

ART TIMES

Spring 2022



Youth Art Month
Spirit of YAM Award

Maya Pries, 10th Gr
My Emotions
Deerfield High School
Art Teacher: Carrie Schmidt

www.wiarted.org

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MEET THE BOARD

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EVENTS

- MARCH 25**
Youth Art Month Celebration
East Towne Mall • Madison, WI
- APRIL 1**
Potawatomi Grant Due
- APRIL 1**
State VAC Competition
UW-Madison • Madison, WI
- MAY 6-8**
WAEA Spring Retreat
waeapastpresident@gmail.com
- JUNE 18**
John Michael Kohler Arts Center
Teacher Recharge: Creative! Growth!
Register: xfiss@jmkac.org
- JUNE 20-23**
NAEA National Leadership
Conference
Park City, UT
- OCTOBER 20-22**
2022 WAEA Fall Conference
Collaborate!
Treasure Island Resort & Casino
Red Wing, Minnesota
- SEPTEMBER 1**
Potawatomi Grant Due
- 2023----
- OCTOBER 26-27, 2023**
2023 WAEA Fall Conference
Wisconsin Rapids, WI
- APRIL 13-15, 2023**
2023 NAEA National Convention
San Antonio, TX



The Board's Best Top 10 List

We hear it all the time. Teaching is hard and self-care is key. But what can we do for ourselves to make things slightly easier mentally and emotionally? I reached out to the WAEA board to see what they do. Here are our top 10 ways (in no particular order) to stay calm and mentally refreshed in spite of the stresses of work. I hope you find some good ideas for yourself here.

1. GAMES

Top pics are Candy Crush, Solitaire, Spider Solitaire, jigsaw puzzles and of course, Wordle. The general consensus is that Wordle has become more challenging since the NY Times took over. I personally enjoy the challenge! You can also get a monthly subscription to a mystery in a box. You get all the clues you need to solve the mystery.

2. BINGING

Top pics are Ted Lasso, The Ranch, iZombie, Designated Survivor, Cobra Kai, Schitts Creek, cooking shows, and binge reading.

3. PHYSICAL ACTIVITY

Top pics are walking, golfing, pickleball, yoga, and working out.

Do you have a dog that needs to be walked? Does your neighbor? It's good for you both!

4. GETTING OUTDOORS

Top pics are visiting waterfalls (even in winter), making fires outside (again, even in winter), getting out in the world trying to understand it instead of letting it get you down. I notice lots of our members post about hiking, skiing and ice skating. Another member is an excellent nature photographer.

5. RELAXATION

Top pics are manicures and pedicures, hot tubbing, and getting enough sleep. I think you can never underestimate the power of snuggling with a pet.

6. FOOD

Top pics are sushi, cooking, take-out, and small treats like mini ice cream cones. Cooking and take-out seem to cancel each other out, but I think it's completely fair to enjoy both! Luckily, I have one teen taking a cooking class and another who loves baking, so I've been spoiled lately with potstickers, chicken alfredo, oreo truffles and cookies.

7. VOLUNTEERING

I know that sometimes the last thing you want to do after a hard week is to give MORE time to others. I volunteer

at a local cat shelter. I spend 2-3 hours every other weekend to feed, change litter for, and snuggle with kitties of all ages. It lets me do good for others who don't give me a hard time about it (except when I try to give meds) and it's good for my soul.

8. MAKING

Top pics are daily sketching and/or painting, crocheting, knitting, weaving, stitchery and sewing, and home improvement projects. I know we also have members who love creating jewelry, working with metals, and doing furniture makeovers.

9. THRIFTING

Top pics are Local thrift stores and antique malls. I do love a good color organized Goodwill, but don't forget to try the local small places. There are some great ones out there. My favorite is Twice is Nice in Jefferson but Country Cupboard in Wautoma is a favorite as well. And one of these days I will get to Williams Little Store in Omro, but that's a place for a nice day!

10. LISTENING TO PODCASTS

Top pics are This American Life, Radio Lab, Undisclosed, Invisibilia, Conan O'Brien Needs a Friend, Someone Knows Something, Smartless, I Saw What You Did, I Said No Gifts, and My Favorite Murder.

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It doesn't get much more relaxing than dogs in a lap!

Teaching my friends is good for my soul and theirs!!

Conquering a challenging crochet pattern makes me feel accomplished.

BONUS IDEAS

Do you have a partner and children?

Give each other breaks. Take the kids for the afternoon so your partner can do something they enjoy, then switch.

Do your best to leave work problems at work.

So much easier said than done. But it really is a good habit to get into. I can say from experience it is NO fun listening to a partner or friend do nothing but complain about work.

Send snail mail

Handwritten letters, handmade cards, or mini pieces of art sent to people you love and care about. They will love it because it's thoughtful and surprising. And who gets real mail anymore? Then again, what do I know? Over here we call the Amazon driver my boyfriend...

Wisconsin Art Education Association's Mission:

“to promote excellence in visual art and design education for all students, art advocates, and art educators.”

WAEA President Elect

waeapresidentelect@gmail.com

BETH DOBBERSTEIN



What is Delegates Assembly?

What is a position statement?

“NAEA’s platform and position statements relate to national issues or topics of interest to the profession and/or field of visual arts education and advances the mission of the organization” (NAEA Website). Teachers and art leaders can use position statements to advocate for a cause. For example, you may want to increase the representation of artists of color in your curriculum. To do this you might need to purchase resources to use in class. You could share the NAEA position statement on diversity with your administrators. Here is what it says,

NAEA is committed to the important role of visual art education in providing and promoting more just, inclusive learning communities in local and global contexts, and embraces diversity as an integral part of the mission of visual art education. The mosaic of our global humanity is enriched and expanded by the inclusion of all peoples and cultures and the art forms they create. (NAEA Website)

This particular position statement was one that was reviewed at the Delegates Assembly, along with four others. Some of the wording was changed to reflect contemporary language. For example, the wording for the position statement on diversity added, “make sure all voices are heard” and “belonging.”

2022 POSITION STATEMENTS UP FOR REVIEW

Below are all of the statements that were up for review and voted on. The vote passed for each revision.

I. Position Statements first adopted April 2014; Reviewed and Revised March 2017; Second Review at Five Years - March 2022

- 1) *Position Statement on Physical Safety in the Art Classroom*
- 2) *Position Statement on Diversity in Visual Arts Education*
- 3) *Position Statement on STEAM Education*
- 4) *Position Statement on Visual Literacy*
- 5) *Position Statement on the Ethical use of Copyrighted Imagery and Primary Sources*

For more information on what was revised see: <https://www.arteducators.org/about/platform-and-position-statements>

NEW INTEREST GROUP

In addition to the position statements, the delegates also approved a new interest group History and Historiography (HHIG). The collective purpose for HHIG is to explore the history and historiography of art education broadly from national, international, and comparative perspectives, and provide historical context for the formation of

(continued on next page)



Photo Credit Beth Dobberstein

educational policy (NAEA Website).

It was a privilege and honor for Devon and me to represent Wisconsin at the Delegates Assembly. Participating in

the delegates assembly provided me with a better understanding of how our national body offers support for teachers and art leaders. The time, research, and thoughtful consideration

that goes into the development of position statements as well as the facilitation of Interest Groups makes me proud to be a member of such a wonderful organization.

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Save The Date!

