



VAEA

VIRGINIA
ART EDUCATION
ASSOCIATION

NEWSLETTER

Another
**Center fold
Pull-out:**
Commonwealth of VA
Sample Plan of Study
Visual Arts Pathway

WINTER 2009



The VAEA Newsletter

is a publication of the Virginia Art Education Association, and is distributed to members 3 times a year. In addition, the Conference Issue published in the fall, is mailed to every school in the state.

Articles

are submitted by the Executive Board and Extended Board members. Contact your Regional President, Division Representative, or appropriate Affiliate Liaison to offer news or photographs for inclusion with their reports.

Contact Information

for the extended board is found on the inside back page.

Student Art

work is welcome and may be submitted directly to **Kathy Barclay, Newsletter Editor**, at kbarclayart@yahoo.com

Vendors

wishing to advertise should contact **Peggy Wood, Executive Secretary**, at wood_vaea@yahoo.com

Submission

Deadlines:

Winter Issue

Nov. 15 for January publication

Spring/Summer Issue

March 15 for May publication

Fall/Conference Issue

July 15 for Sept. publication

Mission

Statement:

To promote, support and advance visual arts education through leadership, professional development, research and service.



*Above: Confederate Pyramid at Hollywood Cemetary
Below: Lee Sandstead conducts tour of cemetary.*

Calendar

February - April

*Blue Ridge Region Traveling Teacher Art Show
Waynesboro & Lord Fairfax Community College*

February 13, 2010

Tidewater Region Winter Workshop at ODU

February 20, 2010

*Central Region Mini-Conference
Varina High School, Henrico Co.*

April 14-18, 2010

NAEA Conference - Baltimore, MD

May, 2010

*Central Region Annual Art Educators as Artists
Exhibit at St. Paul's Church in Richmond*

March 17-20, 2011

NAEA Conference, Seattle, WA

Cover Art:

Front Cover:

Anna, Gr. 11, Hanover H.S.

Art Teacher: Cindy McNamara

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Center fold Pull-out:

Sample VA Secondary

Curriculum for Visual Arts

President's Message

Pat Franklin



Welcome 2010!

Our Newsletter this quarter is full of big news. Of primary importance to our focus as visual arts educators is a new regulation adopted by the Virginia Board of Education (BOE). The BOE included in its 2009 revisions, 8 VAC-20-131-5 et seq., a provision that each middle and high school student shall have a personal learning plan that aligns academic and career goals with the student's course of study. Beginning with the 2010- 2011 academic year all schools shall begin development of a **personal Academic and Career Plan for each seventh grade student** with completion by the fall of the student's eight grade year. This regulation is contained in Section 8 VAC 20-31-104 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. In addition, 8-VAC-20-131-140 requires college and career preparation programs and opportunities for postsecondary credit. The Guidelines for Academic and Career Plans are prescribed in these regulations.

Through the efforts of **Cherry Gardner**, Principal Specialist of Fine Arts with the Virginia Department of Education, and at the invitation of the Office of Career and Technical Education, the visual arts has such a plan! In 2009, VAEA members **Roger Tomhave**, **Lin Ferrell**, **Michael Gettings** and myself met with Cherry Gardner and DOE's CTE staff to develop a sample Visual Arts Career Pathway. This document has been approved by the Virginia Department of Education and can be found on a link on our VAEA website as well as on the DOE's website. As a service to our members, this document is included as our centerfold pull-out for you. I strongly encourage you to share this document with your school principal, school guidance counsellors and students at every grade level. This is a sample document that may be modified to reflect your school division's approved courses and sequence of instruction in the visual arts. We need it clearly understood, in this climate of 21 century skills and focus on careers for students, that the visual arts education community is in the forefront of preparing students to be higher education, career, and citizen ready.

<http://www.doe.virginia.gov/VDOE/Instruction/CTE/careerclusters/Arts-SampleVisualArts.doc>

Special Conference Thanks

Our VAEA state conference held in our state capital of Richmond was a huge success. A well deserved "thank you" goes out to the organizational skills of Sid Ames. Our conference was hosted by VAEA central region under the leadership of regional president Dawn Vass and her committee. The annual Saturday morning breakfast featured a snapshot of our VAEA history by incoming president Scott Russell, and the announcement of our state divisional award winners. I invite you to read through this issue to celebrate our exceptional lineup of awardees.

New Officers of VAEA

With the start of 2010 we welcome our new slate of executive offices:

President, **Scott Russell**; Vice President, **Maripat Hyatt**, Treasurer, **Kim Turner**; and Secretary, **Kathie Tharp**. Scott is working on filling the appointed positions for his board. Watch the website and our next newsletter for a complete list of our new leaders.

Personal Thanks

As outgoing President of VAEA I owe all of you, every single member, a huge "thank you" for supporting my term in office and our initiatives to promote visual arts education in the state of Virginia. I especially want to thank my VAEA board for their regional, divisional, and state leadership. Thank you for your willingness to tackle and make difficult decisions. Thank you for putting yourselves on the front line to always maintain visual arts education, and the best interests of the students we serve, as our primary focus. It is with pride and pleasure that I will continue to serve as past president and advisor to the new VAEA board. Have a wonderful 2010!

NAEA News

Dear Art Educator,

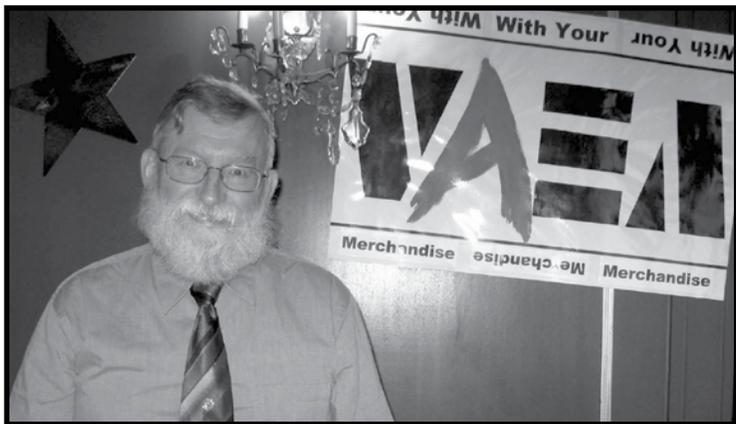
I would like to announce a new service that is being offered by the NAEA Distinguished Fellows through the NAEA website. It is called *Ask A Fellow*. You may have already read about it in the October 2009 NAEA Newsletter (page 7).

The purpose of *Ask A Fellow* is to give advice and expertise about research questions to educators in our field. We especially want to help young researchers get started and teachers who would like to do research. Educators branching into a new field of research could also put *Ask A Fellow* to good use.

As I mentioned, *Ask A Fellow* was premiered in the NAEA Newsletter, but we would like to follow it up with an announcement in your state newsletter. At right is a short blurb telling what it is all about and how to contact us.

Thanks for your help,

David Burton
Ask A Fellow coordinator



Dr. David Burton at the VAEA conference.

NAEA Website:

**www.art
educators.
org/**

Ask A Fellow

Have a question about your research project? Need an expert to read your proposal or kibitz with you about your research idea? The NAEA Distinguished Fellows want to help.

The Distinguished Fellows have created *Ask A Fellow* to advise, review, edit, critique, and offer expertise to you about your research. *Ask A Fellow* brings together art educators who have research-related questions with Distinguished Fellows who have answers and can offer sound advice on many research topics and projects. The Distinguished Fellows are ideally suited for this role. In research, the most frustrating obstacles are often unfamiliar problems, the ones we have never encountered before. What seems intractable to a novice may be quite negotiable—a mere speed bump—to a more experienced researcher who has met and overcome similar challenges in the past. A little help goes a long way. *Ask A Fellow* can be especially valuable to young researchers as they begin new research projects, and other researchers as they venture into new areas of investigation.

Art educators are invited to submit questions about research or professional topics to the Distinguished Fellows at <http://www.arteducators.org/contact>. (It's on the homepage of the NAEA website. There you will find the *Ask a Fellow* link.) From there, the question will be distributed to the Distinguished Fellows who will respond to it. We expect several Fellows will find each question within their range of interests, experience, and expertise. The questions should be clear and direct so they can be answered in a timely fashion. The collaborations are intended to be focused, functional, and temporary. For example, a researcher may wish to have a research proposal reviewed or a project methodology critiqued. A Distinguished Fellow will address the specific question and then exit from the discussion. *Ask A Fellow* is not intended for extended tenures, such as thesis or dissertation advisors or project collaborations. We look forward to hearing from you!

