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Student bowls and note cards by Norcrest Elementary School



SHS Art Club officer, Ross Cooper, demonstrates throwing clay pottery



Artist Trading Cards from Sunrise Elementary

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Information for advertisers can be located on page 23 of this issue, and at www.faea.org.



Sue Castleman, President
Supervisor K-12 Visual Arts,
Pinellas County

**FLORIDA ART EDUCATION
ASSOCIATION
BOARD OF DIRECTORS
2006 - 2008**

ADVOCACY, WHY IS IT SO IMPORTANT FOR FAEA?

In the recent FAEA survey, the feedback from the question “Does FAEA meet your needs through Advocacy?” was surprising. Thirty percent strongly agreed, 36% somewhat agreed, 9% somewhat disagreed, and 7% disagreed. This feedback shows that FAEA needs to show a stronger connection between our advocacy efforts and the mission of FAEA. We state in our mission “to promote art education in Florida through professional development, service, advancement of knowledge, and leadership.” Our mission is a statement of advocacy for the visual arts in the state of Florida. In the past 4 years, FAEA has partnered our advocacy efforts with the Florida Music Educators’ Association. This past year, we achieved a long sought after goal to increase the high school graduation requirement to 1 full credit of Fine Arts. This would not have happened without a strong partnership with other arts education associations and the ability to hire lobbyists to bring our message forward in the legislative process. The challenge we have in this upcoming legislative session is to keep this graduation requirement. Again, that will take a persistent and consistent message to legislators through strong arts advocacy activities. This increase to 1 full credit of Fine Arts will increase opportunities for students to enroll in visual arts classes throughout the state which fully supports the mission of FAEA.

HOW DOES FAEA ADVOCACY HELP IN MY OWN SCHOOL AND DISTRICT?

In the FAEA survey, when asked, “Does FAEA meet your needs through the Annual Conference,” 56% strongly agreed and 26% somewhat agreed which shows that our annual conference has a strong level of satisfaction from our members. By attending the annual conference, you are able to take back to your school and district the most up-to-date curriculum professional development and legislative information that enables you to be a strong advocate for the visual arts. Another advocacy benefit that FAEA provides you is the quarterly publication *Fresh Paint*. In the FAEA members online survey, when asked if the *Fresh Paint* publications met your needs, 52% strongly agreed and 39% somewhat agreed. *Fresh Paint* provides you with the “*advancement of knowledge*” through news and articles.

HOW CAN I BECOME A BETTER ADVOCATE FOR THE VISUAL ARTS?

Be informed and know the strong connection between learning in the arts with other disciplines. There are many recent articles about the importance of all students having access to arts education. I recommend that you read the articles “Academic and the Arts,” by Douglas Reeves, *Education Leadership*, February 2007, and “How the Arts Develop the Young Brain,” by David Sousa, *The School Administrator*, December 2006. These are publications that many of the administrators receive.

Communicate, communicate, and communicate, we are the visual arts, be visual. Display student artwork in your school and community and share the objectives of the learning that takes place when creating artwork. Invite parents, administrators, school board members, and local legislators to your art shows and exhibitions. Share student stories about how the arts have impacted them. Renew your FAEA membership and encourage others to join.

Advocacy is the core of FAEA’s mission.

The mission of the Florida Art Education Association is to promote art education in Florida through professional development, service, advancement of knowledge, and leadership.

The vision of the Florida Art Education Association, hereinafter designated as FAEA or as the Association, is to provide Florida visual art teachers with the knowledge, skills, and support that will ensure the highest quality instruction possible to all students in Florida.

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division updates

ELEMENTARY SCHOOL DIVISION

Wow! Spring is here...well it should be by the time you read this! And with spring here, summer is not too far away. Time sure has a way of speeding by, doesn't it?

As you know, March is Youth Art Month. This year I hope you get the chance to celebrate Youth Art Month and do a little arts advocacy at the same time by getting involved in the ArtWorks Artist Trading Card Project, in which students make 2½" by 3½" trading cards. The cards are then placed in trading card collector sleeves and taped together to form banners. These banners can be hung in various places, for example, school front offices, School Board offices, or City Halls, making a bright and colorful statement for the art programs in our schools. For more information on this wonderful form of advocacy, see the announcement in this issue of *Fresh Paint* or go to: <http://www.faea.org/Youth-Art-Month.pdf>. The students can make the cards in as little as one class, and they will enjoy having the chance to work small. (I can't believe how many of my students try to make a 2 and 1/2 inch square drawing on a 12x18 sheet of paper!).

One of the great things about this time of year is the feeling of renewal that comes as new leaves and blossoms appear on trees, seeds start to sprout, and warmer breezes replace the cold winds of winter. I recently had a renewing experience as well—I took a

half day workshop on mixed media at Seminole Community College. Our teacher, Pam Coffman, who many of you knew when she was an art teacher at Oviedo High School in Seminole County, reminded us that we need to play with art from time to time. We spent an enjoyable morning embellishing papers with different media, printing with found objects, brayers, sponges, spray bottles, spent gift cards, and paper scraps. We used shaving cream and starch, bubble wrap and vegetable bags, dish soap and bits of paint and ink...a plethora of leftovers! We had a marvelous time and ended up with a wild array of papers that could be used in making more art, not to mention tons of ideas that we could use in the classroom. I would encourage each of you to find some form of renewal in the next couple of weeks, something that will enable you to finish out this school year with a fresh sense of wonder at the power of art in your life. It doesn't have to be a workshop. Renewal could be just spending a few hours alone or with another artist or two playing with your art supplies; attending an art show or an exhibit at a gallery you've never visited before; taking your sketch book and/or camera along during a walk on a nature trail; or trying out a new medium or using a well loved and familiar medium in a new way. Tape your watercolor paper to the underside of a table and paint a la Michelangelo. Do your self portrait in

a cubist style or elongate the face and figure in the style of Modigliani. Try using a different palette of colors. Paint a landscape in semi-darkness. Try automatic painting, a style of painting in which paint is applied directly to the canvas without any planning or preconceived ideas. Examples of this are: gestural brush strokes, a controlled drip technique which involves squeezing paint from the tube directly onto the canvas, or palette knife paintings which involve spreading the paint with a palette knife into choppy patterns.

