

vaea

Virginia **art** Education Association

When ART Makes a Difference

SPRING
2016



Kristen, Short Pump Middle School, Henrico County. Art Educator: Shari Beazley

The VAEA News Magazine

is a publication of the Virginia Art Education Association, and is distributed to members three times a year: January, May, and September.

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

is welcome and may be submitted directly to Kathy Barclay, News Magazine Editor, at: kbarclayart@yahoo.com

Vendors

wishing to advertise should contact Peggy Wood, Executive Secretary, at wood.vaea@gmail.com

Submission

Deadlines:

Winter Issue
 Nov. 15 for January publication
 Spring/Summer Issue
 March 15 for May publication
 Fall/Conference Issue
 July 15 for September publication

Mission Statement:

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

Calendar of Events

- May 13-15 BRRVAEA Spring Retreat (Orkney Springs)
- June 15 VAEA Conference Proposal Deadline
- July 14-15 BRRVAEA Raku at Wintuck Pottery
- September CRVAEA Art Educator as Artist Exhibition, Art Space
- October 1 Electronic Gallery Submission Deadline
- Nov. 3-5 VAEA Fall Professional Development Conference, Sheraton Norfolk Waterside
- 2017**
- March 2-4 NAEA Convention, New York



Above: Pottery by Katie, Gr12 and Joseph, Gr12 Henrico CFA Art Educator: Genevieve Dowdy



Kate, Gr11, Clover Hill HS, Chesterfield Co. Art Educator: Victoria Kirtley

President's Message



Linda Conti

“Art Grows Potential”

This is the meta-message of the Virginia Art Education Association, and we believe it strongly. This newsmagazine is created for you, the members of VAEA, to support you in your journey of helping your students reach their own potential through art. The focus of this spring newsletter is “When Art Makes a Difference.” How did we all get here to this position of service? What road diverged that we may or may not have planned upon?

“When ART Makes a Difference”

My own story started as one of seven kids in a family living in a suburb outside of Chicago. My older sisters were both very talented at art, and I was always trying to catch up. We had an amazing art teacher in junior high school, Bill Vose. He taught us to look at art, to learn art history, to think carefully about the choices we were making as artists. He taught us aesthetics and the theory of art. He taught us color theory, light and shade, perspective. He was constantly working on his own art. While my sisters were drawing and painting, I kept trying every process I could get my hands on, heedless to failure! I painted, drew, sculpted, made clay, plaster, batik, cast pewter. Mr. Vose encouraged my wild explorations, and I ended up with some real successes. Under his tutelage, I won a Scholastic gold key for a batik. He has deeply affected my teaching.

Still in touch after all these years, we visit when possible. On one such visit, he laughed and said, “So, when did you figure out I was teaching you college art?” “My prompt reply was

“What do you think I am teaching?” A teacher who is strong in their influence leads a student to find their own road, their own voice in art. That I ended up teaching in addition to creating my own art was an extra bonus, not one I had planned upon. Teaching evolved naturally out of the workshops I was giving after my children were grown. My own art always informed my workshops, and still strongly affects my teaching. I want my students to take risks, to find their voice, to be challenged by failure.

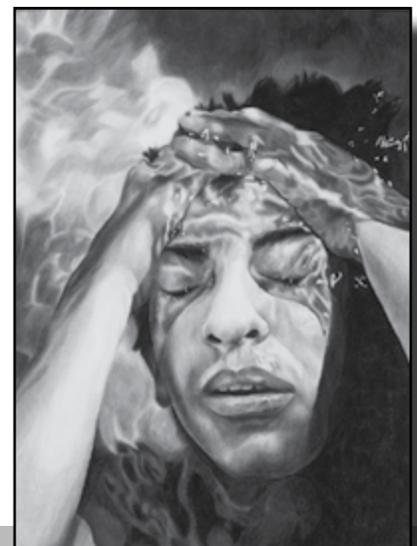
The best lessons are when you must solve a problem that demands your attention. The best work has gone through the process of thought, reflection, and inspiration. We guide our students on that journey every day.

My former teacher continues to challenge me to be the best artist I can be, the best teacher I can hope to be for my students. We visited in the days before the NAEA convention in Chicago. His current body of work is vibrant, challenging and amazing! If I am lucky, I will be the teacher that my students seek out years from now, sharing in the joy of the road that art took them along in their lives.

“It’s the action, not the fruit of the action, that’s important. You have to do the right thing. It may not be in your power, may not be in your time, that there’ll be any fruit. But that doesn’t mean you stop doing the right thing. You may never know what results come from your action. But if you do nothing, there will be no result.” -Mahatma Ghandi



Jesus. James River HS. Art Educator: Kelly Bisogno



Joseph, Gr12,
Henrico School
for the Arts.
Art Educator:
Genevieve Dowdy

Vice-President's Report

by Sarah Mays

As your new Vice-President, I am very excited and honored to be working for you to facilitate an excellent state conference. Our 2016 conference theme is "**A Rising Tide.**" The conference will be held at the **Sheraton Norfolk Waterside from November 3-5, 2016.** As you may remember, our conference was held there back in 2012. You may remember that this is the hotel where former President Bill Clinton stayed during the same time as our conference, and some of our members had the pleasure of meeting him. There are some nice features at this hotel. The City Dock Restaurant has a water view and a menu which showcases all that coastal Virginia has to offer, including their signature crab cakes. It is open for breakfast, lunch, and dinner. The Link@Sheraton in the lobby offers a secure area to work - connect on their terminals or bring your laptop for complimentary wireless broadband available 24/7. Sheraton Fitness is a complimentary facility located on the first floor. Additional services include: onsite laundry machines, safe deposit boxes, gift/sundry shop, wireless Internet access, self or valet parking, and an ATM located in the lobby.

Please be aware that our state operating budget is primarily generated by the VAEA state conference. It supports our regional boards, our representatives at the Delegates Assembly at the NAEA conference, the VA Coalition of Fine Arts Education, and other activities as determined by the board. Please book your room for the hotel through VAEA. Yes, a sales site such as Expedia might be a few dollars cheaper, however part of our contract with the hotel is to meet a quota of room sales. If we do not meet the quota not only are we responsible for the cost deficit, it could cause future conference registration prices to rise.



VAEA President, Linda Conti, and Vice-President, Sarah Mays, representing VA in the Delegates Assembly, NAEA Convention.

I recently met with Mary Powell-hotel liaison, Peggy Wood-VAEA Executive Secretary, Elizabeth Tumilty-Tidewater Regional President, and her conference committee at the Sheraton Norfolk Waterside. We toured the hotel and shared ideas. It was a very productive meeting. It really takes a hardworking, well-organized team behind the scenes to make our conference come together, and I know Tidewater Region will make us proud!

Please remember to submit your conference proposals by June 15th. The form is available on our website. Let your voice be heard and inspire us with your vision! As usual, conference registration will open around September 1, after the schedule has been completely set. Talk to your principal or PTA early about possible funding...this is the largest professional development opportunity in the state and it is exclusive to the unique needs of the art educator. Be your own advocate and let it be known how important this opportunity is for your professional growth!

VAEA 2016 Fall Conference Electronic Gallery

by Shelby Harmon

Call for Entries!

Show us how you are a teaching artist by submitting your personal work for the VAEA Conference Electronic Gallery! The gallery is open to VAEA members only, but you do not have to attend the conference to participate. Tidewater Region is hosting the gallery and the work will be shown electronically during the conference. This show is **NOT JURIED** and there will be **NO AWARDS**. This is an opportunity to share your work only (to hundreds of attendees!).

Guidelines:

- You may submit up to three (3) pieces of your personal work. Please note your name, medium, size, date completed, and your VAEA region. Please only submit work completed within the last 3 years.
- Submit the work to Shelby Harmon (vaeaegallery.2016@gmail.com) by **OCTOBER 1, 2016**. By submitting your photos, you are agreeing to show your work electronically throughout the duration of the conference.

Calling all ARTISTS! Calling all ARTISTS!

VAEA Conference 2016

“A Rising Tide” **VAEA Fall** **Professional Development** **Conference** **November 3-5, 2016** **Sheraton Norfolk Waterside**

VAEA Community Outreach/Service Project

★ ★ ★ Chair: Sandee Darden ★ ★ ★



Let's honor our Veterans!



