ARE ENGAGING ARTISTS

DAILY

Morning Meeting

Crew* 10:1 ratio
Synchronous



Arts & Learning Kids

Asynchronous



Academic & Creative Extensions

Synchronous



Office Hours

Synchronous, optional



Creative Challenge/ Arts Explorations

Asynchronous



Virtual Movement Experiences

Asynchronous

WEEKLY

Pop Up Play 5:1 ratio

Synchronous

Check-Ins

Synchronous, at least once a week

Friday Gatherings

Synchronous, family sharing

Arts & Learning Snack Pack Pickup

*Students will be grouped into Crews of 10 based on grade and geography. Artist or teacher is the crew leader.

QUESTIONS?

Stacie Sanders Evans

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Kurtis Donnelly

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Young
Audiences
Arts for
Learning

Maryland

Panelist



Tiffany Jackson
Director of Education
Bishop Arts Theatre Center



WHAT ARE THE PARENTS SAYING?

PIVOTING TO VIRTUAL LEARNING...



PARENT CHECK-IN FEEDBACK



-
- Parents agreed that virtual summer camps are the best option for extended learning due to concern for assembling even after city ordinances have been lifted. It can take up to 2 years before a vaccine is found.
 - Excited to explore virtual learning opportunities because it allows them to monitor the classes and even participate.
 - Parents prefer synchronous learning (real-time interaction) vs asynchronous (pre-recorded workshops).
 - Parents are looking for variety so it is important to expand your workshop offerings.

BEST PRACTICES FOR A SUCCESSFUL VIRTUAL CLASSROOM

- Find a place in your home where you will not be interrupted during your live or pre-recorded classes. Setup workspace for success.
- Make sure to have a good webcam or camera on your device.
- If you do not have a good microphone on your device please invest in a USB Microphone.
- All artists should make sure they understand how to work their devices and their online content prior to instruction.
- Time Management is key. Do not arrive late for your online classes.
- Keep in mind EDI (Equity, Diversity, Inclusion) best practices for creating accessible virtual learning. (Create bilingual workshops to prevent any language barriers).



BEST PRACTICES CON'T

- Shoot your video in the highest resolution setting (1080p – 720p). Maintain a standard of excellence.
- For pre-recorded sessions, please stay in the frame and make sure your device is shot in landscape/horizontal view.
- Have a plan in place on how to identify and approve participant's entry for every session.
- Stay on topic and do not assume your students know all terminology being used. Build vocabulary words for your lessons.
- Have fun and keep the students engaged. Gamify your lessons, have students collaborate with each other, and create a safe space where students feel appreciated.
- Stay organized and make sure you exhibit strong communication skills. (Do not say “Ummm” 20 times during your workshops).
- Remember to have a time to reflect after every session. This is an opportunity to check-in with students to ensure that they are retaining the information being taught.

THE BENEFITS OF IMPLEMENTING SEL (SOCIAL EMOTIONAL LEARNING) TO YOUR CAMP

During this pandemic, many students are experiencing stress, anger, and anxiety and parents are relying on arts organizations to be a neighborhood resource for healing.

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

CASEL is a great resource for SEL best practices. [Log on to casel.org/what-is-sel/](https://casel.org/what-is-sel/).

SEL Classes: develop self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Bishop Arts Theatre Center has a workshop called Body Freedom. This workshop explores the psychotherapeutic use of movement to boost self-confidence, team building, and problem solving. The use of movement also helps to promote emotional, social, cognitive, and physical integration within students for the purpose of learning new tools to improve health and well-being. With this holistic approach to learning and healing, students will have a better understanding of who they are and become more comfortable in their own skin.



BE AS INNOVATIVE AS POSSIBLE WHILE CREATING VIRTUAL LEARNING SUMMER PROGRAMMING

Conclusion

- Engage students by allowing them to create personal videos of themselves.
- Teach students to be socially conscious with an EcoArts class. Students can create art using materials at home like water bottles, cereal boxes, and milk cartons all while saving their environment.
- Use movement and music for SEL workshops.
- Always remember to have fun!

Panelist



Robin Berlinsky
Executive Director
Engaging Creative Minds

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KITS TO SPARK YOUR IMAGINATION

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ECM's Howard Gardner Diet for a Strong & Healthy Summer Program

Directions: explore, create and play DAILY using the following multiple intelligences

Ingredients:



Visual-Spatial – Students think in terms of space and are very aware of their environments.



Bodily-Kinesthetic – Learners use the body effectively and have a keen sense of body awareness.



Musical – Students show sensitivity to rhythm and sound.



Interpersonal – Students learn through interaction with others.



Intrapersonal – Learners have an understanding of one's own interests, goals.



Linguistic – Learners have highly developed auditory skills and often think in words.