Conference 2009



Central Region President Dawn Kelly and VAEA Vice-President Sid Ames

Another Successful Conference! by Sid Ames

Congratulations and a heart-felt thanks to everyone who helped make our Richmond VAEA Conference such an outstanding success! What a weekend! Over 550 art teachers, art students, art administrators, and guests filled the Richmond Omni for three days of sharing ideas, networking, and recharging our art batteries! Kudos go out to the Central Region who hosted the event. They came together and planned the events, made sure everything went smoothly, and took care of solving any problems. It went very smoothly!

This year, we entered the digital age and offered on-line registration. This was all new to us, and despite the

huge learning curve, using this new system allows more people to attend the conference, and each participant could plan their day around available sessions. No more \$1.00 refund checks! We will continue to fine tune the on-line registration for next year, and want to thank all of you for your suggestions.

Great conferences don't just happen; it is the combined efforts of our wonderful presenters who made this one so good! We had a huge variety of topics, lots of free workshops, and more tours than usual. Everyone complimented how interesting and usable their workshops were, and we hope to see the benefits of all this learning next year at new workshops for the 2010 conference in Norfolk, Virginia.

Our keynote speaker, Robert Winthrop, entertained us all with his architectural history of Richmond, and Lee Sanstead's talk on stained glass windows complimented the architectural theme.



Table centerpieces at the Saturday morning Awards Breakfast illustrated the conference location in downtown Richmond, Virginia's capital city.



Trolleys took participants to the Friday night events.

At our awards breakfast, Scott Russell's sharing of our VAEA history was wonderful, and it showed how long we have been in existence and how we evolved into the organization we are today.

Finally, congratulations to all the award winners, who are our peers and our friends. Our conferences are much more than places to share ideas, they are places to share memories, enjoy friends, and grow professionally. Please seriously consider presenting in Norfolk next year. You will be glad you did!



Smilin' Faces
at the **VAEA**
Professional
Development
Conference



photos by Linda Conti

Conference 2009

VAEA Annual Conference Awards Presentation, Richmond

Patsy Parker, Awards Chair

Congratulations to all the candidates upon their nominations from the five regions of the VAEA. Your integrity, credentials and accomplishments paints a vivid portrait of the strength of the art educators in our Commonwealth. Thank you for all your long hours, patience and courage. You might never know the impact you have had on your students from the example you lead. This may be the hardest job you've ever loved.

The VAEA has an award rubric upon which all candidates are scored. There are 6 sections that follow the NAEA Standard Vita Form. Candidates were rated according to the information provided in the vita form and 3 letters of support. The scoring sheets were gathered and tabulated giving each candidate a final score.

The following were the dedicated VAEA members that assisted in the adjudication process: Elementary Division – **Trish Pfeifer** (Tidewater Region) and **Jennifer Bryant Hampton** (Central Region), Middle School Division – **Naomi Swyers** and **Helena Agnew** (Central Region) and **Anita Missal** (Blue Ridge Region), Secondary Division – **Kathie Tharp** (Central Region) and **Elaine Nunnally** (Northern Virginia). The majority of the jurors are past VAEA state award winners.



Trish Harris, center, awarded Elementary Division award by Maripat Hyatt, current Elementary Division Chair and newly elected VAEA Vice-President with Pat Franklin, out-going VAEA President.

Elementary Division Winners

The Regional winners and candidates for the state Elementary Division Award were: **Laura Walthall** - Blue Ridge Region, **Trish Harris** – Central Region, **Sarah Phillip** - Northern Region, **Susan Light** - Southwest Region and - **Jodie Linkous** - Tidewater Region.

Trish Harris of the Central Region was the recipient of the 2009 State Elementary Division Award. It was said of Trish that her “enthusiasm, innovativeness, and genuine concern for the arts in education are commendable. She is dedicated to reach every student instilling a positive self image that will continue to enhance their lives long after they have left the art room.”

region, **Kirsten Schrag** - Central Region, **Linda Conti** – Northern Region, **Janet Curry** - Southwest Region, and **Michele D. Barnes** - Tidewater Region.

Linda Conti of the Northern Region was the recipient of the 2009 State Middle School Division Award. It was said of Linda that she “works hard and makes it look easy, that her infectious energy sparks creativity in her students and peers and that her support is infinite.”

Secondary Division Winners

The Regional winners and candidates for the state Secondary Division Award were: **Jauan Brooks** - Blue Ridge Region, **Connie Russell** - Central Region, **Eric Scott** - Northern Region, **Anne Pfeiffer** – Southwest Region and **Juli Semanski** - Tidewater Region.

Middle Division Winners

The Regional winners and candidates for the state Middle School Division Award were: **Linda Ashley Miller** - Blue Ridge Re-



Linda Conti, Middle Division winner, with Pat Franklin.



*Ian, gr. 12, Hanover H.S.,
Hanover Co.
Art Teacher: Cindy McNamara*

State Award Winners *continued*

Anne Pfeiffer of the Southwest Region was the recipient of the 2009 State Secondary Division Award. It was said of Ann that she “is a dedicated artist that is comfortable working in many different media and that she is admired for her work ethic, artistic talents, leadership, organizational skills, and professional activities.”



*Anne Pfeiffer, Secondary
Division Award winner. Anne
serves VAEA as our Secondary
Division Rep and coordi-
nates the Electronic Gallery.*



*Dr. Melanie Buffington, winner
of Higher Education Award.*

Higher Education Division Winner

The 2009 recipient of the State Higher Education Division Award was **Dr. Melanie Buffington**, Graduate Program Director and Assistant Professor of Art Education at Virginia Commonwealth University. It is said of Dr. Buffington that “she provides great insight regarding the crucial relationship between higher education and K – 12 teaching and she has proven to be a visionary and effective leader, community liaison, arts advocate and creative educator. She is shaping and leading the field of art education in a purposeful direction. Her voice has become synonymous with innovative ideas and insights about art education.”

Museum Education Division Winner

The 2009 recipient of the State Museum Education Division Award was **Twyla G. Kitts**, the Virginia Museum of Fine Arts Director of Teacher and Student Programs. It is said of her that “despite her small stature and quiet demeanor she is a dynamic and energetic voice. She sets the example of the ‘person who goes the extra mile.’ She possesses an intellectual curiosity and devotion to education that is unparalleled.”



*Twyla Kitts, Museum Educa-
tion Division Award winner.*

Conference 2009



Art Educator of the Year Winner

The last award presented at this year's Annual Award Breakfast was the coveted Art Educator of the Year. It is an award that is generated from the VAEA Elected and Appointed Board Members and encompasses all regions, levels and divisions of Virginia's art educators.

This year's Art Educator of the Year Award recipient was **Dr. Pamela G. Taylor**, Chair and Associate Professor of Art Education, School of the Arts, VCU. It is an understatement to say that Dr. Taylor "has a strong commitment to art education. She is well-known for her impressive record of research, publications and presentations, and for her outstanding service at the state, national and international levels. She has produced a prolific yet focused series of influential publications on technology and pedagogy related to hypermedia that have contributed significantly to its understanding and implementation in art education. Her intelligence, leadership, wit and engaging smile will endear her to us always!"

Dr. Pam Taylor, VAEA Art Educator of the Year Award winner.



*Sarah, J.R. Tucker H.S., Henrico Co.
Art Teacher: Betsy Yost*

NOW...ABOUT YOUR HOMEWORK ASSIGNMENT!

Reading the vitas submitted describing the enthusiasm, energy and passion of the candidates made me so proud of the members of my art education association. Somewhere, on your jump drive (or wherever) you need to start keeping a vita. Your documentation for VA DOE recertification is a good place to start and use the NAEA Standardized Vita Form for an outline (because it covers a wide range of experiences.) Why should you do this? Because...when you least expect it...someone is going to nominate you for acknowledgement of your participation in life. You are the people that are making things happen. Your colleagues want / need you to be recognized by your peers. It will happen...when you have the least time or energy to pull it together...and they won't listen to your reasons as to why they should ask someone else. So get started! Now!

Regional News

Southwest

by Jennifer Fowler

SWVAEA presented a fabulous Art Educator Exhibition at WVTf Public Radio Station in October. I am very impressed with the level of talent and skill our teachers have. Thank you to everyone for your participation.

