

**MARCIA DAFT**  
*Resume, Experience, and Training*

**PROFESSIONAL EXPERIENCE**

2009 - present Founder and Artistic Director  
Missarmia Productions, LLC  
Chevy Chase, MD

Marcia is the Founder and Artistic Director of Missarmia Productions, LLC. Marcia trains teachers and Teaching Artists across the U.S. to present *Moving Through Math* and *Teaching the Music of Language Arts* Integration programs. Missarmia Productions produces and publishes award-winning children's books, instructional materials, and videos that bring arts integrated learning to life in the classroom.

1994 - present National Teaching Artist for Music and Arts Integration  
John F. Kennedy Center for the Performing Arts  
Washington, D.C. 20566-0001

Marcia Daft teams with Kennedy Center Partners in Education, Any Given Child Partners, and Turn Around Arts Partners to present Arts Integration for students, teachers, arts councils, families, and educational organizations. Marcia shares the Kennedy Center's mission to promote arts-based teaching.

1998 - present Musician and Teacher  
Sitar Arts Center  
1700 Kalorama Rd NW, Washington, DC 20009

Presents workshops in Community Composition, where community members come together to express their concerns and work together to create a musical composition. Presents workshops for caregivers on how to use the arts to nurture and develop young children. Trains Teaching Artists how to weave together music, drama, and movement to make music more accessible for students.

2000 - present Arts Education and Arts Integration Consultant  
State Arts agencies and School Systems – see Selected Project List

Develops programs for regional and state arts-in-education initiatives throughout the country. Project examples include a three-year initiative in Lawrence, Kansas Public Schools to create a statewide curriculum linking music and movement to language arts and mathematics and train teachers in arts integrated instructional practices. Please see the Selected Project list to read about similar projects.

2003 - 2020 Pianist  
Word Dance Theatre  
Bethesda, MD (301) 785-9970

Marcia performs (piano) with Word Dance Theatre Company. Marcia has partnered with Artistic Director Cynthia Word to lead workshops in Creative Process at The Reach/Kennedy Center, the Sitar Center, and Halcyon Arts Lab.

1994 - 2010 Music & Education Consultant  
National Symphony Orchestra, The Kennedy Center  
Washington, D.C. 20566-0001 (202) 416-8860

Partnered with the National Symphony Orchestra to develop the recordings used to prepare young audiences to attend NSO performances. Marcia collaborated with the NSO to publish more than twenty educational booklets and CDs.

1992 – 2008 Wolf Trap Master Artist  
Wolf Trap Institute for Early Learning Through the Arts  
1624 Trap Road, Vienna, VA 22182 (703) 255-1933

Created and presented arts-based educational methods for children ages 3-5. Marcia traveled throughout the U.S. to train new Teaching Artists in the Wolf Trap model, and presented arts-based teaching at national and international conferences.

1995-2005 Duo Piano Team  
Le Quattro Mani

Partnered with Kimberly Maney (University of Maryland music faculty) to perform 4-handed piano repertoire at University of MD campuses, senior centers, and community centers throughout the state. Our approach was to weave story and the audience's personal experiences into the musical performances.

1998-2001 Pianist and Music Consultant - Piano 300 Exhibition  
National Museum of American History, Smithsonian Institution  
14<sup>th</sup> and Constitution, Washington, D.C. 20566 (202) 357-1707

Collaborated with the curatorial team to develop the Piano 300 exhibition script. Presented public performances in the exhibition gallery on the historic instruments spanning three hundred years of the piano.

1999 Music Consultant - Smithsonian Institution Division of Cultural History.  
National Museum of American History, Smithsonian Institution  
14<sup>th</sup> and Constitution, Washington, D.C. 20566 (202) 357-1707

Produced live, interactive television broadcasts from the Smithsonian Institution featuring electric keyboards and electric guitars. Created the accompanying educational materials that were sent in advance to participating institutions, including the Rock and Roll Hall of Fame.

1997-98 Music Consultant - Qradio.net

Qradio

Washington, D.C. (Qradio was since sold to Net Noire productions)

Worked as a music consultant during the building of Quincy Jones' innovative South African cultural website. This involved traveling to South Africa to research and review music content, and designing educational interactives about South African music that were featured on the website.

