

washington art education association

Splatter

magazine



Summer 2018

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SPLATTER MAGAZINE

Volume 4 Issue 4

Summer 2018

Splatter Co-Editors

Cynthia Gaub and Tracy Fortune

splatter@waea.net

Splatter Writer's Guidelines:

[http://waea.net/splatter/
publishing-guidelines/](http://waea.net/splatter/publishing-guidelines/)

Splatter Submission Dates

Spring: March 15

Summer: June 15

Fall: Sept 15

Winter: Dec 15

For Permission to
Reproduce Articles

Contact the Editor

Advertising/Sponsorship

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Snohomish, WA 98291



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Splatter

magazine

Supporting Washington Art
Educators Since 2014.

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Letter from the Editor:

Hopefully your summer will be filled with relaxing, travelling, time with friends and family, art-making and finding every way and moment to balance your emotional and physical well-being. Education is a hard job these days. It seems like everything is against us sometimes. Responsibility and accountability gets piled on to us, yet no additional time, staffing or funds are provided. Every teacher I talk to tells stories of how much harder our students have become, the poverty, the trauma, the ...everything... It is so vitally important that you reset and recover in the best way you can. I know I will be making art, going to Boston, Charlottesville, Yakima and Portland for trips that will inspire, educate and relax. I hope to return to the classroom in September energized and ready to take on another year. I hope the articles in this issue help you to do the same.

Cynthia Gaub Editor and Co-President



My Rock Rolls
by Jenny
Rieke

72h x 24w wire
frame, nylon
strapping,
wood, varietal
hardware, tubes
& tires

WASHINGTON STATE ARTS COMMISSION

Resources and Opportunities for Educators

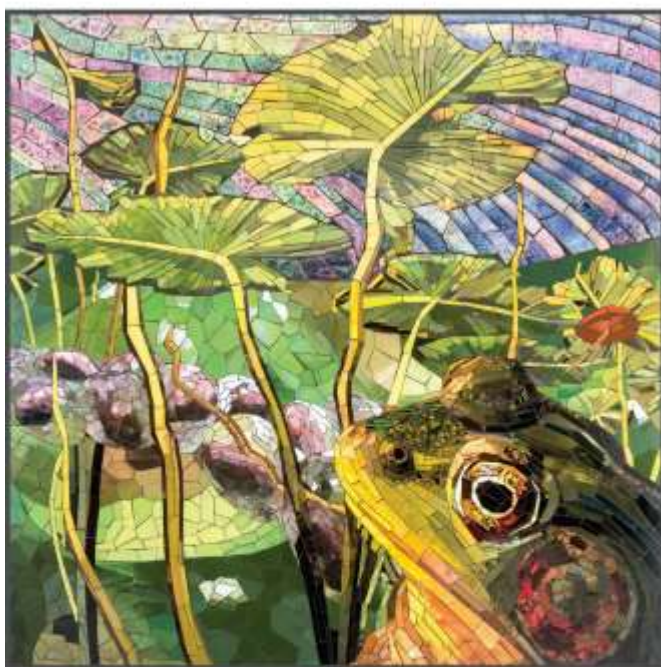
TEACHING ARTIST TRAINING LAB

Professional Development for Teaching Artists working in all artistic disciplines, in all parts of the state.

TAT Lab is open to certified K-12 teachers as well as independent teaching artists; Clock Hours are provided at no additional cost.

Financial Aid is available. Travel reimbursement, including lodging, is available for those coming from outside of King County.

Application deadline for the next cohort is July 18, 2018.



MY PUBLIC ART PORTAL

Learn more about the public art in your district.

Did you know that over 70% of Washington's State Art Collection is located in public schools? You can explore more than 3,000 artworks online, with more art added weekly.

Browse artworks located across the state and download lesson plans. Contact us at collections@arts.wa.gov to create thematic web exhibitions supporting your curriculum.

Visit **www.arts.wa.gov** to learn more about these programs and other statewide support for the arts!

ARTSWA

WASHINGTON STATE
ARTS COMMISSION

Top right image: 2017 TAT Lab participants. Photo courtesy of TAT Lab.

Bottom left image: *Reality's Illusion*, 2017 is a glass mosaic by artist Dixie Friend Gay, located at Jackson Park Elementary, Bremerton. Photo courtesy of the artist.

2018 STUART DAVIS MEMORIAL SCHOLARSHIP AWARDS

By mARTa Olson

Each year WAEA selects three graduating or GED art students for the WAEA Stuart Davis memorial art award of \$1000.00 each to be used to support post secondary art study. This year Alyssa Villela's artwork was chosen as the 2018 WAEA Splatter magazine cover scholarship art for 2018. Alyssa's artwork is titled, "*Pacey*" done in oil paint. Her description of this image is "I was inspired to paint a double exposure type effect using the shades typically compiled together to create skin tone."

The other two students that won this year's WAEA Stuart Davis Scholarship are:

Yvette Onychuk - Eastlake High School from the Lake Washington SD. Her sponsoring WAEA teacher is Laura Flagg.

Samantha Pierce - Stanwood High School from the Camano Island SD. Her sponsoring WAEA teacher is Gail Merrick.

