Self-portrait by Afton, Gr. 8, Albert Hill MS, Richmond City. Art Educator: Sharon Russell
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.

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**Calendar of Events**

### 2017
- Nov. 2-4: VAEA Fall Conference
- Sheraton Reston Hotel

**See Regional News for Calendars of Upcoming Events in each region**

### 2018
- March 22-24: NAEA - Seattle, Washington

### 2019
- March 14-16: NAEA - Boston, Massachusetts

### 2020
- March 26-28: NAEA - Minneapolis, Minnesota

### 2021
- March 4-6: NAEA - Chicago, Illinois

### 2022
- March 3-6: NAEA - New York, New York

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Camille, Henrico CFA. Art Educator: Mary Scurlock
President's Message

Imagination Takes Flight

As we move into the new school year and our conference season, I have asked our VAEA Board members to reflect on our conference theme: *Imagination Takes Flight*. Every year brings new hope for what we may accomplish with our students in the days ahead. Each year has its challenges and victories, and sometimes a few surprises as well.

How do we lead our students to think like artists, to understand the world of art, and to express their individuality? I feel that this is the crux of what we do in our classrooms. Of course we teach art history, the elements of art, and principles of design. But it is after the groundwork has been laid and students start to explore how they want to tackle a project that it all gets very interesting. It is such a pleasure to walk down a school hallway filled with art and see the variety of solutions to any challenge. If we are successful, each student finds the way to express their personality through their work.

Albert Einstein wrote, “Logic will get you from A to Z; imagination will get you everywhere.” When we teach our students, we are fostering them to be brave enough to let their imagination take them to new levels. With this confidence, they will absorb the art lessons we give and allow their imagination to soar.

J.M. Barrie, author of Peter Pan wrote, “The moment you doubt whether you can fly, you cease forever to be able to do it.”

Southeastern NAEA Art Leaders Meet Up in Atlanta, Georgia, July 13-17, 2017

Representatives of the SE states of NAEA met in Atlanta, Georgia to discuss the workings of our state organizations and share ways to function at our very best. SE-VP Scott Russell led us in discussions of potential policy recommendations and a review of existing NAEA standards. The SE team is a valuable support group for VAEA members.

Linda found a new friend while in Atlanta this summer

We are pleased to welcome our new Webmaster, Kelly Bisogno, to the VAEA Board. Kelly teaches Graphic Arts at James River HS in Chesterfield Co.

Linda Conti

Daniel, James River HS, Chesterfield Co. Art Educator: Kelly Bisogno
Welcome back, friends! My hope is that all members this past summer were able to experience something to help them rejuvenate and prepare for school year 2017-2018. Whether reading a book, travel, time with the family, artistic endeavors, professional development, or a combination of things, it is important to take time to reflect on the past year and envision the year to come. This summer, I was fortunate to rejuvenate my own spirit by attending the Virginia Department of Education’s sponsored professional development, Creative Bookmaking in Abingdon, Virginia, instructed by our 2017 Virginia Art Educator of the Year, Ginna Cullen. This professional development was organized by Cherry Gardner, and it allowed me to learn a number of bookmaking techniques, explore my creativity, and truly allowed my imagination to take flight!

“Imagination Takes Flight” happens to be our 2017 VAEA Fall Professional Development Conference theme this year! As members attending our fall conference, it will be an excellent way for your own imaginations to take flight by learning new things, gaining fresh ideas and connecting with your peers as a professional community. This year, our conference is at the Sheraton Hotel in Reston, on November 2-4. Members of the Northern Virginia Region have been working hard to create a great conference for you. I would like to give a special thanks to Cheryl Michl, president of our host region, for her efforts to bring this conference together.

Many of our members submitted proposals to present at the conference, and because of you, we have a full schedule with multiple topics suited for a variety of levels. Our sessions begin at 12:00 on Thursday and end at 2:40 on Saturday.

This conference will once again showcase materials and opportunities from a full house of vendors representing a wide range of companies and art schools. They are only open from Thursday evening through Friday afternoon, so be sure to schedule time to stop by the ballroom to see them.

We have a few changes in store this year, which reflect our members’ ideas and suggestions. These include having designated breaks worked into the conference schedule on Thursday, Friday and Saturday. On Thursday, after the Vendor Opening, with the exception of one presentation, the evening is open so you may have the opportunity to explore the Washington D.C. Metro Area. There will be a table set up by the Northern Virginia region to help members explore the local area, including metro schedules, maps, and restaurant information.

Our keynote speaker will be Kate McClanahan. Ms. McClanahan serves as Director of Federal Affairs for Americans for the Arts where she aids in the development and promotion of the organization’s federal legislative agenda to Congress and the Administration. She was selected due to the ever-important need for advocacy for the arts in this day and age. Please plan on attending the General Session on Friday, November 3, at 4:00 to hear her important speech.

After our General Session, make sure to attend our popular Artisan’s Gallery. Our VAEA members will offer their fabulous handmade art for sale. Come to shop and socialize. It is a great place to purchase unique gifts for the upcoming holidays.

Due to consistent feedback we hear from our members about the value of meeting and networking with other art educators across the state, we will be staying on site for a more personal Friday Night Event. Northern Virginia region has gone to great lengths to make our Friday Night Event a night to remember—a place to socialize, win prizes, interact in creative endeavors, and build community. We really want our members to get to know and support one another!

On Saturday, November 4 at 10:50, there will be a special guest artist’s lecture by Martin Cervantes. Mr. Cervantes is an artist and is the very first Military Veterans Artist at Workhouse Arts Center, Lorton, VA, where he also teaches classes. He has been inspired by the masters of modern art, and later in the day, after his lecture, Mr. Cervantes will be presenting a hands-on session using Meditative Dots.
In addition, educators may show their work through the electronic gallery. Look for the monitor in the registration area to see the work of your colleagues from across the state.

As a reminder, please make sure to book your room for the conference through our VAEA block of rooms. VAEA funds all of its activities generated by the conference which supports the work of the VAEA Board, Regional Boards, Virginia representation at the national level, and art advocacy to those in state and local government. Filling our block of rooms as required by the hotel also keeps future conference fees lower for you. Presenters will again be offered the opportunity to register early. This will give you the benefit of getting into some of your top choices of ticketed sessions, before they fill to capacity. Presenters, please also remember if you charge a fee, you must keep copies of receipts for materials and give them to Peggy Wood, our Executive Secretary, at the conference for reimbursement.

Putting together our conference really is a team effort, and we could not do it without you, our members. We look forward to seeing everyone soon at the VAEA conference!

VAEA 2017 Service Project: the Ron Abney Educational Fund

Hello VAEA members and friends. For this year’s charity service project we will be collecting your new and gently used art supplies to be given to the orphans of the Takeo, Cambodia orphanage. These wonderful kids have very little in life and being able to paint and create is a great way for them to have something of their very own. The Ron Abney Educational Fund provides the children of the orphanage with educational supplies, an English teacher, and also full college scholarships for all the high school graduates that live in the orphanage.

To help, simply box up all your art supplies and bring them to the conference. Leave them at the donation table in the main area.

