



Ella , Edith , Austin and Madison (from left to right & top to bottom)
5th Grade, Old Hundred Elementary School, Bridget Hendricks

Our Mission

is to promote, support and advance visual arts education through leadership, professional development and service

The VAEA News Magazine

is a publication of the Virginia Art Education Association, and is distributed to members three times a year: January, June 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 in their reports.

Contact Information

See page 26.

Student Art

Members send submissions directly to Sean Collins, News Magazine Editor at news magazine.vaea@gmail.com

Vendors

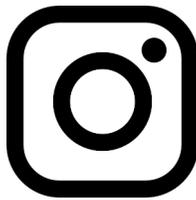
wishing to advertise should contact Peggy Wood, Executive Secretary, at wood.vaea@gmail.com

Submission Deadlines

Winter Issue: December 15

Spring/Summer Issue: March 15

Fall/Conference Issue: July 15



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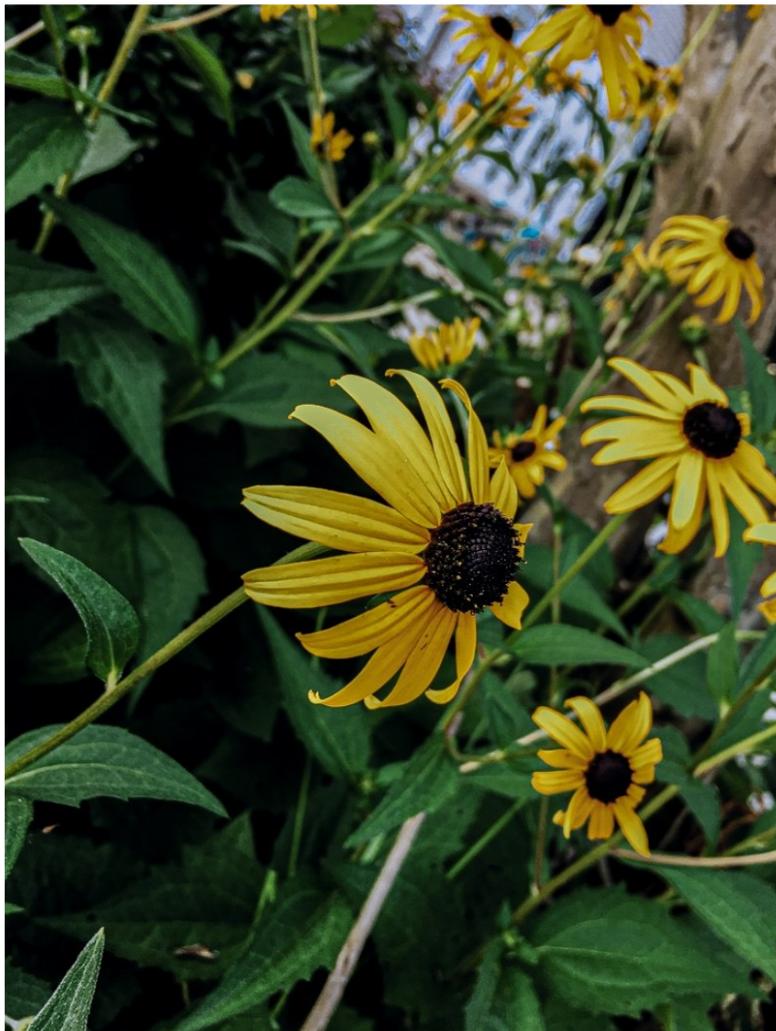
President's Message

Holly Bess Kincaid

"We cannot always build the future for our youth, but we can build our youth for the future." — Franklin D. Roosevelt

On Bloom's taxonomy pyramid the pinnacle is CREATE. In order to create we must LEARN. We have reached the two-year anniversary of challenges that have changed the educational landscape. Together we have learned new ways to teach virtually, passed out packets of materials and mastered new technology tools to benefit our students. The struggles today are different in many aspects, and we need to continue to join forces with our organization for support and new strategies.

Looking forward, how can we work together to CREATE a better educational landscape for our students to learn? The arts naturally engage students in creative efforts that guide them in self-expression. We can offer CHOICE: in assignments to help guide



Makayla, 10th Grade, Patriot High School, Elizabeth Reid

students interests so they can learn new skills in techniques through self-chosen imagery.

We can learn together strategies that WORK in our classrooms, SHARE best practices at our fall conference and CONNECT with other educators to build a stronger community support system.

I do not have all the answers to help us move forward,

but I know that together we can find the solutions. Our students, colleagues, and many of us are struggling this year to adjust. The stresses in our world have taken a toll on our students and our own abilities to maintain the stamina needed. As summer approaches I hope you will surround yourself with loved ones, grant yourself TIME for your own creative endeavors and rejuvenate. We are planning the fall conference in Richmond, and while the year comes to a close, I want you to reflect on the success moments of the year.

What projects, techniques or strategies did you find successful for your students? Please take those moments and write a proposal to SHARE with colleagues this fall. I'm looking forward to learning from YOU! ■

Vice President's Message

Cheryl Miehl



New Reality for Art Education

I am going to begin this article by posing a question to all reading it: "Is there really a new reality for art education?" I believe many of you are questioning if I have really lived through the past two years but bear with me for a moment. Throughout most national arts-related organizations, there are common themes about what art is and what it provides for our students. If you look at the State Education Agency Directors of Arts Education (SEADAE) 2020 publication entitled [Arts Education is Essential](#), there are three key principles espoused:

1. Arts education supports the social and emotional well-being of students, whether through distance learning or in person.
2. Arts education nurtures the creation of a welcoming school environment where students can express themselves in a safe and positive way.
3. Arts education is part of a well-rounded education for all students as understood and supported by federal and state policymakers.

This three-page PDF is available on the internet. It includes one page that details the importance of all arts education followed by two pages documenting the supporting arts-related organizations that support it, including our very own National Art Education Association.

When viewed through this lens that art supports the social and emotional well-being, provides a safe space, and is part of a well-rounded education, then my response is, "No this is not a new reality of art education. Art has and should always continue to uphold these three principles."

What has changed is the necessity for all outside the art world to realize and acknowledge the importance of art, especially as we resurface from a two-year pandemic that altered vast aspects of every one of our lives. So many of us have experienced (and some are still experiencing) these trauma-inducing effects on our daily lives and social

interactions. You can look anywhere in education-related materials these days and see articles, podcasts, and resources all centered around Social and Emotional Learning (SEL).

This is where the importance of art can help us, our families, our colleagues, and especially our students work through and minimize, or hopefully resolve, the struggles of the past two years.

We are not therapists and should not purport to be one, however, I personally have witnessed how incorporating specific art techniques and strategies into my classroom have helped create an even safer environment for my students, colleagues, and myself. The techniques I utilize include creating neurographic artwork (right), magical spiral creations (below), mandalas, and even creating personalized sensory bottles. These explorations are all meditative and reflective in nature, have no right or wrong preconceptions, and provide low-risk, safe, personal expression opportunities. I am always seeking out new (to me) information that I can adapt or modify to create additional experiences for all, myself included. If you have any ideas you would like to share, I welcome all suggestions! ■



Advocacy

Jimi Herd



I hope this article finds you well as you are surely in the midst of the final months of the 2021-22 school year, full of reflecting, celebrating, and thinking ahead for next fall and beyond!

Over the winter and early spring of this year, our Advocacy team along with partners in other Virginia Fine Arts organizations collaborated in bringing a few very notable events for our members to fruition!