Artistic calisthenics is not meant to give a finished art work. (See: http://unitedartistsway.com/Artistic_Calisthenics.html) Just as an athlete exercises his muscles before a game or a race, an artist can warm up his or her creativity. Remember there are no mistakes in art—just different ways of doing things!

Does all of this sound like the advice we give our students every day? That's not surprising because it is. We should, perhaps, follow our own teachings from time to time. What could it hurt?

Finding a source of renewal will not only make you feel refreshed, it will help you inspire joy and wonder in your students. Have a marvelous spring!

Dana Smalley, Division Director
Safety Harbor Middle, Pinellas County



MIDDLE SCHOOL DIVISION

I recently attended an FAEA Board meeting at our conference hotel, The Florida Hotel. The hotel is very nice and the conference rooms are a good size, but it also happens to be attached to the Florida Mall, and that isn't so bad either!

During our meeting, a few very important facts arose, and I would like to share them with you. Don't forget, though, if you still have any questions or need clarification, please email me or visit FAEA's Web site at www.faea.org.

1. Youth ART Month is in March and FAEA hopes that you and the other art educators in your county will join us in celebrating and getting the "artistic word" out. This year, we are going to use ATC's (artist trading cards) as our creative outlet. This idea was developed by Ann Ayers and Ellen McMillan from Monarch High School in Coconut Creek. These cards are a very easy art form to create, but can have a powerful impact once combined and displayed as a unified work of art. The general idea is to

have every student create one or more 2½" x 3½" ATC's and then display them as a work of art by placing each one in a plastic, trading card collector sleeve. Once that is done, the filled sleeves can be taped together and hung throughout your school and/or county. Simple, but a very powerful artistic statement!

2. The 2007 FAEA Conference is looming
(Continued on page 17)



HIGH SCHOOL DIVISION

The 2006 – 2007 school year is quickly drawing to a close. Another year of inspiring the creativity of our students is passing. As one class of talented artistic seniors prepares to graduate, I can rest in the confidence of the potential I see in the freshmen budding artists-to-be. As we soon say good-bye to this year's seniors, we look forward to the challenge in the new freshmen. This is what makes this vocation we have such a wonderful and fulfilling pursuit – so many minds of creativity and imagination and the visual arts to release it.

Many great things have happened this year and many more are yet to come. Here at Sebring High, my brother and I have been active in a number of projects with our students and art club. Our art club has participated in many activities such as having a booth with face painting in our city's annual Fall art show, painting giant 4 foot by 8 foot Christmas cards, painting children's faces for a Snowfest celebration, displaying artwork in a local student art show, and creating 461 ceramic bowls for our Soup-Up-the-Arts fund raiser. The monies raised by the fund raiser went to offset a 10 month old baby's medical bills and student scholarships.

I do not list these projects to praise our program. On the contrary, I tell you to show you how simple it is to be your own advocate. All these activities, as well as others planned for this year, are ways to get your programs visible in your community. By bringing awareness to your program, your community sees the importance of art and art education. You show your community how art is important to your students, how it gets students involved, and what art has to offer everyone. Art is an important part of their education and can help teach them valuable life lessons such as caring, service, character, citizenship, and other valuable traits.

Youth Art Month is another great way to get involved in a project that brings awareness to the arts. Youth Art Month is in March and our statewide theme is ArtWorks. We are asking our members to participate in this month long celebration by making Artists Trading Cards. Go to the FAEA Web site at www.faea.org to find out more information on Youth Art Month and

Artist Trading Cards.

FAEA is another source of art advocacy. FAEA, with the Center for Fine Arts Education, was instrumental in the state legislature in securing the 1 Fine Arts credit requirement for high school. FAEA and the Center for Fine Arts Education continue to fight to keep the high school credit and are working to add the same credit requirement for middle school.

We, as art teachers, need to be active art advocates and use every opportunity to share what we do and what we are about. We must connect art advocacy and our jobs. We must also strive to encourage other members to join FAEA, so that they too can receive the

benefits membership provides and at the same time make FAEA a stronger voice.

FAEA has many plans for you, its members. Visit the FAEA Web site and see what FAEA has to offer you.

Don't forget to communicate with us. We need to hear from you. Share your thoughts, ideas, successful projects, art advocacy, questions, and other comments. Help us make FAEA the strongest organization it can be and make art education in Florida the best of all. Good luck as you complete this school year and create some great art!

Susannah Brown, Division Director
Florida Atlantic University, Boca Raton



HIGHER EDUCATION DIVISION

The members of the Higher Education Division congratulate Dr. Thomas M. Brewer, Professor, Coordinator of Art Education, Department of Teaching & Learning, College of Education, University of Central Florida. Dr. Brewer was selected to receive the National Art Educator of the Year Award by the National Art Education Association.

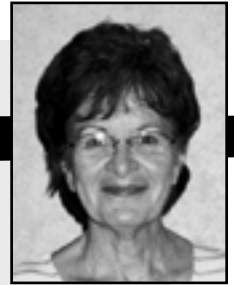
We know that Dr. Brewer is an accomplished teacher and scholar in the field of Art Education and have recognized his accomplishments by awarding him the FAEA Art Educator of the Year. Dr. Brewer is to be commended on his research and scholarship. Not only has he extensively published in a variety of journals, his service to the field as a dedicated art educator is appreciated. An excerpt from his impressive bio explains this point clearly: "He has served as President of the Seminar for Research in Art Education and the Chair of the National Art Education Association's Research Commission (1998-2001), the Higher Education Division Director for the Florida Art Education Association, Chair for the Southeastern College Art Conference Visual Arts Education Policy Committee, and the University of Central Florida representative to the Florida Higher Education Arts Network.

He was named the 2002 National Art Education Association Higher Education Art Educator of the Year, and the 2006 Florida Art Educator of the Year."