If you would like to donate a new art kit for one of our orphans simply go to the Amazon QR code link below, select from the reasonably priced kits and have your purchase sent to the charity directly from Amazon at anytime before the conference, or you may bring it with you to the conference. If you use the QR code, part of your purchase also goes to the charity.

The Ron Abney Educational Fund
14216 Mapledale Ave.
Woodbridge, Virginia 22193

For more information on this charity please see their website at: www.ronabneyeducationalfund.org

VAEA cannot accept art supplies paid for by school district or county funds.
“Shout it from the Rooftops”
Naomi Swyers, Awards chair

Imagine school without art; you’re right, I can’t imagine it either. One way to retain our art programs is through advocacy. One way to advocate is to celebrate our accomplishments. Write about it in our newsletters home, tell our administration, get involved on a state and county level….Shout about it from the rooftops! Fortunately we belong to an organization that helps us celebrate our achievements. The awards program is one benefit that can help secure the value and stability of art education in public, independent and private schools.

As you get ready for conference please plan to attend your regional meetings to congratulate this year’s winners. On Saturday at the Awards Breakfast the state winners are revealed, it is a time for us to honor their accomplishments. Everyone should be there to celebrate.

As you stroll around the VAEA conference you are going to see a lot of past winners - is your name going to be on this list?

- 2016/2017 - Ginna Cullen | Virginia Art Educator of the Year, Retired, Louisa County Public School System
- 2016 - Rachel Burgett | Elementary Art Educator of the Year, Chesterfield County School System
- 2016 - Kirstie Hein-Sadler | Middle School Art Educator of the Year, Richmond City School System
- 2016 - Cindy Redmon | High School Art Educator of the Year, Warren County School System

Remember…
- 2015 - Julz Suder | Carver Elementary School, Elementary Art Educator of the Year
- 2015 - Marisa Pappas | Warrenton Middle School, Middle Division Art Educator of the Year
- 2015 - Karen Allison Boyd | Hermitage High School, Henrico, Secondary Division Art Educator of the Year
- 2015 - Ryan Patton | Professor of Art Education at Virginia Commonwealth University, Higher Ed Division Art Educator of the Year

WHY NOMINATE?
- You know extraordinary Art Educators in your Region (Blue Ridge, Central, Northern VA, Southwest, Tidewater) who merit recognition for their advocacy, leadership and contributions to the field of art education!
- Demonstrate your appreciation by acknowledging your “Friend of the Visual Arts” or Distinguished Service Candidate in your community who has supported your art program!

WHO ARE PROSPECTIVE CANDIDATES?
Any VAEA member who meets the award criteria established by NAEA may be nominated. VAEA Membership is not required for the Distinguished Service (Outside the Profession) and “Friends of the Visual Arts” Awards.

WHO MAY NOMINATE?
Any VAEA member may nominate. Art Administrators / Supervisors may be nominated by Administrators, Supervisors, or Principals that do not hold a VAEA membership. For further information go to VAEA at http://www.vaea.org/awards.html

If you are a nominee this year, your vita and paperwork should be sent electronically to your Regional President, contact your president for dates.

Everyone should start getting their vita organized, so next year when you are chosen, you’ll be ready! Remember you can nominate colleagues, they can nominate you and you can nominate you!
**An Interview with our Conference Keynote Speaker**

Lee Darter, Advocacy Chair

VAEA 2017 Conference Keynote Speaker
Kate McClanahan

**Answers a few art advocacy questions...**

We are so happy to have Kate McClanahan as this year’s keynote speaker at the VAEA 2017 conference. Ms. McClanahan serves as Director of Federal Affairs for Americans for the Arts where she aids in the development and promotion of the organization’s federal legislative agenda to Congress and the Administration, including organizing strategic events and mobilizing members and constituencies. Kate grew up surrounded by the arts, taking ballet, clarinet lessons, pottery instruction, creative writing classes, and roles in school plays. (americansforthearts.org)

As Art Advocacy Chair for the VAEA I was very excited to be able to ask Ms. McClanahan her views on the following questions:

**LD: Please tell us a little bit about what it is like for you working with Americans for the Arts.**

**KM: It’s an exciting and uplifting place to work. I’ve been with Americans for the Arts for 4 years now. Every day, we focus our work together to try to make life better for others.**

**LD: What does Americans for the Arts do?**

**KM: Our mission can be boiled down to a bumper sticker: “All the arts for all the people.” What that means is that we serve, advance, and lead the diverse networks of organizations and individuals who cultivate, promote, sustain, and support the arts in America. In practice, our work intersects around a shared vision: that the arts be recognized as integral to the lives of all people and essential to the health and vitality of communities and the nation as a whole. Our multiple departments help us in that work. For instance, our large Local Arts Advancement team provides many professional development opportunities, including through our Public Art Network and our National Arts Marketing Project. Our Government and Public Affairs team works to generate equitable and effective public sector policies and resources to anchor the arts and arts education as core elements of American quality of life and civic health. Etc. Etc.!**

**LD: How can classroom teachers get involved with art advocacy?**

**KM: There are a number of ways, and at Americans for the Arts, we try to provide the tools to make it easy, including signing up to receive our free “action alerts.” In terms of “soup to nuts” resources, one is our Arts Education Navigator series. It hits specific topics, ensuring that arts education supporters are equipped with the knowledge, statistics, and case-making techniques needed to effectively communicate with decision-makers. We believe that as advocates, classroom teachers are uniquely positioned to convey the stories and data related to arts education. They can perfectly pair the stories of students’ learning in and through the arts with the data they can observe through their teaching from test scores to attendance. Through our “Navigator,” you can find a number of suggestions, including:**

- Get informed. Keep up with education reform and best practices in arts education.
- Get involved. Join professional networks and groups.
- Link up. Befriend others in the arts or other fields.
- Be prepared. Have talking points ready at all times.
- Personalize. Make your message personal.

**LD: Do you have an art advocacy focus that is most important to you?**

**KM: In our work to generate equitable and effective public and private sector policies and resources to anchor the arts and arts education as core elements of American quality of life and civic health, we have a number of objectives that we strive to meet. Personally, for me, one of those objectives is working to ensure that every child in America receives an arts education at the P-12 level carries a great deal of importance. Our future is our kids. But there is also a number of additional areas of work we do, including our “Arts &” work, our National Initiative for Arts and Health in the Military, and appropriations work as well, to name a few, that I feel very privileged to collaborate on.**

**LD: Why is art advocacy important?**

**KM: There are a lot of ways to look at this. To me, each person can do something. By choosing to advocate, you can impact more people, who in turn can impact more people. And so, it increases the range and level of impact you can have, including on future generations. Advocacy creates change. At Americans for the Arts, we believe that access to the arts and arts education changes lives. We don’t want to keep that to ourselves.**
Policy Update

Barbara Laws

Summer 2017 presented a number of opportunities to communicate the value of arts education. The Virginia Board of Education (BOE) held a series of public hearings across the state and invited comment on the Standards of Accreditation including changes to high school graduation requirements and to processes of accrediting high schools. They also asked for feedback on the state plan to address the federal legislation contained in the Every Student Succeeds Act as well as general comments on public education conditions and needs to inform them as they update the Board’s comprehensive plan and annual report.

