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Cover Photo of attendees enjoying the session with AnnRené

The mission of the Washington Art Education Association is to promote excellence in visual arts education in Washington State.

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Co-President's Message

By Pamela Valentine

In this season of shared love and giving of gifts, I want to wish each and every one of you a most beautiful winter with bountiful blessings and amazing good cheer! The WAEA has much to celebrate! We had a truly inspiring conference with the wonderful Cascade High school hosts. Leavenworth is one of the most beautiful destination cities in our great state. If you were there, then you know that it was a conference worth attending.

I am using one of the lessons that I learned at the conference this very week in my clay classes! **Tracy Fortune's lesson on Stained Glass tiles is already a favorite and is a HUGE hit with my 9th grade students** as well as an excellent way to teach organic and geometric line. There were many other great lessons taught that day and the camaraderie and collegiality evident among the gathering of art teachers from all around the state was pure joy to witness.

I had the task of registration for this conference and it was a labor of love. I got to learn the names of everyone who attended the conference and I enjoyed making the nametags and then meeting the people who went with the labels. As I looked across the Commons of Cascade High School and saw the beaming faces of educators who had been just random names a week before the event my heart was warm and happy.

Yes, there were glitches. There always are things that need to be changed at the last minute. Yes, there was problem solving that had to be done. We did that work together- shoulder –to- **shoulder and heart to heart. That's what WAEA does. We work together, we learn together and we play together.** Conferences make that bonding both necessary and delightful. Bless you all and thank you for all your hard work that made it possible. So while we bask in the glow of another great time together, it is time to register and make plans to go to the NAEA conference in Chicago!

Register on the NAEA site and make plans to stay with your WAEA friends because the national conference is such a mind-blowing experience that you truly should NOT miss it. The national conference is a pinnacle of art education. There will be presenters who will lead you through the maze of national standards, teachers who will inspire you beyond imagination and opportunities for you as an art educator that would not happen in either a local or even a regional venue. Give yourself this gift and keep your learning growing on an upward curve for the rest of your career! YES, it IS that amazing!

Happy holidays to you and yours- go gently among the people and truly love one another as artfully as you can- with every fiber of your being!

Cheers!

Pamela D. Valentine



Mari Atkinson, Olivia Gude and Pamela Valentine at the 2015 Conference





WAEA 2016 Youth Art Month Information and Guidelines

Theme: The Power of Art

What is Youth Art Month? Youth Art Month encourages support for quality school art programs, and promotes art material safety. The National Art Education Association, as a national sponsor through The Council for Art Education, administers the program at the national level, and Washington Art Education Association administers the program at the state level. The program provides a medium for recognizing skills developed through visual arts experiences unlike any other curriculum subjects, including: Problem solving, Creativity, Observation, and Communication.

Art shows, special exhibits, and school and community activities take place annually, traditionally during March, to celebrate visual art education for grades K -12. Started in 1961 by The Art & Creative Materials Institute, Inc., Youth Art Month exists to:

1. Recognize art education as a viable factor in the total education curricular that develops citizens of a global society
2. Recognize art is a necessity for the full development of better quality of life for all.
3. Direct attention to the value of art education for divergent and critical thinking.
4. Expand art programs in schools and stimulate new art programs.
5. Encourage commitment to the arts by students, community organizations, and individuals everywhere.
6. Provide additional opportunities for individuals of all ages to participate in creative art learning.
7. Increase community, business and governmental support for art education.
8. Increase community understanding and interest in art and art education through involvement in art exhibits, workshops, and other creative ventures.
9. Reflect and demonstrate the goals of the National Art Education Association that work toward the improvement of art education at all levels.

Sargent Art is the generous sponsor of the 2016 YAM Juried Student Art prize structure:

- One Elementary School winner (K-5) and the Art Teacher will both receive art supplies.
 - One Middle School winner (gr.6-8) and the Art Teacher will both receive art supplies.
 - One High School winner (gr.9-12) and the Art Teacher and will both receive art supplies.
 - AND! One overall YAM winner will be awarded an expense paid trip to New York City to visit art museums along with one parent of the student and the Art Teacher.
- Visit www.sargentart.com for details regarding the prizes.

YAM Juried Flag/Banner Deadlines

January 14 Flag/banner design due to **Laurel King** at **Kamiak High School**

YAM Juried Student Art Exhibition Deadlines

February 25 Artwork due to Kamiak High School

March 5 First day of exhibition

March 10 Exhibition awards ceremony (5-8 p.m.)

March 31 Last day of exhibition

April 1 Artwork comes down

Following week Artwork returned to teachers

Good Luck to all you inspiring Art Educators of Washington State!

Have a Question regarding YAM? Contact our WAEA's Youth Art Month Representatives: Laurel King kinglr@mukilteo.wednet.edu and Nancy Jordan jordannj@mukilteo.wednet.edu



OSPI Art News

From Anne Banks

New Arts Graduation Requirement for students entering 9th grade this year

For students entering 9th grade this year (2019 graduation), the arts graduation requirement has increased from one (1) credit to two (2) credits. For more information about this requirement, other graduation requirements, and the requirements for those graduating in 2016-2018, please go to: http://www.sbe.wa.gov/graduation.php#.VgA0Xjbn_DC

Arts Opportunities for Students and Teachers at Centrum

Centrum, located in Port Townsend and in partnership with OSPI, gathers young artists, scientists, and teachers together. Artists working in the fields of visual art, writing, theater, movement, and music will provide young artists opportunities to learn new ways of thinking, seeing, and being. Opportunities in 2016 include: Explorations for grades 7-9, March 6-11, a multi-genre exploration in the arts. For more information, please go to: <http://centrum.org/explorations-grades-7-9/>



From the Editor

By Cynthia Gaub

Conferences, leadership, advocacy, professional development.... So many opportunities, so little time. It can be hard enough just getting all the prep work, lesson planning and grading done in any given week, how can you make time for all the other opportunities and responsibilities that are out there? WAEA keeps asking members to step up and participate, but how do you find the time?

Finding time is about managing priorities and finding balance between work, home, community and personal enrichment. In Total Leadership by Stewart D. Friedman, (our guide at the School for Art Leaders lead by NAEA) we were asked to look at the four domains to see how our life was balanced. Between home/family; mind/body/spirit; work/career and community you can imagine that many of us put the bulk of our energy into the work category. The goal is to find ways for the four domains to overlap and support each other. This is one of the ways I look at my involvement in WAEA. Currently my work on the board is a huge part of both my community and my work/career. They support each other. But I will admit to needing some more balance in my mind/body/spirit domain.



