

ART TIMES

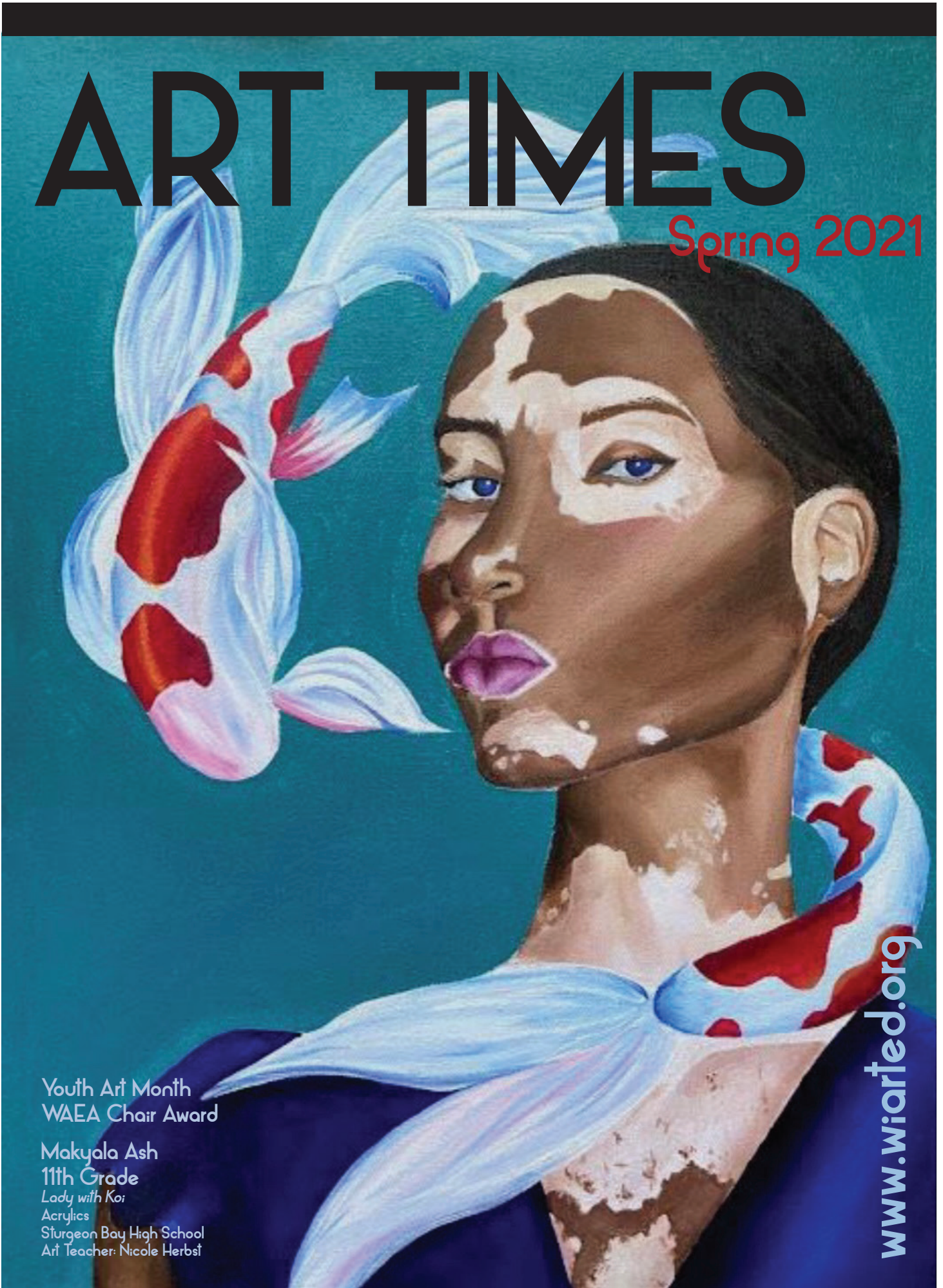
Spring 2021

Youth Art Month
WAEA Chair Award

Makyala Ash
11th Grade

Lady with Koi
Acrylics
Sturgeon Bay High School
Art Teacher: Nicole Herbst

www.wiarted.org



WAEA President

waeapresident@gmail.com

DEVON CALVERT



What a Year It Has Been!

Hey WAEA Members,

What a year it has been! Just think: the state shut down two weeks after the 2020 Youth Art Month celebration at the state capitol. With that shut down came some extremely difficult decisions for our association. How could we adapt to hold a conference in the fall? Would all of this carryover into 2021 and effect our Visual Arts Classic competition and Youth Art Month celebration? If so, how could we provide these events virtually while maintaining the utmost quality that attendees of these events have come to expect?

When I transitioned into my role as the WAEA President two years ago, nothing could've prepared me for what my term would look like. Over the years, I've attended many leadership conferences and not once was "leading during a pandemic" offered as a session to attend! All jokes aside, this past year had its silver linings. Due to the hard work of the association's board members, we were able to adapt

and host many of the events that we typically would have done in-person.

Leah Keller and Ellen Scharfenberg took the idea of a virtual conference and ran with it! While hosting a conference has some limitations, it also provided the association opportunities that we never would have had otherwise! Besides our two keynote speakers, we were able to provide our attendees presentations with presentations from 22 well-renowned speakers from all over the nation! That's on top of the 90+ presenters from Wisconsin and our collaborating states! Speaking of collaborating states, outside of the NAEA Convention, where else could you attend an art education conference with ten different state associations all working together to provide their members with high quality content? The thoughtful conversations that were had amongst attendees from around the nation was one of the aspects that I cherished the most about our conference. And lastly, we can't forget about the belly laughs that viral sensation, Mr. D (Joe Dombrowski), provided during the raffle prizes!

Valerie Banks and the Visual Arts Classic crew have worked around the clock to make VAC happen this year! I'm always amazed when Val checks in with me to fill me in on the progress of this event! Through hours and hours of work, they have worked to rebuild VAC from the ground up to make the virtual event possible. Because I teach elementary age students, I've never had the opportunity to experience the Visual Arts Classic. I was ecstatic when Val came to me and said "Devon, you're going to be one of our judges this year... Oh. And what do you know about Zoom?" I've loved seeing, experiencing, and learning about all that goes into the VAC event and I so look forward to the opportunity to see the amazing work that those students produce!

Beth Dobberstain and all of the Regional VPs have been planning since last spring for how to pull off a virtual Youth Art Month celebration. With a state event that typically features 500 students, this was quite the undertaking! What makes YAM so special to me this year, is that ALL of the regional shows were virtual so I was able to "attend" all of them! It was great being able to see all of the

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I've been fortunate to be surrounded by strong leaders! Jen Dahl and Tiffany Beltz left big steps for me to follow in and I have no doubt that Leah Keller will continue on this tradition of excellence. I am also grateful for the two years that Frank Korb served, leading our association as the Youth Art Month Chair.

artwork, even the pieces that weren't selected to be in the state exhibition.

Through all the curve balls that 2020 threw at my presidency, I wouldn't have changed a thing. This role has shaped me as an educator, leader, and most importantly, as a person. I couldn't have done it without the support of Tiffany Beltz, Jen Dahl, Leah Keller, my lovely (and patient!) wife Julia,

and our incredibly hardworking board members! I look forward to a bright future for WAEA with Leah Keller at the helm and a strong, dedicated board that can do anything they set their minds to!

Now that my two years is over, I will be transitioning into my role as the WAEA Past President, as well as the National Art Education Association's

Elementary Division Director Elect. I'll still be around and look forward to seeing all of you again soon (hopefully in person!). Please be sure to reach out to me if there is ever anything I can do to help!

Thanks for a tremendous two years everyone!
-Devon



You Want Me To Do WHAT???

It seems fitting that my 2019-20 school year ended on a Friday the 13th, because so much that has happened since has seemed fitting of that doomed date. Luckily, there have been a few silver linings in all of this chaos. But the following has been my experience.

Like many other teachers, maybe all WI teachers, last summer I got the superintendent letter laying out the options they were considering for the new school year. One option was all virtual, one option was full school as it was, and one option was a hybrid model that would include changes to almost everything we did. This third model included the suggestion that staff may be reassigned in order to make this work. At first reading, I glossed right over that because let's be honest- that wouldn't affect me. Right? Wrong.

It started with an early August zoom meeting with all Middle School and Elementary art, music, and PE teachers. They gave us the general overview of scenarios for the upcoming year. Then they dropped the bomb. We may need to have you teach regular ed this year to keep the student to teacher ratio down to the "safe" level of 15:1. What does this mean? You may become a grade level teacher with absolutely no

training. This was a Friday. We had the weekend to let that sink in. On Monday, we all got individual emails telling us our new assignment. Mine was 3rd grade. A day or two after that, we had a virtual staff meeting where the rest of the staff was told the news as we sat there, honestly still in disbelief.

Just to add a few more layers to this already tall cake, my outlying school that I had worked at 1 day a week in 19-20 had closed, so I was at school every day trying to consolidate and organize all of the supplies that had been cleaned out of one art room and brought 12 miles in to town to my main art room. Every day I worked at that, thinking "Ok, in X more days, I'll be done with this and I can actually start planning my classroom". It was SO much more work than I anticipated!! In addition, I was in full on conference planning mode, trying, with the help of several others, to put together a well organized and full virtual fall conference. Oh, and have I mentioned that I do NOT have an elementary education degree??

Finally, I had organized all of the art supplies. But now it was late Monday afternoon of teacher in-service week. I was going to have to spend every minute I could that wasn't earmarked for meetings getting my room in shape to be a 3rd grade classroom. One more time I checked class lists. You see, these too, were in a constant state of flux as families decided whether or not to take our 100% virtual option. As I checked the document I saw... my class was gone. I checked the other 3rd grade class lists. Each of the other classes now had 2 students from my list. My sweet little class of 10 had

been redistributed among the other five 3rd grade classrooms. I emailed my principal. A quick reply said "in a meeting. Talk soon". Well, crap. So, I did some final things that needed to be done and decided to head home. On my way out the door, my principal had 5 minutes to talk. It turned out that there had been so much fluctuation with numbers, they no longer needed me to teach 3rd grade. But they DID need more virtual teachers. One of the 1st grade classrooms was slated to be team taught by 2 math interventionists. They decided to pull one of the interventionists to teach virtually, and I was now team teaching 1st grade. This is now exactly one week before school started.

Luckily, that was the last big change, but not the last change. The year began and my co-teacher and I had a class of 14 first graders. The first week went amazingly well, but it was a lot like student teaching- me watching and assisting, but not in charge. The first change was that my co-teacher, being a math interventionist, was going to need to leave the room every day to go and teach math to the 4th grade class being taught by the music teacher. This is how I began teaching 1st grade in earnest. I slowly took on more roles, attendance, lunch count, making copies and packets, grading and the 1 hour of teaching.