Wasn't conference spectacular?! It is always nice to see old friends and to make new ones. At the SWVAEA regional meeting we discussed this year's YAM theme, "Art Breaks the Rules." This year, the SWVAEA YAM show will be at the Jefferson Center in Roanoke, VA. **Pat Carr**'s students made rubber ruler pins for SWVAEA members to "represent" at conference. **Anne Pfeiffer** presented a Power Point slide show loading our minds with ideas and possibilities pertaining to "Art Breaks the Rules". **Ciara Corrigan** filled our bellies (and teeth) with yummy peanut brittle.

Also at our meeting we announced the SWVAEA Art Teacher of the Year awards:

Susan Light – Elementary

Janet Curry – Middle

Anne Pfeiffer – Secondary

Please take time to congratulate these wonderful, hardworking art teachers!

The Awards Breakfast announced our very own **Anne Pfeiffer** as the VAEA Secondary Art Teacher of the Year winner! Anne works very hard not only at the regional level, but also at the state level. Congratulations Anne, you really deserve this award.

Winter is upon us and your SWVAEA board is working hard to meet your needs. Anne will be presenting a workshop teaching us how to properly take, manipulate, and upload digital images of student work to a blog.

As always, visit the blog often for more details and updates.



NVAEA
Sock Monkey
Saturday

Blue Ridge

by Cynthia Shank

It was wonderful to see all of you at the conference. If you were unable to go you were missed! I thought Central Region did a great job – Thanks so much.

Blue Ridge Region has designed a t-shirt to raise funds. We are hoping this will help with the costs of our retreat at Shrine Mont in May. A nice number have been sold so far and we have a second design in the works if this goes well.

By the time this newsletter is published we will have already had one workshop in December – beaded ornaments. Future plans for the spring are already in the planning stage in addition to the traveling teacher art show, the annual JMU Day and the Shrine Mont retreat.

The Traveling Teacher Art Show is in February and April – please submit your work! In February the will be exhibited in Waynesboro and then it will travel to Lord Fairfax Community College. We are very excited about the addition of Lord Fairfax. Please contact others in your area to support this event and assure its success.

Check out the Blue Ridge Regional Newsletter online (through a link from the VAEA website) for information about JMU Day where we will explore the art of enameling. The cost is \$25. Hope you will be able to make it!

When you visit the Blue Ridge Region Newsletter please note that student artwork may be sent directly to the editor. A release form is online.

Northern Virginia

by Linda Conti

Northern Virginia regional members had a wonderful time at the VAEA conference in Richmond. It was so fun to go to conference and see all the hard work that Central Region put into it! We definitely enjoyed ourselves, and learned many things to help in our classrooms as well. The hands-on classes were great for re-charging our batteries and reminding us why we teach art to children. The energy in a room full of people creating art is indescribable.

Our award winners this year were **Eric Scott** from Stone Bridge High School in Ashburn for secondary division; **Linda Conti** from The Hill School in Middleburg for middle division, and **Sarah Philip** from Congressional School of Virginia in Falls Church for elementary division. Great job, everyone!

Our region made a splash at Sock Monkey Saturday on December 12th at the Visionary Arts Museum in Baltimore, MD. (see photo at left.) Members from Stafford, Fairfax, Loudoun, and Prince William County all attended. Our group was VERY creative! Thanks to all who came out to play. Our next event was a free workshop on Wool Felting on January 16th, taught by Sarah Philip at her school in Falls Church. Late March will find Prince William County presenting another free workshop as well.

We will be presenting at NAEA in Baltimore on "Reviving Your Region". Look for us Thursday morning, April 15th at 11 am. Keep that great regional energy going! Thanks to everyone for the positive support and connection.

Central

by Dawn Kelly

Whew – the State Conference is over. The rest of the year has to be a breeze, right? I hope everyone who attended the conference discovered great les-

sions, media, tips and came away from the weekend rejuvenated. It was great to host this event in Richmond. With budget and school related leave restrictions, we were so worried that attendance would be down; I'm happy to announce that this was one of our largest conferences in years.

The success of the conference could not have happened without our many volunteers. Not only did we have presenters from all over the state, we had Central Region volunteers involved in every aspect of the weekend. Thanks to everyone who worked the tables for registration and merchandise. We planned and implemented many other events including the wine tasting reception at ArtWorks, the vendors' reception, a breakfast for the vendors and our own awards breakfast to name a few. Thanks to all the volunteers who helped with these events. And I want to give a special thanks to my board. Due to my physical limitations, my co-chairs, **Melissa Taylor** and **Sarah Mays** were literally my arms and legs.

Central Region has already started planning our winter conference. The Central Region Mini-Conference will be held on Saturday, February 20, 2009 at Varina High School in Henrico County. Please visit our web site to submit your proposal to present. More details will be sent out after the winter break. And no one can forget Youth Art Month – I'm sure most of us have already begun planning for March.

I hope everyone has a great new year and used their break to relax and make art. Thanks again to everyone who made the 2009 VAEA Conference a success. Hope to see you at NAEA Conference in Baltimore.

Tidewater

by Sandee Darden

Winter greetings to everyone! We had a great time at the Conference

in Richmond. It renewed our spirit of teaching, enhanced technique, and introduced us to innovative ideas in art education.

For 2010, the TVAEA Winter Workshop is around the corner. This wonderful professional development opportunity will be Saturday, February 13th on ODU campus. It is from 9:00 am to 2:00 pm, with lunch provided. It is only \$5 for VAEA members, and \$20 for non-members. You get four hours of hands-on workshops, time for great networking during lunch, a certificate worth five hours of professional development, and door prizes, too! You also have the opportunity to pick which workshops you prefer. Look for the email to sign up in mid January.

It is also time to start looking ahead to the next VAEA Art Conference November, 2010 which will be held in Norfolk. Start thinking about how you can enhance your own experience by participating behind the scenes. If you have something specific you want to do or have a suggestion, by all means, email me! Remember the best workshops you have gone to in the past, and think up an equally interesting one that you could present next fall. Nervous about presenting? Ask a colleague to do it with you! Remember, the conference depends on all of us to be successful.

RU Professor Bay Travels to Shanghai for Rare Teaching Opportunity

RADFORD – “An eye opening experience,” is how Radford University Art Education professor Richard Bay describes his recent nine-day teaching visit to Shanghai Normal University (SNU). After giving lectures to a variety of audiences, visiting several public schools, and being able to talk and interact with students and teachers, this experience is something he can hardly put into words.

“I was excited that we had permission to visit schools and interact with the students,” Bay said as he talked about his experiences. These opportunities taught Bay that the Chinese teachers and their students have a similar passion to create art. Much of the students work is based on traditions and cultural practices, but Bay found the students eager to talk about their creative ideas and wanting to know if these feelings were typical. “I think the Chinese students in both the university and public schools I visited are seeking permission to try new things and express themselves in media and techniques not normally practiced in their culture.”

Bay’s journey to China actually began in the spring of this year when a group of three faculty members and 12 students from SNU visited RU to share their expertise in the fine and historical arts of calligraphy and watercolor. They were accompanied by Professor Xiaoyin Wang, a professor of Art Education who was enthralled with Bay’s opinions about art education. Wang visited Bay’s home during the visit and became interested in his work with challenged individuals and his views on current education trends. When Dr. Wang returned to China she published an article in *Art Review*, a Chinese magazine about artists, exhibitions, and related art educational topics. This article became the springboard to an invitation from Dr. Wan Quinhua, the Dean of the Fine Arts College at SNU, formally inviting Bay to visit and share his expertise on curriculum and instruction at the university.

... Bay said that one of the biggest questions the teachers asked was how to assess artwork. He shared some of the visual arts curriculum he had written and spoke on ways to do assessment. Simple concepts such as using rubrics were new to these teachers. Bay was able to create some simple examples for the educators showing some ways a rubric could be created. Bay asked them, “What do you want to evaluate? Forming those questions will be the base of your rubric. For example, did the child take part in the activity? Did the child execute the technique?” When I talked about this, it was like opening a door. One teacher said they had a paper on this topic due the following week and I had helped them with that assignment.

“Then, as before, the conversation would change and several of the teachers asked if I believed that art should be for all students,” Bay recalls. He believes art is a subject that all students should have a chance to take as art is a way to express themselves and at the same time expand their knowledge of the world, its people and their creations. In China public education is structured so when a student’s talent is discovered they are placed in classes that will lead to the development of those skills. The rest of their education is supported by rigorous math, science and language courses. Most students are bilingual when they graduate. Bay says the Chinese educational environment is atheistically beautiful and the love of nature and importance of it in the learning environment is visible. Plants, fish tanks, rock gardens and fountains are all part of the school décor. The school walls and halls are a mix of European and Chinese traditional art works as well as examples of student work. ... They say that, these students are the next generation that will guide China to its future. They are highly educated and highly motivated. “They know they are here to learn and that’s what they do. It’s a serious thing to them,” Bay said.

