



wisconsin art education association

# WISCONSIN ART EDUCATION ASSOCIATION

Summer 2016 e-ArtTimes

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## A Note from the WAEA President



Summer for me usually means swimming, relaxing and biking. This summer I will be partaking in those activities but I will also be moving three classrooms which has me a little freaked out! Don't get me wrong I love the fact that I will finally be moving out of portable classrooms to new beautiful classrooms. One of the new classrooms is larger than my 1,200 square foot home at 1,500 square feet. I worry about packing and moving but I know that it will be so worth it in the end.

Did you know that the National Art Education Association has a position statement and recommendations for art spaces? Visit this link to access these position statements: <https://www.arteducators.org/advocacy/articles/142-position-statement-on-scheduling-time-funding-and-or-resources-for-visual-arts-education>.

NAEA recognizes the need for sufficient funding and equitable scheduling for visual arts programming in preK-12 educational settings. Instructional time and funding for visual arts must allow for student success in meeting national, state and local standards.

Regularly scheduled class periods allow for quality student learning by providing sufficient time for instruction, art production/creation, reflection/response, presentation and assessment as well as the routines necessary for a well organized art class.

I would love to learn how you organize your art space?

Jen Dahl

WAEA President

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# Tiffany Beltz | WAEA President-elect

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## Now Accepting Presenters!



As the end of the school year quickly approaches, we reflect back on a successful year of growth for WAEA. We had a huge number of attendees at our Appleton conference, had a record number of YAM participants, had successful turnouts at both VAC and VDC challenges, and also had a fantastic representation at the NAEA conference in Chicago in March. We have amazing art teachers in the state of Wisconsin who continue to become more and more involved and connected with each other through WAEA.

While it has been a great year, it is already time to start thinking about next year! We are happy to announce that next year's fall conference will be in La Crosse at the

Pump House Regional Arts Center and the Weber Center for the Performing Arts on October 20th and 21st. Lunch will be catered by Piggy's Restaurant and our Membership Art Show will be held at Wine Guyz. We are also extremely excited to announce that our keynote speaker will be Cassie Stephens! However, to ensure a successful and engaging conference, we are in need of your help!

We are currently accepting proposals for sessions. At the conclusion of last year's conference, a survey of attendees indicated that they would love to see sessions offered on the following topics:

- Assessment in Art
- Including Technology in the Art Room
- Grade Level Lesson Plans and Ideas
- Hands On Sessions/ Make-and-Takes
- Connecting Art to the Community
- AP Art and National Art Honors Societies

Are you an expert in one of these areas? We would love for you to present and share! Session proposal forms can be found online and can be sent to me by June 1st. We will also be sending out information soon on our Membership Art Show. Consider utilizing a bit of your summer break to get your art on and create something for this show. There will be a reception to celebrate all of our fabulous work on display.

It is sure to be another great conference in La Crosse, and another great year for WAEA in 2016-2017. If you have any questions or ideas, please do not hesitate to contact me at [waeapresidentelect@gmail.com](mailto:waeapresidentelect@gmail.com). I am here to help you! - Tiffany

## Devon Calvert | WAEA Membership Chair

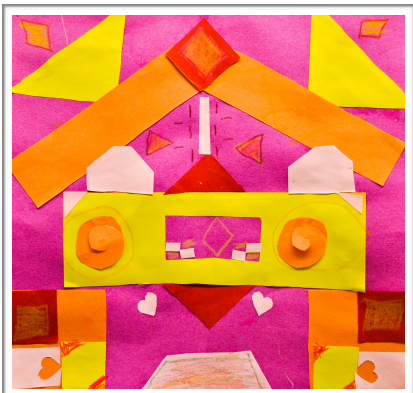
waeamembership@gmail.com



Art by Hailey Gill - used overlapping in her work to create a sense of space and intricacy.



Art by Hannah Kim - creates a sense of movement throughout her work by her use of repeated arrow shapes.



For a few short days after the National Art Education Association conference, my body had come back home while my mind was still in Chicago. That all changed a few days later, on March 22nd, when I was brought back to reality with the news of the terrorist attack in Brussels. I began to think about this tragedy as a teachable moment for my students and as a way for us to honor Belgians.

In the center of Brussels is a central square known as Grand Place. Every two years, on the weekend of August 15th, over one hundred volunteers come together to create a flower carpet using over 600,000 locally grown begonias. The flowers are arranged into a design based upon a theme that relates to Belgium. This year, the theme will give a nod towards Japan as the country celebrates 150 years of Belgian-Japanese friendship. The carpet lasts three days before the flowers are removed due to wilting.

For our homage, I drew inspiration from Don Masse's mud cloth project. We started off the unit by finding Brussels on the map and talking about the tradition of creating a flower carpet in Brussels. We also looked at various flower carpet designs throughout history. We had a discussion about symmetry and listed some examples of it. We also retouched on previously learned warm colors and geometric shapes.

While my 3rd graders worked on this project, we talked about many of the geometric shapes that we saw in the various flower carpets throughout history, the vividness of the warm-colored begonias, and the symmetry that was depicted on either side of the carpet. We also had very open and real conversations about what had happened in Brussels. Because of their young age, I tried not to give more details than I needed but tried to emphasize that no one skin color, country, gender, or belief was to blame for this.

Students chose a large warm-colored square piece of paper along with several smaller sheets of other warm colors. They folded the large square in half to find the center and then began to cut, glue, and place their geometric shapes into a symmetrical pattern. We did this for a class and a half. To finish the project off, we used warm-colored colored pencils to add smaller details to our shapes, once again being sure that we used symmetry when adding the details.

