



MARCIA
DAFT



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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, dictation, and improvisation are topics that can be challenging to teach. In this workshop, participants explore innovative strategies for teaching these music skills by learning about the powerful relationship between music 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 explore a series of activities that teach progressively advanced music skills—beginning with rhythmic notation, and moving through musical composition, improvisation, and dictation.

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, listening, visualization, and movement. Imaginary Journeys combine music, storytelling, and creative movement as a structure for teaching number concepts, story sequencing, vocabulary, and other curricular content. Students document their experiences and their learning through the creation of story maps. In this workshop, participants first explore a science Imaginary Journey that teaches the life cycle of the Monarch butterfly. Then, educators learn to lead their own Imaginary Journeys that teach story sequencing and mathematics concepts. 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

3 hours of instruction time

Maximum number of workshop participants: 30

Music opens the imagination and helps students develop powerful sensory images that stimulate language and vocabulary development. In this participatory workshop, teachers explore how to use music to guide and enhance students' creative writing. Participants discover how this music-based process involves students in developing listening skills and visual imagery, brainstorming descriptive vocabulary, determining importance, establishing mood, and learning how to structure a story outline.

Moving Through Math Workshop Series

Moving Through Math is an active, creative approach to teaching mathematics. Students explore mathematical concepts and their relationship to language, spatial reasoning, rhythm, body movement, and the imagination. When students experience *Moving Through Math*, they learn math concepts visually, aurally, spatially, kinesthetically, verbally, and socially. This allows for a wide degree of differentiation among students, as they deeply explore core concepts in mathematics through a variety of learning modalities. Additional Moving Through Math Workshops and Courses are listed on www.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 why everything in math is a pattern? In this workshop, teachers explore how patterns underlie most mathematical systems. First, participants examine how counting, one-to-one correspondence, attributes, and sequencing are concepts that must be mastered before students are ready to learn about patterns. Then, they learn to lead lessons that integrate rhythm and movement with pattern concepts. Through this process, teachers discover how to identify and teach the foundational grouping, sequencing, and part-to-whole concepts that are embedded inside repeating patterns. This workshop corresponds with the instructional book, *Repeating Patterns: Laying the Foundation for Elementary Mathematics*, and the children's picture book, *Clap, Drum, and Shake It!*

MOVING THROUGH MATH—Multiplication and Division

For Teachers of Grades 3-5

3 or 6 hours of instruction time

Maximum number of workshop participants: 30

Many students memorize the times tables yet fail to master a conceptual understanding of multiplication. Without this critical conceptual understanding, students have no foundation upon which to build. This is why many students struggle with factors and multiples, and later on with fractions. In this workshop, teachers examine how repeating patterns establish the equal grouping concepts that underlie multiplication and division. They then learn to lead lessons that integrate the arts with multiplication concepts. Through pictures, words, rhythm, and movement, equal grouping concepts are literally brought to life. Through this process, teachers discover how to help students move past memorizing the times tables, and understand the foundations of multiplying and dividing with this active, conceptual, and creative approach to teaching mathematics.

MOVING THROUGH MATH—Primary Spatial & Geometric Concepts

For Teachers of Grades Pre K—2

3 or 6 hours of instruction time

Maximum number of workshop participants: 30

Many young students only learn to recognize shapes in isolation and in base orientation. When shapes are combined, flipped, or rotated, they are no longer recognizable to many children. However, when young students learn to create and manipulate shapes with their bodies, their spatial reasoning skills are dramatically enhanced. Connecting creative movement to visual understanding adds a powerful new dimension to the study of geometry. In this workshop, teachers first explore “Meet the Shape Family.” They then learn how to facilitate movement explorations in the classroom, connect geometric concepts to movement concepts, and help students deepen their learning experiences through observation, questioning, and discussion.

MOVING THROUGH MATH—Intermediate Spatial & Geometric Concepts

For Teachers of Grades 3 – 5

3 or 6 hours of instruction time

Maximum number of workshop participants: 30

Many students find geometric shapes and transformations drawn on a flat sheet of paper difficult to visualize and manipulate. Integrating creative movement with the teaching of geometry literally brings these math concepts to life. Students physically feel lines, angles, shapes, slides, flips, and rotations as they move geometric concepts through space. Physical movement develops students' visualization skills, expands their geometric reasoning into 3-dimensional space, and fosters spatial creativity. In this workshop, teachers learn how to facilitate movement explorations in the classroom, to connect geometric concepts to movement concepts, and to help students deepen their learning experiences through observation, questioning, and discussion.



