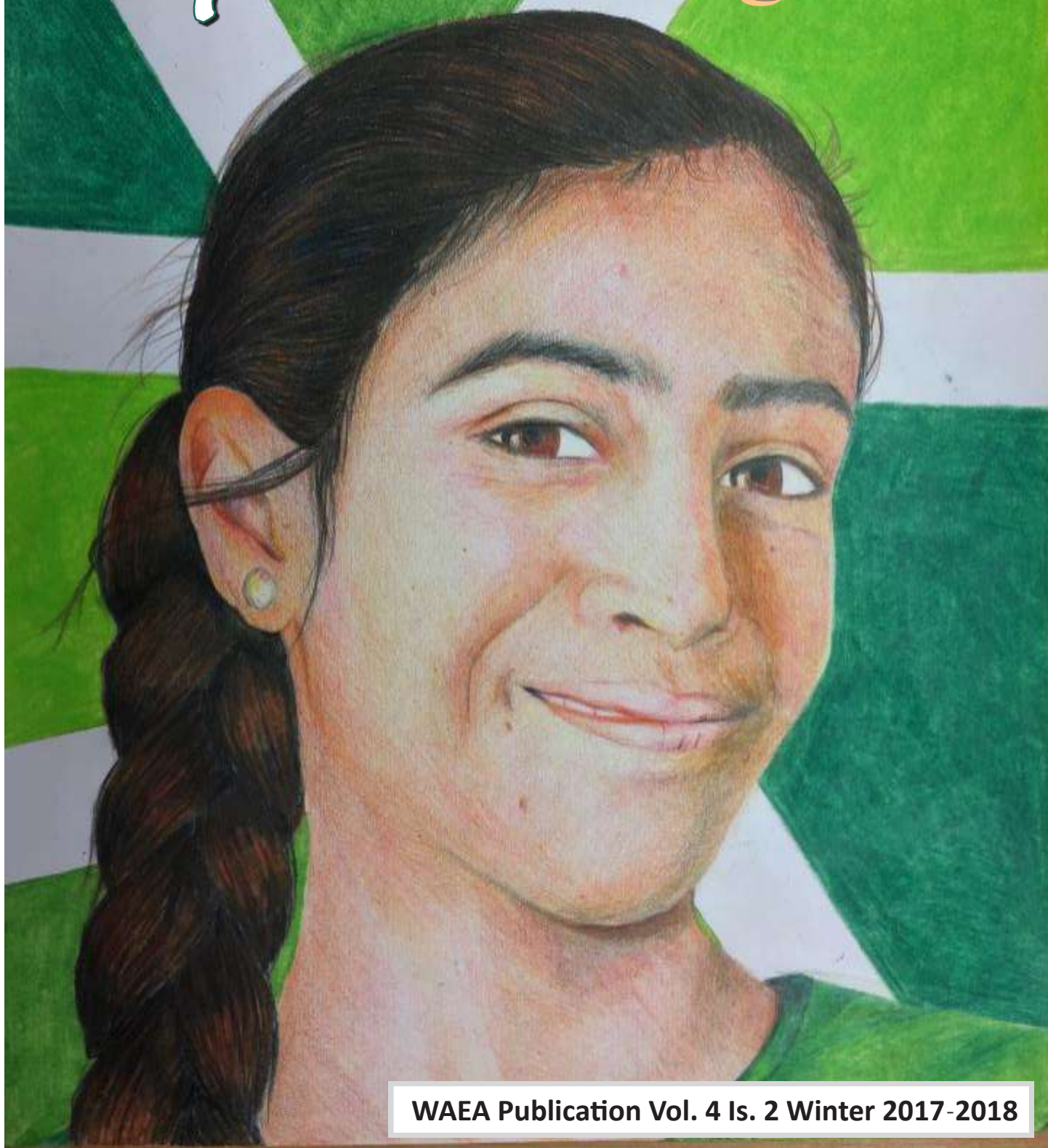


Splatter

magazine



WAEA Publication Vol. 4 Is. 2 Winter 2017-2018

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On the Cover

Olivia Clarke,
12th grade, Manal,
(Prisma color pencil) 9" by 12"

[See feature on page 9](#)

New Year's Resolutions



Well I've done it again. I've set my New Year's Resolutions. If you are like 90% of the population, you also set some goals... many of which are already falling by the wayside. So how does one stay committed to resolutions? For me, it is about making sure they are SMART Goals, NOT resolutions. I also have this weird habit of starting my goals during winter break instead of waiting till January. It works for me because I have those 2 unstructured weeks to start and get used to new habits.

Last year I did set the goal of getting "in shape." If the TV commercials are any indication, lots of people set this goal. But I made and kept to a plan of finding the perfect type of exercise and setting it as committed appointments 3 times a week. I also made sure I had some support systems in place. Friends and family that would ask me if I had followed through. With these clear parameters, I finally (*for the first time in my adult life*) succeeded in the goal to get "in shape." I have shed 40 pounds, gained muscle strength and confidence and surprisingly made a ton of new friends in the process.

This year, I decided that was going on strong enough that I needed to (while still maintaining that life habit) focus on my dormant and much missed creative passion. My muse left the building a long time again. I convince myself that making samples and demonstrating techniques in the classroom is enough to feed that part of my soul. But it is a lie!

Due to a few very serendipitous occurrences, I found my decades old copy of **The Artist's Way** and began this amazing 12 week journey. Usually I also set a goal of not wasting so much time on television, but I never succeed, because I don't intentionally replace it with anything. With these two goals intertwined I am

Supporting Washington Art Educators Since 2014.
Volume 4 Issue 1 Fall 2017

Editor: Cynthia Gaub, North Middle School, Everett WA.
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Splatter Magazine is the quarterly publication of the Washington Art Education Association. Our goal is to support art educators across the state. 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 business & events and celebrate the accomplishments of its membership.

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Writer's Guidelines:
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spending 3-5 hours a day journaling, making art or making plans for new art. It has been a life-changing program. I encourage anyone stuck in a creative slump to look into this program by **Julia Cameron**.

<http://juliacameronlive.com/the-artists-way/>

January is also a time when WAEA will be setting some goals for our organization. We now have a vision and new 5 year plan. It is time to make some Action SMART Goals and tackle these incredible goals. ([see page 23](#)) We would love to have YOU along for the ride. Check out our leadership opportunities ([see page 33](#)) and join us for a meeting ([see page 29](#)).

I look forward to accomplishing great things in 2018 and I hope you will stand up and help us get there!



by Mandy Theis

When I was offered my first teaching job, it came with the caveat that *"Oh, by the way, you are the music teacher too."*

While trying to figure out how to teach a 7-12 band, high school choir, and all grades K-12 art education in a rural Montana school district as a first year teacher, a saint appeared. Actually, a saint was assigned to me. His name was Mr. Meist, and when the local music education association heard through their magical music education pipeline that an unqualified teacher was assigned to a band and choir class, he appeared.

This man was not only the most respected music educator in the state, he was a master at teaching me how to teach. Throughout my first pathetic attempts to instruct a choir, I assumed that if students could not already sing on pitch that they never would be able to - that they either had "it" or they didn't. Mr. Meist taught me how very wrong I was. He played a game every day where he played notes on the piano and asked the students which one was higher or lower. Eventually, the pitches came closer together until the students could hear the pitches accurately. Because of him, both the band and choir got perfect scores at local and state competition.

He taught me that students could learn music, and it was my job to teach them. For the first time, it occurred to me that maybe art could be taught as well. That it isn't something students inherently have or don't have. This man shaped my life and career to found **The Da Vinci Initiative**, a non-profit organization that supports skill-based training in art education. **The Da Vinci Initiative** lead me to the WAEA, and eventually a leadership role within the organization.

All of this was made possible because of the massive amount of collaboration between music teachers in the state of Montana. Collaboration seems to come naturally to music teachers - most of them need other people in order to make music.

As art teachers, we tend to be lone wolves. We don't seem to have the same natural inclination that music teachers appear oriented towards because we don't need another person in order to make art. But I think there is much we can learn from music teachers about collaboration, and the

influence and power that comes from effective collaboration.

This collaboration often happens in relatively small ways, for example knowing that an unqualified music teacher in a school district with less than 100 kids in a rural Montana town needed the mentorship of an experienced and knowledgeable music teacher in order to be successful. If you are an experienced teacher and know a new teacher just starting out in your area, I encourage you to reach out to collaborate with them. Your knowledge and experience is very valuable to new educators who might not know how or who to reach out to for

A wonderful opportunity approaches for Washington Art Educators to work together in order to lobby for quality art education on **February 7, 2018 in Olympia, WA**, I hope you will all consider collaborating with your peers to communicate solidly and effectively to our elected officials that art education matters. You can contact Advocacy Chairs for more information about this event. James Andrews at jandrews@nkschools.org and Faye Scannell at fsnyder1962@gmail.com or use advocacy@waea.net.

mentorship. Collaborating is a safe way for new teachers to learn from you.