... There was one word, according to Bay, that sums up all these occasions: Curiosity! “The beauty of such a visit is that we are all learning,” Bay said. “Even though I was the one many times in front of the room or behind the desk, I was as curious of what they were thinking as they were of what I presented. That is what made this trip so successful,” Bay said. “The conversations are ongoing and we are all learning about each other and growing from our experiences.”



Richard Bay, right, and a calligraphy instructor at the SNU, East Campus

Youth Art Month



YAM

By Sean Collins

We would like to thank everyone who submitted a Youth Art Month scrapbook documenting their YAM activities for 2009. We hope everyone got a chance to see them at the conference. The information you provided was compiled into the state book, which won a Certificate of Commendation at the National Level. That would never have been possible without your support.

2009 YAM Scrapbook

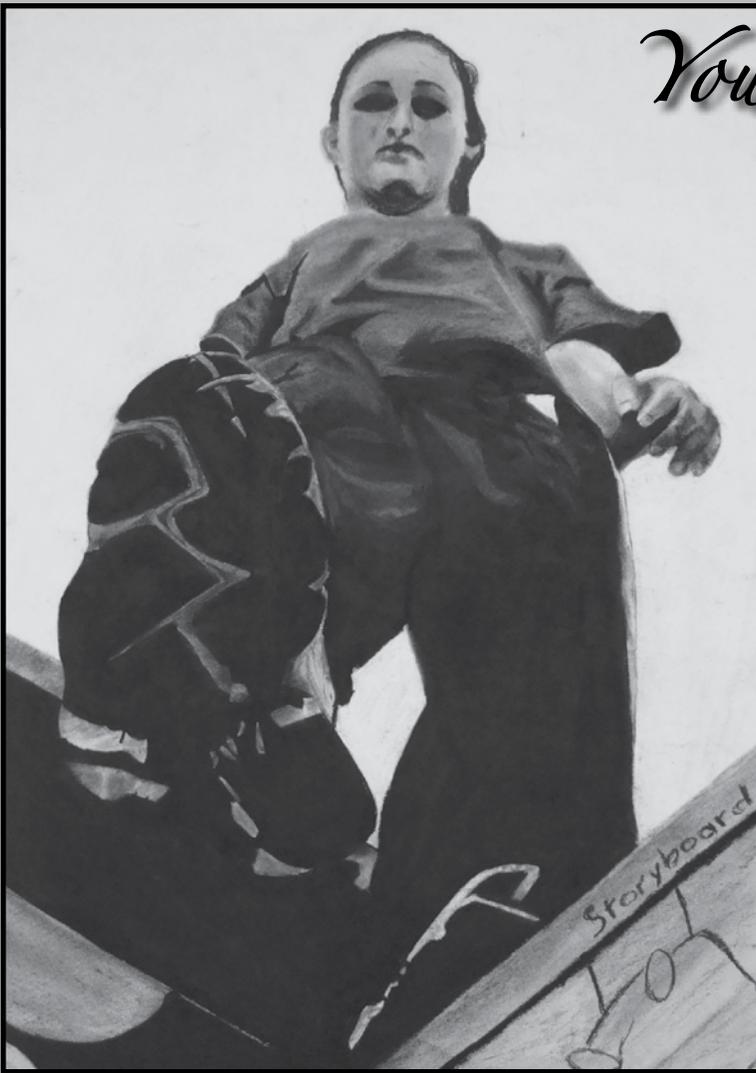
State Winners

- First Place- Henrico County
- Second Place- Chesterfield County
- Third Place- Waynesboro Public Schools

Regional Winners

- Central- Henrico County
- Tidewater- Virginia Beach City
- Blue Ridge- Waynesboro Public Schools
- Northern- Prince William County

Beginning in 2010, **Ann Schumm** will step down as Youth Art Month Co-Chair. Over the past two years, Ann has put in countless hours of work advocating for Art Education throughout the state. The awards and recognition Virginia has received for its YAM activities would not have been possible without her hard work and dedication. Even though her term has come to an end, I know that she will continue to be an advocate for our profession. Thanks, Ann, for all that you do!



Mina, J.R. Tucker H.S., Henrico Co. Art Teacher: Betsy Yost



Ann Schumm and Sean Collins present State YAM Book Award to Mike Gettings, Art Supervisor for Henrico Co.

Student Art Gallery



Armaghan, Tucker H.S., Henrico. Art Teacher: Betsy Yost



*Kathryn, Gr. 11, Hanover H.S., Hanover Co.
Art Teacher: Cindy McNamara*



Denzel, Jacox E.S., Norfolk. Art Teacher: Angel Jones

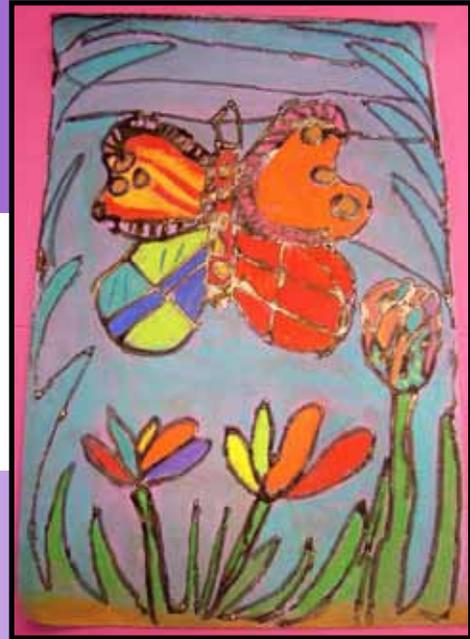


*Percy, Gr. 3, Longdale E.S., Henrico Co.
Art Teacher: Trish Harris*

*Nidhi, Godwin H.S.
Henrico Co.
Art Teacher:
Lise Mayer*



*Havelant,
Gr. 3,
Jacox E.S.,
Norfolk.
Art Teacher:
Angel Jones*



*Susan, Gr.12, J.R. Tucker H.S., Henrico Co.
Art Teacher: Kathy Barclay/C.Eldridge*



*Chris, Gr. 5, Longdale E.S. Henrico Co.
Art Teacher: Trish Harris*



Josie, Gr. 12, Charlottesville H.S. Art Teacher: Jennifer Mildonian



*Crosby, Godwin H.S. Henrico Co.
Art Teacher: Lise Mayer*

Elementary

by Maripat Hyatt

<http://naaelementarydivision.ning.com/>
<http://arted20.ning.com>
<http://www.artsonia.com/>

I start my article with the three websites I mentioned during our division meeting at the recent VAEA conference. I hope that you will check them out and join the first two blog groups as a way to stay in touch

with other art educators from across the country. The first URL is the group site lead by the NAEA Elementary Director, **Bob Reeker**. You can participate in conversations on a variety of art education related topics or you can begin a conversation by posting a question.

There is even a Virginia group page where you can address questions to other Virginia teachers. The second URL is a blog that deals particularly with Technology in the Art Room across the spectrum of ages. One of my key goals these past 4 years has been ways to help us to stay in touch with each other, these are two sites that are interactive. The third site can be used in a variety of ways.

Artsonia is a place where you can get ideas for lessons, post student work in a school gallery, fundraise

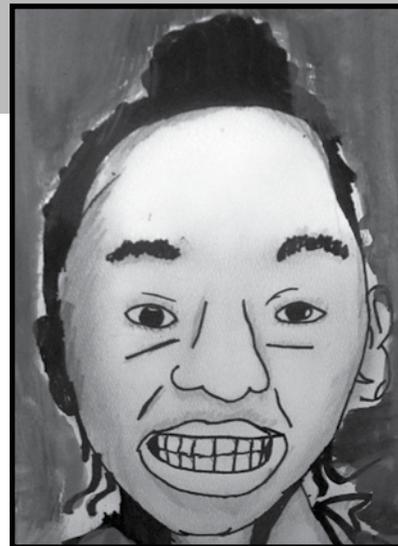


Pernisha, Jacox E.S., Norfolk.
Art Teacher: Angel Jones

for your school art program or view student art. I became a recent convert when I began posting student work this past March as part of my YAM celebration. The look of pride on my students' faces when I periodically show the current work is all the incentive I need to post more work on my school gallery. I invite you to check it out yourself.