Please join us in thanking Dr. Brewer for his dedication to art education and recognizing his award, the 2007 National Art Educator of the Year. For information about the award and Dr. Brewer, please refer to the article in this issue of *Fresh Paint*.

Don't forget to nominate a colleague as the Higher Education Division Director on the FAEA Board. As we move forward towards planning the 2007 FAEA Conference in Orlando at The Florida Hotel on October 18-21, please consider submitting a proposal for either the Special Interest Sessions, Mini Workshops, Major Workshops, and/or All-Day Workshops. You might possibly consider presenting with university level students and/or colleagues. I encourage all the members to attend and bring a new member with you to the 2007 Conference.

As always, I look forward to any news of creative or scholarly work, awards, or interesting programs that concern higher education. Please send any news to myself at sbrow118@fau.edu.



division updates

SUPERVISION/ADMINISTRATION DIVISION

Instead of my usual reporting of what is happening in districts across Florida, I have chosen to write a book review of Third Space, When Learning Matters, by Lauren Stevenson and Richard Deasy, copyright 2005. This book reports on a study of ten selected schools that attributed their student success to the infusion of the arts into their curriculum.

These so called "high poverty schools" often include students who are learning English for the first time, come from disadvantaged circumstances, and/or have difficulty achieving. We want schools to be safe places; we want schools to be places where children learn to become good citizens. In this book the authors remind us that creating safe places in schools is possible everywhere, regardless of the ethnicity, poverty level, language, or location. They explore the thoughts of "truly powerful environments," "rigorous teaching" and "engaging arts activities" that transform students' relationship to their own learning. Repeatedly throughout the book the authors discuss the space between students and teachers as that space where learning happens, where connections are made, as that Third Space.

Citing past research from Gaining the Arts Advantage, Critical Links and Champions of Change, we know that the arts help students achieve and have a positive effect on learning. With grants from the DOE, GE Foundation, and Ford Foundation, the authors set out to look at ten schools nationwide that were successful with students and where the schools identified the arts as reasons for that success.

In 2001, the Arts Education Partnership (AEP) set out to see how the arts contribute to the improvement of these schools that serve economically disadvantaged commu-

nities. The schools varied on how the arts were presented; whether using arts specialists, art teachers, teaching artists, residencies, or combinations, they each brought their passion for the arts and were able to make those academic connections when necessary.

Each of the schools revealed to us that its success related to the seriousness with which students, teachers, and administrators embraced the arts as profound explorations and expressions of self, others, and the world – explorations and expressions that were deeply meaningful to students. The arts, when they were seen and taught with this understanding, were capable of generating new sets of relationships – third spaces – among all those in the school and the community. (p.15)

Throughout the book examples illustrated the outcome of when learning matters, i.e., students become engaged, think, ask questions, and are able to report back. When students see themselves as part of the process they also respond in a more expressive way and on a more personal level. Students need to be challenged and need to be brought into the process. When students are engaged through reflection, analysis, and critical thinking through the arts and when they make analogies, draw conclusions, and look at something from a different perspective, they are in fact practicing a "process" which transfers to individual thinking about oneself, within a job or situation. The analytical arts processes give students practice in critical thinking. With guidance, students can break apart a work of art and integrate it into his or her life. Through metacognitive strategies students monitor their understanding and progress in problem solving. Students who "reflect"

on their work or their process are developing the capacity to be life long learners.

The authenticity of the experience in projects integrating the arts and language arts, the teacher said, directly supported students' literacy development from story comprehension to sophisticated interpretations of texts, identification of characters and their motivations, recognition of irony and other literary devices, and the development of expressive language, both written and oral. Once the quality of the learning experience has changed, there's a significant difference in students' level of competence in literacy and language. (p. 55)

These schools were chosen for their established success in using the arts for their underserved populations. As I was enjoying this book I noted the necessity of ongoing professional development and administrative support as well as extra time scheduled to plan and communicate with teachers. In addition to "in house" planning periods there was planning with the local arts community, speakers, and visiting artists. Within the community there was a broad expectation of support. The schools can boast of improved test scores, advanced literacy, and student enthusiasm to improve. Teachers acclaim the knowledge transference from the subject at hand to broader concepts. The teachers themselves felt their outlook was broadened and their attitude improved because of their work with outside artists who felt passionately about their art. Because teachers were learners and facilitators they were proud of their new skills and were more confident teachers. This book illustrates arts infusion in explicit examples and individual reflections.

FRESH PAINT RECEIVES NATIONAL AWARD

Fresh Paint, the Florida Art Education Association's quarterly publication, has been selected to receive the NAEA Category III Newsletter Award of Excellence. FAEA tied with the Illinois Art Education Association for this honor. Award certificates were presented at the NAEA Convention during the Delegate's Assembly.

DISTRICTS ASSEMBLY

Each year at the FAEA Conference, local art education association representatives come together to share what's going on in their area of the state. This year, we focused on legislative issues and the importance of membership.

In the spring edition of *Fresh Paint*, we ask our local art education associations to share what they have been doing in their county. Below are articles written by our local associations about the great activities they have to support the art programs in their district.

BREVARD COUNTY

The goal of the Brevard Art Educators Association (BAEA) this year is to motivate, inspire, and recognize the talents of our hard working members. We want Brevard County to know that their children are not only being taught by the finest art teachers, but also professional artists.

For the month of October, we sponsored an Art Teacher Art Show at the King Center for the Performing Arts. We had 53 pieces of 2D, 3D, and jewelry on display and one of our teachers even sold her artwork. There was an opening reception for the art show and we had media coverage as well. It was great exposure and a great opportunity to see the different mediums used by our art teachers.

In November, we invited renowned artist Frits Van Eden to one of our BAEA meetings to give us a demonstration on his techniques. We were so inspired that we had Frits return in December for a two session workshop. We enjoyed being artists again. Many of us had not painted in years. Others were fine tuning their own techniques, but we all had new paintings for our walls.

