

EARLY CHILDHOOD
MUSIC & MOVEMENT
ASSOCIATION



Saturday, March 31, 2012, 10:00am-1:00pm
National-Louis University, Skokie Campus, Room 353

Making Leaps and Bounds in the Classroom

PROGRAM SCHEDULE

10:00-10:15	Registration
10:15-11:15	Early Childhood Dance with Hubbard Street
11:15-11:45	Shake it Up!
11:45-1:00	Sound Connections

Workshop Descriptions

Early Childhood Dance with Hubbard Street - In this workshop, educators will interact with effective strategies for introducing movement concepts into their curriculum not only support the development of the whole child, but also provide connections to early literacy skills through literature. Hubbard Street Dance Chicago provides a unique approach using concept-based, developmentally appropriate dance vocabulary, lessons and activities. This experience will enable educators to develop classroom activities using appropriate dance vocabulary and structures as they discover how to utilize the power of the young child's imagination to transform stories into dance and vice versa. Using dance, teachers can get students moving, imagining and making connections to the world around them. Dance and movement in early childhood education promotes development of gross motor skills, social and emotional skills and imagination. Students not only learn dance concepts and vocabulary, but also have the chance to take risks, make choices and explore and experiment with movement in new and dynamic ways for an early childhood setting.

Shake it Up! Making Shakers with Young Children - Musical instruments provide children with various ways to explore sounds, textures, rhythms, patterns, and pitches. In this workshop, learn a simple way to make shaker eggs with young children, and ideas for using these hand-made shakers to explore musical patterns.

Sound Connections - Guiding Music and Literacy Through Songs & Stories - Strategies connecting music theory concepts to the classroom will be explored using books, listening examples, singing games and even a brief look at iPad apps. Aural discrimination, crescendo and diminuendo, piano and forte, staccato and legato, achieving accurate pitch and solo singing opportunities will all be touched upon in this lively and interactive workshop offered by our returning presenter from Merit School of Music.

Presenter Bios

Kathryn Humphreys (Director, HSDC Education & Community Programs) As the Education Director for Hubbard Street Dance Chicago, Kathryn develops and implements dance education initiatives designed to improve teacher and teaching artist practice and collaboration to affect whole school change and further the field's understanding of the role of dance in public education. Her work supports local and national groups as they work to understand and implement dance education in the public schools utilizing the model developed by Humphreys at HSDC. Ms. Humphreys holds an MA in Dance and Related Arts from Texas Woman's University and a BA in English Literature from the University of Arkansas. She serves as a dance education consultant for a variety of organizations.

Kristen Gurbach Jacobson (Community Programs Manager) holds an MA in Arts in Youth and Community Development from Columbia College Chicago and a BA in Musical Theatre and Dance with a concentration in education from Point Park University. Before coming to HSDC, Kristen developed the Metropolis Outreach Program providing in- and after-school performing arts opportunities for students and individuals throughout Chicagoland. Since joining HSDC in 2009, Kristen has led workshops and programs for youth and families at the Art Institute of Chicago, Center on Halsted, Chicago Botanic Garden, Harris Theater for Music and Dance, Cleveland's Playhouse Square, Detroit Opera House, Lycee Francais de Chicago, and many schools. She is also a lead teacher for HSDC's Parkinson's Project. Before HSDC, Kristen taught and choreographed with a variety of organizations including World Relief Chicago, Dominican University, St. Scholastica Academy, Pittsburgh Musical Theatre, DanceTime Studio, LABCO Dance Co., and Free Street.

Brigid Finucane (Merit School of Music) Brigid Finucane, has worked as an early childhood music teacher since 1995 while continuing her life long research into cross-cultural music and stories. Since 2000, she has taught early childhood family/child classes at Merit School of Music in Chicago. She has developed a curriculum where she teaches English through music for Merit's Bridges (off-site) program. The inclusion of books, literacy activities, musical games and dances are important components.

Brigid's primary objective is to share the joy of singing and music making and to help students, families, and teachers become confident and creative musical beings. She is an active member in the Children's Music Network (CMN), a national organization of singers, songwriters, educators and librarians who believe in empowering children through music. She has presented music and literacy workshops for the Erikson Institute, Hugabook, Chicago City Colleges, and the CMN National Gathering. She has presented extensively on singing games and dances, including CAEYC, GOAECYC, Concordia University, Chicago, and CMN Regional and National Gatherings.

Rekha S. Rajan, Ed.D, President and Founder of the Greater Chicago Area Chapter of the Early Childhood Music and Movement Association is an assistant professor and the director of graduate programs in early childhood education at the National College of Education, National-Louis University, in Chicago, IL. She received her Ed.D. in music education from Teachers College, Columbia University in New York City, where she also received an Ed.M. in music education. Additionally, she holds an M.A. in Early Childhood Professions from Roosevelt University. She has taught and developed several courses in early childhood education, music education, and elementary education.

Her research interests focus on the impact of the performing arts in the lives of young children, specifically, children's experiences in musical theater. She has presented her work at national and international conferences and has published in various journals. Rekha is a senior research associate with the Center for Arts Education Research at Teachers College, Columbia University where she collaborates on evaluations and assessments of arts-based partnerships. She is also the author of two forthcoming books, *Integrating the Performing Arts in Grades K-5* (Corwin Press) and *Children's Experiences in Musical Theater* (Rowman & Littlefield Education).

Monica Crowe Corbett, Vice President of the Greater Chicago Area Chapter of the Early Childhood Music and Movement Association is the creator and founder of B-Sharp Music for Children. After participating in many early childhood music programs with her own four children, Monica decided to combine years of music study, piano teaching and music composition to create her own company. Since 2003 Monica has developed a multi-sensory, engaging music education program for young children ages 1-8. Her years of playing and teaching the piano,

organ and clarinet provided a wealth of experience in developing B-Sharp's Piano for Kids program. Monica and her staff teach in preschools and park districts in Chicago's western suburbs, reaching over 350 young musicians every month.

Monica holds a BA in Music and Communication from the University of Michigan and is a past management fellow with the League of American Orchestras. She was recently recognized as the *Spring 2011 Blue Lake Fine Arts Camp Featured Alumna*. She is also chair of her 2,000-member church Worship, Music and Fine Arts Committee.

Linda Lee Giammanco, Secretary/Treasurer of the Greater Chicago Area Chapter of the Early Childhood Music and Movement Association is thrilled to be part of an organization whose purpose is to promote music and movement in early childhood. Linda is currently a graduate student in early childhood education at National-Louis University. She received her bachelor's degree in ECE from Purdue University and has been actively involved in the education of young children through community task force groups and volunteer organizations. She was the reading intervention instructor in Community Consolidated School District 181 and helped to design and implement the district's Reading Tutor Handbook using various programs to assist struggling readers achieve success.

Linda co-founded and created The Elm School Respect and Responsibility Program for her elementary school. The goal of the program was for parents, students and teachers to work cooperatively to create an environment of mutual respect conducive to learning. A committee of teachers, administrators, social workers, and parents worked together to communicate with the school community to create programs to help students learn friendship skills, break bullying habits and victim attitudes. Together, we were able to make a difference in our school climate and the well-being