

CHASING WINDMILLS

Building Imaginary Worlds

July 30-August 3, 2018

10th Anniversary Habla
TEACHER
INSTITUTE



ITINERARY

PRE-INSTITUTE WORKSHOPS

Participate in a range of workshops offered by visiting artists and educators that are also open to the Mérida community. All of these workshops are included in the overall institute cost.

SATURDAY, JULY 28

9:30am-11:30am

SECRETS OF THE SKY: EXPLORING THE UNIVERSE THROUGH WRITING AND PERFORMING

Debbi Arseneaux, The Learning Alliance

12:00-2:00pm

A BRUSH OF COURAGE: PAINTING THE CHOLUL MURAL

Madeline Beath and Tommaso Iskra De Silvestri,
Habla: The Center for Language and Culture

The Institute Week

Please note that every morning at 8:45am, breakfast will be served at Habla. Lunch will be served at 11:45am each day. All food will be traditional Mexican and Yucatecan dishes. Coffee, tea, refreshments, and snacks will be available throughout the week.

MONDAY, JULY 30

8:30am-9:00am

ARRIVE AT HABLA

9:00am-9:30am

WELCOME

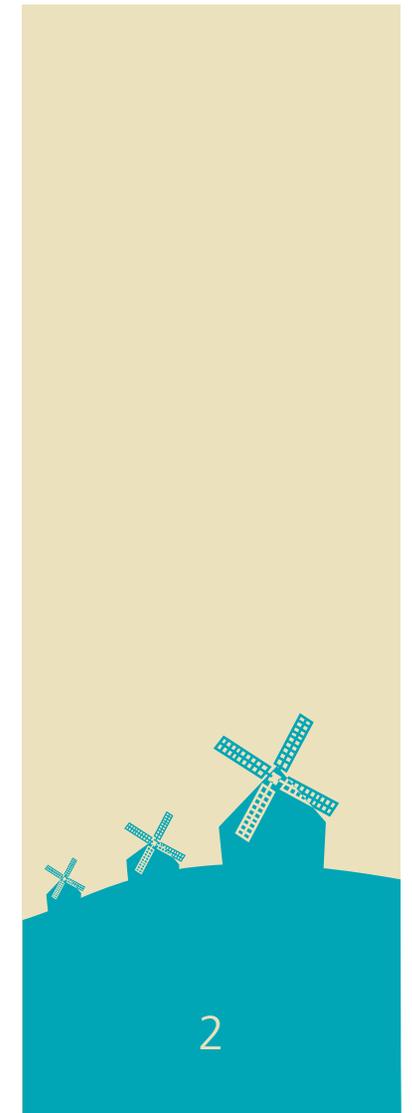
9:30am-11:45am

SOMEWHERE IN LA MANCHA

a performance, language, and literacy workshop with Patricia Sobral

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11:45am-12:30pm

LUNCH

12:30pm-3:30pm

DON QUIXOTE AND ME: A MASK MAKING WORKSHOP

a visual arts and literacy workshop with Cynthia Weiss and Kurt Wootton

TUESDAY, JULY 31

9:00am-9:30am

CAPTURING EXPERIENCE: MORNING REFLECTION

reflection on the previous day

9:30am-11:45am

CHASING WINDMILLS: BUILDING IMAGINARY WORLDS

