



Teaching Artist Workshop

DePaul School of Music
Career Services Workshop Series

Mary Arendt, Career Services

Kari Lindquist, Community Music

Madelyn Tan-Cohen, Ravinia

Madelyn Tan-Cohen



- Associate Director, Reach Teach Play - Ravinia
- Outreach Manager, New World Symphony
- Pianist, Windy City Gay & Treble Choirs



What does it mean to be
a teaching artist?

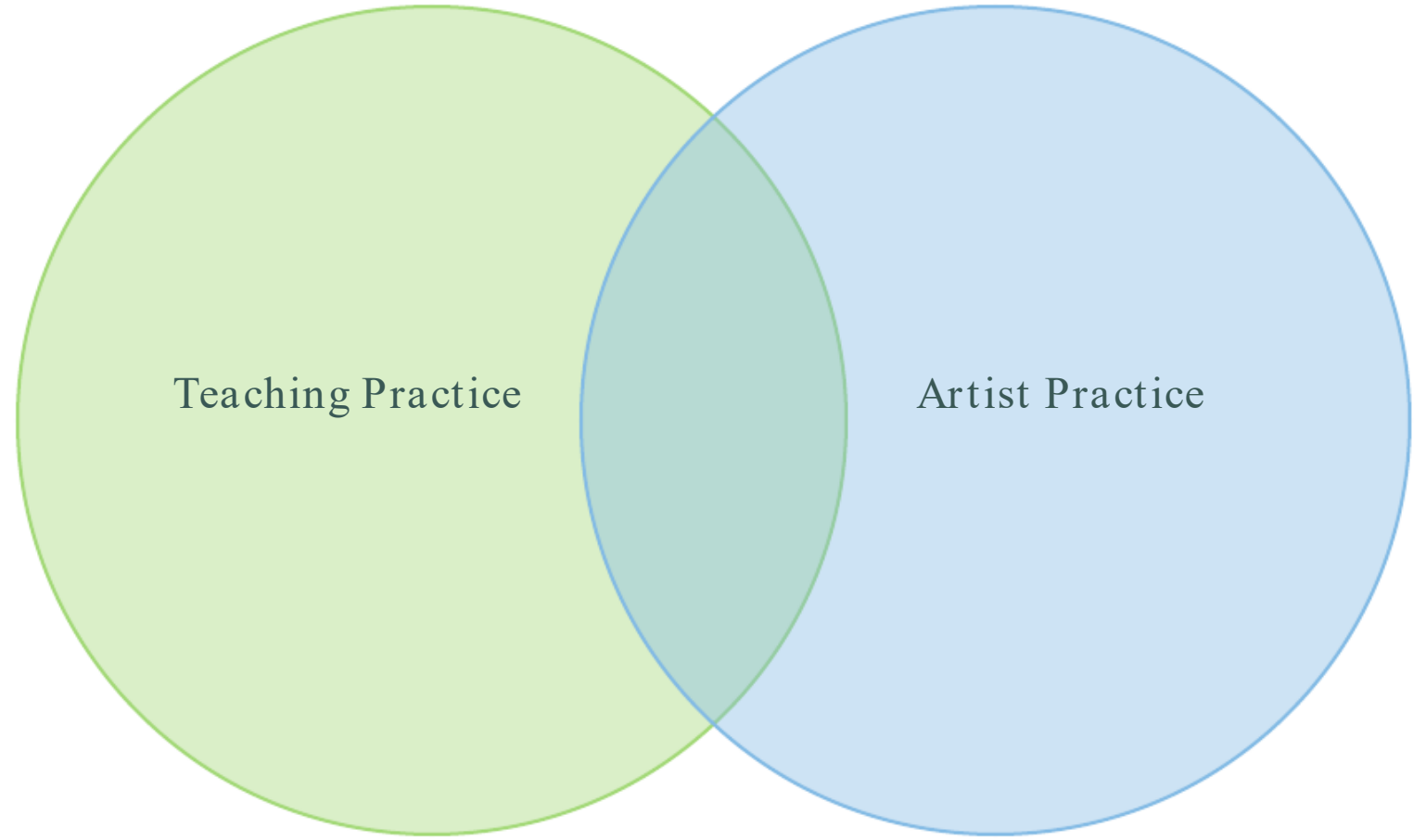


Teaching Artists build the knowledge and skills needed to offer instruction that is high quality from an educational and artistic perspective.

Arts Partner Standards of Practice - Chicago

Ingenuity's mission is to leverage the vibrant communities, rich knowledge, and significant resources of Chicago to ensure the arts are a critical component of every public school student's education.







Teaching Practice

Teaching Artists are grounded in effective teaching practices, including:

- ☐ Stages of child development and degree of agency for students at each age
- ☐ Creating a safe space for student abilities to thrive
- ☐ Techniques and approaches to address a range of circumstances
- ☐ Alignment of learning objectives and curricular components to desired student outcomes
- ☐ Content standards, relationships between topics and concepts, and content differentiation
- ☐ Cultivating practices of student reflection and learning synthesis, and converting them into daily practice



Artistic Practice

Teaching Artists rely on their own artistic practice to continually grow as practitioners by:

- ☐ Maintaining knowledge of the arts field, its history and current context
- ☐ Actively seeking development, growth, and new learning opportunities
- ☐ Staying current in the artistic discipline and discipline-specific ways of thinking and creating
- ☐ Engaging with a larger community of practice

A green circle is positioned in the upper left quadrant of the slide. To its left, a stylized, light green feather-like graphic extends from the bottom left towards the center, composed of numerous fine, radiating lines.

