

# ART TIMES

Summer 2023



ART BY  
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[www.wiarfed.org](http://www.wiarfed.org)

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# EVENTS

---- 2023----

**SEPTEMBER 1**

Potawatomi Grant Due

**SEPTEMBER 7**

Annual Educator Back-to-School

Night at the Art Preserve

Sheboygan, WI 53081

**OCTOBER 25 - 27**

WAEA Fall Conference:

*Inspire, Create, Repeat*

Wisconsin Rapids, WI

**NOVEMBER 11**

John Michael Kohler Art Center

Teacher Recharge

**DECEMBER 1**

Hunziker Grant Deadline

Potawatomi Grant Due

YAM Flag Entries Due

---- 2024----

**JANUARY 15**

VAC registration Deadline

Art Times Articles Due

**FEBRUARY 14**

Visioneers Registration Deadline

**MARCH 2**

YAM Set up

East Towne Mall, Madison, WI

**MARCH 22**

YAM Celebration

East Towne Mall, Madison, WI

from 12-1pm

**MARCH 25**

State Visual Arts Classic (VAC)

**APRIL 26**

Visioneer Design Challenge

*"We are One: Embracing Diversity"*

UW-M Peck School of Design, Milwaukee, WI



## How to conduct a quality assessment in the art room.

People often ask me, “*How can you assess or grade art? Art is unique to each individual. You cannot grade creativity.*” Yes, they do have a point; however, methods can help art teachers create assessments that measure learning and provide valuable feedback to both the teacher and the student. First, I will define terms often used in assessment and then share a few tips.

**Formative Assessment** is ongoing and frequently informal. Teachers use formative assessments to measure learning over time. In formative assessment, the stakes are low. Students should be encouraged to make revisions according to feedback from peers or their teachers. I look at formative assessment as the *journey*. The teacher also uses formative instruction to self-reflect on what he/she needs to go back and reteach.

**Summative Assessment** is the end results or *destination*. Students have completed multiple steps/tasks to get to this point. The teacher is measuring total growth. Stakes are high with no revisions. Teachers can use the results to improve the lesson for future classes.

**Standard-Based Grading.** In this approach to art assessment, students are scored on specific performance criteria, such as creating, presenting, responding, and connecting. Standard-based grading provides specific goals for students to achieve. It takes away some of the guesswork and makes grading more objective. Standard-based grading demonstrates high-quality expectations.

**A rubric** is a chart that depicts a scale that aligns with what students need to know and do. The scale can range from “needs improvement” to “exceeds expectations.” Usually, the rubric is a four-point scale. The rubric clearly outlines the different levels of expectations and what it should look like in a work of art.

**Validity** – Am I grading what I taught in class? For example, if I taught color theory, I should not grade for rhythm or balance. I know that seems obvious; however, how often do we grade on effort or participation even though we did not teach that or make it known to our students that it is part of their grade?

**Reliability** – This usually applies to your rubric. If someone was to use your rubric to grade the same piece of work, would both of you get the same grade? In other words, our rubric

needs to have measurable objectives. Two teachers grading for creativity could lead to different results.

For all of these tips, keeping a notebook for documenting results is helpful.

### Tips Formative Assessment

- Thumbs up and thumbs down provide a quick visual assessment to see if your students understand simple concepts. You can easily spot students who may need further clarification.
- Observations include walking around and observing progress. This act may seem obvious, but if we make it intentional by noting our observations, we can use this to prepare for the follow-up lesson.
- Exit Tickets – Ask students to fill out an exit ticket by answering questions like, *What did you learn today? Or, I need more help with...*

### Tips for Summative Assessments

- Online programs such as Kahoot, Padlet, SeeSaw, and Google Forms are helpful tools for measuring your students’ learning. They also provide a downloadable hard copy to share with administrators or in your teacher evaluation as evidence of assessment.

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# ADAPTIVE ARTS EDUCATOR CERTIFICATE

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- Portfolios can be a great way to conduct a summative assessment. Portfolios can be hard copy or digital. Canva and Google Slides provide an easy-to-create platform for portfolio creation. You can have the students curate their work for either hard copy or digital.
- Checklist – Provide a checklist of what you are looking for in the project and have the students fill it out.
- Self-Reflections – Ask the student to explain how their artwork meets the project's goals and objectives.

Having your students participate in the assessment process provides a deeper understanding of what they are learning. Encourage your students to talk about their artwork and why they made their choices.

Assessing student work does not need to be subjective or a considerable burden. Providing valuable feedback helps our students to grow as artists and improve their skills. It also helps teachers improve their instruction.



*Formative assessment while students are working.* Photo by Jana Strobel

# WAEA PAST PRESIDENT

waeapastpresident@gmail.com

## LEAH KELLER



### Lofty Goals

Hello fellow art teachers!! As I write this, I am sitting outside my camper enjoying the beautiful fresh air and thinking about what a blessing summer is. Unlike the rest of the non-teaching world, we know this is not a paid vacation but rather our unpaid leave. But I'm preaching to the choir, and... I digress. This time we have it's a blessing. I don't know about you, but I know I feel like a giant depleted battery by the end of the school year. One in serious need of a recharge so that I can come back in the fall ready to see those little faces, ready to engineer the crazy train that is my classroom for another 9 months. Even though I fully take advantage of my time away from school by not teaching in the summers and getting away as often as possible, I do think about the start of the school year all summer long. My hope is always that I learn new things or unwind enough to really think reflectively about how to improve some of the following: What were the struggles last year? How can I tweak things? What new things do I want to try? How can I build better relationships? How can I organize my

classroom and supplies better?

Here are my goals as we all start this new school year. Maybe you have some of the same goals. Maybe we can encourage each other to meet those goals!

**1. BE ORGANIZED.** I'm always hoping to start the year more organized than the year before. I'm always on the hunt for cubes, containers, or other organizational materials to help myself, and by default my students, be more intentional about where things belong. I, unfortunately, do not possess the gene that makes me a naturally organized or tidy person. I lose my coffee cup... daily. It's a running joke in my classroom. You can often hear me say "Ok-which one of you gremlins stole my coffee?!!!" They all giggle and claim responsibility. I think disorganization is a common trait in our profession. Shout out to those of you that do have that gene- send help! In any case, I did find some great thrift store cubes in the colors of my classroom, and I used some Artsonia funds for new table organizers. Fingers crossed that THIS is the year the tables stay perfect!!

**2. UPDATE ARTSONIA OFTEN.** I hope to NOT fall behind on Artsonia this year. What has happened the last three years is that conference planning

and question answering takes a LOT of my time in September and October. Time that I should be keeping up with my teaching job. However, the deadline of fall conference comes before the deadline of the end of the school year, so... you can see how I would temporarily prioritize one over the other! Last year I was able to order a classroom set of tablets to teach my students how to upload their own artwork. Unfortunately there were technology glitches that prevented them from being used until about January or February. This fall the goal is to start Artsonia training from project #1 so that it just becomes a habit for my older students, thereby cutting my photography load in half.

**3. TEACH THE BASICS.** It used to be a given that students would know how to use supplies in the most rudimentary way. How to hold mark making tools and scissors. How to use glue. How to clean up a mess. Spoiler alert: they don't!! I took an online workshop this summer about teaching kids the basics. Now, you may or may not know this about me, but I've been a teacher for 30 years. These are my twilight teaching years, they are not my first rodeos!! But I have to say... I learned some new strategies that I'm really excited about!! I'm really excited to try out some of these simple tricks for teaching basics, scissor skills in particular, that will help my students

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## School of Art & Design

The School of Art & Design is an artistic and intellectual community that fosters creative thinking and lifelong learning. The creative skill set our students acquire has a unique balance of fine art, design, history, theory, and innovation – all within a hands-on environment where students have opportunities to apply their education to real-world problems and solutions.

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feel success from the start. Frankly, I hope teaching more intentional basics in the beginning causes less stress for me throughout the year.

**4. USE SKETCHBOOKS.** I know, I know... I've tried them before. LOTS of times. When I was in San Antonio for the NAEA convention in April, I was able to attend a sketchbook session. I'm not going to go into a ton of detail, because I will be doing a session on how to make these fun sketchbooks at the fall conference. But by that time, I will have already had the kids make them and be able to talk about how we are using them. I know they can be a very useful tool. Making them a habit has just been a challenge for me. My goal is to have students use them as a resource tool as well as art storage. More details in October!

### 5. IMPROVE CONNECTIONS.

This one is BIG. I love little kids. For the most part, they are helpful, funny, creative, and loving little creatures. They want to please. They love your attention. Most of them are very easy to connect with. But there are some that are just so darn hard. We all have those challenging students. When you have them year after year, you have the advantage of knowing kids from day one but also have those challenging relationships from day one. I don't think about easy kids over the summer. I think about tough ones. How can I make this year better for everyone? Honestly, challenging students affect everyone in the room—not just you and the kid. They affect the dynamic of the entire class. My goals for improving connections with the tough ones this year include

having a short memory and assuming they are doing their best. We hear it all the time. We don't know the baggage that students come to school with. I have to assume most kids are doing the best with what they have. It's not always easy. In fact, it's often very difficult. The things with the best results often are.

Those are my goals this fall. Some are much loftier than others. I think it's a good balance of very doable and giving myself a good challenge. I hope you were able to take time this summer to reflect on what you hope to do better this year, how you hope to grow to help your students grow. After all, we want them to grow, for their goals to be lofty. Shouldn't ours be too?

# WAEA PRESIDENT ELECT

waeapresidentelect@gmail.com

## JUSTIN MANE



### Art Club Ignites Young Artists



Photo by Justine Mane

For a long time I wanted to create an Art Club at my school. It took me a while to actually begin the idea because there were many things that I had to figure out. Which day would I have it? Would I charge the kids money for art supplies? Would I want to stay late each week for this? How many students? Would they behave or would I regret this idea? What would we actually do?

I knew I had several students that would be interested. I brought up the idea for the club casually in class and I had some good responses. So right around October I decided to send sign up forms home and get it started.

The idea was that this was going to be a student led club. The students wouldn't be following a lesson with me, they would bring their own ideas and make them all on their own. I would be more of a "guide on the side". After receiving the forms and money from the members, I had a meeting with the 5th graders and made a list of supplies the kids wanted and I spent the weekend picking them up. I had to get clay, canvas, sewing materials, paint, drawing supplies, gel pens, sharpies, hot glue and much more. I started to get excited about how this would go.

As the first night came, I was a bit nervous because I wanted to make sure my expectations were met. I reminded the kids before hand that this wasn't just going to be a hang out session, we were actually going to make art, be creative and make original ideas come to life. I was a bit afraid of the kids showing up super hyper, making a mess and then leaving my art room a disaster.

I couldn't have been more wrong. The first night went excellent! Each student excitedly opened up their supplies I brought and started making things that they wanted to make. Some were painting, some were drawing, some had clay, while others were making giant dreamcatchers...it was an art teacher's dream. I was so proud of all the kids coming in and making their own ideas. It was like a factory of creativity. The hour and a half we had together after school flew by. All the kids left happy and many took home the art that they made on the first day.

What happened next is what I was not expecting. The next day at school, the art club members peeked their heads into my room at morning recess and asked:

"Can we stay in to work on more art, like we made last night?"

