



Fall 2011, WAEA e-ArtTimes Archive

Lee Amborn – Middle School Representative Article

Magic in the Middle

This edition of Magic in the Middle will tell a tale of fresh starts and re-instituting old ways. At the Black River Falls Middle School we have been without an Art Club for well over ten years for a number of reasons. Sadly not one of them was very good. This past August, I decided that something should change this year. I spoke with our Principle and explained that I wanted to start an Art club in the school again and he was all for it. We went for a number of weeks trying to get a time set that would not interfere with other clubs or activities. With no luck we just announced that we would hold an informational meeting for any students interested in an Art Club. To my great joy, we had about 35 students come to the meeting. A few days later we held another meeting to elect Club officers and start organizing a meeting calendar. We now have a fledgling club of 27 members with a President, Vice President, Secretary, 8th, 7th and 6th Grade representatives. Our goals are to learn about what makes a piece of art worthy of showing and how to present art in a show. We will also be increasing our visibility in the community by having student art work on display around the community in shows arranged, installed and judged by our Art Club. We are hoping to make some "Magic in the Middle" of our community with this endeavor.

Lee Amborn
Middle School Art Teacher
School District of Black River Falls
WAEA Middle Level Representative

Gary J. Boisvert - West Central Vice President Article

If I didn't think what I was doing had something to do with enlarging the boundaries of art, I wouldn't go on doing it." --Claes Oldenburg

This summer I found myself teaching a computer class for our high school students.

The students and I were in the computer lab the first day of summer from 8:00 a.m. until noon. They were required to learn the usage of databases, spreadsheets, functions, arrays, and so on. However, the last hour of each day the students learned photo masking, correcting, half-toning, spot coloring. It took them into web page design, animation, linear and non-linear video creation and editing. The students soon were asking for more "computer graphics, more computer art." One student stated that he never felt like an artist until he had the computer as his "found tool." The entire class completed all of the required work for the class six days early. These last six days (24 hours) consisted entirely of them learning beyond the boundaries of the class requirements. They were working on their web sites, videos, and animations on their own time in the summer afternoons... coming in with fresh ideas, new creations, new challenges, new questions, and complex "computer pieces of art."

Some of the afternoons I had art club members working with me in the art room just creating pieces of art for five hours. Not a required class, not a class at all. Everyone taking their own time and creating their own creations and me opening up the room and being there to help them while I looked over student work on databases, spreadsheets, and so on. The art students in this summer art club grew from seven students to 16 students. The students liked not having to cleanup for their next class in 37 minutes like the regular school day dictates. So, this time was valuable and it "enlarged our boundaries" and limitations of time. One student who stated that she prefers to be a "fine art" student is thinking of taking that basic computer class, if computer art can be incorporated into it like the students are doing now. She stated, "I think I would even take it in the summer for a whole day."

This past weekend was "Art Fair on the Green" at the University of Wisconsin-La Crosse. It was nice to see several of the art club members attending along with some of the computer students that may have a new appreciation of art.

The students showed me and taught me this summer that even a computer class can be fun and exciting if it is infused with creativity, if it is infused with art. Hopefully this new school year will find us re-discovering the value that art in everything we do. It may be something that we need to remind others of as well! Have a great year!

"When my daughter was about seven years old, she asked me one day what I did at work. I told her I worked at the college--that my job was to teach people how to draw. She stared back at me, incredulous, and said, "You mean they forget?" -- Howard Ikemoto

Frank Juarez – President Article

A Rejuvenated Spirit

This summer has been extremely busy for all of us whether it was creating art, participating in art exhibitions, attending receptions, meetings, conferences, traveling, and so on. It wasn't until the beginning of August that I started to reflect on how I spent my summer. The power to reflect is a great way to create a new foundation for a new school year in which we can expose, educate and engage our art students on the world of art.

No matter how busy of a summer I had there was a common thread that ran throughout all of my activities and that was being surrounded by positive, creative and dedicated people who are passionate about art, art education and building creative communities. Having people to bounce off ideas no matter how silly or questionable opened doors for dialogue, problem-solving, and critical thinking. Also, being able to offer one's expertise to someone else's concern created a resource for future communication.