a visual arts workshop with Cynthia Weiss

11:45am-12:30pm

LUNCH

12:30pm-1:00pm

COMPREHENDING CERVANTES...AND THE WORLD

a presentation by Eileen Landay

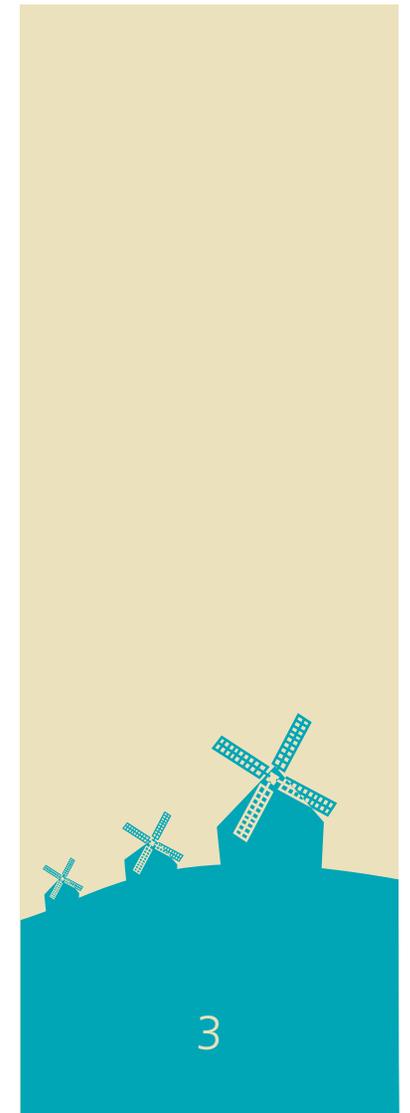
1:00pm-3:00pm

LOSING OUR MINDS

a writing and performance workshop with Patricia Sobral

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WEDNESDAY, AUGUST 1

9am-9:30am

CAPTURING EXPERIENCE: MORNING REFLECTION
reflection on the previous day

9:30am-1:30pm

REMIXING DON QUIXOTE
a critical literacy workshop with Maria del Mar Patron Vazquez, Donald King, and Kurt Wootton

11:30am-12:15pm

LUNCH

12:15pm-3:00pm

THE POWER OF A ROOM
presentations and conversations from Institute participants

THURSDAY, AUGUST 2

9:00am-9:30am

CAPTURING EXPERIENCE: MORNING REFLECTION
reflection on the previous day

9:30am-11:45am

LEGACY
a performance and music workshop with Kurt Wootton and Darío Bernal Villegas

11:45am-12:30pm

LUNCH

12:30pm-1:00pm

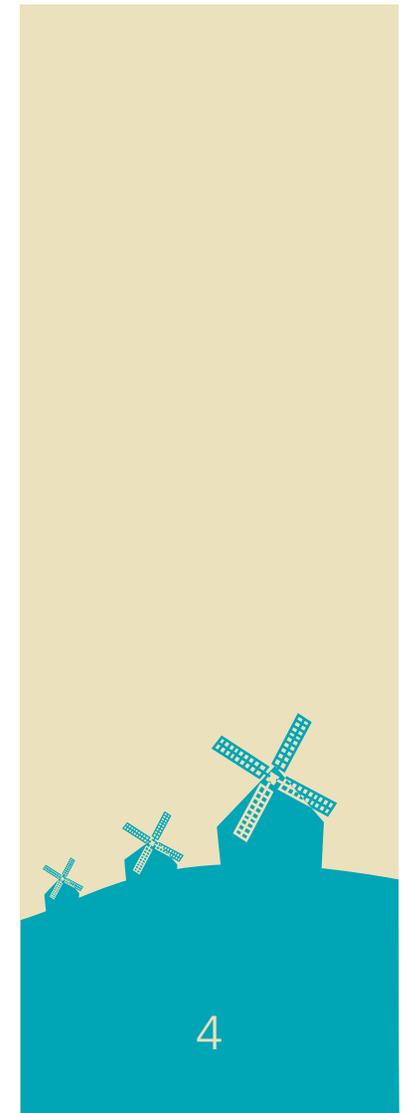
DON QUIXOTE TODAY
a presentation by Nick Rabkin

1:00pm-3:00pm

CHASING WINDMILLS, PART II
a visual arts workshop with Cynthia Weiss

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FRIDAY, AUGUST 3

9:00am-10:40am

CAPTURING EXPERIENCE

a summary reflection on the week

10:40am-11:10am

OUR WEEK IN VIDEO AND PHOTOS

Documentation presentation by Arnold Aprill and Team

11:10am-2:00pm

CHASING WINDMILLS PREPARATION / LUNCH

a rehearsing/revising experience led by Cynthia Weiss, Patricia Sobral, Kurt Wootton, and Darío Bernal Villegas

