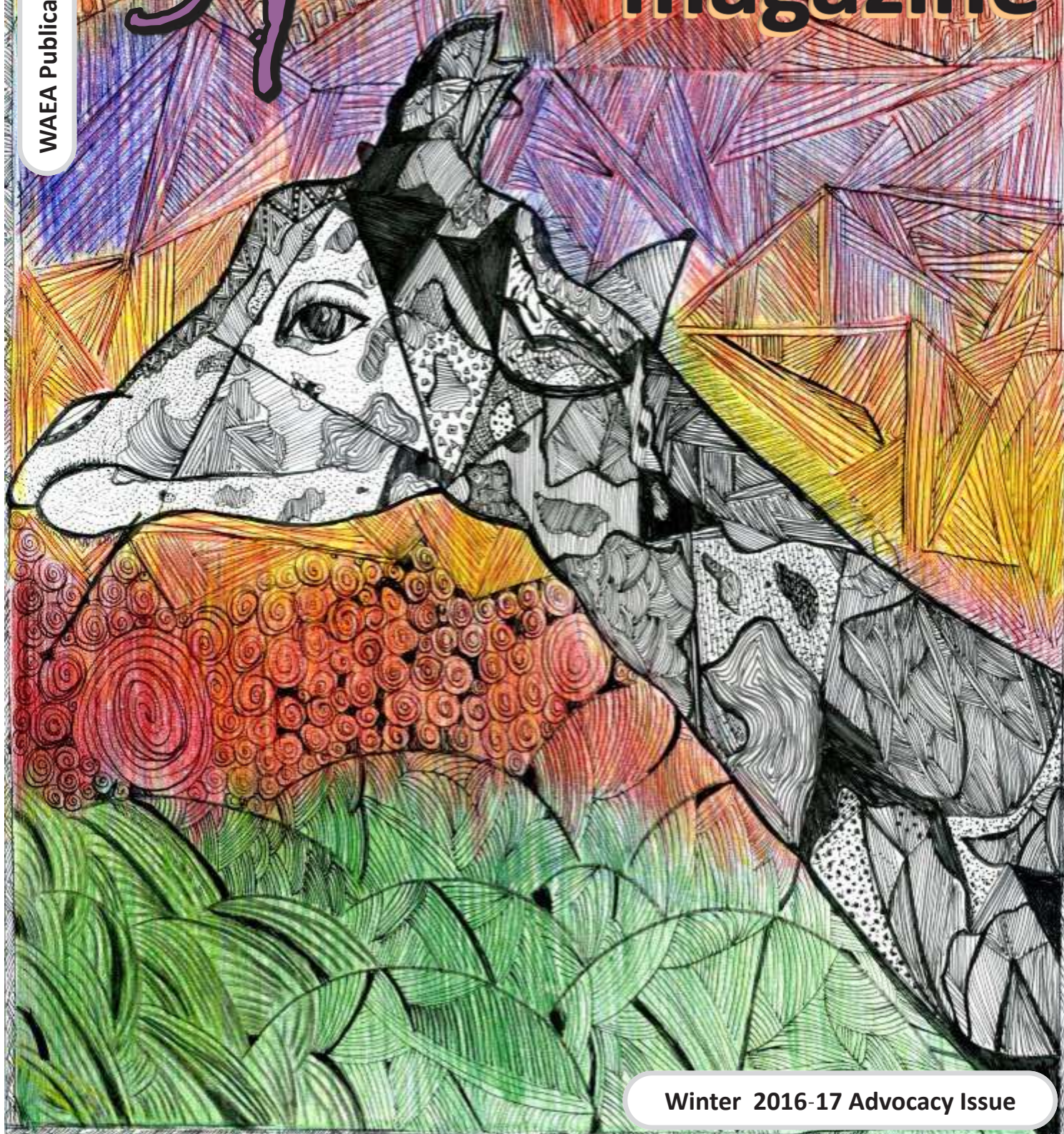


WAEA Publication Volume 3 Issue 2

Splatter

magazine



Winter 2016-17 Advocacy Issue



WE'RE ON THE MOVE!

Our new purpose-built campus will be at the heart of Vancouver's creative hub. // Fall 2017

Emily Carr University of Art + Design is a global leader in studio-based art, media and design education and research. Our new campus at Great Northern Way is a space designed to support and foster the next generation of creative and cultural leaders. To live curiously, live intelligently, live collaboratively, live imaginatively and live creatively, is core to who we are. Join us.

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Online Website www.waea.net

Facebook <https://www.facebook.com/groups/57707416186/>



ABOUT THE COVER

Zentangle Giraffe

By Linh Tran Age: 16
Colored Pencil and Marker
Lakes High School
Tracy Fortune Instructor

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.



The theme of this year's Youth Art Month is

UNITED THROUGH ART.

Youth Art Month (YAM) was started in 1961. It is an annual observance each March to emphasize the value of art and art education for all children and to encourage public support for quality school art programs. 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**.

There are several ways for students to participate in Youth Art Month. First, students may submit a design for the Washington State YAM **flag** (due digitally to YAM chair by **Thursday, January 12, 2017**). We try to vary the grade level (Elementary/Middle/High) of the winners each year. The winning design is made into a flag (or banner which can hang vertically), displayed at the National Art Education Association convention in New York City, and then presented to our Governor in the spring to be hung in the state capital—pretty cool!



The second way to participate is to submit artwork for the state YAM student art exhibit. **Sargent Art** is a generous supporter of YAM and upped the ante this year. There is now a **Best in Show cash prize of \$1,500** for the winning student and the winning teacher who receives classroom art supplies worth \$2,000!! The other categories include Elementary (K-5), Middle (6-8), and High (9-12) in which winning students receive an assortment of art supplies worth \$100 and the teacher receives classroom art

supplies worth \$300. There will also be a Gift of Participation for each school. The New York City trip has been eliminated. The best reward, though, is that all student work is exhibited for a month at the Schack Art Center in Everett. Students and their families really enjoy seeing their artwork displayed professionally. Teachers please mat the work ahead of time or ask the YAM Chair for assistance/ advise on matting work for the show. Further details will be forthcoming in email blasts, but we wanted to get this information to you as soon as possible. Please feel free to contact the YAM chair, Nancy Jordan, at jordannb@mukilteo.wednet.edu.

2016 Youth Art Month Deadlines and Important Dates

The dates for this year's exhibit are:

Fri., Feb. 17	Artwork due to Harbour Pointe MS, Mukilteo, WA
Fri./Sat. Feb. 24/25	Artwork is delivered to Schack Art Center (SAC)
Thurs., March 2	SAC staff judge artwork and inform YAM chair
Saturday, March 4	First day for public viewing
Thursday, March 9	Awards ceremony (to coincide with other SAC exhibit opening)
Fri., March 31	Artwork comes down and is picked up by teacher or YAM chair on Fri. or Sat.
Week of Apr.3-7	Artwork is returned to teachers



2017 NAEA NATIONAL CONVENTION

MARCH 2-4, 2017 | NEW YORK, NY

DETAILS

WHEN

March 2-4, 2017

WHERE

Hilton New York*
1335 Avenue of the Americas

Sheraton New York
811 Seventh Avenue

REGISTER

Online registration opens fall 2016
Download the registration form now
at www.arteducators.org/convention

STAY

Book discounted accommodations
at www.arteducators.org

* Headquarters Hotel

GET READY!

This is your national
professional Convention—the
largest gathering of visual
arts educators in the world!

1,000+

Sessions, workshops,
and tours: including
Jeff Koons General Session!



GET THE BEST DEALS!

Join NAEA, register for
the Convention, and book
accommodations before
1/27/17 to receive
maximum savings!

www.arteducators.org/convention



Office of Superintendent of Public Instruction News

From Anne Banks

Every Student Succeeds Act (ESSA) – Your input is needed!

The Every Student Succeeds Act (ESSA) replaced No Child Left Behind (NCLB) on December 10, 2015. It is the reauthorization of the Elementary and Secondary Education Act (ESEA). ESSA will be fully operational in school year 2017-18. ESSA recognizes the arts as an essential part of K-12 education and identifies how funds from federal Programs (such as Title I Part A, Title III, etc.) may be used to support the arts. For more information, please go to: <http://www.k12.wa.us/ESEA/ESSA/default.aspx>. For a direct link to the survey to provide input, please go to: <http://www.surveymzmo.com/s3/3105643/ESSA-Feedback-Draft>

The Superintendent's High School Art Show

This annual event is co-hosted by OSPI and the Washington Art Education Association (WAEA). High school students from all nine of the state's educational service districts (ESDs) participate in this artistic celebration each year. If you are a high school art teacher, this is a wonderful opportunity to showcase student artwork. For more information and to view past winning artwork, please go to: <http://www.k12.wa.us/Arts/ArtShow/default.aspx>

Seattle Art Museum (SAM) Teacher Resource Center (TRC)

The TRC is SAM's free lending library and online resources for educators. For a complete listing, please go to: <http://www.seattleartmuseum.org/trc>

Art in Public Places – Art Lessons

ArtsWA (Washington State Arts Commission), the Art in Public Places team, and Arts in Education staff have developed high-quality, participatory arts lessons. For more information, please go to: <http://www.arts.wa.gov/public-art/arts-learning-and-public-art-in-the-classroom> To view the State Arts Collection through the "My Public Art Portal" which is a searchable, web-based database holding more than 1,300 of the Collection's 4,500 artworks, please go to: <http://www.artswa.org/mwebcgi/mweb?request=home>



From the Editor

By Cynthia Gaub

Welcome to a new year and another issue of our growing publication. Each issue has been such a labor of love and I hope that you find it useful, refreshing and thought-provoking as well as super informational about the inner workings of YOUR professional organization.