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YOUTH ART MONTH™
— Building Community Through Art —

ADVOCACY

The 2018 theme for Youth Art Month is
Building Community 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. Students may participate in Youth Art Month in Washington State by (1) preparing a **flag or banner design** to be hung at the 2018 NAEA Convention in Seattle during the convention and in OSPI offices in Olympia, WA; and/or exhibiting artwork in the **YAM Student Art Exhibition** at the Schack Art Center, Everett. We need artwork from elementary, middle, and high school students to represent the awesome talents of WA State students! **All students must complete** the Artwork/Photography Release Form to participate in any of the YAM activities. Participating teachers must be a member of the WAEA.

The second way to participate is to submit artwork for the state YAM student art exhibit. **Sargent Art** is the generous sponsor of the 2016 YAM Student Art Exhibition prize structure:

- One Elementary School winner (K-5) and the Art Teacher will both receive art supplies.
- One Middle School winner (gr.6-8) and the Art Teacher will both receive art supplies.
- One High School winner (gr.9-12) and the Art Teacher will both receive art supplies.
- AND! Best of Show winner will receive a check for **\$1,000**, and the Art Teacher will receive art supplies.

Visit www.sargentart.com for details regarding the prizes.

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.

2018 Youth Art Month Deadlines and Important Dates

Flag/Banner design – Due Date: Friday, February 2, 2018

- February 2** Flag/Banner designs due digitally to Nancy Jordan at jordannb@mukilteo.wednet.edu
- March 2** Design made into vinyl flag/banner and shipped to national YAM chair in Wisconsin
- March 22-24** Flag/Banner and YAM *student artwork* displayed at NAEA-YAM Museum in Seattle, WA
- May 18** Flag/banner presented at OSPI High School Art Opening in Olympia, Washington, 1-3 p.m.

Student Art Exhibition – Due date: Friday, February 16, 2018 (MSD school district closed Feb. 20-24)

- February 16** Artwork due to Harbour Pointe Middle School, Mukilteo, WA by 4 p.m.
- February 28** Artwork judged by Schack Art Center staff, and teachers informed
- March 1-April 16** Exhibition Dates, Schack Art Center, Everett
- Confirmation Pending (Thurs, Mar 8) Awards Celebration, Schack Art Center, Everett, 5:30-6:30 p.m.

DATE	Event	LOCATION	Details
February 2, 2018	Youth Art Month FLAG design Due Date	Digital Due Date via email	Flag Entry details: http://waea.net/yam-3/ Nancy Jordan at jordannb@mukilteo.wednet.edu
February 16, 2018	Youth Art Month Student Show Art Due Date	Harbour Pointe Middle School, Mukilteo, WA	Student show theme: Building Community Through Art Physical Artwork delivered by 4 p.m.
March 10- 21, 2018	Teachers as Artists Show Digital Submission Window	Digital Due Date via google drive https://drive.google.com/drive/folders/1BbLExgKQ7kP0NoPKuG4WX0Z-7tO4CLpG	For any questions, feel free to contact the Curator of Education at Louise@maryhillmuseum.org with TEACHER SHOW in the subject line.
March 8, 2018	Youth Art Month Student Show Artist's Reception	Schack Art Center, Everett, WA	Join artists and teachers from 5:30-6:30 pm Details and Directions: http://www.schack.org/student-gallery
March 1-April 16, 2018	Youth Art Month Student Show Exhibition Dates	Schack Art Center, Everett, WA	Gallery Hours http://www.schack.org/contact-us/
March 8, 2018	Youth Art Month Student Show Reception	Schack Art Center, Everett, WA	6:30-8:00 PM
March 22-24, 2018	NAEA Convention Student Art Display	Seattle Convention Center, Seattle WA	Submit color copies of your student work on butcher paper panels to be displayed during the convention. See page 17 for more details.
March 22-24, 2018	Youth Art Month Flag Display	Seattle Convention Center, Seattle WA	Flag/Banner and YAM <i>student artwork</i> displayed at NAEA-YAM Museum
May 5– June 22, 2018	Teachers as Artists Show Exhibition	Maryhill Museum Goldendale, WA	Maryhill Museum of Art, working in partnership with Washington Art Education Association, will showcase TEACHER talent in a juried exhibition in the MJ Murdock Charitable Trust Education Center.
May 18, 2018	Youth Art Month Flag Award Presentation	OSPI, Olympia WA	Flag/banner presented at OSPI High School Art Opening in Olympia, Washington, 1-3 p.m.

Collaboration in the National Art Honor Society



by Connie Richards Aigner

My Enumclaw High School chapter of National Art Honor Society has had an exciting start to the year. There has been increased involvement in the number of students and frequency of activities and meetings that are held versus what I had personally experienced in my past two years of being a NAHS chapter sponsor. Students have had many opportunities to participate in leadership, art community service projects, and have fellowship outside of the classroom every week or more through National Art Honor Society.

In the past it has been a challenge to have a pool of dedicated students participate, due to other commitments. Mostly this was an issue for student officers with jobs, or in sports to participate fully in events and meetings due to practice and games and also for seniors to hold president and vice president positions due to the high demand coursework and priority deadlines of senior year. This year we used a similar structure to the WAEA, using co-officer positions and we have had great success with dedicated student involvement. More students hold important roles with co-officer positions, commitments to meet when they hold these positions, and if one

officer cannot attend - the other officer fills in. On top of this, motivated officers have stepped up their leadership responsibilities, and actively went to other fine arts classes to invite students to join NAHS by presenting a slide presentation that highlighted

temporary walls that are in our main commons with murals after they had completed a mural at one of our district's elementary schools.

To start the school year off, we were approached by a new band teacher to collaborate with a

large undertaking: to complete ten 6' x 8' paintings of propaganda posters and flags representing branches of the military for Marching band's performances at games and competitions by the first week of October. Supplies were provided by the Band Boosters, and members of marching band and band teachers worked with students in NAHS to paint the large canvas banners. Much less responsibility was placed on marching band members who had up to 15 hours of practice a week and many of whom



had never painted anything, but it was great chance to collaborate with another department, teachers, and for fine arts students who don't usually have the opportunity a chance to participate in visual art.

events, fundraisers, and projects they have completed within the past year. This was a precedent set by last year's president and vice-president at the end of the year which resulted in many of the great student leaders that we have this year. Last Spring, NAHS was approached by school administration to help liven up the

At this time, our co-historians and project managers created an Instagram page and email account

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The Memory Project



Kim Frietas, 11th grade, Raghad,
(Prisma color pencil) 9" by 12"



Annie Ardry, 10th grade, Safa'a,
(Prisma color pencil) 9" by 12"

In the Summer Issue, Jenny Davidson shared about the Memory Project. In this issue, we share the beautiful artwork made for this project by Cathy Tanasse's students at Cascade High School.

"The Memory Project is a nonprofit youth arts organization connecting American art students with children and youth in difficult circumstances around the world. Artists receive both a full color and digital photo of a child, along with a plastic sleeve to return the portrait. Teachers can choose from various countries with due dates ranging from fall to summer each year. Once the portraits are complete, they are delivered to the children in their home country. Each teacher receives a personalized video of the delivery trip to share with the artists and school community. A financial contribution of \$15 per portrait is requested. Since 2004, over 100,000 portraits have been delivered to 43 different countries." (Jenny Davidson.)



Tara Reckling 12th grade, Ibrahim
(Prisma color pencil) 9" by 12"



by Trinity Osborn

Independent Division

Recently I was asked to present at the Washington Federation of Independent Schools (WFIS) state conference. I was extremely humbled with the request and honored with the opportunity to share my story, my trials, and my successes regarding our visual arts curriculum at The Bear Creek School. The topic of my lecture was directed by WFIS in, *How might we prepare our students for creative careers in the arts? What do they need to succeed (skill based and experience wise)?* As I began to prepare for the lecture, I discovered that a lot of the successes of our program, had to do with being a part of organizations, such as the WAEA and attending professional development events.

Our field is an interesting one, with a curriculum that does not solely come from a book or possess an answer guide. We teach to the class as a whole, we teach to the student as an individual, each student is unique in where they are, and the products which our students create, come from a personal space. This is truly a unique discipline as an educator – so whenever you get the opportunity to be a part of an association, like the WAEA, or attend an event, like the NAEA Convention, I would highly suggest you participate. Quite honestly, these are the places where I have gained so much as an art educator

and have made the best friendships with colleagues.

