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# Creative Aging Foundations for Teaching Artists

**Honolulu Museum of Art**

June 16, 2023



[LIVELY PERCUSSIVE MUSIC]

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**Welcome!**



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# Lifetime Arts

**Founded in 2008**

A nonprofit arts service organization that offers a positive, modern, artistic and social lens through which to serve, inspire and engage America's growing population of older adults.



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# Agenda

- + Ageism Exploration
- + What is Creative Aging?
- + Older Adult Communities and Learning Principles
- + **Lunch**
- + Creative Aging Demonstration Class: Collage
- + Program Design Best Practices and Adaptations
- + Creative Aging Curriculum Development & Discussion
- + Q&A and Wrap-Up



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## Exploring Age

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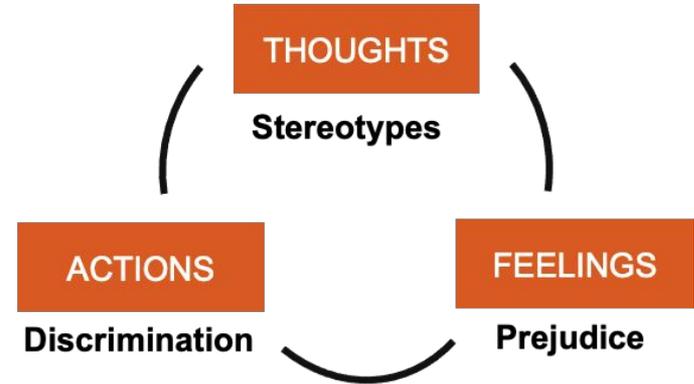
# Ageism Defined

## Ageism refers to:

Stereotypes → how we think

Prejudice → how we feel

Discrimination → how we act



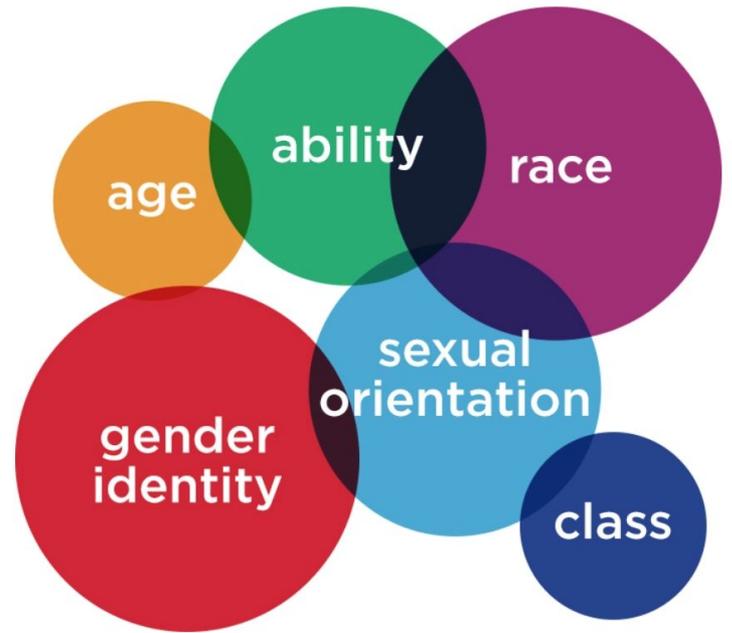
Directed towards people on the basis of age

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## Intersectionality

“ What happens when we think about how ageism intersects with other forms of disempowerment like racism and patriarchy, and heterosexism? ”

– Kimberlé Crenshaw





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## Ashton Applewhite

**“ It’s ageism, far more than the passage of time, that makes growing older harder for all of us. ”**



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## Full Group Discussion:

- + What resonated with you from Ashton's video?
- + What did you relate to?
- + What didn't you relate to/doesn't feel like it applies in your community?
- + What surprised you?

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## Written Reflection

- + Where have you seen ageism in your life?
- + Have you experienced or witnessed ageist behaviour?
- + How did it make you feel?

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## Breakout Groups!

- + Breakout into smaller groups
- + Choose one person to be the “scribe”
- + Write down ideas on big post-its

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## Breakout Groups: Round 1

- + Where have you seen ageism in your life?
- + Have you experienced or witnessed ageist behaviour?
- + How did it make you feel?