Alyssa's letter of intent for this award describes how she is determined to be a professional artist. She describes herself as "*a soul in this vessel of flesh that has as much power and potential as I allow myself to. Only I can hinder my own progress, and only I could be my worst enemy.*"

Alyssa is passionately driven to



create art. In her letter of intent she explains that she spends hours, night or day, creating art works of "surrealism that let me display the emotions and ideas that I harbor." Alyssa describes her process of thinking about creating as "*pieces of artworks claw at me to put onto paper or canvas, to manifest the emotions and occurrences into something visual and permanent.*"

The description Alyssa gives of her growing desire and vision of being an

artist, started at 7 years old when she would draw the golden cat that roamed her house. She goes on to explain her artistic growth, *"Throughout middle school, my passion for art grew and I became dedicated to constantly improve. As high school progressed, my love for art had drastically grew from a hobby, to a burning desire to be the best and make a career out of it. Now, a graduating senior, with a few local art competition wins under my belt, I have made the commitment and promise to pursue art as a career path once I graduate, whether being a fine artist or graphic designer. I create both realistic and surrealistic pieces currently, with oil paint being my favorite medium for its tolerance to constant change and smooth blending, that help it appear as natural as possible."*

Although Alyssa admits that a love of art is nothing unheard of, she does possess dedication and motivation that has no limits and as she describes, is so strong it can move mountains. Additionally she explains, *"I hold no reserves or hesitations when it comes to opportunities to help me further my education with art. I convert all my self-doubts and failures to motivation to do better and view it as fortunate occurrences that allow me to view how I could improve. The world is a large place and with so many people pursuing the same dreams, the temptation to falter and give into intimidation would be the easiest route to take."* Alyssa hopes that when she is 50 years old she will be happy knowing that she spent her youth chasing her

dreams of making a career out of her talent with art. She wants to be proud of herself for maintaining her persistent, passionate spirit, and smiling to myself as I say, *"I really made it happen."*

We are all here on the shoulders of others that have inspired us, or just opened new doors of opportunity for us. This scholarship process is a small piece of support for Alyssa through her WAEA sponsoring art teacher Tracy Fortune at Lakes High School. The Washington Art Education Association is proud to raise the funds to help support emerging young artists like Alyssa, Yvette and Samantha through the Stuart Davis Scholarship process.

Please share this inspirational story about Alyssa Villela, one of our three scholarship winners, with your students when they prepare an application for the 2019 WAEA Stuart Davis Scholarship. The applications are judged on originality of design, technical quality, use of media, letter of intent and recommendation from the sponsoring WAEA teacher. Only digital images need to be submitted. Be sure to read and follow all submission guidelines to qualify.

The information for application can be found on the WAEA website. 2019 dates submitting applications are still to be determined but generally the work should be submitted by the middle of May.

If you have further questions, after reviewing the WAEA website guidelines for scholarship application, please contact: mARTa Olson, WAEA Scholarship Chair at scholarship@waea.net



THE LESSON OF GEESE: A STORY OF ADVOCACY

By Faye Scannell

Do we have as much sense as geese?



This fall when you see geese heading south for the winter, flying a “V” formation, you might like to know that science has discovered why birds fly in that pattern. Whenever each bird flaps its wings, it creates an uplift for the bird immediately behind. By flying in a “V” formation, the flock adds 71% more flying range than if the bird flew by itself.

The lesson: People who share a common direction and sense of community can get to a destination quicker and easier if they are traveling on the thrust of one another.

If a goose falls out of formation, he feels the resistance and struggles with trying to go it alone, so he quickly gets back into formation to take advantage of the uplift from the bird immediately in front. When the lead goose gets tired, he rotates to the back and another goose lies at the point or lead.

The lesson: Take turns doing hard

jobs.

The geese honk from behind to encourage those up front to keep up their speed.

The lesson: We all need encouragement, especially those working the hardest.

Finally, when a goose gets sick or wounded, he falls out of formation. Two geese will follow him to earth for help and protection. They stay by its side until the goose is either able to fly or dies. Then they launch out on their own attempting to catch up with the group.

The lesson: If we have as much sense as a goose, we stand by each other.

Adapted from an unknown author.

Now to use these lessons...

- **Build a community of supporters.** This fall when you return to the classroom, keep in mind that it is important to begin each year by creating positive advocacy for your art program among your school community. Don't assume everyone understands the importance of the Arts. Think in small ways; Rome was not created in a day.
- **Tell your personal story.** Have casual conversations with school administrators, colleagues, parents, and community members about the success of certain students in your class that have shown academic, behavioral, or other improvement after taking an Art class.
- **Share professional research.** Include simple

Continued on next page

www.waea.net

translations of research and statistics from professional journals and/or advocacy websites sponsored by NAEA or America for the Arts.

