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# ART TIMES

Fall 2022

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ABSTRACT

ART

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# MEET THE BOARD



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Leah Keller

waeapresident@gmail.com



## PRESIDENT ELECT

Beth Dobberstein

waeapresidentelect@gmail.com



## PAST PRESIDENT

Devon Calvert

waeapastpresident@gmail.com



## SECRETARY

Jen Martens

waeasecretary@gmail.com



## TREASURER

Dani Graf

waeatreasurer@gmail.com



## ADVOCACY

Jennifer Handrick

waeadvocacy1@gmail.com



## EDITOR

Jana Strobel

waeeditor@gmail.com



## WEBMASTER

Kaitlyn Radloff

waeawebmaster@gmail.com



## MEMBERSHIP CHAIR

Tosha Tessen Hickey

waeamembership@gmail.com



## ELEMENTARY DIV REP

Justin Mane

waeaelementaryrep@gmail.com



## MIDDLE SCHOOL DIV REP

Kayla Potts

waeamiddleschoolrep@gmail.com



## SECONDARY DIV REP

Jessica Matteson

waeasecondaryrep@gmail.com



## HIGHER ED DIV REP

Shannon Cousino

waeahigheredrep@gmail.com



## PRIVATE SCHOOLS REP

Anna Pakalske

waeaprivateschool@gmail.com



## ED&I COORDINATOR

Renee Schumacher

waeacdi41@gmail.com



## ED&I COORDINATOR

Justin Markgraf

waeacdi2@gmail.com



## ADAPTIVE ART REP

Jeni Maly

waeadaptiveart@gmail.com



## MUSEUM DIV REP

Xoe Fiss

waeamuseumrep@gmail.com



## RETIRED REP

Faye Barber-Schmul

waearetiredrep1@gmail.com



## SUPERVISION DIV REP

Peter Kuzma

waeasupervisionrep@gmail.com



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Jen Dahl

waeayam1@gmail.com



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Natalie Kotnik

waeasoutheast@gmail.com



## SOUTH WEST VP

Mandy Zdrle

waeasouthwest1@gmail.com



## NORTH CENTRAL VP

Jill Fortin

waeanorthcentralvp@gmail.com



## NORTH EAST VP

Nicole Sorensen Herbst

vpnewaea@gmail.com



## NORTH WEST VPs

Andrea Worthy & Sarah Fredrikson

waeanwvp2@gmail.com



## WEST CENTRAL VP

Quenten Brown

waeawcvp@gmail.com



## VAC STATE CHAIRS

Dave Pawl & Doua Vue

waeavac@gmail.com



## VISIONEERS REPS

Kathryn Rulein Bareis & Johanna Peterson

waeavdc@gmail.com

# EVENTS

---- 2022----

SEPTEMBER 1

Potawatomi Grant Due

OCTOBER 20 - 22

2022 WAEA Fall Conference

Collaborate!

Treasure Island Resort & Casino

Red Wing, Minnesota

NOVEMBER 5

JMKAC Teacher Recharge

DECEMBER 1

YAM Flag Entries Due

---- 2023----

JANUARY 15

Art Times Articles Due

MARCH 4-31

YAM Show Open to Public  
East Towne Mall, Madison, WI

MARCH 31 @NOON

Youth Art Month Celebration  
East Towne Mall, Madison, WI

APRIL 13 - 15

2023 NAEA National Convention  
San Antonio, TX

APRIL 14

VAC State @ UW Madison

APRIL 28

Visioneers Design Challenge  
Peck School of the Arts

MAY 5 - 7

WAEA Board Retreat

SEPTEMBER 1

Potawatomi Grant Due

OCTOBER 26 - 27

2023 WAEA Fall Conference

Wisconsin Rapids, WI

# WAEA President

waeapresident@gmail.com

LEAH KELLER



## The Benefits of Collaboration

We've all heard the inspirational quotes.

- "Alone we can do so little; together we can do so much" — Helen Keller.
- "There is nothing that you and I could not accomplish together, if we gave our minds to it." -A. A. Milne
- There is no "I" in TEAM
- Teamwork makes the dream work.
- "An individual can make a change but a team can make a revolution." — Amit Kalantri, Wealth of Words

The list goes on, and on, and on. Usually we hear quotes like these in the context of our jobs. With the start of the new year not far in our rear view mirrors, many of us have probably heard these recently. Our administrators want us to work together. What's best for the team? Think of the bigger picture! And in that context, collaborating can sometimes feel forced. As though we have to give something up for the sake of the team without getting anything in return. But it doesn't have to be that way!

Unless you work in a larger district, you have had that all too familiar feeling of teaching on your island of one. No one to collaborate with

on professional development days. No one to group with for discussion time. No one who REALLY knows what you do, understands exactly how many skills you really teach, or has to prove their worth on a daily basis like you may have to. It's exhausting.

From [www.arteducators.org](http://www.arteducators.org):

"NAEA recognizes that the visual arts are grounded in the communities from which they come. Communities are complex, dynamic, and diverse. Communities bring people together and prompt individuals to identify themselves and each other as members of a group. NAEA members are encouraged to work with local, state, and national organizations that share common visions and goals. Resulting community arts collaborations can be nurtured through partnership projects and advocacy efforts."

If you have questioned or wondered why we are having a joint conference with the Art Educators of Minnesota this fall, this is it! WAEA is your community. And guess what? Some of you, many of you, may be geographically closer to Minnesota than most of your own state! Why not use that to your advantage? Our goal is to bring art teachers together from wherever they may be. We WANT to be at the forefront of NAEA's mission of creating community through our partnerships and advocacy. This conference partnership is our acceptance of the challenge to share, collaborate, and connect. Through

my personal involvement in WAEA I have met many more art educators than I could have ever dreamed. And my involvement in WAEA has increased my involvement in NAEA, which has increased my connections throughout the entire country. If you had suggested 10 years ago that this organization would introduce me to art teaching friends and colleagues in at least 20 other states I would have been shocked!

We all know these have been some tough years. Sadly, many art teachers I know have made the difficult decision to say, "Enough!". But for the rest of us, we NEED that connection to other professionals more than ever! I hope you have decided to take advantage of this unique conference opportunity and join us in Red Wing. We have exciting changes and many things will look familiar: vendors, makers market, inspiring keynotes, great sessions and of course the RAFFLE!! But we've really tried to build in lots of the social and networking opportunities you've told us you value. We will have grade level meetings, socializing areas and new this year- BOWLING! We've also dedicated Saturday to making and learning from other makers at The Anderson Center and Red Wing Center for the arts. Here you will meet artists in residence and do some of our more messy "make and take" sessions.

I really hope you embrace the change and make the decision to join us so that you too can enjoy the benefits of collaboration!