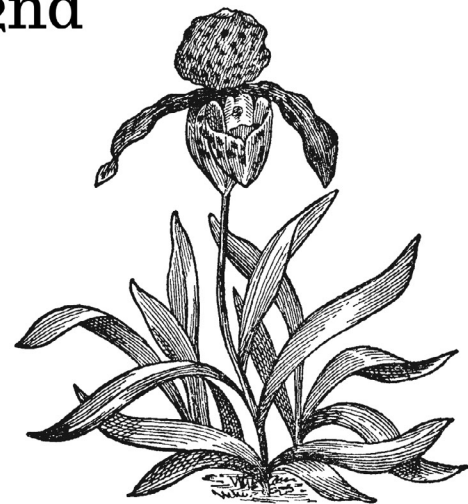
FALL CONFERENCE 2022

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

22nd



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WE WANT YOU TO BE A
PRESENTER

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

What is your vision for arts education? We need your help in providing engaging and meaningful sessions. Please consider presenting a session on a topic of interest to you and our conference participants. The conference committee is aiming for a range of sessions that include, but are not limited to:

- Equity, diversity, inclusion and justice
- Innovative uses of technology in the art room
- Information about the new National Core Arts Standards
- Connections between Common Core Standards and visual arts
- Collaborations with local artists
- Experiences that draw upon connecting the community with art
- Demonstration of hands on lessons
- Art lessons for all types of learners
- SLOs and Educator Effectiveness
- Arts advocacy
- Arts integration
- Makerspace
- STEAM

Please complete the information below and submit your proposal to Ellen Scharfenberg at membership@artedmn.org by June 1st 2022

[Click Here to fill out the presenter form](#)



Are You Too Comfortable?

able to stick to my wheelhouse of drawing, painting, and collage, which offered me a refuge in a crazy time. But I know that my students truly crave and thrive creating something 3D like sculptures and ceramics.

create sculptures and watching them work has been therapeutic. They are thriving with this lesson.

This experience made me realize that in order to give my students a complete art education, I need to add those lessons, materials, and teaching methods that I gave up, back into my daily repertoire. It's easy as an educator to go back to your comfort zone, or wheelhouse, in times of stress. We did that to survive, to give ourselves grace. But now is the time to dip our toes back in the water. We need to slowly make ourselves uncomfortable again. Our students deserve a full experience in our art rooms and we can give it to them. We just forgot how for a bit.

This past month I dipped my toe in the sculpture pool and found the waters (surprisingly) amazing! As I created my samples to practice I ended up finding so much joy as an artist, that I went on to make several. As I did this I realized the importance of using these materials with my students. There is something magical in the tactile nature of working in 3D. My older students are using egg cartons, cardboard, and celluclay to

It's been what seems like forever since we've had a 'normal' school year. With the past 2+ years of ups and downs and many, many firsts in education; we have lost a bit of ourselves. As educators we have had to do the impossible, and in doing so we made choices to help us survive. Maybe you chose to use a smaller variety of media for your students, or kept things to 2 dimensional works only. Maybe you limited student choice to help keep more control in a situation that felt out of control. We have all made decisions and sacrifices that have impacted our teaching style and our programming.

As things in our classrooms are starting to return to our new 'normal', it can cause you to pause when thinking about how to reincorporate those lessons or teaching methods you put on the back burner these past years. Even the most seasoned art educator is going to give some pause when trying to teach a ceramics lesson after a three year hiatus.

As an educator, I have always had a hesitation about teaching 3D lessons. It's my weakest area and I was absolutely fine to not teach sculpture lessons during the pandemic. I was



5th grade students add paper clay onto their cardboard animal sculptures
Photo Credit Susie Belzer

Contemporary with Calvert

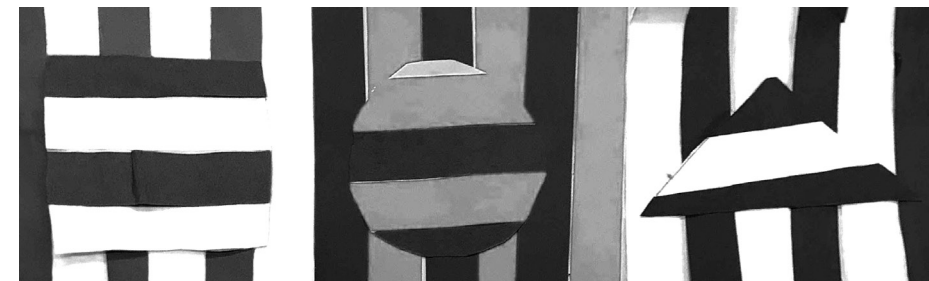


Photo Credit Devon Calvert

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

My 2nd graders just finished up learning about Sol LeWitt. While Sol technically passed away in 2007, I still call him a contemporary artist with my students because he lived so recently. He is known as a conceptual artist as well as a minimalist. Conceptual artists believed that even something as simple as coming up with the idea for an artwork could be considered art and minimalists created work as simply as possible. Sol is most well-known for his instructional wall drawings. He would write up directions for an artwork and then send the directions to a museum or gallery. It was up to the museum/gallery to create the artwork based on his instructions. Because the instructions were open to some interpretation, no two artworks

came out the same, even with the same directions.

After learning about Sol, we had a conversation about complementary colors and where they were in relation to each other on the color wheel. Students were then given a 6x18 sheet of paper that I had folded into thirds. I also pre-cut tons and tons of half inch strips of construction paper. Each table was given a set of complementary colored strips and students were asked to fill up each 1/3 of their 6x18 paper with a different set of complementary colors. By the end of class, they had all three sets of complementary colors displayed across their 6x18. (IMPORTANT NOTE: You need to do an awesome job of gluing or your shapes will lose all their paper strips when you cut them out next class.)

On the second day of the project, we recapped on Sol LeWitt. Then we did the EXACT. SAME. THING. as we did last class. This gave us two different strips that each had the 3 sets of complementary colors.

On the final day of the project, we



talked about Sol's use of geometric shapes. Students used geometric shaped tracers to trace a shape onto each section of one of the 6x18 papers. Students then cut out their shape and glued it down to their remaining 6x18 paper, making sure that they gave their shape a quarter turn so that the shape's lines were perpendicular to its background. When finished, I found some instructions for an instructional drawing online so students were asked to make their own drawing by following the instructions. At the end of class, we toured our "art museum" and checked out how different everyone's work was based on the same instructions. This also gave us a chance to talk about how you act in an art museum.

- Tip #1: Walk SLOWLY.**
- Tip #2: Walk with your hands behind your back.**
- Tip #3: Mutter "That's interesting" in front of an intriguing artwork.**

I hope your students enjoy this project as much as mine have!

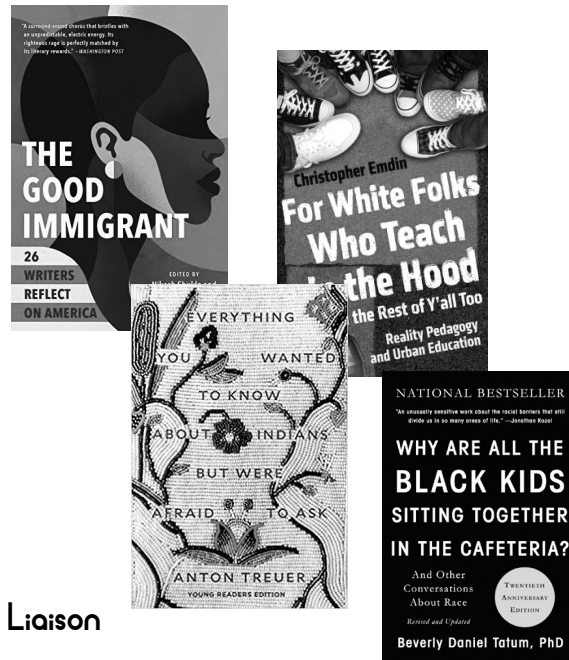
Culturally Responsive Teaching

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JUSTIN MARKGRAF
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Culturally Responsive Teaching Begins with Us!

We have been attending regular monthly meetings with a group of Art teachers from around the country. The group gets together after reading a book on the monthly book study list and we share ideas and discuss the book. The group is, "Anti-Racist Art Teachers" and can be found on Facebook if you are interested.