2:00pm-3:00pm

CHASING WINDMILLS: A COMMUNITY EXHIBITION

3:00pm-4:00pm

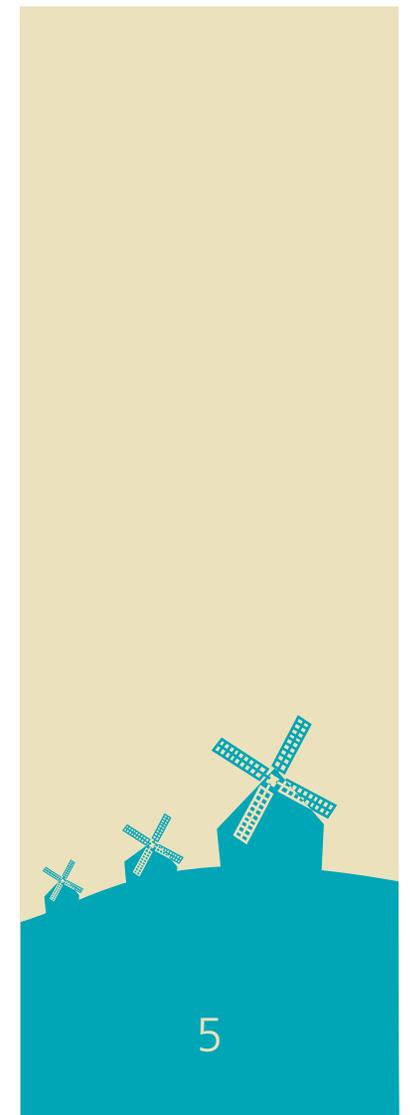
FINAL INSTITUTE REFLECTION

8:30pm

HABLA'S 10TH ANNIVERSARY CLOSING CELEBRATION AND FIESTA

meet at Habla at 7:30pm for transportation to the estate

The closing fiesta will take place at a spacious Quinta (estate) outside of Merida. Traditional Yucatecan food, drinks, Latin American music, and dancing will carry us through the night.



María del Mar Patrón Vázquez

PRESENTERS 2018 TEACHER INSTITUTE

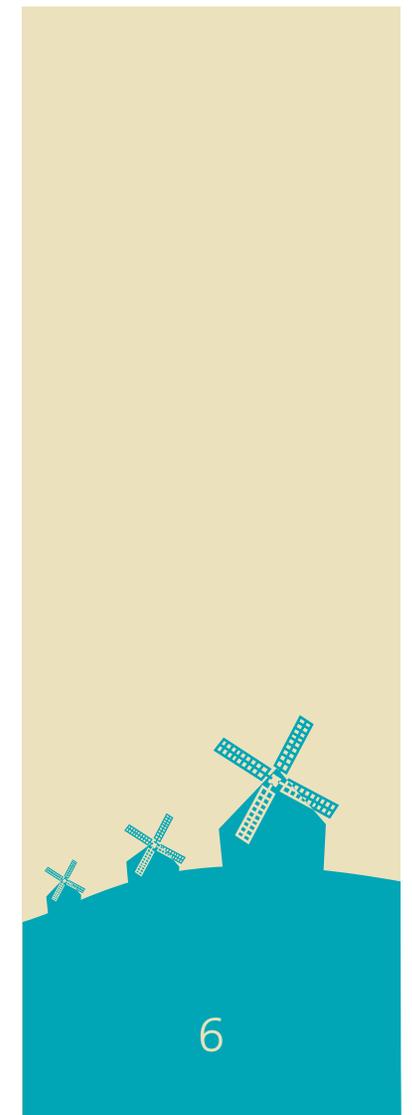
María del Mar Patrón Vázquez was born in Merida, Yucatan, Mexico where her family has lived for generations. She studied literature at Universidad de las Américas in Puebla, Mexico and then went on to a graduate degree in Hispanic Studies at Brown University in the United States. Her work is focused on how reading and literature can be part of the daily life of communities. At Brown she received the prestigious Presidential Teaching Award for her teaching of Spanish language classes to university students. Her unique approach to teaching involves the literature and culture of the language. Marimar has presented talks and workshops on language teaching in a variety of settings including Brown University, Florida Atlantic University, and for SmART Schools, an arts-integration organization. Perhaps the greatest lessons she's learned about teaching are from her children, Sandra and Luis, who are growing up bilingual.

Cynthia Weiss

Cynthia Weiss is an award-winning public artist, painter, mosaic artist and educator. She is the Director of Education at Marwen, a free visual arts program for underserved youth in Chicago. She is also an adjunct faculty member at Columbia College Chicago. Cynthia is co-editor with Amanda Leigh Lichtenstein of; *AIMprint: New Relationships in the Arts and Learning*, Columbia College Chicago (2008), and co-editor with Gail Burnaford and Arnold Aprill of *Renaissance in the Classroom: Arts Integration and Meaningful Learning* (2001). Cynthia adores teaching at Habla, is fluent in Spanish, and is always inspired by translations across art forms, language, and culture.