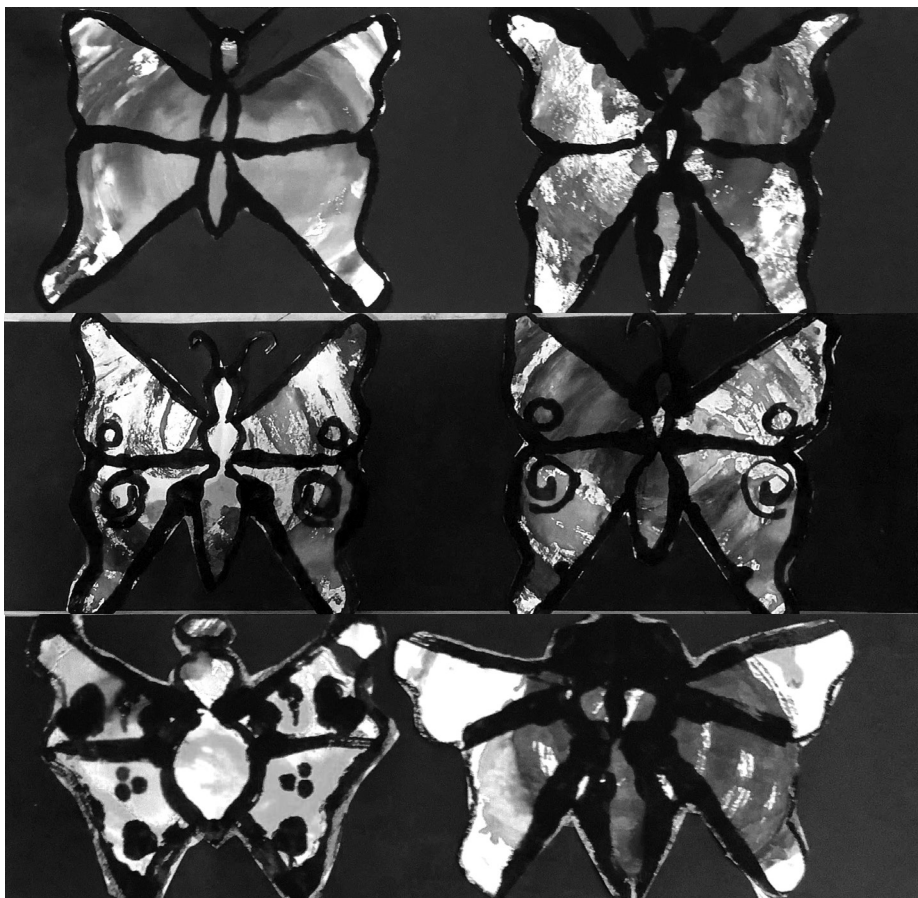


# WAEA Past President

## DEVON CALVERT

waeapastpresident@gmail.com

### Contemporary with Calvert



*Photo Credit Devon Calvert*

Over the last several years, I have become more and more focused on the incorporation of contemporary artists in my classroom. In the beginning, this was an area that I really struggled with because I wasn't taught about many contemporary artists throughout college. However, I have grown to greatly appreciate this group of artists and what they can offer to my students.

2nd grade took a look at contemporary British artist, Damien Hirst. Damien has a wide variety of art but we

focused on his spin paintings. Hirst has a table that spins in a circular motion. He puts paint onto the table and as it spins, it forces the paint to move outwards to the edge of the paper. This is a great opportunity to tie-in some science and talk about the centrifugal force that is being applied to the paint! Sometimes he takes the spin paintings and then cuts them into new shapes like a butterfly or skull. 2nd grade learns about butterflies in their classroom so I thought this would be a good tie-in.

Although we don't have a spinning table, we used paper plates instead to create our spin paintings. Each student was given two plates. They used the primary colors and applied the paint thickly to their plate. Then they flipped their plate over onto a sheet of paper, pressed their finger in the center of the plate, and then rotated it. As the plate rotated, the primary colors mixed and created the secondary colors. The kids thought this was the raddest thing EVER! This is a great way to highlight mixing the primary colors but by doing it in a non-traditional way.

The next day, we took our two spin paintings and traced a circle around the edge of the paintings. Students cut out that circle and folded it in half so it looked like a taco. We then talked about symmetry and how a butterfly's wings are the same on both sides. I showed them how to paint half of a butterfly with black paint and then fold their paper in half to print the other side of it.

The last day, we cut out and glued our two butterflies down onto a strip of paper.



# WAEA President Elect

waeapresidentelect@gmail.com

## BETH DOBBERSTEIN



### Leading for the Future Top 5 Takeaways From the National Leadership Conference

#### #2: THE IMPORTANCE OF STRATEGIC PLANS

NAEA Executive Director, Mario Rossero shared the importance of having a strategic plan that builds teams. He explained the process, protocols, and tools needed to foster buy-in, and create actionable, strategic plans designed for impact. I found his session very helpful. WAEA will be developing a strategic plan in the near future.

#### #3: THE IMPORTANCE OF ADVOCACY

There were three keynote speakers. The first keynote speaker, Ingrid Hess is an illustrator, designer, and educator. Her work is influenced by her Amish/Mennonite heritage and her time spent living in Costa Rica. Hess's research focuses on economic justice as a way to bring peace to the world and empower kids to understand that they can make a difference. Hess also feels it is important that children

Attending the National Leadership Conference (NLC) in Park City, Utah, was the highlight of my summer. Together with WAEA President, Leah Keller, we joined leaders in art education from across the country. With each presentation, we learned how to improve our leadership skills and better our organization. Here are my top five takeaways from the leadership conference.

#### #1: THE IMPORTANCE OF LEADERSHIP

NAEA President, Dr. James Haywood Rolling Jr. kicked off the conference with inspiring opening remarks. He shared the importance of training and encouraging others to become leaders. Part of being a good leader is making the way for future leaders. Dr. Haywood Rolling Jr. compared leadership to a flock of birds. The bird at the front of the "V" creates a draft that allows those following to fly with less wind resistance. Leadership is not about the leader, it is about those you are leading and creating a better organization for them.



*Photo Credit Beth Dobberstein*



see characters in books that depict diversity. She is working hard at being part of the change. Her books reflect children from diverse cultural and social backgrounds and abilities. For a fun activity participants of the conference created a paper advocacy quilt. (See photo to the right)

The second keynote speaker was Nathan Monell, director for the National Parent Teacher organization. Monell provided thought-provoking pieces of advice for organizations.

- Don't confuse size with success.
- Seek innovation and embrace failure.
- Don't get drunk on resentments.
- Lead with equity, diversity, and inclusion.
- Resist others' desire to divide and conquer.
- Continue to speak the truth.

The third keynote speaker was Alex Simmons, an award-winning freelance writer of plays, novels, and comics as well as a teaching artist, and creative consultant. Simmons created work for Disney Books, Penguin Random House, Marvel, DC, and Archie Comic. Simmons's work was done in response to the underrepresentation of heroes of color in comics, books, and movies. He is the creator of the comic book series *Blackjack*. For a fun activity, Simmons walked the conference participants through the creation of our own superhero. (See photo of myself with Alex Simmons).

#### # 4: THE IMPORTANCE OF EQUITY, DIVERSITY, AND INCLUSION

NAEA director of ED&I and Special



Photo Credit Beth Dobberstein

Initiatives, Ray Yang, lead a breakout session on challenging conversations and why we must keep having them. Yang discussed how to create a more inclusive learning experience for our learners. He challenges us to examine our positionality (where we are in society) and think about how our biases influence how and what we teach.

#### # 5: THE IMPORTANCE OF BEING MINDFUL

Lark Keeler, an Art Educator and leader from Delray Beach, Florida spoke to the importance of taking

care of yourself through mindfulness. Keeler uses research-based practices that can improve emotional regulation, problem-solving, alleviate stress, and decrease anxiety. Dennis Inhulsen, NAEA Chief Learning Officer reminded leaders (and teachers) that self-care is not selfish.

I greatly appreciated the opportunity to learn and grow with fellow leaders in art education. If you are interested in becoming a state or national leader, please contact Leah Keller [wacapresident@gmail.com](mailto:wacapresident@gmail.com) or myself [wacapresidenclect@gmail.com](mailto:wacapresidenclect@gmail.com).

# Register for Fall Conference

# collaborate

*minnesota . wisconsin*

Treasure Island Resort & Casino  
Red Wing, Minnesota  
October 20th & 21st  
+ Bonus Activities on Saturday the 22nd



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- Networking
- Bowling
- Raffle

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## ● KEYNOTE ●

### LIBYA DOMAN

- Member of NAEA Equity, Diversity and Inclusion Task Force
- 2020 Virginia Art Educator of the Year
- National Lowell Milken Center Fellow

## ● KEYNOTE ●

### MIKI MICCOTELLI STEWART

- School for Art Leaders
- Artist, Educator, Museum Professional and Lifelong Arts and Learning Advocate



## ● FEATURED PRESENTER ●

### RAY YANG

- NAEA Dir of Equity, Diversity and Inclusion Special Initiatives

### Conference Rates

Active WAEA Member: \$185

Non-Member: \$275

Student Member: \$30

Student Non-Member: \$75

Retired Teachers: Free!

Virtual After-Pass Only: \$50

### Makers Market Vendors

Thursday, Oct 20 from 7-9pm

Want to sell your original artwork at the conference? Sign Up below

<https://forms.gle/5aWLeMVzfiYKPnBa7>

Free to Members

\$10 to Non Members

Deadline Oct 1<sup>st</sup>



# WAEA ED&I COORDINATOR

waeaedi41@gmail.com

## RENEE SCHUMACHER



### NAEA's Equity, Diversity & Inclusion Initiatives

Wisconsin art teachers! Did you know that NAEA has an Equity, Diversity, and Inclusion Team? This group of NAEA educators and State Liaisons are working to curate ED&I resources and discussions around the numerous issues, topics, and ideas related to arts education. Meeting quarterly throughout the year, the state liaisons have been working on discussion topics and raising ideas about how to best inform, support, and sustain equitable practices in art education. This has truly been a decades-long initiative to get up and running, but has gained a lot of actionable traction the last few years.