Significance of these books for the white art teacher, walking in the shoes for a moment of minority students we all have in class. These powerful books have stimulated valuable conversations. Joining this group has connected us to like minded art educators who have the same shared vision of equality for all students.

Please think about some scenarios of what each of you deals with and hear from students. The personal experiences and how you each deal with them and other ideas of ways we can be successful in our art rooms. Here is a jamboard to join.

(<https://jamboard.google.com/d/1r0Hm65OoteyEQUIYkVzXxdfHQ-4ncix7IKNh5tDWxqA/viewer>) to share and comment on ideas. To develop dialogue between us all. We believe that we all deal with racism (and similar) but we also agree that we deal with different types of these things. Talking about rural and urban settings.



ANTI-RACIST ART TEACHERS

Working towards removing biases, stereotypes, and false narratives in art education.



SUBMIT YOUR PROPOSAL
to Present at the
2023 NAEA National
Convention

SUBMIT YOUR PRESENTATION PROPOSAL



SUBMISSION DEADLINE
June 1, 2022 by 11:59 pm ET

ACCEPTANCE NOTIFICATION
Acceptance notifications will be
e-mailed by September 30, 2022.

NAEA invites YOU to share your expertise with visual arts educators who are committed to NAEA's mission to "champion creative growth and innovation by equitably advancing the tools and resources for a high-quality visual arts, design, and media arts education throughout diverse populations and communities of practice."

[Submit your proposal](#) to present at the 2023 NAEA National Convention

Encourage your fellow art teachers to become WAEA MEMBERS

FREE OPPORTUNITIES

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

MEMBER ONLY OPPORTUNITIES

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

Membership at **WIARTED.ORG**

Full Time Student \$40

1st Yr Teacher \$70

Retired \$55

Associate \$85

Active \$85



“Guilt: The Gift That Keeps on Giving”

-Erma Bombeck

Raise your hand if you have ever felt guilty as a teacher.

Now look around (metaphorically, obviously) and you'll see you're not alone. Guilt is defined as a feeling of having done wrong or failed in an obligation. Teacher guilt is described as feeling like there is always more you want to do for your students, yet there just simply isn't enough time and let's be real – there definitely isn't enough time to tick off everything on our never ending “to do” lists. Guilt is an easy thing to feel these past few years when things keep getting stacked on our plates, but the plate size doesn't grow. Going into this profession we already know we're going to work outside contract hours; unfortunately, it's just the way it is. Yet, we accept it because we know it needs to be done. Teacher guilt looks and feels different for all of us. I reached out to a group of art teachers and had them explain to me why they feel this way. Here are some of the most talked about topics:

- I feel so bad when I lose my patience and get loud and barky.
- I feel bad when I miss a day of school despite having a fever/sick/going to doctor. The kids

need me! They might just cancel my classes or not find a sub! And the rest of the teachers miss their precious prep.

- I am quitting my job because of my mental health, but I feel as though it is my duty to finish the full year for the sake of my students. I want them to have stability.
- At the end of this year, I am leaving teaching after almost 9 years. It is for my mental health & well-being. I feel extremely guilty & selfish & feel like that's how others view me leaving as well.

Am I doing enough?

- I don't feel like I can take a day off if I need to. We have one sub that I'm not allowed to use, so if I don't come in kids don't have art that day and other teachers will have to scramble to cover the breakfast/lunch/recess duties.
- Being guilted to give up a Saturday in May to be at our district art show. Missing family events and such since “the families and kids really want to see their art teacher.” The art show also takes hours of personal time to prepare for. This year it's the Saturday before Mother's Day.

- Guilt for using sick days, guilt for coming in sick, guilt for using personal days, guilt when my sub plans are too easy or too hard, guilt for disciplining kids but the whole class suffers from it
- Guilt because during COVID we feel we are doing less even when we are doing more.
- I feel guilty about the amount of my own money I spend. I could put that money towards something for my family instead.
- I feel ashamed and guilty when I look at seemingly “perfect” art teacher Instagram's and compare myself – being negative that I am not doing everything they're doing
- I feel awful because I am continually bringing home my stress from the day it is really starting to affect my personal relationships.

I felt, understood and connected with each comment that was shared. Am I doing enough? Are the students learning everything they need to? It's ok if I use my hard-earned money to buy classroom supplies. I'll just come in a bit earlier and stay a bit later and I can get the rest of that art matted and hung. The list is literally endless.

So, how do we combat those guilty feelings?

First, don't ignore it. That is a surefire way to bring you, your family and your students down. We need to remind ourselves that we are human.

(continued on next page)

Here are a few things that could help counter those overwhelming guilty feelings:

Set a reminder or a timer on your phone to leave by each day. There is a teacher in my building that has a timer go off every day at 4:15 so that she leaves at a decent time.

- Remind yourself *why* you became a teacher. I have a folder of little notes, cards and drawings I have saved over the years to look at when I am feeling down or discouraged. Those sweet little tokens from the students can turn my day around.
- Talk with other teachers in your building, find common ground. We are all in this together.

- DO NOT COMPARE YOURSELF TO OTHER TEACHERS. I'm gonna say this one more time: Do not compare yourself to other teachers! Everyone has different things going on in their lives and just because their social media pages portray perfect classrooms and projects does not mean they aren't feeling guilty or struggling, too.
- Although most of us find that teaching becomes all-consuming, we need to remember and remind ourselves often that our families come first. At the end of the day, important as our teaching is, it is just that - a job.
- Check out Leah Keller's article *The Board's Best* (on page 2) to help stay mentally and physically refreshed.

Recently I have been taking a stand for myself; not using my Sunday's for creating lesson plans, not staying late to get up just one more display, saying “No” to things I just don't want to add to my plate. It has taken some of the weight off my chest and helped my personal relationships at home immensely. I can't promise that this article will take away some of your guilt, but maybe in reading it you can find common ground with other art teachers out there or even the strength and power to start putting yourself and your families first. We can't give 100% if we're not 100%.

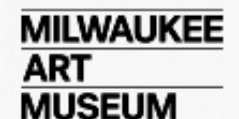
Staying guilt-free over my hot mess of a desk because I'm too busy teaching.

Inspire your students with art and resources from the Milwaukee Art Museum.



- Recharge your creativity all year with FREE admission for WI K-12 teachers
- Engage with virtual tours year-round
- Support curriculum with lesson plans, videos, writing activities, and more
- Plan for in-person tours in spring 2022

Visit [teachers.mam.org](https://www.teachers.mam.org) to explore digital resources, sign up for Teacher eNews, and schedule virtual and on-site tours for the school year. We look forward to sharing art experiences with you and your students!





WAEA 2022 Scholastic Scholarship Art Awards

The 2022 Scholastic Art Awards: Wisconsin Exhibition was on view at the Milwaukee Art Museum's Schroeder Galleria from February 5 to March 20, 2022. Members Dani Graf and Kaitlynn Radloff picked the two winners for the WAEA Student Scholarship Awards.

The two works selected were *Portrait of an Igbo Woman* by Cearah Egwuonwu, a senior at Oregon High School and student of Heidi Coutre, and *Sheshnag* by Mia Greyz, a senior at Nicolet High and student of Becky Schmidt.

The Scholastic Arts program acknowledges excellence in the visual arts. It is a juried show and the winners will compete at an exhibition that is nationwide. The judges felt that these two works demonstrated superior craftsmanship and excellent use of materials.

The show represented the best of Wisconsin student art. I hope you had a chance to see it!