If you are the type of person to set new year's resolutions, or as I prefer GOALS, then I suggest you make it a goal to get more involved in the WAEA. You can attend a meeting, or writing a great article for Splatter, or perhaps it is time to step up to a leadership role on the advisory board.

You will be surprised how much you will GAIN if you are able to give a little of yourself. The comradery of the board is one that is vital for any of us working alone in our art room bubbles.

Also make sure to take time for yourself and make some art this year. It is difficult to be an art educator if we forget to take time to learn and improve our art skills. I know that I have made a goal to make new art and enter into some art shows for the first time in years.

**GOALS ARE
DREAMS WITH
DEADLINES**

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

I hope that this issue inspires you to advocate both for yourself, your profession and your students.





The Artist Within

As art teachers, it is easy to put ourselves last. We have students that depend on us to organize meaningful lessons, administrators that want numerical proof of our effectiveness, and an abundance of poster requests and other art-ish tasks our education communities often thrust upon us. We often feel that we need a compelling reason to invest time and resources in ourselves, and there is a very important one that is often overlooked: in order to be effective teachers, we need to remember what it is like to learn.

Recently, I decided to invest in myself and pursue technical realism drawing and painting training in Manchester, New Hampshire at Ingbertson Studios. My previous training to make a realistic painting followed a theory that you start with a line drawing, add values and shading, transfer the drawing to a canvas, paint it in burnt umber to make an under-painting, and the finally paint in full color on top of the under-painting to create a finished work. I was astonished to discover that at this new studio, the training started in almost exactly the opposite way. This studio has students start by putting full color notes on a canvas, bringing them together to create an edge and the beginning of a drawing, and that the drawing and realism comes from relationships of colors and edges to each other as they are laid down in the visual order of importance.

It was incredibly difficult to temporarily abandon everything else I knew about drawing and painting to pursue this new idea. Even though I had a lot of experience, I found myself struggling to understand concepts from a completely new point of view. I found myself asking many of the same questions my students often ask me. While I was in the position of student, I remembered clearly what I wanted and needed from my teacher to help me learn

effectively. While I was studying in New Hampshire, I brainstormed a hundred different ways I could teach not only these new skills, but all the other skills that my students were grappling with learning. I also remembered very clearly what it is like to be unsure of myself, to be vulnerable, and to struggle with problems that I do not yet know the answer to. It was humbling, and this experience rekindled empathy for my students and forged me into a better teacher.

When we teach only the skills we already know, we are in danger of becoming complacent teaching the same lessons over and over again. It is easy to forget how difficult skills are to learn when we ourselves have already mastered them. When we invest in ourselves to learn new skills, we not only keep our training fresh but we remember what it is like to be a student. I encourage all of you to be more selfish, to take the risk of being an art student again, and to pursue a new skill that will strengthen your teaching because you've strengthened yourself.

List of Suggested Professional Development Opportunities

- Fall WAEA Conference
- Spring NAEA Convention (2017 in New York City!)
- Gage Academy of Art in Seattle, WA offers discounted evening and weekend classes for teachers.
- The Da Vinci Initiative offers online drawing courses.
- The Schack Arts Center offers a variety of glass, jewelry, painting and educationally related classes and field trip opportunities for artists, teachers and the general public.
- The Seattle Art Museum offers professional development for art teachers
- And now our local ESDs are offering workshops and gatherings. Ask your ESD rep.

Mandy Theis co-founder of the Da Vinci Initiative in Seattle WA. She is the WAEA Co-president.





Student Spotlight



Aleksander Watson Age 16 Media Colored Pencil and Marker "Tide of Curiosity" (Owl)
Submitted by Tracy Fortune



Justin Lee's fused glass snowman shade. He attends Sammamish High School in Bellevue.
Submitted by Carl Clausen

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 Deadline for award nominations is May 15, 2017.



Make your Mark with a Splatter

We are accepting lesson plans articles and ESD Reports for quarterly publication. We are looking for ARTICLES THAT ARE photo rich, AND FEATURE student successes, awards, community building activities OR lesson plans. **You must be an Active NAEA/WAEA member to be published.** See additional submission guidelines on the WAEA website. Plan ahead for one of our future issues. You can always submit early! Student art and Lesson plans accepted every issue!

- **Spring Theme: Leadership Issue March 15 deadline**
- **Summer Theme: Renewal and Artistic Expression Issue June 15 deadline**

Submit articles through the editor, Cynthia Gaub. splatter@waea.net



Review By Cyndi Noyd



Why do you teach? Maybe T.A.T. Lab is for you?

The **why** is the purpose, cause or belief. Articulating an answer that speaks to your practice is one of the purposes of T.A.T. Lab (Washington State Teaching Artist Training Lab).

The T.A.T. lab consists of 32 teaching artists all eager to further their careers through better teaching practices, cultural awareness and networking.

... dancing, singing, storytelling, poetry, drawing, theatre oh my! How well do you integrate the 'arts' into your classroom? Since my T.A.T. Lab experience I've added theatre routines and dance to my P.E. classes and poetry, theatre and storytelling into my art classes. I certainly didn't know going in that I would be compelled to integrate other art forms into my classroom. It just happened and it made sense. It has added another avenue to teach art in a new and relevant way. Our mentors and teachers have backgrounds in: theatre, dance, poetry, writing and visual arts. This diversity makes for a dynamic mix of personalities, backgrounds, and teaching situations.

T.A.T Lab is an 8 month Teaching Artist Training, in a 'lab' format, meaning we experiment through trials, we observe others, we exchange ideas, and head down rabbit trails that lead to new ideas and directions. We give and get feed back from our small cohort through a series of conference calls and three 2-3 day in-person workshops.

The September 3-day workshop kept us busy 6-8 hours a day. Fast moving participation exercises to get us acquainted and by the last day we are comrades and able to exchange ideas, lesson plans and teaching situations. The lab introduced us to lesson plans in dance, theater, storytelling, poetry, and collage. The

experience is intense and sometimes uncomfortable as we all participated in and outside of our art forms. Me dancing? Stepping outside of my comfort zone reminds me of what our students do everyday in our classes. Is anyone looking at me? What if I don't do it right? Wow, that person IS a dancer. The T.A.T. teacher nails the lesson with criteria that's well explained and attainable. The participants experience learning and in return evaluate the lesson. Next we move onto a collage lesson, again we experience the lesson through the eyes of the learner while evaluating the teachers every move. The day finishes with a lesson in each art form.

Our November 2-day meetings focused on social justice and lesson planning. The study of Social Justice reminds us that each student has their own cultural backpack, unique to them. We can teach more effectively if we understand each student and build a relationship of trust. The lesson planning is intense study of writing a proper learning plan (as the Lab calls them). Keep in mind that our of the 32 participants, only four are certified teachers. As a NBCT, I find the lesson plan outline to be on target and am looking forward to sharing, reviewing and observing my plan and the plans of my small group.

T.A.T. Lab requires four small group teleconferences. My October and November calls allowed me to share a lesson plan idea. The feedback was interesting. My group includes one visual art teacher, a writer, two theatre teachers, a dance instructor and an AP History/ Art History teacher. The ideas from the dance and poetry teachers present new perspectives that I hadn't thought of. I've since used their ideas to create a much richer learning plan. The December call focused on the 'why' we teach. As teaching-artists we need to be able to fully articulate this. We also looked at

TAT Lab Continued...

how to run our business through website, photo, social media, planning, pay and insurance.

The Lab is intense in subject matter, agenda and fun! We've shared laughs and some tears as we realize our connected love for the arts. I honestly didn't realize the growth I'd receive from T.A.T Lab. Check out their page on the Seattle Children's Theater website. <https://www.sct.org/For-Educators/TAT-Lab/>

Special Perks: light breakfast and lunches included. Parking fees reimbursed, travel expenses covered (train, bus, air, ferry, auto) and hotel fees covered for those traveling 60 or miles away! Come on over Eastern Washington teachers!

*scholarships also available

Note to Eastern Washington teachers, the T.A.T. Lab will have you staying at the Mediterranean Hotel located near the Seattle Center. The hotel is close to great restaurants, downtown and waterfront. Why not make it a long weekend and include a theatre performance or museum visit?



Create the teaching career of your dreams by starting to explore **why** you teach? **Why** do you love it, **why** should someone want to learn to paint or draw? **Why** should the learn from you? T.A.T Lab will help you explore your craft through a variety of lenses- I hope that you join me!