In early 2018, a Task Force was set up for:

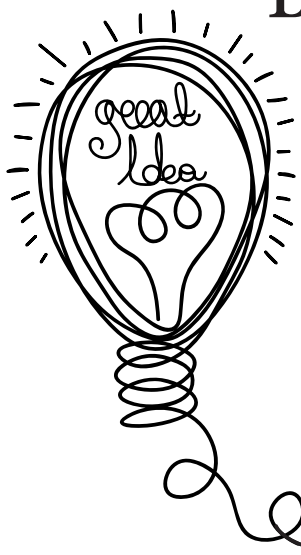
- “Reviewing NAEA’s history through the lens of equity, diversity, and inclusion
- Identifying similar initiatives underway with other professional organizations and study implications for NAEA’s work
- Understanding the demographics of the profession across the NAEA community and throughout the field as a whole” (1)



If you would like to use the above ED&I logo please find it here  
<https://drive.google.com/file/d/1kSSRvpVOPAmAl12odBsED1Z3XZwe4uRR/view?usp=sharing>

This Task force then led to the development of a Equity, Diversity, and Inclusion Commission later that year. This commission was tasked with ensuring that the initiatives of the Task Force were carried out and continued. They also work “... in concert with the NAEA Board of Directors, state association affiliates, and members to

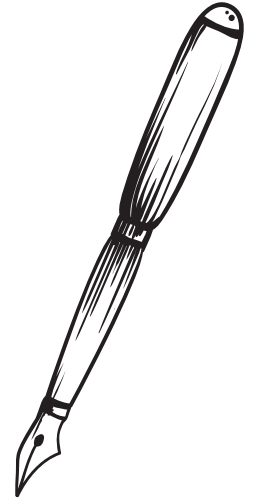
respond to previously unaddressed and newly emerging issues, to advance NAEA ED&I priorities, and sustain the work already begun by the Task Force.”(2). ED&I Commission Chair James H. Rolling Jr said, “The new ED&I Commission’s agenda will shape itself not only in the effort to operationalize the final



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recommendations of the NAEA ED&I Task Force that preceded it, but also in response to both previously unaddressed and newly emerging issues sent to our attention from NAEA members and the larger field of art, media, and museum education practice.” (3). The recommendations from the Task Force can be read here: [Recommendations from the NAEA ED&I Task Force to the NAEA Board of Directors.pdf](#)

[https://drive.google.com/file/d/1wq\\_tYDdrqOafEXhkEWsqpKXZH3ZDh\\_-3/view?usp=sharing](https://drive.google.com/file/d/1wq_tYDdrqOafEXhkEWsqpKXZH3ZDh_-3/view?usp=sharing)

The 16 recommendations set forth by the Task Force lay the foundation to carry out the work within NAEA,

in partnership with the State organizations.

In the fall of 2021, the State Liaison Pilot program was established. State organizations, WAEA included, set up applicants to join this pilot group. The State Liaisons met quarterly for training and discussions around setting up resources, supports, and state teams within their organization. WAEA began to do this last spring. It is the hope of the NAEA State Liaison Team and WAEA to truly support our art educators and to ensure that our organization and our branch of education are consistent with equitable, diverse, and inclusive practices and content. We want all of

our educators and students to feel and be seen, heard, and represented.

If you are interested in learning more about the history and process of NAEA's ED&I Initiatives, visit their dedicated website: <https://www.arteducators.org/equity-diversity-inclusion> and/or reach out to Ray Yang, NAEA Director of Equity, Diversity, and Inclusion (ED&I) and Special Initiatives at [ryang@arteducators.org](mailto:ryang@arteducators.org). Ray leads our State Liaisons meetings and training and has worked hard to lead by example. You can also reach out to Renee Schumacher, your WAEA ED&I State Liaison [waeaedi41@gmail.com](mailto:waeaedi41@gmail.com).

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## Sources

1. <https://www.arteducators.org/equity-diversity-inclusion/articles/608-national-task-force-on-equity-diversity-inclusion>
2. <https://www.arteducators.org/equity-diversity-inclusion/equity-diversity-inclusion-commission>
3. <https://drive.google.com/file/d/1lyylt49F6G7cczjutDWdNaoc-4XOELCt/view?usp=sharing>
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## LGBTQ+ Support

### Incorporating LGBTQ+ Identities

It's 2022 and LGBTQ+ rights are going backwards. What so many of our LGBTQ+ elders fought for is disappearing, being taken away, or challenged at a legal level, and our LGBTQ+ youth are facing an incredibly unsafe upbringing. The legislation happening in states such as Texas, Florida and Alabama not only affects our students, it affects us as educators and how we're able to teach and support our students.

So, how do we still teach in an equitable way that supports our LGBTQ+ students while navigating this harmful legislation? At the end of the day, we are teachers, it's our job to support our students regardless of outside forces. It can feel overwhelming when figuring out where to start, but odds are you're already there. When including LGBTQ+ identities in your curriculum you don't want to pigeonhole them. The best way to avoid this while being inclusive is by working off the curriculum you already have.

When incorporating LGBTQ+ inclusion into your classroom the idea of Mirrors and Windows, a concept developed by Emily Styles, should be a driving force in the way you teach. Not every student that you teach is part of the LGBTQ+ community, however they benefit from being exposed to LGBTQ+ identities in the art classroom, these are windows. LGBTQ+ students in the room benefit from seeing themselves represented in a normalized way, these are mirrors.

We encourage you to utilize LGBTQ+ artists in units that you already teach. Showing LGBTQ+ artists validates the LGBTQ+ students in the room while normalizing those identities for the rest of your students. For example, we all work on the elements and principles of design with our students. Guess what! There are countless LGBTQ+ artists that utilize these techniques in their work. You can also utilize more broad topics and big ideas that allow students to incorporate their experiences regardless of how they identify.

### Big Ideas

Students LGBTQ+ identities can be celebrated by doing projects involving symbolism, identity and social justice.

Again, when introducing these projects, topics, and themes, show your students artists who utilize these ideas in their work. What's amazing about teaching units on these big ideas is that everyone in your classroom can relate to it, whether or not they are part of the LGBTQ+ community. Instead of making a project about a specific LGBTQ+ artist (this would be pigeonholing) teach big ideas and utilize LGBTQ artists when showing examples. These big ideas allow for mirrors and windows within the projects. Students that need to will see themselves reflected in the artist's examples, and all students will have the opportunity to learn from each other's differences.

### How Guiding Questions Can Help

Well developed guiding questions will allow space for students of all identities to think deeply about themselves and each other. If you can't talk about an artist being part of the LGBTQ+ community, you can still use guiding questions to talk about main ideas in their work. When asked well developed guiding questions, students have the agency to engage in conversations more organically without difficult or controversial questions coming from the educator. To see an example of a guiding questions slide, see image at the top of the next page.

As we enter a scary time for ourselves and our students, our creativity is our best way to fight against what is harming our LGBTQ+ students. If you are interested in learning more and being a part of the conversation, please consider joining the NAEA LGBTQ+ interest group or consider following the group on Instagram @naea\_lgbtq. We don't have all the answers, but we are learning and growing every day and look forward to navigating these situations with you!

