



wisconsin *art education* association



Antoinette Mattem, "Zelda", oil on canvas, 8"x10", 2015

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A New Room. A New View

I am happily writing to the membership about the amazing adventures that I have been blessed with this school year. A little history, for the past 10 years I have been teaching art in a portable building that was outside of the regular school building. As you can imagine in Wisconsin a portable building outside in Wisconsin is very much not an ideal situation. I always said “well it is better than a cart”! I am so happy and pleased that I get to move this year into a new classroom in a brand new school. My classroom is huge bigger than my home. I will not miss the portable classrooms that I have had for the past 10 years and very much look forward to this coming school year and the opportunities that a new classroom designed by me will afford me this year.

When moving into a new room I feel like it was a new opportunity a new start.. I am opening classroom year with a PBIS type scavenger hunt and procedures guided discovery. Everything is new and everything in a new place and making sure the procedures. If you are not familiar with PBIS or Responsive Classroom please consider the information.



Goals of Guided Discovery

1. To excite children about classroom materials
2. To help children explore materials with confidence and imagination and build a repertoire of constructive ways to use the materials in their academic learning
3. To enable children to make independent and purposeful choices
4. To establish and teach norms and routines for the use, care, and storage of materials

Guided Discovery Benefits Learning

Guided Discovery has a deep impact on children’s learning. Children get interested in classroom materials and learn how to use them creatively in their academic work. They have opportunities to stretch their thinking and work independently. Perhaps most importantly, children are at the center of the process. Every aspect of Guided Discovery encourages children to offer ideas, act on them, and share the results of their work with others, which stimulates everyone’s thinking about future uses of the material.

Paula Denton is the author of [The Power of Our Words](#) and [Learning Through Academic Choice](#) and the co-author, with Roxann Kriete, of [The First Six Weeks of School](#).

Tiffany Beltz
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Welcome back to a new and exciting year in Art Education in Wisconsin! I hope your year is off to a fantastic start! I have been busy planning our fall conference Bold and Bright, which will be in my city, La Crosse, on October 20th and 21st. I am so excited about this conference! We have amazing sessions scheduled, the fabulous Cassie Stephens as our keynote, Nic Hahn as a presenter, our first ever WAEA 5K Run/Walk, delicious food for lunch and our awards ceremony, AND our location is right on the beautiful Mississippi River. I'm confident it's going to be an amazing conference!

Cassie Stephens is an art teacher from Tennessee who has become famous for her blog, What the Art Teacher Wore. She is super high energy and has wonderful ideas for engaging your students in fun and exciting art lessons. Plus, her outfits are ridiculously awesome and handcrafted! Cassie will be presenting Friday, October 21st at 8am, and will also be presenting a couple of sessions. She is very much looking forward to joining us in Wisconsin and we are excited to have her! The following was written by Cassie about our conference:

I am so thrilled to be joining friends in Wisconsin for the fall conference, Bold and Bright. It wasn't that long ago that I was feeling quite lackluster in my art teacherin' ...quite the opposite of all things bold and bright. Many of us go through some sort of burnout as teachers. But how do we snap ourselves out of it? I can only tell you what I found helpful for me and my role as the crazy art teacher.

START CREATING! After I graduated from Indiana University with a painting degree, I threw myself into teaching and quickly let go of working on my own art. Overtime, this became a small regret that grew into big bitterness. However, I found it difficult to balance the two when I kept teaching separate from creating. Which led me to another discovery...

CONNECT YOUR TEACHING WITH YOUR PASSION! My passion had always been fashion. However, never having learned how to sew, I always pushed that notion out of my mind. When my mom bought me a sewing machine for my 35th birthday, I thought, "what the heck!" and stitched up a fun apron to wear to school. Not too long after, I was teaching myself to read sewing patterns and creating clothing which tied in with my art lessons.

IT'S NEVER TOO LATE! I am a firm believer in this. It's never too late to learn something new, to change the way you think, to find your passion and bring it to your art room. It's never too late to be BOLD AND BRIGHT!

I hope you can join us in La Crosse! Registration is now open and sessions are filling up fast! Register today at <https://www.regonline.com/2016WAEA>. Mark your calendars and I'll see you in October! Please feel free to email me at waeapresidentelect@gmail.com with any questions. I am quick to respond and happy to help!

Carissa Brudos
WAEA Awards Chair
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“We must go beyond textbooks, go out into the bypaths and untrodden depths of the wilderness and travel and explore and tell the world the glories of our journey.” – John Hope Franklin



Welcome back to another school year! As the newly appointed WAEA Awards chair I find myself looking forward to a great year filled with new adventures and experiences. This past June I had the opportunity to embark on a grand adventure traveling to Iceland, France, Italy and Austria. Throughout my travels, I explored the unique culture, customs, history, food, people, art, and music. In each country and city, I found myself always thinking of my teaching practices and how I may incorporate these experiences with my students, staff and community. As reflective practitioners, many of us find ourselves thinking about our classrooms, students and profession outside of the school environment. Throughout my travels, I wrote daily journal entries, took many photos and videos, and collected art and books to share with my students, staff and colleagues. Many of my experiences and opportunities can and will be applied to my curriculum. I look forward to sharing my adventures with my students to create authentic relationships and experiences with them inside and outside the classroom. As the school year begins, I encourage you to apply your adventures and discoveries with your students and school. Make everyday a new learning opportunity for yourself and your students. Have a wonderful school year!



“To travel is to take a journey into yourself.” – Danny Kaye
Artfully Yours

Carissa Brudos/WAEA Awards Chair



HeartTM of canal st.♥

— POTAWATOMI HOTEL & CASINO —

Share Your *Heart!*

Heart of Canal Street is Potawatomi Hotel & Casino's community program that raises funds for children's charities – and Wisconsin Art Education Association is in the running to be a beneficiary.

Heart of Canal Street has raised nearly \$16 million for hundreds of area children's charities since 1994. The program honors the Potawatomi tradition of nurturing younger generations so they grow to lead healthy, productive lives.

Share Your *Heart!*

When you play the Canal Street Bingo game at Potawatomi Hotel & Casino now through December 15, you're helping raise funds for area children's charities, giving them the gift of a promising future. Half of each \$3 or \$7 Canal Street Bingo game purchased goes to the Heart of Canal Street fund, which totaled more than \$1 million last year! WAEA is excited to be in the running on November 29 to be a benefiting charity. Visit paysbig.com/heart to learn more.



As an educator who loves all things history, I expect my K-3 students to have a solid knowledge of art history by exposing them to as much of it as I can. Like many of your students, the first question mine always asked was how and when the artist died. It didn't take long before I grew tired of this question and sought out a way to put an end to it. Thus began my dive into contemporary art.

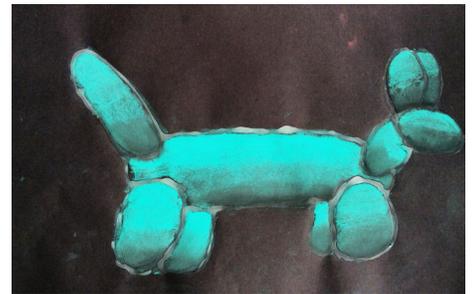
The world of contemporary art can be an intimidating one. When talking with other art educators, I often find that many of us aren't well-versed in what's happening in the art-world today. College art history courses typically focus on old dead white European men. While these artists offer value in where art has come from, it doesn't offer any insight into where it is going. Don't get me wrong. These artists have a place in the classroom, but there are so many artists today that can be tied in with them. As my students progress through grades, my curriculum becomes more and more contemporary focused with 3rd grade culminating in nearly 100% contemporary art. By building up to it, this allows me to introduce my students to past artists who they should know, while gradually introducing them to more and more living artists.

I chose to focus on contemporary art because of its relevancy to my students. It addresses current global issues and ideas that they see and hear about everyday. Because kids can connect with these ideas, I have seen my student engagement shoot through the roof while behavioral issues have declined.

