

## The Creative Practice: Reimagining the Classroom

Instructor: Craig Maravich (he/him)  
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Office Hours (Location in flux)  
Mondays: 1pm – 2:30pm / Thursdays 10am – 11am  
*\*Monday Mornings by Appt / NO Office Hours on July 4th*

### Class Times and Schedule

Tuesdays and Thursdays: 2:00pm – 4:45pm / CCC Meetings: (7/5, 7/12, 7/19, 7/26, 8/2) 5-7pm

### COURSE DESCRIPTION and INTENTIONS

We will spend time individually and collectively identifying, examining, and finding ways to nurture our personal creative practice. We will explore creativity from a broad view in our lives and then bring our attention to the space of the classroom. Specifically, looking at the intersection between theatre and the classroom/education. Working as an ensemble of teaching artists and educators - our time together will shift between being active participants in various artistic/creative exercises and then zooming-out to examine the pedagogy of what we *experience* in the doing. Through these experiences and critical analysis, we will discover the ways in which this pedagogy can foster belonging, de-center the classroom, and build capacities necessary to address complex problems and shape change (individually, interpersonally, and systemically).

We will be in collaboration with the other 'Change' courses, and you should be prepared to rehearse and meet outside of the scheduled class time on a regular basis. The time spent with our colleagues across the Change Curriculum will be a continuation and deepening of what we're learning during our class time. In other words, those meetings are NOT 'extra' work. In those gatherings we will further explore the ways in which our learning in each of our distinct courses/disciplines provides different lenses into understanding and engaging in Conflict Transformation practices.

### REQUIRED TEXTS

*(Please purchase in advance of the summer)*

*The Creative Fire*, Dr. Clarissa Pinkola Estés; *The Music Teaching Artists' Bible*, Eric Booth  
*Emergent Strategy*, Adrienne Maree Brown; *Little Book of Conflict Transformation*, John Paul Lederach (\*provided on first day of class); Text you bring in: Text(s) that holds meaning for YOU that you will build lesson plans/project around

**ADDITIONAL TEXTS...** Various text will be handed out throughout the summer to support and inspire our learning together. These will be provided by me as well as texts and material each of you introduce to the group.

### SOME IMPORTANT RESOURCES

**Student Accessibility Services (SAS).** Students who have Letter of Accommodation in this class are encouraged to contact me as early in the semester as possible to ensure that such

accommodations are implemented in a timely fashion. For those without Letters of Accommodation, assistance is available to eligible students through Student Accessibility Services. Please contact Jodi Litchfield (she/her) or Peter Ploegman (they/them), the ADA Coordinators for more information.

<https://www.middlebury.edu/office/disability-resource-center/about-us>

**SensusAccess** is a web-based, self-service application that allows users to automatically convert documents into a range of alternate and accessible formats. (Any of the PDF's assigned in this course can be converted to an mp3 file)

<http://www.middlebury.edu/academics/resources/ctrl/students/accessible-technology>

### **INVITATIONS & ACTIVITIES: What we are doing in each class.**

Each class will consist of number of exercises, rigorous play, experimenting, writing, 'performances', and various forms of reflective practices.

- **Warm-Up** activity in each class, led initially by me in the first part of the summer, but then led by different members of the class.
- **Teaching Artistry Exercises** to further explore our own creative practices, our teaching, and an invitation to embody and gain a deeper understanding of what we are reading.
- **Engagement Groups** A chance to discuss, make moves, question, embody and build connections across all our readings, activities, and projects. Each of these inform workshops/discussion groups will be steered by each of you.

### **PROJECTS**

This time in class together, informed by our readings and collective identities and experiences, will help build your 2 culminating projects/work. Here's a brief overview of those **two culminating projects**:

- 1) **Lesson Plans / Community Based Project.** You will develop a comprehensive unit of lesson plans and/or community-based project to be implemented in your own class/community that combines your various experiences and passions as an educator and artist (YES – all of you are artists!). This unit of lesson plans (2weeks of lessons) will center the pedagogies we are exploring over the summer as they relate to theatre and more broadly, creativity, as a catalyst for change. Each of you will write an abstract paper that speaks to the specific pedagogical practices you are using in this plan. These projects may also intersect with the work we are doing in the CCC.
- 2) **Class Lesson / Workshop.** In the last weeks of the semester, each of you will lead us through a segment – a “good bite of the cookie” – of the lesson plan you're developing.
- 3) **Creative Fire.** Through our learning and investigation of self as it relates to your own creative practice. Each of you will develop your own “Creative Fire” piece. It will be an expression of your creativity. This project may be worked on in-conjunction with the Change Curriculum partners. This is intentionally wide-open.

## SHARED DRIVE

Assignments (when stated), notes from class, other dreams, and ideas as they emerge should all be uploaded HERE:

<https://drive.google.com/drive/folders/1LUR8VxPeRGUsudxmhp0SdBvQzFJJ72ez?usp=sharing>

## SCHEDULE

**Readings** are context for the day in which they appear on the schedule. Therefore, they should be completed prior to that given day.

**Invitation and Activities** are what we are 'doing' in class on that day.

**Assignments** are what is assigned on that day and then is due in the following class

### "The Law of 80% – 80 percent of what you teach is who you are"

#### TH, June 30 (class #1)

- Readings
  - *The Creative Fire*, Dr. Clarissa Pinkola Estés
- Invitations and Activities
  - Introductions, Intentions and Dreams
    - "Start from where you are," Community Agreements, Syllabus, Expectations & Dreams; What is creativity?
  - Warm-ups: non-verbal, movement
  - Story of your Name & Noticing
  - The Creative Fire: Noticing & Inquiries
  - El Duende: Personal Creative Landscape

Assignments: Community Agreements – Add to it, suggest changes...write your own?  
Personal Creative Landscape: Daily Ritual  
Creative Autobiography

#### TUE. July 5 (Class #2)

- Readings:
  - *The Creative Fire* (Clarrisa Pinkola Estés)
  - *The Music Teaching Artist's Bible* - Chapters 1,3 & 7(Eric Booth)
  - Essay: *Imagination and the Healing Arts* (Maxine Greene)
  - *The Little Book of Conflict Transformation* – pgs. 3-27 (Lederach)
- Invitations and Activities:
  - Community Agreements
  - Warm-up: Sculptures, Shapes, and Daily Ritual
  - Personal Creative Landscape.