By: Hannah Swanson and  
Kaitlynn Radloff

## FOR EXAMPLE...

### Guided Questions for Frida Kahlo and Marco Dasilva:

- How do we choose to explore our own gender identities?
  - What stereotypes do we notice in our families, schools, and other communities we are a part of?
- Thinking about the way Frida or Marco used symbolism in their work, how can we create symbols that represent the communities we are a part of, or that represents



## *Encourage your fellow art teachers* to become **WAEA MEMBERS**

### FREE OPPORTUNITIES

- Membership in the National Art Education Association
- Eligibility for grants (gave away \$3,750 last year)
- Art Times publication
- Regional and state Youth Art Month exhibits
- Board representation of various grade levels and regions
- Boost your Educator Effectiveness artifacts

### MEMBER ONLY OPPORTUNITIES

- REDUCED rates to WAEA & NAEA Conference
- NAEA monthly webinars for members
- Visioneers Design Challenge and Visual Arts Classic
- Teacher of the Month & additional awards
- FREE collaborative community of like-minded artist educators

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## On the Road, Again

Traveling is amazing. There are not very many people I know that don't enjoy hopping in their vehicle and going somewhere. I am no different. However, being a traveling art teacher does not always have the same allure. Teaching is already a demanding, yet rewarding profession at one school, let alone multiple. My first teaching gig saw me traveling between two schools with vastly different atmospheres and styles of leadership from administration. Monday, Wednesday and Thursday I was at one school - Tuesday and Friday at the second school. So, I never got to attend the pep assembly on Friday's at my home school. Students would frequently ask why I was not there to give out the art award. The school I was at two days a week saw me with a very tight schedule that offered no prep and even less time on Friday's due to pep and recess duty. Sometimes this dance between the two schools left me feeling lost and out of the loop because I never really knew what was happening where or when. Talking with other art educators, I heard a lot of the same struggles I was facing: not enough travel time, learning so many different student names, often drastic school rules/atmospheres, missing staff meetings or having to attend

multiple staff meetings at the different schools that never really seem to apply to the specials, organizing multiple rooms or carts, students and staff never really getting to know you, updating and maintaining displays, etc. Honestly, the con list seems never ending. I reached out to a group of art educators and took a poll. I asked if they worked at one school, two schools, or three or more schools. Out of 141 votes, 58% worked at only one school, 34% worked at two schools and 7% worked at three or more schools. In conversation about being a traveling or floating art teacher, many said they worked at multiple schools before eventually obtaining just one school. Some said they went to four schools a week... four!

**Being a  
Traveling  
Art Teacher  
is a Big  
Responsibility**

I have recently made the switch to a new district where I'll be traveling to three schools a week and maintaining three classrooms. Right now, in July, the prospect seems incredibly daunting. However, if I go in with that attitude and mindset, I am already setting myself up for failure. There are so many pros to being at more

than one school. Here are just a few of them:

- If a student transfers schools within the district, you'll likely know them and can be a friendly face
- Days seem to go by faster due to traveling
- Hopefully no time for extra duties!
- If you're feeling tired or fed up of one school, you can start fresh when you get to the next
- If a lesson bombs you know why and can rework it for the next class
- Learn to be more flexible
- Reach a lot of students with art
- More chances to build healthy, supportive relationships with staff and administration
- Experiment with different ways to teaching the same thing at different schools
- Build on leadership and classroom management style
- If students are only seeing you once or twice a week in the building, chances are they are going to be excited and eager for your class

There are far more pros than cons for being a traveling art teacher. Sure, it's a big responsibility, but it's also a chance to grow as an art educator and really as a human being. So, for those of us that travel between buildings, maybe we need to look at it as more of an adventure - enjoy the ride like any other time we travel.



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# WAEA YAM North West VP

waeanwvp2@gmail.com

# SARAH FREDRIKSON



## Art & Blooms



*Photo Credit Sarah Fredrikson*

Spring in Wisconsin brings a little bit of everything: snow, ice, rain, and hopefully some sun, but for me, it also brings art shows. It had been three years since our last art show in my district. This spring we were ready for a return to our district art shows.

In 2019, our new gym was completed along with a beautiful atrium. It seemed like the perfect time to revamp our district art show. Before we had the new space our show was a collaboration with the middle and high school band extravaganza. The other two art teachers and I would set up our show in a variety of rooms upstairs in the high school and above the lockers, while people would come and check out the work from the gym below, it was hidden and we wanted to reach more people. So the new space gave us the chance to put our work more out front and center, but it also posed a challenge.

How were we going to display the art in the large open area? We looked at the panels available for sale but they were too expensive, so then we started to look at making our panels. We found panels made using pegboard and I had an art student who also had

an independent tech ed class so she set to work on building the panels. She made eight 2 by 4 panels and two 4x4 panels. The panels were easy to move and could display art on both sides using binder clips and peg hooks.

Once we had the displays made, the next step was to see how they worked. We set up our first show in March of 2019. We rebranded the district art show Art in the Atrium and continued to have the show in collaboration with the Band Extravaganza. It was a success. Parents who had to drop off their middle school children milled around the artwork. Elementary families came to search for their kids' work. Parents, grandparents, and community members checked out the work, so many more people than when our show was upstairs and hidden as in previous years.

So with one show complete, we decided to add a second show to end the year. We called it Art & Blooms, it was a collaboration with the agriculture department. It was not going to just be looking at art but also creating art. The big draw was for attendees to

decorate a flower pot and then plant it with flowers. We also had a station for painting rocks run by middle school students, face painting by high school students, games, and chalk. The event ended up being small which was good for our first try and we had plans to make it better the next year.

Well as you can imagine the next year, the events didn't happen. We would have come back from spring break to set up the Art in the Atrium show, but that never happened. My students keep emailing about face painting at Art & Bloom, but eventually, that was canceled as well. While last year, we put together a virtual show, it was not the same.

Fast forward to this March, the Band Extravaganza was back which meant Art in the Atrium was back too. Last year two new teachers joined the art department because of retirement and a job change, so everything was new to them even though this was their second year in the district. We began planning and collecting art in the fall to ensure we highlighted the best

*(continued on next page)*

## DANI GRAF

### Treasurer's Report 2022

We have maintained our fiscal stability this year by doing what good art teachers do: we stretch every dollar, find ways to stretch our budgets, and creatively solve problems. This year was almost back to normal. Our budget is a balanced one each year: we spend what we take in. This year we didn't quite do that, but years of saving up a reserve helped us to weather through.

Our Potawatomi grant program is still in

place with grants due September 1. The Casino does not have an opportunity this year for their lottery, but when they are up and running again, I will write a grant for materials to teach about First Nations in Wisconsin. We will give out grants until we exhaust the funds.

I have much gratitude and respect for all of our members who unfailingly do work above and beyond the school

day to assist their students have experiences that will enhance their arts education.



### Art & Blooms Continued...

work from the year. Each teacher was responsible for matting and labeling their student work and then getting it to the high school. A few days before the show high school students helped hang the artwork. On the day of the show we arrived early to help move panels and put out 3-d pieces then we were able to sit back and enjoy. We watched hundreds of people look at the artwork during the afternoon and listen to some wonderful music.

Our Art & Blooms event was a big success this year. It happened the same day as our district Stung Cancer event, so more people were around to view the artwork and participate in the activities. We had a few more panels made to display even more art. We highlighted the artwork which was part of the Youth Art Month Show from the regional show and state show and our AP students artwork. We made sure to advertise the event in the local paper, fliers at the elementary

level to inform kids their artwork was in the show and school newsletter. All our work paid off as we sold out of rock to paint and almost ran out of pots to decorate.

As I move on to a new position, I will have to find new ways to show off my students' work. Hopefully, this gives you some ideas for you and your district. Start planning at the beginning of the year to help your event be less stressful to prepare for and in the end go smoothly.



*Photo Credit Sarah Fredrikson*

# Youth Art Month Chair

waeayam1@gmail.com

JEN DAHL



## Youth Art Month and MORE!



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YAM and MORE! I am very excited about continuing as the Youth Art Month Chair for Wisconsin. I have spent my summer swimming each morning, teaching swimming lessons and planning the next year of YAM!

I am joined by a fabulous team. Wisconsin is divided into six regional areas, let me know if you need help with finding your region! The talented YAM teammates are Andrea Worthy and Sarah Fredrickson-North West, Quentin Brown-West Central, Mandy Zdrade-South West, Natalie Kotnik-South East, and Jill Fortin-North Central. Each of these regions will be hosting a regional show, updates will be coming soon!

From the regional shows three pieces of art will go on to the state art show at East Towne Mall in Madison, March 4-31, 2023. This is a new location from last year, because we have simply outgrown the state capitol building, which has been our home for years. I am super excited about this move, more space to grow and many more opportunities to promote



**YAM CHAIR**

**Jen Dahl**

waeayam1@gmail.com



**SOUTH EAST VP**

**Natalie Kotnik**

waeasoutheast@gmail.com



**SOUTH WEST VP**

**Mandy Zdrade**

waeasouthwest1@gmail.com



**NORTH CENTRAL VP**

**Jill Fortin**

waeanorthcentralvp@gmail.com



**NORTH EAST VP**

**Nicole Sorensen Herbst**

vpnewaea@gmail.com



**NORTH WEST CO-VP**

**Sarah Fredrikson**

waeanwvp2@gmail.com



**NORTH WEST CO-VP**

**Andrea Worthy**

waeanwvp2@gmail.com



**WEST CENTRAL VP**

**Quenten Brown**

waeawcwp@gmail.com

**2023  
YOUTH  
ART  
MONTH  
March 4 - 31**



**EAST  
T·O·W·N·E  
MADISON, WI**





*Photo Credit Jen Dahl*

art! Some of the exciting additions include an art scavenger hunt, art supply donation drive, easy access to the art for families, great parking, QR code fun, wonderful prizes for first time art educators participating in YAM.