Portrait of an Igbo Woman by Cearah Egwuonwu



Sheshnag by Mia Greyz

POTAWATOMI GRANT FOUR SEASONS NATURE JOURNALING

Received by Beth Dobberstein

Have you ever had a cool idea but knew that you would need additional funds to complete the project? Our small rural school sits adjacent to a beautiful nature trail. The Eagle Nature Trail serves as inspiration for many art projects. Last fall, as we walked the trail, I could not help but wonder how students can get a closer look at this fantastic resource in our own backyard? One of the trail volunteers, Jean Weedman, spoke about a hand-held microscope that she used to look at plants and bugs. Another nature lover showed me her nature journal full of intricate creatures she observed while hiking in the wild. I knew my students would learn and love the opportunity to use both.

So many of our students spend their free time glued to a screen. I wondered how we could share the beauty of nature with our students and strengthen their observational drawing skills at the same time? Applying for the Potawatomi Grant was the answer.

The funding from the grant allowed me to purchase nature journals for the entire fourth grade. In addition, I was able to buy hand-held microscopes, cases, magnifying glasses, nature books, nature games based on field guides, and mini watercolor sets to take on the trail. Students will use the new equipment for years to come. The students spent the fall semester exploring the trail and documenting what they saw. Trees, birds, plants, and landscapes were a few of the entries in their new nature journals.

struggle for students to walk in the deep snow. The local library also has access to the nature trail. I approached the librarian, Alli Chase from the Alice Baker Library in Eagle about buying snowshoes for the students to use. The librarian wrote a grant and received funds for 24 student snowshoes and four adult sets of snowshoes. The snowshoes and the microscopes allowed for students to closely observe nature, even in the winter. With pride, the librarian displayed the nature journals at the library.



Photo Credit Beth Dobberstein

New growth and crawling bugs will inspire our work when the snow melts this spring. The students from Eagle Elementary School are grateful for exploring nature using microscopes, magnifying glasses, and recording their findings in a nature journal. Thank you, Wisconsin Art

Education Association, for providing the Potawatomi Grant to help make this happen for us!

One day the trail was covered with a beautiful fresh snowfall. We noticed that in winter, animal tracks replaced the native plants and intricate patterns appeared in tiny snowflakes. It was a



Photo Credit Jean Weedman

Photo Credit Beth Dobberstein

Youth Art Month Chair

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JEN DAHL



Youth Art Month is Not Just for March!

As art educators we know that we celebrate creating all year long. March is designated Youth Art Month. There are many ways that I celebrate art every month. I have done many different things to put the spotlight on art.

Each month I choose one artist per grade level to be artist of the month. Artists of the month get a certificate, some fun art supplies (things that I usually pick up at conventions) and a photo with their work that is plastered all over social media.

Mini courses are a fun thing that the middle school collaborates with the elementary school each year to create something fun. This year we did a Cassie Stephens inspired paint by

number and we literally painted the town of Black River Falls. The show was at the library and we even had a press release!

Our Town-Press Release
Collaboration has been tricky at best over the past couple of years. The Middle School and Elementary Schools have been collaborating for many years during Middle School's Mini Courses but we could not meet the past couple of years because of COVID. Fortunately,

(continued on next page)



Photo Credit Jen Dahl

BLICK art materials

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we were able to reconnect this year and would love to show off what we did! We would like to invite you to visit our collaborative art show. Our Town will be on display at the public library from March 4-31, 2022 during regular library hours.

Our Town is a group of 18 acrylic paintings that were created in paint by number fashion with the collaboration of Middle School art students and Red Creek Art Students. The artists are giving viewers a fantastic opportunity to check out hotspots in Black River Falls. The exhibition includes all of the School District of Black River Falls buildings, The Lunda Community Center, The Ho-Chunk Nation District One Community Center, Public Library, Main Street, Dairy Way and much much more.

Again, we would like to invite you to come to the exhibit, which is part of the k-12 Black River Falls School District Art Show on display at the public library from March 4-31, 2022 during regular library hours.

Jen Dahl-Forrest Street and Red Creek Elementary Art Educator Amy Olson-Middle School Art Educator



The Post Office is our very own little art gallery! The ladies that work the front window at the Post Office once asked if we could do a display. Now my district rotates work in and out every month from different grade levels. I always call it our own little art museum because the window sills are very deep and can display lots of work. The walls are granite and make the perfect classy museum feel for all of our works of art!

Endorsements and advocacy! We need to be a big cheerleader of the arts! I am including a quick and easy link to endorse the arts. Please share with everyone you know. How can you advocate for art? I have found I make a simple, easy and attainable plan each year and I talk about it all the time! Getting students, families and the community excited for art is an important piece of our work!

ADAPTIVE ART SPECIALIST

sloesl79@gmail.com

SUE LOESL



Adaptive Art with Autistic Students

Students with autism that have specific media preferences in art-making can challenge art educators to grapple with goals for the art curriculum and student goals. As an adaptive art specialist, I support art educators of students with challenges using adapted media, tools, and techniques. Together we problem solve strategies with students presenting their own unique approaches to art-making. Kendra was a non-verbal HS student with autism that had a specific way of creating art with Scented Mr. Sketch Markers and would not use other media. Her technique was to take the markers from her organized order in their box, dump them on the table, take off each top, smell it and make one fast,

straight one-to-two-inch mark (with occasional curve), put the cover back on, and place it on the table next to the other ones. She then randomly chose other colors to continue mark-making on her paper, drawing colors next to each other with some overlapping, usually within a small area over and over. We took great care that her area was prepared for her when she came to class; she would very independently begin her process, regardless of what the rest of the class directives. If not, she could become aggressive and physical with her aide, would loudly yell, and needed to be escorted out of the room to regroup.

Kendra's technique also included lightly pressing the colors to the drawing surface, which was taped flat to the table in front of her. In observing her working, she did not always connect marks with the paper, which was a lot of work with no marks. We tried to assist her mark-making for

more successfully contacted marks by taping her paper to a tabletop easel for a more vertical surface. At first, we taped her paper to the table, and then set up the easel next to it and requested that she try drawing on that. Nope, that was not going to happen, as she pushed it away, well, tossed it and she needed to leave the classroom. A few days later, we reset the easel with a work she had done previously, anticipating, well, we were not sure what to expect. Kendra came in, assembled her markers, and started adding more lines to the eased work. No throwing, no outbursts, all good. A week later, she made marks on Foam Core™ and we assisted her in making a collage of her drawings. A scented glue stick was modeled in her technique, offered to her and she used it without incident. We were also able to take a round piece of paper and rotate it as she worked to create an even more interesting piece in her technique. Her parents were thrilled to see her work evolve, without losing her technique she had done since a small child. Kendra's particular preferences for art materials was acknowledged and the goals of participation in art class and creating her own art were embraced by both her and her art educator.



Photo Credits Sue Loesl



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DPI: Fine Arts & Creativity Education Consultant

Christopher.Gleason@dpi.wi.gov

CHRIS GLEASON



We All Want Better

My focus was inward - “how was I doing?” “was I going to get a good evaluation?” and “do the kids like me?” As I matured, learned more, and gained confidence, my philosophy shifted to the students. I learned as much as I could about them and focused on creating conditions to flourish and grow.

I believe in many respects, we are working towards the same goal in the United States and Wisconsin. We need to create a system of education that provides opportunities for all students to find success and happiness. We need to create the conditions to “see” children better, respond to their unique needs, cultivate their individual curiosities, and nurture their sense of self-worth and belonging. One size does not fit all and never has.

After our lunch at South Peninsula High School in Cape Town, I walked with the music teacher from the high school, who told me, “We all just want better for our children.” So it is with us. I’m thrilled to work alongside all of you in this profession and to continue to strive to build a better future for our children.

Chris Gleason is the Arts and Creativity Consultant with the Wisconsin Department of Public Instruction. He is also the 2017 Wisconsin Teacher of the Year and Finalist for National Teacher of the Year.