- **Explain the benefits of the arts.** Display posters in your classroom about benefits of Visual Arts for students, parents, administrators, and community members who visit can view. (This is especially important for Open House! Google: NAEA Advocacy posters.)
- **Show off your students.** Display student art work frequently and where ever you can – not just the “Best” but the whole class to reflect varied learning styles, developmental levels, and personal interpretations. It also validates recognizes every student’s effort and work.
- **Get out in the community.** Seek community places to display rotating student work. Follow size and framing requirement. Local coffee shops near my schools were happy to display student art work.
- **Celebrate and Make it BIG!** Coordinate your school art show with other Arts teachers and/or PTSA so the event brings many community members. Make it a “BIG” deal! Invite the principal, PTSA president, local mayor, legislator, or other important community person to speak about the importance of the Arts.

Well-known anthropologist, Margaret Mead, wrote that strong cultures have rich values that recognize the whole gamut of human potential. It is no accident that high points in civilization have an overwhelming number of artifacts reflecting soaring achievements in all art forms as well as math and science. No matter what level of art we teach, our role is important. We as art teachers provide the keys to a more balanced learning and living now and in the future.



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Thanks to NAEA and WAEA members for supporting creative learning.

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Summer Institute for Educators
Indigenous Voices: Past, Present, Future
August 1-3, 2018
10:30 am-4:30 pm

Participants are eligible for 15
Washington State Clock Hours.

CONNECT WITH US

seattleartmuseum.org/educators
facebook.com/SAMeducators

SAM

Photo: Robert Wade





CONSIDER PLANNING A RAKU FIRING EVENT

By Mari Atkinson

Does summer give you time to creatively think about the new school year? Seattle Pottery has a mobile raku service that works anytime during the school year www.seattlepotterysupply.com If you live in the area - you're in luck. Outside of Seattle check out local potters to see if they provide a similar service. Hosting a Raku Event will provide your students with a lifetime experience by collaborating with a professional ceramicist. Students will see straightforward connections between visual art and science.

At the beginning of the year, students could form thick pinch pots (*and we all know kids make things 'thick'*) to survive the drastic

temperature change. This lesson serves as a good introduction to working in clay (*can be used as a formative assessment*), and engaged collaboration is a must-do. Whether they are lined-up and blowing on the very hot pots straight from the kiln to form the crackle or putting lids on the metal cans full of combustible materials, students will get to know each other as they work together. This memorable experience will activate students' dendrites enabling them to make science connections with hands-on application.

My Raku Event was at the end of the year, and served as a culmination of learning outcomes from a semester in Clay and the year in Science. This provided a way for students to hang together (*which 8th grade students need to do at the end*), work with classmates one last time, 'decompress' after testing/finals, and understand surface design when applied to a 3D piece. Students were able to better understand how negative space works in design for glazing ceramics.

Raku Pottery has been around since the early 1500's (newton.k12.in.us/art) when it was developed for Zen Buddhist Masters' tea ware, because of its genuineness. Even the word *raku* means enjoyment, contentment, and freedom; all within the processes of earth, fire, air and water.

I think Julie Burstein's analogy of raku for creativity (*TedTalk*) says it all. Burstein compares creativity to Raku in that the imperfections and crackle is why Raku Pottery is so stunning. Explain to your students that often the most beautiful parts of their artwork will come from challenges and things they simply can't control. Raku holds a treasure of learning for your students.





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BACK TO SCHOOL

By Faye Scannell

As August approaches, there is growing anticipation and excitement about new challenges and concepts for the school year. A few ideas are best adapted after getting to know students. However, the few weeks of summer spent in relaxation, reflection, reading, classes, traveling, and visiting art museums provide impetus. Renewal experiences vary for everyone but are very important. They help set the stage for the impression you make on students the first day of class. This is extremely important because it sets the tone for the semester or year. Be positive, enthusiastic, well prepared and organized. Do model expectations and keep a consistent routine. Student love predictability!

Prior to the first day:

1. Arrange furniture to **create easy movement around the room.** Consider flow between work areas and supplies. If space is small and class size is large, group tables to create open areas for better movement. Even when space is



not an issue, students benefit by collaborating and working in small table groups.

2. Materials, tools, and equipment should be sorted, labeled, and organized providing easy access and predictable locations. **Label supplies in English and**

other languages as well as include a picture of the item. This aids younger students, English as a Second Language Learners, varied

Students like routine and ritual.

developmental levels, as well as technical classes such as Jewelry & Metalworking. Students quickly identify and learn names of tools and equipment.

3. Students like routine and ritual. Post daily, weekly schedules. Take attendance at the start of class. When students arrive, they automatically get out materials and begin work unless a presentation, discussion, or critique is planned and posted. Give any important information at the beginning of class so students can work uninterrupted. Do take advantage of spontaneous teachable moments.
4. **Communicate** with students & parents **your goals and expectations** for the class in a short letter sent home that is welcoming and states your eagerness to work with both students and their parents/guardians. Include a behavior management plan, attendance policy, and a "Safety" and "Permission to Display Student Work" form for parent and student signatures on the first day. This saves time later if art work is published on the web or shared in other public venues. Assign points to older students for prompt and guaranteed return.
5. Expect students' processing time to vary on assignments. Post a list of **"What to do if you finish your work early."** Customize the list according to class goals and objectives. A list might include: helping others; looking through resources; completing independent work or extra assignment/worksheet; choosing a clean-up task or preparing materials.