YAM is more than just the state art show if you want to get involved there is more! Flag designers are needed for the state flag! Students in any grade can create a flag for YAM with a Wisconsin kick! Remember that logos and copyright images are not allowed and will be disqualified. YAM celebrations happen all over the state. I would love to have you get a proclamation signed by your school board, superintendent, government officials, anyone that supports art! Please reach out to me if you have a creative way to celebrate art!

YAM has a new Facebook page you should like and follow. Look there for updates and regional show information. **Youth Art Month Wisconsin.**

## YAM TIMELINE OF EVENTS

### September-December

Students create art for the regional art shows and YAM flag

### October 20-22

Minnesota/Wisconsin Conference in Red Wing come and participate in some fun YAM make and takes from Kathryn and myself on Friday  
*Session A 10-10:50am Room: Wacipi.*

### December 1

Flags due to Jen Dahl you can email or mail them to me.  
[wacayam1@gmail.com](mailto:wacayam1@gmail.com)

### January-February

Regional shows

### March 4

YAM setup at East Towne Mall, Madison

### March 31

YAM celebration at East Towne Mall, Madison from 12-1PM



*Photo Credit Jen Dahl*



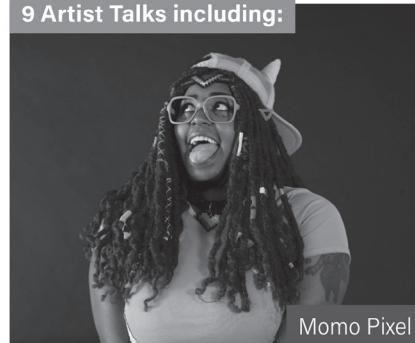
# MEDIAARTS INTENSIVE

Get inspired with an **overview of Media Arts** and how it has evolved over time, a deep dive into the **National Media Arts Standards**, and exciting sessions **for educators across all grades** including:

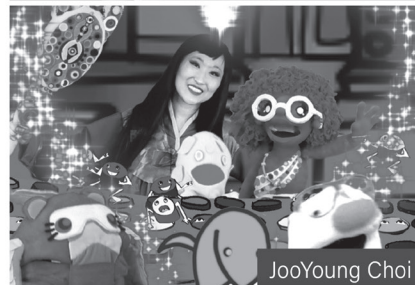
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## The Paradigm Shift We Need

Kate Robinson's daughter took notes as he dictated the ideas that would be shared in his final book entitled, "Imagine If...". In 2020, we lost Sir Ken Robinson to cancer. However, his ideas and spirit live on. In fact, his advocacy for the arts and shift in education, in general, can be found in this text. Sir Ken Robinson states, "The revolution we need calls for a global reset of our social systems. It calls for a new, wider conception of human ability, and an embrace of the richness of our diversity of talents. It is based on a belief in the value of the individual, the right to self-determination, our potential to evolve, and the importance of civic responsibility and respect for others. And it begins with education." (Robinson 2022)

I think we all agree that education has the potential to radically change the course of a child's life for the better. However, teachers are often undervalued and work in situations that inhibit their freedom and professional judgment. The "system" of education can and does demoralize youth and fail to provide students the opportunities to succeed.

For decades our education system has been focused on a narrow view of

academic ability ignoring the amazing diversity of our youth's abilities and interests. Resources are poured into reforming a system that seeks to raise standards and accountability in a narrow band of subjects. "As we face an increasingly febrile future", Sir Ken Robinson suggests, "the answer is not to do better what we've done before. We have to do something else." (Robinson 2022)

What's at stake? Jean Piaget stated in 1934 that "Only education is capable of saving our societies from possible collapse, whether violent or gradual." H.G. Wells put it even more directly, "Human history is a race between education and catastrophe." These quotes and statements are not an attempt to be overly dramatic. I believe the weight of our current situation in education and society and the impact of the pandemic provide us with an opportunity to consider a necessary shift.

At a recent conference, Education Secretary Cardona suggested, "We're closer to a reset in education than ever before." He emphasized in the talk that any improvements or "reimagining of education should involve putting students at the center and giving educators more agency and respect." (Sullivan 2022) Sir Ken Robinson offers the viewpoint that it "has to begin from a richer conception of our natural capacities and potential." He continues, "Human resources are like natural resources. They are stunningly diverse, which is why human

accomplishments are so multifarious." (Robinson 2022) My belief is to combine both of these principles. Teachers need autonomy, time, and support to help discover, develop, and expand children's consciousness, capabilities, sensitivities, and cultural understandings.

In his book, Sir Ken suggests that schools concentrate on eight competencies - curiosity, creativity, criticism, communication, collaboration, compassion, composure, and citizenship. As he states, "if properly integrated into education, will equip students who leave school to engage in the personal, cultural, economic, and social challenges they will inevitably face in their lives." (Robinson 2022) My challenge to all of you is to incorporate at least one of Sir Ken's eight competencies into your curriculum. Just one would make a fantastic source for your SLO or PPG.

I'm optimistic and thrilled about the future. I'm confident in our ability to imagine, create and innovate. I believe in all of you and the potential we have working together. To that end, I have four updates for you:

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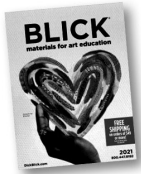
### References:

- Robinson, K., & Robinson, K. (2022). *Imagine if ...: Creating a future for us all*. Penguin Books.
- Sullivan, E. T. (2022, March 9). With few details but big ideas, sec. Cardona pushes total reimagining of Education - Edsurge News. EdSurge.





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## The Paradigm Shift We Need Continued



1

### FALL VISIT FORM

This fall, I plan to dust off a DPI fleet “family truckster” and visit as many schools as possible! I would love an invitation to meet you and your students and spend some time hearing about what is working and what is not. If you are interested in a visit, please fill out this form.

<https://bit.ly/dpitour22>



2

### ADMINISTRATOR LETTER

Our time to collaborate and learn together is so important. I have sent this note to your administrators requesting release time so you can attend one of the state arts conferences this school year. <https://bit.ly/DPIartletter22>



3

### U.S. PRESIDENTIAL SCHOLAR IN THE ARTS

I would love to recognize your exceptional seniors as a potential U.S. Presidential Scholar in the Arts. Click here to learn more! <https://bit.ly/ScholarinArts>



4

### DPI ARTS AND CREATIVITY WEBSITE UPDATE

The DPI Arts and Creativity Website has been updated and will continue to change to meet the needs of educators and students. Add it to your bookmarks! Also, a new Arts and Creativity Newsletter will be added shortly to connect the arts, offer resources and celebrate the fantastic things you and your students are doing! <https://dpi.wi.gov/fine-arts>



# WAEA Secondary Rep

waeavac@gmail.com

DAVE PAWL



## Stay Connected

This school year I will be transitioning out of the Secondary Representative position so that I can focus on my duties as Visual Arts Classic State Co-Chair. I have greatly enjoyed my time as Secondary Representative and met so many brilliant and inspiring colleagues. Taking time to share and connect with other art teachers has been an invaluable resource for me personally and professionally. To help facilitate connections statewide, I will be working with the incoming Secondary Rep to maintain the Statewide High School Art Teacher Database that was started in response to the Secondary Level Divisional Sectional at the 2021 Fall Conference.

The link to submit information to the database is now live on the WAEA website [wiarated.org](http://wiarated.org) in the Educator section. (See the screen shot below) If you haven't done so, or if your school or teaching assignment has changed since the last time you submitted, please take the time to fill out the form for this school year. If you know any art teachers who are not part of WAEA, please encourage them to fill out the form as well.

The discussions at last year's Divisional Sectional were very informative and productive. This year's Fall Conference will again provide a forum for discussion on Thursday, October 20th at 6pm at the Conference Center. I hope you will be able to join in the fun!

