An abstract painting featuring a woman with vibrant red hair. She is wearing a patterned orange and yellow top and a dark green skirt with yellow polka dots. The background is a complex mix of blue, yellow, and orange with various patterns and textures. The overall style is expressive and colorful.

## LEGACY ISSUE

A tribute to inspiring Art Educators,  
Leaders and Events

Washington Art Education Association

# Splatterer

magazine

SPRING 2019 Volume 5 Issue 3



SPLATTER MAGAZINE  
Volume 5 Issue 3  
Spring 2019

Splatter Editor  
Editor: Tracy Fortune  
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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  
[splatter@waea.net](mailto:splatter@waea.net)

Advertising/Sponsorship  
Tracy Fortune  
[advertising@waea.net](mailto:advertising@waea.net)

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Cover Art



By Mary Rowland  
"Concussed"  
Teacher at Bainbridge High School  
Casine paint and wax graffiti

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Publication of the Washington Art Education Association



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Instagram

@waeaeducators

Twitter

@waeaeducators

Plus find us on  
Facebook

## FROM THE EDITOR

The theme for this issue is legacy. It is an honor to recognize Washington artist, art educator and leader Russell Day (page 6) who passed away recently at age 106. This issue also recognizes an visionary art administrator Michael Sander (page 8) , and WAEA's nationally recognized award winners (page 12).

We also are showcasing the first two of many more to come "Art Teacher of the Month". Sarah Goodall and Adele Caemmerer are our feature art educators for February and March (page 15). I hope you will nominate an amazing art educator you know for this award or one of the other annually given WAEA awards. The deadline for nominations for annual awards is April 30th.



Lunch at SAM after the March Open Membership Meeting

Do you know about TAB (Teaching for Artistic Behavior)? This issue has two articles about it and will get you excited for our Hands-on TAB night at the 2019 Fall Conference in Leavenworth November 1-2.

Check out photos of the winning artworks from the WAEA's "Teachers as Artists" Show (page 22) going on now at the Maryhill Museum, as well as Youth Art Month (page 16) and Scholastic (page 20).

Want to get involved? We are looking for session proposals for the Summer Art Retreat and Fall Conference. For students there is the Stuart Davis Scholarship (page 47), "Uses your 5 senses to Advocate for the Arts" (page 11) and the Fall Conference Logo Contest (page 37).

Enjoy,  
Tracy Fortune (Spatter Editor)

*The Mission Statement of the Washington Art Education Association is to promote excellence in visual arts education, advocacy, leadership, professional development, and scholarship in Washington State.*

## A MESSAGE FROM YOUR CO-PRESIDENTS

There was a buzz in the air for the start of the 2019 NAEA Conference. Over 5,000 attendees from all over the nation, as well as quite a few international guests. I was one of the delegates from all 50 states who met on Wednesday to discuss, review, and approve NAEA policies on such issues as field trips, 21st Century Skills and Visual Arts Education, Art Education and Social Justice, and more. Further work will continue to be done at the Pacific Region Leadership meeting this summer in Portland, Oregon.

The very anticipated Amy Sherald (who painted Michelle Obama's portrait) kicked off the conference as the opening key note speaker. A very humble and somewhat soft-spoken person. Sherald reflected on her upbringing and being surrounded by family photo albums. She would spend countless hours looking and reflecting on these photos of her youth. These photo albums and portraits were the inspiration and connection for Sherald's art work as she wanted to depict African American's in portraiture doing everyday



things. Sherald also discussed how she was selected to paint the First Lady, Michelle Obama's portrait and how she had the final say of what dress

would be used for the portrait. After, Sherald picked the dress that Michell Obama would be painted in, Sherald had only one month to complete the First Lady's portrait.

After the thrill of the Sherald's opening talk, the conference sessions officially kicked off with over a 1,000 workshops, tours, discussions, etc. Howard Gardner and Peter H. Reynolds, Author of "The Dot" were additional highlights of the conference.

Blick offered hands on mini sessions in the Exhibitor Hall. Blick showcased how to do faux felting. The is Spring 2019

an easy and inexpensive way to have students experience felting without having to pay for expensive wool or even the felting tools. Blick used pieces of burlap, a non-skid paper clip (paper clips that have little grooves on them), and a product that they sell called, Fluff. Fluff is made from polyester and comes in a variety of colors. To create the felting effect, you simply poke the paper clip into the burlap piece that is on a piece of Styrofoam. Beads, charms, and other materials can be used to add to the finished piece.



Additional events includes the Frida Kahlo exhibit at the Fine Arts Museum in Boston and the Isabella Gardner Museum. In addition, WAEA members also met up on that Friday evening at an Irish restaurant for an informal state dinner. A highlight of the evening was a little performance by a bagpipe player.



If you attended the conference, don't forget to fill out your clock hour form and email it to Mari at [clockhours@waea.net](mailto:clockhours@waea.net). You don't want to miss out on that opportunity to earn those clock hours.

If you didn't make it Boston this year, I hope you can join us in Minneapolis March 26-28th, 2020

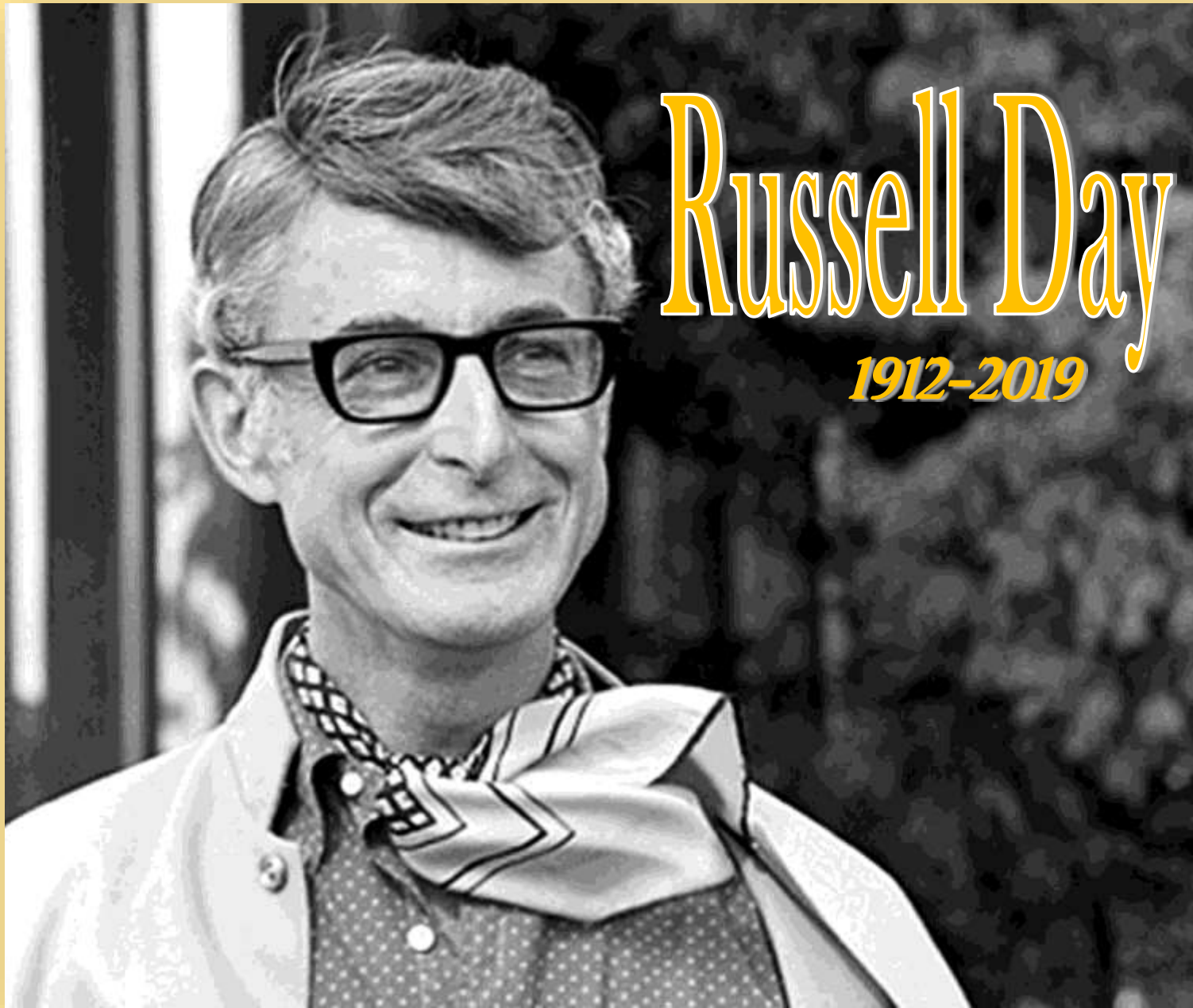
As WAEA is headed into Spring, we are doing a lot of planning for Fall Leadership Conference, as well as the Summer Leadership and Art Retreat in Tieton, WA. There will be an Fall Conference and Summer Event Planning Meeting in Leavenworth on April 20<sup>th</sup> from (10am-Noon), Lunch (noon-1:30pm) and a Hands-On Workshop from (1:30-4:30pm) where you can earn 3 professional development hours. Please join us and we want to make this the best conference to date!

**Melanie Arts** WAEA Co-President



# RUSSELL DAY:

## A LEGACY IN ART EDUCATION



This past January, a former WAEA president Russell Day passed away at age 106. Russell was a brilliant artist and a remarkable art educator. WAEA is proud to acknowledge the life and work of a truly legendary art educator who inspired his students, his colleagues and others in the art education field.

Russell Day earned his bachelor's degree in art from Washington State University in 1940 and his teaching certification in 1942. He taught middle school and high school art (Snohomish High School) for several years before he went on to found the Everett Community College (ECC) Art Department in 1949. Day earned his MFA from the University of Washington. These schools were respected for their strong art education programs and Day was instrumental in this. Russell retired from Everett Community College in 1976. If you drop by ECC today you will find The Russell Day Gallery in the Parks Student Union building.

While teaching at ECC, he developed a reputation of being a tough but inspiring art professor. Two of Day's best known students are Dale Chihuly and Chuck Close who both acknowledge Russell's impact on their art.

Russell was the President of WAEA in the late 1950s and his responsibilities included organizing the annual art conferences. WAEA belonged to The Pacific Arts Association (PAA) which was the west coast regional branch of the National Art Education Association. PAA held regional conferences every two years. They alternated with NAEA conferences that were held on opposite years. Russell served as president of Pacific Art Association in 1961 and continued on into 1962 chairing the PAA Regional conference in 1962 at the University of Washington. He continued contributing to PAA Regional Conferences as a speaker or workshop facilitator.

WAEA awarded Day the Distinguished Service Award in 2010. Russell also served as a representative to The National Council of the Arts. Day's former student, friend and colleague Larry Metcalf commented "Day was local Everett, but his impact reached beyond to the state, regional and national level".