Times are difficult, but this does not mean that as art educators we should stop striving for what we think is best for our art students or even for us. This is a pivotal time in Art Education and we need to find ways in which we can support others and how others can support us. We need to realize that things may not be the same as what we have been accustomed to, therefore, we need to create new ways in which we can continue to educate our art students, engage them in the learning process and still offer them the best possible art education.

One way of doing this is to take an active approach in WAEA, which provides opportunities to create new professional relationships with art educators from around the state, seek ways to collaborate with another art educator from a different district, make connections, and to learn new ways to advocate for your art program.

The **Wisconsin Art Education Association** shares ways to advocate for art education, host student-centered events that will provide art students opportunities to showcase their talents such as the **Visual Arts Classic, Visioneer Design Challenge** and **Youth Art Month**. For art educators, WAEA offers its members and the community a **Fall Conference** with a specific theme, a **Teacher's Palette, WAEA Member/Artist Gallery Showcase**, e-Mentor Program called **Art Seeds**, a **Facebook** page and opportunities to get involved with WAEA. For detailed information visit www.wiarted.org.

Artfully Yours,
Frank Juarez
WAEA President
2011-2013

Jill La Grange – Past President Article

Illuminating the Importance of Art Education

October 6, 2011

Talking about her flower paintings, Georgia O'Keeffe said, "Nobody sees a flower, really, it is so small. We haven't time-and to see takes time...So I said to myself: I'll paint what I see-what the flower is to me- but I will paint it big....I'll make even busy New Yorkers take time to see what I see of flowers."

As an art educator we need to "paint" the power of visual arts in developing human potential to our colleagues, students, community and administrators with the same determination, vigor, vision and passion that O'Keeffe painted her flowers. If we intend on making busy New Yorkers see the value in art education beyond a frill we are going to have to show what visual literacy, 21st century college

and career readiness, and engaged learning look like through exhibitions, media stories and community events.

There are many ways of promoting quality visual art education but it is my belief that the voices and work of students is the most compelling. Unquestionably *Ars gratia artis* is one of the central reasons for providing art learning experiences but we must not showcase art in such a limited capacity. As an alternative to exhibited merely student art emphasize how arts are essential in the 21st Century through point-of-display student artist statements, lesson Essential Ideas and Visual Art and Design Academic Standards addressed in lesson, rubrics and photographs/video of project process.

Here are just a few ways I have worked with students to illuminate the importance of art education:

Grade school level projects:

-Presently, Summit Elementary Art and Design Club students are designing a Summit School Little Library in the style of the *Little Free Library Movement*: <http://www.littlefreelibrary.org/>. Students will research the history of a library and architectural styles, draw thumbnail sketches of a little library, create a maquette of a little library, discuss all student designs during a process critique, and finally vote on the design which aligns with the project goals. Moreover, a parent will saw each piece of wood and then students will assemble the little library. The little library will undergo a transformation utilizing paint by each student. Finally, students will move the Summit Little Free Library outside of the school with books donated by parents and ready for lending. The *Summit School Little Free Library* will promote literacy and art by affording the community the opportunity to donate a book that they have read for a book they have not. Besides story books students will also design sketchbooks available for students, parents, and community members to create works of art and return to the Summit Little Free Library. Please feel free to contact me if you would like additional information regarding the Summit School Little Free Library past_president@wiarted.org.

-Created an Interactive Pictorial Map Mural utilizing traditional art media and a Smart Board (see attached link to Power Point PDF). Summit students presented the Pictorial Map Mural Project to the Oconomowoc School Board. See photograph of a student presenting to the school board and hand-out.

-Annual Digital Student Art Exhibit, (see attached link to Power Point PDF).

-Created a Mandala Mural and Jackson Pollock Style Mural. The Art and Design Club presented the Mandala Mural project to the Oconomowoc School Board.

-Student led docent tours of annual art exhibits displayed throughout the hallways

-Student led art workshops during the Annual Digital Student Art Exhibit

-Students created smocks embellished with student art for each Summit Elementary School teacher to wear when creating works of art during their regular class time.

High school level projects:

-Secured 40,000 in donations from parents to build a student gallery, (art) CADE, in Oconomowoc High School. Donations funded: a stained-glass window created by over 100 students, steel casting gallery sign, and construction cost of a gallery comprised of three freestanding display cases supported by pillars. Forty thousand dollars seem like a huge undertaking, but the dream of having a student gallery all started with a sign requesting donations for an art gallery that I had on top of my desk during Parent Teachers Conference. By the end of the night I had the owner of a construction company, a local plumber, and stained-glass artist offer their support and ultimately build a gallery!

