



FRESH Paint

Volume 24 • Issue 2



The
Official
Publication
of the
Florida Art
Education
Association

Summer • 2004



FRESH PAINT

Volume 24 • Issue 2
A Quarterly Publication of the
FLORIDA ART EDUCATION ASSOCIATION

Fresh Paint is a quarterly publication of the Florida Art Education Association, Inc. The purpose of this publication is to provide membership information. It is published and mailed to the membership in the spring (March), summer (May), fall (August), and winter (December), by the Florida Art Education Association, 207 Office Plaza Drive, Tallahassee, Florida 32301-2807. Periodical postage pending at Tallahassee, Florida. POSTMASTER: Send address changes to FRESH PAINT, 207 Office Plaza Drive, Tallahassee, Florida 32301-2807. ◇



Cover Artwork

PERSIAN CEILING DETAIL

Chihuly

Orlando Persian Ceiling, 2004
Orlando, Florida
Photo: Terry Rishel

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Atelier Page 31
Crizmac Page 40
Dick Blick Page 13

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... from the President

The fact that arts education “makes a tremendous impact on the developmental growth of every child and helps level the ‘learning field’ across socioeconomic boundaries”** makes it a vital component of students’ learning. The arts are basic to every child’s education. Arts education is being faced with tremendous budget cuts and decision makers are making choices. We need to be influential in that decision making process. It is up to us to keep the value of arts education alive in the minds of our legislators, parents (public), other classroom teachers and school administrators.



Advocacy:

- Be an active advocate for the arts.
- Invite decision makers into the classroom (legislators, administrators, PTA).
- Volunteer to be a speaker at a local civic event; address the status of the arts in your District.
- Exhibit student work in high traffic offices and buildings, include a piece of your own. Ask the businesses to supply the frames and you provide the artwork.
- Ask parents to accompany their child’s class to a museum. As art teachers we try to do it all ourselves. Use the opportunity to ask them to volunteer: (matt & frame student work, distribute art work to community business, sort & put away supplies, etc.).
- Display artwork at every music, theater and dance function at your school. Work as a team.
- Have an arts spokes person at every school board meeting to speak for the arts. (ACE coalition, PTA, student speakers).

Legislative Issues:

- Keep abreast of all legislation that directly or indirectly impacts the future of arts education. FAEA contributes funds to help support a lobbyist in Tallahassee to work on our (music, dance, theater & visual arts) behalf regarding legislative issues.
- Know who your legislators are and what committees they serve on. In large counties, schools may have students from several legislative blocks (Magnet schools). Contact them!
- Current legislative issues are updated on line at www.flmusiced.org, click legislative issues. These are pieces of legislation that concern all the arts (music, dance, theatre & visual arts).

Professional Development:

- Support your professional organizations by joining, encourage others to join.
- Share your best practices and strategies with other teachers by presenting at the state conferences and for teachers in your own District.
- Team up with another subject area teacher to present workshops, identifying relationships, thinking flexibly and creatively, and developing skills for higher order thinking including analysis and synthesis.
- *Involvement in the Art and Success in Secondary Schools, James S. Catterall, The UCLA Imagination Project, School of Education and Information Studies, UCLA, American for the Arts Monograph, January 1998

...



faea

**Orlando Museum of Art, Orlando
and the
Museum of Fine Arts, St. Petersburg
Present**



Optic Herons

Photo: Teresa Nouri Rishel

Chihuly Across Florida **Masterworks in Glass**

On display through May 30, 2004



Persian Ceiling

Photo: Teresa Nouri Rishel

If you haven't been one of the thousands upon thousands of people that have become enveloped in a mesmerizing kaleidoscope of glass sculptures in the world-class exhibition ***Chihuly Across Florida: Masterworks in Glass***, then here's your last chance to see what everyone's been talking about. This exhibition was specifically designed for the Orlando Museum of Art so you won't see an exhibition like this anywhere else. Be sure to also check out the complementary exhibition at the Museum of Fine Arts in St. Petersburg.

Assisted by a team of expert glassblowers and sculptors in his studio, Chihuly has pushed the limits of the expressive capacity of glass by creating astonishingly ambitious works. Organized and designed by the artist and his studio assistants, *Chihuly Across Florida* spotlights classic works and new large-scale installations. Represented are selections from some of his best-known series such as the Seaforms, Persians, Baskets, Macchia and Venetians. Also in the exhibition are new installations and large-scale sculptures specifically designed for display at the Orlando Museum of Art and the Museum of Fine Arts in St. Petersburg. In addition, visitors can enjoy a documentary video of Chihuly at work.

Chihuly designed the exhibitions to complement the very different architectural styles of each museum. The Orlando Museum of Art's building blends classical elements with contemporary detailing and provides an open, expansive environment while the Mediterranean style of the Museum of Fine Arts in St. Petersburg provides a traditional and intimate setting with indoor gardens. The museums have joined to create a statewide celebration of glass art, providing a unique cultural opportunity for Florida residents and tourists.

Chihuly Across Florida will bring national and international attention to Florida as a "state of the arts."

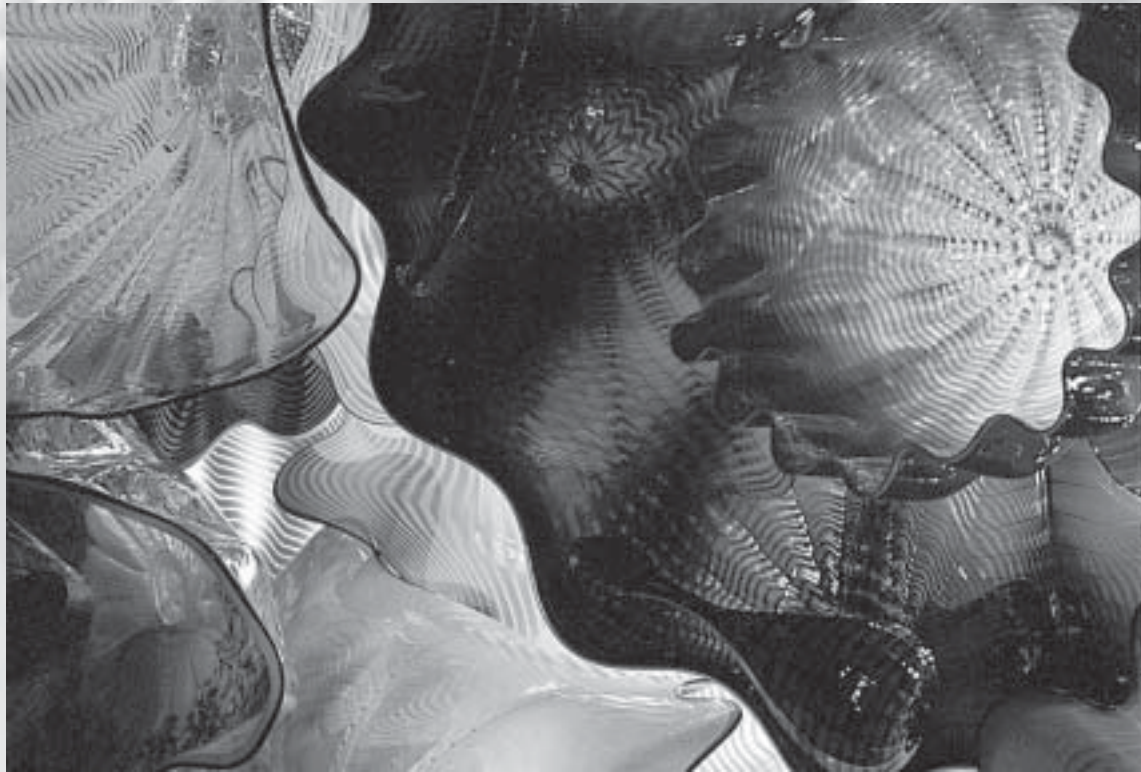
About the Artist

Born in 1941 in Tacoma, Washington, Dale Chihuly was introduced to glass while studying interior design at the University of Washington. After graduating in 1965, Chihuly enrolled in the first glass program in the country at the University of Wisconsin. He continued his studies at the Rhode Island School of Design, where he later established the glass program and taught for more than a decade.

In 1968, Chihuly was awarded a Fulbright Fellowship to work at the Venini factory in Venice, Italy. While in Venice, he observed the team approach to blowing glass, which is critical to the way he works today. In 1971, Chihuly co-founded the Pilchuck Glass School in Seattle, Washington. With this international glass center, he has led the avant-garde in the development of glass as a fine art.

Chihuly is celebrated for his grand architectural installations, such as his Chandeliers that were suspended over the canals and piazzas of Venice in 1996, his Jerusalem Wall of Ice of 1999, and more recently, an exhibition and outdoor installation at the 2002 Winter Olympic Games in Salt Lake City, Utah.

Today his work is included in more than 200 museum and public collections across the globe including The Metropolitan Museum of Art, New York; Smithsonian American Art Museum, Washington, D.C.; Musée des Arts Décoratifs, Palais du Louvre, Paris; Corning Museum of Glass, New York; Victoria and Albert Museum, London; National Museum of Modern Art, Tokyo; Atlantis, Paradise Island, Bahamas; and Bellagio, Las Vegas. Chihuly has received many awards, including seven honorary doctorates, a Louis Comfort Tiffany Foundation Grant, a Fulbright Fellowship and a National Endowment for the Arts Individual Artist grant.



Persian Ceiling Detail

Photo: Teresa Nouri Rishel



Workshop

Teachers gathered at the Orlando Museum of Art for a professional development workshop that explored Chihuly drawings. Pat Miles, Cindy Jesup and Kim Sanders, three National Board Certified teachers led the workshop. Drawing is an essential artistic outlet for Dale Chihuly. Author Nathan Kernan says that for Chihuly, "Drawing is a process of discovery, and as such it is an extension of his sculptural work in glass."

Chihuly draws with a great deal of energy. He has used markers, chalk and fistfuls of pencils. Now he most often uses acrylic paints in squeezable bottles. To make his drawings, Chihuly often has the paper laid on the floor, and then works standing over it. He lays the background colors with a mop or broom, and draws with large gestures using the squeeze bottle paint. The Drawing Wall at the Orlando Museum of Art has more than 100 drawings made with acrylic paints.

During the Orlando Museum of Art's professional development workshop, teachers completed Chihuly-style drawings in the studio and explored interdisciplinary connections for classroom use. A Resource Guide for Teachers on the exhibition is available at "www.OMArt.org.edprograms/toursschool.html" www.OMArt.org.edprograms/tours.school.html under the Tour de Jour section.



Admissions

Admission for this special exhibition is \$12 for adults, \$10 for senior citizens and college students with valid ID, \$5 for children ages 7-18 and free for children age 6 and younger. A discount will be offered to those visiting both museums. Special group rates are available. Free admission on Thursday afternoons in Orlando is not available during this exhibition.

Hours

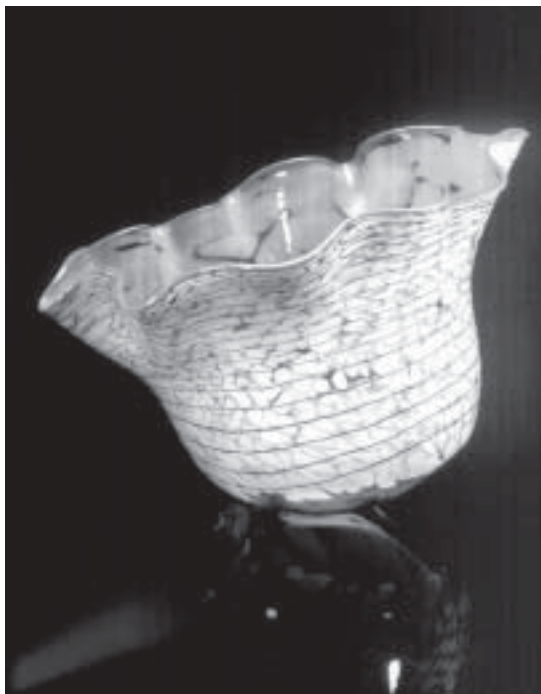
Orlando Museum of Art
 Tuesday-Thursday, 10 AM to 5 PM
 Friday, 10 AM to 8 PM
 Saturday, 10 AM to 5 PM
 Sunday, noon to 5 PM

Museum of Fine Arts, St. Petersburg
 Tuesday-Thursday, 10 AM to 5 PM
 Friday, 10 AM to 8 PM
 Saturday, 10 AM to 5 PM
 Sunday, noon to 5 PM

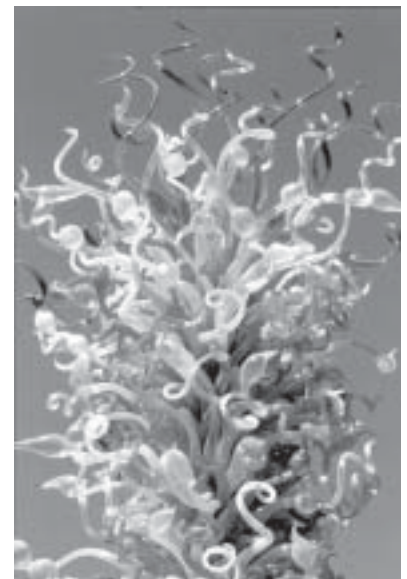
Locations

Orlando - The Orlando Museum of Art is located in picturesque Orlando Loch Haven Park at 2416 N. Mills Ave., Orlando, FL. From I-4 take the Princeton Street exit (#85).

St. Petersburg - The Museum of Fine Arts is located at 255 Beach Drive N.E., on the beautiful downtown waterfront in St. Petersburg. From I-275, take the Pier exit.



Rembrandt Rose Macchia Photo: Teresa Nouri Rishel



Tower of Light II

Chihuly Across Florida: Masterworks in Glass at the Orlando Museum of Art and the Museum of Fine Arts, St. Petersburg

The Progress Energy Foundation is the Regional Presenting Sponsor for the exhibition in Florida. Additional Sponsors in Orlando include Presenting Sponsor in Orlando: Darden Restaurants, Benefactors: Orlando/Orange County Convention & Visitors Bureau, Inc. and Orange County Government through the Arts & Cultural Affairs Program, Sustaining Patrons: The Millenia Gallery and WESH NewsChannel 2, Patrons: WTMO-TV 40 Telemundo, Bright House Networks and The Westin Grand Bohemian, Sustaining Sponsors: Smooth Jazz 103.1 WLOQ, WMFE and CED Construction Company, Sponsors: Orlando Leisure Magazine, Baldwin Park and Clear Channel Outdoor, Sustaining Partner: Graebel Orlando Movers, Inc., Partners: Lockheed Martin, Southwest Airlines and Connie and Roy Brand.

Credit lines for Chihuly Across Florida

Accredited by the American Association of Museums, the Orlando Museum of Art (OMA) is supported by earned income and sponsored in part by United Arts of Central Florida, the Council of 101, the State of Florida, Department of State, Division of Cultural Affairs and the Florida Arts Council, and the National Endowment for the Arts, donations from individuals, corporations, and foundations, and the OMA's Partners in Excellence.

• • •



Left to Right: PAEA Board members - Liz Meyer, Sue Froemming, Dana Smalley, Linda Crawley and Eileen Iaccobucci
 Missing: Barb Jamieson, Linda Wallen and Mary Beth McElroy

Collier County Art Teachers Association



President - Mary Goetz
 Past President - Joanne Rose
 President-Elect - Patti Burkhardt
 Treasurer - Deborah Roe
 Technology Chairperson - Jeanne Chalmers

CCATA exhibits and events:

- On going exhibits
- East Naples Medical Center
- Suncoast Schools Federal Credit Union (2)
- Golden Gate Estates Public Library
- Golden Gate Public Library
- Golden Gate Pediatrics
- Marion E. Fether Medical Center
- Golden Gate Dental Practice
- Creekside Pediatrics
- CCPA Administrative Center
- Naples Community Hospital
- Profession Development Center

YAM Exhibit - Coastland Mall
 K-12 Fall Exhibit - Coastland Mall
 Superintendent's Exhibit - CCPA Administrative Center
 State and local Fair
 Spring Arts Festival - Gulfcoast High School
 Paint to Music - Naples Museum of Art/Philharmonic

We have bi-annual art articulation meetings during the school day for the middle and high school teachers.