Larry Metcalf, Russell Day and Calvin Kilgore

Check out a video on the inspiring career of Russell Day  
[\*\*VIDEO ON RUSSELL DAY\*\*](#)

Russell inspired hundreds of students including glass sculptor Dale Chihuly.



*"Russell Day was an extraordinary artist and mentor, and a great friend. He knew more about glass than anyone in the Pacific Northwest and taught me more about the medium than anyone. When I blew my first glass bubble, Russell was the first person I called to come see it. When I was applying to University of Wisconsin at Madison to study glassblowing, he didn't think my portfolio piece was any good, so me pushed me to do better, making me redo the work five times before it was ready. He helped hundreds of other students in this way. Russell lived a long and happy life and was blessed to travel the world with his wonderful wife and partner, Marjorie. He was an important person in my life and in my career. He will be missed."*

– Dale Chihuly



# Creating a LEGACY

## Advocating for Art Education for ALL Students

Interview with an Art Education Director, Michael Sandner Bethel School District  
by Jillian Nettels WAEA Elementary Division Rep

I work in a unique school district, we have a certified art educator teaching in each of our 17 elementary schools. This is due to the fact we have a dedicated Director of Art Education. Since he is retiring this year, I decided to interview him to share his wisdom and experience with our art teacher community.

**Jill:** “You are the Director of Arts Education and Curriculum Integration. Is this position unique to the Bethel School District? What does the director of Arts Education and Curriculum Integration do?”

**Michael:** “As Director of Arts Education and Curriculum Integration for Bethel School District, a position I have held since the fall of 2002, I serve as the resource person for the implementation of curricular programs in the area of dance, music, theatre, and visual arts. I interview, hire, coach, and assist arts specialists, helping them through their PLCs to develop long-range comprehensive and sequential K-12 lessons in their arts discipline.

I also work with classroom teachers and arts specialists to provide professional development opportunities for the integration of the arts into all subject areas. I assess needs, provide budget recommendations, and administer budgets that are designed to support long-range educational goals in the arts.

I support large arts events that involve students from across our district – our District Art Festival involves displaying artwork from each of our schools, finding adjudicators, and awarding student artists for their excellent work.

My position is unique in that I am an educa-

tional administrator, allowing me to evaluate my arts staff and support principals with staffing and the evaluations process as needed.”

**Jill:** “When did the district decide to hire art teachers for each of the schools?”

**Michael:** “We have always had visual arts specialists at the middle and high school level. During my tenure we added visual arts teachers at the elementary level.

We currently have one full time highly qualified visual arts specialist at each of our larger elementary schools, and our three smallest elementary schools have a part time art specialist who works all



of the students.”

**Jill:** What has been your experience as you work with ArtsEd Washington?

**Michael:** “As part of my statewide advocacy work, I began serving on the board of directors of ArtsEd Washington (Washington Alliance for Arts Education) in 2003, and I am currently the president of the board. We believe the arts should play an integral role in the education of every child in every school in Washington.

The arts keep students engaged in school, improves academic success, and ignites creativity and self-confidence. We inform parents, educators, communities, and policymakers about the inequities in arts learning, acting as a statewide watchdog to ensure that arts education is incorporated equitably, sustainably, and holistically. We guide school districts in creating vibrant, inventive, and engaging arts programs that make school more effective and exciting places to learn.

Be sure to visit our website at <http://artsedwashington.org> and consider becoming a supporter/member so we can continue this important work.”

**Jill:** “The Washington state law says, “the arts are a required core academic subject.” In your opinion, how is Washington state doing in respect to offering the K-12 visual arts?”

**Michael:** “This is a tricky question. It is difficult to know the “state of the arts” in Washington State, but one source of data that may be considered is a report that shows how many students have been assessed in visual arts classes.

You may review a summary of data submitted to OSPI about the percentage of Washington school districts that have assessed students in the

five arts disciplines at <http://www.k12.wa.us/assessment/pubdocs/2017-18SummaryofFindings.pdf>.”

This summary of data shows in the 2017-2018 school year, 50.6% of Washington districts provided art instruction, and 43.9% of students received instruction.

**Jill:** “What advice do you have for art teachers who may not have an arts administrator like you to ad-



vocate for their job?”

**Michael:** “Most districts have school board members, principals, and curriculum directors that support the arts – find that person and together become the arts champions for your students.

ArtsEd Washington provides a variety of resources including research articles that give thoughtful reporting about arts education issues including how to become visual arts advocates – just visit <http://artsedwashington.org/category/research>.

Be sure to check out our **smARTS Guide** for arts education advocacy – you may access this toolkit visit <http://artsedwashington.org/portfolio-items/advocacy>.”

**Jill:** Thank you, Michael, for sharing your thoughts with us and advocating for art education in Washington state.

Whether you are the lone art teacher in your district or have a robust professional learning community, the WAEA is here for you. Please reach out with questions and we will do our best to support you in your role as an art educator. We want to be in your corner and be art champions for your students with you. Feel free to visit the waea [website](http://www.waea.net) or contact one of our board members.



# Arpilleras

Lesson Plan for Grades 3-12



Use a safe, finger-friendly faux felting technique to share a special story.

Inspired by women-created Chilean appliquéd tapestries called arpilleras, students will glue, stitch, and assemble textile materials to envision changes to their surroundings and solutions to their problems. With scraps and stitches come change!

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# Use Your 5 Senses to Advocate

For the Arts

WAEA is doing a call for student artwork for a series of Advocacy Postcards and Banners on the theme  
"Use your Senses to Advocate for the Arts"  
Open to K-12 Students of WAEA Members

Art Helps Us... See the World



Touch the World

Hear the World



Taste the World

SMELL the World



**Deadline**  
For Artworks:

**JUNE 30th, 2019**

Email: Send zipfiles to [secondary@waea.net](mailto:secondary@waea.net)

Proportions/Size: Square such as 5" X 5"

Subject: Eyes, Noses, Hands, Mouth, Ears

Questions: Email Amanda Amsel at [secondary@waea.net](mailto:secondary@waea.net)

Advocacy Senses Concept Inspired by Triarco



# NATIONAL AWARD WINNERS

NAEA NATIONAL  
Elementary Level  
Art Educator of the Year

**LISA  
CRUBAUGH**

As a K-5 Art Specialist, my goal is to create experiences for students where they can use their own voices to uniquely communicate through art. NAEA and WAEA have been important partners in my continuing growth, giving me fresh ideas for curriculum, resources, supplies, and best practice; thanks to members who generously share at state and national conventions. I have worked for the past 6 years at a school named after a visual artist, Richard Bennett. Thanks to the support of my whole community (staff, administrators, and parents) our new school building is adorned with examples of student art on tiles throughout the building as well as beautiful reproductions of Richard Bennett's prints. My time with students is



**Lisa Crubaugh**  
Bennett and Medina Elementary  
Schools , Bellevue School District

limited to 40 minutes a week but having students for 6 years gives me a chance to open a window into the world of art for each of them. I believe that building student skills in a variety of art media (drawing, painting, 2D Design, and clay) and inspiring with art resources from diverse cultures and time periods helps all students discover their own aesthetic. The result, every day I get to witness the power and joy students discover through visual art.

See Photos of  
Lisa's Ceramics Studio  
[on page 45](#)



NAEA PACIFIC REGION  
Middle Level  
Art Educator of the Year

**CYNTHIA GAUB**

Cynthia Gaub honored as Pacific Region Middle School Art Educator of the Year North Middle School teacher shares the importance of visual arts Everett—Each year the National Art Education Association (NAEA) celebrates outstanding art educators in all divisions and regions, and from each state and province in the national awards program. Winners are recognized at the national conventions. This year Cynthia Gaub, a teacher at North Middle School, is being honored as Pacific Region Middle School Art Educator of the Year. Working at North since 2004, she says this about the importance of visual arts. "I believe visual arts can provide students with an important outlet. "Teaching in an urban,



high poverty school, I offer differentiated learning through the use of "Teaching for Artistic Behavior" pedagogy. Presenting at conventions has given me the opportunity to share my "Around

the Room" technique for skill building in a choice setting. I share through my blog, arts education magazines, and by contributing to books, including Studio Habits and Engaging Learners. Having recently finished serving as a co-president for the Washington State chapter of the association she is looking forward to new opportunities within the organization. Cynthia will be honored at several ceremonies at the Boston-held convention in March as well as being recognized by the Everett Public Schools Board of Directors this spring at the Community Resource Center located at 3900 Broadway in Everett. "It is an honor to be recognized by my peers for the work that I have done with my students."



**Cynthia Gaub**  
North Middle School  
Everett School District

*Cynthia was recently featured on King5 News. Check out the link to see more about the station's visit to her classroom.*

[KING5 ARTICLE](#)



Read Cynthia's Article  
[HOW I FOUND TAB on page 26](#)



## NAEA honors WAEA Art Educator of the Year **MARI ATKINSON**

This year will be forever in my memory for being selected as the Washington Art Educator of the Year. I've found this award to be inspiring to 'keep on - keeping on' working to continue to advocate passionately for the need for more visual art instruction for all. I love what I do, especially the lifelong learning that remains constant; my students continue to teach me each and every day. I've worked in a variety of teaching assignments for the Mukilteo SD for 26 years and then was hired in 2017 to teach at Valley View Middle School in Snohomish. My previous roles as an educator showed me firsthand how everything connects to art. There is nothing more exciting than guiding my students to freely express their creativity and discover new worlds of opportunities. I am humbled to be selected and grateful for all I've learned from my peers; absolutely thrilled to have my work taken seriously as a middle school visual art educator.



## February



**Sarah Goodall**

Voyager Middle School, Everett, WA

[READ ABOUT SARAH](#)

## March



**Adele Caemmerer**

Orchard Middle School, Leavenworth, WA

[READ ABOUT ADELE](#)

## Nomination Deadline for the Annual WAEA Awards is APRIL 30



Categories include Elementary, Middle, High School, Museum, Higher Ed/Supervision, Distinguished Service, Outstanding New Educator and Art Educator of the Year

[NOMINATE](#)

a great educator you know





## Celebrating YOUTH ART MONTH

*By Connie Aigner Richards YAM Flag Chair , Photos by Melanie Artz*

### YAM EXHIBITION:

The annual Youth Art Month Exhibition was hosted at the Schack Art Center in Everett, with awards presented at the reception on March 7. There were 66 students who participated sponsored by 12 teachers who helped them submit 82 works total. The exhibition was judged by Schack employees, who also helped coordinate many details of the show. Three of the 4 winners were able to attend the reception. Ambrose Leiske was presented with a giant check for \$1000 as her artwork "Secretive" was selected the 2019 Best in Show Winner. A huge thank you to our amazing sponsor Sargent Art who donated the cash and art supply prizes.