References:
Mandela, Nelson. Long Walk To Freedom: The Autobiography Of Nelson Mandela. Boston : Little, Brown, 1994.

I looked at my watch, having just finished eating my third meal on the same flight. I said to myself, “only three hours left until we land.” The twenty-hour journey to South Africa certainly provided me with ample time to finish Nelson Mandela’s autobiography, Long Walk to Freedom, before landing. As I read, I underlined this quote by Mandela, “Education is the most powerful weapon which you can use to change the world.”


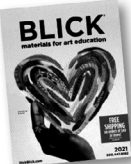
After twenty-five years of teaching in public schools across Wisconsin, I am thrilled to join the team at DPI to serve our schools, communities, and children. My trip to South Africa provided me with an opportunity to gain perspective and see the world a bit better. When I use the word “see,” I don’t mean finding them visually, but instead intentionally making an authentic connection with the student while actively assessing their knowledge, skills, hopes, dreams, and aspirations. Admittedly, when I first started teaching, I barely “saw” one student, much less all of my students.

While in South Africa, we visited South Peninsula High School. Our tour began with a poignant address by the principal. He said, “Education in South Africa has never been equal. In the 67 years of its existence, the teachers and past principals of this institution have striven to instill in its students the values of a just and equal society. Even today, South Peninsula students are reminded that it is only through education that the changes that are needed to transform our unequal society will materialize.”



“Education is the most powerful weapon which you can use to change the world.”
 ~Nelson Mandela



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WAEA Secondary Rep

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The Visual Arts Classic is a state-wide interscholastic team art competition for high schools! Each year teams receive challenges based on a different theme (2022 was Art and Line). Teams of 12 students create art, study art history and work together as a team in the quiz bowl and creative problem solving categories. The competition consists of 3 challenges:

Individual Art Making: Students create a Long Term art piece in a chosen category based on a prompt and bring it to competition to be judged AND create an On Site work made at the competition based on a surprise prompt. Students can earn points for their team as well as individual ribbons and medals in this challenge. Categories include Painting, Drawing, Mixed Media, Sculpture, Fibers, Photography, Graphic Design, Personal Adornment, Ceramics, Printmaking and Art History.

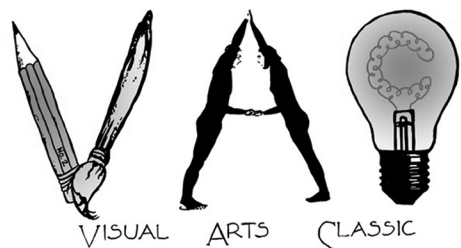
Spread the Word about VAC!

Creative Team Problem Solving: This challenge requires the team to work together to come up with a creative solution to a problem and then present it to a panel of judges. (This category was on hold during the pandemic but will be coming back in 2023 with a new spin!)

Art History Quiz Bowl: Teams study a list of artists related to each year's theme and compete in a quiz bowl of trivia questions.

This competition is a great way for student artists to gain confidence in themselves, meet other like-minded individuals from their school and beyond, see other artists' creative process, think critically about their art making and to learn about famous artists and art movements. At both the regional and state level students participate in a critique from the judges offering encouragement and constructive advice. The competition is exclusively extra-curricular so

DAVE PAWL



students do not need prior knowledge to participate and do not need to be enrolled in any specific art course.

VAC is a great way to make students feel connected to the visual arts and each other. My former students often look back at VAC as one of their fondest and strongest memories of their high school art careers. It can be a gateway for students to begin exploring a new media, or even sometimes start the journey towards a future career.

Any WAEA member can register a team (1 team per school). If you'd like more information, visit the WAEA Visual Arts Classic page or email me at pawld@mywusd.org and I'd be happy to tell you more. If you already coach a team, then you KNOW how much fun it is! Help spread the word to your friends and colleagues at other school by encouraging them to join WAEA and start up a team of their own!



Photo Credit Jana Strobel

Photo Credit Milton HS and Doua Vue

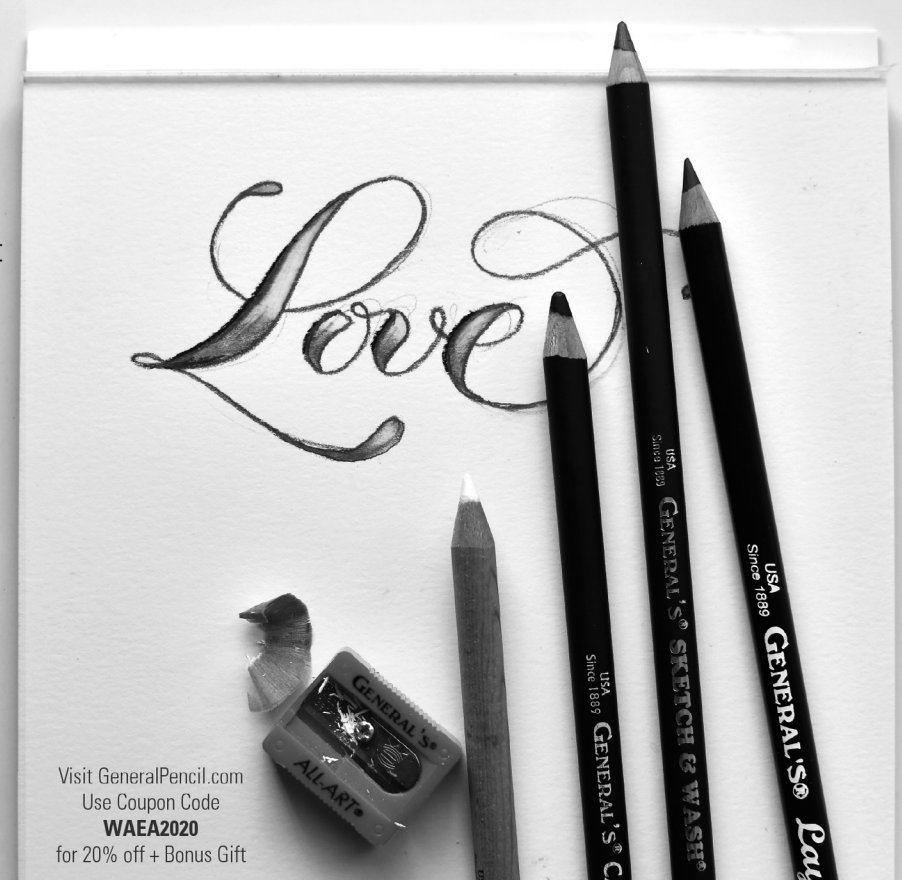
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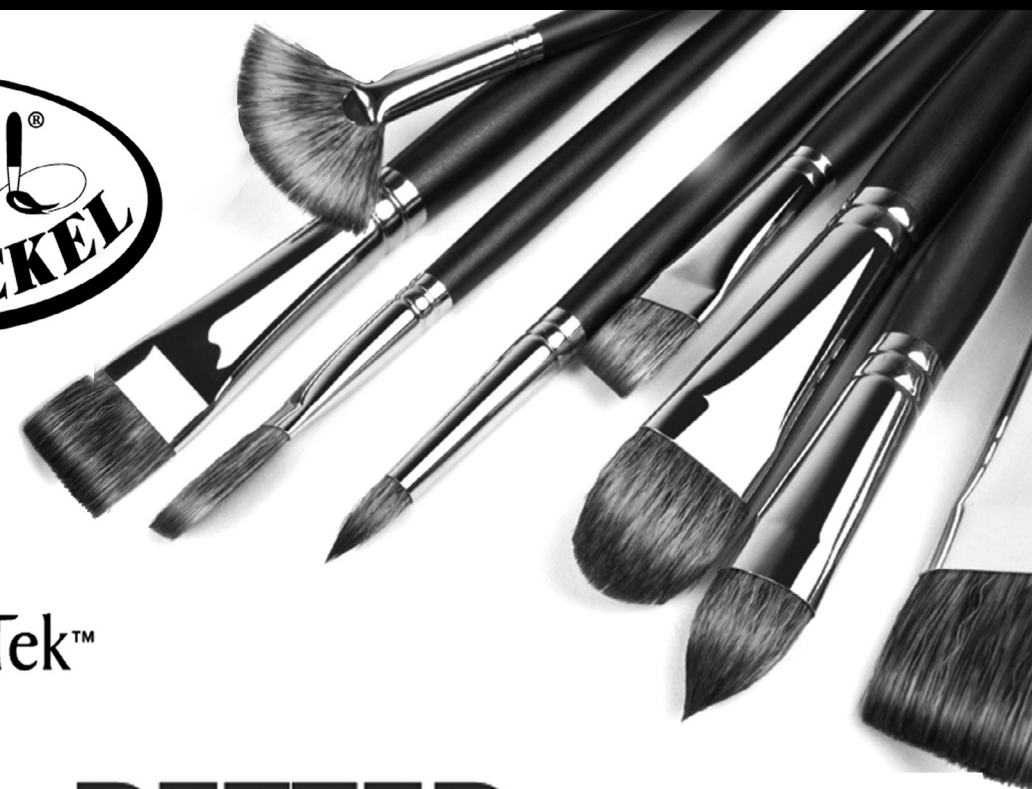
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Visioneer Design Challenge