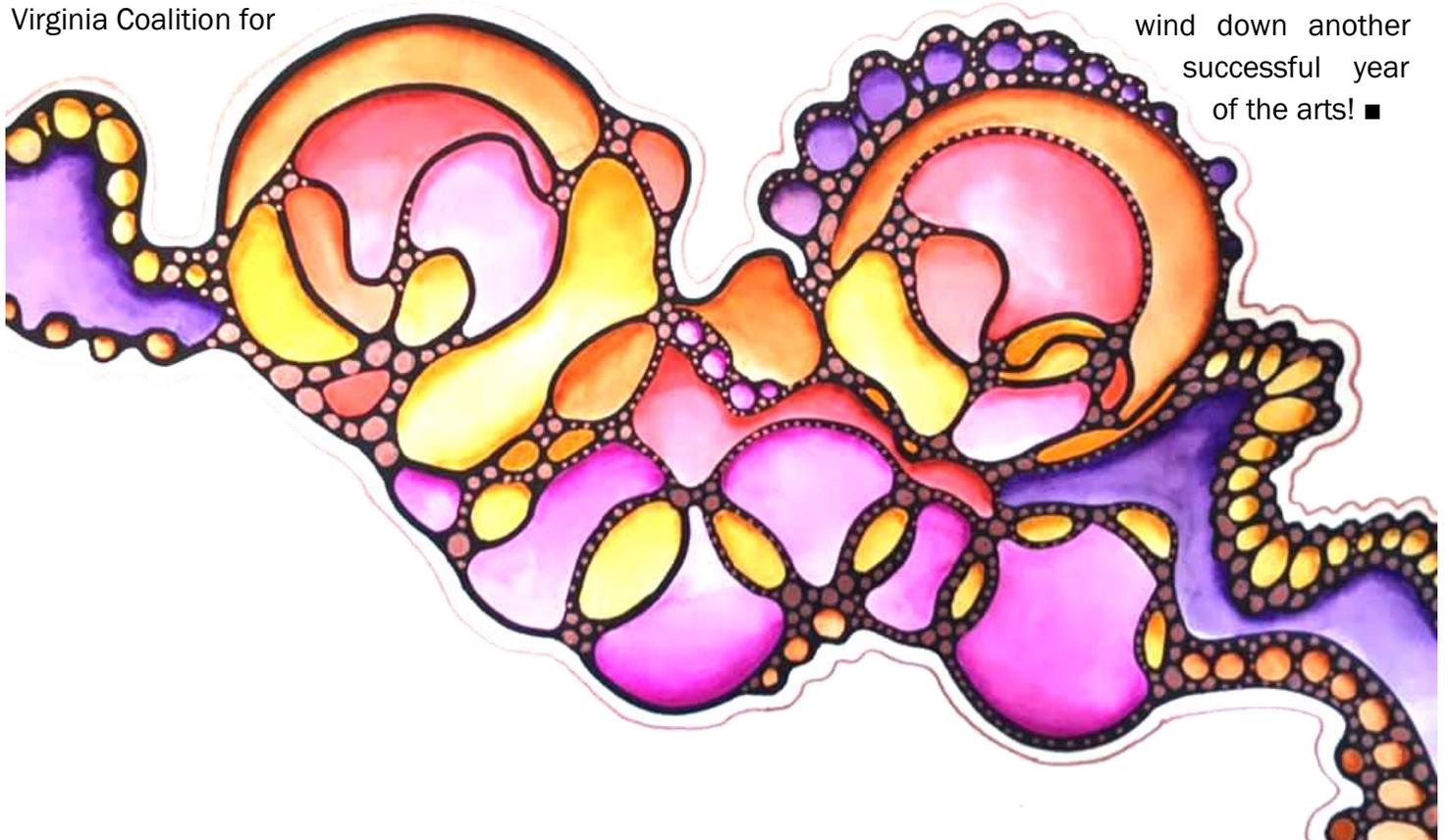
A huge thank you to Jess Beach, our Social Media Chair, Holly Bess Kincaid, our VAEA President, Barbara Laws, our Policy Chair, and Tisha Burke and Sandee Darden, members of our VAEA Advocacy Team for leading the way during our Art Advocacy Month Social Media Campaign this past January! It was a month full of activities, live streams, contests and posts that brought advocacy to the forefront of our efforts!

I'd also like to express our sincere gratitude to the Virginia Coalition for

Fine Arts Education, the Virginia Music Education Association, The Virginia Thespians, and the Virginia Theater Association in joining together for our second annual Arts Advocacy Summit this past January and for sharing their wealth of knowledge on the topic of advocacy during this live streamed event! Our further collaboration also led to another very successful Arts Across Virginia Day in March, evident in the many posts from educators, community members, as well as local and state leaders throughout Virginia!

In planning for the months ahead, what are some ways you can continue to advocate for the visual arts during summer break? Remember, school offices are open all summer! Hanging a student art exhibit in your school office, school board building, and other community venues can help keep the arts visible all summer long! Thank you to all and

enjoy each moment as you wind down another successful year of the arts! ■



Social Media

Jess Beach



Have you heard about this amazing professional tool that can connect you to other art teachers anywhere in the world? It can log and display your students' work to the public in a digital portfolio! It can be your therapist on a day when you need another art teacher's advice. It can be your mentor when you just need a fresh lesson to try out! What is this magical tool you ask eagerly...? SOCIAL MEDIA!

My name is Jess Beach, and I am your new Social Media Chair for VAEA. I would like to personally invite each of you to join your VAEA colleagues online to unite, display, and inspire each other! Follow VAEA on twitter and Instagram with @VAartED and join our Facebook VAEA Member Forum!

You can also join your VAEA colleagues by adding a hashtag to your posts! Hashtags are common phrases with a pound sign in front which will turn blue and automatically link with anyone else who has the same hashtag on a search! Follow some of these hashtags to see some great things happening online with our membership:

#vaarted: Any post about art education!

#vaartedThinkFAST: Posts relative to a session you watched for ThinkFAST

#vaartedMMMArt: Posts relative to our museum segments

#vaartedAdvocate22: Post about Art Advocacy Month in January

#vaartedTAKEOVER: Posts about Tuesday Takeovers of our Instagram and Twitter accounts

#vaartedATCs: Posts about participating in the Artists Trading Card Swap group

#ArtsAcrossVaDay22: ANYONE can post on March 4, 2022, about the arts!

#vaartedYAM22: Post all the wonderful things happening for Youth Art Month in March 2022

In your search bar, type in any of these hashtags to see wonderful posts happening around our community!

Speaking of hashtags, #vaartedYAM22 received a lot of attention! Because of our members posting wonderful moments in the classroom across Youth Art Month, we were noticed by The Creativity Department and Davis Art! Holly Kincaid, Jauan Brooks, and I participated in a podcast about utilizing YAM to your benefit. Check it out wherever you get your podcast by searching for episode 72 of #K12ArtChat! We also participated in the #k12ArtChat on Twitter!

The above list of hashtags includes some wonderful things happening monthly online! Have you seen one of our ThinkFAST streams? Formally known as "Friday Night Draws," we have taken the same concept but changed it slightly! ThinkFAST stands for Friday Art Share for Teachers. Every last Friday of the month, one of our members demonstrates an artistic technique LIVE on our VAEA Member Forum on Facebook! Members are encouraged to come learn something new and ask questions as the presenter teaches. Another monthly opportunity occurs every second Monday. Join us for our MMMArt livestreams! MMMArt stands for Monday Museum Moment where a Virginia Art Museum or Gallery gives you a tasting of their collection with an artful anecdote of one of their pieces! Both of these online opportunities last about an hour, and you now have an opportunity to earn professional development credit for watching these! Check your membership emails for a survey at the bottom to learn more.

Continued on page 23

Awards

Meghan Hamm



Hello VAEA Members! I hope you all had a wonderful spring break and are ready for the final months of the school year.

Congratulations to this year's NAEA National Award Recipients! These awards were presented at the NAEA Conference in New York in March 2022. Thank you for everything you do for your students, teachers, community, VAEA and NAEA!

Helena Agnew received the Virginia Art Educator Award.

Libya Doman received the Southeastern Regional Elementary Art Educator Award.

Michael Gettings received the Southeastern Regional Supervision & Administration Art Educator Award.

Andrew Watson the National Supervision & Administration Art Educator Award.

Pat Franklin received the National Art Educator of the Year Award.