The next change was that the district needed another virtual teacher. They decided to pull my co-teacher. She would still be teaching math in our class, but between the 4th grade math class she taught in the building, and the new virtual responsibilities, she would

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This my class showing off the bleached Jack-o-lantern t-shirts we made at Halloween. Photo credit: Leah Keller

only be in the room for math. I wasn't bothered by the teaching I would need to do, I just was bummed about not having another adult in the room. Some people like to be the only adult in the room. Not me. I love co-teaching! I think it helps both the students and the teachers. I love that 2 people can obviously reach more students than one, and I love the built in support of having another professional in the room. I had already learned so much and didn't want to lose the camaraderie we had built. At least I still had her for an hour.

Until I didn't. Eventually, the district realized that the partial day my co-teacher was virtually teaching wasn't getting through the daily curriculum that the online students needed to learn. So the most recent (and final change to this point) is that I am completely teaching first grade, all subjects, all day.

And art? Well, for my own students, I squeeze it in when I can. I can take them to the art room any time I want and we can use whatever materials I want to use. That's one silver lining. The other students are all getting the luck of the draw. If they have a classroom teacher that likes to do art, they will squeeze projects in. If not, sadly, they don't get it. I send projects out to all staff to do. I thought that would be a lot easier to keep up on. It turns out that planning for both a first grade class and the art projects for 350 other students is more than I can keep up on. I've done my best and people have appreciated what I have sent out, but it certainly hasn't been to the level I'd hoped.

With all of this upheaval, I loved teaching 1st grade! It was so much less chaotic than the art room could be. I taught, they worked. It was hard work, but rewarding. I was actually enjoying it so much that I decided to pursue my elementary certification. I wasn't missing the art room at all. Frankly, I think I was burned out. I was so tired of the behaviors that tend to come out in specials- the blurting, the interrupting, the talking, the destruction of materials, the high needs of the students. I was tired. I work in a needy district. But I'm pretty sure at this point everyone does. I was really enjoying the challenge of the change.

As the year has worn on, my honeymoon period with my class has waned. The realities of teaching first grade have set in. I'm feeling self imposed pressure I can barely verbalize. First grade- the grade that students need to learn to read. I need to teach them that. What if they don't learn it? It doesn't matter what you teach, we all know the predictors of future academic success for students who are poor readers. I am a major contributing factor to the future success of 13 children (I've gained and lost a few along the way). Four of these 13 children exhibit behaviors that regularly interfere with the learning of the rest. Of the remaining 9, 6 are often not paying attention. In all honesty, there is really only ONE student whose future academic success doesn't worry me. It often makes me long for the blurting, interrupting, talking, needy and disruptive students in the art room. It's all very heavy stuff.

So where are the silver linings? Well, here's what I have learned. I have a hard class. They are not all this hard. Other classroom teachers with as much experience as me have told me that any teacher would struggle with this class. At one point, I enjoyed teaching them immensely. And I will get that elementary certification, whether I use it or not. So for the rest of my career, which honestly is further behind me than ahead, I will have options. I will be able to more fully and knowledgeably integrate other subjects into art if that is where I stay. I will be able to add art and general creativity to any grade level curriculum if I decided to give classroom teaching another try. I feel so fortunate and grateful to have seen the classroom teacher side of the fence. I wish they could see the same, but for me- I am better for having seen it. I have shown flexibility and resilience, but also learned to advocate for myself and not be taken advantage of. And finally, I learned how strong I am. I, and so many of you too, have been put in unreal circumstances this year. At times it has felt like it will break me. But it won't. It won't break you either. We are surviving. It may feel like we should do better than just survive. But if you feel that survival is all you can do, it's ok. You are not alone. Let me repeat that for those of you in the back. **YOU ARE NOT ALONE.** We have survived most of the year. We will survive the rest. We will definitely need a break. But we will have survived, and hopefully everyone will have learned some of the lessons in creative thinking and problem solving that art teachers already know. Have a relaxing, creative and well deserved summer break!!



Getting Off the Island

By now you've heard or experienced the 'lonely art teacher syndrome' where we often feel like we are alone on an island in a sea of other teaching professionals. Some of us are the only art educators in our buildings and for those magical unicorns (K-12 art teachers) you may be the only one in your district.

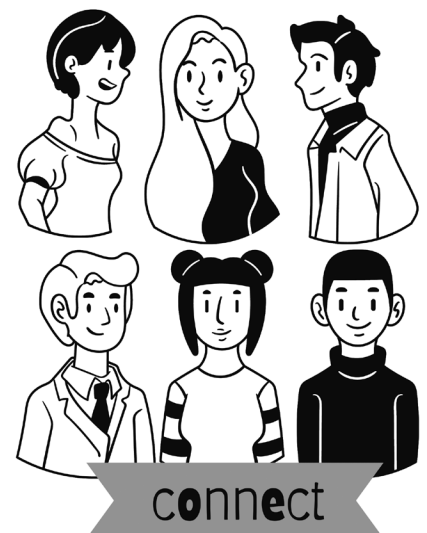
It can be hard to come up with lessons, resources, and motivation if you are stuck on this island. And during a pandemic, it can feel lonely. If this is sounding very familiar to you right now, take a look at these ideas for connecting with other educators.

1. Form a Professional Learning Community: PLCs have been around since the 1960s but it has had a resurgence in recent years. My district started PLCs this school year and I'm the lead learner in our K-12 art team. PLCs are about developing a culture of cooperation, coordination, and collaboration. It's about sharing resources, moving towards common goals, a focus on learning and getting results. My PLC is made up of the 7 other art

teachers in our district. If you do not have other art colleagues in your district, one way to form a PLC is to work together with like-subject teachers. Such as forming a PLC with music, PE, and librarians. Or working with grade-level teachers at the elementary level to set common goals and collaborate.

- 2. Stay connected with your state and national associations:** WAEA and NAEA have so many resources for our members including lesson ideas, curriculum help, professional development, and ways to connect with other teachers. If you are looking for resources check out our social media and website.
- 3. Join an online community:** Twitter, Facebook, and Instagram are all great ways to connect to other art educators. There are forums, groups, and threads that you can follow to get lesson ideas, connect with like-minded people and find answers to your questions. I'd encourage you to find a group that fits your needs and personality. You want to find people that you enjoy interacting with and try to stay away from groups that are not supportive.

- 4. Form a friend group:** As you find people you enjoy interacting with, whether they are in your building, state, or country, it's a great time to stay connected. A year ago, my art teacher friends and I made more of an effort to stay in touch. We have done zoom calls, group texts, and Marco Polo messages. Through this pandemic, we have now connected almost daily. Sometimes we are connecting about our classrooms and lessons, other times it's more personal. Having this group of friends has been essential to my mental health during this past year. If you have some colleagues you want to explore friendships with, I encourage you to do it! It is so vital to have a support system, especially now. Be brave and make those friendships!



Hosting A Student Teacher



As I write this, my student teacher, Bailey, is teaching our fourth graders how to glaze their clay chameleons. Bailey is the second student teacher I've had, and even during a global pandemic, I consider myself so fortunate to have the opportunity to host student teachers. If you haven't hosted a student teacher, I highly recommend doing so!

While I always had interest in hosting a student teacher, I was a bit hesitant to give up the reins to my classroom and work so closely with someone for nine full weeks. What if we didn't get along? What if we don't agree on teaching styles? What if students don't respond well? What if (and this is the most horrifying thought of all) he/she isn't organized!?!? Finally feeling settled in my current teaching position and I had enough experience to do so, I took the class required to host student teachers. Then, two years ago, Ellie joined our classroom and rocked my world. I now look forward to and welcome any opportunity to have a student teacher!

To prepare for my first student teacher, I put together a Student Teaching Binder which housed calendars, schedules, class lists, common assessment sheets, seating charts, procedures, discipline forms, contact numbers, learning targets, state standards, and IEPs. Putting together this glorious binder of goodness made me realize: why, in 10 years of teaching, had I not done this

for myself? It forced me to simplify and organize all important documents into one easy to find location. I made a second binder for myself.

Acclimating a student teacher to my classroom also forced me to rethink every little detail of the operations of my classroom. I had to explain the reasoning behind each decision I made to a brand new teacher. Plus, I had to be at the top of my game each and every day. I try to be, but we all have those days! You really can't have those days, however, when there is a young, eager teacher-to-be watching every move you make!

As an added perk, having a student teacher allows you to collaborate with another art educator every single day! Most elementary art teachers have very little opportunities to collaborate with other elementary art teachers, especially daily. Student teachers often come with fresh, new, and exciting ideas. Having another adult in the room to share ideas and brainstorm with is absolutely wonderful (and you can take a bathroom break whenever you need)! I can honestly say I've learned just as much from my student teachers as they hopefully have from me.

Hosting a student teacher also makes me feel hopeful and helpful when thinking about the future of art education. I hope that hosting student teachers and field students is a small thing I can do to keep art

education programs alive and well, and something that ensures we have high quality teachers entering the field.

Lastly, hosting student teachers is a fabulous form of networking and building connections within the field. I was lucky enough to student teach with one of the best, Jen Dahl. We formed a lifelong bond and she remains one of my best friends. I still keep in touch with my student teacher, Ellie, and I have built professional relationships, and friendships, with other art educators that student taught with Jen. One such art educator is Devon Calvert, our current President!

Two years ago, I was fortunate to be elected to the National Art Education Association Board of Directors as the Elementary Division Director-Elect, and recently moved into the role of Elementary Division Director. In January, we found out that Devon was elected as Elementary Division Director-Elect! I am so excited to be working with Devon again on a National scale! We hope the next four years show just a small piece of the magic that can come from the relationships built through hosting student teachers!



Treasurer's Report

It was rough being a non-profit last year, as many of them are operating on minimal staff and having to lay-off personnel. WAEA did not fare as poorly because we do not have any paid staff. Our mission is to develop a professional community with a passion for inspiring creativity, innovation, advocacy, and excellence in art education. This year, our members put in thousands of volunteer hours to mentor each other, run and attend the

Fall virtual conference, send student art to Youth Art Month virtual shows, and coach teams spending countless hours on the Visual Arts Classic. We do these things because we know that art education benefits our students. These hours are reported on our forms to the IRS. Please don't minimize the fact that when you do these things, you are adding both to the time you spend on your job, the satisfaction you get, and the joy your students get.

WAEA does not own or rent an office. We rent a storage facility to store our display panels, the only material things we own. That has helped us financially. Every year, 25% of our income comes from a portion of your membership dues to NAEA. We are

down in membership about 25%. I believe next year will be a better year for memberships. WAEA will continue with our grant programs. Our website has information on the two grants we offer.

Many of you have done more with less this year, living the Mies van der Rohe "Less is More" tenet in a way he did not intend. You all have endured physical and psychological strains and the feelings of uncertainty that couldn't be avoided.