6. **Pace yourself.** Remember, during the first couple of days students are sitting and listening to introductions and procedures in every class. Plan activities to get students out of their seats with mixer games such as Name “games,” people “Bingo,”* or “Art ID.”** Make it a fun way to get to know their classmates! I use a Scavenger Hunt to familiarize students with the layout of the room. Choosing a partner, they locate supply storage areas, count number of tools, resources. The final part of the “Hunt” contains a personal inventory of previous art experiences, ranking their skills, and indicating their goals for the class.

- **Name game:** Counting off, divide class into groups of 8. Give students 5 minutes to go around the group and individually introduce themselves. Then provide another 5 minutes for them to practice reciting names, taking turns recalling names. When time is up, discover who can recall everyone in each group. Then expand groups and repeat process until the whole class is involved.

- **People Bingo:** create a 9 section Bingo score card with questions and space for answers so students can mingle and record “matches.” Do give a time limit such as 12 minutes. (Like speed dating.) Suggestions are: What is your birthday month; color of eyes; shoe size; favorite music/movie/actor/actress/food/pet; number of siblings; future career; sport you play; hobby; and so on. Think like an adolescent!

8. If students are new to you, pre-assess their skills. Make it enjoyable, non-threatening, even a game.

- Ask a drawing class to select a unique object in the room such as a tool or unusual seed pod. (Provide unusual objects – man-made broken tools & parts and unique organic seed pods and shells.) When complete, students sign & date the drawing. At the end of the semester or year, students redraw the same object using techniques learned in class and compare results.
- Play “**What’s My Line?**” Provide students with a sheet of paper that has a pre-drawn squiggly line you have quickly and randomly composed. Ask students to use their imagination and complete the rest of the object drawing. Then color them in and/or

add a background.

- Request design students create a personal logo with their initials demonstrating at least 3 varied solutions that balance line and space in within provided squares, rectangles, or circles.
- Working independently or with a partner, photo students take an expressive self-portrait that does not include any facial features.
- Draw a map that shows how to get to school from your house.
- Group Portraits. Everyone starts out with a piece of paper and draws a basic head shape. Then everyone passes the paper to the right where the next person adds a nose. Pass again, and everyone adds the eyes. Pass the paper until the portrait is complete. In a drawing class, students can practice observational skills by drawing the person who sits across the table’s features. Portraits can also reference an emotion, monster, clown, alien, or other character.

9. Other questions to consider: Is there anything worrying you about this class? What skills would you like to learn in this class? What do I need to do to help you? What 3 things can you do to be more successful this year? Student voice and feedback is invaluable to you. It helps adjust and modify assignments to match interests and skills.



Member Artwork from Barb Holterman

2018 Fall Conference

Embrace Art - Embrace the Standards

Downtown

Tacoma

October 5-7, 2018

Keynote



Nancy
Walkup
School Arts
Magazine
Editor,
Author,
Conference
Speaker,
K-12+ Educator

Conference Highlights

University of Washington—Tacoma

Saturday Oct 6th 9am—6pm

- Wide Variety of Inspiring 1 hour and 3 hour Workshops and Seminars
- Exhibition Hall
- Scholarship Silent Auction and Raffle
- Art Displays and Educator Art Show
- WAEA Awards Presentation
- Catered Lunch

PreFunk

Tacoma

Friday Oct 5th 6-9pm

Hands-On Master
Class Sessions

Meet & Mingle

Tour Museums

Sunday
Oct 7th

After Dark Art Party

Tacoma Courtyard
Marriot Hotel

Saturday Oct 6th 7-10pm

Karaoke
TASK Party
Cash Bar

Got a Great Idea
for a Session?



Apply by August 1 on the WAEA website to be a Fall Conference Presenter.

To Register visit waea.net

www.waea.net

WAEA FALL 2018 CONFERENCE PRE-FUNK HANDS-ON TICKETED SESSIONS

Choose from 7 Great Options....



Pet Portraits: Cyndi Noyd
Learn the process to transfer a contour of their pet image (from a photo) onto cardboard

support. Transform the image with mixed media including newspaper or magazines collage and paint.

Watercolor with Courage: Ken Spiering
Overcome tepid washes in watercolor using intense colors balanced with strong value contrasts. Hands-on exercises using 3 simple techniques in making washes, an exercise in shape-making brushstrokes and painting a small still-life will help give you confidence to teach your students the free-spirited gift of watercolor.

Handmade Skateboard: Lowell Sipes

The popularity of riding cruiser boards and longboards amongst students has grown, as more students identify with skate culture. Making a hackboard is a perfect project to connect with contemporary students and demonstrate an interdisciplinary approach to STEAM.



'Paint' with Colored Pencils: Bron Smith

Learn how to control colored pencils in order to create a painterly quality that all but disguises the look of colored pencils and give

stunning results. You'll get tips on how to blend colors with subtlety, and precision to create seamless color transitions. Discover how to use certain colors to lend that painterly look to your colored pencil renderings.



Expanding the Artist Journals: Debbie Supplitt

Bring your Artist Journal to frolic though stations comprised of

unique concepts and page development that you can take back to the classroom. Bring any medium, pencils, pens, scissors, stickers, or creative tools you enjoy creating with.

