

# Splatter magazine



WAEA Publication Volume 2 Issue 3 Spring 2016

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your peers  
and your  
profession.



Registration Opens this summer!



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# Presidential Pondering

By Mari Atkinson

## Aligning Our Energy - Sharing Our Vision

It all comes together in a big way at NAEA Conventions. As your co-president, I held each and every member in mind thinking of ways to bring the message back to those who were unable to attend NAEA Chicago. This is because we share a vision. The beauty of a shared vision is even if we have not yet met, we share the same mission, the same cause, the same energy.

Being a part of over 5,000 art educators in attendance from all 50 states, the District of Columbia, Canada, and 25 foreign countries is a synergistic explosion! No matter the level of work we engage in nor the years of experience we possess; unmistakable creative energy permeated within each spoken message, presentation, workshop, and reception. Our time together began by listening to Jean Houston's message, and we accepted the charge to understanding the impact of shared leadership: "Now is the time when we must renew ourselves and live as if we and all of life are sacred, and as if everything we do makes a difference." (Jean Houston)

Let's look deeper at the theme encapsulated within the convention title: **Lead! Share Your Vision for Art Education.** Written as an imperative command, there is great power in the very first word of the title: "Lead!" Following the first word, we are directed to "lead by sharing." This offsets the focus from the leader, by placing importance on

the act of sharing / synergizing our creative energy. Aligning our energy turns our differences into combined additives and strengthens our mission. To lead by sharing is to empower those around us by acknowledging that people tend to support what they create. Just as an orchestra conductor directs a symphony through unifying and balancing



rhythms, melodies, specialties of instruments, and voices against each other; we need to keep in mind that the conductor is the only one on stage who doesn't make a sound.

"Sharing our Vision" centers us with the reminder to continue to advance our mission. Our vision is what the world could look like, in the future. NAEA's Strategic Vision was created by bringing together concepts that represented the collective ideas of members, art educators and focus groups, and

then refining those ideas and charting the course ahead. However, in order to achieve our vision, we need a guide; a GPS. We need to know *where we are currently*; along with directions for *how will we reach our destination*. While a Vision Statement focuses on the future, a mission statement brings us to understand where we are in the present, and guides us to our envisioned destination. Wouldn't it be great to have a GPS system that announces "You have arrived" for our shared vision?

*Students of all ages benefit from comprehensive, balanced, and sequential learning in the visual arts, led and taught by qualified teachers who are certified in art education. Art educators meet ethical and rigorous standards of excellence in preservice preparation, ongoing professional development, pedagogy, and inquiry in the field. School-based visual arts instruction surpasses national, state, and local standards and is enhanced through access to art museums and other community resources. The power of the visual arts to enrich human experience and society is recognized and celebrated throughout the world. (NAEA Strategic Vision 2015-2020)*





# YAM 2016 Winners



By Nancy Jordan



Isabella Stratis, *The Pain of Love*

This year's Washington State Youth Art Month student art exhibition was a great success. The exhibit was held in the education wing of the Schack Art Center in Everett during the month of March and was well received by the public. We received artwork from 14 teachers and 13 schools (2 elementary, 6 middle, 5 high--2 independent, 11 public), ranging from Eastern Washington, Kitsap Peninsula, King and Snohomish counties. Ninety-two artists submitted 108 artworks. What a wonderful range of artwork!! Extra congratulations are extended to the winners: **Best of show**-Christine Kim from Kamiak High School, **HS winner**-Justin Li from The Bear Creek School, **MS winner**-Isabella Stratis from North Middle School, **EL winner**-Zane Osborn from The Bear Creek School, and **Youth Art Month Flag winner**-Joanna Marin from North Middle School. Thank you to all the brave, creative, determined young artists and dedicated teachers for such a great show!



Christine Kim,  
*Speak with Your Heart*



Justin Li,  
*To Hear Freedom Shout*

Zane  
Osborn,  
*Types of  
Line Feline*



YAM Flag Joanna Marin,  
*Four Corners*

Nancy Jordan  
teaches middle  
school in Mukilteo  
WA and  
is YAM  
Co-Chair.







## Office of Superintendent of Public Instruction News

From Anne Banks

### 43rd Annual Superintendent's High School Art Show

High school students from all nine Educational Service Districts participate in this state-wide program. Finalists from the ESD regional shows move forward to the state show that will be on display at OSPI April 4 – June 2, with a reception and awards ceremony taking place on Friday, May 20th, from 1-3 p.m. For more information, please go to: <http://www.k12.wa.us/Arts/ArtShow/default.aspx>

### National Core Arts Learning Standards

These standards are intended to affirm the place of arts education in a balanced core curriculum, support the 21st-century needs of students and teachers, and help ensure that all students are college and career ready. To view these national standards, please go to: <http://www.nationalartsstandards.org/>

### Western Governors High School Art Competition

The Western Governors' Association is proud to announce "Celebrate the West," a regional art competition that challenges high school students to create works inspired by their state. The deadline for submissions is April 30, 2016. For more information and a link to entry form, please go to: <http://www.westgov.org/news/351-news-2016/1122-enter-now-western-governors-celebrate-the-west-high-school-art-competition>



## From the Editor

By Cynthia Gaub

This issue is our NAEA Convention Report. We have packed it full of session reviews, conference pictures, information about presenting and attending national and state conferences and MORE! If you have never attended a national convention, hopefully the articles in the issue will fill you with enough excitement that you will start saving up for next year's convention in NYC. You might even consider submitting a session proposal. (**Deadline for national's is MAY 30th.**) Presenting on a national level can be great leverage to get your administration's support, possibly even covering some of the financial costs of attending. Also, it is a fantastic piece of evidence for the TPEP in both collaboration and professional reflection. Ask any of our 50 members that attended this year (*many of them authors this issue*) more about the benefits of attending a national convention. I promise it is an experience that can not be beat!

We are already deep into planning for our state's fall conference: "**Artastic: Creativity is Core.**" It has all the excitement and benefits of the national, but smaller and closer to home. This fall's event is shaping up to include 2 Keynote speakers, tons of hands-on workshops and a beautiful college campus (WWU in Bellingham.) If you have any ideas for making the conference awesome, don't hesitate to contact myself or Mandy Theis as we are your conference planners this year. We are currently accepting session proposals and our deadline is May 15th. See more info on the website. [Wwww.waea.net](http://www.waea.net) We are looking forward to expanding the event to include Friday and Sunday ticketed Hands-on Workshops, a fun Saturday Art and Karaoke Party and a opening night Gallery Reception. Don't miss out on the fun! Keep an eye out for registration this June.

*Cynthia Gaub teaches middle school art at North MS in Everett WA and is the WAEA Co-President Elect and Splatter Editor.*



# Upcoming Events ~ 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!

May 21 2016	<b>Schack Art Center Everett WA</b>	10:30 – 12:30	Exhibit – <i>Chuck Close Prints: Process &amp; Collaboration</i> self-guided tour & lunch
June 25 2016	<b>Kirkland Arts Center Kirkland WA</b>	10:30 – 12:30	See <b>MORE</b> details on the website or Facebook closer to the date.
No Meeting in July		<b>August Leadership Retreat</b> (tentatively) August 5-7, 2016 Stay tuned for details	

## WAEA Conferences

Bellingham, WA: October 14-16 2016

No Fall Conference 2017

*(due to National Convention)*

Vancouver, WA: October 2018

## NAEA Convention

New York: March 2 - 4, 2017

*The Challenge of Change*

**Seattle: March 22 – 24, 2018**

### *Presidential Pondering Continued from Page 4*

The mission of the NAEA is to *advance visual arts education to fulfill human potential and promote global understanding*. By sharing our vision and aligning our energy, we create a sense of camaraderie and foster coherence within our diversity, as we work together following our mission. In other words, we travel alongside the GPS of the NAEA by sharing our individual thinking within our distinctive roles.

Always remember that as you “Lead!” to “Share Your Vision for Art Education,” check your NAEA GPS for the five key landmarks to guide you toward achieving the mission. We share our vision by increasing collaborative relationships through collective impact within our **communities**. We challenge boundaries by **advocating** for art education in order to influence and produce new outcomes. As a learning organization, we tap into each other’s expertise in turn to continually learn and improve. We generate **knowledge** and understanding by sharing **research** to inform our profession, as well as establish policies. The NAEA culture is one of genuine **organizational vibrancy** as it builds upon the trust and empowerment of its members. When we lead by

sharing, we go into our work knowing we are doing something meaningful, significant, and very cool.

My pondering will end by rephrasing the introduction; we truly are at a new beginning of a shared vision through the same work, the same passion, the same drive - even if we have not yet met. Or as Jean Houston titled her keynote, “A Renaissance of Art in Education.” Yes, it all comes together as we lead by sharing new ideas and restructure ways to travel along the path toward our future vision of art education. *In our time we have come to the stage where the real work of humanity begins. It is the time where we partner Creation in the creation of ourselves, in the restoration of the biosphere, the re-genesis of society and in the assuming of a new type of culture; the culture of Kindness. Herein, we live daily life reconnected and recharged by the Source, so as to become liberated and engaged in the world and in our tasks.* (Jean Houston)

*Mari Atkinson teaches middle school art at Voyager MS in Mukilteo WA and is the WAEA Co-President and Pacific Region Middle School Rep.*





# The Time is Now: Be A Presenter

By Pamela Valentine

Have you ever thought of being a presenter at our WAEA Fall Conference BUT you've never presented at a conference before? You can DO IT! You probably have some original lessons that students LOVE. Sharing these lessons is what our state conference is ALL ABOUT!

I started presenting in 2005 only a couple of years after I joined WAEA. It was an amazing experience and a perfectly natural step after I had presented at a few of our local ESD Art Gatherings.

I began by presenting with another Art teacher friend because it seemed less scary that way. When my first session proposal was accepted I was excited to have the opportunity to share it with other art teachers from around our state! From there I submitted lessons and workshops for the National Conference and have been able to present in New York, Fort Worth, San Diego, New Orleans and THIS year in Chicago!

Here are some easy ways for you to get started.

First: Choose one of your original lessons that always goes over really well with YOUR own students.