Our motto in the year 2000 (our 50th anniversary) was Hopes and Dreams. I hope that in some small way you felt supported as being part of this group.

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2021 SCHOLASTIC ART AWARD & WAEA SENIOR SCHOLARSHIPS



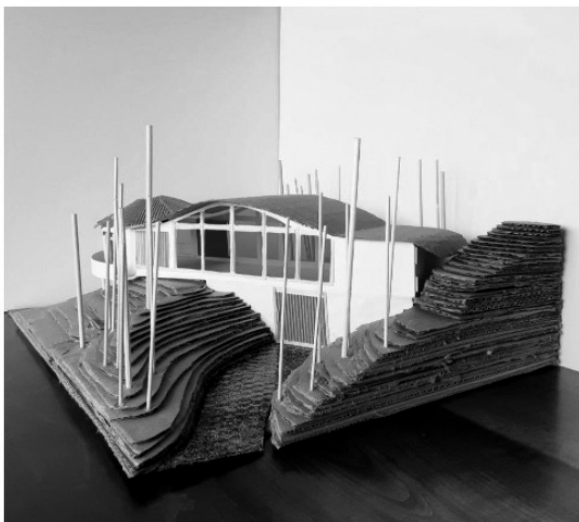
This year marks the 45th (and first virtual!) Scholastic Art Awards: Wisconsin Exhibition hosted at the Milwaukee Art Museum. More than two hundred artworks by Wisconsin students in grades 7–12 are featured in this annual exhibition that celebrates young talent in our state. The juried exhibition is drawn from over 1,800 submissions in the categories of Architecture & Industrial Design, Ceramics & Glass, Comic Art, Design, Digital Art, Drawing & Illustration, Editorial Cartoon, Expanded Projects, Fashion, Film & Animation, Jewelry, Mixed Media, Painting, Photography, Printmaking, Sculpture and Senior Portfolios.

Being selected for inclusion in the Scholastic Art Awards: Wisconsin Exhibition is an honor. Graduating seniors may submit portfolios for scholarship and/or grant competition. Artwork is judged solely on its own merit; jurors do not see the students' names or schools. Our judges this year were Devon Calvert, President, and Leah Keller, President-Elect.

Each year, WAEA awards two Wisconsin High School seniors with a \$250.00 cash award. Our choices this year were: Valley Round House and Nellie. Valley Round House, a

three-dimensional mock-up in the Architecture and Industrial Design Category is by Taylor Gilbert from South Milwaukee. Their teacher is Laura Durow. Nellie is a drawing by Morgan Allen from the Brookfield Academy. Their teacher is Elaine Buckley.

The Virtual Scholastic Show can be seen on the Milwaukee Art Museum website under Exhibitions from February 6 through March 21. Be careful, the show will knock your socks off!



Taylor Gilbert, *Valley Round House*. Silver Key. Grade 12, Oak Creek High School, Laura Dorow, instructor



Morgan Allen, *"Nellie"*. Gold Key and American Visions Award. Grade 12, Brookfield Academy–Upper School, Elaine Buckley, instructor

Wisconsin Art Education Association
Fall Conference



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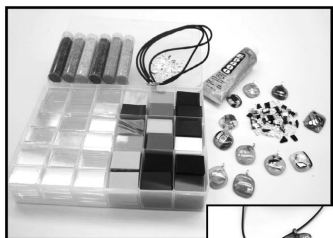
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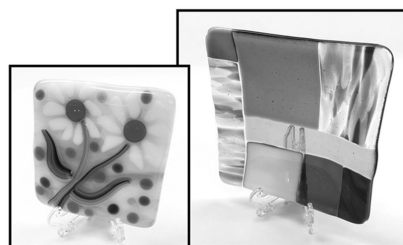


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“Art Teachers Art the BOMB” and other thoughts from teens.

Like many school districts, Watertown High School pivoted between several different methods of instruction during the pandemic. These included full virtual asynchronous, full virtual synchronous, blended alternating cohorts of virtual and face to face students, and full face to face. Even with the return of full in person learning, students had the option of electing to work from home and joining class synchronously in what was labeled “Virtual Plus.”

With so many different approaches to learning I decided to survey my students to find what they thought were the most and least successful aspects of education over the last year. Here are some of the top responses written by students.

BEST part of learning during the pandemic.

- Having options to choose to remain virtual
- Being with family during virtual times
- People were generally respectful of safety guidelines for face to face
- Going through these times has brought some people together
- Doing writing and assessments virtually instead of hard copy
- Having the ability to pick up and drop off materials and make art even while at home
- Returning to face to face and being with friends
- Lunch in classrooms is quieter and less stressful
- Easier / constant access to teachers through email
- Less crowded classrooms / greater distance between tables
- Later start time for the school day!

LEAST like part of learning during the pandemic.

- Deadlines were often too loose or students were held less accountable
- Cheating was common in academic classes
- Lack of participation by students in virtual
- Short classes during all virtual was not good
- Not having access to as many art materials
- Miss having lunch with friends
- Some teachers not enforcing mask or other safety rules
- Having to wear masks
- Physical strain of being on computers all day
- Zoom fatigue
- Too much reliance on technology which wasn't always reliable
- Moving between different formats was confusing
- Being alone at home was not motivating
- Too easy to get distracted at home during virtual / time management

While many of the responses confirmed what I suspected anyway, it was the answers to the third question on the survey that I found most valuable to read. I asked students “What would you tell art teachers from all over Wisconsin if you could.” Their answers helped remind me why I got into art education in the first place, and how valuable it has been to continue finding a way to give students the opportunity to create art during these difficult times. I hope their messages can brighten your day as well.



Art teachers are always uplifting and make me feel important and seen; not only as a student but as a person!

- Art has really helped me through the rough time I have been through mentally due to Covid-19.
- The enthusiasm art teachers bring has really helped me and other students throughout the pandemic.
- Art has kept me going over this past year: thank you for keeping a source of happiness in our lives
- I take many honors classes and Art classes are a great break to be in a calm and creative environment.
- Keep up the important work of providing your students with the quality information and help that they need.
- I would like to thank art teachers for adapting to the new ways of teaching and for still trying to help us do our best to succeed. They also don't shame us for the different art skills that we have, but encourage us to look from another perspective.
- I have learned so much from every art teacher I have ever had about art and life. The most valuable life & art advice has really changed my view on living as a whole. I love ya'll!
- Keep inspiring students!
- Don't worry, we'll get better someday. :)
- You guys are doing great!
- I want challenges so i can improve.
- Art teachers are the bomb! You all do great!
- We appreciate the work you have put in during Covid.
- Thanks for trying new things in teaching!



The Hardest Decision of My Career

Last year was hard for everyone, especially for teachers. It was an unprecedented time in education that will be talked about for years to come. After suddenly going virtual in the spring, I worked hard to deliver quality art lessons through virtual learning with my students from March through June. As summer approached, I was looking forward to recharging and preparing for what was to come when fall rolled around. All of this changed when I received a life changing text.

“Washington Elementary has an opening next year!” My sister-in-law’s message said.

I’m not the kind of person that thinks the grass is always greener. I liked my job and I liked my students. I was at Dodgeland School district, a K-12 school in Juneau for ten years. I never really looked around at other positions because I was content. It had everything an art teacher would want: secure position, nice staff and great students in a new up-to-date building. It only had one flaw: the commute.

I drove over ninety minutes a day for ten years. Many people think I’m crazy why when they hear this. I

suppose I just got used to it. It was the only con to otherwise an excellent job for an art teacher. This new position offered a job three minutes from my home. My commute would go from ninety minutes a day to six minutes. It also would be the same school for my son starting 4K which would be amazing for drop off and pick up. I could actually bike to work if I wanted to. I would be pretty foolish not to apply.

So after thinking a long time about it, I dusted off my resume and refreshed myself on how to write a cover letter. It was so long since I’d last interviewed I forgot a lot of the steps. I went online and looked for the position, got letters of recommendation and even ordered my transcripts again. During this whole process I was torn thinking: “Is this the right move? I would miss so many students. I never got to even say goodbye. What if I don’t like my new boss?”

In a matter of a week, I went from finishing my tenth year teaching and ready for summer to applying, waiting, getting the call for an interview, waiting again, and then finishing the interview process through a zoom meeting with a different principal and twenty strangers.

After that, the final waiting period began. Waiting to see if I got the job. During this time I kept reassuring myself that I was doing the right thing, but it was so hard. I was thinking about how I just was going

to disappear from my school. I never got to say goodbye to anyone. The last time I saw my students was March 13th. Many of these kids I have taught every week for up to six years. They knew me and I knew them. Which is what made my classroom so special. I still had half done art projects in my room. I had murals around the school I did with students. I still had art hanging on the walls. My mind kept going over all the good moments we had together that are frozen in time from the pandemic.

Then my phone rang. It was a Whitewater number. I paused for a moment and picked it up. Maybe I won’t even get it, and nothing will change at all, I thought. On the other end was the principal. His voice was friendly and told me I had gotten the job.

He said I could come in and see my new room immediately and was excited to add me to his staff. It was one of the most bitter sweet moments of my career. This was a great opportunity for me and my family but my time with my original students will end in the saddest way possible. I had my last day together with my students without even knowing it. Just poof, I was gone.

After that moment the summer was filled with trips to my old school to clean out and move everything to my new school. As news got out I had many goodbyes with my co-workers, kind emails from parents and even



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started to get letters in the mail from some kids saying how much they will miss me. It was a summer of endings and beginnings. I sat in my room for the last time and just looked around, remembering what the last decade of my life was like. My room was filled with artwork gifted to me from my students. It truly was hard to turn the lights off and close the door for the very last time.

It took a long time to start to feel normal again. As the summer progressed I found myself constantly missing my old students. I knew that when they came back to school they are going to wonder what happened to me.

When August came I started to spend a lot of time in my new art room. As I started to set things up I thought of all the traditions I will get to start with these kids. I

was looking forward to meeting new students. I was excited to start some of my favorite projects from my old school that I knew would be a big hit here at my new school.

As the end of August approached I started to come to peace with my decision. My old school would be an important chapter of my life as an art teacher. I learned a lot there and I was grateful they gave me a chance straight out of college. Just like other parts of my life, chapters come and go. I felt lucky that this chapter was so good, it was hard to close it forever.

When the first day came at Washington elementary I was at the front of the school with all of my new colleagues who quickly became great friends. We had balloons set up for the kids to see and music playing to get the excitement going for the first day. As the buses pulled up I saw

hundreds of new artists coming my way. All had new school clothes and cool new backpacks. Some kids even looked like my old students.

I stood there, thinking about how the first day was going at my old school. I wondered how the art room looked. I wondered if they would remember me. I wondered what the kids were saying. Suddenly a little girl in a pony tail came up to me and said “Hi, who are you?”