### YAM FLAG:

Also on display at the exhibition were the winning Washington YAM flag, top 10 design finalists, and all K-8 entries. Seven teachers submitted 81 flag design entries this year: 67 high school, 10 middle school, and 4 elementary. (see page 18) The winning design was created by Danyel Korpe, an 11th grade student from Enumclaw High School. The anonymous entries were juried separately by three art professionals and the winning design was unanimously chosen with agreement on a close 2nd design. The other top ten designs were quite difficult to pick, because there were so many exceptional submissions.

The winning flag was also displayed at the NAEA convention in Boston with the other winning state flags. It will also be displayed, and the winner will be recognized at the OSPI High School Art Show in MAY. This is the final year the winner will be honored at the High School OSPI show & their flag displayed at the capital in Olympia for Youth Art Month, but the flag will now also be displayed & the winning student recognized at the WAEA fall Conference."



Cas Alexander "Evergreen Owl"



Elizabeth Chuesh "Autumn Harvest"



Louie Cappetto "Jurassic World"



Ambrose Leiske "Secretive"

## Congratulations to the 2019 Youth Art Month Winners

### Best in Show:

Ambrose Leiske "Secretive"  
Kamiak High School Teacher: Emily Palmiter

### High School Winner:

Cas Alexander "Evergreen Owl"  
Shorecrest High School Teacher: Laurel King

### Middle School Winner:

Elizabeth Chuesh "Autumn Harvest"  
Harbour Pointe Middle School Teacher: Nancy Jordan

### Elementary School Winner:

Louise Cappetto "Jurassic World"  
North Star Elementary School Teacher Jill Nettels

### Flag Winner:

Danyel Korpe "My Art, My Story" Enumclaw High School Teacher: Connie Aigner

Prizes: Supplied by [Sargent Art](https://www.sargentart.com)



## 2019 YAM Flag Winner

Danyel Korppe, Enumclaw High School Teacher Connie Aigner



## 2019 YAM Flag/Banner Honorable Mentions



## Elementary/Middle Entries



# Save the Date

## WAEA EVENT SCHEDULE

September 2018 – August 2019

*All meetings and/or dates and times are subject to change.*

*Please check back before each meeting to confirm*

*\*Some Locations and specifics are still to be determined.*

When	Where	What
April 20, 2019	Cascade High School Leavenworth	Fall Conference Planning Meeting (10:00am-noon) and afternoon Hands-on Workshop (1:30-4:30pm)
May 11, 2019	Maryhill Museum	Open Membership Meeting (10-noon) and after- noon Hands-on Workshop (1-4pm) with Teacher as Artist Reception from (4-5pm)
June 15, 2019	Yakima	Workshop 10am-1pm with afternoon Summer and Fall Planning Meeting (2-4pm)
August 3-4, 2019	Yakima, WA	Summer Leadership Retreat
August 4-7, 2019	Tieton WA	Summer Art Retreat



## Springtime is Blossoming at the Frye!

Discover, create, and reflect at the Frye Art Museum

Field Trips to the Frye are offered Tuesdays-Thursdays, 10 am-12 pm, October through June. Each 2-hour visit includes a guided gallery tour & a hands-on art activity in the Art Studio.

Programs are facilitated to align with themes & materials according to exhibitions, grade level, and Washington State Learning Standards.

*Bus reimbursement available for public schools.*

*Fee waivers available for Title 1 schools.*

Please visit [fryemuseum.org/education](http://fryemuseum.org/education) for more information and to register.

Photography by Jonathan Vanderweil.







# Scholastic Art & Writing Awards

CORNISH  
COLLEGE  
OF THE ARTS

## CONGRATULATIONS

### STATE NATIONAL MEDALISTS!

The following students from Washington State received a Gold Key for Visual Art and were nominated for the American Visions Award at the National Level

- Leila Guilhemotonia Photography *Air Stream*, Seattle Academy of Arts and Sciences
- Makenna Littell Sculpture *Venus Reaching*, Shorecrest High School
- Daisy Pan Drawing and Illustration *Red Souls* Bellevue Christian School
- Emerson Richmond-Burke Photography, *Boy*, Seattle Academy of Arts and Sciences
- Lucia Rosenast Photography *Not His Birthday* Seattle Academy of Arts and Sciences

To see the complete list of winners

### LIST OF STATE WINNERS



## CONGRATULATIONS

### SNOHOMISH COUNTY

### NATIONAL MEDALISTS!

Congratulations to the fourteen Snohomish County students who received National Medals for their entries in the 2019 Scholastic Art & Writing Awards.

- Linda Song, American Visions Medal & Gold Medal Painting, *Still Life*, Kamiak High School
- Nick Heike, Gold Medal, Photography, Paper Corners, Snohomish High School
- Aubrey Springer, Gold Medal, Photography, Faith, Monroe High School
- Danny Aguilar, Silver Medal, Photography, Enchant, Lynnwood High School
- Michael Berg, Silver Medal, Photography, 5i5ty Nic, Glacier Peak High School
- Kayla Boyd, Silver Medal, Printmaking, Home of Champs!, Snohomish High School
- Michael Bronson, Silver Medal, Mixed Media, The Foreshadow of Old Artists, Glacier Peak High School
- Christine Kim, Silver Medal, Painting, Summer Sweets, Kamiak High School
- Annette Lee, Silver Medal, Drawing and Illustration, Identity Crisis, J Art Academy
- Shelby Norton, Silver Medal, Drawing and Illustration, The Time We Destroy, Meadowdale High School
- Bailey Schroeder, Silver Medal, Sculpture, Wasted Knowledge, Mountlake Terrace High School
- Elizabeth Slywka, Silver Medal, Painting, Coffee at 4?, North Creek High School
- Nate Spurling, Silver Medal, Mixed Media, Really Abbey?! Really?!, Glacier Peak High School
- Kristen Walter, Silver Medal, Sculpture, Underwater Exploration, Mountlake Terrace High School

### LIST OF SNOHOMISH COUNTY WINNERS



Linda Song,  
American Visions Medal & Gold Medal,  
*Still Life*, Kamiak High School



Christine Kim, Silver Medal,  
*Summer Sweets*, Kamiak High School



Annette Lee, Silver Medal,  
*Identity Crisis*, J Art Academy



Gold Key  
Audrey Wright Oil paint "It's In the Oven"  
Teacher: Trinity Osborne





**First Place:** "Soliloquy" by Laura Wise



**Honorable Mention:** "Choose Bold" by Sherri Theis

# WAEA Teachers as Artists Annual Exhibition



Maryhill Museum of Art  
**TEACHERS AS ARTISTS: Exploring Identity**  
By Lou Palermo Education Director at the Maryhill Museum of Art

www.waea.net

Three years ago I was the Curator of Education at Maryhill Museum by weeks. The leadership of the WAEA held a meeting here and I was able to meet art educator, Ed Crossan from the Federal Way High School in Tacoma. Ed was working hard to find a venue for an exhibition focused on art teachers and so was I. The rest of this collaboration is history and is now known as *TEACHERS AS ARTISTS*!

Here is why this exhibition is important and why YOU should contribute... Art Educators are under-recognized for their continued practice and exploration of their own skills, which then transmit to their students. Art museums across the country do an excellent job giving students recognition for their work, but in an age when arts education is being slashed it is increasingly important to realize from where these skills come and the impact arts education has on the whole student.



**Curator Choice:** "Identification Clause" by Jodi Patterson

TEACHERS AS ARTISTS is a juried exhibition and is designed to recognize teachers on merit. The jurors are purposely chosen for their experience with working with art and have a complete separation from the state allowing for anonymous and fair judging.

Having an exhibition like this in a museum is a major accomplishment. There are museums who have denied this type of collaboration for the very reason it exists here at Maryhill. Teachers get to add this to their list of honors.

This year, I am very proud to announce the awards chosen by Karen Giles, a former classroom art educator and retired Manager of Community Audiences at the J. Paul Getty Museum in Los Angeles.

Congratulations to:

- **Best of Show:** "Concussed" by Mary Rowland of Bainbridge High School (see cover)
- **First Place:** "Soliloquy" by Laura Wise of Toppenish High School
- **Second Place:** "Desert Dreams of Poseidon" by Mark Wavra of Eastmont High School
- **Third Place:** "Gold Stitched Dress with Red Background" by Laura King of Shorecrest High School
- **Honorable Mention:** "Choose Bold" by Sherri Theis of Joel E. Ferris High School
- **Honorable Mention:** "Tell Me Something Good for My Heart" by Dan Brown of Okanogan High School
- **Curator Choice:** "Identification Clause" by Jodi Patterson of East Washington University

Thank you, every art educator out there, for ALL the work you do. Keep on creating!

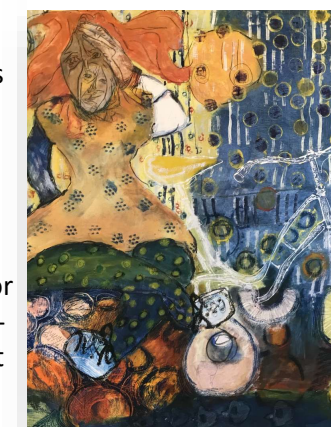
This show will be exhibited until Sunday, May 26<sup>th</sup>. Please take a drive to Maryhill to see it. Any teacher whose work is exhibited is given a free entry for their entire

## Theme for 2020

**TEACHERS AS ARTISTS/ Breaking Glass: Women who influence**  
2020 is the 100th anniversary of the passing of the 19<sup>th</sup> amendment so next years' theme around the females who have influenced you as an artist. This theme can embrace everything from landscape to abstract exploring women who have contributed to the arts, science, and even your own personal life.  
Get creative! Start now!



**Third Place:** "Gold Stitched Dress with Red Background" by Laura King



**Best of Show:** "Concussed" by Mary Rowland



**Second Place:** "Desert Dreams of Poseidon" by Mark Wavra



**Honorable Mention:** "Tell Me Something Good for My Heart" by Dan Brown





WAEA is looking for Hands-On Workshop Presenters for the Summer Art Retreat in Tieton (near Yakima) Aug 5-7th, 2019  
Honorariums will be given for each 3 hour class

DEADLINE: MAY 15th, 2019

[SUMMER ART RETREAT PROPOSAL FORM](#)

# 2019 WAEA



# WAEA FALL CONFERENCE

WAEA is looking for Session Presenters for the Fall Conference Nov 2nd in Leavenworth, WA

*Hands-On  
Best Practice  
Panel Discussion*

DEADLINE: JUNE 30th, 2019

[FALL CONFERENCE PROPOSAL FORM](#)

# MIND THE GAP

**By Yvonne Kunz**

**And James Andrews**

*OSPI Visual Arts Ambassadors for WAEA*

On January 30th, the Office of the Superintendent of Public Instruction (OSPI) Arts Advisory Council Committee held their first meeting of 2019. This committee is comprised of OSPI's Anne Banks, the Washington Art Council, and art education organizations from around Western Washington. WAEA has 3 ambassadors on this committee: Mari Atkinson, James Andrews, and Yvonne Kunz. Committee members heard from various OSPI departments, Office of System and School Improvement; CTE; and the Office of Government Relations.