I found this project to be an effective way to learn about geometric shapes, warm colors, and symmetry, and had the added bonus of exploring world issues and empathy!

Image left: Art by Megan Williams - did a beautiful job of playing with negative space as well as adding thoughtful details.

## **Randi Niemeyer** | WAEA Middle School Representative

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### **Fourth Grade Mixed-Media Robots**



Fourth grade students at Marshall Elementary School got resourceful this past semester with a mixed-media project. This year our district has gone through many technology upgrades including a new phone system. As the art teacher I knew I wanted to get my hands on those old phones because of the possibilities of their parts and pieces, and that's exactly what I did. I tracked down our technology department and was able to get about 25 phones. These phones were taken apart by many different student groups in our building including many students who work one on one with educational assistants. We researched assemblage and many types of artists who use found materials in their work. Once students gained some inspiration they explored all the materials and created sketches of robots. Students created these robots with materials such as cardboard, black tag board, brass fasteners, aluminum foil and our recycled phone parts.

# Carissa Brudos | WAEA Awards Chair

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Mississippi Steamroll is a printmaking project that aims to engage the community, its students, and independent artists from the La Crosse region and beyond. Rather than employing a traditional printing press process, participants will create large-scale woodcut relief prints, pressed with a steamroller.



This 2nd annual event is a collaboration between UW- La Crosse Printmaking Department, La Crosse Area School District, and Pump House Regional Arts Center. Participants include La Crosse area K-12 students, area college students, and independent artists and community members.



La Crosse Area K-12 students are invited to participate in the Mississippi Steamroll as part of “The Perseverance Project,” a project coordinated by Pump House Regional Arts Center and teachers La Crosse Area School District teachers. Students will create woodcuts at school, in art classes. Students’ prints will be created Friday, April 29, 9:00 am-4:00 pm. Participating students’ work will be displayed at Artspire La Crosse, June 11, 10:00 am-5:00 pm. Location to be determined.



Both Summit Environmental fourth grade classes created a collaborative 2’ x 4’ plate that was printed as part of this event on April 29th, 2016. The students were able to see the printing process on that day as part of a field trip to the event. It was a wonderful collaboration between UW- La Crosse Printmaking Department, La Crosse public schools and community.



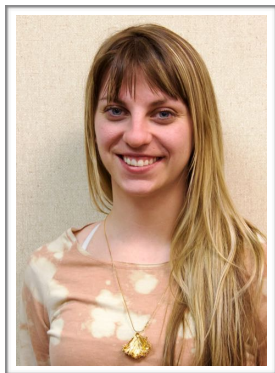
## Introducing new WAEA Board Members



**Carissa Brudos** is currently the Art Specialist at Summit Environmental School in La Crosse, Wisconsin. She came to LaCrosse to attend UW-La Crosse, where she earned her Bachelor's Degree in Art and two years later completed her Master's Degree in Education. While completing her Master's Degree, she met her husband, they married and moved to the De Soto area, where they have lived for the past 17 years. They enjoy the vast outdoors and their English Mastiff, Cash.

When she is not teaching, she loves to travel and experiencing new adventures as well as spending time creating her art.

"As a professional art educator, I hope every student that steps into my classroom has the opportunity and experiences to creatively solve problems, make choices, express themselves, engage and persist in learning, observe the world around them and imagine the possibilities the visual arts can bring to their lives". Carissa is the new Awards Chair and can be reached at [waeaawards@gmail.com](mailto:waeaawards@gmail.com).



**Jenny Urbanek** graduated from UW-Milwaukee with a Bachelor's Degree of Fine Arts in Photography and completed her Master's degree in Art Education from the School of the Art Institute of Chicago in 2014. She has taught in many non-traditional and unusual settings including working with victims of Hurricane Katrina, in the jungle of Costa Rica, cancer centers, nursing homes, art schools, and intergenerational settings with low-income older adults and undergraduate students. She has taught throughout the lifespan with students ranging as young as 3 years old to 103 years old. Most notably, she has developed fine arts programming for the Wisconsin Center for Academically Talented Youth (WCATY), the City of Austin Arts and Cultural Division in Texas, and Columbia College Chicago.

She currently teaches at Downtown Montessori Academy in Milwaukee. She believes that in an increasingly visual society the language of art has become more important than ever to an individual's understanding of the world and can enable a higher understanding of the human experience.

She enjoys yoga, biking, skateboarding, laughing, traveling, reading and, of course, making art. Jenny is the new Advocacy Chair and can be reached at [waeaadvocacy1@gmail.com](mailto:waeaadvocacy1@gmail.com).

## Introducing new WAEA Board Members cont.



**Jeanne Bjork** has been involved in the field of Education for over 30 years with a wide range of experiences with many different age groups including four year olds through adults. Her goals are to connect her students to opportunities and experiences that will help them develop into active members of the greater arts community. She also hopes to spark her students' imagination by infusing her teaching with a sense of humor and extensive knowledge of current technology. She teaches because she loves to help her students envision their futures. She currently teaches AP Studio Art, Graphic Design, Animation, Experimental Video, Digital Photography 1 & 2 in a 30 station mac lab and Drawing/Painting 1 & 2 in a traditional art studio. She also teaches Introduction to Digital Media using iPads at Pewaukee High School in Pewaukee, WI.