Cyndi Noyd (K-12 Cert, NBCT, B.F.A. in Painting) teaches at The River Academy in Wenatchee and is the ESD 171 Rep. Email: cyndinoyd@gmail.com



TEACHERS THRIVE AT SAM!

Seattle Art Museum offers K-12 education programs

EDUCATOR PREVIEWS

See the latest exhibitions, gain resources, and mingle with peers

EDUCATOR WORKSHOPS

Learn from experts and build curriculum through art making and earn free clock hours

Summer Institute: Aug 2-4, 2017

TEACHER RESOURCE CENTER

Borrow books, objects, and more

TOURS AND ART WORKSHOPS

Craft enriching experiences for students

ART GOES TO SCHOOL

Bring a teaching artist to your classroom

Photo by Robert Wade

visitsam.org/educators
facebook.com/SAMeducators

SAM

Save the Date

August 8-10, 2017

WAEA Summer Leadership Retreat



Business and pleasure wrapped in an artistic package!

All WAEA board members, committee chairs, ESD and division reps... plus ***anyone interested in serving in a leadership role in WAEA*** is invited to this summertime business and pleasure retreat. Last summer's retreat was a great event with lots of business, bonding and playing!

Business activities will include new leadership training/ orientation for any new members to the advisory board. This will include a review of policies and procedures for your role and how to access Google Docs and other board benefits and resources. As a team we will also write the new 2018-2022 5 year strategic plan and update WAEA policies/procedures and the annual WAEA budget. ESD and Division reps will brainstorm outreach ideas. The Co-Presidents will share out info from our Pacific Region Leadership Conference.

Pleasure activities will include art making workshop, sight-seeing trips, ghost-hunting, wine-tasting and karaoke!

GOLDEN Workshop with Barbara De Pirro : Mixed Media

A 2 hour workshop/lecture for all levels and backgrounds; from painters, mixed media, fiber to sculptural artists.....ideas for all! This presentation covers a wide variety of techniques for use in a wide range of media. Learn about GOLDEN Acrylic paints and mediums, including Watercolors. Gain an understanding of each product and their different attributes. Learn how to make the right choices in grounds and paints for the best intended application. Learn what to put under paint, and how to create washes, stains, and collage. We also cover the use of stencils, paint markers, pastels, and pencils, as well as the creation of encaustic-like effects. This is a great place for beginners and experienced artists alike to learn new techniques and be inspired by innovative applications. *Attendees will receive Information packets & free samples.*

Help shape the future of WAEA

Golden Mixed Media Art workshop with Barbara De Pirro

Fort Worden

Port Townsend, WA

Accommodations are dorm rooms with twin sized bed. Dorms have shared hallway bathrooms. Event will include all meals at the cafeteria dining complex.

Registration fee includes all food, room and activities.

\$150 for single dorm room

\$100 for shared dorm room

Look for registration information this spring.



CALL FOR
ENTRIES!

2017 | NWESD REGIONAL HIGH SCHOOL ART SHOW



submissions accepted: February 20-23 >> nwesd.org/artshow

Art will be displayed February 27 - March 10, 2017 with an Artist reception on March 10

Everett Community Resource Center | 3900 Broadway

Scholarships are available. visit our website for more information

Regional winners are entered in the

Superintendent's High School Art Show at OSPI in Olympia



**Northwest Educational
Service District 189**

Together We Can



Advocacy- From the Front Lines

By James Andrews

We have had some great success in our efforts to preserve our students' arts electives and not have those electives taken from them, to be replaced with extra remediation classes in math or English. I recently attended one of OSPI's public input forums, concerning our state's implementation of the ESSA, which stands for the Every Student Succeeds Act. This is the reauthorization of the No Child Left Behind Act. This forum was well attended. While public input was originally only to be taken until December 31, that has been extended 60 days, in order to allow greater stakeholder input and to allow our new State Superintendent some time to familiarize himself with the document and process. To learn more about our state's process and opportunities for input, go to: <http://www.k12.wa.us/ESEA/ESSA/>

I have previously written here, in Splatter, that after witnessing nearly a quarter of the students in one of my own district's schools lose their electives for "support" classes, I decided to do some investigating. I found that, on the specific issue of pulling students out of their arts classes for remediation in tested subject areas, the ESSA offers particular guidance. In Section 1009, which deals largely with targeted assistance for students, the law states that schools which create programs to help students meet challenging state standards shall be expected to, "minimize the removal of children from the regular classroom during regular school hours for instruction provided under this part," —with "instruction" referring to the intervention or "support" classes. This quote comes from section 1009, page 171 of the ESSA document, which can be found in PDF form, here: http://edworkforce.house.gov/uploadedfiles/every_student_succeeds_act_-_conference_report.pdf.

Similar language actually existed in the NCLB—but was clearly ignored by many districts.

State Senator Christine Rolfes was instrumental in finding the best way to address this issue, at the State level. She crafted a letter, signed by 53 state legislators, addressed to OSPI's ESSA Implementation Group, requesting clear language be added to our state's implementation plan, which would mitigate this practice of denying students their arts education courses. I spoke with OSPI's Gil Mendoza after the public input session I attended. He assured me that the legislators' letter, the existing supporting language in the ESSA, and the input from the public on this issue had made it an easy decision to include stronger language in our state's ESSA Implementation Plan, concerning this issue. Mendoza has pledged to keep me updated as to when the new language is completed. I will be sure to share it here with you so that you may use it in your own districts to defend your students and the arts education they have been promised and deserve!

Arts & Heritage Day:

Mark your calendars for Wednesday, February 8th, for Arts & Heritage Day! This is an advocacy event taking place in Olympia. Take the time to speak directly with state representatives about arts education issues. Be sure to check with your local unions to see if they offer any assistance, in terms of release time, for you to attend this event --or other advocacy events. Remember—any chance to sit down with our representatives can and should be used to talk about arts education in our state!

James Andrews teaches at Kingston High School/North Kitsap School District and is WAEA Advocacy and Membership Chair.





ESSA New Funding Opportunities!

By Mari Atkinson

“Now districts have the responsibility to use funds toward the success of all students.” Gayle Pauley

As part of the Arts Advisory Committee, I had the opportunity to glean excellent information from Gayle Pauley, Assistant Superintendent of Federal Programs, at our December meeting. The following information is critically important to share with your building administrators, superintendents, and school boards. Read and decide on a call to action that works for you.

As educators, we are all too familiar with the concept of “*shift happens*.” The Every Student Succeeds Act (ESSA) solidifies funding for arts programs; however because of the huge mind-shift required, it will be *up to you* to inform others about the new funding opportunities. District administrators can now shift their thinking away from ‘teaching to the test’ to learning how the arts **impact** student engagement and learning across other core subjects. The key components include that involvement in the arts improves student behavior and keeps students in school. Perhaps the best way to convince administrators will be sharing your past personal student success stories.

Since 2001, we have lived with the punitive tendencies of *No Child Left Behind* (NCLB). That type of thinking is no longer valid when it comes to the definition of a well-rounded education promoted in ESSA. The overall focus of ESSA is opportunities. As stated in the publication ESSA: Mapping opportunities for the arts, “...increased flexibility allows leaders to look beyond the traditional methods of approaching student achievement and find innovative solutions for ensuring that all students have the opportunity to experience a well-rounded education – one that pushes beyond the subjects of reading, writing and mathematics, and includes the arts, sciences and humanities as essential components.” I highly recommend sharing the following: <http://www.ecs.org/essa-mapping-opportunities-for-the-arts/>

This publication is highly informative, and on page 5, you will find quality research studies to support your proposals.

The first step will be to become familiar with Title I funding summarized below from the ESSA publication.

- 1)** Title I, Part A – The inclusion of arts-based and arts-integrated programs to improve the academic outcomes of academically at-risk students.
- 2)** Title I, Part B – The development of assessments aligned to state arts standards.
- 3)** Title II, Part A – The inclusion of professional development programs for arts educators.
- 4)** Title IV, Part A – The inclusion of arts-education programs to address district gaps in providing all students with a well-rounded education.
- 5)** Title IV, Part F – The national programs operated by the U.S. Department of Education (Arts Education Model Development & Dissemination Program and the Professional Development for Arts Educators Program) that provide funding for the development of innovative arts education programs for students and arts professional learning programs for educators.

Schoolwide Programs – Title I, Part A, Subpart 1, Section 1008 – Schools can use funding under this section to establish and implement plans based on a needs assessment to improve the education program of the entire school. To be eligible for schoolwide program funds, schools must have at least 40 percent of their students identified as coming from low-income families and create a schoolwide plan which embraces whole school reform. As a part of a well-rounded education, these plans may incorporate the arts as strategies to provide all students the opportunity to achieve. For example, opportunities for the arts can include: Incorporating arts-based techniques in professional development programs to strengthen the effectiveness of educators in improving student learning outcomes.

Targeted Assistance Schools – Title I, Part A, Subpart 1, Section 1009 – Schools that do not meet the poverty threshold for schoolwide schools can use Title I funding to create programs targeted to help academically at-risk students meet the state’s academic standards. These programs can occur during the traditional school day or in expanded learning time. These strategies can include in-school, afterschool and summer programs



that engage arts-focused learning in support of students meeting the state’s academic standards.