Teachers participate in:

- Collier health Services Holiday Card Contest
- Keep Collier County Beautiful calendar contest

We have bi-annual art articulation meetings during the school day for the middle and high school teachers.

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Pinellas Art Education Association

Shown here at the recent Chihuly exhibit reception sponsored by PAEA, at the Museum of Fine Arts in St. Petersburg, are some of our hard-working board members. PAEA has sponsored /hosted numerous artistic venues throughout the course of the year, including:

- Student Scholarships K-12
- Art Exhibit Receptions for students and instructors
- Financial help for FAEA, NAEA
- Conference Attendance
- Hands-on-Workshops
- Conference Sharing Sessions
- T-Shirt Sales
- ACE Representation



These are just a few of the ways PAEA stays involved in the arts and brings art education to our community. Visit us at <http://www.pinellasarted.org>



STUDENTS LOVE CHIHULY

By Connie Phillips

Photos by Jack Calbeck

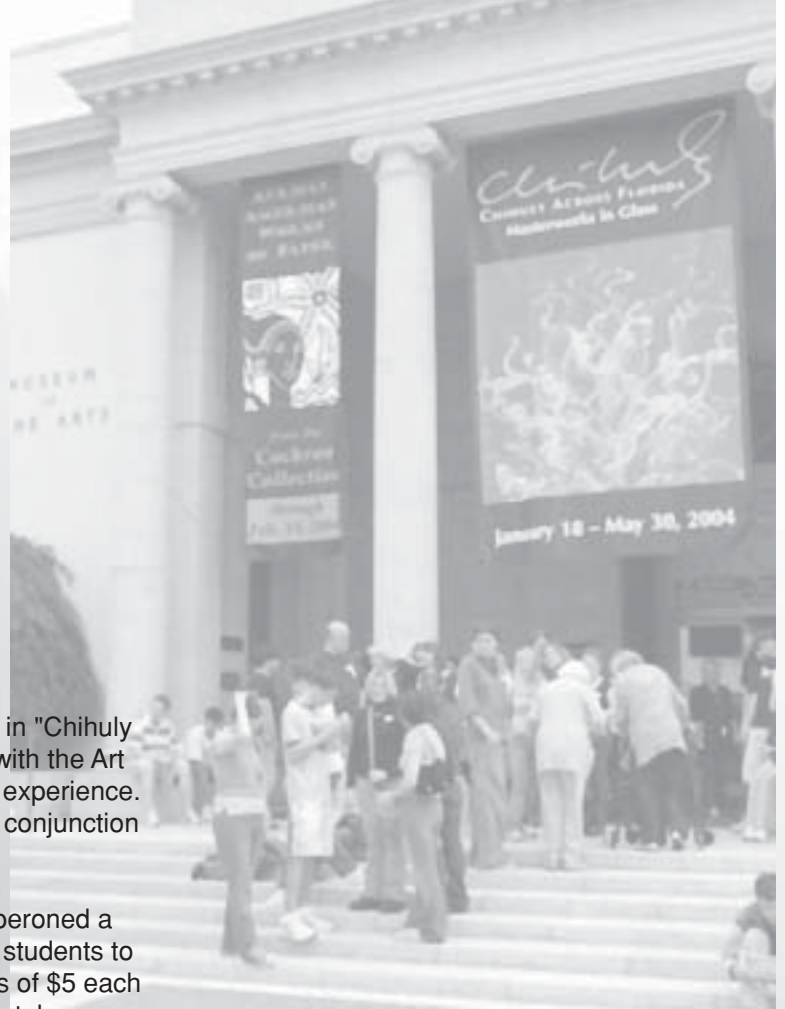
The St. Petersburg Museum of Fine Art recently participated in "Chihuly Across Florida." The Museum of Fine Art also collaborated with the Art Center in downtown St. Petersburg to create an educational experience. The Art Center was hosting glass blowing demonstrations in conjunction with the Chihuly exhibit.

David Brown, Jack Calbeck, Alicia Sumner, and myself, chaperoned a bus load of over 40 of our Lecanto School of Art high school students to see Chihuly. The Museum of Fine Art gave us students rates of \$5 each and provided us with docents and allowed photographs to be taken (without flash). The Art Center admitted us for \$1 each, and provided lesson plans to incorporate the experience into the classroom.

What a magnificent experience for our students to see the Chihuly exhibit and the glass blowing demonstration. It answered many questions about what they had seen, and gave a new appreciation for the work.

...

Lecanto students and teachers observing the glassblowing demonstration



Glassblowing demonstration at the Art Center of St. Petersburg

Partners In the Arts Event

By Peggy Nolan

**K 12 Art Drama Resource Teacher
Brevard County**



Students studying the Persian Ceiling, Museum of Fine Arts, St. Petersburg



BCA's Cultural Arts Advisory Network (CAAN) held its Partners in the Arts event at the Holiday Inn Express (Space Coast Convention Center) in Cocoa, FL. Brevard Schools honored Dr. Clare Loveridge-Putnam and Mr. Steve E. Sockbeson of Harris Corporation. Kay Burke, BCA president, welcomed everyone and introduced the many city officials and school board members present. Kay reiterated the sentiments of the "complete gratitude" we have for those who support and foster the arts in Brevard County. Dr. Clare Loveridge-Putnam has been a teacher for over 30 years in Brevard. She was the Apple Core volunteer coordinator during her position as the K-12 Art Resource Teacher. In the late 80's and early 90's, Dr. Loveridge-Putnam was responsible for the existence of the DBAE process used in art classes in Brevard County today. Dr. Loveridge-Putnam has shared her expertise and advocacy ideas with University of Central Florida students as well as Brevard teachers with whom she has touched.

Mr. Steve Sockbeson represents Harris Corporation which supports monetarily and physically the Science Art Fair and Awards event in the south area of Brevard county every April. Many students who work diligently all year receive Science and Art awards, ribbons, certificates and plaques for their efforts. Thanks to Mr. Sockbeson and Harris Corp.



Dr. Clare Loveridge-Putnam, honoree

Dr. Clare Loveridge-Putnam, Honoree
Kay Burke, President of Brevard Cultural Alliance

...

Harrison Center for the Arts

Where Students Reach for the Stars!

In 1985, Polk County Schools created a Task Force on Gifted Education to look at the needs of gifted students within the district. The Task Force recommended the definition of gifted be expanded to include talented students in the visual and performing arts. A survey of parents in the following year showed overwhelming support for the formation of an arts high school to serve talented visual and performing arts students.

Harrison Center for the Arts opened its doors for grades nine through twelve in 1989 to help students "reach for the stars." The school began with a population of 135 students and now serves a population of 360. It is a fully accredited school located on the campus of Lakeland Senior High School where students are dually enrolled for their academic courses. The \$2.8 million arts building was completed in 1990. It houses a 650 seat theatre, dance studio, orchestra pit, art gallery, sculpture studio, set design facility, and administrative offices.



In the visual arts, Harrison offers an intensive training where students develop their skills through technique classes offered by instructors and visiting artists as well as gallery shows. Students are encouraged to explore and develop their personal voices and visions about their art work. The instructors are a diverse group of professional artists and educators. The current visual arts faculty members are Rocky Bridges, Karen DeMichael and Joe Mitchell.

The visual arts program has 64 students enrolled. Most of these students have attended Harrison since the ninth grade. This small number of students allows the faculty members to team-teach a number of courses and meet the needs of individual students. One key aspect in the success of Harrison students is the small community of students and the personal interaction among students, parents and faculty.

Admission to Harrison is by audition. Students present a portfolio of work and participate in three timed drawing exercises that are proctored by the faculty and district personnel. Each exercise is then rated on a scale by the instructors and the district visual arts resource specialist. Student selection for admission is based on the timed exercises and portfolios.

Students must enter as well as maintain a 2.0 GPA to remain at Harrison. Although that is the minimum GPA required, most students complete their education with a much higher GPA. Harrison is a leader in SAT scores and FCAT testing in the district and has students who are National Merit Scholars.

The visual arts, with the exception of sculpture, are taught on location at the Polk Museum of Art, which is located approximately .5 mile from the LHS campus. A bus provides transportation from the campus to the museum each day. As students arrive for class, they must walk through the halls of the museum which are hung with rotating shows. Harrison operates on a four-period day so



ninth and tenth graders spend 90 minutes in the morning at the museum in foundation courses; juniors and seniors take advanced courses in the afternoon for three hours.

The Polk County School Board pays the museum for the use of the facilities which include two classrooms and a student gallery. The student gallery is unique in that it is on the main floor of the museum and looks just like the other two galleries that house professional work. There are six adjudicated art shows throughout the year for the school system. The school district is responsible for matting and hanging the work, providing a catalog for each show, and sending invitations to parents.

One show is devoted entirely to Harrison students. Each show has an opening reception sponsored by the museum. The reception is usually well attended by school board members, county officials, parents, and students. Although no awards are given, the museum purchases a piece of student work from each show to add to their permanent student collection. This collection is loaned out as a teaching tool for local businesses and organizations.



Advanced Placement courses begin in the tenth grade for all students. AP Art History will be offered for the first time next year. This year Harrison was commended by the College Board for their extraordinary student performance in Advanced Placement Studio Art. A senior, Lauren Fattal is represented on the 2003 - 04 poster. Leif Langford, a junior, is one of 30 students (including the 15 on the poster) who have work in the National Exhibit. Stephon Russell and Lauren Fattal have work represented in the slide sets that are produced for teacher workshops and for sale. Lauren and Caitlin Norgard have work represented on the website, AP Central.

The Primary Test Specialist for AP Studio Art wrote in a letter to Harrison's principal, Craig Collins, "to have 5 students, one with multiple projects is rare. Another factor that makes this so impressive is the student's work is all individual and distinctive: it's obvious that your program is exemplary in that each student is developing his or her own vision."

As the Harrison Visual Arts program has grown so have its accomplishments. Students have received over one million dollars in scholarships through the years. San Francisco Art Institute has established a partnership scholarship worth \$40,000 which is given each year to a Harrison student selected by the visual art faculty. Harrison students have accepted scholarships from Cooper Union, Rhode Island School of Design, Chicago Art Institute, San Francisco School of Art, Ringling and to other schools throughout the United States. Harrison continues its tradition of preparing talented visual arts students to *Reach for the Stars!*

**THE KENNEDY CENTER ALLIANCE FOR ARTS EDUCATION NETWORK
AND NATIONAL SCHOOL BOARDS ASSOCIATION
ANNOUNCE RECIPIENTS OF**

THE 2004 SCHOOL BOARD AWARDS

**COBRE BOARD OF EDUCATION. COBRE CONSOLIDATED SCHOOL DISTRICT
BAYARD. NEW MEXICO**

and

**THE SCHOOL BOARD OF SARASOTA COUNTY. FLORIDA. SARASOTA COUNTY SCHOOL DISTRICT
SARASOTA. FLORIDA**

WASHINGTON, D.C., March 30, 2004

The John F. Kennedy Center for the Performing Arts today announced that the Cobre Board of Education, Cobre Consolidated School District from Bayard, New Mexico and the School Board of Sarasota County, Sarasota County School District, from Sarasota, Florida, have been chosen to receive the 16th annual Kennedy Center Alliance for Arts Education Network (KCAAEN) and National School Boards Association (NSBA) Award. The districts were singled out for their outstanding support of high-quality arts education. School boards were nominated by KCAAEN state Alliances for Arts Education and state school board associations. The award was presented on March 30, 2004 at the National School Board Association's annual conference in Orlando, Florida. Since 1989, this prestigious award has nationally recognized 35 school boards in 23 states for their support of arts education.

In announcing this year's winner, Derek E. Gordon, Senior Vice President of the Kennedy Center, said *"This year's winners reflect an extraordinary commitment on the part of these two school boards, one small district in a rural community and one large and diverse district, to providing opportunities for their students to study the arts as part of a comprehensive education. We are proud to acknowledge their outstanding work in partnership with the National School Board Association."*

A national review panel is convened to select the school district that receives the honor each year. School districts selected for this national honor must demonstrate support for all four artistic disciplines in their arts education program including visual arts, music, theater and dance. Instruction and programming must also be available for all students throughout the district. The ways in which the school district develops collaborative partnerships with the cultural resources available in the community is also an important consideration in reviewing nominations.

***Cobre Consolidated School District,
Bayard, New Mexico***

The Cobre Board of Education of Cobre Consolidated School District serves approximately 1,600 students in the district's six schools. The district is located in Southwest New Mexico's Grant County, where the population is located mostly in three villages: Bayard (population 2,500), Hurley (2,000) and Santa Clara (1,500) and the surrounding rural areas of Arenas Valley, Fort Bayard and San Lorenzo. The Board provides strong financial support for the arts, allocating 3.5% of the total annual budget and 6.8% of the total instructional budget to its arts education programs. The Board employs eight full-time and 19 part-time arts teachers.

"This year's winners reflect an extraordinary commitment on the part of these two school boards, one small district in a rural community and one large and diverse district, to providing opportunities for their students to study the arts as part of a comprehensive education. We are proud to acknowledge their outstanding work in partnership with the National School Board Association."

Derek E. Gordon,
Senior Vice President of the Kennedy Center

The fine arts program is integrated into the district's curriculum and instruction, and is aligned with the New Mexico Content Standards and Benchmarks. All elementary school students have required art and music each week with dance integrated into physical education and drama integrated into the language arts curriculum. Middle and High School students study art, music, drama, guitar, band, chorus, piano, mariachi and ballet folklorico. Approximately half of the high school's 514 students are involved in the arts through classes during the school day. Through a 21st Century Community Learning Center grant, after-school fine arts programs provide expanded opportunities in the arts for all students.

The district's programs provide the only opportunity for young people in this area to experience the arts. High levels of unemployment and poverty, language barriers and lack of education are extensive challenges for this community, which provides universal free/reduced lunch to all of the district's students. The district provides instruments, supplies, uniforms and travel expenses for any student in need of financial assistance so all students may participate in any of the arts programs.

Through partnerships with the Mimbres Region Arts Council and the Community Concert Association, students have the opportunity to experience live performances. Central Elementary School has a partnership with the American Dance Institute of New Mexico to provide dance instruction for grades 3-5 each Fall. The board was effective in gaining community support for building the Cobre Performing Arts Center where students, community artists and touring groups perform.

The district has been part of the Kennedy Center Partners in Education program for three years. Through this partnership, the board of education supports staff professional development to support arts integration throughout the curriculum. By working with Kennedy Center teaching artists, local and regional artists are also provided with the opportunity to develop their teaching skills in the arts. Classroom teachers and district administrators participate in professional development along with the teaching artists so that all staff can support arts integration throughout the district.

Sarasota County School District, Sarasota, Florida

The School Board of Sarasota County, Florida has identified significant resources for its arts education program, which serves more than 39,000 students in the district's 35 schools. The district is located on the west coast of Florida and covers 572 square miles. Individual school budgets for arts staffing, materials and supplies range from 4-13% across the district. The Board employs 137 full and part-time arts teachers in addition to a

full-time Fine Arts Program Specialist. It is especially noteworthy that 23 new faculty positions were added in this school year.

Music and art instruction are required in all elementary schools with additional opportunities for studying dance and drama. Middle school students are required to take music or art and have additional opportunities to choose additional arts electives including theater and dance. High school students are required to take .5 credit in visual or performing arts to meet state graduation requirements. The district's arts curriculum offerings are varied, including dance, instrumental and vocal music, theater, visual arts and TV/media. Band and chorus are included in every middle and high school curriculum and many schools also have orchestra and jazz band programs. A wide-range of visual art electives are also available. The arts are included within several of the district's specialized high schools. For the past 20 years, Booker High School has attracted students from across the county to its visual and performing arts magnet program. Riverview High School Music Program has been among the four Music Demonstration High Schools in Florida for nine years. Venice High School Graphics Arts Academy, a five-year old program, works in partnership with the Ringling School of Art and Design. North Port High School features an academy on future careers in arts and communication, created in partnership with the City of North Port.