Studying living artists also gives us the opportunity to email the artist which has resulted in us hearing back from several of them.

The biggest hurdle with tackling contemporary art is finding artists who offer value and integrity to my lesson's objective. I do this by regularly checking several websites, such as Pinterest, This Is Colossal, BOOOOOOOM, Design Boom, gallery/museum websites, as well as other art educator's blogs.

There are so many artists out there, you just need to be open to finding and learning about them. Take the dive and give contemporary artists a shot. I'm proud to say that my students no longer ask me when the artist died and instead ask how old they are.



L to R: Heather Hansen: 2nd grade paired up and created symmetrical kinetic art based on Heather Hansen, Invader: 2nd grade students learned about symmetry while studying street artist, Invader; Maya Hayuk: 3rd grade students learned about symmetry while studying the intricate murals of Maya Hayuk, and Jeff Koons Chalk: 3rd grade students learned about form while creating chalk and glue drawings based on Jeff Koons' reflective balloon dog.

Art Matters: Intergenerational Summer School



In my normal life I am an art teacher at a K-8 Montessori charter school. Yet, spurred by a passion to continue my graduate research in intergenerational arts programming, I wanted to develop a summer course utilizing art and technology as a catalyst to reconnect older adults and young people. So this past summer, instead of relaxing on the beach soaking up the sunshine, I dove face-first into an ocean of the unknown. I proposed a class, designed my own curriculum and co-taught inner-city high school students in a service-learning project with Milwaukee Public Schools.

In this 5-week summer course, my co-teacher and I wanted to create a mutually beneficial intergenerational art/technology program to address the ever-widening generational gap. A growing disconnect and lack of interaction between people of different ages adversely affects our culture as a whole. This disconnection between generations contributes to fear, assumptions, and stereotypes of the “other”. Yet, in our society, age segregation is pervasive from an early age. Our culture promotes age segregation institutionally, from day care centers to schools to workplaces to senior centers.

Rationale - The 21st century is characterized as an era of accelerated technological change. Yet equally dramatic are the demographic changes occurring in the United States and worldwide. Social scientists agree that in the next twenty years the population of older adults will outnumber the younger generations for the first time ever in human history. The aging population is the fastest growing population with some of the lowest institutional support. How can K-12 art education be used as a creative and cultural outlet to allow older adults reflect and share their life experiences and learn new skills while enriching student’s lives about the past?

As technology continues to rapidly evolve, this generational gap continues to widen. Many older adults are left without the tools to navigate the digital landscape, and are often plagued by loneliness and loss. Concurrently, young people are notoriously addicted to various forms of technology and social media, resulting in weakened conversational and social skills. In our five-week intensive class, our goal was to create a collaborative intergenerational service-learning project to build meaningful relationships between generations by integrating technology, interviewing skills, and visual art.

What It Was - To create an environment of mutual learning and build authentic connections, we partnered with an assisted living center on Milwaukee’s North Side. Inspired by the documentary *Cyber Seniors* (www.cyberseniorsdocumentary.com), we paired high school students with older adult clients to teach them basic computer skills. Additionally, inspired by storytelling projects such as StoryCorps (www.storycorps.org), older adults taught students about their lives and histories through interviews and informal conversations. Students gathered material from elder’s stories as a springboard to create artwork for them, honoring their lives. Additionally, students created and maintained a blog reflecting on their daily experiences. The project concluded with a vibrant and well attended exhibition showcasing student artwork created for the older adults.

What Happened - Throughout the course, meaningful relationships between elders and students began to flourish, especially when clients were able to attend consistently. It was important that projects were varied and non-cumulative while being adaptable to accommodate those with memory loss and mental/physical impairments. Some projects included a YouTube scavenger hunt, personal timelines, word clouds, paintings, portraiture, and Photoshop projects. Students and clients would greet each other enthusiastically and were visibly excited to work with each other. It was not uncommon to see students and clients hugging each other, taking selfies, and laughing together on a daily basis.

In one particular partnership, a student was moved to volunteer beyond our class because the connection she created with a specific elder was so meaningful and important to her. At the beginning of this project this particular gentleman was nervous and overwhelmed by the presence of the students, as he was unaccustomed to visitors or social interaction. He quickly became an essential leader in the course, with students fighting to work with him. By the end of the project he was deeply saddened by our departure and expressed that he didn't know what he was going to do without us. As a personal gift the student printed and framed a photo the client and herself on her own time, and he was elated to hang it in his bedroom.

Older adults were thrilled to attend the exhibition and see artwork that specifically created for them. The excitement and joy of older adults at the exhibition made students feel proud and accomplished, and made the older adults feel worthy and validated. Student's felt that they had really impacted people's lives and changed them for the better, which contributed positively to self-esteem and self-confidence.



Conclusion - As an artist and art educator, I am interested in what art can do. I wanted to use my summer teaching experience as a laboratory to experiment with big ideas, projects, and concepts not possible during regular school year. I am interested in exploring how art can be used as a connecting force in society. Intergenerational art projects have a magical quality about them where both generations are able to connect and grow together. Through creating meaningful intergenerational art programs, I believe that art can be a catalyst for deeper understanding and positive social change.

I encourage teachers to use their own communities as a classroom, to help create a more inclusive society that values all stages of human development by encouraging the cultivation of creative intergenerational relationships.

I Advocate for the Arts and So Do You!

Advocate noun, *ad-vo-cate*, \ 'ad-və-kət, -kāt\ 1: one that pleads the cause of another; specifically : one that pleads the cause of another before a tribunal or judicial court 2: one that defends or maintains a cause or proposal 3: one that supports or promotes the interests of another (<http://www.merriam-webster.com/dictionary/advocate>)



Art programs, all around the country, often face the challenge of needing to defend themselves, define their importance, and reinvent themselves to fit into the needs of and places within our schools. The voices of these departments are their teachers, supportive parents, students, and others within the community that are willing to speak up. I am that for my department, district, as well as how you, as Wisconsin Art teachers and artists, are for your students and communities. We all work very hard to show others how our passions fit and work within the fabric of the the larger society and community. Perhaps the visual that I share most is the American for the Arts ACTION Fund Sticker on the back of my SUV.

This past year has been a great example to me about how my voice, which I don't always think of as being very loud in the world of advocacy for the arts, has actually been heard. Over the past year, I've been invited to be a collaborative stakeholder in a NEA "Our Town" Grant application in Waterford, WI (my hometown and district) as well as a brainstorming voice for the village of Waterford's strategic planning committee (a group looking to see the 5+ year direction for the village) and have said yes to both. Over the past few years, I was invited and encouraged by a former colleague and friend to become not only a member of the WAEA but also become a member of the board. All three of these opportunities to be a

voice for our chosen field and passion are three specific groups that I have happily said "yes" to and have found a way to promote the arts to those who might need reminding of the arts affect the world around them.

Having recently connected with my friend Christina Ratatori and how the arts advocacy program, Turnaround Arts utilizes the arts in school to help struggling programs find growth and success in the other core academic programs. Shortly after our great conversation and coffee, I came across a Facebook post from the White House reaching out for comments, thoughts, and ideas from people across the nation to hear what's on our minds. After having heard about all the good that Turnaround Arts offers, I was send a note to the White House to explain what I do (and really all that we do) as an art teacher and advocate to support or children. I offer you a few words from their response:

"America's paintings and poems, our stories and songs do more than entertain us—they push us to think and discover, to grow and reach new heights. They help bridge our differences and show us we are heirs to a fundamental truth: that out of many, we are one. Each of us has had our ideas challenged by a writer's perspective, our understanding deepened by a historian's insight, or our spirits lifted by a singer's voice. These experiences are a crucial part of our children's education and a driving force behind our country's innovative and inclusive spirit... I encourage you to keep speaking out, and I wish you all the best." - President Obama



QR Code to the Arts Advocacy Survey

To all of you, fellow advocates for arts education and our arts students success. I am looking for your help with ideas. By following this link <https://goo.gl/ljD63i> or using the QR Code below, you can take a brief survey to offer your thoughts and ideas, experiences and advocacy approaches. I will read over your responses and assemble them into a list of ideas to share with each other in how we all can further our Art Advocacy in our individual and collective communities.