Award Nomination Deadlines for 2022

August 15, 2022- Regional Presidents

September 2022- Awards Chair

Nomination packets include: (on VAEA website under Awards)

1. Nomination Form
2. Nomination letter
3. NAEA Vita
4. 2 letters of recommendation
5. Digital image of nominee
6. Pictures and video clips of nominee in the art room/ special projects, student/ personal artwork, etc.

For more information, please visit the VAEA website:

<http://www.vaea.org/awards.html>

Please consider nominating a fellow art educator or nominating yourself for an award this year! And, please let me know if you need any assistance or have questions about the awards process. ■

Meghan Hamm, VAEA Awards Chair
meghan.hamm@djj.virginia.gov
artfulhamm@gmail.com

1- Pat Franklin and
NAEA President
James Rolling

2- Michael Gettings,
Libya Doman, Andrew
Watson

3- Holly Bess Kincaid,
Michael Gettings,
Libya Doman, Andrew
Watson

4- Michael Gettings



Supervision and Administration

Mike Kalafatis



On March 5th, we opened the doors to our first in person countywide art show since 2019. Seeing the joy on students' faces, the satisfaction of my staff, and the community connecting with one another in a positive way uplifted me in ways I hadn't expected. Two years of relentless schedule changes finally came to an end. This doesn't mean that we won't still be living with the pandemic well into the immediate future, however it does mean life is slowly tip-toeing back to normal.

Despite the success of this event, I couldn't help but notice how many staff members were meeting one another for the first time and, how much had changed since veteran teachers had been together in a shared space.

The pandemic has prompted many people to rethink their careers across the country. Around one in three teachers in the U.S. are thinking about quitting the classroom. School leaders, too, are feeling the strain. Twice as many principals plan to leave the profession than they did before the pandemic.

The big challenge the past two years was to get children back into the classroom, the challenge in the near future is keeping teachers there.

Any sustainable approach to staffing must focus on retaining the outstanding teachers we have now. And the principal pathway to do this is not through extra pay but through an improved working culture.

We need to do everything we can to improve our teachers' experience. It's about keeping the creative minds we already have in our buildings, attracting new talent, and aligning with the needs of our new reality.

Look at our teachers' well-being through a more holistic lens. A big part of an employee's ability to feel supported is feeling healthy. Investing in the professional development of your teachers goes a long way toward helping them become empathetic and inclusive leaders in the class-

room.

Flexibility: A recent survey of teachers in Washington, D.C. found that flexible scheduling is the number one factor (above higher pay) that would keep them in the classroom. Compared to peers in other professions, teachers have always had a harder time keeping up with the varying needs of adult life (example: doctors' appointments).

Developing your emerging leaders is critical to creating a well-led program. If you were to step away today, who would take the reign? Healthy programs develop new leaders. Behind every supervisor is an advocate who mentored and pushed them outside their comfort zone.

Create opportunities to listen by truly giving your people a chance to share and discuss their needs, concerns, and stories. In doing so, we gain valuable insights and build more effective programs tailored to our teachers. All Professional Development experiences, meetings, and post-observations with staff should be an opportunity to understand the people we support and serve.

We don't have data on the number of curriculum supervisors or leaders in the arts that have left the profession. However, I would imagine the numbers aren't too different than what we're seeing at all levels of education. My self-efficacy as a leader and as a mentor has been tested countless times the past two years.

In Shari Savage's article 'Blank Squares, Shari talks about her experience with preservice teachers as a university supervisor before the pandemic. When she observed student teachers. Shari often shared with them what was working and what was not. Then she discussed how to react and adapt quickly. Curricular and classroom management decisions were made in real time as mentoring teachers changed plans, pivoted, and redirected a struggling lesson. The past two years impacted how arts administrators and mentor teachers were able to model good

pedagogy and strong classroom management.

However, many inexperienced teachers were able to observe narratives that focused on a culture of care. Teachers did check in with students, offering kindness and continued understanding. Many classroom leaders, building administrators, and curriculum supervisors showed a higher level of transparency than before. Our focus was less on achievement and more about their emotional needs.

Strong educational leaders realized that being adaptive and flexible are critical skills, one worth holding onto long after the pandemic fades. While newer teachers haven't had the experiences most leaders would have hoped for, they did develop a strong understanding that empathy is the cornerstone of great pedagogy and teaching.

During this period of transition and resignation, retaining and recruiting certified teachers is paramount to keeping our programs successful. Administrators and Supervisors in the arts must focus holistically on our staff's needs, create more flexible schedules, develop future leaders, and listen to our most important stakeholders: teachers. ■

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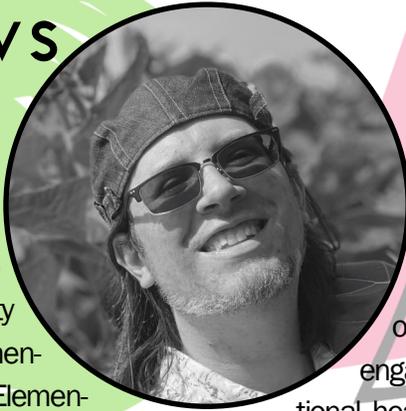


Kiran, 7th Grade, The Hill School, Linda Conti

Division News

Elementary

Scott Russell



Greetings! It is good to be able to return to the VAEA board and to serve in the capacity of Elementary Director. I have taught elementary art in Loudoun County at Ball's Bluff Elementary for 22 years.

As I write this article, I am reminded from social media memories that 2 years ago on this very day my county shut down and our 'new reality' began. When considering this concept of "new reality" for art education, I know we all will reflect on the challenges that we have lived through. We've all been stretched in ways we could not and would never have imagined. It has been stressful, disheartening, overwhelming, invigorating, rewarding and a myriad of other adjectives I'm sure you have all said to yourself in the past 2 years.

But in the elementary realm - don't you agree a new reality happens every year with every new kindergarten class, with every new EL student in my classroom, with every new student that transfers into our school from another school, city, state or even country? Each year these students are met with a new reality, new teachers, new friends, new "fill in the blank".

My "new reality" really hasn't changed too much - I still introduce creativity in all its forms. I pride myself in offering the opportunities for students to explore various media, to see the ways artists impact our world, to see themselves in the many artists that we learn from around the world and throughout history and today. Maybe you are shaking your head in agreement.

Yet that's how I think, so let's explore. Does your "new

reality" include knowledge of new technologies? Are you focusing on SEL strategies to engage and support student growth and emotional health? Are you open to more student voice

and choice in artistic explorations? Are you more aware of the curriculum that you are presenting? Have you revisited your tried-and-true lessons and renewed them with new diverse artists? Have you reevaluated how you

assess student work? It sounds to me that this "new reality" is a collection of ideas that we all would say do much to enrich and enhance our teaching.

So yes, we are in a new reality - but we are also in a career and field that itself is timeless. There will always be new trends, new changes, challenges - you name it, but I'm reminded of a quote that Mo Willems said at the peak of the



Lily, 10th Grade, New Kent High School, Beth Allums

2020 closures, "Science will get us out of this pandemic, art will get us through..." What does this mean? To me - it means art endures.

I'm sure we all have cherished moments of celebration from the past 2 years: that virtual lesson that got a disengaged student excited, that email from a parent or student thanking you for what you've done, that new skill you learned to help make art accessible.

So be reminded, and congratulated, that you made it through, that you endured. And that this new reality brings the same nervous excitement that any artist who steps out of the box of the past feels as they boldly move into a new future.

So, to our new reality: welcome, let's get to work. ■

Middle

Kristie Hein



Navigating our New Reality for Art Education may have you reassessing and examining your art program, as circumstances around us seem to shift faster than the speed of light. In this newsletter article I will share four resources that may be helpful as we find our way through these times.

Resource 1: The Circle of Influence, a free course available on Stephen Covey's website <https://courses.workingsmarterlearning.com/> provides a frame-

work for examination of internal personal commitment and control, and how you can influence concerns that keep you up at night. You may find it an insightful exercise that you can do individually or with a team.