The Sarasota County School Board has developed an exemplary partnership with the arts community called the Community/Schools Partnership for the Arts. Through this collaboration, a vision for a comprehensive arts education program has been implemented in the district. The district works closely with the Sarasota area's extensive cultural community to connect the resources of arts organizations to the curriculum. Van Wezel Performing Arts Hall and the Sarasota Board of Education have been part of the Kennedy Center Partners in Education program since 1997. Through this partnership, professional development workshops for teachers in arts and arts integration aligned with the curriculum are provided at Van Wezel and at school sites. The district's educational field trips feature school time performances at Van Wezel. Florida Studio Theatre offers playwriting workshops for teachers and students who submit original plays to a playwriting festival each spring. Florida West Coast Symphony Orchestra, Sarasota Opera and Venice Symphony all provide concerts for district students, along with resources that help teachers connect these experiences with the curriculum. The new JazzLinks Project, funded through local foundation grants and the Jazz Club of Sarasota, links the study of African American history and jazz/ music for fifth grade dance classes.



The Kennedy Center Education Department

The Kennedy Center has established one of the most extensive arts education programs in the world—reaching more than 11 million people across the nation each year. Young people, teachers, families, and the general public take part in innovative and effective education programs initiated by the Center, including performances; distance learning and Internet based programs; professional development opportunities; dance, theater, and music residencies; courses and classes in the performing arts, and competitions for young actors and musicians. The Kennedy Center's Education Department is committed to promoting higher standards for national performing arts education programs and policy.

Kennedy Center Alliance for Arts Education Network

The Kennedy Center Alliance for Arts Education Network (KCAAEN) is a coalition of statewide, non-profit organizations working in partnership with the Kennedy Center to support policies, practices, and partnerships to ensure that the arts are a critical and essential part of American education. The KCAAEN is a component of the Kennedy Center Education Department.

National School Boards Association

Founded in 1940, NSBA is a not-for-profit federation of associations of school boards across the United States. NSBA represents the nation's 95,000 school board members that govern 14,890 local school districts serving the nation's more than 47 million public school students. Virtually all school board members are elected, the rest are appointed by elected officials.

• • •



Sarasota Art Education Association

President - Charlotte Smith
Past President - Debra Markley

2004-2005 Teachers of the Year

Debra Markley - Brookside Middle
Joanna Davis - Garden Elementary School
Barb Sirpilla - Venice Elementary School

Workshops and Inservice opportunities:

- Foreign Travel Opportunities
- The Raku process
- Local art material suppliers: new medium and techniques
- Oil Painting techniques
- Stained Glass Techniques
- Glass Fusing process
- Dreammakers workshop: connecting literacy, reading, and art.
- Sculpture Clay Techniques with Phil Gianni, from Art and Frame
- New Clay Materials, Artist Junction
- Felting Techniques with Tamara Teeter
- Card Mania Party

Fieldtrip:

Dale Chilhuly exhibit at the St. Petersburg Museum of Fine Arts.

Provide Student Art Show Opportunities at:

- Sarasota Arts Day; This is a huge arts event, with performers, art demonstrations, hands-on art activities, and art exhibits.
- SAEA sponsored a booth for young people, having them create "Art on a Stick". Artwork was displayed on panels from each school.
- Sarasota Square Mall
- Annual Spring Art Shows (North and South County) All



Charlotte Smith, SAEA President

public school art teachers submit work for display and awards.

Provide students with Community Service Opportunities:

- Evening of Excellence
- Empty Bowls - Clay bowls are created by students, then donated to the event. Soup is provided by local restaurants, and people buy the bowls and take them home after eating their soup. All the money is donated to help the hungry in our community. Over \$30,000 was earned for the hungry.

Grants received by art teachers in 2003-04:

Building Block Grant \$1,200.00:

"The Fused Class" Debra Markley, Art 6-8

"Every Picture Tells a Story" Monica Brown, Art 6-8

Installation Project *"Building School Spirit"* Paula McCarthy, Art K-5

"Milagro Magnets: Sticking to Hope" Barbara Sirpilla, Art K-5

Edge of Excellence Grants:

- Donna Smith
- Deborah Herbert
- Joanna Davis
- Bradley McMurray
- Monica Brown
- Reva Levy
- Lisa Jodwalis
- Judy Lyon
- Jackie Henson-Dacey

Weller Grant:

- Georgann Nugent

SAEA provides two \$25.00 Scholarships to Graduating Seniors

Publications:

Drawn to Art is a news letter publicizing community involvement in the classroom. This news letter is distributed to students, families, administration, community business partners, and arts organizations.

Art Teachers who are National Board Certified:

- Jan Davis
- Jackie Henson-Dacey
- Monica Brown
- Bradley McMurray
- Melanie McMurray

• • •



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FAEA Conference

OCTOBER 14-17, 2004

St. Petersburg Hilton. St. Petersburg. Florida

800-944-5500

Make your reservations early: Ask for the FAEA \$99.00 room rate which will give you free valet parking during the conference.

Make your plans to attend the 2004 FAEA Conference in St. Petersburg. St. Petersburg is the cultural hub of central Florida. With six museums, scores of galleries and an active arts community, St. Petersburg offers visitors a wide variety of cultural activities.

Conference Highlights

Christopher M. Still-Keynote speaker
Christopher is a native Floridian who received a full scholarship through the Scholastic Art Awards to the Pennsylvania Academy of Fine Arts. He continued his studies with courses in human anatomy at Jefferson Medical School and apprenticeship in traditional techniques in Florence, Italy.

Chris has earned awards for outstanding accomplishment in painting, a European Travel Fellowship, and the Pennsylvania Governor's Award for outstanding accomplishment in Fine Art. Christopher returned to Tampa Bay in 1986 to explore his home state through his art with "the new eyes he had received through education." His paintings can be found in museums and private collections including the Governor's Mansion of Florida and the Smithsonian Institution. Most recently, he was commissioned by the Florida House of Representatives to create ten murals that depict Florida's historic and natural beauty. A teacher's resource guide and CD Rom will be distributed to all schools in the state of Florida about these murals. Don't miss Christopher's presentation about creating the history of Florida through the eyes of an artist.

Museums and Galleries

Tour the Salvador Dali Museum, Museum of Fine Arts, Florida Craftsmen Gallery, Florida Holocaust Museum,



Palm Dream

Artist: Janet Pryczynski
Selection from the 2003 Members Juried Exhibition

Florida International Museum, The Arts Center and Gulf Coast Museum of Art.

Local Professional Artist Workshops

The Arts Center in St. Petersburg is a state of the art gallery and education center. The Art Center will host a day of professional level workshops in their workshop and studio space.

FAEA Juried Show and Reception

The Gulf Coast Museum of Art will host the 2004 FAEA juried exhibition. As a visual arts institution, the Gulf Coast Museum of Art is committed to collecting, interpreting, preserving, and exhibiting fine art. The Museum collecting focus is contemporary Florida art from 1960 forward and American fine crafts, primarily from the 12 Southeastern United States.



Sue Froemming
2004 Conference Chair
727-588-6057
727-588-5176 fax
Sue_Froemming@places.pcsb.org

House of Representatives Mural Project

Florida History through Art

by Patricia Miles

This is to give an overview of a project that has been developed for the House of Representatives Mural Project (www.christopherstill.com). This project involves a commentary video, instructional materials, a hard copy curriculum, and a suggested list of resource materials on a CD-Rom. Also included, information about a website that has information about the murals. It will be made available to every public school in the State of Florida.

Susan Rosoff, Education Director of the Orlando Museum of Art, invited me to participate in this project last summer. It involves ACE/FAAE, Linda Johnson, art teacher, Deer Lake Middle School, Tallahassee, as well as two Social Studies representatives, John Boyd of Osceola County and Stacy Skinner of Orange County, two Reading/Language Arts representatives, Susan Harris, Leon County and Debi Rice, Leon County. June Hinckley serves as the Project's Liaison along with the DOE Social Studies Specialist, Ralph Ricardo. House Speaker Johnny Byrd, his wife Melanie, and James Thrasher spear-headed the Project with assistance from Commissioner of Education James Horne and the House of Representatives Leadership.

This mural project is an extraordinary gift from a young man. Christopher Still, who is a product of Florida's public school system, attended high school art classes in Pinellas County, and then attended art school in Pennsylvania. After graduating from college, he went to Florence, Italy to further his education in classical art. When he returned home, he established himself in a studio in Tarpon Springs, and continues to work there. He was selected by an Art in Public Places committee to research and paint a series of historical murals that



Artist Christopher Still, at work in his studio

are currently installed in the Chambers of the House of Representatives in Tallahassee. You have to see them to really experience his overwhelming commitment to this Project. It truly is a gift to the state of Florida!

Teachers and students are invited to go on-line to see the Project, analyzing each mural along with the intricate legend that accompanies it that describes the artifacts and subjects selected to represent that era in that particular mural of Florida History. Then, perhaps students will be encouraged to use the information as a catalyst to begin their own investigation into their local history and determine a way to encapsulate and record it for their community to enjoy. Field trips can even be arranged so that those who can manage to go to Tallahassee can observe the murals firsthand, to really capture the essence of Christopher Still's many years of research and hard work.

The curriculum will be showcased at the Florida Art Education Association's Conference in October 2004 in Pinellas County. Workshops will be held that will assist you in your endeavors to involve the information in your classrooms and school communities. Susan, Linda and I cannot wait to see you there in October 2004, and share all this great stuff with you!



Banana Leaves

Artist: Larry Hoshaw



Cayman Brac Fishing

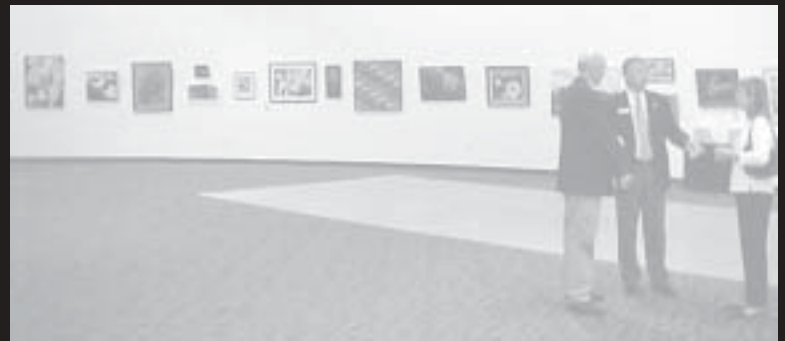
Artist: Laura Hunter Null



My Little Asian Dream

Artist: JacQuie Hoblit

Selections from the 2003 FAEA MEMBERS JURIED EXHIBITION





Mother Nest #6

Artist: William Buchanan



River Trail

Artist: Nancy Dillon



Swing Chairs 1

Artist: Brenda Dalton

• Gallery Opening & Reception sponsored by the Ringling School of Art and Design



The Art of Assessing Student Art

WRITER: AMY PATTERSON-NEUBERT

Reprinted with the permission of the Purdue News Service

WEST LAFAYETTE, Ind. – Art teachers need to look at their students' work with more of an artist's eye, says a Purdue University professor.

Robert Sabol, associate professor of art and design, says even though most art teachers are trained to assess and evaluate high school students' work, the criteria they use are different from those used by professional artists.

For example, artists place a greater emphasis on the overall development and progression of their work, Sabol says. In comparison, teachers often grade based on an individual assignment, unit or course, instead of considering the overall artistic development of the student.

"We also need to make sure that teachers in today's art classrooms are capable of evaluating new artistic formats," says Sabol, who was a public school elementary art teacher for 23 years before earning his doctorate. "We need to bring teachers in line with professional artists' expectations. If students, especially at the high school level, are to learn what is expected of professional artists, then the teachers' assessment methods need to be more compatible with the artists' criteria and priorities."

The results of Sabol's study are published in a book, "Assessing Expressive Learning." The book, priced at \$45, was published by Lawrence Earlbaum Associates Inc., in 2003. Sabol co-wrote the book with Charles M. Dorn, of Florida State University; and Stanley S. Madeja, of Northern Illinois University. The research was funded by the National Endowment for the Arts and the National Art Education Foundation.

Sabol's team measured the attitudes of 59 Florida, Indiana and Illinois art teachers, as well as 472 students. Fifty artists, such as painters, architects, sculptors, print makers and photographers, in Indiana and Florida, also completed the survey. In addition to the study, workshops were offered for these art teachers to learn how to create and evaluate electronic portfolios, as well as how to teach their students to create them. Electronic portfolios are rapidly replacing more traditional portfolios containing slides or actual works of art, Sabol says.

Ever since learning in visual arts programs in public education first was assessed in 1974 by Congress through the National Assessment of Educational Progress, there has been a lack of uniform assessment standards, guidelines and procedures, Sabol says. Because of the lack of national standards in the past, assessment of student learning in art programs was given little attention by art teachers and administrators.

After publication of visual arts national curriculum standards in 1994, assessment began to gather importance in art classrooms. With today's increased focus on assessment in art education programming, the importance of art education in American schools has dramatically risen, Sabol says.

Establishing learning assessment practices and standards is challenging, Sabol says. Without guidance and appropriate professional development opportunities, some teachers learn assessment practices and standards by trial and error, which often results in poorly structured, ill-conceived and uncoordinated assessment programs, Sabol says.

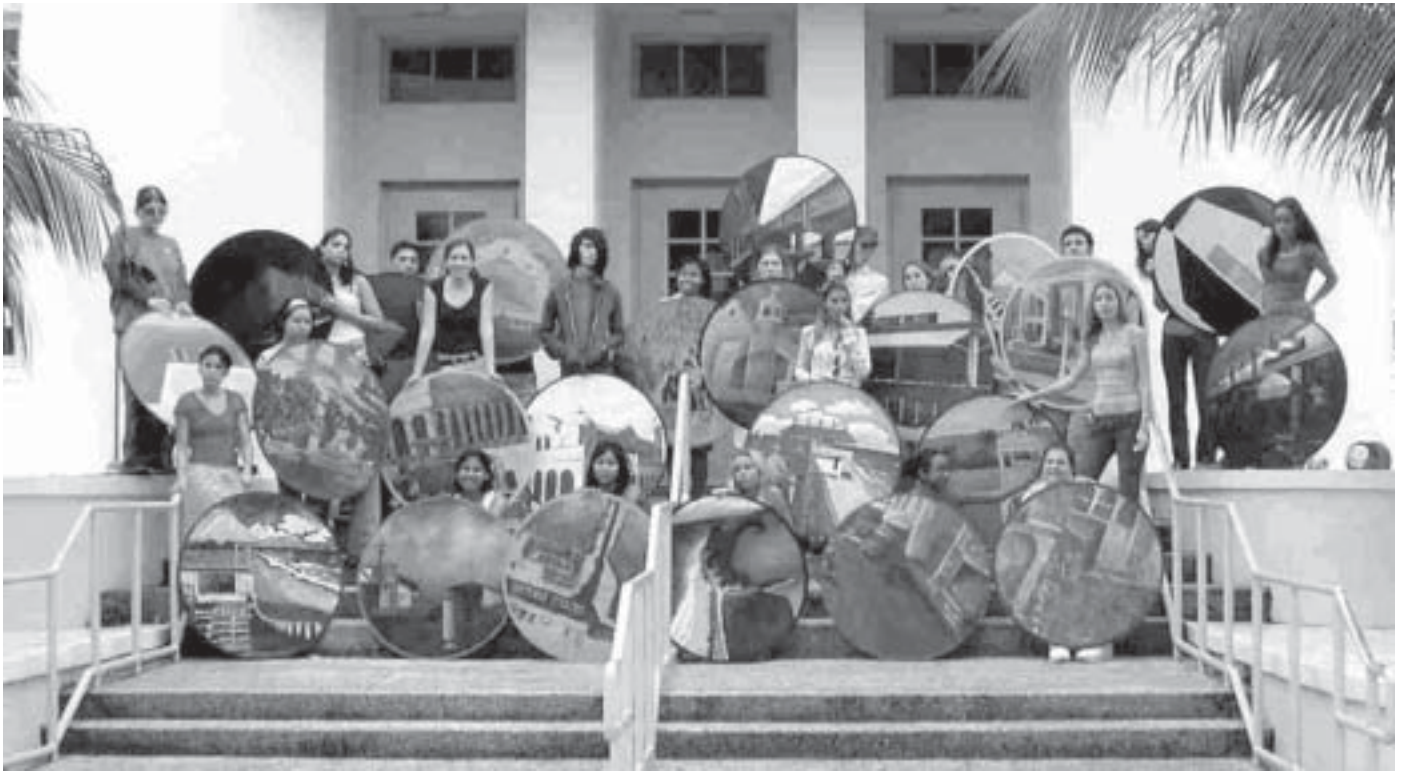
"Art teachers also need to be aware that there are opportunities to learn how to better evaluate artwork and take advantage of those opportunities," Sabol says. "Teachers need to ask their school districts to host in-house workshops or to be given professional credit for taking assessment courses".