Our Veterans Administration Medical Center (VAMC) in Hampton is in need of art supplies for the people who have sacrificed a part of themselves for us. The veterans who are served by the Hampton VA hospital use art as an outlet or release, self expression, rehabilitation and even occupational therapy. Their ceramics studio is closed indefinitely, so they need sketching and painting supplies to work with.

As art teachers and artists, we can use our strengths to reach out and give back to those who have served us.

★ ★ ★ *Please* ★ ★ ★ **Create an original adult coloring page for our Vets!**

Just bring the original coloring page and/or art supplies to the VAEA Fall Conference!

Suggested Supplies to donate at the conference:

- ★ Colored pencils
- ★ acrylic paints (like Apple Barrel)
- ★ sketching supplies
- ★ sketchbooks (small, to give to Vets)
- ★ fine markers
- ★ paint brushes
- ★ canvas panels, any size

Here are some possible themes you could use to create your very own Vet's Coloring Page:

Don't feel limited by these examples!

- ★ Anything patriotic
- ★ Freedom is never free
- ★ Home of the brave
- ★ Valor
- ★ Liberty
- ★ Glory
- ★ Hero
- ★ Patriot
- ★ Respect
- ★ Eagles, wolves, or other animals
- ★ Land of the free
- ★ Courage
- ★ Honor
- ★ Soldier on
- ★ Bravery
- ★ Protect and serve
- ★ Remember
- ★ Warrior

★ All are represented at the VAMC: ★

★ Army ★ Navy ★ Marines ★ Air Force ★ Coast Guard ★

Questions? Contact Sandee Darden, Service Project Chair

Electronic Gallery Specs:

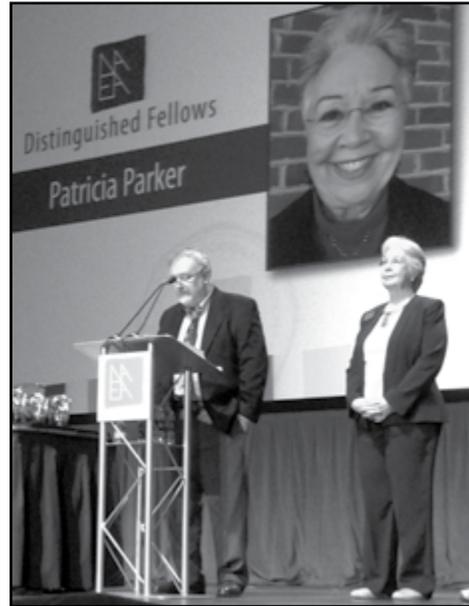
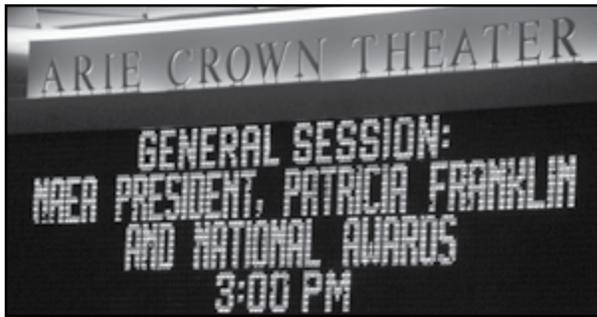
● Maximum file size: 3.0 MB per image. This means you need to save a copy of your images at a lower dpi. **SAVE ONE COPY OF EACH IMAGE AT 300 dpi**

● Maximum Image size: Vertical images 530 (width) pixels x 780 (height) pixels (Portrait orientation) = 7.361 x 10.833 inches Horizontal images 780 (width) pixels x 530 (height) pixels (Landscape orientation) = 10.833 x 7.361 inches

● Minimum Image size Vertical images 480 (width) pixels x 480 (height) pixels (Portrait orientation) = 6.67 x 6.67 inches Horizontal images 480 (width) pixels x 480 (height) pixels (Landscape orientation) = 6.67 x 6.67 inches

Calling all ARTISTS! Calling all ARTISTS!

NAEA Convention 2016



NAEA Award Winners

Virginia art educators were a strong presence at the NAEA 2016 Conference in Chicago. We had award winners at every level, and we are so proud of them! Top of the list is VAEA membership chair **Patsy Parker** who was inducted into the NAEA Fellows, a distinguished group of educators who set the standard of lifelong dedication to the arts. Patsy has served in many and varied roles for VAEA and NAEA over a number of years. She will make a wonderful fellow!

National awards went to several members: VAEA Secretary **Holly Bess Kinkaid** who teaches at Harrisonburg City Public schools in Harrisonburg, Virginia, won the Southeastern Regional Middle Division Award. Holly Bess is active in #artsed among other activities.

VCU's **Dr. Pamela Taylor** won the Southeastern Regional Higher Education Division Award. Pam has served as research and higher education rep to the VAEA Board, and is a professor in VCU's art education department.

Lynn Hilton Conyers was selected to be the Southeastern Region's Educator of the Year! Lynn, a tireless retired educator from Blue Ridge region continues to add her assistance to VAEA BR region, schools, and individual teachers. She was the VAEA Educator of the Year in 2014, and is well-deserving of this award.

VAEA Art Educator of the Year for 2015, **Kathy Schwartz** was recognized at the SE Region awards event. We are so proud of her and her achievements leading future educators.

James Madison University's student chapter of NAEA, led by **Laura-Paige Mertin**, won the student chapter award given by the NAEA Retired Educators Division. The mission of the JMU Student Chapter "is to smooth the transition from art education preparation to professional practice." This mission has been accomplished by involvement in campus, community, and professional activities.



Awards were also given for other achievements: The VAEA website, beautifully designed by **LeAnne Poindexter**, won honorable mention, which is second in the nation! Winning honorable mention for newsletter is **Kathy Barclay** for the VAEA news magazine. Youth Art Month Director for VAEA, **Jess Beach** won the Award for Excellence for Youth Art Month awarded by NASCO. Our YAM flag flew over the exhibit room side by side with other state flags.

Virginia educators have much to be proud of in these honorees. Drop them a note and thank them for their service to our profession!

Scott Russell as Southeast VP

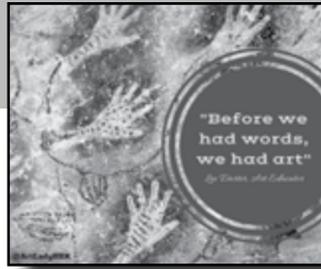
Well, it is finally official: VAEA's Scott Russell is the new Southeastern Vice-President for NAEA! The torch was passed (literally!) by past SE VP Debi West of Georgia at the NAEA conference in Chicago. Scott will lead the Presidents of the Southeastern Region of NAEA with Delegate's assembly, leadership workshops, webinars, and communication about the NAEA board. He is VAEA's past-president, a teacher at Balls

Bluff Elementary in Loudoun County for sixteen years, served as a member on various NAEA committees, and will be an excellent leader. We are so lucky to have him in Virginia and wish him much success in his new position!

Advocacy

Art Advocacy Begins in Your Classroom

Lee Darter



I am thrilled to be the new Arts Advocacy chair for the Virginia Art Education Association. I think I was born to do this job. Art has been such an important part of my whole life. My mother was an artist, and when I was little I watched her marvel at things that may have seemed ordinary to others. She noticed the tiny details, the texture, the colors and object relationships of things. She was fascinated by how color looked in clouds and in the grease of her frying pan. The best part about these moments was that she would share them out loud with me. I learned so much by watching, listening and appreciating the fact that she took the time to notice all these things that made up her world. Her extraordinary search for the beauty in all things has carried over into my life and in doing so has made me appreciate the true value and importance of art education--not only because it ties to other core subjects, but because a quality art education in and of itself is important and has value.



Zachary, Clover Hill HS. Chesterfield Co.
Art Educator: Meredith Snyder.

important to everyone else as it is to me, but that is not always the case. As art educators we all need to be strong advocates for our chosen field, especially in this day and age when art programs seem to be pushed aside for subjects that are tested, measured and data driven.