- Engagement Groups
  - Teaching Artistry, Imagination, and Conflict Transformation: Noticing, inquiries, and inspiration
  - Imaginings for Lesson Plan/Community Project

Assignments: Personal Myth writing

### TH, July 7 (Class #3)

- Readings:
  - *The Creative Fire* (Clarissa Pinkola Estés)
- Invitations and Activities:
  - Warm-up: Name Game ala Ala - Flamingo Dancers story in Creative Fire: Resistance and power. A way to combat the critic and your internal caliban/hades. Transition this into the name game.
  - Community Agreements Check-In as Jazz and response to a prompt
  - Personal Creative Landscape
  - Crossing a Threshold
  - Embodying text, Building the world & Editing on the move
  - Personal Myth
- Engagement Groups
  - Teaching Artistry, Imagination, and Conflict Transformation: Noticing, inquiries, and inspiration, Capacities for Tension (“me-cro”; micro; macro)
  - Imaginings for Lesson Plan/Community Project

Assignments: Personal Myth

### **A Deeper Dive into Teaching Artist Pedagogy & Creative Capacities for Change**

### TUE, July 12 (Class #4)      \*Due: Personal Myth

- Readings:
  - *The Little Book of Conflict Transformation* (Lederach)
  - Creative Capacity in Vermont Students
  - *The Creative Habit* – 2 selected Chapters “Scratching” and “Spine” (Twyla Tharp).
- Invitations and Activities
  - Warm-up: CA’s Tensions and Assumptions
  - Personal Myth sharing

- Reflections - noticings and what did this piece ask of you? what questions do you have for the piece?
- Engagement Groups:
  - Building Bridges - Creative Fire Projects & Lesson Plans.
  - Creative Capacities, Conflict Transformation and Complex Problems (the Education System anyone!)

Assignment: Continue crafting Creative Fire proposals

### TH, July 14 (Class #5)

- Reading:
  - The Music *Teaching Artist's Bible* - Chapters 6-8; 11-14 & 21 (Booth).
  - *Emergent Strategy*, pgs. 41-66 (Adrienne Maree Brown)
  - *The Little Book of Conflict Transformation* (Lederach)
- MYTH REFLECTIONS
  - Tensions, The Critic, Meeting (and NOT meeting) the vision in your head
  - Capacities & Measuring Creativity
  - Where to next?
- Invitations and Activities:
  - Entry Point Exercise: The Little Book of Conflict Transformation
    - The Geographical Fugue & Creative Capacities
      - Cynefin Framework
  - How do we reflect?
- Engagement Groups: Building Bridges - Creative Fire Projects, Creative Capacities, Emergent Strategy & Lesson Plans

Assignment: Read: "Reflecting on Reflection" and Emergent Strategy (pg 67-82)  
Imagining and crafting Draft for Lesson Plan / Community Engagement

### TUE, July 19 (Class #6)

- Reading:
  - "Reflecting on Reflection" (Booth excerpt - provided)
  - *Emergent Strategy*, pgs. 67-82 (Adrienne Maree Brown)
- Invitations and Activities:
  - Community Agreements / Warm-up and Check-in
  - Tyler's Myth
  - Building, testing, polishing our engagement for CCC

- Engagement Groups: Reflection, Draft of Lesson Plan/Community Engagement

Assignment: Draft Lesson Plans / Community Engagement

### **Bending Back Toward Ourselves. A DEEP BREATH.**

**TH, July 21 (Class #7)**

**\*Due: DRAFT Lesson Plans/Community Engagement**

- Reading:
  - Revisit *The Creative Fire* (Clarissa Pinkola Estés)
- Invitations and Activities:
  - Self and Group Reflections and Assessments
  - Where am I/we in the cycle of creativity?
  - One-on-One Meetings

### **Experimentation – On the Playground**

**TUE, July 26 (Class #8)**

- Reading
  - The Music *Teaching Artist's Bible* - Chapters 22 & 23 (Booth)
- Invitations and Activities:
  - Warm-up: Rapid Protocol on Reflection
  - Emergent Strategy Entry Point (possible BtP/Acting Ensemble Visit)
  - Giving Feedback & Reflections

**TH, July 28 (Class #9)**

- Invitations and Activities:
  - Warm-up: Rapid Protocol on Conflict Transformation
  - 2 Class Lessons / Workshops

**TUE, August 2 (Class #10)**

- Invitations and Activities:
  - 2 Class Lessons/Workshops

## **Bending Back Towards Ourselves...and Dreaming Forward**

**TH, August 4 (Class #11)      \*Due: FINAL Lesson Plan / Community Engagement**

- Reading: The Music *Teaching Artist's Bible* - Chapters 30-34(Booth)
- Invitations and Activities
  - Warm-ups
  - 2 Class Lesson/workshops (*if needed*)
  - Next Steps for Implementation
  - CCC Presentations

**\*MON, August 8      5:00-6:30pm: Change Collaborators Community Presentation**

**TUE, August 9 (Class #12)**

Final Reflections. Where we've been, where we are now, where we are going

Next Steps for our own communities, classrooms, and projects

Creative Fire Reflections

Lesson Plans and next steps for implementation