I want to take this opportunity to thank **Pat Franklin** and the current board for giving me the opportunity to serve the last four years as the Elementary Director for Virginia. I have enjoyed learning and working with my colleagues on the board to serve the needs of art education across our state. I would encourage each of you to say "YES" when you are offered the opportunity to serve in a leadership position. It was scary at first but with the experienced leaders who were also serving I learned quite a bit. The most important is that everyone has something to bring to the table, so step up when you get the chance.

As I look forward to continuing to serve as the VAEA Vice President beginning this January, I hope many of you will be submitting proposals for our next VAEA conference in Norfolk, November 4-6, 2010. I would love to challenge other localities to present their own themed group presentations similar to Henrico County's Lesson Share from this past conference. Here is the site that was created for the lessons shared.
<http://teachers.henrico.k12.va.us/>

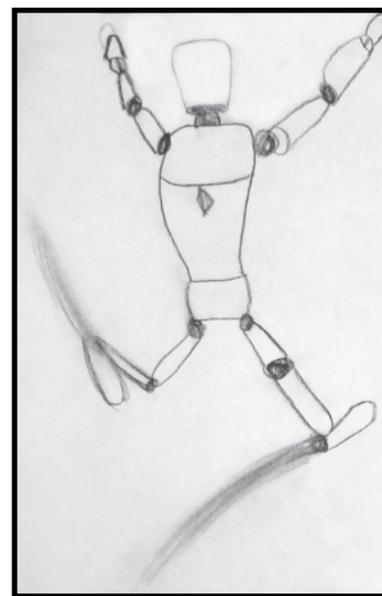


Jessica, Jacox E.S., Norfolk.
Art Teacher: Angel Jones

ward/hyatt_m/hcpsShare/HCPSSshare/Home.html

Whether you choose to propose this group style of presentation or a more traditional presentation I hope to be flooded with delectable offerings when I send out the call for proposals in the spring. Start cooking up those ideas now!

Finally I would like to introduce the next Elementary Director. **Sarah Matthews** from Chesterfield County is a dynamic and energetic teacher.



Latoyiah, Gr. 5, Longdale E.S. Henrico Co.
Art Teacher: Trish Harris

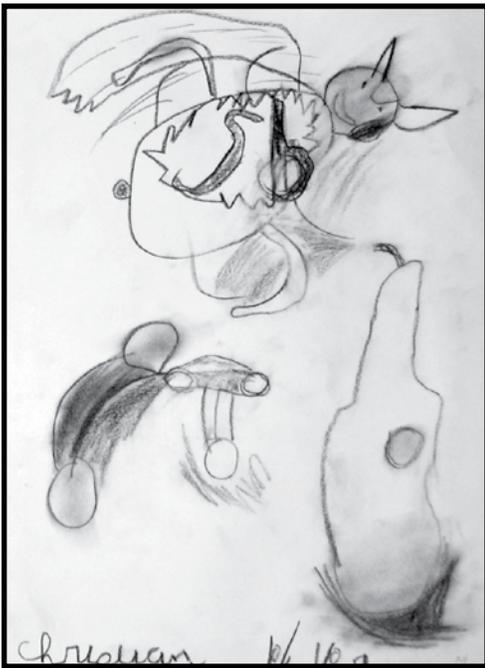
Division News

She will bring new energy to the position that can only serve the elementary teachers of Virginia in the best way. I know you will support her as you have done me. Thank you one and all!

Middle

by Naomi Swyers

I am sad to say that this is my last article as Middle School Director. I have enjoyed meeting all the many middle school teachers throughout the state and especially enjoyed working with our phenomenal board. I couldn't have had better leadership to guide me, and I am certain that our new leadership will continue to help our association grow and change with the future.



*Christian, Gr. 4, Longdale E.S.
Henrico Co.
Art Teacher: Trish Harris*

The VAEA Fall Professional Development Conference 2009 was wonderful. Due to budget cuts many teachers had various issues that prevented them from attending; however I am proud

to say we had a large amount of middle school participants. My hope is that next year will be better; however, from what I can see we are in for a rough couple of years. As a result, try planning now, by speaking to your PTA, and looking at grants. The next conference is in Tidewater and will be as amazing as this year.

For me, I had the most delightful déjà vu moment Thursday evening. Two young art educators were passing down the hotel hallway; they had not met many teachers and were looking to talk to people about their teaching situation.

They sat down with four of us, all veteran teachers, and we talked, laughed and reminisced until midnight about teaching, good times, silly times and times we really didn't want to remember. We offered help and ideas and they offered us memories of what it was like when we started out. They were "us" 20 to 30 years ago. What I want to pass forward from that evening is that mentoring is so important in our jobs. Some of us are alone in our schools. Don't forget to reach out to those new teachers, even if it is an evening phone call or a weekend stop for coffee.

I hope as 2010 begins it finds you healthy and happy and your school year ends on a high note.

I will still be working on-site registration in November so VAEA is not done with me just yet.

As I end my term, I am attaching some vital information. Please post it by



*Trequon, Jacox E.S., Norfolk.
Art Teacher: Angel Jones*

your computer so you can remember to accomplish it.

- On the VAEA WEBSITE is the Middle School Art Teacher Survey. It must be completed by every middle school art teacher! Thank you to **Bill Wightman** for putting that together.
- On the VAEA WEBSITE is the Guiding Principles for Middle School Visual Arts Programs. This is a great tool to help advocate for your program
- The National Art Education Conference is in Baltimore. It may be too late to register but you still may be able to register on site and come up for a day. The dates are April 14-18, 2010. The information is on the NAEA Website.
- I would love for Middle School Art to make its presence known in the VAEA Newsletter. Don't forget to send photos & student artwork to **Kathy Barclay** (she does need a Release Form, it is on the VAEA Website).

In the BBC series, *How Art Made the World*, the second show gets to the point behind the title. In a nutshell, the first images made by humans, Altamira cave paintings for example, were records of images seen in trances by shamans. These showed up in many places throughout the world and then suddenly stopped when the artists decided to move their art out into public areas and instead started carving the images in large stones that were quarried and arranged much like Stonehenge. This new display of spiritual images took the work of hundreds of laborers at a time, using flint to quarry and carve the large rocks since metal tools had not been invented yet. Domestic wheat has been traced to a wild wheat grown in the area of one of those early circles of decorated monoliths in Turkey, suggesting that agriculture started there for the purpose of feeding all the laborers and the hundreds of visitors who would gather at the site to view the images and spiritual rituals. Since the switch to agriculture is the most significant event in human history and is responsible for the development of culture and civilization, presenter Dr. Nigel Spivey suggests that images, that is art, made our world. Indeed, images are mostly how we communicate these days (though most images that bombard us these days are for the purpose of parting us from our money). Education, also, is undoubtedly responsible for the progression and stability of human culture. Now, how important do you feel, teachers of image making?

Our state conference is like a big innovation fair for this great profession.

Robert Hunter shared a scratchboard lesson that allows adolescents to explore an idea that they

are already preoccupied with: fame and celebrity, creating designs based on playing cards, full of rich imagery that mirrors the medieval celebrity status of the Queen and King.

Leslie O'Shaughnessy and **Michael VanWambeke**, art and social studies teachers, respectively, at Lee High School in Fairfax County shared an Arts-Based Inter-Disciplinary School Magazine project. After a theme is chosen students in different subjects areas write articles and essays on that theme. The computer graphics students choose articles, then design and layout their individual versions of the magazine using InDesign software. A student choice and teacher choice are posted on the school website, and copies of the individual designs are printed out for display as large accordion-fold books in the library. Both ideas for display are fantastic. The online version for parents and the public; the large accordion-book style display for catching the eye more than just magazines on a shelf and without cost of binding. This project was not just a great inter-disciplinary project, but a very real-world career project. To download the magazines and learn more about their purpose and method, go to the art department section of the Robert E. Lee High School website.

Roger Tomhave and **Bettyann Plishker** of Fairfax County presented an actual "Process of Innovation" that can be modeled and practiced by our students, mirroring the development of great ideas in all facets of our world. Tomhave attended a workshop

by IDEO, a design and innovation firm that developed this "Process of Innovation" that in a nutshell includes "Inspiration, Ideation, Implementation". We practiced applying some of the processes by interviewing a partner about what they like and dislike about their wallet and then brainstorming and sketching a better alternative. Their website is full of wonderful articles collected about the importance of good design, and one section of their website is devoted to Design for Learning, innovation in education that even addresses "systemic challenges in education at large".