Resource 2: [The Arts Education Field Guide's Spheres of Influence](#), available on the [Americans for the Arts](#) website. This field guide outlines people of influence that affect students

in tiers from the local level including teachers and families, to the national level of Congress and the U.S. Supreme Court. This tool allows you to examine who creates policy and whom you can influence for making good things happen for students.

Resource 3: [VAEA](#). If you are reading this article, you are already using VAEA. No matter where you teach in our Commonwealth or what year of teaching you are in, we are all navigating this new reality together. Find ways that you can get involved. Your perspective and input matter.

Resource 4: Your breath. Slow deep breathing is a resource that is accessible to each of us at absolutely any time. Conscious breathing calms the central nervous system so that we are

able to ground and focus ourselves in the present moment. Additionally, breathwork is a tool we can practice with our students in supporting social emotional learning.

Middle school art teachers share commitment to our students, and we cultivate cultures of love and care through art. Mark your calendar for the annual conference November 3-5th in Richmond, VA, and plan on attending the Middle Level Division meeting to connect with colleagues and leave with a door prize! See you then! ■



Ella, 10th Grade, Patriot High School, Elizabeth Reid

attending the Middle Level Division meeting to connect with colleagues and leave with a door prize! See you then! ■

Division News Secondary

Beth Allums



This spring marks two years since our initial closure from Covid-19. It's incredible to think of the shifts that we have made and the learning that has taken place, not to mention the stamina that was required to do so. Most of us have been back in the building with students for nearly a year. It has become clear that some things are never going back to the way they were. We are creating a new reality for art education and beyond. We need to embrace that an evolution has happened. Our students have new needs, and we must adjust our teaching accordingly. Let us not miss this opportunity.

For help reimagining art education, we can look to Maslow's hierarchy of needs, a theory of motivation which states that five categories of human needs dictate an individual's behavior. Those needs are physiological needs, safety needs, love and belonging needs, esteem needs, and self-actualization needs.

Consider the following questions in evaluating your program as we create this new reality in art education. How are our programs meeting the needs of

today's students? What are the specific struggles you are experiencing with your students? Does our tried-and-true curriculum now lack efficacy? How can we adjust our classroom culture to meet our students' needs?

We have had to do quite a bit of learning and adapting during the pandemic. How has your content and approach changed? Personally, as a Choice Art educator, I found that my students needed choice more than ever. They needed opportunities to make decisions, to have some control over their learning, to make personal choices and to figure things out for themselves. My Choice program pushed my students out of the learned helplessness of virtual instruction and into a space of agency and individual voice. The Choice environment has helped students engage with their work and develop creative problem-solving skills.

In order to navigate and reimagine art education, we must do what art educators do. We must lead the way in collaboration and innovation with the whole child in mind. Be sure to reach out and

share with your colleagues in your county and your division, but do not forget about your isolated friends in the smaller rural communities. We can't do this alone; we need to come together as art educators in the spirit of collaboration and sharing. I encourage all of you to consider presenting your discoveries at the VAEA conference this fall. Write an article, share a lesson, or post to social media. Together, we will create a new reality in art education that better serves the ever-evolving needs of our students. Together we can do anything. ■



Ashley, 11th Grade, New Kent High School, Beth Allums

Higher Education

Karin Tollefson-Hall



Contemplative Practice as a Tool for Navigating the Realities of Teaching
Every educator has experienced the stress of teaching. One thing we have learned since the start of the Covid-19 pandemic is that teaching has become more stressful, not less. On Feb. 1, 2022, NPR reported; “the National Education Association poll conducted in January helps quantify the stress being placed on educators right now. It found that the number who say they’ll leave the profession sooner has risen significantly since August [2021]. Among the NEA poll’s other findings: 90% of its members say that feeling burned out is a serious problem.

86% say they have seen more educators leaving the profession or retiring early since the start of the pandemic.

80% report that unfilled job openings have led to more work obligations for those left.”

What can we do to support ourselves and each other while navigating a stressful profession? Educational research has shown benefits of

contemplative practice for teachers and students for more than a decade. Contemplative practices are metacognitive exercises in which attention is focused on any element of conscious experience. Examples include mindfulness, gazing at an object, studying a single sound, contemplating a word, beholding an image, artmaking, and freewriting. They are used for purposes such as stress reduction, self-examination, self-development, and creativity. In teaching and learning specifically, contemplative

practices can promote self-awareness, prosocial behaviors, concentration, critical thinking, empathy, and positive changes in the physical body.

For five years I have incorporated a five-minute centering at the opening of my university class with preservice art teachers. I guide a meditation using a variety of techniques to provide space for my students to clear the mind and be ready to begin.

At a professional level, I talk with my students about the stress of teaching and the need for self-care. Having the ability to pause at any moment and refocus may be one tool that gets them back to school the next day or year.

There are numerous free resources online as well as published materials to assist in beginning or sustaining personal contemplative practice. Starting out it may seem difficult to remove the constant thoughts from the mind. Listening to guided meditations through free apps, focusing on your breath, gazing at an object, or placing all your attention into your hand holding the pencil are strategies to “occupy” a quiet mind. Start out small, focusing attention

for five minutes, and slowly extend the time as you become comfortable. Try several types of contemplative practices to find which are most helpful to you. One resource for teaching with contemplative practice that I found helpful in starting my personal practice and extending it to my teaching was Teach Breathe Learn: Mindfulness In and Out of the Classroom by Meena Srinivasan. ■



Natalie, 8th Grade, The Hill School, Linda Conti

<https://www.npr.org/2022/02/01/1076943883/teachers-quitting-burnout>

Division News

Museum Education

Laura McManus



Have you been tuning in to VAEA's monthly virtual program, MMMArt? These short focus tours, offered the second Monday of the month at 4 pm ET, provide a tasting of Virginia's art museums and galleries. In addition, you can receive PD points for watching! MMMArt, aka Monday Museum Moments, is the brainchild of our fabulous Social Media Chair, Jess Beach, who keeps the program fun and energetic. And who doesn't need laughter on a Monday?! You can watch live on the Facebook VAEA Members Forum, join the live conversation via Zoom (links included in membership emails), or watch the Zoom recordings on Facebook.

I had the pleasure of kicking off MMMArt in February with a whirlwind tour of diverse works from the collection of the Maier Museum of Art at Randolph College. (Pop quiz: Does the word "limner" describe a type of artist or a type of poem? Watch the tour to find out!) In March, Emily Clayton from the Chrysler Museum of Art kept us guessing about a large work by Elias Sime (b. 1968, Addis Ababa, Ethiopia) called *Tightrope: Yellow Season* (2017). Sime transforms commonplace items into abstract compositions reminiscent of topography. You will have to watch the presentation to discover the medium used in *Tightrope: Yellow Season*! (Hint: Some words used to describe the item are encased, pliable, color-coded.) In April, Rachel Bailey from the University of Mary Washington Galleries walked through, *Women by Women*, an exhibition curated by four UMW interns. The exhibition features works by four women artists from the collection that depict other women. Rachel focused on *In Shining Armor* (2016), a fantastical mixed-media sculpture by Timmerman ("Timmie") Daugherty (American, 1941-2018). The base of the sculpture is a mannequin torso (curiously bent over and

twisted into a submissive pose) embellished with sequins, jewels, and more. Most recently, Suzanne Peterson from the Barry Art Museum at Old Dominion asked, "When is a doll considered art?" (The Barry is a great place to find the answer since they have an expansive historic doll collection dating from the early 1700s!) Suzanne gave us a virtual tour of *Hirata Gōyō: The Birth of the Japanese Art Doll*, a mini exhibition on view until July 31, 2022. The exhibition explores the evolution of traditional Japanese dolls into *sōsaku-ningyō* or "art dolls." Something fascinating I learned: In 1927, the World Committee of Friendship among Children facilitated the Friendship Doll Exchange, an act of friendship and diplomacy between the United States and Japan. After the passing of the Immigration Act of 1924, which banned all Japanese from entering the U.S., tensions between the two countries escalated. The Friendship Doll Exchange was an effort to build cultural understanding at a young age. In March, the US sent more than 12,000 manufactured dolls to Japanese children. Accompanying the dolls were handwritten letters from children that described their lives in America. In response, Japan sent 58 individually made dolls, each representing a different region in Japan. Some Japanese dolls came with "passports" that indicated their birthplace. Japanese doll maker Hirata Gōyō II (1903-1981), the subject of the exhibition, made five of the 58 Friendship Dolls sent to the US.