As I began my journey as an art educator, I wanted to share my passion for art with the students that graced my classroom. I wanted to show students who didn't think they could draw– that indeed they could. I wanted my students to discover how to “see”, how to fully observe, problem solve, and creatively answer challenges that arose. I believe that art is a learned process, that it can be taught, just as the apprentices studied under a master artist to learn their craft – I believe students can learn how to draw and don't just need to “have it” or already possess a high skill. I feel this is a mindset we as art educators need to possess and share with our students. If we can teach a student how to “meaningfully look”, how to observe the finite qualities of an object, and how to slow down long enough to take in everything, then their drawing skills would increase exponentially.

Early in my career, I had a wonderful opportunity to attend an Atelier workshop. It was a turning point in how I thought about my curriculum and in what manner I taught art. It was during this workshop, that I saw an instant relationship between our school's teaching philosophy, approaches to learning (the trivium) and the Atelier training. The trivium has three parts: grammar, dialectic and

rhetoric. These three areas signify the stages to the development of our learning. (i.e. grammar – facts, memorization, absorbing knowledge, the dialectic – testing that knowledge by forming



arguments, and the rhetoric – applying concepts and learning through self-expression). It dawned on me that our art curriculum could be broken down into these three stages of learning as well. I wondered, if I was intentional about these learning stages, would my students learn better? I decided to re-arrange my art curriculum to parallel this train of thought. My intro classes would utilize some of the same repetition and observation skills, similar to the Atelier training and classical thought.

Now saying and doing are two different things. I had to ask

myself, what does this look like? How do I implement this into tangible projects and learning moments? First, I would challenge my students in *slowing*, slowing down so much that they notice every feature, detail, and nuance of an object. Before I have my students put pencil to paper, we slow down and just look. This is a challenging task for our instant gratification, teen culture, but such an incredible skillset for them to practice and possess. I would then challenge my students to use this knowledge to wrestle media and technique. After gaining skill and technique and wrestling with various kinds of media, I then challenge my students to apply their own voice. I want them to ask, "How might I create a visual representation of an idea or thought? How can I use all what I've learned to communicate through my art?"

At this point in my journey, I felt that students were growing as artists, but the program was still incomplete. I began to design projects that evoke thought, spur creative problem solving, and elicit open-ended results. For example, I give a project on reflection. The students can either choose to draw a reflective surface, like metal or glass, or they can "reflect" on an idea or experience in their life. This opens the project to interpretation and allows the students to go in multiple directions. By doing this, I am also conquering a portfolio item. I know my students have a rigorous academic demand, and having additional time to create portfolio pieces on top of their class projects is not an option. I also try to find ways to bridge something personal

into their art. For example, one of my first projects I give my Art 1 students, is to draw their family portrait as if they were a set of cups. The students work on line and observation, while at the same time get excited about how they will represent each of their family members. At this point, I'm beginning to show by example, the spin on words and ways we can symbolize through our art and/or draw from personal reference.

About 5 years ago, I had the opportunity to go to a National Art Educator Conference and take a workshop with the concept artist, Terryl Whitlatch. We learned about her past in paleontology and her love for art. For artistic inspiration, she would go to the San Diego Zoo to observe and draw animals. I had the opportunity to go to the zoo to sketch and learn with her. At the end of the workshop, I was so inspired by what I experienced, that I approached Terryl and asked if she'd be willing to do this same workshop with students. She had not, but said she'd entertain the idea. Over the next two years, I worked with Terryl to organize a trip to San Diego with my students. She shared about her artistic journey and explained how she creates her fictional, yet realistic creatures. The students received a Copic marker demonstration, went to the zoo to sketch with her, and visited Balboa Park. What started out as a workshop and artist meet and greet, turned into a full-blown art trip, private art instruction, and overall art saturated experience.

I believe that art has 2 parts: the process of creating and the process of communicating. I want

my students to recognize that it is not just about them, that their art impacts and leaves an impression on a viewer. One afternoon, I accompanied a few students to the Bellevue Arts Museum. One of the presenters was an alumnus of the UW art program and was sharing about her college experience. She said several times, "how amazing it was to hold her own exhibition in a gallery and that that experience alone taught her on so many levels about being an artist." It was in that presentation that I thought to myself, if this was so impactful for her, I wonder how impactful would it be on my students? How could I replicate the journey of creating and communicating? What would it be like for my students to experience their own gallery show? This was indeed a grand idea. It would entail approaching galleries to host the show and fully preparing students for the rigorous process of creating and hanging an art series in a professional gallery. They would need to have a strong idea or concept in mind and wrestle with the process of creating their artwork. I would take them through the journey of writing an artist statement, designing postcards, hosting a reception, public speaking and more. Although this process takes hours of pre-planning, it is one of my program's most rewarding events.. As an educator, it also one of the most rewarding to witness the journey of each student through this unit.

After looking back through this journey, it was apparent that these three tenets existed in order to prepare our students for creative careers and to

[Continued on page 31](#)



by Faye Scanell

State Advocacy – Budget:

Capitol (state) budget has not been passed due to deliberation over the Hirst water rights issue. When this is resolved, the Capitol budget for fully funding Arts & Heritage requests was unanimously supported. If not resolved by late January, Arts Advocates will inform legislators how the lack of a budget negatively impacts approved projects.

National Advocacy – Tax bill:

There are multiple negative impacts on the arts and charitable giving from the current version of the Tax bill. For example, Pat Robert's amendment "to the tax bill passed by the Senate would strike artists' housing from the list of qualified groups who can benefit from federally subsidized low-income housing.

Both Senate and House versions of the Tax Bill on December 2, alarmingly remove tax deductions for charitable donations. America For the Arts estimates that this is a staggering loss of \$24 billion dollars for charities and non-profit Arts organizations affecting museums, theaters, and programs that provide equity to underserved rural and poor populations.

Your voice is needed!

Take a few minutes to email your congressperson in DC. Find your representatives in House & Senate at: <https://www.govtrack.us/congress/members/WA> Ask for support in both returning low-income housing to artists and retaining a universal charitable deduction- Universal Charitable Giving Act (S. 2123/H.R. 3988.)

Arts & Heritage Day on Feb. 7, 2018

The event will be held in the Washington Room of the Pritchard Building, the same location as last year. Team captains have been recruited from all regions. Information will go out to the team leaders by December 12. A team leader phone conference call will be scheduled for Wednesday, January 17 at 3:30pm. WSAA will produce a webinar featuring Kris Tucker, who will train advocates in late January.

Cultural Congress

Christopher Shainin presented the planning for the Cultural Congress. The goal for the Cultural Congress is to gather arts, heritage and culture leaders from around the state to develop a statewide agenda, discuss the most important issues facing the region, and network. WSAA will work with a number of partners to program and present the event, this April 2018 in Ellensburg. Arts educators are encouraged to participate as well. There are four proposed programming tracks:

- Advocacy training and the development of a statewide legislative agenda for the 2019 budget session
- Arts education, the impact of the McCleary decision, and state and national standards
- Professional development encouraging the development of leadership in the field
- Messaging : Intrinsic value of the arts; 21st century skills, STEAM; Economic value



Photography Credit: Mario Belisle
from the website of Devora Neumark in the performance art “presence”

COLLABORATION IN THE NAME OF A CAUSE

Higher Education Division

by Jodi Patterson



Collaborative art is an art form that intentionally relinquishes authorial control by negotiating the structure and content of the art-making process with those involved – shifting art from being a product of a single individual into something that is a result of an interdependent process that often has political and social undertones associated with it. As the co-editor of a journal with a recently themed social/political issue of Ecology and Education (for Artizein: Arts & Teaching Journal), I just finished reviewing dozens of articles about artists who utilized collaboration in the name of their cause. For this essay, I will outline some of the artists featured in the issue. [Not all of the artists mentioned below are in Artizein.]

Collaborative art exists in a variety of ways. Generally it manifests either via the participation of a range of people who help to create an artwork, or, it is the participatory action itself that is

described as the art. Though it can be placed under a variety of headings (participatory, community-based, interventionist, etc), it is fairly common to group these into three general categories—1) object-centered, 2) relational, and 3) dialogic collaborations.

Object Centered

Artist works with collaborators in form of technical experts, assistants, and other interested persons to form an object.

Erica Fielder. *The Birdfeeder Hat.* Erica collaborates with birds when she sat for six weekends at public locations in northern California wearing a hand-made hat with a 3-foot rim filled with bird seed. Videos of her bird-food-human interaction were made.

Eileen Hutton. *Honeycomb* sculptures. Eileen collaborates with bees as she makes gentle interventions and aesthetic adjustments to encourage the

bees to build irregular sculptural forms out of bee hives.

Francis Alys. *When Faith Moves Mountains.* The artist invited five hundred volunteers to walk up a sand dune on the outskirts of Lima, Peru, shoveling in unison, thus displacing the dune by a few inches.