Parent and Family Engagement – Title I, Part A, Subpart 1, Section 1010 - Engaging the families of students is an important aspect of ESSA and appears in several areas of Title I. For example, districts must establish, implement and annually review with parents and other stakeholders a policy for engaging families in the school and, through doing so, improve their children’s education. The arts, as an effective strategy to engage families in the school, can be incorporated into these policies in a variety of ways, including incorporating arts programming in a back-to-school night or other broader parent engagement events, providing updates on arts education activities in parent newsletters, and including attendance at arts events as part of a parent engagement plan evaluation. Districts must provide parents and families of English language learners (ELLs) with information on how they can support their children in learning within the well-rounded education subjects. For example, schools can provide parents with expectations for their children in arts classes, as well as strategies to encourage their children to practice and engage in creative activities at home (Title I, Part A, Subpart 1, Section 1006).

Washington State is one of the very few that have mandated state arts assessments to be administered. It is important to implement the OSPI-Developed Arts Assessments and to report numbers to your district assessment director. Title I, Part A, Subpart 1, Section 1005 – requires states to implement assessments of student learning in mathematics, ELA, science and “any other subject chosen by the state.” For example, **Washington** state law (Revised Code of Washington 28A.230.095 and RCW 28A.655.075) requires that districts annually assess student learning in the arts, social studies, civics, educational technology, health and physical education, and verify that this assessment has taken place. OSPI provides

sample standards-aligned assessments that districts can utilize and report to the state.

Along with educating our administrators, art educators may need to help other teachers truly understand and embrace the connections for learning that are possible through the arts. One idea is to work with your curriculum/teaching and learning administrator and possibly provide a book study or make ESSA a focus for your PLC. Keep in mind that new teachers have had very little experience in art education, due to changes in university programs. They need guidance from seasoned art teachers who are products of strong programs of the past. Another resource is to connect with the Arts Education Partnership <http://www.aep-arts.org/> for updates:

... a fluid environment of priorities and policies with new guidance and rules released on an ongoing basis. As such, this resource will not remain a static document. Instead, it will be continuously updated to reflect the most up-to-date information on the state of ESSA implementation. (AEP)



Look toward OSPI to keep current on ESSA updates and familiarize yourself with these programs:

1. ARTS INFUSED LEARNING CLOSES OPPORTUNITY GAP

Arts Impact has released a report showing that arts-infused learning in reading and math eliminates the achievement gap between children of color and poverty and their white upper/middle class peers. These results were obtained as part of a U.S. Department of Education grant project between Arts

WHAT SKILLS WILL YOU NEED IN THE FUTURE?

1

COMMUNICATION

- UNDERSTANDING & CLEARLY COMMUNICATING IDEAS
- DIGITAL CITIZEN WITH INFORMATION, VISUAL & MEDIA LITERACY

2

CRITICAL THINKING

- PROBLEM SOLVING
- QUESTIONING
- INVESTIGATIVE
- ANALYZING
- SYNTHESIZING

21ST CENTURY SKILLS

3

CREATIVITY

- EXPERIMENTING
- EXPLORING
- INVENTING
- INNOVATING
- GENERATING UNIQUE IDEAS

4

COLLABORATION

- WORKING PRODUCTIVELY AS A TEAM
- SHARING IDEAS & RESPONSIBILITIES
- COMPROMISING & ADAPTING



21st Century Skills: Mural Project

By Tracy Fortune

Last spring the City of Lakewood approached me about involving youth in celebrating the City's 25th Anniversary. They wanted to have student art on display during the main event and a tryptic mural for permanent display in city hall. I took on the challenge of recruiting other art teachers in our district to get involved and researching budget appropriate art supplies to order.

Since my AP art class submitted their art portfolios in early May and there were still a few weeks of school left, this class was an ideal group for tackling the city's youth project. I was struck as the students worked on the mural, how much the core 21st century skills of communicating, critical thinking, creativity and collaboration were key to completing the mural.



Working on the mural project refined students' 21st century skill in variety of ways, especially as they faced various challenges during the process. Here are some highlights.

Critical Thinking: Students generated ideas that aligned with the theme, size of the canvases, time frame and assessed potentials plans for suitability for a group project. In the early stages, there was plenty of analyzing and synthesizing of ideas and refinement throughout the project.

Creativity: Students worked to come up with ideas that were original, clearly connected with theme and overall concept, and used colors in keeping with the city's event color scheme.

Communication: The process required brainstorming ideas, talking ideas through, and trouble-shooting as frustrations evolved, all the while considering how the artwork would communicate both the students' artistic vision and that of the City of Lakewood.

Collaborating: Students found working on a tryptic required considerable collaboration, compromising and adapting. As the process unfolded the strengths of students became evident and the group worked to capitalized on the expertise of each group member.

While excitement for the mural project was initially high, it dipped dramatically with the stress of a tight deadline and interpersonal dynamics brought out by a group project. However, they definitely finished on a high note, as they met the deadline and had just enough time on the last day to pose for a photograph with our very proud principal Karen Mauer-Smith. Students commented they were both surprised and proud of how well things turned out.

I plan to use a mural as a culminating art project for my AP students this coming spring. After working all year on their individual portfolios, the mural project was a great opportunity for community service and developing 21st century skills in a fun, interactive way.

Tracy Fortune teaches at Lakes HS in Lakewood WA. She is the WAEA Secretary and Advertising Rep.

tfortune@cloverpark.k12.wa.us



Winter 2016 Issue





Exploring Latino Art: Integration through Art-Infused

Connections

By Mari Atkinson

Presented by the **Schack Art Center**

The Schack Art Center offers a Fall Teacher Workshop each year, aligned to the spring main exhibition. The workshop content prepares K-8 educators for teaching integrated lessons and for bringing groups to the spring field trip. This past fall, the Teacher Workshop focused on the cultural and historical legacy of Latin American artists in Washington State. As lead instructor for the workshop, I learned a great deal about the significance of Latino contributions to the art of the great Northwest, which is often overlooked. This article is a summary of workshop highlights and lesson ideas to implement into your instruction to increase cross-cultural awareness and Latino identity of students throughout our state.

Art educators understand the need to teach our students to process information as a functional whole; where integration with visual art connections becomes a synergistic whole. This is why the need for research is integral to the creative process. When a knowledge base contributes to the thinking behind artmaking, the context becomes meaningful.

Creative people must integrate in a useful way diverse skills, talents, and intellectual and aesthetic interests into a functional whole, if the combination that results is to be of value. (Root-Bernstein & Root-Bernstein, 2004)

Historical Context

Latinos are currently the largest minority in the United States, and have been significantly influential to the development of Washington State since the 1774

Spanish exploration of the Olympic Peninsula.

All Spanish expeditions from New Spain (present-day Mexico) were always composed of majority Mexicans, not Spaniards. One of

the most astonishing facts I came upon was that it was Mexicans, not Spaniards (*and way before the Lewis & Clark Expedition*), who produced the first in-depth topography and scientific studies of the state.

Two Mexicans who made significant contributions to early knowledge of Washington State that we seldom hear of include **José Mariano Mozino**, from the 1792 Malaspian Expedition, produced an ecological catalog of 200 species of plants, animals, and birds. He documented his research in Noticias de Nuka: An Account of Nootka Sound in 1792. Also a member of the Malaspian Expedition, was **Anastasio Echeverría**,

considered the best artist in Mexico at the time, sketched one of the first detailed landscape profiles of the area.

<http://www.historylink.org/File/7901>

A natural connection for your classroom, could include having students make field notebooks to take along for sketching /notetaking while walking around the surrounding environment.

[http://www.wikiwand.com/es/José Mariano Mociño](http://www.wikiwand.com/es/José_Mariano_Mociño)

During World War II, the Bracero program allowed growers in the Yakima Valley and elsewhere to recruit guest workers directly from Mexico. Migrant workers also came from the southwestern U.S., and many families relocated permanently. Following

World War II, many Latino families migrated from rural parts of Washington to the urban Puget Sound region, seeking employment opportunities in Seattle's booming post-war economy.

The civil rights era brought widespread activism in the Latino community. In Seattle, a community-based Chicano arts movement grew out of this political activism, drawing in part on pre-Columbian indigenous motifs and stories.

Political turbulence in Central and South America in the 1970s and 80s brought new immigrants to Seattle from Guatemala, El Salvador, Chile, Nicaragua and other



countries, and churches participated in the Sanctuary Movement to protect those fleeing violence to start new lives in the Pacific Northwest.

As time went on, Latinos became the foundation of communities that were previously Anglo American based. A noticeable Latino influence delights one's senses throughout the Yakima Valley, Pasco, Burien, or Mt. Vernon. In the Yakima Valley alone, from Wapato to Prosser, Latinos make up the majority of the population.

The 2010 census showed that over 10% of Washington's populations are persons of Latino origin, the largest minority group in the state. Seattle's Latino community is remarkably diverse, with a rich history in the Pacific Northwest. Now in Washington State, Latinos account for 11.7% of the population, the largest ethnic minority group. (source: US Census) And one out of every five students attending school in Washington State is Latino. (source: OSPI) Washington



State is now in 2nd place under Texas, for having the highest number of migrants.