Two more bits of information... This year the Sharon Wilson Center for the Arts is again excited to be the host for our Southeastern WI Youth Art Month Exhibition. The dates for the show are February 17 - 24, with an evening closing reception on the 24th. Set up is at 12 - 5pm on the 17th and all work must be to me by February 10 - no exceptions. There will be additional information coming to you soon about an additional drop off location as well as a checklist / process for submitting and preparing your students work. Our closing reception is on February 25 - 6:00 - 7:30pm - AWARDS at 6:45. Two works go home with the teachers - three stay with me and move onto Madison for the state exhibition.

Lastly - SE WI Members have display walls available for your “check-out” and borrow. Please have your WAEA membership number handy when filling out the request form. Visit artwithkorb.com/waea-se-wi/ for more information and to sign up.

Keep being an Advocate for the Arts!

Julie Adams
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Greetings all!!!

I hope your year is off to a good start. Every year I start classes by giving students a “syllabus”, do a couple ice-breakers, and literally bore them to death. This year I decided to get them right to work on some art. In middle school, as they were doing art, we discussed what a successful art room should look like and what words come to mind!!! Sixth grade created a recipe for success, filled up bags with healthy snacks and stapled the recipe card to their snack bag. Seventh grade created Keith Haring, life-sized posters, depicting a pose that spoke to one of the words we talked about. The poster had to have the word somewhere in their design. We then displayed them proudly in the hall. Eighth grade created some decor for my room while subconsciously being “brainwashed” into loving art. They created “I love Art” posters in metallic paint and sharpies, placing zentangles in the letter and background. While they were “doodling”, we discussed words that come to mind when thinking about a successful art room. They were to get up and place their words on the board. Both 7th grade and 8th grade were collaborative creations.

In high school, my Art 1 class created “Sole” collages. We first talked about identity, they created a web, and then the collage. While they were creating, we discussed the identity of a healthy, successful art room and I talked about what a community of creative learners might look like. We basically did the same thing in my Ceramics II class but we made clay mustaches that can be placed/glued on a skewer stick.

My school year is off to an awesome start.....now to start my SLO, Educator Effectiveness and my district’s curriculum initiative. Positive, creative thinking gets me revved up!!! How about you??? Email me at waeasouthwest1@gmail.com, jaaart78@gmail.com, Message me on Facebook (WaeaSouthwest Region), I’ve created a group page or I’m on twitter @JulieWaea.

Also, please join me at the fall conference in LaCrosse. I will be presenting: How I use Google Classroom in my art room, a secondary education planning session, and a hands-on session about abstract art and printmaking.





Summertime provides a wonderful opportunity for art teachers to recharge their passions for art so they can pass on that enthusiasm to their students in the fall. My favorite summer pastime is taking in local art fairs and museums to see what new directions the artists have taken. So many creations at the fairs open up possibilities for classroom experiences, and the artists are usually quite willing to share their inspirations and techniques.

My favorite art fair experience this summer was the Art Fair on the Square in Madison that I attended with family, including my four year old grandson. Discussing some of the art works with him, and having him share his comments with the artists was a heartwarming reminder for me to make sure I don't ever overlook the opinions and impressions of even my youngest students.

Some of my favorite artists' innovations in Madison involved the use of materials from nature. Monochromatic assemblages of sticks by one of the artists would be very engaging projects to accompany studies of the work of Deborah Butterfield or Louise Nevelson. Slices of small tree branches were another artist's medium for creating mosaics. I always try to impress on my students that they don't need expensive art supplies to create wonderful works of art. Directing them to sources in nature instead of just the recycling bin is an awesome alternative.

Art fairs sponsored by museums have the added bonus of being able to explore the treasures in the museum. The Paine Art Center's fair in Oshkosh coincided with their exhibit of the stunning work of John James Audubon. Fair goes in Neenah could take in the collection of art paying homage to veterans at Bergstrom Mahler Museum of Glass. The Bergstrom collection was unique in its ability to make the art relevant and meaningful even to young children through incorporating plastic toy army men in the art. The idea of using my student's toys or possessions to make meaning in their art made its way to my projects list after viewing the collection.

Museum sponsored art fairs usually have a children's art area which offers fresh ideas for ways to use materials. One of the more intriguing projects I saw that I haven't tried out yet involved using leftover acrylic paint and painting thin coats of it on glass. When dry, the paint was cut into small shapes with an Exacto knife and peeled off the glass. The shapes could be layered together on the glass (Dollar Tree picture frames would work great) to create designs or landscapes because they stuck to each other like window clings.

The John Michael Kohler Art Center in Sheboygan never disappoints with its unique exhibits. A number of pieces that caught my attention on my recent visit were mandalas made using insects as design elements. I headed straight to Dollar Tree after that to get bags of plastic bugs to use and reuse with stones and shells and leaves for my students to make tabletop designs as they explore radial balance and symmetry. JMKAC also has an exciting art making area for kids of all ages stocked with supplies to make art inspired by their current exhibits.

The highlight of my art experiences for the summer was my visit to an outdoor museum I had wanted to visit for years, the Fred Smith Concrete Park in Philips. I was overwhelmed by the number of statues that made up the exhibit and impressed by the simple beauty created with just concrete and broken glass. This was a great reminder not to overlook simple materials that students may already have so they can continue creating at home after being inspired in the classroom.

So, if you haven't been to an art fair or museum lately, now's the perfect time. They offer a great place to recharge your creative batteries and restore the enthusiasm your students need to catch from you the rest of the school year.



Megan Sluyter

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WEA Member Benefits hosted an art contest for which they received 44 submissions (4K–12): drawings, paintings, photographs, and 3D art. Only eleven pieces were selected out of the 44 submissions. Two students from Necedah Area school district were chosen: Jamie Bistodeau and Tristyn Hutchins. Bistodeau is now attending UW Superior for art therapy and submitted a colored pencil drawing of a frog. Hutchins is attending Winona State University for nursing and submitted a watercolor painting of flowers in a vase. I believe art teachers should do all they can to find contests and competitions to where they are able to enter their students' work. Some amazingly talented art students are too shy or feel that their work isn't good enough to enter a contest. Take those students under your wings and give them that extra encouragement and inspiration they need. They may be the next Vincent Van Gogh hiding in your classroom!



Painting by Frank Korb

Quenten Brown

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Greetings and Welcome Back!



I hope that your transition back to school life was a relatively smooth one. I know that I am still trying to get back in the swing of the rigors and rewards of teaching art in West Central Wisconsin. As you can see by the photos, students in my school are already deeply involved in the creative process.

We are trying some new things in our curriculum at West Salem High School this year. The focus of two of my courses is on collaboration. Students are more social as ever, and are constantly looking for ways to share and collaborate in their art as well as their daily lives.

My Painting I class has teamed up with the Memory Project, and is working on creating painted portraits for students in Columbia. These portraits will be delivered later this year. The project culminates with a video, put together by the Memory Project, of the children receiving the portraits that our students created. The Memory Project is based in Wisconsin. For more information, please go to <https://memoryproject.org/>.

Drawing I students are going to collaborate with Angie Hemker's first grade students at West Salem Elementary to create drawings similar to the works of Mica Angela Hendricks and her daughter (found at: <https://busymockingbird.com/2013/08/27/collaborating-with-a-4-year-old/>). Our students will start with a portrait, leaving lots of room for the 1st graders to work their creative magic! The high school students are looking forward to this opportunity.