Mono-printing! Christina Bertucchi

Come find out how to engage your students with this very hands-on project. This series of 3 lessons can help your students understand the core concepts in printmaking. All lessons can be done on a very minimal budget and do not require a press.

Recycle, Reuse, Innovate, Integrate: Paper Weaving: Patti Hayes

Explore together and learn about a variety of tools and techniques for weaving using simple, recycled materials, including painted paper. Enjoy and challenge yourself to create one or more innovative 2D and 3D woven finished artworks. Get excited about the experience and momentum to build a great integrated and STEAM potential unit for a variety of grade levels.

Date: Friday October 5th, 2018

Time: 7- 9 pm

Location: Tacoma School of the Arts (SOTA)
1950 Pacific Ave Tacoma, WA 98402

Cost: \$30 each

BALANCE – MY DAILY ‘ARTWORK IN PROGRESS...’

By Dr. AnnRené Joseph

Striving for balance is a common goal, topic, and phrase. The elusive question then becomes, “What is balance?” Summer is defined as the default solution for ‘balance’ in the life of an educator. This label is given whether an educator is on vacation, traveling, going to school, working at a different job or teaching summer school, practicing one’s avocation, doing one’s ‘art’, moving, advancing, acquiring a new position or applying for one, and ensuring that one’s credentials are up-to-date. For many – myself included – it is a time to ‘clean house’ or classroom, or taxi children or grandchildren, or care for an ailing family member, or... Yet, is this balance?

Summer vacation is right around the corner or already begun – depending upon which side of the state one lives. I remember well the anticipation and challenges of the end of the school year. These included a myriad of tasks, grades, room preparation for summer cleaning, changing jobs, end of year meetings, moving classrooms, and hiring new staff. And, for many years, summers for me included going to graduate school for advanced degrees and maintaining or adding credentials. Somewhere in the midst of this – a brief vacation happened.

Was this balance?

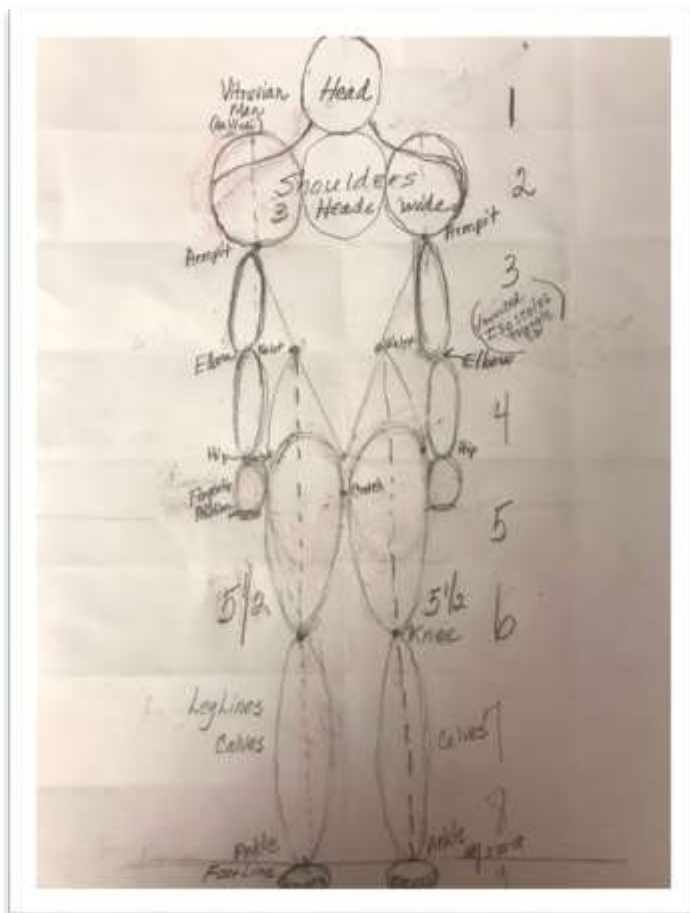
After becoming a building administrator, district administrator, and state administrator, my summers included multiple professional development conferences for my staffs, districts, or state; and vacations were scheduled around those job priorities. In addition, as soon as the school year ended and I was ‘sort of’ winding down – it was time to wind back up again. As much as I loved learning, and being a life-long learner, I ached for and dreamed about a month of no work or responsibilities – someday – or even one day where I did no work. This dream of rest and no work was hatched before cell phones, the Internet, social media sites, 24/7 television, and text messaging.

Where was balance? What is balance?