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## Breakout Groups: Round 2

- + How do you want to grow older?
  - What do you dream about?
  - What do you worry about?
  - What do you feel excited about?

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## Breakout Groups: Round 3

**From personal experience or from your imagination:**

- + How might art-making and learning combat ageism - both internal and external?

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## Full Group Reflection:

- + What were some things you discovered in your sharing?
- + How does - or does not - ageism show up in your life/work/community?
- + How might creative aging programming in the museum combat ageism?



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# Break

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# The Creative Aging Program Model



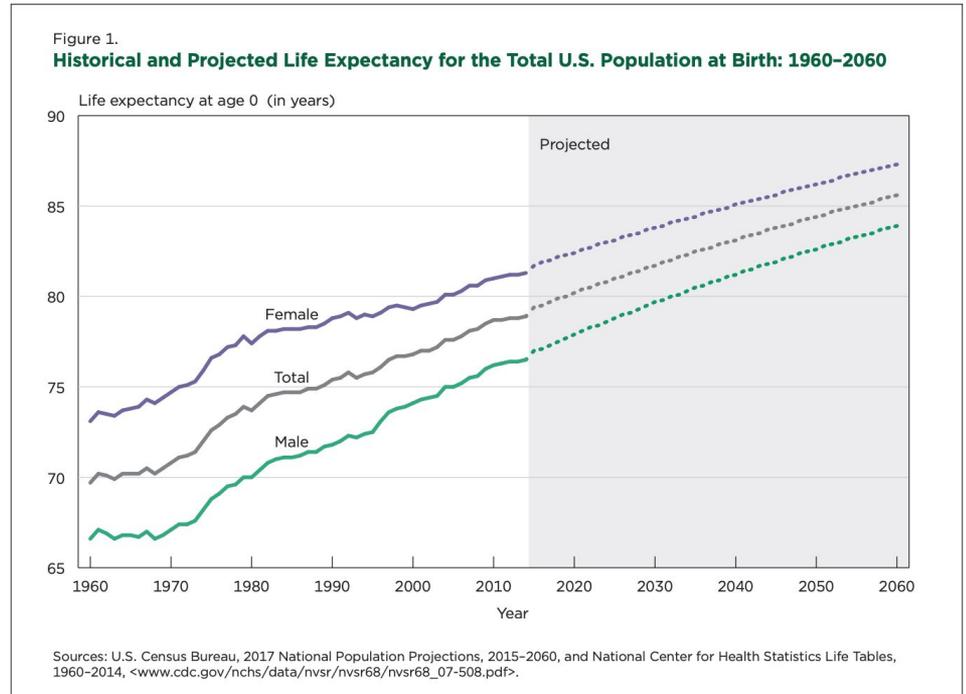
# Why is Everybody Talking About Aging?

## By the year 2030:

- + 21% of Americans will be aged 55+

## By the year 2060:

- + More 60+ adults than adolescents aged 10-24
- + Number of people aged 80+ will **TRIPLE!**



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## Equity and Older Adults

- + **BIPOC:** Black, Indigenous, and people of color
- + **LGBTQIA+:** Lesbian, gay, bisexual, transgender, queer or questioning, intersex, asexual
  - + Anyone whose sexuality is not heterosexual or whose gender identity is not based on a traditional gender binary



## Social Isolation

- + Can shorten life expectancy by 15 years
- + Increase risk of dementia and other serious medical conditions
- + Increased for immigrants, LGBTQIA+, BIPOC older adults



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## What is Creative Aging?

### Arts education for older adults

Using the arts to improve the quality of life for older adults through creative expression and social engagement.