In other art education related news, Lori Aschenbrenner and I are going to try our hand at running the Visual Art Classic La Crosse Regional this year. Angie Hendrikson has done an amazing job at coordinating this event with the University of Wisconsin La-Crosse to consistently run a smooth, professional experience for our area high school artists! We thank her for her dedication and commitment to VAC. We invite anyone who is interested in this high school art activity to visit the VAC page on the WAEA site <http://www.wiarted.org/visual-arts-classic.html>.

Lastly, we are gearing up for the Membership Show at this year's Fall Conference in La Crosse. The WAEA is celebrating our "Bold and Bright" artists and educators with a month-long exhibit at the Wine Guyz. There will be a reception on Wed. October 19th, and all art educators and conference attendees are invited. Submissions are being accepted until Sept. 23rd. Questions about the show can be directed to me at: brown.quenten@wsalem.k12.wi.us.

Thank you for all that you do to make art a vital part of the lives of our youth!

Dustin Anderson

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“Prepping” for Anxiety: Helpful Tips When You Feel Overwhelmed



A new year has come upon us, big or small children have filled your classroom eager and ready to learn. You have spent endless hours this summer prepping and getting your classroom ready but have you “prepped” for your own well-being as an educator? A new survey of more than 30,000 U.S. teachers finds that most of them have reported high levels of stress but it also shows that they are not ready to bail on the classroom.

The subject of this article has a dear place to my heart. At the age of 30 with almost five years of teaching under my belt, I thought I had the world at my fingertips. I had loving family and friends, I proudly owned my own home, and I was teaching art to children...a passion I had dreamed about for years. I thought I juggling my school life and my personal life quite well but when it came down to it, my job and the stresses (some unseen) was wearing me down from the inside out. I clearly remember that day in the middle of March before Spring Break when I felt like I was going to pass out, my breathing became difficult, and I couldn't focus when my students gathered around the table. I was able to have the principal take over my teaching so I could go home for the day to rest. Without thinking I woke up the next morning with my normal routine to get ready for school but when I pulled in the school parking lot I couldn't get out of my car. I sat there for what seemed to be hours wondering why I couldn't make myself go in. Finally, I grabbed my cell phone and called in sick from the school parking lot...this is the day I knew something about me changed. I made an appointment with a family doctor thinking the worst but she reassured me there was nothing wrong. I couldn't take this answer as I knew something was just not right. It took a few more office visits before my doctor, after a lot of questions, realized I was suffering from anxiety.

Together with the stresses that came along with the teacher profession, my over-thinking, and perfectionist qualities, realized that everything was building up inside and it was really getting me into some tight spots mentally. I wasn't prepared for what the doctor was about to say. “You will either need to learn to love your job or leave it,” he explained. I had no idea what to do or how to fix what I had been faced with. Walking down the hall had my coworkers asking where I had been. It amazed me to find out how many of my closest friends had or are struggling with these same feelings. Although the doctor prescribed medication, which I take in severe cases, to help I was determined to go another route to get my mind back into shape.

Here are some great ways to help ground and alleviate some of the stress you may or may not yet be feeling as an educator.

Have 10 minutes?

- ☐ Let everyone know that you need 10 minutes of space to get some distance due to stress. Let them know when you'll get back to them and stick to it!
- ☐ Talk to a friend or colleague.
- ☐ Take a walk, do some jumping jacks, or engage in some other form of exercise.

Only 5 minutes?

- ☐ Doodle or write...it doesn't matter what...just keep going.
- ☐ Take a trip to the restroom or break room and let water run over your hands for just one minute. Pay attention to all of the sensations.

Got 3 or less minutes?

- ☐ Practice mindfulness. Find 3 things you can touch and physically touch them, find 3 things to smell and breathe deep, listen for 3 things you can hear.
- ☐ Ground Yourself – Sit differently criss-cross, lean against a wall, lay on the floor
- ☐ Identify and name any uncomfortable feelings or thoughts. Remind yourself that you will be fine.

Got 1 minute?

- ☐ Listen to your breathing.
- ☐ Drink a glass of water. Pay attention to all of the sensations involved in the process.
- ☐ Take a pause and do nothing (rarely do we need to react immediately).

Make sure that you eat well, get enough sleep, and try to take a walk in the evenings if you can. Set aside one day on the weekend when you do ZERO school work and just relax. You have to take care of yourself even when you don't want to or think you have the time! Don't let your health get in the way of your passion...take care of yourself first and foremost.

Randi Niemeyer

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This summer I transitioned from being an elementary and middle school art teacher to teaching at the middle and high school level. I wanted to provide my Art Foundation students with an engaging activity on the first day that set a positive and engaging tone for the rest of the semester. Traditional first day agendas focus on general information including classroom rules, procedures, and syllabus information. While this information is important and needs to be talked about it often disengages students, losing interest in what's happening in the room and not retaining any of the information shared. This year I created an activity based on an article I read from the Art of Education titled "A Winning Game for the First Day of School". I took aspects of AOE's game and incorporated many aspects of a popular fast paced cooking show, in which contestants are asked to cook something from mystery ingredients.

To start our class we spent a few minutes outlining our syllabus and getting acquainted with one another. We then broke out into groups to prepare for the game. We talked about the rules for the game, which coincidentally were the same for the classroom. We mainly spoke about being respectful, responsible and ready to learn. We also addressed the two rules for the game, which included that all members must participate and that each item needed to be utilized from the bag. Students gathered in groups of 3-4 and were given a paper bag that contained a random assortment of materials. All the groups were given the same materials, which included cardboard, rubber bands, wire, various wooden toothpicks/skewers, and a few other recyclable materials I had laying around. Each group signed up for a prompt from a list I provided. These prompts ranged from creating an animal, wearable art, designing a building, and students were even able to propose their own prompts if they had a different idea.

All groups had access to a cabinet full of various supplies including different papers, adhesives, and markers that we called the "pantry". Students had approximately 45 minutes to work together to create their piece. I encouraged them to investigate all materials provided in the bag as well as checking out the pantry to develop a plan for their work. At the end of class each group spent a few minutes presenting their work and explaining how they used the mystery materials.

Students responded with an eagerness and determination that I have never experienced on a first day before. They were motivated and driven to create something that would be better than the next group. This type of activity not only broke the traditions of the typical first day but also gave me insights to how students work individually and with other peers in their class. I cannot wait to try this activity again with my next group of students.



Jeanne Bjork

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Why You Should Be On Twitter

How to do a chat and much more

Did you ever wonder how you could CONNECT yourself to a world of art educators with only 140 characters and a hand held device? Twitter of course! Being an art educator can be isolating. You may be the only one in your building or even your district and this can be challenging. Social Media can connect you to the wonderful world of educators and art educators who are already utilizing these powerful platforms. Imagine having Sir Ken Robinson respond to your Tweet or like it or even retweet it!!!

Twitter and other social media sites became my lifeline to associate with other like-minded art educators. I can honestly say that my school's art program evolved because of the connections I made via Twitter, Art Ed 2.0 Ning and Facebook Groups such as Art Teachers, Art Teachers Who Blog , K12ArtChatPLN and many others. Developing a personal learning network (PLN) through social media started out as a way to dream beyond my good, but tiny art program and envision a high-quality, award-winning great program. To quote a favorite movie of mine... "If you build it they will come." Envisioning the future of my program began with making connections via social media.

There could be many reasons you don't tweet. You're SCARED or confused by Twitter or you don't get how 140 characters could really be that life changing. A really simple way to get started with Twitter is to set up your account and choose to use it for professional development and all things related to your practice as an artist educator. Don't tweet about other stuff, just choose to focus on your art education practice. This will narrow the types of Tweets you post and the people you choose to follow. There are some fantastic art educators out there using Twitter and connecting to them can really change your practice. Attending conferences becomes more meaningful when you recognize the speakers' names from your Twitter feed. These art educators regularly post images of art from their room, ideas about curriculum, inspirational articles and more. Following them and seeing what's out there beyond your classroom can be reassuring (hey I do that too!) or inspiring. You will be meeting educators who are recognized on the national level, but they are just like you and will chat and share and help you elevate your practice. At NAEA16 Chicago I met so many "rock stars" of art education whose names and faces I recognized from my Twitter feed.