One discussion topic which was revisited throughout the meeting was the gap between arts education policy and the reality of practice. Washington State has long led the way in creating Arts Education policy. In fact, the state was one of the first to adopt Visual And Performing Arts (VAPA) graduation requirements. And, as of this year, the VAPA graduation requirement has increased to two credits in Core 24, although the second credit may be waived in certain circumstances. Additionally, dance, music, theatre, and visual arts are included as core content areas in the state's definition of basic education. Furthermore, districts are required to have in place assessments for elementary



Graphic by James Andrews

schools, middle schools, and high schools "to assure that students have an opportunity to learn the essential academic learning requirements" in the arts (RCW 28A.230.095). These triumphs on paper, however, do not translate to practice, leaving a gap in art education around our state, especially at the elementary and middle school level.

In the face of public education falling short in art education, arts organizations in the advisory council, ArtsWA, ArtsEd WA, and Arts Impact, are taking on the challenge of bridging the gap. These organizations are successful in training general education teachers and teaching artists and advocating for the arts in their own right and their regions, however, they cannot fully make up the

*Continued on page 33*





# ADVOCACY In All Capitals

By James Andrews WAEA Advocacy Co-Chair



Working on advocacy for the WAEA is rewarding, exciting, and sometimes.....tiring! Since late January, I have been fortunate enough to travel to three capitals: Olympia, Washington DC, and Boston, for various arts advocacy events. Each of these experiences has helped me to be a better advocate for the arts, in general, and for you, my colleagues around the state.

## Capital One: Olympia!

The relaunch of the Arts Advisory Group at OSPI presents a fantastic opportunity to connect with Arts organizations and advocates from around the state. We are able to get updates from OSPI on general issues, legislative priorities, statewide school improvement initiatives, CTE updates, and other programs, initiatives, and events brought forth by other state organizations working with OSPI directly, such as the Washington State Arts Commission and ArtsEd WA.

This initial meeting was full of very useful information but still was very much an introductory gathering. The information sharing went in both directions—with invited members of the group sharing opinions and what we are seeing on the front lines of arts education with those OSPI representatives who were gracious enough to spend part of their day with us. One thing all could agree on was that there is a significant gap in our state's policies on arts education and the actual day-to-day practice in our schools. The consensus is that we look great on paper, but there are no "teeth" to any arts education policies which truly prohibit schools from marginalizing our curricula.

Further discussion centered on the effects of both the CORE 24 graduation requirements and CTE cross-crediting on our secondary arts programs. There is palpable frustration and great concern about these topics—and rightly so. Our WAEA team worked to make sure those concerns of our membership were heard. We spoke with OSPI Arts Program Director Anne Banks, after the meeting, and expressed our desire to have more regular meetings of this group. We also want to establish what our function is. Are we to be a recommending body? If so, how much, if any, actual weight will our recommendation carry? We were clear that we don't simply wish to have complaint sessions a few times a year, which never yield any results. So stay tuned, members---this will be an ongoing and developing situation which will hopefully yield positive results for arts education in Washington.

## Capital Two: Washington D.C.!

I know, I know...this is the BIG capital...so why is it number two? Never fear—I am not diminishing our country's capital---D.C. just happens to be the second capital I visited in my recent advocacy whirlwind. I traveled to the other Washington to take part in the Arts Action Summit. This is the second year I have attended this event, sponsored by Americans For The Arts. Here, I met with



representatives from other Washington State arts organizations and we formed a state team. The first half of the summit is spent on training. All of the various state teams are trained on the particular issues we are focusing on for the year. We are also given valuable training on how to have successful, productive meetings with legislators---What to say, what not to say, and how to be prepared in a way which is most efficient and respectful of everyone's time. The three main things to know and remember are simple but very important:

**Know your "ask."** *What is it, specifically, that you want from this legislator? Do you want to vote for something? Against something? Appropriate funds? For What and how much, exactly? Why?*

**Have data to support your ask.** *Make it easy for your legislator ...or whoever your target is, for that matter---this same strategy is just as effective for dealing with a school board member as it is for a senator. If voting for Bill X will bring Y number of jobs to his/her district, have that hard data there with you. It will definitely be written down. Better yet, prepare a data sheet or packet as a leave-behind for the person you meet with. They will appreciate it!*

**Make it personal!** *Have a story to tell. For example, I spoke about a program called Creative Forces. This is basically an art therapy program for returning veterans with PTSD. I chose to address this topic because I have veterans who carried home more of their experience than they would have liked to. I also teach in the area of Joint Base Kitsap and work every day with students who are affected by the struggles of returning family service members. This topic means something to me. I know the effect this program can have, first*

*hand, so I can do a more effective job of speaking to its importance. I can help the legislator relate to the issue on a more personal level.*

Current and former legislators are gracious enough to come to the event and role play meetings with team members so we can have a "dry run" of sorts. It is very effective training.



The last day of the summit is filled with meetings with each team's Senators and Representatives. These meetings are scheduled by the team captains, who are decided upon some time before the summit. These meetings are often with staffers, rather than the actual member of congress, but these staffers are highly trusted members of the legislators' teams. You can be sure that the actual office holder will hear about the meeting and rely on their staffer's take on it.

Our Washington State Team met with all but one member of Washington's federal legislators. We met

*ADVOCACY In All Capitals....continued on page 48*



## How I Found



**By Cynthia Gaub**

**Pacific Region Middle School Art Educator of the Year**

*WAEA Past President*

When I started teaching art at my low income, high immigrant, urban population school, I was presented with classes that were filled with a mixture of sixth, seventh and eighth grade students. Among those diverse emotional and physical age differences there was also the learning diversity from gifted to high learning needs, sprinkle in some behavior issue kids and the severely physically challenged.

I was confounded with how to approach my curriculum and deal with the necessary differentiations that would be required for my diverse populations.

On top of all this our district lacked a strong elementary arts program, most schools had no arts specialists and many of our immigrant students were coming from lives where art supplies were not accessible at home.

As I scoured the internet for lesson plan ideas, I found some online groups where I posted my woes. I was immediately directed to check out the TAB Choice

group. There I discovered a studio style student focused pedagogy that seemed like it would address all my problems. I found a warm and welcoming group with truly innovative ideas.

I decided to dip my toes into the TAB waters and began setting up a few centers. I primarily used the centers for those early finishers. After kids finished my teacher directed projects, they could create artworks of their choice with a variety of drawing tools or use programs on my 2 computers. This worked well but it dawned on me that next year I would have my mixed grade classes where some would have already done my projects and others that would be completely new.

I knew making a middle school student repeat a project would have disastrous results. But I also didn't want to redesign entirely new projects every year, or even possibly every trimester when they came back with in the same school year. What to do?

I really loved the full studio choice I was seeing described on my online group, but it still seemed too unstructured for my middle school kids. I had nightmare visions of wandering gangs of students that wasted supplies and caused trouble without purpose or art making. But I already had this problem with my current set-up so I guessed it couldn't get worse.

So I decided to modify the model and give the kids a theme to guide them and allow them a choice of media, size and color to interpret the theme.

My first modified choice challenge was the "Chair Project." I was inspired by a number of schools and arts organizations that had held auctions with this theme. I felt that offering multiple choices of media, including 2-D and 3-D, would allow me to meet the needs of my students as well as dealing with issues of

limited space and budget.

I opened my chair project with a power point of chair images in a variety of art media. After the presentation, students developed a plan by first selecting a media that interested them. They drew sketches and did research.

Many of them gathered supplies from home, even purchasing supplies or enlisting relatives with wood working tools to assist outside of school. A few decided or were encouraged to work in small groups while others worked independently.

The room was a beautiful picture of controlled chaos. Everyone found a niche and explored the idea of the chair in the ways they wanted. The project was a hit and several finished products made it into our district art show.

From this success, I was encouraged to continue on this



Choice path, each year designing new themes. Many of my art themes included lessons that connected to art history, like surrealism and pop art, or touched on cultural crafts like masks and vessels. I tried to pick topics that my middle school students could open up to, like self-portraits and everyday heroes.

My practice continues to grow and flux as I experiment with ways to both offer choices and provide necessary guidance and boundaries, while also addressing grade level learning requirements. I can't claim to have obliterated discipline problems or failing students in my classroom. But the more I practice, the more I discover the depth with which I get to know my students' personalities and abilities as I allow them more and more choices and opportunities to explore their artistic passions.

To learn more about TAB Choice check out: <http://teachingforartisticbehavior.org/>

To see more information about Choice in my classroom check out: [www.artechtivity.com](http://www.artechtivity.com)

## What is TAB?

**TAB is....**

**Teaching for Artistic Behavior**



## CONNECT ART TO LIFE WITH RESOURCES FROM SAM!

Seattle Art Museum provides empowering learning and teaching opportunities for both educators and students. Our programs ignite curiosity, foster critical thinking, and create environments that are challenging, inclusive, and collaborative.

Photos left: Natali Wiseman, right: Robert Wade

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July 24-25, 2019  
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[visitsam.org/educators](http://visitsam.org/educators)

## ANN P. WYCKOFF EDUCATION RESOURCE CENTER

Wednesday-Saturday, 10 am-2 pm  
Full of free resources for educators!  
[visitsam.org/erc](http://visitsam.org/erc)

**SAM**



# My Top 20 Takeaways from the Colorado TAB Conference

By Andrea Johnston  
Elementary Art Teacher—Battle Ground, WA

I love lists. So here it is, the top 20 list of my most meaningful takeaways, quotes and inspiring ideas gleaned from the CO TAB (Teaching Artistic Behavior) conference held this past January at the beautiful Rocky Mountain College of Art and Design in Denver, Colorado.

1. Try to make or initiate just **“one more thing a month”** while first doing TAB! Here is a list of things to consider.
2. What do you do about **waste in the TAB studio?** Wendi Oster’s thoughtful advice to this burning question was to, “Expect some waste, but see it in the light of student growth”. Remember how in your own artmaking sometimes there will be waste or materials that must be used and discarded as practice or skill building. Wendi also shared that she only has out for the students the bare minimum and keeps surplus stored away.
3. Tip on **managing student artwork** in the Tab Studio: Put going home work on the Chairs & the work to be displayed in school-in a box in hallway.
4. Julie Toole asked us to stop and reflect back on our



own 1st experiences of the **“Wonder of Art”**. Can you remember back to how art made

you feel as a child? Julie noted the importance of “blurring the line between home art and school art”. “Celebrate that there is value in everything a Child makes”.

5. It is with utmost importance that we value and re-

spect and **honor the aesthetics of the Child**. (I am constantly reminding myself that there are adult aesthetics and child aesthetics).