"So you want to miss recess to be in here?" I asked. They nodded with a smile.

Now I was having several kids staying in my room during recess to continue their art projects. They were laughing and talking, having a good time while still being creative. When the bell rang they sadly started cleaning up, then asked if they could come back tomorrow during recess. Of course I said yes!

So now I have a group of 5th graders who come into my art room every recess, then again during their art class time each week, and also during art club nights. These kids went from having art about an hour a week, to making art every single day at school. Not only is this great for their development but also gives me a chance to really get to know them and talk to them about their lives. It's a pretty cool thing. I'm hoping that all this time in the art room will make them life long enthusiasts of art. It's crazy to think that I was so nervous about starting this club back in the fall. It was one of the best things I did all year.

So if you are thinking of starting an art club at your school, my advice would be this: Do it. You won't regret it.



# WAEA 2023 Awardees & Fellows



**Tasha Newton**  
EDUCATOR OF THE YEAR



**Kelly Kokko-Ludemann**  
ELEMENTARY



**Marty Yohn**  
MIDDLE



**Danielle Arneson**  
SECONDARY



**Susan Buss**  
PRIVATE



**Lynn Molenda**  
RETIRED



**Kim Cosier**  
HIGHER ED



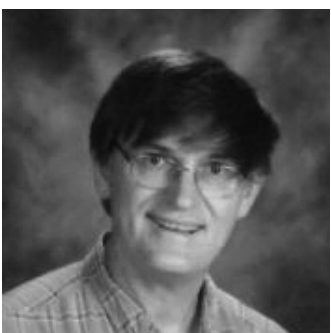
**Alli Chase**  
CONCERNED CITIZEN



**Black River Falls HS**  
JAMES A. SCHWALBACH  
AWARD



**Dr. Julie Palkowski**  
DISTINGUISHED SERVICE



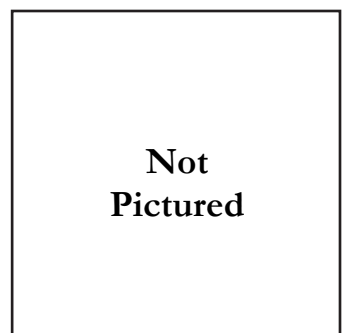
**Stephen Loftus**  
2023 FELLOW



**Lynn Jermal**  
2023 FELLOW



**Kathryn Rulien Bareis**  
2023 FELLOW



**Rochelle Robkin**  
2023 FELLOW

# YOUTH ART MONTH CHAIR

waeayam1@gmail.com

JEN DAHL



## Youth Art Month

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! My goal for YAM this year is to increase participation by 10%. Do you have a colleague or art teacher friend that does not participate? We would love to have them join the fun! From each teacher at the regional shows, three pieces of art will go on to the state art show at East Towne Mall

in Madison, March 2-22, 2024. This new location offers the show the much needed room to grow. 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 and a DJ!

YAM is more than just the state art show. If you want to get involved there is also a Flag design contest! 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.



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MONTH WISCONSIN

## YAM TIMELINE OF EVENTS

**September-January** Students creating art for the regional art shows and YAM flag

**October 26-27** WAEA Fall Conference in Wisconsin Rapids come and participate in some fun YAM make and takes from Kathryn and myself on Thursday 9:00-9:45am Hands on Room #306 Aqua.

**January 1** Flags Due Today! Email or mail them to me. waeayam1@gmail.com postal address 4950 South Lowes Creek Road, Eau Claire, WI 54701

**January-February** Regional shows

**March 2** YAM setup at East Towne Mall, Madison

**March 22** YAM celebration at East Towne Mall, Madison from 12-1PM



# REGIONAL INFORMATION

## SOUTH WEST REGIONAL

**Contact:** Mandy Zdrle  
waeasouthwest1@gmail.com

**Show Dates:** February 17-25 from 9am-6pm (open M-F)

**Reception:** Sunday, February 25, 2024 from 12-3pm.

**Location:** CommonWealth Gallery  
100 S. Baldwin St. Madison, WI

**Set Up:** Saturday, February. 17, 2024 from 11-1.  
Bring hammers and nails. You will hang your own.

**Mail artwork by:** February 16, 2024 (received by) Only if you are absolutely not able to help setup.

**Mail/Drop off:** Mandy Zdrle, Adams Elementary School  
1138 E Memorial Drive,  
Janesville, WI 53545  
or Mandy Zdrle  
5702 Meadowwood Dr, Madison, WI 53711

**Take down:** Immediately following the reception.

## WEST CENTRAL REGIONAL

**Contact:** Quenten Brown  
waeawcvp@gmail.com

**Show Dates:** January 18th-February 29th, 2024

**Reception:** Saturday, Feb. 17th from 12-2pm.

**Location:** Marie W. Heider Center for the Arts Gallery  
405 E. Hamlin St., West Salem, WI 54669

**Mail artwork by:** January 11th, 2024  
Mail/drop off artwork to:  
Quenten Brown, West Salem High School  
490 N. Mark St. West Salem, WI 54669

## NORTH CENTRAL REGIONAL

**Contact:** Jill Fortin and Justin Markgraf  
waeanorthcentralvp@gmail.com

**Show Dates:** February 1-17, 2024

**Setup date:** Saturday Feb 3rd 9-10:30am

**Reception:** Closing reception is February 17th at noon.

**Location:** LuCille Tack Center for the Arts  
Spencer, Wisconsin

**Mail artwork by:** TBA

**Take down:** TBA

## NORTHWEST REGIONAL

**Contact:** Sarah Fredrikson  
waeanwvp2@gmail.com

**Show Dates:** TBA

**Location:** Sherman & Ruth Weiss Community Library  
in Hayward

**Mail/drop off:** Chetek-Weyerhaeuser High School  
Attn: Sarah Fredrikson  
1001 Knapp St, Chetek, WI 54728

## NORTH EASTERN REGIONAL

**Contact:** Nicole Herbst and Megan Jain  
vpnewaea@gmail.com

**Show Dates:** January 23-February 22, 2024

**Reception:** Saturday, January 27, 2024 from 1-4pm

**Location:** Neville Public Museum, Green Bay

**Mail artwork by:** Friday, January 12, 2024

**Mail/drop off:** Nicole Herbst, Sturgeon Bay High School  
1230 Michigan Ave, Sturgeon Bay, WI 54235

**Additional details:** Each district should label boxed art according to grade level Elem., Middle School, High School

## SOUTHEASTERN WI REGIONAL

**Contact:** Natalie Kotnik  
waeasoutheast@gmail.com

**Show Dates:** February 5th-24th, 2024

**Setup date:** February 4, 2024 at 10am

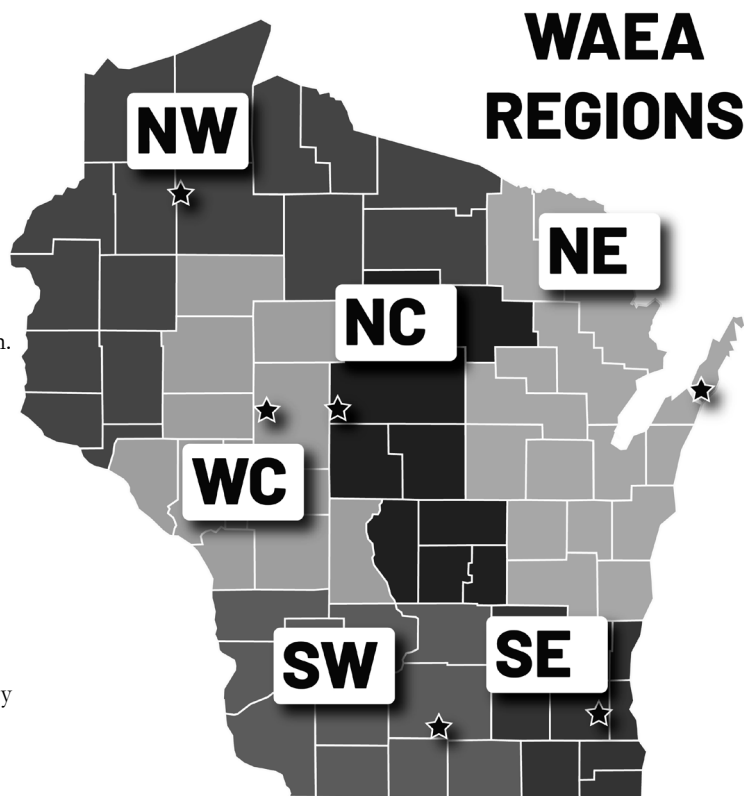
**Reception:** February 24, 2024 at 2pm

**Location:** Sharon Wilson Center for the Arts  
3270 Mitchell Park Dr, Brookfield, WI 53045

**Mail artwork by:** February 3, 2024 (received by)

**Mail/drop off:** Natalie Kotnik at Waller Elementary,  
195 Gardner Ave, Burlington, WI 53105

**Take down:** February 24, 2024 following reception



# YOUTH ART MONTH CHAIR

waeayam1@gmail.com

JEN DAHL



## Flags are Flying High in Wisconsin

Did you know that Wisconsin's state symbols are the badger, honey bee and wood violet? Lydia Jothan of West Salem sure did! She is the designer of the winning flag from Wisconsin this year. Lydia's art teacher is Quenten Brown. All Wisconsin art teachers can enter flags for the annual contest. The flag design would be a great extension or free time lesson but it would also make a great lesson. Here is a lesson I wrote for you! Please consider designing a flag next year. The contest is open to grades 4k-12. Even if you think it is not a winning design please send it in! YAM is judged at the national level on the increase in engagement.

### FLAG LESSON PLAN

#### I can statement...

I can create artwork that expresses a big idea or theme. I can create a Youth Art Month Flag using symbols that represent Wisconsin and Visual Arts.

#### Wisconsin Standards

A.A.Cr.11.h: Plan: Formulate original concepts by practice, experimentation, and revision.

A.A.Pr.4.i: Develop Meaning: Explore and make connections through comparison of artwork from personal, historical, and contemporary artists.

A.A.R.9.i: Inquire: Determine an artist's intent by identifying the details, subject matter, and context of an artwork.

A.A.Cn.9.m: Cultural, Social, and Historical: Awareness Analyze how art and design, and viewers' responses to them, have been influenced by the times, places, traditions, and cultures.

#### Materials and Guidelines:

Materials are not limited but the design must be 2D. Flag designs should not exceed 9"x12".

- Include Wisconsin
- Image(s) that represent Wisconsin
- No copyright images or logos. Flags with this content will be disqualified
- In color or black and white

#### Process:

- Introduction of the Wisconsin YAM flag contest. Slides can be found on the WAEA website. The slides include past winners and symbols of Wisconsin.
- Thumbnail sketches 4-5 small reference photos
- Sketch final design on flag paper (paper is up to the art teacher if you are doing it as a watercolor

unit please use watercolor paper).

- Add mediums to the final design. Mediums can be anything but must be 2D. 3D pieces will be considered with submitted photographs. Digital art is accepted.
- Paperwork and permission forms are found on the WAEA website.

