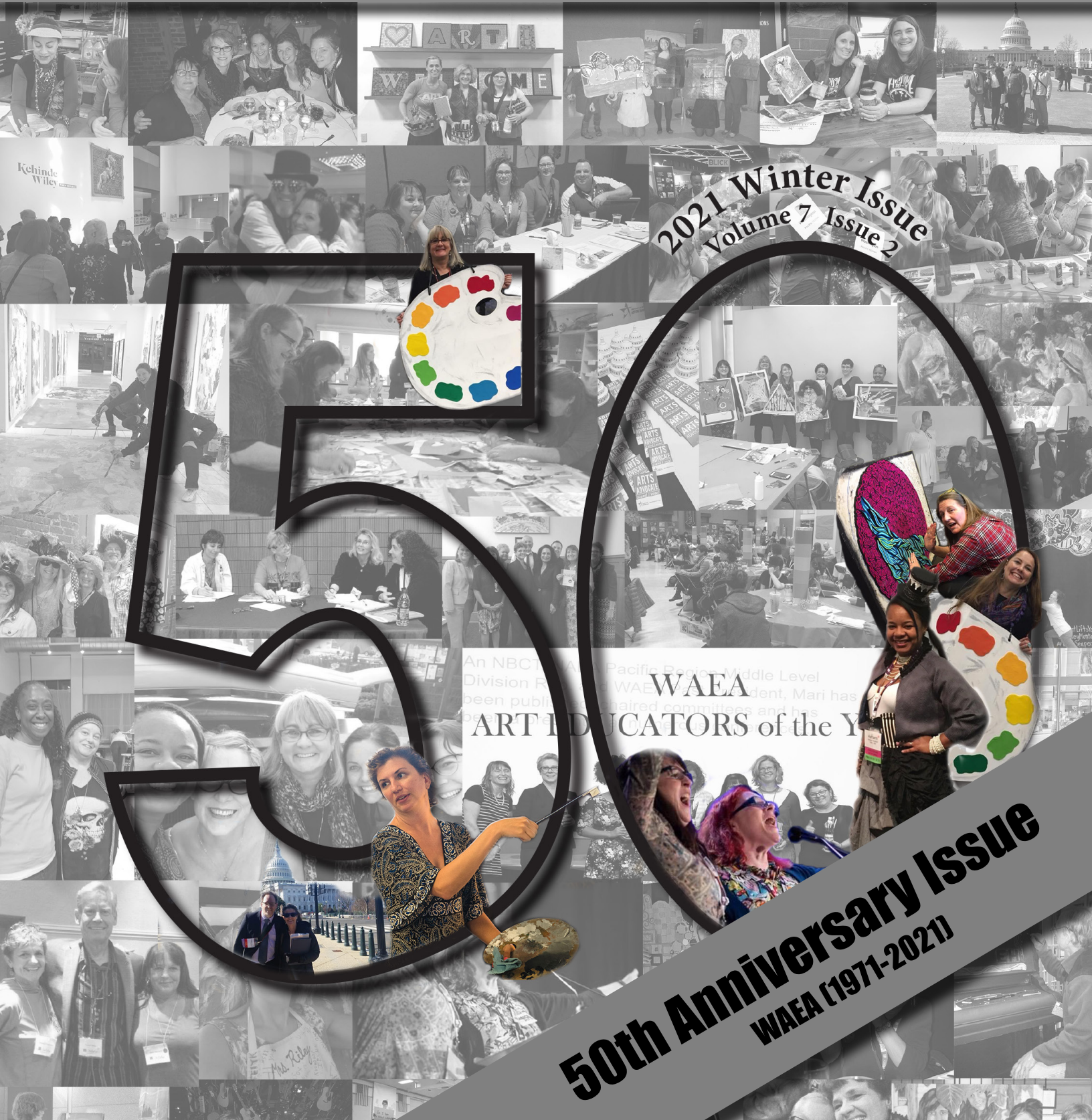


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Magazine

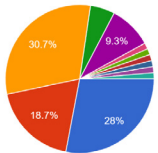
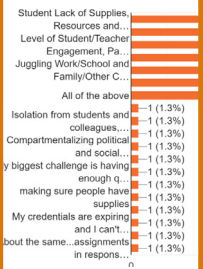
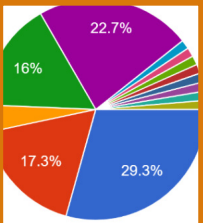


Washington Art Education Association



ADVOCACY

WAEA Standing Up For Arts Education



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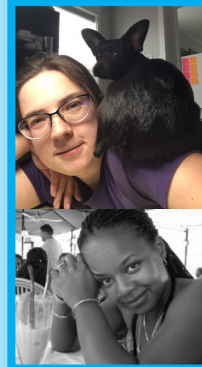
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Lesson Plan for Grades 3-8



Blick Essentials
White Glue, 128 oz
Item #23882-1009



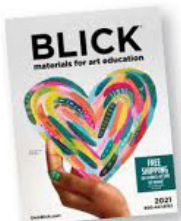
Trait-Tex Jumbo Roving
Yarn Set of 9, Assorted
Bright Colors
Item #65214-1004

Crafty meets quirky in this twist on basket weaving!

Basket weaving is an ancient art. In this lesson, students place yarn soaked in glue on a balloon in a network of overlapping spokes. Unlike with traditional methods, they must carefully choose how they place their fibers. The result is a traditional-looking basket, but the winding path to get there is anything but conventional!

[DickBlick.com/lesson-plans/wacky-weaving](https://dickblick.com/lesson-plans/wacky-weaving)

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WASHINGTON ART EDUCATION ASSOCIATION

A Note From Our WAEA Co-Presidents

Dear WAEA Members,

As we are entering this new year, we would like to express our deepest gratitude for your support and collaboration. Over this year we all worked hard to turn each challenge into inspiration, each problem into solution, and each setback into the opportunity. Together we found new ways to connect, to learn and to support each other. Just like we did for the past 50 years of WAEA history, and like we will keep doing going forward for years to come.

We want to give a big shout out to all the Advisory board and committee members who gave their time to make this year's events possible. From setting up Summer Series Virtual Workshops to creating digital 'Teachers as Artists' exhibition at Maryhill Museum of Art, all the countless tasks and jobs were completed by many dedicated and talented volunteers. Thank you to everyone for sharing your vision of WAEA and making it a reality!

Stephen Covey said "Your most important work is always ahead of you, never behind you."

As we are approaching our organization's 50th anniversary year, we are excited, even if a bit cautious, about what lies ahead! Behind the scenes the board is busy planning a variety of great events for 2021:

✱ Our Virtual Monthly Workshops will continue throughout the rest of the school year with more amazing art educators from across the state bringing their passion, experience and creativity to share.

✱ Our bi-monthly open membership meetings are usually packed with action items, board updates and creative brainstorming. We are looking forward to seeing all of you at the next meeting.

✱ Our traditional Summer Leadership and Art retreats are still in the works. We will do our best to make them happen, even if only in the digital space, and will keep you up to date on the process.

✱ Our hopes are high that we will have our Fall conference in person, and we plan to go big to celebrate our 50th Anniversary! Stay tuned, more information to come soon.

We hope that everyone of you had a most wonderful break over the holidays and an opportunity to get some much-needed rest and relaxation in preparation for the upcoming second semester and the new year. We are looking forward to seeing you next year at one or all of our events!

If you have any questions, concerns, ideas, or want to volunteer, please feel free to email us:

Olga copresident1@waea.net,

Melanie copresident2@waea.net,

We would love to hear from you.

**With love and gratitude,
Olga Surmacheva and Melanie Artz
WAEA Co-Presidents, on behalf of WAEA
Executive Board**

Welcome Olga Surmacheva

As Our New WAEA Co-President!



Co-President

Olga Surmacheva has been actively involved with WAEA for five years. Olga was born and raised in Russia and moved with her husband to Washington in 2011. She was living in Monroe, but with Covid her family (2 kids, 3 cats and two dogs) are living near Winthrop in eastern Washington.

We are excited to have Olga step up as co-president. She brings her passion for art, especially nature drawing, her organizational skills honed from working with other art non-profits, her leadership skills refined when she ran an art school for kids in Seattle, her analytical skills developed when she worked as an engineer and her giving spirit as she values volunteerism and connecting with people.

All that and Olga has a great sense of humor and a vision to make WAEA even better.



WAEA Appreciates **Your Commitment!**

Welcome Ashanti Walther



As Our New WAEA Co-President Elect!

Ashanti Walther has been involved with WAEA since 2016 when she moved to Washington and wanted to connect with some art teachers as she worked on earning an art degree. She was born and raised in California, but has lived in quite a few places as her husband was in the military.

Ashanti just finished her student teaching in December at Yelm High School where she is the head cheer coach.

Ashanti has an awesome home art studio where she has art and sewing supplies galore and runs a small business.

Co-President Elect



Ashanti will be co-president with Olga next year

We are excited to have Ashanti as our president-elect who will partner with Olga next year. Ashanti brings an ability to focus on the task at hand, asks good questions, gives insightful feedback, puts her creativity into action and helps out when needed. Plus with Ashanti you can count on having fun, dancing, laughing and enjoying good food.

Editor's Corner

Splatter Editor, Cheyenne Gillett



This photo of me serves as a personal reminder of the connections and friendships I've built at WAEA. More accurately, the necklace I am wearing tells a story of WAEA's marvelous community and the first WAEA meeting I ever attended. Little did I

know, that day I became more than the Splatter editor, but a part of a community that has supported me, opened my eyes up to new possibilities, and given me more opportunities than I ever imagined possible.

The first WAEA meeting I attended was on a Saturday around this time last year. I was a little intimidated as I knew no one and I was unsure as to what to expect. However, the minute I walked in the door I was greeted warmly. As I'm walking in I mention to one of the members how wonderful and festive her necklace was. She immediately took it off and placed it around my neck stating, "It's yours now." You can guess which necklace I am talking about. She told me the story behind the necklace and how it has been proudly worn by art educators for the past 26 years. Her warmth immediately enveloped me and I knew I was in the right place, surrounded by inspiring and genuine people.

I wore this necklace proudly for two weeks straight to all of the classes I taught this past holiday season. It reminds me of the connections I've made in our organization and the connections we have to our entire WAEA community going back 50 years.

Cheyenne Gillett:

email: splatter@waea.net

submitting to Splatter: <https://www.waeaboard.net/splatter-magazine.html>



Splatter Magazine

Volume 7 Issue 2

Cover Art By Splatter Editor
using a collection of photos from
WAEA's past.

Email The Editor:

Cheyenne Gillett

splatter@waea.net

Splatter Writer's Guidelines:

<https://www.waeaboard.net/splatter-guidelines.html>

Splatter Submission Dates:

Spring: March 15th

Summer: June 15th

Fall: Sept. 15th

Winter: Dec. 15th

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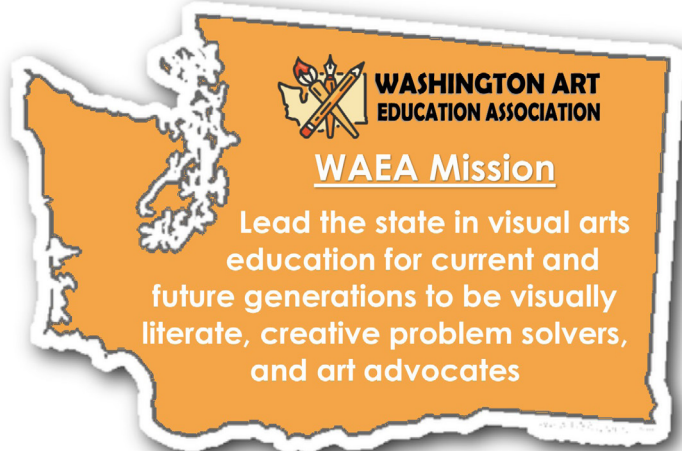
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**WASHINGTON ART
EDUCATION ASSOCIATION**

Find More Information On Our Website:

<https://www.waeaboard.net>



KATHERINE JOHNSON

Calculated trajectories for the first moon landing

DR. GLADYS WEST

Developed models which led to the invention of GPS

DR. JANE C. WRIGHT

Revolutionized techniques for chemotherapy



Photo taken by Buddy Foley

FROM POP ART TO STREET ART: *50 years of Artistic Expression*

By Cindy Hall

Art Teacher in the Shelton School District

Email: chall@sheltonschoools.org

50 years ago we were at the beginning of a new decade -the 70s- and as the WAEA was just coming into existence, so was I. As I reflect on the past I think about my own educational journey and I know the arts played a big part in not only what I learned, but how I learned it. Art was infused into my everyday learning and experiences. It was part of the world around us and was seen as a way of

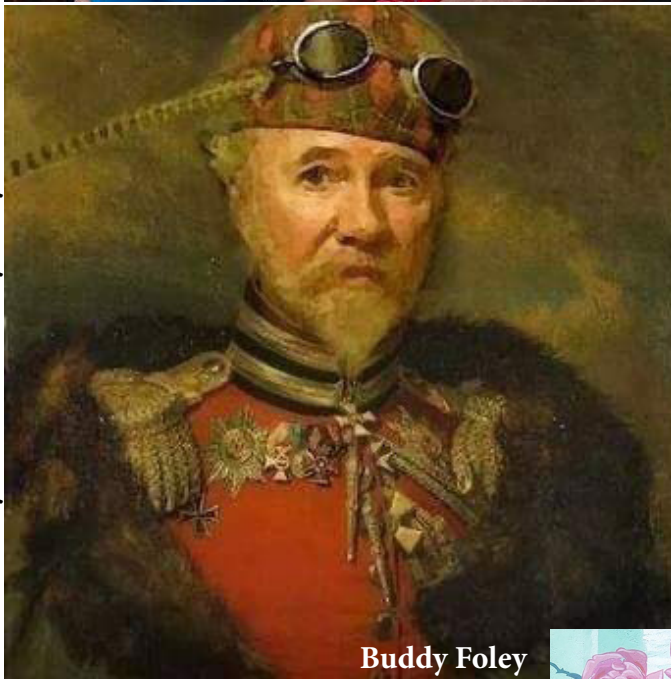
"...how do we as educators help our students to understand, reflect and respond to what is happening in our society 50 years later?"