Relational

Relational collaborations occur primarily within the art world and are intended for an art world public, often transforming spectators into participants while producing encounters between people. The encounters create collective meaning that are not usually related to a specific community but trying to “create” communities. The task of the artist is to become a conduit for this social experience. Here are some examples:

Tino Sehgal. *This Progress.* Trained special docents of all ages guided

[Continued on page 30](#)



by Mari Atkinson

Part II: Washington State Rolls-out the Formally Adopted National Core Arts Standards

Believe it or not, we are just about halfway through the 2017-18 school year. If your school district is similar to where I work, the March 2017 adopted *Washington State National Core Arts Standards* (NCAS), may not have been included this year as a priority for Professional Development. Too often, PD Administration is spread far too thin, and let's face it; each and every school year brings with it an onslaught of new initiatives and mandates. And so - Dear Visual Art Leaders, bringing NCAS to the forefront is up to you.

As creative leaders, we understand that working until something becomes "perfect," is only going to stand in the way of progress. The greater the progress, the swifter the stride. If we want visual art education to be taken seriously, we need to continue to show *why* arts standards are important by intentionally implementing Creating, Connecting, Responding, and Presenting into our instruction.

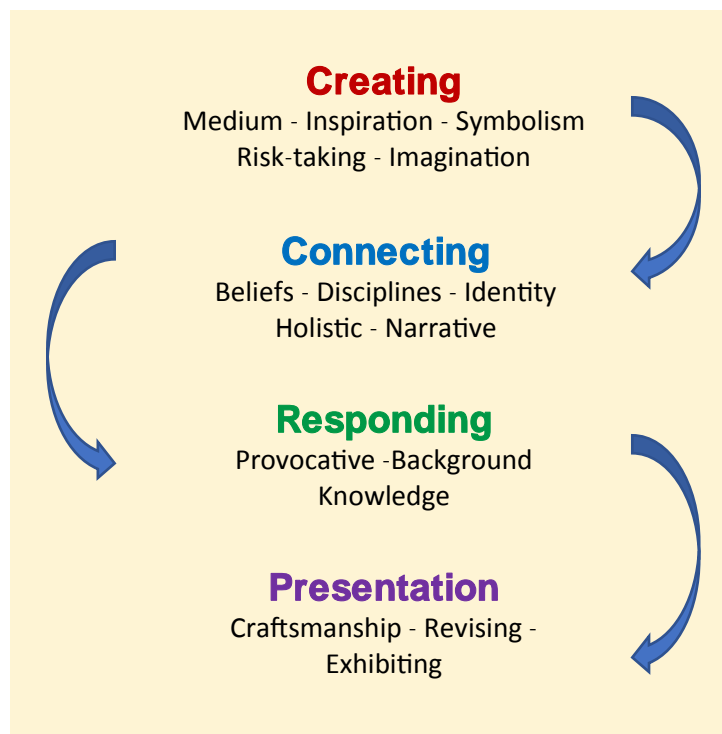
Wondering where to begin? Arts standards identify what is important for students to know and be able to do, so start by including them in your project planning, your working vocabulary, and your teacher evaluation/observation framework. As in any process, NCAS is designed to be implemented within your instruction, in any order, with areas of overlap. Remember - there's no doubt you are already including many aspects of NCAS; now you just need to take note of where you are doing so, and be more intentional in your instruction.

As I plan my projects and work my way through the design of my lessons, I keep the four NCAS artistic processes and following concepts in mind:

1. Preplanning:

Take into account an **Essential Question** directly from the standard benchmark to be introduced at the start of the project, asked of students to provoke higher-order thinking, then reviewed through-

out the process, and responded to by students to show understanding of the overall concepts. Consider the diversity of your students and plan how you will differentiate to meet individual student needs.



2. Lesson Cycle:

- **Introduction** - Provide a hook to inspire students, link their thinking to prior knowledge, introduce new vocabulary, and explain the relevance of the project.
- **Modeling** - Explicitly demonstrate expectations for students to do during guided practice and on their own independently.
- **Guided Practice & Collaboration** - Incorporate a collaborative strategy and provide opportunity for students to practice by working in small groups; encourage accountable talk and check for understanding.
- **Independent Practice** - As students come up with a plan for their independent work, meet and confer to ensure student

[Continued on page 21](#)



Lanterns: A School-Wide Installation

Mary Bená is an elementary art teacher in Bellevue who recently completed a school wide project/installation. Students & staff of Medina Elementary designed & collaged 500+ paper lanterns during a weeklong focus project planned by the specialist team of Visual Art, Music, Library & P.E. Subject specialist teachers incorporated resources from their specific curricula areas to collaborate & create lessons for students which combine visual art, literature, music & movement while focusing on the theme of multicultural “Festival of Light” celebrations from around the world. These lanterns were used during their December assembly & installed in the school’s main Gallery Space for all to enjoy. This amazing display was possible because of the support & relationships of the entire community coming together.

by Mary Bená





2018 NAEA NATIONAL CONVENTION

March 22–24 | Seattle, WA

1 CITY | 3 DAYS | 1000+ SESSIONS!



DETAILS

March 22–24, 2018

Washington State Convention Center

705 Pike Street
Seattle, WA 98101

Sheraton Seattle

1400 Sixth Avenue
Seattle, WA 98101

Member Pricing

\$175 Now

\$205 after 2/15/18*

Non-member Pricing

\$235 Now

\$265 after 2/15/18

Book discounted accommodations at www.arteducators.org

*See additional member pricing when registering

Create your ideal experience

at the 2018 NAEA National Convention by choosing from 1,000+ sessions, workshops, tours, and events that will inform, engage, and inspire you! Join with colleagues to experience Seattle—a city that thrives on creativity.

This is YOUR national professional convention—the largest gathering of visual arts educators in the world!

FEATURED SPEAKER

Nick Cave is an artist, educator, and, foremost, a messenger, working between the visual and performing arts through a wide range of mediums including sculpture, installation, video, sound, and performance.

www.jackshainman.com/artists/nick-cave/



www.arteducators.org | 800-299-8321



WAEA Needs Your Help!

and I promise... it will be fun!

NAEA 2018 Convention: Art + Design = STEAM

Your professional organization needs your help in representing the Washington Art Education Association, for the Seattle, March 22nd - 24th 2018 NAEA National Convention.



This is **your own** professional convention; which is rarely in Seattle. The Host Committee is now offering you an opportunity to even get *more* out of the convention. By volunteering, you'll make memorable connections along with the incredible offering of 1,000+ sessions, workshops, tours, and events.

We want WAEA to be the *perfect host* for NAEA, as we provide support for the gathering of thousands of arts educators. This can only be accomplished with all our members' help. There still are many open positions and tasks that may only require an hour or two. This is a great way to get to know other members and build our community. We need all hands on-deck.

New and pre-service teachers - Volunteer hours serve as official evidence for your resume.

High School students - This is an excellent opportunity to earn community service hours.

We need YOU! Help out for tours, contribute student work for the art show, many jobs needed for our hospitality tables. Here's what you need to do:

1st: To create your ideal professional learning experience - Your first step is to look over the schedule <https://www.naea18.org/program> and outline your choices.

Then - check the volunteer online system and sign-up for spots that fit your schedule.

Click here: <https://www.volunteersignup.org/YJEB8>

We Need EVERYONE!

Please Promote the NAEA Convention in Your

Districts: Help spread the word! Share info via email or your favorite social media with other teachers throughout your district. The NAEA convention will be a perfect time for first-time membership for educators

of all areas – elementary generalists, middle and high school science, technology, engineering, and math educator specialists, and curriculum directors. Encourage your district to support sending a team. All first-time members will receive free registration for the 2019 fall state conference registration.

We Need ALL Presenters!

The Host Committee is requesting that all WAEA presenters (*with accepted proposals*) prepare student examples for the Student Art Display using their presentation lesson. Following the format designed by Lisa Crubaugh, the display will serve to advertise their session and have participants photograph their student examples as a reference.

1. Photograph and print presentation examples/samples of student work (1st names only).

2. Arrange and paste images on a 3'x5' butcher-paper panel, with the title of your presentation large and clear at the top of the panel.

You may want to include the date, time, & location of your presentation.

Need to contact the WAEA 2018 Convention Host Committee?

Mari Atkinson maribethmba@gmail.com

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Carl Clausen ciclausen@aol.com

Toni Minish latona.minish@sno.wednet.edu

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Faye Scannell fsnyder1962@gmail.com

Olga Surmacheva olgasurm@hotmail.com

Brooke Hutchison BrookeH@seattleartmuseum.com

Cathy Tanasse cathytanasse@comcast.net



by Tracy Fortune

K-12 Divisions

Suggested K-12 Convention Sessions: many by WAEA Professionals

ELEMENTARY DIVISION

The 2018 NAEA convention is in Seattle this March. During the three days of the official convention (March 22nd- 24th) attendees can look forward to three days of 50-minute sessions with over 80 targeted at elementary educators.

Here are some sessions that might grab your attention.