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Kurt Wootton

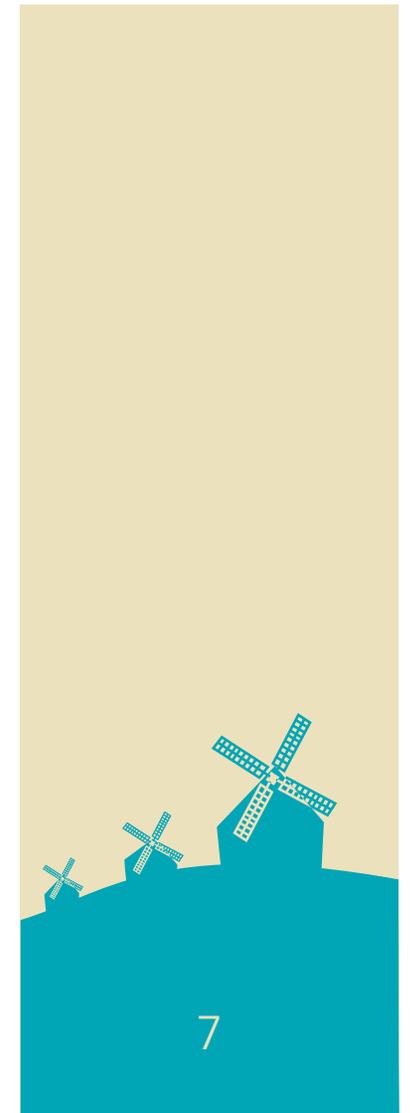
Kurt Wootton is a co-founder and director of Habla: the Center for Language and Culture and is one of the founding directors of the ArtsLiteracy Project in the Education Department at Brown University. He has piloted several lab schools in the United States, Brazil, and Mexico and has worked with Boston, Hartford, St. Paul, Providence, and Central Falls on multi-year, district-wide initiatives. He is the coauthor of *A Reason to Read: Linking Literacy and the Arts* published by Harvard Education Press. *The New York Times* writes, “Mr. Wootton remains every bit as convinced of education’s power to transform lives. He has changed his tool of choice, however, from a mirror in which students see only reflections of themselves to a window that opens onto the rest of the world.”

Arnold Aprill

Arnold Aprill founded the Chicago Arts Partnerships in Education (CAPE) in 1993 and the Radical Compliance Arts and Learning Laboratory in 2012. He comes from a background in professional theater as an award-winning director, producer, and playwright. He has taught at the University of Chicago, National-Louis University, Columbia College, and the School of the Art Institute of Chicago. He is one of the co-editors with Cynthia Weiss and Gail Burnaford of *Renaissance in the Classroom: Arts Integration and Meaningful Learning*. He consults nationally and internationally on the role of the arts in effective school improvement and has been recognized for exceptional leadership by the Chicago Community Trust and the Ford Foundation. The Fulbright Scholar’s program has named him as an arts education Senior Specialist.

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Darío Bernal Villegas

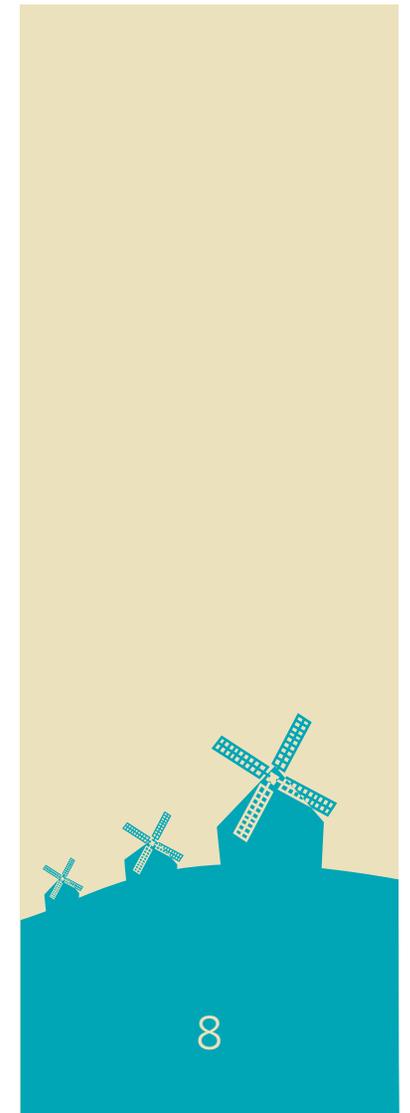
Darío Bernal Villegas is a drummer, composer, and improviser, originally from Mexico City, trained in Mexico and London. Improvisation is an essential part of his job as a music creator, both in his openly improvised pieces and his compositions. He seeks to create an intense and creative interaction between musicians and the score, fostering the conditions for a fruitful dialogue between performer and composer. He is known for helping students create original, modern compositions using a variety of instruments and found objects.