Latino students are often averted from taking classes in the arts due to being required for double-dosing in English, and reading and math supplemental programs. This fact needs to be addressed by school leaders and art advocates in order to keep minority students "in school" as well as engaged in their learning.

Fall Teacher Workshop Keynotes

Professor Lauro H. Flores, is chair and professor of

American ethnic studies at the University of Washington. Flores provided an overview of the presence and activities of Latino Artists in the Pacific Northwest, and he will be curating the spring exhibition for the Schack Art Center. Flores is probably most well-known for his book, Alfredo Arreguin *Patterns of Dreams and Nature*. I highly recommend this book for your class library. Alfredo Arreguin is an important artist to be presented and honored to your students. His work will be the main attraction of the spring exhibition, so plan your fieldtrip now! Arreguin was born in Mexico in 1935, and has been a resident of Washington State for nearly five decades. Arreguin has created key works from three major areas: Jungles series, Icons/Portraits and Madonnas. In 1994, the Smithsonian Institution acquired his triptych Sueño (Dream: Eve Before Adam) for inclusion in the collection of the National Museum of American Art. A year later, in 1995, Arreguin received the highest recognition given by the Mexican government to the commitment of distinguished individuals who perform activities that contribute to promote Mexican culture abroad. Arreguin's work is now in the permanent collections of two Smithsonian Museums: The National Museum of American Art and the National Portrait Gallery. (source: Graphic Art News)

The next keynote was Flugencio Lazo, who treated us to a Day of the Dead sand painting lesson. Lazo will be another featured artist at the spring exhibition, and can be easily contacted for school visits and school cultural celebration evenings. Lazo works predominately with acrylics on canvas showing connections to Paul Klee and Marc Chagall. Lazo has had over 40 solo shows throughout the US and Mexico, as well as numerous pieces in public collections. He enjoys making installations for Day of the Dead at many Seattle area museums, schools and community centers.

Take-Away

Knowing the significance of Latino history will provide intentionality for your instruction as you guide your students to an understanding of how art can keep history alive, by visually communicating the values and traditions of one's heritage. Due to the results of the presidential election, it is now even more critical than ever before to teach our minority students to be proud of their heritage, and demonstrate that you care about keeping their culture alive. Connecting with your students by activating their background

Continued on Page 32



Board Notes

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

August 2016

The Summer Leadership Retreat was held in Dufur, Oregon. This destination meeting was a 2 day retreat attended by 10 board members and 2 general members. We stayed at the Historic Balch Hotel.



The purpose of this retreat was to create policies and procedures that have not existed for our group, take a deeper look at ones that did and review and refine job descriptions, by-laws and strategic plan.

The co-presidents all attended the NAEA Leadership conference the week prior to the retreat and brought back valuable information to move the organization forward. Mari, Cynthia and Mandy shared their "Leadership Styles Profile."

We spent time looking at our strategic plan which ends in 2017. This work will continue during board meetings throughout the year with a goal to be finalized at the summer leadership retreat.

We spent time practicing using Google Docs to look for emails and names of teachers working in our state that are not part of our membership, so that we can reach out with invitations to participate in our organization.

We worked out some conference updates, including looking over the session options to see where we had gaps in the program.

In between work sessions, we visited wineries, Maryhill museum, the

Stonehenge replica and other points of interest in and around Dufur.

Shout-Outs:

- Thank you to Mandy for arranging the social aspects of event. Thanks to Mari and Cynthia for planning the procedure/policy workshop sessions.
- Thank you to new member and Maryhill Museum tour guide, Lou Palermo.

VOTES OF NOTE:

- We voted to send a "Save the Date" postcard to all secondary school addresses in the state based on the address list found on OSPI website. This mailing was aimed at improving our conference attendance and cost \$600.
- We voted to use the THRIVE donation to pay for Award winner's conference registrations and lunches for their guests, since we were not able to secure the banquet room that the money was originally donated towards.

Reports and Reminders:

- Reminders were sent out for the conference registration and the 12 MAX art show.

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

September 2016

This month's conference prep meeting was held at The Western Washington University in Bellingham, WA. The meeting or tow prior to the conference are typical held at the site, to finalize conference details. 20 board members, general members and WWU staff joined together for the meeting. In addition to finalizing



details, SWAG bags were stuffed and a campus map was finalized.

Shout-Outs:

- HUGE thank you to Tracy Fortune who secured the most number of sponsor and vendor donations that we have seen in MANY years! The SWAG bags were jam packed with samples, lessons, DVDs and more!
- Thank you to Julia Sapin and Michelle Anderson for being our host and helping us set up the wonderful facilities at WWU.

VOTES OF NOTE:

- Award Winners were finalized.

Reports and Reminders:

- All the conference job duties were finalized along with many logistical details. You can find the full minutes on the website if you would like to read more.



October 2016

This month's General Membership Meeting was held at the Fall Conference at Western Washington University. It included the passing of the Gavel from Mari Atkinson and Pamela Valentine, to Mandy Theis and Cynthia Gaub.

Shout-Outs:

- To the amazing conference committee that worked so hard, despite an "Epic" wind storm that threatened to ruin our fun.

- To Mandy Theis for organizing an awesome karaoke party at the hotel. 3rd year in a row and the best attended karaoke party... that will solidify this tradition.
- Thank you to our main crew: Samantha Kelly, Kate Baker, Toni Minish, Mari Atkinson, Pamela Valentine, Cynthia Gaub, Olga Surmacheva and Mandy Theis who all missed out on attending sessions as they worked the registration and information tables.
- Thank You to Craig van den Bosch and Marta Olsen for taking pictures throughout the conference.
- Thank you to the special award winners and their guests that attended to celebrate our awards program.
- Thank you to all the presenters that made it and really shared their hard work and passion for arts education.
- Thank you to the amazing vendors that travelled far and wide to bring their excellent products and programs to our membership.
- But most of all Thank you to all the members that braved the storm to attend the workshops!

VOTES OF NOTE:

- The New Constitution and By-Laws were voted on and accepted by the general membership.

November 2016: No meeting was held this month

December 2016

This month's destination meeting was held at The Tacoma Art Museum in Tacoma, WA. 19 board members and general members joined together for the meeting. We adjourned to check out the museum and grab some lunch near-by.

Shout-Outs:

- Great job to Pamela and Marta for making progress on having monthly ESD

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ESD 113 Capitol Region from Pamela Valentine

Educational Service Districts (ESD'S) are the nine regions designated as a group of school districts located in a particular area or region of our state. Each of us belongs to an ESD. Mine is ESD 113 and I have had the honor and privilege of working with the dedicated teachers in this region for the past 18 years.

When I first began to seek professional development as an art teacher, I looked to my ESD and discovered a wonderful and very active group of Art Educators. I joined the group as well as the Washington Art Education Association and thus began an amazing journey that has carried me all around the United States and even to Canterbury, England!

ESD 113 teachers gave me support and confidence as I developed into a WAEA leader and ultimately, a Co-President. As I moved on to National Art Education Association leadership roles, my local ESD began to meet infrequently and then stopped meeting all together. We did not have an ESD 113 leader for several years . . .

So now it is 2016 and as I moved into the category of "Past President," I knew immediately what I wanted to do to continue my involvement with WAEA! I asked if I might be able to become the new ESD 113 leader (Regional Vice President). I was officially voted in during our December 9, meeting . . . but of course, I had already started to offer trainings and hands on workshops with my ESD 113 cohort!

This year we are having NINE SESSIONS- and we are calling them "Third Thursdays Art Gatherings" because they occur on the third Thursday of each month. They are held at ESD 113 (The Address is 6005 Tyee Drive SW, Tumwater, Washington 98512) and they run from 4:30- 6:30 PM.

There are TWO PARTS To EVERY SESSION- an academic/ Professional Development FOCUS PLUS a Hands On Project Learning and Sharing. At the first two sessions, I did both parts but this month another teacher is doing the hands on portion and we will be looking for volunteers to lead the hands on portion going forward. Here is the schedule that we

are following:

COMPLETED- Session One- OCTOBER 20- Getting Started/ Clay Tiles

COMPLETED- Session Two- NOVEMBER 17-Using The New Art Standards/ TBD

COMPLETED- Session Three--December 15- Literacy In The Arts Classroom

- Session Four- (January 19,2017) Tracking Student Learning in the Arts/ TBD
- Session Five- (February 16,2017) Reflective Rounds/ TBD
- Session Six- (March 16,2017) ROCK The TPEP!/ TBD
- Session Seven-(April 20,2017) Seven-Create an "Arts Night"/TBD
- Session Eight-(May 18,2017) Creating GOALS/ OBJECTIVES/TARGETS/ TBD
- Session Nine- (June 22,2017) Reflection and Planning For Next Year/TBD

We are offering clock hours at a fee of \$2 per clock hour (PLUS \$5 processing fee per participant) Transcripts of the clock hours are concluded in June 2017 and mailed by mid-September each year.

If you live close by and would like to attend ESD113 "Third Thursdays" you are most welcome. We are excited to be building our group again and look forward to seeing as many of you as possible.