Balance, for me, is striving toward health, vitality, growth, and relevancy in my days in four key areas. These areas follow:

- Spiritual
- Work (my business) and Research

[Continued on page 20](#)



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Community: Upcoming Events

Summer WAEA Events



Envision, Connect, Strategize

Saturday Aug 4th (1pm)
to Sunday Aug 5th (5pm)

Ledgestone Hotel
Yakima, WA

10 Free Clock Hours

Cost: \$50



Learn - Create - Rejuvenate

Sunday Aug 5th (7pm)
to Wed Aug 8th (5pm)

Mighty Tieton
Tieton, WA

20 Free Clock Hours

Cost: \$200



Topics:

- Boot Camp for New Board Members
- Equity and Diversity Training
- Google Docs Training
- Fall Conference Planning
- ESD and Division Strategizing
- Reviewing Strategic Plan

[http://
waealeadershipretreat.ezregister.com](http://waealeadershipretreat.ezregister.com)

Hands-On Classes

- 9 Hour Session: Classical Skill Based Painting Intensive by Mandy Theis of the DaVinci Initiative
- 3 Hour Options: Choose from a Variety of Options... such as Mixed Media, Art Journaling, Sculpture, Printmaking, Markers, and other Media

[http://
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WAEA

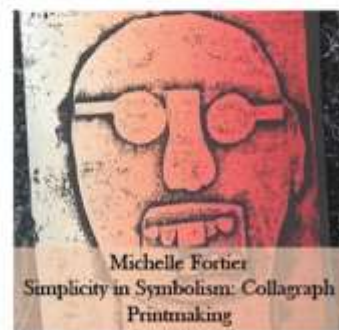
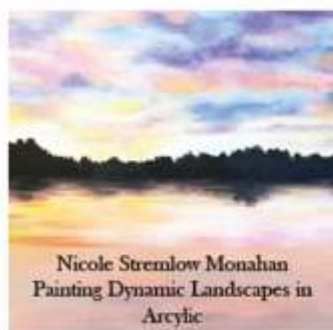
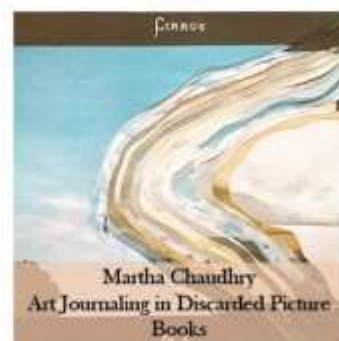
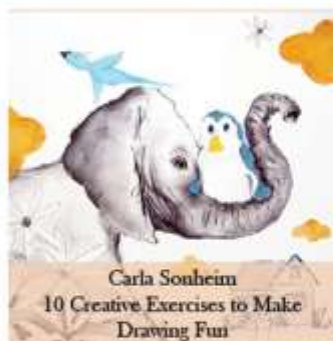
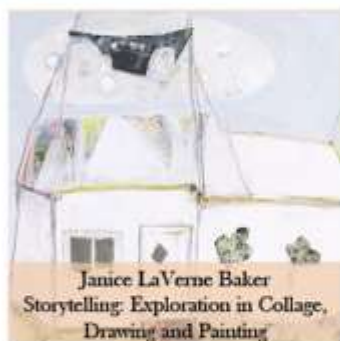
Summer Art Retreat Classes

August 5-8th, 2018

Tieton / Yakima

Reserve your space now... class sizes are limited!

20 free clock hours are available or 2 SPU credit for \$55 for participating WAEA members.



- Personal and Professional Practices
- Home

I have a desk calendar which provides me with a successful strategy to track and obtain balance in my days, weeks, and months, and both personally and professionally. This strategy and journal tool was developed by the late American author, salesman, and motivational speaker Zig Ziglar. He created and recommended a spiral book that provided three months of days with columns to write four priority goals to move forward and succeed – consistently – every day of every week; while at the same time tracking one's progress across the quarters of the year. It took me years to develop my four daily goals for balance, and (I am happy to say) the system works. Now, I draw the columns in my desk calendar that has pages for such. My four priority goals referenced have evolved and refined themselves over 20 years. The focus remains to strive for balance within each day by simplifying and organizing within the four goal areas that support my life's purpose.

My desk calendar and goals journal are in the same spiral binder. I keep it by my desk to write down goal items and review them at the beginning of the day, throughout the day, and at the end of the day. This practice allows me to easily see balance – or imbalance – in an instant. Some days are focused specifically on one area or another. Some days are equally balanced. Figuratively speaking, some days are like a teeter-totter, and other days are like balance beam.

Seeing balance allows me to review, reflect, and celebrate actions that reveal if I am healthy, vital, growing, and relevant in my four priority areas. These

areas guide my progress forward in the new directions of my dreams, and in new circles of influence; while at the same time enhancing my life's work, relationships, and legacy. This focus requires daily diligence, vision, and asking for wisdom, to ensure that I balance within my purpose of "being in the business of enhancing lives via the arts, learning, and leadership," also known as my "artwork in progress."

Finally, I referenced the Vitruvian Man (daVinci) session that Russ Ford taught at the National Art Education Association (NAEA) Conference on March 23, 2018 in Seattle, in my spring Splatter article. While drawing the Vitruvian Man with a roomful of outstanding visual artists, I experienced balance via proportional symmetry. I was able to successfully draw Vitruvian Man, by learning from a master teacher (Russ), and by being surrounded by master teachers. I drew my ways of being and living on paper, in the shape of a balanced man. I felt myself teeter tottering at first, and then I was on a balance beam – completely balanced and at rest.

What's your definition of balance? Thinking about balance and defining it is a gift one gives oneself – and well worth the effort. Balance is a conscious choice, no matter the circumstances, and a necessity for one's health in many ways. Three suggestions to help define and obtain balance are: define your purpose, simplify, and focus. Balance is possible, and obtaining balance is an on-going and healthy 'artwork in progress.' Happy summer.