1992-1994 Family Workshop Leader

My Sister's Place

1436 U St NW Ste 303, Washington, DC 20009

Led mothers and children in creative gatherings that weaved together music, movement, storytelling, and drama. Our goal was to build community, express joy, act out frustration, and tell our own stories through the arts.

1992-1995 Music Consultant to the Division of Cultural History

National Museum of American History, Smithsonian Institution

14<sup>th</sup> and Constitution, Washington, D.C. 20566 (202) 357-1707

Developed arts outreach programs to introduce DC Public School students to traditional, community-based American music. Marcia traveled to schools throughout DC to introduce students to *Blues Traditions*, *Sol y Canto* Latin Music Traditions, *Six Nations Longhouse Singers*, *Mariachi Tenampa* Hispanic Music, *Navajo Traditional and Contemporary Music Traditions*, *Cowboy Songs and Poetry*, and more. After Marcia's visits, students came to the American History museum to meet and work with the artists.

1989-1991 Music and Piano Teacher

Centro Para Las Artes

Montevideo, Uruguay

Taught piano and musicianship to children ages 3-18. This community music center offered classes on a sliding scale to all children living in the city. At this time, Marcia began to experiment with integrating movement into her teaching to balance the differentiation among the students.

1990-1991 Pianist

B'nai Brith

Montevideo, Uruguay

Worked with the local B'nai Brith chapter to present interactive performances in different areas of the city. Each performance highlighted a different musical idea or genre of interest to the community, and responded to questioning and input from the community. These experiences changed Marcia's ideas about performing and the artificially separated roles of "performer" and "audience."

## **EDUCATION, TRAININGS, AWARDS, LANGUAGES**

White House Fellow Finalist, Washington, D.C.

One of twenty finalists selected from over 5,000 national applicants to serve at the highest levels of government. Marcia's platform was based on promoting arts in education and was the only finalist selected in the arts.

British-American Fellow, Oxford, England

The purpose of the British-American Project is to strengthen relationships between the US and the UK by bringing together leaders from the business, cultural, artistic, scientific and other communities in each of the two countries. Ms. Daft's platform for this honorary exchange program focused on arts in education.

Banff Center for the Arts, Alberta, Canada

The Banff Center is a major gathering place for artists from around the world to concentrate on long-term projects and collaborate with other artists. Artists submit are selected by committee to be accepted and/or subsidized for residencies. For two consecutive years, Marcia Daft was accepted and then subsidized for residencies at the Banff Center.

Dalcroze Institute, Juilliard School, New York, NY

Tuition Scholarship. Bachelor's and Master's Degrees in Dalcroze Eurhythmics (integrating music and movement)

M.A. in Music - The University of Chicago, Chicago, IL

University of Chicago Century Fellowship; four-year graduate tuition plus stipend; Swift Award for Piano Study

B.S.E. in Bio-Medical Engineering - Duke University, Durham, NC

Phi Beta Kappa Honorary Society; Graduate Summa Cum Laude; Luce Scholarship Finalist; Scholarship Piano Study

Piano Performance Study - *Mozarteum*, Salzburg, Austria

**Fluent in Spanish and English.**

## SELECTION OF RECENT PROJECTS, WORKSHOPS AND RESIDENCIES

### 2022-2023

#### **Des Moines Public Schools in partnership with Des Moines Performing Arts**

##### *Teaching the Music of Language: Exploring Rhythm, Reading, and Writing*

To provide access to arts-based learning for ALL students in their district, DMPS is working with Marcia to roll out an ambitious plan to train EVERY grade K-2 teacher in arts integration. DMPS has a large percentage of multi-lingual students, and wants literacy strategies that can be used flexibly with multiple languages. DMPS also has majority Title 1 Schools, and wants strategies that engage and elevate students by emphasizing creativity and higher-order thinking. Marcia and her training team will visit Iowa 3 times this year to provide professional development, demonstration teaching with students, and coaching. To support educators between visit, Marcia provides peer coaching plans, PLC support plans, and an extensive video library of herself working with students. We successfully launched this program in August!