-Students designed High School Senior Art Awards (Messenger bags designed by art students and student works of art) for all-school assembly and an annual School Board Meeting

-Students created photography businesses. This project included developing a mission statement, business cards, works of art, and creating a solo exhibition in the community. Business project aligned with real world of a professional artist. The businesses were named *Shutterly Amazing Photography*, *In Your Face Photography* and *Alliance Photography*. *Shutterly Amazing Photography* secured a job with Neroli Spa and Hair Salon to photograph Neroli hair models and works of art on display at salon.

-Developed a High School Art Department website. Digital Photography students researched cyberspace galleries, used studio lighting to photograph student art, and arranged images and a multiple page website. The art department website includes: the art department's mission statement, course descriptions, sample projects, art teacher biographies, special events, student senior portfolios, art links, and art course assessments.

-Oconomowoc Memorial Hospital Scarf Project- students created scarf head wraps for cancer survivors, see photograph. I can't think of anything more significant in my career then when each of my Visual Design students presented a painted scarf to the Cancer Patient Center at Oconomowoc Memorial Hospital. We received a letter from a cancer survivor sharing how touched she was by the thoughtfulness of our students to "add color to her life that had been filled with grey." See attached article.

- Created the *OHS Alumni Permanent Art Display* - organized 25+ works of art for the walls of OHS by alumni artists and students.

- Photography students designed 28" x 13" banners to display in the hallway identifying each academic area at Oconomowoc High School. Each student

investigated symbolic imagery capturing the course focus, photographed subject matter, and utilized Adobe Photoshop to manipulate compositions. Finally students saved images to a disc and Kinko's printed two-sided banners. The banners were mounted on poles attached to decorative plaques, built by Building Trades students.

Cross-grade level projects:

-Created student exhibit spaces in the following community locations- Waukesha State Bank, Oconomowoc Library, Oconomowoc Memorial Hospital, and My Place Coffee Shop

-Created *Gallery 113*, a K-12 student art gallery, in downtown Oconomowoc with Oconomowoc High School student docents and curators. This gallery features exhibits by local artists, alumni artists, K-12 art students, twelve area school districts, and teachers. (See photograph of Gallery 113)

- Worked with high school art students to provide grade school art classes for the City of Oconomowoc Parks and Recreation Department

-Exhibited student work in all-school displays at the Oconomowoc Festival of Arts, Oconomowoc Gallery Night, district offices, Oconomowoc Public Library

I have always admired O'Keeffe for her paintings but more importantly for her cavalier manner and determination to grab the brass ring. So I challenge you to paint bold strokes this year about your student's artistic spirit!!!

Danielle Penney – Visual Arts Classic Article Projects v/s Lessons

I have traveled to several schools in the Southwest region of Wisconsin and I am incredibly proud at what I have found. Visual art educators in every one of these schools were teaching lessons that were amazing and touched base on more than just the art standards. As Dr. Teri Marche from the University of Wisconsin-Madison explains to her pre-service visual art education students, these teachers are not just teaching projects, they are teaching *lessons*.

There is a big difference between the two. A project is something that the students make, but a lesson has substance. It allows students to create art while learning standards from across the curriculum. While teaching a lesson the students learn how to construct a work of art, by honing in on a particular skill set, but they also learn the history behind those skills. A quality lesson provides opportunities for children to explore the world by learn about global art from all regions. They gain knowledge about that particular art and why it is created. During some lessons the students might also learn mathematics and use that knowledge to create certain kind of art such as architecture or even Op art.

At one school I saw a seasonal project using a pumpkin as the focal point which seemed typical for an autumn theme. However, it turned into a lesson by

introducing cubism, Picasso and Braque and creating abstract art. The students were impressed with themselves and with the outcome of their creations and their knowledge of cubism. Teaching has many levels that help students understand. For instance, talking about cubism is one level, looking at cubism is another level, but thoroughly understanding cubism and translating it into a work of art is one of the highest forms of understanding. This is a prime example of the complex problem solving skills that are learned through art. There is a tremendous amount of learning going on in the art classrooms of Wisconsin. Keep those lessons coming!