Arts advocacy starts at home, and in our case, in our classrooms. When we hear the words *Arts Advocacy*, we sometimes turn a deaf ear to such a lofty goal, believing it to be an issue best left to others. But stop for a moment and consider where art is taking place...right in your classrooms. Each child you inspire, and each life you touch, can be another person who will proudly advocate for his or her own art education right now and in the future. Start by sharing your own passion for art with your students. Let your

As a professional art educator, you know and understand the importance of art in children's lives, but do those around you? As an artist I sometimes just assume art is as

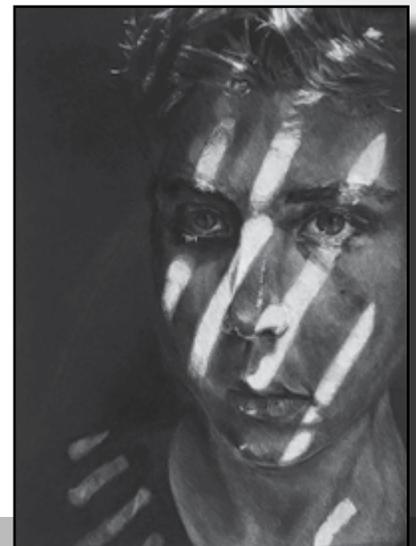
students see how important art is to you. If you see something that is fascinating in a work of art, share it with your class. Your students will pick up this enthusiasm and carry it throughout their day and their lives.

The next step in art advocacy is to celebrate and share with others those times when art makes a difference in a child's life. Create a newsletter for your art room to let parents and administrators know about the changes you are making in students' lives. Share art information and projects in your school's morning announcements. Add an informational poster or learning statement to your hallway art displays that include the lesson objectives, art history, STEAM connections and the artist studied. You can also include a QR code that will take the viewer directly to a web link related to the art or artist being discussed.

When you are ready to take another step, get your School Board involved. Make sure you are keeping them up-to-date on any art shows, exhibits or awards your school has won. Arrange to have art on display at board meetings. Invite members to your student shows and make sure to send them the newsletter you created. Ask parents to speak on behalf of their child's art education and the importance of a quality art program in your school. Contact your state and federal lawmakers. These are important people to reach out to. You may think you are only one person but you are one person with a vote, so let your representatives know you vote for people who support the arts.

Artists are the visionaries who imagine answers to questions that are just now being asked. ***"The arts make vivid the fact that neither words in their literal form nor numbers exhaust what we can know,"*** said Elliot Eisner. The creative mind is not limited to information that is measured or purely data driven. As Ellen Winner writes, ***"Cultures are judged on the basis of their arts. The arts are a fundamentally important part of culture, and an education without them is an impoverished education, leading to an impoverished society."***

Gracyn Gr11,
Henrico Center
for the Arts.
Art Educator:
Genevieve Dowdy



Policy Update

Jessica, Gr12, Clover Hill HS.
Chesterfield Co.
Art Educator: Meredith Snyder



Barbara Laws

Legislative Update - Since the last newsletter, the Virginia General Assembly has completed their 2016 legislative session and bills that passed have been sent to Gov. McAuliffe.

HB131/SB612 are bills which would allow home-schooled students to participate in public-school are similar to bills which have been put forth in past years, were passed by the legislature, and were vetoed by the governor who vetoed similar legislation last year. The veto rationale given by the governor's office indicated a desire to maintain a level playing field and a concern that home-schooled students would not have been required to meet the same academic criteria.

HB 357/SB211 require at least 20 minutes of physical activity per day or an average of 100 minutes per week during the regular school year for students in grades kindergarten through five. This requirement, which can be met in a number of ways, including recess, becomes effective beginning with the 2018-2019 school year and provides a number of ways that students can meet it. The bills passed the General Assembly and were signed by the governor.



Amy, Hermitage HS. Henrico Co. Art Educator:
Allison Boyd

HB895/SB336 removes existing high school graduation requirements for standard and advanced diplomas and standard and verified units of credit and requires the Virginia Board of Education to develop new ones with input from various stakeholders and based on a variety of specified criteria. Gov. McAuliffe has forwarded his recommendations and we should know shortly how this plays out.

HB516 would require schools to identify instructional materials that are sexually explicit, notify the parent, permit parental review and provide instructional alternatives. The legislation passed the House and was vetoed by the governor who referenced the current work being done by the Virginia Board of Education and the long history of local management of curriculum materials.

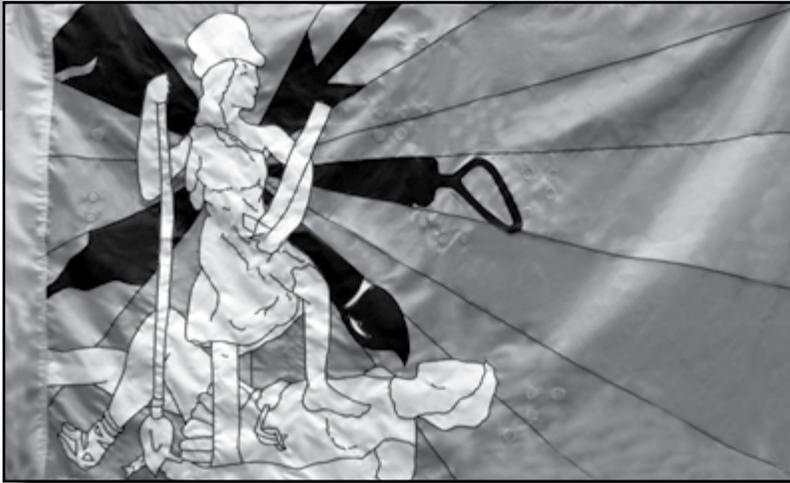
As you can see, some of these bills could have - or could have had - an impact on our instructional programs. We need to continue to look for opportunities to inform and educate our legislators and appreciate the efforts that you put forth in reaching out to them.

Virginia Coalition for Fine Arts Education Update - The VCFA is scheduled to meet later this spring and will be looking at these and other policy issues from around Virginia. Led by **Michael Gettings**, the VCFAE is finalizing a position statement on STEAM and will be posting it to the VAEAE page on the VAEA website.

The VCFAE is also partnering with the Virginia Department of Education, under the leadership of **Cherry Gardner**, to sponsor a Fine Arts Leadership Conference on May 24 for fine arts administrators and specialists. A number of speakers are scheduled, including Dr. Steven R. Staples, superintendent of public instruction for the VDOE.

VAEA Update - Your VAEA board met for its annual retreat and revised the VAEA strategic plan. Among the items listed is a more comprehensive communication plan which a committee is currently working on.

A Reminder - As with parents, making the effort to develop relationships with stakeholders and decision makers before you need their support or assistance is an effective strategy. Summer is a great time to do that. (Be sure you contact folks from your personal email.)



Youth Art Month

Jessica Beach

What a wonderful 2016 Youth Art Month! Congratulations to our YAM Flag winners this year! **Nicole**, a student at Kettle Run HS in Nokesville, VA, designed the winning YAM flag (pictured). **Christena Smith**, her art teacher, submitted the design with hopes of winning the grand prize. Nicole's design was made into a 3 x 5' flag by Festival Flags in Richmond, VA. It was on display at the National Art Education Association (NAEA) Convention in Chicago, IL during YAM. You will be able to see for yourself when it is on display at the VAEA Conference in Norfolk, VA this fall! Compliments to our division winners as well! All winners receive an award and letter of commendation for their work. First place winners also receive a large color poster of their work and art supplies.

Elementary Division Winners: 1st Place, **Emily** (Art Teacher: **L. Darter**); 2nd Place, **Ella** (Art Teacher: **L. Darter**); 3rd Place, **Kimberly** (Art Teacher: **L. Darter**).

Middle School Division Winners: 1st Place, **Natalie** (Art Teacher: **H. Kincaid**); 2nd Place, **Rowen** (Art Teacher: **L. Krueger**); 3rd Place, **Julia** (Art Teacher: **A. Ashman**).

High School Division Winners: 1st Place, **Alyssa** (Art Teacher: **J. Jackman**); 2nd Place, **Elle** (Art Teacher: **C. Boyd**); 3rd Place, **Christopher** (Art Teacher: **M. Synder**).

To see each winning design, please visit the YAM webpage on the VAEA website and click on the 2016 YAM Flag Press Release. If you would like to participate in the YAM Flag Contest this upcoming year please visit the YAM webpage for the official entry form. All entries should be sent to the address on the entry form by December 14th, 2016. Just think... next year your student could be the one receiving national recognition!

I am pleased to announce that YAM has encouraged our state leaders to show their support for Art Education! We received both a YAM Proclamation from **Governor McAuliffe** and a Letter of Recognition from **Mark Warner** (Check these out on our website). This is a prime example of how YAM encourages advocacy for our Fine Arts programs.

The YAM Committee looks forward to seeing more creative YAM ideas from you! Please consider submitting a YAM book this year and then your ideas will go into the Virginia YAM book to be shared nationally!