Then:

- Note which age-group you have used this lesson with
- Write it up as a lesson plan
- Note which standards (State and National) you are using,
- Keep track of any Cross-curricular connections you have developed,
- Supply or create a rubric you use to track progress or rate your students final product.
- Identify what you do to accommodate students with special needs.
- Decide how long the lesson would take to teach to adult learners
- List what you would need to supply if the lesson includes creating a product. (Think and plan ahead about how you will have folk's cleanup if you are creating a product.)
- Think of what special equipment you would use to deliver your lesson- sinks, large tables, document camera, speakers etc.
- Practice the lesson with adult learners – try it out at a district PLC session or schedule it for an after school activity in your own school. You might also contact your ESD Representative and see if you could present it at an ESD “Art Function” workshop. (These ESD contact people are actually listed on page 32)

Once you have taken your lesson through some of these checkpoints you will probably be ready to submit it to our conference committee for approval. There are applications for prospective presenters on our website- [www.waea.net](http://www.waea.net) simply go to the site – click on the “2016 Conference” link and complete the application. Our deadline for this year 's Fall Conference in Bellingham, WA is May 15.

So . . . get ready to shine and put together a great workshop to share with YOUR WAEA!

You REALLY CAN do this!

*If YOU have ever dreamt of being a presenter, you can totally make that happen! You've got to start somewhere and we would love to have you start on that amazing journey at our own WAEA “ARTASTIC” Fall Conference!*

*Pamela Valentine teaches Junior High at Oakland Bay in Shelton WA and is the WAEA Co-President.*







# Show Your Art!

By Ed Crossan

## Art Show at “Artastic”

**When:** October 14-16, 2016 at the Fall Conference

**Where:** At Western Washington University’s “Gallery B” In the Art Building

**Who’s invited?** ALL WAEA Members!

Including Retired, Active, and Student Art Teachers, Teaching Artists and WAEA Members in all capacities, everyone advocating for Arts in Education.

**Not a member?** It’s easy to join on our website. If you are an artist, a teacher, an advocate for the arts, or all of the above, you will be joining a community of people dedicated to art in all its forms.

**How:** Keep posted on the WAEA website and Facebook for details on the event procedures, with instructions on how to submit your work. Update your email with NAEA to receive announcements.

*Ed Crossan teaches Visual Communications at Thomas Jefferson in Auburn WA and is a WAEA 2015 Award Winner. He is the Teacher Art Show Coordinator.*



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

***Next Deadline is June 15, 2016***



# Bringin' It Home -Become a Curator

By Latona (Toni) Minish

I attended the Integrate Literacy Lessons in the Art Classroom by: Pat Klos and Anne Arundel session at the NAEA Conference in Chicago. I compiled my notes for one of the four activities presented in the session for this "Bringing it Home" article.



**Objective:** You and your team will design an exhibit around a targeted theme from a collection of images.

**Description of Activity:** Students will become curators, choosing 4-5 pieces from a group of images. Teams will identify a theme for the exhibit. They will choose 4-5 images from the museums collection to include in the exhibit which match the chosen theme. Then they will design an exhibit/illustration (on wall, bulletin board, special area, or display boards) for the rest of the class to view.

**Teacher Preparation:** Gather collections of 10 images for each group of students. Have a wall, bulletin board, special area or display boards and supplies ready for designing each exhibit.

**Vocabulary:** curator, museum (in this case the wall, bulletin board, special area or display board), exhibit, collection, consensus, gallery space, museum labels, hanging a show, docent, gallery walk.

**Preparation of Students:** Explain or review what coming to a consensus is and the vocabulary. Divide class into groups and pass out each collection of 10 images for students to look at for their choices.

## Directions:

1. Look at all the images in your packets. Explore and discuss the art in your collection (image packet). Look for examples that may fit a theme. Reach a consensus with your team on a theme and a title for the exhibit. What themes or topics do you see in the images?
  - **Theme:** How individuals express their history or heritage
  - **Exhibit Title Possibilities:** Role of the female in society; Urban vs. rural life; Why people migrate; Creating a new identity
2. Curate and select 4-5 images from your collection you would like to include in your exhibit. Choose images based on style or connection to the theme and title of the exhibit.
3. Write a museum label for each selection you have chosen. Include title, artist, date, & medium. Base the written explanation on the connection the image has to the theme and title.
4. Hang the show (create the wall, bulletin board, special area, or display board). Make sure you have the title of the show up. Also keep in mind the sequence of the pieces in the show and how the display is designed. Reach a consensus before hanging the show (creating the wall, bulletin board, special area, or display board).
5. Choose a docent for your gallery space (wall, bulletin board, special area, or display board). This person will explain to the museum participants the artwork in your area.
6. Participate in the Museum Exhibit. This is a gallery walk of all the exhibits in the museum (classroom).
7. Reflection: write a paragraph of your experience as a Curator or docent for an exhibit.

*Toni Minish teaches high school art at Glacier Peak in Snohomish WA and is the WAEA Treasurer.*





## Bringin' It Home - Assessment and Community

By Mari Atkinson

What a wonderfully supportive organization we belong to. NAEA makes all general session speakers, super sessions, and shared resources from presenters (if they submitted in time) accessible for members. I had the honor of being on the panel for Authentic Assessment Super Session. The panel included representatives from the four US NAEA regions, and **is now available on-demand**. We responded to questions from the audience, and there was never a lull throughout the 90 minutes. Look for the Super Session title: **Addressing Assessment Authentically Across America: How Art Education Leaders Facilitate Meaningful Assessment for Students**. Panel: Bob Reeker, Lorinda Rice, Scott Russell, Mari Atkinson, Peter Curran

Another Super Session I want to share is: **Art Teachers as Community Artists as Community Leaders** featuring Olivia Gude, Maria Gaspar, Andres Hernandez, Karen Sandlos, Madilyn Strentz, Bobby Anderson

Leading the session was Olivia Gude presenting one of her many mosaic park projects that involved community members and students. Olivia introduced the idea of art educators working in the community by facilitating important projects that bring social issues to the forefront and powerfully engage students alongside the community-at-large. There was time built-in throughout the session to 'turn-and-talk' to discuss social issues in our home communities, and how we can bring those issues to the forefront via visual art.

The next presentation in the session was Maria Gaspar presenting her work: **96<sup>th</sup> Acres**  
<http://mariagaspar.com/artwork/3858044-96-Acres-Project-Introduction.html>

96 Acres is a series of community-engaged, site-responsive art projects that involve ideas about social and restorative justice that examine the impact of incarceration at the Cook County Jail on Chicago's West Side. 96 Acres uses multi-disciplinary practices to explore the social and political implications of incarceration on communities of color. Through creative processes and coalition building, 96 Acres aims to generate alternative narratives reflecting on power and responsibility by presenting insightful and

informed collective responses for the transformation of a space that occupies 96 acres, but has a much larger reaching outcome.

Another example of the 96<sup>th</sup> Acre works is a three-minute video titled Portraits of Resolution can be viewed here: <https://vimeo.com/123758495> Portraits of Resolution was a mobile photo studio stationed in front of the Cook County Courthouse for a period of one month in the Fall of 2014. Artist/Educators invited participants to think critically about the role and impact of the Cook County Jail through documenting the communities that interact with the jail on a daily basis. There were over 100 portraits collected and over 2,000 pictures taken of passersby.

Later, Karen Sandlos, SAIC profession shared her special interest in media arts with an ongoing project so timely for all of our work with young people. <https://scenariosusa.org/youth-activism/> The REAL DEAL educational programs include curricula aligned with Common Core State Standards, professional development and a series of short films that help students grades 6-12 to identify and analyze social norms – especially those at the intersection of race, class and gender – that shape their individual identity as well as healthy decision-making. The REAL DEAL cycle culminates in a writing contest, providing the youth written stories which turn into our REAL DEAL films.

Films are written by young people to shape positive messages for classroom viewing toward the following outcomes: (1) to communicate and **correct**

mainstream media messages with an outsider perspective (2) to open up a space to discuss what happens/what would happen in their schools (3) to allow others to empathize with those who are *not* like them, so the listener / facilitator is another student not the "expert behind the desk."







# A Thought-full Classroom

by Enid Smith Becker

What is thinking? When you tell someone you're thinking, what does it look like? How can we establish a classroom environment that encourages deep creative thinking? This last March a group of eight art teachers from Bellevue participated in a workshop with Mark Church. Church is much in the education news these days because of his book Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners. Along with Ron Ritchhart and Karin Morrison, Church is engaged with Harvard's educational research program called Project Zero. Their work is about the improvement of teaching through the establishment of learning routines and a classroom culture of thinking, documenting results and reflecting.

As art teachers we are in the enviable position of having a subject that is by its very nature both fun and visible. We love teaching our subject and can enjoy our students' creations but how do we really know what they are thinking or even learning? How do we set up our classrooms to support and encourage creative thinking?

Church began his session asking us to dream: what 3-4 attitudes would we want all students to have when they came into our class? Studies have shown that teachers' dreams fall into three categories:

- Social disposition (e.g. Cooperation, empathy etc.)
- Work dispositions (e.g. persistence, concern for quality etc.)
- Thinking dispositions (e.g. curiosity, looking at both sides etc.)

In elementary school much of the focus is the first category but that eventually changes and when students arrive in high school the focus is on work. So when do we teach our student those thinking dispositions that we want them to have?

Our classroom tells those who enter it what matters to us. According to Church problems arise when we have students do work for work's sake or when the reward for work is not

learning but a grade. So how do we better engage students? Learning is a skill and according to Church, we can help students get better at it by "living" 8 dispositions.

- Routines, structures ( scaffolding students' thinking and teaching patterns of thinking that can be used independently)
- Time- (structure class time to promote the message that thinking matters. This means allocating time to formulate deep responses)
- Opportunities (setting up opportunities that require students to reflect, to research etc. as part of their classroom experience)
- Modeling (being the kind of thinkers we want our students to be through the kinds of questions to ask, the skills we use etc.)
- Interaction and relationships (valuing inquiry and respecting the contribution of all those in the class)
- Physical Environment (the classroom shows the thinking process and celebrates the development of ideas and thoughtful interaction rather than just displaying contributions)
- Language (teacher uses the kind of language that provides students with the vocabulary of thinking they need- for example, ask questions that push students to think deeply)
- Expectations (setting up clear expectations of how students are expected to grow; valorizing thinking and learning over completion of work.)