The intent of MMMArt is to highlight the fascinating collections, exhibitions, and stories from well-known and unfamiliar museums and galleries across the state. What will MMMArt feature next? You will have to tune in to find out! ■

Policy

Barbara Laws



Given the flip in parties for the Governor and House of Delegates, the 2022 legislative session saw a lot of changes.

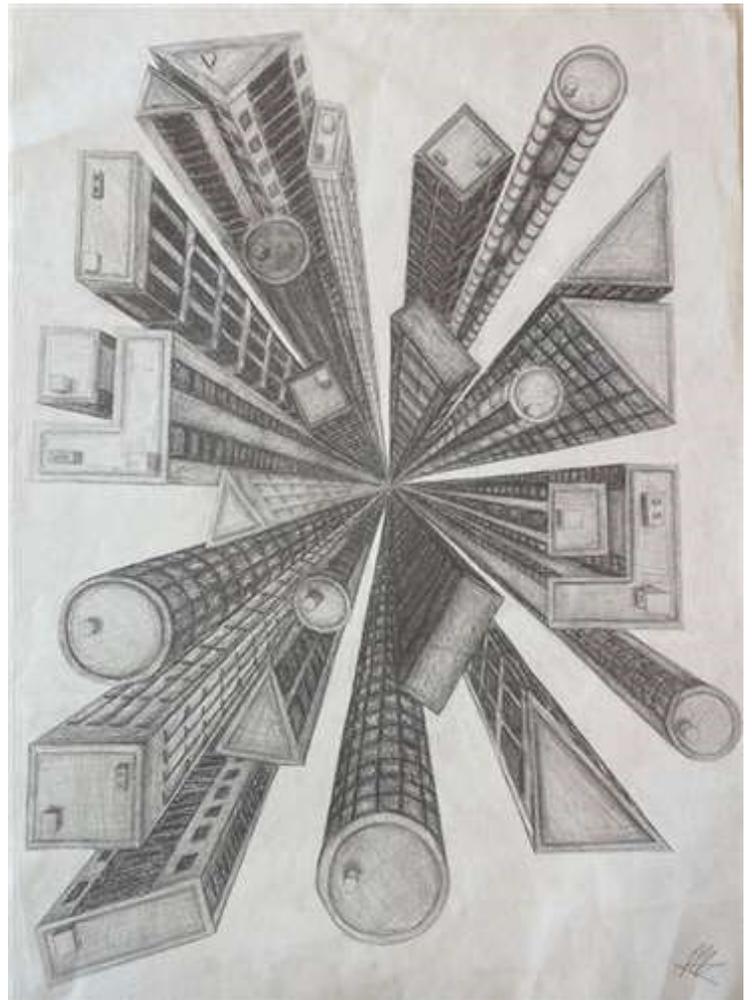
Several bills that were passed by the House 50-49 were stopped by the Senate. HB511 which would have allowed for a student who received home instruction to participate in interscholastic programs is a bill which has been proposed several times before. After it passed the House, the Senate passed it by indefinitely in the Committee on Education and Health by a vote of 8-7. HB78 originally was intended to ban the teaching of “divisive concepts” was amended to remove that language but still retained language that would make it harder for educators to discuss racism, sexism, and issues of systemic inequality. It was also passed by indefinitely by a vote of 9-6.

SB656 mandates the Virginia Board of Education (VBOE) to develop model policies, parental notification processes, and substitute instructional materials requirements for “sexually explicit content”. Like the similar 2017 bill which passed both houses but was vetoed by the Governor, amendments were made to the original bill to define more precisely “sexually explicit” as having the same meaning as subsection A of § 2.2-2827 of the Code of Virginia. The VBOE has until July 31, 2022, to develop policies and local division schools until January 1, 2023, so the VAEA and Virginia Coalition for Fine Arts Education (VCFAE) will be providing their advice very shortly.

Making connections with your local and state decisionmakers will provide you with opportunities to let them know how important the arts are. Advocacy is important, not just for Youth Art Month in March, but all year around. End of the year art exhibitions, festivals and other activities provide great opportunities to invite them to get to know

your program and its value.

The VCFAE is also continuing to work on the arts education data project, a collaboration with the Virginia Department of Education (VDOE) and the Virginia Commission for the Arts, which will provide a universally accessible dashboard with data about arts classes, enrollment, and staffing. We applied for a National Endowment for the Arts grant which would provide funds for training and management of the project. We are hoping to hear the results soon and, although we currently have some funding, the grant requires matching support, so we are also investigating sources for additional funds. ■



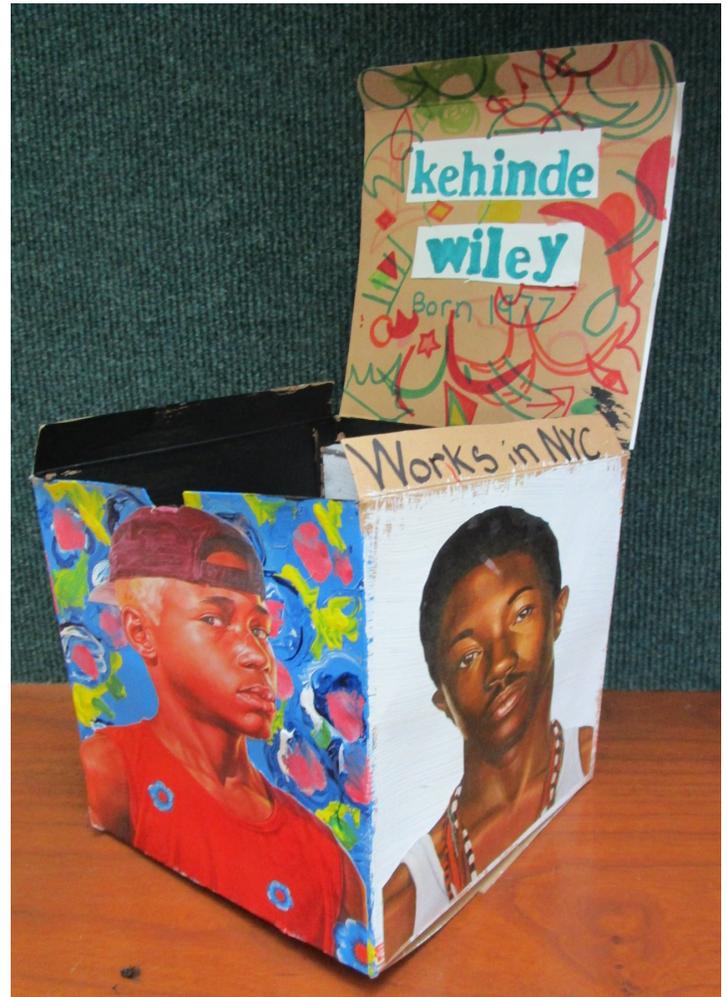
Maya, 10th Grade, New Kent High School, Beth Allums