I knelt down on one knee. “My name is Mr. Mane.” I said. “And my job is to make you LOVE art.” She smiled. “I hope we have art today with you!” she said, as she walked in. I grinned and thought: “Maybe the grass isn't greener on the other side. Maybe it's just as green on both.”



Engaging Students in Collaboration with a Community of Educators

We are not alone in efforts to provide our students with the best possible education in the arts. Resources that have been helpful in my work with students include the Art of Education with FLEX Curriculum and PRO Learning. For creative lessons in computer science, code.org and CS First have provided exciting projects. The Art of Education, code.org and CS First platforms have opened doors to student understanding and career options in studio art, computer science and graphic design.

The Art of Education offers curriculum resources in a collection entitled FLEX, while professional development resources are available in a collection entitled PRO. The curriculum resources in FLEX and the professional development in PRO work together to provide effective and meaningful instruction. The lessons, videos, and resources in FLEX include studies in portraiture, drawing, color, line, and value. Lessons and resources I have found particularly useful in PRO include Drawing the Human Form, Observational Drawing and Drawing Using Charcoal. With 57 videos and 29 resources, the three PRO learning modules provide insight into drawing and observational processes. The

instructors are engaging and skilled as artists and educators.

One important skill that our students observe in reviewing the drawing resources is the ability to break form into basic shapes. The instructor, Craig Huffman, in Drawing the Human Form and Observational Drawing, suggests that students limit the number of details to five in certain areas of the hand. Another suggestion that Huffman provides, is that students consider working on an area for ten minutes and then move on, so that the process is not overwhelming. In Drawing Using Charcoal, the instructor, Luke Nielsen, demonstrates how the grid method is helpful in building confidence, in more accurately developing line drawings and in learning to see nuances of line and form.

Since computer science is not available in all of Wisconsin's public high schools and there is a high demand for jobs in that field, students benefit with exploration of computer science within the visual art curriculum. For a creative exploration of code, students are invited to work through code.org and CS First. Code.org provides resources for learning basic coding in simple and fun ways. Our students have been exploring code.org, choreographing dance performances and creating shapes, lines and snowflakes in Hour of Code sessions. CS First offers additional resources as an initiative focused on

computer science education.

Code.org and CS First put coding into the hands of learners through interlocking, color-coded blocks that carry out a variety of computer science functions. In our coursework, we are embarking on a journey with the interlocking, color-coded blocks: set background effect, make a new cat at center, make a new unicorn at right, when up pressed, cat does double down once, set unicorn tint to blue. To provide visual art students with an opportunity to explore computer science, we are integrating code in our graphic design curriculum by reviewing and completing lessons in code.org and CS First. With skills in computer science, students may have confidence in stepping out to have a positive impact internationally while working within professional careers in Computer Science and Graphic Design.

I am thankful for the Art of Education FLEX and PRO, code.org and CS First resources while I work to engage students in collaboration with a thoughtful and supportive community of educators.

We grow amazing teachers. (2021, March 02). Retrieved March 05, 2021, from <https://theartofeducation.edu/>

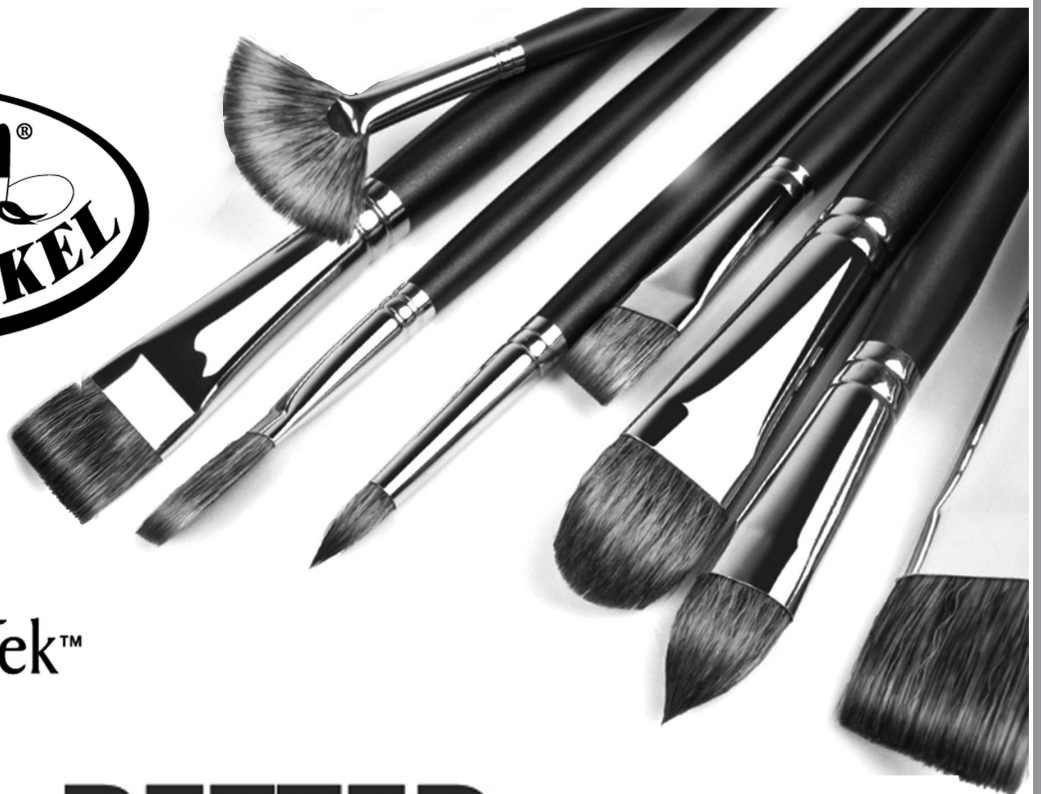
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BETH DOBBERSTEIN



Paintbrushes, Pencils, and Pandemics

Art Education looks a little different this year. Where we teach, what we teach, and how we teach have changed. The artwork that our students create reflects this change. Students who are learning in the classroom might create art that looks a little different from the art created by virtual students. Art teachers are conducting classes under extremely unusual conditions. Whether it be face-to-face or virtual instruction teachers, have stepped up to the challenge of providing a learning experience that centers around creativity for their students.

On a larger scale, the 2021 Youth Art Month (YAM) exhibit looked very different. Over 500 pieces of artwork were digitally submitted by 130 art teachers to be displayed in the first-ever Youth Art Month Virtual Show. Equipped with face masks and a will to persevere, teachers across Wisconsin “gathered” their students’ artwork and uploaded it to the virtual YAM exhibit. The show depicts the amazing talents of our students who have created art in new and interesting ways. One may even argue that picking up a paintbrush or pencil during a pandemic has pushed creativity through the roof. The beautiful piece on the cover of this issue of Art Times, “Lady with Koi” by

the very talented and creative, Makyla Ash demonstrates a determination to create art even during unprecedented events.

The pandemic has forced both teachers and students to approach art-making differently. The innovative use of found objects has become the norm for our virtual students. For example, one of my virtual students created a color wheel using buttons. (Image: top right) Non-traditional YAM entries included a landscape picture created entirely from food (Image: middle right) and a portrait inspired by a global project, known as the Getty Museum Challenge, where students recreate masterpieces with people, and everyday items from around their home. (Image: opposite page top) Our face-to-face students daily battle face masks, and the stress of being randomly pulled out of school and placed in quarantine. The impact is evident in the number of masked self-portraits submitted to the exhibit. (Image: opposite page bottom) One piece that really demonstrates the pandemic’s effect on our students is in the photograph titled “Mental Health Matters,” which highlights the struggle our students face with mental health issues exacerbated by the pandemic. (Image: bottom right)

No one knows what the future may hold when it comes to our schools. What we do know is that not even a pandemic can stifle our creativity. Not even a pandemic can force us to put down our paintbrushes and pencils. Thank you, art teachers, for finding ways for your students to paint, draw and create during a challenging time.



*Annabeth Dudley, Kindergarten
Button Color Wheel*



*Selah Schroerlucke, 4th Grade
African Jungle*



*Julia Miller, 11th Grade
Mental Health Matters
Photo Credits: Beth Dobberstein*

WAEA Student Representative

ANNIE WEST waeaartedstudentrep1@gmail.com



*Katherine Kraemer, 12th Grade
After Raphael*



*Evelyne Baumann, 5th Grade
My Favorite Things*

Don't Be Afraid to Fail



This past January was my 1 year anniversary of teaching. It was a really important day for me not only because I survived the first 365 days but I found a sense of belonging and acceptance in my school (district). I found my home away from home during such uncertain times.

I spent roughly teaching 2 ½ months before COVID hit and our “normal” changed. The uncertain times were terrifying, as you all know. But I, like many others, survived. I adapted, listened, learned and accepted and never looked back. This is where I told myself “Don’t be afraid to fail” because everything was new to me, as to hundreds of teachers around the world. I dove into virtual learning with a positive mindset and turned

everything failure into a measure to success and never looked back. These failures turned into stepping stones, and those stepping stones led me to success. This past year has had so many reflection moments and when I look back at the ‘stepping stones’ that led me there I can see the growth and persistence. I couldn’t imagine myself anywhere else, and all the ‘stepping stones’ I jumped onto to get where I am now are worth it in the end.

Don’t be afraid, take the leap.

Encourage your fellow art teachers to become WAEA MEMBERS

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“Growth Happens When Kids are Challenged” Artistically

Education is a wonderful and fulfilling profession. It has its flashes of joy and its head scratching moments. These moments press us to find out what strategies and tools will best address the needs of the young people in our care. Reaching all of our students takes planning and time to understand our diverse community of learners. Common practice in our art classroom is to have multiple instructional strategies, tools, and assessments to meet the needs of the students in front of us. We plan and facilitate engaging and meaningful learning through multiple ways, differentiating our instruction to meet the needs of our students. At least that is what we aim to do. What happens when we have a student who exhibits skills and knowledge well beyond his/her peers? This article will look into supporting our students who exhibit high-ability/high-potential in our art classes. The students for this article’s focus may also fit into a formal distinction of gifted and talented in a school.

Let’s look at what we mean by gifted and talented students. First, in all Wisconsin public schools, “Gifted and Talented” is a distinction where pupils show “evidence of high performance capability in intellectual, creative,

artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities” ([Wis. § 118.35](#)). For identification, school districts take specific steps to review multiple factors while following their district’s gifted and talented plan. This plan considers several pieces of evidence that show the student is exhibiting skills beyond their current placement and provides a case that the student may require more “[appropriate programming](#)” to challenge and help them grow.