(from Intellectual Character: What it is, how it matters and How to Get it by Ron Ritchhart)

“Most of all, have the confidence in every learner’s ability to think and your capacity to nurture that thinking. The results will amaze and energize you.”

—Ron Ritchhart

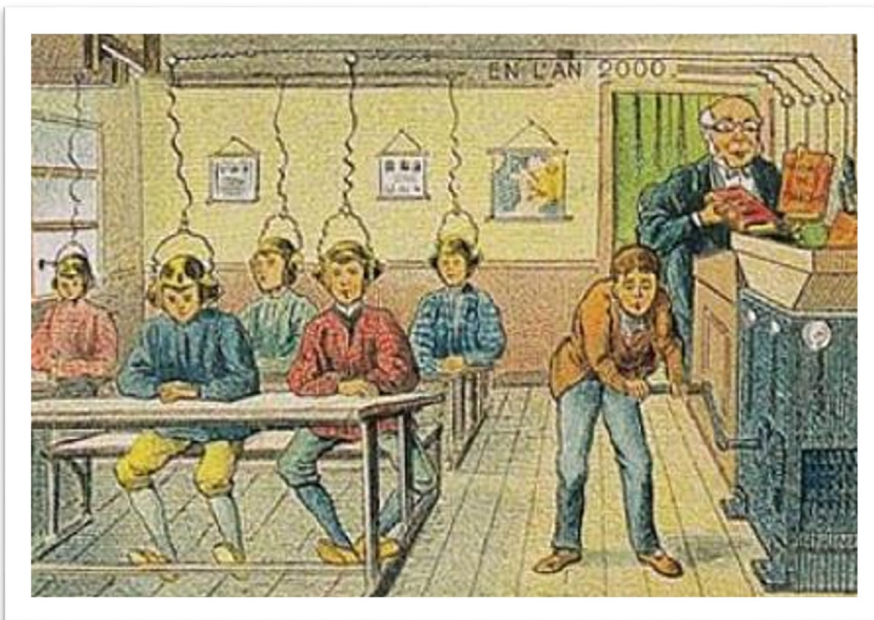
How do you set up these dispositions? A good starting point is with routines. Thinking routines are activities and patterns of thinking that we teach students. Our rooms are already full of routines. When we teach them we model good thinking and we also set it up as part of our classroom expectations. We need to teach the structures through which students explore, document, and discuss as well as patterns of behavior that will help students focus their thinking. Routines such as these are a great way to engage students in looking more deeply at any artwork.

One such routine is “See, Think, Wonder”. This routine is for exploring a work of art or other topic of interest. Similar to VTS (Visual Thinking Strategies), teachers guide students in their discovery of a work of art by asking what they see, what they think about it and what they wonder. This routine is used when you want students to think carefully about why something looks the way it does. It would be a great way to consider at the choices artists make. Students could then apply similar thinking to their own work.

In “Zoom-in” students are given visual information bit by bit. As we took the role of student we were shown a slice of an image and told that we would see pieces of it and would eventually see the whole. One “student” said she thought she saw bars and wondered if it was a cage for an animal, another speculated that might be siding on a building, another saw a boat. Church then showed us a different part that looked like there was a road and a long wall. And so we continued to look at different sections of the image. Eventually one of us discovered what it was: a photograph of a Japanese internment camp in eastern Washington. Church then told us more about the photographer and shared with us

a variety of the images from the same artist.

It was interesting to really look at the photograph and to guess what we were seeing. It was startling to find what we thought was an animal’s cage was human habitation. I



This image was used for the thinking protocol called Name-Describe-Act in which students look at an image and then try to remember all you can about it. The first time they just list the objects in the scene. After the second viewing they add a description to the objects they named and after the third viewing they add a description of the function of each of the things they named. This is from a series of images called future days a 19<sup>th</sup> c. vision of the year 2000.

thought then about how I will often share a piece of art as inspiration and will tell the students what to see. What if I instead began using some of these routines to introduce, for example, a unit on color inspired by the Fauves or a lesson on photographic composition? Would more students be engaged if we set up routines to teach thinking and to valorize the students’ ideas or wonderings? Would they care more about their work if they came to it with their own questions? Would we be able to better scaffold a lesson to include all learners if they knew our routine and if that routine made them feel like an artist with a point of view they wanted to explore? When students are stuck mid-process what would happen if I asked them questions about the connections they could find or the viewpoints they could consider? Toward the end of the day, Church asked us to call to mind someone we know who does good thinking. I thought of my friend Grace who asks questions, pushes back, calls me out yet supports me. Her love is never in question. Now that’s a good teacher.

*Enid Smith Becker teaches high school art at the International School in Bellevue WA and is the WAEA Secondary Representative.*



NAEA's annual conventions are life enriching and professionally invaluable. It was a dream come true to present with WAEA co-presidents Mari Atkinson and Pamela Valentine.

### **Session Description: Performance Assessment in WA - Legacy Design via Creating, Performing, Presenting, Responding**

*Development of classroom performance assessments creates network of empowered teachers with information to change their practice 2002-Current!*

Classroom Based Performance Assessments (CBPA's) as developed and rigorously tested for validity, reliability, and standards achievement by a panel of seasoned professional artists and National Board Certified art teachers in Washington State can be easily adapted to use with the NAEA National Art Standards. The templates and guidelines presented lay the groundwork for the vocabulary and necessary writing skills and artistic processes that develop the foundational knowledge and skills in the visual arts. Teachers will demonstrate how the WA State Visual Arts CBPA's (2003-current) via the WA State Arts Learning Standards – utilizing the elements and principles of design for student growth and development – allow students (individually and collectively) to experience, meet, and exceed the assessment of the four goals of national arts education (Creating; Presenting; Responding and Connecting) as the paramount achievements to be attained.

Join two Nationally Board Certified arts educators and the retired Arts Program Supervisor for the Arts and also the facilitator of the design, development, implementation, state policy, 24/7 accessible and free website of all 100 developed and revised CBPA's, as they collaboratively tell the story, demonstrate, showcase, and share the success, adaptive design, and legacy uses of the Washington State Visual Arts Classroom Based Performance Assessments in alignment with state and national arts learning standards.

Participants will see the design, hear the story, view student samples via images and PowerPoint presentations, experience the symphony of the artistic processes of creating, performing,

presenting, and responding to learning, practice the play of learning, and verbalize the myriad possibilities and learning opportunities for meaning and transfer across PK-20 teaching, learning, and assessment and with 100% of their students! Additionally, participants will empathetically experience and practice a CBPA aurally, visually, kinesthetically, and in tactile ways during this engaging session.

The purpose of this session is to share the story of the CBPA design, implementation, adaptation, evaluation, research, connection and possibilities that the CBPA's provide for teaching, learning, assessment, grading, student and teacher evaluation, and visual arts program development.

### **Session Abstract:**

*Washington State's Arts Classroom-Based Performance Assessments (CBPA's) have been utilized by visual arts educators in Washington State since 2003. They were designed, developed, and implemented to ensure that all learners in Washington's 295 school districts had access to high quality arts instructional practices in dance, music, theatre, and visual arts K-12. The purpose of the CBPA's is to:*

- 1. Inform teachers if students are able to demonstrate the knowledge and skills in the state arts learning standards;*
- 2. Inform teachers regarding the effectiveness of their instruction and methodology;*
- 3. Enhance and become a part of instruction as a tool to measure the degree and quality of student learning; and*
- 4. Provide high-quality performance assessments for formative and summative evaluation and be adapted and adaptable for all learners and all learning situations.*

*This session presentation will provide student examples and resources of the CBPA journey and the impact they have on visual arts education in Washington State, as taught, accessed, and assessed by WAEA's co-presidents by featuring their classroom students and student samples in alignment with WA State and NAEA National Standards.*

**Consider submitting session proposals to NAEA. It's worth the effort!**



## Presented by:

**Dr. AnnRené Joseph**, CEO and Educational and Research Consultant at More Arts! LLC.

Retired Arts Program Supervisor for Teaching, Learning, and Assessment at the WA State Office of Superintendent of Public Instruction (State Education Agency) 2001-2011. Credited with leading the development, implementation, reporting, and accountability systems of the Arts Learning Standards and OSPI Developed Arts Classroom Based Performance Assessments (CBPAs)

Contact Dr. AnnRené Joseph at:  
[annrenejoseph@comcast.net](mailto:annrenejoseph@comcast.net) and [www.linkedin.com/in/moreartsannrene/](http://www.linkedin.com/in/moreartsannrene/)

## Co-Presenters:

**Ms. Mari Atkinson**, NBCT EAYA Art, WAEA Co-President; NAEA Pacific Region Middle Level Division Representative; 6<sup>th</sup> Grade Honors Language Arts and 8<sup>th</sup> Grade Visual Arts Instructor; Olympic View Middle School, Mukilteo School District, WA State

Arts Cadre Member WA

**Ms. Pamela D. Valentine**, MiT, NBCT EAYA Visual Arts, WAEA Co-President; Visual Arts Instructor, Oakland Bay Junior High School, Shelton School District, WA State



Mari Atkinson, Dr. AnnRené Joseph and Pamela Valentine

The following are the electronic Internet links referenced in the slides in the session presentation and in the NAEA 2016 Workspace:

24/7 and Free: Washington State Office of Superintendent of Public Instruction Arts <http://k12.wa.us/Arts/default.aspx>

OSPI Visual Arts Education Poster – Standards, Laws/Policies, Mission, Visual Arts Elements and Principles of Design and Foundations <http://k12.wa.us/Arts/pubdocs/VisualArtsPoster.pdf>

OSPI Washington State K-12 Options for Implementing The Arts Learning Standards through Visual Arts <http://k12.wa.us/Arts/Standards/pubdocs/VisualArtsStandards.pdf>

OSPI Developed Arts Classroom Based Performance Assessments (CBPAs) <http://k12.wa.us/Arts/PerformanceAssessments/default.aspx>

OSPI CBPA Menu adapted in the Pasco, WA School District and color coded with original colors to delineate the four arts disciplines with student sample sections for Visual Arts <http://www.psd1.org/Page/339>

OSPI Arts CBPA Journey in Progress on the Johns Hopkins University Website <http://education.jhu.edu/PD/newhorizons/strategies/topics/Assessme%20Alternatives/joseph.htm> (by AnnRené Joseph, 2004, 2005)