Pamela Valentine Email: pamelia@centurytel.net

ESD 171 North Central from Dan Brown

Several Okanogan High School students had the pleasure of working with Methow artists last spring. They took three one-day printmaking workshops with Laura Gunnip and Robin Dogget of Door#3, a printmaking studio at Twispworks in Twisp. The workshops were on photo emulsion silk screening, paper stencil silk screening , and word art on a letterpress.



Trashion Dresses

Two student works were on display May 28, 2016 at 24 HR MART in Twisp, Wa. They were on view through the window for the following two weeks. They are the made and modeled for the Trashion Show in Twisp a few weeks ago.

Girl in paper dress and bow is Arely Fonseca. She and Natalie Soriano made and designed the dress. It is made from pages from fashion magazines, as is the bow. Her earrings and necklace are made from pop tops and her shoes were covered with magazine pages too.

The geisha is Feather Monaghan. She started off by painting a Hawaiian turtle design on a yard sale umbrella. Traditional, but taller than normal Japanese wooden sandals were made from wood shop scraps. Her hair was held in place by old paint brushes. Her Obi (belt) was made from glossy paper found in picture frames. She made sewed the kimono with the help of Mrs. Shacklett.

Dan Brown email:
dbrown@oksd.wednet.edu

*ESD 101 North East WA
from Sherry Syrie*

This year in ESD 101, we have changed things up a bit. We have gathered twice this Fall and have decided to meet up in each other's classrooms instead of at a local art museum so we can experience other people's teaching spaces, and creative organizational ideas first hand. At these meetings, we also share our favorite student projects, and inspire each other with other great ideas too. We have also met this Fall for

another reason....well TO MAKE ART of course! We had a blast at an "Art and Wine" event and walked away

with a lovely coiled vase at the end of it. Future plans include other monthly get together which include more MAKE ART opportunities together, and also plans to create a Facebook page that will provide all the ESD 101 Art Educators with a platform to share the challenges and celebrations we face from day to day- in addition to our great project ideas! Our next get together is Monday, January 23rd from 4:30-6:00 at Centennial Middle School in the Spokane Valley. If you live in the region, we would love for you to join us. Contact Sherry Syrie at ssyrie@cheneysd.org for more information. The more the merrier!

*ESD 121 Puget Sound from
Faye Scannell*

Winter is here! This is a good time to plan art shows that coincide with Winter concerts to draw more parents, relatives, and community members to your exhibit. If it is too late to plan for this winter, begin scheduling a spring event. Students like to volunteer to bring cookies and make punch (extra credit). However, for several years, the foods/cooking classes at my high school, prepared varied hot appetizers that involved even more students and parents. If the concert began at 7:30 pm, the art show occurred from 6 pm – 7:15 pm.

Some student participated in both!

If you have any tips that have made your art shows successful, please share. We'd love to hear your ideas. And, we would love to hear about your special events and achievements.



ESD News Continued...

Reminders about upcoming contests for students:

January 9 – 20, 2017 the Puget Sound ESD 121 begins accepting art work. In addition to receiving art work at the ESD located in Renton, there are other 3 drop-off locations: Tacoma (1/18 Starbucks, 4756 Pacific Hwy E. Fife), Seattle (1/18 Starbucks, 1962 1st Ave. S, Seattle) , and Federal Way (1/19 Starbucks, 1401 S 348th St., Federal Way). Art work must be original, no reproductions, and winning entries become the property of selected organizations.

During February, begin to look for information about the Congressional Art Competition posted by Adam Smith in the 9th District. If you are in another congressional district, check with your congressman. Winning art work is framed and hangs in the Nation's Capitol building for a year. In the 9th district, as part of the award, an airlines flies the student + a parent to the opening event.

We are planning monthly events. Events will at various locations around the ESD region at museums and art stores. Most events are three hours and clock hours are available. Sharing events, lesson plans, art contests will also be included. Kate will email all ESD 121 contacts so look for a Mail Chimp email from WAEA for more on these events.

Feb 25th - Bainbridge Island (Bookbinding)

March 25th Artists and Craftsman (Printmaking)

April 29th Daniel Smith Art Supplies (Watercolor)

Faye Scannell and mARTa Olsen Email:

fsnyder1962@gmail.com and

marta@theswallowkingdom.com



Board Notes Continued...

gatherings, meetings and clock hour workshops. See the ESD report for more details.

VOTES OF NOTE:

- Emily Jacobs-Ross was voted in to Middle School Division Chair.
- Craig vanden Bosch was voted in to High School Division Chair.
- Pamela Valentine was voted in to ESD 113 Rep.
- Samantha Kelly and Kate Baker were nominated for incoming President-Elects and will be voted on electronically by the general membership in January.

Reports and Reminders:

- 113 and 121 shared division reports
- Lots of great discussion about the success of the conference. All committee members that worked the conference need to write up and submit a report of their successes and areas of improvement to Cynthia before the January Meeting.
- Lost of great discussion about how to use WAEA to be a clock hour provider for the ESD events. More info to come on this topic.

Looking for
clock hour
events in your
ESD? Contact
your ESD rep!
See Page 29
for a listing.





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Executive Board

**Mandy Theis**

ROLE: Co- President 2106-2018
Location: Da Vinci Initiative/ Seattle
Email: mandyhallenius@gmail.com

**Cynthia Gaub**

ROLE: Splatter, Co- President 2106-2018
Location: North MS/ Everett
Email: splatter@waea.net

**Tracy Fortune**

ROLE: Secretary and Advertising REP
Location: Lakes HS/ Clove Park SD
Email: advertising@waea.net
secretary@waea.net

**Toni Minish**

ROLE: Treasurer
Valley View MS/ Snohomish
Email: treasurer@waea.net
latona.minish@sno.wednet.edu

**Mari Atkinson**

ROLE: Co-President 2104-2016 and NAEA
Pacific Region Middle School Rep.
Location: Olympic View MS/ Mukilteo
Email: atkinsonmb@mukilteo.wednet.edu

**Pamela Valentine**

ROLE: Co-President 2104-2016 and ESD
113 VP
Location: Oakland Bay JH/ Shelton
Email: pamela@centurytel.net



Board Changes and New Reps

With the changing of the presidents at the 2016 Fall Conference from Pamela and Mari over to Mandy and Cynthia... an important vacancy needs to be filled. The President-Elects serve an important role on the board, while soaking in all the board policies and procedures so that they can take over in 2 years. The board accepted the nominations of **Kate Baker** and **Samantha Kelly** at the December Meeting. An electronic vote will be held in January to officially allow them to take on this new role. Below are their election statements.

Hi! My name is **Kate Baker** and I am an elementary visual art specialist at McDonald International School in Seattle. I so am excited to take on the role of WAEA Co-President Elect with Samantha Kelly. I've been teaching art at the elementary level for the past eleven years. In addition to my work in the classroom, I've built my career in a variety of positions and educational settings: team lead, facilitator, curriculum developer, mentor and demonstration teacher. Each of these roles has given me an opportunity to grow as a leader and as an advocate for arts education in Seattle. At the state and national level, I am a member of the Arts Cadre, a group of arts educators working with OSPI on the adoption of the National Core Arts Standards (NCAS). I am currently the WAEA Membership Co-Chair and an active member of the Conference Committee. Additionally, I have led professional development for educators in formative assessment and 21st century skill development at our WAEA fall conference and at several NAEA conventions.

Hello! I am **Samantha Kelly**, Director of Education at Tacoma Art Museum. Thank you for considering my nomination for WAEA Co-President with Kate Baker. As a museum educator, this is an exciting opportunity for me to share my passions with art educators across the state and to advocate for the important work that occurs both in a school setting and beyond. I bring over 20 years of experience as an art museum educator working with student, family, and adult audiences. I have grown my administrative and leadership skills and currently lead the education

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2017 Contest Opportunities

Student Art Exhibit

MaryHill Museum of Art
Goldendale, WA




Must be in 7th to 12th grade
to be eligible
Submissions March 10th to
March 31st
Show Dates- May 5th to June
16th
Limit 3 images/works per
artist

Interested?
Contact:
louise@maryhillmuseum.org

contact: louise@maryhillmuseum.org

Teachers ART exhibit



MaryHill Museum of Art
Goldendale, WA

submissions :
1/4th to 1/28th
Limit :
2 images/works per artist

WAEA EDUCATORS ART EXHIBITION
Must be a current WAEA Member
March 15th to April 26th 2017

2017

Board Changes from Page 26

team at TAM to empower our visitors and connect people through art. At the Birmingham Museum of Art I provided artistic direction for Bart's ArtVenture - a 2,000 square foot interactive family gallery, which increased family visitation by more than 800%. For this accomplishment, I was named AAEA (Alabama) Art Museum Educator of the Year in 2013 and in 2014 received the NAEA Southeastern Region Art Museum Educator of the Year award. I have served on the leadership of AAEA and WAEA as Museum Representative and have presented at NAEA and state conferences since 2004. I look forward to expanding my role with WAEA and working more closely with you!