"If students are to fully understand what art is about, how it is created and how it is evaluated, then art teachers have to take into account how art historians, art critics and aestheticians, and artists answer these questions."

Writer: Amy Patterson-Neubert, (765) 494-9723, apatterson@purdue.edu
Source: Robert Sabol, (765) 496-2957, BSabol@sla.purdue.edu
Purdue News Service, (765) 494-2096, purdueews@purdue.edu



Robert Sabol, Purdue University associate professor of art and design, says art teachers need to start evaluating their students' artwork more broadly to include criteria more like those used by artists. Sabol, who was a public school elementary art teacher for 23 years, teamed with researchers at Florida State University and Northern Illinois University to study teacher, student and artist attitudes in evaluating art. The results of the study are published in the book "Assessing Expressive Learning." (*Purdue News Service photo/David Umberger*)



ICA OVERSEES NEW PUBLIC ART PROJECT FOR THE LUCERNE

Dreyfoos Students Design and Execute Degrees of Expression In Lake Worth

Instead of thinking outside the box, students at the Alexander W. Dreyfoos, Jr. School of the Arts in West Palm Beach are painting inside the circle for a public art project in Lake Worth. The project is under the direction and supervision of the Palm Beach Institute of Contemporary Art in conjunction with a new condominium project, The Lucerne, located across the street from the museum in Downtown Lake Worth.

Kara Walker-Tome, director of education for PBICA, selected the School of the Arts as a partner and presented the public art project to students in the advanced painting class. With the students, she discussed the nature and characteristics of public art, the history of the city of Lake Worth, and the specifics of the Lucerne site. The class then decided to use historical postcards of Lake Worth as inspiration for the abstract paintings that will express their vision of a local contemporary city. The Lucerne's logo incorporates a circular symbol and the students decided to use that symbol as well, by executing their paintings on 3-foot circles of wood — hence the concept of Degrees of Expression in Lake Worth.

The paintings were unveiled in conjunction with the opening of the Lucerne's sales office at 531 Lake Ave. The students, their teachers and art instructors, local dignitaries and management of Palm Beach ICA, will be on hand for the unveiling. Until construction begins on the Lucerne, the round paintings will be on display at several businesses in Lake Worth. They will then be displayed on the Lucerne's construction fence for approximately one year from the start of construction, scheduled to begin in the spring of 2004.

This collaboration between business, the arts and education reflects a growing trend across the country," says Michael Rush, Director of PBICA. "As businesses recognize that the arts enhance productivity and provide aesthetic appeal, those in the art world are recognizing the value that business can bring, both in financial support and exposure to their mission. We welcome the Lucerne to Downtown Lake Worth, and look forward to solidifying an on-going relationship between the project and PBICA for the future." "We are delighted that PBICA and students at the Alexander J. Dreyfoos, Jr. School of

the Arts are collaborating to provide the Lucerne with such an exciting project.” reported Gary Koolik of the Lucerne LLC, one of the Lucerne developers. “The student art project will reflect our commitment to the community. We are proud to feature the contemporary art statements of these students at our sales office opening, and we’re certain that the art will provide a creative vision of both the Lucerne and the future of Lake Worth.”

The sales center for the project will be open on-site at 531 Lake Avenue, Lake Worth, after the festivities on October 29. More information on the Lucerne may be obtained by calling (561) 883-1850, or at www.thelucerne.com

Palm Beach Institute of Contemporary Art was founded on the premise that contemporary art is a vital means of understanding our culture and ourselves. Thus, PBICA is dedicated to the art of our time. As a fundamentally educational institution, it is committed to understanding and communicating what the art of our time means to diverse local and international constituencies, to educating the public on what is on the minds of contemporary artists today, and to furthering the awareness and appreciation of contemporary art.

More information on the public art project for the Lucerne may be obtained by calling Kara Walker-Tome at (561) 582-0006 ext. 1016.

The Palm Beach Institute of Contemporary Art is located at 601 Lake Avenue in Downtown Lake Worth. Hours are Tuesday through Sunday from noon until 6 PM. The museum is open until 8 PM on the first and third Friday of the month and admission is free between 5 PM and 8 PM. Regular admission is \$3 for adults and \$2 for seniors and students. Children 12 and under are free. For more information, please call (561) 582-0006 or visit www.palmbeachica.org.

The exhibitions and programs at PBICA are generously supported by Robert and Mary Montgomery.

PBICA CONTACT: Paula Matthews
Info@palmbeachica.org
(561) 582-0006 ext. 0
www.palmbeachica.org

LUCERNE CONTACT: Jackie Slatkow
SlatkowPR@aol.com
(561) 278-0850
www.thelucerne.com

FOOD FOR . . .

THROW OUT ALL THE NON-ESSENTIAL NUMBERS.
THIS INCLUDES AGE, WEIGHT AND HEIGHT.
LET THE DOCTOR WORRY ABOUT THEM — THAT IS WHY YOU PAY HIM.

KEEP ONLY CHEERFUL FRIENDS.
THE GROUCHES PULL YOU DOWN.
IF YOU REALLY NEED A GROUCH, THERE ARE PROBABLY A FEW OF YOUR RELATIVES TO DO THE JOB.

KEEP LEARNING.
LEARN MORE ABOUT THE COMPUTER, CRAFTS, GARDENING, WHATEVER.
JUST NEVER LET YOUR BRAIN IDLE.

LAUGH OFTEN, LONG AND LOUD.
LAUGH UNTIL YOU GASP FOR BREATH.
LAUGH SO MUCH THAT YOU CAN BE TRACKED IN THE STORE BY YOUR DISTINCTIVE LAUGHTER.

THE TEARS HAPPEN.
ENDURE, GRIEVE, AND MOVE ON.
THE ONLY PERSON WHO IS WITH YOU YOUR ENTIRE LIFE IS YOURSELF.

SURROUND YOURSELF WITH WHAT YOU LOVE, WHETHER IT IS FAMILY, PETS, ART, KEEPSAKES, MUSIC, PLANTS, HOBBIES, WHATEVER.
YOUR HOME IS YOUR REFUGE.

CHERISH YOUR HEALTH.
IF IT IS GOOD — PRESERVE IT.
IF IT IS UNSTABLE — IMPROVE IT.
IF IT IS BEYOND WHAT YOU CAN IMPROVE — GET HELP.

DON'T TAKE QUILT TRIPS.
GO TO THE MALL, THE NEXT COUNTY, A FOREIGN COUNTRY ... BUT NOT TO QUILT.

TELL THE PEOPLE YOU LOVE THAT YOU LOVE THEM, AT EVERY OPPORTUNITY.

AND REMEMBER THAT LIFE IS NOT MEASURED BY THE NUMBER OF BREATHS WE TAKE ...
BUT BY THE MOMENTS THAT TAKE OUR BREATH AWAY!

. . .

*Eye halve a spelling checker,
It came with my PC.
Its plane and marks four my revue,
Mistakes I cannot sea.*

*Aye ran this poem threw it,
I'm sure your please too no;
Its letter perfect in it's weigh,
My checker tolled me sew.*

Makers are NOT Breakers!

John Walsh and The Motorcycle Community

SUPPORT ART FOR KIDS

**Jennifer Coolidge, Executive Director
The DeLand Museum of Art**

Reprinted with permission from The DeLand-Deltona Beacon newspaper.

I have heard it from more than one art teacher and artist working with children that if you teach children to make something with their hands, they can translate that experience into making something of their lives. When young people participate in art, they learn discipline and to respect the process that goes into making art, therefore they are more respectful of things that are made, people that make them, the community that is made by people and most of all themselves. "Makers are not breakers".

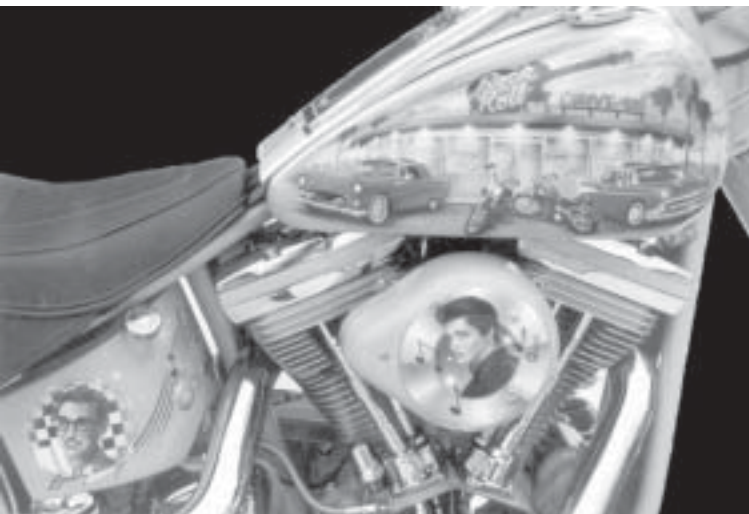
Perhaps, this was the philosophy behind John Walsh of *America's Most Wanted* with his gift and appearance to The DeLand Museum of Art's recent Art of Chrome and Leather fund-raising events. John Walsh became interested in The DeLand Museum of Art through an introduction by Museum Vice President, Michael Fronk. Fronk brought Walsh to see The Art of Chrome and Leather exhibition of Chris Cruz's intricately painted motorcycles currently on display at the Museum.

Walsh learned of the story behind DeLand's own internationally known "airbrush wizard" Chris Cruz. Chris Cruz, a native of Quezonc, Philippines came to



911 Fairing

Chris Cruz, Artist



Rock n Roll Bike

Chris Cruz, Artist

the US with his father who was an architect turned mural painter and mechanic pursuing his love of motorcycles. Although his father influenced him in art and shared his love of motorcycles, it was his art teachers that mentored him and cultivated his life long study in art. "My teacher in grade school had us draw trees. I just knew how to draw a tree with branches and stems and filled it with details which surprised my teacher Mrs. Holt at St. James Catholic Church," Cruz said. Cruz's art has been about the details ever since. In middle school, Chris would become involved in any extra credit project that involved art. Chris later went to Buckingham County High where he met his mentor and art teacher John Mogle.

"Mr. Mogle was a mentor to me. He taught me fine art, different types of media and the airbrush. Under his instruction, I learned perspective, the basics of art and to appreciate the great masters and works of art," states Cruz. Mogle also taught at the local community college where Chris continued his studies. With the help of Mr. Mogle, Chris began to take on commissioned portraits. The commis-

sions began as pencil works then pastel and later as oil paintings. Following community college, Cruz supplemented his income with doing sign painting, truck lettering and continued the portrait commissions until those jobs eventually led to his work custom painting on motorcycles.

Everyone needs a Mr. Mogle, a mentor that can help them on the path towards one's life direction. This story inspired Mr. Walsh coupled with the work that the DeLand Museum of Art was providing through Art for Kids. John Walsh upon Fronk's invitation joined the Museum for a Leather and Lace Bash on February 28, 2004 and helped conduct the live auction. Walsh, himself a motorcycle enthusiast and long time fan of Chris Cruz, donated a package of *America's Most Wanted* merchandise; including a leather jacket and other logo items. During the auction, Walsh added a trip for two to the show's production studio in California and an opportunity for one person to appear in a small speaking role during one of the series re-enactment episodes. The bidding was brisk and when it was over, the winning bid for this package exceeded \$25,000. Mr. Walsh, said of the bid, "I am extremely thrilled at the generous support shown for *Art for Kids*, and pleased that our small contribution helped raise the bidding. After all, our children is what it's all about." Walsh, whose son Adam was murdered over twenty years ago in one of Florida's most remembered crimes, is a passionate supporter of youth programs and tougher sentencing laws for violent criminals. Walsh has two other sons, one a student at Stetson University and a younger son interested in advancing his own emerging artistic talent. DeLand Mayor, Robert Apgar presented the Key to the City to Walsh in appreciation for his support of The DeLand Museum of Art and the many other causes he champions.

Walsh's generosity will enable the Museum to grow the education and outreach program with a full time position for providing *Art for Kids*. Among the services of this position include: art tours for schools, Camp Create: Spring and Summer art programs, Spring Hill Outreach and youth mural programs and ongoing scholarships for youth to attend art classes and camps. Amber Osmun, Museum Education Manager says, "We have great plans for growing art service for youth in our area. There is such a great need to give young people the opportunity to benefit from experience in the arts. We are encouraged by such new programs as the S.H.A.R.E. (Spring Hill Arts and Recreation Empowerment) project with Spring Hill. The Museum works with students twice a week in a career development and arts program. Youth from economically disadvantaged areas learn from artists as mentors and role models that help students discover hidden artistic talent, gain communication skills as well as learn to work in a team." This project is facilitated in partnership with the *Weed and Seed Prevention in the Arts* with The DeLand Police Department and The Central Florida Community Development Corporation. Osmun hopes to further develop other such partnerships and build upon the programs offered to The Children's Home Society and The House Next Door as well as work with PACE Center for Girls and public school programs.



Osmun joined the Museum staff in March 2003. Amber Osmun is a graduate of Stetson University with a Bachelors degree in fine arts. Osmun is from Rockford, Illinois where she served on the Rockford Community Trust's Arts Endowment Advisory Committee. She also served as an apprentice to three Rockford artists, learning skills in painting, mosaic, and jewelry. Osmun has worked at the Gillespie Museum of Minerals and at the Daytona Museum of Arts and Sciences as an Assistant Education Manager. Osmun comes to The DeLand Museum with great desire to extend art outreach into the community working with exhibiting artists as well as expanding the tour offerings so that schools can use the Museum as an educational resource.

The Art of Chrome and Leather exhibition and related fun and fund-raising events associated with Bike Week have attracted new interest in the Museum that will also help reeve up the Museum's financial engine to continue youth education and outreach programs. Special events included a Leather and Lace Bash, Westside Ride Poker Run, Bike Show as well as BBQ in partnership with The DeLand Rotary Club.

Robbie Roberson of Quality Brands, a major sponsor of the evening's event, who has a bike painted by Cruz said, "These events are a great beginning for the Museum to recognize quality art associated with the



motorcycle as well as attract interest to our area. Chris's work raises the bar for airbrush art. He transforms a motorcycle from a means of transportation and recreation to a true work of art." The Museum was so pleased that it hopes to make this an annual event. Lillis George, President of the Museum's Board of Trustees, herself a bike fan, said of the event "I think we involved a more diverse mix of community supporters for this show and event than we ever have in the past. The sponsorship support we received was just incredible." Over 75 businesses, organizations and individuals provided either funds or goods and services in support of this event. Major contributors included; International Speedway Corporation - Daytona USA, Full Throttle Magazine, Deltran Battery Tender, Quality Brands, The West Volusia Pennysaver and James & Zimmerman, PL, Bikeweek.com. and Chris Cruz Artistry.



...
 . . .

Quality Brands, The West Volusia Pennysaver and James & Zimmerman, PL, Bikeweek.com. and Chris Cruz Artistry.



Art for Kids Program

Deland Museum of Art

For information on current exhibitions visit: The DeLand Museum of Art's website at www.delandmuseum.com or visit the Museum at 600 N. Woodland Blvd. DeLand, FL 32720 located across from Stetson University in downtown DeLand. 386-734-4371



Polk Art Education Association

Polk Art Education Association has diminished in size in recent years. Our focus this year is to rebuild our membership. Although we continue to function as one group we now have an elementary division and a secondary division to better meet the needs of our members. Our membership numbers have doubled and secondary teachers are participating again.

Our mission is to provide a communication link for art teachers in a geographically large district. Polk County is larger in land mass than the state of Rhode Island and includes 27 municipalities with diverse populations.



L to R: Pam Marion, Treasurer; Kathy hewes, Secretary; Cheryl Dale, Vice Pres; and Kathy Winters, President.

Overcoming the challenges caused by the geography of Polk County can be difficult. Meetings are rotated from one location to another so that teachers in each area have a chance to attend a meeting in a location that is close to home or work. Our mission is to provide teachers with information that can help us give our students an education that will enable them become productive adults.