Areas reviewed for “Gifted and Talented” include five key domains: general intellectual, specific academic, leadership, creativity, and visual and performing arts. Schools often test students in the first two domains, however, visual/performing arts is identified less often. Researchers have found links between academic and artistic giftedness. Clark and Zimmerman (1998) found these links and share that high ability is unlikely to be limited to one domain. The arts can be useful in revealing these connections by revealing previously unrecognized high-ability artistic learners (Goldberg, 2006). Students in the arts may be identified as gifted and talented based on their work, through an audition, performance, or nomination.

There are a few resources you may consider using to learn more about gifted and talented strategies in art and design classrooms. The [Planning Curriculum in Art and Design](#) guide

defines the subject of art and design education, focusing on the study of visual thinking, including design, visual communications, visual culture, and fine/studio art. Within the resource is a chapter dedicated to “Art and Design Education for Differing Abilities.” This chapter provides in-depth strategies including key factors to help you identify students that are high-ability in art. It also shares ways to support all learners through the use of Universal Design for Learning, adaptations in classroom instruction and resource use, and describes school system supports in place to consider. This handbook was created through a Wisconsin team to assist teachers and gifted/talented professionals. Within Appendix B, there is information outlining strategies, tools, and resources about gifted and talented supports in art and design. When you have a student who may exhibit skills beyond their peers in art and design, please connect with your gifted and talented district coordinator and check out this resource for guidance.

There are two more resources to use in building your understanding of gifted and talented students in the arts. The first is an opportunity to dive into learning with colleagues through the Professional Learning Communities Arts Education page at

<https://drive.google.com/filed/0B4LMDPvLeFzLY2J6OVlpVXA1b0U/view>. This guides small teams through several resources about gifted and talented.



For those who enjoy podcasts, check out the [Arts and Creativity Podcast, Episode No. 6](#). This episode is an informational conversation between Mark Schwingle, Wisconsin Department of Public Instruction Gifted and Talented Education Consultant, and I. We dive into several questions in regards to gifted and talented and the arts. These include:

1. What is the connection between the visual and performing arts and gifted/talented education?
2. Why do you use the term high-ability/high-potential sometimes and gifted/talented other times?
3. Why is it important to focus on both addressing the needs of any students who are showing potential and those who are already identified as gifted/talented?

Our work as educators includes both joy and some head scratching moments. I hope that the resources I've shared provide ideas in your work to help our students who exhibit exceptional skills in art and design. We know that "Every child deserves to learn something new every day. Growth happens when kids are challenged Teachers have an obligation to help ALL students grow" (Dr. Lisa Wright, Teachers College, Summer 2019). Thank you for your efforts to help our students find joy and fulfilling challenges in art every day.



*Mark Schwingle,
Wisconsin Department of Public Instruction Gifted and
Talented Education Consultant*

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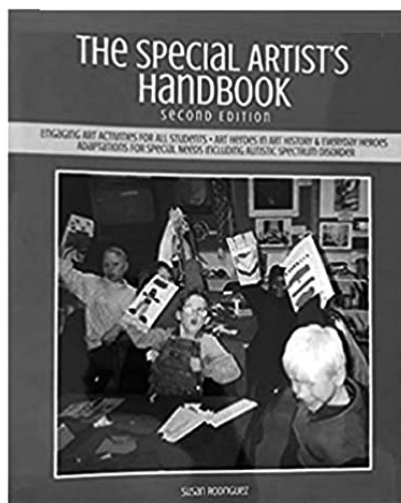
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The Special Artist's Handbook

In considering a topic for an article on working with students with disabilities, I thought a good reference with supports for students with disabilities would be welcome at this time of the school year. Susan Rodriguez, author of [The Special Artist's Handbook: Engaging Art Activities for All Students: Art Heroes in Art History and Everyday Heroes, Adaptations for Special Needs Including Autism Spectrum Disorder](#), provides a great introduction to working with a variety of students with special needs in art. Her first edition, *Special Artists Handbook: Art Activities and Adaptive Aids for Handicapped Students* (1992), was my "go to" book as I was developing my work as an adaptive art specialist/art therapist. She presents the art activities, and then adapts the activity for each of the various disabilities that an art teacher may encounter. Most areas of art making are covered, from clay to paint. The language in that edition is a bit outdated for the present language of persons with disabilities, but at the time, it was a classic. I remember seeing her present

at a conference and running to the vendor hall to buy the book after the session. Meeting her was a thrill, and over the years, I have come to know her and was quite excited when she updated the book in 2013. She kept many of her first basic activities from the first edition; I think because the adaptations are solid and can



be generalized to many other art activities and media with success.

When I am working with student teachers, I always encourage them to read this book when they are planning activities. From my experience, the student teachers come to see how one art activity can work for a class with many different challenges without always having many different preps for the same lesson. If the adaptations are

included for all the students, then the students that really need them have them available. But the students that do not need them may also choose to do the activity using the tools, thus encouraging the tools and adaptations to be a natural part of the art making experience. I personally learned some basic sign language for colors and art action words from both books, which I sometimes find myself using in art classes that do not have students that require signed communication. Susan Rodriguez also includes new art activities and approaches to students with autism in this new edition. It is a book that I highly recommend to all new art teachers as well as for art teachers that would like an update on how another art teacher considers adaptations for all their students to tweak their own practice. Even if you are familiar with the original one, you might consider checking out the new one for new art adaptations and ideas on working with students with autism.

Rodriguez, S. (2013) [The Special Artist's Handbook \(2nd Edition\): Engaging Art Activities for All Students: Art Heroes in Art History and Everyday Heroes, Adaptations for Special Needs Including Autism Spectrum Disorder](#). Crystal Publications. ISBN 9781562907082.

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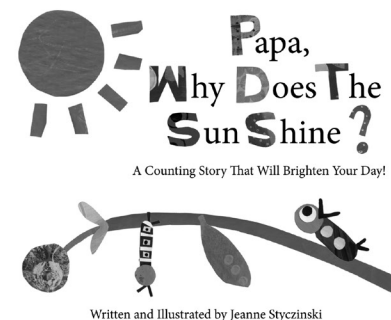
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WAEA Membership Chair

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ELLEN SCHARFENBERG



A Place for Everything and Everything in its Place

Currently I am in my fourth year of teaching and I feel like I finally have both my classroom as well as all my other teachery things organized. I have always been a pretty neat person. My apartment is typically in an acceptable state of tidiness. I try to put things away right away. 1- because I know that I will not want to do it later and 2- because it will drive me nuts if it sits on the counter all week. However, that was in my own space, not in my classroom. My classroom has a whole storage room I can throw things into and close the door. Where I can shove a box of pine cones in that weird spot in the back corner, or where I can hang the bag of lamination I never seem to have time to cut. Three years ago I switched rooms from my first classroom back to what was originally built as the art room (why they decided to move art out of the art room, don't ask me). This room was a dream! It had tons of storage space, cabinets galore, flat file drawers for papers and student work & a storage room. What more could a girl ask for? Well she could ask that someone else move all of the stuff, sort through it and then put it away in a way that makes sense but she didn't.

Fast forward two years later and I still had stuff I threw on the cutting board or on a shelf to get it out of the way, I

still had the box of pine cones in that weird spot in the back corner and a bag of lamination I still never seem to have time to cut. So what was I to do with a whole inservice day when I was all caught up on other things, but to clean. I began by recycling all the scraps that had fallen under my cutting board, consolidating boxes of markers and pastels and making a pile of things I could take to the teachers lounge to see if other people wanted. However, as the art teacher I also have a lot of random things that no one else would want, heck I didn't even want them! So it began, I brought both my garbage bins and extra bags into the back and started throwing things away. How liberating! Goodbye random bag of markers that are half dead! Goodbye box of old Christmas things a lunch lady gave me because she didn't want to throw them away herself! Goodbye box of pine cones...no wait I'll keep those I might need them for a project.

After many trips to the teachers lounge with reusable things, garbage bags and one overflowing recycling bin later, I could finally say that my storage

room was organized. I now have all my extra gallons of paint on their own shelf in rainbow order of course. All of my clay tools and boxes of clay are together in one section. I have bins with labels for each table's supplies when I can have students back in my room and painted papers that have their own drawers for each color. What more could a girl ask for? Taking the time to really go through what I have has given me better stock of what I need to order for next fall, what supplies I should use more of and peace of mind knowing where all of my things are for when I really do need that box of pine cones.



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MANDY ZDRALE

Community Connections through Art



If there is one silver lining to the COVID pandemic and subsequent lockdown, it is that creativity flourished. Whether born out of boredom, necessity, anxiety, mindfulness, a diversion, a way to occupy kids, a family activity..... #covidcreativity is real and it unites us.

Beginning right away in March of 2020, the #HappyHeartHunt was one of the first organized movements that involved creativity and creative problem solving. Their Facebook page credits kidsforpeaceglobal.org and Heather Henthorn and cites the task: "Create items around the theme of hearts to decorate your house, car, sidewalks, pace of work... Post pictures that you have created or what others have created when out walking or driving around". The activity was twofold: creating the hearts and then finding the hearts. People all over Milton/Janesville, and then Wisconsin, and then the country, began creating hearts. The bar seemed to be raised with each post in terms of the intricacy and scale of people's heart designs. People could look for hearts while out on walks or drives around town. They symbolized caring, kindness and unity; we were all in this together and we needed to



Adams School Hearts

take care of each other.

As the popularity of the window art grew, it sparked more creative ideas. It was Tim Maahs, director of the Rock County Historical Society, that first reached out to Julie Diererle, President of the Janesville Art League, about collaborating in order to thank the frontline workers at Mercy Hospital in Janesville. Inspired by the hearts in windows, the two organizations decided to make 2' and 4' plywood hearts. The hearts were free to the public to decorate then picked up at and returned to the Historical Society after being decorated. Hearts were staked into the lawn of the Historical Society, which faces the hospital, and served as a constant thank you to the employees of the hospital. As the front lawn filled, the installation expanded to the other side of the property. In the spirit of inclusion,

SSM/St. Mary's hospital, on the other side of town, was contacted and soon hearts were made for their frontline workers as well. According to Arra Lasse, co-coordinator of the Janesville Art League, every time they thought things were winding down, they got more requests for hearts. All the materials and the time to cut, assemble and install the hearts were acquired through community donations and volunteers from both the RCHS and the JAL. When the city manager and Public Works department of Janesville gave the ok, more hearts were installed around town. Soon the lawns of police departments, fire stations, the Human Society and the Salvation Army were hosts of colorful hearts.

During the Art Infusion, a Heart Art Scavenger hunt was organized. People were encouraged to find all the hearts around the city, take selfies and post



Madison Elementary, Janesville



Monroe Elementary, Janesville

with #heartartjvl. This was another point when Arra Lasse thought that everything would come to an end.

On the contrary, that was when my art teaching colleague reached out to the Art League about getting hearts for our elementary schools. The cold weather was quickly approaching but most schools got their stakes in the ground before it froze. Teachers and students have been working on the hearts throughout the winter and, with spring weather making its return, the hearts are making their outdoor debuts.