#### Grading Rubric:

How has the student demonstrated:

- A unified and balanced design?
- A use of Wisconsin and Visual Arts-themed symbols to represent our state and the Visual Arts for Youth Art Month?
- An understanding of the elements of art and principles of design and can justify the artistic intent through the artist statement?

#### Reflective Statement:

How did you include symbols of Wisconsin and the Visual Arts in your design? How did you organize the work, and why did you select those colors? Please explain. If you could change or add something to your design, what would it be and why?



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Jack Richeson  
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800.233.2404 richesonart.com

# HIGHER ED DIVISIONAL REP

waeahigheredrep@gmail.com

## VERÓNICA SORIA-MARTÍNEZ



### The Power of Collaboration

As teachers and educators, we are constantly surrounded by people; students and colleagues. We feel a responsibility to care for other people, which drives us to do our best at our jobs. However, when we want to take a break and regain our energy, we will want to be on our own. Additionally, we live in a culture where we feel pressure to demonstrate that we can do it by ourselves. As teachers, we are constantly caring, supporting of our students, and assisting them in driving their own success. That is a lot to carry by ourselves.

When I started a new position teaching art at the middle school level, my district was the victim of a ransom cyber-attack, and as a result, we could not use our devices or the internet for months. In case you are not quite figuring out what that looked like, let me give you a couple of examples: no presentations, rubrics made by hand, all like in the 80s! And most importantly... no email. Now, as the only art teacher in my building, being new to the district, I could not email any other art teachers in the district:

no PLC, no aligning, not even just a quick random advice. I was on my own!

Fast forward a couple months. Our internet was back and then the pandemic hit. I had finally met my colleagues at the district PLC. We were all trying to figure out how to do everything online. Do you remember those first quirky meetings on Zoom? With students, it was the time of the digital choice boards, slide presentation instructions, and so many cameras off... The hardest part was feeling that they were alone, trying to figure things out themselves and with barely any emotional support. How could we address that?

Luckily, I belonged to my state art educators' association (shoutout to Illinois!). They unfolded a myriad of resources and opportunities to collaborate. These resources equipped me to support my students in multiple ways; from addressing their (and our) Social Emotional Learning to promote Equity, Diversity, and Inclusion, to using research-based practices in the classroom or maximizing standard-based grading. Most importantly, it helped me to get to know and learn from many other teachers from different districts and levels who were addressing multiple socioeconomic and cultural groups. Of course, it was not very long after that I wanted to

help and took on a board position. I was moved and inspired to know such passionate educators.

Fast forward again, and I have started working in a new role and a new state. As a new assistant professor in art education at the University of Wisconsin – Whitewater, I have been lucky and honored to become WAEA's Higher Ed Representative. In getting to know art educators from Wisconsin, I have been amazed at their passion and craft. I have gotten out of my comfort zone by pushing myself to establish new relationships and challenging myself to do some art forms that were new for me. That has made me a much better practitioner and a better person because I have come to understand unique perspectives.

I hope to serve our educators' community in the best way I can and that we can help each other advance our vision. I am very excited to know how we can learn from each other and further our practices. And have fun making art, of course! I will be planning a teacher exchange session for late summer or early fall, and I would love to hear about other ideas and possibilities as well. Especially those that you are most interested in, so please reach out! My email is waeahigheredrep@gmail.com



## A New Artistic Chapter



Photo by Jill Fortin

After teaching high school art in the Medford Area Public School District I decided to switch roles. I am now an elementary school principal in Marshfield, Wisconsin. Transitions from Art teacher to principal have been extremely satisfying and I love the staff and students who I serve. Before I made this decision, I agreed that there was no way I was leaving art behind me.

I had a plan in place to create my own pottery space and I acquired enough room and help from Art Instructors to create an open studio space as well. I do miss the classroom and the direct instruction time with the students. But, what I discovered is that I love being able to support educators in a different way.

I have been able to spend a lot of time in the studio. The studio space

has hosted many events since the it's ribbon cutting this summer. Being a business owner has its challenges, but I am enjoying it with my whole heart. I recall having a conversation with a friend of mine and he said "all artists are business owners and their art is the product".

One problem I have discovered is



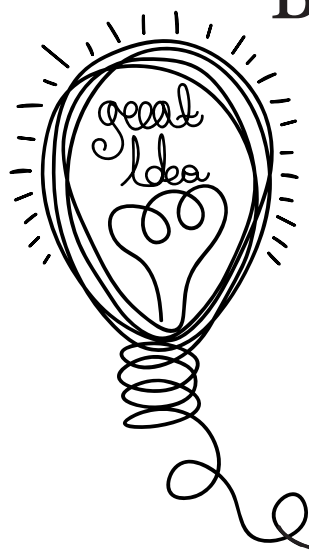
that not all artists know how to be a successful business and that is why it is very important to have a business plan. If you have ever considered taking your art to the next level here are three tips I have for you:

- Believe in yourself and your art.
- Don't sell yourself short, your art is worth the price you ask.
- Have a plan and stick to it.

Jill Fortin Pottery and Art Studio is located at 221 Wisconsin Ave. Medford, Wisconsin. We are currently operating 3 studio spaces and a pottery showroom. We have 5 art instructors, we offer over 10 different art media classes to students from age 8 and up. This has been a wonderful experience and a great new chapter of my life.



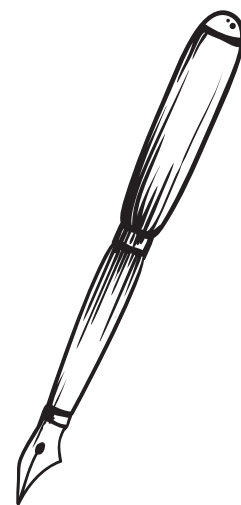
Photo by Jill Fortin



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[waeaeditor@gmail.com](mailto:waeaeditor@gmail.com)



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

### FREE OPPORTUNITIES

- Membership in the National Art Education Association
- Eligibility for grants
- Art Times publication (mailed to you)
- 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
- WAEA Member awards & grants
- FREE collaborative community of like-minded artist educators

Full Time  
Student  
\$45

1st Yr  
Teacher  
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Retired  
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Associate  
\$75

Active  
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Membership at **WIARTED.ORG** [WWW.WIARTED.ORG](http://WWW.WIARTED.ORG)

**NEW!**  
First  
Edition!



# Experience Art

**FIRST EDITION** By Marilyn G. Stewart



**PRINT + DIGITAL**

Give students artmaking experiences that illustrate the significance of art and visual culture in their lives. Designed specifically to help all students express their ideas and feelings through art, *Experience Art* is the most relevant resource available for middle school art rooms!

## Theme-Based Learning

Unit themes such as Identity underscore the relevance of art.

## Essential Questions

Content organized around Essential Questions helps students connect learning to their lives.

## Process-Based Studios

A wide range of dynamic studio experiences foster divergent outcomes.

## Choice

Studio experiences offering choices empower students to take ownership of their learning.

Learn more about this exciting new program at [DavisArt.com/ExperienceArt](https://DavisArt.com/ExperienceArt).

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# VISUAL ARTS CLASSIC STATE CHAIR

waeavac@gmail.com

## DAVE PAWL



## Do you do VAC?

Looking for a fun and exciting way to get high school art students involved and working together?

The Visual Arts Classic is an extra-curricular team art competition with both individual and group categories. Each year centers around a different theme. This year's theme is Art and Color!

WAEA members can coach a high school VAC team. Teams are up to 12 students. You can register as a full team (up to 12) or half team (up to 6). Small districts may include up to 2 middle school students to help complete the roster.

In September, a list of famous artists whose work deals with the theme is released for students to research. The list is composed of 12 artists/art movements from the past and present and includes both international and Wisconsin artists. The list is emailed to coaches and posted on the WAEA website.

Starting in October, teams who complete the registration process will receive the Long Term competition prompts. Individual students select a media category and respond to an art

making prompt before the competition (Long Term). Students bring these pieces to Regional competition to be scored. At the competition students also receive a new prompt to create an artwork in response to (On-Site). Judges give students points for both their creations as well as feedback in written and verbal form.

Group categories include a Team Critical Thinking Challenge and Art History Quiz Bowl. In critical thinking teams receive a prompt at the competition and create a group solution and written explanation card for the judges. In Art History Quiz Bowl teams are presented questions about artists and art movements on this year's list. Students work together to write answers to the questions within the time limit.

The competition has both Regional and State levels. Coaches select the Regional most convenient for them when they register. Check the WAEA website for the most current dates and locations. Individuals and teams who score firsts at their Regional advanced to the State competition at UW Madison on March 25th. At State there are new On-Site, Critical Thinking, and Quiz Bowl challenges and students whose Long Term projects qualify may revise them based on Regional judges comments before submitting for State judging.

If you are interested in learning more or would like to get on the coaches list to receive updates and information please email [waeavac@gmail.com](mailto:waeavac@gmail.com)



### ► TEAM COMPONENTS

- **WAEA MEMBER** = coach
- **FULL TEAM** = 12 HS students
- **HALF TEAM** < 6 HS students
- Small districts may include up to 2 middle school students

### ► INDIVIDUAL CATEGORIES

- Drawing
- Painting
- Printmaking
- Ceramics
- Sculpture
- Art History
- Fiber Arts
- Digital Arts
- Graphic Design
- Digital / Traditional Photography
- Personal Adornment
- Mixed Media

# VISUAL ARTS CLASSIC 2024 COLOR

## ► TEAMS EARN POINTS FROM

- **Individual Long Term Projects** (created before Regional competition from prompt)
- **Individual On-Site Projects** (created at the competition from new prompt)
- **Team Critical Thinking** (creating together as a team at competition from prompt)
- **Team Art History Quiz Bowl** (based on research of the year's Artist List)

## ► DATES TO REMEMBER

**September** Artists List Released over email and on WAEA website

**October** Registration is open and prompts are released to teams who complete registration

**January 15** Registration closes

**Feb-March** Regional competitions are held throughout the State

**March 25th** State at UW-Madison for individuals and teams who scored firsts at Regionals

## ► BENEFITS FOR STUDENTS

- Experience explaining their work and relating to a theme
- Explore art history and contemporary art in a way that is relevant
- See college art departments and artwork
- Meet like-minded students from around their region and the state
- Receive critiques from college professors and qualified judges

## ► BENEFITS FOR TEACHERS

- Gets students involved and working together
- Promote your program through publicizing participation and results
- Meet like-minded teachers from around your region and the state

## ► TO LEARN MORE

- [waeavac@gmail.com](mailto:waeavac@gmail.com)

## ► TO REGISTER A TEAM

- [www.wiarted.org/visual-arts-classic.html](http://www.wiarted.org/visual-arts-classic.html)

# WAEA MEMBERSHIP

waeamembership@gmail.com

## CHARLOTTE DORO



### An Altered Book Experience

The summer of 2023 started out with a much needed creative retreat for me at Shake Rag Alley in Mineral Point. My battery was drained and I was tired of hearing my name being called by students non-stop. As soon as the dismissal bell rang at 3:15 I jumped in my already packed car and headed south.