Our meetings focus on sharing different teaching strategies, lesson plans, and promoting artistic growth.

This year we have:

- Shared lesson plans
- Participated in product evaluation for the county storehouse
- Hosted a Crayola Workshop
- Given monetary assistance to those attending state conference
- Mentored new teachers

If you have any ideas that really helped your association grow stronger, e-mail Kathy Winters at kathleen.winters@polk-fl.net

Palm Beach County Art Teachers Association



- Wizards and Dragons in Clay – Mary Goetz, Gulfview Middle School
- Papermaking – Patrick Fallon, BAK Middle School of the Arts
- Pottery Techniques for Raku – Anita Smith, Royal Palm Beach High
- Watercolor – Jerilyn Brown, Old School Square
- African Doll Making – Daphne Dowell, Old School Square
- Raku and Pit Firing: Glazing and Firing Techniques – Anita Smith, Royal Palm Beach High

The Palm Beach County Art Teachers Association or PBCATA as it is generally known, has been involved in many activities this year.

Our Officers are:

- Elaine Stecker- President
- Bobbie Brubaker- President Elect
- Linda Stevenson, Past President & Webmaster
- Cindy Oaks- Secretary
- Ellen de Roxtro-Treasurer
- Nancy Earley- Historian
- Anita Smith- Workshop Coordinator
- Pearl Krepps- Member at Large



2003-04 PBCATA Board Members:
Back row– Anita Smith, Ellen DeRoxtro, Barbara Burbaker, Nancy Earley Front row– Linda Stevenson, Cindy Oakes, Elaine Stecker

PBCATA organizes the K-12 Student Exhibition at the South Florida Fair in West Palm Beach and supports the K-12 Exhibit at the Fulton-Holland Educational Services Center. They provide refreshments for preschool meetings, professional development activities, the K-12 Student Exhibit and art teachers' exhibitions. PBCATA recognizes creative and supportive administrators annually with the Creative Principal's Award. They also draw a name from the membership list and pay the registration fee for the winner to attend the

FAEA Conference in October. This year's recipient was Karen Jaggard from Gladeview Elementary.

The juried artwork of PBCATA members will be exhibited at a variety of venues this year

Exhibits include:

- Crest Theater, Delray Beach
- Eg2 Gallery, City Place, West Palm Beach
- Artigras, Jupiter
- Fulton-Holland Educational Services Center, West Palm Beach

Senior students whose teachers are members of the association will have the opportunity to submit slides of their work so that they can compete for scholarships that are sponsored by the Palm Beach County Art Teachers Association. PBCATA awarded three \$750.00 scholarships this year to the following high school students to further their education in the arts.

Many of the members participated in the professional development workshops offered through out the year by PBCATA.

Workshops include:

- Faux Stone Sculptures – Glen Barefoot, BAK Middle School of the Arts

Scholarship Awardees:

- Santiago Tomas Marcial is attending the San Francisco Art Institute
- Ellen Crenshaw is attending the Art Institute of Boston
- Erica Perez is attending the Fort Lauderdale Institute of Art

Workshop on Raku and Pit Firing: Glazing and Firing Techniques – Anita Smith, presenter





Glen Barefoot demonstrates foam carving in a Faux Stone Workshop.

Conference Presenter Stipends

PBCATA provided a \$100.00 stipend to the members who presented a workshop at the 2003 Florida Art Education Association Conference in Orlando this past fall. The presenters were:

- Melanie Adcock - *Photoshop 7: Tips and tricks, Part I; The Best Kept Secrets in Multimedia Production; Dreamweaver MX: Web Design Made Easy*
- Glen Barefoot, BAK Middle - *3 Stages of Enlightenment*
- Barbara Brubaker, Wellington High - *High School Division Meeting*
- William Buchanan, BAK Middle - *Animation & Claymation*
- Ellen DeRoxtro, Morakami Park Elementary - *Aboriginal Papunya Dot Painting with Crizmac*
- Lianne LaVoy, BAK Middle - *What's My Line?*
- Elaine Stecker, Atlantic High - *An Artistic Approach to Research*
- Linda Stevenson, North Grade Elementary - *Art Games*

Wizards and Dragons in Clay Workshop – Mary Goetz, presenter



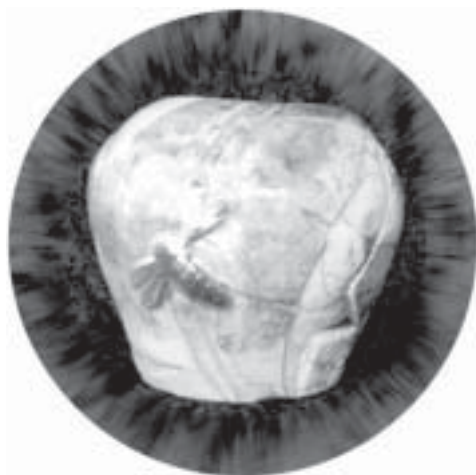
Pottery Techniques for Raku – Anita Smith, presenter

Mary Goetz demonstrates how to create a Clay Wizard.

Ellen deRoxtro and Jane Sickles work on their wizards.

Mike Lillie at the potters wheel.

A vase created by Anita Smith, fired at the Raku Workshop.



For more information on the Palm Beach County Art Teachers Association, please visit our website at: www.pbcata.org

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NAEA NEWS ALERT

NATIONAL ART EDUCATION ASSOCIATION
Office of the Executive Director
Phone 703-860-8000 Fax 703-860-2960
Home Page—<http://www.naea-reston.org>
E-mail: thatfield@naea-reston.org

NAEA OFFICER NOMINEES WANTED

Deadline July 1, 2004

Nominations for
President – Elect
&
Division Directors – Elect
are now being
received

Nominators must send:

- A letter of support
- Standard Nomination Form
- Standard Vita Form
- Signed Agreement Indicating the Nominee, if elected, is willing to serve
- Nominee Information including office for which the person is being nominated, current job position, work and home address, telephone numbers, fax number, e-mail address

Send all nominations to:

Krista Jarrell,
National Art Education Association
1916 Association Drive
Reston, VA 20191

An Eye to the National

Nan Williams, Past President

As this edition of Fresh Paint is being prepared, we are eagerly anticipating our visit to Denver for the 2004 NAEA Convention. They tempt us with so many delicious events and sessions (almost 1000); it's always hard to choose!

Of course there's the opening night reception, hosted by Binney & Smith, which is always a huge feast, and a delightful time to see old friends.

Then there are tours, presentations by outstanding artists and educators and other events. At an NAEA board meeting, I had the opportunity to visit the Denver Art Museum (a block or so away from the hotel), which is the most exciting and user-friendly museum I've ever encountered. Planning what to see and do at a convention is daunting, because the choices are so many.



We are asking again this year for you to share your convention experiences, and we'll include them in Fresh Paint so that others will get an idea of what they have missed! Please write us at: FAEAPublications@aol.com.

NAEA is a bit like a parent for FAEA. When I had the privilege of serving on the national board, I saw more clearly how we can look to NAEA for support, information, advocacy, curriculum, assessment, research, and a myriad of other practical things we can use in our everyday quest to strengthen and "save" art education. It's always reassuring to see the Association at work; the recent NAEA News shared reports of art and music programs returning, supported by funds in the millions of dollars. It CAN be done!

There are many resources available to us through the NAEA website (www.naea-reston.org) The Strategic Plan for 2004-2007 includes major work in national advocacy strategies through:

- research on learning in the visual arts
- exemplary professional development
- effective communication to art educators, policy makers, parents, and communities.

Your professional life will be profoundly enriched by membership in NAEA, participation in its activities, and use of its many resources. Take a look, for example, at the websites of other state organizations; you'll find comrades and examples of visionary thinking by fellow art educators.

Remember to check the NAEA website, (also linked from www.faea.org) and urge colleagues to join FAEA and NAEA. We look forward to hearing from you!

NAEA HEADQUARTERS

Southwestern Leadership Retreat, 2004



Pearl Krepps and Sue Froemming along with other Presidents and President-Elects from the Southeastern Region will be attending the Summer Leadership Conference, July 16-17, 2004, in the heart of Acadiana, the unofficial capital of Cajun Country, Lafayette, Louisiana.



Bobbi Yancey, coordinator of the SE Leadership Retreat 2004, Becky Bailey, President of the SE Region, Jeani Stevens, President of the Louisiana Art Education Association

(LAEA), the LAEA Board and membership have organized the retreat. It is a chance to network with old friends and meet new faces to develop long range plans and address regional/state issues and challenges.

We will also have a chance to try some real Cajun cuisine like jambalaya, gumbo, crawfish pie, or shrimp etouffé. To get the flavor of the area, tours to an accordion factory, a cathedral, a plantation, an art gallery, a vintage shop, a regional artist (Francis Pavy), the University of Louisiana museum (Helga by Andrew Wyeth), or Atchafalaya Swamp are some of the local options planned.

The invitation reads: *Soooo come on down to Louisiana* sit with us under the Spanish moss laden oak trees along the bayou where you can catch a catfish, maybe even a firefly, or just sit and enjoy the honeysuckle scented breeze. Don't worry we will supply the mosquito repellent.

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The School of the Art Institute of Chicago

Dear Colleagues:

I am writing to announce that the Department of Art Education at the School of the Art Institute of Chicago is currently conducting a replacement search for a full time faculty member. This is a unique department and a fabulous opportunity!

The goal of the Department of Art Education is the preparation of art educators as critical citizens who value visual culture, cultural difference, democracy and social justice.

For more information on the Department and its programs, go to: <http://www.artic.edu/saic/programs/depts/undergrad/arted.html>

Attached is the position description. Please forward and post widely! Also, do not hesitate to contact me with any questions or for more information.

Thank you,

Drea Howenstein

School of the Art Institute of Chicago

The School of the Art Institute of Chicago, a leading professional school of art and design, operates with the museum of the Art Institute of Chicago at the center of one of the country's most exciting and diverse cultural communities. The School is comprised of 13 studio departments and a first-year program, 7 academic departments and 3 certificate programs. It offers the BFA; BFA with Emphasis in Art History; BFA with Emphasis in Art Education; BA in Visual and Critical Studies; Bachelor of Interior Architecture; Master of Fine Arts in Studio; Master of Fine Arts in Writing; and Master of Art degrees in Arts Administration, in Art Education, in Teaching, in Modern Art History, Theory and Criticism, in Art Therapy, and a Master of Science in Historic Preservation.

The School believes that all persons are entitled to equal employment opportunities, and does not discriminate against its employees because of race, religion, color, national origin, age, gender or any other bases prohibited by applicable law, provided they are qualified and meet the requirements established for the job. Women, minorities and international applicants are encouraged to apply. The School currently enrolls 2,280 FTE students and employs 125 full-time and 342 part-time faculty, and 297 full and part-time staff.

Art Education Position

The Department of Art Education seeks a full-time faculty member to teach undergraduate and graduate level Art Education courses, to assume administrative responsibilities and to provide innovative leadership.

Core teaching responsibilities include advising student research projects and the development and teaching of curricula on topics such as the use of digital technology in art education, pre-service art teaching, visual culture, critical pedagogy and multi-culturalism. Administrative responsibilities



may include the oversight of graduate and undergraduate degree programs; the Illinois State Board of Education program review; school, community and constituency relations; and collaborative program development with the School and the museum.

The position is full-time, tenure-track or with tenure, depending on experience and current professional status. Rank and salary are commensurate with experience. Starting date is August 2004. Terminal degree required (Ph.D/Ed.D in Art Education or M.F.A., ABD considered). Knowledge of contemporary theories in art and art education and teaching experience at the elementary, secondary, and post-secondary level or equivalent is required. Applicants must evidence an active professional practice in a relevant scholarly or studio field.

Application:

Send letter of application, curriculum vitae, statement of teaching philosophy, course syllabi examples, portfolio of scholarly and/or creative work, optional portfolio of student work, three letters of recommendation, college transcripts and SASE to:

Art Education Search Committee
The School of the Art Institute of Chicago
Dean's Office
37 S Wabash Ave
Chicago, IL 60603

NOTE: *Applications will be reviewed until the position is filled.*

• • •

The **School of**
the **Art Institute**
of **Chicago**





Board Notes

National Board

Mentor

Conference

Brenda Dalton, NBCT

FAEA Treasurer



Recently many of us attended a National Board Mentor Conference at the University of Central Florida. We were greeted by Dr. Marty Hopkins, our delightful National Board representative and professor at UCF, who welcomed

us. National Board President Doctor Joseph Aguerbère spoke at the reception, emphasizing the increase in numbers of NBCT's particularly in Florida, who presently ranks number two in the country, next to South Carolina. That evening we renewed acquaintances and enjoyed sharing stories with each other. One of the benefits of being Nationally Board Certified is the opportunities you have to meet experienced teachers of all areas and levels. We can learn a great deal by having personal contact with other teachers, giving us insight into concerns of educators across the curriculum.

Saturday began with a full breakfast at 7:30. We attended our choice of three break-out sessions on a wide variety of topics. I am certain everyone gained important information from these, which we will be sharing at a later date at a conference venue. I learned how to easily make a web page and intend to put my class on-line.

The University of Central Florida Provost, Dr. Terry Hickey introduced our afternoon speaker, Lt. Gov., Toni Jennings of the state of Florida (a vivacious and eloquent speaker) who enlightened us to legislative actions and supported the National Board program. During the afternoon we participated in Legislative Work Sessions

where a variety of Education Bills were given to us to review. The conversations were intense and opened our eyes to our role in the legislative process. Robin Basil, former Legislative Aide, Marshall Ogletree, from the Florida Education Association, and Karen Olivares, also from the Florida Education Association, presented tactics on how to write to Senators and Representatives so that our letters might be read. I will copy these to have available at our fall conference.

The Florida Art Education Association provides support for the National Board process. Our coordinator is Laura Hunter-Null. You can reach her at :null_L@firn.edu . If I can help you in any way contact me at <mailto:daltonb@citrus.k12.fl.us>.

Celebrate

everyday

Julie Knighton

Elementary Division Director

This year continues to be exciting. The division meeting at conference was informative, and your input on the feedback forms is enlightening and motivating. Remember we are all in this together, whether you



teach in an ideal school setting or with many challenges. Time and budget constraints, planning and prep time issues, few opportunities for extra guidance of talented artists, or no training for working with special learners can make the elementary job difficult. Caring so passionately about art learning and maintaining quality programs keeps us strong. Some teachers report budgets of cents per child for materials, small spaces or on a cart, schedules of 25 minutes for class periods, and other "WOW" issues. If you are in a survival mode and you need support or ideas please, plan to attend the fall conference in St. Pete, check the web page for information, and join our listserv. If you are able to give help and want to make a difference, adopt a buddy teacher, host a meeting in your district, or better yet . . . present at conference. No one understands these issues like a colleague. The FAEA board is looking for some leaders, especially for the conference.

Keeping excellent, meaningful art teaching alive, "as well as ourselves" is part of our job. How to make every lesson

successful for every learner, how to get support from your administration, or how to get inexpensive or free, materials that are fun and appropriate are common concerns. Of course, this is no small task to undertake. If you have expertise or ideas I encourage you to share with others. Conference presentations on great lessons, scheduling, web pages, organizing tips, behavior guidance strategies, advocacy, and other topics are needed. Making a commitment to give back and share with other teachers is powerful. Many times it is the ah-ha moments for teachers that keeps them fresh and truly makes a difference for the future. All teachers are eager to learn and return to their schools after an awesome workshop or conference. Your presentation could be the difference in keeping Florida students' art alive and well.

Many elementary art teachers are interested in setting up a chat room, a networked discussion forum, and regional meetings. Please think of positive support and ways to get involved. If you have thoughts and ideas or need help with a presentation drop me an e-mail.

Celebrate everyday in your classroom and remember to focus on the children, their joy makes it all worthwhile. Sometimes we just gotta' keep on keeping on. Did you know, Walt Disney's first cartoon production company went bankrupt? So never give up and look for ways to be visible, viable, and very integral. By lending advice, creating a strong network and making sure we use every day to do our best we can do this. Know that folks are out there supporting you.