To quote IDEO's website: "Let's build a generation of design thinkers. ... What would the world look like if everyone saw the problems in the world as design opportunities? What if every child believed in their creative abilities, and had a means of productively addressing any challenge they might face?"



*Christine, Gr. 12, Charlottesville H.S.
Art Teacher: Jennifer Mildonian*

Division News

Higher Education

by Bill Wightman

As Higher Education representative for the past two years, I have enjoyed connecting with my colleagues at the Higher Education level, learning more about their programs, as well as doing my part in providing a voice for Higher Education on a range of issues. Likewise, I have also valued my work with **Pat Franklin** and the rest of the board members as we worked together at meetings/retreats and in producing the elementary and middle school surveys for Virginia's teachers. The VAEA remains a highly visible and effective organization, which has done much to advocate for the visual arts in education. I continue to feel, as I expressed in my first newsletter column two years ago, that the perception of higher education is well understood and supported by both the leadership of the organization as well as the general membership.

My service to Higher Education will grow in new ways having recently accepted an invitation to serve as the Higher Education representative for the NAEA's Southeastern Region. I am excited about this new role, especially so, given the opportunity to work closely with Higher Education representative elect **James Haywood Rolling Jr.** and the other regional representatives.

For my final newsletter column, I thought I would take the opportunity to remark upon observations/documentation that I have been making over the years while visiting my art education students in practicum or student teaching placements. The observed phenomenon itself is not ground-breaking in terms of research, nor does it lend itself to great insights about curriculum, assessment, etc. Rather, the observed phenomenon

reflects my interest in the ways in which the construction of school culture takes place. What follows is a compilation of "unique" T-shirts worn by elementary, middle, and high school aged students. I regularly share this list with my art education students as a way of promoting discussion about the types of cultural associations that K12 students bring with them to the classroom. In the abbreviated list below, text separated by a slash mark (/) reflects the shirt's front and back, respectively. The text in parentheses denotes either product affiliation or a more descriptive sense for how the image(s) and text were positioned.

7th Grade: I Like Jesus
7th Grade: Fear is an Illusion (Nike)
7th Grade: Spoiled
1st Grade: Chump
6th Grade: Have A Bright Day/ Don't Blow Smoke
4th Grade: Pressure Does Not Exist on My Field (Cartoon Picture of Tasmanian Devil)
4th Grade: There's Something Scary Out There (Rug-Rats)
5th Grade: There Is No Sport in The World Like Cheerleading. Period.
6th Grade: Princess
6th Grade: Angel 24/7
6th Grade: There's No Planet Like Home
8th Grade: I Love You This Much (text under an image of Jesus' crucifixion)
7th Grade: Attitude's The Game
1st Grade: Ft. Pickett is Bearable (image of two teddy bears maneuvering a tank)
10th Grade: Naturally Sweet (text featured above and below a glowing orange orb)
3rd Grade: Survivor
3rd Grade: Millennium Girl
1st Grade: No Subs... No Time Outs... No Wimps... Just Rodeo
6th Grade: (American Flag) Get Together, American Eagle
10th Grade: Let The Games Begin/

Insane Clown Posse
9th Grade: Cutie (Superimposed over a large letter C)
2nd Grade: MVP (Most Valuable Princess)
1st Grade: I (Heart Symbol) Mom
10th Grade: I'm trying to imagine you with a personality
4th Grade: Skate 23/7 /A Guy Needs One Hour Sleep
4th Grade: 99% Angel
10th Grade: "AVAILABLE"
2nd Grade: Conserve Energy... Sleep in School
2nd Grade: I don't look for trouble... it finds me
Kindergarten: If you think I'm cute you should see my mom
5th Grade: Sun Goddess
4th Grade: I have just kidnapped myself... /Give me \$100,000 dollars or You'll never see me again
9th Grade: Bite me Ford Boy (Chevrolet Symbol) /Real Men Drive Chevys
10th Grade: Do I Make You Look Fat?
5th Grade: Chicks /(image of three baby chickens that have hatched out of soccer balls) were born to play soccer
5th Grade: NOTHING / TO WEAR
2nd Grade: The leprechauns made me do it
4th Grade: It seemed like a good idea at the time
3rd Grade: So Very Cool (image of an ice cream cone left of text)
Kindergarten: PERMANENT TIME OUT
9th Grade: Worship Jesus Christ (in old-style coca-cola font)
7th Grade: Speak Slowly / I'm Blonde
7th Grade: If this flag offends you (image of confederate flag) / you need a History course
7th Grade: Jesus (first s is

in the shape of a lightning bolt) /
Rocks
7th Grade (Picture of an
Orangutan) / No Tree No Me
4th Grade Daddy's Number 1
Girl
8th Grade Detention Team /
Joe Boxer
8th Grade 9 out of 10 doctors
agree /(image of a frantic Doctor
holding a game player) Video
Games are good for you

In the above list we see how T-shirt content is tied to sports, religion, body image, and brand names. We also recognize that T-shirt content can be much more "loaded" with respect to interpretation – and that some T-shirt content pushes the boundaries of appropriateness. In a local high school this past fall, an explosive situation developed around the display of the confederate flag, resulting in changes made to school policy regarding the ways in which the confederate flag can or cannot be displayed on school grounds. Similar to a confederate flag positioned on the back window of a pick-up truck, I imagine how a T-shirt featuring an image of the confederate flag worn by a seventh grader (see above), could serve as a tool for racial intimidation, position a particular interpretation of history, or exist as a "wearable" argument in support of the first amendment.

Like art, the subjectivity that is inherent in the reading of text and images makes the fashion choices of students an immediate point of access for better understanding the cultural frameworks that they each bring to the classroom. Ultimately, how it is that the content of T-shirts are dealt with, ignored, glossed over, remarked upon, negated, etc., speaks volumes about the ways in which one aspect of school culture continually reinvents itself on a daily basis.

Supervision & Administration

by Barbara Laws

Eleven division members met at the Virginia Museum of Fine Arts on September 18. **Cherry Gardner**, VA DOE Principal Specialist of Fine Arts, brought information on the Visual Arts Pathway for the Career Pathway Plan of Study which will also be addressed in January in a meeting with Mrs. Gardner and in the Virginians for the Arts meeting. We also discussed district exhibition guidelines as well as current issues across the Commonwealth.

At the VAEA conference division members conducted a round table discussion for university student members. Topics included application processes, interviewing, school system expectations and student teaching. An additional session provided time for individual students to meet with individual administrators.

At the January 26th meeting, at the annual Virginians for the Arts Conference, the division will follow the agenda developed at the Supervision and Administration Division meeting at the conference. In addition to Career Pathways, included topics will be developing a "The Role of the School Arts Administrator" statement and flyer for board approval and its distribution. We will discuss the new personal finance course and continue to develop a policy statement which addresses our concerns about the way in which it is being implemented and the impact on elective courses. Finally, we will bring each other up to date on issues around the Commonwealth and identify any which need to be addressed by the VAEA Board.

On another note, I have been reading 3 books - sort of parallel and almost simultaneously - and recommend them as bases for thinking about how we educate the policy makers and stakeholders about the value of arts education: *The Qualities of Quality: Understanding Excellence in Arts Education*, S. Seidel et al; *Made to Stick: Why Some Ideas Survive and Others Die*, C. & D. Heath; *The Tipping Point: How Little Things can Make a Big Difference*, M. Gladwell.

As we move further in to the spring, we will have opportunities for professional development at the NAEA convention in Baltimore. For a day of networking and examining quality art programming join us for the Supervision and Administration Pre-convention on Tuesday, March 13.

Finally, this is my final article as your Supervision and Administration Division Chair. Congratulations to **Debbie Barnard**, Administrative Coordinator for the Arts, Prince William County Schools, who takes over the position as part of the new board. Thank you all for your time, energy and efforts and commitment to improving the quality and status of arts education.

*Kai, J.R. Tucker H.S., Henrico Co.
Art Teacher: Betsy Yost*



Museum Education

by Twyla Kitts

collaborate in the coming year. Two ideas immediately come to mind: professional development for art teachers around topics such as teaching AP Art History and designing self-guided museum visits for high school students. . . . I would enjoy hearing from you and learning more about how I can become actively involved in VAEA.”