6. Children are bombarded with macro aggressions, a great idea would be to post **micro affirmations** around our studios and schools?! (Julie Toole idea)



7. My Favorite Quote from Julie Toole: **“The artwork created is a souvenir of the learning process.”**
8. Another great tip from Julie Toole: Make an artist disposition questionnaire= Ask the students the following questions: How do you see yourself as an artist? What is your most comfortable working style? Our role is not just to teach and facilitate but also and maybe even more important is to NOTICE. **Be a Noticer!**
9. Use the following Prompts during Reflection time: Is the story told? Is the job done? Use the visual of a “Compliment Sandwich” to help the younger grades give feedback.
10. Ask the students during Reflection time: What Studio Habit do you think you used and why/how? Try to **model the Studio Habits of Mind organically & daily**. Another idea=Give out cards when students

are working that state what Artistic Habit they are working on, post them and photograph them in room and for art events.

11. Write/post the word **Purpose**. To remind students and teacher to include in discussions/reflections. Does your work express an emotion, create curiosity, tell a story, provide a function, or is it a new innovation?...
12. Challenge myself, “Could I Poetically Play with Data”? (To understand more about what this implies check out the youtube video called *Little Red Riding Hood Retold by danny1501*) *Could I use more Stories in Art class as prompts?* (The book *My Life with the Wave* was used as a great example)
13. What is an Object Library (non-profit warehouse for art educators) and how can I get it going in my City/State?
14. What can I do to build my students’ confidence, yet still allow and expect my students to **productively struggle?**
15. Create my own Calming Kit and Calming Corner, “take a minute, take a break.”
16. Download the CALM app (it’s free for educators!), ask students to “Be right here, Right now”.
17. Initiate **“Whisper Work Wednesdays”!!** What a marvelous idea!
18. When feeling bummed about assessing my students art, remember: “We evaluate what we Value”. **Assess students on the artistic behaviors found in the Studio Habits of Mind, not the Artwork created.**
19. Use Cynthia Gaub’s lesson plan, **“Studio Habits around the Room”** during a faculty meeting and during open house with parents and students. Piggybacking on this idea: When starting clay do “Clay Around the Room: a way to introduce clay by having students practice at stations such as-making coils, slab, pinch-pot, then destroy/reclaim the clay, just a day of practice to build confidence and skill
20. Another great quote from Cynthia Gaub: “Its okay for students to create

images they are bombarded with”, have them give credit, identify it as a skill builder, and try to make their own in the future.”

These were just a few takeaways that I wrote in my journal. This list could have been a lot longer! It was truly inspiring to hear all the keynote speakers and the set up of the two days was perfect because it allowed plenty of time to go to break out sessions and most important of all to have meaningful conversations centering around the TAB philosophy. This is my 14th year as an art educator, but my first year implementing a TAB elementary art studio. So in many ways this past year has felt more like my first year teaching! This conference was rejuvenating to my practice and I highly recommend it to any art educator who is interested in exploring TAB.



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# VISIT FLORENCE WITH MARIST COLLEGE

BY CYNDI NOYD

TEACHING ARTIST 1-12TH ART STUDIO TEACHER AT THE RIVER ACADEMY SCHOOL ESD 171 REPRESENTATIVE NBCT

Florence in 2019, It could be YOU! Why not fly to Florence Italy as a guest of Marist College? Marist has a campus in Florence Italy offering BA degrees in Italian, Art Restoration, Fashion Design, and Global Marketing, to name a few. We have no argument about what our students could study in Florence. What could we learn as we walk the same streets where Leonardo, Michelangelo, Giotto and the other ‘greats’ of the Italian Renaissance lived and worked. I was the lone art teacher, accompanying 12 high school academic counselors from all over the world: Japan, Africa, China, Australia, and the U.K. The counselors generally will visit an European university a few days before attending their world-wide convention in Vienna, Austria. This group was chosen to spend three days with Marists



Florence Campus. Marist decided to invite an art teacher this year. And after my visit I see why. This campus is great fit for students studying the arts. If I have a student interested in studio art and art history, there is no question. Florence’s history is phenomenal, and Rome and Milan both less than 200 miles away. Why stop there? The train system can take you all over Europe. Marist put us up in a fabulous historic hotel and we were kept busy touring the Marist campus, classrooms, dorms, and met professors. The campus has beautiful and well-equipped art rooms for painting, graphic design, fashion design, printmaking, ceramics, and art restoration. I can’t think of another place to study the classical arts of the Italian Renaissance, or Italian fashion design! Marist offers some 400 courses here. Some students will stay a semester, some stay and



complete their Bachelor’s degree. Markets, food and fun! Marist fed us well, taking us to exclusive lunches and dinners. Chefs spoke of the food choices and paired each with a wine. The Italians love their fresh foods and care about the entire experience. The food tours help us understand Italian culture and know that our students would also experience it. Museums, museums, museums! My free time was spent in museums. I was able to spend time visiting Michelangelo’s David, a Marina Abramovic exhibit, Medici Chapel, The Uffizi, and walking miles along the historic streets. If you love art history, Florence is a must. Seeing the buildings where the powerful families lived and defended, the Arno river and the layout of the city help to understand Florence. After the ‘Fly-in’, I joined my daughter in Milan and Venice to complete the week. As you can imagine, it was interesting to compare and contrast these three beautiful cities. Thank you to Marist College



for giving me this opportunity. **HOW TO APPLY;** If you didn’t visit the Marist College’s booth at the NAEA Convention, Boston 2019. Check out their website <https://www.marist.edu/> Good luck!

## MIND THE GAP

Continued from page 25

shortcomings of public education. According to K-12 Arts Education, a report by the WA State Arts Commission, 33% of elementary students in Washington State receive less than 1 hour per week of art instruction and 63% percent of principals are dissatisfied with the quantity of arts education in their schools. Sadly, Washington State has fallen to the ranking of 46th in terms of funding of the arts. Addressing this gap in policy and practice at the recent Arts Time conference in Tukwila, Superintendent Reykdal encouraged educators to take action in their local communities. He stated that there is change happening around education at the legislative level, the outcomes of which are to be seen. As supporter of art education, the Superintendent stated that his office directs policy, and he is reluctant to add “one more” directive to local schools. Instead, he urged educators to take action. “Do you see how I keep putting responsibility on you? Just like we ask our students to do: ‘take

responsibility for your learning.” Reykdal urged art educators to address the gap in arts education practice by advocating to their local school boards; even to run for school board. As art educators we know and see the benefits of a robust art education. OSPI too knows the benefits of a robust art education. To bridge that gap between policy and practice, we must continue to be the voices for change. As changes come at the Legislative level, opportunities for districts to provide or improve art education programs may arise. We must be vigilant in paying attention to what happens in the legislature and in our communities. WAEA ambassadors will continue to voice our concern and joys to OSPI, but that is not enough. We must all bring awareness to the gap in art education policy and practice in Washington State.



# ArtsTime Recap

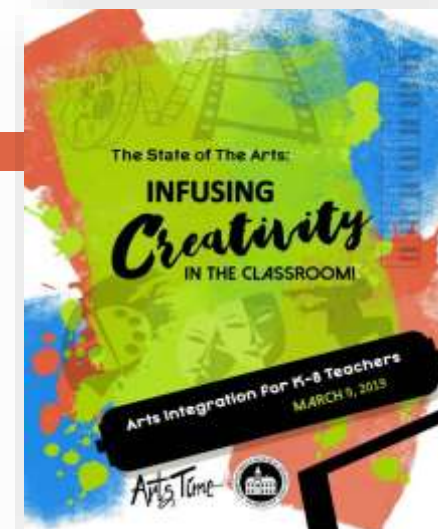
ArtsTime 1989 - 2019

The State of the Arts: Infusing Creativity in the Classroom

By Mari Atkinson

Could the biennial ArtsTime conference - a feast of all the arts with everyone singing, dancing, acting and making art - get any more vibrant? Apparently so. The 2019 ArtsTime "Infusing Creativity in the Classroom" conference was a celebration of 30 years going strong. State Superintendent Chris Reykdal started the day with the keynote "The Arts - Essential in Educating the Whole Child." Superintendent Reykdal was inspiring and optimistic as he expressed the critical importance of helping our students find their own paths through creativity. He expressed a directive and encouragement to all educators for speaking-up at school board meetings and with district administration to advocate the need for more arts. Teachers know what is best for students; make your voices heard.

Break-out sessions followed with strands for dance, music, theatre, and visual art by grade level bands. Participants could select their sessions by art form or grade level band and were emboldened to "take a risk" (in the same way we encourage our students) and try-on a new art form. I heard from one teacher who tried a dance session for the very first time in her life and loved it!



During lunch we were entertained by a special group of musicians from South Kitsap High School. We would have been lost without our student volunteers, who also took photographs throughout the day and put together a slideshow as part of the closing ceremony. The closing ceremony also included hearing from Gina May, founder of ArtsTime and first Program Director with OSPI, followed by Dr. AnnRené Joseph, who kept ArtsTime alive as the next OSPI Program Director. Both former directors gave cherished ArtsTime artifacts to our current OSPI Program Director, Anne Banks. Then, Dr. AnnRené Joseph led us all in song singing a passionate Happy Birthday, ArtsTime.



The conference has changed in focus and format throughout its 30 years, however the passion for the arts in Washington State remains compelling and constant.



Photos by Mari Atkinson, Carolyn Benjamin and Isolde Beebe



Dr. AnnRene Joseph



# Save the Date

## Upcoming WAEA Events You Won't Want to Miss



Learn - Create - Rejuvenate

**Aug 4-7, 2019**

Summer Leadership Retreat

Tieton WA (near Yakima)

Want to learn, create and rejuvenate this summer? Don't miss out on this great opportunity to improve your own practice, learn from a variety of different artists and have fun making art.

3 Hour Hands-On Classes

Choose from a Variety of Options...

such as Mixed Media, Art Journaling, Sculpture, Printmaking, Markers, and other Media with different classes offered each morning and afternoon.

20 Free Clock Hours to WAEA Members

**Aug 3-4, 2019**

Summer Leadership Retreat

Yakima WA

Want to get more involved with WAEA? Why not join us for our annual leadership retreat. All are welcome.

- Boot Camp for New Board Members
- Equity and Diversity Training
- Fall Conference Planning
- ESD and Division Strategizing
- Reviewing Strategic Plan
- Plus some FUN!

10 Free Clock Hours to WAEA Members

[www.waea.net](http://www.waea.net)

# WAEA FALL CONFERENCE

CONFERENCE PLANNING COMMITTEE

We are looking for volunteers to help our with planning and running the 2019 fall conference

Come Join Us at the next Fall Conference Meeting Saturday April 20th at Cascade High School, Leavenworth  
10am -noon

**Nov 1-2, 2019**

***"Fall Into Art"***

WAEA FALL CONVERENCE

Leavenworth, WA

The 2019 conference will be held at the newly rebuild Cascade High School in Leavenworth.