Remember books have NO page requirement, and focus on 4 main topics. The four topics are

1. Proclamations/Endorsements
2. Media Coverage
3. Events and Activities
4. Special Materials made

Please see the YAM webpage on the VAEA website for more details. District YAM Books are due June 14th either digitally to jessicabeach4@gmail.com or in hard copy to Jess Beach, 550 Alwington Blvd, Warrenton VA 20186. If you have further questions please contact me at the above email, I am here to help!

On behalf of the YAM Committee, we look forward to hearing about your innovative ways of celebrating YAM!



*Christopher, Gr9, Clover Hill HS. Chesterfield Co.
Art Educator: Meredith Snyder*

Regional News

Southwest

Richard Moon

When Art Makes a Difference

I see examples almost daily of art making a difference in students' lives. I have written below of a few recent examples.

For Youth Art Month, we have students from several different public and private schools displaying artwork at the Jefferson Center in Roanoke. At the reception for this exhibit, we were pleased to have several students from an alternative residential school attend. These students, who are generally struggling with success in school, were able to see their artwork valued and exhibited in a place where top musicians and large audiences will see their work for the entire month.

Last week, one of our seniors received his acceptance to the VCU art program. Six years ago, he was a middle school student struggling academically and socially. Being accepted into the gifted art program in middle school for our school district transformed his outlook on life and his vision of his prospects for the future. He has grown into an amazing artist and person who has a close group of friends and volunteers his time for causes he believes in. Being recognized for his talent and given the opportunity to grow it in art classes has led to the best imaginable outcomes.

This month, many of us will attend the Scholastic Art awards reception at the Fine Arts Center of the New River Valley in Pulaski. Over a hundred students from Southwest Virginia will be presented with their awards of an American Vision, Gold Key, Silver Key, or Honorable Mention. Ernie Ross, cousin of the famous artist Bob Ross, teaches art classes at the Fine Arts Center and still keeps his Scholastic Art award that he won in the 1960's. He speaks of how it encouraged him to keep making artwork as a teenager.

For many students, their talent, interests, and intelligence are not what are valued or recognized in school. Art is often a lifeline for those that feel they don't "fit in." Please don't ever forget that for a student of any age, art class may be the best thing that happens in their day and the reason they were excited to get out of bed that morning.

Blue Ridge Andrea Stuart

Art makes a difference when you get quotes from students like the following:

"I think having art in my life is pretty cool, because I am an athletic guy and it's something else that is fun to do. So, after saying that I think having art in my life is pretty great."

"Art makes a difference because it gives students the opportunity to fully express themselves."

"Art makes a difference because people can express themselves and show their creativity. You'd be surprised how other people's emotions can be seen in their art."

"Art has made me who I am. Art is fun, wild and free. You can do anything and everything with art if you set your mind to it. Even when it does not come out how the artist wants, it is still creative expression and frees the mind"

"Having an art class allows students to come to school and express themselves without judgment and that is when art makes a difference."

"I think having art in school inspires kids to be creative. It gives them a different perspective on things and has them thinking outside the box. I know art got me through the day and I love going to art class. Even if someone isn't an artist, they can learn through art classes in school."

"Art makes a difference because it helps people escape and deal with things going on in their life."

"Art makes a difference when people are able to express themselves. Most people don't express themselves through speech or in person. Art lets you say things you can't actually speak."

"Art changes how people see things. It makes people see things in different ways. It makes you feel attached emotionally. It lets you express yourself in many ways."

"Art makes a difference everywhere you go. Once you have mastered a certain talent in art, it shows everywhere. You can look anywhere and find the smallest details about a subject and make them the center of attention. These small details also bring out the beauty in everyday life. Art will stay with you forever; once you find it, it is hard to lose touch with it."

"Art has helped me to feel expression. It is the way I can show expression I wouldn't normally. It also makes a difference to me by showing me I am creative and can think outside the box."

"Art makes a difference in different ways for different people; there are many different types of ART. There are people who love drawing and art can act as a release for them, a way to forget

continued next page...

Northern Virginia

Sarah E. Philip

When Art Makes a Difference:

My journey began in the Arts and Crafts shack at camp. The seemingly endless supply of beads, gimp, and string for macramé were a delight. Each summer was guided by a caring, creative artist, enhancing and inspiring the community. Formal art classes did not come until Middle School, where I was left wanting to learn more about how to combine my love for textiles and jewelry within a more traditional program. With two grandmothers gifted in embroidery, one who worked for Hattie Carnegie, the other, who created monumental tapestries, I was bound and determined to explore anything involving yarn. The loom in the bedroom of a childhood friend's mother, an art teacher herself, fascinated me for years until I could finally take a weaving class in college, where I majored in French Literature. How does this personal fascination impact me as an art teacher? The fear I had as an adolescent with scant art skills, left when I explored colors, textures, and patterns in weaving, inspiring me to go back to school years later to pursue art education. I searched for my essence, what I could do to impact the world, even in a small way. Teaching art allows me to exercise my creativity on a daily basis and encourage young children to find success in connecting imagination and process to their experiences.

My parents believed in learning and visiting museums was a regular event. It was not until I was older that I truly appreciated the gift of familiarity with certain artworks. Famous paintings became friends to visit, each meeting a chance to create new memories. Students, too, grow from reexamining artwork, building connections to new learning and skills. ***In art class, we experience success and failures regularly; it is a safe environment for exploration of mathematical concepts, historical facts, and scientific discoveries.***

An informal poll of my current fourth graders revealed that creating art has benefits that are both intrinsic and extrinsic. As art teachers, we experience the joy of sharing what we love and fostering impactful experiences in our students. My students believe that "art makes the world better and not plain!" They find art to be a way to express feelings, de-stress, and inspire imagination. "You can draw/paint/make anything!" Despite the frenetic pace of school life, my students value beauty, creativity, and actively exploring opportunities to add visually to the world around them. *See photos on page 13.*

"Murder at the National Gallery"

Central

Meghan Hamm

Why Art Makes A Difference...

As we reflect over the past year, we are reminded why art makes a difference in our art rooms. Art makes a difference no matter where you teach, who you teach, or what you teach. Over the past five years, I have had the opportunity and pleasure to teach visual art students in two correctional facilities in Central Virginia. When I first came to the school, there was no art program. Everything had been thrown away or put in storage. While I felt a desire to have art make a difference in the lives of my students, it ended up that their role in the arts would make a difference on my life as an art teacher.

I teach the students who have demonstrated maladaptive behaviors that resulted in their removal from public schools and the art programs within. Often, these are the students teachers don't get a chance to know. For many of these students art class is like therapy as they face stresses that surpass that of your average adult. During art class my students get a chance to express themselves in a non-violent manner, challenge themselves to believe in the positive aspects of life and build their self esteem. The art room becomes a safe haven for them, a peaceful place to develop feelings of accomplishment with each completed project. Students begin to think and say "I can" instead of "I can't". This embodies the difference that art makes as their perspective and thought patterns change.

continued next page...

Tidewater

Elizabeth Tumilty

Tidewater Region, Making a difference

Winter Workshop was a blast and Old Dominion University's new Art Building is an amazing space in which to work. We had 5 workshops and about 30 attendees! Professional Development was provided in the areas of screen printing, ceramics, abstract drawing, bookmaking and Journaling. A delicious lunch was provided by ODU's local pizzeria, Del Vechios. We appreciate our wonderful presenters; they truly made a difference in sharing their knowledge with our amazing participants! If you would like to see more pictures check out our facebook page "Tidewater Virginia Art Education Association."

Next up is our State Conference, Tidewater is already at it and are excited to tie in this year's theme: A Rising Tide! We will be preparing all things oceanic for you to enjoy during our annual VAEA pinnacle event. The committee met in April to coordinate our ideas and to begin the meat and gravy of the local planning. If you would like to make a difference in the life of a fellow educator, write your proposal today! The link for proposals is on our VAEA website. If you are interested in volunteering during the event please contact Elizabeth Tumilty at etumilty@nps.k12.va.us.

See photos next page...

Blue Ridge Region continued...

problems or work them out. When drawing, people tend to think only about the task at hand. In photography, people can express how they feel through their photography. A sad photograph could represent a sad person or a personal sadness. Photography is a way to let our feelings out, without having to say a word. Even sculpting can express someone's true emotions. Art is everywhere, it is all around us, we are surrounded by feelings and emotions of others all the time. When you think of it in this way, I think it is a beautiful thing."