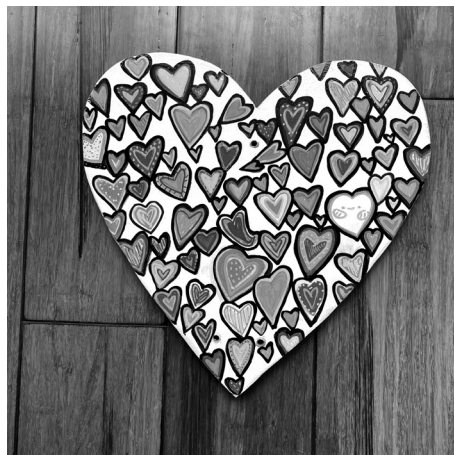
Meanwhile, the Rock County Historical Society and Janesville Art League have continued to collaborate. In December they invited the public to decorate wooden ornaments with thank you messages for frontline workers. The ornaments were hung on trees across from the hospital and they stopped counting at 200. With money raised by the sale of a heart card (designed by local illustrator Becky Driscoll) and other donations, the two organizations were able to deliver over 1500 heart shaped cookies to hospital staff, police and firefighters for Valentine's Day 2021. Another

thank you is in the works for May. The kindness and creativity continue to be contagious.

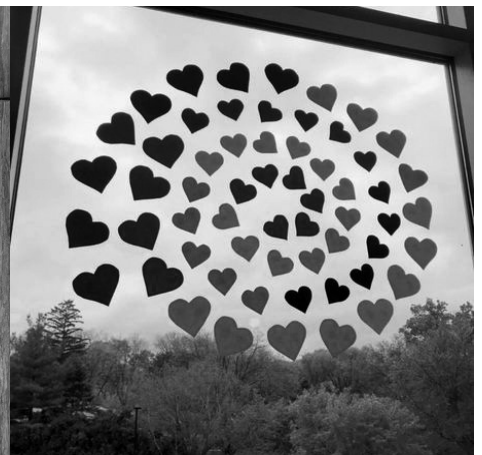
As we consider the year we have experienced, it is so nice to, not only be included in, but to participate in, this effort of public thanks. It makes me smile to see the hearts as I drive to school each day. In addition, it is a reminder of the power of art to connect, unite and engage a community. Frontline workers, essential workers, educators; all of these groups are truly the heart of our communities.



Rock Springs, WI



Adams School Hearts



Children's Hospital



Mary Nohl, Albert Zahn, and More! New Virtual Curriculum from John Michael Kohler Arts Center

Most years the Arts Center welcomes over 5,000 school children for participatory tours and workshop experience. This year the quiet galleries and empty art-making studios were reminders of the impact of COVID-19 on art education for all ages.

In August 2020, more than 20 local educators graciously offered their time to share ideas about how the Arts Center's education team might support their students by bringing the Arts Center into classrooms this year. These educators are among the Arts Center's greatest local supporters, typically prioritizing connecting their students to JMKAC by planning field trips months in advance.

The collected feedback resulted in a series of lesson kits for pre-k through fifth grade classes in the Sheboygan Area School District (SASD). Each kit provides individually packed supplies for each student, video workshop tutorials, and gallery tours that connect a collection artist from the Art Preserve to a current exhibition at JMKAC.

More than 4,000 kits have been distributed to SASD elementary schools, and the virtual resources and

lesson plans have been shared with educators throughout Wisconsin.

Access the lessons, including videos, handouts, and extension activities at <https://www.jmkac.org/engage/educators/educator-resources/>

The first two lessons focus on Art Preserve artists Mary Nohl, Albert Zahn, and Levi Fisher Ames, and connect their work to exhibitions on view at the Arts Center. Two more lessons will be released this spring — one in April and one in May — that highlight collection artists Ernest Hüpeden, Nick Engelbert, Eddie Owens Martin, and Eugene Von

Bruenchenhein. Learn more about the artists in these lessons and how you can visit the Art Centers' new facility the Art Preserve to view the work in person at artpreserve.org.

We cannot wait to welcome you back to our galleries for tours. In the meantime, if you are interested in a virtual classroom visit or a specific resource, our education team is available to help tailor curriculum to your classroom needs. We can also collaborate with you and your students on a project. Contact us at education@jmkac.org to discuss the possibilities!



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Valuing the Pandemic

DR. GAYLUND STONE



*Gaylund K. Stone, PhD
Chair, Art Department
Concordia University Wisconsin*

My mom always told me to “take the bitter with the better” - advice which, at least according to a quick search of the Internet, can be traced to the 1300s and was first recorded in a set of proverbs written by John Heywood on 1546. The idiom encourages us to accept the difficulties of life but also to look for the good in those situations which appear outwardly bad. Perhaps 2020 was just one of those situations.

And what a year it's been! We've learned a lot during this past year (hopefully) – and I'm not talking about viruses, pandemics, politics, and all the rest – although there is, most certainly, some of that as well. I'm talking about what we've learned about ourselves as individuals, as art educators, and about our students as learners. Here's a list of what I would consider the top 10:

Reasons to Value the Pandemic - A Top 10 List

1. **We've learned how to slow down and be alone.** Silence and quiet have value. Robert Hughes, the former art critic for Time magazine once wrote: “Enforced solitude, as solitary confinement, is a terrible and disorienting punishment, but freely chosen solitude is an immense blessing. To be out of the rattle and clang of quotidian life, to be away from the garbage of other people's amusements and the overflow of their unwanted subjectivities, is the essential escape. Solitude is, beyond question, one of the world's great gifts and an indispensable aid to creativity, no matter what level that creation may be hatched at.” - Things I Didn't Know by Robert Hughes (pp. 108-109)
2. **We've learned how to live with ourselves.** This is no easy task. It's far easier to stay busy and stay around other people so that we don't focus or reflect upon our own lives. Often what we learn about ourselves is hard to accept, but our isolation leaves little room for delusions.
3. **We've learned that learning – real learning – is physical in every way.** It is visceral, commanding all of our senses. This includes the usual sight, taste, touch, sound and smell as well as those parts of our physical sensing that have no particular classification. We've probably known that for a long time, but recent months have reawakened our attention to that fact. Alfred North Whitehead said, “I lay it down as an educational axiom that, in teaching, you will come to grief as soon as you forget that your pupils have bodies.” Our bodies have had our attention much of this year and the physical absence of our students has impacted our ability to teach.
4. **We've learned that we need our students as much as they need us.** The kinds of relationships and interactions between us have been sorely missed and our teaching and their learning has suffered. There is an emotional component to teaching which is much too underrated.
5. **We've learned that art objects don't matter as much as we might have thought they did.** I do miss going to museums and galleries but not nearly as much as I miss the people in my life. Direct conversation about art and life has value that a solitary visit to a gallery can't deliver. Art separate from daily life is meaningless.
6. **We've learned that there is some comfort to be had in enhancing our physical environments.** We've been staring at the same walls for over a year now and I suspect that we've made a few changes to our surroundings to cope with the monotony. Repetition may be a design element, but so is variety.



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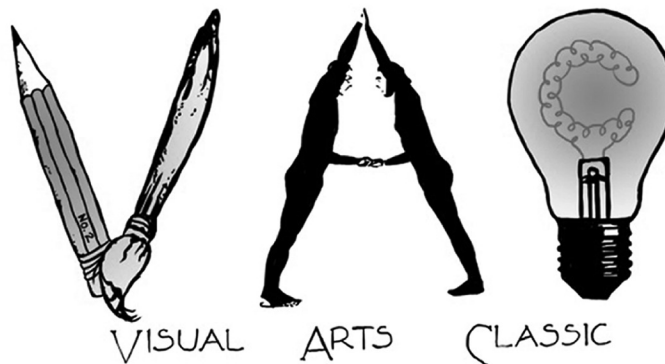
7. **We've learned that drawing, painting, sculpting and all the rest can have considerable therapeutic value.** If our work is authentic, it permits us to address our understanding of ourselves and focus on all that surrounds us. It may appear as an escape and yet be anchored firmly in reality.
8. **We've learned that we're all too dependent upon technology** – for information, education, entertainment, communication or just distraction. Hopefully, when this all fades away, we won't again take for granted the simple pleasure of speaking with someone face-to-face.
9. **We've learned that we are capable of learning in a multitude of ways and that there is pleasure in learning for its own sake.** We've come to understand that the curriculum doesn't even begin to encompass everything we want to learn. I've had a few students use their quarantine time to learn a new physical skill – a right-handed student learned to throw a baseball with his left hand and another student learned how to juggle – not particularly valuable skills in the world at large but small, measurable, personal accomplishments.
10. **And, finally, we've learned that we are all weak and vulnerable.** We need each other and we need to help those around us to the best of our ability. I used to tell my Art Education students that we teach because we are going to die – perhaps a bit morbid – but, nevertheless, true. Our physical life is difficult, complex, wonderful - and temporary. Whatever insights, talents, and skills we have should be passed on to others if they can, in some way, make their lives at least a little easier or more satisfying.

So, my hope is that, once this is over – and it will someday be over – that we each have a new appreciation for others, ourselves, and our work, and perhaps a much greater sense of purpose and direction – that we will take the bitter with the better or at least search out the better within the bitter.

Visual Arts Classic

waeavac@gmail.com

VAL BANKS



A Diary of VAC 2021 Art and Joy!

Visual Arts Classic 2021 is fast approaching the big event on March 20. It has been an interesting year; at best, and it continues to hold my interest and wonder of what will be around the corner. At this stage, I live and breathe VAC; checking and responding to emails before school, during and late into the night, reworking documents, uploading and downloading. It's a final rush to the end, making sure all pieces are in place before the live event. The pace slows a bit afterwards and the breathing returns to normal!

VAC looks very different this year than ever before. Looking back to last year, I am amazed at the transformation. On March 11 last year, the world seemed to come to an abrupt halt that stunned and confused us all. But for VAC, it was a scramble to finish out the two last remaining regional competitions just two days later. It worked. Myself and a few others redesigned, revamped, and reworked both Stevens Point and LaCrosse regionals the night before. Amazing what ambition and tenacity a person can discover when pushed into a different direction - that was me. I had never worked my computer so hard and it didn't fail me! Both the Stevens Point and LaCrosse Regionals were

successful, better than I imagined. Did it go off without a hitch? No, but overall it went very well. The coaches were so flexible and the students were thrilled at making history. However, I decided to cancel the state event given the enormous and uncertain situation and to be extremely content at how well we were able to complete all the regional events.

We began to plan for 2021 VAC shortly thereafter. I knew and moved forward with an understanding that VAC would be completely virtual. That seemed to be the direction we were all heading and that made the most sense. All schools looked and felt different: some all virtual, some in-person and some a combination. All the while, teachers were adapting to a very different way of teaching to their students. Masks, disinfecting, social distancing, washing hands constantly and in the midst of all this, there are the steadfast VAC coaches wondering how it would look this year. And 'looks different' indeed.