The Virginia Coalition for Fine Arts Education (VCFAE) developed talking points to address issues of concern to the arts education community and distributed them to be used at the public hearings. Priority issues include a graduation requirement in the fine arts, full funding for elementary art and music teachers, moving from STEM to STEAM, and the impact on electives of the requirement of a middle school career investigations course. Members of the VCFAE and other arts representatives attended the hearings to address these concerns and express their support for quality art education and, also, will continue appearing before the BOE during public comment time to ensure that our view of these issues is communicated regularly.

Legislation from the 2014 General Assembly reduced the number of SOL tests and required local school divisions to administer “age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies...” As an outgrowth of discussion with Dr. Stephen Staples, Virginia Superintendent of Public Instruction, on these new local assessments and the role of performance assessment as an ongoing instructional practice in arts classrooms, members of the VCFAE were invited to make a presentation at the Virginia Association of Secondary School Principals conference in June. A committee of VCFAE members researched and developed the presentation, which connected the following performance-based strategies used in the arts to other content areas.

- Instruction and assessment occur simultaneously.
- Backwards planning includes defining clear expectations.
- Self-reflection is integral to the learning.
- Student work always provides for ongoing, immediate, formative assessment.
- Skills, techniques, and processes are taught in the context of production/performance.
- Instructional tasks reflect authentic practice in the art form (work of practitioner).

Session participants were also given the opportunity to discuss possible roadblocks and opportunities, discuss plans for next steps, and identify needed resources. An online survey, which will be compiled and shared with the Department of Education (DOE), gave participants the opportunity to identify clarifications or assistance needed as they move into the development and implementation of performance assessments.

Finally, a look ahead...in January, the Virginia General Assembly will begin their 60-day legislative session. Prefiling of legislation begins in November. VAEA and VCFAE representatives will be monitoring the progress of the legislation and keeping you informed of critical issues. You can do your part by being informed and educating your legislative representatives. VCFAE.org contains policy statements and talking points on a range of issues relevant to arts educators and lsis.virginia.gov is Virginia’s legislative information system. Let us know how we can support you in your advocacy efforts.

Maia, Gr.11, Burton Center for Arts & Technology, Roanoke Co.
Art Educator: Teresa Worth
Youth Art Month
Jess Beach

Youth Art Month (YAM) is celebrated nationally each year in March. Now, I know in the fall you are thinking “Why would I wait till March to celebrate my students?” I have been asked this several times and my answer is simple: YAM is not the only time you recognize your students by any means. But because we have national support, we can unite with other art teachers and fly even higher! It is a time when you can take center stage in your busy school and community and say look at what we do in the art studio! So utilize this opportunity to show off the remarkable things you and your students do on an everyday basis.

Even though YAM seems a ways away, there are many things you can do throughout the year to make your YAM festivities run smoothly. Please see the monthly guidelines below (official checklist can be found on the VAEA webpage>Advocacy>Youth Art Month).

Early Fall - Begin talking to your colleagues about the 2018 YAM Theme “Building Community through Art.” What does this mean to you and your students? Also, set some goal for your district (e.g. who will be your YAM lead, what local leaders could you contact?)

October - Give students the YAM Flag Contest Form (found on the VAEA YAM webpage) to create designs for this year’s Virginia Flag (winning design goes on display at the NAEA Convention in Seattle, WA)

November - Attend VAEA Conference and join the YAM Committee for the “Taste of YAM!” Session

December - YAM Flag Entries are due Dec. 14th

January - Begin contacting your local leaders and legislators (i.e. Mayors, Delegates, Superintendent, School Board Members, Principals, Art Teachers, et al) and ask them to sign the YAM Proclamation/Endorsement (see VAEA YAM webpage for official form). Also, plan for art shows by preparing student work, selecting display space and organizing ways of documenting through local media

February - Promote your YAM events via hanging posters, sending invitations to VIPs and sending press releases to media

March - IT’S HERE!!!! Celebrate your students and their work in many ways! See the VAEA YAM webpage for the “101 Ideas List” for different ideas on how to highlight YAM in your community. Take pictures of these wonderful moments!

April - Send “Thank You” notes to community members who participated in YAM. Prepare to document your district’s YAM efforts by sharing jobs in creating the YAM Portfolio (see VAEA YAM webpage for YAM Documentation Report and Grading Rubric)

May - Start putting your YAM Portfolio together

June - YAM Portfolios are due June 14th (Books can be digital or hard copy.)

In the 2017/18 school year, the YAM Committee looks forward to collaborating with you as you use YAM to promote art advocacy in your schools! For any YAM questions please feel free to contact us!

Jess Beach, jessicabeach4@gmail.com
Jauan Brooks, jmbrooks@harriaonburg.k12.va.us
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Angie Salerno, angelasalerno@spsk12.net

Cole, Henrico Center for the Arts. Art Educator: Mary Scurlock
Southwest region teachers are “killing two birds with one stone” this summer. A weekly share and art making session that also earned them professional development points was held throughout the summer at Sweet Donkey Coffee in Roanoke on Wednesday evenings.

“Birds of a feather flocked together” on June 21, when Marie Levine hosted a plein air painting and art teacher social at her beautiful family farm in Bedford County. SWV AEA art teachers were treated to spectacular scenery and a beautiful sunset while painting outdoors for the evening.

SWV AEA is purchasing the parts to construct a Raku kiln for workshops with members.

I hope that you all have had a restful and relaxing summer and are ready to “wing it” this fall when your teaching assignment requires it.

Albert Einstein said, “Imagination is more important than knowledge. For knowledge is limited, whereas imagination embraces the entire world, stimulating progress, giving birth to evolution.”

We teach our children to conform, to walk in straight lines, to speak only when it is their turn. We teach them how to take and pass the test. We teach them to be good model citizens. Sometimes we do this at the expense of creativity and imagination.

Only recently, we have begun to bring the arts to our elementary schools and understand its importance for fostering imagination, creativity and a well-balanced child. We do not as yet have an elementary teacher for every school. We do not teach art as a vital subject in elementary school. Even in middle school all children do not have art and if they do it is often one of many exploratories. In High School the graduation requirement for fine arts can be fulfilled with taking a Foreign Language, Business or Technology classes. These classes are far removed from Fine Arts. These classes do not teach creativity and imagination. These classes are not Fine Arts classes.

Entering a class where you have to be imaginative as well as focused and on an artistic task can be scary to students. Many of these students have conformed; many have had little opportunity to create at home, to study art, music and drama. Likewise when children and adults sit in front of a box...TV or computer...they do not develop their creativity and imagination; it becomes stifled and they are grounded. Fine Arts need to become a core subject.

When our students arrive in art class, they are asked to create and usually have a blank look on their faces or get frightened. So we give them examples, we do demonstrations, we ask them to brainstorm, to write in journals, to create thumbnails, to think outside the box and imagine. They are hesitant, somewhat scared and often do not know what to do. They don’t know how to begin when creativity, imagination and discovery is a goal. It is a process. We need to reach that inner child, and help them to rekindle their imagination and creativity. We give them problems to solve, questions to research and answer. We give them the opportunity to learn about themselves and the world and their place in the world. We let them create from their own proposed ideas made on the basis of their limited evidence as a starting point for further investigation. They investigate and explore and come to many conclusions. We teach patience and persistence. We have them refine their work and come to a final conclusion. They evaluate and critique. We give them the tools to develop their imagination and creativity and soar. We are their art teachers. The arts are an essential key to developing a whole healthy citizen with healthy hobbies and careers that help students reach for the stars as their imagination soars.