As you begin to plan for the new year, maybe making those usual New Year's Resolutions, I challenge you to think of these domains. Where do you need balance? Where can you overlap your interests and **responsibilities? Attending one of our "destination" event meetings is a great way to participate in your** community AND renew your spirit with some art plus inform your work life with some professional development. Take a look at the leadership opportunities on page 26 and ask yourself how you might grow as a person or an educator if you stepped into one of these roles.

Take a look at the NAEA Conference schedule to see what great educational sessions will be offered that can inform your work. Seeing these opportunities might be the key to getting off the fence and registering to attend. Attending the state or national conference is also a great way to build both your community domain and your mind/body/spirit. The fellowship and comradery of being in a vibrant art community can not be duplicated in any other way than a conference of hundreds or even thousands of like-minded artsy people. To miss out on it is to deny yourself a great gift.

I hope the articles in this issue provide you with some inspiration and motivation to advocate for the arts in your classroom, community and even in your personal life. I hope you will also give some thought to your domains and how you can be better balanced while also building up your communities.

Happy New Year!



Upcoming Meetings and Conferences Get Involved!

WAEA Board meetings are open to all members to attend. Feel free to bring questions and great ideas to make our organization more vibrant. Most meetings include a social (no host) lunch and activity or tour. So plan to spend the day with us!

January 23 2016	Gallery 360 Vancouver WA	10:30 – 12:30	Gallery 360 605 Esther St. Vancouver, WA 98660
February 20 2016	Seattle Art Museum Downtown Seattle	10:30 – 12:30	Exhibit- <i>Kehinde Wiley: A New Republic</i> lunch and tour
March 26 2016	WWU Bellingham WA	10:30 – 12:30	<i>Western WA University</i> Stay tuned for details
April 30 2016	Spokane WA	10:30 – 12:30	The Northwest Museum of Arts & Culture 2316 W 1st Ave, Spokane, Washington 99201
May 21 2016	Schack Art Center Everett WA	10:30 – 12:30	Exhibit – <i>Chuck Close Prints: Process & Collaboration</i> self-guided tour & lunch

WAEA Conferences

Bellingham, WA: October 14-16 2016

No Fall Conference 2017

(due to National Convention)

Vancouver, WA: October 2018

NAEA Convention

Chicago: March 17-19, 2016

New York: March 2 - 4, 2017

Seattle: March 22 – 24, 2018

Design the logo for our
2016 Fall Conference
and win a t-shirt or mug
with your design!

Theme is

"Artastic: Creativity is Core"

**LOGO
DESIGN
CONTEST**

Draw,
paint,
collage or
digital
art accepted

Submission

Deadline:

02/26/2016

Who Should Enter:

Current WAEA
members

SPECS

8"x10" High quality
Photoshop doc,
original artwork or
300 dpi jpg

How to Enter

Email digital art to
splatter@waea.net
or bring original art,
hard copies to a
WAEA meeting





The Time is Now: Be an Art Advocate

by Mari Atkinson

The timeliness for an Advocacy theme came about at a perfect time. We are now full-steam-ahead into the '15-16 school year, prepared and ready to enter into a brand *new* year, and gearing-up to **understand implications of the Elementary and Secondary Act's reauthorization being finalized into law.**

So, what does it mean to be an effective art advocate? Have you ever wondered about your advocacy role as a community or WAEA member?

Throughout the past decades, everyone has felt the tug of war as educational policy has continued to move toward standards-based education, an over-reliance on standardized tests, and the powerful role of government holding schools accountable for student results. On Thursday, December 10th, President Obama put states and school districts back at the helm for teacher evaluation, standards and accountability, by signing into law the legislation (S.1177 Every Child Achieves Act of 2015) the Elementary and Secondary Education Act (ESEA). The new "Every Student Succeeds

Act" (ESSA), reauthorizes and amends the Elementary and Secondary Education Act of 1965 (ESEA). It focuses on reducing federal oversight of education and increasing state flexibility in the use of funds. Before signing the legislation, Obama said the Every Student Succeeds Act "builds on the reforms that have helped us make so much progress already." *Building on the reforms*; that is where the advocacy work of so many dedicated passionate individuals comes into play.

"The creative arts are the measure and reflection of our civilization. They offer many children an opportunity to see life with a larger perspective... The moral values we treasure are reflected in the beauty and truth that is emotionally transmitted through the arts. The arts say something about us to future generations."

—Ann P. Kahn, Former President of the National PTA

So what does it mean to be an arts education advocate? According to Webster, an "advocate" is "one that pleads the cause of another; one that supports or promotes the interests of another." Arts education advocacy pleads the cause for young people to have opportunities to learn through the arts. **Art educators who advocate for "more arts" know the only way even strong art programs can survive is when their cause is actively promoted by advocates.**

Due to the demanding nature of being an art educator, knowing habits of action may help you become more of an advocate or affirm what you are already doing. You will find a wealth of resources by going to the Advocacy tab on the NAEA website. There you will find everything from a guide when facing challenges to white papers and position statements, government policies, along with how to **"make advocacy simple."**

Here are basic habits to make your own as you strengthen your advocacy muscles:

Knowledge - Know your stuff! Stay current by subscribing to blogs, newsletters and other online sources to gather and verify current information. Advocacy is time sensitive. Know what you believe and have evidence at your fingertips.



Skills – Practice and teach 21st Century Skills: creativity, communication, collaboration and critical thinking. Check out the 21st Century Skills Map for the Arts, which shows how the four Cs can **be embedded within art curriculum and fused with skills to align teaching to today's demands.** http://www.p21.org/documents/P21_arts_map_final.pdf

Commitment – WAEA is your advocacy network. Get involved and stay committed. We will support you however we can, as we partner with NAEA and put collective impact into practice with various state art advocacy groups. Tell your stories. Be visible and share often exhibits, displays, lessons, contests, everything you do - with social media, legislators, education administrators, school boards and parents.

One final note: take time to celebrate. I strongly believe we are coming into a time where the arts will once again be valued and take center stage in curriculum for cultivating the potential of all students not only for today, but also for all our tomorrows.