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KATHRYN RULIEN-BAREIS & JOHANNA PETERSON



Visioneer Design Challenge: the History and Beginning of WAEA's Collaborative Design Learning

The Visioneer Design Challenge was co-founded by Virgi Driscoll, and she was the lead organizer for VDC from 2007-2014. Visioneer Design Challenge is a unique statewide program for middle and high school students who are interested in both art and design of the 21st century. It was the first program of its type in Wisconsin and in the nation. The goal of the program was and continues to introduce students to the Design Arts through problem solving that includes feedback and interaction from design professionals in their respective fields.

In 2007 nine challenges were developed by professional designers. These challenges included design in spaces and places, communication and information, human interaction, and everyday things. This program, led by Virgi Driscoll, started as a vision among her colleagues who understood the ever-increasing importance the role of design plays in our world.

The first Visioneer Design Challenge (VDC) was hosted by the University of Wisconsin, Milwaukee campus in the Peck School of Fine Arts on April 27th, 2007. More than 60 students from seven high schools and

four middle schools took part, some from as far away as Eau Claire – a great number of participants for the inauguration of the VDC.

The program was a huge success in terms of both the number of schools, students and professional designers participating and of the real enthusiasm of all involved. The design areas of this program included animation, architecture, web design, graphic design, illustration, urban and regional planning, point-of-purchase product design, and video. Two more design challenges were added to the list for the second-year competition, digital photography and fashion design.

The Eau Claire Area School District was fortunate to participate in 2007. To prepare for the VDC, students were required to spend additional time outside of the classroom to work on a solution for their chosen problem. Students along with their art teachers worked during school time, after school and on Saturdays. Several students worked independently at home, and several were required to work with people in the community to finish their design work.

To complete the program, students from DeLong, Northstar, and South

Middle School attended their final challenge at UW-Milwaukee Peck School of the Arts on Friday, April 27th. During the day students worked with professionals within the field of their challenge. Students presented their work to the designers. The adults critiqued students' long-term projects and solutions, questioned students' ideas, and tested their critical thinking skills during an on-site problem. Our middle school students worked alongside high school students with the same challenges. When one of our middle school students shared his t-shirt design with the high school students, he was asked, "Cool! How did you do that?" Sharing talents and learning from each other continued throughout the day.

Some unique characteristics about this program include:

1. As stated above, it was the first middle and high school design competition like it in the state or nation.
2. Since a limited number of design courses are taught in our schools, this program provides an opportunity for teachers and students to learn more about design and how to teach it.
3. The design challenges have been



- Animation
- Architecture
- Web Design
- Graphic Design
- Illustration
- Urban/Regional Planning
- Point-of-Purchase
- Product Design
- Video
- Photography
- Fashion Design

developed by professional designers and are configured on the real work of design practice.

4. While students are solving the challenges, professional designers are available through emailing to help teachers and students should they need additional information about the unique design problem(s) they chose to solve. This extra support engages, enables, and fosters a collaborative learning environment in which students feel safe to take creative design risks. The professional designers, their positions and email addresses are listed at the end of each design challenge so that contact can be made easily between students and real-world designers.

5. The design challenge program is a way of advocating for Design Arts to those in your schools and community about the wide impact visual arts attributes have on industry in the 21st century. These various design challenges are framed as actual jobs that students can be prepared for and make a living doing. The demand for designers is and will continue to grow as technology further develops.



Photo Credits Kathryn Rulien-Bareis

Community Connections through Art



Photo Credit Mandy Zdrale

The journey that led me to adopt the TAB (Teaching for Artistic Behaviors) philosophy has been a long one. After lots of reading, research, lurking in online TAB groups, and reorganizing our studio space, I was ready to implement TAB during the 2019-2020 school year. Things were going slow and steady. I was all set to get the Fiber Center open after Spring Break when on March 13, 2020, the world stopped for Covid-19.

Fast forward through the hot mess of the 2020-21 school year in which I was on a cart delivering individual supplies to students who had just gotten in the habit of gathering their own materials... to the 2021-2022 school year. I am happy to say that we have rebuilt our routines and skills and I was able to officially open the Fiber Center a few weeks ago.

One thing that really got my 5th graders hooked (see what I did there?) was introducing them to two contemporary fiber artists; Jonah Larson and Bisa Butler. Our students are 1:1 with ipads so I wanted my 5th graders to research each artist on their own. I created two SeeSaw lessons that included photos, videos and links

about each artist. They could click through the links and videos at their own pace and answer corresponding questions about each person and their art.

Jonah Larson is a 12 year old boy from LaCrosse, WI (maybe some of you know him?) who has captured the world's attention with his speedy crochet skills, intricate pattern making and desire to give back to others. If you aren't familiar with Jonah Larson, a good place to start is his website: www.jonahhands.com.

A former high school art teacher, Bisa Butler studied painting but switched to sewing/quilting to avoid the toxic paint fumes. Picking up the skills her mother and grandmother taught her was a way to feel connected to her family. Butler's media choices elevate sewing and quilting while her

subjects bring to light Black people captured in historical, but often nameless, photos. I had the pleasure of seeing Bisa Butler's one-woman show at the Art Institute of Chicago in 2021. Her work is life-sized and visually stunning. There is so much more to her work as told through the subjects she portrays, the patterns in the fabrics, and the soundtrack that accompanies each piece. I encourage everyone to take a look at her work on Instagram: @bisabutler

After students did their research, they could choose to learn crochet, sew or both. Their interest was definitely piqued by seeing and hearing 'real' artists talk about their work and by the fact that one is a Wisconsin kid. Kids who wanted to crochet got big hooks, chunky yarn and learned to cast on, yarn over and make a chain by watching videos I attached to the

(continued on next page)



Photo Credit Mandy Zdrale

SeeSaw lesson. Those interested in sewing had to watch another set of videos that showed how to thread a needle and make the stitches needed for a stitch sampler. It's pretty great to see a room full of 5th grade girls AND boys crocheting and sewing. In the true spirit of TAB, students

the magic circle needed to crochet 3D forms so he found a good tutorial and started that.

While crocheting caught on quickly, it wasn't just Jonah Larson who made an impact. Bisa Butler's work inspired another boy to create a portrait of his favorite baseball player using felt, yarn and fabric. Since the Fiber Center has opened, students who completed stitch samplers have moved onto paper patterns, felt and embroidery needles. Soon, we'll be surrounded by adorable mini-pillows and plushies.