The **Poetry and Music Workshop Series** explores the powerful relationships between music, the expressive language of poetry, and student reading and writing.

POETRY AND MUSIC: PART 1 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, teachers explore skill-building activities designed to improve students' mastery of syllabication and accent, auditory discrimination skills, visual tracking skills, and overall reading fluency. Then, they learn how to read poems and children's books with accurate rhythm and phrasing. Finally, participants explore how poets use musical devices, such as rhythm, rhyme, alliteration, and form, to shape and craft phrases. Participants can teach these writing techniques to students and see how their language development flourishes. It will transform the way teachers think about teaching reading in early childhood! Recommended for teachers of ELL students. This workshop focuses on phonemic and phonological awareness; phonics and word analysis; identifying rhyme, rhythm, alliteration, and patterned structures in poems for children; pre-writing, drafting, writing, editing, and revising original poetry; and publishing and performing a final written product.

POETRY AND MUSIC: PART 1 SOUND WRITING: MASTERING READING AND WRITING WITH FLUENCY

Workshop Leader: Marcia Daft
For Teachers of Grades 3-8
3 or 6 hours of instruction time
Maximum number of workshop participants: 30

In this workshop, teachers discover how to recognize sound and rhythmic patterns in language, and use this to teach reading fluency. Teachers learn how to read poetry with accurate rhythm and phrasing and explore how poets use musical devices such as rhythm, rhyme, alliteration, and form to shape and craft phrases. Participants can teach these writing techniques to students and see how their language development flourishes. It will transform the way teachers think about teaching student reading and writing! Recommended for ELL teachers. This workshop focuses on vocabulary development, comparing shades of meaning and tone in different word choices; use of descriptive and figurative language in poetry writing; identifying rhyme, rhythm, alliteration, and patterned structures in poetry writing; and pre-writing, drafting, writing, editing, and revising original poetry.

POETRY AND MUSIC: PART 2 WORD PAINTING: MASTERING READING AND WRITING 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 teachers help students change their reading and writing from a plodding monotone to an expressive voice? In this workshop, participants discover how to teach the elements of vocal expression in ways that are easily understood, practiced, and mastered by students. Teachers explore how expression deepens students' reading comprehension and their understanding of inference, and learn how to write poems that develop their expressive voice. Participants can teach these techniques to students and see how their language development flourishes! Prerequisite: Poetry and Music, Part I for teachers of grades K-2 or 3-8. This workshop focuses on reading with expression to show inference, character understanding and mood; vocabulary development, comparing shades of meaning and tone in different word choices; use of descriptive and figurative language in poetry writing; and publishing and performing a final written product.



SOUND WRITING & SOUND PAINTING: MASTERING FLUENT & EXPRESSIVE READING AND WRITING

Workshop Leader: Marcia Daft

For Teachers of Grades K-5

3 or 6 hours of instruction time

Maximum number of workshop participants: 30

How can teachers help students change their reading and writing from a plodding monotone voice to an expressive voice? By integrating music into the teaching of language arts! In this workshop, participants explore musical strategies for improving students' mastery of phonics and word analysis, their ability to recognize sound and rhythmic patterns in language, and their overall reading fluency. Participants also discover how poets use musical devices such as rhythm and rhyme scheme, form, assonance, and alliteration to shape and craft phrases. They also discover how to teach the components of oral expression—repetition, rest, speed, volume, and inflection—in ways that are easily understood, practiced, and mastered by students. Expressive strategies build students' comprehension, develop their understanding of inference, and bring both descriptive and figurative writing to life.

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

COURSES

IMAGINARY JOURNEYS THROUGH MOVEMENTS AND SOUND

For Teachers of Grades Pre K-2

4 Session Course Leader: Marcia Daft

Learning in early childhood crosses traditional boundaries—it relies on integrating imagination, listening, visualization, and movement. In this four-session course, participants learn to lead imaginary journeys designed to teach these skills. These journeys combine classroom instruments (such as a maraca, xylophone, or hand drum) with storytelling and rhythmic movement as a structure for teaching curricular content such as number concepts, story sequencing, vocabulary development, transformations and cycles in science, and social studies units. Course leader Marcia Daft, musician and national arts educator, 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.