If you have a lesson you would like to share, please contact me and I will post it along with some photos of your students' work. This is a great way to promote how valuable the arts are to education.

Carol Rokicki – Secondary Divisional Representative

Promoting Positive Interethnic Relations in the Classroom

A few years ago I read this book ("Leading For Diversity" by Rosemary Henze, 2002) as part of my post-graduate work. I found this book to be one of the most useful books that I have read in a long time. This book stated many of the problems that I/we are facing in the classroom today. With the diversification of students and larger class sizes, it is often very difficult to maintain a classroom that is respectful to each other. Students do not understand the differences between nationality, race, ethnicity, and culture. This book talked about many of the similar problems that occur between diverse populations. It was very insightful to see how people view each other, how the issue of race really does not exist. We are all the same race; we are all the same biologically. As I tell my students, we are all humans, we just come in different colors. Teachers like students have grown up with so much bias, prejudices and stereotypes that we must take the time to teach our students and ourselves the correct way to treat each other. We must find ways to promote positive interethnic relations in the classroom.

The book was very helpful in explaining how to assess where your school or classroom context is at and the steps you need to take to improve interethnic relations. It listed many approaches that can be used to help develop positive interethnic relations. What can you do to develop a shared vision for positive interethnic relations? Start by having the students work in groups to discover each others ethnicity and cultural beliefs. From there have students write down common misconceptions that they have about each others ethnicity. Have students share their findings with the class. Have students write down the words that offend them the most. These words could be discussed and posted in the classroom. Work with your students to create a vision in the classroom for positive interethnic relations.

Different approaches for improving interethnic relations in your classroom:

Data Inquiry: survey your students to find out their beliefs, misconceptions backgrounds, etc. You need to know how they think in regards to interethnic relations.

Classroom Vision-: very important, work with your students to develop a vision regarding interethnic relations. Students must take ownership in the vision in order for it to be successful. Students must understand why interethnic relations are important. Students must be exposed to interethnic studies. Students should learn about each other.

Curriculum and Instruction: think about how you teach and ways to change it to promote interethnic relations. Students may need many different ethnic/cultural viewpoints on which to base their views/opinions. Students need to understand how and why things were created and who created them. Think about being more diverse in your artist selection that you show the students.

Behavioral Standards: extremely important in improving interethnic relations. Students must know that you will discipline them fairly and consistently. Students should be taught the behavioral standards that are expected in school and the classroom.

Once you have a plan put it into place and see if it works. Take the time to analyze your plan and see what you need to improve on.

Possible Plan to explore or try in your classroom:

1. Survey students to learn about them.
2. Work in groups/discuss interethnic relations.
3. Use group time to dispel all bias, stereotypes and prejudices.
4. Develop a classroom vision together, each group creates one vision, visions are shared, best fit is selected. Post vision in classroom.
5. Talk together about behavioral standards and what is expected in the classroom/school.
6. Develop consequences for non-compliance.
7. If your plan is working, you should see an improvement in student's attitudes, discipline issues and common respect for each other. I

I hope this helps, feel free to email me if you have any questions.
Carol Rokicki email: secondary@wiarted.org

Kathryn Rulien-Bareis – Visioneer Design Challenge Article

Camaraderie is part of the Visioneer Design Challenge. Design becomes the common factor that bonds us together. Our passion, curiosity, and knowledge are our common language. Age becomes insignificant. It's hard to describe in words unless you visit and allow yourself the opportunity to become involved.

In April several students ages 11-18 came together to share their solutions to a product design problem. Students were asked to design an accessory for a bicycle, a carrying device. Students devoted an enormous amount of time to research, imagine, illustrate, and produce their solutions.

The young artists shared their ideas with several adults. Two of the adults were designers with TREK. Everyone within this challenge was amazed to watch our more veteran designers listen with eyes wide open to our younger designers. These adults listened, took notes, responded with questions and praise.

Attend our Fall Conference, Tools for Creativity, in Eau Claire and meet Steve Baumann (designer from TREK) along with our several of our young designers. They will be presenting about their work. Go to WAEA website to learn more about the fall conference.

Save April 27, 2012 for the next Visioneer Design Challenge. Check WAEA website for more information on the next set of challenges and how you can become involved.