Join us for lots of great sessions, inspiring keynote, student artwork displays, exhibition hall, collaborative community project, and of course the famous after party with karaoke

The main event is Saturday November 2nd, but you won't want to miss out Friday night on being a student in one of our TAB (choice based art) workshops where YOU are the student.

10 Free Clock Hours to WAEA Members

# "Fall into Art" LOGO DESIGN CONTEST

Logo Requirements

- Include the text of the theme "Fall Into Art"
- Include text WAEA or Washington Art Education Association
- Include Graphic Image(s) to communicate theme

Contest is open to all WAEA members and their students

DEADLINE for ENTRIES is May 31st

PRIZE: \$50 Blick Gift Certificate



# Who Are You?

## What Interests You?

### Self Portraits in the Inspiration of 'Self' – Artist Tschabalala Self

By Dr. AnnRené Joseph-

(Retired Program Supervisor for The Arts, OSPI, and current CEO of More Arts! LLC)

The Tschabalala Self exhibit at the Frye (January 26-April 28, 2019, is a 'must see' exhibit. The Washington Art Education Association (WAEA) held their winter board meeting and staff development opportunity at the Frye, and members (me included) were invited to a docent lecture tour that was about the exhibit and artist. Members attended a professional development art-making workshop led by past co-president Mari Atkinson, following the docent tour. We were asked to create a self-portrait, using found objects and artifacts, and art making tools and resources, provided by Mari. Additionally, an informational PowerPoint about the artist, including a follow-up lesson plan, and links for further study were received, as well as three clock hours. This presentation and professional development opportunity were one of the best of my career, now spanning 41.5 years. I was inspired and transformed by the presentation, and grew as an artist and student. The camaraderie and support of WAEA members present, hearing about their shapes, and viewing their self-portraits, enhanced the experience beyond simply listening



about the process and purpose used by the artist. Photos of my artwork, as well as those of WAEA attendees are included in this article submission. We were allowed to take photos of the artist's work, too.

We learned about the artist Tschabalala Self, from the docent, from viewing the artist's works on display, and from the PowerPoint presentation, which included a YouTube video at the following link at: [https://www.youtube.com/watch?reload=9&v=7mGC\\_zxcp5k](https://www.youtube.com/watch?reload=9&v=7mGC_zxcp5k). I encourage interested readers to further research this artist. Attendees at this WAEA professional development learned that Tschabalala Self creates and builds her three-dimensional avatars by first imagining and researching them. They are first drawn, painted, and printed; then sown on her movement images to make them three-dimensional and more than life size. They are designed to provoke, evoke, challenge, question, and inspire viewers.

The artist challenge to those of us attending this professional development, exhibit, and presentation was to represent ourselves in a self-portrait incorporating a selected shape; and by utilizing

found objects, colors, patterns, materials and textures. We were to explore the closed shape of our selection, and create unrealistic and exaggerated representations of the characteristics that one likes about oneself, and be able to communicate ourselves to one another. My shape was a circle. Utilizing the materials available, I created a 'self-portrait' to celebrate and examine myself. I added to my image after the paint dried a few days later.

Tschabalala Self was born in 1990, and is a young artist making an impact through her art. I've included a brief bio about her following her personal quote below, shared by Mari Atkinson in her PowerPoint presentation, about the artist's purpose and intention regarding her art. It read,

*"My work does not comment on stereotypes and generalizations about the black female body. My practice absorbs these fantasies. The work is celebratory because one must thrive despite destructive rhetoric. This tension is existential and one all individuals must contend with. My paintings are an attempt to work through this crisis and communicate a sincere truth."*

**Tschabalala Self**  
(American, b. 1990, Harlem, New York) lives

and works in New York City and New Haven, Connecticut. She received her BA from Bard College in 2012 and her MFA from the Yale School of Art in 2015.

The photo images included of the WAEA members, including my own self-portrait, are representative of our brief and personal encounter with the artist's work, her words, and purpose, and some of her methods. They are 'photos worth 1000s of words'. My interest about the artist continues. Her work and purpose has changed me. That is what art does. Thank you to Tracy Fortune, Mari Atkinson, and the WAEA Board for making this workshop a possibility.

**Who am I?  
I am a circle.  
What interests me?  
More Arts!**



"Bellyphat" by Tschabalala Self  
2016



"Self Portrait" by AnnRene Joseph  
2019





# MUSEUM HAPPENINGS



## Greater Seattle Area

**Bellevue Arts Museum** Clyde Petersen *Merch & Destroy* Through April 14 For twenty years, Clyde Petersen was on the road as a tour manager for a series of Northwest-based punk and post-punk bands, including Laura Veirs, Earth, Aesop Rock, Little Wings, Kimya Dawson, and his own musical project, Your Heart Breaks. *Merch & Destroy* (a post-modern pun on the Iggy Pop track from 1973 and the drudgery of life on the road with a band, unpacking, pushing, and repacking band merchandise at each venue) is a heartfelt yet abject love letter to the touring rock band. The exhibition also marks the conclusion of this era in Petersen's life; after two years touring his animated autobiographical movie *Torrey Pines* (2016) he is ready for a break from the touring life. <https://www.bellevuearts.org/exhibitions/current/clyde-petersen>



**Frye Art Museum** *Tschabalala Self* JANUARY 26 – APRIL 28, 2019 Tschabalala Self's work examines the intersectionality of race, gender, and sexuality, focusing particularly on the iconographic significance of the black female body in contemporary culture. The artist creates exuberant, multilayered characters—not depictions of herself or others, but “avatars”—that resist reductive representations of blackness, performing their individual identities despite the voyeuristic fantasies of the spectator. <https://fryemuseum.org/exhibition/7042>



**Henry Art Museum** *Edgar Arceneaux: Library of Black Lies* November 17, 2018 — June 02, 2019 Arceneaux argues that the true nature of people and events, which is insistently messy, chaotic, and rhizomatic, is often whitewashed and sterilized. <https://henryart.org/exhibitions/edgar-arceneaux-library-of-black-lies>



Compiled by Mac Buff WAEA Museum Educator Division Rep

**Museum of Glass in Tacoma** *PRESTON SINGLETARY: RAVEN AND THE BOX OF DAYLIGHT* OCTOBER 3, 2018 - SEPTEMBER 2, 2019 <https://www.museumofglass.org/raven-box-of-daylight> The glass art of Preston Singletary (American, born 1963) is rooted in the narrative of *Raven and the Box of Daylight*. Primarily known for his celebration of Tlingit art and design, Singletary will explore new ways of working with glass inspired by Tlingit design principles. Tlingit objects were traditionally used to show wealth and tell stories by representing elements of the natural world, as well as the histories of individual families. By drawing upon this tradition, Singletary's art creates a unique theatrical atmosphere in which the pieces follow and enhance the exhibition narrative.



**Seattle Art Museum** *Jeffery Gibson: Like a Hammer* Through May 12, 2019



Gibson's complex work reflects varied influences, including fashion and design, abstract painting, queer identity, popular music, and the materials and aesthetics of Native American cultures <http://gibson.site.seattleartmuseum.org/>

**Tacoma Art Museum** *Jaune Quick-to-See Smith: In the Footsteps of My Ancestors* March 9th, 2019 - June 30th, 2019 <https://www.tacomartmuseum.org/exhibit/jaune-quick-to-see-smith-in-the-footsteps-of-my-ancestors/> Jaune Quick-to-See Smith is one of the U.S.'s finest Indigenous talents. Smith is a mature, late-career artist with extraordinary aesthetic, intellectual, and curatorial achievements to her credit. She mines her cross-cultural experience and Salish-Kootenai identity, and spans cultures with powerful, idiosyncratic results of high aesthetic caliber. Smith has an international reputation with a strong, clear body of

work; she has earned her leading standing among women artists and Native American artists while simultaneously aligning both of these often still marginalized groups more closely with the mainstream art world.



**Wing Luke Museum** *Lore Re-imagined: Shadows of our Ancestors* Through April 14 Guest curated by Chieko Phillips, *Lore Re-Imagined* places our ideas about preserving cultural memory center stage. Indigenous groups and marginalized communities have long relied on non-written transmission of stories, art forms and other knowledge to maintain a historical record and sustain their cultures and identities. This lore is often kept informally within families or preserved formally within museum collections. *Lore Re-Imagined* features artists who are also guarding cultural memory by giving it an active place in their contemporary practice. [https://www.wingluke.org/single-exhibit/?mep\\_event=122](https://www.wingluke.org/single-exhibit/?mep_event=122)



## Western Washington

**Cascadia Museum** in Edmonds *Woodland Reverie: The Art of Helen Loggie* April 11, 2019 - June 30, 2019 Helen Loggie (1895-1976), a Bellingham resident who became nationally known for her etchings of the Northwest landscape, particularly the highly detailed studies of trees within the natural environment of Washington State. Our exhibition brings together a wide variety of works in various mediums from public and private collections with many being seen for the first time. The art dates from the early to mid-twentieth century. <http://www.cascadiaartmuseum.org/?exhibition=woodland-reverie-the-art-of-helen-loggie>



**Whatcom Museum in Bellingham** *Bellingham National 2019—Water's Edge: Landscapes for Today* February 2 – May 19, 2019; Lightcatcher building artwork submitted by artists from across the United States that represents an investigation of contemporary art practices, and addresses our understandings of the Earth, climate change, and the evolving relationships of humanity to Nature. Works range from traditional interpretations of the observed landscape to the metaphoric and spiritual

manifestations of the landscape through image, color, language, and mapping of our felt responses to Nature and the world. <https://www.whatcommuseum.org/explore/exhibitions/current-exhibitions/>



## Eastern Washington

**Northwest Museum of Arts and Culture in Spokane** *The Inuit Art of Povungnituk* February 16-May 12, 2019 Povungnituk work is populated with creatures, experiences, fantasies and lore, revealing a glimpse into the indigenous Arctic world view and reflecting the history and legends of a culture <https://www.northwestmuseum.org/exhibits/current-exhibits/inuit-art-of-povungnituk> Also *Into the Arctic* February 16-May 12, 2019 Paintings and films from the furthest reaches of the Canadian North. Over a decade in the making, Cory Trépanier's *Into the Arctic* exhibition tour presents the most ambitious body of artwork ever created about the Canadian Arctic. Adding to his majestic paintings are a series of Arctic films, which cinematically convey the wonder, awe and challenges of his northern painting expeditions. <https://www.northwestmuseum.org/exhibits/current-exhibits/into-the-arctic>



**Maryhill Museum of Art near Goldendale** *Mélange: Works on Paper* March 15 – July 7, 2019 *Mélange* includes an array of more than 40 prints, drawings and watercolors drawn from Maryhill's collection. Included are works by noted Northwest artists such as Rick Bartow, Betty LaDuke, Richard Thompson and Henk Pander. Also featured are a lithograph by Thomas Hart Benton, and several prints by the French artist Marcel Augis, who trod World War I battlefields to depict the everyday lives of Allied troops. The subject matter of the works on view ranges from landscapes and nature studies to interiors, portraits, still life and abstract works. <http://www.maryhillmuseum.org/current-special-exhibitions>





# WAEA Traveling Workshops

Highlights from Events  
from around the state



Nature Basket Weaving in Cheney, WA



Mixed Media Place Settings in Mt Vernon, WA



Nature Tiles in Tumwater, WA

FRYE



Avatar Portraits at the Frye  
Museum in Seattle, WA

**SAM** SEATTLE  
ART  
MUSEUM



Beading at the SAM in Seattle, WA

## UPCOMING PROFESSIONAL DEVELOPMENT OPPORTUNITIES



### Fractured Still Lifes

**Hands-On Workshop**  
With 3 Free Clock Hours

**Presenters:**

Adele Caemmerer and Cyndi Noyd

Let the Archibald James Ciderworks in Leavenworth be your portal to abstraction. Using the creative triggers of Nicholas Roukes as our guide, we will interpret, fracture, then reconstruct drawings of found objects at the Ciderworks. Media options will be available to experiment with, along with student examples, process guidelines, rubrics, and art historical references, to support easy application to classrooms at any level.