Gwendolyn, 3rd Grade, The Hill School, Sarah Dornin



Marissa, 12th Grade, Brentsville District High School, Cheryl Miehl



Alex, 7th Grade, The Hill School, Linda Conti



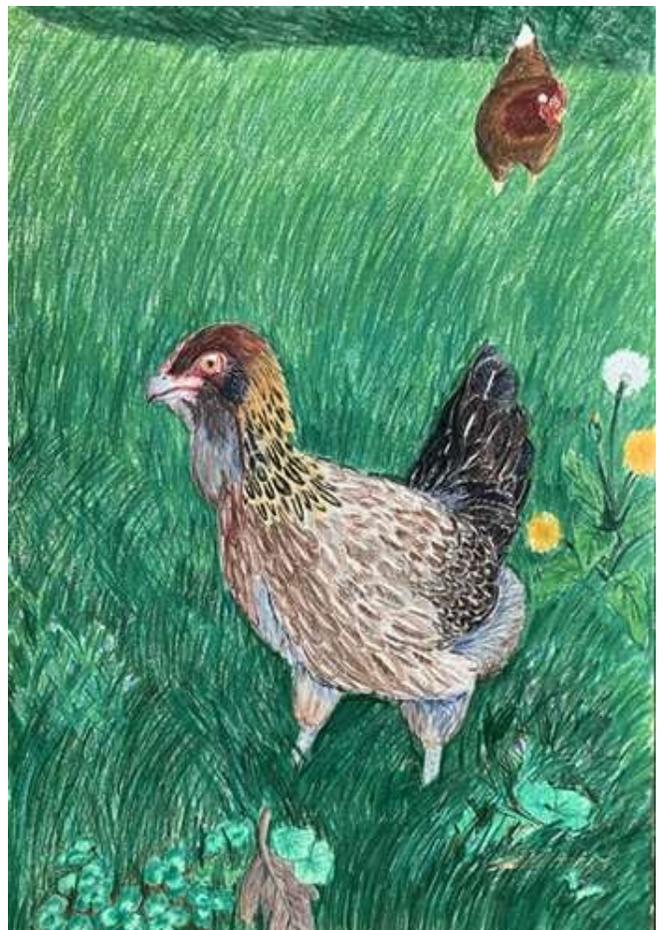
Klair, 12th Grade, Auburn High School, Diana Hale



Elijah, 4th Grade, Old Donation School, Leigh Drake



Chloe, 10th Grade, Patriot High School, Elizabeth Reid



Libby, 9th Grade, New Kent High School, Beth Allums

Membership

Patsy Parker



We have endured a long 2 years in isolation. I believe elementary art educators have a lonely career as the only visual arts educators in their school building. Covid made camaraderie nearly impossible.

VAEA took a hit in membership, as did NAEA. We are slowly returning to whatever could be labeled as normal. Folks who have been gone from our membership roster for a year to two are rejoining. WELCOME HOME!

Please remember to take advantage of the following benefits. They are yours and exclusive to your NAEA and VAEA Membership:

- Connect to online learning through NAEA Virtual Art Educators. You have access to free live and archived monthly webinars. Also available are archived recordings of select NAEA National Convention sessions spanning more than 10 years.
- Collaborate – the new 24/7 online community, available exclusively to NAEA members. Get solutions for everything from advocacy and classroom management to research! Have an idea you want to share or seek inspiration? You have a network of thousands of visual arts educators for collaboration...anytime, anywhere on your screen.
- Your print and digital subscriptions! Art Education is

our premier professional journal for art educators. It encompasses timely articles and instructional resources. The official news magazine, NAEA News keeps you in touch with who and what is happening in arts education nationally and internationally. Our VAEA News magazine keeps you informed of the goings on in Virginia.

- Virginia Teaching License Recertification points are earned by participating in the NAEA conventions, VAEA conferences and workshops. Additional points are awarded for session and workshop presentations.
- Voting privileges for VAEA regional / state, and NAEA national elections.
- Access to and eligibility for prestigious national awards and grant opportunities.
- All the information you need to establish and re-

sources to maintain a National Art Honor Society in your middle or secondary school.

- Access to your special interest groups in the visual arts.
- Discounts on a variety of insurance programs including TORT Professional Liability, Home & Auto, Life, Disability, Health, and more.

(Issues with your membership? Please email me at p2artkrt@gmail.com and I will come to your rescue!) ■



Ayzariah, 5th Grade, Old Donation School, Leigh Drake

Research

Yiwen Wei



Since the onset of the COVID-19 pandemic, many educators have observed various types of learning loss and disparity in school education (Simon, 2021). They acknowledged that the pandemic has amplified racial and economic disparities and widened the score gap between students in poverty and their counterparts in economic prosperity. On the other hand, many scholars have also identified opportunities in art education to promote well-rounded education and cultivate students' abilities for the future world (Dik et al., 2021).

My undergraduate students and I discussed the new reality and opportunities addressed by the articles mentioned above during our elementary practicum course. While experiencing uncertainties in their lives and college education over the past two years, my students are tuned in to the unprecedented situation and equipped with tools and knowledge for teaching art in person, remotely, and asynchronously. As the Harvard Gazette highlighted, a school is not just a place for education but also a multi-functional support system of food, safety, social-emotional support, and health care (Simon, 2021). Teachers, also frontline caregivers, are vital and have shouldered tremendous responsibilities before, during, and beyond the pandemic. In order to adapt to the new reality, the followings questions help us to brainstorm what we need to prioritize in education:

What changes have you observed in art education since the onset of the COVID-19 pandemic? What remains the same?

What skills will be essential in the future? How can art education contribute to the lives of the next generations?

Everyone is unique and contributes to society in various ways. What unique strengths can you bring to your art classes?

Technology is the first and foremost skill my students mentioned. During the lockdown when classes shifted online, having a digital device and a stable internet connection became a basic need for access to education. Furthermore, integrating technology into art education is gaining attention in art teacher preparation and training programs across the nation (Dik et al., 2021). In addition, social-emotional learning and designing personalized education plans constitute important topics (Dik et al., 2021). Teachers are apt to modify their teaching plans to best accommodate students' needs and assist individual students in achieving their goals. My students (many self-identified introverts) said that they could bring their unique strengths to their classrooms, including empathy, patience, good listening skills, creativity, and reliability. Their answers were authentic and expressed compassion as they experienced disconnection and isolation during the pandemic lockdown and school building closures. They are attentive to the needs of their future students and ready to contribute their skills to the field. ■

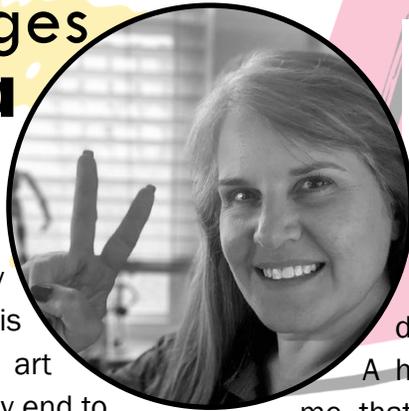
References:

Dik, Morrison, R., Sabol, F. R., & Tuttle, L. (2021). Looking beyond COVID-19: arts education policy implications and opportunities. *Arts Education Policy Review*, 1–9. <https://doi.org/10.1080/10632913.2021.1931603>

Simon, C. (2021, July 9). How COVID taught America about inequity in education. *The Harvard Gazette*. <https://news.harvard.edu/gazette/story/2021/07/how-covid-taught-america-about-inequity-in-education/>

Regional Messages Northern Virginia

Julie Cacciola



Happy Spring from up at the tippy top of our Commonwealth! During this busy time of year-end activities and art shows I wish you all a safe and speedy end to the school year.

We all have certainly faced challenges as we navigate this new reality of post-pandemic art education. I was happy, however, to know that many schools in our region have reinstated their yearly art shows. As one art teacher in Prince William County stated, “I have desperately missed hearing the excitement from my students as they see their artwork on display”. No matter what our new reality is, the joy and confidence that art education brings will never diminish.

I was curious as to how fellow art educators reflected on this year and what effects they have seen. An elementary teacher from Loudoun County had said, “My students' (K-5) social and emotional skills have obviously taken a hit during the pandemic. Persistence and resilience have been in short supply, particularly in kindergarten students.” She was noticing that her students were taking mistakes much harder than in the past. The teacher went on to say that what helps her students is giving them time to just explore new art materials organically, without having a set end goal in mind. This

enables them to have a safe space to discover what works and what doesn't. A high school teacher from Fairfax told me that his kids were getting stressed out much quicker this year. He mentioned that he thought it was going to be the same as it was before the pandemic. It dawned on him that just like last year, he had to again adjust expectations and simplify. It's very hard to see the students not performing to a certain standard, but once he put the brakes on and took the pressure off, his students were able to get back to the joy of artmaking. They may not have strong technical skills now, but when the joy is renewed, the technique will follow.