President Obama Signs the new "Every Student Succeeds Act"

2016 WAEA State, Regional and National Educator Awards

Do you know someone deserving of an award? We need nominations and recommendations every year for teachers around the state who stand out in the field of Art Education. Teachers **can't be recognized without your help. Check out the descriptions and rubric on our website** and then consider nominating one of your co-workers or peers. <http://waea.net/award-archives/>

The NEW Deadline for award nominations is May 15, 2015.

Make your Mark with a Splatter

We are accepting lesson plans articles and ESD Reports for quarterly publication. We are looking for photo rich, student successes, awards, community building activities and lesson plans. You must be an Active NAEA/WAEA member to be published. See additional submission guidelines on the WAEA website. Submit articles through the editor, Cynthia Gaub. splatter@waea.net

Next Deadline is April 15, 2016

Visionary Leadership – Advocacy – Action

By Dr. AnnRené Joseph

Creating, performing, presenting, responding, connecting, and collaborating via visionary leadership, **advocacy, and action is my “modus operandi.” More arts for all learners via dance, music, theatre, and visual arts** has been the vision driving this advocacy focus of a comprehensive, sequential, K-12 arts program, available to all learners in dance, music, theatre, and visual arts.

Arts education laws, policies, regulations, and practices – in Washington State – expect, promote, encourage, and measure progress in the arts (defined in state laws and regulations as dance, music, theatre, and visual arts) for ALL learners, PK-12. This is accomplished, district by district, via highly qualified and certified arts instructors, teaching artists, and specialists in the arts, as well as partner local, state, regional, and national arts organizations.

The vision for ALL learners is to have a comprehensive, sequential, standards-based arts education is a part of basic education, defining arts education (dance, music, theatre, and visual arts) as core, essential, academic, and a democratic right of all learners in the Washington State – in every district – for every learner! This vision goal and advocacy work is on-going, relentless, and the responsibility of each teacher, each school, and each of the 295 school districts in Washington State.

Advocacy includes the hiring and partnership of certified arts instructors, teaching artists, and partner arts and advocacy organizations, in alignment with state and district standards and assessments, as well as in compliance of state laws, regulations, and policies, to ensure a well-rounded education for the whole child. These aligned efforts of advocacy create a ripple effect and affect which have the potential to touch the life of every student, encompass an entire state, nation, and world with more arts education! This all takes time, money, and leadership. The experience of one brilliant, highly qualified and certified, genius, passionate, skilled, talented, and loving arts educator – in the education life of a student – is worth more than all of the time and money in the world, and is advocacy at its best.

Arts learning standards, designed, ordered, sequenced, piloted, reviewed, revised, and approved by arts education specialists, as well as all of the groups of teachers, administration, and statewide committees that approve such state documents, are on-line and free for the use of everyone in our state, nation, and the world, as a model of excellence. These resources, if used, either as written or improvised in alignment with our state arts standards and **performance assessments, are guaranteed to “lead**



AnnRené with her conference collaborative art

out” the dancer, musician, thespian, and visual artist that lives inside of each student. Additionally, Washington State led the nation and world in the development and design of summative and formative individual arts performance assessments that allowed each individual student to create, perform, present, and respond to learning – for learning – and by learning, in alignment with our state arts learning standards. Our students demonstrate – individually – that they know and are able to do what we expect them to know and be able to do in dance, music, theatre, and visual arts. The student and the teacher know how well the student has learned what is expected. All resources were designed to be malleable to each student, teacher, learning environment, and district – with no expiration date. This type of advocacy creates possibility for legacy achievement.

This is the visionary leadership, advocacy, and action that happens one teacher, student, classroom, school, administrator, and district at a time.

Intentionally, all of this arts education work, development, design, and staff development was paid for by Washington State tax payers, approved by the legislature and passed into legislation, and supported by the state education agency, 295 school districts, and thousands of educators, parents, and students! This leadership and partnership created aligned acts of improvement that were intentional – not accidental. People help support what they help to create, and involving people in the process whom the process will effect and affect creates advocacy, buy-in, participation, validation, celebration, recognition, appreciation, and achievement! The resources developed have now been in use; albeit revised, adapted, and improvised, since 2002. This is the winning formula for visionary leadership, advocacy, and action, and Washington State and her arts educators are models for the nation and world in this arena.

The caveat in students loving arts education, teaching, and learning, is a qualified, skilled, genius arts education teacher who believes that every student has a visual artist (and dancer, musician, and thespian) living inside of them, to be led out, drawn out, and pulled out by the teacher. This happens **because of the teacher’s passion (love of subject and love for teaching). Students will love or hate learning (in any subject) because of who the teacher is. The teacher’s innate strengths, talents, skills, experience, and passion, to “draw out” the unique genius within each student, is the expectation. The teacher’s ability to create meaningful and transferable lessons aligned in the state standards is the result** of pedagogy and technique. The purpose of such intention is to allow for each student to bloom, grow, and thrive – whatever the age – whatever the situation. The visual arts teachers in the Washington Art Education Association (WAEA) espouse to such educational practices, which is advocacy for every student at the highest levels! Kudos and thank you to every arts educator! More Arts!

Dr. AnnRené Joseph is the CEO and Educational and Research Consultant for More Arts! LLC. She works with and assists individuals, groups, companies, and organizations to bring the artistic processes of creating, performing, presenting, and responding into their personal and professional practices.

Joseph, A. (2014). The Effects of Creative Dramatics on Vocabulary Achievement of Fourth Grade Students in a Language Arts Classroom: An Empirical Study. Seattle Pacific University.

Good Advice from Olivia Gude

by Latona Minish

I had a unique experience to spend hours with the keynote speaker during our Fall Artoberfest Conference, Olivia Gude, because I was her ride to and from the airport and conference. I was able to delve into **many topics others did not have the time to do. One of Olivia's theories is that all teachers should create each project and assignment we ask our students to do first before teaching it to our students.** Use the exact same materials and write notes down as if you are a student so that you can better serve your students. She says the act of writing the notes helps her think more like a student. If you are bored or lose interest while doing it throw it out and find something else for your students. Your students will feel the same way.

She feels there are many of us that have unfinished projects sitting around. Evaluate why we have not finished them. *Were they too tedious? Did they not hold your interest? Was there not enough time? Were materials limited? Or did they not work the way they were supposed to?* Do this same evaluation on the units you teach your students. Weed out the unnecessary activities if they do not produce the projected outcome with your students. We need to maximize the time we spend with our students. A quote she said really stuck with me, ***“Teachers are the guardians of the creative space.”***

Another thing she had was on the overuse of thumbnails to plan out projects. She has thrown out old style of thumbnails. She said when she was in school, she agonized over thumbnails and did not find them helpful. In her own artwork she also does not use thumbnails so why should we expect students to work in this manner.