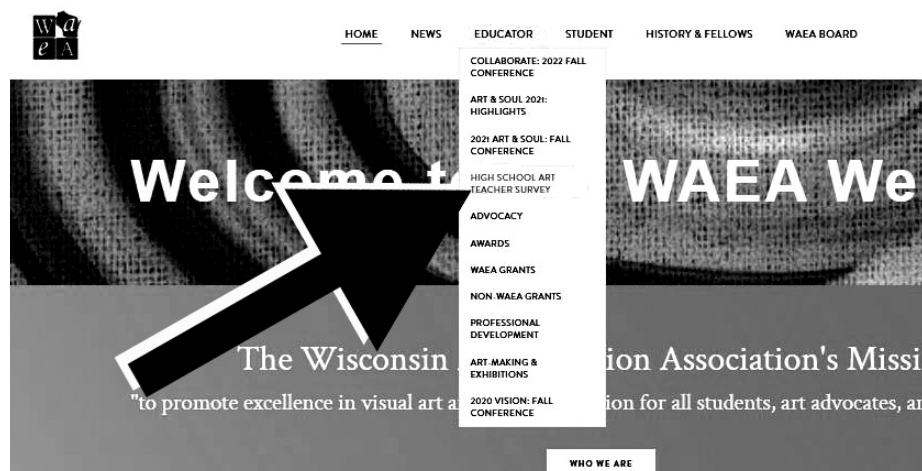


VAC STATE  
April 14th, 2023  
UW-Madison

Art & Texture

## VAC Update

The work on this year's Visual Arts Classic is well underway! A dedicated group met in the summer to begin creating prompts for this year's theme of Art and Texture. Special thanks to Nancy Zabler and Dana Rice our Prompts Co-Chairs for hosting the meeting and working hard all summer long on the prompts! The 2023 Artist's List and Registration Forms will be available soon. UW-Madison has committed to hosting our State Competition on April 14th, 2023. Please email me at [pawld@mywusd.org](mailto:pawld@mywusd.org) with any questions about the competition or if you are seeking ways to get involved behind the scenes at the regional or state level.



# We Love Art Teachers!

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## BACK and **BETTER** than EVER!!





## Adventures in Italy: Bringing Travel Experiences Back to the Classroom

or design challenges I can give my students, inspired by the hand carts used for everything from delivering Amazon packages, collecting garbage to helping tourists with their luggage. The carts have two sets of wheels; a large and small, to get up the steps of the many bridges.

One of the silver linings of the COVID times was having the time to plan and save for a future travel adventure. For my husband, our COVID pod friends and me, that meant a 10 day trip to Italy in June of 2022.

We went to Venice, the Cinque Terra, Florence and Rome; staying in VRBOs in each city. Every city was unique with its own regional fare, traditions and styles but the common thread with everything in Europe is that it's all old and it's all beautiful. If you're like me, you probably always have your 'teacher hat' on when you travel. Experiencing different places, cultures and people broadens our own knowledge base, informs our lessons, and makes us better teachers.

Italy is full of history, culture, art and architecture. It's overwhelming and I am still processing most of it. It was easy to explore Venice while being an art teacher. It is a maze of canals combined with a maze of 'streets' (I kept calling them alleys because they are so narrow!) connected with over 430 bridges. It is a marvel of creative problem solving and simple machines. Everything requires physical labor and either hand carts or boats! I'm starting to think about STEAM



We happened to be in Venice during the Biennale, an international art exhibit that alternates each year between art and architecture, which had been postponed due to COVID. So in addition to the 'old' art in the churches and museums, there were lots of opportunities to see contemporary art in the Biennale exhibits around the city. We stumbled upon an exhibit in an old church that seemed to be on loan from the Pinchuk Art Centre in Ukraine. It featured art that was made in reaction to or support of Ukraine since the recent invasion. The exhibit included pieces by a woman who blogged each day since the invasion as well as pieces by Maria Prymachenko and Damien Hirst.

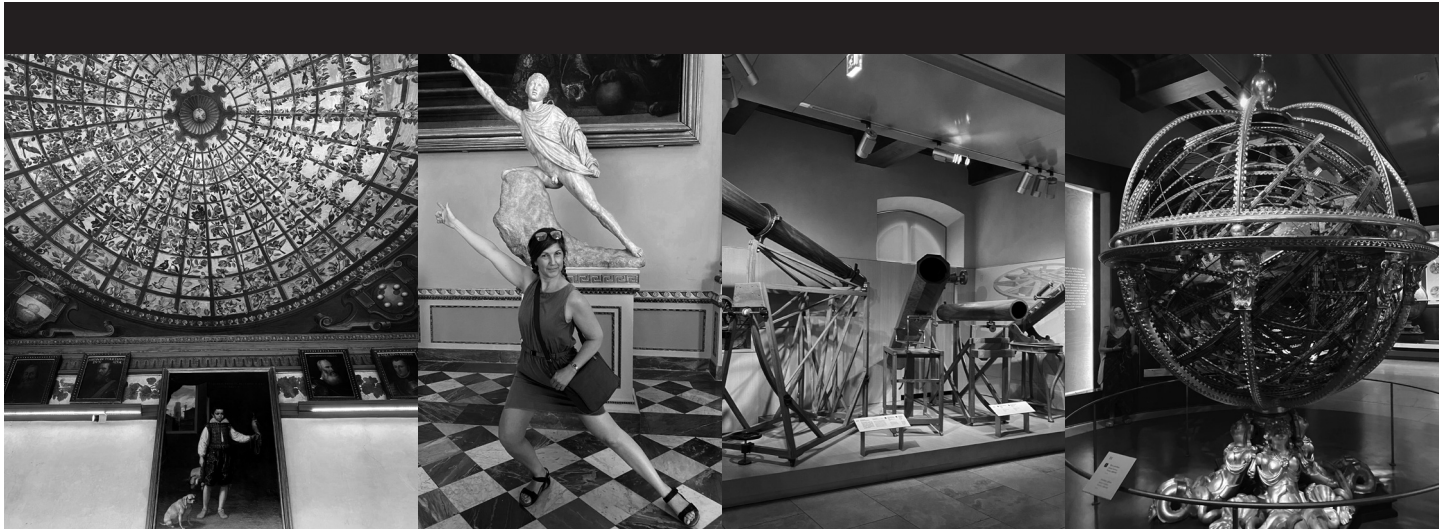
The juxtaposition of the contemporary art with the setting of an old church with vivid old frescoes on its walls, was quite striking. I started to think about



*Photo Credits Mandy Zdradle*

the hundreds of years it took to create the cathedrals and basilicas in Europe; all without modern machinery verses the immediacy of a digital blog and photo. Both are about history, communication, expression and are

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*Photo Credits Mandy Zdrade*

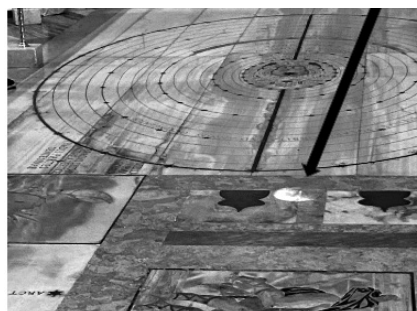
examples of what society values. Art continues to be part of being human and experiencing the world in which we live.

In Florence, we visited the Uffizi Gallery; a visual feast for the eyes. Every square inch of space has been embellished, designed, painted or sculpted at the whims of various dukes and the artists who they commissioned. Highlights included Botticelli's *The Birth of Venus* and several paintings by da Vinci. Considering it took over 300-400 years to create and arrange all of the art in and of the building and gallery, it is a lesson in perseverance and stamina.

As amazing as the Uffizi was, it was the Galileo Museum behind it that really got my wheels turning (pun intended). As I looked at how levers, wheels and axles gave us clocks, telescopes, maps and thermometers, all in beautifully designed woods and metals, I could not help but notice this was probably the origin of STEAM... Science, Engineering, Art and Math, but before the T!

It was the very next day in Rome, when we happened to be in the right space at the right time. We were inside the basilica of Santa Maria degli Angeli when we noticed people lined up along a roped off section of the floor. Upon further investigation we realized that we were five minutes away from the Summer Solstice and

that light from a hole waaaaay up in the ceiling would be streaming down onto the line of inlaid gold (bronze?) on the floor, landing on one certain spot, to mark the longest day of the year. The astrological signs were mosaicked and inlaid into the floor all along this line which cut diagonally across the church floor. It was art and science/form and function at its best. I started to think about art or design challenges that include the influence of a natural force; sun, wind, rain.



*(Arrow points to sun spot on the floor approaching the mark to the left)*

Our final city was Rome. Wonders of scale and perspective are imminent. Simply walking down a street and turning a corner might reveal an immense tower, sculpture or monument that dwarfs all surrounding humans. It's impossible to fathom how the artists physically created the work, while also factoring in scale, perspective and the viewer's point of view. I am thinking about projects that incorporate different and extreme points of view. Maybe students create

monuments or buildings for an insect that replicate the scale of a person to the Colosseum?