She has experience as a web designer and graphic designer and utilizes social media on a regular basis in her professional and personal life. She is comfortable with all forms of media. She is also an accomplished photographer having exhibited and sold several works over the years. Jeanne is the new Historian. She can be reached at [waeahistorian1@gmail.com](mailto:waeahistorian1@gmail.com).



Quentin Brown was born and raised in rural Wisconsin. He earned his Bachelor's Degree in Art Education in 1999 from Viterbo University. He earned his Master's Degree in Education/Professional Development through the University of Wisconsin-La Crosse in 2005.

Right out of college, he was fortunate enough to get a teaching position at West Salem High School. He has been working with high school artists since 2000. Working with high school students is an exciting and fulfilling part of his life. He is consistently grateful to be around artists who develop new ideas and techniques. It is their enthusiasm and dedication to their art that inspires him on a daily basis.

Recently, he has been given the opportunity to teach some art education courses at Viterbo. He is thankful to be a part of the college community that shaped his beliefs in art education. He is also grateful to have a supportive school district who is committed to the creative endeavors of its students. His colleagues in the West Salem Art Department are amazing people who are supportive of any adventure they embark on in the high school art world.

When he is not teaching, he can be found in his garage studio working on his own art, or out playing music in and around the La Crosse area. Quentin is the new West Central Vice-President. He can be reached at [waeawestcentralvp1@gmail.com](mailto:waeawestcentralvp1@gmail.com).

## **Lynnae Burns** | WAEA West Central Vice-President

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The Pump House Regional Art Center collaborated with the UW-La Crosse printmaking alumni and 15 area schools and art teachers to partake in a large scale printmaking event using a commercial asphalt steamroller. Each art teacher and students prepare imagery to print to the theme of “perseverance”. Some carved directly into the board, some made separate images and collaged them together and others used a callograph raised layer technique. The prints from this event will be part of La Crosse’s Artspire Festival of June 10 and 11.

Another upcoming event that will be happening during Artspire is Chalkfest. There is a registration form attached for anyone to participate. You are invited to find a team of chalk artists to create a 6” x 6” square of art on Saturday during Artspire in the street in front of the Pump House Regional Art Center, 119 King Street, Downtown La Crosse.

As we finish out the semester with gusto, each of our art studios are full of the energy of artistic creative spill and process. I wish you all a great end of the year as you experience this meaningful and profound experience we call art. As my students were painting my student teacher in a lesson on “Painting Inner Human Emotion on a Human Exterior”...the comments were: “Hey, look at us arting!” Caught in the moment of the artistic process, sometimes we forget that the end result is not the most important part of being an artist.

I wish you all a great end of your school year and a restorative and inspiring summer. My term as your West Central Vice-President has come to a close. I want to proudly introduce our newly elected West Central Vice President board member, Quenten Brown. He will be fulfilling my position for the next two year term as your representative. You are in great hands. He is an amazing artist and art educator. Welcome Quenten!

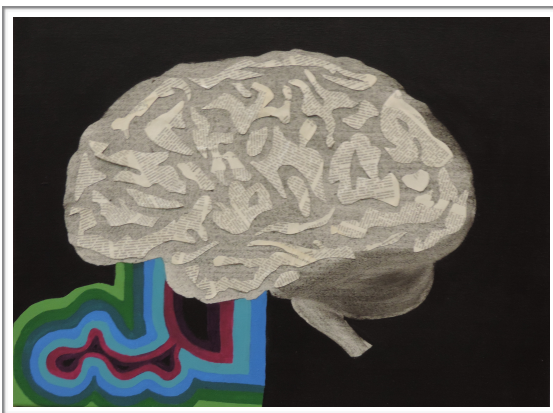
Hello! My name is Quenten Brown and I am the new West Central Vice-President. I am the art teacher at West Salem High School, where I have been working with students for the last 15 years. I want to thank Lynnae Burns and the members of the WAEA Board for welcoming me to the fold. I am excited and grateful to serve with an enthusiastic group of people committed to finding new ways to connect with art teachers and their students!

Spring is a bust time for us in the West Salem area. Recently, a team of 12 members competed in the State Visual Arts Classic competition at Edgewood College. The team came away from the event energized by the fact that there is a highly organized artistic event for high school students!

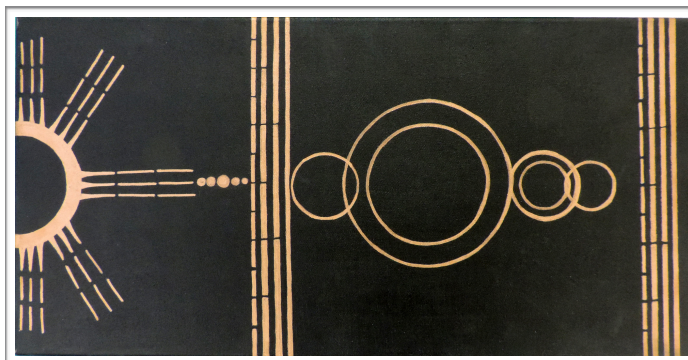
May is also our annual Senior Art Exhibit in the Marie W. Heider Gallery. This event honors our graduating class of artists, and is presented as a retrospective show of their best work.

Finally, our clay students participated in our Mayfair event. This event is organized by the West Salem Fine Arts Board, and features work for sale by artists, artisans and craftsmen. Our students set up a booth full of hand-builts and wheel thrown ceramics with the goal of donating the money to the High School Art Department to assist in the purchase of a pug mill.