#### **Enid Public Schools in Partnership with The Enid Arts Council**

##### *Moving Through Math Pre-K Curriculum Training*

Enid Public Schools adopted *Moving Through Math* as their Pre-K mathematics curriculum across the district. Pre-K ages 4-5 in EPS is offered to children with language, social-emotional, and/or cognitive learning needs. *MTM's* arts-based approach embraces the whole child, emphasizing listening, speaking, collaboration, cooperation, language development, leadership, self-esteem, creative thinking, and analytical thinking. During each week-long residency Marcia unpacks the curriculum, trains and coaches teachers, and provides demonstration teaching with students. Marcia has also led workshops for community members and other stakeholders.

#### **Bailey's Elementary: Kennedy Center CETA (Changing Education Through the Arts) School**

##### *Teaching the Music of Language: Exploring Rhythm, Reading, and Writing*

The learning community at Bailey's Elementary in Fairfax, VA is grade K-2 students, the majority of whom are Spanish speakers in the process of learning English. Bailey's staff chose this course because it focuses on the sounds and musical patterns of language, and on children's natural ability to play with sound. The course is scaffolded: The 1<sup>st</sup> session focuses on skill-building in sound and phoneme manipulation. The 2<sup>nd</sup> session focuses on analyzing children's literature to unpack its sound patterns. The 3<sup>rd</sup> session focuses on guiding children to create their own children's books.

#### **Oklahoma City Public Schools and Black Liberated Arts Center, Inc.**

##### *Moving Through Math: Pattern Foundations in Music, Dance, and Mathematics*

*Black Liberated* is the oldest presenting organization of African-American artists in Oklahoma City, and is also committed to serving OKC Title 1 schools with large minority populations. Marcia will be working in 4 different schools during the

2022-2023 school year, leading week-long residencies with K-5 students, and providing professional development workshops and coaching for teachers.

### **Inspired Child (Inner City Inner Child)**

*Finger Plays for Teaching Spatial Relationships, Emotions, Opposites, and more!*  
*Music & Movement for Developing Self-Regulation, Cooperation, and Collaboration in the Early Childhood Classroom*

*Chanting & Moving to Bring Joy to Your Classroom Day*

Inspired Child partners with D.C. Public Schools to offer professional development for early childhood educators and caregivers throughout the city.

Marcia will present 3 different workshops for teachers of children ages 3-5.

These workshops will be presented in person – WOW! Marcia will also be going into DCPS early childhood classrooms to lead 8-10 session student residencies in person – double WOW!

## **2021-2022**

### **Arts Naples and Naples Public Schools**

*Teaching the Music of Language: Word Painting to Read with Expression*

Marcia led an in-person professional development workshop for teachers grades K-12 and music and theatre specialists, followed by a day of demonstration teaching with students. This particular workshop is popular because it addresses speaking and listening standards, collaboration in preparing a choral performance, and invites multiple interpretations of a text.

### **SPARK! Arts and Missoula Public Schools**

*Teaching the Music of Language: Word Painting to Read with Expression*

Marcia created a 3-part, self-guided, online arts integration course for SPARK! Arts to pilot with Missoula Public Schools. We decided to try a fresh approach – not asking participants to “sit and watch the video” -- because teachers and students were already burnt out with that approach. This online course consisted of 3 video tutorials that invited viewers to stand up and physically engage in the arts integration along with the video. After engaging physically and creatively, the teachers could read through written materials and watch videos of the work in action with students. The response to this active online approach was overwhelming!!

### **Prince George's County Summer Teacher Institute**

*Moving Through Math: Pattern Foundations in Music, Dance, and Mathematics*

Marcia led a day-long online training in “*The Patterns of Addition*” for grade K-2 teachers as part of the PGATI summer institute. Teachers enjoy this work because they are moving almost the entire time, and they discover ways to help ALL students deeply understand mathematics, as opposed to just memorizing math.