Washington State's Arts Classroom-Based Performance Assessments (CBPAs) <http://handbook.laartsed.org/models/index.ashx?md=18> (by Dawn Ellis, 2005)

Washington State K-12 Arts Learning Standards, April 2011 [https://hhs.hocksd.org/UserFiles/Servers/Server\\_3153010/File/Teacher%20Pages/Hochhalter/OSPI%20Arts%20Standards.pdf](https://hhs.hocksd.org/UserFiles/Servers/Server_3153010/File/Teacher%20Pages/Hochhalter/OSPI%20Arts%20Standards.pdf)

Washington State K-12 Options for Implementing the Arts Standards through Visual Arts by Grade Level, April 2011 <http://www.lwsd.org/school/mann/SiteCollectionDocuments/Activities/artdocent/14.%20WA%20State%20Visual%20Arts%20Standards.pdf>

Americans for The Arts (AFTA) WA State Arts CBPA Menu, March 2006 [http://www.americansforthearts.org/sites/default/files/CBPA-Arts%20for%20WA%20State\\_0.pdf](http://www.americansforthearts.org/sites/default/files/CBPA-Arts%20for%20WA%20State_0.pdf)

NAEA2016Workspace PDF of session: Performance Assessment in WA - Legacy Design via Creating, Performing, Presenting, and Responding <http://naeaworkspace.org/naea16/Performanc%20Assessment%20in%20WA%20-%20Legacy%20Design%20via%20Creating.%20Performing.%20Presenting.%20Responding/JosephAtkinsonValentine2016NAEAConfJointSessionHandout2016.pdf>

*Dr. AnnRené Joseph is a retired and huge arts supporter. She was the WAEA Tribute Winner for 2015.*





## Award Winning Members

By Gail Riley

**State Awards:** It is my pleasure, on behalf of the Awards committee, to announce the 2016 WAEA Tribute Award winner.

### Congratulations, Faye Scannell!

Faye Scannell has shown excellent leadership both within our State and Nationally in the field of Art Education as a writer, presenter, teacher-leader, trainer, and scorer. She has State and National credentials, has taught visual art at every level and has been widely published. Former colleague Jessica Holloway states, "Faye's knowledge of processes of artistic growth is unparalleled. The author and co-author of several books on art education, Faye has also been a frequent presenter at local and national conferences. Faye's life is an act of arts advocacy. She is a champion for her students, her colleagues, and the future of creativity in American schools. Her standard of excellence is apparent in the work produced by her students, many of whom win prestigious awards each year under her tutelage." Faye Scannell is a humble and gracious model educator, advocate and friend.

The WAEA is proud to make this award, representing a lifetime of dedication to quality arts instruction, to recently retired educator, Faye Scannell. A piece of student art will be purchased by the WAEA in honor of Faye from the 2016 OSPI High School Art Show. This piece of art will hang at OPSI in the permanent collection, and a plaque will be engraved with Faye's name as the recipient of this high honor.

The presentation of the Tribute Award is officially made to Faye Scannell on May 20, 2016 during the awards ceremony of the OSPI High School Art show at the Old Capital Building, Olympia, WA.

**National Awards:** The National Convention is yet another opportunity for teachers to be recognized for their amazing work. This year WAEA was privileged to have two members, recognized on a national level.

**Lisa Crubaugh** received the Pacific Region Elementary Art Teacher of the Year award. She was honored on the big stage in Chicago. As part of her nomination package, letters of recommendation explained a few of the reason why she richly deserved

this award.

*"Lisa loves all facets of the arts, but her special joy is found in clay-organizing community raku firings or working in her studio. Her own work has been the exploration of very large fanciful vessels that are intricately patterned and glazed. She has shown in Washington and Oregon and is a rostered artist with the Washington State arts commission."* (Enid Smith Becker)

*"Over the past few years I have attend a number of Lisa's conference sessions at both the state and national level. The screening process for presenting at NAEA convention is rigorous and Lisa has risen to the challenge numerous times. The quality of her state and national presentations have always been excellent. They show the diversity of her skills as an art teacher as she has shared sessions geared at age levels from elementary to high school, targeting a diverse spectrum of themes, and giving insights into a variety of different media."* (Tracy Fortune)

**Cynthia Gaub** was recognized in a Super Session honoring the first inaugural class of "**The School For Arts Leaders.**" This training occurred in Arkansas last summer with 25 NAEA current and future leaders receiving tools and techniques for growing our organization from the state to the national level.

Also recognized, was **Rick Wigre** during the Pacific Region Awards ceremony as Washington's Art Teacher of the year.

**Congratulations to all these winning educators and thank you for representing Washington!**



Lisa receiving her award on stage in Chicago.

*Gail Riley teaches at King's Jr/Sr high school and is the NEW WAEA Awards Chair.*





# Time to Nominate 2016 Educator Awards

*By Cynthia Gaub with content from NAEA*

Do you know someone deserving of an outstanding educator award? We need nominations and recommendations every year for teachers around the state that stand out in their field. **Teachers can't be recognized without your help.** In fact, there are many categories that go without winners due to a lack of nominations. Check out the descriptions on our website and then consider nominating one of your co-workers or peers. <http://waea.net/award-archives/>

## NAEA Award Program Objectives:

- To recognize excellence in the many outstanding individuals, state associations (WAEA), and programs of NAEA.
- To focus professional attention on quality art education and exemplary art educators.
- To increase public awareness of the importance of quality art education.
- To set standards for quality art education and show how they can be achieved.
- To provide tangible recognition of achievement, earn respect of colleagues, and enhance professional opportunities for NAEA members.

## Who May Nominate?

- Individual Members
- Non-members can make a recommendation to the awards committee and board, but candidate must be officially nominated by an active member.

## State/National Award Eligibility:

- Any WAEA/NAEA Member who meet the established criteria.
- Membership is not required for the Distinguished Service (Outside the Profession) award.

## Deadlines:

- State Level Nominations can be submitted anytime between **NOW and May 15, 2016.**
- For National Level, Full packets with all supporting documents must be submitted to the appropriate persons by October 1, 2015.

## National Award Selection Process:

- After state selection, nominations that will score well on the national rubrics, are submitted to the NAEA Awards Coordinator, via the state awards committee.
- Additional supporting documents may be requested above the state required documents.

Including multiple recommendation letters.

- The NAEA selection committees reserve the right to deny awards in any category.

## State Award Selection Process:

- A nomination for an award can be done verbally at any board meeting or via the online form. <http://waea.net/award-archives/>
- Letters of recommendation will be solicited from co-workers, principals and other members that know the candidate and his/her work.
- A Resume/ Work Vita will be requested of the candidate to illustrate eligible experiences.
- All nominees are then scored on a rubric to determine the winner for each category.

## Criteria to Consider:

- Candidate has a history of **Professional Organization Participation** including holding leadership positions at the State/ Regional/ National level, serving on several committees at the State/ Regional/ National level, receiving multiple the State/ Regional/ National Honors/awards, regularly presenting at the State/ Regional/ National Conventions.
- Candidate has evidence of **Program Development, Publications, Artistic Production and/or Exhibitions** including but not limited to publishing of books, articles, published research, curriculums, newsletter articles, courses of study, receiving grants, a listing of ongoing personal artistic production, a listing of student exhibitions
- Candidate has **strong** evidence of **Teaching/ Related Experiences** including extensive history of highly accomplished teaching, chaired or written curriculum, frameworks, content standards, assessments, experience as a mentor.

## Benefits to Being an Award Winner:

- State winners are honored at the Fall State conference. National Winners are recognized at the National Spring Conference.
- An article about the winners will be published in the Splatter Magazine and a press release will be sent to local papers.
- Winners receive a certificate and trophy.
- Receive Excellent Evidence for your TPEP!







# NAEA National Convention Snapshots

*The Spring 2016 Chicago Photos By Our Members*

**Chicago is filled with tons of famous art, from the “bean” to this sculpture by Calder. Kate walked past this sculpture at least twice a day during her stay in Chicago.**

*(Photo of Kate B submitted by Kate B.)*



**Conventions are filled with impromptu and planned gatherings of collaboration and celebration with like-minded friends from far and near. Here WAEA Educators are bonding over Toni Minish's sketchbook journey. More reasons to attend a conference with your state's colleagues!**

*(Photo left to right James A., Diane S., AnneRene' J., Pamela V., Nancy J., and Toni M. posted by Trinity O.)*

**Attendees find every opportunity to view and make artwork. Here WAEA Educators pose in the art studio/gallery of Artist Costel Iarca**

*(Photo with Leanne B., Cynthia G., and Trinity O. graciously posed and taken by the artist in his gallery.)*







**Conventions are filled with hands-on and best practice sessions. Kate shared these shibori technique photos from a session called “A Demonstration of Shibori Fabric Dyeing and Its Global Impact”**

*(Photo by Kate B.)*

**St. Paddy's Day in Chicago who could ask for more Irish Spirit? The convention party included photobooth, live music, irish dancers and art activities.**

*(Photo of Pamela V., Mari A., and Nancy J. by convention photographers.)*



**Student art can be found on display everywhere. These Exquisite Corpse art boxes were designed by students and added to by teachers at the party.**

*(Photo posted on Facebook by Diane S.)*





# student spotlight

## Izzy Stratis

Izzy is an eighth grader at North Middle School, working with Ms. Cynthia Gaub in Everett WA. She is a member of the National Junior Art Honor Society and helps out as a teacher's assistant when not taking art classes.

**What inspires you to do art?** *"Mostly jealousy, not being able to do something someone else can do makes me feel inferior. So it's like 'Hey, why don't I just try to be as good as them?' and then 8 hours later I am covered in paint."*

**What is your favorite medium?** *"My favorite art medium right now is painting because it is easy to disguise it if I make a mistake. My special drip technique includes layering lots of paint and water and then blowing it around to shape the drips."*



**"Blinded"** Watercolor on Canvas 2016



**"Exposed"** Watercolor on Canvas 2016



**"Selfie"** Oil Pastels  
on Paper 2015



**"Reaching Out"** Watercolor on Canvas 2016





## Art Curriculum Enhancement App Review

By Debbie Supplitt

### Copyit-The Grid Drawing Method \$4.99 Classic iPad \$7.99 for iPhone

I really like this App! If you teach the grid drawing method this app is an ART teachers dream. This app takes Grid Drawing into the 21<sup>st</sup> century.