Explorations in Art

SECOND EDITION

Grades 1–6 by Marilyn G. Stewart
Kindergarten by Cathy Weisman Topal

Big Ideas and Essential Questions

Each unit is organized around a Big Idea and an Essential Question. For example: "Alone and Together: How do people share their lives with one another?" These Big Ideas engage students in exploring the relevance of art in their own lives and the lives of people across time and place.

Process-Based Studios

By learning a process that emphasizes the importance of thinking, planning, and reflection, students go beyond "make and take." Process-based studios help students organize their thinking and learning as it relates to art and design, language arts, science, and other areas of the curriculum.

STEAM Lessons and Connections

Each unit includes STEAM lessons developed by a team of experts in science, technology, engineering, art, and math. Engaging, comprehensive STEAM lessons in each unit include student exploration of STEAM concepts through viewing, discussing, and creating artworks.

Emphasis on Inquiry

An emphasis on inquiry will engage your students, as they explore Big Ideas and Essential Questions through art making and responding to artwork made by others. Inquiry encourages students to make a personal connection with their learning, and helps to construct meaningful ties to learning and inquiry across the curriculum including STEAM, literacy, and the arts.



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FINDING TIME FOR BALANCE

By Sherry Syrie

Time. I think a lot about it. How I choose to spend it, how it seems to pass so quickly, how there never seems to be enough of it. And it's at the end of the school year, on the precipice of the summer months, that I get very excited about finally having TIME. Time to sit and listen to the sounds of nature on my back deck, time to really watch and notice, in wonder, my two fast-growing children as they speak to me or do other simple tasks that I normally "don't have time" to enjoy, time to take a trip to the beach with my husband (who's also a teacher) and kids, and time to remember who I am and who I want to be. In honor of this issue's "renewal" theme, I wanted to share some things I've found that help me get back to a place of peace, gratification, and improved balance in my life by the time September rolls around. Here's the short list.



Wikicommons: [Flickr](#) by Moyan_Brenn

Meditate.

Last summer, at Crystal Bridges Museum of American Art, I tried meditation for the first time with other NAEA School for Art Leaders attendees. In the past, I never succeeded at meditating successfully because I always felt too silly. But at that moment in

time, with those wonderful people, in that beautiful space, it was finally right for me. And when I returned home, I continued meditating. I even got my husband to join me! Meditation gives me permission to be still, to be intentionally quiet, both of which have always been difficult for me. It also helps me reflect on a deeper level than I can normally, and it relaxes me immensely! I can't wait to pick up my meditation practice and become acutely aware of the precious ticking of *time* (that I am happy to give) in the wonderful pursuit of finding some inner peace.

Get outside.

As a child, I was that kid who could be found outside up a tree with the neighborhood cat. Even now, I often choose to be outside for many common things like working on my computer, talking on the phone, sitting on the grass with a book and my dog. Being outside engages *all* my senses. When I'm outside, I am somehow more fully *present* than I am when I'm inside. I also tend a small garden during the summer months, both because I can't resist soaking up glorious sunlight and also because I get to reap the rewards of the virtually free food that I harvest. I also go barefoot as much as possible. It gives me another avenue to get in touch with the Earth and get "grounded" and helps contribute to my overall feeling of well-being and happiness. And I'd be remiss if I didn't mention getting outside to exercise a bit in the summer as well. Taking a warm evening walk, or getting up and going for an occasional morning run are actually things *I look forward to* because they get me outside, fully engaged, and focused on the task at hand, which I am more than happy to pass the *time* doing.



Dedicate “studio” time.

During the school year, because my husband and children are homebodies, this studio time tends to fall on Friday nights. Making art on Fridays is exciting and gives me something to look forward to, that is just for me, after a long week. Plus, I ALWAYS seem to muster up the energy to make my own art because I enjoy it so much. During the summer months, however, I try to commit to making art at least 3 days a week, even for only an hour at a time, if that’s all the time I have. I reserve those specific days and times for my art making so nothing else crowds it out and so it remains a priority for me. I first heard of doing this from artist and art educator Mandy Theis who wrote about this in *Splatter* a few years ago, and it has worked like a charm for me (thanks, Mandy!). While making art, I am thinking nothing of *time* and only of the creative process, the decisions I’m making about my work, and what comes next. (artwork above by S. Syrie)

Get organized.

I don’t know about you, but by the time June hits, certain areas of my house (and my life) are a mess! And summertime gives me a chance to deal with some of those areas--at my leisure. I get great pride from a job well done, and cleaning out a messy closet or drawer (or two) pays big dividends for me personally. It also cleans up areas of my life that have been quietly causing me stress during the school year because I never seem to have time to tackle them. To ensure that I don’t spend an entire day on any not-so-fun mess, I usually set a timer for an hour or so and

get as much done as I can in that time frame. When the hour’s up, *time* has been marked by the space being much more organized than when I started. I haven’t let it consume my day, and I feel great about the progress I’ve made getting that part of my life tidied up.

Read for pleasure.