The answer is...ART!"

expressing oneself in a very different way than what we see today. In the 60s and 70s the Pop Art movement challenged fine art traditions and artists worked to appeal to mass culture. Art was becoming more accessible to the common person thanks to artists like Andy Warhol and Roy Lichtenstein

bringing common objects, icons and even comic strips into play. Pop artists knew they could connect people with art by using something familiar- anything could be art. Moving into the 70's we saw more female artists, as women continued to move from being subjects in the paintings to the artists themselves. New ideas changed the art world as a reflection of what was happening in society. So the big question is....how do we as educators help our students to understand, reflect and respond to what is happening in our society 50 years later?? The answer is the same.... ART!

Learning about art and artists throughout history is just one way for us to show our students that there is not one way to do things, there is no right way or perfect piece. Introducing students to artists like Jackson Pollock, Georgia O' Keeffe and Yayoi Kusama can show them that art really is an expression of who you are creatively and where you come from. They used their own experiences and feelings-whether good or bad- to create. Helping students to find their creative spirit as a way to show who they are, or how they feel, should be our number one learning target- for knowing oneself is the key to your success in school and in life.



Buddy Foley

Students who have that confidence are not afraid to try, and fail, or seek a new way of doing things...they are the truly innovative and creative thinkers we need in the 21st century.

So, who are the creative thinkers of our time? How do they respond to society? One such Renaissance man is my friend, Seattle musician and artist, Buddy Foley. Buddy has spent his life bringing art and culture to the Seattle area since before I was born. From his amazing piano skills and famous neon art to his talents as a photo and video documentarian, he inspired me as a child to open my eyes to the world around me- right down to the ladybugs- which he sold at his studio on 15th Ave W, near my home on Queen Anne Hill. During the last year I saw the city

of Seattle through his eyes on Facebook as he photographed murals around the city. Buddy captured current day artists at work in Seattle- street artists- making the boarded up facades of once thriving businesses reflect messages of hope and care for all. Images throughout the oldest neighborhoods in Seattle; Pioneer Square, Capitol Hill and the International District, reflected the values and backgrounds of the communities there. These creative individuals found a common way to express themselves through art while adding color and beauty to a devastating situation. We can learn from them and bring this lesson to the classroom.

"So, who are the creative thinkers of our time? How do they respond to society? One such Renaissance man is my friend, Seattle musician and artist, Buddy Foley"

From our own neighborhoods and communities to those across the globe, we can all connect through art. Just as Warhol and Pollock started up new art movements, these artists of the 21st century are bringing their feelings, messages and talents to the public eye. Street artists have a way of expressing themselves unlike any other- with freedom from the rules and the ability to be truly creative. Studying street art can take our students around the world as we have access to these unique pieces of art online. Check out artists like Banksy, Invader or ThankYouX (links below), among many others, to learn about what inspired them, how and what they create or what their message is. You can even base your lessons on local murals that students are familiar with and may even be able to chat with the artist! Exposing your students to the endless possibilities in art is an invaluable experience that can open doors for them they didn't even know existed.





As I reflect on the last 50 years- well 48 for me actually- I know that exposure to the arts has been an impactful part of my life. From music and dance to painting, sculpture and traditional crafts, what we become is due in part to our experiences and interactions with society, people and our community. We need to bring the arts to the forefront of education. We are the art leaders of our schools and districts, and as such it is our duty to bring the color, light and joy back to the classroom as we return to school. Work with your fellow teachers, help them to infuse the arts into their daily teachings. Bring the lessons of the last year into view. Street art definitely made its mark in 2020- I wonder what art form will we be talking about 50 years from now?

Referenced Street Artists

Banksy: British street artist, political activist, and film director, active since the 1990s. His street art often has dark humor produced with a distinctive stenciling technique.

<https://www.banksy.co.uk/>

Invader: French urban artist who creates ceramic tile mosaics inspired by video games and pixelated art of the 1970s and 80s.

<https://www.space-invaders.com/home/>

ThankYouX: L.A. based artist who uses his street art style to paint modern abstract designs worldwide. He is known for his geometric mixed media cube paintings and large scale abstract work.

<https://thankyoux.com/>



Master of Arts In Studio Art



The Florence Academy of Art

Founded in 1991 by Daniel Graves

Classical Training For Those Seeking How To Make Realistic Artwork

By Mandy Theis

Mandy Theis @mandyfineartist www.mandytheis.com

Director of the School of Atelier Arts www.schoolofatelierarts.com; President and Co-Founder of [The Da Vinci Initiative](#);

Former Co-President of the [Washington Art Education Association](#)

Dear WAEA Members,

As I reflect on my time as Co-President of the WAEA, I find myself filled with gratitude for the leadership opportunities that were challenging and the friendships that were forged throughout my tenure. Working with all of you passionate art teachers gave me the experience and courage to continue to pursue high goals in art education.

I am pleased to announce that one of these goals has come to fruition: I have founded a newly accredited Master of Arts in Studio Art program designed specifically with art teachers in mind!

**"I have founded a newly
accredited Master of Arts
in Studio Art program
designed specifically with
art teachers in mind!"**

The Master of Arts in Studio Art is a reduced-residency MA accredited by the National Association of Schools of Art and Design (NASAD). The MA program consists of 30 credits of full-time study, entirely studio-based and completed over 3 summer sessions.

Each summer session is 6 weeks in duration. Students may choose to complete all 3 summer sessions in person, or attend up to 2 out of the 3 summer sessions remotely. For those who study remotely, the required in-person session may take place at St. Peter's University in Jersey City, or at the academy's campus in Florence, Italy.

[The MA program](#), with an emphasis on classical methods, provides training in drawing and painting to those seeking how to make realistic artwork. MA candidates are not expected to come into the program with high levels of technical skill.

You can choose to study at the academy's campus in Florence, Italy

Instead, the program is designed to provide the knowledge and develop the skill set of candidates from a variety of backgrounds and levels of experience.

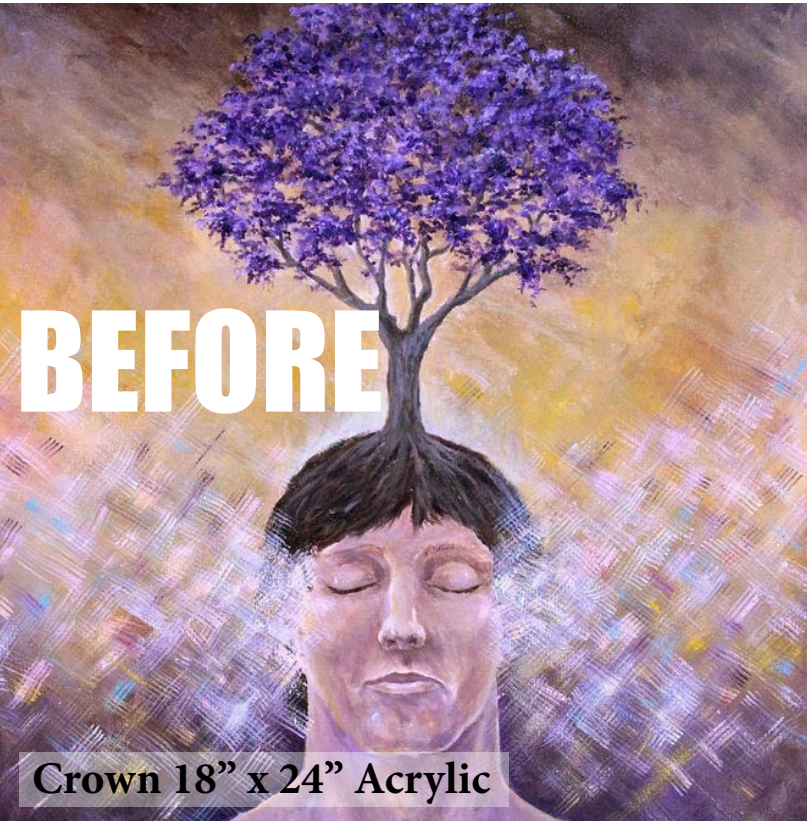
You can learn more about this exciting new MA program at [https://www.schoolofatelierarts.com/ma.html/](https://www.schoolofatelierarts.com/ma.html#/)

I would like to thank my Co-President, Cynthia Gaub, the wonderful board of directors, and the passionate art teacher members who made my time as WAEA Co-President especially fun and delightful. Thank you to all who encouraged my big and sometimes impractical art education dreams like this MA program. You all hold a special place in my heart.

With affection,
Mandy Theis

"MA program consists of 30 credits of full-time study, entirely studio-based and completed over 3 summer sessions... Students may choose to complete all 3 summer sessions in person, or attend up to 2 out of 3 summer sessions remotely."





How Atelier Training Transformed My Art & Teaching

By James Andrews

WAEA Advocacy Co-Chair

Email: jandrews@nkschools.org

*M*y time training with Mandy Theis, in atelier style classical realism, at The Da Vinci Initiative—now The School of Atelier Arts, has helped me to greatly improve my work. This is the training I had been trying to give my students for years. It's not magic—it's a set of skills and hard work training in those skills. These skills have been passed down from master to pupil for hundreds of years. For a time, this training nearly disappeared, but students and teachers around the world are once again waking up to the deep connections with the viewer which this training allows them to make. What was once scoffed at, in university art programs, as too rigid or restrictive is finally being recognized for the limitless freedom it offers the artist.

With things like the new Visual Art Skill-Based Interest Group in the NAEA, the Figurative Art Convention & Expo (now in it's third year), and the new fully accredited atelier style MA in Studio Art being offered by The School of Atelier Arts, classical realism and training is firmly and unapologetically

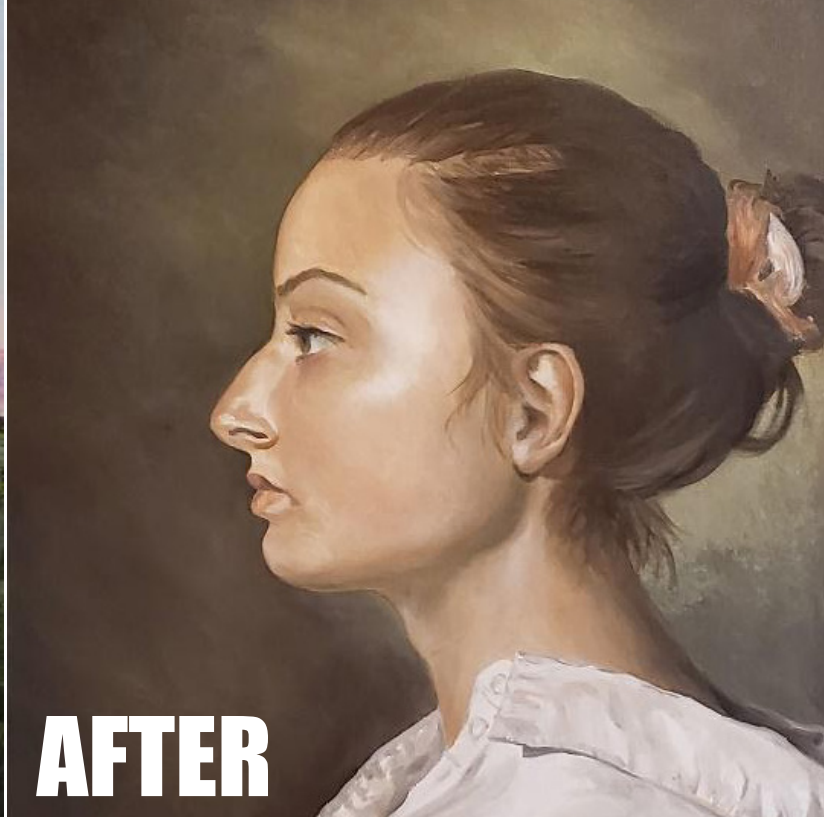
**"It's not magic-it's a set of skills
and hard work training in those
skills. These skills have been
passed down from master to pupil
for hundreds of years."**

planting its flag in the contemporary art world—and it is here to stay. Below are some of my own works from before and after I began formal training, through the Da Vinci Initiative. I had many years of drawing experience and a basic solid grasp of painting, but my painting work often lacked a certain degree of depth. I also still struggled with facial and figurative proportions. While I am still very proud of

LEARNING



Tuesday's Child 24" x 36" Acrylic



Grace – 20" x 24" Oil

these "before" works, it is fairly easy to see the significant positive jump in the "after" works. Everything from proportions to tonal modelling was greatly improved by putting in the time to properly train. Even the overall idea development is improved. Just as a writer's ability to conjure a setting or evoke a feeling improves with his/her vocabulary, visual artists' ability to communicate in their chosen medium is improved by training to see and render with intention...by increasing our visual "vocabulary."

"Please take the time to get to know more about the classical realism/ atelier movement and consider training. Your work, and by extension, the work of your students, will benefit, greatly."

Please take the time to get to know more about the classical realism/ atelier movement and consider training. Your work, and by extension, the work of your students, will benefit, greatly.