Check out the video to see everything this app can do and just imagine what you can implement in your Art rooms.

Version 4.8 <https://itunes.apple.com/us/app/copyit-grid-drawing-method/id377185812?mt=8>

Copyit: Tutorial <https://www.youtube.com/watch?v=kZfPa6uEzTo>

**Positive:** This app is well worth the \$4.99 or \$7.99 for your classroom set of iPads. Or have students download this app onto their iPhones or iPods. However I wish that you could adjust the grid numbering as this app selects Vertical Letter rows and horizontal number rows. Younger students need to be reminded that A0 is first grid and A5 is the sixth grid in the row. Students often see A5 as the 5<sup>th</sup> grid box not the 6<sup>th</sup>. We had to physically count the grids for students to get that A0 is the first box. I like how students can select their image to fit either Portrait or Landscape mode.

**Negative:** A common complaint from students was other students in different classes deleting their saved projects. This is an iPad management issue.

#### Features:

- \* Universal App, designed for iPhone, iPod touch and iPad
- \* New user interface allows users to work with toolbars showing
- \* Comprehensive Help within the App
- \* 6 Grid types
- \* 18 Filters like negative, grey scale, outline and posterize
- \* Maintain Grid visibility by choosing from 9 gridline colors
- \* Change Grid opacity and line thickness
- \* Load, Save and Delete Projects
- \* Onion Skin: Overlays a transparent outline of the photo through the camera so users can assess the accuracy of their work
- \* Use Smart Move and Target mode to navigate around the grid and aid in focusing on one grid square at a time, by highlighting the current square while dimming the rest.



Fifth Graders working with Copyit app on iPads for the first time

#### Possible Classroom assignments:

5<sup>th</sup> and 6<sup>th</sup> grade: Draw your favorite Cartoon Character

7<sup>th</sup> Grade: Draw your favorite Famous person

8<sup>th</sup> Grade: Draw your Selfie

This was the first time we've used this app I found that that 5<sup>th</sup>, 6<sup>th</sup> and 7<sup>th</sup> graders were motivated, thrilled and successful drawing their cartoon images anything. I was disappointed with the outcome of the 8<sup>th</sup> grade grid Selfie drawings. If you would like a copy of the step-by-step lesson plan just email me:

[supplitt@comcast.net](mailto:supplitt@comcast.net)



8th grade Successful Portrait

## *Gee's Bend Quilt Lesson Plan*



Nettie Young, born 1917. "H"variation (quiltmaker's name: "Milky Way"), 1971, cotton, 88 x 77 inches.

### **Grades K-3**

#### **Learning Objectives:**

- Students will Understand and use the Elements and Principles of Art.
- Understand artistic techniques found in several works of Gee's Bend Quilts.
- Explore and discuss materials, techniques and community connected to creating quilts and quilt patterns.
- Engage in close looking, observation and discussion through works of art focusing on stylistic variations of several different Gee's Bend artists.
- Use 21<sup>st</sup> Century Skills; Collaboration, Communication, Critical Thinking and Creativity

#### **Materials:**

- Colored Construction Paper
- Clear Glue Sticks
- Pencils
- Scissors
- Sketch paper
- Copy paper for envelopes

### **WORKSHOP DESCRIPTION**

Inspired by Gee's Bend Quilts, students will create a paper quilt square using sheets of colored construction paper, glue sticks and their imagination. Known for innovative approaches of technique and process through necessity and using simple recycled materials, Gee's Bend quilters tap into minimalist art expressions. Students will learn their patterning techniques and community-based process along with a focus on the elements and principles of design.

### **PRE-ACTIVITY DISCUSSION**

Lead a VTS/Inquiry discussion about these works of art using power point images and poems from the book *Stitchin' and Pullin'* by Patricia McKissack. In addition, make sure to also build the discussion using visual vocabulary. Focus on materials and patterns in the art. How do these images use color? What are some patterns you see in these works?

### **ART MAKING ACTIVITY**

#### **Day One:**

**Step 1:** Let students know what about the steps, purpose and end goal of the project. Then, engage students in a discussion through close looking at the images featured in this guide and in the power point. Ask students to notice and describe the colors and patterns. In addition, ask students to talk about the uses of a blanket along with what their favorite blanket looks like, why it is their favorite and if they have a specific way or place that they like to use the blanket.

**Step 2:** Have students make an envelope to hold their quilt pieces.

#### **Day Two:**

**Step 3:** Demonstrate how to cut simple shapes (square, rectangle and triangle) out of different colored strips of construction paper. Give each student one color strip at a time starting with primary colors and then moving to secondary colors. Have students put all of their pieces into their envelopes.



Gee's Bend Quilt  
Van Anst 15/20th grade  
Craig van den Bosch

## ART MAKING ACTIVITY CONT.

### Day Three:

Step 4: Begin with a short discussion about pattern. Then, give each student a 9" x 9" square of black construction paper to act as his or her foundational backdrop. Let the students experiment with arranging shapes. Students can start gluing shapes.

### Day Four:

Step 5: Let students finish gluing their shapes to the image. Next, introduce the idea of cutting strips and/or using small scraps of paper to layer over top of the shapes. Talk about overlapping along with background and foreground concepts.

### Day Five:

Step 6: After finishing the composition, let students who are finished or finished early use their remaining shapes to create a tangram or minecraft image. When all the students are finished, have them lay their work in rows on the floor to create a class quilt image.

## REFLECTION/WRITTEN EXERCISE

- What did you like about the techniques used in your work of art? What was successful? What was challenging?
- How are line, color and shape used in your work of art? What elements did you use most in your work of art? How so?

### WA State Standards:

- Arts: 1.1, 1.2, 1.3, 2.1, 3.1, 4.4
- Communication: 1.1, 1.2
- Math: 1.2, 2.2,

### Common Core National Standards:

- Anchor Standards for Reading English Language: Craft & Structure, Integration of Knowledge and Ideas
- Anchor Standards for Speaking and Listening: Comprehension and Collaboration
- Anchor Standards for History/Social Studies
- Integration of Knowledge and Ideas

### National Core Arts Standards:

- Anchor Standard 1. Generate and conceptualize artistic ideas and work.
- Anchor Standard 2. Organize and develop artistic ideas and work.
- Anchor Standard 3. Refine and complete artistic work.
- Anchor Standard 10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**Craig van den Bosch** travels between 2 elementary schools teaching visual arts in the Seattle School District. He is the WAEA Elementary Division Rep.





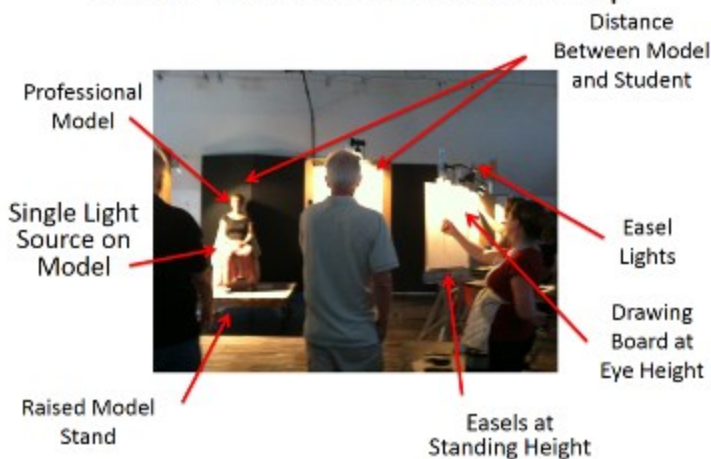


# USING STUDENTS AS MODELS IN THE ART CLASSROOM

By Amanda Hallenius

Figure drawing has been an essential element of art education since the Renaissance. Many classroom teachers, however, do not have the budget to hire professional models. Students make handy substitutes, but they can frustrate the class by moving often or not holding poses. Don't despair, there are some key ways that teachers can set their student models up for success. There are lots of adaptations you can make to provide a solid drawing environment for your students.

## A Skill-Based Classroom Setup



Once your classroom is set up for figure or portrait drawing you are ready to add your student model. While students make very economical models, there can often be lots of movement with inexperienced models which makes it difficult for the students who are drawing.

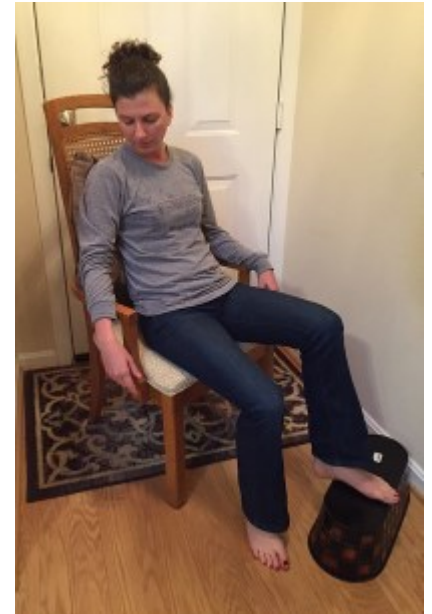
### TAKE BREAKS:

It is physically demanding to sit or stand very still for a long time. Professional models usually pose for 20 minute sessions with 5 minute breaks in between. Use this pacing for your student models. **Do NOT skip breaks.** Allow your student models to stretch and move during breaks. The pose will settle. Usually the first one or two sessions the pose will shift slightly. This is normal.

After a pose settles, it should be very close to the same every time.

### CHOOSE THE RIGHT POSES:

Different bodies can hold some poses better than others. Models will often settle into what is most comfortable for their bodies, and this is unique to each model. Pick easy poses for your student models. Do NOT allow your student models to take difficult poses. They will move no matter how much they promise you that they can stay still.



### Easy poses include:

Seated with cushions below and behind; Seated with arm chair, stool, and cushions.

### Intermediate pose might include:

Standing with equal weight distribution; Standing while leaning against a wall or other support.

### Difficult poses include:

Standing with unequal weight distribution or any pose with raised arms; Resistance of legs against arms (*Also, this pose blocks the major masses of the rib cage and pelvis which is undesirable for beginning figure drawing.*)

### MARK THE POSE:

Once your model is posed, MARK THE POSE. Use small pieces of electrical tape to mark where arms, feet, and other body parts are resting against the chair or floor. Also place a mark on the wall where you want the model to be looking. This will help



your models position their heads correctly every session with less need for adjustments.