- Overcoming Lesson Plan Design Exhaustion by Designing a Customized Visual Arts Curriculum
- Elementary Carousel of Learning: Working with Visiting Artists in the Classroom!
- Successfully Plan and Pull-off an All-School, Community-involved Art Walk

- Mindfulness Integration: Teaching Awareness, Presence, Listening and Collaboration through the Arts

There are also some longer elementary focus hands-on sessions including preconference sessions on Thursday March 21st and other times during convention.

Some of the extra fee workshops to choose from include:

- The Wonders of Modge-Podge
- Using STEAM to Transform: Maskmaking
- Wampum-Inspired Bead Weaving for Modern Times
- Printing Without a Press: Learn Three Different Monotypes for the Art Classroom

Sessions that appeal to a broader audience include the conference theme of STEAM, Global Issues, Technology as well as keynote speakers. You also won't want to miss out on the exhibition hall to try different art supplies and get free samples.

MIDDLE DIVISION:

At the upcoming NAEA event in Seattle, Middle School Educators have some great choices of over 50 sessions that are especially insightful and inspiring for middle school teachers.

Sessions for the Middle:

- Middle Level Medley I : An

Artroom for All

- Middle Level Medley II : Promising Practices (*featuring WAEA's Mari Atkinson*)
- Danielson, Choice-Based Art and the Distinguished Evaluation (*presented by WAEA's Cynthia Gaub and her principal Mary O'Brien*)
- Managing the Middle
- AIM: Arts, Identity, and Mindfulness
- The Museum Game (*presented by WAEA's Pamela Valentine*)

Some interesting ticketed sessions for middle school educators include:

- Choice Art Demo Room (Middle Level) (*presented by WAEA's Cynthia Gaub and Linda Papanicolaou*)
- Collaborative Kinetic Sculptures: Art, Engineering, and Design Thinking
- What's My Story? Exploring and Expressing Meaning through Assorted Text
- Cross-Topic Collaboration to Ignite STEAM-tastic Results with Middle School Students!

Middle school teachers can also check out plenty of other sessions including ones on STEAM, Technology as well as Nick Cave, Rebecca Kamen, Barbara Earl Thomas featured speakers. Middle school teachers also won't want to miss out on the amazing exhibition hall.

YOUTH ART MONTH:

Flag/Banner designs due digitally to Nancy Jordan at jordannb@mukilteo.wednet.edu by February 2nd

Artwork due to Harbour Pointe Middle School, Mukilteo, WA by 4 p.m. on February 16

SECONDARY DIVISION:

In Seattle secondary educators will have over 150 sessions selected for their interest to that level. Topics are varied and include all sorts of special interests, themes, media and college focused sessions.

Some sessions that might peak high school teachers interest include:

- Secondary: Conversations with Colleagues
- Designing Portfolios for College Scholarship
- Keys to Creating Successful Submissions: The Art of Submitting Art
- Instant Installations: How to create group art projects in new and unexpected spaces
- Scaffolding Trust, Teamwork and Meaningful Critiques in the Art Studio

There are also some diverse hands-on sessions which on average cost \$39 each.

- Grappling with Social Justice Secondary
- Creative Bookmaking: The Case Binding and the Coptic Stitch
- Drawing in Silver Point
- The 7 Deadly Sins—Mixed-Media Abstract Collaboration Art Workshop
- Mixed Media Cyanotype Photography Processing

There are also other inspiring sessions that secondary educators might like from Curriculum and Instructions, Design Issues, Research, and Choice-Art Educators

- “Using 30+ Inspirational Visual Challenges as a Springboard for a Choice-Based Ceramics Classroom” **(featuring WAEA’s**

Tracy Fortune)

The exhibition hall includes not only booths of some of our great sponsors like Blick, Davis, Imagination International, Maped-Helix, but also has lots of great art schools such as Pacific Northwest College of Art and Emily Carr University of Art and Design.

REGIONAL and OSPI STATE HIGH SCHOOL SHOWS:

Regional Shows: Check with your ESD to find out the submission deadlines some are as early as mid January.

45th Annual State High School Art Show Reception at OSPI, Olympia, WA May 18, 2018 (1:00 pm – 3:00 pm)

NAHS: *continued from page 8*

to communicate with school and reach out to community members. The school has a social media class so while the entire school is under construction it doesn’t have an intercom system. Therefore, we use Instagram for communication and YouTube for weekly announcements. This was a great platform to get our club connected.

In October, NAHS participated in a community Halloween Carnival with our school’s chapter of FCCLA (Family, Career and Community Leaders of America) offering face paintings, assisted pumpkin painting, and bake sale for donations to raise money for field trips and supplies for service projects. Despite terrible weather and community turn out the first weekend of the event, they persisted and NAHS rose close to \$500 the second weekend. The rough circumstances brought members closer together, as many had never spent time outside of the art room with these peers. In November, NAHS members attended Teen Night Out at the Tacoma Art Museum to have the chance to see the exhibits for free, for comradery, and to celebrate the hard work that they put in. Collaboration with parent volunteers was essential for the Halloween fundraiser (which required 32 hours of adult supervision) and trip to TAM.

Just after Thanksgiving break, our co-project managers were motivated to contact local businesses in town to offer holiday or winter themed window painting on a donation basis. They made flyers to hand out to businesses and cold-called businesses which takes a certain pluck. They painted windows at three businesses and our three main offices in the school also requested their services. Not only was it the vibrancy of these outgoing members, but the support of each other that enabled them to complete this.

This past week, the induction ceremony was held and they inducted 10 new members into NAHS and it was a well-attended event. It has been a very busy fall, and there are several plans on the agenda within the school district for service learning and community service art projects in the New Year!

MUSEUM DIVISION



by Samantha Kelly

The National Convention is for Museum professionals too! With hundreds of learning sessions and workshop opportunities, NAEA offers something for all **Museum Educators**. This year, there is a full-day preconference and 36 sessions specifically designated for Museum Education, plus dozens more related to museum practice. Below is a snapshot of the Museum Preconference and Museum Education sessions **presented by our Washington State Museum Educators**.

Museum Education Preconference

Art Museums and Racial Equity

Wednesday: 8:30 am – 4:15 pm;
Reception 5:00 – 6:30 pm

Venue: Seattle Art Museum
Join us for a day of learning at various Seattle art museums for the Annual Museum Education Division Preconference. A reception will be held at the Seattle Art Museum 5:00 - 6:30 pm. Building on the 2017 Preconference in which we explored diversity and inclusion, we will continue to examine issues of racial equity through the lens of partnerships. Please note that you do not need to have attended the 2017 Preconference to get the full benefit of the 2018 Preconference. All are welcome. Participants are

required to provide their own transportation to and from venue. Ticket Price: \$99/Active; \$75/Preservice; Register online with your NAEA Convention. This preconference usually sells out.



Photo by Richie Diesterheft

Convention Sessions

Thinking Outside the White Cube: Case Studies in Interdisciplinary Approaches for Family Engagement

Friday 8:00 - 8:50 AM
Museum Education

Discover how two art museums collaborated with a science museum and children's museum to develop cross-disciplinary approaches to better engage family visitors, foster innovation, and inspire the makers of tomorrow. FLASH Learning.
Presenters: Christina Westpheling,

Tacoma Art Museum, Alyssa Tongue, Children's Museum of Tacoma, Taylor Bothwell, Speed Museum, Allyson Feeney, Exploratorium

The Work Starts at Home: One Museum's Internal Efforts to Build Racial Equity Through Collaboration

Friday 12:00 - 12:50 PM
Museum Education

Dismantling institutional racism starts within. Explore how one staff equity team is leading a museum-wide culture shift, particularly within the volunteer docent corps, and fostering transformational and professional growth internally. INSTRUCTIONAL Practice.
Presenters: Anna Allegro, Seattle Art Museum, Priya Frank, Seattle Art Museum

Career Days: The Un-Sugar Coated Version of Working in Art Museums

Saturday 1:00 - 1:50 PM
Museum Education

This session explores how educators can rethink career day programs with teens through a lens of race, equity, and social justice. INSTRUCTIONAL Practice.
Presenters: Brooke Hutchison, Seattle Art Museum, Rayna Mathis, Seattle Art Museum

success and understanding. Circulate during the process to provide individual support and guidance.

Closure - Guide students to organize their learning into a meaningful context by reflecting and responding to the Essential Question, reviewing the process, applying vocabulary, and making connections to the overarching goal of the concept / unit.

Remember, if you haven't yet bookmarked the *New Arts Learning Standards*, you can go here: <http://www.k12.wa.us/Arts/Standards/default.aspx> As art educators, we are responsible for steering our students toward being creative responders to the world around them, as we set them on the path for becoming observant thinkers and creative makers. Give it a go!