I know that, like me, this time of year is beyond busy for you and your students. It is the excitement and creation that comes with spring (and the end of the year) that propels us into constant state of flux, enhanced by the fact that we have a few more weeks to make those lifelong connections with our students! If you have time, please let me know what you and your department are up for the upcoming school year! I look forward to connecting with you, and assisting you in any way that I can over the next two years!



Art by Erica Vehrenkamp



Art by Anna Lord

# Greetings from the DPI

A special note from Julie Palkowski, Fine Arts and Creativity Education Consultant- Wisconsin Department of Public Instruction



## **Marching into March...A Journey leading to a Destination**

Every March we celebrate both “Youth Art Month” and “Music in Our Schools Month.” Celebrations in Wisconsin for my work at the WI Department of Public Instruction have included visits to school sites, conference presentations, selection of two awesome art pieces for DPI display (see linked pictures), professional development with arts staff at three different locations in WI, support for musicians at the Schools Recognition event, as well as the opportunity to attend a symposium with arts education colleagues in Washington DC. DPI Award Jonas; DPI Award Vue

A highlight for the month was accompanying State Superintendent Tony Evers on two school fine arts visits – Bruce Guadalupe Community School and Ronald Reagan IB High School. The linked pages showcase the visits. Students and staff of the two schools provided tours of their school and shared with Dr. Evers about the incredible arts programming available at their sites. Bruce Guadalupe Community

School Visit; Ronald Reagan IB HS Visit

*“Art is not a thing; it is a way.” by Elbert Hubbard – American Novelist, Artist*

I hope people recognize that this month often shows the products of the arts – the exhibition of work and the performances on the stage. The work itself for our young people involves the process of learning an artistic craft, getting messy with the process, practicing those skills and exercising the knowledge of the art form to create. This intertwining of process and product takes time. We as educators weave the opportunity for students to explore and build their skills and knowledge, layer by layer.

In a visit to the Dali museum in St. Petersburg, Florida, I was struck by his work showing his growth over time. Each section highlighted an investigation of different styles, genres, color palettes, images, and forms of expression. Each room of the gallery offered a glimmer into his need to explore. Whatever the motivations, interests, or skill refinements, artists and musicians continue to explore their very core and often experiment artistically. Dali Museum Teacher Resources

Thank you for guiding the students of Wisconsin in their artistic journeys and offering them opportunities to explore multiple paths in the arts. It is my honor to help you in your work. As always, keep me posted on your fine arts instructional needs and feel free to share your arts education stories. Consider being a part of an online network to connect with other arts educators.

## **Where may I connect directly with Wisconsin Music Educators?**

Join WI DPI Art Educators, a Google community. As of the printing of this article, there are 37 members within this new networking group. The group is meant to foster the sharing of art educational ideas, ask questions, and offer encouragement to support each other in the work to building arts skills and knowledge with our students. To join, start by setting up a free Gmail account, and then search within Google+ for Google Communities tab for Wisconsin Music Educators.

## Danielle Penney | WAEA North West Vice-President

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Wisconsin was quite well represented in Washington D.C. recently at the annual ***Power of Art Conference 2016***, a power-house event gathering forty teachers, administrators, and museum educators from a national pool of applicants. Jenna Putz, Susie Schlosstien, Carol Janka, Danielle Penney- Edwards, and Marcia Gorra-Patek from Arcadia, Ashland and Grafton respectively were the 2016 honored selectees from Wisconsin.

For the last twenty-two years the Washington Lab school has partnered with the ***Robert Rauschenberg Foundation*** to stage the Power of Art Conference, an inspired learning forum that brings together proponents of the arts courtesy of The Robert Rauschenberg Foundation.

The Goals of the Conference are as follow:

- To share and encourage a teaching/learning approach that engages students with learning differences through an arts-based curriculum, one that is transferable to all students and classrooms.
- To empower educators and administrators to adopt proactive roles in a national conversation to establish the critical relevance and diverse application(s) of the arts in the education of all children in all subjects.

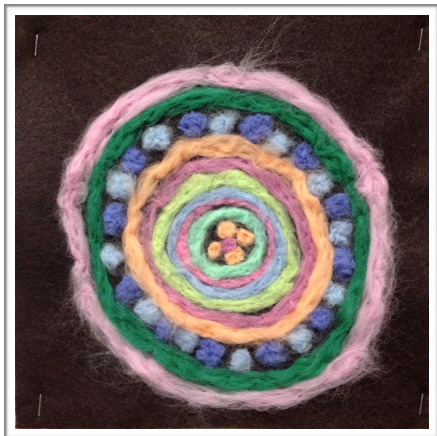
During the three days of the conference, participants engage in hands-on workshops (designed by arts faculty at the Lab School) that introduce a variety of progressive learning strategies, methods, and techniques. Participants dialogue with peers while they engage in lectures, discussions, and workshops under the tutelage of nationally recognized leaders in arts education. Between events, participants meet with Washington D.C. art patrons and gallery docents as they tour private and public collections. The conference creates a dynamic interchange, a meeting of minds that inspires novel ideas and new directions in arts education and education as a whole.

Article Submitted by Susie Schlosstien (Arcadia Elementary Art & Design Teacher) and Danielle Penney- Edwards (Ashland High School Art & Design Instructor).

## Grant Money + Art Teachers = Inspired Kids

### *The Flora Family Foundation and HGA ignite fabric art excitement in Wisconsin public schools*

By Gussie Fauntleroy



Leah Keller remembers walking down the hall in one of the schools where she teaches art in Stevens Point, Wisconsin when a sixth grade boy walked up beside her. He wanted her to know that for the first time, he liked going to art class. He felt like he could express himself, be accepted, and not have to worry about doing it right. One reason for the boy's newfound comfort with art may have been the needle-felting project Keller did with all her sixth grade classes at the start of the school year.