This year in many ways has been more challenging than last year. Have you had similar challenges? I would love to hear your stories and thoughts. You can email me at cacciol@lcps.org. Here's to a happy (and speedy) end to your school year. Keep on Arting!! ■



Kylie , 4th Grade, Old Donation School, Leigh Drake

Regional Messages **Blue Ridge**

Liz Reid



What is the new reality of art education? Well, I am not sure I can answer that. How do you answer a question that's traveling to unknown territory? I can, however, offer positive insight and share two of my examples on how I have navigated through the past year of trying to grasp the constant changes occurring in art education.



Adjusting to teaching during the thick of Covid was exhausting, and at times even more challenging due to my shortcomings in understanding how awesome technology could be in teaching online to a high school audience. At first, I lacked the necessary skills and terms/vocabulary to set up an online functioning art classroom, but over time that changed. There were several positives that came from learning to teach virtually. If you weren't tech savvy prior to all the online teaching, you are now. I embellished my digital literacy skills by exploring the many fabulous creative curriculum resources, lesson plans, assessment templates, and visual examples of art, all easily accessible to anyone on the worldwide "web". I am continuing to use online research more than ever today, adapting, evaluating, creating, and communicating supplemental teaching materials to fit my teaching lesson and the needs of my students. It also appears that my students have benefited from utilizing online resources as well. Their ability to use information and communications technologies while back to in-person learning continue to grow. More of my students can understand technology literacy skills that require them to demonstrate both cognitive and technical skills.

The days of wearing the hat of the educational independent technology coach, the art teacher and the personal tutor are changing as well. No more walking in circles throughout the room continuously, jumping from student to student, repeating instructions over and over to

Continued on page 23

Central

Lydia Walters



I wonder about the future of art education, and education, almost daily. I struggle with teaching my students too much and not enough all the time. Teachers have always been tasked with a pretty huge job, but now more so than ever in this ever-changing, fast-paced, technology-driven and very eventful world.



If I know anything to be a constant, it is the creativity, passion and beauty that binds us together. I feel lucky that it's possible to bridge the negative and sometimes overwhelming events in our world to the incredible artwork of a revolutionary artist, and I feel even luckier that I am able to do just that in my job as an art teacher.

In my eyes, I see the new reality for art education as being a very large bowl with a lot of items that need to fill it. I think it's important to expose our students to brave new artists speaking on important topics, alongside showing them craftsmanship and design in photography and tools in creative technology. It's also still so important to teach our students all mediums, from clay to fibers to paint, and continue to teach them that getting their hands dirty and making mistakes are not bad things, but things that will help them learn and grow. Equally important to the art they are learning about and making is ensuring that they are having conversations with one another and learning how to respect one another. Our classrooms are these infinite spaces where so much magic can happen, and we need to nurture and protect that. And lastly, as educators we need to nurture and protect ourselves. We need to put that time aside, that sometimes feels so hard to find, to make our own artwork just for ourselves. We need to connect with

Continued on page 23

Southwest

Lauren Balint



This year has been full of transitions, changes and decisions made on the fly, or at least it has for me. I'm a planner and try to have everything



organized (even if it doesn't look like it), but at several points this year, it has been a struggle. Plans don't come to fruition, events are canceled or postponed, instantly changing lesson plans to hop online to teach virtually. And I hate to think this is the new reality, but it seems like adapting at the drop of a hat is going to be a lasting thing.

In the SW region, we've been meeting virtually for our Meet and Make Wednesdays, which has provided a way to talk monthly about things going on in our region. We've also been working closely with the Maier Museum of Art, so we've hosted a few gallery talks. More recently, we hosted an artist talk with Tykeisha Swan Patrick. She discussed her work recently showcased at the Virginia Tech Perspective Gallery entitled, "Black Love." Tykeisha talked about her journey as an artist, the challenges and joys of being a young mother, spouse and artist and where she got her inspiration.

As the school year wraps up, SWVAEA is looking forward to meeting in person for some get-togethers and workshops. Keep an eye on your email for more updates! ■

Tidewater

Leigh Drake



"True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own."—Nikos Kazantzaki



Every year we seem to be grappling with new aspects of education and new realities of what education has become. This year has been no different. From the emergence of virtual learning to coming back into the classroom and working with students again face to face, we as educators have been asked to be flexible and adapt at the flip of a hat. Change exhaustion is a real thing and has been an ongoing theme for these past few years in our classrooms. But through all the changes, we try to look for that small glimmer of light that will pull us through these unexpected times. As an educator you can see the strain that it has caused to our colleagues and also our students and our community. We have had to readjust our typical ways of teaching to be able to differentiate for our new reality of education and new reality of students. As I reflect on being virtual last school year, I have the ability to dig in deep with different forms of digital artmaking and digital tools. I also know how to integrate art into my students' home life and then have a complete 180 to this year being back in person. It's hard to quickly adjust and try and gauge where students are at both socially and emotionally but also academically. I see it as a time for my students to go back to the fundamentals of art and getting everyone on the same page before advancing to new things. The shift from the two extremes is enough to give educators whiplash. Even through troubling times, art offers us a powerful way for us to reflect and grow from our experiences and figure out what kinds of educators we want to be for our students.

As a TVAEA board, we have been working hard to schedule some great events and activities for the Tidewater Region and all our VAEA members. Our events are a great place to meet and share creative ideas with fellow art educators throughout our region as well as the state. This past February, the TVAEA held its annual Winter Work-

Continued on page 25

Continued

Continued from Jess Beach

Interested in seeing how other art teachers are working? Check out our Tuesday Takeovers where every first Tuesday of the month a surprise member takes over either our Instagram or Twitter account (@VAartED). You can follow to see what a day is like in other schools, levels, and districts. Check it out for some wonderful ideas!

Do you have an idea you would like to share? I encourage you to reach out to me at jessica-beach4@gmail.com. VAEA is a community of art teachers who share with each other to lift each other up and help art students around our state! I am proud and happy to be a part of that. Join me online! ■

Continued from Liz Reid

accomplish the simplest digital tasks. If only there were “How To” videos...wait, there are! With the focus of education moving toward technology, art education will follow. There are many wonderful free videos available to all of us online. There are videos to guide us through almost anything, a new digital platform, computer program, creative app, and within those listed, videos on a specific tool within a program, such as Photoshop, Adobe Spark, or Canva. Even better is creating your own “How To” videos for students. The ability to offer a step-by-step video for your students for unlimited reviews is huge. It has allowed me the extra class time to focus on the students who truly need specific differentiation to succeed and provide the next steps for the student that works at a faster pace. As a class we can move forward in the lesson faster. Videos are providing assistance to both the teacher and student.

Learning to adapt to change is critical. You have heard the old saying “change is good”. Change can take us by surprise, but it's never too late to find common ground as art educators. So whatever the NEW Realities of Art Education are, we are choosing to sail the ship together. ■

Continued from Lydia Walters

our friends and other teachers and talk about the really good stuff. We need to remember why we started in the first place. We are not just in this profession for our students, but we are also in it for ourselves. It's a lot of stuff, I know. But we already do it all. If you're reading this, you know that you're a master-of-all-tasks superstar. You just need to tell it to yourself sometimes, unapologetically.

Being a part of VAEA has been such an awesome experience. It has provided me with a place to really get to know other art teachers and get a glimpse of what goes on behind the scenes to make these special experiences for us.

The central region will be hosting our next VAEA conference on November 3-5 at The Westin Hotel in Richmond. Our theme is Embracing Change, and we are planning some super fun things! We can't wait to see some friendly faces and new faces there and we encourage you to spread the word about this fabulous event. We will also be hosting a few different free art-making meetups for our members over the spring and summer to get time to create with one another.