**Date:** Saturday April 20th

**Time:** 1:30-4:30pm

**Location:** Archibald James Ciderworks  
925 Commercial St, Leavenworth, WA 98826



### Rodin Figurative Drawing

**Hands-On Workshop  
And Tour**  
With 3 Free Clock Hours

The Maryhill Art Museum collection contains more than 80 works by Auguste Rodin, including bronzes, terra cottas, plaster studies, and watercolor sketches. This workshop includes a tour of Rodin works and guided figurative drawing instruction using Rodin's sculpture as models.

**Date:** Saturday May 11th

**Time:** 1:00-4:00pm

**Location:** Maryhill Museum of Art  
35 Maryhill Museum Dr, Goldendale, WA 98620





## ESD 121 Hands-On Workshop Creating Canvases With Loose Parts

Come join us for a 3-hour hands-on teacher as artist or artist as teacher workshop to create art from writing, color collaging, printing, and collaboration. You will leave with some finished pieces and work-in-progress canvases to take with you.

### Led by:

Amanda Amsel - WAEA Secondary Representative  
Lily Hotchkiss - WAEA Independent Representative

### Where:

Seattle Academy of Arts and Sciences (Arts Center)  
1100 12th Ave Seattle, WA 98122  
Enter on 12th Ave on the corner of 12th and Spring Street, across from Cafe Presse.  
Free street parking on Sundays (anywhere)

**When:** May 5th, 2019 1-4pm

**Bring:** A lesson idea or project to share with the group that was successful from your school year. You may want to bring your personal sketchbook or art journal.

All supplies, light snacks, and drinks provided.

**Who:** All Art Educators Welcome! 3 Clock Hours Free to WAEA Members

RSVP: Amanda Amsel [secondary@waea.net](mailto:secondary@waea.net)

## ESD 112 Hands-On Workshop Event Art JOURNALING & ALTERed BOOKS



**About:** ESD 112 has scheduled an end of the year evening of art fun for you! Toni Minish, Snohomish High School art educator will be our guest speaker, focusing on art journaling and altered books. There will be opportunities to make some art, hang out with other art educators, eat great food and enjoy a drink or two if you'd like. All Art Educators Welcome.

**When:** Save the date, it will be fun!

**Friday May 104:00-7:00** 3 clock hours available (Free to WAEA Members)

### Where:

**Mill Creek Pub** 1710 SW 9th Ave, Ste 101 Battle Ground, WA 98604 We've booked a private room at the Mill Creek Pub in Battle Ground (a full service restaurant and bar—no host)

**RSVP:** ESD 112 Regional Vice President Barb Holterman [holterman.barb@battlegroundps.org](mailto:holterman.barb@battlegroundps.org)



## WAEA Stuart Davis Memorial Scholarship Info

Again this year, WAEA is proud to select three \$1000 WAEA Stuart Davis Scholarship Recipients who are high school students who plan pursue art or art education after they graduate from high school or receive their GED.

### Amount of Scholarship

- **1st:** First place award will be \$1000.00 plus their photo and/or art on the cover of WAEA's Splatter Magazine. The first-place student will also receive a free one-year student membership to the Washington Art Education Association.
- **2<sup>nd</sup>:** The second award will be \$1000.00
- **3<sup>rd</sup>:** The third award will be \$1000.00

### Who Can Apply: The applicant must be

- A senior, graduating or receiving a GED this school year.
- Planning to attend a college, community college or art school classes with a focus on visual art or majoring in art or art education.
- Have a sponsor who is a current WAEA member.

### Deadline for Applying:

**The deadline for Entries is May 15, 2019**

Notification of awardees will be by May 23, 2019

### What to Submit:

1. Five digital images of artwork.
  2. Artist Statement describing work
  3. Letter of introduction and intent stating future educational plans in art.
  4. Letter of recommendation from their WAEA sponsor
- The completed scholarship application form (see website)

**Where to submit:** Email all files to WAEA Scholarship Chair Marta Olson [scholarship@waea.net](mailto:scholarship@waea.net)

**More Info:** Visit [www.waea.net](http://www.waea.net) for more information and to download the scholarship application form.





Highlights from

# Boston

2019 NAEA Convention





*Continued from page 27: ADVOCACY In All Capitals*

with Republicans and we met with Democrats. These meetings show something very quickly—the letters next to these legislators' names don't matter. I met with people I expected to be totally gun-ho who were perhaps a bit sleepier than I would have imagined. I've gone into offices which I assumed would be downright hostile, only to find them extremely accommodating. As individual advocates, and as an advocating organization, we must take care not to "pre-demonize" anyone who has the power to help us achieve our mission. We're not always going to hear the answer we want, that day—but every meeting is an opportunity to build a relationship which can advance our mission in the future.

### **Capital Three: Boston!**

More than a few of you, reading this, may have joined me at this one. This event was our National Art Education Association Annual Conference. As always, the conference was full to the rim with valuable PD sessions on a huge variety of topics. I got the most out of a session which helped navigate and clarify the various Title funding opportunities, under ESSA. Most of us are at least aware of Title I funding for schools with high poverty rates. It may be news to many of you, however, that there are other Title programs which you may use for arts education money. Here is a list of some options you may not know about:

**Title I-** Arts Integration/Infusion and may be used as a whole school turn-around model.

**Title II-** This section is largely about Professional Development money. That money may be used for subject specific training to art teachers.

**Title III-** money from this section may be used to provide arts resources which increase language acquisition.

**Title IV-** This portion of the Essa specifically lists funding Music and The Arts. Part A supports integration of arts into other curricula while Part B tends to focus more on opportunities for enrichment in the art, such as after school and summer programs. The amount of money districts receive under Title IV is tied to a formula which uses numbers from Title I, Part A, Subpart 2. The money available under this part funds

1. Education Technology
2. Safe and Healthy Students
3. **Well-Rounded Education (of which Art is a definite part)**

There are specific percentages of each district's Title IV money which must be spent on each category, depending on if the district's allocation is above or below \$30,000. This money can be used for things as diverse as Art supplies and equipment, AP test fees, Arts integration test fees, instructional resources, or even staff positions.

**Title V, Part B-** This part contains the Rural Education Achievement Program which can be used to increase arts education in rural districts. These districts typically don't have a large enough

population to qualify them for certain federal grants or, if they do qualify, their numbers don't qualify them for enough money to actually implement the projects they plan.

Many, many thanks go out to both my district and local union (North Kitsap) and to the WAEA for funding my attendance at all three of these advocacy events. I am lucky to work in a district which offers Professional Enhancement Grants (PEG) each year. I am even more lucky to have been awarded one of these PEGs several times. My hope for the future is to advocate for Title 2 monies to be dedicated to the Art Department for annual attendance at the NAEA Conference. I hope you will all consider doing the same and let me know of your many successes so that I may share them with your colleagues here, in Splatter.

A few years ago, the WAEA formally created our Advocacy Division and dedicated budget funds to it. I strongly believe that strong advocacy is the paramount duty of our organization. In addition to providing our members with solid professional development in best practices and lesson options, advocacy directly aids us in our mission and vision. Advocacy is how we lead the way in visual arts education in our state and how we work to create reliable access to high quality art education for all of Washington's youth. If you've found anything in this article helpful, please consider, first, letting our WAEA leadership know that you support and appreciate our advocacy efforts and, second, getting involved in advocacy, yourself—whether it is in your own district, your region, or at the state level with yours truly here at the WAEA. This is your organization—our organization.

**Let's keep making it better...**

**TOGETHER!**



**Looking for additional ways you can advocate for art in your school, district, region, state or at the national level?**

**Check out**

- Advocacy sessions at the WAEA Fall Conference
- the [WAEA website](http://waea.net)
- Future issues of Splatter Magazine
- and/or contact one of our Advocacy Co-Chairs

**James Andrews:**  
[advocacy@waea.net](mailto:advocacy@waea.net)

**Faye Scannell**  
[fsnyder1962@gmail.com](mailto:fsnyder1962@gmail.com)

**Use Your 5 Senses to Advocate for the Arts**  
**Deadline for Artworks**  
**JUNE 30th, 2019**  
**Details on Page 11**



# PROFESSIONAL DEVELOPMENT OPPORTUNITY

FREE NAEA  
WEBINARS

**Earn FREE WA State Clock Hours  
with NAEA Professional Learning Opportunities**  
Design your professional learning experience today!

by Mari Atkinson  
WAEA Clock Hours Coordinator

[clockhours@waea.net](mailto:clockhours@waea.net)

Great news! Now you can learn on your own time, or lead a cohort, and earn clock hours by viewing webinars on the NAEA website. National Art Education Association (NAEA) is the leading professional membership organization exclusively for visual arts educators. NAEA Virtual Art Educators is a space for you to access premier professional learning opportunities from anywhere in the world. Choose from a growing number of live and archived webinars, sessions, workshops, and more to create your ideal experience. Be informed and inspired by colleagues, artists, and experts offering programming that is 100% art education content that can be applied immediately to teaching and learning.

## NAEA's webinar offerings

NAEA's webinar offerings are often the most referenced member-benefit as members contact staff with inquiries. The growing interest from members, as well as interest from strategic partners, has caused further strategy development; NAEA webinars are now categorized into three types:

- **Monthly or Bi-Monthly Webinars** – Webinars consisting of substantive content offered for professional development credit; available to NAEA members for free; and for a fee to non-members.
- **"Need to Know" Webcasts** – Webinars consisting of informational content without professional development credit; available complimentary to members and non-members.
- **Closed Webinars** – Webinars supporting the growth and development of defined NAEA communities such as the School for Art Leaders cohort, Leader-to-Leader community, and Special Purpose Working Groups.