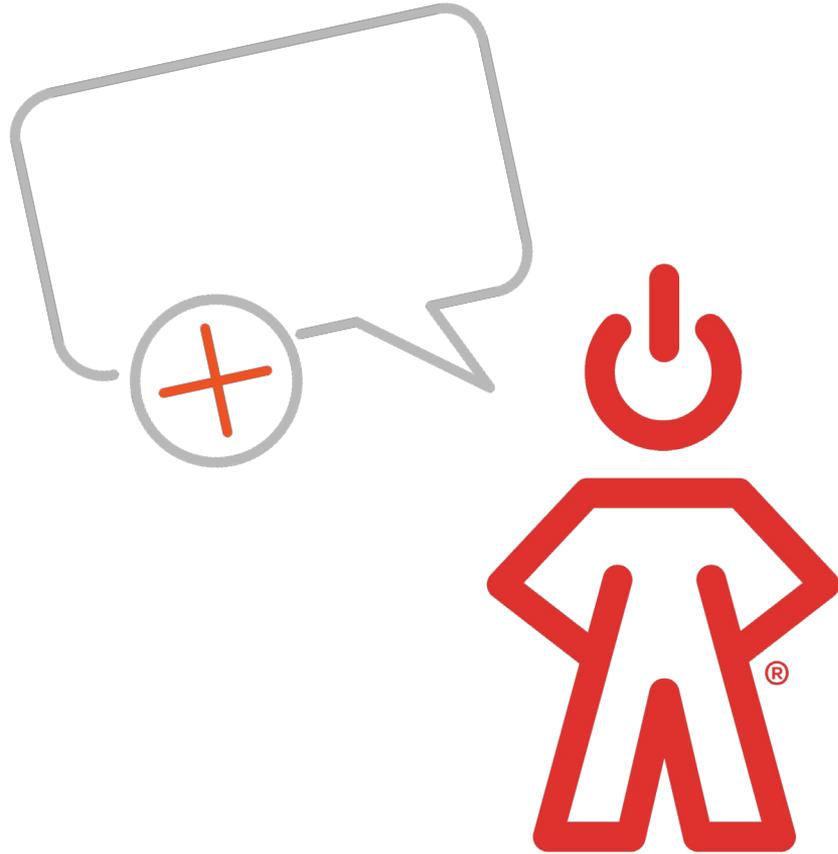
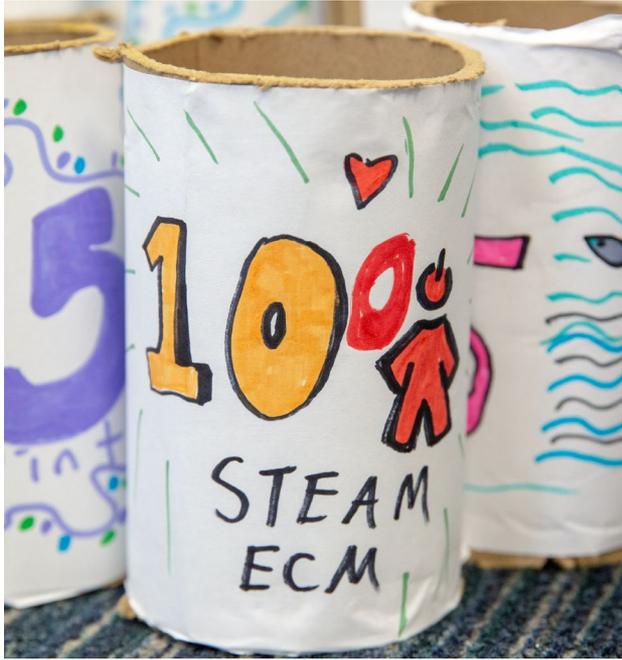


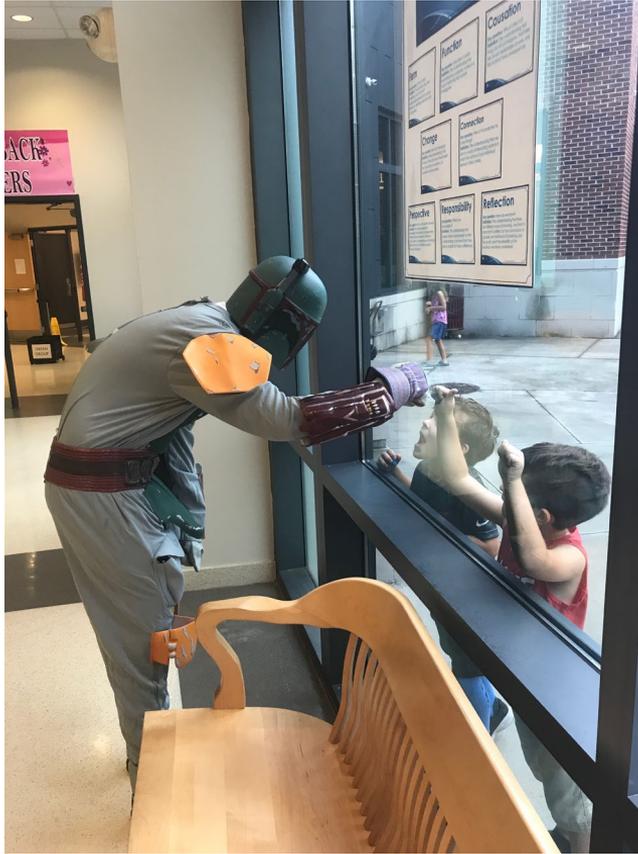
Logical-Mathematical – Students think conceptually, abstractly and are able to see and explore patterns and relationships.



Naturalist – Students learn best in nature.



















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Questions



Voices of Summer Webinar Series



Voices of Summer WEBINAR SERIES

www.summerlearning.org/webinars



National Summer Learning Week



National Summer Learning Week is a national advocacy day aimed at elevating the importance of keeping kids learning, safe and healthy every summer – all so students return to school ready to soar!

www.summerlearning.org/summer-learning-week



National Conference



www.summerlearning.org/national-conference



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Thank you!

www.summerlearning.org