### **Doral Arts Integration Academies of Las Vegas, Nevada**

*Moving Through Math: Pattern Foundations in Music, Dance, and Mathematics*

The Doral Academies are a network of 6 charter schools in Las Vegas, sharing a commitment to arts integrated teaching across all campuses. In order to build sustainability across the Doral system, Marcia has been training a selected group of “Strategy Keepers” in *Moving Through Math*. We decided to take advantage of the online learning to re-think our approach. Instead of visiting the campuses for intensive training twice a year, we planned for online work once a month. Each month Marcia led two training sessions, one for grade K-2 teachers and one for grade 3-6 teachers. This opportunity to have shorter bites of learning, but spread out over the course of the year, was extremely well received! One of the few upsides of COVID☺

### **Doral Arts Integration Academies of Idaho and Colorado**

*Moving Through Math: Meet the Shape Family*

Marcia led online professional development trainings that brought together the Doral K-5 campuses in two different states to kick off their journeys into arts integrated teaching. We started with Spatial and Geometric concepts, using brightly colored orange dance bands, because they are so easy to see and perform with online. It was a great way to bring new teachers into the work.

### **Mississippi Arts Commission/Mississippi Whole Schools Summer Institute**

*Think, Create, Communicate, ACTION!*

*Teaching the Music of Language: Word Painting to Read with Expression*

Marcia worked with MAC/Mississippi Whole Schools to pilot online learning in arts integration for grades 3-5 during the 2020-2021 school year. We began with a quick, highly engaging, and effective arts integration strategy titled *Think, Create, Communicate, ACTION!* that I specifically designed for online collaborative learning. We presented 3 different workshops integrating with ELA, Social Studies, and Science. They were so successful that the MAC decided to present their entire 2021 summer institute online, and also add in a *Teaching the Music of Language* workshop.

### **Kennedy Center CETA (Changing Education Through the Arts) Online 4-Session Course**

*Teaching the Music of Language: Exploring Rhythm, Reading, and Writing Reflective Poetry*

Marcia modified this course specifically for the 2<sup>nd</sup> year of COVID. Teachers were asking for help both with reading and with supporting their students socially and emotionally. So we changed the creative writing component of this course to writing about the self and our personal experiences. This online course was open to all grade K-2 teachers across the Kennedy Center’s arts integration network.

### **Inspired Child (Inner City Inner Child)**

*Imaginary Journeys Through Movement and Sound*

*Moving Through Math Toy Stories*

*Chanting & Moving to Bring Joy to Your Classroom Day*

Inspired Child works with D.C. Public Schools to offer professional development for early childhood educators and caregivers throughout the city. Marcia presented 3 different workshops for teachers of children ages 3-5. These workshops were all presented online and, each had over a hundred teachers in attendance!

### **Enid Public Schools in Partnership with The Enid Arts Council**

*Moving Through Math Pre-K Curriculum Training*

Enid Public Schools adopted *Moving Through Math* as their Pre-K mathematics curriculum across the district. Pre-K ages 4-5 in EPS is offered to children with language, social-emotional, and/or cognitive learning needs. MTM's arts-based approach embraces the whole child, emphasizing listening, speaking, collaboration, cooperation, language development, leadership, self-esteem, creative thinking, and analytical thinking. During each week-long residency Marcia unpacks the curriculum, trains and coaches teachers, and provides demonstration teaching with students. Marcia also provided a workshop for principals and other administrators.

### **The Lucy School, Frederick, MD**

*Moving Through Math Training for Strategy Keepers*

The Lucy School places arts integration at the center of all learning, and adopted *Moving Through Math* as their primary curriculum in grades PreK-5<sup>th</sup>. Over the course of the year Marcia provides several professional development workshops for staff, regular demonstration teaching with students, and coaching for the school's identified Strategy Keepers. Lucy School partners with Frederick County Public Schools to include Spring Ridge and Butterfly Ridge Elementary Schools (both arts integration schools) in these trainings. As a result of this partnership, Jennifer Cooper, a FCPS Pre-K teacher whom Marcia trained extensively, is now leading in-house Professional Development for FCPS.