For the last several years I made a commitment to myself to read at least one book every summer. I don’t read as much as I would like during the school year, so I made it a priority during the summer months and have met this goal ever since. I don’t put too much pressure on myself to find the “right” book, I just scan the library shelves and pick the one that looks the most interesting. Usually, it turns out to be a good read and with each turn of the page, I am proud to have reserved this *time* to develop a relationship with the story and get lost inside a book--because I finally can.

Don’t overschedule.

With all this being said, I try not to overschedule during the summer months. This one is difficult for me as I have a hard time missing anything! It’s difficult not to overschedule with 4-H events, kids’ sleepovers, visiting company, family excursions, running errands and going to appointments, and all the other things that fill our summer days. However, my family and I need down *time* to recharge and *feel* like we’ve gotten a break from our busy during-the-school-year lives. But if we do it right, come fall, we are recharged and ready to hit the ground running.

In the end, all or none of these things will happen, and that’s okay. What matters most is that I do what’s right for me so my body and spirit come out feeling renewed by the end of the summer. I’m wishing all of you the same outcome and let’s count our lucky stars that we have *time*!

“Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin.” **Mother Teresa**

WAEA Board and Committee Position Openings



ADVISORY BOARD

Elementary and Middle Level Division Chairs: The WAEA Board includes Divisional Representatives who foster the professional interests, and represent the concerns of members employed within their group.

Membership Committee/Diversity and Equity: Work with the membership team to create outreach and retention goals to increase inclusion and diversity within our organization.

COMMUNICATIONS COMMITTEE

Splatter Editor: It is time to pass the editing reigns onto a new editor!! Publishing or editing experience is not required, but good computer and communication skills are a big plus! Contact Cynthia Gaub at Splatter@waea.net for more information.

Web Site Content Editor: We are updating our website to a Weebly platform and need people who would like to help keep the content and format easy to navigate with fresh information. Good computer and communication skills are important and familiarity with Weebly is a plus. Contact Olga at communications@waea.net for information.

ADVERTISING/VENDOR REP

Advertising and Vendor Rep: Work with Tracy Fortune (*vendor rep for 3 years*) to learn how to contact many local art companies. This involves year-round work for our Splatter ads as part of the communication committee and is part of the conference committee during the Summer/Fall. She already has tons of contacts. Must be good at professional emails, phone calls and willing/able to ask for free stuff! Work with the Splatter editor to prep ads for each quarterly issue. Contact Tracy at advertising@waea.net for more information.

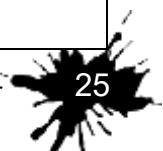
FALL CONFERENCE COMMITTEE

The Executive Board is busy planning for our Fall 2018 Conference in Tacoma. We will need lots of help to plan this annual event. If you would like to help out in some way, contact them at elect1@waea.net. Roles include: Food, Registration, Presentations, vendors, tours, and more!

Save the Date: Upcoming Meetings

September 15, 2018	Tacoma/ conference location	Meeting with bag stuffing and tour
November 17, 2018	Cornish College of the Arts	Full Membership/ board Meeting
December 8, 2018	Various ESD Events	TBD
January 12, 2019	TBD	Full Membership/ board Meeting
February 6, 2019	Olympia Advocacy with Arts Alliance event: http://washingtonstateartsalliance.org/event/arts-heritage-day-2019/	
March 9, 2019	Arts Time "The Science of Creativity" http://www.k12.wa.us/Arts/ArtsTime.aspx	
March 23, 2019	Seattle Art Museum SEATTLE, WA	Full Membership/ board Meeting

Regional Vice-Presidents: ESD Reps		
ESD 101: North East WA	Sherry Syrie	esd101@waea.net
ESD 105: South Central WA	OPEN	esd105@waea.net
ESD 112: South West WA	Barb Holterman	esd112@waea.net
ESD 113: Capitol	Pamelia Valentine	esd113@waea.net
ESD 114: Kitsap	OPEN	esd114@waea.net
ESD 121: Puget Sound	Faye Scannell and Marta Olson	esd121@waea.net
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ESD 189: North West WA	Isolde Beebe	esd189@waea.net
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Organized Splatter

Tips and Ideas For The Art room

by Tracy Fortune



Use Veggie Trays for Holding Oil Pastels or Crayons



Use Lysol containers with slits cut in the bottom. Brush are color coded with duct tape . Velcro can be used to keep containers in place in the sink



Consider joining the “Art Teachers” Facebook Group

The mission of this group is to provide a platform for professional dialogue and collaboration in Art Education. Group members pose questions, ask for advice, provide feedback, share ideas and give suggestions on all sorts of relevant topics in Art Education.

This is also a good place to find organizational tips. Thank you Melanie Artz for sharing these great ideas she saw posted in on the *Art Teachers’* Facebook Page.



Use a Paper Towel Holder for Storing Masking Tape



Use 2 liter pop bottles for keeping yarn from tangling



Use Cupcake Carriers found at the Dollar Store to keep and organize paints

Got an Idea to Share?

Send clear photos and short description of ideas for organizing or teaching tips you'd like to share with other art educators. Email Tracy Fortune at elect1@waea.net

Splatter Magazine a WAEA Publication

C/O Editor Cynthia Gaub

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