Another great reason to join Twitter is to participate in live chats following the hashtag for the chat. This can sometimes be a fast-paced exchange of opinions and ideas that can be hard to follow. I always feel a bit winded after a particularly intense Twitter chat, but they are so much fun I go back again and again. You can participate in a chat by following it's hashtag you don't have to Tweet during the chat, but can just follow the live feed. Simply go to the search bar type the hashtag and it will display the feed for that chat. For Example: #wiartchat displays all of the tweets related to the once a month WAEA chat, held at 8:00 central time on the first Wednesday of the month. Once you've gotten the feed to the chat up on your device make sure you click on All Tweets instead of Top Tweets. This will display the live feed of tweets for that chat. Top Tweets displays the most popular tweets in the feed (they may have been liked or retweeted). If you are feeling truly brave you can participate in the chat as well. Most chats follow the Q & A format so you simply reply by tweeting A1: your tweet and then the hashtag for the chat.

There are many chats that pertain to education, but some that I've found especially great to be involved in include the weekly Thursday 8:30 p.m. CST #k12artchat, the monthly first Wednesday of the month 8:00 CST #wiartchat. There are many others and you can do a Google search to get the latest on Twitter chats to join. On the chats I often find myself rubbing virtual elbows with nationally known educators like our fall WAEA keynote speaker, Cassie Stephens or NAEA award winning Art Education Technology teachers, Tim Needles and Tricia Fuglestad.

The final reason you should try Twitter is to connect to the many art challenges that will help you continue your practice as an artist educator. These challenges are usually available by searching a hashtag. The #k12artchallenge, has hosted many art-making challenges that you can participate in to get feedback on your own work and to challenge yourself to make art daily. There are many others that you can explore.

If you're still uncertain about Twitter and other Social Media come check out my session at WAEA fall conference called Twitter Chat-Chit-Chat - Why Should Teachers Use Twitter? I will go into a lot more detail and have graphics to help you understand. I will also have a list of great art educators to follow on Twitter. Lastly don't forget to join our monthly #wiartchat on the first Wednesday of each month at 8:00 CST. The October chat will feature a guest host; Minnesota Art Educator, Nic Hahn, known as @minimatisse on Twitter. Nic will be discussing the fall WAEA conference, her participation in conferences and much more. It should be a great chat. Hope to see you on Twitter and meet in La Crosse!



Jen Balge

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Use Art as an escape at the John Michael Kohler Arts Center

ends January 15, 2017



OUTPOST TWO, Russell Crotty, 2014, ink, acrylic, plastic, bio-resin, fiberglass on paper Courtesy of Shoshana Wayne Gallery, CA. Photo: Gene Ogami.

A multitude of weighty issues seem to plague society today—whether it is climate change, political squabbling, threats of terrorism or personal dealings with debt, loss, child rearing, or technology overload—It’s enough to make one run for the hills. Through differing approaches and media, artists in this series of exhibitions respond to such anxieties by exploring escapist tendencies. Some examine the idea of “going off the grid,” or visualize portals or pathways by which to “escape.” Others opt to shift attentions inward,

inventing fantastical worlds to escape the mundane or troublesome. Some delve into detailed processes that give them a sense of focus or “flow” that allows them to abandon present space and time. ESCAPE ROUTES proves that escape can be a valid means of solving, or at least managing contemporary concerns creatively, and the escape routes taken are many.

This series of five original exhibitions takes visitors along various routes the artists have chosen as their means of eluding the pressures and anxieties of 21st-century living. Going off the grid lures some. Some create portals to other realities or shift their attention to inventing fantastical worlds. Still others flee the burdensome present through mind-consuming, highly detailed processes.

GREGORY VAN MAANEN: A WORLD WE CANNOT SEE

ends November 6, 2016



INSTALLATION VIEW OF GREGORY VAN MAANEN: A WORLD WE CANNOT SEE AT THE JOHN MICHAEL KOHLER ARTS CENTER, 2016.

~Through painting, Vietnam vet created a diary of pain and healing~

Gregory Van Maanen: A World We Cannot See, the first solo exhibition of the artist’s work, is now on view at the John Michael Kohler Arts Center in Sheboygan, Wis. Running through November 6, it is the first in a series of five exhibitions exploring the desire to escape the anxieties and pressures of contemporary living.

While some artists interpret the idea of escape with an outwardly focused sense of adventure or a thrill-seeking impulse, others shift their attentions to inner worlds. Among the latter are artists such as Gregory Van Maanen (NY), who employs creativity as a means to survive the difficulties of civilian life as a Vietnam War veteran.

Van Maanen served in the Vietnam War between June 1968 and January 1970 and was discharged and sent home after undergoing severe physical and mental impairments, including post-traumatic stress disorder (PTSD). After several years of traveling, Van Maanen began to paint voraciously—on surfaces ranging from found objects to scrap board—to help him deal with the difficulties of PTSD and exorcise the demons in his mind. His paintings feature skulls, all-seeing eyes, open palms, glowing hearts, and a plethora of personalized symbols of protection. Some of the images may at first seem frightening, but the artist sees them as “good magic,” as talismans intended to keep evil at bay and signs of magic, of solace, and of survival.

In 2007, Van Maanen decided to move on from the Paterson, New Jersey, apartment that had sheltered him for nearly a quarter century. Over the years, the space had transformed into an environment dense with altars, symbols, and some four thousand paintings and sculptures.

The works of art comprised an enormous diary, a chronicle of pain and healing. With the goal of keeping this body of work intact, Kohler Foundation worked with Van Maanen to document his home before he moved. The Foundation acquired the contents of Van Maanen’s apartment, and gifted the entire body of work to the John Michael Kohler Arts Center.

Van Maanen continues to converse with the spirit world and make art every day. The shrapnel lodged in his shoulder still plagues him, and he is frank about the reality of living with PTSD. Yet he remains a firm believer in the healing power of art for veterans and nonveterans alike. Painting provides him with the means to address his internal struggles. His art making—his escape—is a record of the thoughts, images, names, demons, memories, and hopes populating his internal world.

Admission to the John Michael Kohler Arts Center is by voluntary donation. The Arts Center, located at 608 New York Ave. in downtown Sheboygan, is open daily except major holidays. Call 920-458-6144 or visit jmkac.org for more information.



Gregory Van Maanen , untitled (painted stones) c. 1983-2007 John Michael Kohler Arts Center Collection

LOOKING FOR UNIQUE LESSON PLANS?

The John Michael Kohler Arts Center is currently developing curriculum for our Art Environment Builders to celebrate our 50th anniversary and an entire year of exhibitions of Art Environment Builders in 2017. Are you interested in reviewing lesson plans before they are released to the public? Email us at education@jmkac.org to receive more information, including free lesson plans and educator resources!

Deb West

WAEA Youth Art Month Chair
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As Tiffany Beltz moves on from her role of WAEA Youth Art Month Chairperson to focus on her duties as President Elect, she leaves behind an amazing legacy. This year, thanks to the hard work of the WAEA board, art teachers around the state, and Tiffany in particular, Wisconsin received the top spot in the nation's CFAE Youth Art Month recognition awards. Tiffany will be accepting the award recognizing her contribution to the Youth Art Month program at the National Art Education Conference in New York this upcoming March. Her dedication to the program and excellent scrapbook presentation lead to securing Wisconsin as a leader in empowering students through art production and utilizing Youth Art Month to facilitate community awareness of the importance of art education.