Stay-tuned for Part III: What's Next? Updated Report on the OSPI-Developed Performance Assessments, in *Splatter* the Spring issue.

Presidential Ponderings: continued from page 5

This collaborative environment also happens in big ways. As some of you may be aware, the major education bill, formerly known as No Child Left Behind, was recently re-issued under the Every Student Succeeds Act. Because music teachers are so good at collaborating, they were able to effectively lobby as a solid block in order to get Music as a stand-alone subject in this bill. No other arts subject was successful in achieving this. By building our collaborative community now, I hope to get Art as a stand-alone subject inserted into the next bill.

I wish you all a wonderful start to the new semester and hope you will join your fellow art educators in a collaborative effort this year.

Artistically Yours, Mandy Theis
Co-President of the Washington Art
Education Association



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OUR STUDENTS TO BE ARTISTS.
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by Cynthia Gaub

A brief recap of the monthly board meetings

November 2017

Our November Meeting was held at Cornish School of the arts. We were given a wonderful board meeting room, a full organic lunch and a private tour of the campus. Cornish was an excellent host and provided us with a great opportunity to get work done.

Seventeen board members welcomed three members to this productive meeting. We were joined on our web platform by one board member, remotely. Keep in mind if YOU can't physically attend at meeting, we would love to have you join us remotely.

Shout-Outs: a Huge Shout out to Sharron Starling and Hannah Meyers for hosting us.

VOTES OF NOTE:

- We accepted several resignations. Kate Baker (membership) James Andrews (membership) Samantha Kelly (museum). Each of these members are still dedicated board members, but will focus on one role instead of multiple ones. This opens up opportunities to others. Recommendations have been for several of these positions and will be approved at future meetings after commitments from those recommended members. See the [Leadership Opportunities](#) on page 33 to see if any roles might fit YOUR skill-set.
- We accepted the final draft of our 5-year Vision and Strategic Plan, shown on page 23.

Break-out work included:

- **NAEA Local Planning Committee:** Many volunteers are still needed. [See details on page 17.](#)
- **Fall Conference Committee:** A date was chosen of Friday October 5th for pre-conference and Saturday/Sunday 6-7 for main conference. The location will be Tacoma area. The specific location, theme and keynote are all in process. Anyone with ideas should come to future meetings to participate in break-out sessions.

Requests and Reminders:

- Deadlines for YAM, Scholastic and Splatter were shared and reviewed.
- Better ways to use our email to get specific responses was discussed.

December 2017

This month was set aside for ESD and working group meetings. NAEA Local Committee met to continue their planning work. [See page 24](#) to hear what the ESDs did this month.

Read detailed minutes at

<http://waea.net/association/meeting-minutes/>

Join us for a future meeting. See dates and locations on our website, Facebook and [page 29 of this issue.](#)



Craig Van den Bosch interacting with art displayed in the Cornish studios.

Mission

Lead the state in visual arts education for current and future generations to be visually literate, creative problem solvers, and art advocates.

Vision

Washington Art Education Association passionately promotes excellence in visual arts education to ensure:

- High quality, reliable access to art education for all Washington youth;
- An inclusive, dynamic, and professional learning community for visual arts educators across the entire state; and
- Support from policy makers and funders for advancing the critically important work we perform.

5 Year Strategic Plan

Community

(Membership)

- Increase and bond community through a shared commitment to WAEA mission and vision – building collaborative relationships with educators and partners
- Maximize the use of technology and data management systems to build, retain, and track member engagement across the community.

Learning

(Professional Development)

- Provide opportunities to enhance development of knowledge and skills in visual art practices and art education for personal and professional growth at the regional, state, and national levels
- Promote, support, and encourage art shows for youth and educators in community, regional, state, and national venues
- Provide leadership training and opportunities at the regional, state, and national levels.

Advocacy

(Art Awareness and Support)

- Evaluate, develop, and promote resources that will increase member capacity to advocate for visual arts education.
- Engage traditional and non-traditional allies to create a state-wide advocacy campaign touting the importance, benefits, career opportunities, and contributions of the visual arts

Organizational Vibrancy

(Governance and Communication)

- Refine governance systems and structures to cultivate transparency, inclusiveness and growth
- Expand digital resources and communication to facilitate growth and collaboration
- Explore and develop fundraising and grant opportunities to support organization, members



Thank you to Blick Art Supplies for a generous \$500 donation to support Ken Speiring at Freeman High School. Their school suffered a great community loss with a school shooting this past Fall. The WAEA board voted to support Ken and his students by offering to renew his WAEA membership and provide a \$250 gift card. We approached Blick to see if they would match our amount. Instead they doubled it and covered the whole thing. Brooke Hutchison also provided Ken and his students with a list of resources for recovering from traumatic events.

ESD 101 North East WA Sherry Syrie

In other North East news, ESD 101 had their 2nd meeting of the year today in Spokane at Urban Art Coop and then had an awesome raku firing experience. Talk about cool. I'd never done it before, but I will definitely do it again. Email Sherry for future meet-ups and workshops.



ESD 112 South West Region WA Barb Holterman

Clock Hour Workshops and Meet-Ups:

We have secured a venue and selected dates for several meetups throughout the year. We will offer a hands on workshop and up to 3 clock hours will be available. Our first meetup will explore

Please bring a snack to share, money for beer or wine to drink and possibly a small donation for supplies.

Location: Heathen Winery Vancouver

Time 4:00-7:00pm

Dates: Fridays.

- **Nov 17:** MIXED MEDIA TECHNIQUE: MAKING ART PAPERS WITH CITRA SOLVE
- Dec 22, Jan 19, Feb 16, March 16, April 20 *Topics to be determined...contact me with ideas*
- May 18: **Talking TAB with Cynthia Gaub**

ESD 113 Capitol Region WA Pamelia Valentine

October 17, 2017: 8 WAEA Members met at ESD 113 Set up the "Third Thursdays" ESD 113 monthly 2 hour sessions for the 44 school districts involved. Hands on activity: Making Whistles with instructions from Pamelia D. Valentine.

November 16, 2017:

4 WAEA members met at ESD 113 for our first training chosen by our cohort; Collecting Evidence of Student Growth in The Arts- Pamelia D. Valentine Hands on Activity: "Poor Man's Batik" - Jill Giudice

Future Meetings: We may be moving our sessions to Tumwater High school. Check the facebook or email Pamelia for more information.

ESD 121 Puget Sound WA Marta Olsen and Faye Scanell

On December 9th, 2017 ESD 121 members met at Daniel Smith Art Supplies in Seattle, Thom Wright, the president of the DSAS stores, hosted us along with one of their artists "Ben". Ben demonstrated to us how to use a limited pallet of DS watercolors as we followed along creating a landscape painting. When we were done, DS generously gave us our paint pallets that I

Six Key Roles of WAEA

ESD Vice-Presidents

HOST/PLAN ESD EVENTS

Plan 5 local professional development opportunities/events each school year in October, December, February, April, & June

•**Event Ideas Include:**

Gallery/Museum Tours, Plein-Air Outings
Hands-On Workshops, Art Store Visits/Tours,

•**Offer Free Clock Hours:**

WAEA members are eligible for
FREE clock hours

CONNECT

WITH CURRENT AND POTENTIAL WAEA MEMBERS

Help grow our organization through contacting, recruiting and retaining members. Update and add to our list of potential members in your region

ATTEND

NAEA AND WAEA CONFERENCES

Encourage art educators in your region to attend these amazing events

Note: the 2018 NAEA Convention Is In Seattle.

Volunteers are needed for
Tours, WAEA Event Host Booth, as well
as Set-up/Clean-up

WRITE

SPLATTER ARTICLE(S)

Write at least one article per year on the topic of your choice, which could include

A description of one of your
successful/inspiring
ESD events.

SUBMIT

ESD REPORTS

Quarterly reports are done online
via "Quick Reports."

Note: Repots are due for the Nov, Jan,
Mar and June Open Member
Meetings

ATTEND

OPEN MEMBER MEETINGS

Meetings are every other month Sept,
Nov, Jan, March and May

Note: Board members, including ESD Vice-Presidents
can be reimbursed for mileage
for travel to destinations
over 50 miles.

have already used several times since the ESD 121 hands on day together!

Ben also demonstrated for us how to create a variety of skin tones for portraiture that he learned from artist Don Andrew videos that they sell in the store. I was curious about Don Andrew and found him on U tube. You might find it useful as a teaching too.



The watercolors that are made at Daniel Smith in Seattle come from elements all over the world. The watercolors are known for their fine quality and can be purchased at their stores in Seattle or Bellevue or on line. Because of their special characteristics, teachers do not usually think of them as “student grade”. However, Ben demonstrated how to take watercolor sticks, which look like oil pastels, and slice them into small pieces that can be used by students to save cost. By finding economical ways to use the art supplies students can have a successful watercolor experience beyond “student grade” supplies we often use.