Great Expectations

Beverly Williams

Middle School Division Director



Have you ever been frustrated by your students being so focused on just finishing an assignment that they miss the point of the project? Many times as I wrote a project lesson plan I envisioned students being enthusiastic and producing wonderful masterpieces of art. I would begin the lesson with an in-depth presentation including a

sample of the finished project. But the initial excitement quickly faded and the completed work was basic — showing little evidence of creative thought. I was stumped as to how to stretch their creativity.

One day a colleague told me about a concept that he learned at a convention. He suggested giving students an expectation sheet of lesson objectives and a rubric with the grading criteria. Perhaps this was the answer to my dilemma. After reviewing his expectation handouts and further research I was ready to begin.

On the front of my handout the expectations to accomplish were listed. I also included a black and white photo of a sample project. At the bottom were the total points assigned to each objective. For a design project, using geometric and organic shapes might be worth 35 points; good craftsmanship, 25 points; good composition, 15 points; etc...

The back of the handout detailed a rubric for grading. Each objective on the front is explained in greater detail. For example, good craftsmanship (25 points) is comprised of a possible 10 points for clean paper with no tears or smudges; 10 points for even application of color; 5 points for outlining shapes with a black marker and erasing pencil lines.


Using the expectation sheet dramatically improved the quality of student work. Not only did they know what was expected of them, but it reduced repeated questions regarding the details of the assignment. They were more self-sufficient, checking off objectives as they met them. Of course, I still monitored students, worked on problem solving with them and answered questions. This also made grading easier for me. When a project was completed I reviewed with

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students their performance on each objective using the rubric to determine grades. During this process students were given an opportunity to improve when an objective was not fully met.

To check out samples of expectation sheets, visit the FAEA Web site and go to the middle school division. If you have expectation sheets that you would like to post on this site, e-mail them to me. You can send them in Microsoft Word or Appleworks. If you have not received an e-mail from me please send me your current e-mail address. Several have come back as undeliverable.

Off to the Fair

Counie Phillips, NBCY
High School Division Director



Not so long ago, we were fighting to keep the YOUTH ART EXHIBIT at the FLORIDA STATE FAIR when the State Fair Authority wanted to drop the program due to expenses. We were successful in convincing them to keep the program

when many of us sent letters and evidence that it brings the Fair more publicity and more visitors.

Now, sadly, participation in the Youth Art Exhibit is not as popular as it once was, and not as many high schools are sending artwork to compete to be accepted as they once did. Part of the problem could be that there is no longer a Youth Art Symposium as an award for those students who had work selected. That is another long and sad story that includes the loss of funding among other things.

So I polled the high school art teachers through e-mail to find out why participation in the Youth Art Exhibit has been on the wane. Many responded with legitimate reasons. I was very surprised to learn how many art teachers in the state do not know about the State Fair or do not receive any information regarding the competition. This, I can try to rectify by sending out notification in e-mail announcements. However, that does not



Students from the Lecanto School of Art enter the State Fair to see the Youth Art Exhibit.

reach the 26 art teachers on my list who apparently do not have e-mail and who have not responded to handwritten letters.

Some teachers responded that they are just too far away from Tampa to feel like they are a part of it. Others said it was too much hassle or too much work to get the work there and to get it back again. If the school is not in an area that has an art supervisor, then the art teacher has to get a substitute for two days to deliver the work and return it, not to mention picking it back up after the Fair. Several teachers mentioned 3D work and ceramics sometimes is broken and 2D work occasionally is lost. Then there is the fact that the Fair has the artwork from December to February, a long time. Especially when you forget to take slides of it before you send it, like I do.

There is little or no incentive for art teachers to go through all of the work to participate when the only reward is "being selected." Somehow we need to make the Youth Art Exhibit more prestigious if it is going to survive. FAEA has taken notice and a committee is working on ideas.

Every year, in February, our (Lecanto School of Art) students look forward to our field trip to see the Youth Art Exhibit at the State Fair. Well, maybe they also look forward to going to the State Fair for the rides. It is almost a two-hour bus ride for us to reach the Fair. To make a day of it, we combine the trip with a visit to an Art Museum in St. Petersburg or Tampa in the morning. We leave the school at 8 a.m. and arrive back at the school at 10 or 11 p.m. It makes for a very long day, and all of the art teachers are whipped, but the students have a blast. Our Photography Teacher, Jack Calbeck, took these photos.



Joshah Brands - a Junior in LSA stands by his self portrait in clay on display at the State Fair.



Wayne Saxer - a Senior photography student with his work selected for the Fair.

To produce art, against all odds

Celeste Peirson

Higher Education Division Director

For the past 20 years I've had this ongoing issue. How to continue to produce art, against all odds? Life is demanding . . . there are children, husbands, wives, parents, chores . . . not to mention teaching . . . nurturing students . . . yes and oh yes, the clincher . . . sleep! It makes me tired just thinking about it. So, I wandered around in a constant state of creative frustration . . . and dreamt of the time when there would be time. Until the day the floodgates opened, and I realized THERE WOULD NEVER BE TIME ! My nature was to be a responsible perfectionist . . . but the perfect art making situation will never, and has never existed. It was time for action . . . a boom or bust situation.



To begin, I stopped thinking about how little time there was. I felt confident in my technical art abilities, but not so confident about what to say with that ability. A wonderful challenge had begun! I started seriously working in my journal . . . writing, drawing and responding to everything I experienced. My continuous mantra was "it doesn't matter how much time you spend doing it, will it matter in 50 years if I wrote for 5 minutes or 2 hours?" Of course not!

I spent a lot of time keeping records, then one day it hit me . . . that's what my art should be about . . . documentation. Sometimes the answers are right in front of us. I began to implement serious art making into my everyday experience. Camera and sketchbook became my companions everywhere . . . including school. I found my students very receptive and respectful of my endeavors . . . actually curious as to how I was proceeding with my work. They gained respect and as a result became serious explorers in their own rights. They were learning through example.

Students observed my struggles and triumphs . . . they learned the value of making mistakes, and overcoming obstacles. Students need to understand the entire process of art making from concept through to implementation. Every demonstration became an opportunity to implement my own ideas seriously. Are there any rules that say teachers can't explore their own ideas during class time? Make all of your demonstrations count. I found that students appreciate the seriousness, and appreciate that they are not being talked down to. They are smart enough to understand complex levels of implementation. I believe these young people are artists already, they just need to learn the tools of their trade, and discover what they feel needs to be said through their art.

I made it a point to set realistic goals in order to show my work in galleries or professional juried shows. I treated this like a chore that must get accomplished. What's the use of making work that no one sees? When you demonstrate slide taking, take your own slides. As teachers we all know the value of deadlines . . . we need to expect of ourselves what we expect of our students.

Finally I gave myself permission to attend summer workshops and expand my technical repertoire. As a result I've expanded my support group of like minded artists, and am constantly changing my curriculum in order to teach from my current interests and strengths. The more excited I am about what I'm teaching, the more my students get excited about learning!

It's our responsibility as art educators to also be working artists. We cannot teach what we have not experienced personally . . . after all, would you want to see a medical doctor with no practical experience? Give yourself the gift of some creativity, and all of the very important things will get done . . . you'll see!



Maggie Sharar - a Senior LSA student with her art work in the Fair, also had a Portfolio selected.



ART

Connections

Hope McMath

Museum Division Director

Using its own collection as the core, the Creativity Timeline in the newly opened Arts connections at the Cummer Museum of Art & gardens allows visitors to make connections between important social, political, scientific and artistic pursuits of humankind from as far back as 35,000 B.C. Only one of 21 new exhibits in the Cummer's renovated Art Connections, the Creativity Timeline captures the essence of what the interactive learning experience is all about.



Making connections, bridging the gap, expanding on the art, and making art fun are important functions of Art Connections. After 12 years of providing visitors with hands-on learning experiences to further explore the museum's extraordinary art and gardens, Art Connections has been re-created. Over 32,000 students annually on curriculum-based school tours, as well as over 100,000 general visitors utilize the education facility of the Cummer Museum.

In the new Art Connections, both children and adults will be drawn to its fun interactive exhibits. Art Connections was designed to appeal to all of the senses. Because people learn in different ways, Art Connections utilizes music, hands-on art making activities, touchable sculptures and more, to help every visitors walk away with something. Although the area includes some high-tech gadgets, they're more that just bells and whistles. Learning happens at every exhibit. Art Connections is a bridge between the people who walk in the door and the art hanging on the walls. Quality interactive art education provides a variety of stops on that bridge so people are going to find something that interests them, intrigues them, and hopefully inspires them.



Here are some of the highlights in the new Art Connections:

Creativity Timeline

The exhibit presents a chronological panorama of creative milestones in the history of humankind. Visitors can walk through the timeline, interacting and experiencing the flow of pivotal historical events by viewing, listening, and touching. The exhibit is organized to illustrate and explain meaningful relationships between the arts and science, technology, culture and politics through time.

Picture Perfect

This exhibit allows visitors to become the artist by electronically "painting" on a large-scale video screen "canvas." Color, composition, and rhythm are simultaneously rendered in painting and music on a 63 square-foot screen.



Andy Wheat's for Summer?

Suzie Preston

**Supervision / Administration
Division Director**

End to End

Visitors can create a life-sized sculpture in an informal and familiar way by placing flexible rods into an armature. The exhibit experience builds on play skills to foster exploration of the three-dimensional aspects of creating large sculpture.

Visions/Versions

Every artist sees the world differently, and brings his or her special gift or vision to art making. This exhibit illustrates the separate creative paths taken by four local artists, each asked to create an original work of art inspired by the gardens. In addition to the original works on display, the exhibit also includes videos of the artists at work in their studios and interviews with each artist.



Florida State Fair Exhibit ended, and student works were hopefully retrieved by April 15th. If work from your county is still at the Family Living Center, it can be picked up in December during the next adjudication



process and supervisor's meeting. Comments by the judges from Savannah College of Art and Design, Florida School of the Arts and a local artist contained nothing but praise for the works adjudicated into the exhibit. They had wished for more than the 10 scholarships available because of the outstanding quality of art work in the slides sent. Maybe your county's school board has recognized these students as "Arts Champs" at one of the meetings.

This summer I will be returning to Tampa to meet with Joyce Covington, Special Events Coordinator, and work on ways to streamline the process of sending information about the Florida State Fair competition to each county's art representative. The brochure also needs updating. If your county has a new art supervisor/representative, or you have some ideas on how to improve logistics, please e-mail me your updates or thoughts, so the new brochure can reflect any changes. Possibly, there could be an e-mail version to facilitate the dissemination with a quicker turnaround to classroom teachers.

Summer Institutes are popular for teachers trying to upgrade skills or obtain those certification points. In addition to the favorite hand-on activities and FCAT related workshops, Volusia County has invited June Hinckley, State DOE Music and Fine Arts Specialist to facilitate a workshop for our K-12 arts teachers. After the Power Point presentation connecting literacy and the arts, she will guide arts teachers through activities incorporating language arts and arts standards. She loves having the opportunity to work with teachers, and there is no charge for her visit. Most of the summer she works with schools at risk, but has a few days open for such workshops. Her presentation would also be suitable for county senior staff or principals because "we" (arts teachers) do what is involved in the FCAT targeted subjects, "we" just don't use the same language. June can help bridge this gap.

Another resource, that connects arts standards with the most tested Florida benchmarks for K-12 language arts, math, and science, is the Florida Arts Education Curriculum Matrix developed by William R. Daggert, Ed. D., President of International Center for Leadership in Education. Even though the \$295.00 Resource Kit's expense may limit its distribution to every art teacher, the crosswalks, background information on high performance and achievement and staff development activities can be beneficial, but possibly overwhelming without training. More information can be obtained from the website:

"<http://www.leadered.com>" www.LeaderEd.com.

In a letter from Leroy W. Fails, Vice President K-12 Services, The College Board, to Florida educators, he outlines how the educational process in this state is opening more doors to more students, particularly to minorities. Here are some of the facts:

- The number of African American students in Florida public schools that participate in the AP Programs has increased 115.6% since 1999.
- The number of Hispanic students in Florida public schools that participate in the AP Program has increased 101.5% since 1999.
- For the second year in a row Florida had the largest one-year increase in African American AP test takers – 1,128 more test takers in 2003 than 2002.
- For the second year in a row Florida is first in one-year percentage increase in Hispanic test takers among the four largest states.
- Florida had the second greatest increase in the number of AP Exam-takers when compared to all other states from 2002-2003.
- Florida has the third greatest increase in the number of 3-5 grades received when compared to all other states from 2002-2003.

Through the partnership between the State of Florida and The College Board, summer workshops are funded, and scholarships are available to AP teachers for a week's training at various sites.

For Studio Art Workshops at:

Florida State University, Panama City campus; June 21-25, 2004; Call Ted Czupryk @ (850) 872-4400 x-3040; "mailto:czupryt@mail.bayt.k12.fl.us" czupryt@mail.bay.k12.fl.us

University of South Florida, Tampa; June 28 - July 2, 2004; Call Dr. Paulette Walker, (813) 974-4874; "http://apps.sdhc.k12.fl.us/apsi" <http://apps.sdhc.k12.fl.us/apsi>

Nova Southeastern University, Ft. Lauderdale; Call Karen Rockey (954) 262-8448 or e-mail; "mailto:apsi-info@nsu.nova.edu" apsi-info@nsu.nova.edu

Scholarships for above workshops are given on a first-come - first serve basis, so make plans as soon as possible.

Finally, have you ever fixed a summer salad of chunked watermelon and tomatoes with salt, pepper, parsley and ground cardamom to taste? Enjoy your summertime rejuvenating; serve it up, create!

Amanda Davis

**Early Career
Professionals Chair**



Empty Bowls at the University of Florida

Jim O'Donnell

**President, University of Florida
NAEA student chapter**

Community involvement should be a fundamental aspect of education and art education is a natural marriage of the two. Many artists rely on communities for support, some artists create artwork with social benefits, and many communities take pride in local art traditions and foster the arts in general. Furthermore, creating art that serves others locally can motivate students beyond chasing grades, grounding art making in the real world. In that regard, every student chapter of the National Art Education Association should foster this idea by pursuing community outreach in their missions. There are numerous examples of how this mission may be fulfilled. One such example was recently realized through the University of Florida NAEA student chapter's first annual "Empty Bowls", a public outreach project designed to combat hunger.



From Left: Vice-President Theresa Martin, Past-President Jen Roudebush, and Secretary Kimberly Sanford.

"Empty Bowls" is a grassroots charity project that has steadily grown to international proportions since its inception in 1990 by a Michigan high school art teacher and his students. The purpose of the project is to fight hunger by raising awareness and funds through a community art-based approach. In exchange for \$10, guests attended a simple meal of soup and bread, similar to a soup kitchen, served in a ceramic bowl. Guests then kept their bowls as a reminder that there are always empty bowls to fill. These bowls were made by local artists, art classes and teachers, college students, and by members of our organization. The diversity of the bowls reflected the diversity of its participants. All in all we received over 300 bowls from the community.



Community interaction is a vital component of the project's success. During the meal, a community dialogue about the causes of hunger and possible solutions was initiated to encourage guests to work at a local level to alleviate the suffering of others. Educational speakers also added to the discourse. The diverse talents of our local community were also showcased during the afternoon. Music was provided by our own Teri Davis on guitar and later by Urband Gruve, a stomp-like percussion group made up of high school

students from Oak Hall High School that play "recycled instruments." Karin Gunn, another one of our members, performed with her Capoeira group and demonstrated the rhythm and movement of this Brazilian martial art. A silent auction rounded out the afternoon's activities.

Ultimately, we raised more than \$1600 for the Alachua County Coalition for the Homeless and Hungry. Although the event turned out to be a success, there were certainly discouraging points throughout the planning process. However, we have learned many important lessons from the organizing and implementation of "Empty Bowls" and

hope to maintain this event as an annual project that will grow each year. I strongly recommend that both current and future art educators implement this program in your school and/or organizations in order to give back to the community.

Sponsoring "Empty Bowls" was the vision of members Pam Forrestel and Kimberly Sanford. Eventually, Pam took over coordinating the event. Our organization was excited to learn of the project and we immediately jumped on board. Preparation began months in advance, beginning with research into what contributed to the success of past "Empty Bowls" events in other communities. However, along the way we did encounter bureaucratic obstacles that were both unexpected and untimely. At one point we expected to only break even, which made the eventual success of the event that much more fantastic. The support and interest of the community was wonderful and to our delight, several members of the wider community who attended the meal event have expressed an enthusiastic desire to contribute their time and energy to next year's "Empty Bowl" project.