Related Websites to Explore

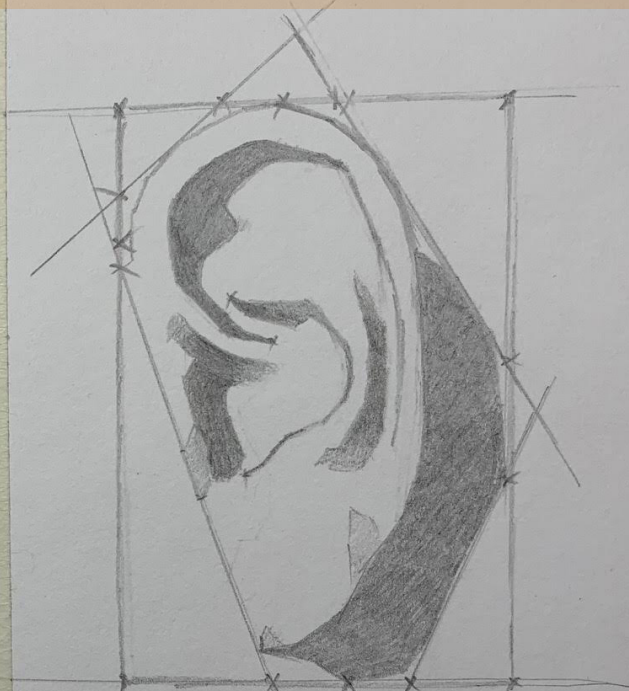
<https://www.arteducators.org/community/interest-groups>

<https://figurativeartconvention.com/>

<https://www.schoolofatelierarts.com/#/>

NEW VISUAL ARTS SKILL-BASED INTEREST GROUP

Atelier, Academic Art, Classical Art



"Simple Bargue Plate near completion"

New Visual Arts Skill-Based Interest Group

"As I recall the events of that summer, there was a deep flurry of excitement going on inside of me. I am connecting to something that has driven me since birth" (Gallo, 2009, 0:2:35). In the opening monolog of the movie *Local Color*, artist, writer and director George Gallo aptly describes the desire and drive most of us have as art teachers and artists. We know when we see a blank canvas or paper the potential of the media and support. We think of possibilities and options. We think of the process and the final product. We know the emotional joy and intellectual challenge of creating a piece of art.

This new Visual Arts Skill-Based Interest Group is like a blank canvas. I see the potential, possibilities, options, process and product. There is a flurry of excitement and a drive to see this through. Most of us want to connect with the group as a whole and within our own niche of like-minded people. With that said, this group should be one of the larger interest groups in the NAEA as we all desire to teach students how to draw, paint and sculpt. You have an open invitation.

The Need for this New Interest Group

An art teacher friend of mine experienced a life changing "aha" moment when she attempted to draw an example of an idea from one of her elementary students. The student kept insisting,

"We as teachers can offer
bite-sized pieces of
academic training to lead
and nurture their skills
beyond that which they
think they are capable of."

"No, that's not right". At that moment, she realized that, not only did the student not have the skills, she did not have the skills either, to bring the idea from

the head through the hands to the paper. Skill-Based training gives students and teachers the tools at their disposal to successfully bring an idea from the head to the paper or support in general. How many times have we encouraged a student to show more skill, clean up the pencil lines in shading or finish a piece of art with another pass of refinement only to hear their retort, "But I like it that way"? When they can see the beautiful art and get a taste of the hard work it takes to get there, the intimidation factor diminishes. We as teachers can offer bite-sized pieces of academic training to lead and nurture their skills beyond that which they think they are capable.

As an example, using master copies, start the students on a simple training drawing of an ear from the Charles Bargue Cours de Dessin. Of course, the more ambitious students could benefit from differentiation and possibly complete a full-sized plate. Use more difficult master copies in higher level classes and add the concept of master copy painting. This suggestion applies to the high school level, but ultimately this curricula applies to middle school with ideas and concepts playing out on the elementary level as well.

Additionally, there is no research in the field regarding Ateliers, best practices, sequencing of assignments or media use. JSTOR may mention something about an atelier in an article from 100 years ago, but no information regarding contemporary times.

Atelier Training Today

Until 1969 in this country, only one school taught these methods. Now, over 80 ateliers or art academies teach skill-based art in their schools. This number does not include atelier trained people teaching in universities, local arts councils and their own studios. In increasing numbers, students enroll in this form of education for their desire to learn to draw, paint and sculpt. The Art Renewal Center lists 76 schools for approval around the world (Art Renewal Center, n.d.). The Visual Arts Skill-Based Interest Group addresses the growing desire for this art training and now solidifies its place in the NAEA.



References:

Art Renewal Center. (n.d.) *Search ateliers & master classes*. Retrieved December 16, 2020 from artrenewal.org/Atelier/Search

Gallo, G. (Director). (2009). *Local Color* [film]. Alla Prima Productions

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Find Us On Facebook



(Visual Arts Skill-Based Interest Group)



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Elementary

ART

“Workshop” Model

By Jill Nettels

NBCT, WAEA Elementary Division Representative

Email: elementary@waea.net

In this current art educational landscape of computer based teaching, one has to ask oneself, how do I teach the Washington state visual art standards meaningfully for students yet maintain student voice and independence? How do I foster this independence in my remote teaching?

Naturally, I look toward expert knowledge in the subject. I searched and found an Edutopia article by Paul Emerich France, an NBCT, educational consultant and author. He wrote, “Using the Workshop Model to Foster Independence” (France 1). He offers, “The workshop model is an instructional practice that consists of three parts: a mini-lesson, a workshop, and a debrief.” This sounded familiar to me because of my experience with “Teaching for Artistic Behavior”, (Douglas Jaquith 2). I regularly taught mini-lessons, managed a student art studio, and debriefed each class during student presentations. These are the studio learning structures of the Studio Habits of Mind framework. (Hogan, Hetland, Jaquith and Winner 3). Since this felt similar to my in-person classroom model, I chose to experiment with the workshop model to see if students would benefit from this remote art learning experience. For the past month, I designed my Color unit using a workshop model.

For my 2nd through 5th grade students, I began by introducing an element of art, through a short 5 minute mini lesson in color theory. I shared how to blend white to a hue and produce a tint and black to produce a shade using the app, Tayasui Sketches School. I delivered instruction live in Zoom and as a screen recorded video for later viewing.

Next, I challenged students to show me what they know by breaking into small Zoom break out groups or working independently to practice this skill builder on their own or with their peers. Emerich says, “...small-group learning offers opportunities for individualized feedback and the facilitation of learning conversations between students.” (2). Student feedback is also an essential part of studio thinking, (Hogan, Hetland, Jaquith, and Winner 51). Remembering to scaffold the requisite computer skills necessary to achieve in this way was critical and would be a part of the mini-lesson activity.

Finally, as a whole group, students can share their work debrief in the following live Zoom meetings as well as posting to a class discussion page on our shared learning management system. Students can then continue to provide valuable feedback to one another using comment threads and their Zoom

COLOR MIXING CHALLENGE

Develop your skill in color mixing:

1. Choose an art supply that can mix colors.

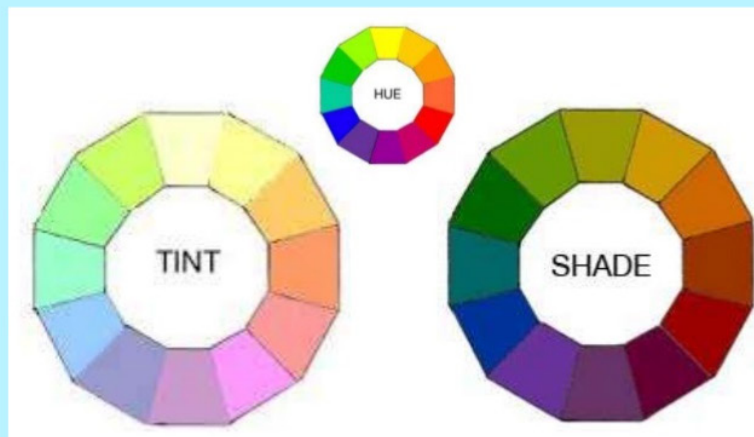
- SKETCHES SCHOOL APP
- CRAYON
- MARKER
- COLOR PENCIL
- FOOD COLORING
- YOUR OWN IDEA

2. Pick a challenge:

Mix colors to create tints (add white) and shades (add black)

or

Mix colors to practice blending of color families



Challenge Created and Designed By Jill Nettels

meetings where they are invited to share screens to present. Again, addressing the hidden curriculum of developmentally appropriate computer technology skills and knowledge is crucial to keep in mind as students practice these 21st century skills.



The outcome of learning is still being determined as students continue to demonstrate their understanding in this model. However, what I have learned so far is that they are showing engagement and growth.

My hope is that keeping in mind, the importance of student educational independence and equity in instruction, I can meaningfully teach the subject of visual art. Emerich says, “Good teaching entails helping our students learn how to learn, building their stamina for their own independence, and otherwise humanizing the experience of learning—

putting their humanity front and center.” (2). Isn’t that what our young learners deserve, afterall? If the workshop model can help foster their independence, then I am teaching them not only visual art standards, but intellectual habits as well.

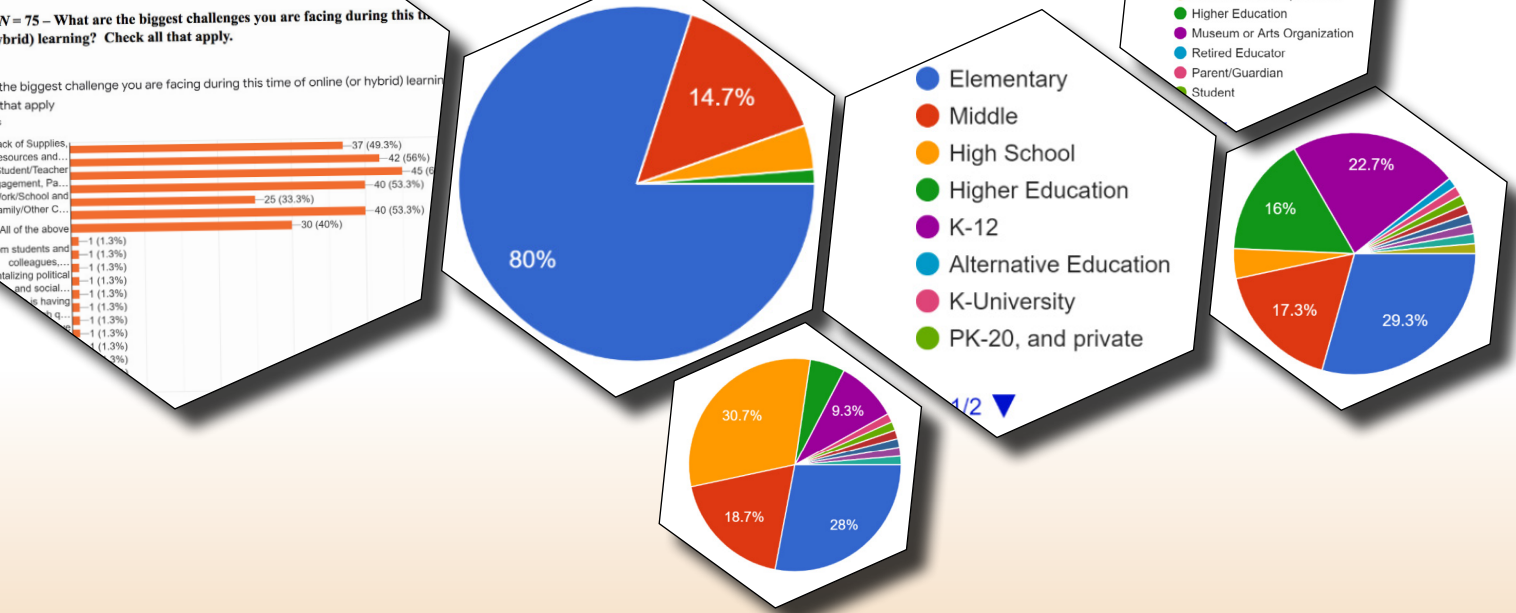
If you have experimented with this model in your practice, please reach out, I would love to work with you and learn more.

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The Future of Arts Education is Essential, Evolving and 'at Stake'!

(WHAT THE RESEARCH REVEALS...)

Dr. AnnRené Joseph: Chief Executive Officer (CEO) at More Arts! LLC, Educational and Research Consultant, Author; and WAEA Retired Division Representative. retired@waea.net
Retired Program Supervisor for the Arts for Teaching, Learning, and Assessment, Office of Superintendent of Public Instruction (OSPI), Washington State (USA);

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Arts education is our work, our play, our calling, and our purpose. The research from a fall 2020 qualitative survey during the continuing pandemic validates the title of this article; whereas “The future of arts education is essential, evolving, and ‘at stake’”; albeit mostly virtual at the time of this writing. A vision for the future of arts education remains essential, and in three educational strands reported in the fall Splatter article about the May 2020 survey – arts for ‘art’s sake’; integrated arts; and arts in the content areas referred to as interdisciplinary arts and arts integration. Technology platforms are a necessity for teaching and learning, and the equipment, access, and professional development for such remains a need, challenge, and frustration. Sadly —for some—arts education is at stake.

Today, a vaccine for COVID-19 is being administered across our nation and considered a ‘medical miracle’ in the short span of nine months. This vaccine administration provides hope for the

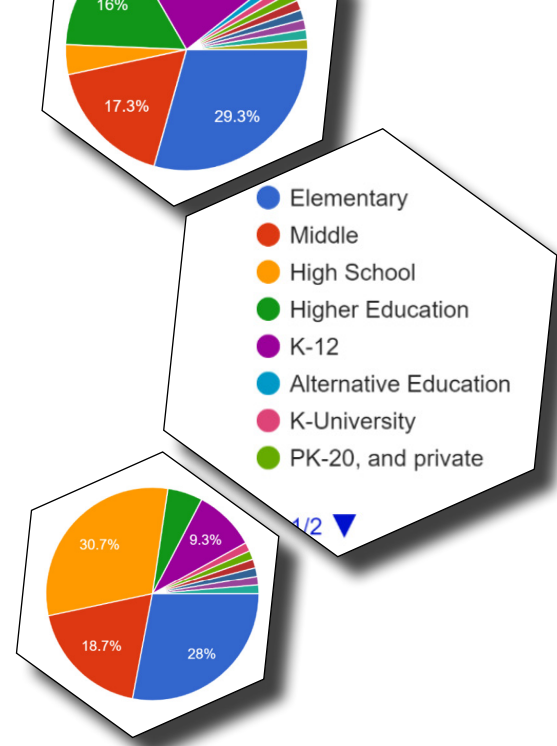
future as life, living, and education moves forward. Arts education is and will continue to be a healing balm, as well as an essential subject in the future of education—however the future of education and arts education evolves. Going forward is the only option.