"Art is a world that I can make right when I feel that things in my life are going wrong."

"Art makes a difference in my life by calming me down. I get mad a lot and art helps me to keep my cool. My mind gets to rethinking stuff and I make myself mad out of nowhere."

"Art makes a difference in my life by giving me the freedom to express myself. It is a creative outlet."

"Art gives me a productive outlet when things are stressful in my life."

"Art lets me be myself. It shows who I am and what I like."

"Art, in my life, has made a difference, by being a window of emotion to share with friends and family."

"Art and the act of creation have helped me through tough times when my family was going through some things. It has given me freedom when I have felt boxed up."

"Art makes my school life different because it's calm and I can show off my artistic skill."

"Art is creativity and people need creativity to make life whole."

"Art has been my number one escape route from times of sadness, anger and stress. It is the place that I am happiest and most serene. Life can get bumpy and whirl me around like a crazy out of control rollercoaster. My goal for every picture that I bring to life is to find the beauty within the world."

"Because of art, I've been able to channel my stories more easily. Writing has never come easy to me and drawing is another way of story-telling."

"Art makes a difference because it's one of the only classes where you can actually express yourself freely. It means a lot to be able to show who you are in a place where everyone wants you to be the same."



Governor Terry McAuliffe chats with CRVAEA President, Meghan Hamm, at student art exhibit in the General Assembly building.

Central Region continued...

Recently, my students exhibited art work at the General Assembly building. The guest of honor was Governor Terry McAuliffe, who walked around with my students and discussed their art work with them. It meant a lot for my students to see someone of political power take the time to discuss their work. It also meant a lot to me to be given a few minutes to share my passion for teaching art with the Governor. Each of these experiences has shown me that art reaches beyond the classroom, touching every aspect of my life and the lives of my students. To me, art makes a difference every day.

Tidewater Region continued...



Winter Workshop photos



Central Region “Mini-Conference”



Model for the drawing class had a live boa constrictor around her waist!



Julz Suder (standing), Co-Vice President, enjoying presentation by other Co-Vice President, Julie Crowder (upper right photo)



Wynn Booty gives presentation



Northern Virginia Region

“Murder at the National Gallery”



Linda Conti and Meredith Kerr attack Sarah Phillip



Sandee Darden chokes Meredith Kerr

... and tries to “do in” Linda Conti



The murderous gang: Michelle Kerr, Lois Petersen, Melissa Mandak, Sarah Phillip, Sandee Darden, Julie Galvin, and Scott Russell attack Linda Conti.



Hermitage HS. Allison Boyd



Rebecca, Liberty MS. Lauren McGeorge & Valerie Graves



Danielle, Floyd Co. HS. Kimberly Ingram



Madison, Gr12, Bassett HS. Jessica McAlexander



Lugo, Lake Braddock MS, Fairfax Co. Debbie Fitzgerald



Megan, Varina HS. Dawn Schwartz



Taylor, Liberty MS. Lauren McGeorge & Valerie Graves



Syenna, Gr2, Ruby Carver ES. Julz Suder



Miranda, Varina HS. Dawn Schwartz



Fatemah, William Ramsey ES, Alexandria. Beth Robson



Jasmine, Gr2, Ruby Carver ES. Julz Suder



Leighann, Varina HS. Dawn Schwartz



Ashlee, Bassett HS. Jessica McAlexander



Angela, Smithfield HS. Jessica Packer



Mitchell, Lake Braddock MS, Fairfax Co. Debbie Fitzgerald

Kate, Gr12, Bassett HS. Jessica McAlexander



Samantha, Gr3, Cedar Point ES,
Prince William Co. Lee Darter



Joseph, Gr12, Henrico
CFA. Genivieve Dowdy



Garrett, Gr5, Glen Allen
ES. Karen Siler

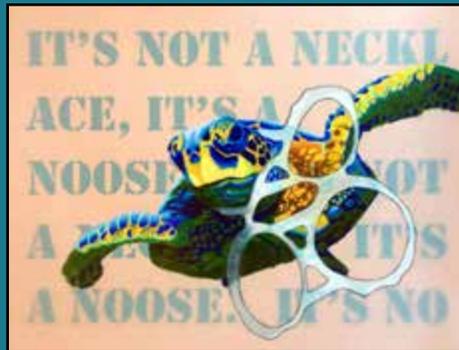


Leigh, VA. Beach HS.
Leigh Drake

Emilie, Burton Center for Arts &
Technology. Natalie Strum



Stephen, James River HS.
Kelly Bisogno



Jennifer, William Ramsey ES,
Alexandria. Beth Robson



Joseph, Gr12, Henrico
CFA. Mary Scurlock



Danielle, Bassett HS.
Jessica McAlexander



Ashley, Gr12, Burton
Center for Arts & Tech.
Natalie Strum



Bree, Bassett HS.
Jessica McAlexander

Leila, Clover
Hill HS.
Meredith
Snyder



Iyhana, Henrico HS.
Kimberly Tolbert

Elementary

Tiffany Floyd



Have you noticed more emphasis placed on art education in your area? I've certainly noticed in the Tri-cities! STEM programs are becoming STEAM, corporations are donating thousands of dollars to "maker space" projects, there's an arts integration middle school, and many institutions and organizations are offering meaningful professional development opportunities for art educators. By the way, check out VCU's revamped Office of Continuing and Professional Education and the Visual Arts Center. Both offer non-credit, reasonably-priced professional development opportunities for educators.

Remember to seize every opportunity to advocate for what we do. Many administrators are all about data, and websites like **ArtsEdSearch** are posting studies that show the positive impacts of art education on general studies. Websites for **Blick** and **Artsonia** also provide advocacy literature. Stay in-the-know with issues related to art education at <http://www.vaea.org/va-coalition.html>.

At this point, you've successfully made it through Youth Art Month activities and district-wide art shows/festivals. It's possible you've been providing "push-in" services for the 3-5 teachers in your building during their reading or math blocks, or maybe you're in the middle of proctoring for SOL testing. Don't wait until the end of the school year to rejuvenate! Try contacting other art educators in your district and find out what they're doing to make the last few weeks stress-free for everyone (themselves and their students). It can be challenging when you're the only art educator in your building. Seek workshops and mini conferences within your region, or make time to create and meet with colleagues for informal critiques. Also, think of lessons you've taught and/or pull from your knowledge about Choice-Based art, teaching children with exceptional needs, classroom management, etc., to share with others at the upcoming VAEA Conference, which will be held at the Sheraton Norfolk Waterside Hotel & Conference Center, November 3-5, 2016. Visit the VAEA website at vaea.org/conference to access the Proposal Form. The deadline to submit proposals is June 15, 2016. Don't allow nerves to stop you from submitting; try co-presenting with a buddy!

Middle

Sandee Darden

One Glance at a Doodle

Samantha came to my classroom a very angry fourteen year old who was in the alternative education program. She had failed two grades, and was even sent away to another alternative school for a year. In short, Samantha hated school and hated life. Practically mute and refusing to do any classwork, I saw her curled up at a desk, doodling. I had an idea: that she be able to attend my sixth grade art class (ungraded) as an incentive for her to complete class work. She earned the opportunity to visit the class, and we quickly developed a connection. She found her groove and began working so she could remain in art longer. I wanted her to dream big, so I told her about Governor's School for the Arts. It is a highly selective and competitive program, taking only about 50 students per year out of about 400 applicants. Samantha realized that she would have to work hard at creating her portfolio and bring her grades up. This was her moment, and she made her decision. I have never seen such determination. As a result of her drive and talent, she was accepted into the program, which was tailored to her strengths.



Sandee, with Sam receiving scholarship

Art was the key to making our educational system work for her. She became an honor student and even won scholarships!

While at Governor's School, she discovered clay and has blossomed into a fantastic ceramist. She attends Alfred University in New York. Her father is on disability and their income is below the poverty line, and no one in her family has ever gone to college, but she has the grit to succeed because she has found her passion.

That would be a great end to a sweet success story, but here comes the POWERFUL part.

Sam and her dad visited me four years ago, asking if she could demonstrate the potter's wheel to my students (she was a junior in high school). When I asked why, she told me she wanted to make sure other students heard her story.

She wanted the opportunity to reach troubled students, to show them there are alternatives to failure.

Sam is still coming to my classroom to demonstrate the potter's wheel and share her story during every break from college.

Who knew a chance glance at a kid's doodle would affect so many?