Have you ever watched a young child, when they are happy; they sing their words and their walk is a hop, skip and a jump? They create worlds; they bring inanimate objects to life. They are imaginative and creative and their little souls and spirits soar. Have you ever wondered what happens to this creativity when they get further and further along in school?

Imagination ...
Northern Virginia
Cheryl Miehl

Northern region’s imagination takes flight in preparation for the Fall Professional Development conference

Northern region is excited to host the conference this year at the Reston Sheraton! We have been hard at work preparing a host of ideas and activities to make this experience truly special and something you will remember!

On Saturday, June 3 approximately 20 art educators from the Northern region gathered at Brentsville District High School to begin the sculptures that will comprise part of the silent auction at the conference as well as being our centerpieces for the awards breakfast. These altered books provide the perfect opportunity for our artists to let their own imagination take flight as they designed and developed these amazing sculptures by upcycling old books.

It is an experience to observe the various ways in which each person approaches their artwork. Some jump right in and let the book serve as an experimental piece that develops intuitively. While others have an idea in mind and set about bringing their vision to life. Both methods allow for the creation of very personal responses to the minimal criteria set forth in the guidelines for our creations. As excited as I am about these sculptures you will have to wait until the conference to see the finished pieces, but I offer this one suggestion, bring your money to place your bids as I can’t begin to fathom how awesome these pieces of artwork will be once they have fully taken flight!

We see creativity and imagination ignite and soar to exciting heights in our art rooms, but don’t you enjoy those moments when you or your students get stuck creatively? It happens to all of us in the classroom, as artists, and especially with our students. It can be frustrating, but the process of breaking through is just as important as the finished product. Embrace it because that’s when imagination takes flight… I have to say, it happened while writing this article. I didn’t know how to approach the theme, so I procrastinated. I researched creativity quotes and then I asked my students what they do when their creativity is hindered. As we brainstormed ideas, I had my own breakthrough. It was quite interesting that my problem was being solved by talking it out and asking others what I could do to spark creativity in creative writing that isn’t easy for me.

Here are a few ways to get your imagination to take flight. Research ideas or look at pictures to stimulate ideas. Talk to someone to help you brainstorm. Sketch out ideas. Other people can spark a different approach to looking at a problem. Play with materials. Do something different, like listen to music, read a book, or take a walk. The most beautiful part of the creativity journey is the destination, so enjoy your imagination taking flight.

continued on page 13...

continued next page...

Central
...Takes Flight
Meghan Hamm

We see creativity and imagination ignite and soar to exciting heights in our art rooms, but don’t you enjoy those moments when you or your students get stuck creatively? It happens to all of us in the classroom, as artists, and especially with our students. It can be frustrating, but the process of breaking through is just as important as the finished product. Embrace it because that’s when imagination takes flight… I have to say, it happened while writing this article. I didn’t know how to approach the theme, so I procrastinated. I researched creativity quotes and then I asked my students what they do when their creativity is hindered. As we brainstormed ideas, I had my own breakthrough. It was quite interesting that my problem was being solved by talking it out and asking others what I could do to spark creativity in creative writing that isn’t easy for me.

The EXCITEMENT about Art education continues in the Tidewater Region! Our Summer STEAM workshop with the Chrysler Museum was a success. Art teachers attending learned new and exciting STEAM ideas and lessons, while being able to connect these to the art on display at the Chrysler Museum. Jonathan Markham, the manager of curriculum and gallery programs at the museum lead a program that explained STEAM concepts and looked at specific lessons done with the Summer STEAM camps at the museum. With a fascinating museum tour, all of these were related to the art at the Chrysler. Several lesson plan ideas were shared and STEAM Starters were also emailed to participants. Participants also got to watch the glass blowing demonstration at the Glass Studio, as well as see products that can be made in various classes offered monthly. Exploring new methods and ideas with fellow teachers is indeed EXCITING! (See STEAM Workshop photos on page 13)

We are working hard to continue planning special events for TVAEA members. Overall, the events will be a great place to meet and share ideas with fellow art educators both in person and digitally. Special events we have coming up include teacher tips videos to our Facebook page, a first-year teacher night, digital media scavenger hunts for awesome museum memberships as prizes, and a special surprise at conference that members can walk away with. There is a calendar of activities on our TVAEA page and you can also check us out and give us a like on Facebook and make sure to follow TVAEA on Twitter.

continued on page 13...
Regional News: Our annual Orkney Springs BRVAEA Retreat was amazing. **Barbara Gautcher** presented Encaustic Painting for us, expanding on our Fall 2016 Workshop. The pieces created and techniques learned were amazing. Kudos to Barbara, she was inspiring. The trip to Falling Waters and Kentuck Knob are must-do experiences. **Laurie Davis** and **Karen Wade** created an incredible itinerary, incorporating great art and architecture, company, scenery and food, tapping into the essence of oneness through the natural landscape using form and function.

Our calendar for the upcoming year is completed and we are very excited and hoping to get more and more members involved. This is how it looks so far. As always, more information will be disseminated, as we get closer to each event. *Please mark your calendars.*

**BRVAEA CALENDAR 2017-8**

- **October 21:** BRVAEA BRAC Professional Development Workshop: conference pins…. and Origami.
- **November 2-4:** VAEA Professional Development Conference
- **November 6:** JMU Day for BRVAEA art teachers and their High School art students ONLY!
- **January:** BRVAEA Art Teacher Exhibition 2018
  - Work from the Northern part of the region delivered to Andrea end of **January** beginning of **February**. All Teacher artwork needs to be to Lynn Conyers or delivered personally to the Shenandoah Arts Center in Waynesboro, VA at the same time.
  - **February 2** or **4:** the Art Show will open with a reception from 6 PM to 8 PM at Waynesboro’s Shenandoah Valley Art Center.
- **February 26:** we will hang the show at LFCC; Reception will be on March 16 from 5-7 PM, Friday evening.
- **April 27:** SVAC Professional Development Workshop
- **May 24-26:** Orkney Retreat
- **June 27:** BRVAEA Richmond VMFA Trip, lunch, Maymont or Lewis Ginter Botanical Garden
- **June 29:** Wet Work **RAKU**
  - Membership makes Teacher of the Year and Nominations for Regional Officers
- **July 12, & 13:** Glaze, Fire and **Party**

The Blue Ridge gang at Falling Creek this summer.

Northern Virginia

Your Northern region officers are hard at work planning and preparing for our Friday night VAEA Pajama Party in the hotel. Grab your art passport and prepare to travel various regions playing with STEAM type art activities that you can use in your classrooms, collect your stamps for participating and use those stamps to enter for a chance to win great prizes! Best part of it all, wear your comfy pajamas and slippers and join for an evening of fun in house, prizes will be awarded for dressing to the theme!

Northern region members! Remember to collect and prepare artwork for display at the conference. Elizabeth Chodrow has set up a system for your ease and convenience to reserve your space to show your artists’ creativity to the entire state! Don’t miss out on this opportunity to showcase your students! The link for sign ups is on the Northern Region page on the VAEA site! You can reach out to Elizabeth with any questions at echodrow@lcps.org.