### **Oklahoma City Public Schools and Black Liberated Arts Center, Inc.**

*Moving Through Math: Pattern Foundations in Music, Dance, and Mathematics*

*Black Liberated* is the oldest presenting organization of African-American artists in Oklahoma City, and is also committed to serving OKC Title 1 schools with large minority populations. Marcia presented two week-long *Moving Through Math* residencies at Cesar Chavez Elementary, Wilson Elementary, and Horace Mann early childhood center. Due to the pandemic, students had significant losses in mathematical understanding, particularly in the lower grades, and these schools wanted to galvanize K-2 students with exciting ways of thinking about mathematics. We focused on the joy of learning through collaboration, the energy of moving and chanting in community, and the thrill of conceptual mastery.



## 2020-2021

### **Walton Arts Center in Partnership with Crystal Bridges Museum of Art**

#### *Musical Adventures: a Door to Writing*

The Walton Arts Center partners with Fayetteville Public Schools to nurture annual cohorts of Arts Integration Specialists at the High School level. In the spring of 2020, Marcia spent countless days of rehearsal figuring out how to present her “*Musical Adventures*” Summer Institute for an online audience. It worked!

### **Peace Center for the Performing Arts and Greenville, SC public schools**

#### *Music and Drama – A Powerful Pair*

Each summer The Peace Center offers a week-long summer institute for K-12 educators in Arts Integration. Marcia had collaborated with Theatre Artist Rosalind Flynn for over 10 years to present this institute around the country, making adjustments and improvements along the way. Figuring how to present the 2020 summer institute with 3 different participant groups – K-2, 3-8, and 9-12 and 2 different presenters using 2 different online platforms (WebEx and Zoom) was the biggest challenge we ever faced. It took over a month of preparation but we pulled it off – even down to the final performances!

### **Creative Arts Academy of the Quad Cities and Davenport, IA public schools**

#### *Musical Adventures: a Door to Writing*

#### *Moving Through Math: Spatial and Geometric Concepts*

Marcia had led week-long summer Institutes for teachers grades K-8 at the Creative Arts Academy in previous years. We generally structured the Institute with 2 ½ days of literacy and 2 ½ days of mathematics. In 2020 we had to figure out how to structure the Institute for online learning. We created a rotating online model with three groups, K-2, 3-5, and 6-8 cycling through the day for training with Marcia, then collaborating in breakout rooms designated for grade level groups, and finally sharing out with all participants at the end of the day. Everyone was still new to Zoom at that time and was surprised by how well it worked!

### **Edison School of the Arts, Indianapolis, IN**

#### *Moving Through Math: Grouping Games for Teaching the Language of Mathematics*

Edison is a K-8 school with Arts Integration as its instructional focus along with an enriched fine arts program. Marcia had already worked with the whole staff in 2019-2020 to introduce *Moving Through Math: Spatial and Geometric Concepts*, and the following year we transitioned into a new AI strategy – *Grouping Games*. This Title 1 school faces the same challenges that most big-city schools face. And like most Title 1 student populations, the children are craving opportunities for elevated thinking, for a safe space where they can take risks, for collaboration and voice, and to express their creativity. If you create these opportunities – the children’s brilliance shines. I was scheduled to visit Edison three times that year,

as I had the previous year, but only went once because of COVID. I still feel terrible about this.

### **Doral Arts Integration Academies of Las Vegas, Nevada**

*Moving Through Math: Grouping Games for Teaching the Language of Mathematics*

The Doral Academies are a network of 6 charter schools in Las Vegas, sharing a commitment to arts integrated teaching across all campuses. Marcia has been traveling to Las Vegas twice a year for the past decade to rotate through the schools to train the grade K-2 staff and the grade 3-6 staff, to provide demonstration teaching, and to coach Strategy Keepers.

### **Prince George's County Schools**

*Moving Through Math: The Patterns of Music, Movement, and Multiplication*

Marcia led a 4-session online training for grade 3-5 teachers as part of the Prince George's County Arts Integration initiative. Teachers enjoy this work because they are moving almost the entire time, and they discover ways to help ALL students deeply understand mathematics, as opposed to just memorizing math.