Please follow the central region on Facebook and Instagram at [@vacentralregion_arteducators](https://www.instagram.com/vacentralregion_arteducators) for more updates! ■



2022 NAEA Convention Highlights



1&2 - Cheryl Miehli & Scott Russell presenting about NAEA School for Art Leaders journey **3**- Linda Conti (Past President) & Holly Bess Kincaid, President represent Virginia at the NAEA Delegates Assembly **4**- (left to right) Pat Franklin, Holly Bess Kincaid, Barbara Laws, Linda Conti, Patsy Parker at the Southeastern Regional Meeting

Continued from Leigh Drake

shop at Old Dominion University. Participants had the choice of eight different sessions to choose from during this workshop. VAEA members presented on a variety of topics including SEL art journaling, sublimation and textiles, light up artmaking, embracing their own artist styles in art, clay construction and clay jewelry making, art website design, and altered book making. It was a wonderful workshop, and great to be back together face to face while art making. Thank you so much to our presenters and participants for joining us for a day of creating. We will be releasing details late spring regarding our annual Summer Workshop.

Additional information can be found on the VAEA website as well as the Tidewater Region Facebook page for our up-and-coming activities and workshops. We hope you will join us during our next workshop.

As a TVAEA board, we have been working hard to schedule some great events and activities for the Tidewater Region and all our VAEA members. Our events are a great place to meet and share creative ideas with fellow art educators throughout our region as well as the state. We are in the process of planning our annual Winter Workshop, to be held this year at Old Dominion University on February 5th, 2022, from 9am to 2pm. We will have 6 sessions for participants to choose from in a mini conference-type workshop setting. We are looking forward to having our members together again this February.

Additional information can be found on the VAEA website and the Tidewater Region Facebook page for our up-and-coming activities and workshops. ■

schoolarts
COLLECTION

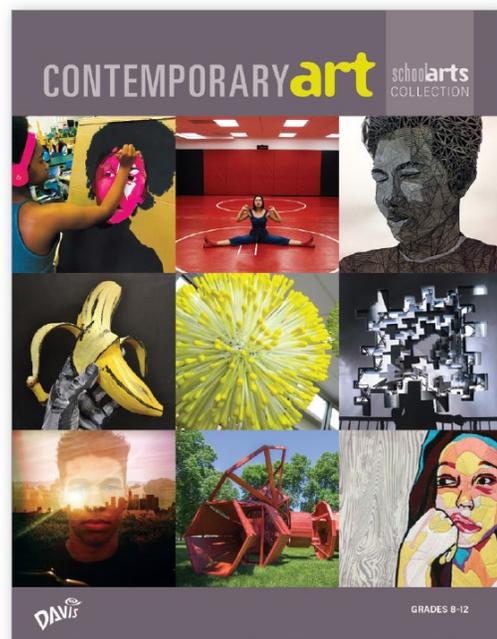
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Contact your local rep, **David Taylor**, at **410-952-8502**, or email DTaylor@DavisArt.com.



Youth Art Month

Jauan Brooks &
Kelly Shradley-Horst



The Reality of Youth Art Month

Digital, Scaled Back, Far Reaching, Simplified, Rudimentary, Essential, Nuts and Bolts - These are all terms we have used since the pandemic started. We were forced to go digital and scale back our familiar teaching style and curriculum, however the nuts-and-bolts perspective helped us to better understand what was really essential. Though we may have stripped down our approach and done a 180, positive things came out of it.

Solid teaching and advocacy are good for everyone. To determine what was best for all students through program outreach we seriously looked at our curriculum, teaching style, goals and advocacy. We didn't necessarily anticipate that the students we had taught so happily back in our classrooms didn't process information in the same way as BP (Before Pandemic).

We, as teachers, realized our students first needed to be safe, they needed to be seen and they needed to be challenged - though not always in the same ways as before.

What really matters? The YAM celebrations of 2021 were still incredibly effective in helping our student artists to be seen. Art teachers did what they do best - created new ways of celebrating, instructing and uplifting students. Most of those "new" ways have proven to better connect us and were evident in the way YAM 2022 has unfolded.

Efficiency, organization and exposure came out of the many digital exhibits across the state. For the first time we were able to create a state exhibit for Virginia. Digitally submitted images made it much easier to create and share from Northern Virginia to Southwest. Digital exhibits, because it allows so many family members and stakeholders to see the results of your art programs, locally and across the globe, will remain.

Student and professional artist interviews are more prevalent. Students now have the skills to record a quick artist's statement and reach out to artists on social media

to gain firsthand responses. This sounds like a win.

Art continues to connect us through celebration. Most recently we announced the Grand Winner of the YAM flag competition - Riley S. from Fauquier Co., Art Teacher Tisha Burke (below). First through third place winners may be found on the VAEA's YAM website.

The current reality of Youth Art Month is different, but still connects us. ■



Retiree News

**Ginna Cullen &
Carla Jaranson**



How do we want to face the future?

We have been through some trying times with the pandemic, lost some things and learned new ways of living and dealing with others. Whether retired or not, we are still art educators and artists in our hearts. Our roots have encouraged us to be creators, makers, transformers - turning raw materials into some new visions for sharing and teaching.

As we look to the future, we now have more tools and techniques to use in our teaching and art making roles. We now need to use our creativity to integrate the new with the tried and true from the past. Our focus is still on improving life through the arts and making the visual arts a strong voice in our communities.. ■

**View Virginia's
YOUTH ART MONTH
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cherylmiehl@gmail.com



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rachel_burgett@ccpsnet.net



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truly@virginiamoca.org



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Peggy Wood
wood.vaea@gmail.com

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VA Dept. of Education

Kelly Bisogno
kelly.bisogno@doe.virginia.gov



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Casey Polczynski
casey.polczynski@vca.virginia.gov

Regional Presidents



Blue Ridge

Liz Reid
lizzart68@gmail.com



Central

Lydia Walters
lydia_walters@ccpsnet.net



Northern

Julie Cacciola
Jjcatch7@aol.com



Southwest

Lauren Balint
lauren.balint@gmail.com



Tidewater

Leigh Drake
leigh.drake@vbschools.com

Division Representatives



Elementary

Scott Russell
srussell.arted@gmail.com



Middle School

Kirstie Hein
khein@rvaschools.net



Secondary

Beth Allums
ballums@nkcps.k12.va.us



Higher Education

Karin Tollefson-Hall
tollefkj@jmu.edu



Supervision

Mike Kalafatis
mckalafatis@henrico.k12.va.us



Museum Education

Laura McManus
lmcmamus@randolphcollege.edu

Committee Chairs & Affiliates



Advocacy

Jimi Herd
JimiHerdVarts@gmail.com



Archivist & Social Media

Jessica Beach
jessicabeach4@gmail.com



Awards

Meghan Hamm
meghan.hamm@djj.virginia.gov



Membership

Patsy Parker
p2artkrt@gmail.com



Policy

Barbara Laws
Bblaws@verizon.net



Research & Curriculum

Yiwen Wei
weiy2@vcu.edu



Retired Educators

Ginna Cullen (Co-Chair)
ginnacullen@gmail.com



Retired Educators

Carla Jaranson (Co-Chair)
carlajean8@gmail.com



Webmaster

LeAnne Poindexter
leanne@bigrockstudio.com



Editor

Sean Collins
newsmagazine.vaea@gmail.com



Youth Art Month

Juan Brooks (Co-Chair)
Brooksball@comcast.net



Youth Art Month

Kelly Shradley-Horst (Co-Chair)
Kshradley@harrisonburg.k12.va.us

Send reports and articles to Peggy Wood, Executive Secretary, at wood.vaea@gmail.com

Submit photos and student artwork by using the form at vaea.org/news-magazine

Send address changes to Patsy Parker, Membership Chair, at p2artkrt@gmail.com

Kindness Coins

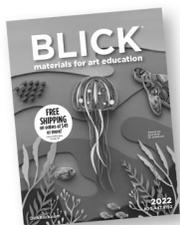
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