If you have never been to Shake Rag Alley I HIGHLY recommend it! It is a beautiful campus nestled

in the historic hills of Mineral Point, Wisconsin. They offer a variety of workshops and classes for creative folks of all ages and abilities. Classes touch on nearly every art medium - oil pastels, clay, blacksmithing, weaving, collage, watercolors, jewelry, and glass (I could go on!).

I decided to reignite my creative flame and take a two day course on altered books from instructor Nicole Austin. She is an Arizona based artist and fellow educator. Nicole has been coming to Shake Rag Alley for many years to share her love of altered books and collage.

Nicole began the class with mixed media creative play. Students were asked to bring a few materials from

home, but there was a huge table of things to share. For several hours I was able to experiment with various art materials and layers on a range of papers. These papers would later be used in our books. I was in a class with some extremely kind and open-minded women from Iowa, Illinois, and Wisconsin. Funny how art making brings out the best in others!

Once the papers were printed, painted, marked, stenciled, and cut, we began working in old hard covered books. Nicole had MANY examples of her work to show and inspire us. Prior to signing up for this workshop I promised myself this was “just for me.” However, I found myself thinking how cool this

*(continued on next page)*







Photos by Charlotte Doro

would be if I taught these skills to my middle schoolers. There was a large variety of books to make ranging from simple file folder construction to more complex and involved hard cover pieces.

By the end of the second day my head was spinning with so many new ideas and I couldn't wait to get home and get to work on my book. I am proud to say, my altered book is nearly finished. I find working with mixed mediums in altered books is a great way to quiet that judgmental voice in my head. So my images aren't perfect

and the paper is torn - I truly accept and welcome any flaws. The art form of altered books is getting more and more popular. There are some really great tutorials on good old Youtube as well as classes offered at Shake Rag Alley.

Here is some information I would like to pass along to you:

- <https://shakeragalley.org/>
- Nicole Austin's Instagram @kinueko
- My favorite Youtube channel for altered books @LorriMarie Jenkins

I have attended several classes at Shake Rag over the past few years and I have never been disappointed. If your creative energy is running a little low and you want to take some creative time for yourself, consider signing up for a class at this gem in Mineral Point. Oh by the way, the construction downtown is supposed to be done by October!





## Found Art Sculpture

Do you ever need to just clear some shelf space? Eight years ago, I came into my current art room to a collection of supplies from 30 years worth of art-making materials. I started to find my footing and my preferred lesson activities, so I needed to downsize the materials in my classroom. However, throwing materials away seemed so wasteful. When my principal approached me with hosting an end-of-the-year activity in my room for Field Day, I decided that this was the opportunity for a quick way to go through the art materials and allow the students to enjoy them simultaneously.

I already had a small group of enrichment students working on a large dollhouse inspired by the artist environment of Nick Engelbert, called Grandview. These students were using found and recycled materials to redesign the aesthetic of the exterior of the dollhouse. Many of the younger students saw this collective work and wanted to participate too. The 2nd and 3rd-grade students were excited when I informed them that they were going to make miniature versions of the dollhouse that they were going to take home that day!

### LESSON PLAN

**TOPIC:** Mini Grandview Make n' Takes **SUBJECT:** Found Art Sculpture  
**GRADE LEVEL:** Elementary **ALLOTTED TIME:** 30 minutes

#### LEARNING GOAL

I can use found objects to create 3-dimensional art inspired by Wisconsin artist, Nick Englebert's Grandview.

#### OVERVIEW

This lesson was designed as a station for Field Day. The tables were set up around the classroom with glue on plates for dipping. Students would travel to a central "shopping table" with their milk cartons on a paper plate or tray to add objects to one side at a time. The milk cartons could either be dipped into a tray of objects or the objects could be added to the glue by hand. To allow time for the glue to set up before rotating to another side, students would participate in a filler activity. Many of the students chose to get temporary tattoos during their wait time. The houses stayed on a paper plate or tray in order to keep objects and glue from dripping, and they take the objects home that day.

**ALTERNATIVE:** In a small group setting of 4-5 students, the same objects could be applied to a large-scale doll house. Students work as a team to design, organize, and implement their ideas cooperatively.

#### MATERIALS

recycled school milk cartons, tacky glue, assorted found objects, paper plates/trays

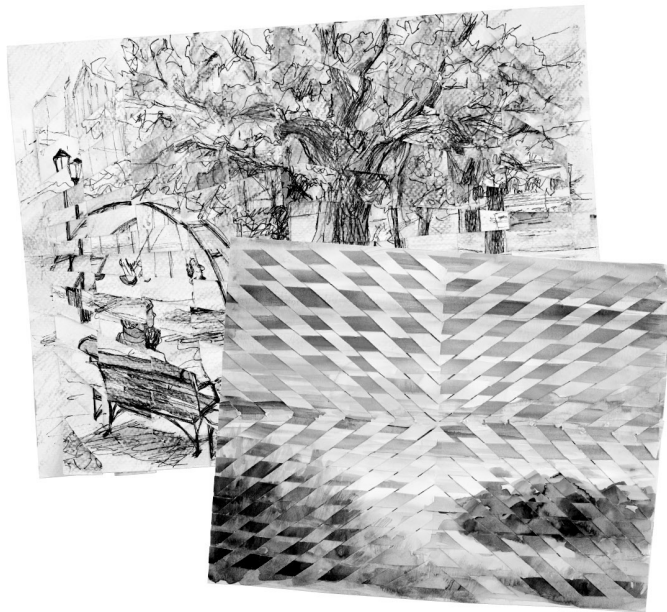
#### EXAMPLE OBJECTS

glitter/sequins, tooth picks, craft sticks, broken crayons, game pieces, sand, paper scraps, marker caps, feathers  
beans/rice



Photo Credit Ciera Adams-Resheske





# Woven Impressionistic Paintings

Lesson Plan for Grades 5-12

Weave it all together: one scene, two impressions, and one dynamic composition with built-in perspective

Changing only the light, students paint two watercolor scenes of the same subject and composition, then weave them into a single artwork.



SCAN TO VIEW LESSON PLAN

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## Wisconsin Arts Celebration Project

*Celebrating 50 Years of the Wisconsin Arts Board*

### What Does The Wisconsin Arts Board Do?

The Wisconsin Arts Board (WAB) partners regionally with Arts Midwest and nationally with the National Endowment for the Arts. The WAB was established in 1973, following efforts by the privately funded Wisconsin Arts Foundation and Council (WAFC) and the Governor's Council of the Arts. The WAB's responsibilities include studying artistic and cultural activities in the state, assisting arts activities and communities in developing their own arts programs, encouraging artistic expression, and implementing grants and contracts to support talented individuals and groups engaged in the arts. Additionally, the WAB administers various grant programs, such as Creation and Presentation organizational support grants, Creative Communities project grants, and Folk Arts Apprenticeship grants, among others.

The WAB was initially an independent body but was integrated into the Department of Tourism in 2011 while maintaining an independent board appointed by the governor. It receives funding from the state of Wisconsin and the National Endowment for

the Arts and utilizes various grant programs to support the development of the arts, creative expression, and arts education, benefiting diverse communities and cultural heritages throughout Wisconsin.

### Like the Wind: A Poem For Wisconsin

This project began with commissioning the 2020-22 Wisconsin Poet Laureate Dasha Kelly Hamilton to write a poem about our own creative capacities. In her poem, "Like the Wind" she begins with these two stanzas (the entire poem will be available on October 16).

*Feel the wind chase and play  
In ways our eyes could never see  
Lifting notes and weightless matter  
Dancing specks of wayward dreams*

*Breathe them in  
Belt it out  
Shake loose the quarter notes  
Your starter dough, the shards of  
broken hearts to be reimagined with melted  
gold*

The message? Creativity lives in all of us. She encourages each of us to "Shake loose the quarter notes" knowing that we have the capacity to create. Later in the poem, she states,

*(continued on next page)*

An important state agency is turning 50 years old this year, and it is time to recognize and celebrate its work on behalf of its citizens and the arts community. The Wisconsin Arts Board (WAB) is based in Madison, Wisconsin, with a mission to "nurture creativity, cultivate expression, promote the arts, support arts education, stimulate community and economic development, and serve as a resource for people of every cultural heritage." A unique project featuring five exceptional Wisconsin arts educators, Wisconsin composer Erika Svanoë, and 2020-22 Wisconsin Poet Laureate Dasha Kelly Hamilton has been developed to celebrate this anniversary by creating a poem, music, visual art, media art, theater, and dance. All of these creations, along with example lesson plans and videos, will be available to all Wisconsin schools for one year beginning tentatively on October 16 on both the DPI and WAB websites.



# WISCONSIN arts BOARD

## Creativity. Culture. Community. Commerce.

*Ideas travel through us like the wind  
Forces of our nature  
Designers and makers  
We are undoers  
We are creators*

*Beautiful, isn't it?*

There is much more, and wait until you read the end. I guarantee goosebumps!

### Music Composition

Wisconsin composer Dr. Erika Svanoe has been commissioned for this project and is in the process of composing music for band, choir, and orchestra that will capture the spirit of the poem and use many of the words as lyrics. When completed, the music (around a grade 2/middle school performance level) will be made available to all Wisconsin schools for free for one year. The hope is that you would consider programming it with your students and sharing recordings, photos, and artifacts with Chris Gleason to be displayed on the DPI and WAB websites. Gale-Ettrick Trempealeau music educator, Tony Kading, is writing music lesson plans for elementary, middle, and high schools in vocal, general, and instrumental music. These free materials will also include a video conversation about the compositional

process with Dr. Svanoe.

### Visual Art, Media Art, Theater, and Dance

Chippewa Falls High School art educators Jennifer Handrick and Harry Kellogg are in the process of creating new 2D and Media Artworks based on the theme and poem. They plan to include lesson plans for both the primary and secondary levels. Wisconsin dance educator Yeng Vang-Strath (Academy of Chinese Language, Milwaukee Public Schools) and Wisconsin theater educator Ron Parker (Appleton North HS) will develop lesson plans to explore the themes through movement, improvisation, and other skills. These resources will be available for free via the DPI and WAB websites on October 16, 2023.

### A Call To Action AND Creation

When I described this project to my educator friends, it was met with excitement and enthusiasm. Wouldn't it be fabulous to showcase the impact of the arts, your teaching, and this project? Consider sending me examples of how you use these resources and materials this year with your students. There would be no greater tribute to the WAB than this. Let's use these resources

and this opportunity to celebrate this organization and cultivate the creativity already inside our children. In this way, we will live into Dasha's words when she states,

*Breathe in  
Sound it out*

*String the melody of your story along the eaves*

*Twinkle a mural across your starlit skies*

*Each of our lives  
Already a constellation  
We are lifted particles of stardust  
Bending breezes into dreams*

Sources:

<https://artsboard.wisconsin.gov/Pages/home.aspx>

<https://docs.legis.wisconsin.gov/1973/related/acts/90>

Kelly Hamilton, Dash. "Like the Wind" 2023 – excerpts

Republished from Wisconsin School Musician, Sept. 2023, with permission of WSMA



### How do you build positive connections with your community through art?

Are you thinking of starting an art club? Are you wondering how you can change your existing one to promote change in your community? I was asked if I would do just that this past year at my new school. I hesitated at first because I know how much work they can be. I wasn't sure at first if I wanted anything extra in my school day like organizing supplies, writing lessons, fitting in more classes, but I thought this different kind of art club sounded like a simple way to engage students and community.