Division News



Sam at wheel...



and working with a 6th grader

happens as students become more aware of themselves and the world they live in on a higher level. Later, my students run an experiment on the properties of clay using scientific methods of inquiry. They hypothesize which clay stage is most soluble. Volunteers submerge each clay “blob” into water. They watch, anticipating the results. Conclusions form as they sculpt their vessels out of clay. On this particular day, the lessons reinforced writing and chemistry, and the difference was made in my *ART* classroom.”

I am thinking about posting this statement on my Google classroom info page, and maybe even on my syllabus, which parents read and sign. I challenge you to think about the academic difference that *you* make for your students and write some of your thoughts down. You never know.....a parent, administrator, or school board member may ask you this question one day. Do you know what you would say?

Secondary

Helena Agnew



I am honored to be a part of the VAEA Board again as the High School Representative and I hope to connect with each of you at upcoming events, particularly the Conference in Norfolk this Fall. In response to this newsletter’s theme, How Art makes a Difference, I thought I would mention the Spring Fine Art Festivals and Exhibits in which most of you have recently participated. I hope you watched as your students led their proud parents to your displays to point out their own works of art. And I hope you listened as they talked about how amazing the work is and how much their children love being in your class. Few parents realize that your classes teach much more than basic elements and principles of art. I was recently asked to submit a written statement with examples of how I made an *academic* difference for my students. At first, I wanted to take the word “academic” out of the equation since I feel strongly that visual literacy and right brained problem solving strategies are enough of a benefit, and certainly contribute to a student’s overall success in general. Nevertheless, I thought about the academic difference my class made and I wrote the following statement.

“It’s quite remarkable when my students learn relevant academic concepts in the process of creating their art. This consistently happens in the Crafts studio. Here are a few examples: After my class investigates Japanese bookbinding techniques, they explore haiku. Using the elements of earth, wind, fire and water as their subject-matter, they write before they paint; they paint before they bind. Their own haiku inspires watercolor renderings which will become the pages of their book. When a student inquires how to paint the invisible wind, a peer replies, “You have to show the way it feels as it touches you.” Something meaningful

Higher Education

Roger D. Tomhave, Ph.D



An Art Educator to Remember

I had a chance to experience first hand the influences of an art educator at the NAEA Spring 2016 Conference held in Chicago. Peggy Wood, Rick Lippson, Linda Conti, David Taylor, Sarah Mays, Kathy Schwartz, Gary Freeburg, and I were looking for a place we could experience the blues while we were in Chicago. Kathy, Gary, and I had ridden into the Hilton from O’Hare with a shuttle driver that recommended *Buddy Guy’s Legends*, which happened to be very close to the conference hotels. We decided to give *Buddy Guy’s* a try. We were fortunate to be able to see Ronnie Hicks in a quartet formation with Ronnie on keyboards and lead vocals, along with drummer, bass guitar player, and lead guitar player backing him up on instruments and vocals. Great music, and a good time was had by all! Don’t ask me which members of our group ended up dancing on stage. It would only be idle gossip on my part, since I did not personally witness the performance. I did, however, post up to Facebook where we were, a picture of the band, and tagged our crew.

continued next page



Ronnie Hicks and band at Buddy Guy's Legends

In response to my Facebook posting came the following:

M. Miller: AWWW Peggy! If you are still in Chicago I'd love to meet up!!! Message me please!

Melody Miller had been a Petersburg High School, Petersburg, VA student of Peggy Wood's over 30 years earlier. She was thrilled and excited to meet up with her high school art teacher and mentor. The very next evening, she made the arrangements for Peggy, Rick, Linda, Sarah, Kori, and me to join her at a fine Italian Restaurant in Chicago. It was a wonderful pick and the food was great! Melody arrived a bit after everyone else, and she and Peggy fell into each other's arms for frantic hugs with both talking at the same time. Then Melody hugged Rick with much the same enthusiasm, as well as me for simply being the one to post up the Facebook check in that had brought she and Peggy together. She also hugged everyone else at the table. She was ecstatic to see anyone even remotely connected to Peggy!

During the dinner, and desserts and coffee that followed, Melody bubbled with stories of the influence that Peggy had had on her life. She was effusive, and eloquent. She stated that she was now a graphic designer for Kraft Corporation in Chicago, and told us the story of how her daughter had just gotten her first graphic design position after college at a firm in Greensboro, NC. She was very clear that both her life, and the life of her daughter would have been completely different had it not been for Peggy. Yes, it was the skills and knowledge that Peggy had transferred, but as with all teachers remembered so fondly, the story was more about the way that Peggy treated Melody as an individual, and the encouragement Peggy had given that set her on a path that she would not have otherwise taken.



Melody Miller and mentor, Peggy Wood

One inspiring story that Melody told was that Peggy had encouraged her to go to a drawing camp the summer after her junior year. She stated that she still employed many of the skills for design and drawing that she had learned at that camp. But, the touching part of the story related the support of her mother to send her to the camp that Peggy had suggested. Melody quietly said, "I know we did not have electricity at home that July so that my mom could send me to that art camp."

It was a very touching evening with many tears, smiles, shared remembrances between teacher and former student, discussion about the special exhibition of Van Gogh's work at the Art Institute of Chicago and big plans for getting together the next day; which they did!

The following morning came this posting to Facebook:

M. Miller: "I'm so excited and happy right now!! I spent the evening with Peggy Wood, my high school art teacher! Yes FB fam, I said HIGH SCHOOL. Petersburg High School, Petersburg, VA - Class of '84.

This angel right here is the ONLY REASON I went to College. I cannot stress enough how much her encouragement, love, and attention meant to a young, black, military kid who entered the school in her Junior year and didn't know up from down as she neared graduation. Peggy saw and nurtured the ambition, hard work, and drawing/art talent she knew could take me places, and Lord knows she was right! I cannot think of a better person to emulate. I owe to her a debt of gratitude that I strive to repay by being a "Peggy" to the young ladies I've mentored

throughout my career and the ones I am currently mentoring at Young Women's Leadership Charter School/Southside Chicago and America Needs You, a program that partners mentors with first generation college students. She is a huge part of the reason I can proudly say, "I AM!"

Melody was most recently the Director of Design Operations at Mondelez International, a spin-off of Kraft Foods in Chicago, IL. She provided strategic Design to Print leadership and vision for all Mondelez brand packaging. Her and her global network were responsible for Design to Print for such global iconic brands as Oreo, Chips Ahoy, Honey Maid, Cadbury, Halls, Ritz, and Trident gum.

Prior to joining Kraft Foods/Mondelez International in 2010, Melody led the Global Graphic Design, Pre-press, and Variable data functions at Avery Dennison, Retail Information

Division News

Services. During her ten-year tenure there, she led the team that commercialized Digital printing technology (Tag and Label sampling) for all of Avery's global operations.

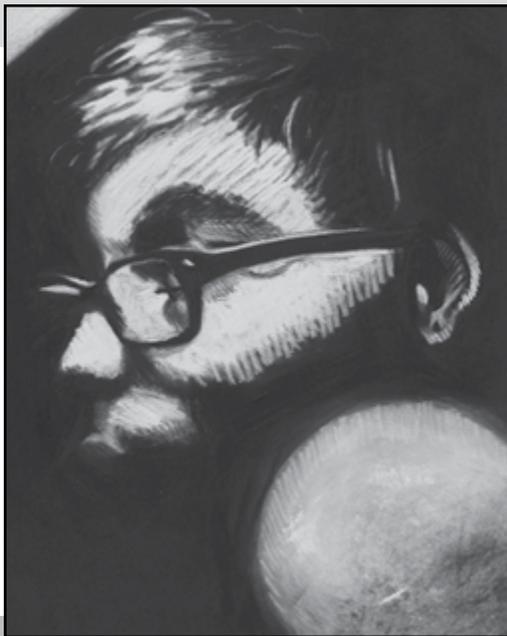
A graduate of Petersburg High School in Petersburg, VA, Melody received her BFA in Graphic Design from Virginia Commonwealth University and her Masters in Industrial Technology /Graphic Communication Systems from NC A&T State University. She is a sought after expert in Design to Print and has been a consultant in this space for over 15 years.

Being a strong advocate for the power of education and in an attempt to give back to the communities in which she serves, Melody is an active volunteer and mentor for the Young Women's Leadership Charter School on the Southside of Chicago. YWLCS is the only all girls public school in Chicago and serves predominately underprivileged youth from inner city neighborhoods. She is also a mentor/coach for America Needs You (ANY) Scholars Program which partners career professionals with First Generation College students. For more information about these organizations, see the following websites.