Keller began by reading them *The Dot*, a story that encourages creativity with the advice: "Just make a mark and see where it takes you." She talked about how famous artists like Wassily Kandinsky used very simple shapes. Then she showed the kids how to create a variety of circular designs with wool on felt. "The circle is a non-threatening design theme, so they could really concentrate on the process. Once they got into it they were really excited. I think so much of it had to do with the tactile qualities, the feeling

of the wool and piercing it with needles," Keller says, adding, "The boys were just as excited as the girls."

Keller's motivation for leading her 120 sixth grade students in a fabric arts project—and the funds to purchase the materials—was the result of a grant awarded to the Handweavers Guild of America from the Flora Family Foundation. The grant allowed HGA to provide funds to 13 art educators around Wisconsin for fabric arts projects at the start of the 2015-16 school year. Then, during the Wisconsin Art Educators Association (WAEA) Conference in October 2015, many of those art teachers shared their experiences and skills with their peers, who in turn led projects with their students. By the end of 2015, some 20,000 Wisconsin public school kids had put their hands to such crafts as weaving on snow fence, felting, braiding, adding stitching to their drawings, and creating hand-carved stamps and using them to do African Adinkra printing on cloth.

"We were very fortunate," former HGA Board President Suanne Pasquarella says of the grant, noting that the Flora Family Foundation does not accept unsolicited grant proposals. Instead, the foundation contacts and supports organizations worldwide with the goal of benefitting people through education, health, arts and culture, the environment, global security, civic engagement, and the advancement of women. In this case, both HGA and the foundation were interested in providing hands-on fiber art instruction in under-served communities. With increasingly tighter budgets and decreased emphasis on the arts these days, public school students around the country have less opportunity for exploring their creativity. "Art teachers expend a lot of their own funds and often have to buy inexpensive things like chalk and crayons, so this was an opportunity to do things they could never do otherwise," Pasquarella says. "HGA was free to use the funds in any way, but the foundation stressed the fact that smaller areas don't have the options provided by bigger guilds. We wondered how to get fiber arts into smaller communities."

The solution, targeting Wisconsin public schools, began with a serendipitous series of events. After the Flora Family Foundation contacted HGA with an offer of a \$10,000 grant over two years—the second such grant HGA has received from the California-based foundation—the HGA Board's initial idea for using the funds didn't work out. Then, in January 2015, Pasquarella and former HGA Executive Director Sandy Bowles were in Milwaukee scouting locations for Convergence® 2016. All the downtown hotels were full, and they learned that the Wisconsin State Educators' Convention was taking place at the convention center. There, they happened upon members of the Wisconsin Art Educators Association. Pasquarella and Bowles invited WAEA President Jen Dahl to dinner and proposed providing grant money for fabric arts projects in the schools.

“I was super-excited about this opportunity,” Dahl says. As an art teacher for 700 students at three elementary schools in Eau Claire, her annual budget totals \$1,400. Dahl is resourceful, but many types of art instruction are simply not possible because of the cost of materials. Once HGA and the WAEA agreed on the proposal in the spring of 2015, the timeline was tight for finalizing details and getting teachers onboard. Classroom projects had to be completed and a report sent to WAEA by the first of October. “We found out how absolutely organized WAEA was. They did an amazing job—I can’t applaud them enough,” Pasquarella says.

With the Flora grant, each of the 13 selected teachers received \$300 for materials for a fabric arts project with their students. The rest of the \$5,000 WAEA portion of the grant went into kits/supplies for fabric arts workshops at the fall 2015 WAEA conference, allowing other teachers to learn and lead similar projects in their schools. As a result, students in schools from small and rural to inner city were positively impacted. The HGA used the Flora grant’s remaining \$5,000 to purchase a greatly improved member services software package at HGA’s Atlanta office. See the accompanying sidebar for that story.

2015 was Devon Calvert’s first year as an art teacher, and the HGA-facilitated project was his first interaction with some 95 first grade kids at two schools in a small south central Wisconsin community. Inspired by the art of Janet Echelman, who suspends massive, floating forms made from colorful fine netting over public spaces, Calvert decided to have the kids work as teams doing simple weaving onto sections of flexible snow fencing.

“It was a good way to gage the kids’ motor skills, since I was new at the school and didn’t know what to expect of them,” he says. Calvert gave each team strips of fabric in blues, purples, and greens to weave through the fencing. He talked with the students about the concept of “cool” and “warm” colors—and joked later on his blog for art educators that his color choice was a surreptitious way of calming the kids’ energy. But in truth, Calvert was happy to see the students’ positive response. They were particularly excited to be working on a large scale, he says. Afterward he suspended the woven creations from the ceiling, twisting and turning them to produce interesting shapes reminiscent of Echelman’s work. He invited the younger (kindergarten) kids to lie on the floor and look up at the weavings. “They loved it,” he says.

Jen Dahl’s students also did weaving with soft fencing. One day, as a new school was being built next door, some of her students ran up to her in excitement, their eyes huge. “Mrs. Dahl, did you see the size of the weaving fence they put up!?” they asked. “No, guys,” she responded, “You can’t weave that one.” But when she relayed the story to the construction manager, he generously offered her the fencing and brought in more for the construction site. The students wove such things as used neckties, old fabric, and Christmas garland through the fencing. Later they unwove it, so it could be used again.