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# Creative Aging Areas of Practice

## Arts Education Programs

- + Goals are:
  - Instructional
  - Sequential skill-building
  - Art creation
- + Participants **self-select** to participate

## Therapeutic Programs

- + Goals are:
  - Treatment
  - Recovery
  - Rehabilitation
- + Older adults referred to programs by professional, families, or caregivers

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# Creative Aging Arts Education Components

## **A creative aging program:**

- + Is an art class (visual, performing, literary or music)
- + Is taught by a professional teaching artist
- + At least 8 sessions that are at least 90 minutes in length
- + Includes skill-building and sequential learning
- + Goal: at least 10 participants in each class
- + Has a planned culminating event

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# The Creativity and Aging Study

- + Dr. Gene Cohen at George Washington University in 2006
- + Took place over 3 years
- + Conducted in NYC (Brooklyn), San Francisco & Washington, DC
- + Age range: 65-103 years old
  - **Control group**—participated in usual activities
  - **Intervention group**—participated in professionally conducted arts programs



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# The Creativity and Aging Study

## Results:

- + Less medication
- + Fewer doctor visits
- + Elevated mood
- + More independent functioning
- + Reduce need for long-term care
- + Less depression, loneliness
- + More activities



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## Mastery & Social Engagement

Older adults can **learn something new**—or more in-depth—and **make friends** in the process.

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# Demonstration: Social Engagement



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# Older Adult Communities, Learning Principles, and Program Design



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# Types of Older Adult Communities

## Aging in Place

- + Age-restricted
- + Naturally-occurring retirement communities (NORCs)

## Senior Living

- + Assisted living
- + Skilled nursing
- + Continuous care

## Non-Residential

- + Senior centers
- + Senior adult day centers

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# What's Different About Adult Learners?

## **Adult Learners are:**

- + Autonomous & self directed
- + Lifetime of experience & knowledge
- + Goal-oriented
- + Practical

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## Group Discussion

- + Where have you seen these principles play out in your teaching?
- + Any you would add?

# Natural Physical Changes During Aging

Potential Physical Change	Potential Result
Nervous system slows down	Balance problems & slower reflexes
Muscle & lung tissue changes	Decreased lung efficiency
Sensory losses	Vision & hearing loss
Bone loss	Decreased strength, speed & endurance
More medications	More adverse side effects
Changes in sexual function	The capacity for sexual activity & response is retained well into old age

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# Universal Design for Learning

**Provide multiple means of:**

**+ Engagement**

The WHY of learning

**+ Representation**

The WHAT of learning

**+ Action & Expression**

The HOW of learning

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## Universal Design Tips

- + ADA Accessible spaces
- + Accessible material design
- + Language/Translation
- + Post agenda
- + Break activities into small steps
- + Write and say instructions
- + Auditory support
- + Consider room set-up

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# S.A.F.E Planning Components

- + **S**kills
- + **A**ssessment
- + **F**eedback
- + **E**ngage Socially

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## Skills

Schedule classes in a sequence and plan each lesson to ensure that one artmaking skill builds to the next.





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## Assessment

Continually evaluate each student's progress and tailor instruction to match the expressed needs of each learner.

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## Feedback

Provide opportunities for students to talk about their work and their artistic process.





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## Engage

Tie intentional social engagement opportunities to the artmaking.

# Lesson Structure

Lesson Components	Skills	Assessment	Feedback	Engage Socially
#1 Warm up/opening		<b>A</b>		<b>E</b>
#2 Skill building	<b>S</b>			
#3 Sharing & Feedback	<b>S</b>		<b>F</b>	<b>E</b>
#4 Reflection		<b>A</b>		<b>E</b>
#5 Closing		<b>A</b>		<b>E</b>
<b>All Together =</b>	<b>S</b>	<b>A</b>	<b>F</b>	<b>E</b>

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## Group Discussion

**S**kills, **A**ssessment, **F**eedback, **E**ngage Socially

- + Are these similar to what you are already doing in your classes?
- + What is new?

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# LUNCH BREAK





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# Creative Aging Demonstration Class

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# Program Design Best Practices and Adaptations



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# Connecting to Collections

- + Become familiar with the work
- + Integrate exhibits or collections into program curriculum
- + Build time in for participants to tour exhibitions
  - Involve curators in the process
  - Show students work not currently on display
- + Connect work with students' own artistic process
- + Explore connections with different art forms



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## The Culminating Event

- + Honors the work of the participants
- + Has a clear vision
- + Is appropriate & participant driven
- + Encourages visibility & voice
- + Builds opportunity for social engagement with larger community
- + Supports sustainability
- + Combats Ageism!