Young Women's Leadership Charter School - <http://www.ywlcs.org>
America Needs You - <https://www.americaneedsyou.org>

As art educators, we all have our stories of fondly remembered students who have done very well, and may remember us fondly as well, but with the theme of this newsletter, I am pleased by the recent serendipity of being a part of this reunion between student and teacher, and proud to share with the kind of teacher who also happens to serve as our VAEA Executive Secretary. We are proud of you, Peggy!

*Cole, Gr12,
Burton
Center for
Arts and
Technology.
Art Educator:
Natalie Strum*



Supervision & Administration

Michael Gettings

In, *Studio Thinking 2, The Real Benefits of Art Education* (Hetland, Winner, Veenema, & Sheridan, 2013) the authors propose a series of steps or dispositions called the Studio Habits of Mind (SHoM). Using the research, Hetland and her group identified how teachers plan and teach art classes, as well as what is taught in visual arts classes. The how are labeled "Studio Structures". The Studio Structures include Demonstration-lecture, Students-at-work, critique and exhibition.

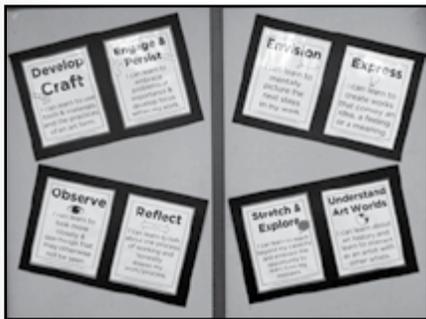
The "hidden curriculum" or what is taught, are the Studio Habits of Mind. The SHoM contain what their research considers eight dispositions. These dispositions include skills and the inclination to use them. There is much more to this book and I highly recommend reading it, but for now, let's look at what the authors call the eight studio habits of mind:

- **Develop Craft:** Learning to use tools, materials, artistic conventions; and learning to care for tools, materials, and space.
- **Engage & Persist:** Learning to embrace problems of relevance within the art world and/or of personal importance, to develop focus conducive to working and persevering at tasks.
- **Envision:** Learning to picture mentally what cannot be directly observed and imagine possible next steps in making a piece.
- **Express:** Learning to create works that convey an idea, a feeling, or a personal meaning.
- **Observe:** Learning to attend to visual contexts more closely than ordinary "looking" requires, and thereby to see things that otherwise might not be seen.
- **Reflect:** Learning to think and talk with others about an aspect of one's work or working process, and, learning to judge one's own work and working process and the work of others.
- **Stretch & Explore:** Learning to reach beyond one's capacities, to explore playfully without a preconceived plan, and to embrace the opportunity to learn from mistakes.
- **Understand Arts Community:** Learning to interact as an artist with other artists i.e., in classrooms, in local arts organizations, and across the art field) and within the broader society.

continued next page

Adding the studio experience of showing art completes the artistic cycle. For a really excellent work on how to and why student arts shows are important, you should read, *Exhibiting Student Art: The Essential Guide for Teachers* by Dr. David Burton.

During a book chat focusing on *Studio Thinking 2*, one participant wrote, "In the course of reading the book, I have found a voice for the overarching truths that we know and practice each day as art educators. Having the language of the Studio Habits has validated What We Have Been Doing All Along, but stated these concepts in a way that really speaks to the essential experience that is Art Education." (Betty Blackburn, Book Study 4 - pages 113-130, 2015) For this reason alone, a good look into the book is worth your time. It provides a solid, research based look at what good teaching is, how it looks and what we know for sure our kids can take away from our art classes.



Folks are now explicitly teaching the studio habit and the language to students. Here is a visual example:

These visual examples combine "I Can" statements with the studio habits. For an excellent article on I Can statements, this Art of Education article by Heather Crockett does a nice job and has some excellent examples: <https://www.theartofed.com/2013/02/21/how-i-can-statements-can-work-for-you/>

By teaching the SHoM, a form of metacognition being taught. Metacognition can be defined as "thinking about thinking", being aware of what you do and don't know or how to use your skills to learn (and do) what you don't know (or previously didn't know how to do). I would argue that student awareness and use of the SHoM is metacognition made visible and "in action". Your teaching most likely mirrored what is described in. The information about the "hidden curriculum" in *Studio Thinking 2* and in art makes for great talking points with administration and parents.

Photo credit: Carla Park, Matoaca Middle School, 2015



*Madison, Gr12, Clover Hill HS. Chesterfield Co.
Art Educator: Victoria Kirtley*

Museum Education

Hillary Hardison

When Art Makes a Difference

I have witnessed the multiple ways art makes a difference in my life and the lives of others. In fact, it has taken on new meaning as I have dealt with health challenges and subsequent surgery, complications, treatments, and recovery. As I read the article, ***Fail Again, Fail Better*** by Shaunna Smith and Danah Henriksen, in the March 2016 issue of NAEA's Art Education, I knew this was one of the most powerful lessons art can teach.



*Reilly, Gr12, Clover Hill HS. Chesterfield Co.
Art Educator: Victoria Kirtley*



Callen, Gr12, Burton Center for Arts and Technology. Art Educator: Natalie Strum

Division News

Retired Art Educators

Carla Jaranson

In our competition focused culture it is easy to see the importance of learning that it is okay to make mistakes. I would argue that it is essential to creativity. Art is one of the few disciplines that teach this intrinsically through its very process. We have the opportunity to model and teach the value of mistakes as openings to deeper creative thinking and a gateway to true artistic growth as art teachers. When we are afraid to fail we often block ourselves from a creative breakthrough and our best ideas cannot be accessed.



Stephanie, Gr12, Burton Center for Arts and Technology. Art Educator: Natalie Strum

Teaching students to explore all ideas, even bad ones, gives them a foundation for creative problem solving that reaps dividends in whichever career path they choose. Creative thinking more than any other skill is what modern companies are looking for. They know that employees who possess this are willing to take risks to reach the most innovative solutions.

Personally, I found myself relearning this concept during my medical leave and recent return to work. The transition has challenged me to allow and accept a new level of personal imperfection and has caused me to reexamine my artistic path and work with fresh eyes. I am not the same person I was before my health challenges but I can use this experience to generate a deeper level of creative thinking and teaching that embraces the opportunities when things do not work out according to our best laid plans.

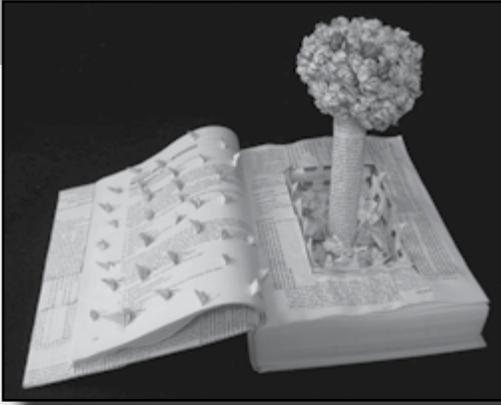
Hello Retirees! Hope you are excited about spring and full of creative ideas for sharing your experiences as artists and educators. We continue to grow and thrive when we accept new challenges, even though "retired".

David Alexick reports that the highlight of his life for the last 11 years is his granddaughter, Elaina. Actually he's an "Honorary Grandfather" since he had no children and married her actual grandmother! Anyhow, as fate would have it she has turned out to be a remarkable artist. He recently built a studio on his property in James City County, near Williamsburg, Virginia. Since it is close to Jamestown he likes to say that he lives in Pocahontas' backyard. The family members all love working in the studio there and entering their work in local shows.

As an Art Educator it was David's privilege to deliver ideas to his students. Some of the best he found were these: **"An artist is not a special kind of person, rather each person is a special kind of artist"**- this from the book **Education Through Art** by Sir Herbert Read. The Abstract Expressionist painter said "What I see becomes my condition" which just about explains the whole art enterprise, both its creation, understanding and integration into one's life. As a great Picasso fan he recalls many of his sayings like **"Paintings are not meant to decorate apartments, no, they are weapons against darkness...the picture hook is the death of art."** He is reminded of this saying when, in the summer, in the studio, he sees the light flickering through the leaves on the trees across the surface of a portion of a painting, lighting up the colors to a new and lively intensity seeing that it is a living and dynamic thing when not nailed to a wall in a room that has no windows.