### **LIMIT STUDENT INTERACTION:**

If the model needs adjustments to get back to the correct place, **do not allow students to talk to model**. Rather, have them direct your concerns to you and you adjust the model. This prevents conflicting directions, confusion, and frustration. Remember also that students are often incorrect in their assumptions about the model's pose. Do not touch the model. Use verbal directions to adjust the model's pose.

Do not allow students to sexually harass the model. Comments such as "*I like to draw your butt.*" or "*Your butt is too big.*" are obviously inappropriate. Instead, encourage students to discuss their drawings in terms of form. Example: "*The form of his upper leg is smaller than you have drawn it.*"

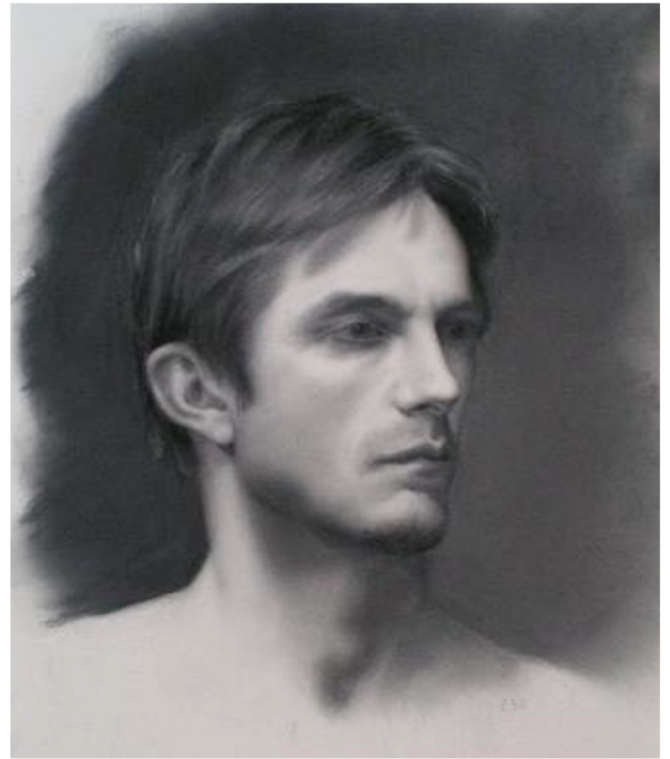
### **GIVE THEM SUPPORT:**

Support the pose with cushions. No really! Even if student models say they don't want them, support the pose with cushions. Use stools and armchairs to support limbs. Wrap the arms of chairs with towels and tape them into place to provide cushioning for the arms.

Keep these thoughts in mind as you set up a student model in your classroom and enjoy teaching your figure drawing lesson! You can download this free teacher guide written by WAEA Co-President Elect Mandy Theis here: <http://www.davinciinitiative.org/using-students-as-models.html>



*Mandy Theis works for the Da Vinci Initiative in Seattle WA. She is the WAEA Co-president Elect.*



## ***The Da Vinci Initiative Award for the Young Aspiring Artist***

The Art Renewal Center (ARC) hosts an annual art competition for realist artists called the "ARC Salon." This year they are introducing a special section for high school students. A \$2,500 scholarship called *The Da Vinci Initiative Award for the Young Aspiring Artist* will be given to the winning artwork and can be used at any ARC Approved™ school or program. In addition, the winner will receive international recognition for their artwork, their instructor, and their school through the popular ARC website as well as publication in the ARC Salon catalogue. The work may also have the opportunity to travel in the live version of the exhibition, which will travel from the MAEM museum in Barcelona, Spain to New York City. **The deadline is June 15, 2016.** Learn more about this new art competition for high school students by visiting [www.arcsalon.org](http://www.arcsalon.org)



# Board Notes

A brief recap of the monthly board meetings summarized by Cynthia Gaub.

## January 2016

This month's destination meeting was held at 360 Gallery in Vancouver, WA. Barb and Deb, the local ESD Reps, hosted the meeting with food and drinks.

20 board members, general members and newcomers joined together for the meeting. We adjourned to lunch at a local brew and coffee shop, then toured some local galleries and saw a student show.

### **Shout-Outs:**

- Lisa Crubagha has been selected as the Pacific Region Elementary Teacher of the Year.

### **VOTES OF NOTE:**

- Samantha Kelly was voted in as the new museum rep.
- 4 types of presentations, with new compensation packages were approved for the 2016 fall Conference.

### **Reports and Reminders:**

- ESD 112 shared their idea about curriculum rodeos
- YAM deadline is coming, reminders about participation and deadlines
- Still looking for an Awards Chair

## February 2016

This month's destination meeting was held at The Seattle Art Museum in Downtown Seattle, WA. 20 board members, general members and newcomers joined together for the meeting. We adjourned to a docent led tour of the Kehendi Whiley Show, followed by lunch at a Kell's Irish Pub in the Market.

### **VOTES OF NOTE:**

- Gail Riley was voted in as the Awards Chair!
- We reviewed and approved new job descriptions for all board positions that better clarify the roles.

- Faye Scanell was approved to attend the Washington DC Advocacy day as a WAEA Rep with financial support from WAEA.

### **Reports and Reminders:**

- The Scholastic art show at Cornish was reviewed and discussed.
- Reminders about the OSPI High School art show in Olympia on May 20<sup>th</sup>. Volunteers are still needed for set-up of this WAEA hosted event.
- We need to select a tribute award for the above event, so please bring nominations to the next board meeting.
- YAM submissions still needed, especially Elementary.

*All members are invited to  
attend and participate in our  
monthly board meetings.*

## March 2016

This month's destination meeting was held at Cascadia, a new museum in Edmonds, WA. 16 board members and general members joined together for the meeting. We adjourned to check out the museum or grab some lunch near-by.

### **Shout-Outs:**

- Faye Scanell, Nancy Bell, Ginny Lane and the Schack Art Center were each nominated for the Tribute Award.

### **VOTES OF NOTE:**

- Faye Scanell was officially voted in as Advocacy Chair, after Ginny Lane's thoughtful resignation. James Andrews will assist on this committee.
- A vote was made to clarify who are the "official" voting members. After much discussion it was





determined that the Exec-Board (including Co-presidents, Co-president Elects, Secretary and Treasurer) are the voting board members. All chairs, reps and general members that attend meetings can provide a “guiding opinion” vote, the Exec-board will be the vote of record. This opens up Reps and Chairs for possible state, regional and national award nominations.

- A new division was created for Independent, private, home schools and charters. Trinity Osborn was voted in as the rep for this new division.
- Our 2 Keynotes (Ian Sands and Juliette Astrides) were approved for the fall conference

at an expense estimated at \$4000.

- Our conference logo was voted on and approved.

### Reports and Reminders:

- 121 and 189 shared division reports (see the Division reports on below)
- We heard updates on the Arts Cadre work aligning state GLEs to the National Core Standards.
- We heard updates on ARTSTIME. They will be focusing on k-8 infusion of the arts with a professional development day geared towards elementary generalists.



## Educational Service District News

Highlights from the ESD reports.

### ESD 101 North East WA

#### High school students claim regional art awards:



Maggie Booth: Hiraeth

The region’s outstanding student artists were honored today at NEWESD 101 in a ceremony capping the 43rd annual High School Art Show. The 2016 edition drew more than 160 individual entries, with students submitting a diverse array of media including acrylics, charcoal, clay, fabrics, graphite, paper mache, pastels and photography. Top individual winners, earning three prizes each, were Maggie Booth, Cheney High School; and Savanna Judd, Lewis & Clark High School. Booth was honored for her digital piece entitled Hiraeth, which received a first-place citation, Central Washington University Scholarship Maggie Booth: Hiraeth award and NEWESD 101 staff choice award.

Judd received a first-place award and two judges’ choice awards for her ink, marker piece, Butcher Shop. Schools placing students in the winners’ circle included Central Valley, Cheney, Colville, Dishman Hills, Ferris, Freeman, Garfield-Palouse, Gonzaga Prep, Lewis & Clark, Medical Lake, Mt. Spokane, NEWTECH Skill Center, Shadle Park and Tekoa. Schools claiming the most prizes were Ferris, nine; Cheney, eight; and Shadle Park, five. See More: <http://www.esd101.net/Page/377>  
Submitted by Sara Ballard ESD 101 Art Show Coordinator.

### ESD 112 South West WA

The Southwest Washington Regional High School Art Show has named the award recipients for 2016. The show received a record 267 entries from 223 students at 26 high schools across 17 districts. There were a total of 45 pieces given awards, 19 of which will move on to the state art show at OSPI in Olympia.

Pieces were scored anonymously by a panel of four judges—all art professionals or art teachers outside the region—based on four categories: Originality, Composition, Technique and Emotion. The scores were then tallied and awards were determined, based on the total number of pieces submitted.

In addition to the Art Show awards, seven students received scholarships from two colleges: Central



# ESD 189 High School Art Show

By Cathy Tanasse

Starting in February, Educational Service Districts (ESDs) hold regional art competitions. Winning pieces from each of the regional shows are forwarded to the Office of the Superintendent of Public Instruction (OSPI), where they again compete to be one of fifteen state winners. Each state-level winning artwork will be purchased for \$200. OSPI will purchase seven pieces; other organizations will each purchase one piece.

State Superintendent Randy Dorn will host the 43rd Annual Superintendent's High School Art Show at the Office of Superintendent of Public Instruction in Olympia. The show, co-sponsored by OSPI and the Washington Art Education Association (WAEA), celebrates the high school artists whose work was selected for statewide competition as regional winners in their Educational Service District (ESD). The State High School Art Show is from April 4 to June 2. The reception, Friday, May 20 from 1 to 3 p.m. honors the 15 state winners and their teachers.