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## Preparing Your Learners

### **Discussing the event with students:**

- + Set appropriate goals
- + Ask students how they would like to share their work
- + Alleviate anxiety with practice
- + Include artist statements and Q&As
- + Work in collaboration with host organization

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## Student Retention

- + Educate on the sequential model
- + Responsive programming
- + Feedback - include their voice
- + Intentional social engagement
- + Culminating Event as retention and recruitment tool

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## Program Design: Flexible Approach

- +  $\frac{1}{3}$  open for trying,  $\frac{1}{3}$  set class,  $\frac{1}{3}$  prep for sharing event
- + Demonstration classes
- + SAFE planning in drop-ins



# 家 BOOK OF HOME 書

線上藝術課程 Virtual Workshop

*Storytelling through visual arts, theater & puppetry*

With Spica Wobbe & Karen Oughtred



## Creative Aging Model Adaptations:

***Memory Books***  
**Spica Wobb &**  
**Karen Oughtred**

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# Intergenerational Programming

- + Generate community
- + Shared learning and creating
- + Provide equal accessibility
- + Combats ageism both ways!





**Stretch Break!**





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# Curriculum Development Best Practices

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# Creating a Strong Curriculum

## **A strong curriculum includes:**

- + Goals for the course
- + Goal for each class
- + Art skills to be learned—including artistic vocabulary
- + Skills that are sequential and go deep
- + Social engagement plans
- + Culminating event plans

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# Example Title

## **Crossing the Line: Drawing for All**

8 sessions, 1.5 hour per session

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## Description Example

Drawing connects us to the reasons we are interested in the arts. It slows us down, engaging us in seeing and thinking as it feeds our imaginations and provides content for our art making.

Drawing is a learned skill that develops through practice and reflection. This remote online learning opportunity provides participants with clear instruction, demonstrations, feedback, and weekly challenges in a connected, supportive community of learners.

**NO drawing experience necessary. ALL invited. ALL supplies provided.**

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# Objectives/Goals

## Participants will:

- + Develop drawing skills through application of observational drawing techniques and strategies
- + Cultivate new ways to see, look and engage with the world through drawing
- + Create drawings that express personal interests and ideas with pride
- + Develop community around the act of drawing

# Session Plans Description

**Session 1 Title:**

“Taking a Line for a Walk” (Paul Klee)

**Skill-Building Goal:** Students will learn and practice continuous contour drawing

**Social Engagement Goal:** Share drawings with each other and reflect on process

**Brief Description of Class Plans:**

- + Warm up: Favorite kind of line – building artistic vocabulary
- + Demo continuous contour, intro and use critical response to reflect on activity
- + Experiment with blind and sighted continuous contour line application
- + Slow down, look closely and record what is seen; hold off judgment
- + Share drawings through experience, feeling and insight
- + Reflect on class process

## Session Plans—Culminating Event Example

### Session 9 Title: The Culminating Event

#### **Skill-Building Goal:**

- + Access and develop new observational drawing skills and techniques
  - Create drawings they take pride in
  - Create work that expresses personal interests and ideas

#### **Social Engagement Goal:**

- + Share artwork and sketchbooks with community via public exhibit
- + Create an ongoing community around the act of drawing and the visual arts