After such a long wait mixed with feelings of intimidation and anxiety, I have been very pleased with the opening of our Fiber Center. The 5th graders are engaged in a way that rivals ipads and art apps. They are so focused you can hear a crochet hook drop... and they do...a lot.

Next up is 4th grade. I will keep you posted. In the meantime, in the words of Jonah Larson, "Crochet Away!"

**"Crochet Away"
~Jonah Larson**

who were not interested in learning either of these new skills could choose something else. Some started weavings while others envisioned different projects with different media. However, once they saw how much fun the others were having, a few changed their minds and grabbed a crochet hook or needle. I had one 5th grade boy raid his grandma's house and now comes to class with his own set of crochet hooks and skeins of yarn. He's currently making a dish cloth. Another boy wanted to make



Photo Credit Mandy Zdrale



New Mary Nohl Resources at the John Michael Kohler Arts Center

Mary Nohl is an artist many teachers utilize in their curriculum. She lived in Fox Point on Lake Michigan and created art using many different techniques and materials. Because her home, which is completely transformed inside and outside as an artist-built environment, is not open to the public, Arts Center staff have been working with local educators and artists to create resources that help bring Mary Nohl into classrooms in new and exciting ways.

Through the Teacher Fellowship Program, three educators developed lesson plans focused on Mary Nohl during the 2021-22 school year. The Teacher Fellowship Program supports one elementary, middle, and high school teacher to create curriculum inspired by one or more artists in the Arts Center's collection of artist-built environments. Each teacher comes to the Arts Center and Art Preserve to learn about the artist we are focusing on that year in depth, writes their lesson plan, brings students to the Arts Center and Art Preserve on a fully funded field trip, and then teaches the lesson with support from the Arts Center for supplies.

Joanna Sizer, art teacher at James Madison Elementary School in

Sheboygan, Wisconsin, engaged students in thinking about Mary Nohl's ceramic work and motifs that run throughout her work. Kris Lockhart, talent development coordinator at Fox Point School District, and Brandon Blahnik, social studies instructor at Bayside Middle School, in Bayside, Wisconsin, worked with eighth graders to learn about primary and secondary sources using Mary Nohl's life and artwork as a starting point. Mary Kate Witry, librarian, and Teresa Cantero, art teacher at Morton East High School in Cicero, Illinois developed complimentary lesson plans that guide students to create art in small boxes or matchbooks and then craft a mobile using a cohesive theme.

In addition to the educator-developed lesson plans, Phoenix S. Brown and Geo Rutherford, both Milwaukee-based artists, designed lesson plans and filmed accompanying workshop videos that connect Mary Nohl's work



Phoenix S. Brown, exemplar painting for Mary Nohl Workshop. Courtesy of the artist.

and life to their own art practices. These lessons are a great way to get a visiting artist feel in your classroom and show students local, contemporary artists. Phoenix guides students to create a painting of a vessel using watercolors and images of Mary Nohl's home as inspiration for imagery and textures. Geo upcycles prints and watercolor paintings she felt were not successful into an accordion book using a unique process to create seamless-looking pages.

Check out these five new lesson plans and other Mary Nohl resources at <https://www.jmkac.org/educator-resource/nohl-mary/> and visit the Art Preserve to view Mary Nohl's work in person where the majority of her artwork is now on view and in storage.

Does the Teacher Fellowship Program sound like a good fit for you and your classroom? Reach out to Xoe at xfiss@jmkac.org to express your interest in participating in future years.

Join us for our next Teacher Recharge program on June 18. Teacher Recharge is a full-day professional development program focused on re-energizing attendees personal creative and teaching practices. On June 18, we will focus on adaptive art strategies for the art classroom with fantastic presenters and a tour of the new exhibition *Creative! Growth!*. WAEA members can attend Teacher Recharge for free, but space is limited. Contact Xoe at xfiss@jmkac.org to reserve your spot!

WAYS OF BEING WHAT IF WE MAKE OUR DREAMS REAL?



Teacher Recharge: Creative! Growth!

Saturday, June 18, 2022
10:00 a.m.–4:00 p.m.
\$25 public, \$20 members (Free for WAEA Members)

Join us for a full day of professional development at the John Michael Kohler Arts Center.

Learn from experts in adaptive art techniques and methods for fostering inclusive spaces for all learners.

Teacher Recharge is presented in connection with *Creative! Growth!*, an exhibition offering a retrospective of the Creative Growth Arts Center. Founded in 1974 in Oakland, CA, the organization serves artists with developmental, intellectual, and physical disabilities.

The exhibition, running May 21, 2022–May 2023, includes works by two of the most well-known artists to come from Creative Growth, Judith Scott and Dwight Mackintosh. It also features works by artists currently working at Creative Growth: John Martin, Dan Miller, Tony Pedemonte, William Scott, and Monica Valentine.

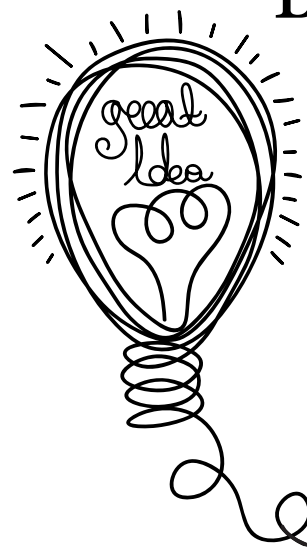
Creative! Growth! is a part of JMKAC's 2022 theme, Ways of Being. This series of exhibitions and programming asks questions such as: *What if we look at the spaces we inhabit as places of experimentation and innovation? We repair the failed and build the new? We think of art as a portal to a world we can create together?*

Free for Wisconsin Art Education Association (WAEA) members. Space is limited. Please email Xoe at xfiss@jmkac.org to register as a WAEA member.

To register:
jmkac.org/engage-events/teacher-recharge-creative-growth

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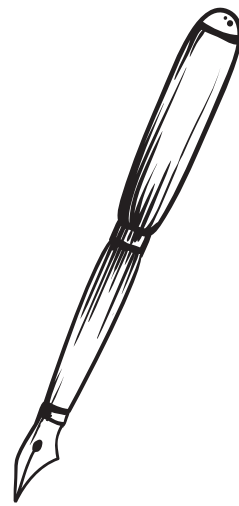


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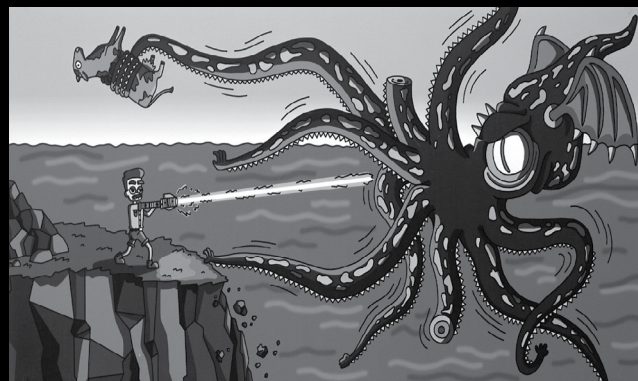
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Glow Up Your Ceramics Class

As we live in an ever changing world of technology, sometimes it's hard to keep up. One of the things that I have tried to really embrace is the use of technology within the classroom. I'm not talking about YouTube or Google Classroom, but how can we bring technology into the artroom in meaningful ways?. For some of my classes this is much easier to do than others. My BIG goal was to try and think of how I could bring it to my ceramics classes, since this is one thing I teach a lot of these days.