This second survey—conducted during November 2020—was a follow-up to an initial survey conducted during May 2020. The Washington Art Education Association (WAEA) has been the host education organization for these two qualitative surveys requesting information about how arts education is occurring in ‘real time’ in the midst of a global pandemic, and their involvement added credibility, access, involvement via WAEA members and their ‘circles of influence.’ The November 2020 survey received 75 responses, and the May 2020 survey received 46 responses. These voluntary, confidential, and anonymous response numbers (N = 75 and N = 46) are impressive and informative. The responses provide construct validity and

accuracy in both the selected and constructed responses of the respondents, in addition to survey question reliability regarding the adaptability, generalizability, and consistency of the survey to most populations.

“The high-level reporting of this brief article will provide a picture of how arts education is occurring through the eyes of PK-20 educators, parents, teaching artists, administration, and students during the past ten months.”

The high-level reporting of this brief article will provide a picture of how arts education is occurring through the eyes of PK-20 educators, parents, teaching artists, administration, and students during the past 10 months via five selected response pie charts and graphs. The survey reveals that arts education continues to be essential, evolving, exacerbating, and necessary social and emotional learning (SEL) for teachers and learners. Further, arts education is therapy and education that brings life, meaning, and transfer to learning. However, the challenges of virtual formats, hybrid learning, ever changing mandates and requirements, new ways of grading and assessing; as well as on-going technology issues create overwhelming and exhausting situations. Additional issues include working from home while parenting; developing new methods to teach with rigor, relevance, and relationship via remote learning modes; and hours of planning after classes. Meaningful, trusting, and beneficial relationships between teachers and students was challenging and exasperated by virtual and hybrid formats. Issues ranged from students not wanting to be on video, attendance, varying schedules, incomplete or no assignments, follow-through, and interest. These issues and more have caused some to consider other employment options or careers. Faith, hope, persistence, determination, perseverance, patience,



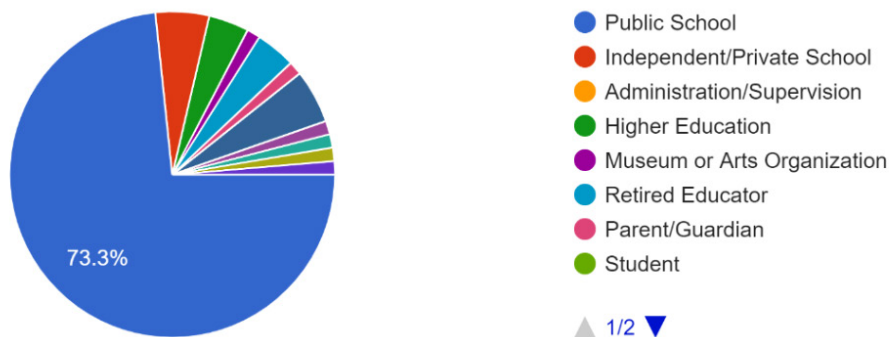
passion, and purpose are shared in the constructed responses—addressing and combating the fears of the unknown with the “call” to teach, learn, lead, live, and leave a legacy in the midst of this pandemic.

Flexibility, adaptability, a ‘forward and onward’ mind set, a willingness to learn new methods, a ‘re-focus’ about what needs to be taught so that students want to learn, and opportunities unimaginable prior to the pandemic—all contribute to a resilient and ‘can do’ attitude that has grown since the first survey responses reported in May 2020. The initial reporting of shock, fear, frustration, pessimism, and failure that was shared in the first survey (May 2020) was replaced by resolve, faith, fortitude, optimism, and success in the second survey responses reported in November 2020. Both surveys provide information that may be used as advocacy in support of arts educational opportunities for all learners—responding to the ever-present education query, “What does the research say?”

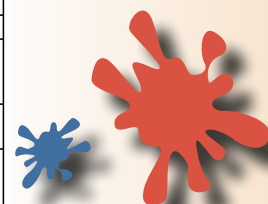
The second survey consisted of 10 questions—five being selected responses and five being constructed responses: nine questions with required response, and one question as optional for additional sharing of one’s circumstances. The five constructed responses have been summarized in narrative format above. The five selected responses are shared below in visual formats with summary pie charts and graphic organizers.

What type of learning situation best describes your teaching/learning situation?

75 responses

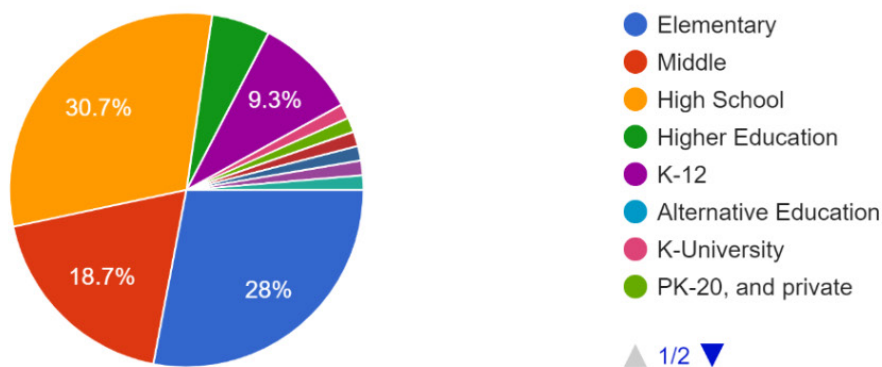


Percentage	Number of Respondents	Learning Situation
73.3%	55	Public School
5.3%	4	Independent or Private School
5.3%	4	Teaching Artist
4.0%	3	Higher Education
4.0%	3	Retired Educator
1.3%	1	Retired School Administrator, Consultant & Researcher for Arts Education
1.3%	1	Public School Teaching Artist and Administrator
1.3%	1	Parent and Homeschool Teacher by necessity rather than choice
1.3%	1	Museum or Arts Organization
1.3%	1	Parent or Guardian
1.3%	1	Community Choir, Private Music biz, Consultant

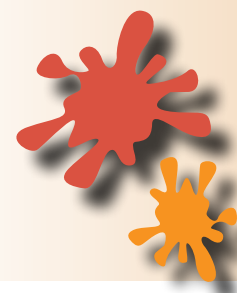


What level of students do you work with? Or, if a student, what level are you? If you teach more than one level, which level to you most identify with?

75 responses

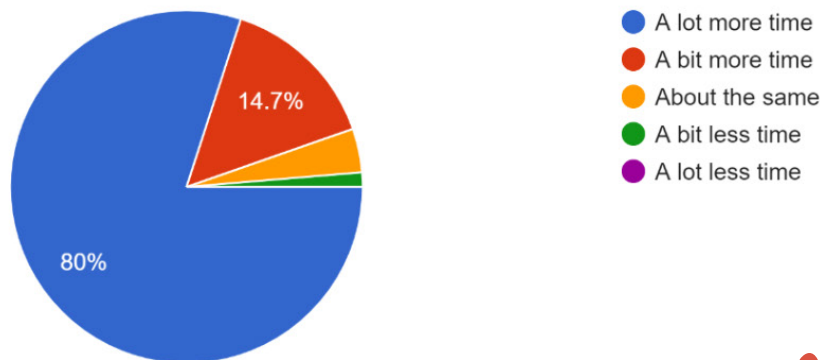


Percentage	Number of Respondents	Level
30.7%	23	High School
18.7%	14	Middle School
28.0%	21	Elementary School
9.3%	7	Kindergarten through Gr. 12
5.3%	4	Higher Education
1.3%	1	Kindergarten through university
1.3%	1	PreKindergarten-20 & Private
1.3%	1	Middle and High School & some AP
1.3%	1	All
1.3%	1	Kindergarten through Gr. 8
1.3%	1	Grades 6-12

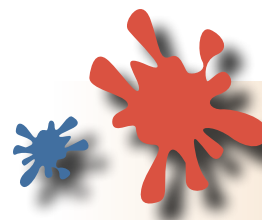


How much time are you spending planning and implementing online/hybrid learning as compared to last fall?

75 responses



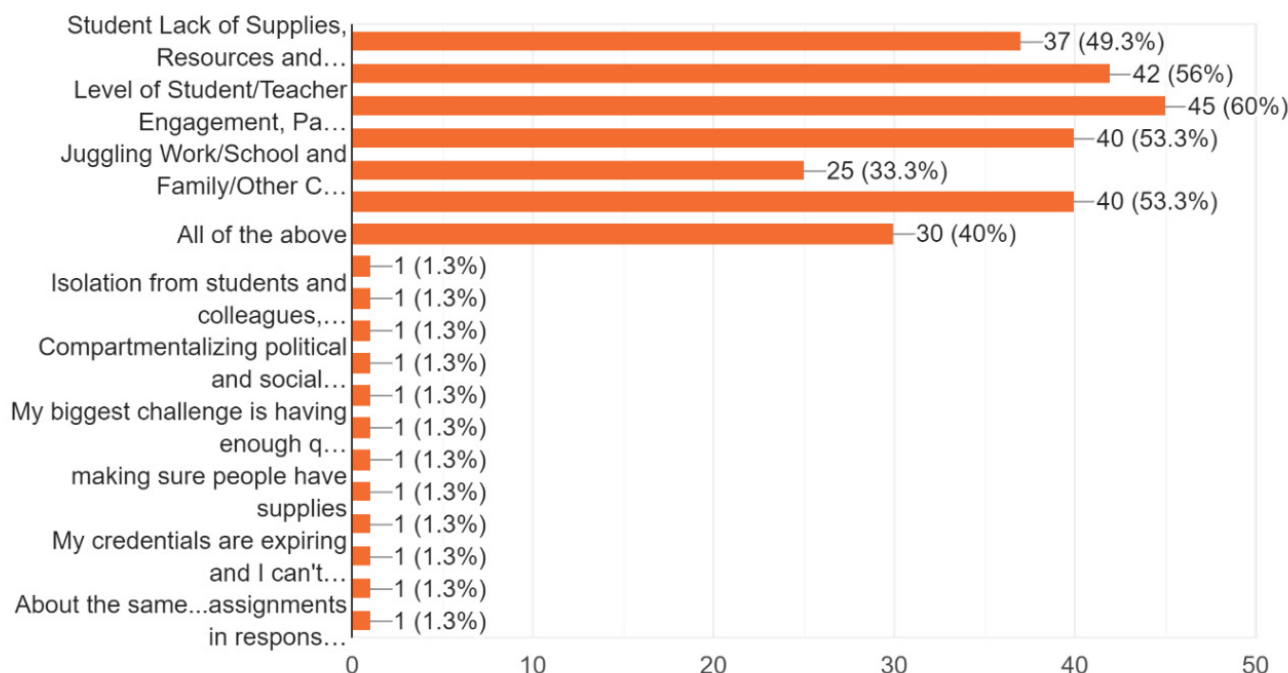
Percentage	Number of Respondents	Amount of Time Planning and Implementing online/hybrid
80%	60	A lot more time
14.7%	11	A bit more time
4.0%	3	About the same
1.3%	1	A bit less time
0	0	A lot less time



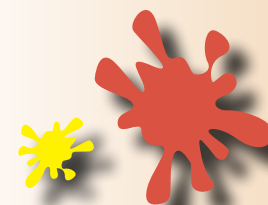
What are the biggest challenge you are facing during this time of online (or hybrid) learning?

Check all that apply

75 responses

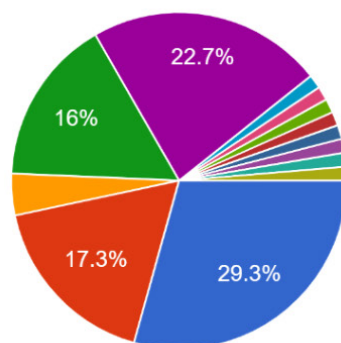


Challenges – Respondents checked all that applied	Number of Respondents N = 75	Percentage
Student Lack of Supplies, Resources and/or Support	37	49.3%
Technology Struggles (such as learning new programs/platforms, increased requirements involving technology, connectivity/access issues)	42	56.0%
Level of Student/Teacher Engagement, Participation and Communication are lower than in-building learning	45	60.0%
Additional Time/Work Required (for grading, lesson prep, trainings, meetings, completing assignments, etc.)	40	53.3%
Juggling Work/School and Family/Other Commitments	25	33.3%
Physical and/or Emotional Exhaustion/Fatigue	40	53.3%
All of the above	30	40.0%
Other...	12	6.25%



What is most satisfying about online teaching or the biggest benefit ?

75 responses



- Working from Home (less travel, more time with family, comfort, etc.)
- Learning/Using New Strategies, Programs, Resources
- Student/Teachers now have Increased Access to Technology (district provided devices to students)
- Connecting online with other arts educators from around the state and country through virtual workshops, meetings, social media
- Fewer Behavior Issues
- Bigger emphasis on in-district collaboration
- Some students have engaged in a deeper learning experience
- not dying of Covid19

▲ 1/2 ▼

Most Satisfying about On-line Teaching	Number of Respondents	Percentage
Working from Home (less travel, more time with family, comfort, etc.)	22	29.3%
Learning/Using New Strategies, Programs, Resources	13	17.3%
Student/Teachers now have Increased Access to Technology (district provided devices to students)	3	4.0%
Connecting online with other arts educators from around the state and country through virtual workshops, meetings, social media	12	16.0%
Fewer Behavior Issues	17	22.7%
Other...	8	9.4%

In conclusion, each respondents' self-regulation, honesty, integrity, and efforts to provide meaningful, participatory, and high-quality teaching and learning to those in their classes, homes, schools, and districts was inspiring, encouraging, and noteworthy. This journey is truly 'an artwork in progress'—one of Renaissance, resilience, and re-imagining education in the midst of a world-wide pandemic. The calendar year 2020 will be a benchmark for education. Arts education will survive, thrive, and define this time in our history. Thank you to all of you for your commitment, dedication, love, and perseverance. You are champions and heroes.