For those of you interested in coordinating "Empty Bowls" in your town, Pam Forrestel offers some advice. Foremost, start planning early, about 6 months in advance should do. Secondly, get as many people involved as you can. There is much to do, especially if you receive an abundance of bowls from the community. Try to have several contact people as liaisons with different groups who are contributing bowls. If possible, create committees responsible for soliciting bowls, facility location and rental, entertainment, speakers and program, food, and publicity. Hold meetings every month to chart the progress of the event and then every week during the last month before the event. Third, you should have several public venues for selling tickets and expect a rash of last minute ticket sales. Finally, deadlines are important!

"Empty Bowls" is an amazing way of enacting social change through art in your community, and demonstrates art with a purpose that would be a valuable lesson for future or current students. As future art educators, it is imperative



Pam Forrestel talks with a volunteer while serving the meal.



Laura Hein is among the NAEA members serving soup in ceramic bowls.



The event ends with a bang thanks to Urband Gruve, a high school percussion group.

that members of NAEA student chapters get involved in the local community and become models for social progress. According to Hanna Arendt, "education is the point at which we decide whether we love the world enough to assume responsibility for it." Taking responsibility for feeding the hungry through the arts is a rewarding way to fulfill this challenge.

For more information on Empty Bowls, please visit the official national website at: "<http://www.emptybowls.net/>"

For more information about the University of Florida NAEA student chapter, please visit our website at: "<http://grove.ufl.edu/~naea/>"

Jim O'Donnell may be reached at: "<mailto:anybody@ufl.edu>" anybody@ufl.edu

Pam Forrestel may be reached at: "<mailto:pforrest@ufl.edu>" pforrest@ufl.edu

NAHS

Juanita Cuellar

National Art Honor Society Chair



I would like to take this opportunity to introduce myself. My name is Juanita Cuellar the new FAEA board member in the appointed position of National Art Honor Society. I realized after searching through information provided by the association, there are very few of you that sponsor a chapter of the National Art Society and my goal is to reach as many of you as possible. In addition, I would like to begin making plans for the next school year to start a chapter at your school.

I want to hear from NAHS sponsors of chapters that are FAEA members regarding your special projects, articles and pictures on chapter activities within your school and community. I look forward to receiving this information for publication in our next Fresh

Paint issue. Please forward your information to my e-mail address cuellarj@ocps.net <<mailto:cuellarj@ocps.net>> .

Here are some reasons why your school should join the NAHS/NJAHS:

- *These programs recognize student excellence and achievement in art*
- *You become part of a professional organization*
- *Students will become members of a distinguished group of art students*
- *Sponsor eligible for grant programs*
- *Student eligible for scholarships*
- *Student eligible for recognition award*
- *Participation in NAHS/NJAHS is a prestigious accomplishment in the school and community and well recognized by college and university*

It is my hope that you will participate in this opportunity for enrichment and recognition. Should you have any questions please contact me directly.

Thank you again for all your help in making this a success.

The following FAEA members sponsor NAHS Chapters:

J. Richard Allen
NAHS Chapter 275
Keystone Hights J/S High School
900 SW Orchid Avenue
Gainesville, Florida 32656-6508
Email: Allen-jo1@popmail.firn.edu

Barabara Doll
NAHS Chapter 846
Mount Dora High School
700 N. Highland Street
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Email: dollb@lake.k12.fl.us

Leah J. Andritz
NAHS Chapter 829
Astronaut High School
800 War Eagle Boulevard
Titusville, Florida 32796
Email: sandritz@cfl.rr.com

Kelly Little
NAHS Chapter 2119
Lawton Chiles High School
7200 Lawton Chiles Lane
Tallahassee, Florida 32312
Email: littlek@mail.chiles.leon.k12.fl.us

Beverly Owen
NAHS Chapter 1749
H. B. Plant High School
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Tampa, Florida 33629
Email: owenby2@aol.com

Ava Roeder
NAHS Chapter 326
Cypress Lake Center for the Arts
6740 Panther Lane
Ft. Myers, Florida 33919-6342
Email: avar@lee.k12.fl.us

Dr. Charlotte Cipes
NAHS Chapter 1020
Coral Springs High School
7201 West Sample Road
Coral Springs, Florida 33065
Email: kccipes@aol.com

Kim Collier
NAHS Chapter 421
Allen D. Nease High School
10550 Ray Road
St. Augustine, Florida 32095-8800
Email: collik@mail-nhs.stjohns.k12.fl.us



Dreyfoos School for the Arts visual Arts Teachers -
Left to right: Jane Grandusky, department chair &
Constance Rudy, NAHS Sponsor

National Art Honor Society Chapter 1415

A. W. Dreyfoos School of the Arts

The National Art Honor Society Chapter 1415 at A. W. Dreyfoos School of the Arts in West Palm Beach, was founded in 1997 with the opening of the school. The sponsor for this chapter is Mrs. Constance J. Rudy. The requirements for induction into Art Honor Society at Dreyfoos are to maintain a 3.5 GPA and complete twenty hours of art-related community service. The students in art honor society are both intelligent and committed to the visual arts.

The members also create miniature works of art once a year to raise money to buy the graduating seniors each a cord. The club currently has over forty members and previous Dreyfoos Art Honor Society members have attended colleges and universities, including Cornell, University of Miami, Cooper Union, Maryland Institute College of Art, and many others. Officers elected by their peers, are Stephanie Boyle and Molly O'Connell, Historians, Harold Batista, Treasurer, Sharon De La Cruz, Secretary, Allison Mattocks and Dasney Joseph, Co-Vice Presidents, and Keyleigh Kern, President.

The President of Art Honor Society, Keyleigh Kern, is a perfect representation of the well-rounded goals of the club. In addition to leading Art Honor Society, she is the treasurer of Visual Arts House Council, an organization created to help student artists with Dreyfoos. She has been featured in shows at the Governor's Club of Palm Beach, the Palm Beach Kravis Center and participated in public works projects within Palm Beach County. One of the most involved art students, she is valedictorian of the senior class and received the Cornell book award last year. She is a National Merit Semi-Finalist and Dreyfoos' Pathfinder candidate for excellence in mathematics.



President of the Dreyfoos Art Honor Society,
Keyleigh Kern, with her artwork.



Sandra Traub
NAHS Chapter 1324
Stoneman-Douglas High School
5901 Pine Island Drive,
Parkland, Florida 33076-2306
Email: sandrart22@yahoo.com

Connie Phillips
NAHS Chapter 865
Lecanto High School
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Email: phillips@citrus.k12.fl.us

Constance Rudy
NAHS Chapter 1415
A. W. Dreyfoos School of the Arts
501 Sapodilla Avenue
West Palm Beach, Florida 33401
Email: rudy29@bellsouth.net



Sandra Dilger
DOE Liaison

writing, directing, acting, cinematography, and editing. The students' final project will culminate in a one-minute PSA, to air on Comcast Cable via a partnership with the Governor's Mentoring Initiative.

"Godby High School is proud to host this exciting pilot program," said Principal Randy Pridgeon, Ph.D. "Video production has long been an important part of our curriculum, but this will be the first time working professionals have come in to teach our students about the real world of film and video production."

This pilot program is sponsored in partnership by the Governor's Office of Film and Entertainment, the Governor's Mentoring Initiative, and the Florida State University School of Film. The Governor's Office of Film and Entertainment is the state's economic development program for the development and expansion of the motion picture and entertainment industry sector.

For more information on the Governor's Office of Film and Entertainment or the Governor's Mentoring Initiative, please visit www.filminflorida.com or www.flamentoring.org.

Governor Bush Announces *Media Arts* *Mentoring* *Program*

Film production professionals to mentor high school students on media arts

Governor Jeb Bush has announced the establishment of the Florida Media Arts Mentoring Program, a unique pilot initiative designed to bring film and television professionals together with high school students to highlight the art and craft of filmmaking. During the semester-long program, students will be mentored by production professionals in all phases of filmmaking, with the final team project culminating in the production of a public service announcement (PSA) to be aired on Comcast Cable.

"The film and entertainment industry is a vital part of Florida's economy, and this mentoring initiative provides a wonderful opportunity to introduce young Floridians to the profession of film production," said Governor Bush . . . "Through the course of the semester, industry leaders will mentor these students on how to produce original works, which may ultimately spark their interest in pursuing careers in the media arts."

The pilot program has been set at Godby High School in Tallahassee where twelve industry leaders mentor a class of ten students. Mentors include Academy Award and British Academy Award winning sound designer Richard Portman, underwater director of photography for the movie Jaws Rexford Metz, and past director of development for Oprah Winfrey's Harpo Films Valerie Scoon. George Fernandez, a filmmaker-in-residence at Florida State University, guides the curriculum for the 50-minute class, held once a week during a twelve-week period. The students are taught techniques for

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PARKnership

Cindy Hiers

Member-at-large



Fort White High School has incorporated a program that uses the Science Department and our local state park. This was a year long endeavor that involved lots of hard work for both parties. When the PARKnership program

began this school year, faculty were encouraged to take a Basin Tour explaining the dynamics of the waterway system. The history behind this system, and how citizens affect the system, sparked a master plan that can truly only be carried out by members of the community. The master plan called for preservation of this State Park, and will be used as a model for all Florida State Parks. First and foremost was community awareness and involvement. Awareness involves teaching, starting in the school was the best place to start, hence the PARKnership was born. I went on the tour with members of the Science and Math department and immediately got excited and started discussing how the Art program could become involved as well. E-mails were exchanged, a meeting at the park occurred, and the ball is rolling for art to become a very active part in the preservation of this beautiful park. The art students will revamp the Kiosks with current images of the Science students working at the park, and points of interest within the park. They will display their artwork in the Visitors Center, produce a brochure for the park, design t-shirts, and involve the Harn Museum in a Juried Spring Show focusing on artwork depicting the surrounding Springs.



In the plan are ideas to involve music, photography, and jewelry in specific activities as they occur throughout the year. Since adding art, the plan Florida Parks and Recreation has to preserve the states parks is a new one. I am working with Thomas Brown and Ichetucknee, and we are building it together. The first project was taking art students out to Plein Air paint. We finished a lesson on Impressionism, practiced with the watercolor, took the drawing tables and loaded the bus with Science students and headed to the park. The images were beautiful, the experience memorable. I invite you to contact me to discuss expanding this program into your school.

VISUALLY ADVANCED LEARNING WITH TECHNOLOGY

Jennifer Grice, high school art student

Beginning as a class assignment and starting with the name V.L.L., or the Visual Learning Lab, this program takes Sunshine State Standards from both art and academics and presents lessons visually. With the help of classmates and our art teacher, Mrs. Hiers, I have performed three different visual programs for various groups. Several students, including myself, presented a one hour geometry lesson using power point, KWL, displays, and activities to the teachers and students in a math class.



We received great responses and Mrs. Hiers challenged me with a state adopted program called

PASSport to Success. This program is based on getting parents more involved with their children at home and in school. PASSport to Success was held once a week for 4 weeks after school. While using their format as a baseline I made up my own power points, activities, and displays for the presentations. Mrs. Hiers suggested I try a presentation from a students point of view, for students. During one of the evenings' PASSport programs I started to think "why don't I have an after school program for kids". After telling Mrs. Hiers about my idea we began to brainstorm about a concept that could be

presented to all the students. Since FCAT was coming up, and all other major tests students must pass, we could help them out.

I came up with A.S.A.P., Assuring Student Acceleration Program. This is given to a group of students after school. Students volunteered to attend the program, and volunteers were available to help with refreshments and supplies.

These V.A.L.T. programs are produced by art students, for all students, teachers, and families. These programs are produced for both in school and after school needs. Both teachers and students liked the method and I will be available after graduation to help Mrs. Hiers with this program.

Included with every V.A.L.T. presentation are student made power points, internet references, virtual tours, activities, displays, and work sheets. Teachers, students, and parents keep all materials used. And of course, all Sunshine State Standards.

First Lady's Visual Arts Winners

Fran Masse

ACE/FAAE Liaison



ACE/FAAE had a busy February and March.

February 5th I traveled to Sarasota and met with Leslie Lacktman, Education and Community

Outreach Program Manager for The Van Wezel Performing Arts Hall, Cindy Lippert, Supervisor of Arts in the Sarasota County Public Schools, and Susan Burke, Education Director for Artists in the Schools in Sarasota. With suggestions from the ACE/FAAE Board we planned the program for the 2004 Summer Leadership Summit to be held June 18 - 19. Mark your calendar because SARASOTA and these great ladies are truly going to give us a taste of the cultural life that SARASOTA

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enjoys. Applications are available on the ACE/FAAE website - www.faae.org.

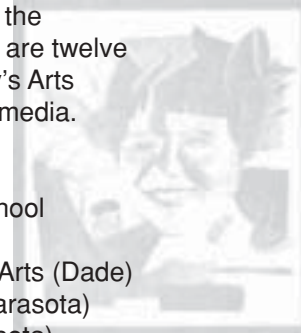
A HUGE BRAVO goes to Gary Margolis, Arts Education Specialist for Broward County Cultural Affairs, and ACE/FAAE Vice President of Coalition for his successful state-wide coalition meeting on February 29th and March 1st. He was an ALL DAY one man band that had all our coalitions excited and inspired. We are so fortunate to have Gary as our coalition V.P.

With great pride we announced the winners of The First Lady's Arts Recognition Scholarships on March 1 (THE FIRST DAY OF YOUTH ART MONTH). Twenty four outstanding student artists, and their teachers were invited to attend the April 22nd reception at the Governor's mansion in Tallahassee. There are twelve visual arts winners for this year's First Lady's Arts Recognition Scholarships, the most of any media. They are as follows:

- Clarissa Bonet - Howard W. Blake High School (Hillsborough)
- Anna Gonzalez - New World School of the Arts (Dade)
- Matthew Kearney - Booker High School (Sarasota)
- Jennifer Kidell - Venice High School (Sarasota)
- Jay Martin - Pace High School (Santa Rosa)
- Thomas Morrill - Melbourne High School (Brevard)
- Molly O'Connell - A. W. Dreyfoos Jr. School Of The Arts (Palm Beach)
- Bailey Quinlin - Pinellas County Center for the Arts at Gibbs High School (Pinellas)
- Alexandra Silva - New World School Of The Arts (Dade)
- Gregory Smith - Choctawhatchee High School (Okaloosa)
- Crystal Swift - Howard W. Blake High School (Hillsborough)
- Wenjing Zeng - Coral Reef Senior High School (Dade)

Congratulations to all of you.

On March 9th, paintings by Christopher M. Still were celebrated in Tallahassee. Christopher Still painted ten murals depicting Florida History and are permanently mounted on the walls of the House of Representatives Chamber. Christopher will be the keynote speaker at the



First Lady's Luncheon on June 18 and the keynote speaker at the FAEA Conference in October.

March 14th, ACE/FAAE was the pride of Winter Park when one of our First Lady's Scholarship soloists, Mary Ann Douglas, performed for over 100 people attending a Florida House Event. Bart Hudson, Executive Director of the Florida House in Washington, gave a beautiful thank you and praise to ACE/FAAE for our accomplishments in Florida.

BIG DAY, MARCH 16th: Over 150 arts leaders attended ARTS DAY. We were welcomed by our own Sherron Long, she announced that our hard work had paid off. Only a year after state lawmakers raided millions of dollars from the Cultural Arts Trust funds for the arts, the Florida House of Representatives reversed course and voted to restore \$18 million for cultural arts. Secretary of State Glenda Hood spoke and she is a true advocate for the ARTS.