I have facilitated many art clubs over the years, but this past year was the first time I was in charge of something that I am proud to say made a difference in my kids and my community. It was called "heART" club. A "heART" club allows kids to practice ways of caring and gaining empathy for others while creating art. Another bonus was that it connected my young artists with the community around them. Kids were super excited to create fun art projects not realizing they were gaining the benefits of giving to others and promoting the art program in our school and community.

Woodridge primary school, where I started my "heART" club, consisted

of just kindergarten and first grade students who came during their recess, but this kind of club could easily be modified into an after school program or leveled up to any age of student. During each session, kids were responsible to get to the art room on their own. I would quickly present the lesson with simple instructions so kids could get right to work creating. Sometimes there wouldn't be instructions, just stations with supplies ready to go. Most of the art projects were then given away. An example of a lesson kids created was real pumpkins decorated with hand drawn spiders and string for webs. Local businesses loved displaying these in their store windows and connecting with the Portage Community School District. Later in the year kids used sharpies to

color shrinky dinks inspired by author Mo Willems. Teachers loved receiving their art turned into magnets on teacher appreciation week. Bus drivers enjoyed hanging their clothespin rainbow sculptures with smiley clouds on their buses. People just loved being remembered. Other art lesson examples were letter bead bracelets, rainbow wreaths, painting like Bob Ross day with tiny easels and fancy paint, and a collaborative mural like the artist Kelsey Montogue and her wings series #whatliftsyou. Kids were so excited to pose in front of it and tell me what lifts them, or makes them happy. This was a great opportunity to invite our social media person from the district to take photos and post on the school social media sites.

*(continued on next page)*



*Students loved decorating pumpkins with spring webs and lots of spiders.*



*Pumpkin with note attached for local business to display in their store windows. Photos by Jen Martens*





*Kindergarteners loved painting like Bob Ross. Photo by Jen Martens*

*First graders also enjoyed painting in heART club. Photos by Jen Martens*

After each art session, there was usually a bit of prep work to make sure each artwork was labeled with a note “from—your heART club friends at Woodridge primary school.” Making sure that the items were delivered also took some time. I had help from aides, teachers and even the students sometimes delivered artwork in person. This first year we focused on sending our art to people in our community who help us such as police officers, firefighters, bus drivers, crossing guards, classroom teachers, principals, parents, middle school students and local businesses. I could expand this list next year and send our art to politicians and local government officials, farmers, doctors, nurses, forest rangers or even other art classrooms in Wisconsin.

You might wonder if this age group would be too young for an art club group, but it worked quite well because of the following reasons:

- It was during their recess so parents did not have to pick them up after school.
- It was only 20 minutes so every lesson was super quick and kids didn’t get bored.
- My principal was on board with it and offered to purchase supplies

if I needed them, but this is something you could also do with donations for supplies or have a reasonable fee to be part of the club.

- I could easily cancel a session if something came up like special meetings, snow days or field trips. The art lesson was moved to the next week.
- Kids in kindergarten and first grade are usually so excited to create art and it didn’t take much for kids to join.
- I invited the newspaper to come and take photos of our new group and it turned out to be a great public relations spot on the front page of the paper. The community was able to see what great things kids and art teachers were doing in their town.
- One group of kids was chosen for the fall semester and a different group for the spring. This worked well to allow more kids to participate throughout the year and my youngest age artists not to become disinterested.
- Finally, I had the requirement that behaviors needed to be above the line or the students were not able to participate.

Another reason this club worked so

well is that my school is within walking distance to our middle school. The amazing middle school art teacher there, Charlotte Doro, and I worked together to make sure every “heART” club session had a middle school volunteer. Her 7th and 8th grade art students were extremely helpful by prepping items that needed to be ready, cleaning up afterwards, helping kids that had questions or adding labels to artwork. This system was really great for my K/1 artists who needed help but also adored having big kids to assist them. It was the best feeling to see middle schoolers build confidence, leadership skills and feel like they were an important part of our school community.

If you are considering starting your own art club or want to change up an existing one, consider the idea of “heART” club. Every lesson could be a project to give to someone else or you could modify it by choosing one a month or one a year depending on what works for you. It will change how you look at structuring a traditional art club into something that changes others in a positive way. It’s also a fun and creative way to teach students empathy for others through art and build positive connections with your community.



### The Mark of a Mentor

A mentor is defined as an experienced or trusted advisor. Mentors are there to guide, train and support you in whatever you are striving towards. Since the start of my educational journey nine years ago I have been blessed to learn and work with some truly inspirational and incredible mentors. They have encouraged me to not give up when things just seemed entirely too hard. In 2011, I suffered a severe traumatic brain injury (TBI). It greatly affected my cognitive abilities and short term memory, but I was determined to get back to leading a productive life. I made my way back to school at the University of Wisconsin - La Crosse where I decided I wanted to be an elementary art teacher. The program was much harder than I had anticipated. Up until my TBI school had always been easy, but the cognitive hurdles I had to learn to live with were immense. Early on I met Marcia Thompson in one of my methods classes. I was close to throwing in the towel because I was so tired of struggling with what used to be easy for me. At the time it was easy to blame my TBI, tuck tail and move home a failure. One day after class while packing up, Marcia asked me to stay after to discuss my progress in her

class because I was doing so poorly. I broke down and confessed everything I had going on in my life post TBI. That conversation let me know I was not alone, that I was capable. That conversation honestly changed everything for me. From then on, if it involved art education and made me nervous and uncomfortable, she signed me up to do it. Not only was it required to sign up and attend my first Wisconsin Art Education Association Conference but she also made me present! Also, I had finally been accepted into the Art Education Program. Another semester I was required to volunteer and teach lessons at an alternative school. Her classes were about exposure and growth and how to carry those traits into my own classroom. These are just a few examples of Marcia Thompson encouraging and mentoring me at the very start of my art education journey.

However, the mentorships in my art education journey did not end there. My first field placement placed me with Jeanne Arenz who was a year or two into piloting a Teaching for Artistic Behavior (TAB) program. Here I learned being firm is O.K., but more importantly to let go and trust in the creative process. Teach the skill so that it can eventually be applied without assistance. First graders were using hot glue guns and 3rd grade on up

were using power drills! Plus she had the best clean up song at the end of class that I am working back into my classes. When I got my first teaching job, Jeanne sent me a letter and two bags of unique foam stampers. That generous gift made me feel like I could do it and that I had finally made it.

I student taught with Ann Schedivý-Tollefson for nearly six months because she was at a K-12 school. Ann mentored me in classroom management, co-planning cross curricular lessons and grading for so many students. She allowed me to pilot Artsonia in her classes and opened my eyes up to all of the possibilities that would offer. I also learned about the importance of cultivating relationships with the neighboring classrooms... especially if they have a

*(continued on next page)*



*Marcia Thompson, Natalie Kotnik, Ann Schedivý-Tollefson*

# Connect students to the Milwaukee Art Museum with tours and classroom resources.



- Find personal inspiration all year with FREE admission for WI K-12 teachers
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Visit [teachers.mam.org](http://teachers.mam.org) to explore digital resources, sign up for Teacher eNews, and schedule on-site or virtual tours for the school year. We look forward to sharing art experiences with you and your students!

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coffee maker! Every year at the WAEA fall conference we make it a point to get dinner and catch up. It takes massive heart to allow someone into your room and take over something you are so passionate about.

My first teaching job saw me paired up with Darlene Moore who is a veteran specialist teacher. The interesting part about that pairing was that she actually teaches music. I was absolutely terrified starting this new job and distraught at the thought of managing two classrooms at two different schools. Darlene became a sounding board and someone I could go to for anything; problems with students, managing difficult classes of behaviors, grading, my learning plan and spreading myself between two schools. When I struggled with tough administration or classroom teachers, I found that I had an ally and

from there came a beautiful, sarcastic friendship. I have since moved on from this district, but after a tough day where I am now, I know that I can call her to vent or get some advice.

When I attended my first conference in Eau Claire all of those years ago, Marcia Thompson introduced me to Jen Dahl and Leah Keller. I was fascinated with their roles in WAEA and instantly wanted to know more. Two years ago they reached out to me with the opportunity to join the board and be the South East Regional Vice President. I was hesitant and quite frankly scared. I had only been teaching for two years. With their guidance and persuasion, I accepted the position. My first year I must have text Jen and Leah 100 questions about my position requirements and was met with nothing but kindness and unwavering assistance. They've

helped me grow in my board position, as a teacher and honestly as a human being.

So, my position on the WAEA board has come full circle and that is 100% due to Marcia Thompson. Without that first discussion or partaking in all of these art education events, I would not be where I am today. These relationships that we cultivate with our mentors and co-workers are priceless. They become part of your classroom and your philosophy and your heart. Think about the people that helped get you to where you are today. Send them an email or text or write them a letter. Tell them thank you! Teachers don't hear that enough. Especially the ones that open their hearts and classrooms and take us under their wing. If any of the people I have mentioned are reading this, is my THANK YOU for, well, everything.



# RETIRED REPRESENTATIVE

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# FAYE BARBER-SCHMUL



## Retired But Not Tired

Never in my wildest dreams would I have thought that I would be writing a magazine article, but here I am. I retired from my full time High School/Middle School Art Teaching at Oakfield School District in 2012. I must tell you life has been fuller than I would have ever dreamed.

As I write this article, I think of so many of you who are retiring or soon to retire. So many people offered advice to us who retired back in 2012. The advice was not to get too involved with any organization right away. The advice was to take your time and make sure that what you get involved with is really a passionate undertaking. Well, I made a few missteps along the way but joining the WAEA board has been one of my best decisions. In this article I wish to convey to you what WAEA offers to any Art teachers but also to those retiring.

All through my teaching life I would take classes and workshops in anything that interested me and would increase my insatiable desire to be the best teacher and artist I could be. This didn't go away with retirement. So here are some of the highlights of the past few years in WAEA.

It is my wish to increase our retired

members and to build upon the foundations WAEA has laid for us.

Look for us at the 2023 Conference. Our Retired booth will be in the vendor area this year. We will have a number of tables available for everyone to create art and we will have at least two collaborative projects. This year one of our collaborative projects will be creating mosaics. The pieces will once again be raffled off at the closing of the conference.

We are also asking WAEA members to bring in any art supplies, lesson plans, books, or posters to give away. This is a great way for our new Art Teachers to gather some much-needed items. Our retired group is also available for consultation and mentoring. Please lean on us! We are here for YOU!

We also want to invite our FELLOWS to join us at this booth. If they wish, they too can bring in some of their art work to share or sell with all the participants. There will be a painting to raffle as well, so make sure you stop by. Who knows what magic we will create together.

Our 2023 WAEA Fellow Inductees are Steve Loftus, Kathy Bareis, Rochelle Robkin and Lynn Jermal. We will honor them on our website and also celebrate them at the Awards Ceremony at the WAEA Fall Conference in October.