Here's her reasons:

- Students do not enjoy doing them
- They struggle with coming up with more than one idea
- The thumbnails themselves are not helpful
- The thumbnails are of too poor of quality
- Students do it only because the teacher requires it
- The projected goals and objectives for doing them are not met

She would rather get the creative juices flowing in other ways. In my own classroom, I have also almost eliminated the old style of thumbnails and instead do other activities to get creative ideas flowing. It was nice to get that validation from her that it was okay not to do them.

A few of the ways I do what I call “21st Century thumbnails are:

- Discussions about what interests students
- Free writing on any topic for ten minutes then identifying operative words to start with
- Looking in newspapers for items that students have interest in or opinions on
- Creating abstract images to music
- Mind mapping as a self-portrait
- Cutting up original photographs and gluing together into a composition to replicate

Olivia's advice will help me become a better teacher. In the future I plan to take notes as I am doing each project and assignment I want my students to do. I will reflect to see if this helps improve my teaching. I will also have students reflect on their own work and evaluate each unit. I also plan to re-evaluate all my units. In my personal work I too have a few unfinished projects. I am going to evaluate them as well and see if they are ones I want or need to finish or if they can, as Olivia Gude says stay “beautifully unfinished.”



Creating a Living Masterpiece Lesson

Activity done at WAEA Fall Conference ~ Featured on the cover photo ~ by Dr. AnnRené Joseph



Step One: Collaborative Individual Full-Body Drawings

- Each partner will have a drawing of themselves, created by their partner, in the pose of their imagination – to be copied and drawn onto the vertical collaborative masterpiece.
- Select a color for your drawing tool from the various colored pastels and pens. This color will be how you will identify your artwork contributions throughout the three lesson steps.
- Select a partner whom you will draw and who will draw you (full body outline tracing of each other).
- Draw a full body outline of each other on an eight foot piece of butcher paper while lying down horizontally the way that you want to draw yourself – individually and vertically – for the vertical collaborative drawing on the wall.
- Write your name on the image of your horizontal drawing pose and study it so that you are able to draw yourself in the same pose on the vertical collaborative masterpiece. (use your color choice)

Step Two: Collaborative Vertical Masterpiece Collage and Footprint Pathway

- Create and draw a footprint pathway with feet walking towards and away from the vertical collaborative drawing.
- Create a collaborative full body vertical drawing masterpiece with 10 participants in 10 different poses in 10 different colors for use on a magazine cover, cards, brochure, and/or other visual art advertisement.
- Draw at least one set of your footprints, on the butcher paper walkway, as you walk up to the vertical paper to draw yourself in the same pose that was created of you in your partner drawings. Optional: Feet may be drawn with or without shoes. Sign your footprints with your color.
- Draw yourself on the vertical chart in the same pose that was drawn of you during the horizontal collaborative drawing exercise. Use the same color that you selected and that was used for your individual drawing. Sign body.

Step Three: Reflective Collaborative Mural Masterpiece

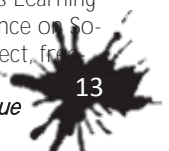
- Participants will create a 20 foot collaborative reflective response mural with individual and unique drawings and reflections. (Participants have two feet of paper space for individual reflections)
- Walk over to the 20 foot horizontal pathway. Write and draw a reflection of the drawing process.
- Share how you felt during the lesson. Reflect/share possibilities of using this lesson with your students.
- Sign and date your artwork reflection. (use your color)

Step Four: Assessment

- **Each individual will have the opportunity to be the “solo star” for three poses, in an activity that showcases their artworks while other participants watch as the audience.**
- Find a set of your two feet walking to the collaborative drawing, put your feet in your feet and pose.
- Walk up to the collaborative drawing and find yourself, place your body in your drawing, and pose.
- Find your two feet walking away from the collaborative drawing and pose.
- Return to your reflection space and write/add a reflection about how you felt while you presented your artworks.
- Share a **‘one word’** feeling description of the artworks and lesson processes with whole group – one at a time.
- Optional: Lie down on your individual artworks in the pose of your choice for a horizontal group photo and pose.

Resources needed: Three feet wide white butcher paper roll; multi-colored marking pens, pencil pastels, etc., masking tape, and rubber bands; camera and video capacity, large classroom space. Alignment: WA Arts Learning Standards: Office of Superintendent of Public Instruction (OSPI). (2011). *Washington State K-12 arts learning standards*. Olympia, WA: OSPI. Optional: Background music.

Lesson Design and format ©Dr. AnnRené Joseph – October 2015 – WAEA 2015 Conference – Artoberfest – Leavenworth, WA – Lesson debuted 10-24-15; Lesson revised 12-31-15 for WAEA Splatter. Lesson adapted, revised, and aligned to WA State Arts Learning Standards for Visual Arts from Traces, Marks: Action and Image Emobiment presented by Gloria McLean at the 2nd International Conference on Somatics-Based Dance Education, 7-18-15. My **‘one word’** to describe session participants and results is the acronym ARFF (achievement, respect, freedom, fun). Contact Dr. AnnRené Joseph at: annrenejoseph@comcast.net





Conference Reflections

The Fall 2015 Conference Photos by Madison Colvin and Josh Brulotte

Lots of great conversations and special offers with our knowledgeable vendors.
Thank you for attending Crayola, Spectrum Glass, NEA and Cornish.
Just to name a few.



Over \$1500 was raised for our scholarship fund through the generous silent auction and raffle. Thank you to those members and vendors who donated great art, books and other goodies for the cause. Also a big thank you to the generous bidders who purchased items.

Over 35 sessions were enjoyed by almost 200 members. Each with great lessons, hands-on activities and valuable conversations.





2015 Award Winners (left-right) Jennifer Lundgren , Mari Atkinson (Co-President), Dr. AnnRené Joseph, Ed Crossan, Jennifer Heller, Andrea Schweikl , Rick Wigre and Cynthia Gaub (awards chair)

The school commons were filled with displays of student art. Rick Wigre brought many award winning student projects including sculptures from his industrial 3-D printing program. Nancy Jordan shared large scale grid paintings and several other teachers brought excellent student work.

Start thinking about what student work YOU would like to share next year!



