

Tartak Learning Center
Interactive Lunch and Learn: Jewish Education and the Arts
March 17, 2004

1) Presentations on Art in Jewish Education

Yasher Koach and a big thank-you to our four presentors:

Shoshie Tornberg: “Moving” Through the Text (using movement/dance)

Glenn Ettman: Bibliodrama

Riqi Kosovsky: Open Art Environment

Dr. Mark Kligman: Music

“Moving” through the text: Bring Jewish texts alive through interpretive movement/dance! Shoshie recommends the following as a beginning tool: Torah in Motion: Creative Dance Midrash by Joanne Tucker and Susan Freeman. Available in the Frances-Henry Library, call # GV 1783.5 T8.3 1990. This book includes movement lessons for each parashah including, text, suggested movement, and a section of midrashim. Joanne Tucker is the founder of Avodah Dance. For more information, see their website, <http://www.avodahdance.org/>.

Bibliodrama: Think, feel, and speak as if you are a Biblical character! Developed by Peter Pitzele, bibliodrama enables participants to explore biblical texts while making personal connections to its characters. Glenn recommends: Scripture Windows: Toward a Practice of Bibliodrama by Peter A. Pitzele. Available in the Tartak Learning Center.

Open Art Environment: Develop creativity, self-confidence and healing through art. Make sure to design a space conducive to creativity. Have a variety of materials available, allowing for things you hadn't planned or anticipated – remember, there is no one right way or correct end product! Instead of focusing on an end product, allow the project to be a potentially transformative experience. Riqi's Tip: Collect all sorts of “stuff”, colors, textures, and sizes and see what the student makes. Riqi recommends: Handmade Midrash by Jo Milgrom. Available in the Frances-Henry Library, call # BS 1239 H5.5 1991.

Music: You don't have to be a cantor to incorporate music into the classroom. Use pre-recorded music or videos on music to expose students to different forms of Jewish music. Mark recommends: 1) Anthology of music for each Torah portion, produced by SoundsWrite Productions (www.soundswrite.com). Specific volumes include: Sounds of Creation: Genesis in Song (available in the Tartak Learning Center); Sounds of Freedom: Exodus in Song; Sounds of Holiness: Leviticus in Song; Sounds of Sinai: Numbers in Song; Sounds of Promise: Deuteronomy in Song. 2) A brand new book/CD combo, Divrei Shir: Words of Song, published by UAHC. It includes lesson ideas (accompanied by 2 CDs) that help students respond to music and make spiritual connections through song. 3) A video series: “A People and Its Music” developed to expose teenagers to the musical traditions of Europe, Sephardic and Hasidic traditions, etc. 4) Andrea recommends, a Music/Israel Curriculum called Shira b'Tiyul. The book and tape are housed in the Tartak Learning Center. This curriculum teaches Israel through music.

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Questions from Participants:

How do you get 7th and 8th graders to participate in a music curriculum?

- Give them choice of which songs to sing.
- Use modern singers to make Jewish music “cool” (use that CD player!).
- Let the students lead the music or write their own songs.
- Do music as a GROUP project, so as not to embarrass any one person.
- Study their music. Discuss the Jewish values present.

How do you inspire the reluctant student who says they aren’t creative?

- Create a safe space. Give them an option not to put their final product on display.
- Create a no judgment zone! Do a group warm-up such as everyone stand in a circle, jump, shake your arms, etc., then enter into the activity.
- Design a mood. Set the tone, create the atmosphere – turn on expressive music or read an expressive story before the activity starts.
- Offer alternatives. Remember, it is okay for a person to opt out of a project.

Additional Helpful Hints: Don’t forget, the building and grounds that surround you and your students is replete with man-made and natural art. Use these as conversation starters or forms of inspiration.

We hope you enjoyed participating (in person or virtually) with today’s session, and look forward to designing programs that can expand your formal or informal “classroom” experiences.