The altered paint brushes (photo above) is a collaborative piece of art that was made at the WAEA fall



*Previous year's Fall Art Conference creations we raffled off.*  
Photo credits Faye Barber-Schmul

conference. It was my first year manning the retirement room and pulling in teachers from all over the state to create their own brush art. We then assembled the brushes and raffled it off. It was a lot of fun and we did have some retired helpers to aid us. Dianna Kirshbaum was such a gracious helper.

Every year we would offer a free workshop to pull in more retired members and teachers hoping to increase our WAEA Membership. I did two work shops in Green Lake and have been offering one each year but didn't offer any in 2021 due to Covid.

## Educator Back-to-School Night at the Art Preserve

Mark your calendars for the annual educator back-to-school night at the Art Preserve! On Thursday, September 7th from 4:30 – 6:30pm, educators of all ages and subjects are invited to spend time exploring the Art Preserve and connecting with other educators.

Educators will receive a token for a free beverage at the Fred Smith bar and a swag bag of resources and new curriculum. The Arts Center education team will be available to answer questions about scheduling field trips and discuss opportunities for classroom and school partnerships.

There is always an engaging, hands-on opportunity at back-to-school night that you can bring back to your classroom! This year, artist Christina Wilke-Burbach will facilitate a Synesthesia workshop from 4:30 – 6:30pm. The workshop is free and

open to the public. Experience a blending, blurring, and intertwining of the senses. Perceive aroma and smell through the other sensory pathways of sight, sound, taste, and touch and spark your imagination, intuition, and creativity! Christina is one of five artists in the exhibition *Regional Responses to the Art Preserve*, On view through October 29, 2023.

In the summer of 2022, the Arts Center invited Wisconsin-based artists and Arts Center members to submit proposals for work in any medium that makes tangible the feelings of wonder, curiosity, and exploration awakened by the collection of artist-built environments on the first floor of the Art Preserve. This exhibition includes five responses to the work of Mary Nohl, Eugene von Bruenchenhein, Levi Fisher Ames, and James Tellen by artists Clara McElfresh, Christina



Wilke-Burbach, Kristin Plucar, Sarah Rose, and Jennifer Kaiser.

The Art Preserve is located at 3636 Lower Falls Road, Sheboygan, Wisconsin. Want to explore the galleries on your own before or after the event? The Art Preserve and John Michael Kohler Arts Center are open until 8pm on Thursdays.

If you cannot make it to back-to-school night and have an idea for connecting with the Arts Center or want to schedule a field trip, email Xoe at [xfiss@jmkac.org](mailto:xfiss@jmkac.org). Find out more about the Arts Center's current exhibitions, upcoming events, and resources at [www.jmkac.org](http://www.jmkac.org).



*Regional Responses to the Art Preserve* installation view at the John Michael Kohler Arts Center, 2023. Photo courtesy of JMKAC.

Christina Wilke-Burbach. Photo courtesy of the artist.





### Educational Art Travel

Having recently returned from a fabulous educational tour to Paris, Madrid & Rome, it seems like the perfect time to share travel tips with art teachers thinking about starting an educational travel program! Do you love to travel and want to share your passion with others? Read on!

Why? It's a ton of work that you are not paid for! True, you need to be very passionate because the amount of time you will invest is more than you might think. However, if you are passionate, here are just some of the benefits of an art travel program: #1 You will create stronger memories and connections with students through travel than you ever could in a classroom! #2 Students often have to choose between electives and sometimes stick with electives because of the travel opportunities they provide. #3 You get to travel more! #4 Travel opens people's eyes to how important art is in the world and throughout history!

Travel Companies??? Choosing a travel company can be very stressful because they are all trying to sell you on their brand. First, decide where you want to go and compare the trips and prices from different companies. Second, don't stick with the same



Photo credit Jennifer Handrick

travel company for each trip unless you absolutely loved every part of the experience. Many educational travel companies will match points to get to switch over and give them a try. Oftentimes, this earns you another free training tour.

Field trip or Educational Travel? This is between you and your school district, but I prefer (since I don't get paid for it and don't advertise my trip as an art club trip) to offer my educational travel as a summer enrichment experience that is not limited to my students. My school district is happy with this arrangement because they are not liable for anything, and it is better for me because I have less policies to deal with. (Most travel companies have a lot of policies and rules already.) I am open to taking parents, siblings, aunts, uncles, grandparents, etc. But,

I will warn you that adults are more challenging than students because they are not used to being herded and following rules. I put up with it because I see no reason why art education and appreciation should end after you graduate!

Chaperones? Everyone is volunteering! How do I pick? #1 Choose chaperones who you trust could take over the trip if you become ill or unable to travel for some other reason! If your flights are canceled and rebooked, your group might be split and chaperones will have to temporarily act as group leader for a portion of the travelers. #2 Choose people you are comfortable with and will work well as a team. #3 Choose chaperones who work or have experience working with kids. You want it to be second nature

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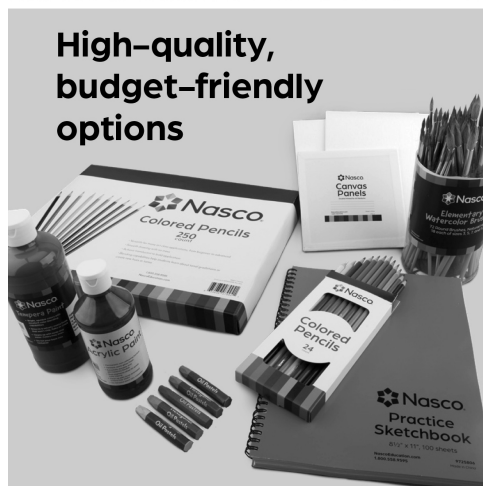


for them to make sure there aren't any stragglers, etc. You don't want to have to worry about instructing them throughout the trip.

Rooming Nightmares!!! Yes, rooming and roommates are a sensitive topic. Today's generation seems much less comfortable with sharing beds than my generation. Gender identities can also make this more complicated. My advice? Chill out and prep the kids to chill out. (Adults are usually 2 to a room and prearranged.) Allow them to make requests and tell them you will do your best to try to have them room with at least one of their requests at some point on the trip. They will be so tired by the time they get to their hotel, they will just be happy to put their head to a pillow. For my last trip, I had plans for 2 person rooms - 4 person rooms. However, we often got a mix of the sizes of rooms 2, 3, or 4, and we didn't know until we were checking in. I adjusted what I had prepped on the fly, and then I let the students make switches from there. They just had to update me, so I had a record of who was in each room. And, do room checks! They are teenagers, lol! Be prepared not to sleep much on the last night! You will be exhausted, but they will all be trying to make the trip last longer and be more memorable through all kinds of mischievous stunts! Just kidding...the worst I had to intervene was a girl sneaking in to a room with 3 guys to play cards with them. Just, be prepared.

It's all worth it! My next trip is to Peru in the summer of 2025! Bon voyage!

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# ED&I COORDINATOR

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## JUSTIN MARKGRAF



### “Belongingness” is a mosaic mural journey

I am an art educator in Antigo Wisconsin. Two years ago, I was eating hors d'Oeuvres with my fellow art teacher colleague, Olivia Lemke at the WAEA Fall Conference. It just happened to be next to Connie Greany and a few of her friends. We quickly started a conversation where Connie told us about her business of creating mosaic murals with schools, among other businesses. The light went on and I said, “We need you! We have a broken community and this needs to happen in the Unified School District of Antigo.”

I pitched the idea to a few administrators and off we went. I wrote a grant to the Wisconsin Artboard and the ball was rolling. My colleague, Olivia, took the helm of directing the project.

Connie Greany was a godsend. She was amazing to work with and has become a good friend. We made tiles with every student and employee in the district. We made well over 2,000 tiles. We made tiles with community members, three elementary schools, a middle school, and high school. We also made tiles at nursing homes, parochial schools, and many of the community businesses.

Once the mural had momentum and the community started to embrace it, the company donations came pouring in. We were busy making donor tiles and the kiln was firing non-stop. Connie had perfected a one-fire process and had also perfected a glaze/test process where we weighed the fired piece, freeze, and thaw over 3 times to make sure all the mosaics will last the test of time in the harsh Northern Wisconsin elements. By this time, we had made all the student tiles and most of the community tiles.

We still have a lot of firing to do and of course putting them together, installation, and unveiling party. Connie has been with us every step of the way and has everything laid out seamlessly. This entire process has been amazing and I feel that in the end “Belongingness” is happening and our little community is on its way to healing.



Photos by Justin Markgraf



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## Entering Contests

For those of you who are regular Art Times readers, you may remember my last article was about the different ways art teachers try to raise money for our programs. One of those strategies, and probably the least likely to bring in money, was entering contests.

By now you also may have heard that this strategy worked out pretty well for me! It is still surreal and crazy to me, but I was the grand prize winner of the #StickwithArt contest sponsored in collaboration between Popsicle and the NAEA. I was awarded the sum of \$20,000 for my art program and got my trip and registration to the NAEA conference in San Antonio paid for. It was an art teacher's dream come true!

Here are the details. It was the first time Popsicle and the NAEA had collaborated. Popsicle had been working with the Edelman Agency, which, according to their website is a "global communications firm that partners with businesses and organizations to evolve, promote and protect their brands and reputations". Popsicle had been wanting to both give back in a positive way, as well as, support art education. Most of my communication throughout the

process was with a representative from this group, Rachel Moran, who herself was a former theater teacher. She helped develop the contest and the process. For starters, this contest was only open to Title 1 schools because one of the goals was to support under-served populations. The first step was to simply post photos of your students' art made with Popsicle sticks on Instagram using the hashtag #StickwithArt. From there, 40 art educators were randomly selected to win \$1000 for their classrooms. I loved the fact that the student art itself was not being evaluated. Instead it was a celebration of student creativity with Popsicle sticks, which, in turn, gave each school an equal chance to win. It took the pressure off all of us! After talking to Rachel, this was by design. I mention this because I 100% appreciate that actual educators were involved in the creation of this opportunity for other educators.

It was about a month later that I found out I was one of the 40 winners. I was ecstatic! \$1000 is pretty much my yearly budget! After getting my district to sign off on a lot of paperwork, there was another step. In order to be eligible for the larger prizes, four \$10,000 prizes and one \$20,000 grand prize, I was invited to open a google form with some short answer questions. The questions were pretty standard grant questions; about your art program, how it's funded, your students and, of course, how you would spend the money. The turnaround time was quick so I spent

a weekend working on the essays and sent it off.

I really thought that was the end and didn't think much more about it. But, a few weeks later, I was informed that my essays scored the highest and that I had won the grand prize! I think I screamed and ran to my principal's office. From there, the surprises just kept coming. I was going to get to attend the NAEA Conference in San Antonio to receive the prize in person!

The whole experience has been overwhelming and awesome. I'm now able to do things in my classroom and with my program that I have wanted to do my whole career. This brings me to the current status and the number one question people ask me: How will I spend the money? Yes, it's completely liberating to be able to get whatever I want and need but it's a huge responsibility too. I want to spend it wisely, I want to get the most bang for my buck and I don't want to have regrets. Fortunately, there is no time frame for spending it so I can take my time and really think and plan.