Likewise, other participating art teachers now have materials and skills that will benefit future classes. Leah Keller has felting needles and foam pads that can be used many times for needle-felting. And after Dahl’s students carved linoleum blocks into shapes of Adinkra stamps and dye-stamped fabric with them—learning as they did about the meanings behind African symbols and patterns—she saved the stamps. “We’ll use the stamps for years to come; we’ll just need the dye and fabric,” she says.

Dahl notes that while all forms of art education are beneficial, fabric arts have a special appeal. “It’s really hands-on and tactile, and the fine motor skill are engaged more than with some other arts,” she says. After completing the project facilitated by the Flora Family Foundation and HGA, Dahl happened to be cleaning out a classroom storage area when she came across some large metal frames. “I told the janitor, ‘Don’t throw those away!’ We can use them to make a floor loom. This whole thing has ignited other fiber arts ideas.” A selection of fiber arts creations by Wisconsin public school students will be on exhibit at the Milwaukee Public Library during Convergence® 2016.

## Midwest Artist Studios™ Project

Written by Frank Juarez, WAEA Past-President and WAEA interim editor

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This upcoming summer the open road will take me to North Dakota, South Dakota, Nebraska, and Kansas. I will visit 7 studios, which will mark the end of this project. I am excited about the new roster of artists that I will be working with over the course of 2017. This project was supported by a grant from the Kohler Foundation, Inc in its entirety. I am also happy to report that the current artists I am working with have been working with educators across the Midwest by being accessible for Skype sessions inside the classroom.



In this issue I highlight one of our newest MAS artists, Elli Honl, printmaker, from Bloomington, Indiana.

Ellie Honl's artwork is about the human desire to find stability in an unsteady present and unpredictable future. Through her artwork, she tries to understand why things are the way they are and strive to find logic in the random. She works intuitively allowing herself to experiment with unpredictable processes to discover new marks and imagery. Many times these initial investigations look chaotic and they provide a problem for her to resolve. She imposes order through geometric forms and color, while making connections through lines, written explanations, and collage elements. These acts of resolution are based on research into theories of geometry, psychology, space, and her own history. Through a multidisciplinary approach, she creates prints, objects, and moving images that oscillate between rational and irrational, organized and disordered. Printmaking's unique ability to retain the original image helps her create variables that grow organically and allows her to combine and alter visual elements using a wide variety of media. This layering, warping, and re-presenting information reflect her research in how people make sense of the world around them.

Ellie Honl is a Visiting Assistant Professor of Printmaking at Indiana University in Bloomington, Indiana. Combining printmaking, time-based media, and alternative photographic processes, her artwork has been widely exhibited across the United States and is included in many national collections. She has been awarded residencies at Vermont Studio Center and the Kala Art Institute, and has been a visiting artist at numerous universities and art centers. She has previously taught at Arizona State University, the University of Wisconsin-Stevens Point, and the University of Wisconsin-Eau Claire. She received her MA and MFA in Printmaking with a minor in Intermedia from the University of Iowa where she graduated with honors, and received a BA in studio art from St. Olaf College in Northfield, MN. Ellie is from Stevens Point, Wisconsin where her mother is an art teacher in the public school system.



The artists that I am working with are painters, sculptors, printmakers, and mixed media artists. Each artist brings something special to this project. I truly am looking forward to introducing them to our readership and I hope you join me on this journey.

I encourage you to visit the MAS Project at [www.midwestartiststudios.com](http://www.midwestartiststudios.com) and check it out. Also, visit my art department at [nhsartdept.com](http://nhsartdept.com) to see how my students are using this resource to further investigate and explore new ways to create original works of art.

# **Living Milwaukee Histories: An Exploration of Segregation, Race, and Vulnerability**

By Jenny Urbanek, WAEA Advocacy Chair

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## *Introduction*



Art has the potential to enable a higher understanding of the human experience and transform social relationships to create a more inclusive society. In Milwaukee, a city notorious for its racial segregation, we (two visual art educators) wondered what would happen if we created an intentional intergenerational community addressing the Civil Rights Movement in Milwaukee exploring segregation, race, and vulnerability through the context of sharing stories and art.

### *Overview*

This semester long project took place in the Fall of 2015 and was a collaborative effort between 10th grade visual arts students and 11th grade dance students at the Milwaukee High School of the Arts (MHSA), 4-6th graders at Downtown Montessori Academy (DMA) and older adult volunteers in the Milwaukee community.

Participants came together on multiple occasions to discuss their personal experiences with vulnerability and race. The older adults shared historical photographs and discussed the race riots in 1967, whose purpose was to achieve fair housing legislation in the City of Milwaukee during that time period.

Individuals reacted to the conversations through poetry, visual arts, and creative movement. A tertiary motive of the project was for participants to examine their initial perceptions about others from different age groups and races before beginning the project, up through the end of the interactions, to see what changes in understanding occurred.

An exhibition of the artwork and video, as well as a dance performance was generously hosted at the Northwestern Mutual Gallery at Cardinal Stritch University on February 26, 2016 from 5-7pm. The event was packed and open to the public.

## *Populations and Changing Perceptions*

The three populations that participated in this project were diverse by age, race, and class. Half of the community elders invited to attend were white the other half were African American, and few elders were directly involved in the with the Fair Housing Movement. The students at Downtown Montessori Academy (DMA) a public charter school, are mostly middle class. While there is some diversity, the majority of students identify as white. The students and the Milwaukee High School of the Arts, an urban public school, are primarily African American and Latino. The school is classified as a Title 1 school, an indicator of the level of poverty that many of the students in the school experience. Overwhelmingly, these demographics of students and in their normative educational experience would never have the opportunity to work closely together or to learn about each other or the collective history of our city from those who lived it.