Please cast your vote for these candidates at: <https://goo.gl/forms/EFbCWGc8MpmvMgpo2>

Craig van den Bosch moves into a high school position: Within the next calendar year, as the High School representative on the WAEA Board, I will strive to accomplish the following. Advocate the increased opportunity for professional development connected to enhancing and expanding the art process tool kit for teachers. This includes helping to create and promote opportunities advancement of art teaching professionals as both master instructors and practicing/exhibiting artists. When we do more of what we love as artists, everyone benefits! In addition, focusing on arts integration across subject areas, advocating for awareness and implementation of the two credit requirement while advocating for additional required credits, promoting arts nights in both the fall and spring that help connect community and showcase the power of the arts, modeling and promoting the integration of NCAS in the classroom and increasing high school level WAEA membership and involvement.



WAEA Committee Chairs, Division and Educational Service Representatives

Committee Chairs		
Advocacy	Faye Scannell	fsnyder1962@gmail.com
Awards	Gale Riley	galeriley@frontier.com
Membership/ Social Media	James Andrews	jandrews@nkschools.org
Membership/ Mailing List	Kate Baker	kabaker@seattleschools.org
Scholarship	mARTa Olson	marta@theswallowkingdom.com
"Splatter" Editor	Cynthia Gaub	splatter@waea.net
Teacher Art Show Coordinator	Ed Crossan	ecrossan@fwps.org
Webmaster / Communications	Trinity Osborn	trinity.osborn@tbcs.org
Youth Art Month	Nancy Jordan	jordannb@mukilteo.wednet.edu
Division Representatives		
Elementary	Open Position	
Middle Level	Emily Jacobson-Ross	ejacobsonross@lwsd.org
Secondary	Craig van den Bosch	vandenbosch.craig@gmail.com
College/Higher Education	Jodi Patterson	jpatterson6@ewu.edu
Museum	Samantha Kelly	skelly@tacomaartmuseum.org
Independent/ Private Institutions	Trinity Osborn	trinity.osborn@tbcs.org
Administrator/Supervision	Sharron Starling	ssstarling@cornish.edu
Retired Art Educator	Carl Clausen	ciclausen@aol.com
Executive Board Advisory		
Past-President	Cathy Tanasse	Cathy.Tanasse@sno.wednet.edu
Regional Vice-Presidents: AKA ESD Reps		
ESD 101: North East WA	Sherry Syrie	ssyrie@cheneysd.org
ESD 105: South Central WA	Open Position	
ESD 112: South West WA	Barb Holterman Debbie Supplitt	Holterman.barb@battlegroundps.org supplitt.debbie@battlegroundps.org
ESD 113: Capitol Region	Pamelia Valentine	pvalentine@sheltonschoools.org
ESD 114: Kitsap/Olympic Peninsula	Kate Cox-Ebert	kcox-ebert@nkschools.org
ESD 121: Puget Sound	Faye Scannell Marta Olson	fsnyder1962@gmail.com marta@theswallowkingdom.com
ESD 123: Tri-Cities	Robert McMinn	robert.mcminn@rsd.edu
ESD 171: North Central	Cyndi Noyd Don Collins	cyndinoyd@gmail.com collins.d@wenatcheeschools.org
ESD 189: North West WA	Cathy Tanasse	Cathy.Tanasse@sno.wednet.edu



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 21, 2017	Portland Art Museum Portland, WA	10:30 - 12:30	Pop art of Corita Kent and (last day) Photography and Contemporary Experience
February 11, 2017	The Evergreen State College Olympia, WA	10:30 - 12:30	"Cedar Room" Evergreen State College Longhouse with art and artifacts that trace the history of the Coastal Salish tribes of the Pacific Northwest.
March 18, 2017	Schack Art Ctr Everett, WA	10:30 - 12:30	WAEA YAM Student Exhibit - <i>Green beer at the Irishman optional ;)</i>
April 22, 2017	Seattle Art Museum Seattle, WA	10:30 - 12:30	Seeing Nature: Landscape Masterworks

WAEA Conferences

No Fall Conference 2017

Look for ESD Workshop throughout the year!

See page 22 of this issue.

NAEA Convention

New York: March 2 - 4, 2017

Seattle: March 22 – 24, 2018

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 art teachers in your area.

We are looking for representatives for **ESD 105: South Central Washington and Elementary Division**. Attend a meeting to nominate someone or yourself and be voted into one of these important positions. ESD role includes holding gatherings in your area to inform teachers, building membership and attending meetings to share the needs of your areas. DIVISION chair includes connecting with people in that division to find out what their needs are from WAEA.

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/

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.



WAEA Teachers as ARTISTS and ALL Student ARTISTS Call for Entries

By Ed Crossan

Maryhill Museum of Art is dedicated to Encouraging student artists and recognizing Teachers as Artists.

Maryhill Museum of Art is housed in a majestic Beaux Art mansion overlooking the Columbia River. The museum has a world-class collection of art ranging from early 20th century European works to an extensive Native American collection.

The museum has partnered with WAEA to enable students AND Art teachers to exhibit their work in their MJ Murdock Charitable Trust Education Center this spring and summer. Louise A. Palermo Curator of Education at Maryhill Museum of Art is a strong advocate of Arts Education and Art Teachers in the classroom. Louise has partnered with WAEA to bring Student AND Educator Art to the museum.

As part of the Season Opening of Maryhill Museum in 2017, Louise is offering these two Washington art exhibition opportunities to coincide with the celebration. One for WAEA art teachers (You must be a current WAEA member submit your work) and a Student Exhibition for ALL* Washington art students 9th through 12th Grade. (*WAEA membership IS NOT REQUIRED to submit student work).

Teacher Artist Submission window is **January 4th through January 28th, 2017** check out the WAEA web page for exhibition dates and submission requirements at

<http://waea.net/2016/11/25/check-out-the-muse-teachers-as-artists-and-student-artists-call-for-art>



Student Artist submission window is March 10th through March 31st submission requirements are on the same webpage above.

The Maryhill Museum of Art is also a great resource for arts educators. From museum tours and special events to resources and art show competitions. Louise is especially adept at explaining art through the ages, using contemporary terminology that students of social media can easily relate to. Giving students the tools to analyze historical and contemporary art with enthusiasm.

For Questions contact Louise Palermo Curator of Education louise@maryhillmuseum.org or Edward Crossan.

Ed Crossan teaches High School in Federal Way, WA. He is the WAEA Educators as Artists Art Show Rep. ecrossan@fwps.org





Teaching from Objects with the Seattle Art Museum's Outreach Suitcases

By Anna Elam

One of my favorite resources that we offer through the Seattle Art Museum's Ann P. Wyckoff Teacher Resource Center (TRC) is our Outreach Suitcases. The TRC is SAM's free lending library for educators, and the Outreach Suitcases are mini object collections that travel into classrooms for students to touch and interact with. Bringing experiential learning to students is one of the most exciting parts of working with art and object based learning engages students in learning with all of their senses, can foster direct links to their own experiences, and reinforces conclusions based on evidence.

In my ten years at the Seattle Art Museum, some of the most positive feedback we have received about the Outreach Suitcases has been from educators looking to integrate the arts into lessons about world cultures and educators who have used objects to integrate the arts into other subject areas. One educator who uses the suitcases year after year teaches second grade in the Kent School District. The teacher brings our suitcase *Passing Down Traditions: Art of China* to her students, who then use the suitcase to explore into the art and culture of China, from practicing calligraphy to listening to fables, painting natural landscapes with watercolors and creating their own stories with shadow puppets, this educator connects the objects and images in the suitcase to standards in the arts, language arts, and social studies to create an immersive experience for her students. In her words, "Our school is one of the most diverse schools in the state, and we have no money for field trips. After I had the suitcase in my classroom, I felt like I had taken my class on a big field trip and it did not cost anything."

Another arts integration technique that is very popular with educators is a combined math and arts lesson. Two elementary teachers, one in Shoreline and one in South Kitsap, have used our *Elements of Art* suitcase lesson on Gee's Bend quilts to connect math to art making. The lesson on shapes includes pieces of real quilts and draws from the quilts of Gee's Bend, a small rural African American community in Alabama creating

colorful elaborate patchwork quilts since the early twentieth century. The teacher in Shoreline started with the shapes in the quilts and expanded into drawing still lifes with overlapping shapes. The educator from South Kitsap dived deeper into the shapes in the quilts themselves having students look at how the quilters combined shapes to make new ones. As she shared to us, "I can teach my entire Common Core Math Standards about shapes with this one activity."



These are just a few of the many dynamic ways that educators use Outreach Suitcases to integrate art into their classroom curricula. Whether middle or high school language arts or social studies teachers looking for ways to excite their students about world cultures, or elementary teachers looking to enliven their classes with arts integrated lessons, these suitcases let students touch and interact with art in their own classrooms. We strive to include plenty of information with these free resources so educators in our region can incorporate these easily into their curriculum. Please feel free to contact me if you have any questions. You can check out our full listings at <http://seattleartmuseum.org/trc#out>, and join us for our Saturday, June 24, 2017 Objects of Ceremony: Outreach Suitcase Workshop at <http://seattleartmuseum.org/trc#pro>.