The theme seems to fit: Art and Joy. We all need a little bit more joy this

year and the artist list filled the need. My first and foremost goal was to make this as close to a fair and equitable VAC event as possible, knowing there would be so many adjustments along the way. I changed the competition day of the week to a Saturday, the schedule was reduced to four hours instead of eight, parts of the competition were either canceled outright or rearranged, all regionals were scrapped and in its place a one-day event and of course, but most all the documents, folders, files, etcetera have been revamped to work for a virtual VAC. Again, my old trusted computer has not failed me:)! Of course, I could not have done this without the trust of all the coaches that I would do my best for the students. Our students have always been in the foreground of how I have been constructing this year's VAC, doing the best I can to make it fair and equitable for our students. It has been a challenge and a daily changing exercise in creativity. As schools changed, I too changed to adjust what VAC would look like and how it would run. There have been times when I bugged Nancy and Dana "just once more" to clarify what and how I was thinking; they



McFarland's VAC submission



Sparta's VAC submission

never failed me and I so appreciate it.

From the beginning of this school year until March 20, time seemed to drag at times and then fly back so fast I wondered how I would get everything done. I must say, I had butterflies on Saturday morning, March 20. I was so excited for this momentous VAC and anxious that technology would not fail me. The day was so much more than I could ever have hoped. I was truly filled with joy; watching the screen fill with familiar faces of coaches, new faces and so many students from across Wisconsin. It was simply amazing. I still smile just thinking of how fantastic the day was. We didn't lose anyone, everyone logged into Zoom, the Quiz Bowl went along smoothly and then students spent time creating art. Coaches were helping students, or just sitting back enjoying the time, I spent time putting out a few fires behind the scene and we visited off and on over the screen. It was a

beautiful thing. There are not enough thank you's to go around!

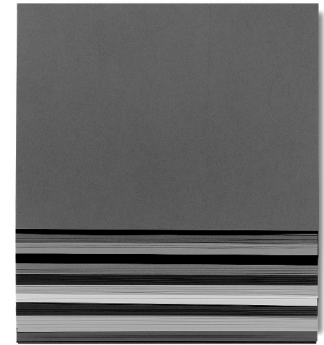
There is this special place in the heart of a VAC coach. It is hard to explain, but it's a desire to watch from a distance how our students explore and create amazing art from the prompts that are designed to challenge and inspire. We do this for our students. Along with our teaching for all our students, we wait with anticipation for the first email coming across our desk announcing the start of VAC, not to mention our students pestering us of when the prompts will arrive. This does not say that we are not disappointed from time to time, because we are. Students have busy lives too and VAC is not the only thing they have going on. But, we give it our best for our students. Just this morning, I received an email from a coach that one of her students dropped out and she was so disappointed. Not so much in the student (because we know

they have lives too) but rather how 'this new way of being' has changed everything. If she and her students were in-person, if she was with them daily, side by side encouraging them with their difficulties, this student would not be so quick to quit. We cannot beat ourselves up; we do the best we can under the circumstances and these circumstances are tough. VAC is resilient and enduring and will continue to thrive for our students under any conditions. I have come to realize that the backbone of VAC is the coaches; it is through encouragement, patience and guidance of working with teenagers, we bring forth the love of art in their being! We guide them and they take the bait; if not today, then tomorrow!

It is always an honor to work with such wonderful people; thank you so very much!

Imagined Plants

Lesson Plan for Grades K-12



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Item #11409



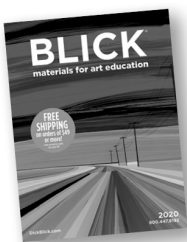
Elmer's Glitter Glue
Item #65304

Take a cue from Dr. Seuss! Create a new plant species and imagine its role within an ecosystem.

More relevant than ever, "The Lorax" describes a world where trees disappear because of non-sustainable practices. This lesson encourages students to create their own unique and colorful plants, and then envision the ideal environment in which they will grow, thrive, and benefit humans and other organisms.

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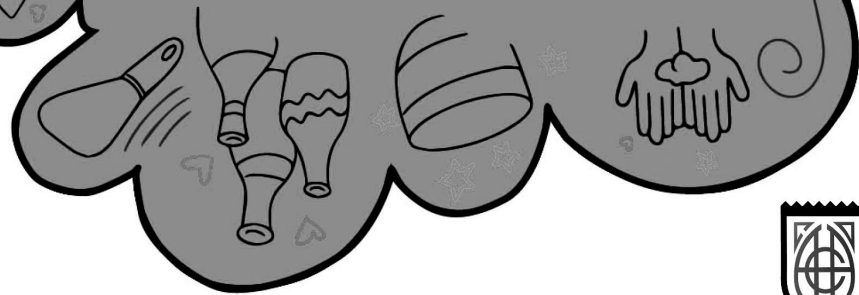
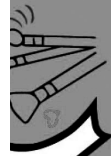
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New Wisconsin State Standards

Did you know that Wisconsin adopted new Visual Arts State Standards on November 1st, 2019? This new set of standards replaces our old ones from the year 2000. The 2019 standards were modeled after the revised music and theater standards from the State, which were written using the National Core Arts Standards language and format in mind. Carolyn Stanford Taylor, the Wisconsin State Superintendent, said of the new standards, that the "... overall focus of art and design is to build students' skills and knowledge through multiple opportunities to explore and develop those skills and knowledge through four artistic processes: Create, Present, Respond, and Connect. Each encourages students to be innovative thinkers through the building of artistic literacy, technique, and presentation, and to connect to art and design across time and cultures." I believe that the standards reflect a more holistic approach to arts education by helping students connect their learning and expression to the many ways that we interpret, use, and share art experiences and understanding.

Led by the Arts and Creativity Education Consultant for DPI, Julie Palkowski, the writing team for the

new Visual Art and Design Standards began work in early 2018 to review and discuss what the new standards might look like. This process involved looking at the previously revised Music and Theater standards, the current (2000) Visual Arts Standards, and the National Core Arts Standards. Through many face-to-face meetings, discussions, and public surveys, the writing team narrowed down the focus on what was essential and accessible to all teachers and students across the state. The team worked then to develop what elements would provide a strong foundation of skills and concepts in building and applying techniques, critical thinking, communicating by expressing and responding, producing and presenting, and connecting to self and community through cultural, social, and historical contexts. This was a very illuminating experience to be a part of. The conversations were so rich and filled with so many different perspectives. We worked to hear everyone out and to make sure that everyone's concerns and ideas were considered. Before the work began, I imagined that we would get together and write out the standards in one day, but that was not the case at all. The standards went through so many revisions and adjustments. Again, such an amazing process to be a part of.

The State Arts Standards all use the grade band format: K-2, 3-5, 6-8, and 9-12. The Visual Arts Standards contain a set of four standards; Create, Present, Respond, and Connect. Each standard includes performance indicators for each grade band that

are meant to scaffold the learning for students. These grade bands were also adopted in the Music and Theater standards. They offer educators a way to meet the evolving needs of their students. The performance indicators in each grade band show teachers how to scaffold that learning and how to help each student master the standards.

You will notice as you read through the standards that they do not include curriculum specifics. Curriculum is meant to be written by the educator or district group. What the writing team and DPI did not want to do was dictate the art curriculum. Teachers are the ones who know their students, resources, and district goals and therefore should still have the autonomy to design their curriculum as needed by using the standards as the foundation, not the 'final word' in content. Teachers however, may look to the additional resources, such as the [WISELearn Resources](#), provided on the DPI Visual Arts Page for recommendations and ideas on how to use the standards with curriculum examples.

More information about the process, content, and the Standards can be found within the Wisconsin State Standards for Visual Art and Design Education set PDF

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ArtDesign2019.pdf>

In a school year filled with innovation, several art teachers have found creative ways to share rich content lessons with their students. Using the new state standards, a veteran art teacher from the Oshkosh Area School District, Pam O'Loughlin, has created two lessons and one unit that she is willing to share. These lessons are vibrant and exciting! Art Teacher Contact: pamela.o'loughlin@oshkosh.k12.wi.us

Resources

- <https://dpi.wi.gov/fine-arts/art-design>
- <https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/ArtDesign2019.pdf>
- <https://www.nationalartsstandards.org/>
- <https://wlresources.dpi.wi.gov/>

Components of the Standards

1. The standards are built around four artistic processes: Create, Present, Respond, and Connect.

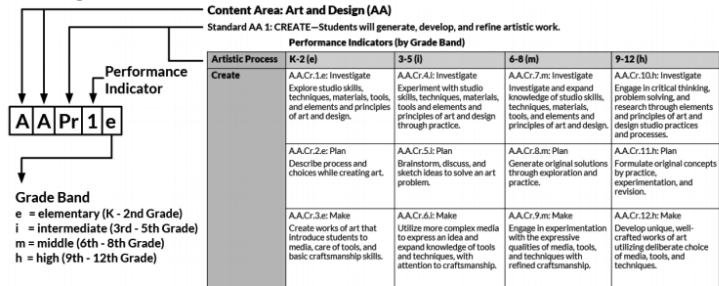
CREATE Students will generate, develop, and refine artistic work.	RESPOND Students will critically interpret intent and meaning in order to evaluate artistic work.
<ol style="list-style-type: none"> Investigate Plan Make 	<ol style="list-style-type: none"> Describe Analyze Interpret Inquire Evaluate
PERFORM Students will analyze, develop, and convey meaning through the presentation of artistic work.	CONNECT Students will relate prior knowledge with personal experience and external context.
<ol style="list-style-type: none"> Develop Communicate Share 	<ol style="list-style-type: none"> Interdisciplinary Career Connections Cultural, Social, and Historical Awareness

https://drive.google.com/file/d/1Dd6KakIVdHLCt8TnpHw2siMdHoJ7X_RC/view?usp=sharing

Standards Structure

The Wisconsin Standards for Art and Design follow a structure similar to other Wisconsin State Academic Standards. The artistic processes, also known as the standards, provide a structure that can be used sequentially or customized to align with pedagogical needs.