Note: Dr. Joseph will be presenting this research for a WAEA Professional Development workshop on Saturday, March 20, 2021, from 10:00 – 11:30 a.m. via WAEA Zoom Event free registration and for 1.5 clock hours. This is an arts education research, advocacy, and practice session and open to all. Watch for the flyer. Tracy Fortune and Cheyenne Gillett are featured in the video presentation of this workshop with methods they are using to teach in remote formats.



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By Josh Miles

WAEA Northwest Regional Representative, Edmonds School District

Email: milesj@edmonds.wednet.edu

Throughout my life I have been a passionate gamer, especially when it comes to retro video games. As a ten-year-old I was exposed to a multitude of video games including the Final Fantasy series, Super Mario RPG along with The Legend of Zelda. When I look back on these games I always smile because playing these games provided me with memories which were memorable, because I had so much fun not only playing them but having fun with friends too!

When my wife (girlfriend at the time) and I began spending more time together she and her son introduced me to Perler Beads and how fun these can be to craft and create unique pieces of artwork which has become a common way for many people, young and old to share their fun ideas inspired by pixel

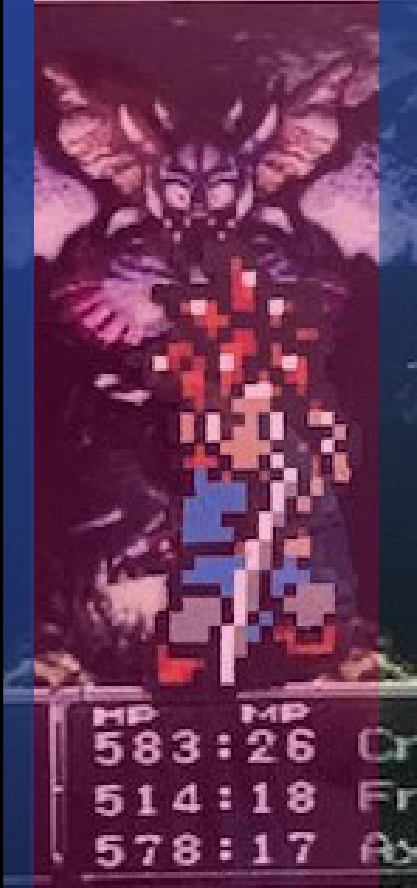
art. Her son, Antonio spent time crafting unique pieces of artwork and when I saw the possibilities of this medium, I realized I could craft some retro gaming artwork using Perler Beads.

Therefore I looked back to the retro games I played when I was younger and saw an opportunity to use this medium to craft characters from the games I played as a child and combine them with printed images to make a mixed media piece inspired by the retro games of my youth. Many of these games which made a comeback due to emulators and classic and retro consoles along with high definition remakes on last and current generation systems are introducing a new generation of kids and gamers to how simple and fun these pixel style games can be! Even though graphics in video games are now often hi-res and extremely realistic looking there is still

Perler Beads, Pixel Art and Memories:



How I Combined My Passion for Gaming and Art



"Magus at his Castle" (Chrono Trigger)
Mixed Media (Perler Beads and Digital Print)



Artwork and photo by Josh Miles



an interest and audience for retro and pixelated games for audiences young and old.

Throughout the quarantine of 2020, my son and I crafted a multitude of Perler bead artwork inspired by games such as Undertale (2015), Legend of Zelda: A Link to the Past (1991), Final Fantasy VI (1994) and Chrono Trigger (1995) combining our passion for these games and how closely Perler beads and pixel are so similar looking.

When I craft Perler bead artwork I think about the academic skills associated with crafting this medium. For instance, students learn and observe different colors (how teal and emerald green differ), how the small pegs on the boards could be seen as learning about coordinate points and how heat and parchment paperwork to melt the beads together to combine to create a pixel inspired piece of artwork. The concept of integrating this medium into our

classrooms should be pursued as it involved a multitude of academic skills.

"When I craft Perler bead artwork I think about the academic skills associated with crafting this medium."

As I look back on crafting Perler bead artwork, I am grateful for the memories I reflect on when crafting them and new memories I make when crafting this type of artwork with my wife, Christina and our son, Antonio. Being able to combine previous memories playing these retro games with my friends as a child and being able to create these pieces of artwork with my new gamer friends, more specifically family, I am grateful for having art and being able to use this new medium to make new memories I will always look back on.

An Art- full Journey

By Carl Clausen

MAEd, NBCT, Retired, Former WAEA Co-President

Email: cjclausen@aol.com

Carl is a retired art educator living in Kirkland. He teaches children's art classes and summer art camp for Kirkland Arts Center and frequently works as a long-term art substitute teacher for Bellevue Public Schools. He holds a Master's Degree and was one of the first elementary art educators in the state to acquire National Board Certification. He also coached teachers seeking National Board Certification and scored entries. He was the recipient of the WAEA Elementary Art Educator (2007), NAEA Pacific Region Elementary Art Educator (2007), Phi Delta Kappa Outstanding Art Educator (2009), and OSPI Tribute Award (2011). He served several years on the WAEA Board (co-president 2007-2009) and self-declared "King of the Silent Auction" at the annual conferences.



Carl Clausen's Oldest Art Student (102 years young)

It started in prison...my first art teaching job, that is. Prior to this, I had applied to a few area school districts that employed elementary art educators which was about the time budgets were being drastically cut. Unable to procure an elementary art position in the early '70's because of these budget cuts, I went back to school to get a k-12 Art along with Special Education certification. I was then hired to teach art at a women's prison for two years until that program was completely cut. I was placed in a middle school position teaching art and Title I reading as well as the inherent extra-curricular activities pawned off on new teachers (school yearbook and coaching).

"I would encourage all WAEA

members to invite colleagues

to join and use your collective

voices to advocate for the

importance of Visual Arts in

the curriculum....Despite what

anyone says, ART IS CORE."

This is when I first joined WAEA and invited by a colleague to my first state conference in, I think, 1978. The pre-conference "party" was held at the home of Ron Ho, a Bellevue School District art educator. Fast-forward five years and I moved from Gig Harbor to Seattle and taught in Bellevue where I FINALLY was hired for that elementary art specialist position. Here, I found my niche and taught at the same elementary school for 21 years

LEARNING



ART IS CORE!

and during that time, acquired a Master's degree and National Board Certification. This afforded me some leadership opportunities like involvement in the WAEA Board (eventually co-president, helping develop State Art Standards, as well as helping to plan for the first NAEA Convention held in Seattle). After officially retiring as an art teacher from Newport High, I continue teaching Art as a substitute teacher along with other local organizations; in classrooms AND remotely.

As Fred Babb states: "Art is a place kids travel to where they feel good about themselves.

Keep their passports current."

My passion for art and tapping imaginations has been rewarding over the years; my youngest student was four and my oldest, 102. It's been 50 years since I declared my major in Art Educator and am now "passing the torch."

Now as a retiree, I have more discretionary time and can focus on doing my own art. So much has transpired since OSHA was signed into law 50 years ago as well as a myriad of mediums to express one's self. Art has had quite a journey from the cave walls at Lascaux to the digital installations today. I would encourage all WAEA members to invite colleagues to join and use your collective voices to advocate for the importance of Visual Art in the curriculum; the struggle is ongoing. Ask art colleagues to volunteer on committees and conferences...chances are they'll step up...even for the smallest time commitments. Through WAEA/NAEA, art teachers have a strong network of art educators and advocates. Despite what anyone says, ART IS CORE.

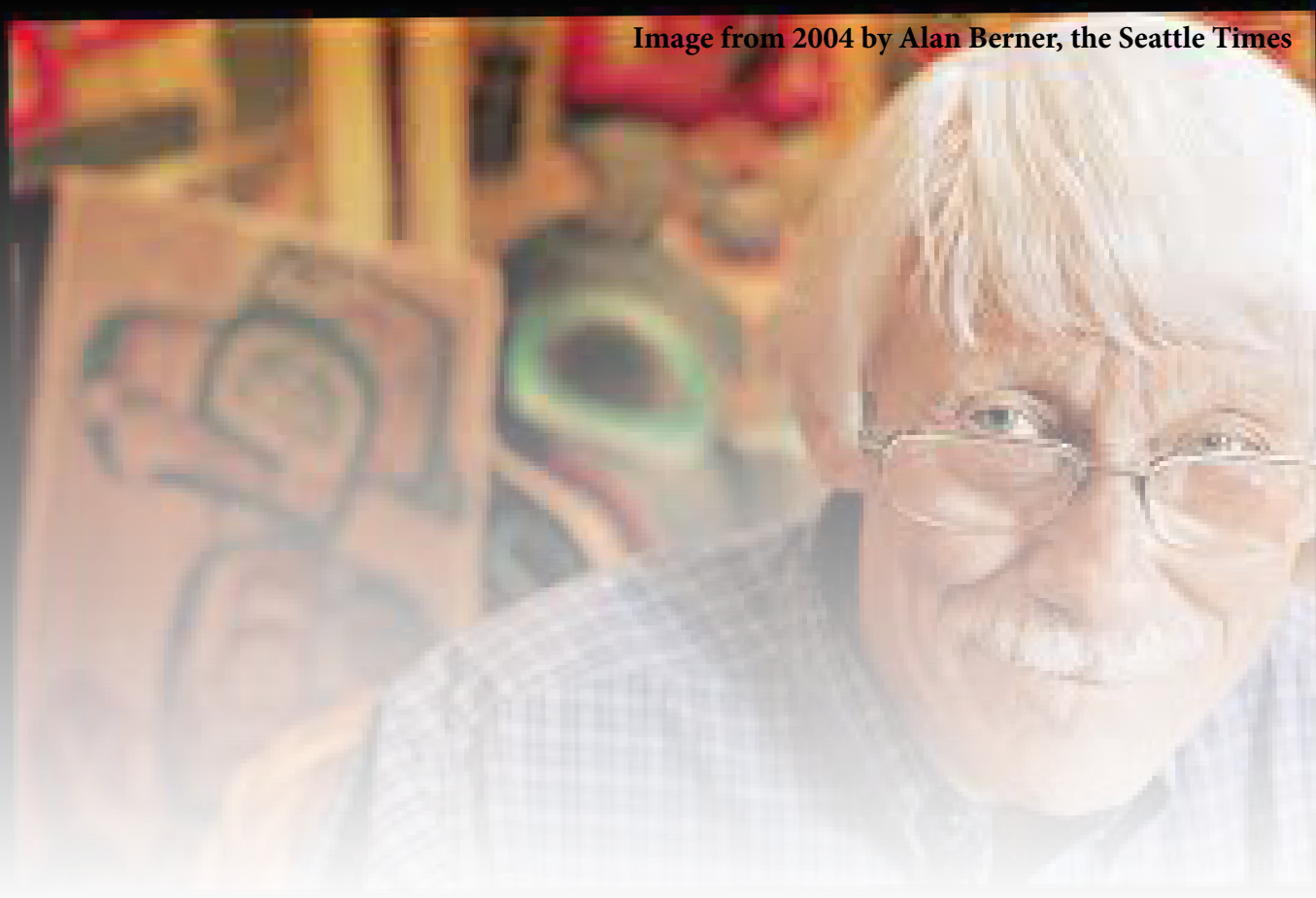
As Fred Babb states: "Art is a place kids travel to where they feel good about themselves. Keep their passports current.

I want to especially thank my work wife, Lisa Crubaugh, for many years of collaboration and divine guidance, Ginny Lane for taking me along on this rewarding journey, and Dr. AnnRené Joseph for her continued support.

Bill Holm

A TREMENDOUS LEGACY

Image from 2004 by Alan Berner, the Seattle Times



By Mari Atkinson

M.Ed; NBCT, WAEA OSPI Arts Advisory and Arts Time Chair

Email: atkinsm6@wwu.edu

With the passing of Bill Holm, March 24, 1925 – December 16, 2020, we are left with a tremendous legacy. Where to begin... Bill Holm, Burke Museum Curator Emeritus of Northwest Coast Art and UW Professor Emeritus of Art History, artist, author, historian. “Ninety-five years of boundless curiosity, of limitless sharing of skills and knowledge, of earnest creating of connections across generations, across cultures, is the cherished legacy we have all received from him.” -Kathryn Bunn-Marcuse. Throughout his life, Bill Holm upheld limitless curiosity and never stopped learning, teaching or making.

In many impactful ways, Bill Holm’s legacy brings about a presence in our classrooms and studios. We teach our students about the essential curving line - the ‘formline’ that swells and diminishes as it defines the outline of ovoids, u-forms, s-forms, and more. What better way to teach our students about negative

and positive space as formlines delineate one another? Formline is a term first used by Bill Holm in his 1965 publication Northwest Coast Indian Art: An Analysis of Form which has sold over 120,000 copies. To this day - this classic is a staple for artists on the Northwest Coast.

Now available as a 50th anniversary edition, Northwest Coast Indian Art: An Analysis of Form had its beginnings in the 1950s when Bill Holm was a graduate student analytically studying northern Northwest Coast Native art. Bill Holm gave us new terminology to discuss this style of art as well as masterful achievements produced by Northwest Coast Native artists. Holm opened the door to understanding stories told within the painted and carved masterworks of boxes, masks, rattles, crests, totems and much more. His teaching legacy flourished ideas that at one time, white institutions sought to destroy.

May the spirit of Bill Holm's legacy keep us forever inspired and endlessly curious as we venture on our individual journeys toward exploration and discovery.



A young Bill Holm paints one of the ends of a bent corner chest.

BOOKS BY BILL HOLM

[Northwest Coast Indian Art: An Analysis of Form, 50th Anniversary Edition](#)
[University of Washington Press, 2017](#)

[Crooked Beak of Heaven: Masks and Other Ceremonial Art of the Northwest Coast, 1974](#)

[Indian Art of the Northwest: A Dialogue of Craftmanship and Aesthetics](#)

[Edward S. Curtis in the Land of the War Canoes: A Pioneer Cinematographer in the Pacific Northwest, 1980](#)

And More!