Anna Elam Associate Manager for Educator Resources,
Seattle Art Museum annae@seattleartmuseum.org

Impact and Seattle Public Schools called Arts Impact Dissemination and Expansion (AIDE).

[Read the report.](#) Excellent contact person for consultation, research, and a responsive resource: Beverly Harding Buehler, Director of Arts Education Arts Impact bhardingbuehler@psed.org

2. Pilot Project — K–6 Arts Integration that Supports Title I Schoolwide Program Goals

[Title I, Part A](#) (OSPI), The Arts Office (OSPI), and ArtsEd Washington

The Title I, Part A office, in collaboration with The Arts office, launched a pilot project with [ArtsEd Washington](#) that integrates [arts-based lesson plans](#) and instruction within 16 Title I schoolwide programs across Washington. The intent of this [K-6 pilot](#) is to help educators integrate the visual arts as a strategy to increase student performance.

3. Voices from the Field Arts Academy

Centrum presents the first year in a three-year commitment to arts education for students in Washington State's Migrant Education Program. For this program, Centrum is collaborating with the Office of the Superintendent of Public Education's (OSPI) Migrant Education Program and five schools from Washington State. Anne Banks, OSPI's program Supervisor for the Arts is also assisting, as well as Beverly Buehler from *Arts Impact*, which is a comprehensive professional development arts program for classroom teachers under the wing of the Puget Sound Educational Service District.

The goal of **Voices from the Field Arts Academy** is to provide outstanding arts experiences for middle school students in Washington State's Migrant Education programs. Many of these students have not had a lot of opportunity to experience the arts in their regular school day. Some struggle academically trying to keep up to grade level in the face of moving from school to school while their families move for their work. OSPI believes that their experiences in meaningful arts classes will both inspire them to find their own strengths and creativity *and* be an avenue through which increased literacy and academic development takes place.

Marl Atkinson teaches middle school art at Olympic View MS in Mukilteo WA and is WAEA Past Co-President and Pacific Region Middle School Rep.



knowledge is a key to forming relationships for effective learning. Children will develop a stronger sense of identity when their culture plays a major role in their learning. I believe celebrating diversity is best accomplished through visual art instruction. Below are my favorite resources for you to use with your students.

Teaching Resources

Alebríes – can be formed from air-dry clay (e.g. *Model Magic* or [recipes online](#)), newspaper armatures covered with a layer of paperclay, or from scraps of wood glued together before painting with fantasy bright contrasting colors and dreamlike details.

Day of the Dead is more of a cultural holiday than a religious one. It is a wonderful way to celebrate the memories of our loved ones who are now gone... through art, cooking, music, building ofrendas, doing activities with our children, we can recount family stories, fun times and lessons learned... not how the person died, but how they lived. ~Angela Villalba

See more at: <http://www.mexicansugarskull.com/support/dodhistory>
<https://cassiestephens.blogspot.com/2014/11/in-art-room-mexican-sunmoon-weavings.html>
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<https://www.alfredoarreguin.com/fulgenciolazo@hotmail.com> Fulgencio Lazo, Phone: (206) 723-1989

Explore the Traditional Folk Arts of Oaxaca, Mexico

Lazo will guide your students through the creation of hand-made masks, wooden figurines, and sand paintings for Day of the Dead, or other traditional Oaxacan crafts. He can teach in either English or Spanish. He is flexible and willing to develop specific projects based on your interests or those of your students. **Grade Level:** K – 12

Schack Art Center Field Trip: May 15-26, Latino Art includes 75 minute sessions consisting of a docent led tour, artists in action, and a hands-on activity. For more information Nancy H. Bell, 425-259-5050 x23

Please Note: Although the term Latino is used throughout this article, in actuality the Latino experience in Washington State has been primarily a Mexican American and Mexican experience.



Lesson Iceberg Sculpture

An iceberg can be a metaphor for culture. Only about 10 % of an iceberg is visible above the waterline. The majority of an iceberg is hidden below. Likewise, when we look at a person we can only see about 10% of their culture. Finding out more about a person's culture requires getting to know them. These sculptures represent that concept. The top chambers symbolize those things that we can infer by simply looking at the artist. The bottom two chambers represent things about the artist that we could only find out by getting to know them.

Procedure:

Step 1 Explain to students that only about ten percent of an iceberg is ever visible or above the waterline. The same is true for a person's culture. Some aspects of culture like clothing, food, or holiday celebrations may be visible, but other aspects of culture like language, spirituality, family relationships, values, and so forth are below the "waterline." What lies below the surface influences how we see ourselves and the world around us. When we consider the culture of other people we often make assumptions about what lies below their "waterline." Explain to students that they will create an abstract sculpture of an iceberg which will be a metaphor for culture. This "iceberg" will contain symbols of their own culture.

Step 2 Have students brainstorm a list of symbols that can represent culture. Help students understand that symbols can be as concrete as a cross or a flag and as abstract as the color blue or the texture of weaving. Now have students create a list of things that can symbolize their culture.

Step 3 Have students stack 6 clear cups rim to rim and foot to foot. Have them fill the top chamber with objects and pictures that represent those elements of their culture that would be above the "waterline," as discussed in the iceberg metaphor earlier. Have them fill the bottom two chambers with objects and pictures that represent those elements of their culture that would fall below the "waterline." Glue or tape all chambers together and include a barrier of blue paper or plastic between the top chamber and the bottom two to represent a waterline.

Step 4 Have students evaluate each others sculpture for symbolic meaning and aesthetic design. Discuss how some symbolism is obvious and some is very subtle. Also explain that how we interpret symbolism is based on our cultural background. An evaluation of aesthetic design should include looking at such elements as line, shape, form, pattern, texture, color or space.



Level Grades 7 – 12

Objective: Students will...

1. Understand how an iceberg can be a metaphor for one's culture
2. Analyze how symbolism can be used to represent one's culture
3. Apply the use of symbols to represent one's own culture
4. Evaluate peers use of symbolism for understanding and aesthetics

Materials needed:

- 6 clear plastic cups for each student
- Blue paper or plastic material to represent water
- Tape and glue
- Found objects

Lesson plan By Eric Wall Kentlake High School Kent School District
ewall@kent.k12.wa.us



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Who gave generously...helping to make
our Fall Conference an inspiring event for
art educators and raise money for scholarships

Organized Splatter

Tips and Ideas For The Artroom

By Tracy Fortune

GET PUBLISHED: Submit an Article to an Art Ed Magazine

If you have an inspiring art lesson, advocacy activity, or insights into a relevant art education issue, why not share your knowledge with other art educators by submitting an article to an art education publication?

Tips:

- Send high resolution images
- Get parental permission to include any student work or pictures of students
- Have your writing proof-read by someone else
- Share your published article with your administrator and have it included in your teacher evaluation

Publication	Length	Content	Contact Info
<i>Arts & Activities Magazine</i>	600-1000 words	Articles written in a narrative, conversational-style with description of a successful lesson. Also, include content for side bars containing motivation, materials learning objectives, and the national visual art standards	Editor: Maryellen Bridge ed@artsandactivities.com
Davis' <i>School Arts Magazine</i>	Max 800 Words	Articles written in conversational style that focus on successful lessons, areas of concern or approaches to teaching art	Editor: Nancy Walkup NWalkup@DavisArt.com
WAEA's <i>Splatter Magazine</i>	600-1000 words	Articles written conversation style on any of the following topics <ul style="list-style-type: none"> • Classroom Lesson Plans • ESD related shows, events and advocacy for the arts in your region of the state • Teaching reflections and successes (not specific to a lesson) • Classroom management and organizational tips • Concerns and issues that address arts in our state 	Editor: Cynthia Gaub splatter@waea.net
NAEA's <i>Art Education Journal</i>	3,000 words with max 3500 words	Peer Reviewed Articles written with a precise and straightforward manner on topics of professional interest to a diverse audience of K-12 art educators. Showcasing educators' experiences and practices and are directly applicable to a readership of K-12 art educators	Editor: Dr. James H. Rolling Jr. arteducationjournal@gmail.com
	Max 2700 words	Instructional Resource Articles combine high-resolution reproductions of art objects and artworks with appropriate information for classroom use, or for enhancement of the studio and teaching practices of art and design educators.	Instructional Resources Coordinator: Laura Reeder lreeder@massart.edu
NAEA's <i>Studies in Art Education: A Journal of Issues and Research</i>	5,000 words Plus abstract of 75-150 words	Scholarly articles that focus on the quantitative, qualitative, historical, and philosophical research in art education, including explorations of theory and practice in the areas of art production, art criticism, aesthetics, art history, human development, curriculum and instruction, and assessment	Editor: Mary Ann Stankiewicz www.editorialmanager.com/usae

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 educators. tfortune@cloverpark.k12.wa.us

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C/O Editor Cynthia Gaub

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Wearable Sculpture

Lesson Plan for Grades 3-12

Start with a blank mask and end up with an organic mixed media headpiece!

Using the "wearable sculptures" of American designer and performance artist Nick Cave as inspiration, make a headdress from a paperboard mask, embellishments, found materials, and insect parts created from chipboard. Make a statement — or make one just for fun!

DickBlick.com/lesson-plans/wearable-sculpture

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