Standards Coding



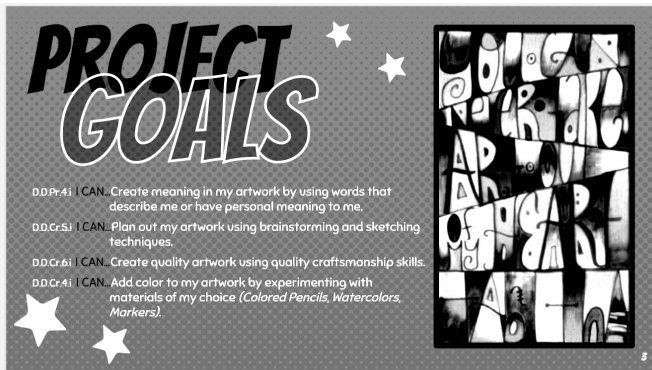
Standards Formatting

- **Standard:** Broad statement that tells what students are expected to know or be able to do
- **Artistic Process:** Breaks down the broad statement into manageable learning pieces
- **Performance Indicator by Grade Band:** Measurable degree to which a standard has been developed or met

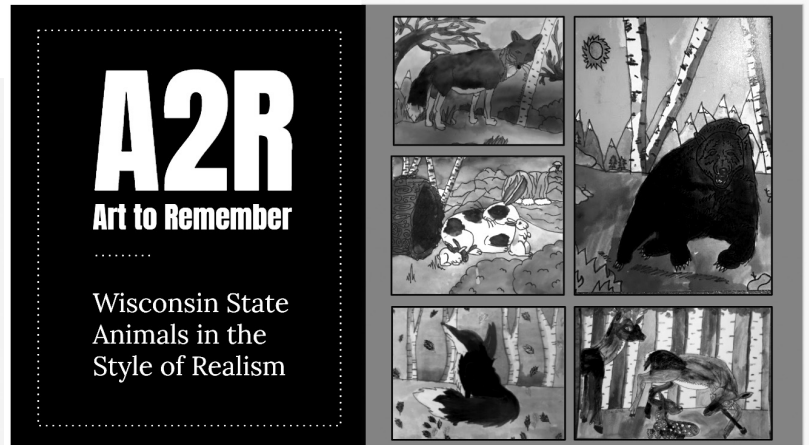
<https://drive.google.com/file/d/1DeZiVcVIRZ3anzA-22N8ynHRtHsVlfaD/view?usp=sharing>



The unit that Mrs. O'Loughlin shared is from her series of Art Timelines. In this unit, students explore the culture and art from Ancient Egypt.



The first project 'Word Art' asks students to create a work of art using lines and letter styles that integrate personal meaning for the student.



“What Is Realism?” is a rich project where students learn about realism and animals native to Wisconsin. After designing their composition, students then learn to draw a realistic style animal.



Building Relationships

The past year has been a whirlwind of virtual and in person learning, through it all working to build relationships both within the classroom and with the community has been important. I want to share with you two ways I was able to build on this idea during the past year. My district was virtual in the spring, but opened up face to face for all students in September and went virtual for October and the week after Thanksgiving.

In the spring, when we were not sure what was really happening and there really was no plan, I wanted to find a way to show my students I was there for them even though we were not together in person. I decided to create a mini sketchbook for each of them and then mail it along with a note. To make the sketchbook, I took cereal boxes and cut them to twice the length my stapler could reach, then I cut printer paper about a ½ inch shorter. The height did not matter, I just tried to get as many as I could from a box. Once I had everything cut, I folded them in half and stapled the centers. To use them with my students, each Tuesday and Thursday, I posted a prompt, they could write or draw a response. This was a great way for me to check in with my students.

This year when we were virtual, I reused the prompts during that time and again they were a great way to continue to get to know my students and their feelings about COVID and their futures.

The second project was done this fall when we were in person. The past few years, I have had my students create Traveling Tokens, they create an oil based clay token and then pour a plaster mold of the token. After the mold is finished, clay is used to create the actual token. Usually, I give students the prompt, “What are you Fighting for?” but this year we used the idea of making an award for a changemaker

What were the most important events in your life so far?

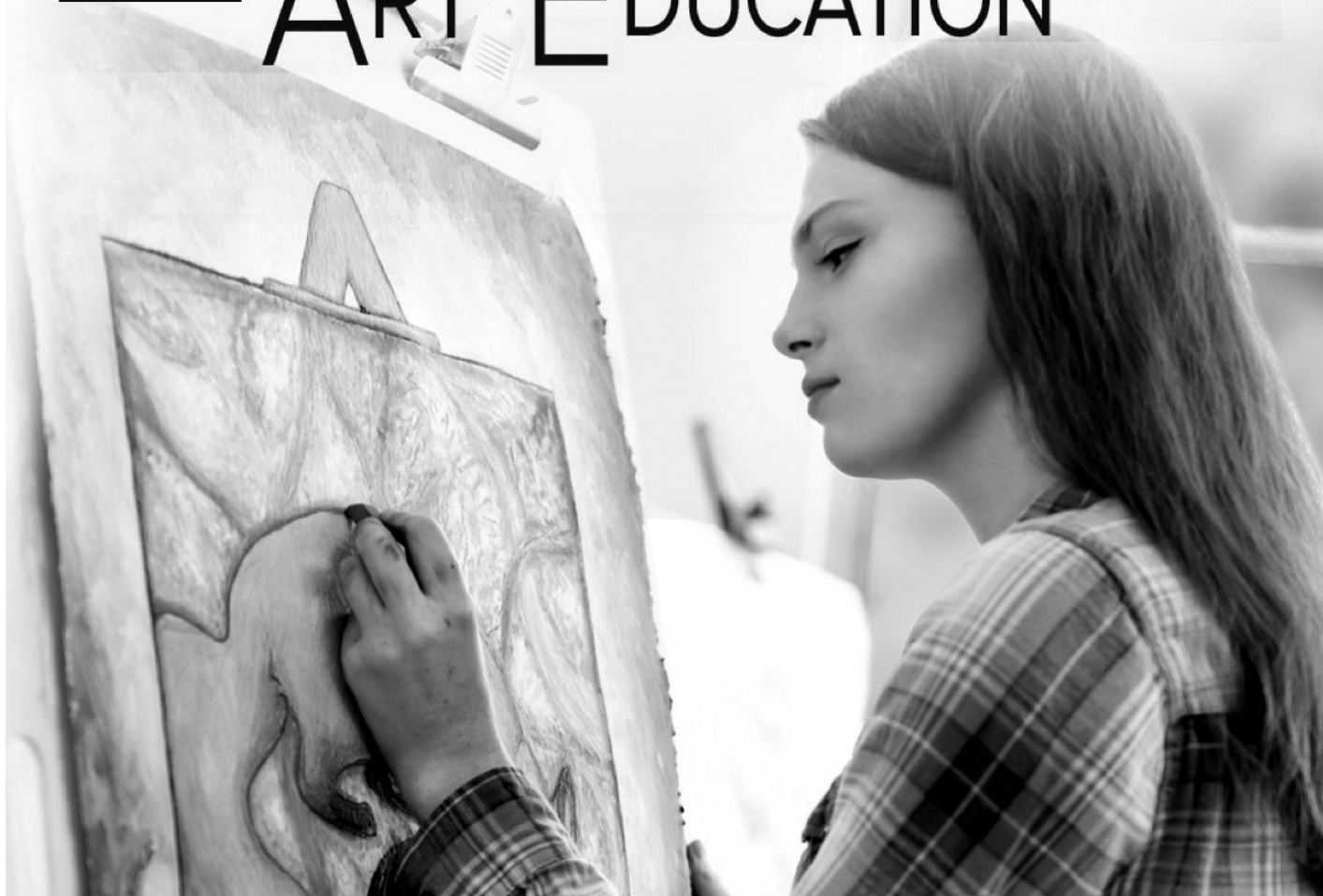
in the community. This prompt is part of a Student ReBuild project (<https://www.studentsrebuild.org/>), so for each award created a donation by the Bezos Family Foundation will be given to groups supporting changemakers in the world. For each award created a \$5 donation was given (in March it was actually doubled to \$10). My students

What do you need to ACCOMPLISH your greatest dream?

created their tokens and gave them out to all the staff in the high school and then could take home their remaining tokens to give out to others. Overall, my students created 29 tokens and raised \$290 for changemakers around the world.

As this school year draws to a close and as things slowly return to normal, I hope you can find time to reflect on new things you learned because of the challenges you faced this year, both professionally and personally. I found myself, remembering the importance of building relationships and meeting my students where they were at whether we were in person or virtual. I also learned how important it is to be connected to the creation process. I previously wrote about my drawing a day journal. I finished all 365 days and decided to try something new. Now I am doing a watercolor painting a day and learning as I go. Find time to build relationships with your students but don't forget to find time for you and your creative endeavors as well.

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Copper Enameling with 3rd-5th Grade

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THE STUDENTS

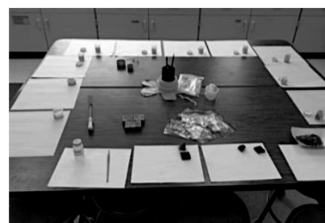
Forty-one students, from Kate Goodrich Elementary and Maple Grove Elementary schools in the Merrill Area Public School district in Wisconsin, participated in a special learning opportunity provided by the Hunziker Grant during the 2017-2018 school year. Students were part of a group of young artists that auditioned earlier in the year to be selected as gifted and talented team members for DELTA Art. Students ranged in age from eight to ten years old.



Merrill Area Public Schools

WORKING STATIONS

Creating work stations was optimal for the groups of students and allowed them to work at their own pace. There were four stages within a station. The first stage was to clean the copper blank. Stage two involved applying the enameling adhesive. Stage three included the ten colors of enameling frit for the creative work and design. Stage four was designed for detail additions using glass strings and glass nuggets. The completed piece was fired in the enameling kiln at the kiln station. Students enjoyed working at their own pace using as many different colors as they liked. They worked through the problems of the frit being too thick or not heavy or not having enough frit to cover the edges of their piece. The stations allowed for the students to go back to a color and work out the problem without waiting.



A work station



Students working at a work station

MATERIALS

- 8 Large Enameling Sifters
- 12 Small Sifters
- 6 Detailed Sifters
- 10 Colors of Enameling Frit (4 kits of 10 colors)
- 8 oz. of Glass Frit Strings
- 8 oz. of Glass Frit Nuggets
- 250 Copper Blanks (a variety of shapes and sizes)
- 30 Rolls of Zebra Wire (a variety of colors)
- 41 Pin Backs
- 41 Necklace Strings
- Enameling Kiln
- Kiln Fork and Kiln Mesh Racks



Using the frit and sifters



Kiln station



The enameling kiln

FINISHING AND WIRING

Students chose their two best designs to finish, one piece to wire and the other to use as a pin. When finishing the copper enameling, great care was taken to clean the piece with soap and water to give it a shine.

Colors of wire were chosen to work with the colors and arrangement of the enameled design. A large group lesson on jewelry wiring was completed using a step-by-step method. Students strung the necklace pendants to prepare them for the annual art show.



Beginning the wiring



Finishing the wire design

THE ART SHOW PRESENTATION

Final copper enameled pendants and pins were displayed at the annual end of the year art show in May. Jewelry displays were provided for the students to showcase their final two finished pieces.



Final pendant design



The final display at the annual art show





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Devon Calvert, President

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