### **Inspired Child (Inner City Inner Child)**

*Imaginary Journeys Through Movement and Sound*

*Moving through Math: Patterns Foundations in Music, Dance, and Mathematics*

Inspired Child serves early childhood centers in D.C. Public Schools, in church basements, and in daycare settings. Marcia leads artist residencies with children ages 3-5 and their caregivers, usually 8-10 sessions long. The IC model is called "Dancing with Books" and artists build their entire residency around a children's book, which is then gifted to the students at the end of the residency. Marcia often uses her own books, "Meadow Count" and "Clap, Drum, and Shake It!" for these residencies.

## **2019-2020**

### **Kennedy Center REACH**

#### **Sitar Arts Center**

#### **Halcyon Arts Lab**

*Finding your Voice, Speaking your Truth*

Marcia Daft collaborated with Cynthia Word for the production of "Let's Move," a Word/Dance/Theater production celebrating the 100<sup>th</sup> Anniversary of U.S. women gaining the right to vote. We created a community workshop titled "Finding your Voice, Speaking your Truth" to accompany the performance. We presented several times for different community groups – families, educators, Teaching Artists, and the general community. Participants explored improvising physically and vocally, brainstorming their feelings and truths, and then using this material to build a woven choral fabric set to movement.

### **Sitar Arts Center**

#### *Imaginary Journeys Through Movement and Sound*

The Sitar Arts Center trains their own Teaching Artists and partners with Mary's Center to offer workshops for early childhood educators and caregivers. The purpose of this training is to help participants develop their ability to play simple musical instruments, and to incorporate musical instruments and creative movement into their daily work with children.

### **Walton Arts Center in Partnership with Crystal Bridges Museum of Art**

#### *Musical Adventures: a Door to Writing*

The Walton Arts Center partners with Fayetteville Public Schools to nurture annual cohorts of Arts Integration Specialists at the High School level. "*Musical Adventures*" and "*Teaching the Music of Language: Word Painting*" are the two bodies of arts integration work I have developed that work beautifully with students grade 3-12. While I specialize in early childhood and elementary learning, I do make sure I have something rich to offer older students 😊

### **Edison School of the Arts, Indianapolis, IN**

#### *Moving Through Math: Spatial and Geometric Concepts*

Edison is a K-8 school with Arts Integration as its instructional focus along with an enriched fine arts program. Marcia visited this Title 1 School in downtown Indianapolis school three times that year to train the whole staff in *Moving Through Math: Spatial and Geometric Concepts*. The staff was still adjusting to the idea of arts integration as the school's instructional focus, so there was the usual distribution of eager early adopters, tentative middle pack, and resistant late adopters. Not unusually, the students were the easy part 😊

### **Doral Arts Integration Academies of Las Vegas, Nevada**

#### *Moving Through Math: Patterns in Music, Dance, and Mathematics*

The Doral Academies are a network of 6 charter schools in Las Vegas, sharing a commitment to arts integrated teaching across all campuses. Marcia has been traveling to Las Vegas twice a year for the past decade to rotate through the schools to train the grade K-2 staff and the grade 3-6 staff, to provide demonstration teaching, and to coach Strategy Keepers.

### **Enid Public Schools in Partnership with The Enid Arts Council**

#### *Moving Through Math Kindergarten Curriculum Training*

In 2017 Enid Public Schools adopted *Moving Through Math* as an optional Kindergarten mathematics curriculum across the district. Interestingly, all the Title 1 schools in the district readily adopted *Moving Through Math*, while the more affluent schools choose to stick with a traditional curriculum. For three consecutive years, Marcia offered a Summer Institute for grades Pre-K, K, and 1 teachers, and then came twice a year for week-long residencies with Kindergarten teachers to demonstration teach and coach. Over the course of the 3 years, more schools switched to *Moving Through Math*. But the wealthiest

schools in the district met with resistance from parents who, “Wanted their kids taught the same way they were taught.”

### **Sitar Arts Center**

#### *Exploring Children’s Literature Through Movement and Sound*

The Sitar Arts Center trains their own Teaching Artists and partners with Mary’s Center to offer workshops for early childhood educators and caregivers. The purpose of this training is to help participants expand their creative use of music and movement in connection with books for children ages 3-6.