*Photo Credits Mandy Zdrade*

I recognize that I am very fortunate to be able to travel and see these things with my own eyes. We use our own experiences to shape our teaching. Whether in the state, the country or out, travel makes us better educators because it challenges us to examine and reflect upon our culture, traditions and routines compared to those of the places we visit. Seeing history through another culture and how that history has shaped its culture, helps us learn and grow. I'm sure more lesson ideas will emerge as I continue to reflect on the trip. Ciao for now!





## Teacher Recharge: Creative! Growth!

On June 18, Twenty-five educators traveled from throughout Wisconsin to attend Teacher Recharge at the John Michael Kohler Arts Center (JMKAC). Teacher Recharge is JMKAC's professional development program, scheduled twice a year on a Saturday. The day emphasizes recharging educators' personal creative practices and their teaching practices through hands-on workshops, time to network and connect with other educators, and experiences in the Arts Center's current exhibitions.

This spring, the program drew inspiration from the new Creative! Growth! exhibition, on view through May 2023 at JMKAC. It is the first exhibition to consider the history of Creative Growth Art Center in Oakland, California. The day emphasized techniques and strategies for creating more accessible and inclusive spaces and lessons.

Educators began the day with a tour of the new exhibition from curator Laura Bickford, and then participated in five workshops lead by adaptive experts Tasha Newton, Melissa Enderle, Jeni Maly, Kathy Rulien-Bareis, and Sue Loesl in the Arts

Center's studio spaces. The workshops focused on a wide range of media - fiber arts, painting, ceramics, mixed media and collage. The day was full of conversations between attendees and facilitators during a relaxing lunch hour and throughout the workshops about challenges in their teaching spaces, brainstorming ideas for new projects, and connecting with each other.

At the end of every Teacher Recharge, educators leave with project examples and resources to continue exploring the workshops, exhibitions, and concepts from the day, and of course plenty of JMKAC swag and supplies from a visit to our teacher surplus table where we share extra supplies from the Arts Center!

The next Teacher Recharge program will be **Saturday, November 5** from 9:30am – 5:00p.m, and will focus on both artist-built environments and continue the conversation and explorations of adaptive techniques and resources. We will begin the day at the Art Preserve looking at the work of Albert and Louise Zahn. The day continues at the John Michael Kohler Arts Center, just ten minutes away, for lunch and workshops focused on the Zahns and adaptive strategies.

Add it to your calendar and plan to attend with a friend! WAEA generously supports registration for WAEA members, but space is limited.

E-mail Xoe at [xfiss@jmkac](mailto:xfiss@jmkac) to reserve your space today!

### What is Creative Growth?

Founded in 1974 by artist Florence Ludins-Katz (1912–1990) and her psychologist husband Elias Katz (1913–2008), Creative Growth emerged from the larger social, cultural, and political narratives associated with the Bay Area in the late 1960s and early 1970s—including the women's, gay, and civil rights movements. The arts and disabilities movement, which championed the civil rights of disabled persons and fought against their marginalization in arts and culture, flourished during this era. The Katzes were among that movement's most farsighted and committed advocates.

Now approaching its fiftieth anniversary, Creative Growth is the preeminent center for artists with disabilities in the United States, and has, in turn, become a model for similar centers nationally and internationally. At Creative Growth, the Katzes established a unique and fiercely independent environment where disabled individuals are empowered to explore their creativity at their own pace.

The staff at Creative Growth, almost exclusively practicing artists, are not teachers in any conventional sense, as no formal instruction takes place.



*Teacher Recharge: Creative! Growth! at the John Michael Kohler Arts Center, 2022. Photo courtesy of John Michael Kohler Arts Center.*

Rather, the staff members work alongside the artists with disabilities, introducing them to new materials and processes, offering practical and technical assistance where necessary, and supporting their idiosyncratic approaches to self-expression.

## Resources to Explore:

### Regional Organizations Serving Individuals with Disabilities:

- Arts for All
- Artworking
- Studio 84
- RCS Empowers
- Arts of Life
- Project Onward

### Suggested Book List from Facilitators on June 18:

- *Stitch and String Lab for Kids*
- *Dribble Drabble, Dribble Drabble: Process Art Experiences for Young Children*
- *Preschool Art: It's the Process, not the Product*
- *The Usborne Complete Book of Art Ideas*

### Suggested Book List Connected to Creative! Growth! Unbound :

- *The Life and Art of Judith Scott*
- *Just Ask! By Sonia Sotomayor*
- *A Kids Book About Empathy*

## JMKAC Curriculum

<https://www.jmkac.org/engage/educators/educator-resources/>

## Want to Schedule a Field Trip to the Arts Center?

We encourage schools to experience both the Arts Center and the Art Preserve. In-person or virtual, our team of museum educators will lead students in interactive tours and provide creative, choice-based workshops. Funding is available to K-12 schools within a 75-mile radius of the Arts Center. Find more information about tour options and request a tour online <https://www.jmkac.org/engage/programs/tours/> or e-mail [lgonzalez@jmkac.org](mailto:lgonzalez@jmkac.org).

# WAEA Membership Chair

waeamembership@gmail.com

## TOSHA TESSEN HICKEY

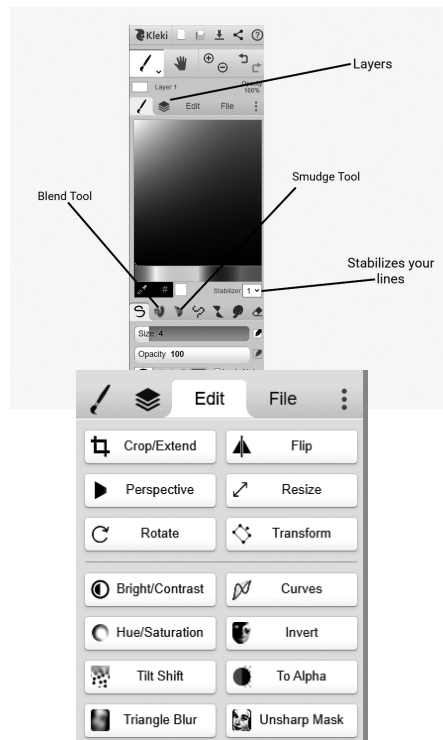


## Free Web-Based Drawing and Photo Apps



Kleki is a very simple program, but it does offer a wide array of options. I found that some of the web-based tools do not have a blend or smudge selection, which makes blending much harder. Kleki is better for drawing, it does not do much for photo editing.

Kleki is nice in that it has the option to increase stability, which is especially nice for finer drawings and calligraphy. The lack of options does make it one of my least favorite websites, but I feel that it is a good alternative.



Through the Rural Virtual Academy (RVA), we use a variety of technology. As a virtual art teacher, I have found it quite challenging to meet the needs of my students knowing that they are all using different technology.

At the RVA, students are welcome to use their own devices. If they do not have their own device, they are sent a Chromebook. I recently started teaching a digital drawing class and had to figure out how to get students to draw digitally with nothing but a Chromebook and a Wacom board. Our Chromebooks cannot use the Google Play store, they can only use websites. So I was stuck looking for ways to make this work, to teach high school digital drawing and photo editing.

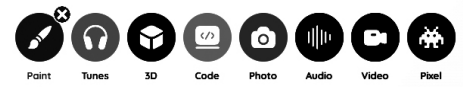
I found a multitude of different kinds of software that was web-based, meaning that the students did not need to download an app or software in order to use it. This seemed to be my only option for students that were stuck using Chromebooks. The following is a summary of the different kinds of sites I was able to find and my opinion of them based on approximately a school year of use.



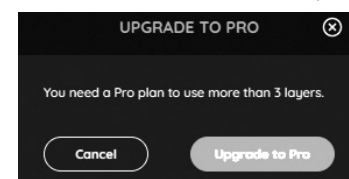
I personally had issues with Sumo Paint about a year ago, but it seems like they are getting better. My school tried to purchase a class license and was totally ignored. They took our money but did not give us information about how to retrieve the licenses or anything. It was radio silence for 8 months until we finally had to do a chargeback on our credit card.