VISIT & EXPLORE

[Burke Museum Bill Holm Center for the Study of Northwest Native Art](#)

The Bill Holm Center is a premier center for the study of Native arts of the Pacific Northwest. Through research grants, public outreach, online resources and publications the Center works to:

- Establish a globally accessible learning center at the Burke Museum.
- Promote scholarly research on Northwest Native art.
- Increase Native and public access to research resources.
- Foster appreciation and understanding of Native art of the Pacific Northwest

[Unsettling Native Art Histories on the Northwest Coast](#)

Native Art of the Pacific Northwest: A Bill Holm Center Series July 2020 UW Press

Edited by Kathryn Bunn-Marcuse and Aldona Jonaitis
Unsettling Native Art Histories on the Northwest Coast is a definitive collection of writings that bring a conscious narrative of the past, present and future of Indigenous art.

➤ Sonny Assu, artist, Ligwílda'xw of the Kwakwaka'wakw nations

[Sun Dogs and Eagle Down: The Indian Paintings of Bill Holm](#)

Naomi B. Pascal Editor's Endowment, 2000

This eagerly awaited book makes available for the first time 49 full-color reproductions of Bill Holm's paintings of traditional Indian scenes, produced from the 1950s to the present. Also included are some of the small watercolors and drawings Holm has made on envelopes, and several of his three-dimensional pieces. In addition to being visually compelling, the pictures provide a wealth of ethnographic detail. A lengthy descriptive caption by the artist accompanies each painting.

WAEA's 50th Anniversary Collection of Lists

WAEA is celebrating its 50th Anniversary this year (1971-2021) and would love your help in collecting some interesting lists of 50. Please help us garner content that we will use in Splatter Magazine, Social Media and in other ways to celebrate this momentous occasion. We are working to collect 50 responses for each question. You are free to share more than one answer for each question or skip those of your choosing.

Fill out the survey for a chance to win \$50 cash!

If you would like to contribute to these lists please fill out this [SURVEY](#).

50 Art Websites For Your Virtual Classrooms



[Art Games 2.0](#)

The ArtGames app features seven unique video games based on seven artworks in the Albright-Knox's collection.

[Artsology](#)

Collection of art games for kids of all ages! There are now 105 games spread out over 7 pages.

[Artventure](#)

Video art lessons and resource plans for primary schools, teachers and kids at home. <https://arteyedeer.com.au/>: Same but more advanced.

[Apprentice Art Studio](#)

An online platform for art instruction. Rediscover the Masters and learn like an apprentice!

[Red Ted Art](#)

Easy to follow crafts and ideas for all age groups. The crafts are designed to be made from every day items, so you can usually get crafting straight away.

[Auto Draw](#)

Online drawing program. Simple and fun to use.

[Art Project by Google](#)

A digital art collection including many art works from art museums around the world. With the build in search and compare functions and other features, it is a great resource to study art history and art masterpieces. There is an education section that offers many creative teaching ideas.

[Coloring Nature](#)

Coloring Nature is for children and adults. We have more than 675 FREE printable coloring pages. Our coloring categories include serious science: biomes, anatomy, animals, plants and more, plus some pure whimsy – just for fun.

[Pixel Art](#)

A fun free in-browser pixel art tool. Suitable for all ages.

[Art with Mrs. Nguyen](#)

Fun and engaging art lessons and classroom management ideas! Subscribe To Offers. Shop Online.

[Creating a masterpiece](#)

Award winning fine art training program for students 5 and up. First month of access to our award winning Drawing Program is free with the code: Corona2020

[Storyboard](#)

This is a fun way to help kids learn storytelling using art formats. It is a great tool for young children who have not fully developed in language expression. They can use provided template and pictures to put together a story.

[Tinkergarten](#)

Outdoor play-based activities for a range of ages. Focus on creative exploration as well as critical thought about challenging problems and puzzles.

50 Art Websites For Your Virtual Classrooms

WAEA Celebrating 50 Years



[Art Class Curator](#)

Art Class Curator is dedicated to empowering you to embrace teaching art with works of art. The regular jolts of art history inspiration and innovative art teacher resources will equip you with the tools you need to shape the future lives of your student through art.

[Art for kids hub](#)

Art lessons for children, including drawing, painting, origami and more.

[FakingIt](#)

Free website and a free app teaching kids photo editing history, and fun ideas. Kids not only learn art, but also history.

[Deep Space Sparkle](#)

Deep Space Sparkles offers art lesson plans and teaching resources that will help you teach art to kids, even if you aren't a great artist. You collect the supplies, round up the artists and watch the creativity unfold.

[Mandala Maker](#)

Online program allowing students to design their own Mandalas.

[Kadenze](#)

Creative courses in Art, Design, Music, Computer Programming Machine Learning and more from the world's leading colleges, universities, and industry partners.

[Getty Museum](#)

Education-related activities, lessons, and resources offered by the Getty Museum for teachers, students, professionals, and the general public.

[Doodles Academy](#)

Doodles Academy is a free art curriculum that is available virtually. It provides art projects that offer authentic art experiences for students -- every student makes their own artistic decisions and walks away from the project with an artwork unique to them.

[Ran Art Blog](#)

List of youtube channels for learning to draw and paint. Suitable for students requiring extension.

[Pixlr](#)

Pixlr Editor is a browser photo editor for all your editing needs. Have full control over your images, including layers and effects.

Pixlr Editor is the most popular advanced online photo editor. No download is required, and it's 100% free.

[Painting Tube](#)

The first FREE video based Website for beginners and advanced Artists! A team of art teachers & professional artists choose the best videos and present them to you in a neatly categorized list. More than 7500 videos.

[Piven World](#)

The Art of Hanoch Piven. Piven's methodology makes us look again at what is taken for granted in the world around and re-train practices that tend to decline in adults.

[The Arty Teacher](#)

A set of tasks you can set for online learning for students at home.

[PNGWAVE](#)

Transparent PNGs for designers, free & unlimited downloads.

50 Art Websites For Your Virtual Classrooms



50 Years

[Remote Lesson Plans](#)

Free library of lesson plans designed for remote learning during school closures or quarantines. The lessons here are meant to fuel creativity and support growth and learning. K-12.

[Photopea:](#)

A free in-browser digital editing website comparable to Photoshop.

[PBS Learning](#)

Explore the many forms of visual art, from basket weaving to painting, and glasswork to furniture, with resources that encourage analysis, research, and practice.

[The Art & Craft Hut](#)

FREE Art lessons for Primary level students. Within each lesson is a follow along video, theoretical & planning worksheets, student work examples, step by step instructions, materials required and guide to create a final artwork.

[Drawnimal:](#)

Drawing app of challenge in a fun way. Kids see part of drawing on iPad, and put the iPad on paper, they have to complete the whole picture utilizing the part already on iPad. Great for imagination.

[We draw Animals](#)

Learn how to draw animals step by step tutorials. Can also download as PDFs.

[The Arty Teacher](#)

14 Inspirational TED Talks for Art Teachers and Students. Other resources available for purchase on the website.

[SketchBook:](#)

A more sophisticated drawing app for those who want to explore more advanced art effects like water color, animation. You can even create the art with layers for easy editing.

[Night Zoo Keeper](#) [Teleporting Torch:](#)

Fun app letting parents connect with kids via drawing projects. The app has a system set up so parents can send kids drawing challenges based on kids' skill level.

[Drawp:](#)

Another drawing app with many drawing tools for kids to explore different art effects. Kids also receive drawing prompts for drawing ideas.

50 Art Websites For Your Virtual Classrooms



WAEA Celebrating 50 Years

Six Sculpture Ideas to Complete at Home

If you're waiting on your budget money to come in, or if you don't have a budget at all, here are six sculpture ideas you can use to create some great projects without spending a lot of money.

AutoDraw

Fun simple drawing game (honestly pretty good for all ages)

Tiny Gallery of Gratitude Drawing Handout

A link to a handout you can print at home

Storyboard That:

A free website that is a great tool for kids to learn to communicate with drawings. There are many pre-made picture units for kids to use to create a story.

Mini Monet:

Drawing app for kids with classy taste, Mini Monet has different challenges for kids. For example, kids will see half of the drawing and they are to finish the other half. The option of choosing a ruled background is very helpful for kids to learn to draw in the right proportion.

Drawing with Carl:

It is a nice drawing app with a lot of drawing tools for kids to explore different effects. The mirror effect is a unique feature for kids to learn about symmetry design.

Art Of Ed Remote Lessons

A collection of lessons great for remote learning.

Nature-Based Projects

You can easily do these Andy Goldsworthy Style Projects at home.

Rapid Fire Art

Learn how to draw accurately parts of the face. Improve your drawing's facial expressions, shadings and more, they're constantly adding new art lessons. (Appropriate for extension)

Ms Artastic

Get ideas for art tutorials for kids. Lots of inspiration for art projects, lesson plans, and techniques that you can do at home or teach in your elementary or middle school art classroom. Ms Artastic also has a [website](#).

Eye Paint:

This app provides a unique way for kids to learn coloring and pattern. Kids can isolate parts of the painting and take the colors and patterns around them in real life to fill the part. It gives a completely new perspective on drawings and pictures.

Squiggles

A drawing app for the youngest kids who just start to learn drawing different lines. It turns kids' squiggles into meaningful drawings, like clouds bringing rains, nests for the birds.

Doodle For Google

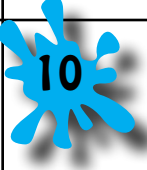
(next deadline extended to March 20)

Happy Art Educator Challenge

Bring a bit of creativity and positivity to your day by completing the following daily challenges to make you a happier art educator.

50th Anniversary Edition!

Information gathered by Cheyenne Gillett

 1 Send a card to a student who deserves recognition or is often overlooked.	2 Send an encouraging email to a colleague.	 3 Disinfect and de-clutter your workspace.	4 Start or continue a gratitude list . Write down one thing you are grateful for everyday.	5 Create a relaxing playlist you can play while students are entering your class.
6 Wear a costume related to something you are teaching.	 7 Rearrange your desk setup.	8 Do a scavenger hunt with your students. See if they can find objects that represent the 7 elements of art	9 Brag about one of your students to your principal and admin.	 10 Show students a picture of you when you were their age.
11 Eat a snack that reminds you of your childhood.	12 Show students a hilarious video just for fun!	 13 Learn a new craft or hobby you have been putting off.	14 Analyze the art/artists you show in the classroom. Do you introduce your students to diverse art/artists?	15 Try out a new website or app in your classroom. See PAGE 29
16 Take a break today at lunch to move your body!	 17 Send a colleague a quick message checking in on them and their family.	18 Create a new and fun way to greet students when they enter your physical or digital classroom.	19 Try out mindful breathing in one or more of your classes. Reflect on its affects on both you and your classes.	20 Block out some time today to write in your journal.
21 Step away from all social media today.	22 Write down 5 or more things you love about being an art educator and re-visit it frequently.	23 Play a board game or card game.	 24 Cook and plan a healthy meal for yourself.	25 Share a cheesy joke with your students and colleagues.






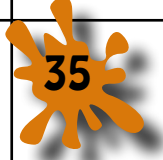
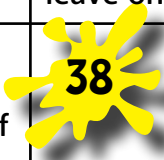


50th Anniversary Edition!

Join WAEA in its celebration of 50 years by completing these easy, mood enhancing challenges.

Happy Art Educator Challenge

Print out these "calendars" to keep on your desk

Information gathered by Cheyenne Gillett

 26 Be comfortable saying no to new obligations. Practice saying NO today.	27 This is your reminder to start fresh everyday! This applies to your relationships with students too.	 28 Bring healthy snacks to work with you today.	29 Sit down for 5 minutes to practice mindful breathing.	30 Use your FAVORITE coffee mug today.
31 Do research to find a new artist to bring to your students that showcase new cultural perspectives.	 32 Do one thing of your choice for self-care today.	33 Leave work on time today. Many teachers work tirelessly. Give yourself permission to leave on time.	34 Attend a WAEA Coffee Connections meeting to talk with other art educators. For more information go to page 40	 35 Go to bed early and recharge your batteries.
36 Make something without caring whether it's "good" and have fun!	37 Do one small act of kindness for a community member.	 38 Compliment a student and watch their face light up.	39 Write a handwritten letter to friends or family and draw/ decorate the letter and envelope.	40 Play like a kid. Silly putty, bubbles, legos, cartoons, coloring.
41 Look up funny art memes to share with your students or include in your lessons.	 42 Go on a LONG and relaxing walk.	43 Buy yourself a cheap art tool that you need, but have been putting off.	44 Drink water. Try flavored, carbonated or fruit infused water for a change.	45 Brainstorm a fun "brain break" for your students. They get screen fatigue too!
46 Find reasons to laugh today. Track all the times you laughed and write them down to reflect on later.	47 Make a list of 3 ways you can connect with friends and family even when you aren't seeing them.	48 Set a goal that you want to accomplish today. Keep track of it all day, and celebrate when you reach it!	 49 Draw or print out coloring pages and spend at least 30 minutes coloring.	50 Design a postcard, then mail a loved one a message.

1995-2021



WAEA Past Presidents/Co-Presidents

1998-2000

Mari Evans

What was your most memorable experience during your time as WAEA president?

"WAEA started a 6 year term - 2 years president elect, 2 years president, 2 years past president, so it was working with a team of art educators. I will never forget the laughter and hours working with Cathy Ross."

What was WAEA's biggest accomplishment during your time as president?

"Unifying both sides of the Cascades where WAEA presidents and annual Conferences had input and access to the entire state."

2010-2011

Ginny Lane and Robert McMinn

2002-2004

Don Collins and Susan Donahoe

2006-2008

Joyce Melby and Ann Morgan

1995-1996

Gary La Turner



1996-1998

Susan Hamilton

2004-2006

Gale Riley and Deb Barten

2000-2002

Cathy Ross and Amy Friedman

2008-2010

Carl Clausen and Lisa Crubaugh

What was your most memorable experience during your time as WAEA co-president?