Lastly, all our Virginia art teachers are creative and most of us are working on our own creations throughout the year. We want to see what you have been working on so sign up to participate in the electronic gallery that will be on display all through conference. Sarah Pender will be compiling an electronic display of all submissions and we need you to show us what you’ve made! [Sarah.Pender@lcps.org](mailto:Sarah.Pender@lcps.org).

We hope to see you all in the Fall with your PJ’s on as we all let our imaginations take flight!
Events to look forward to in the coming months…

November 2-4: VAEA State Conference in NVAEA (Reston, VA).
December 2: Sarah Hand workshop.
February: Art Educator as Artist exhibition (tentatively planned for this month)
March: Youth Art Month at Suntrust Bank.
April: Clay Workshop
May: Piankatank Retreat.

We are planning to bring you exciting events in 2018. Please look for our emails and Facebook announcements to sign up. We look forward to seeing you soon!

** COMING SOON! **  
 ** OCT. 11, 2017 **

** ART CARPET: **
A WORLD WIDE, TEMPORARY, OUTDOOR ART EVENT

Join artists and educators in creating a carpet of connection! The Art Carpet occurs the 2nd Wednesday of every October.

https://artcarpet.wordpress.com/

The project began in 2014, inspired by this art carpet @ VCU

@ Albert Hill MS

@ Binford MS

@ Wm. Fox ES

All other photos from 2016

* A few of the participating schools in Richmond, VA

As we remember why our profession is so EXCITING, it is easy to think of creating things and exploring new techniques and media. However, at the heart of art, we find imagination. The ability of students to tap into their imagination and discover new worlds and ideas in their own minds is imperative to creating their own original art. In our digital world, many times kids are so bombarded with visual images, they become so immersed in someone else’s creation, they stop using their imaginative abilities to create for themselves. This is most commonly noticed in fine arts classes, but can also been seen in literature instruction, science, and even history. Student have a hard time imagining the stories, discoveries, or historical time periods without the assistance of already created visuals.

As a way to encourage students to use their imagination regularly, I like to make use of Imagination Homework. Yes, the students groan when we first discuss having art homework. However, once they learn that they cannot use a pencil or paper or even digital devices and can only use their imagination, this homework becomes fun and EXCITING. For Imagination Homework, students must read the prompt each art period (ex: if you had a magic carpet and it could take you any place real or imaginary, where would you take you) They spend the week until they come to art again thinking of responses to the prompt using only their imagination. The following art period, the class holds a discussion to share their imaginative ideas. This becomes our imagination workout for the first 5 minutes of each art class. By mid-year, it is much easier to get the students to share their own ideas when asked to use their imagination. When a student’s imagination takes flight, it can truly take them anywhere.

Please feel free to contact me or any other board member anytime with ideas, suggestions, or questions. You can email luvteachingart@gmail.com. We are excited to hear your ideas! We invite and welcome all VAEA members to our events. TVAEA is truly EXCITED about Art Education!
Victoria, Gr. 6, King George ES. Art Educator: Amie Salmon

Keagan, Gr. 1, The Hill School. Art Educator: Mary Woodruff

Kaufman, Brentsville District HS. Art Educator: Cheryl Miehl

Ryan, Gr. 2, Cedar Point ES. Art Educator: Lee Darter

Natalie, Burton Center for Arts & Tech. Art Educator: Natalie Strum

Ada, Gr. 8, Albert Hill MS. Art Educator: Sharon Russell

Jenny, Old Donation ES. Art Educator: Leigh Drake

Claire, Gr. 11, James River HS. Art Educator: Kelly Bisogno

Kourtney, Henrico Center for the Arts. Art Educator: Mary Scurlock

Yazmine, Henrico Center for the Arts. Art Educator: Mary Scurlock

Keegan, Gr. 1, The Hill School. Art Educator: Mary Woodruff

Leroy, Gr. 4, RC Longan ES. Art Educator: Ruby Texler

“CREATIVITY IS ALLOWING YOURSELF TO MAKE MISTAKES... DESIGN IS KNOWING WHICH ONES TO KEEP.”
-SCOTT ADAMS
Ben, Gr. 9, James River HS.  
Art Educator: Kelly Bisogno

Emma, James River HS, Chesterfield Co.  
Art Educator: Kelly Bisogno

Ava, Clover Hill HS.  
Art Educator: Meredith Snyder

Kira, Clover Hill HS.  
Art Educator: Meredith Snyder

Autumn, Tucker HS, Henrico Co.  
1st place in 7th Congressional District Art awards.  
Art Educator: Tanya Rogish

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

Kourtney, Henrico Center for the Arts.  
Art Educator: Mary Scurlock

Yazmine, Henrico Center for the Arts.  
Art Educator: Mary Scurlock

Gabrielle, Gr. 10, Varina HS.  
Art Educator: Dawn V. Schwartz

Emma, Gr. 10, James River HS.  
Art Educator: Kelly Bisogno

Brook, Gr. 11, Burton Center for Arts & Technology.  
Art Educator: Teresa Worth

Ava, Clover Hill HS.  
Art Educator: Meredith Snyder
Elementary

Tiffany Floyd

This summer I had the opportunity to work with elementary teachers and students during a national STEM program called Camp Invention. They used their imaginations to design launching mechanisms, take apart existing machines and develop new uses for the parts, create innovative products and explore planets for inhabitability.

The ability to imagine is often lost once one reaches adulthood. This prompted me to ask other educators how they foster that quality within themselves…

Julie C., Central: In grad school, Dr. Burton asked us, “If money was no object, what would you do?” He was speaking in terms of our curriculum, but I found his prompt helpful in terms of imagining anything. Take money… [and] your inner critic out of the question and spend some time really thinking about not what is possible, but what would be awesome. This is how I dream up “whole school projects” in art, like the gnome home build, and also how I imagine the things I plan to paint. Thinking about money or what won’t work will kill your imagination…

Elizabeth Gilbert in her amazing book Big Magic advises us,

“The universe buries strange jewels deep within us all, and then stands back to see if we can find them.”

I love that image of searching for our inner gems. It makes life seem like a treasure hunt where we have had the map tattooed on our heart from the jump.

Lee D., Northern VA (VAEA Advocacy) recently attended Art Scouts Camp just outside Nashville, Tennessee, to keep her creative juices flowing over the summer. Taught by Jennifer, Ginger, Cassie and Laura, it is a camp for adults who LOVE to create with kids. Here, she shares parts of her experience with us:

I love Art Scouts… We had classes on oil pastels, chalk pastels, weaving, several types of clay, paper mache and felting. I learned new ways to use the old standards! I really enjoy the atmosphere at Art Scouts. It is high energy and lots of teacher bonding. You cannot imagine how fast the time flies by. No one wants to stop working or leave. It was great to see how all the teachers came at the same lesson in so many different ways. The activities are very open ended. They teach you the methods and you can use them however you want. http://www.paintedpaperart.com/2017/07/art-scouts-camp-2017/

You, too, can participate in creative bonding and imaginative, innovative professional development with your peers by attending the VAEA Conference, November 2-4. Check out the emailed results from last year’s Elementary Division Survey and consider bringing items you may want to donate during our Supply Share. Email me any questions and/or concerns at tfloydtf@gmail.com.