Last year, I ran across some videos of all the things a Glowforge can do. It was intriguing to say the least. A small-ish machine that can cut wood, fabric, leather, paper, Plexiglas (acrylic), Delrin (acetal), mylar, rubber, Corian, foods, and more. It can also engrave all of the above plus glass, coated metal, marble, anodized aluminum, titanium, some phones, tablets, and laptops, and many other things. The videos were geared towards small business owners and DIY-ers, but I didn't see any reason we couldn't use one in the classroom. Surely I could come up with a couple if not a few thousand different ideas to use it for. One of the coolest things about it was that you could put drawings in it, scan them and then put materials



Photo Credit Andrea Worthy

in and have it engrave the hand made drawings on different materials.

As cool as it seemed, needless to say it was not in my budget to make a purchase like that, as the price tag for the middle grade one is around \$4000. Luckily my administrators thought it was an interesting idea and okayed me to write up the project and post it to Donorchoose.org. To my surprise it was funded in full within 24 hours by a company in town who supports S.T.E.A.M. initiatives in the community. I think I had it in my classroom within a week.

It was so exciting, but also a bit overwhelming. It's a whole new machine to learn, a whole new computer language and programs to learn. It needs ventilation and wifi, both of which we had but ran into huge hiccups in the beginning of the set up. Plus we received it in the midst of COVID-19, which had its own challenges with mitigation, students and use of shared materials, let alone one machine.

But as my mom has always told me, "All good things take time." Initially I wanted to dive right in and make a million things. The students were excited and I was excited about this shiny new laser machine that is supposed to work with a touch of a button like magic. But even magicians have to study and learn their tricks right?

So needless to say it took much longer than I imagined to harness the power of this thing and implement it in my classroom. I ended up joining lots



Photo Credit Andrea Worthy

of Facebook groups to troubleshoot things that were happening, figure out the tricks to settings to create just the right thing. How to convert files and utilize a color coded system for different directions. Finally after a few months I felt comfortable enough to unleash it's power onto my classroom.

The first project I did with my Beginning Ceramics class was to make a maker's mark. We first studied the history of clay/ceramics, the chemistry behind it and the properties of clay itself.

I like to do what I call "Skill Builder" projects with students. Just smaller projects that build their confidence with a certain method or materials before we dive into a larger project. In this class, some of my students haven't touched clay since elementary school and they may be in their senior year of high school. They either tend to want to dive in or they are scared to mess up, so getting them into a low stakes small project with high success at the start, always seems to help.

They also learned what they mean a maker's mark is and its different cultural and historical significance. What they mean in relation to different art forms like jewelry making, printmaking or pottery.

We then took a look at some maker's marks examples. We watched a film

on the making of Chinese Chops and their significance in Chinese culture. From there we discussed monograms and logos. We took a look at different fonts and discussed typography and the importance of choosing the right one.

Students then brainstormed some things that represent themselves as well as different ways they can write their initials in different fonts. They each make 12 different thumbnail sketches of ideas using different shapes and fonts to represent their maker's mark. After they are finished they discuss it with classmates to determine which one works the best. They then redrew it using a sharpie marker. I had them all take clear photos of their black and white image and turn it in on Google Classroom.

From there was a bit of technology learning curve. I felt like I was a very tech savvy person prior to encountering my Glowforge, but it's taken me a bit to figure out how to get files converted, remove backgrounds, add layers, etc. I chose to start by engraving and cutting them out small on scrap wood that we had. Each piece was about 1 inch by one inch.

The students were mesmerized by the process of the laser engraving and cutting. It gave them an opportunity to experience how much preparation goes into the design process to make

something, even on a machine. They loved that it engraved their own drawings and not just some font they found.

After they had their maker's mark pieces they then started to brainstorm their handles. I asked students to design a clay handle that related to them in some way, something that was significantly "them". They had a lot of fun with their sketches. It also was open enough that students who were more advanced could really challenge themselves and beginners could still be successful as well.

We went through the steps of wedging clay, slipping and scoring, discussing shrinkage and making something utilitarian that has to be somewhat ergonomic and easy to hold. It needed to last throughout the class, because students were going to use this to "sign" their projects before they were fired.

We chose to finish this project with watercolors and seal them, instead of glaze, since this was just the first project they did.

This was a great introduction project for the students to start getting messy with clay and work with the design process, as well as a great learning experience for me as we slowly introduce using the Glowforge into classes that don't usually use technology.

WHO ARE WE?

OUR MISSION

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

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

OUR VISION

In the decade ahead, we envision:

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



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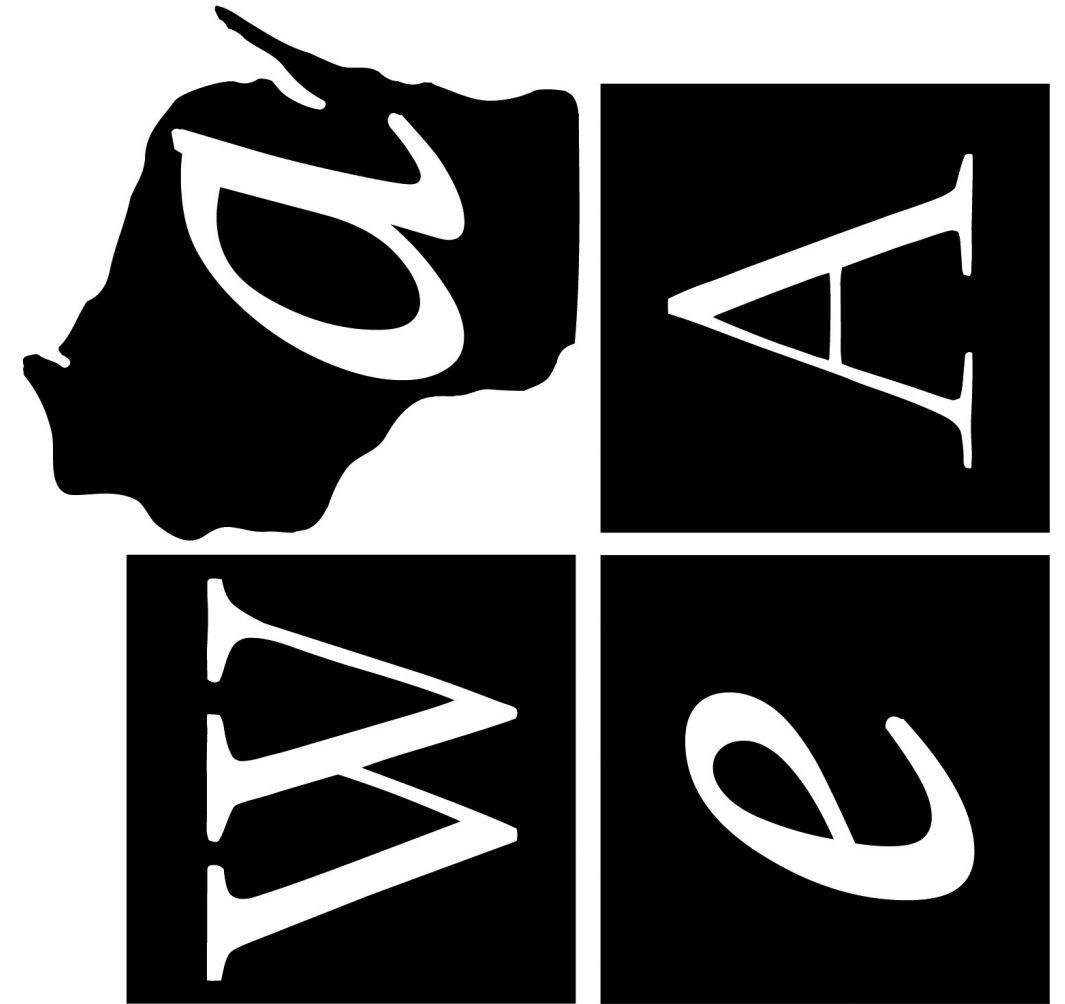
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