(Continued on page 10)



BAEA workshop with Frits Van Eden



BAEA officers and exhibitors from the Art Teacher Art Show

Glendia Cooper, Division Director
Cummer Museum of Art & Gardens, Jacksonville



MUSEUM DIVISION

The power of partnership is important to educating the student and the community. Museums are looked at as the classroom inside and outside the school building. These institutions connect students to the real world of learning about art. Having a museum in your community is an investment in educational programs and also developing and understanding of art in the community.

Recently, in order to make the Jacksonville community and The Cummer Museum of Art and Gardens the place where art begins, J. Wayne and Delores Barr Weaver announced a \$1 million gift to establish an endowment for the Weaver Academy of Art at the Cummer Museum. This endowment will provide access to art educational programming for thousands of underserved elementary students attending Duval County Public Schools. The program will assist in educating children by providing continuing art education for teachers, outreach visits to the schools, an assessment for students, and free visits for children and their families.

The Cummer Museum's Education Department embraced this gift to provide

children docent led tours to examine works of art, tours of the museum's historic gardens, hands-on studio activities, and an opportunity to explore the interactive center, Art Connections. This is a great collaboration effort for the museum and community members to create successful partnerships for students.

DO YOU KNOW THE ARTIST ?

Jan Atchley Bevan, a literary artist and museum educator, is the Author-in-Residence at the Cummer Museum of Art and Gardens. Her genre is story picture books and poetry. Jan is also a musician and composer.

She is the author of two children's books and recently honored for the release of her CD *Heartstrings*. Produced by Museum Music in New York and promoted by the Cummer Museum, *Heartstrings* is a CD of prose poetry combined with chamber music and art. You can order *Heartstrings* at www.museummusic.com. As the Cummer Museum's VSA Arts Ambassador of Florida, Jan Atchley Bevan, who happens to have low vision, mentors writers both with and without disabilities.

Districts Assembly—continued from page 9

Upon returning from the holidays we are now focusing on our “Principal that Best Supports the Arts Award.” The winning Principal will be announced at the end of the month. The winning Principal’s name is put on a permanent plaque at our School Board. The nominating art teacher selects a student’s artwork to be framed and presented to the Principal at our School Board Art Show Ceremony. The student’s artwork is used as BAEA’s logo for the next year. We are also in the process of sponsoring another Art Teacher Art Show for the spring.

BROWARD COUNTY

Broward Art Education Association (BAEA) has had a very active year so far. We started the year off with a welcome back breakfast at Borders Books which included a presentation by an animator. We have held two studio Saturdays which are workshops for art teachers to hone their own art skills and relax as artists. Figure sculpture in clay and landscape architecture were the topics presented by local artists. Art Buffets are another workshop venue that BAEA provides where several art teachers share their best practices and lessons based around a theme for that buffet. We have covered digital designing and Pinwheels for Peace, printmaking and Art Cards, and sculpture and holiday ornaments. Teachers enjoy the networking and refreshing ideas shared at these workshops.

To advocate for the arts we select a theme each year, this year’s theme is “Value Art”. BAEA creates original decorations based on our theme and displays them on trees at our school board’s main administrative building for the holiday season. The tree and all decorations are then donated to a needy family.

One of BAEA’s main goals every year is to raise funds for the Arts for the Future Scholarship Fund. We hold an Art Walk as the major fundraiser and sell t-shirts with the year’s art theme. The second annual Art Walk was held in October. Teachers and students created art boards that were displayed throughout the park where the walk is held. Participants pay an entry fee and also get sponsors to raise additional funds.

Top fund raisers receive prizes and this year we also had an “Art Yourself Out” dress up contest. The event raised over \$1,500. With the t-shirts sales, we will be awarding two \$1,000 scholarships to graduating seniors who are pursuing an education in the arts.

BAEA also holds a juried teacher art exhibit every year at the Ft. Lauderdale Art Institute. This year 23 teachers, submitting artworks in a range of media, participated. A closing reception was held where awards were presented. We have found that the closing reception works well for increasing attendance and getting all the artwork picked up.

BAEA has many projects planned for the remainder of the year. The reception for the county wide Youth Art Month exhibit is sponsored by BAEA. Decorations demonstrating the “Value Art” theme have been created to complement the student artwork exhibit and share our message. We are also encouraging members to participate in the Artist Trading Cards project for Youth Art Month. Several cards will be displayed at the Youth Art Month exhibit and at other venues throughout the county. In conjunction with Youth Art Month, BAEA designates a particular day in March to promote arts advocacy. This year it will be “Value Art Day” on March 22, 2007. BAEA has planned several activities for Value Art Day which are sent to teachers to implement in their own school. We hope that this day will remind everyone throughout the county how important the arts are!

We also have a new exhibit planned for the spring: *Shared Inspiration*. This exhibit will showcase how teachers inspire their students to create. In addition to displaying student artworks, each teacher can display their own sample used to teach the student lesson and any pertinent information on the creative process including photos of students working and products of the process. A bonus outcome of this exhibit will be a lesson plan booklet of all works displayed. BAEA strives to promote arts advocacy and provide its members with valuable resources to rejuvenate and improve their teaching and enjoyment of the profession.

CHARLOTTE COUNTY

Charlotte County has been working on textbook adoption. This is the first year that all grade levels have had a voice at the district office and the opportunity to adopt books. Art teachers were very excited to meet with the publishers and let them know how important technology is to them. Elementary art teachers adopted electronic books, with no texts. This ensures that they are going to be on the forefront of technology use and acquisition.

Charlotte County still has 5 schools that are in temporary housing due to Hurricane Charley. All of these schools are guaranteed the latest classroom technology when the schools are finished. In the meantime, teachers are finding technology an integral part of the curriculum.

January brought the art teachers together for an Art Teacher Exhibit at the Arts and Humanities Council. “Eclectic” is the word to describe the variety of mediums represented by the teachers. We had digital cameras donated as the prizes. The reception was well attended by the local community and included the Superintendent and several school board members.

February brought the Charlotte County Fair. This year the fair was filled with 12,000 square feet of visual art. The entire Maverick’s building will contain displays from each school along with a special senior portfolio area. The fair has generously donated a \$500 scholarship to each high school and competition is stiff!