So far, we have mostly just exchanged ideas through e-mails, but I know that interesting and creative collaborations will unfold from this beginning. I promise to support Scot in any way that I can over the next two years.

At the VAEA annual conference, I was greatly honored to receive the State Art Educator Award in the Museum Education Division. The last couple of years have been difficult for many museums due to decreasing budgets and shrinking staff—so I must admit that the field of candidates for this award was small, especially considering the numerous worthy candidates for the awards given to classroom teachers. As I reflected on this honor, however, I started thinking about the awards given to the Scarecrow, the Cowardly Lion, and the Tin Man at the end of the *Wizard of Oz*. The field of competitors for those awards was also quite small, but what their awards signified was of great importance. The honors bestowed on this trio of companions reflected the shared experiences of their journey,

during which they learned much about themselves and through which they became friends.

As I write these words, scenes of my experiences with VAEA events and members flow through my head like a favorite old film. I think I knew one person at the first VAEA conference I attended—and now there are a host of familiar faces at conventions that I look forward to seeing every year. I have gained hundreds of innovative ideas from conference sessions I have taken and from interactions during sessions I’ve given. I’ve also grown professionally by taking part in many of the board’s initiatives over the last two years. The leadership qualities I saw in action during VAEA Board meetings are unsurpassed in my experience—and I’ve been around for quite a while. If I had to capture the broomstick of the Wicked Witch of the West, this is definitely the group with whom I’d want to face that challenge.

So, spread the word! VAEA membership and participation can make a huge difference in the journey of your life. Also, remember that I’m still your “teacher contact” at the Virginia Museum of Fine Arts. The galleries reopen on May 1, 2010, and I hope to see everyone during the many celebrations planned to inaugurate your expanded and improved state museum. Of course, I’ll also see you at upcoming conferences—I wouldn’t miss one of those for the world. Thanks to all of you for this amazing experience!

This is my last VAEA newsletter article as the VAEA Board’s appointed Museum Director. I will miss seeing this amazing, creative, and inspiring group of people throughout the year, but I am delighted that **Scot Howe**, Director of Education and Public Programs at the Chrysler Museum of Art in Norfolk, will be taking over this position for the next two-year term.

In my first VAEA newsletter article, I mentioned the importance of organizations such as VAEA and NAEA for providing professional growth and networking opportunities. Over the last two years I’ve become even more convinced of the critical role that VAEA membership can play in helping members develop professionally and personally. In fact, it was a VAEA newsletter that led me to make a connection with Scott Howe. He sent me the following e-mail note after reading last summer’s article.

“I enjoyed reading your article in the summer VAEA Newsletter, and I would welcome an opportunity to

Advocacy

by Pamela G. Taylor

With those frightening words, “budget cuts” appearing almost daily in our newspapers, it is no wonder that most people’s faces I see (including my own in the mirror) reflect an almost uncertain doom. For art teachers, who have felt the nearness of the blade so many times, I see a mixture of fire, complacency, and helpless desperation. What can we do to advocate for our school art programs? How can we stay informed of what is or may be happening that affects us? How can we make our voices heard? How can we be part of the decision process?

The following is a list of tips formulated as a result of consulting with people of influence and in-the-know in Virginia:

1. Bottom line—teachers must remain vigilant, prepared with a response, work together, and think positive!
2. Remain aware of your local school board’s discussions and decisions, especially with regards to the 2010-11 upcoming year’s budget.
3. If you do not have a supervisor assigned to the fine arts teachers in your local school division who is cognizant of your needs, then you should select several teachers in your system that can speak intelligently and professionally about the needs of the visual arts program and how the visual arts impact student learning. These persons could be available on short notice to provide important information to your local school board (speaking to the board during the open comment period—usually just before or after the meeting) and superintendent at scheduled appointments.
4. Make parents aware of the consequences and impact to their child’s education if the visual arts program is not fully supported (at least at current levels) with staffing and funding needs or is not offered at the grade levels in question.
5. Talk with your local newspaper editor and radio hosts to see if they would be willing to write an article or host a radio show about the fine arts and their meaning to the community—students. Write an article or caption attached to a photograph and send it to your local newspaper directly.
6. Ask PTA and/or PTO parent groups to start a petition that would be submitted to the local school board.
7. On weekends, visual arts teachers (and possibly all fine arts—to show a united front) could setup tables at local businesses and shopping centers to advertise the importance of fine arts education for K-12 students.

8. Invite local school board members to visit and spend time in visual arts or fine arts classrooms.

9. Ask students to draw and put into words what visual arts means to them and place them around the lobby of the school and in prominent places in business establishments. 10. Ask students to send their thoughts about visual arts in letters or postcards that can be decorated by the students—including the envelopes. These could be either mailed by U.S. Mail or delivered by students to the local school board members at a school board meeting.

11. Make sure that you exhibit your students’ art work everywhere that you can and include text panels that explain the many standards of learning the students were involved in during the learning and creative process.

12. Be aware of how your local school board makes decisions and passes regulations,

13. Be aware of how the Virginia General Assembly makes laws!

14. Whenever you, the artist teacher, exhibit your work make sure you include information about the school where you teach and how important your teaching is to your art and vice versa.

Staying positive can be difficult I know and therefore I share with you the latest NAEA website inspiration—the link to the “Art,” an animated music video of artistic ideas by Director Andrea Dorfman and set to the Tanya Davis song, “Art,” www.arteducators.org/olc/pub/NAEA/advocacy/

Lyrics to “Art” by Tanya Davis

*I wondered what would be the worth of my words in
the world
if i write them and then recite them are they worth
being heard
just because i like them does that mean i should mic
them
and see what might unfurl*

*i think of the significance of my opinions here
is it significant to be giving them does anybody care
just because i’m into this does that mean i should live
like it
and really do i dare*

*art, art i want you
art you make it pretty hard not too
and my heart is trying hard here to follow you
but i can’t always tell if i ought to*

*so i pondered the point of my art in this life
if i make it will someone take it and think it’s genuine*

continued on page 26 ...



Retirees

by Lynn Hilton Conyers

Is Your Retirement at RISK?

In the January 2010 Virginia Education Association newsletter the question, "Is Your Retirement at Risk?" was the leading headline. If you have not yet read this article, it would be wise to check it out (www.veanea.org) as our lawmakers take aim at budget cuts. Being prepared to fight off cuts to your Virginia Retirement System pension benefits may be in your future! The article speaks of lawmakers using a recent study that outlines options ranging from raising the minimum retirement age and slashing cost-of-living-adjustment to pushing new employees into risky 401(k) style accounts that would cut the benefit of the current traditional pension in half. **Kitty Boitnott**, VEA President said, "We anticipate that we'll see bills to undermine the VRS this year in the General Assembly, and every VEA member should be prepared to fight to make sure that the retirement security that we've been promised is not thrown away." Now in this time of budget cuts it is important to pay attention to local and state politics. You must be ready to advocate for yourself as a teacher and as an art educator trying to keep your program in tact for our future artists!

With those challenges in mind, you still should be looking to your future retirement. At the past conference, Adelina Teves-Revis, the Virginia Retirement Education and Training Counseling Supervisor, presented two outstanding sessions on an "**Overview of Benefits**" and "**Getting Ready to Retire.**" She discussed the benefits you have through VRS, such as your retirement benefit, purchase of prior service, eligibility, retirement payout options, life insurance, health insurance credit, and how to register for the online and self-service tool, myVRS. With this tool, you will be able to calculate a benefit estimate giving you actual account data. Information will be provided for filling out retirement forms and working after retirement.

Sandy Gehr, retired art educator from Stonewall Jackson High School in Shenandoah County, is the guest educator

for the *Ask ART-ie* advice column. The column encourages art educators, actively engaged in the classroom to ask a question and advice from an experienced, retired art teacher. **Karen Girouard**, art teacher at Peter Muehlenburg Middle School in Shenandoah County, asked Sandy how she dealt with special education students when mainstreamed into a regular art class. Sandy's reply to the question was to first consider the special needs of the student as communicated by the student's resource teacher. Sandy said that she tried to adapt the lesson for the special needs student with a parallel project. One example that Sandy gave for teaching pen and ink was allowing the special needs student to use markers rather than the more difficult medium. She considered a successful experience for the student more important than acquiring the more advanced technical skills.

Retired Educators on-the-move

Linda Hollett-Bazouzi has had her oils and acrylics in a variety of art shows this year, including the Crossroads Art Center in Richmond. You can find out more about her work and exhibits by contacting her at www.lindahollett.net.