## Webinars still to come for this school year:

- Teaching Art Students with Autism: 3/16/19
- Design Thinking & Curriculum: 4/10/19
- Art Teachers as Artists: 5/15/19
- STEAM/Makerspace: 6/5/19
- [Visit Virtual Art Educators](#) for more details on webinars.

Design your professional learning experience today! . Check the NAEA website often. This is an awesome member benefit! Enjoy and learn.

## Here's How to earn FREE CLOCK HOURS

- Go to the NAEA website, log-in, and click on Virtual Art Educators.
- Select a live or archived webinar, session, or workshop to view.
- Look for selections that "contain 2 component(s) 1.00 credit hour offered"
- After viewing the webinar, you will have record on your dashboard.
- When you have viewed a minimum of **3 credit hour sessions**, download and send each certificate of completion attached to an email to Mari Atkinson [clockhours@waea.net](mailto:clockhours@waea.net)



# Organized Splatter

Tips and Ideas For The Art room  
by Tracy Fortune

Inspiration from....

## Lisa Crubaugh's Ceramic Studio



Seeing Lisa's studio was extra special with its tools, artworks and inspirations everywhere.

This past December I had the privilege of visiting Lisa's studio as I was invited to her Winter Solstice Raku Party. This party has been a tradition in the area and she has continued in honor of her potter friend Regnor Reinholdzen.



Lisa couldn't do these firings without the help of her husband Scott Miller



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 [splatter@waea.net](mailto:splatter@waea.net)



# WAEA BOARD OF DIRECTORS

## The WAEA Board of Directors includes

**Exec Board**  
Co-Presidents, Co-President Elects, Secretary and Treasurer

**ESD Vice-Presidents**  
from 9 regions around the state

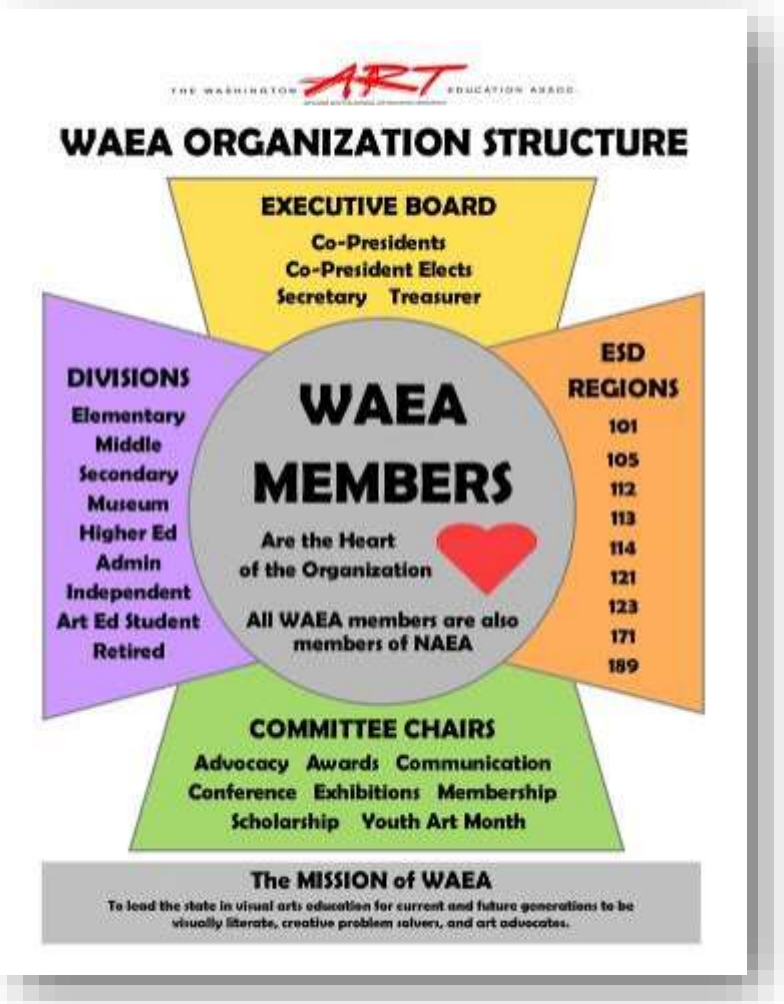
**Division Chairs**

**Committee Chairs**

**Recent Past Co-Presidents**

More information about the structure and governance of WAEA can be found on our website.

**GOVERNANCE**



## 2018-2020 WAEA Executive Board

Co-President	Tracy Fortune	<a href="mailto:copresident1@waea.net">copresident1@waea.net</a>
Co-President	Melanie Artz	<a href="mailto:copresident2@waea.net">copresident2@waea.net</a>
Co-President-Elect	Connie Richards-Aigner	<a href="mailto:elect1@waea.net">elect1@waea.net</a>
Co-President–Elect	Brooke Hutchison	<a href="mailto:elect2@waea.net">elect2@waea.net</a>
Treasurer	Toni Minish	<a href="mailto:treasurer@waea.net">treasurer@waea.net</a>
Secretary	Patti Hayes	<a href="mailto:secretary@waea.net">secretary@waea.net</a>

Past Co-President	Cynthia Gaub	<a href="mailto:admin@waea.net">admin@waea.net</a>
Past Co-President	Mandy Theis	<a href="mailto:mandytheis1@gmail.com">mandytheis1@gmail.com</a>

## Other WAEA Board Members

### Regional Vice-Presidents: AKA ESD Reps

ESD 101: North East	Sherry Syrie	<a href="mailto:esd101@waea.net">esd101@waea.net</a>
ESD 105: South Central	<b>OPEN</b>	<a href="mailto:esd105@waea.net">esd105@waea.net</a>
ESD 112: South West	Barb Holterman	<a href="mailto:esd112@waea.net">esd112@waea.net</a>
ESD 113: Capitol	Pamelia Valentine	<a href="mailto:esd113@waea.net">esd113@waea.net</a>
ESD 114: Kitsap	<b>OPEN</b>	<a href="mailto:esd114@waea.net">esd114@waea.net</a>
ESD 121: Puget Sound	Marta Olson	<a href="mailto:esd121@waea.net">esd121@waea.net</a>
ESD 123: South East (Tri-Cities)	Jenny Rieke	<a href="mailto:esd123@waea.net">esd123@waea.net</a>
ESD 171: North Central	<b>OPEN</b>	<a href="mailto:esd171@waea.net">esd171@waea.net</a>
ESD 189: North West	Isolde Beebe Toni Minish	<a href="mailto:esd189@waea.net">esd189@waea.net</a> <a href="mailto:treasurer@waea.net">treasurer@waea.net</a>

### Division Representatives

Elementary	Jillian Nettles	<a href="mailto:elementary@waea.net">elementary@waea.net</a>
Middle	Tiffany Page	<a href="mailto:middle@waea.net">middle@waea.net</a>
Secondary	Amanda Amsel-Wood	<a href="mailto:secondary@waea.net">secondary@waea.net</a>
Higher Education	Jodi Patterson	<a href="mailto:jpatterson6@ewu.edu">jpatterson6@ewu.edu</a>
Museum	Mac Buff	<a href="mailto:museum@waea.net">museum@waea.net</a>
Independent/Private	Lily Hotchkiss	<a href="mailto:independent@waea.net">independent@waea.net</a>
Administrator	Sharron Starling	<a href="mailto:sstarling@cornish.edu">sstarling@cornish.edu</a>
Pre-Service	Ashanti Walther	<a href="mailto:preservice@waea.net">preservice@waea.net</a>
Retired Art Educator	<b>OPEN</b>	

### Committee Chairs

Advocacy	James Andrews Faye Scannell	<a href="mailto:jandrews@nkschools.org">jandrews@nkschools.org</a> <a href="mailto:fsnyder1962@gmail.com">fsnyder1962@gmail.com</a>
Awards	Gale Riley	<a href="mailto:awards2@waea.net">awards2@waea.net</a>
Arts Time Rep 1	Mari Atkinson	<a href="mailto:maribethmba@gmail.com">maribethmba@gmail.com</a>
Arts Time Rep 2	<b>OPEN</b>	
Professional Dev/Clock Hours	Mari Atkinson	<a href="mailto:clockhours@waea.net">clockhours@waea.net</a>
Communications	Olga Surmacheva	<a href="mailto:communications@waea.net">communications@waea.net</a>
Scholarship	mARTa Olson	<a href="mailto:scholarship@waea.net">scholarship@waea.net</a>
“Splatter” Staff	<b>OPEN</b>	<a href="mailto:splatter@waea.net">splatter@waea.net</a>
Social Media	Melanie Artz	<a href="mailto:socialmedia@waea.net">socialmedia@waea.net</a>
Membership	Louise Palermo	<a href="mailto:membership@waea.net">membership@waea.net</a>
Youth Art Month	<b>OPEN</b>	<a href="mailto:yam@waea.net">yam@waea.net</a>
Educator Art Shows 1	Carolyn Benjamin	<a href="mailto:benjamin.carolyn@battlegroundps.org">benjamin.carolyn@battlegroundps.org</a>
Educator Art Shows 2	Toni Minish	<a href="mailto:treasurer@waea.net">treasurer@waea.net</a>



# WAEA Meeting Highlights

## JANUARY 2019: Open Membership Meeting

- Discussion and Drafting of WAEA Meeting Community Agreements
- Welcome to New Board Members:
  - Mac Buff Museum Division Rep
  - Carolyn Benjamin and Toni Minish as Art Educators Show Committee Co-Chairs
- **Advocacy:** James Andrews approved for travel to DC for the Arts Advocacy Conference March 6th
- **Tax-Exempt/Non-Profit Status:** Toni with the help of Melanie are continuing to work to resolve our tax status
- **Requirements for those receiving funding from WAEA:** Melanie and Tracy to draft document to clarify what responsibilities individuals will have to WAEA

## MARCH 2, 2019 (Fall/Summer Event Planning Meeting

- **Theme** "Fall into Art"
- **Conference Committee Chairs** and Key Job Assignments Developed
- **Marketing and Publicity Coordinator(s):** Still looking 1-2 individuals for this lead position
- **Volunteers:** Plenty of other volunteers needed

## MARCH 23, 2019 Open Membership Meeting

- Discussion and Refinement of WAEA Meeting Community Agreements
- Presentation by Danielle Gahl from ArtsEd WA
- **Tax-Exempt/Non-Profit Status:** Toni reported we should have our status reinstated by April
- **Mileage to Membership Scholarships:** 3 individuals will receive this scholarship to become/renew their WAEA/NAEA membership
- **ED&I and Professional Development Committees** to be created Working groups to define Purpose/Vision/Action Plan and Chair Duties. Working to have both committees approved at the Summer Leadership Retreat.



## WAEA GOLD AND SILVER SPONSORS



[www.blick.com](http://www.blick.com)



[www.sketchforschools.com](http://www.sketchforschools.com)



Visit our website for more information on WAEA happenings and resources



[www.waea.net](http://www.waea.net)