"Helping plan the first NAEA Convention in Seattle."

What was WAEA's biggest accomplishment during your time as co-president?

"Getting the first award-winning WAEA website up and running along with a Facebook page."

-Carl Clausen



WASHINGTON
ART EDUCATION
ASSOCIATION

1995-2021

WAEA Past Presidents/Co-Presidents

WAEA Celebrating 50 Years

Want to see the rest of our WAEA timeline? Tune into our next issue of Splatter where you will learn more about our WAEA history and presidents/co-presidents.

2011-2012

Ginny Lane

2012-2014

Cathy Tanasse and
Richard Serpe

What was your most memorable experience during your time as WAEA co-president?

"My most memorable experience was when I was in charge of the 2013 WAEA conference held at my school. I worked on every single aspect of it and the prefunction and included my students as well. It was amazing to work with such inspiring educators and artists."

What was WAEA's biggest accomplishment during your time as co-president?

"Some goals, hopefully leading to accomplishments included exploring new incentives and platforms to increase participation across the state."

-Cathy Tanasse

2014-2016

Mari Atkinson
and

Pamelia Valentine

What was your most memorable experience during your time as WAEA co-president?

"Meeting and serving with Arts educators all across the nation."

What was WAEA's biggest accomplishment during your time as co-president?

"Reaching across the state to develop a group that serves the WHOLE state."

-Pamelia Valentine

2016-2018

Cynthia Gaub and
Amanda (Mandy) Theis

What was your most memorable experience during your time as WAEA co-president?

"Most memorable would be speaking with Mari at the National convention in Seattle. Mandy's most memorable experience is the epic windstorm during our Bellingham state conference that threatened to cancel our event and then it didn't happen at all."

What was WAEA's biggest accomplishment during your time as co-president?

"The biggest accomplishment for both Mandy and I would be helping to grow the membership into the 500s, which won our state an NAEA membership growth award."

-Cynthia Gaub

2018-2020

Melanie Artz and
Tracy Fortune

What was your most memorable experience during your time as WAEA co-president?

"The fall conferences in Tacoma and Leavenworth stand out in my mind. I especially loved greeting WAEA attendees decked out wearing giant palettes that my co-president Melanie Artz made."

What was WAEA's biggest accomplishment during your time as co-president?

"I am proud of the new and varied professional development opportunities that we provide for our members."

-Tracy Fortune

2020-2021

Current Co-Presidents

Melanie Artz and
Olga Surmacheva



WHAT'S NEW WITH NAEA?



CREATE

[VIRTUAL] 2021 NAEA NATIONAL CONVENTION

MARCH 4-7, 2021

CONNECT
INSPIRE
LEARN

This professional learning experience is created by and for visual arts and design educators. Engage in a selection of hundreds of options tailored for elementary, middle level, secondary, higher education, preservice, museum, supervision/administration, and more. Be energized and inspired by colleagues from around the world as we connect live March 4-7. Then, continue to deepen your experience with access to session recordings on demand for 6 months after the live event. Details on keynotes, sessions, workshops, exhibits, and networking events are coming soon!

NAEA members save 60% on registration, and are also connected to a worldwide network of visual arts educators and outstanding benefits.

Register Now!

FAQ

REGISTRATION PRICES

NAEA MEMBERS

\$99

Active

Associate

First Year Professional

Lifetime

\$79

Emeritus

Preservice

NONMEMBERS

\$159

Join NAEA (membership prices vary) when you register to receive the \$99 member registration rate (a 60% discount) and exclusive NAEA member benefits.

OTHER NEWS

NAEA Monthly Mentor

Each month, a different member is the guest writer for the NAEA Monthly Mentor Blog. Holly is a middle school art educator in Harrisonburg, Virginia, and serves as President of the Virginia Art Education Association. Her teaching incorporates cross-curricular connections, technology, and global awareness.

[Read the Monthly Mentor Blog](#)

Don't forget to check in every month to read articles from a new monthly mentor!



WHAT'S NEW WITH WAEA?

Winter Meetings/ Board Highlights

Motions and Discussions

Approved Appointment of :

- Isolde Beebe and Jessica Garrick as The Coffee Connections Chair (virtual meet-ups to talk about art and art ed)
- Becky Broyles and Barb Holterman as Chairs of the Monthly Virtual Workshop Committee
- Linda Martin Chitturi as Awards Chair
- Margaret Hartley as Splatter proofreader
- Jessica Holloway as Advertising Chair

Open Positions:

Advertising, South Central Region (ESD 105), Social Media Rep, Communications, J.E.D.I Council Chair. YAM Co-Chair, Other Committee Openings

Accepted Resignations:

- Gail Riley stepped down as Awards representative.
- Yvonne Kunz stepped down as Advertising/vendor.

WAEA's 50th Anniversary:

WAEA 50th Anniversary (1971-2021): We established a working group headed up by Tracy Fortune. Please contact Tracy at pastpresident1@waea.net if you are interested in helping plan our 50th anniversary celebrations.

Approved Motions:

- Approved 2 mileage to membership scholarships.
- Approved 2-5 members attending America for the Arts (1 person is \$75/2-5 people is \$200).
- Approved \$200 for the 50th Anniversary Celebrations Jan.- June.
- Approved purchase of Zoom account for \$149/year.
- Approved the sending of four \$25 gift cards to the Wisconsin WAEA as a token of gratitude.

WAEA Events

JANUARY 2021

January 9, 2021:
Open Membership Meeting - 10 am

JANUARY 2021

January 16, 2021:
The Coffee Connection - 9am
Virtual Workshop - 10 am

FEBRUARY 2021

February 20, 2021:
The Coffee Connection - 9am
Virtual Workshop - 10 am

MARCH 2021

March 13, 2021:
Open Membership Meeting - 10 am

MARCH 2021

March 20, 2021:
The Coffee Connection - 9am
Virtual Workshop - 10 am

APRIL 2021

April 17, 2021:
The Coffee Connection - 9am
Virtual Workshop - 10 am

MAY 2021

May 15, 2021:
Open Membership Meeting - 10 am

MAY 2021

May 22, 2021:
The Coffee Connection - 9am
Virtual Workshop - 10 am





WASHINGTON ART EDUCATION ASSOCIATION

Who is WAEA Right Now?

By Mac Buf (They/Them/Theirs)

Museum Division Representative, Washington Art Education Association

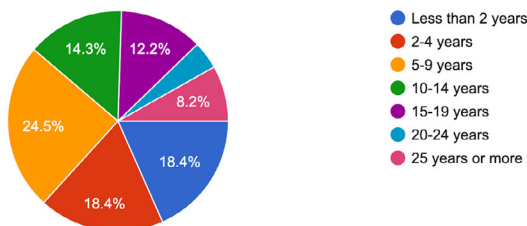
Associate Director of Education for Student and Teacher Programs, Tacoma Art Museum

Email: museum@waea.net

WAEA's 50th anniversary is an excellent time to celebrate our organization, as well as assess our path forward. In November, WAEA leadership sent out a WAEA Member Census survey to understand who our members are, and how we can better serve all of you. This survey provided an excellent snapshot of who we are right now, and how we can improve as we enter the next half-century of our organization.

Diversity of Longevity

How long have you been a member of WAEA?
49 responses



WAEA's members span a broad range of longevity with the organization. 8% of our members have been involved with WAEA for at least half of its existence, which is impressive! We have a wealth of organizational knowledge.

On the other hand, nearly 20% have joined in the last two years, fueling new growth.

Nearly 50% of respondents to our survey have worked in some volunteer capacity, from being part of the conference planning committee to serving on the executive board. There are always more opportunities to get involved, from small one-time jobs to longer-term needs -- see a list of open committee positions on [PAGES 53-54](#) or contact the executive board for more information.

Educator Experience

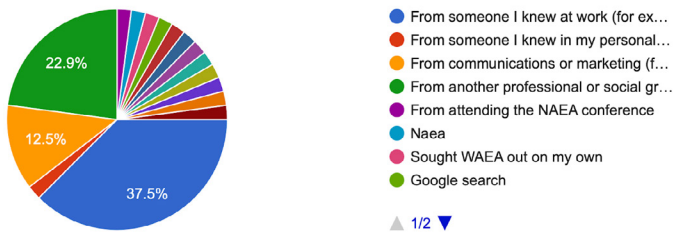
Currently, a slight majority of WAEA members are public-school educators (63%). However, a wide variety of educators are represented in the organization: museum and community educators, higher education, retired teachers, private school teachers, and pre-service teachers. Our members teach the full range of grade levels, from PreK through adults.

Involvement

Over 50% of our members attended at least one professional development opportunity in the 2019-2020 school year. This included the fall conference, in-person professional development, and virtual workshops. Though we cannot meet in person right now, WAEA continues to provide professional development for our members through our free monthly virtual workshop series.

Growing the Organization

How did you first hear about WAEA?
48 responses



Most of our members first heard about WAEA from a colleague at work. If you find benefit from what WAEA does, remember to tell your friends and colleagues about our organization! WAEA welcomes all art educators from around the state and from all different education pathways.

Shout-outs

Members expressed feeling positive overall about their experiences in WAEA. Here are some selected examples:

**" Being a member of WAEA
is enhancing to my personal
and professional practices. The
social aspects- albeit virtual-
continues to be life enhancing
as well."**

"Being a member of WAEA is enhancing to my personal and professional practices. The social aspect - albeit virtual - continues to be life enhancing, as well."

**" [I appreciate the] increased
offerings of art-making
workshops. Leadership is
engaged and welcoming. Focus
on diversity, equity, and
inclusion is high."**

"There is a clear mission, commitment to serving the teachers, and providing professional development and a professionalism within the structure."

"[I appreciate the] increased offerings of art-making workshops. Leadership is engaged and welcoming. Focus on diversity, equity, and inclusion is high."

"WAEA is in the black with regards to funding. This is commendable. The leadership the last cycle - with Tracy at the helm has blossomed, in spite of COVID-19! This is remarkable and miraculous."

"Connection is critical for social well-being, and WAEA offers that."

Join Zoom Meeting
-WAEA Coffee Connection

<https://ucds-org.zoom.us/j/4731537081?pwd=UzI2d0lwRll6WTlGNW1uNy90d3lYUT09>

Meeting ID: 473 153 7081
Passcode: WAEA



The Coffee Connection

Join WAEA members for a virtual conversation about art and art education. One Saturday a month, make connections and share ideas.

The Coffee Connection Dates
9am-10am

January 16th, February 20th, March 20th,
April 17th, & May 22nd

Hosted by Isolde Beebe & Jessica Garrick

For more information contact Jessica Chickadel Garrick: jessicag@ucds.org or Isolde Beebe: ibeebe@everettsd. 44



Virtual
Art

WORKSHOPS

WAEA Presents...

SUSTAINING YOUR CREATIVE PRACTICE

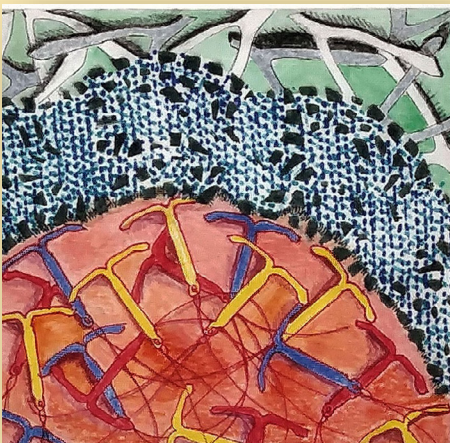
WORKSHOP DESCRIPTION:

As art teachers, how do we sustain our art when teaching can be so demanding? Learn 5 strategies to help sustain a creative practice, even when time and inspiration is limited. Engage in a drawing exercise designed to develop your creativity. Takeaways include resources, readings, and a creativity challenge for 2021.

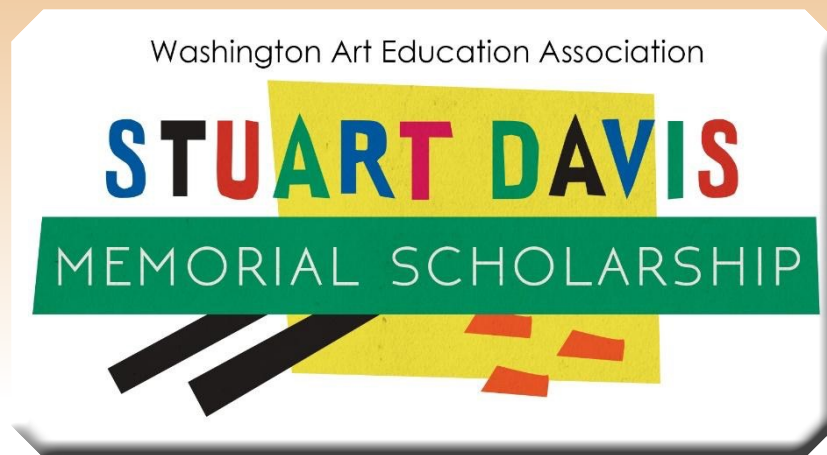
WORKSHOPS ARE HELD ON ZOOM
Please Register on [Eventbrite](https://www.eventbrite.com) to
get the code to receive the
link to the event.

SAT.
FEB 20
10:00 am
to 11:30 am
OPEN TO THE PUBLIC
2021

PRESENTER:
Artist and Art Educator
Yvonne Kunz



SUGGESTED MATERIALS:
Notebook for Notes,
Paper and Drawing
Materials of Your Choice



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 to 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.
- **2nd:** The second award will be \$1000.00
- **3rd:** 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**
- Notification of awardees will be by May 23

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
5. The completed scholarship application form (see website)

Email completed entries to: WAEA Scholarship Chair Marta Olson scholarship@waea.net

Visit www.waea.net for more information and to download the [scholarship application form](#).