The Spring Art Shows will be displayed at the Visual Arts Center in Punta Gorda in April. All levels of student work will be exhibited with entrants receiving an art medal for participation. High school work has monetary awards presented by SEAD. The shows draw large crowds of parents and friends as they support the young artists.

DADE COUNTY

The beginning of the 2006-2007 school year has seen the Dade Art Educators Association (DAEA) busy at work. DAEA is actively engaged in pursuing new membership as well as ensuring that the current

membership be afforded opportunities for professional development.

To date, the DAEA has sponsored numerous workshops which enabled participants to receive TEC credits as well as the opportunity to get together in informal settings to brainstorm and exchange best practices ideas. Some of the workshops included Photography Lighting Series I and Photoshop CS, Shodo: Calligraphy Writing Workshop, ABC's of CBC's, Light and Shadow: Experimental Drawing Techniques, and the forthcoming Haiku Books scheduled for March, as well as the Cuna Cacti Trapunto

DCPS art teachers with regards to advocacy. Surveys were distributed to ALL art teachers in Miami-Dade County and were met with outstanding responses. The art survey responses, which will be used to assist in policy writing, have been uploaded onto the DAEA Web site at www.dadearteducators.com.

This school year has started off with a flurry of activities and opportunities for all. There is much more in the works, so, we'll keep you posted, as the best is yet to come.

DUVAL COUNTY

now serve a 2-year term. Our extended Board includes Division Chairs for elementary, middle, and high school. Liaisons represent higher education, museums, private schools, and district administration. A bi-monthly newsletter is sent out to all members. The Association supports professional growth through workshops such as Bill Ritzi's two-day oil painting workshop last February and workshops led by our artists-in-residence. Just recently, DATA held its annual Winter Exhibition at the Duval County School Board building and is gearing up for its Spring Juried Exhibition.



Workshops hosted by the Duval Art Teachers Association

Quilting workshop to be held in April.

DAEA has also awarded cash prizes and certificates to students exhibiting in this year's student exhibit entitled "Light and Shadow" held in October and the forthcoming "21st Annual Watercolor Exhibit", sponsored by the Watercolor Society of America. DAEA promotional tables are also set up at all events with button sales, aprons, advocacy information, and membership registrations.

We have also created an Advocacy Committee which is dedicated to developing and surveying programs and knowledge of M-

The Duval Art Teachers Association (DATA) has been very busy this year as I am sure you are all aware. The FAEA Conference took up a great deal of our time last year and the beginning of this year. The success of the Conference from the local organization's end, could not have been possible if it had not been for hard working, dedicated teachers like those in Duval County. Over 90 art teachers were heavily involved in the Conference both behind and in front of the scenes.

DATA has fashioned its organizational structure after FAEA. Our elected officers

For the past four years, DATA has held the "Fabulous Florida Flamingo Fete"; an auction to raise scholarship dollars for county art teachers. In those four years, over \$10,000 in scholarships have been awarded. DATA is now making plans for its next fete, but has decided to move the event from May to the first week in December.

The Association continues to honor principals who support the arts through its "Principal of the Year" award. Nominations are being received in the next two months. Also very recently, DATA has received its

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Districts Assembly—continued from page 11

501(c)(3) status. More information regarding DATA can be found on the county's Web site at www.educationcentral.org. Click on "about dcps" then click on "dcps program" and then "art".

HILLSBOROUGH COUNTY

The Hillsborough Art Education Association (HAEA) has had a very busy year. We kicked off the school year with a members' show at Blake High School of the Arts. We had 36 members (K-12 instructors) show their current work. Awards were given for the following: Principal of the Year to Karen Bass at Bryant Elementary; Teacher of the Year to Carol Skelton at Robles Elementary; and Distinguished Service to Victoria Daniele at Citrus Park Elementary.

We are actively searching for other venues to display our art and possibly tie it into a community charity. Location possibilities include the Tampa International Airport and The Cuban Club in Historic Ybor City.

We hope to have a Web site up and running this summer. With a new Web site, we are in need of a new logo and are offering \$100 to the winner of the new HAEA logo design. The organization is also offering members a grant of up to \$200.

Lastly, our organization has and will hold several workshops this year. Previously, we had a dual workshop in early November. *A Critical Look at Art Criticism* was presented by Joan Loisel, Hunter's Green

Elementary, and Carol Skelton, Robles Elementary. *Watercolor Techniques with Pop-up Books* were presented by Joan Marsh, Pizzo Elementary. We have just teamed up with the Tampa Museum of Art and are hosting the museums *Curiosity Workshops*. The first one was held in February and focused on Mandalas. It was presented by a registered art therapist, Sue Johnson. In March, we will create *Altered Books* which will be presented by Cathy Battle, Progress Village Middle School, and Jennifer Lancaster, Wilson Middle School.

LEE COUNTY

Lee County Art students have been busy with a host of special guests, field trips, and art events. In addition to these activities we will hold the "Fifteenth Annual LAEA Invitational Student Art Exhibit" at the William R. Frizell Center/Alliance of the Arts from March 30-April 16, 2007.

For the fourth year, ArtFest Fort Myers (Fort Myers largest and most prestigious art show) brought artists into fourteen middle school classrooms thanks to a generous grant from the Bierly Foundation. Each year, artists share their knowledge, talent, and time with middle school art students. Students have had the opportunity to participate in hands-on activities and create unique works of art. They have been able to view original art works by the visiting artists or watch them demonstrate. They have

viewed artists' Web sites and learned first hand about art as a career.

We also have strong county wide support for our annual "Empty Bowls" project in which students create a work of art from clay that is displayed at the Bell Tower Shops in south Fort Myers and offered to the public for a donation to the Harry Chapin Food Bank of Southwest Florida.