We had about 15 people turn out for this ESD 121 event and the majority of people enjoyed earning 3 clock hours through Washington Art Education Association for FREE! Please go to Daniel Smith Art

Supplies website and LIKE them as a thank you for providing this day for us.

The next scheduled event is during Mid-winter break - **Friday, February 24th beginning at 3:15** in the King County Library meeting room, Bothell. (18215 98th Ave NE, Bothell, WA 98011) Three varied techniques using Gelli printing plates will be explored. Appropriate for middle elementary age students to adults. All materials are provided. Three Clock hours are available. After dinner option at McMenamins Anderson School.

Take advantage of local museum exhibits that have Art connections to subjects such as science, math, social studies, technology, and language arts with storytelling.

Here are a few suggestions.

- FAMILY STEAM DAY at the America’s Car Museum 2702 East D. St, Tacoma, WA 98421 January 20, 2018 @ 11:00 am - 4:00 pm
- FIGURING HISTORY: Robert Colescott, Kerry James Marshall, Mickalene Thomas Seattle Art Museum, SIMONYI SPECIAL EXHIBITION GALLERIES THU FEB 15 – SUN MAY 13 2018
- KoKirk Yamahira Frye Museum February 17 – June 3, 2018
- Seattle on the Spot: The Photographs of AL Smith
- MOHAI November 18, 2017 – June 17, 2018
- BEZOS Center for Innovation and True Northwest: The Seattle Journey.

Regional Vice-Presidents: AKA ESD Reps

ESD 101: North East WA	Sherry Syrie	ssyrie@cheneysd.org
ESD 105: South Central WA	Judith Weldon	jlweed@excite.com
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	OPEN	
ESD 189: North West WA	Jasmine Valandani	jasminev@museumofnwart.org





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:

- **Discounted rate to this year's National Convention IN SEATTLE!!**
- Free registration for NAEA's webinar series
- 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
- 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.

NAEA/ WAEA 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**

E-mail: members@arteducators.org

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

Or renew/join online [https://](https://www.arteducators.org/promo/join)

www.arteducators.org/promo/join

Membership Scholarship

The WAEA board is excited to offer a new "Mileage to Membership" Scholarship. Instead of taking mileage reimbursements when board members attend meetings, they can opt to donate their mileage into this new fund. This application will allow us to select educators who would like to be members, and participate in our organization, but for whom the \$90 fee is a barrier to participation.

Before you apply, be sure you have looked into other resources for funding, such as your building or district professional development funds, PD grants, a school district foundation or even your school's ASB. (If you are the sponsor of a National Art Honor Society club, often times your ASB will pay the NAEA Dues as part of the club fees.)

If you have any questions about the form or this scholarship, please contact our membership chair at membership@waea.net

When you join or renew, please be sure to NAME a WAEA member as a referral! NAEA is offering prizes and incentives to both members and the association for referrals.

<https://tinyurl.com/WAEAmemberSCHOLARSHIP>



Executive Board

Mandy Theis	Co- President 2106-2018	copresident1@waea.net
Cynthia Gaub	Co- President 2106-2018, Splatter Editor	splatter@waea.net
Connie Richards Aigner	Secretary	secretary@waea.net
Tracy Fortune	Co- President Elect and Advertising REP	advertising@waea.net
Toni Minish	Treasurer	treasurer@waea.net
Ed Crossan	Co- President Elect, Teacher's As Artist Show	ecrossan@fwps.org
Mari Atkinson	Past-Co-president (Advisory), ArtsTime Rep	maribethmba@gmail.com
Pamelia Valentine	Past-Co-president (Advisory), ESD 113 Rep	pvalentine@sheltonschoools.org

WAEA Committee Chairs and Division Representatives

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Social Media	Melanie Artz	socialmedia@waea.net
Teacher Art Show Coordinator	Ed Crossan	ecrossan@fwps.org
Membership	Louise Palermo	louise@maryhillmuseum.org
Youth Art Month	Nancy Jordan	jordannb@mukilteo.wednet.edu
Division Representatives		
Elementary, Middle, Secondary and Museum Reps are all OPEN positions waiting for YOUR leadership!		
College/Higher Education	Jodi Patterson	jpatterson6@ewu.edu
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Administrator/Supervision	Sharron Starling	sstarling@cornish.edu
Retired Art Educator	Carl Clausen	cjclausen@aol.com

2017-2018 Membership Meetings *Mark Your Calendars!*

WAEA Board meetings are open to all members to attend.

Feel free to bring questions and great ideas to make our organization more vibrant.

NEW Meeting Format

Each Bi-monthly Full Membership/Board Meeting will begin with a 20 min “Open Coffee Talk” for new attendees to ask questions of board members, get to know the board and make connections. Then we will begin the planned agenda of business. Meetings will be a bit longer and will include plans for a “working lunch” during the meeting. All meetings will end with a social or arts related tour or activity. Keep an eye out for our “Mail Chimp” newsletters to find out the details.

Alternating months will be locally planned by members and their ESD reps. With details shared on Facebook, our webpage, Splatter and the monthly Mail Chimp newsletters. You don’t have to live or work in an ESD to attend their event. **These local events will include clock hours.**

DATE	LOCATION	TIME	LEARNING/SOCIAL OPPORTUNITY
February 7, 2018	Olympia WA	2 day event	Arts & Heritage Day : two-day event that brings together artists, arts, humanities and heritage leaders, and cultural professionals from across Washington state. <i>hosted by the Washington State Arts Alliance, ArtsWA, ArtsEd Washington more.</i> More details: http://washingtonstateartsalliance.org/event/arts-heritage-day-2018/
March 17, 2018	Seattle Art Museum SEATTLE, WA	10:30 – 1:30	Full Membership/ board Meeting with BYOB sack lunch
April 20 2018	Various locations planned by ESD reps and committee heads.		Date set aside for ESD workshops and committee meetings.
May 19 2018	Maryhill Museum Goldendale, WA	10:30 – 1:30	Full Membership/ board Meeting with box lunch View teacher art show
June 23 2018	Various locations planned by ESD reps and committee heads.		Date set aside for ESD workshops and committee meetings.
July 21-24 2018	Charleston, South Carolina		2018 NAEA National Summer Leadership Summit Your WAEA presidents and elects will represent at this event.
Aug 6- 7, 2018	Mighty Tieton, Tieton Washington	MON. 4pm till Tues 9pm	Summer Leadership Retreat: Envision, Connect, Strategize . An event required for ALL Board members and welcome to all those interested in future leadership within WAEA. 8-10 Free Clock Hours Registration fee TBD
August 7-10. 2018	Mighty Tieton, Tieton Washington		Mid-Summer Art Retreat: Learn, Create, Rejuvenate A summer art camp to dig into longer 3-9 hour hands-on workshops. 20 Free Clock Hours Registration fee TBD

ESD and DIV reps... time to start planning some workshops or meet-ups for your groups on the alternating months... please notify the board of dates and details as soon as you have them set so we can advertise to our membership. Contact Mari Atkinson to set up Clock Hours. Contact at: maribethmba@gmail.com



visitors up the Guggenheim's ramp, having conversations and discussions with them about their ideas of progress as they walked. Here, the conversation is the medium and the message; the moment of shared communication is the realization of the artwork.

Rirkrit Tiravanijas. *Cooking* pieces. He cooks pots of pad thai in a gallery setting and invites the audience to sit and eat with the goal of creating a space for communication and exchange.

Marina Abramovic. *The Artist is Present.* This blockbuster exhibition at the MoMA in 2010, included her sitting on a chair for 700 hours, inviting visitors to come and sit in front of her so she could look into their eyes.

Dialogic

These collaborations mainly take place in community settings and are often used to prompt conversational exchanges (dialog) between people of different backgrounds through interaction and participation. The role of the artist is to arrange opportunities of engagement that promote collaborating with people who may not otherwise normally engage in the arts.

Suzanne Lacy. *The Roof is on Fire.* Lacy brought together over 200 high school students in conversation on top of a parking garage to talk about the problems

facing young people of color. With more than a thousand residents present, students were able to take control of their image.

Devora Neumark. *Presence* entailed her sitting and crocheting on benches in various places around Montreal. She crocheted with yellow when no one was talking with her, and purple when people chose to make contact with her.

Mierle Laderman Ukeles. Created *Touch Sanitation* when she crisscrossed New York City ten times to reach all fifty-nine sanitation districts to face, shake hands with and thank every sanitation worker for "keeping New York City alive."