Sessions included hands-on, lecture, demonstrations and Q&A style discussions. Most sessions were filled to capacity! *Especially the popular hands on ones!*



Writing a College Letter of Recommendation

By Faye Scannell

Many High School teachers are asked to write letters of recommendation for their students applying for colleges. Here are a few tips to make the task easier for you and valuable for them.



Preparation

- Deadlines are important. Students can apply for early college entry with an application due date of November 1. Most colleges or art schools require completed applications by January 1 while a few may have later deadlines. Letters of recommendation can be submitted by mail, **email, and uploaded on Common Applications.** Knowledge of the college or art school's specific requirement is very helpful in addressing how the student matches their criteria.
- **You can decline a student recommendation letter if you are not comfortable with the student's art achievements or do not have enough experience with the student.**
- The letter should be printed on the school stationary. Hopefully, your school provides a formatted template for you to use.
- **Do follow protocol for a business letter and specifically identify the school rather than a generic, "To Whom It may Concern."**
- Use appropriate spelling and language context. Apply WORD tools to confirm.
- **Avoid using unrealistically flattering and glowing praise....UGH!!! Colleges will promptly dismiss your letter.**

Writing the letter

- Gather information about the student to **compose a "one" page letter. For many writers, this is the most difficult aspect – keeping it direct and succinct.**
- Ask the student to provide information: interests, achievements, community activities, AP or honors classes, when/how they developed an interest in art, and future goals. Students can include a resume with a timeline of events but this alone does not supply adequate information.
- Begin with a strong, positive affirmation of support such as: It is my privilege or honor to highly **recommend.....name of student.....to institutionwhere he/she can..... In a few descriptive words, summarize why you feel this student is a strong candidate before launching into some of the student's salient endeavors to distinguish him/herself. (Describe benefit to student based on goals of both student and institution.)**
- Next, include information about how you know this student; how he or she has stood out in your class; and how they work with others. Quiet and independent are fine characteristics but information about work ethic, perseverance, creativity, and effort for self-improvement add considerable weight.
- Progress outside your class room. Discuss student involvement in other high school classes, clubs, and activities. Emphasize leadership roles that benefit more than the student. Compare how the student relates to peers in art, scholarship, and as a team player. You can include positive comments from other teachers, coaches, or advisors.
 - Then introduce community activities that may date before high school but show a pattern

You can decline a student recommendation letter if you are not comfortable...



of growth and evolution. You are completing a portrait of the whole student from inside your classroom to outside. Most students must complete at least fifty community service hours to graduate. These hours often inspire students to expand their interests and goals.

- Tucked in the letter are significant achievements, any form of recognition in art or other classes, school, community, and beyond – awards, contests entered, peer recognition, and so on.
- End the letter with a positive affirmation summarizing important student qualities and how the institution would help the student advance his/her skills without repeating the opening paragraph.

Closing Salutation

Along with your hand written and typed signature, include your job title and contact information. As always with anything new, the first recommendation letter you write will require the most time and effort. After writing a few letters, you will develop a comfortable rhythm and personal style.



NOW OPEN

Cascadia Art Museum is the first museum dedicated to NW art from the late 19th century through the 1960s, defined by the waters that flow from the Cascade Mountains to the Pacific Ocean. With six galleries, a multi-purpose education room, gift shop, and event space, the 11,000 square foot museum is part of the adaptive re-use of one of Edmonds' most iconic, mid-Modern century buildings.

HOURS: WEDNESDAY, FRIDAY – SUNDAY 11am-6 pm; THURSDAY 11am – 8pm

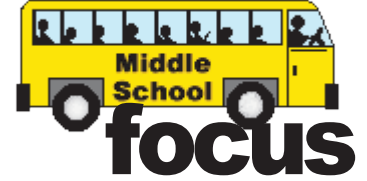
CASCADIA ART MUSEUM 190 Sunset Ave. #E, Edmonds, WA 98020 425-336-4809

<http://cascadiaartmuseum.org/>

Supporting Writing in the Art Room

By Cynthia Gaub

One way that you can advocate for your arts program is by supporting other content areas in ways that fit your curriculum and learning objectives. As **state test scores remain an important part of every “School Improvement Plan,” most art classes are charged with including reading and writing in their curriculum.** I have found writing artist statements to be the best fit for my classes, but it can be difficult to get good writing from middle school level students. (*Or probably any age, right?*) Luckily, our school had adopted a standard format or strategy for responding to a question, called R.A.C.E. Response. R.A.C.E. stands for Restate the question; Answer the question; Cite examples and evidence; Explain how your evidence supports your answer. You can find lots of resources and posters for this writing strategy online. We received some basic training in a staff meeting and I implemented the new strategy immediately. The results so far have been great!



Previously, my student’s artist statements were very short and flat. One student writes this about his art before implementing R.A.C.E. Response, “ it is because I took time make cool, it best because I took time on it, I should work harder next time do better quality.” As you can see, there is little detail and several problems with conventions and sentence structure. We learn very little about the art work or the artist who made it.

This format has allowed my students write better Artist Statements than ever before. I have been created a sentence frame because this format is new to them. This allows them to see the parts of the R.A.C.E. format and describe key part of their artwork as evidence. After doing a pre-write on my printed sentence frames, I have the students upload the final draft on their Artsonia Accounts. These statements allow me to see which concepts have stuck with my students as I grade their projects online. Here are some student examples from grades 6 and 8 projects this semester.



This is my best sculpture because it shows color and also shows 3-D from all sides. This sculpture is a free-standing sculpture because its stands by it self. One reason it is a good sculpture is that it shows balance and lots of skin and hair texture with some volume. Another reason is that it has bright colors in it. Finally, the title of this sculpture is Hawaii Minion. This is why it is my best sculpture. *By Osvaldo G (gr 6)*

My sculpture is a work of art that fits the usable theme because its a spoon and you can eat out of spoons. In my art, you can see lots of clips used to decorate the handle. You can also see smaller spoons painted silver used to decorate the head of the spoon. Therefore, you can see that my art fits the theme of usable because you can use a spoon to eat. *By Michelle B (gr 8)*





My artwork fits the theme of "Let Your Imagination Fly" because a phoenix is a flying creature and imagination has to do with your mind, hence the brains. In my art you can see a glowing phoenix. You can also see raindrops, money and brains. Finally, you can see that my setting shows a blue sky. Therefore, you can see that my art is about a phoenix flying around in a storm consisting of brains, money and raindrops.