Camille, Gr11, Henrico Center for the Arts. Art Educator: Genevieve Dowdy



*Moniz, Lake Braddock MS, Fairfax Co.
Art Educator: Debbie Fitzgerald*

Retirees continued ...

Hannah Holland shares that her 'give back' adult art classes continue to thrive. She teaches only one day a week for 6 hours, but is on call at least 4 other days. The students display bi-weekly. She has one student who was in her class as an eighth grader in 1966. He joined class 4 years ago and is now showing and selling his art. With his health issues, his art is an escape from pain. She gets excited when she watches her students change their displays to see the improvement and joy they are experiencing.

I work with a group of women who make paper beads, assemble them with other beads into jewelry and sell them. All of the sales money goes to support a free school and clinic in Haiti. It is rewarding to think that your creativity can help those so unfortunate and make a difference in their lives. I hope all of you will continue to give to your communities, sharing your art, your talents and your love of art education.



*Carolanne, Gr.11, Warren Co. HS. Art Educator:
Andrea Stuart*

Research & Curriculum

Pamela Harris Lawton, EdDCTA

When Art Makes a Difference: Creative Communal Collaborations

My interests as an artist, educator, and researcher converge around the concept of community, in particular intergenerational art making and the learning that takes place through informal education structures. As a college educator, I have developed several courses (Art Education and Social Justice, Art and Lifelong Learning, Community Based Teaching and Learning, Studio Based Teaching and Learning) that provide me with an opportunity to introduce college students to the idea of art making with learners across the lifespan in collaborative, community settings. The learning that takes place in these communal collaborations is often transformational. Transformation can occur on both the personal and communal level-in other words - art makes a difference.

The theory of transformative learning, as described by Mezirow (1991) is "learning that involves reflectively transforming the beliefs, attitudes, opinions and emotional reactions that constitute our meaning schemes, or transforming our meaning perspectives" (p. 223). Cranton (1994) adds: "Transformative learning occurs when, through critical self-reflection, an individual revises old or develops new assumptions, beliefs or ways of seeing the world" (p. xii). Providing college students with opportunities to connect and collaborate with communities of diverse learners across the lifespan affords them and the communities they engage with opportunities to critically reflect on differing perspectives that can transform individuals and communities in a positive way, through art. Additionally pre/in-service educators can involve their P-12 learners in communal endeavors that teach them the vital role the arts can play in connecting communities, exposing injustices, transforming attitudes, and beautifying communal spaces.

Artistic collaborations provide participants with opportunities to develop leadership skills and increase their interest and appreciation in art as both a pleasurable activity and a means of communicating with others. I consider the resulting art works created in these communal collaborations, as works of art whether the participants consider themselves trained artists or not. The products of the creative process are celebrated and exhibited for the community and the artists who created them, providing opportunities for further discussion and possible transformation within the broader community.

Affiliates

Community/public art/social practice art involves interaction among the artist(s) and members of a community---in which the artist(s) creates works that are inspired by/reflect aspects, perspectives, or aesthetics of a community, but the community most often does not have a hands-on role in making the art. In community based art education (CBAE) the community has more of a hands-on role in making the artwork, and the learning that takes place during the creative process is the ultimate goal. CBAE focuses on learning specific art skills, service learning art projects that unify communities, and art outreach programs designed to empower the disenfranchised.

Over the past 15 years I have been involved in each of these aspects of CBAE, from working with teens and seniors creating artists books on identity; to teaching art skills to abandoned girls in Mexico; creating jewelry out of refuse with families living in trash dumps in Nicaragua; to working with an intergenerational community creating mammoth woodcuts on the concept of freedom.

CBAE allows me to take a holistic approach to my professional life. What I create as an artist impacts how and what I teach as an art educator, which in turn influences my research agenda. I see all of these aspects of my professional life as co-dependent and inextricably intertwined, which I hope to model for my students so that they can model these behaviors for their P-12 learners, demonstrating the vital role the arts play in our lives.

continued next page...

Big Woodcut Project on "Freedom"



Preparing to Print



*Printing with the
Steamroller*



Pulling the Print

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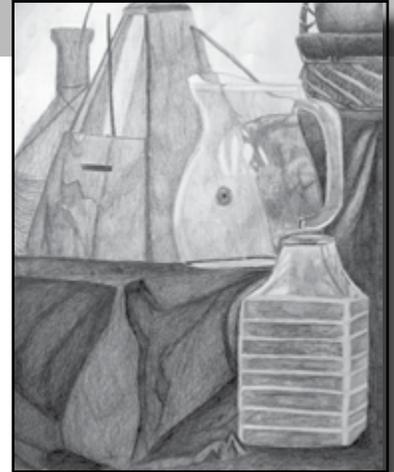
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*Nick, Clover Hill HS
...Meredith Snyder*



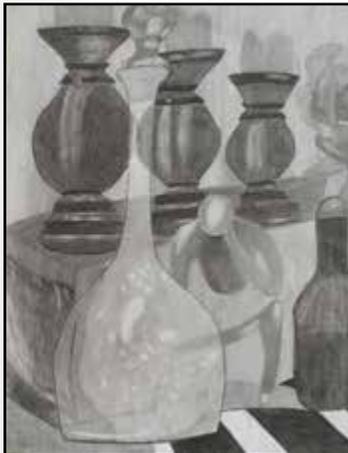
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Sarah, Art 3, Clover Hill, M.Snyder



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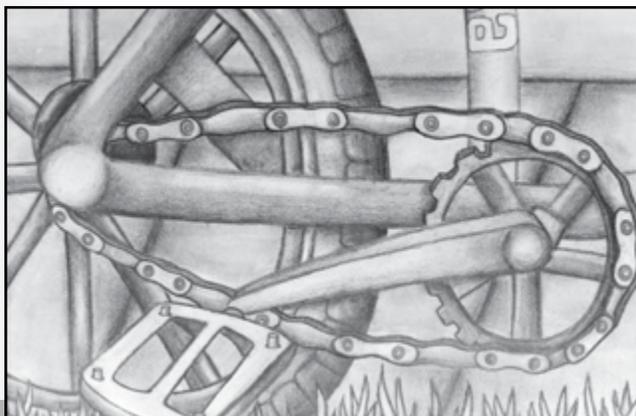


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Many thanks to **Meredith Snyder** and **Victoria Kirtley** who encouraged their students to send in their own work for consideration. What a great way to foster initiative and responsibility!



Amy, Gr10, Henrico CFA. Mary Scurlock



Abigail, VA. Beach MS. Leigh Drake



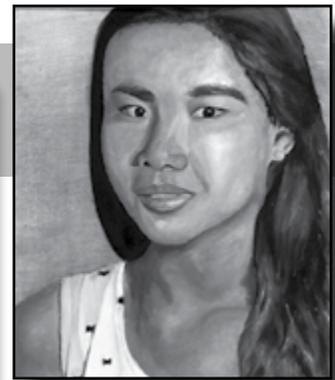
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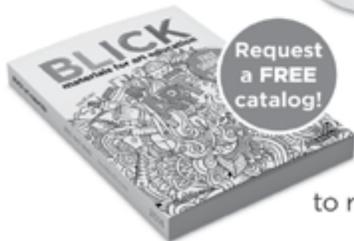
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Requirements:

- 1) The teacher must be a **current member of VAEA**.
- 2) Work should be accompanied by a **Release Form**, either one from our website or from your own city or county.
- 3) Work must be **at least 300 DPI resolution!**
- 4) Include student's **first name and grade level** in the **file name**.
- 5) To be considered for the **COVER**, work must be **vertical** and **at least 8x10"**



Since the internet only needs 72 dpi to look good, some people think I can just take work from their online-postings, but once I change a work from 73 dpi to 300 dpi, it has often shrunk to smaller than an inch in size. That is why so many of the recent work published is so small. This applies to photos submitted as well.

Please pay attention to this detail!

Thanks so much!
Kathy Barclay,
Editor

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Mail to: Member Services Team, NAEA
PO Box 1444, Merrifield, VA 22116-1444

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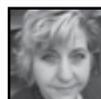
Elementary

Tiffany Floyd
tfloydf@gmail.com



Middle School

Sandee Darden
sj.darden@yahoo.com



Secondary

Helena Agnew
helenaagnew@gmail.com



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Michael Gettings
michael_gettings@ccpsnet.net



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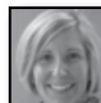
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