Through our conversations and creative experiences elders and students were able to gain authentic insights into the “other” through face-to-face social interaction. Perceptions of each age group shifted after sharing stories and learning about each other’s lives. In this article, I would like to focus on the changing perceptions of my 4-6th grade students at DMA.

Before our first meeting I had students come up with visual depictions and a word map of both teenagers and older adults. For teenagers, students came up with words such as, “lazy,” “haters,” and “risky behavior”. In fact, the majority of their collective brainstorming about teenagers generally had a negative connotation. However, after our first meeting, students conceptions of teenagers dramatically changed. One 6th grader wrote,

*My impressions of the high-schoolers were different for each person. Some of them were shy, were in depth and fun to talk to. Some of the things we came up on the list was like they were stupid, but they were certainly not. I changed my mind about that they weren't stupid because they already knew so much about the Civil Rights.*”

By actually talking to real teenagers, their opinions became more informed and positively changed. Similarly, when thinking about older adults, student’s at DMA perceptions changed about what they initially associated with being older. Originally students came up with words to describe older adults such as “nursing homes”, “disabled” and “forgetful”. However after meeting, their perceptions of older adults drastically improved. One fifth grade student wrote,

My impression of the older adults was also very different than our description. They were strong, smart, and even had good memories. None of them were in wheelchairs or had dentures. They taught us many things about the Civil Rights Movement.

In our compulsory age-segregated society, stereotypes of different generations are reinforced without opportunities for meaningful interaction. By using visual art as a catalyst for learning about history and personal narratives, participants were able to cultivate empathy and gain a deeper understanding of the “other” and ourselves.

### **Deep Learning as Evidenced by Student Work**

Group conversations included a discussion on the race riots in 1967 and visual analysis of historical photographs which resulted in participants response through various art forms including creative movement, artwork, poetry, and video. For the sake of this article, I would like focus on two student’s visual artwork statements highlighting themes that appeared in their final work.

In visual art, we created paste paper collages full of vivid colors and textures and are fluent in symbolic metaphors illustrating students deep learning. One 10th grade student’s collage depicts an image of a red house which dominates the left side of the composition. A white hand reaches down to the house and holds a white key, while a blue organic line divides the image into two parts. On the smaller right side, a black hand reaches up towards an upside down depiction of a house with zigzag lines creating the walls. As the artist writes,



In my collage, I've depicted a "perfect" home and a crooked home. The perfect one belonging to a white owner and a crooked one belonging to a black owner. During the Civil Rights Movement, African American residents were forced to live in inadequate homes. Also, in the collage are a couple of hands. One is white and one is black. The white hand reaches over the perfect house, holding a jagged key. Their houses are separated by a river. This represents the divide between African American populated areas and the white populated areas, and the separate conditions in which they lived.

The artist demonstrates a deep understanding of the historical reasons behind the Fair Housing Movement in Milwaukee in both her collage and written statement. Though the composition the artist articulates the disproportionate resources between the races in Milwaukee. Additionally, the concept of segregation is addressed in call-to-action artist statement written by a 6th grade student describing their work,

My collage is suppose to represent how segregated Milwaukee was and still is today. It shows that we need to stop. On the right side is a the African American side of the river and on the right, the richer whiter people live. Where you see the people protesting is on a bridge above the water. The signs say, 'Open Housing' and "Blacks and Whites Together. This doesn't just represent a long time ago, it also represents now and potentially in the future. I'm not saying we can solve segregation problems in the future, I think that the problem is way overboard. The segregation problem needs to be solved now. This collage is suppose to inspire you to make a difference in this city. I am calling you to action. Plan a peaceful protest march, do anything in your power to stop segregation in Milwaukee.

By having the opportunity to have conversation with older adults about the Civil Rights Movement students gained an unparalleled knowledge and insight into our recent shared histories. Resulting artworks are rich and embedded with deep meaning. They are symbolic and address important social concepts that affect our everyday reality.

### *Recommendations*

Intergenerational art projects created by K-12 Art teachers can create a more inclusive and connected culture with a curriculum that supports deep and transformative learning. By utilizing the wealth in knowledge of older generations, art educators have the unique opportunity to help transform social relationships through the vehicle of art. By developing intergenerational art projects imbedded in our communities, we have an unparalleled ability to shift perceptions and give individuals the chance to cultivate a deeper understanding of those they encounter. Empathy and understanding are the first steps in dissipating fear and distrust.

I would like to challenge other art teachers in the state of Wisconsin to create projects in their own communities which allow opportunities for different generations to become engaged in issues that concern society. This project affirmed that community-based art programs have a unique role to play in creating a caring and connected culture while emphasizing the values of lifelong learning. Through critical and meaningful communication intergenerational arts programming can be designed to address issues facing our changing 21st century.

## Julie Adams | WAEA South West Vice-President

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I am acting as your secondary representative and Southwest region vice president. I am happy to connect with you in any way. I have a twitter account. @JulieWaea and I have started a WAEA Southwest region Facebook page. Please feel free to post pictures, lessons, ideas or questions. I teach middle school and high school at Lodi School District. My high school classes are drawing, ceramics II, Art 1.