Gene Toutsu and **Kathy Baclay** also have work on display at the Crossroads Art Center.

Lynn Hilton Conyers will be teaching a three credit, graduate level ceramics class for James Madison University this summer. If interested, contact reach@jmu.edu or call 540-568-4253.

As I write this last newsletter column, I want to thank those of you who contributed information leading to its success. It has been a privilege to serve!



*Lucy, Gr. 11, Charlottesville H.S.
Art Teacher: Jennifer Mildonian*

Curriculum & Research

by Sarah Wilson McKay

Our annual conference is an occasion for renewal—refreshing our strategies, networking with colleagues, priming our skills and our minds with new content and new approaches for engaging our students. With a lot of discussion in art education nationally about moving beyond Elements and Principles, we must all look closely at how we teach what we teach. In anticipation of the conference this year, wanting to focus this column on curriculum development approaches, I asked some Virginia higher education art educators the following question:

What strategies do you use to help students and teachers move beyond using the Elements of Art and Principles of Design in developing a meaningful art curriculum?

Art Educators in Virginia are pushing beyond Elements and Principles with whole school districts adopting Big Ideas as a way of engaging students with meaningful art experiences. **Nancy Lampert** of VCU says, “I encourage university students to create lesson plans that require K-12 art students to use critical thinking to solve open-ended art inquiries about ‘Big Ideas.’”

To provide some details about what this means, JMU shares their program’s philosophy about shifting beyond elements and principles in what follows.

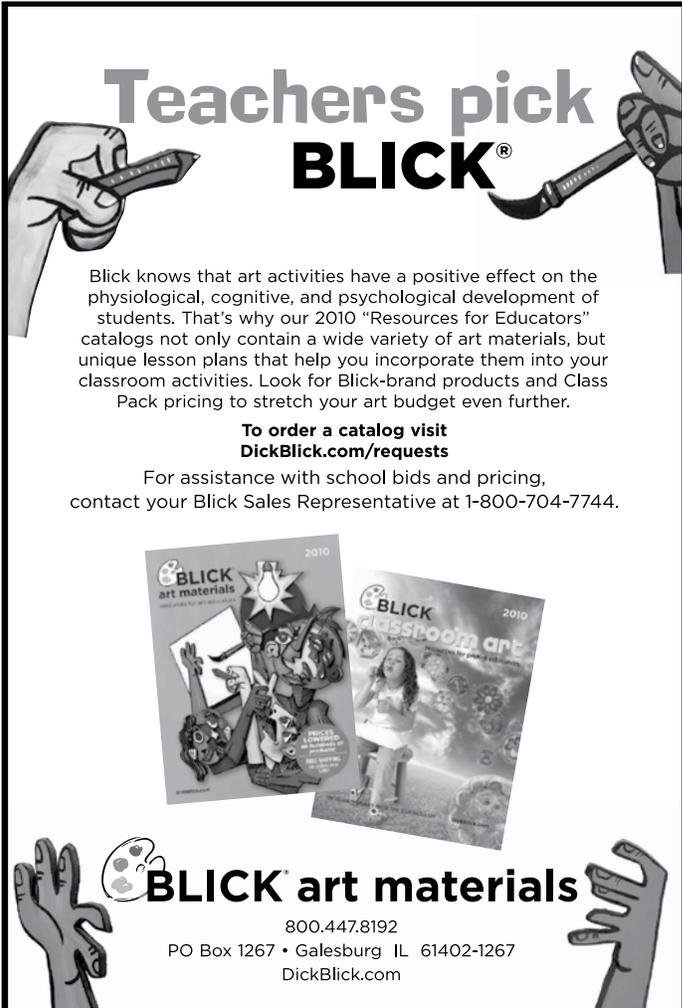
Bill Wightman at JMU offers: “I ask art education students who I first work with to list the top ten things they want their students to learn. The result is typically elements and principles, skills, craft, etc. Then, later in the semester I ask them what 10 things concern them most about the world. I then turn back the initial prompt so that they can see that what things they want their students to learn are really superficial as compared to big issues that they listed such as “global warming, war, poverty, financial crises, etc.). I have also done this with inservice teachers and, as expected, had some teachers validate that they emphasize the e and p’s too much.”

Kathy Schwartz continues describing JMU’s approach: “Students first explore a broad overview of art criticism particularly looking at modernism/postmodernism and the range of reasons people make art. Students investigate the themes that are embedded in artwork and research contemporary artists who are working in areas related to a theme they select.” (for more details on the flow of the course, please contact Kathy). She goes on

to say, “this entire process engages our students in contemporary art, and the hundreds of themes that artists are thinking about. We keep lists of the themes, artists, and virtual art shows. After they have completed this course, they are so much more comfortable investigating the themes and concepts in art. And, they now have hundreds of examples to think “with”.”

Many art educators in Virginia use Renee Sandell’s very helpful FTC chart (on following page), which is simply terrific for helping students to see the hundreds of ways they can create content rich lessons from one work of art.

Renee Sandell of GMU has shared her FTC template at VAEA and NAEA. We reprint it here as a useful tool for thinking for yourself through the many big ideas that the art learning in your classroom can take up and explore.



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ART = FORM + THEME + CONTEXT
How the work "is" What the work is about When, where, by/for whom and WHY the work was created/valued

Studio Art Problem: _____

How does a balance of formal, thematic, and contextual aspects of art engage students with meaning?

FORMAL	+	THEMATIC	+	CONTEXTUAL
Actual Composition:		Broad Subject/BIG IDEA:		WHEN:
Art Elements:		Subject Matter/Area of Focus:		WHERE:
Design Principles:		Point of View:		BY/FOR WHOM:
2D&3D Qualities:		Visual Sources:		WHY: Intention/Purpose(s):
Size/Scale:		Art Historical References:		Relevance/Significance:
Media/ Materials:		Literary Sources:		◆ Personal
Processes/Methods:		Other Arts Connections:		◆ Social
Skills:		<ul style="list-style-type: none"> Ⓢ Music Ⓢ Theater Ⓢ Dance Ⓢ Film 		◆ Cultural
Style:		Other Subject Areas:		◆ Historical
Other:		<ul style="list-style-type: none"> ⇒ Math ⇒ Language Arts ⇒ Science ⇒ Social Studies ⇒ Physical Education ⇒ Vocational Education 		◆ Artistic
				◆ Educational
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				◆ Other:

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How will this learning experience help each student use a sense of design, story, symphony, empathy, play and meaning, needed to develop a 21st century "whole new mind"?

 * Pink, D. H. (2005) *A whole new mind: Moving from the information age to the conceptual age*; See NAEA bookmark

NAEA/VAEA Membership Application

Mail to: The National Art Education Association, Membership Dept,
1916 Association Dr., Reston, VA 20191

Membership Categories:

Active: Art teachers, directors of art education programs, or those engaged in pursuits closely related to the field. Provides all the benefits of membership.

First Year Professional: Recent graduates entering their first year of teaching. Valid for one year. Provides all the benefits of membership, except the right to hold national office.

Student: Undergraduates and full-time graduate students. Provides all the benefits of membership, except the right to hold national office.

Retired: Retired educator who has been an active NAEA member for a minimum of five years. Includes all the privileges of membership.

Associate: School personnel not actively engaged in teaching art and other individuals with a general interest in art education. Provides the basic publication and discount benefits of membership. Members in this category will not receive membership bonuses and do not have the right to hold national office.

Institutional: Institutions or departments involved with art education. Provides the basic publication and discount benefits of membership, as well as a subscription to the quarterly Studies in Art Education, eligibility for Art Honor Society sponsorship and one registration to the NAEA

Advocacy continued from pg. 22

*will they be glad that i did 'cause they got something good out of it
will they leave me and be any more inspired*

*i question the outcome of the outpouring of myself
if i tell everyone my stories will this keep me healthy and well
will it give me purpose, to this world some sort of service
is it worth it, how can i tell*

art, art... (See <http://tanyadavis.ca/bio.html>)

The other video featured on the NAEA web site, "Let Them Be Heard" was featured at the 2008 NAEA National Convention in New Orleans, LA. Credits include: Susan Sward, Art Teacher & Wizard, and Emily Pichette, Student, Class of 2009, West Warwick High School, West Warwick, RI.

I share these videos because advocacy requires that all those who value art and education should have access to, share, and freely use all tools available to promote the field. Thank you for all that you do for the children of Virginia.

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