*"If we are dedicated to preparing all students, we must be sure that all schools have access to a well-rounded arts program. As the state superintendent, I urge all school districts to ensure that all students have access to the highest quality opportunities in arts education."*

Randy Dorn

## **2016 ESD 189 High School Art Show Judges:**

- **Dr. Ellen Avitts**, Asst. Professor of Art History, Central University, Former National Endowment for Humanities Research Fellow.
- **Kris Stewart**, B.A. Art History from the University of Oregon. Book artist and member of Seattle Handmade.
- **Andy DiBella**, educator/artist has lived, worked, taught and shown in galleries throughout the US, Istanbul and Japan
- **Kyle Franklin**, BFA from the Columbus College of Art and Design. New York Studio Residency Program (NYC) and Central Saint

Martins (London, UK), previously a graphic designer at Marquand Books and the Northwest Film Forum, currently works with incoming Art and Film students at Cornish College of the Arts,



One panel from a 7 page digital and traditionally illustrated book by  
Chan Ha Kim

## **2016 ESD 189 High School Art Show Winners:**

- **Chan Ha Kim**, 12<sup>th</sup> grade, One Starry Night, Jackson High School
- **Devon Steed**, 11<sup>th</sup> grade, Intro to the Underground, Meadowdale High School
- **William Stuntz**, 11<sup>th</sup> grade, Lucifer, Oak Harbor High School
- **Alana Acosta**, 12<sup>th</sup> grade, Depixed, Oak Harbor High School
- **Daizy Dehnke**, 10<sup>th</sup> grade, Lilac Vibes, Blaine High School
- **Lauren Kordas**, 11<sup>th</sup> grade, Little Angel, Blaine High School
- **Kim Feil**, 12<sup>th</sup> grade, Blue on Top, Meadowdale High School

## **The ESD 189 \$200 Purchase Award:**

**Carolyn Yip**, Stars and Stripes, Glacier Peak High School

## ESD 189 Regional Art Show Scholarships:

### **Central Washington University**

#### **\$1,000 tuition waiver**

Alana Acosta, 12<sup>th</sup> grade

Lauren Kordas, 11<sup>th</sup> grade

Daizy Dehnke, 10<sup>th</sup> grade

### **Central Washington University**

#### **\$2,000 tuition waiver,**

Chan Ha Kim, 12<sup>th</sup> grade

### **2016 Cornish Washington Regional**

#### **\$5,000 Art Scholarship**

Kim Feil, 12<sup>th</sup> grade

### **2016 Summer at Cornish**

#### **\$1,000 Scholarship,**

Daizy Dehnke, 10<sup>th</sup> grade

Thank you to the Everett Public school's Community Resource Center staff for helping select

### **The 2016 People's Choice Awards:**

- **Serenity Bates**, Flower of Ashen Decent, Granite Falls High School
- **Kerry McKenna Cook**, A Child's Imagination, Mount Vernon High School
- **Jessica Phung**, Resting Fairy, Mountlake Terrace High School
- **Abby Richards**, Bein' Nosey, Oak Harbor High School
- **Mikayla Tracy**, Violet Woman, Mount Vernon High School
- **Carolyn Yip**, Stars and Stripes, Glacier Peak High School



Artist Alana Acosta  
with her work  
**Depixed** at the art  
show reception.

*Cathy Tanasse teaches art at Glacier Peak HS in Snohomish WA. She is a WAEA Past-President & ESD 189 Rep.*



## *ESD Reports Continued from Page 27*

Washington University and the Oregon College of Art & Craft.

The awards and scholarships were presented at the Gallery Opening and Award Ceremony on Tuesday, March 15 at the ESD 112 main office in Vancouver. The art will remain on display through March 31.

### **College Scholarship Winners**

- **Central Washington University \$1,000 Scholarships:**
- **Nick Bakh** Heritage High School, Evergreen Public Schools
- **Keaton Bruce** Kelso High School, Kelso School District
- **Zoie Bryant** Hockinson High School, Hockinson School District
- **Emily Coy** Mark Morris High School, Longview Public Schools
- **Storm Reid** Kelso High School, Kelso School District
- **Central Washington University \$2,000 Scholarship:**
- **Rosaline Mayfield** Ridgefield High School, Ridgefield School District
- **Oregon College of Art and Craft Scholarships:**  
**\$5,000 annually, \$20,000 total**
- **Nick Bakh** Heritage High School, Evergreen Public Schools
- **Connor Emlen-Petterson** Wahkiakum High School, Wahkiakum School District

Submitted by Jodi Thomas or Melissa Burt. ESD 112 Art Show Coordinators.

### **ESD 121 Central WA**

ESD 121 Regional Art Show Regional High School Art Show Timeline <https://www.psesd.org/services/learning-and-teaching/regional-high-school-art-show/>

Winners move on to the 43rd Annual (State) High School Art Show Reception at OSPI in Olympia, WA on May 20, 2016.

**Contact your ESD Rep to let them know great upcoming events and happenings in your school or district and have them published in one of the next publications.**

**Next Deadline: June 15, 2015.**





## *Puget Sound Gallery Walks*

**By Faye Scannell**

### **First Thursday**

**Gallery Walks in Pioneer Square** and the Seattle Art Museum area, 5 - 8pm.

**Downtown Museum and Seattle Asian Art Museum in Volunteer Park** are free all day on **First Thursdays**. [www.firstthursdayseattle.com](http://www.firstthursdayseattle.com)

**Art in the Park at South Lake Union Park.** May through Oct. 11am - 7pm. Free admission at Museum of History and Industry. For more information: [www.nwartalliance.com](http://www.nwartalliance.com)

**Silverdale Artwalk**, March - Nov. 5 - 8pm, Meet at Lisa Stirrett Glass Art Studio, 9536 NW Silverdale Way. 360/613-5472

### **First Friday**

**Bainbridge Island Galleries** are open from 6 - 8pm. [www.bainbridgedowntown.org](http://www.bainbridgedowntown.org).

**Bellingham Downtown Art Walk** is from 6 - 10pm. [www.downtownbellingham.com/artwalk](http://www.downtownbellingham.com/artwalk)

**Bremerton Art Walk** is from 5 - 8pm in downtown Bremerton. [www.ci.bremerton.wa.us](http://www.ci.bremerton.wa.us)

**Ellensburg Art Walk** is from 5 - 7:30pm in historic downtown Ellensburg.

**Fremont Art Walk** is 6 - 9pm. [www.fremontfirstfriday.com](http://www.fremontfirstfriday.com)

**Issaquah Art Walk** is from 6 - 9pm, May - September in downtown Issaquah. [www.downtownissaquah.com](http://www.downtownissaquah.com)

**Vashon Island Gallery Cruise** is from 6 - 9pm. [www.stov.us/art/firstFriday.html](http://www.stov.us/art/firstFriday.html)

### **First Saturday**

**Langley on Whidbey Island Art Walk** is from 5 - 7pm. [www.visitlangley.com](http://www.visitlangley.com)

**Port Orchard Art Walk** April - Oct. from 2 - 5pm. [www.pobsa.com](http://www.pobsa.com)

**Port Townsend Art Walk** is from 5:30 - 8:30pm. [www.ptguide.com/arts-music-theatre/158-gallery-walks](http://www.ptguide.com/arts-music-theatre/158-gallery-walks)

## *High School*

## *SUMMER ART PROGRAMS*

Interested students need to apply now for summer on-campus art courses. This is a great opportunity for students live on campus and take college art classes providing a preview of course work beyond high school. During this immersion experience students, produce quality work that helps them develop a stronger portfolio.

Complete list with scholarships: <http://www.collegexpress.com/lists/list/pre-college-visual-arts-summer-programs/1841/>

Art Institute of Chicago: [http://www.saic.edu/cs/high\\_school/summerinstituteresidencyprogram/](http://www.saic.edu/cs/high_school/summerinstituteresidencyprogram/)

Boston University Visual Arts Summer Institute <http://www.collegexpress.com/summer-programs/boston-university-visual-arts-summer-institute/199/>

California College of the Arts Pre-College Program: <http://www.collegexpress.com/summer-programs/california-college-of-the-arts-pre-college-program/3441/>

Massachusetts College of Art Summer Studios: <http://www.collegexpress.com/summer-programs/massachusetts-college-of-art-summer-studios/1068/>

Minneapolis College of Art & Design ---Pre-College summer sessions: <http://www.collegexpress.com/summer-programs/minneapolis-college-of-art-and-design8212pre-college-summer-session/3475/>

Pratt Institute Pre-College Program: <http://www.collegexpress.com/summer-programs/pratt-institute-precollege-program/1407/>

Rhode Island School of Design Pre-College Program: <http://www.collegexpress.com/summer-programs/rhode-island-school-of-design-pre-college-program/242/>

San Francisco Art Institute Pre-College Program: <http://www.collegexpress.com/summer-programs/san-francisco-art-institute-precollege-program/3385/>

Ringling College of Art & Design Pre-College Perspective: <http://www.collegexpress.com/summer-programs/ringling-college-of-art-and-design-precollege-perspective/2900/>





## Executive Board

*A directory of our executive board members*



### **Mari Atkinson**

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



### **Pamela Valentine**

**ROLE:** Co-President  
**Location:** Oakland Bay/ Shelton SD  
**Email:** [copresident1@waea.net](mailto:copresident1@waea.net),  
[PVALENTINE@SHELTONSCHOOLS.ORG](mailto:PVALENTINE@SHELTONSCHOOLS.ORG)



### **Tracy Fortune**

**ROLE:** Secretary & Advertising REP  
**Location:** Lakes HS/ Clove Park SD  
**Email:** [advertising@waea.net](mailto:advertising@waea.net)  
[secretary@waea.net](mailto:secretary@waea.net)



### **Toni Minish**

**ROLE:** Treasurer  
**Location:** Glacier Peak HS/ Snohomish  
**Email:** [treasurer@waea.net](mailto:treasurer@waea.net)  
[latona.minish@sno.wednet.edu](mailto:latona.minish@sno.wednet.edu)



### **Mandy Theis**

**ROLE:** Co- President-Elect  
**Location:** Da Vinci Initiative/ Seattle  
**Email:** [elect2@waea.net](mailto:elect2@waea.net)



### **Cynthia Gaub**

**ROLE:** Splatter, Co- President-Elect  
**Location:** North MS/ Everett SD  
**Email:** [splatter@waea.net](mailto:splatter@waea.net)  
[shebaduhkitty@yahoo.com](mailto:shebaduhkitty@yahoo.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!** See the Leadership Opportunities in the back of this issue or the website for more information about open seats on the board and how you can step up.