By Jackson B (gr 6)

My sculpture is a work of art that fits the weird theme because it is unique and not normal. In my art you can see the creature has three feet you can also see it has one eye and a duck inspired face. Finally, My artwork title is Alien Prom Queen. Therefore, you can see that my art fits the theme of weird because it is unique and odd. By Madison R (gr 8)



My sculpture is a work of art that fits the usable theme because it is a basketball hoop with a ball that you can shoot with. In my art you can see a metallic looking pole. You can also see a backboard with a rim. Finally, my artwork title is The Hoop. Therefore, you can see that my art fits the theme of usable because it a basketball hoop that you can shoot on. By Ryan W. (gr 8)

Name: _____ Date: _____ Period: _____

R My artwork fits the theme of "Let your Imagination Fly" because _____
a _____
C In my art you can see _____
C You can also see _____
E Finally, you can see my setting shows _____
 Therefore, you can see that my art is about _____

Here is an example of one of my sentence frames.

Scholastic Art & Writing Awards Deadlines

This program gives thousands of students throughout America the opportunity to broaden their creative horizons while earning local and national recognition. The objective is to foster the confidence of young artists and give them the opportunity to be recognized for their creative achievements by the world at large.

Dates for 2016: Snohomish County ONLY via Schack Arts Center

- **February 3, 2016:** Drop off ALL AWARD WINNING ENTRIES @ The Schack Art Center
- **February 10, 2016:** Regional Scholastic Art Exhibit Opening **Reception** to honor local student artists. 5-9 pm
- **February 10, 2016:** Scholastic Art Award **Ceremony** (Everett Civic Auditorium) 6:30-8:00pm

Additional Information: <http://www.schack.org/student-awards-contests/scholastic-art-awards/2016/>

Dates for 2016: All Other Counties via Cornish School of the Arts

- **February 7, 2016** Deliver Accepted Artwork to the Cornish Playhouse 11:00 a.m. - 3:00 p.m.
- **February 13 – 27, 2016** Exhibition open daily at Cornish Playhouse 10:00 a.m. - 5:00 p.m.
- **February 14, 2016** Awards Presentation at Cornish Playhouse 11:00 a.m. - 12:30 p.m.
- **February 27, 2016** Work available for pick up at Cornish Playhouse 11:00 a.m. - 3:00 p.m.

More Information and to make your online educator account go to

<http://www.artandwriting.org/>



2014-2016 WAEA Executive Board of Directors

Co-Presidents	Mari Atkinson	AtkinsonMB@mukilteo.wednet.edu or copresident2@waea.net
	Pamelia Valentine	pvalentine@sheltonschoools.org or copresident1@waea.net
Co-President-Elects	Cynthia Gaub	shebaduhkitty@yahoo.com
	Mandy Hallenius	mandyhallenius@gmail.com
Treasurer	Toni Minish	treasurer@waea.net
Secretary	Tracy Fortune	advertising@waea.net
Past-Treasurer (Advisory)	Katie Hall	Hall.Katie@yakimaschools.org
Past-President (Advisory)	Cathy Tanasse	cathytanasse@gmail.com

Welcome New Committee Chairs and ESD Representatives

Becoming a board member, committee chair or a local Educational Service District Representative is a great way to get involved in the WAEA. There are many different committees that need leadership, or you might even have your OWN NEW Committee idea! As an ESD Rep or Division Rep you will help to grow our membership while making connections and meet new teachers in your nearby school district. We have many ESD areas that are unrepresented and need members to step into this role.



New Co-President: Mandy Hallenius Seattle, WA

Mandy Hallenius is a certified K-12 Art Teacher with more than 7 years of teaching experience. She is also a classically trained artist who seeks to help other art teachers incorporate technical skills into contemporary classrooms through the arts education non-profit she co-founded called The Da Vinci Initiative. She has been an active member of The Washington Art Education Association since 2012 and a board member since 2013.

New Elementary Division Chair: Craig an den Bosch

Craig van den Bosch is currently an Art Teacher at South Shore K-8 and Van Asselt Elementary in the Seattle Public School District. Previously, he worked as a Museum Educator for School & Educator Programs at the Seattle Art Museum. At SAM, he developed curriculum guides for the Outreach Suitcase program and Special Exhibitions along with managing SAM's School Tours Workshop and Art Goes to Schools program. Before SAM, he taught art in the Shoreline, Bellevue School Districts and various community centers. He also has served as an adjunct professor at Montana State University Bozeman. Presently, he is an exhibiting artist at Shift

Gallery in Seattle and holds a position on the City of Lynnwood's Arts Commission. Among his other accomplishments, he has been a teaching artist, artist assistant, Director of Education for the Sylvan Learning Center and architectural lighting designer and fabricator. He received his bachelors in K-12 Art Education from Western Michigan University and his MFA in Fine Art from Montana State University Bozeman. His personal artwork can be found at www.vandenboschstudios.com.





About Our Board

An alphabetical listing of our board members and committee chairs



Mari Atkinson

ROLE: Co-President and NAEA Pacific Region Middle School Rep.
Location: Voyager MS/ Mukilteo SD
Email: copresident2@waea.net
atkinsonmb@mukilteo.wednet.edu



Cynthia Gaub

ROLE: Splatter, Awards, Co- President-Elect
Location: North MS/ Everett SD
Email: awards@waea.net,
splatter@waea.net,



James Andrews

ROLE: Membership Chair
Location: Kingston HS/ North Kitsap SD
Email: membership@waea.net
jandrews@nkschools.org



Katie Hall

ROLE: Past-Treasurer Advisory
Location: Eisenhower High School Yakima SD
Email: hall.katie@yakimaschools.org



Katherine Baker

ROLE: Membership Chair
Location: McDonald International/ Seattle SD
Email: kabaker@seattleschools.org



Mandy Hallenius

ROLE: Co- President-Elect
Location: Da Vinci Initiative/ Seattle
Email: mandyhallenius@gmail.com



Enid Becker

ROLE: Secondary Division REP
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Email: BECKERE@BSD405.ORG



Barbara Holterman

ROLE: ESD REP 112
Location: Pleasant Valley Primary/ Battleground SD
Email: Holterman.barb@battlegroundps.org



Carl Clausen

ROLE: Retired Teacher Representative and Co-Scholarship Chair, and NAEA Research Committee Pacific Region Rep.
Location: Retired
Email: cjclausen@aol.com



Nancy Jordan

ROLE: Middle School Rep and YAM Chair
Location: Mukilteo SD
Email: nancybjordan@msn.com