In **Session I**, teachers explore how to create and lead imaginary journeys with sound effects and movement that teach number concepts, sequencing, spatial directions, opposites, vocabulary, and other simple curricular topics. Participants learn how students document their learning through the creation of simple story maps with or without integrated writing.

In **Session II**, teachers discover how to increase the sophistication and curricular applications of these imaginary journeys to integrate with science, social studies, and mathematics. Participants learn to create more challenging sound and movement patterns, and to connect imaginary journeys to more complex story mapping.

In **Session III**, teachers explore skill-building games specifically designed to develop students' ability to hear and understand patterns of sound in language. Participants discover how to use classroom instruments to play chants and poems, and to lead students in the creation of original chants and poems.

In **Session IV**, teachers discover how to use the patterns of language as the source of the rhythm and movement used in imaginary journeys. Participants learn how to integrate this rhythmic language into story mapping, story writing, and the creation of poems and chants. As a culmination of the four course sessions, participants will create and lead imaginary journeys that integrate curricular content, rhythm, movement, imagination, visualization, story mapping, and creative writing.



POETRY AND MUSIC: EXPLORING RHYTHM, READING, AND WRITING

For Teachers of Grades Pre K-2

4 Session Course Leader: Marcia Daft

Numerous research studies have documented that children's ability to hold a steady beat is critical to developing their reading fluency. This course introduces early childhood educators to the powerful relationship between music and language development, and will transform participants' thinking about teaching reading and writing in early childhood. Recommended for teachers of ELL students.

In **Session I**, participants explore skill-building activities designed to improve students' mastery of syllabication and accent, their auditory discrimination skills, their visual tracking skills, and overall reading fluency. Then, teachers learn how to read poems and children's books with accurate rhythm and phrasing.

In **Session II**, teachers explore **Sound Writing**—ways to arrange words in patterns that are pleasing to the ear. Participants learn to lead students in the creation of early childhood poetry, including alliterative alphabet poems and rhythmic rhyming poems.

In **Session III**, participants discover **Word Painting**—ways to make speaking and reading more expressive, musical, and pleasing to the ear. 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.

In **Session IV**, participants conclude this course by learning how to lead students in the creation of original poetry books. These books specifically feature the poetic, expressive, and rhythmic writing learned throughout the course, taking science, social studies, literature, and other classroom curriculum as their subjects. Participants discover that poetry writing can be used to synthesize student learning across the curriculum!

POETRY AND MUSIC: READING AND WRITING WITH FLUENCY AND EXPRESSION, PART I

For Teachers of Grades 3-8

4 Session Course Leader: Marcia Daft

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. Participants can use the techniques presented in this course and watch students' writing skills transform.

In **Session I**, participants 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, and guide students' use of expression while reading and writing alliterative poetry.

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**, participants explore skill-building exercises that highlight **Sound Writing** elements of prosody—rhythm, rhyme, repetition, alliteration, and form. They learn to identify poetry written in meter and lead students in the appropriate rhythmic reading of these texts. Participants also use a series of poetry templates that develop specific writing techniques and are used as the structure for writing poetry about a wide variety of classroom subjects.

In **Session IV**, participants bring together all the expressive and rhythmic elements introduced in the course. They explore the **Similes and Metaphors Poetry Template**, which requires attention to both prosody and expression. Many teachers celebrate the conclusion of this course with a poetry recital in which students perform their original work.



Marcia Daft also offers the following services* for:

Students

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

Teachers

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

School Administrators

- Speeches

Parents

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

School Administrators

- Workshops

Partners in Education Teams

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

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

MARCIA DAFT is known for creating original instructional methods for teaching music as well as integrating music and movement into other areas of the curriculum. Her work has been used in classrooms throughout the United States for fifteen years. Ms. Daft is a national workshop leader for the John F. Kennedy Center for the Performing Arts, a Master Artist with the Wolf Trap Institute for Early Learning Through the Arts, and a consultant for arts institutions throughout the U.S. She has developed museum exhibitions, broadcast programs, and educational programs for the Smithsonian Institution. She has also written over twenty children's educational books for both the Smithsonian Institution and the National Symphony Orchestra. Ms. Daft holds a Bachelor's Degree in engineering from Duke University, a Master's Degree in music from the University of Chicago, and studied piano performance at the Mozarteum in Salzburg. She holds both a Certificate and License in Dalcroze Eurhythmics, and performs as part of the duo-piano team *Le Quattro Mani*.