WAEA Flag-Banner Contest 2021

"Art Connects Us"

The winning flag will be printed at full size (3'x5') and put on display at the OSPI building in Olympia and a 2nd copy sent to the school of the winning student. The student will be awarded the *Charlene Dixon Memorial Scholarship* and will receive a check for \$100

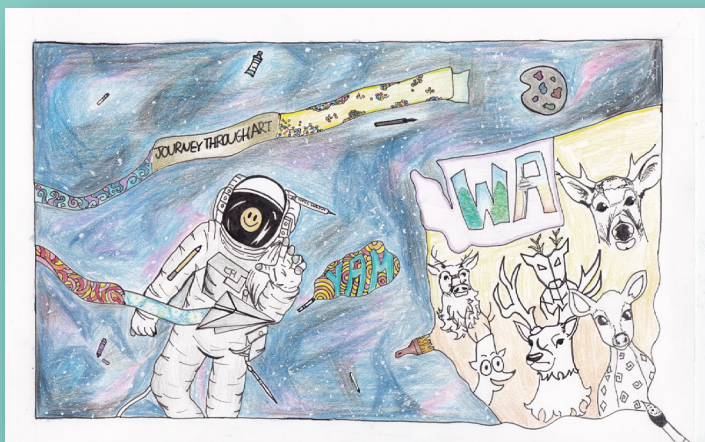
GUIDELINES:

Design a 3'X 5' flag or banner based on the theme "Art Connects Us". Include the name of our state in the flag design.

Design can be VERTICAL or HORIZONTAL format. Include the words "Youth Art Month" if possible.

CONTEST DETAILS

- **Artwork Size:** Artwork dimensions approx. 7"x11" or 11"x18"
- **Eligibility:** Open to K-12 Students with Current WAEA Member Teacher/Sponsor
- **YAM Info:** [Visit the YAM Site](#)
- **Student Release Form:** [Release Form with Template](#)
- **Deadline to Submit:** February 1, 2021
- **How to Submit:** Please email high quality images and student release forms to the WAEA YAM Flag Rep
- **WAEA YAM Flag Rep:** [Connie Richards Aigner](#)



2020 Winner Hannah Alamillo, Lakes High School



2017 Charlene Dixon West Valley HS

Call for Submissions

WAEA, Maryhill Museum of Art and the Tacoma Art Museum

Teachers as Artists

Annual Juried Virtual Exhibition

March 15 – April 25, 2021

'CONNECTIONS'

2021 Theme: 'Connections'

This exhibition brings focus to people, places, or things that have connected our lives during this past year. From memorable moments in the past to future dreams of trips and reunions; from the people we have missed to the people who make our lives beautiful, art educators will explore their vision of "Connections" through multiple media.

Submissions:

You may submit two works of art for juror consideration.

Submission dates are February 10 through 22, 2021.

Use this link

[TEACHERS AS ARTISTS 2021](#)



TACOMA
ART
MUSEUM

If you have any questions, email louise@maryhillmuseum.org or call 509-773-3733 x25.

WAEA Valentine Art Card Exchange

Design and exchange
valentine art cards with
other WAEA artists.

**HOW TO JOIN!
FILL OUT THE
VALENTINE ART CARD
EXCHANGE FORM BY
JANUARY 30TH.**

Questions? Contact Isolde Beebe: ibeebe@everettsd.org
or Jessica Garrick: jessicag@ucds.org

How to Join!

1. To participate, fill out the below form by January 30th.
2. Each participant will design a set of 5 or 10 Valentine Art Cards(select in the form).
3. Each card will be sent to a different participating artist.
4. Your cards can be unique or a repeated edition.
5. Your valentine address list will be sent by February 1st.
6. Please send your cards out by the end of February.

[Follow this Link: WAEA Valentine Art Card Exchange Sign-Up Form](#)

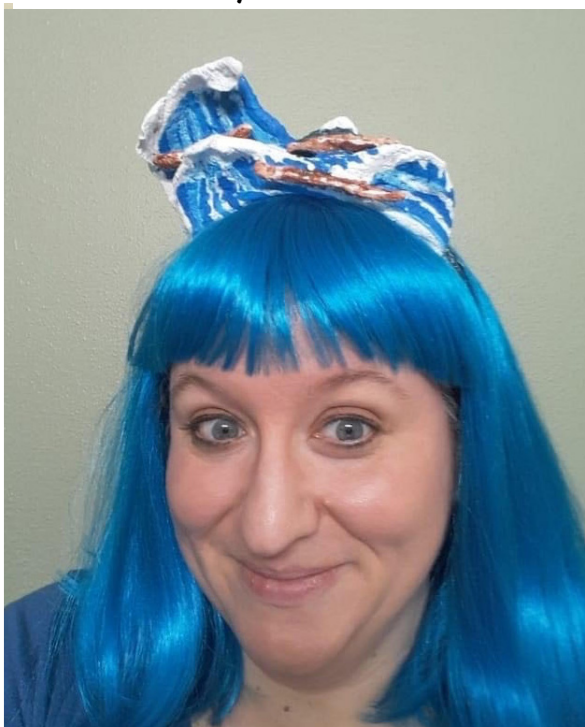
Connecting With Students Virtually

All over Washington State, art educators are finding creative ways to have fun with their students and bring art to life! These educators shared on our WAEA Facebook, how they used their wardrobe to connect with their students.

Cheyenne Gillett channeled her inner Bob Ross



Regan Boysen re-created the Great Wave by Hokusai



Cindy Hall dressed up with her students in the Star Wars theme



Pamela Valentine dressed up as a cherished artist, Frida Kahlo





WASHINGTON
ART EDUCATION
ASSOCIATION

Incoming WAEA Leaders

LEADERSHIP OPPORTUNITIES WITH WAEA:

The time commitment for WAEA Leadership positions vary. There are some that don't take much time and are a great way to meet some new people and find out if you might like to get more involved with WAEA. Consider "getting your feet wet" by volunteering to be an awards or scholarship scorer which only requires a one time commitment of a few hours. Got a little more time? Perhaps become a part of our social media team and make a couple of posts a week on facebook and instagram promoting WAEA events, information and other interesting content. We would also love you to consider stepping up to a bigger role. Please see the available roles on the next few pages. **Want to join a WAEA committee, email copresident1@waea.net.**

Becky Broyles

Monthly Virtual Workshop Co-Chair



Becky Broyles, NBCT, M.Ed., is in her 12th year teaching High School Media Arts and Visual Arts at a parent-partnered ALE in the Battle Ground Public School District. She has been an active WEA union member, WAEA member, sits on the WA State Arts Cadre, and recently on the WA State Reopening Schools Arts Committee. She is a strong advocate for education reform in empowering students to drive their own learning based on their passions and needs. She hopes to bring the "spirit of innovation" to our profession and to continue to inspire and support students, parents, and teachers in our shared path.

Barb Holterman

Monthly Virtual Workshop Co-Chair



Barb Holterman is in her 15th year as an art teacher in the Battle Ground School District. Throughout her life art has remained a constant source of inspiration and activity. A National Board Certified teacher, Barb passionately empowers students to recognize the value of their own ideas and creative process. Her lively, process-based studio promotes learner agency through joyful making and authentic collaboration. She practices Teaching for Artistic Behaviors (TAB) because it is inclusive, student-centered and develops a love of creating. Barb believes TAB fully supports students and is the future of art education.

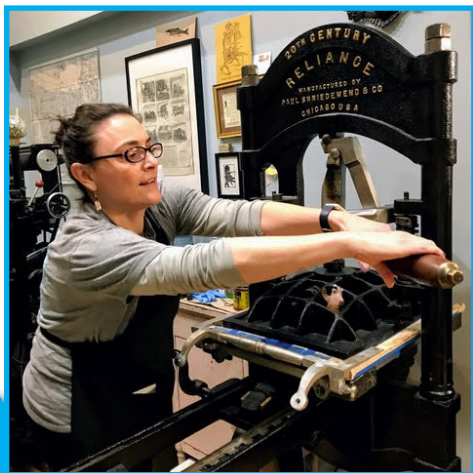
Want To Be A WAEA Leader And Join A Committee?

Email copresident1@waea.net

ORGANIZATIONAL VIBRANCY

Incoming WAEA Leaders

Jessica Chickadel Garrick
Coffee Connections Co-Chair



Jessica Chickadel Garrick teaches art to students ages 3 - 11 at UCDS in Seattle, WA. When she is not creating art with students she is delving into her own art process, using different printmaking techniques and exploring other art mediums. Jessica is also the WAEA Independent School Representative and co-chairs the Coffee Connections, a monthly artist and art educator discussion group for WAEA . She enjoys walks and spending time with her husband David and daughter Maggie.

Isolde Beebe
Coffee Connections Co-Chair



Isolde Beebe teaches Drawing and Painting at 3 different levels , and AP studio art at Cascade High school in Everett, WA. When she is not teaching art she is running, mushroom hunting, hiking, enjoying her family, and making art on her own. She enjoys fiber arts, drawing, painting, and collage. Lately she has been exploring the joys of gouache. Isolde is the WAEA co-chairs the Coffee Connections, a monthly artist and art educator discussion group for WAEA .



Linda Martin Chitturi
Awards Chair

2020 marked 30 years of teaching art for Linda and it is her dream job! The creativity and new ideas that emerge every year is the best part of spending time with young artists, and they show her new ways to solve problems every single day. Currently she is teaching at Tillicum Middle School in the Bellevue School District, and she's hoping to jump into TAB when we return to in-person learning. She is a Wisconsin native but Washington is forever her home!

WAEA Leaders & Leadership Opportunities



WASHINGTON
ART EDUCATION
ASSOCIATION

Board Category	Position Title	Currently Serving
WAEA Exec Board (2020-2021)	Co-President 1 (2020-2022)	Olga Surmacheva
	Co-President 2 (2018-2021)	Melanie Artz
	Co-President Elect 1 (2020-2021)	Ashanti Walther
	Secretary (2020-2022)	Melissa Brownell
	Treasurer (2020-2022)	Steve Okun
	Past-President 1 (2020-2021)	Tracy Fortune

WAEA Division Reps	Elementary	Jill Nettles
	Middle	Molly Quammen
	Secondary	Andie Descheemaeker
	Independent	Jessica Garrick
	Pre-Service	Ashanti Walther
	Retired	Dr. AnnRené Joseph
	Museum	Mac Buff
	Admin Higher Ed	Gregg Schlanger Scott Aigner

WAEA Regional Vice-Presidents (ESD Reps)	101 – North East	Sherry Syrie Tara Gary
	105 – South Central	OPEN
	112 – South West	Barb Holterman Carolyn Benjamin
	113 - Capitol	Pamelia Valentine
	114 – Olympic Peninsula	Hannah Jay
	121- Puget Sound	Marta Olson Amanda Amsel
	123 – South East	Tiffany Page
	171- North Central	Rose Weagant
	189 – North West	Josh Miles

WAEA Committees

SUB COMMITTEES	Lead/Chair	Co-Chair/Other	Other Members	Other Members
LEARNING* (Professional Development)				
Clock Hours	Shannon Brennan	Tracy Fortune	Event Rep	OPEN
Fall Conference	Co-Presidents	Elect	Secretary	Treasurer
	OPEN	OPEN	OPEN	OPEN
Leadership Retreat	Co-Presidents	Elects	Site Rep	OPEN

ORGANIZATIONAL VIBRANCY

Email copresident1@waea.net

Want To Join A WAEA Committee?

Regional Events	Regional VPs	Regional VPs	Regional VPs	Regional VPs
Summer Art Retreat	Cynthia Gaub	Gregg Schlanger	Cyndy Hall	OPEN
Virtual Workshops	Becky Broyles	Barb Holterman	Josh Miles	OPEN
Coffee Connections	Isolde Beebe	Jessica Garrick		

COMMUNITY* (Membership)

Awards				
<ul style="list-style-type: none"> Annual Awards Tribute Award 	Linda Chiturri	OPEN	Gale Riley	Scorers Needed Seasonally
<ul style="list-style-type: none"> Art Educator of the Month 	Melanie Artz	OPEN		
Educator Exhibitions	Lou Palermo	Carolyn Benjamin	Mac Buff	OPEN
Educator Scholarships	OPEN	OPEN		
Membership	Amanda Amsel Wood	Andie Descheemaeker	OPEN	

ORGANIZATIONAL VIBRANCY* (Communications)

E-News	President(s)	Tracy Fortune	Reviewers	
Social Media	OPEN	Melanie Artz	OPEN	
Splatter Magazine	Cheyenne Gillett	Assistant Editor	Reviewers	
Advertizing	Jessica Holloway			
Website	Olga Surmacheva			
<ul style="list-style-type: none"> Webmaster Website Editors 	OPEN	Tracy Fortune	Melanie Artz	Reviewers

ADVOCACY*

Advocacy	James Andrews	Faye Scannell	OPEN	OPEN
			OPEN	OPEN
OSPI Liaison	OPEN	OPEN		
<ul style="list-style-type: none"> OSPI Arts Advisory 	OPEN	OPEN	Barb Holterman	Jessica Holloway
			Mari Atkinson	OPEN
<ul style="list-style-type: none"> Arts Time 	Mari Atkinson	OPEN	OPEN	OPEN
<ul style="list-style-type: none"> High School Art Show Reception 	Linda Chiturri	Olga Surmacheva	OPEN	OPEN
Student Scholarships	Marta Olson	Scorers Needed Seasonally	Scorers Needed Seasonally	Scorers Needed Seasonally
Youth Art Month <ul style="list-style-type: none"> YAM Art Show 	Margie Scala	OPEN	Hanging Committee Member	Hanging Committee Member
<ul style="list-style-type: none"> YAM Flag 	Connie Aigner Richards	OPEN		
Charlene Dixon Memorial Scholarship				

J.E.D.I.** (Justice, Equity, Diversity & Inclusion)

J.E.D.I. Council	OPEN	Mac Buff	Lou Palermo	Laurel King
			Marta Olson	Doris Conraith