### **Inspired Child (Inner City Inner Child)**

#### *Exploring Children’s Literature Through Movement and Sound*

Inspired Child serves early childhood centers in D.C. Public Schools, in church basements, and in daycare settings. Marcia leads artist residencies with children ages 3-5 and their caregivers, usually 8-10 sessions long. The IC model is called “Dancing with Books” and artists build their entire residency around a children’s book, which is then gifted to the students at the end of the residency. Marcia connected her residences to the books, “DC: A-Z” and “The Sounds Around the Town” to explore community and neighborhoods in DC.

## **2018-2019**

### **Fox Cities Performing Arts Center and Appleton, WI Public Schools**

#### *Moving Through Math: Patterns in Music, Dance, and Mathematics*

Marcia provide a professional development workshop for K-2 educators and a day of demonstration teaching with students.

### **Arts Core at the University of Wisconsin, Oshkosh**

#### *Keynote Presentation on Arts Integrated Teaching*

Marcia Daft provided the Keynote Presentation for the Arts Core Symposium titled, “Arts Integration: WHAT am I teaching? WHY am I teaching this way? HOW do I facilitate the instruction?” After the Keynote, Marcia met in small groups with in-service teachers for round-table discussions and reflections.

### **Community Partnerships Artistry, Bloomington, MN**

#### *Composition and Improvisation in the Music Classroom*

Marcia Daft provided a workshop for local music teachers and Teaching Artists who work with students grades K-12. The workshop shared techniques inspired by *Dalcroze Eurhythmics* (a performance and teaching method that integrates music and dance) to make learning improvisation and composition easier for students.

### **Cedar Falls and Waterloo Public Schools, Iowa**

#### *Grouping Games for Teaching the Language of Mathematics*

In 2013 Waterloo Public Schools adopted *Moving Through Math* as supplemental math curriculum in grades K-2 across the district. For the following 5 years, Marcia traveled each year to train all district teachers at these grade levels. In

addition, Marcia trained a small cohort of “Strategy Keepers” (teachers and coaches who work for the district) to provide turn-around in the following years, as teachers retired and new teachers entered the system. This is Marcia’s solution to building sustainability for Arts Integration into the educational system. Her goal is to have built enough capacity inside the system so that the district can support Arts Integration without having to spend the funds to keep bringing in training.

### **Kennedy Center Partners in Education Annual Meeting**

#### *Community Composition*

Each year The Kennedy Center brings together all its National Partners from around the country to explore current topics in the arts and in education. Marcia led a workshop for the Partners to reflect upon their thoughts on the conference through a creative process. Using vocal improvisation, brainstorming of ideas, and the creation of musical loops and solos, we collectively created a short musical composition. This was an earlier form of the work that evolved to become the “*Finding your Voice, Speaking your Truth*” workshop that Marcia presented at the REACH the following year.

### **Inspired Child (Inner City Inner Child)**

#### *Exploring Children’s Literature Through Movement and Sound*

Inspired Child serves early childhood centers in D.C. Public Schools, in church basements, and in daycare settings. Marcia leads artist residencies with children ages 3-5 and their caregivers, usually 8-10 sessions long. The IC model is called “Dancing with Books” and artists build their entire residency around a children’s book, which is then gifted to the students at the end of the residency. Marcia connected her residences to the book, “Rain.”

### **Enid Public Schools in Partnership with The Enid Arts Council**

#### *Moving Through Math Kindergarten Curriculum Training*

In 2017 Enid Public Schools adopted *Moving Through Math* as an optional Kindergarten mathematics curriculum across the district. For three consecutive years, Marcia offered a Summer Institute for grades Pre-K, K, and 1 teachers, and then came twice a year for week-long residencies with Kindergarten teachers to demonstration teach and coach.

### **Sitar Arts Center**

#### *Learning through Music and Movement*

The Sitar Arts Center partners with Mary’s Center to offer workshops for early childhood educators and caregivers. Marcia often presents two workshops, one in English and one in Spanish. The purpose of these trainings is to help teachers develop their musical and movement skills, and offer strategies for incorporating music and movement into their daily work with children.