Other LAEA activities are:

- Gulf, Mirror Lakes, and Pelican Elementary schools are displaying their Youth Art Month Artist Trading Cards at the Cape Coral Public Library through the month of March.
- Orangewood Elementary received second place for a rocking chair which was designed and painted by students. The chair will be auctioned to the highest bidder to raise money for several local charities.
- 130 Colonial Elementary students traveled to the Naples Art Museum for a tour of the exhibit *Claude Monet: Giverny and the North of France, The Great American Game: Baseball, and Six continents of Quilts: The Museum of Arts and Design Collection*. This trip was funded by the museum and Harley Davidson of Naples.
- Rayma Page Elementary will hold an Arts Gala on April 26th.
- The students of River Hall Elementary held a silent auction of their work during a two day event titled "A Taste of Art". Some of the money raised went to the Monique Burr Foundation for battered and abused children.
- Lehigh Senior High School created handmade butterflies which will be displayed at the school and then shipped to the Holocaust Museum in Houston, Texas. The museum is collecting 1,500,000 handmade butterflies in an effort to remember the 1,500,000 innocent children who perished in the Holocaust. Lehigh also celebrated Hispanic Heritage Month by studying the work of Frida Kahlo, Diego Rivera, Rufino Tamayo, and Fernando Botero. They worked in groups to re-create their work on a large scale. Their works were displayed around

FAEA ONLINE MEMBERS' FORUM: CREATING AN ELECTRONIC COMMUNITY

A benefit of FAEA membership and a feature of the Web site is the Members' Forum. This is a place to ask questions, look for advice, and share experiences, lesson plans, and best practices with other FAEA members.

- On the FAEA home page at www.faea.org there is a button near the top: **FAEA Members Logon!**
- This is your gateway to a statewide community of Art Specialists. After clicking this button you will be asked for a **user**

ID and password.

- Many of you have already used this feature to register for the conference. Use the same user id and password.
 - Once you have logged on go to the FAEA Members Only section. Click the **Members' Forum** to enter.
- Give this a try because it is a good way to continue the excitement we all experienced at the State Conference throughout the entire year! Log on today!

the school.

- Trafalgar Middle School had Barry Finver, President of S.W. Florida Woodcrafters, demonstrate his craft to the students. The students were spellbound as he transformed a chunk of wood into a bowl.
- Fifth grade students at Three Oaks Elementary School are working on clay animation shorts for the Lee County Schools Student Film Festival.

LEON COUNTY

The Leon County Elementary Art Teachers are hard at work getting ready for the annual Youth Art Month show at the Public Library. All 25 schools will be represented as the walls and shelves of the library turn into fabulous displays crossing media, time, and cultures. The show runs throughout the month of March with a reception for the artists and their families.

In addition to the monthly elementary art teacher meetings, *A Vocabulary and Art Workshop* lead by Julie McBride and Fran Kautz and a FOCS group for beginning art and music teachers lead by Evelyn Pender will continue into the Spring. Creating web pages for art teachers lead by Beth Benner will also be held. Several NBCT art teachers are also in the process of planning summer workshops. A special thanks goes to Margie Grussing our volunteer elementary art leader who goes above and beyond the call of duty and even gives out fabulously, fun door prizes at each meeting.

Two elementary art teachers recently received recognition by their school faculties. Kim Brock was selected as Killlearn Lakes Teacher of the Year and Wafa Elsaka as Hartsfield's Minority Educator of the Year.

Secondary art teachers have formed a group which will meet bi-monthly and be coordinated by Amanda Thompson of the Council on Arts and Culture. Two major current issues of concern included textbook adoption and pay for performance, The STAR program.

Chiles High School dedicated February 15th as an arts day of celebration called, "Have a Heart for the Arts Day". The event showcased the performing arts, band, chorus, and drama as well as the visual arts. Visual art events included "Mini Art Gallery" displays around the campus and a "Chalk



Walk" of famous artworks created in chalk on the sidewalks.

ORANGE COUNTY

This year, the focuses of the Orange County Art Education Association (OCAEA) are professional development and artistry renewal. We have provided 37 workshop grants to encourage art teachers to take advantage of the various professional development workshops organized by area museums, colleges, and state or national conferences. We also hosted several in-service activities to promote networking among our members, local artists, and Central Florida art education resources.



In September, we met Doug Rhodehamel, a local artist made famous by his paper bag mushrooms along roadsides in Orlando. Doug was also the consulting artist for a school based community paper bag mushroom installation project last May.

In October, we had our 3rd annual Art Buffet in which art teachers rotated among 6 mini-presentations and learned both hands-on projects and teaching strategies. The event was well attended and participants went home with lots of ideas and work samples.

In November, we had our Art Video Blockbuster Review. Teachers got a snap preview of different art videos for their references.

The January Art Refresher at the Menello Museum of American Art was a wonderful chance for art teachers to reconnect with their artistic sides. We not only saw the paintings of Mary Cassatt and Andrew Wyeth, but we also had the chance to work on some quick sketches inside the museum.

For the new teachers, the visit to Axner Pottery Supplies was both entertaining and informative. Renowned ceramist Teresa Roberts guided us through the various stages of clay making and answered many kiln firing questions.

OCAEA still has more events coming up in March and April such as the Youth Art Month Celebration, Art Educators' Show, and the end of the year party. It is going to be a very busy year!

PALM BEACH COUNTY

The Palm Beach County Art Teachers Association (PBCATA) is in the midst of another busy year. Our first order of business was to set up an exciting menu of teacher workshops guaranteed to include a mixture of creative ideas, new techniques and of course, the all important camaraderie. A broad range of workshops are available throughout the year including pottery techniques for raku, raku and pit firing, illuminated sculptures, clay dragons, digital photo, reduction printing, intro to adobe, advanced photo shop, and cloisonné enameling.

Art exhibitions are opening and closing at a steady pace as PBCATA artists just completed a highly successful 2007 PBCATA

(Continued on page 14)

Districts Assembly—continued from page 13

Juried Art Show at the Palm Beach County School Board. The students were not to be outdone as PBCATA is currently cosponsoring the second of three K through 12 shows. If the number of student artists and family members attending the first two receptions are any indication of success, the openings were wildly successful. The third and final exhibition will continue through March.