I'd also like for you to share what was successful in your classroom this year, and your plans for the summer. It's great to connect, communicate and share. I, myself am going to make some art this summer. Last summer was spent on a class for recertification and I also volunteered to paint a barn quilt. So....this summer is totally mine. My plan is to take my sketchbook to Isle Royale, one of my travel opportunities. I always become inspired by nature. When I return, I will be drawing, painting, and printmaking. I already have many ideas for my gelli plates. I also will be attending Community with Clay at Adamah clay studios, a week-long class filled with learning, sharing ideas, and making many, many pots. My goals are to expand my knowledge for my ceramics II class and honing my wheel experience.

I will also be working, adding google experiences to my classroom. We are going one to one with Chromebooks next year. If you have anything to share in regards to google classroom or other google applications that you've liked or have had problems with, please contact me via either of my emails [waeasecondaryrep@gmail.com](mailto:waeasecondaryrep@gmail.com) or [waeasouthwest1@gmail.com](mailto:waeasouthwest1@gmail.com). Or post on facebook or twitter as stated above.

I hope your summer is filled with warmth and renewal!!

Yours in art,

Julie



WAEA Board Members learning on how to get involved at the Taliesin in Spring Green, Wisconsin.

To learn about Taliesin visit

[www.taliesinpreservation.org](http://www.taliesinpreservation.org)

# Julie Miller | WAEA North East Vice-President

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## Community Art Events



A new group has appeared on the art scene in Appleton, WI, which is in the WAEA's NE Region. The group is called Fox Cities Educators for the Arts (FCEFTA) and meets monthly at the Trout Museum of Art in downtown Appleton. The group provides teachers active in the arts with a place to collaborate in their efforts to reach out to the community with opportunities to engage in art experiences. The museum and other local sponsors provide resources to sponsor art events made available to the community free of charge.

On Saturday, May 21, 2016, FCEFTA sponsored their second annual Community Art Event in Houdini Plaza adjoining the Trout Museum. Teachers and students from eight local schools manned stations where artists of all ages could try their hand at creative activities such as marble painting, making tissue paper flowers, foam printing, bubble painting, and fence weaving.

Each of the art teachers participating in the event also provided digital images of artwork done by some or all of their students. These art images were on display on large monitors in the window of the Trout Museum during the Saturday event and for the week preceding it. To kick off the weeklong celebration of the arts, student work was also displayed in the window of the downtown Children's Museum.

Last year's event was so successful that this year it was expanded to include happenings each night of the week preceding the Saturday event. Each night several area businesses featured hands on art activities.

My work with FCEFTA has been very energizing and enjoyable. All the members are excited to be able to work with other educators who share their same enthusiasm and passion for the arts. Collaborating on projects with teachers from multiple districts has provided a broad spectrum of ideas to work with. But best of all, the events have drawn hundreds of participants to the museum that might not have been to an art museum before.



# CONVERGENCE<sup>®</sup>

## Milwaukee 2016

### HGA Grant Recipient K-12 Fibers Art Show

July 21st - August 10th, 2016

Milwaukee Public Library  
Second Floor Hallway

814 W. Wisconsin Ave  
Milwaukee, WI 53233



wisconsin art education association

# Showcase Your Creative Vision at the Joint State Education Convention

## Student Art Exhibit Call for Entries

January 18-20, 2017  
Milwaukee • Wisconsin Center

# Convention 2017



**For Students in grades 7-12 –  
Deadline: Nov. 11, 2016**

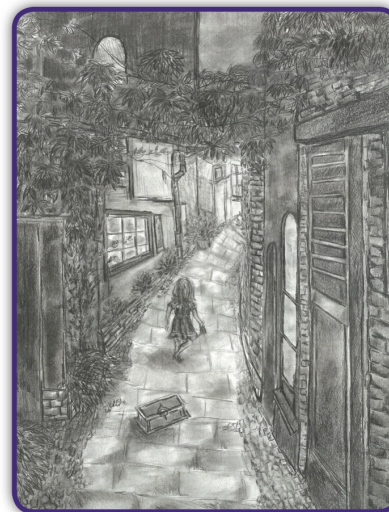


The Wisconsin Association of School Boards, in cooperation with the Wisconsin Art Education Association, announces the annual Wisconsin Art Exhibits and Awards. This experience is open to all Wisconsin public school students enrolled in grades 7-12. Each piece of work submitted in accordance with the entry criteria will be exhibited at the 2017 State Education Convention in January in Milwaukee. Join us in showcasing the talent of Wisconsin students!

### **The Artist's Challenge: The Intersection of Art and Science**

*"The most beautiful experience we can have is the mysterious — the fundamental emotion which stands at the cradle of true art and true science." — Albert Einstein*

The power of imagination fuels artists and scientists to explore, innovate, and interpret the world around them. Using any media or combination of media (digital media is not accepted), create an original work of art (not graphic design) showing your interpretation of how art and science intersect and enhance our world. Be BOLD! Show us your vision.



### **Application Process**

To complete your application you must do BOTH of the following by Nov. 11, 2016:

1. Complete the registration form on the WASB website at [wasb.org](http://wasb.org) and submit it electronically. Please fill out the form accurately as the information will be used for letters, certificates, publications, etc. Print a copy of the form to be submitted with the artwork.
2. Using a trackable delivery service, send a copy of the online application form in an envelope taped to back of the artwork, and the carefully packaged artwork by Nov. 12 to: Jen Dahl, WAEA, E7274 160th Ave., Mondovi, WI 54755 We cannot be responsible for artwork lost in transit. Notification letters will be sent to all participants by Jan. 2, 2017.



***Please use the online form to submit your proposal at [wasb.org/convention](http://wasb.org/convention).***