Brian Sommersberger – Northeast Regional Vice President Article Tapping into local resources

Budget deficits have affected the entire state of Wisconsin's public school system and art education has taken a hit. If your budget is on a short fall this year try tapping into local and national resources. My school's PTA has been very supportive and has bought numerous items for the art room that include a pottery wheel, display frames for artwork, and other materials. Just a quick tip, before asking the PTA for donations it always helps to be supportive of them by offering face painting at events or even asking students to volunteer art work for silent auction events. If your school does not have a supportive PTA try one of the many online resources such as Donors Choose. Donors Choose is an online charity that makes it easy to help students in need through school donations. Many teachers in my district have been very fortunate to receive items that they have posted on the website. One of the most successful fundraising programs that students love is the Original Works program. For this fundraiser, students make their own original art with paper supplied by the company and then the image is printed on a variety of products that are great family gifts. I'm sure there are many more great fundraising ideas out there, but I find that my school's PTA, Donors Choose, and the Original Works program work the best for my school and me. Just remember, if you have a cause or are in need there are many people willing to help out.

Courtney Spousta – Museum Education Article

As a museum educator in Wisconsin, I am struggling to understand how best to reach out to teachers of all curriculums in this new era of slashed budgets and slashed staffing. Do you have ideas for me? Have you heard of great museum-school partnerships that are continuing to thrive in this down economy? I want to hear from you – send me an email at Cspousta@wisconsinart.org

I urge you to reach out to your local museums and urge museum staff to think outside-the-box on school partnerships and programs. Museums are struggling with cut budgets, staffing and resources. But I believe there might be ways for us to create wonderful and new visions of collaboration.

I look forward to hearing from you!

Courtney Spousta

Curator of Education

Museum of Wisconsin Art

West Bend, Wisconsin

Select Fall 2011 Exhibition Listings:

Kohler Art Center

Sheboygan, Wisconsin

Jmkac.org

Hiding Places: Memory in the Arts, through December 2011

Milwaukee Public Museum

Mpm.edu

Cleopatra: The Search for the Last Queen of Egypt, opens October 14, 2011

Milwaukee Art Museum

Mam.org

Impressionism: Masterworks on Paper, October 15, 2011 – January 8, 2012

Racine Art Museum

Ramart.org

Field of Vision: Artists Explore Place, through October 2, 2011

Museum of Wisconsin Art

West Bend, Wisconsin

wisconsinart.org

Against the Grain: Modernism in the Midwest, through October 2, 2011

Gaylund K. Stone, PhD – Higher Education Representative Article

We are now in the midst of the fall semester with midterm exams just around the corner. Students have settled into their routines; faculty are planning next year's schedules; and thoughts are turning slowly to the approaching holidays. We all seem busier than we should be and there is no shortage of requests from students and colleagues. I must admit that I feel somewhat energized by the flurry of activity and the cooler weather promises that there will soon be more opportunities to be indoors in the studio.

While teaching a couple of weeks ago it occurred to me that students and parents alike are almost universally apologetic for their lack of drawing skills. When 'art' is mentioned, they are quick to say "I never could draw" and they may even reinforce their ineptitude by saying "no one in my family was artistic." It's interesting that people feel obliged to make such excuses. At a concert, I don't find myself saying that I could never play an instrument or, at the theatre, that I never

could act. When my truck is in the garage, I don't tell my mechanic that I was never any good with cars. So why is it that people feel so guilty when it comes to art-making? Is it because they think it's an easy skill that any adult should be able to demonstrate? Is it the fact that, historically, most adults were once trained to draw but that such skill development is now absent from most curricula? Or is it because most adults, at least at an earlier age, felt entirely confident about their drawing abilities but now sense that those abilities have left them?

I can't say for certain, but I'm inclined toward the last explanation. Young children confidently and happily draw until someone gives them a reason to doubt their abilities. I have had some students tell me that it was their art teacher who first planted that doubt. Our impact upon the children we teach should not be underestimated. As we work with children of all ages, we need to provide skills that will bolster their confidence, consistent opportunities for genuine expression through the application of those skills; and a work environment that will both challenge and delight.

I would welcome your thoughts on this or other topics of interest. I've heard very little from our members and I invite dialogue.