Remember, submit high resolution images of your students’ work to Kathy Barclay to be considered for the VAEA News Magazine. Release forms may be found online by visiting www.vaea.org/news-magazine.html.
Middle Schoolers are all about belonging and wanting their art to look like everyone else's...so how do you get them to expand their imagination? Some lesson plans are more imaginative than others--I want you to think of your most creative lesson, the one that has made your students take flight! Now all you have to do is email me your idea in just a few words and together we can craft a "short flight" presentation...and you could be one of several colleagues who will present these great ideas, each in 2 to 5 minutes, at the next Middle Division Meeting at the VAEA Conference!

Let your imagination take flight. What lesson idea could you show in just a few minutes? I will walk you through step by step, if you want me to. It is a great way to get your toes wet so you can "give back" by presenting a full session at a future conference.

Recap:

Step 1: Think of your most imaginative lesson or successful technique.
Step 2: Email me a few words about your idea. sj.darden@yahoo.com
Step 3: Craft a super quick demo (2-5 min.) & bring a student example.
Step 4: Present your “Short Flight” to other middle school teachers at our division meeting.
Step 5: Feel incredible about contributing to everyone’s success!

Flight Takes Imagination

A simple rearrangement of the order of the words of this year's Conference theme had me thinking about a brilliant man that you all know very well. Possessing a genius that went far beyond being a remarkable artist, Leonardo da Vinci filled sketchbooks with detailed designs of flying machines. The year was 1485 when Leonardo drew detailed plans for a human-powered ornithopter (a wing-flapping device intended to fly). In 1485! To put the enormity of his imagination into perspective, the first steam powered engine wouldn't be invented for 200 years, in 1698. And it was nearly 500 years later, in 1905 before Henry Ford invented the Model T car. Think about the ability da Vinci's creative...
mind had to possess to design flying machines in his time! He produced more than 500 sketches dealing with these machines, and the nature of bird flight. His Codex on the Flight of Birds is written in his famous backwards writing and is full of illustrations that give us a glimpse into his ponderings of man's flight, which wouldn't occur for 500 years, when the Wright brothers took their first flight. Leonardo's Codex on the Flight of Birds was on display at the Smithsonian National Air and Space Museum, on loan from the Biblioteca Reale in Turin Italy in 2013. If you weren't fortunate to have seen it when it was at the Air and Space Museum, the link below brings you to the Smithsonian's website and an interactive version of the actual Codex where your students can flip through the pages of Leonardo's sketchbook. I think a great way to start the year would be to have students browse through da Vinci's sketchbook instead of Pinterest. Perhaps their own imaginations will take flight.

Imagination Takes Flight

Whenever I think of imagination in relation to art education, I am reminded of Harry S. Broudy’s masterwork on the topic, The Role of Imagery in Learning (1987). In this monograph, Dr. Broudy makes a clear and compelling case as to the importance of an art education, trained art educators, and specifically the role that images play in the development of an educated mind. Dr. Broudy believed that well trained teachers played a significant role in assisting K-12 students to develop an “imagic store,” that is, the huge and diverse repertoire of images from which we draw meaning for language. I believe that as we are considering all types of contemporary art education, but especially those that might downplay the study, interpretation, and simple access to images, we would be well served to revisit Dr. Broudy’s argument.

What if students in their art education were only engaged in the making process, devoid of imagery that builds what Dr. Broudy and others term as an allusionary base - the sum total of concepts, images, and memories available in the brain which fuel imagination (image making)?

As an example, try reading Maya Angelou's "I Know Why the Caged Bird Sings." Cross out each reference to imagery, metaphors where image references connote much larger ideas than are simply denoted, and any knowledge of birds in cages or the history of African American experience. What remains? In fact, how should one interpret imagination taking flight without an image reference connection between the brain and a bird, airplane, or other object with the ability to take flight?

It is my contention that imagination is unable to take flight unless the brain has a healthy and vibrant store of images upon which to draw, and that can be juxtaposed, rearranged, and realigned to make new meanings, connections, and metaphors. It is the stuff of creativity and invention. Of course, the lived experience is a great resource of every child’s allusionary base or imagic store, but how much more could we as art educators enhance the lived experience of our students by the examples we show of images from many times and many places, from photographic realism of events to the abstracted, surrealistic, or non-representational interpretation of artists from across the globe. It seems to me...
Performance Based Assessments Part Deux!

The Virginia Board of Education is mandating alternative assessments for some core areas. The assessments are typically being called performance based assessments (PBAs). For art folks this really is nothing new, we have been using some form of a PBA for our entire career. At this time, you have or will be looking hard at your assessment schemes.

By definition a PBA “…measures students’ ability to authentically demonstrate knowledge, skills and processes of standard-aligned content through a meaningful task or product that provides value, interest, and motivation to students. The purpose is to provide authentic, relevant, and engaging tasks for students to demonstrate mastery of standard-aligned content and skills using higher-level thinking.” Sounds familiar, yes?

The challenge for us is to insure that our assessments are of high quality. The state and many divisions have developed a series of quality criteria (Williamsburg’s John Rasky has an amazing...)

Simply making does not an art education make. Even making meaning is shallow, meager, and disorganized when devoid of a rich allusionary base. Our role as art educators is to build this imagic storehouse of images as we build skills in media manipulation. A picture is worth a thousand words, and I would contend absolutely essential to their development. A good metaphor, such as imagination taking flight, is worth a thousand pictures. Who will provide them if not your friendly, local, superhero art educator?

This monograph proposes a theoretical basis for advocating a program of disciplinary arts education as an integral part of general education from kindergarten through grade 12. The theme of the essay is the role that images play in everyday experience and the formation of the educated mind. Images are sensory patterns or patterns produced by the eye and brain. To create images out of sense qualities a person must resort to metaphor or to figures of speech. Imagery is centrally important in facilitating long-term retention and plays an important role in various styles of teaching, in problem solving, in values education, and in the learning of language. The role of imagery in the learning of skills, especially the skill of language concepts, attitudes, and values is examined to identify points at which the sensory image becomes crucial for understanding. The argument holds that the arts as learned in general education are used associatively and interpretively, rather than replicatively or applicatively. Their function is to enrich the allusionary base, the store of images, and the concepts that qualify for inclusion in general education. Discipline-based art education, as part of general education, must be teachable by the classroom teacher; and a program of pre-service and in-service training, to enable classroom teachers to obtain competence, is essential.

that art educators provide the visual travelogue for places that our students may never see or could never have seen. The more rich and diverse is this travelogue, the more we equip our students’ imagination to take flight.

Camille, Henrico Center for the Arts. Art Educator: Mary Scurlock
A set of success criteria typically takes the form of a/an:

- Analytic rubric
- Holistic rubric
  - Rating scale
  - Checklist of Quality Indicators

6. **Student Directions / Prompt:** The task prompt is clear, developmentally appropriate, and is aligned to criterion being assessed (validity).

7. **Accessibility:** The performance assessment accommodates the participation of all students. It allows students to access the assessment through multiple entry points, while providing diverse ways of responding to the task to support accessibility.