We would like to thank all of our fellow FAEA members for purchasing aprons at this year's convention in support of the PBCATA scholarship program. Speaking with many of you at the convention's apron booth was a wonderful opportunity to exchange notes on how to improve our local association.

One slight change we have instituted this year was to encourage all PBCATA members to join the Board at our monthly meetings. To no surprise we have found our members to be a great source of information and new ideas. While inviting all members, we realized the meetings must be relevant and meaningful if we expect them to drive up to 40 minutes after a long school day. We think we found the answer. We invited extremely relevant guest speakers. Dr. Tom Pearson, Arts Supervisor for Palm Beach County, spoke at our January meeting and Pearl Krepps, Past President of FAEA, spoke at our February meeting. Attendance was up at both meetings; Tom and Pearl were outstanding guests, sharing a wealth of meaningful information with all. Our plan is to continue inviting quality speakers throughout the year. For more information on PBCATA, visit www.pbcata.org.

PINELLAS COUNTY

The main goal of the Pinellas Art Educators Association (PAEA) is to continuously provide assistance to Pinellas County visual arts teachers on the deployment of their programs. Our membership has increased 10% compared to last year. Having a membership drive at the beginning of the school year has proven very effective. PAEA has been working on the following this year:

LEGISLATIVE UPDATES AND CANDIDATES SUPPORT

In partnership with the Music Educators Association and ACE, we created a Web

site with Pinellas School Board candidate's responses to a questionnaire on art education. When choosing candidates, our association members were able to consult the Web site for information about their positions on art education.

REFERENDUM MONEY VISUAL ART COMMITTEE

Pinellas County voters have granted the Visual Arts Program referendum money. The amount is 1 million dollars a year for four years, for a total of approximately 4 million dollars. The Visual Arts Office, under the supervision of Sue Castleman, created a system that evaluates the needs of each school and its teachers. Funds were allocated for several categories: equipment, training, technology, and consumables. Teachers have an opportunity to evaluate the allocations through an input form at the end of each year.

PAEA is the referendum funds committee for the Visual Arts program. We

more concise document that has improved language as well as rules and regulations. We used the FAEA bylaws document as our guide.

TEACHER TRAINING DAY AND ADMINISTRATION BUILDING RECEPTION

PAEA has been assisting the Visual Arts Department on the deployment of events and exhibitions. Teacher training day and the Administration Building Grand opening are our main events.

T-SHIRTS PROJECT

We now have a new T-shirt design created by Nancy Hinson, one of our own art teachers and a PAEA board member. We had a contest for the t-shirt design. We are happy to report that our T-shirts sold out and we have many requests for next year.

PAEA had a productive year. Next year Beth Rochelle will be our President. Congratulations Beth!



Polk County Kids Tag Art Project

reviewed, made suggestions, and made recommendations on the plans and proposals suggested by the Visual Arts office.

BYLAWS REVIEWED

We felt a need to review and update our bylaws. We got together last summer and worked on the bylaws. The result is a

POLK COUNTY

Some elementary teachers who are also members of the Polk Art Education Association participated in the Polk County Kids Tag Art Project to kick off the school year. Major sponsors for the project were the Polk County Tax Collector's Office and Central Florida Eurocars.

The idea was the brainchild of the tax collector's office. The tax collector's office approached the school system and invited every 5th grade student to design a vanity license plate as a fund raiser that could be printed and used for gifts, etc.

Central Florida Eurocars donated \$10,000 as seed money for the project. Each participating school received \$104 from the dealership for their art programs. The tags also generated almost \$9,000 in funds for the participating art programs.

Teachers were given a standards based lesson as a starting point and also information about Graphic Arts as a career. Using the lesson plan, each 5th grade student designed their personal license plate. The vinyl, sun resistant plates were printed by Douglass Screen Printers at a very reasonable cost.

The printing company got so enthused about the project that they became a major sponsor. A service organization, the Junior Woman's Club of Lakeland, joined the project and donated their services to deliver the finished work back to the schools. The Polk Museum of Art and Ridge Art Association offered their facilities and services for receptions for the students.

Two students were selected from each participating school to be honored at a reception. Their outstanding tags were displayed on a life-sized Volkswagen constructed by the Polk Museum of Art. There were over 300 people in attendance at the reception, including school board members, city council members, and parents.

The tags are currently featured on the Polk County Tax Collector's Web site. The public may continue to purchase the tags from the Web site or from their teachers. The profit from these sales benefits the art programs in Polk County that participated in the project.

The project has been so successful that it will become an annual partnership between the schools and the sponsors. The tag project generated lots of publicity for elementary visual arts programs. Television and newspaper articles covered the students while they were designing the tags as well as the printing process. These partnerships help promote and strengthen the role of visual arts within a community. The tags will be on display in community locations

until next year. Many thanks go to all of the partners who helped make the project so successful.

PUTNAM COUNTY

Art education in Putnam County is taking on a new face. Ann Hamilton, an art teacher for the past twenty-two years, came to Putnam County four years ago to teach art at Interlachen High School. "I love teaching in a small district. It has its advantages, but I miss the idea exchanges, the professional development opportunities, and the support network that I experienced working with the art teachers' associations in both Duval and Clay counties." So, with the arrival of Ann, we begin the formation of the Putnam County Art Teachers Association with one high school art teacher, one middle school art teacher, and one elementary school art teacher.

Community support for art education has come from The Arts Council of Greater Palatka and the Seminole Electric Cooperative. They sponsored The Seventh Annual All County Student Art Show which was held at the Larimer Art Center in Palatka. The Palatka Art League has been another source of support for student artists in Putnam County. These organizations have also provided scholarship awards for students pursuing art at the college level.

The most exciting highlight of the Putnam County art program this year comes from first year teacher Jamie Pilling. This year, at River Breeze Elementary School, you will find students actively engaged in their very first art class. This is the first year River Breeze has offered art as part of the daily curriculum. An art class as an intricate part of the regular curriculum is difficult to find in Putnam County. Verlene Bennett, Principal at River Breeze Elementary School, feels that an established art program will prove to be a great benefit to students and should be a priority when planning curriculum for a school. During the summer before the 2006-2007 school year, great time and effort went into orchestrating a school-wide initiative that would incorporate the arts not only in the regular classroom activities, but also as an independent class.