Here at Concordia this fall, we've enjoyed a fine exhibition of narrative quilts by Joan Gaither. Joan was on our campus for a few days to speak with students and host a workshop. The exhibit runs through October 19th. Both undergraduate and graduate students in art education have formed a partnership with the Cedarburg Cultural Center to offer community education classes for children and adults. This is an exciting venture that promises to afford our students with a range of teaching opportunities while strengthening ties with the local arts community. Additionally, Concordia University Wisconsin has begun to work closely with a sister school, Concordia University Ann Arbor to share and expand programming at both sites.

In other news and notes:

8. Lynn Jermal at River Falls has returned to the classroom after her struggle with cancer. Her department is adding Graphic Design, Drawing and Sculpture as emphasis areas and has also added an Art History minor and a number of new courses. Sam Powell, a major at River Falls, was recognized as the Outstanding Art Education Student. It is exciting to see the growth in her department but particularly exciting to see Lynn return to teaching. Please keep her in your prayers.
9. Are you reading this? The relative lack of response to this publication leads me to wonder. Please drop me a quick e-mail to at least let me know that you're out there.
10. And finally, as my students know, I am constantly adding books to their list of recommended reading. If you have not read *An Ethic of Excellence: Building a Culture of Craftsmanship with Students* by Ron Berger, I strongly suggest that you do. It's a small book about general classroom teaching, but it has a great deal to say to us as art educators.

Enjoy these wonderful fall days and I hope to see you at the Conference.

Gaylund K. Stone, PhD
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Jen Sweeney - President Elect Article

Oh  How I LOVE Thee!

“Did you see what I pinned yesterday?” Rock, Paper, Scissors is what I am going to be for Halloween with my friends. I would like to be rock! I have Pinterest on the brain. Most people ask pin-WHAT? According to the website www.pinterest.com “Pinterest is a Virtual Pinboard. Pinterest lets you organize and share all the beautiful things you find on the web. People use pinboards to plan their weddings, decorate their homes, and organize their favorite recipes. Best of all, you can browse pinboards created by other people. Browsing pinboards is a fun way to discover new things and get inspiration from people who share your interests. To get started, [request an invite](#).”

I personally use Pinterest to look for amazing lessons and inspiration in my classroom. While using Pinterest I have found that it is very important for me to set a time limit for my browsing. I started out with a 2 hour block, but now that I know what I am doing I check and browse only a few minutes a day. My favorite part of the site is that you can follow other pinner’s boards. If you follow other art teacher’s boards you will have a wealth of lessons on your virtual bulletin board in no time flat!

Pinterest also allows you to have different bulletin boards all at one time. You can organize things like you would a regular bulletin board. The sky is the limit on the fun DIY projects that you can find for yourself on this site. Of course Pinterest also has an app that you can download to your smart phone for pinning and re- pinning where ever you are. Become a member today by requesting an invite. I would love to share my boards with you. I most defiantly have a new interest in Pinterest!



Lisa Ulik - Elementary Divisional Representative Article
No More Short-Changing, Destination...Art Room!

As we gear up for the school year, consider making this year a priority for arts advocacy in your school and your community. With NCLB failings and budget cuts, as national concerns, it is our students who are on this short-changing receiving end. Now, more than ever our students need meaningful, hands-on engagement in the art room. They need this type of engagement to understand interdisciplinary relationships in conceptual learning and to exercise their own subjectivity in various aspects of creative and constructive processes. This isn't anything new in arts education. What is new is a growing void in our student populations because of test-based curricular standards and modes of instruction. This simply shouldn't be an acceptable approach for tomorrow's generation.

As art educators we do make an enormous difference in each and every student's learning. Consider how the very nature of the art room offers each student opportunities to find answers, explore associations, and gain confidence in learning through decision making processes and revision. Now more than ever our students need what arts based education has to offer, both in and outside of the art room.

Here are three ways you can heighten these opportunities for your students: collaborate with other teachers, artists, or community partners; legitimize art & design based education whenever possible through grant opportunities and special projects; talk to your students about the benefits of their art room... not only will they appreciate what you're offering them, but they will (no doubt) spread the word!

Last but certainly not least, recharge yourself by engaging with other arts educators. Encourage educators in your community to engage in NAEA and WAEA resources. We all know the stakes, let's stay informed and advocate together. At a time of countless experiences, resources, and technology (like never before), let's stand together to keep our art rooms THE destinations for meaningful learning.