Madeline Beath

Madeline Beath is an educator and recent Master of Science in Social Work graduate from the University of Tennessee. She has a passion for working with teens and is interested in youth violence prevention, community empowerment and trauma-informed practice. Madeline is currently linked with Habla: The Center for Language and Culture, EdúcaTE Yucatán and PICIP (Comprehensive Participatory Community Intervention Program). In the latter two, she works in project development and implementation as well as curriculum development for youth programs. Madeline strives to promote an interdisciplinary collaboration between educators and social workers to take on the challenges youth face in and out of the classroom.

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Debbi Arseneaux

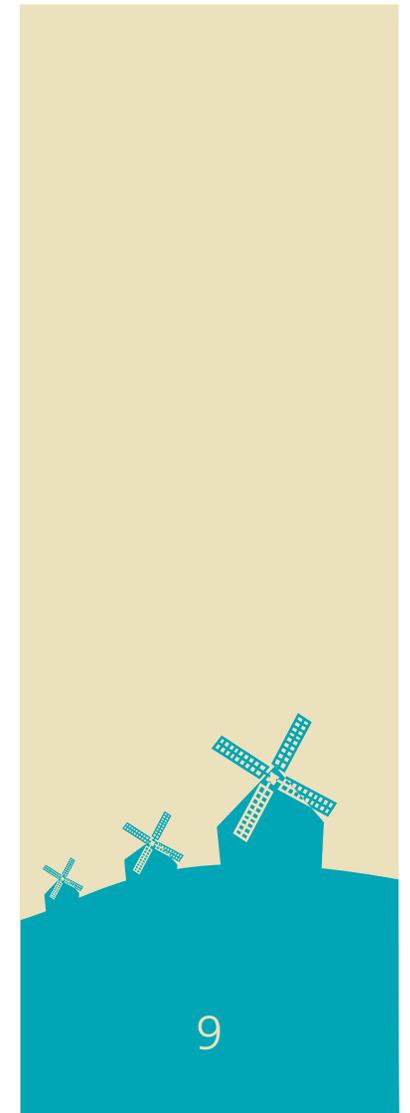
Debbi Arseneaux is the Moonshot Institute Program Manager and an Educational Consultant and Teaching Artist with The Learning Alliance in Vero Beach, FL. She has been a classroom teacher in the Washington DC Public School District and worked as a professional Theatre Director, Stage Manager, Producer and freelance Teaching Artist in the DC area for over 15 years. Specializing in arts integration, she believes in the power of the arts to reach and teach students of all ages.

Donald King

Donald King is a seasoned arts educator, creative director, producer, and socio-musicologist. King has extensive expertise in the arts, education and literacy training, including developing and producing large scale, multi-stage festivals and placemaking events. He was the Founding Artistic Director of The Providence Black Repertory Company and Providence Sound Session, a genre-defying, multi-stage, music festival and parade. He has been instrumental in creating viable cultural arts institutions, venues, and events. He was one of the founding artists of the ArtsLiteracy Project in the Education Department at Brown University. He also served as a visiting professor in the Africana Department at his alma mater, Brown University. He is currently working with a Literacy program called Line4Line in Baton Rouge, Louisiana and leading creative tourism and placemaking initiatives for The Providence Cultural Equity Initiative Providence, RI. King currently resides in Austin, Texas where he serves as Creative Director for King Saint Germain, a boutique creative agency.

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Tommaso Iskra De Silvestri

Tommaso Iskra De Silvestri was born in Milan, Italy in 1986 and moved to Mexico at a very young age, when his passion for art bloomed. Tommaso studied Fine Arts at the Accademia di Belle Arti of Urbino in Italy. During his undergraduate studies, Tommaso found another passion: working with kids. In 2010, Tommaso moved to Merida and participated in the Habla Teacher Institute to further pursue his enthusiasm for early-childhood education. This opened the door for him to become a teacher at Habla. Today he continues his work at Habla as an artist in residence and English teacher. Whenever he can, Tommaso attends art and teaching workshops to enhance his creativity in his professional and personal work. His passions include painting, videography, photography, animation, music, and yoga. Watching the excitement his students express when creating art and exploring their own imagination is what drives his passion for teaching.

Nick Rabkin

Nick Rabkin is a research affiliate of the Cultural Policy Center at the University of Chicago, and the principal investigator of the Teaching Artist Research Project at NORC at the University of Chicago. He teaches cultural policy at Columbia College Chicago.

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