Following in Tiffany's footsteps will be extremely challenging but I will do my best to maintain our current standing as an example of art education excellence. For those of you I haven't already met, my name is Debra West, and I currently work in the Tomah Area School District at the middle school level. After many years as a Montessori classroom teacher, I switched to art education and have become one of many voices promoting the integration of art into STEM subject instruction. Through my connection with STEAM, I have had the privilege to meet with many of the art educators in the state and hope my service on the WAEA board will provide me with more of these opportunities.

This year's Youth Art Month theme is "United Through Art." The Capitol show in Madison will start with set-up on March 18, 2017, and culminate with the award ceremony on March 31, 2017. Dates for the West Central Regional Show have also been solidified, running from February 3, 2017 to February 28, 2017, at the Heider Center in West Salem. Information about the YAM Flag contest is available at <http://councilforarteducation.org/flag-and-banner/> and will be distributed in mid-October. Submissions will be accepted from October to mid-December, with winners chosen in early January, 2017.



We will be focusing on our goal of reaching 100% county participation and look forward to hearing your ideas of how we can keep improving our Youth Art Month activities for our teachers and students state-wide. Please feel free to contact me at waeayam1@gmail.com or 608-633-5966 with any questions or comments you have about our Youth Art Month program!

Olivia Griepentrog

WAEA Student Art Rep

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Benefits of An Artist in Residence (AIR) Program in Your School

This past week I started interning at Summit View Elementary in Waukesha, WI where my duties include organizing an artist in residence program for their school, along with planning curriculum around the work of this artist. Summit View Elementary is an arts integrated Elementary school, where they embrace the arts by using project-based learning. This type of learning is similar to the learning that occurs when a visiting artist comes into schools to create art over an extended period of time. Throughout my research on other visiting artists and AIR programs, I have discovered the many benefits to inviting an artist into your school.

Opportunity for students to learn

Having an artist visit for a longer duration throughout the school year provides many learning experiences. As visiting artists work inside a school, students are given the opportunity of seeing the process of creating an artwork. During these moments, a class can learn about what the artist is doing, how they are approaching challenges they come across, and the importance in taking time to reflect and analyze your work. I also think it is important for the artist's work to coordinate well with the school's core values since collaboration continues to play a significant role in this experience.

We know that at a certain age, children start to question if art is for them. Some believe that in order to love art, you need to be "good" at it. But what happens when an artist comes in to your school, becomes someone whom you look up to, and encourages you to create? You suddenly feel confident in yourself, you believe in yourself, and continue to work hard and stretch your knowledge.

Impact on the Community

Having an artist visit and create work in your school is something your students will remember for the rest of their lives. The collaboration between the entire school and an artist is an experience that impacts the entire community. Art teaches us so much more than how to draw, paint, or create a coil pot in ceramics. Through the arts, we learn how to communicate in ways different from the rest of society. We learn how to understand our emotions and express our own individuality. We learn how to problem solve real-life issues and take action when needed. The arts teach us how to care about ourselves and our community, recognize what is happening around us and act upon it.

I have mainly listed the benefits for a school, but organizing an AIR program is beneficial to both the school and the artist. As an artist, you are usually provided with your own studio space, time to show and discuss your own work with staff and students, and your own supplies depending on the program. You are expanding your network to other art educators and professionals. You are making an impact on an entire community. So, is it worth it? Yes!

I believe that having an artist visit your school, even if just for one day, is such an exciting learning experience for everyone. If you are curious on how to have an artist visit your school, I would suggest contacting other schools who have done AIR programs along with local artists and designers.

Leah Keller

WAEA Student Art Rep

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Happy Fall, Fellow Art Educators!



Like all of you, I am happily back in the swing of the school year. Though I begin the year ready to teach, I've never quite done all that I wanted to over the summer to be ready for the year. However, one thing I always make sure to do is check out the great opportunities being a member of WAEA offers. One of those opportunities is the ability to apply for grants. I would take a guess that an overwhelming number of us might agree with the fact that we could use more money in our art budgets. Maybe you've thought, "I'd love to do that, but the materials are too expensive with all the basics I need to purchase". Please take a look at our newly designed website. If you go to the ART EDUCATOR OPPORTUNITIES tab, and scroll down to GRANTS, you will find that WAEA offers two grant opportunities.

The Hunzinger Grant invites proposals for the support of projects that promote the practice of art education in Wisconsin. Art education includes, but is not limited to, the instructional process; curriculum development and delivery; student assessment; classroom environment, behavior, management, or discipline; advocacy; or practices relating to instructional interaction and the achievement of student learning. The Potawatomi Grant can only be used for student focused activities in grades kindergarten through college level. When grant/project is completed grant recipients must submit a synopsis of the project to the WAEA President and present at the WAEA Fall Conference and/or write an article for the e-Art Times regarding WAEA sponsored project.

Last spring a colleague and I attended a session at the NAEA Conference in Chicago on bringing glass into the elementary classroom. We applied for and were awarded Potawatomi Grant funds to create a traveling glass studio in our district. This included all of the glass cutters, cutting system, nippers, breaking tools, eye protection AND glass to provide mosaic experiences at the elementary level, with the intent that the supplies can travel from teacher to teacher, whoever is interested in using them. Not only did WAEA provide the grant opportunity, but also features a glass expert, Denny Berkery, at every fall conference. Denny owns The Vinery glass studio in Madison and is an amazing source of knowledge, support, and supplies.

So, in closing, I encourage you to go out on a limb. Learn something new (like mosaic making) and apply for a grant to bring that skill into your classroom. You never know what project or skill will stick with kids and become a lifelong passion for them, all because of the passion from you- and a little help from WAEA!

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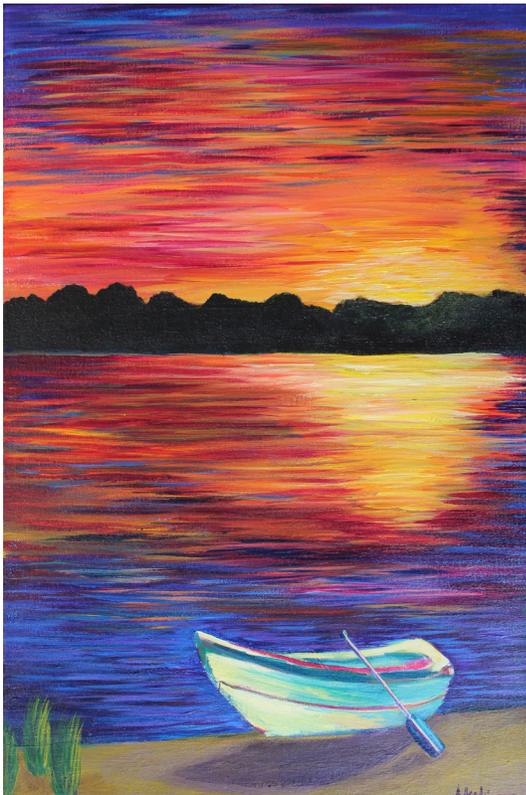
Luke Konkol
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Since its inception, thousands of students who have participated in Visual Arts Classic have gone on to enrich their lives and the lives of others with art. Many of these young artists have stayed right here in Wisconsin. Each year we do our best to infuse at least one Wisconsin artist who fits within the annual theme into our list of iconic artists. We had no problem doing so for the 2017 season which opened September 1st. Quite appropriately, this year's theme is Art and Wisconsin. Artists chosen range from the historically famous, Spring Green's own Frank Lloyd Wright, to lesser knowns, to the Milwaukee treasure, Reginald Baylor. The theme centers around the history of art in Wisconsin, art about Wisconsin, and the diversity of perspectives across the state from the farmlands to the northwoods, from the bluffs, rivers, and lakes, to the metropolitan areas, and everywhere in between.

Our students will have an opportunity to explore the best parts of their community as they solve this year's prompts. Teams from across the state participate in regional competitions in February and March with the state competition featuring first place winners to be held at the University of Wisconsin Madison campus on April 7, 2017.