8. **Feasibility:** Formats of PBAs may vary based on features such as:
  - Duration (e.g., a few minutes, a class period, multiple days, or weeks)
  - Number of intended learning outcomes to be demonstrated
  - Degree of student choice in process and/or response format
  - Degree of expected teacher direction or support during completion

PBAs may take the form of constructed-response items, stand-alone assessments, curriculum-embedded assessments, or extended projects.

9. **Instruction:** PBAs necessitate instructional approaches in the classroom and learning experiences for students that lead to students’ deeper conceptual understandings and mastery of subject-specific skills.

10. **Teacher Materials / Substantiation:** PBAs provide accurate, complete information and clear directions to
In June, Virginia Beach City Public Schools held a two-day Teacher Institute at the Virginia Museum of Contemporary Art (MOCA). The program was organized by Anne Wolcott, Fine Arts Coordinator for Virginia Beach City Public Schools and led by Dr. Paul Sproll, Professor and head of Rhode Island School of Design (RISD) Department of Teaching + Learning in Art + Design.

Fifty-seven art teachers participated in activities aimed at introducing and developing skills in design thinking while investigating connections with inquiry processes associated with science, technology, and the visual arts. Teachers focused on contemporary art and design, artists and designers, and worked collaboratively to create meaningful curricular links between the visual arts and Design concepts/processes. An important goal of the Institute was to empower teachers to create substantive instructional strategies and projects for engaging students at all levels in well-grounded investigations of art and design. Teachers learned ways to apply concepts and strategies modeled in the institute to their own teaching settings.

Dr. Sproll encouraged teachers to focus on “cultivating the creative capacities” of all students which in turn can “enrich and inform every aspect of their lives.”

If we take a good critical look at our assessments we will (or should) find that most of what we do fits neatly into the state recommendations. Our task is to insure a high standard of assessments and continue to be the leaders in assessments in education.

Clothespin Challenge
– What IF?
Working in groups, teachers brainstormed possible uses for a clothespin other than hanging clothes. The challenge encouraged innovation, collaboration, and for all to come to consensus.

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Clothespin Challenge
– What IF?
Working in groups, teachers brainstormed possible uses for a clothespin other than hanging clothes. The challenge encouraged innovation, collaboration, and for all to come to consensus.

Sculptural Lighting Challenge
Working in groups, teachers designed and created lighting fixtures constructed from papers and a puck light. The challenge emphasized how the inherent qualities of material can support the design concept of “sculptural light”.

MOCA Gallery Activity (below)
Teachers performing a short skit inspired by Jerry Siegel’s, J&R’s Deer Heads, Perry County, AL, 2002
MOCA education staff was given the opportunity to work with the institute attendees each day in the galleries. The gallery activities complemented Dr. Sproll's inquiry centered approach to art and design, encouraged collaboration, and incorporated simple everyday technologies. One of the strategies Sproll discussed during the institute was digital storytelling as a simple way to explore narrative and to connect to technology. The activities aimed to facilitate the teachers in unraveling meaning and making their own associations based on visual evidence, which served as a catalyst for their digital storytelling projects.

Working with almost 60 classroom art educators at MOCA allowed us to make face to face connections and strengthen relationships. We strive to be a resource for our teachers through professional development, interpretive and research material, and opportunities for their students. As a museum, we view our partnership with local schools as invaluable and are very grateful to have hosted the Teacher Institute.

Hello Retirees! Hope your summer was neither too wet nor too hot and that you were filled with wonderful creative energy.

Plan to join us in Reston November 2 - 4 for the annual Conference. There is always a lot of energy sparking ideas and creativity. The conference theme this year is Imagination Takes Flight. Just saying the words brings images into my mind. As I read a book I truly enjoy the chance to interact with the author who describes scenes for me to experience in my mind’s eye. As an artist I have been taught to leave some areas blank or undefined to give the viewer a chance to create their own story about the artwork.

Recently retired Art Educator (for 39 years) and former VAEA President of the Central Region, Donna Stables shared some thoughts about her career and retirement. She loved every minute of teaching at Clover Hill High School from the Art I level to the A.P. Drawing classes. She then discovered that there is a wonderful world beyond the green and gold of Clover Hill! Time away from the classroom gives one time to reflect, evaluate and discover your passion. She has been inspired to paint more in Watercolor and Acrylics and truly enjoy her painting time without having to write lesson plans. She shared a recent joint exhibition with her daughter, Lara Stables, who is also a High School art teacher.

While no longer teaching full time, Donna has enjoyed teaching basic watercolor classes through the Chesterfield County Parks and Recreation 50 + Lifestyles program. Many “seniors” did not have Art in elementary, middle or junior high school. High schools offered Art, but not everyone took it. Now they are so eager to learn and, as adult students, quickly pick up techniques and skills. Most of her students are retired teachers, secretaries, engineers, and business people who enjoy continuing to learn. They work on their own and paint outside of class. In class they discuss the display and presentation of work and share local art news.

A love for teaching never leaves you and it is so rewarding when you can mentor someone and facilitate learning! Donna was so excited this past spring when VCU asked her to become part of the adjunct faculty to supervise student teachers. She was fortunate to work with two wonderful students last semester and will continue with new students in the fall.

“Retirement…who is ever really retired? I think sometimes life takes a turn here or there and our path may require different strategies and vehicles to accomplish the goals we set before us. Art inspires me every day, whether man-made or in nature, it is a part of my soul!” Thank you Donna Stables for your inspiring words.
Restorative Curriculum for Restorative Classrooms
Amanda Bryant, MA Student,
Virginia Commonwealth University, guest author

Zero-tolerance is a k-12 disciplinary policy that addresses student misconduct with mandatory penalties, while disregarding circumstances and possible leniency (Hernandez, 2014; Kafta, 2011; Reyes, 2006). While zero-tolerance was designed to provide equity through a set of universal consequences, because student abilities, personal histories, and communities are inherently different, these policies most often affect students living in poverty, students of color, and our LGBTQ+ students. Zero-tolerance policies have been in place for two decades and have caused disproportional harm to low socioeconomic school systems, and especially towards students of color (Hernandez, 2014; Kafta, 2011; Reyes, 2006). Due to mandatory suspensions and expulsions required through zero-tolerance policies, students are being pushed out of schools and into the juvenile, and continually, the criminal justice system, through a phenomenon referred to as the school-to-prison pipeline (Ayers, 2014; Fuentes, 2014; Hernandez, 2014).

Restorative Justice is an approach to the criminal justice systems that seek to facilitate spaces for inclusive dialogue amongst victims, offenders, and the affected communities in order to encourage empathy and accountability for all (Zehr, 2015). Restorative Practices are the methods used to implement Restorative Justice, such as talking circles, and are being used in schools internationally (Bintliff, 2016), as well as here in Virginia (Fairfax County Public Schools, 2007). Fairfax County Public Schools, located in Northern Virginia, has implemented a full county Restorative Justice Project with three main goals: accountability, character development, and school and community safety (Fairfax County Public Schools, 2007). FCPS RJ brings students who have conflict together in a victim-offender mediation where skilled and trained RJ facilitators facilitate a dialogue surrounding the wrongdoing, its impact, and to agree on reparation (Fairfax County Public Schools, 2007).