### **New Museum Division Chair: Samantha Kelly**

Samantha Hightower Kelly joined the Tacoma Art Museum as Director of Education in 2014 to empower visitors to find and create meaning with original works of art. She is a member of the senior staff team and leads the education department to diversify audience, increase visitation and participation, expand revenue generating opportunities, and contribute to the educational development of youth in schools and communities. Mrs. Kelly has worked in the field of Museum Education for 20 years including notable accomplishments during her tenure as Curator of Education at the Birmingham Museum of Art. In March of 2014 she was named Southeastern Region Art Educator of the Year by the National Art Education Association.



### **New Awards Chair: Gale Riley**

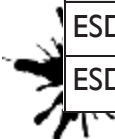
I was not able to secure a position when I graduated from college in '84, it took 11 years before I would realize that dream---you don't really know what is important until you have had to really wait for, and work for it! It has been so very fulfilling to promote better arts education through getting involved with YAM, doing National Board with "The Board" cheering me on, becoming WAEA co-President with Deb Barten, writing CBPA's with Anne Rene' Joseph---WOW! I loved it all! Stepping back a couple years ago was hard, but

when those times come, we have to be willing do what is right for our families. I am excited about this opportunity to recognize those who are underappreciated who selflessly work to promote better visual arts education for our students!



## WAEA Committee Chairs, Division and Educational Service Representatives

Committee Chairs		
Advocacy	Faye Scannell	<a href="mailto:fsnyder1962@gmail.com">fsnyder1962@gmail.com</a>
Awards	Gale Riley	<a href="mailto:griley@crista.net">griley@crista.net</a>
Membership/ Social Media	James Andrews	<a href="mailto:jandrews@nkschools.org">jandrews@nkschools.org</a>
Membership/ Mailing List	Kate Baker	<a href="mailto:kabaker@seattleschools.org">kabaker@seattleschools.org</a>
Scholarships	Carl Clausen	<a href="mailto:cjclausen@aol.com">cjclausen@aol.com</a>
“Splatter” Editor	Cynthia Gaub	<a href="mailto:splatter@waea.net">splatter@waea.net</a>
Teacher Art Show Coordinator	Ed Crossan	<a href="mailto:ecrossan@fwps.org">ecrossan@fwps.org</a>
Webmaster / Communications	Trinity Osborn	<a href="mailto:trinity.osborn@tbcs.org">trinity.osborn@tbcs.org</a>
Youth Art Month	Nancy Jordan	<a href="mailto:jordannb@mukilteo.wednet.edu">jordannb@mukilteo.wednet.edu</a>
Youth Art Month	Laurel King	<a href="mailto:kinglr@mukilteo.wednet.edu">kinglr@mukilteo.wednet.edu</a>
Division Representatives		
Elementary	Craig van den Bosch	<a href="mailto:vandenbosch.craig@gmail.com">vandenbosch.craig@gmail.com</a>
Middle Level	Nancy Jordan	<a href="mailto:jordannj@mukilteo.wednet.edu">jordannj@mukilteo.wednet.edu</a>
Secondary	Enid Smith Becker	<a href="mailto:BeckerE@bsd405.org">BeckerE@bsd405.org</a>
College/Higher Education	Jodi Patterson	<a href="mailto:jpatterson6@ewu.edu">jpatterson6@ewu.edu</a>
Museum	Samantha Kelly	<a href="mailto:skelly@tacomaartmuseum.org">skelly@tacomaartmuseum.org</a>
Private Institutions	Trinity Osborn	<a href="mailto:trinity.osborn@tbcs.org">trinity.osborn@tbcs.org</a>
Administrator/Supervision	Jonathan Lindsay	<a href="mailto:jlindsay@cornish.edu">jlindsay@cornish.edu</a>
Retired Art Educator	Carl Clausen	<a href="mailto:cjclausen@aol.com">cjclausen@aol.com</a>
Art Education Student	Open Position	
Executive Board Advisory		
Past-Treasurer	Katie Hall	<a href="mailto:hall.katie@yakimaschools.org">hall.katie@yakimaschools.org</a>
Past-President	Cathy Tanasse	<a href="mailto:Cathy.Tanasse@sno.wednet.edu">Cathy.Tanasse@sno.wednet.edu</a>
Regional Vice-Presidents: AKA ESD Reps		
ESD 101: North East WA	Sherry Syrie	<a href="mailto:ssyrie@cheneysd.org">ssyrie@cheneysd.org</a>
ESD 105: South Central WA	Open Position	
ESD 112: South West WA	Barb Holterman Debbie Supplitt	<a href="mailto:Holterman.barb@battlegroundps.org">Holterman.barb@battlegroundps.org</a> <a href="mailto:supplitt.debbie@battlegroundps.org">supplitt.debbie@battlegroundps.org</a>
ESD 113: Capitol Region	Open Position	
ESD 114: Kitsap/Olympic Peninsula	Kate Cox-Ebert	<a href="mailto:kcox-ebert@nkschools.org">kcox-ebert@nkschools.org</a>
ESD 121: Puget Sound	Faye Scannell	<a href="mailto:fsnyder1962@gmail.com">fsnyder1962@gmail.com</a>
ESD 123: Tri-Cities	Open Position	
ESD 171: North Central	Cyndi Noyd	<a href="mailto:cydinoynoyd@gmail.com">cydinoynoyd@gmail.com</a>
ESD 189: North West WA	Cathy Tanasse	<a href="mailto:Cathy.Tanasse@sno.wednet.edu">Cathy.Tanasse@sno.wednet.edu</a>







## Not A Member Yet? Why NOT?

Become part of the largest professional organization established by visual arts educators for visual arts educators!

### WAEA membership includes:

- Discounts on WAEA Fall Conference registration fees and other workshops
- Eligibility for our Annual Awards Program
- Subscription to our Quarterly *Splatter* Magazine
- Eligibility to publish in *Splatter* Magazine
- Eligibility to enter the **Youth Art Month** Contest
- Monthly Destination meetings often with free museum tours
- Discount membership to the Seattle Art Museum
- Access to special ESD events and meetings in your area
- Facebook Community with current job and art class announcements, and opportunities to connect with other art teachers in your area

### Your membership also includes these NAEA membership benefits:

- Full access to exclusive members-only content on the NAEA website
- Subscriptions to *Art Education* journal and *NAEA News*—NAEA's premiere bi-monthly publications
- Subscription to **School Arts**
- Access to the Instructional Resources Gallery
- Free registration for NAEA's **webinar** series
- Discounts on NAEA National Convention registration fees and other professional learning events
- Eligibility for national awards and grants
- Discounts on a variety of insurance programs including Professional Liability Insurance, Life Insurance, Disability Insurance, Health Insurance, Auto & Home Insurance

## NAEA/ WAEA Membership Application

### Membership Prices:

- ☐ **Active:** Art teachers, directors of art education programs, or those engaged in pursuits closely related to the field. **\$90**
- ☐ **First Year Professional:** Recent graduates entering their first year of teaching. Valid for one year. **\$75**
- ☐ **Student:** Undergraduates and graduate students. **\$45**
- ☐ **Retired:** Retired educator. **\$65**
- ☐ **Associate:** School personnel not actively engaged in teaching art and other individuals with a general interest in art education (EX: museum division). **\$90**
- ☐ **Institutional:** Companies, Institutions or departments involved with art education. **\$235**

### Please print all information below:

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WA ESD Region: \_\_\_\_\_

School: \_\_\_\_\_

Graduation Date: \_\_\_\_\_ (for student membership)

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Signature \_\_\_\_\_

**Were you referred by an NAEA/WAEA Member? Please let us know!** Member Name \_\_\_\_\_

**Mail this form to:** NAEA Member Services,  
901 Prince Street, Alexandria, VA 22314-3008

E-mail: [members@arteducators.org](mailto:members@arteducators.org)

Call us toll-free at: (800) 299-8321

**Or renew/join online** <https://www.arteducators.org/promo/join>

# 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!**

We need your nominations for educators that stand out in their field. Check out the information in this issue on page 17 or check out the website. State award deadline is May 15th.

## **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/](http://www.waea.net/splatter/) Next deadline June 15th for the summer issue.

## **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 come to a meeting for more information.

## **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. Ideally, we need 2 new members to be voted into the “elect” role at the 2016 conference. Previous board experience is recommended. Take to any current board member for more information.

## **ESD 189 High School Show**

Cathy Tanasse is resigning as the ESD 189 High School Show Coordinator. If you are interested in being her replacement or want more information, contact her at [cathy.tanasse@sno.wednet.edu](mailto:cathy.tanasse@sno.wednet.edu).

## **Fall 2016 Conference**

There will be lots of opportunities to help out at the conference. You can present a session, teach a hands-on workshop, help at the registration tables, help set up the ART SHOW and vendor areas on Friday... and much more! Check out our online Volunteer sign-up sheet to see how you can help out. [www.volunteersignup.org/EBKQL](http://www.volunteersignup.org/EBKQL)

## **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.

**The mission of the Washington Art Education Association is to promote excellence in visual arts education in Washington State. The mission of Splatter is to inform the membership of WAEA and celebrate the accomplishments of its membership.**

# Organized Splatter

TIPS AND IDEAS FOR THE ARTROOM

BY TRACY FORTUNE

## STUCK IN A RUT? ... CHECK OUT PINTEREST

IF YOU ARE LOOKING FOR NEW ART TEACHING IDEAS, GO TO [WWW.PINTEREST.COM](http://WWW.PINTEREST.COM).  
IT IS A GREAT SOURCE FOR...

### INTERESTING PROJECTS



Creative lesson ideas like  
using Styrofoam cups to  
make sculptures



### ORGANIZING SUPPLIES



Use binder clips to label  
student storage shelves

**"Imagination  
is more important  
than knowledge. For  
while knowledge  
defines all we currently  
know and understand,  
imagination points  
to all we might yet  
discover and  
create."**  
ALBERT EINSTEIN

### INSPIRATIONAL SIGNS AND QUOTES



### GOT AN IDEA TO SHARE?

Send a clear photo and short description of an organizational idea or teaching tip you'd like to share  
with other art teachers. [tfortune@cloverpark.k12.wa.us](mailto: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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**ABOUT THE COVER**

Artwork: "Flower with Green Bug"

Artist: Megan Low, Grade: 8

School: Evergreen Middle  
School Everett SD

Medium: Photography