My main purchases fall into the categories: supplies, furniture and artists. Here are some things I have gotten and am thinking about so far. Supplies: Expensive or 'fancy' things that are outside my normal budget and/or "Things-that-I-have-considered-buying-myself-but-now-I-don't-have-to" such as: fluorescent craypas and paint, table top paper shredders, more glazes, organizational

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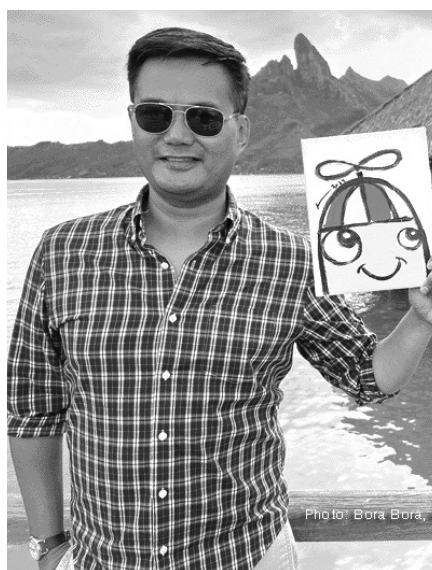


*Receiving the ceremonial BIG CHECK in San Antonio. Yes, I brought it home! That is the subject of another article!*

containers/bins (goodbye dilapidated boxes!) and a nice ipad stand!! It's a Dewey document camera. (Would have been great during Covid but now I have it for demonstrations and videos!)

Furniture: I am finally going to get new seating! The wooden stools I have had for over two decades are falling apart. (\*\*side note: I don't think I should have to purchase basic furniture with grant money but this is my reality....) I'm still waffling on this one and do not want to goof it up!! Stools? Wobble stools? Chairs with backs? A mix??

Visiting Artists/Artists-in-Residence: So far, I have one Artist in Residence scheduled: Mr. Bren Bataclan (The Smile Project) will be with us from



*Bren Bataclan with one of his characters*

Oct. 1-6 to paint a mural outside my classroom. I am beyond excited about this!! I hope to get more local artists in for visits throughout the year as well.

Other?? We have gotten out of the Field Trip tradition since before COVID but this is another possibility.

In conclusion, contests are not a sure-fire way to get money for your classroom but you won't know until you try! Do I wish teachers didn't have to enter contests, write grants, spend extra hours posting student work online, etc. in order to have supplies and provide equitable experiences for their students? Yes! But in the meantime, grants and opportunities are out there and someone has to be the recipient. Why not you?



# WAEA NORTHEAST VP

## NICOLE HERBST

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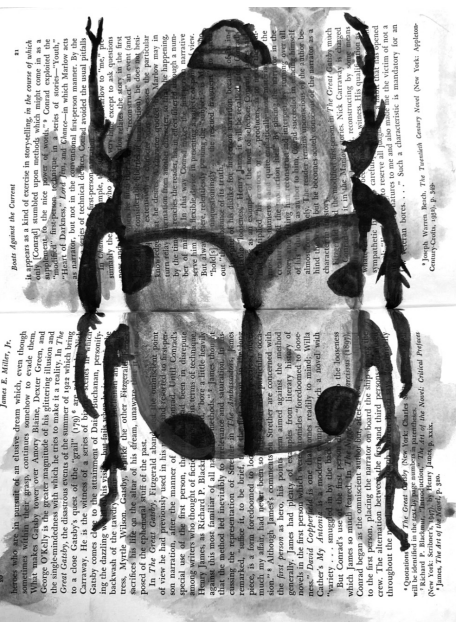
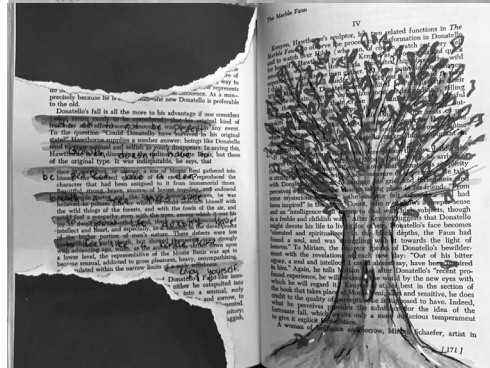
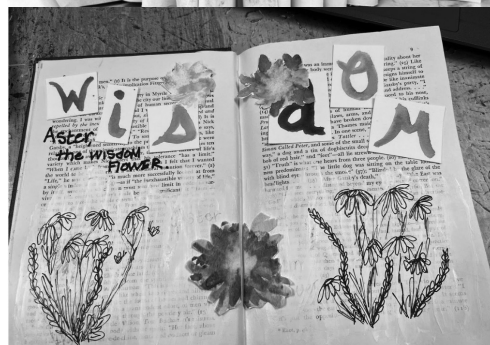
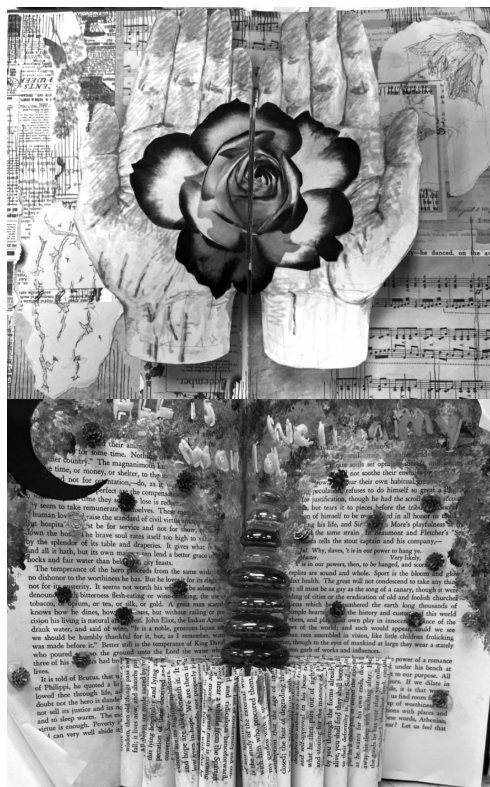


## Repurposed Books as Art Journals

Altered or repurposed books used in the art classroom are expanding as an artistic expression. As art educators, we seek more creative ways for our students to explore designing and art media. It is only natural in art journaling to be drawn to the printed pages, especially since books are being discarded.

Repurposing books is also a wonderful way to save money on the much needed sketchbooks. Students find these books intriguing to use in a different way than they are intended. Suddenly, the artist has the power to recreate a book in a new and inventive way. For some teens, it is a form of breaking the rules and a chance to create a new way to look at printed pages.

Artistically, the options are endless. Altered books can become manipulated and distorted to allow the viewer to see this format in a different light. Areas can be cut into, added to, and removed to create inventive spaces. Student artists learn how to personalize and create new meaning to the pages regardless what the typed pages may read.



Photos by Nicole Herbst

The pages of the books offer possible suggestions for artists to spring board ideas from or just as a simple form of texture. This form of art offers a wonderful way to explore & experiment with mixed media. Artists can create aspects separate from each other and later add to areas as well as use the provided words to recreate poetry or use as a fun play off words or images.

A sense of art relief or a three dimensional aspect can also provide depth. Cutting into sections to make shadow boxes, windows, or doors gives an opportunity to artistically reveal an idea or a unique surprise. The repurposed book becomes a valuable medium to create anything the art journalist may not find in a blank sketchbook purchased from a store!



# DANI GRAF

# WAEA TREASURER

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## What differences do you see?



*Sholes Junior High 1978* Photo by Dani Graf



*Reagan High School 2023* Photo by Dani Graf



These two images are from the same room 45 years apart.

I was a new teacher at Sholes Junior High in 1978. I was there for one year before being excessed because the school was changing to be a middle school and the ninth grade was being dropped. I was in room 220.

This last year I was subbing in the same room. It is now a science room at Reagan High School.

What are the differences you see?





## Be the Pebble, Make a Ripple

### *Finding Meaningful Professional Development*

I don't know about you but professional development sometimes is NOT all it's cracked up to be. It might be something that you were thrown into because your district or building has decided on a new initiative, or maybe you find yourself in a situation where the professional development is more focused on a different content area. I want to share with you an opportunity

I had this summer to attend a professional development that I found very meaningful. This might sound interesting to you and it might not. Either way do your own research to find out more about professional development opportunities available to teachers. My experience is about just one such opportunity.

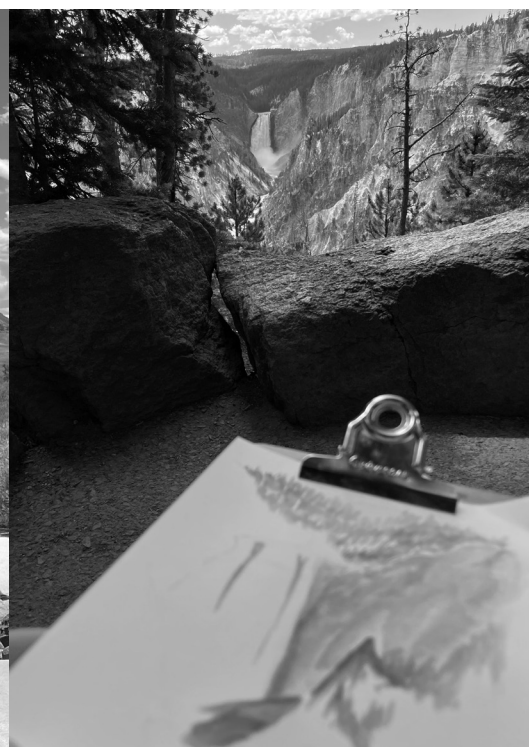
Last summer, I was selected to attend a training at Yellowstone National Park through Yellowstone Forever, but when the Yellowstone River flooded, the workshop was put on hold.

Fast forward to the summer, and the

workshop was back on. So this year, I was able to attend the Yellowstone STEAM Teacher Workshop. The program was put on by Yellowstone Forever, which is a nonprofit educational partner of Yellowstone National Park. This program brought together art, math, and science teachers, as well as Park Rangers and scientists.

The week started at our Overlook campus with introductions and a brief journal activity. On our first full day, we headed to Mammoth Hot Springs for a number of science and

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*Watercolor en plein air at Yellowstone.* Photo credits Sarah Fredrickson





Photos by Sarah Fredrickson

art activities such as using a thermal sensing camera to take pictures of heat signatures, paint chips to match colors, and Lucy the Water Droplet to learn about the water cycle. The most interesting activity was testing the Hot Springs water for temperature and pH. We had this unique opportunity because we were with a park ranger. Then we headed back to our classroom in Gardiner, Montana. We worked on three activities: Cyano prints, tessellations, and a pointillism project. The most interesting to me was the Cyano prints. While at the Hot Springs, we talked about cyanobacteria. This made me think about how I could do more to connect my photography class to the science behind the photographic processes. My mind is already swimming with ideas, but the day wasn't over yet. We headed back to our overlook campus. The final event of the day was hearing from a Yellowstone wolf researcher, Kira Cassidy. She shared her knowledge of the wolves, wolf populations, and her infographics that simplified her wolf data. The talk gave me ideas to use in my graphic design class. It was a full day and was full of amazing experiences.