Ed Crossen

ROLE: Art Teacher Show Coordinator
Location: Thomas Jefferson HS
Email: ecrossan@fwps.org



Laurel King

ROLE: Co-Scholarship and YAM Chair
Location: Mukilteo SD
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Tracy Fortune

ROLE: Secretary and Advertising REP
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secretary@waea.net



Virginia Lane

ROLE: Advocacy/Arts Time
Location: Nisqually Middle School
Email: ginnylane.mail@gmail.com



Jonathan Lindsay

ROLE: Administrative / Supervision Rep
Location: Cornish College of the Arts
Email: jlindsay@cornish.edu



**Toni Minish**

ROLE: Treasurer
 Snohomish SD
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latona.minish@sno.wednet.edu

**Sherry Syrie**

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**Cyndi Noyd**

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 Email: cyndinoyd@gmail.com

**Cathy Tanasse**

ROLE: Past President and ESD REP 189
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 Email: cathytanasse@gmail.com

**Trinity Osborn**

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Trinity.Osborn@tbc.org

**Pamela Valentine**

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PVALENTINE@SHELTONSCHOOLS.ORG

**Faye Scannell**

ROLE: ESD REP 121
 Location: Retired
 Email: fsnyder1962@gmail.com

**Craig Van den Bosch**

ROLE: Elementary Division Rep
 Location: Seattle Public Schools District at South Shore K-8 and Van Asselt K-5
 Email: vandenbosch.craig@gmail.com

**Debora Supplitt**

ROLE: ESD REP 112
 Location: Battle Ground SD
 Email: supplitt@comcast.net

New Board Members From page 21

New Teacher Art Show Coordinator: Ed Crossen I am a Visual Communications Teacher at Thomas Jefferson High School in Federal Way Washington, I earned my BFA at Philadelphia College of Art in 1979 and began my career as a Graphic Designer, moving to Senior Designer, Production Manager, Art Director, and Design Business Owner. I created a number of award winning designs including book and package designs for regional and national clients such as the University of Pennsylvania Museum and Kraft General Foods. I also began teaching evening classes at my alma mater (renamed University of the Arts).



I found my place in the world teaching high school. Starting with Graphic Design classes, I developed a new Video Production Course in 1996, converting the schools lecture hall into a working broadcast studio and in 2001 I also began teaching IB Visual Arts classes, converting the offset press room into a Painting Studio. I also serve as the after school Club Adviser for two groups, the Graphics Club and the Film Club. Every Spring I coordinate the schools' annual Night of the Arts Exhibit, highlighting Drawing, Painting, Photography, Pottery, Woodworking, Film and Music. I am looking forward to serving as a WAEA Board Member initiating the new goal of organizing the Teacher Art Exhibit for WAEA members. Throughout my teaching career I've always embraced new goals and am determined to stay relevant in my instruction, which is one reason I became National Board Certified in CTE Early Adolescence Through Young Adulthood in 2012. My recent award as Art Teacher of the Year in Secondary Education has been very gratifying, and encourages me to continue my efforts to embrace new goals and bring art appreciation to more students. Thank you for this new opportunity!

WAEA Committee Chairs and Division Representatives

Committee Chairs		
Advocacy	Ginny Lane	vlane@nthurston.k12.wa.us
Co-Membership Chairs	James Andrews	jandrews@nkschools.org or membership@waea.net
	Kate Baker	kabaker@seattleschools.org
Co-Scholarship Chairs	Carl Clausen	cjclausen@aol.com
	Laurel King	KingLR@mukilteo.wednet.edu
Awards Chair	Cynthia Gaub	awards@waea.net
Webmaster / Communications	Trinity Osborn	trinity.osborn@tbc.org or webmaster@waea.net
“Splatter” Editor	Cynthia Gaub	splatter@waea.net
Co- Youth Art Month Chairs	Nancy Jordan	jordannb@mukilteo.wednet.edu
	Laurel King	kinglr@mukilteo.wednet.edu
Teacher Art Show Coordinator	Ed Crossen	ecrossan@fwps.org
Division Representatives		
Elementary	Craig van den Boash	vandenbosch.craig@gmail.com
Middle Level	Nancy Jordan	jordannj@mukilteo.wednet.edu
Secondary	Enid Smith Becker	BeckerE@bsd405.org
College/Higher Education	Open Position	
Museum	Open Position	
Administrator/Supervision	Jonathan Lindsay	jlindsay@cornish.edu
Retired Art Educator	Carl Clausen	cjclausen@aol.com
Art Education Student	Open Position	

WAEA Divisional Representative Job Description: The WAEA Board includes Divisional Representatives who foster the professional interests, and represent the concerns of members employed within their group.

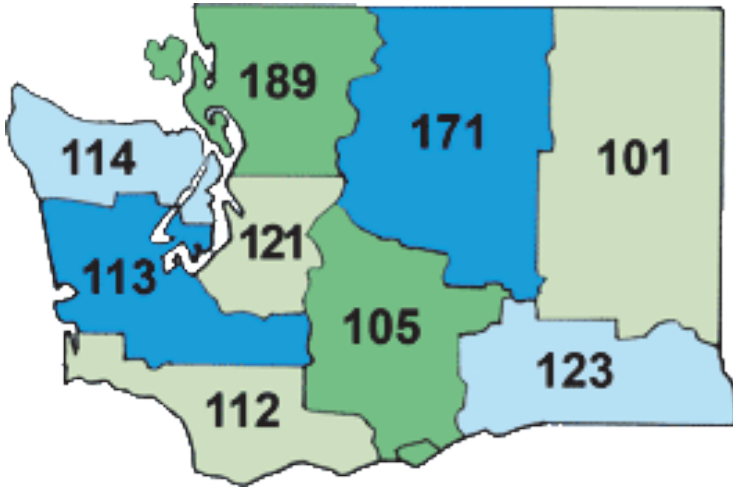
Qualifications:

- Current membership in WAEA and NAEA
- Current employment or commensurate experience within the division.
- An interest in assuming an active leadership role in the WAEA.
- The necessary organizational skills to contact and communicate with the art educators they represent.
- Good communication skills.
- The time and energy necessary to fulfill the duties and obligations of the position in a timely way.
- A two year term of office, with the ability to continue if desired, upon recommendation by the Board.