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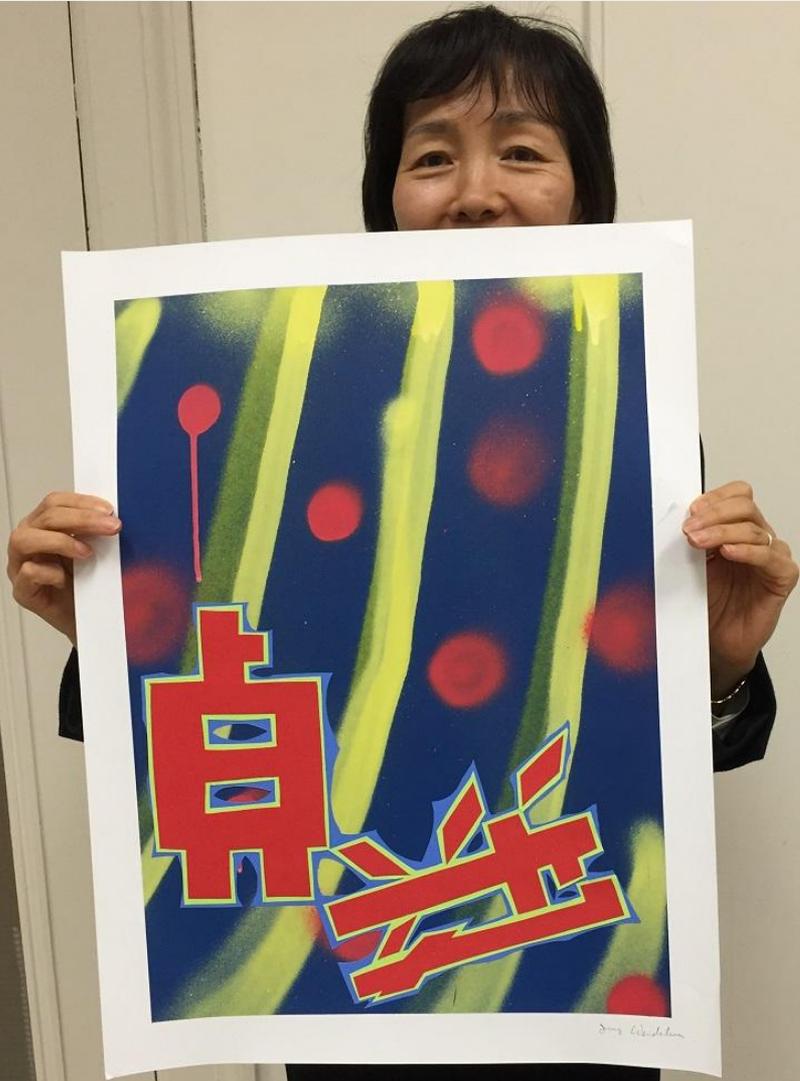
# Envisioning Your Creative Aging Program



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# Teaching Artists: Envisioning Your Creative Aging Program

- + **What came up for you in filling out the worksheet?**
  - Challenges?
  - Inspirations
- + **Share ideas and visions for your creative aging programs**
  - How will you incorporate social engagement in your program?
  - What tools do you have for assessment?
  - What are your ideas for culminating events?
- + **Receive feedback and suggestions**



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**Share Out**



## Q&A Session



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# QR Code Training Evaluation

Please complete the **Training Evaluation Survey**



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## Creative Aging Foundations On Demand Online Course

- + **Free** and **self-paced** online course
- + Designed for individuals and institutions seeking to **run** and **sustain** arts education programming for older adults
- + Learners can go through the course **sequentially** or **selectively**

<https://beagefriendly.org/>

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# Lifetime Arts Social Media & Resources

## Websites

- + [Lifetimearts.org](https://lifetimearts.org)
- + **The Creative Aging Resource:**  
[creativeagingresource.org](https://creativeagingresource.org)

## Social Media

- + **Facebook:** [facebook.com/lifetimearts](https://facebook.com/lifetimearts)
- + **Twitter:** @lifetimearts
- + **Instagram:** @lifetime\_arts



**Thank You!**



**e.a. michelson**  
— PHILANTHROPY

## Resources

Video: Isolation to Connection [2:49] <https://vimeo.com/497432525>

Video: Ashton Applewhite Ted Talk [11:37]: [https://www.youtube.com/watch?v=WfjzkO6\\_DEI](https://www.youtube.com/watch?v=WfjzkO6_DEI)

The world health organization's 2021 Global Report on Ageism:

<https://www.who.int/teams/social-determinants-of-health/demographic-change-and-healthy-ageing/combating-ageism/global-report-on-ageism>

Ashton Applewhite's Ted Talk:

[https://www.ted.com/talks/ashton\\_applewhite\\_let\\_s\\_end\\_ageism?language=en](https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism?language=en)



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## Resources

Identity and Intersectionality: More Than the Sum of Our Parts (Free online course)

<https://www.edenalt-evolve.org/courses/identity-and-intersectionality-more-than-the-sum-of-our-parts>

More information on Older Adults and Equity: <https://www.giaging.org/issues/diverse-elders/>

More Information on Health and Healthcare by race and ethnicity:

<https://www.kff.org/report-section/key-facts-on-health-and-health-care-by-race-and-ethnicity-health-status-outcomes-and-behaviors/#:~:text=Provisional%20data%20from%202020%20show,78.8%20years%20for%20Hispanic%20people>

CDC Loneliness and Social Isolation Linked to Serious Health Conditions:

<https://www.cdc.gov/aging/publications/features/lonely-older-adults.html>



## Resources

Cohen, Gene. (2006, April). The Creativity and Aging Study: The Impact of Professionally Conducted Cultural Programs on Older Adults, Final Report. Retrieved from <https://creativeagingresource.org/resource/the-creativity-and-aging-study-the-impact-of-professionally-conducted-cultural-programs-final-report/>

U.S. Census Bureau. (2017). 2017 National Population Projections Tables: Main Series. Retrieved from <https://www.census.gov/data/tables/2017/demo/popproj/2017-summary-tables.html>

Stanford Center on Longevity's "New Map of Life":  
<https://www.nytimes.com/2021/11/23/business/dealbook/living-longer-lives.html>

Espinoza, Robert. (n.d.). *Meeting the needs of elders of color and LGBT elders*. Grantmakers in Aging. Retrieved from <https://www.giaging.org/issues/diverse-elders/>



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## Media Credits

- + Heard Museum, Phoenix, AZ; Photo Credit: Mary Dashnaw (Slide 1)
- + Honolulu Museum of Art, Honolulu, HI; Credit: Honolulu Museum of Art (Slide 3)
- + Jamaica Plain Branch, Boston, MA; Credit: Shannon McDonough (Slide 4 top left)
- + Queens Library, Queens, NY; Credit: Queens Library (Slide 4 top right)
- + Jewish Community Center, Staten Island, NY; Credit: Jeremy Amar for The New York Community Trust (Slide 4 bottom)
- + Casket Arts Building, Minneapolis, MN; Credit: Casket Arts Building (Slide 6 & 62)
- + Queens Library, Queens, NY; Credit: Queens Library (Slide 18)

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## Media Credits

- + Pullen Arts Center, Raleigh, NC; Credit: Pullen Arts Center (Slide 19)
- + CDC Loneliness and Social Isolation Linked to Serious Health Conditions (Slide 22)
- + Boston Public Library, Boston, MA; Credit: Boston Public Library (Slide 23)
- + Louisiana State Museum, New Orleans, LA; Credit: Louisiana State Museum (Slide 28)
- + Spring Creek Senior Partners: Brooklyn, NY; Photo Credit: Jeremy Amar (Slide 29)
- + The Neon Museum, Las Vegas, NV; Credit: The Neon Museum (Slide 30)
- + Fleisher Art Memorial, Philadelphia, PA; Credit: Fleisher Art Memorial (Slide 38)
- + The Neon Museum, Las Vegas, NV; Credit: The Neon Museum (Slide 39)

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## Media Credits

- + Newtown Italian Neighborhood Senior Center, Queens, NY; Credit: Jeremy Amar for The New York Community (Slide 40)
- + Marine Park, Brooklyn NY; Credit: Jeremy Amar for The New York Community Trust (Slide 41)
- + Washington County Library Consortium, Beaverton, OR; Credit: Washington County Library Consortium (Slide 44 & 54)
- + Pullen Arts Center, Raleigh, NC; Credit: Pullen Arts Center (Slides 45 & 55 & 65)
- + Spring Creek Senior Partners, Brooklyn, NY; Credit: Jeremy Amar (Slide 46)
- + Newtown Italian Neighborhood Senior Center, Queens, NY; Credit: Jeremy Amar for The New York Community Trust (Slide 47 top left & Slide 64)

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## Media Credits

- + Pasadena Conservatory of Music, Pasadena, CA; Credit: Pasadena Conservatory of Music (Slide 47 top right)
- + Minnesota Opera, Minnesota, MN; Credit: Minnesota Opera (Slide 47 bottom)
- + Israel Neighborhood Senior Center, Bronx, NY; Photo Credit: Jeremy Amar (Slide 51)
- + The Memory Project: Storytelling through Visual Arts, Theater and Puppetry (Slide 52)
- + Peace 4 the Ages, Minnesota, MN; Credit: Michael Matthew Ferrell (Slide 53)