The artworks listed above serve as examples that can be shared with students to show how the critical distance generated by art provides a space in which people can collectively assess the world and to provide solutions to problems. Working collaboratively in the art room today can contribute to enhancing student understanding of what it means to be an active participant in helping to shape the environment in which one lives tomorrow. Furthermore, here is a list of immediate benefits that might stem from utilizing collaborative art with students:

Collaboration helps students recognize both the value of their

own contribution and the contributions of others in a participatory process, it teaches how to engage with group dialogue and negotiated decision-making – two interpersonal skills in high demand outside the classroom, it broadens access, as collaborators are not limited to the knowledge that they themselves already possess – the group benefits from having a variety of personal strengths to create from/with, and, this process also strengthens the bonds of community, and,

In summary, if collaborative art making is done with sincerity in the microcosm of the classroom, the experiences might be powerful enough to help students learn how to live more democratically, communally, and concurrently. On page five of Hans Dielman's Artizein article, he summarizes collaboration as:

" . . . polyphony . . . it is the interaction of multiple melodic voices or storylines, creating a diverse complex of multiple points of view and voices. It is not the same as harmony, which is created when various notes go well together in a horizontal way, as in a chord. Polyphony is not about notes; it is about independent storylines woven together."

Check out the current version of Artizein here: <http://opensiuc.lib.siu.edu/atj/>





Collaboration = WAEA and NAEA

Enjoy this photo collage of WAEA and NAEA images of our members participating and presenting with me in images from 2013-2016. This collage image is only a tiny snapshot of the many ways our membership in WAEA, and the affiliation it affords us with NAEA, provides local, regional, state, national, and international collaboration and professional development for outstanding arts education for all ages! Thank you to all of you who have collaborated and presented with me since 2001. I have 100s of photos of us creating, performing, presenting, responding, connecting, and collaborating via visionary leadership, advocacy, and action! Your genius and brilliance has pulled out the visual artist inside of me. I look forward to many more years of collaborating with you to ensure arts education for all learners, and am forever grateful for your time and talents given with passion and genius to that vision. Your friend and colleague, AnnRené Joseph, Ed.D.

Process and Presentation: : *continued from page 11*

succeed as artists: Purpose, Exposure, and Experience.

-**Purposeful** projects that grow the student in skill and artistic techniques, but also challenge the students to incorporate voice and conceptual thought. In the art world – art is a form of communication, one of the greatest attributes we can instill in our students is giving them a sound foundation in how to be great creative communicators.

-**Exposure** to the field. Showing

students, what creative careers are out there, the variety of options they have, and what they can do with their artistic passions. We need to ask ourselves, How do I as a teacher demystify what a student thinks of being an artist means (that if they choose to be an artist, they do not immediately envision themselves as the starving artist barely making ends meet)?

-Looking for ways our students **experience** what it is like to be a

professional artist and asking questions such as: How do I (the student) create a body of work with a common theme? What does it take to produce a quality series from concept to concrete? In putting on a gallery show; how do I engage and work with a gallery and how do I prepare my work for public presentation? Do I realize the intrinsic value of art (that there is a process in which I create as an artist, and there is the viewer who interprets my art)? Lastly, how do I ensure my art will convey what I am trying to communicate?

Six Key Roles of **WAEA Division Reps**

CONNECT

WITH CURRENT AND POTENTIAL WAEA MEMBERS

Help grow our organization through contacting, recruiting and retaining members. Let them know about Awards, Youth Art Month and Other Opportunities to be Involved in WAEA.

Use Social Media including The WAEA Website Division Page and Your ESD Facebook Group Page

SUBMIT PROPOSAL

To PRESENT A SESSION at the WAEA FALL CONFERENCE

Your session should target the educational level/division that you represent

ATTEND

REGIONAL, STATE & NATIONAL EVENTS AND CONFERENCES

Encourage art educators in your division to attend ESD Meetings, the State Fall Conference, Summer Art Retreat, and the National Convention

Note: the 2018 NAEA Convention Is In Seattle. Volunteers are needed for Tours, WAEA Event Host Booth, as well as Set-up/Clean-up

WRITE

SPLATTER ARTICLE(S)

Write at least one article per year on the topic of your choice, which could include A Lesson or Event Targeted at Educators in Your Division

SUBMIT

DIVISION REPORTS

Quarterly reports are done online via "Quick Reports."

Note: Repots are due for the Nov, Jan, Mar and June Open Member Meetings

ATTEND

OPEN MEMBER MEETINGS

Meetings are every other month Sept, Nov, Jan, March and May

Note: Board members, including ESD Vice-Presidents can be reimbursed for mileage for travel to destinations over 50 miles.



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 our monthly meetings to find out more about any opportunity.

Current Board and Committee Position Openings

ADVISORY BOARD

Elementary, Middle and Secondary Level

Division Chairs: The WAEA Board includes Divisional Representatives who foster the professional interests, and represent the concerns of members employed within their group. **See details about the responsibilities on the "Six Key Roles of WAEA Division Reps on page 32.**

Membership Committee/ Diversity and Equity Work with the membership team to create outreach and retention goals to increase inclusion and diversity within our organization.

Splatter Guest Editor Find out if you have a future role in editing our publication. This year Cynthia is taking on 3 guest editors for the remaining issues of this year. Publishing or editing experience is not required, but good computer and communication skills are a big plus! Contact Cynthia Gaub at Splatter@waea.net for more information.

FALL CONFERENCE COMMITTEE

Kate Baker and Samantha Kelly are busy beginning the planning for our Fall 2018 Conference in Tacoma. We will need lots of help to plan this annual event. If you would like to help out in some way, contact them at conference@waea.net.

Advertising and Vendor Rep. Work with Tracy Fortune (vendor rep for 3 years) to learn how to contact many local art supply companies. This is both a part of the communications committee, year-round for our Splatter ads and part of the conference committee

during the Summer/Fall. She already has tons of contacts. Must be good at professional emails and phone calls and willing/able to ask for free stuff! Work with the Splatter editor to prep ads for each quarterly issue. Six month shadow opportunity with full responsibility in October. Contact Tracy at advertising@waea.net for more information.

YOUTH ART MONTH

YAM Committee Chair-Elect (to shadow the Nancy J, current chair for 2017-2018 then take over for a term of 2 years or more) Learn all there is to learn about advertising, hosting, collecting, judging, displaying, awarding prizes and submitting info to NAEA regarding the Youth Art Month annual show. Communicate with all other committee members below. Deliver quarterly reports/ and Splatter articles to WAEA board.

YAM Committee Member/ Flag Contest Coordinator (to begin with 2017-2018 contest, with support from Nancy J. then continue for a term of 2 years or more) Will be in charge of advertising/recruiting teachers to submit YAM Flag Designs. Accepting/collecting Flag submissions and verifying paperwork via digital entry. Gathering a judging committee to score the entries and select a winner. Have flag made and deliver for display at NAEA, then to OSPI. Participate in OSPI high school show, introducing Flag Winner.

YAM Committee Member/ Eastern Wa Show/contest Coordinator (to begin with 2018-2019 contest, with support from Nancy J. then continue for a term of 2 years or more) Work with Committee chair to plan and host Eastern WA version of the YAM contest/show.

NAEA CONVENTION JOBS SEE PAGE 17

Organized Splatter

TIPS AND IDEAS FOR THE ARTROOM

BY TRACY FORTUNE



ART ROOM ORGANIZATION: 5 GREAT TIPS

FROM CRAIG VAN DEN BOSCH

1. CREATE SUPPLY REGIONS AND GIVE EACH A NUMBER AND/OR COLOR FOR EASY REFERENCING
2. LABEL SUPPLY CONTAINERS AND INCLUDE BRIEF DESCRIPTION OF CONTENTS
3. USE SIGNS TO REINFORCE ART VOCABULARY AND STEPS BY INCLUDING DESCRIPTIONS/DIRECTIONS
4. USE WALL SPACE NEAR STORAGE TO PLACE SIGNS. THIS WORKS ESPECIALLY WELL FOR THE REAR OF COUNTER AREAS
5. LABEL TABLES, CARTS, BINS, CANS, BOXES, ETC.



GOT AN IDEA TO SHARE?

Send clear photos and short description of organization ideas or teaching tips you'd like to share with other art educators. Email Tracy Fortune at elect1@waea.net

I, Robot

Lesson Plan for Grades 3-12



Customer-Rated!
Blick Economy Canvas Panel Classroom Packs



Step 1: Glue a photocopied portrait onto a rigid surface. Trace the features with glue lines.



Step 2: Cover with aluminum foil and press around glue lines so features are easily visible.



Step 3: Use a variety of materials as "robot parts." Glue materials to aluminum foil surface.

Got Robots? Turn your portrait into a sci-fi selfie!

Using the art of imagination, Brazilian artist Henrique Alvim Correa's illustrations for H.G. Wells' "The War of the Worlds" introduced the idea of alien robots. This project invites students to make their portraits into a robotic being.

DickBlick.com/lessonplans/i-robot

NEW lesson plans and video workshops
at DickBlick.com/lessonplans.
For students of all ages!



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Splatter Magazine a WAEA Publication

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