While the FCPS program is being used to address conflict after it arises, Evans and Vaandering in their book The Little Book of Restorative Justice: Fostering Responsibility, Healing, and Hope in Schools (2016) propose that circle processes could be used as a disciplinary preventative. The three tenets described by Evans and Vaandering (2016) for RJ in schools are “creating just and equitable learning environments, nurturing healthy relationships, and repairing harm and transforming conflict” (pg. 5). They propose beginning with establishing just classrooms with healthy relationships before there is a need to repair harm. If individual classrooms engage in preliminary circling as a means to establish a restorative and transparent classroom culture with outlined community values, when conflicts arise the classroom community will already have a unified language and set of procedures to address that inevitable conflict. The need for dialogue as a means to have an inclusive and engaged, student-centered curricula that allows for student experience to influence, if not dictate, teacher actions has been written about extensively in the canon of art education and education literature (Andrews, 2010; Bintliff, 2016; Dewey, 1934; Duncan-Andrade & Morrell, 2008; Freire, 1970; Gude, 2007; hooks, 1994; Ladson-Billings, 2014; Paris & Alim, 2014; Sellers, 2015; Walker, 2001). Although some art education literature continued next page...
has acknowledged the potential of art curriculum to model appropriate student behavior (Bickley-Green, 2007), there is little research on how, and what, could be done in art education curriculum with regards to combatting zero-tolerance policies. Sydney Walker in Teaching Meaning in Artmaking (2001) begins by defining Big Ideas as “broad, important human issues... characterized by complexity, contradiction, and multiplicity” (pg. 1). Walker (2001) lists examples of Big Ideas, such as: community, ritual, conflict, relationships, suffering, human diversity, and social order, which seem to correlate to the interests of Restorative Justice and discipline reform. Wolfgang and Stephens (2017) co-developed an art curriculum to combat the school-to-prison pipeline with the Richmond, Virginia based advocacy group Performing Statistics. The curriculum guides teachers through three units of Big Ideas: knowledge, empathy, and action. Although this is an exceptional resource for teachers and their students, and links Big Ideas, art, and school discipline, it is not founded in creating transparent classroom communities as the first step towards change.

Big Ideas are an accepted mechanism for structuring art curriculum, but I agree with Evans and Vaandering (2016) that the first step to healthy relationships and systems of accountability begins with the creation of conducive environments for those relationships and systems. I propose the creation of an introductory curriculum for the Big Ideas of community, dignity, and accountability, in order to establish a collective transparent classroom culture with students. By creating spaces of decided accountability before the rise of conflict, I hope we are able to keep students in, and not pushed out, of our classrooms, schools, and communities.

Works Cited:

Editor’s Note:
My apologies to Nicholas and his teacher, Kori Mosley, from the Maggie Walker Governor’s School, for mislabeling his still life in the last issue.

Erika, Henrico CFA. Art Educator: Genevieve Dowdy
You can’t possibly IMAGINE where they would be without…

Our approximately one hundred student members from: Bridgewater College, Christopher Newport University, George Mason University, Hampton University, James Madison University, Liberty University, Longwood University, Maryland Institute / College of Art, Old Dominion University, Radford University, Randolph College, University of Mary Washington, University of Richmond, University of Virginia and Virginia Commonwealth University would not be members of NAEA without their Faculty Advisors and VAEA members. The following: David Alexick, Kathy Barclay, Richard Bay, Maggie Bowen, Paddy Bowman, Ginger Brinn, Melanie Buffington, David Burton, Martha Butler, Ginna Cullen, Mary Delpopololo, Angela Edkhoff, Patricia Edwards, Victor Fraling, Michael Glaze, Emily Grabiec, Sandra Hammonds, Edward Howard, Masooma Hussain, Sharon Johnson, Kenneth Krafchek, Barbara Laws, Pamela Lawton, Sharon Malley, Robert McAdams, Sara McKay, Kelly Nelson, Richard Nickel, Ryan Patton, Janet Payne, Bettyann Plishker, Linda Pond, Linda Powell, Renee Sandell, Katherine Schwartz, Kimberly Sheridan, Kristine Sunday, Justin Sutters,
Pamela Taylor, Karin Tollefson-Hall, Roger Tomhave, William Wightman, Mary Wolfe, Courtney Wolfgang and Peggy Wood have been beacons in the vast world of art education guiding the yearning souls who profess, “I want to be an art teacher!” Thank you for your diligence and dedication to our profession.

IMAGINE…

Where would VAEA be without: Maria Burke, Miriam Cutelis, Lybia Doman, Rachel Emde, Kathleen Garcia, Sally Henderson, Holly Bess Kincaid, Barbara B. Laws, Emily Lazaro, Imagene Mallory, Sarah Matthews, Laura McManus, Kelly Nelson, Trish Pfeifer, Scott Russell, Susan Silva, Aimee Sirna, Justin Sutters, Sue Uhlig, Ashley Ward and Briana Z. White? The folks listed above have been credited by NAEA for referring new members in the last 12 months. I imagine they lead by example and make a great case for joining the NAEA / VAEA. Thank you for your leadership and sharing your passion for your professional organization. You have made an impact in the life of a colleague!

continued next page...

Veils of Light and Color

Lesson Plan for Grades K-12

Overlapping shapes create colorful “stained glass” compositions — no glue required!

French architect Viollet-le-Duc referred to Gothic-era stained glass windows as “veils of light and color...” This project is far simpler, encouraging young artists to layer cellophane shapes to create new shapes, colors, and values. Backlighting beautifully illuminates their creations!

DickBlick.com/lessonplans/
veils-of-light-and-color

FREE lesson plans and video workshops at DickBlick.com/lessonplans. For students of all ages!

DickBlick.com/requests/bigbook
Did you happen to notice that some names are duplicated in the above paragraphs? Yep, me too! Higher Education folks have a definite advantage with the “newbies” about the value of NAEA / VAEA membership. The first year or whatever year art educator having left the university environment may not have monthly art department faculty meetings and summer curriculum workshops which were the foundation of my art program. The bonus from those sessions was networking and idea exchanges. Many art educators no longer or do not have the luxury of regular collegial collaboration.

Imagine your conversation with a friend or colleague you want to benefit from the NAEA. Please remember…

- The VAEA holds annual fall state conferences scheduled over two and a half days with the regions orchestrating their own weekend and summer workshops. Art educators from across Virginia preside over sessions with presentations concerning cross curricula units, art history, media and technique. These experiences are not just about what ideas that can be replicated in the K to 12 art setting. Rather how lessons and units may be intensified to make the art program a more enriching experience for the students.

- The VAEA provides group support, mentoring and connections with art educators across the Commonwealth. These experiences have proven to be an asset to the advancement of art education, propel the DOE’s mission of professional excellence and a vehicle to stay current with the larger goal of educating students.

When you speak to / share with / inform a colleague about the VAEA you are not selling a membership. You may be offering a “life line” to an art educator who is or feels isolated and has no concept of the reciprocation offered by participation in the VAEA.

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**Christen, Gr. 12, Brentsville District High School.**
**Art Educator: Cheryl Miehl**

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**NAEAVAEA Membership Application**

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

**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.

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News Magazine Deadline: November 15, 2017
FALL 2017

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