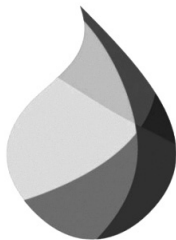
Aside from that, if you use the free version of Sumopaint, it is a fairly decent program. Just beware of giving them your money. Sumopaint offers a variety of programs on their web-based browser.

As a teacher, you could get a .edu account and enjoy the benefits of the pro version for free while you decide if Sumopaint is right for you.



The one thing that I don't like about this program is that you need a pro account to use more than 3 layers:





## Magma Studio

Magma studio is relatively new to me, and I am hoping it becomes one of the front runners. They have good pricing and responsive customer service. The only thing that I can find about this web-based program is that there is no blend or smudge tool. The jury is out on that at the moment as I have an email in to them to see if this is something they can fix.

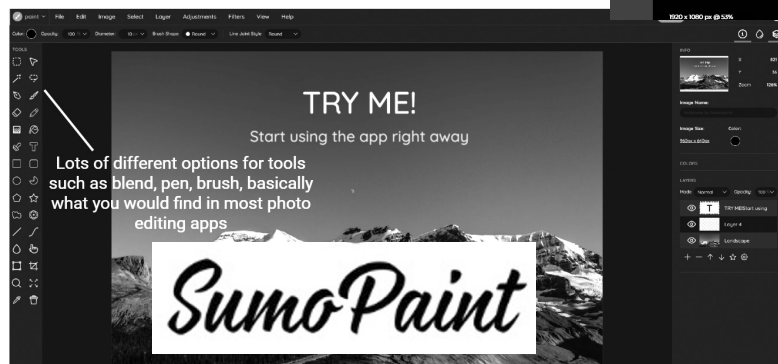
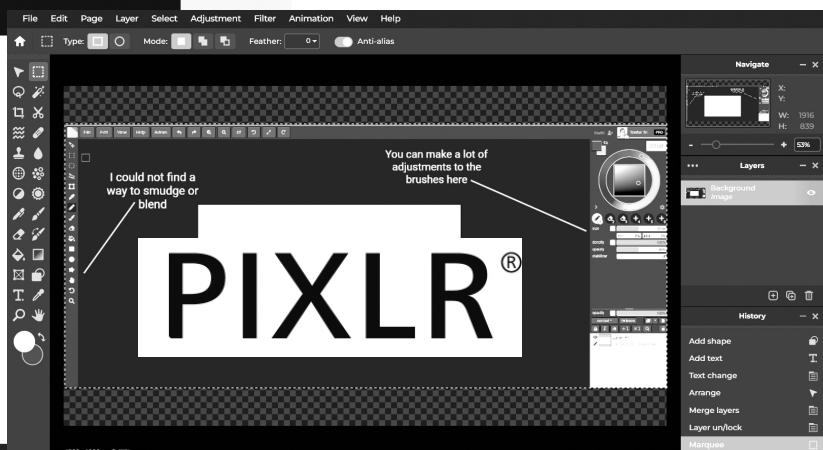
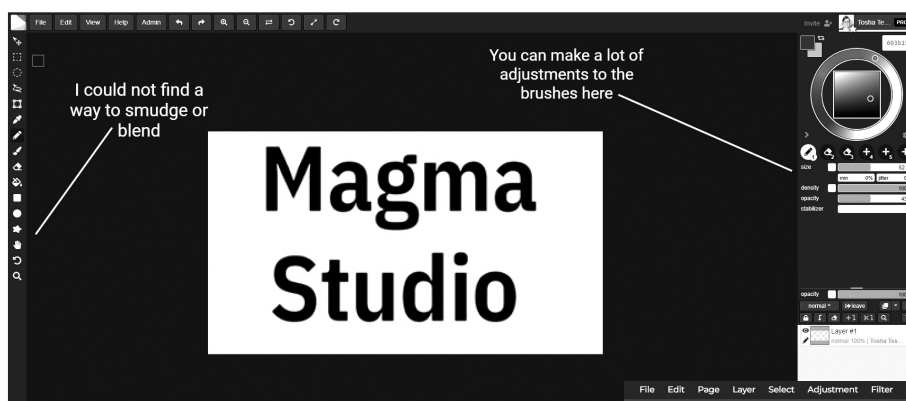


PIXLR®

Pixlr has been my go-to for editing photos for 3 years now. Aside from a few pro features, most of the features in Pixlr are free and they respond very well. Pixlr is what I used to edit the photos for this article.

For drawing, Pixlr works, but it is not necessarily built for drawing and painting. Pixlr has three options

to choose from. There is a bulk editor, Pixlr E which is similar to Photoshop, and Pixlr X which is a bit more intuitive and better for newer users. At first, I used Pixlr E exclusively, but my students who have tried Pixlr X have told me that it is easier to learn, so I plan on using both next year.







## Why Art Shows are so Important for Young Artists

Every year I love trying to find the quiet artists and bring them out of their shells. Sometimes many of the well behaved, quiet students in schools get overlooked because other students like to steal the spotlight. There are many reasons other students take attention from these students, for positive and negative reasons, but I like to make it my mission to not overlook the good, kind, quiet artists that enter my room. This story is about one of my best ones.

Her name was Megan. Megan didn't talk much. She always came in, sat down, payed attention, and did what I asked for each project. She literally NEVER asked for help. But here's the cool thing: everything she made was FANTASTIC. She was a gifted artist and also extremely independent. I loved seeing what she would create. Not only would she master each technique quickly, but she also changed each project to make it her own. I really enjoyed having her in class.

This year I decided I would surprise her by including a painting she did into the Youth Art Month Show. When I told her, her eyes got big and she had a huge smile appeared across her face. She nodded as I told her to



take the form home that invited her family to the mall this year. She didn't say anything, just quickly walked back to her backpack, stuffed it inside, then went class.

Weeks later I saw Megan and her family at the show. I was so happy to see they came. I could tell they were having a good time and were proud of their daughter. They even thanked me. They were very interested in the art that came from all parts of Wisconsin. This family valued art and also valued what art means to their daughter.

After the weekend ended I was back at school Monday morning. I had Megan's class at 11:00. Everyone walked in ready to start as usual, except one thing changed. Megan walked right up to me and said:

"I had so much fun at the mall this



*Photo Credits Justin Mane*

weekend. It was so cool!"

The other kids heard her say that and started asking her what she was talking about.

"My painting was at the art show in Madison." She said quickly. "All the art there was SO GOOD."

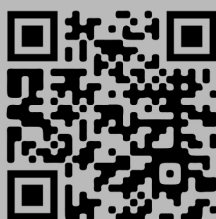
I let the class ask her a bunch of questions before we began. This was literally the most I have ever heard her talk at one time. It was such a cool moment that I will always remember.

This is why art shows are so important for our young artists. The quiet kids get a moment in the spotlight. Hopefully this moment for them is enough to encourage them to return to the spotlight sometime again in the future. Because these kids deserve it. They deserve to be recognized because more often than not, the quiet kids are the kindest and the most awesome.

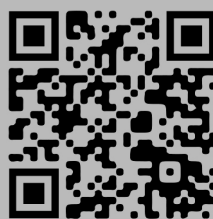
To me, kind and awesome kids deserve the spotlight over anything else.



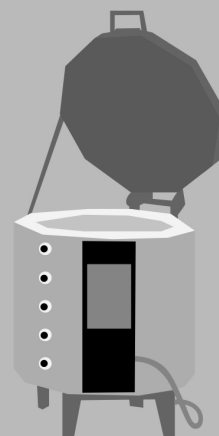
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# WHO ARE WE?

## OUR MISSION

The mission of the Wisconsin Art Education Association is to promote excellence in visual art and design education for all students by:

- Providing professional growth opportunities for visual art and design teachers.
- Showcasing student talents and abilities supporting art and design as academic core disciplines.
- Communicating with other art and design organizations.
- Offering lifelong learning opportunities acting on vital art and design education issues.

## OUR VISION

In the decade ahead, we envision:

- An organization that lives out the values expressed in our Mission Statement, seeking and valuing contributions from each member.
- Most art educators in the state of Wisconsin will be WAEA members.
- Members for whom the art of teaching is the first priority.
- An organization which is diverse culturally, ethnically and economically.
- Programs aimed at developing the whole person and promoting creative, intellectual and emotional growth.
- New partnerships with arts organizations, institutions and businesses.
- Fiscal resources which keep the organization financially strong.
- WAEA will sponsor travel and trips in the United States and abroad.
- The Visual Arts Classic will become a national model.



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Jana Strobel, Editor  
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