Day two started in the classroom. We learned about fish in Yellowstone and how the park is working to help bring the cutthroat trout population back and fight against invasive species. We used some invasive species to create Gytaku prints. Then in the afternoon we headed to Artist Point to learn about how artists helped to create Yellowstone as the first national park. Next, we had time to create a watercolor painting, en plein air, at artist point. I chose to stay where I had a view of the waterfall, but others ventured away from the crowds to paint a picture of the canyon. Finally, we headed back to the Overlook campus to relax and work on our projects.

Our third full day started early, so we could head out to the Lamar Valley to view some wildlife. We saw bison, elk, pronghorns, bears (both grizzlies and black), a coyote and badgers. We also stopped at the Lamar Buffalo Ranch to learn about how they use hydro and solar power to keep the ranch off grid. We also completed an Andy Goldsworthy inspired project. Then we headed back for a little studio time and to prepare for our art show.

The final morning, we wrapped up the week with our responsibilities moving forward, which was to write a lesson using the STEAM principles we had learned about. We also heard from the donor who funded the program (which was free, it included room and board, and we will get a \$200 stipend when our lesson is completed). We also created a shared Google Drive so that we can continue to network after we leave the program. Finally, we set up our art show for the donor and staff to enjoy our artwork.

The donor said he wanted us to be the pebble that creates a ripple and share our new found passion with our students and colleagues. So I'm sharing this with you. If the program sounds interesting, go to the Yellowstone Forever website to find out how to apply. This has been one of the best professional developments I have ever attended. I would highly recommend it. As you look for your own opportunities, make sure you find a professional development that you are passionate about. It will make your experience so much better.





### Community Connections



Photo by Jana Strobel

Twelve years ago my colleagues and I knew that we needed to get our students and the community to connect; and the first annual Watertown Art Walk was born. Our goals were that the students' would have a way to share their artwork and that the community would become more aware of local artists and support them. Years later, I know that we have accomplished so much more.

This year was the 12th annual Watertown Art Walk which has grown and changed greatly since its inception. For example, we modified our one day event to be a week-long window art walk for the pandemic years which turned out to be a blessing. So many people needed a way to connect with others at that time and the Art Walk provided a healthy experience. Since then, we have been having a hybrid event where there is art inside the businesses and also art in the windows to draw in visitors. We also kept the event a week long with a one day celebration event. We invite the community out to see all of the art and also enjoy live music, art awards, interactive art exhibitions, free art making activities, raffles, and free face painting.

The benefit a free community art show offers is so much more than just getting the arts out into the world. I believe that the artists getting noticed by the community around them validates the importance of their work and in turn creates more pride in what they are doing. Educational art experiences like these have an impact on students' academic, social and emotional outcomes. Young people presenting a positive image in the community of taxpayers allows for genuine interactions that affect the hearts of the citizens. The Arts challenge us with different points of view, compel us to empathize with others, and give us the opportunity to reflect on the human condition.

So now it is time for some action. Just like every event an art teacher organizes, this too takes time that is likely unpaid.

Here are the steps we take each year to set our art walk up. Two to three months before the event we contact all of the businesses on Main street to

ask if they would be willing to lend their space and windows to a local artist or group of student artists. Then, we contact the local arts council and newspaper and put out a call for local artists to display their art. We connect with novice, professional, collegiate, alumni artists as well as all of the local school art teachers. Getting donations to help pay for the printing of large colorful posters or to make a raffle or give away at the event is also optimal. We laminated our posters and reuse them by changing the map that is taped on every year.

A month or so before the event, pair up the artists with the businesses and set a date for them to set up their art. Each artist is responsible for contacting their business and arranging their art on the set up day. Next, create a map that indicates which artist is in each business and give stacks of the maps to the businesses to hand out their patrons in the weeks leading up to the Art Walk. In Watertown, every student at the elementary schools has a piece

*(continued on next page)*



## on Main Street

May 30th

4 - 6 pm

The Watertown Arts Council and  
Watertown Unified School District Art  
Department are teaming up to create the  
12th Annual Watertown Art Walk.

WHS Artists • Public Library **24**

### ★ Bentzin Family Town Square

4-6pm Children's Activities  
& Live Music

6pm Prize Drawings



**1** Mullen's Dairy • Dominique Miller

**2** Oswald Konz  
Financial Group • WHS Photography

**3** Elegant Arrangements • Ken Keiser

**4** Blue Butterfly • RMS Artists

Amanda Cray Gallas & Codey Gallas • Sandra D's **23**

WHS Ceramics • Blush Hair Beautique **22**

WHS Glass & Metal Art • Bradow Jewelers **21**

Celeste Higgins • Hair by Bonnie & Becky **20**

LEAP & Douglas Elementary • Literatus **19**

Dani Heath • H&R Block **18**

Angel and Cody Seibel • Metallic Salt Studio **17**

Ramona Hackbarth • Far Horizons **16**

Ella Bailey • Latte Donatte **15**

Alexia Schwandt • Anthony's 511 **14**

Chamber of  
Kiara Haseleu • Commerce **13**

**5** Keck Furniture • Lincoln Elementary & Webster Elementary

**6** Hometown Pharmacy • Olivia Wieland

**7** Brown's Shoe Fit Co. • Kayla Bethke & Schurz Elementary

**8** Central  
Block • Michaela Mueller & Gwen Woerishofer  
Kitchen

**9** Towne Cinema • Sophia Angelise Snyder

**10** Hot Pop Productions  
• Doug Hoffman

**11** Century 21  
Endeavor • Tim Little

**12** Draeger's • WUSD Teachers



All are invited to chalk the  
sidewalks on Main Street  
from 1st to 6th Street

May 30th



Photos by Jana Strobel

in the show and every art student in  
middle school and high school also  
has at least one piece featured.

We also added Chalk the Walk event

where anyone can come downtown  
and chalk on the Main street side  
walks on the day of the Art Walk  
Celebration. Chalking is always a  
hit with students and adults.



Find Watertown Arts Council



# POTOWATOMI GRANT

## KRYSTINA FUHRER

### Letting Go Through Ephemeral Art

A struggle I have run into time and time again in my art room is students being too afraid of messing up. Whether it's not wanting to add details for fear of "ruining" something, or not even wanting to start because they have already convinced themselves it won't turn out well; the fear of failure can be crippling for anyone. For this project, I decided to strategically set my kids up for failure and get them engaged in the process of not only making, but destroying as well.

To start the process we first learned what ephemeral and transient art meant and named some examples, like snowmen, cakes, ice sculptures, etc. We looked at the work of Andy Goldsworthy. I was particularly drawn to his work because I was able to find not only beautiful images of his work completed but also videos of him attempting his sculptures and failing. The kids really enjoyed talking to each other about how mad they would be if they worked so hard, just for something to fall over or break.

I then gave them bowls of marshmallows, graham crackers, sugar cubes, cereal, and marshmallow fluff. Their only instructions: "Make a structure that something could live in." ...and they were off!

Once they were finished, I broke the news to them that their structures would not be headed to the display case like usual. Instead, we would be storing them outside! I felt a little like a supervillain as the kids gasped and immediately started making guesses about what was going to happen to



Photos by Krystina Fuhrer

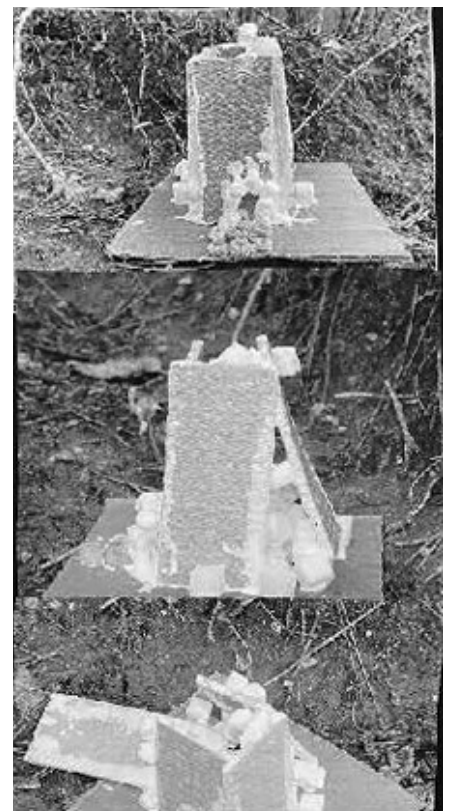
their pieces. I gave the kids their logs and had them fill out the first page. I explained to them that we would be checking on their pieces, logging what we see, and taking photos each day.



We would go outside and document any breaks, nibbles, or collapses. That is until we came to the weekend, and a surprise rainfall both Saturday and Sunday. On Monday, the kids raced outside to see the destruction, and we were met with nothing but empty cardboard bases. The students were overjoyed with the finding, but I found myself a little frustrated that



their photo series might not look the way I envisioned. I realized then that I was falling into the same mindset I was trying to correct in my students. I was thinking too much about the ending, and not enjoying the process! We took our final photos and headed back inside to arrange our series, and create a story about the rise and fall of our tiny ephemeral structures.





# Day 1 log

How do you feel about the building you created?



what would you name your building?

write a 2-3 sentence story about your building.

how do you feel about WHERE your art will be displayed?

What do you think is going to happen?

# Day 2 log

Draw your own emoji for how you feel about your building.

Describe what your building looks like today.

what do you think happened to your building overnight?

# Day 3 log

how have your feelings about your building changed in the past 3 days? why?

Describe how your building looks today.

Draw what you think happened to your building overnight.

# Day 4 log

First:

take a look at your photos and arrange them.

Next:

Take a moment to look at the series you created.

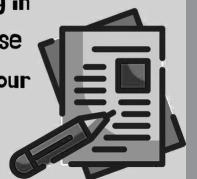


Then:

tell me how you feel now that your process is finished.

Last:

Write a short story about what you are seeing in your series. this could be a story about the rise and fall of your building, or it could be about your feelings on the process of this experiment.



# 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.



wisconsin *art education* association



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FOLLOW US  
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WIARTED.ORG

inspire create repeat

## WAEA Fall Conference October 26-27, 2023

East Junior High-Wisconsin Rapids, WI

Early check in & art activities:  
Wednesday Night, October 25

Online Registration: Opens Sept 1

**Rates:** Active Member \$145, Non-Member \$235, Student Member \$25,  
Student Non-Member \$70, Retired Teachers-Free

**Hotel Block:** Hotel Mead Double Queen Room \$90/night  
(or Feel Free to choose your own accommodations)

**Keynotes:** Laura Lohman and Kiesha Casiano

**Food:** Complementary coffee Thursday and Friday AM

Food Trucks for lunch including:

- Higher Grounds (coffee/bakery truck)
- Purple Basil (vegetarian and GF options)
- The Pig Pen, LLC (BBQ and the all the sides)
- Gifted Hands Kitchen (Southern Soul Food)

**Awards Ceremony:** Thursday October 26

**Makers Market:** Thursday October 26

**Run/Walk 3K/5K:** "Running with Scissors" Friday October 27

**Wrap up Party and Raffle:** Friday October 27

**Questions?:** Leah at [waeapastpresident@gmail.com](mailto:waeapastpresident@gmail.com)  
Jana at [waeaeditor@gmail.com](mailto:waeaeditor@gmail.com)





wisconsin *art education* association

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