VAC will also feature a new award this year. The Sherry Zei Memorial Best of Show Award will be granted to a student who demonstrates outstanding ability as both an artist and a team player. The award commemorates Sherry's passion and belief that all students can be great in art and that VAC fosters this greatness as the students work hard to solve problems creatively and collaborate as members of a team.

Visit <http://www.wiarted.org/visual-arts-classic.html> to learn more.



Painting by Angie Hendrikson



Watercolor by Laurie Navarro



*Children Are The Hope:
Integrating Art, Environment, the Classroom Core,
and a Sense of Place in the Global Community*

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*“If a child is to keep alive his inborn sense of wonder,
he needs the companionship of at least one adult who can share it,
rediscovering with him the joy, excitement, and mystery of the world we live in.”*

~Rachel Carson

Children Are The Hope, Inc. (CATH) wishes to deeply thank the Wisconsin Art Education Association’s staff and membership for their generous support of the 2015-16 project year through WAEA’s Potawatomi Grant. It is only through such kind and giving partnerships that CATH is able to continue its mission of connecting children from Wisconsin to their global peers through art, environmental education, and the universal human condition. The Potawatomi Grant funds were used to support the Wisconsin portion of the CATH international art exchange with elementary school-aged students in Turkey, Cuba, and Rwanda.

Children Are The Hope, Inc. is a non-profit 501(c)(3) organization based in Reedsburg, Wisconsin. CATH’s mission is to reach across barriers such as language, geography and politics to nurture children’s knowledge of and sensitivity to nature and their global peers by integrating academics, environmental education, cultural connections and creative expression to inspire stewardship of the earth and respect for each other.

Children Are The Hope accomplishes this mission through a partner-based, multi-faceted, academic year-long cultural, environmental and art experience. The CATH project model connects elementary school children in grades 4 through 6 from central and southern Wisconsin with similar aged children in the Ciego de Avila province in the central region of Cuba, the capital city of Ankara in Turkey, and the Musanze District of Northern Province, Rwanda. CATH aims to unite classroom experiences with creativity, appreciation for the natural world, and a deep respect for and belief in our individual abilities as well as the power of the larger, collective global population to make the world a happier, healthier place for all living creatures and natural systems.

At the heart of the CATH model is the capstone experience of an international exchange of nature- and cultural-based visual art “messages” that encompass the ideas, values, beliefs and discoveries of each student. CATH nurtures self-expression through the visual arts by working with classroom educators to embed visual art into other academic experiences as students explore their local and global environment in tandem with partner countries. This very special and unique opportunity builds children’s awareness and appreciation of the world around them, their place in the global community, and their sense of self-worth as a member of that community.

The visual “messages” are created using a variety of mediums including paint, crayon, marker, and pen/pencil sketch, among others. The completed messages from Wisconsin were sent to partner schools and organizations in the spring of 2016. It was through this exchange of creativity, vision, and knowledge that the generosity of WAEA was most deeply felt, as funds were used to print and purchase the official Children Are The Hope poster-sized paper on which students were able to generate their artwork.

During the 2015-16 academic year, 15 classrooms representing four school districts in central and southern Wisconsin participated in the CATH program, and each of the nearly 450 students, teachers and support staff from our state directly felt the positive energy and impact of the WAEA’s support. CATH works in tandem with a team of environmental educators, classroom instructors, researchers and scientists in all three partner countries and Wisconsin to implement innovative, cross-curricular, and hands-on project activities. We, together, share in expressing our deepest gratitude to WAEA for helping to make our work and partnerships a possibility.

THE BIGGER VISION AND UNDERSTANDINGS

Our world’s young people face unprecedented environmental and social challenges and enormously complex decision-making processes as they emerge as global leaders. Environmentally and socially sensitive and knowledgeable children who are capable of making thoughtful and meaningful decisions may very well grow to be those that lead our nations toward sustainability and stability in both environmental and social arenas. Such decisions are made with consideration to political, cultural, biological and personal complexities, values, and beliefs. Children Are The Hope aims to contribute positively to the affective and cognitive advancement of elementary school-aged children in Cuba, Turkey, Rwanda, and in Wisconsin with hopes of impacting decision making based upon cross-cultural understandings and environmental considerations. To this end, CATH combines the human experience, art, and nature – most specifically wetland communities and the world’s crane species –as common denominators.

CATH believes that conversations between diverse cultures should begin on common ground. Cranes and wetland systems are important links that can initiate cross-cultural dialogues among children in Wisconsin, Cuba, Turkey and Rwanda. Globally, cranes are cultural symbols of peace, hope, friendship, wisdom and happiness. As such, they are a unique instrument in developing multicultural connections between humans and the natural world. Because of their large size and cultural significance they serve as a key element in bringing diverse peoples together to learn about and address larger challenges and responsibilities, such as habitat destruction, pollution, human conflict, and community-building issues.

CATH provides an important opportunity for youth in all participating countries to explore and magnify their understanding and sensitivity to themselves and each other through art, nature, culture and our universal human conditions. Shared resources, knowledge and attitudes nurture important, timely and relevant conversations about our human and natural world. Such conversations, in turn, nurture creativity, academics, cultural appreciation, environmental stewardship, and mutual respect. The CATH classroom and art exchange experience provides an important and unique framework upon which students learn, share and build relationships upon a foundation of academic and creative learning and attitude building. Such work addresses many scales and levels of important and positive progress toward an improved cooperation, understanding and sense of partnership among the peoples of all countries.

ENVIRONMENT AND THE CRANES: WHERE CATH WORKS

In the 1930s, Aldo Leopold lamented that Wisconsin was losing her Sandhill Cranes due, in great part, to habitat loss and over-hunting. Today, after many years of conservation effort, our state’s cranes thrive and Wisconsin hosts one of the largest populations of breeding Sandhill Cranes on the North American continent. Sandhill Cranes can be viewed quite easily in the wild and children are eager to learn the story of the species and how it relates to partner children in Cuba, Turkey, and Rwanda.

In Cuba, CATH works with a team of educators and biologists in the Gran Humedal del Norte (Grand Wetland of the North) in north central Ciego de Avila province, at the center of the island. The Gran Humedal del Norte (GHN) supports numerous endangered and endemic plant and animal species – such as the critically endangered Cuban Sandhill Crane - living beside humans who also depend on the landscape for survival.

Similarly, a little-known yet declining population of Eurasian Cranes make Turkey home during their breeding season, while others of the species temporarily travel through the country during their lengthy migratory journey to other breeding and wintering areas. There is also a small breeding population of Demoiselle Cranes in the country, which, at present, is listed as critically endangered. In Turkey, CATH is honored to partner with the Bilkent Elementary School in the capital city of Ankara.

In Rwanda, CATH has partnered with Conservation Heritage – Turambe (CHT), an organization in the Musanze District of Northern Province. CHT’s primary focus is conservation and health programs for local people in communities bordering Volcanoes National Park, home to the critically endangered Mountain Gorilla. Rwanda is also home to the endangered Grey-Crowned Crane, a national symbol of longevity, good luck and prosperity. Visual art is central to CHT’s work and program model.

THE PROJECT MODEL: HOW CATH WORKS

In Wisconsin, CATH programming is sequential in content, with each classroom experience

building upon the focus of the last. The program model is framed as creating a “story”, with “chapter 1” introducing students to the biology and ecology of cranes and the landscapes and resources on which all living creatures depend. Subsequent “chapters” explore how wildlife and people share resources and the local and global landscape, how cranes are meaningful in cultures around the world, and how those cultures, while profoundly unique, are also powerfully similar and share important universal characteristics such as the value of family, love, safety, and health. Students discover these colorful and beautiful characteristics through the exploration of art, food, music, dance, clothing, artifacts, folktales, and language.