Also on display in the Capitol building on the Plaza Level (1st floor) is the **ADVANCED PLACEMENT STUDIO ART EXHIBITION 2004**. The artwork was selected from approximately 20,000 portfolios submitted last May. Thirty outstanding works were chosen for this traveling exhibit that represent 12 states and Hong Kong. Seven (7) of the thirty chosen were from the state of Florida. All thirty works will be on display until April 30, 2004. The seven students from Florida in this traveling show are:
Jeremy D. Baker, Design & Architecture School (Dade)
Jose Cabrera, Miami Killian High School (Dade)
Christina DeLong, Miami Sunset Senior High School (Dade)
Matthew A. Dobbins, Booker High School (Sarasota)
Lauren Fattal, Harrison Center for the Arts (Polk)

Leif R. Langford, Harrison Center for the Arts (Polk)
Matthew Morse, Spruce Creek High School (Volusia)

The Doris Leeper and Leadership award applications were distributed in March. Nominations were due back April 2, 2004. These awards will be given at the 2004 Summer Leadership Summit in Sarasota, June 18 - 19. We look at these awards as the **ACADEMY AWARDS FOR ACE/FAAE**.

Arts in Education Grants

Target Stores is offering grants that give students opportunities to explore, create, and experience visual art, music, and drama. Students see performances, attend exhibitions, or participate in workshops.

Deadline: Applications are accepted from March 1 through May 31, 2004.

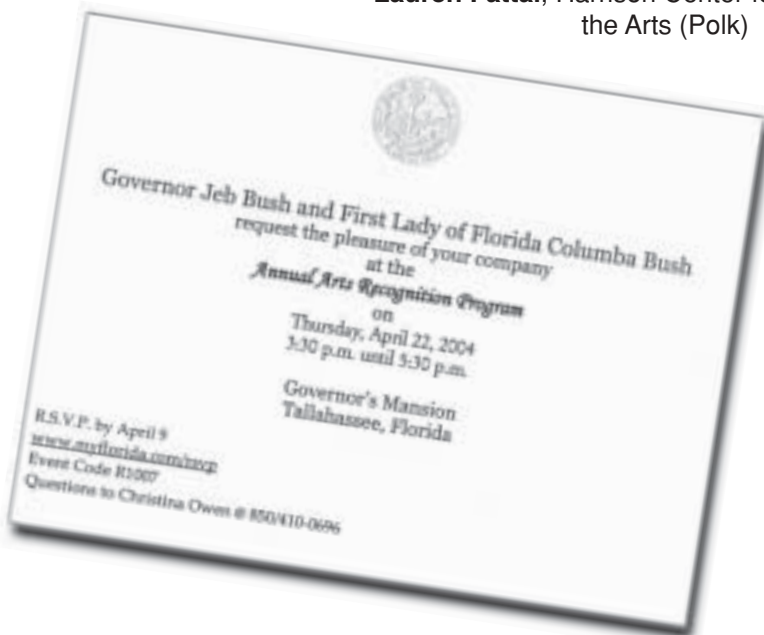
Funding: Grants average from \$1,000 to \$3,000.

Eligibility: 501(c)3 non-profit organizations.

Contact: Submit all requested materials to local Target store team leader, who will review the application, make funding recommendations, and give updates on the application's status. Program guidelines can be found at:

http://target.com/target_group/community_giving/grant_guidelines.jhtml.

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Visual Arts Research, 2003

VOL.29 (ISSUE 57)

In it I noticed the following FAEA Higher Education Division members were mentioned:

Editorial Consultants:

Tom Anderson
Kristin G. Congdon
Charles M. Dorn
Jessie Lovano-Kerr

Members with articles:

Tom Anderson — *Using Art Criticism Strategies in Ethnographic Research*

Kristin G. Congdon — *A Theoretical Structure for Educational Partnerships and Curatorial Practices*

Advocacy

Rhonda Bristol

Arts Advocacy Chair

Arts advocacy information is requested. E-mail me, and share your Arts Advocacy Agendas so that all of us can read of your successes. We need to hear from our smaller counties also. For example, I'm teaching in rural Nassau County and we only have eight art teachers in the entire county! Some of us organize individual school based art shows and in all fairness, we have a ways to go. (We're the flea on the tail that wags the dog). Yet, we have vision, and you'll be hearing more from us. Please, e-mail soon and often.



ACE/FAAE JOB ALERT

Subject: The First Lady's Renaissance of the Arts in Education Program

Role Summary:

The person would be responsible for every aspect of The First Lady's Renaissance of the Arts in Education Program, (formerly The First Lady's Arts Recognition Program). There would be no office responsibilities.

Key Skills:

- Professional presentation with consummate leadership and communication, and public relations skills
- Bilingual
- Creative/connective (can see the "big picture" relating arts and education)
- International perspective (especially JAPAN, MEXICO & SPAIN)
- A "known" person who will represent the arts in a first class manner
- Special skills with people, decorum, handling VIP's, the media and time management
- Interest and ability to travel
- Able to be strategic, managed multiple projects, and be responsive to requests
- Experience with arts education; able to relate to the ACE/FAAE mission
- Preferably located in Miami

Inquiries or recommendations to:

Bob Radock
President, ACE/FAAE
407-566-7646
<http://www.faea.org>

Literacy

Patricia Lamb

Literacy in the Arts Chair

FAEA will publish a journal in August that includes articles and tips about promoting literacy in the visual arts for distribution to members.

Many of you have had CRISS Training and are using those strategies in your classroom. Articles about lesson plans and tips must be submitted by e-mail to my office ASAP. The address is "mailto:patricia.lamb@polk-fl.net" patricia.lamb@polk-fl.net.



If you include pictures of students, make sure you have signed permission from the student for the pictures to be published.

We have so many wonderful teachers in Florida. Let's share with one another what we are doing to promote literacy in our classrooms.

NAEA Releases New Text

TEACHING TALENTED ART STUDENTS

By Gilbert Clark and Enid Zimmerman

"If ever there was a case for the important role that the arts play in improving cognitive development, this book is the best source I have seen to date.

Readers will find unequivocal evidence that thinking skills, planning, problem solving, and creativity as well as technical facility in the arts are all outcomes of good art education programs," said Joseph S. Renzulli, Director, The National Research Center on the Gifted and Talented.

Based on more than 25 years of work and research in the field, Clark and Zimmerman present contemporary issues and theories regarding the education of artistically talented students. The authors provide practical information on how teachers and administrators can develop curriculum and programs that help students realize their visual-arts talents. Clark and Zimmerman show how students should be encouraged to focus on communication and expression, create unique and complicated works using real-world issues and images, seek critiques from teachers and peers, and explore historical and contemporary imagery by other artists whose work relates to their own.

Features:

- Refutes widely held misconceptions of learning in the visual arts, providing readers with sound, research-based approaches to teaching artistically talented students.
- Provides 40 illustrations and 35 figures that include practical applications of identification, curriculum frameworks, and assessments related to art talent development.
- Provides a comprehensive review of relevant literature, discussing the intellectual history of significant concepts.

Gilbert Clark is Professor Emeritus of Art Education and Gifted Education at Indiana University. Enid Zimmerman is currently Professor and Coordinator of Art Education and Gifted and Talented Programs in the Curriculum and Instruction Department in the School of Education at Indiana University.

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2004 AP National Conference

July 15-19, 2004

**Walt Disney World Swan And Dolphin
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You will find at the 2004 AP National Conference:

Professional Development workshops in AP Subjects and Pre-AP strategies.

Best Practices for AP Administrators and Coordinators.

Ways to encourage access and equity for all your students.

*Discussion sessions with several AP Exam Development Committees
and the Executive Directors of AP.*

Nationally recognized keynote and plenary speakers.

Exhibits (textbook, classroom technologies, etc.)

Networking opportunities.

*The APNC will focus on providing strategies for K-16 educational professionals
involved in AP Programs.*

The following is a preliminary listing for 4-day program in Visual Arts:

Topic(s): Art History, Pre-AP Strategies for Fine Arts

Teaching Writing about Art: Strategies for Comparative Analysis and Writing Clearly

Topic(s): Studio Art, Pre-AP strategies for Fine Arts

Harrison School of the Arts: Where Students Reach for the Stars

Topic(s): Studio Art

Developing the Concentration in Studio Art

Topic(s): Studio Art

Studio Art (all three portfolios)

for more information and registration materials visit:
<http://www.collegeboard.com/apnc/program/bytopic/finearts.html>

• • •

National Board News

Laura L. Hunter-Null

NBPT Representative



NBPTS Seeking Summer Scorers!

The National Board will have two scoring sites in Florida this year; Miami and Daytona. Scoring is an exciting way for teachers to become involved in the National Board Process and provided an opportunity to learn from teachers from across the country.

Teachers who are considering candidacy for the '04-'05 year are eligible to serve as a scorer. This provides the potential candidate with an inside look at the portfolio process and gives them a "jump start" in understanding the standards. Flyers are available at these websites: www.nbpts.org/pdf/2004_fl_daytona_recruit_flyer.pdf, www.nbpts.org/pdf/2004_fl_miami_recruit_flyer.pdf, www.nbpts.org/standards/assessors.cfm#9

The Assessment Center Experience

NBPTS strongly encourages any current candidates that have already completed their assessment center appointments **NOT TO TALK ABOUT THE QUESTIONS OR THE SUPPORTING MATERIALS PROVIDED AT THE TESTING CENTER.** Candidates who have completed should refrain from interacting with still-preparing candidates to reduce the possibility of ethical violations.

Good News!

Dan Goldhaber of the Urban Institute completed a study showing that students of National Board Certified Teachers improved on elementary math and reading tests more than pupils whose teachers did not achieve NBC. And the effects of NBCTs on students who were younger or low-income were greater. The press release, brief, and report are available from the Center for Reinventing Public Education at: www.crpe.org/workingpapers/pdf/NBPTSquality_release.pdf, www.crpe.org/workingpapers/pdf/NBPTSquality_brief.pdf, www.crpe.org/workingpapers/pdf/NBPTSquality_report.pdf

NEA Foundation's Innovation and Learning Grants

Apply by June 1 and receive notification by November 15. Grant amounts are up to \$5,000.00 per project. All

NEA members who are US public school teachers in grades K-12, education support professionals, or higher education faculty and staff are eligible to apply. Visit: www.nfie.org/programs/grantguides.htm today for guidelines and an application, or call 202.822.7840.

New Procedure Change at NBPTS

2004-2005 candidates can collect evidence at anytime during the 12 months beginning April 1, 2004 and ending March 31, 2005, which is their portfolio due date. This is described in the On-line Guide at this location: www.nbpts.org/candidates/guide/1_portflo.html Also on the following site: www.nbpts.org/cis/faqs/faqs_0304_eligibility.html#elig29



Fresh Paint is the official magazine of the Florida Art Education Association. It is published 4 times a year and is mailed to all FAEA members @900, Florida District Art Supervisors, Florida Department of Education, presidents of each State Art Association, and the National Art Education Association.

You may submit articles by e-mail or regular mail. Photographs and artwork must be accompanied by a release form. For all correspondence please include your name, address including zip code, phone number, e-mail and your school or business address. If you would like items returned, please included a self addressed stamped envelope.

Publication deadlines are as follows:
January 15th - Spring Issue
March 15 - Summer Issue
June 15th - Fall Issue
October 15th - Winter Issue

Send articles and photos electronically to:
FAEAPublications@aol.com.

Send articles and photos by mail to:
Ralph Nurmela
Gibbs High School
850 34th Street South
St. Petersburg, Florida 33711
ph. 727.893.5452
fax 727.893.5461

FAEA MEMBERSHIP INVITATION

This application is for **FAEA Membership only**.

- New Membership Renewal Membership

(Please type or print)

Name: _____

Home Address: _____

Home City: _____

State: _____ Zip: _____ - _____

Home Phone No. (_____) _____

Job Title: _____

School / Institution: _____

Work Address: _____

City: _____

State: _____ Zip: _____ - _____

Work Phone No. (_____) _____

FAX No. (_____) _____

E-Mail: _____

*Please check (✓) **only one** membership choice.*

- FAEA Introductory Member \$ 30
For first time FAEA members for the first year membership
- FAEA Active Member \$ 40
- FAEA Student * \$ 15
**Enclose photocopy of Student ID*
- FAEA Retired Member \$ 20

Is your school: Public Private

*Please check (✓) the **one** most appropriate division:*

- Elementary Middle School High School
 Higher Education Museum Education
 Administration / Supervision

Are you NBCT? Yes No

Are you a Practicing Artist? Yes No

If Yes, Medium: _____

My check is enclosed, payable to:
 FLORIDA ART EDUCATION ASSOCIATION

Mail completed form to: Florida Art Education Association, Inc.
 207 Office Plaza Drive
 Tallahassee, Florida 32301-2807
 ph. 850.205.0068
 fax 850.942.1793

Please visit the FAEA website for more information and a downloadable membership form.

NAEA MEMBERSHIP APPLICATION

This application is for **NAEA Membership only**.

- New Renewal I.D. Number _____

(Please type or print)

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State: _____ Zip: _____ - _____

Telephone (_____) _____

E-Mail: _____

MEMBERSHIP DUES CHART FOR FLORIDA ONLY

*Please check (✓) **only one** membership choice.*

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For those engaged in the teaching of art or direction of art programs
- Retired \$ 30
For those retired from the art education profession
- Associate \$ 50
Non-art educator
- First Year \$ 40
First time NAEA members for the first year membership only
- Student \$ 20
Enclose photocopy of Student ID and Grad. date
- Institutional \$ 170
Includes a subscription to "Studies in Art Ed." and one prepaid registration fee to the NAEA national convention
- Subscription Option \$ 15
Subscription to "Studies in Art Ed.", a quarterly research journal (Non-member subscription fee is higher.)

TOTAL \$ _____

*Please check (✓) the **one** most appropriate division:*

- Elementary Middle Level Secondary
 College / University Museum
 Administration / Supervision

My check is enclosed

Please charge my: VISA MasterCard

Card No. _____ / _____ / _____ / _____

Expiration Date _____

Signature _____

Mail completed form to: NAEA Membership Department
 1916 Association Drive
 Reston, VA 20191-1590

Fax completed form to: 1.703.860.2960

Phone orders - VISA or Master Card ONLY: 1.800.299.8321

FLORIDA ART EDUCATION ASSOCIATION (FAEA)

207 OFFICE PLAZA DRIVE • TALLAHASSEE, FL 32301-2807 • ph. 850-205-0068 fax 850-942-1793
 e-mail: "mailto:bruce@faea.org" bruce@faea.org

2004 INSERTION ORDER AND ADVERTISING AGREEMENT FOR FRESH PAINT AND THE FAEA CONFERENCE PROGRAM
 The Official Publications of the Florida Art Education Association. **Fresh Paint** is distributed to more than 1,000 art teachers and district art supervisors who purchase your products and services.

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Agency Name _____ Agency Account Rep _____
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City _____ State _____ ZIP+4 _____ + _____

Phone _____ Fax _____ e-mail _____

ALL RATES ARE PER INSERTION. THE FOLLOWING ADVERTISMENT INSERTION PACKAGE IS HEREBY ORDERED. ALL ADVERTISEMENT FOR THE 2004 PUBLISHING YEAR IS BLACK AND WHITE.

EDITORIAL CALENDAR ISSUE	Spring	Summer	School Opening	Conference Program	Winter
RELEASE DATE (approximate)	3/1/04	5/1/04	8/1/04	10/15/04	12/1/04
DEADLINE FOR INSERTION ORDERS AND AD ART WORK	1/15/04	3/15/04	6/15/04	8/1/04	10/15/04

FILL IN:

TYPE OF INSERTION _____

AMOUNT (See ad rates below) _____

TOTAL ORDERED _____

All art work is to be sent via e-mail to "mailto:bruce@faea.org" bruce@faea.org. Advertisers may pay with this insertion order or may choose to be billed as directed above following each publication. Advertisers will receive a tear sheet and a copy of the publication in which their ad appears. All checks are made payable to FAEA.

ADVERTISING RATES: Clients purchasing three or more ads in the publishing year or who pay for their ads in advance (all ad requests billed at one time) via credit card (see bottom of form) are eligible for a 10% discount per insertion. All rates are net of any fees charged to advertisers by third parties.

TYPE OF INSERTION	A	B	C	D	E	F
SIZE (circle selection(s))	Inside covers	Full Page	Double-Truck (2 Full pages - facing)	2/3 page	1/2 page	1/4 page
PER INSERTION	\$400.00	\$300.00	\$500.00	\$200.00	\$100.00	\$50.00
WITH DISCOUNT	\$360.00	\$270.00	\$450.00	\$180.00	\$90.00	\$45.00

Instructions (e.g. new art work with each order, etc.)

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