Relationship Between Artistic & Teaching Practice

Teaching Artists tightly weave artistic practices into teaching practice by:

- ☐ Demonstrating competence and enthusiasm in teaching and in their art form
- ☐ Modeling curiosity
- ☐ Leveraging their own experience as students in the art form to identify and empathize with the students they will teach
- ☐ Freely sharing their own artistic identity



What strategies do you have that
work for fulfilling
these goals?



Ravinia Programs

REACH

Programs that extend Ravinia's REACH and bring the joy of music to thousands throughout the Chicago Area

TEACH

Programs that TEACH the foundations of music and allow children to express themselves creatively

PLAY

Programs that encourage students to PLAY and experience music throughout their lives



Different TAs for Different Programs

- Sistema Ravinia
 - Recent college graduates, experience with sectional and ensemble instruction for beginning instrumentalists
 - Passion for fostering community and social change through music (El Sistema model)
- Jazz Mentors
 - Experienced masters in the Chicago Jazz scene, working musicians and college professors
- MDP
 - Working musicians, who are comfortable working in an urban public school setting
 - Comfortable working with K-3rd grade kids and classroom teachers







Resume Examples

What to include?



EMPLOYMENT

TEACHING ARTIST

Negaunee Music Institute at the Chicago Symphony Orchestra 2012-present
Chicago, IL

- Develop, implement, and document curriculum that follows the established MAP goals and connects with the *Chicago Public Schools Chicago Guide for Teaching and Learning in the Arts* and *Common Core State Standards*, introducing teachers and students to the world of music and drawing relevant connections to classical music.
- Communicate proactively with CPS teachers to schedule and prepare for classroom visits.
- Develop and lead activities that guide classroom teachers to develop greater understanding of musical concepts, repertoire and teaching strategies for incorporating music into a variety of curricula.
- Participate in planning meetings with CSOA staff, other teaching artists, and consultants.
- Advocate for the benefits of music education and a life-long personal relationship with music.
- Co-lead with Irene Taylor Trust Music in Prisons personnel and CSO musicians in song-writing workshop involving at-risk youth at Cook County Juvenile Temporary Detention Center and Illinois Youth Center Chicago (as leader).

Urban Gateways 2007-present
Chicago, IL

- Customize and teach music curricula at various schools throughout Chicago, offering both in-school and after school programming which culminate in final performances. See <https://www.youtube.com/watch?v=M0I7XmLBm18> for example.
- Facilitate professional development workshops for both teaching artists and classroom teachers.

Highland Park High School 2006-present
Highland Park, IL

- Provide one-on-one instruction in concert percussion to high school students.
- Serve as the Drumline Instructor of the HPHS Marching Giants.

Music Performance

Chicago, IL 2004-present

- Perform regularly at venues such as Pritzker Pavilion, Lollapalooza Chicago, Summerfest Milwaukee, and other local establishments. See Laura Doherty demo at: <https://www.youtube.com/watch?v=Wcu4jcxymHo&feature=youtu.be>

EDUCATION

Lawrence University 1998-2002

- Bachelor of Arts, Double Major; Music and French
- Travelled to remote villages in Guinea, Senegal, and Burkina Faso, West Africa participating in traditional music making of the Malinke and Bambara people.



EMPLOYMENT

TEACHING ARTIST

Negaunee Music Institute at the Chicago Symphony Orchestra **2012-present**
Chicago, IL

- Develop, implement, and document curriculum that follows the established MAP goals and connects with the *Chicago Public Schools Chicago Guide for Teaching and Learning in the Arts* and *Common Core State Standards*, introducing teachers and students to the world of music and drawing relevant connections to classical music.
- Communicate proactively with CPS teachers to schedule and prepare for classroom visits.
- Develop and lead activities that guide classroom teachers to develop greater understanding of musical concepts, repertoire and teaching strategies for incorporating music into a variety of curricula.
- Participate in planning meetings with CSOA staff, other teaching artists, and consultants.
- Advocate for the benefits of music education and a life-long personal relationship with music.
- Co-lead with Irene Taylor Trust Music in Prisons personnel and CSO musicians in song-writing workshop involving at-risk youth at Cook County Juvenile Temporary Detention Center and Illinois Youth Center Chicago (as leader).



EXPERIENCE

Old Town School of Folk Music, Chicago, IL

Spring 2005-present

Teaching Artist

- Wiggleworms – *Interactive music classes for toddlers and caregivers* 2006-present
- Kids Piano – *Team-taught group piano classes for 4-7 year olds* 2007-present
- Young Voices – *Singing and vocal exploration classes for 6-10 year olds* 2008-present
 - (Designed program)
- Meet The Instruments – *General music and instrument introduction for 3-4 year olds* 2009-present
- Lullabies – *Interactive music classes for parents and newborns* 2009-present
- Private lessons – *One-on-one piano, guitar, and voice instruction for kids and adults* 2009-present
- Little Red Piano – *Introductory piano class for 3-4 year olds* 2010-2014
- Kids Ensemble – *Multi-instrument class for 6-12 year olds encouraging collaboration* 2011-2012

ETCETERA

- Attended National Kodaly Educators Conference in March, 2015



Questions?

Resources can be found on the Career Services Resources page online:
<https://music.depaul.edu/resources/career-services/Pages/career-resources.aspx>