Job Duties:

- Attend 4 Board meetings physically or remotely and provide reports written and/or verbal detailing issues, concerns or events that concern the members they represent.
- Provide a short written yearly report to be published in the WAEA Magazine and posted on the websites.
 - Actively recruit and promote WAEA membership within their division.
 - Submit or encourage members in the ESD to submit articles, lessons and pictures to the WAEA Magazine.
 - Host one event for their division annually, with a supporting budget allocation from WAEA.
 - Gather and forward award nominations to the Award Committee Chair by **May 15th** annually.

Have you been searching for a way to participate in WAEA and bring ARTS to the forefront of your county, district, and school? Becoming a Regional VP (AKA ESD REP) is a great way to contribute to the growth and development of our organization. Talk to a board member today if you are interested in taking on this role.



ESD 189: EVERETT · BELLINGHAM · ARLINGTON
· ANACORTES · WHIDBEY ·
Cathy Tanasse Cathy.Tanasse@sno.wednet.edu

ESD 121: SEATTLE · TACOMA · BELLEVUE ·
REDMOND · KIRKLAND
Faye Scannell fsnyder1962@gmail.com

ESD 114: PORT TOWNSEND · SEQUIM · PORT
ANGELES **OPEN**

ESD 113: ABERDEEN · OLYMPIA **Open**

ESD 112: VANCOUVER · LONG BEACH
Barb Holterman Holterman.barb@battlegroundps.org
Debbie Supplitt supplitt.debbie@battlegroundps.org

ESD 171: NORTH CENTRAL
Cyndi Noyd cyndinoyd@gmail.com

ESD 105: YAKIMA **Open**

ESD 101: SPOKANE · PULLMAN
Sherry Syrie ssyrie@cheneysd.org

ESD 123: TRI-CITIES **Open**

ESD Representatives (AKA Regional Vice Presidents) are elected by the Executive Board based on recommendations from active members.

Qualifications:

- An active membership in both WAEA and NAEA
- An interest in assuming an active leadership role in the WAEA.
- The necessary organizational skills to contact and organize art teachers within the geographic region represented.
- Good communication skills.
- The time and energy necessary to fulfill the duties and obligations of the position in a timely way.
- A two year term of office, with the ability to continue in the position if desired, upon recommendation by the Board.

Job Duties:

- **** Maintain a current database of art teacher contacts within their geographic region.**
- **** Assist the Membership Chair in contacting, recruiting and retaining members.**
- Host at least one WAEA sponsored event annually for Art Teachers in their region, with some supporting budget allocations from WAEA.
- Lead the ESD luncheon at the Fall Conference.
- Encourage teachers in the region to join WAEA, and attend the Fall Conference.
- Submit a written report on art education related events in their region quarterly during the school year.
- Submit or encourage members in the ESD to submit articles, lessons and pictures to the WAEA Magazine.
- Attend board meetings whenever possible.
- Gather and forward award nominations to the Awards Chair by **May 15th** annually.

Leadership Opportunities

Below are a number of open board positions. Being a committee chair, ESD Rep or board member is a way for you to participate in and help grow your WAEA professional organization. All members are always welcome to attend board meetings to find out more about any opportunity.

Provide a voice for teachers in Eastern Washington.

We are looking for representatives for **ESD 105: YAKIMA** and **ESD 123: TRI-CITIES**. Attend a meeting to nominate yourself or another teacher and be voted into one of these important positions. Job includes holding gatherings in your area to inform teachers, building membership and attending meetings to share the needs of your areas. More info on page 27.

Help honor teachers for their hard work!

Seeking **New Awards Chair** to learn the ropes working side-by-side with the current awards chair. Position would become a solo job in 2016. Term is held for 2 or more years depending on interest. Board approval required. Contact Cynthia Gaub or any board member.

Publish your lessons ~ Show off your student work

Seeking **Splatter Articles**: Any member can submit their articles, lesson plans, student artwork, research, organizational tips and other ideas for our quarterly publication. See the website for submission details. www.waea.net/splatter/

Provide a voice for teachers in the South and Peninsula areas of Washington.

We are looking for representatives for **ESD 113: Olympia/Aberdeen** and **ESD 114: Port Angeles/Port Townsend** areas. Attend a meeting to nominate yourself or another teacher and be voted into one of these important positions. Job includes holding gatherings in your area to inform teachers, building membership and attending meetings to share the needs of your areas. See job description on the website or page 27.

Bring College Issues to the Table

Do you have or know a student teacher or college student currently pursuing their art education degree? This is a short term role held by a current college student. Attend a meeting to nominate yourself for **Art Education Student Representative**. Also seeking the **Post-Secondary Division REP**. This should be someone working at the college level as a professor or adjunct. See job description on the website or page 26.

Museum Educators are Art Educators

The Museum Division Rep is also available. You need to be working in a museum or on the board of a museum education program for this role. Helping museum programs to WAEA and build the membership with events and art programs. See job description on the website or page 26.

Are you a Future Leader?

The WAEA presidential cycle is a 6 year program that includes 2 years of being mentored as a President-Elect, 2 years being the President and then 2 final years in an advisory role. Fall 2016 Mandy and Cynthia will move from “elects” into the Presidential role, while Mari and Pamela move into advisory. Ideally, we need 2 new members to be voted into the “elect” role at the 2016 conference. You will be very involved in planning the 2018 National Conference in Seattle! Previous board experience is recommended. Talk to any current board member for more information.

Other Leadership Roles?

Don't see a role here that you are interested in? Have an idea that would grow our membership, support members or provide professional development opportunities? Then come to a board meeting and share your ideas.

Organized Splatter

TIPS AND IDEAS FOR THE ARTROOM

BY TRACY FORTUNE

USE A COLOR CODE SYSTEM

*These ideas comes from Cathy Tanasse, Art Teacher,
Glacier Peak High School, Snohomish*



ORGANIZE STUDENT WORK FOR EACH CLASS WITH A COLOR CODE SYSTEM

For each class, organize students' folders, art journals (with colored tape on spines), file drawers, and turn in drawers by color.



Consider using file drawers that have hanging accordion style folders with each students assigned an alpha number. List these numbers on the front of the file drawer. This makes it easier to return homework, check work, etc.



GOT AN IDEA TO SHARE?

Send a clear photo and short description of an organization idea or teaching tip you'd like to share with other art teachers. tfortune@cloverpark.k12.wa.us

Splatter Magazine a WAEA Publication

C/O Editor Cynthia Gaub

P.O. Box 1891 Snohomish, WA 98291

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Summer	June 15TH
Fall Conference Program	Sept 15TH



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