As the CATH story continues, students are challenged to deeply examine what “message”- what “story” about their world, our Wisconsin culture, and their personal experiences, beliefs, values, and feelings - they would like to share with partner students in Cuba, Turkey, or Rwanda through a piece of visual art. Students come to understand and appreciate that the visual expressions they are creating are much more than simply drawings or paintings... they are a message to the world about themselves and their space in the global community. The artwork, while most feature cranes, is a unique expression of each child’s perspective of the world and the importance of working together to make the world a better place. Students realize that the CATH story isn’t simply about nature... it’s very much about people who are coming together at many scales and levels to make the world a better place for all of us.

The CATH art exchange illustrates how humans of diverse cultures – and, importantly, from cultures and places who at times do not understand each other – can come together to positively redefine the characteristics of human nature and our future.

THE MESSAGES: CATH ART IN ACTION

The capstone art experience ultimately bridges a gap between knowledge and feelings. It elicits and illustrates enduring understandings of cultural and environmental conditions and encourages students to become active members of their global community, impacting social change at the individual, family and community level. It allows children to transform scientific learning into visual tools, bringing a new and relevant meaning to their world. This is a particularly poignant ideology when applied to cultures - such as the United States and Cuba, as well as the Middle Eastern countries - that at a very visible and public level do not connect to each other.

Korie Klink, Director and Founder of Children Are The Hope, says that “the student messages illustrate connections to the natural world and to partner students, as well as student commitment to care for both. By sharing artwork with and among countries, students see firsthand how their individual and collective decisions and actions impact the global community. We have important stories to share through our art messages.”

Each year, project assessments reveal very personal stories of knowledge and special connections between students and the human and natural communities around them.

Victoria, a CATH student participant from Wisconsin, noted, “It’s an amazing feeling knowing you’re going to change someone’s life with just some simple things... with drawings, writing, and most of all caring.”

One of her classmates also noted, “I found out that children really are the hope for the world”. Another student said, “I think that our messages could change the world. We sent them [to Cuba] to show...kindness, and true friendship”.

A 6th grade CATH student reflects, “Just to know that drawing a picture can change a life and/or a community was the best feeling in the world”.

Dr. Dan Sivek, Professor Emeritus at UW-Stevens Point and past member of the CATH Board of Directors, notes, “Children Are The Hope is unique in several ways. First, CATH involves interactions among children in very different nations nurturing a sense of global community and partnership. CATH also includes art as an important medium of communication, developing respectful connections between cultures. Children soon discover the importance of working together and develop a respect for themselves, each other, and the landscapes around them. The impact is quite remarkable.”

Children Are The Hope works to be a conduit through which diverse cultures come together as colleagues, friends, partners and collaborators to build a better world for all of nature, including the human community. This is of particular significance in the case of Cuba’s emerging development and its relationship with the United States, especially as children of both nations become aware of the complex associations between the countries and the varying perspectives with which cultures engage. Likewise, with Turkey’s strategic location within the struggles of the Middle Eastern region and the lasting impacts of Rwanda’s 1994 Genocide, CATH is an opportunity to connect *people* and nurture an increased awareness of what factors impact and drive the world around them.

We hope that you, the WAEA community, is proud to be a partner in and supporter of this work. Thank you, muchísimas gracias, teşekkür ederim, and murakoze!





Article for e-ArtTimes

Julie Palkowski, Fine Arts and Creativity Education Consultant
Wisconsin Department of Public Instruction



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<http://goo.gl/L1KpPb>

ESSA: What does this mean for arts education?

On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA) into law. This piece of legislation continues the focus on equity and access in education across the nation since the 1965 Elementary and Secondary Education Act was enacted. At that time, this law provided the largest federal aid to K-12 schooling. Here is a brief overview of this bipartisan work. Additional details and links to more in-depth analysis from the Wisconsin Department of Public Instruction and arts organizations is offered below.

**"With this bill, we reaffirm that fundamentally American ideal - that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will."
— President Barack Obama**

After 51 years since the implementation of the Elementary and Secondary Education Act, the idea of equity and access to quality educational resources and programming continues to be a part of our conversations. The resulting federal programs in each of the Title areas provide varying types of support to foster opportunities for all. Today's retooling of the initial idea for access and equity now seen in the Every Student Succeeds Act 2015, offers opportunities for more content areas than initially mentioned in past legislation, No Child Left Behind Act, 2001. There is a common thread for each of these laws, accountability. ESSA continues the pursuit of offering all students a quality education through a method of holding schools accountable for greater access and equity. The new law defines a well-rounded education for students which includes the arts and offers potential opportunities which had not been previously available in past legislation. Much of the new law will go into effect in the 2017-18 school year. For a look at ESSA visit the WI Department of Public Instruction page.

Every Student Succeeds Act (ESSA)

Visit these links of organizations who offer analysis of Every Student Succeeds Act's implications for arts education. This act was signed into law in December 2015 by President Obama and is based on bipartisan work.

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|  <p><u>WI Department of Public Instruction</u> - ESSA</p> |  <p><u>Educational Theatre Association</u> - ESSA</p> |  <p><u>National Dance Educators Organization</u> - ESSA</p> |  <p><u>National Association for Music Educators</u> - ESSA</p> |
|  <p><u>U.S. Department of Education</u> - ESSA <u>U. S. Department of Education Title II A</u></p> |  <p><u>National Art Educators Association</u> - ESSA</p> |  <p><u>Americans for the Arts</u> - ESSA</p> | <p>ESSA Resources</p> |

“WELL-ROUNDED EDUCATION - The term ‘well-rounded education’ means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.” SOURCE: Every Student Succeeds Act page 807

Thank you for your patience as the Wisconsin Department of Public Instruction reviews the law and its application to all content areas, including the arts.

-Julie

Julie A. Palkowski, Ph.D.
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Fine Arts and Creativity Education Consultant

Connecting art education with contemporary art through studio visits, curriculum development, and opportunities for educator outreach.

"After our interview with Jane Ryder, I began to think about what would be best for my painting. She gave specific suggestions to me through email, and I took those and created a more complex piece of art."

—Kimberly

"Through creating my art I learned many different things about myself as not only an artist but an individual. I learned that creating different styles of art helps me expand my thinking and brainstorming."

—Rachel

"This course, I have learned many techniques and strategies to improve my art capabilities. [...] By learning these new techniques, it has opened my eyes to the world around me."

—Marisa

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Drawing student playing with shadows, a main theme in the work of Wisconsin-based artist Todd Mrozinski.

Photo credit: Frank Korb, art teacher, Waterford Union High School.

Drawing/Painting II student skyping with Iowa-based artist Jane Ryder.

Photo credit: Frank Juarez, art teacher, Sheboygan North High School.



Drawing student working with oil pastels to create a drawing inspired by the work of Wisconsin-based artist Todd Mrozinski.

Photo credit: Frank Korb, art teacher, Waterford Union High School.

Drawing/Painting II student creating a pattern inspired by Wisconsin-based artist Paula Schulze.

Photo credit: Frank Juarez, art teacher, Sheboygan North High School.



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2016/2017 MeetUps - Save the Dates!



September 21
 Wednesday @ UWM Zelazo

The Alphabet Soup of Educator Effectiveness: SLOs, PDPs & PPGs

October 7
 Friday @ Wisconsin Black Historical Society
 *5:30-7:30pm

Social Justice Curriculum Slam
 Hosted in conjunction with the Imagining America Conference; "Precious Lives: The Live Show" following the MeetUp Event

November 10
 Thursday @ TBD

Empowered Teachers, Empowered Students: Classroom Management, Elementary Grading, AP/IB Art

December 5
 Monday @ UWM Alumni House

Self-Care

February 9
 Thursday @ UWM Art

Printmaking for Social Change

March 9
 Thursday @ Walkers Point Center for the Arts

Midwest Artist Studios

April TBD
 TBD @ Milwaukee Art Museum

Writing in the Galleries

May 16
 Tuesday @ Lynden Sculpture Garden

3rd Annual Celebration of Teachers @ Lynden Sculpture Garden

All events from 5-7pm unless indicated*



wisconsin *art education* association

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