"I am extremely proud to be a part of a program that will blaze a trail for the rest of our county! So many of our students have

never been exposed to creative learning using art materials and techniques. It is a joy to see them so excited about learning!" -Jamie Pilling, Art Teacher, River Breeze Elementary School, Palatka, FL.

SEMINOLE COUNTY

The Seminole County Art Education Association (SCAEA) is 55 members strong and we have a logo! We kicked off the 2006-2007 school year by providing an apron embroidered with our SCAEA logo to each teacher joining. Also, art teachers were able to order polo shirts with the new logo and we plan to take a group photo at our Student Spring Show at the end of April.

The association organizes and hosts art teacher in-services and sharing sessions throughout the year. Some of the topics covered this year have been Kinds of Art for K-5, Weaving, Clay, Organization Strategies, and Mixed Media.

During August, Art teachers, students, and family members participated in the National Arts Program and had a wonderful display and reception at the Seminole County Public Services Building. Also, our students' first display went up in our newly designated display space at the Sanford Orlando Airport. This was due to the hard work, perseverance over several years, and grant writing skills of member, Terry Cook!

During January, we had our annual Winter Warm-Up at a member's home. Members are able to visit, share ideas, partake in edible delights, and have an enjoyable evening. Currently, Seminole County art teachers are showing their work at the Casselberry ArtHouse.

SCAEA provides professional support, an opportunity to share lessons and strategies, an annual student art show in the Spring, an annual Teacher art show, Art Teacher of the Year recognition, and a monthly newsletter highlighting the Visual Arts programs in Seminole County.



FAEA MEMBER SURVEY RESULTS

Recently FAEA members completed an online survey about the organization. The results were presented at the recent FAEA Board of Directors meeting in January. The Board will use this feedback in setting goals for 2007. Thank you to all members who completed the survey.

1. What is your FAEA status?

Elementary	78	43.58%
Middle School	28	15.64%
High School	51	28.49%
Museum	3	1.68%
Higher Ed	6	3.35%
Supervisor/Admin	7	3.91%
Retired	6	3.35%

2. Does FAEA meet your needs through the Annual Conference?

Disagree	7	3.98%
Somewhat Disagree	9	5.11%
Somewhat Agree	45	25.57%
Strongly Agree	99	56.25%
NA	16	9.09%

3. Does FAEA meet your needs through the Division Meetings?

Disagree	16	9.09%
Somewhat Disagree	24	13.64%
Somewhat Agree	68	38.64%
Strongly Agree	22	12.50%
NA	46	26.14%

4. Does FAEA meet your needs through the FAEA Web site?

Disagree	9	5.08%
Somewhat Disagree	15	8.47%
Somewhat Agree	91	51.41%
Strongly Agree	51	28.81%
NA	11	6.21%

5. Does FAEA meet your needs through the Division information disseminated through emails and *Fresh Paint* columns?

Disagree	5	2.89%
Somewhat Disagree	12	6.94%
Somewhat Agree	78	45.09%
Strongly Agree	72	41.62%
NA	6	3.47%

6. Does FAEA meet your needs through the *Fresh Paint* publication?

Disagree	1	0.58%
Somewhat Disagree	5	2.89%
Somewhat Agree	68	39.31%
Strongly Agree	90	52.02%
NA	9	5.20%

7. Does FAEA meet your needs through the Districts Assembly?

Disagree	18	10.53%
Somewhat Disagree	22	12.87%
Somewhat Agree	41	23.98%
Strongly Agree	17	9.94%
NA	73	42.69%

8. Does FAEA meet your needs through Advocacy?

Disagree	12	7.02%
Somewhat Disagree	16	9.36%
Somewhat Agree	61	35.67%
Strongly Agree	52	30.41%
NA	30	17.54%

9. Does FAEA meet your needs through the Members Juried Exhibition?

Disagree	18	10.53%
Somewhat Disagree	25	14.62%
Somewhat Agree	50	29.24%
Strongly Agree	47	27.49%
NA	31	18.13%

10. Should FAEA sponsor an annual statewide K-12 Student Exhibition for FAEA members?

Yes	129	75.44%
No	42	24.56%

11. Does your School District pay for Conference Registration?

Yes	83	48.54%
No	88	51.46%

12. Does your School District pay for Membership?

Yes	24	14.20%
No	145	85.80%

13. Do you celebrate Youth Art Month in your School?

Yes	64	37.87%
No	105	62.13%

14. Do you celebrate Youth Art Month in your district?

Yes	79	47.02%
No	89	52.98%

15. Should FAEA have a Youth Art Month statewide theme and celebration?

Yes	133	79.64%
No	34	20.36%

16. Do you attend the FAEA Conference?

Yes	152	92.12%
No	13	7.88%

Middle School Division—continued from page 6

ing ever-closer, and with it, a number of things that have to be taken care of. First, how does one obtain funding to go to the conference? There really are a slew of ways to get financial help so that you can attend the annual conference. Below are a few ways to find funding.

- a. Writing a grant is always an option—check with other teachers and/or your principal or supervisor.
 - b. Ask your SIP/SAC/PTA for funding—that is one of the things that they are there for!
 - c. Don't forget to include in your IPDP that attending state and national conferences is a way of meeting the goals of your IPDP.
3. We are still in need of nominees for the 2007 Middle School Art Teacher of the Year and Middle School Division Director for the FAEA Board representative. Nomination forms are available on the FAEA Web site.

In addition to the information on a state level, this information was sent to me by the National Middle School association, and if you are interested, check out their site: www.nmsa.org/moya

MONTH OF THE YOUNG ADOLESCENT

October is Month of the Young Adolescent, an annual international collaborative effort of education, health, and youth-oriented organizations. Initiated by the National Middle School Association (NMSA), Month of the Young Adolescent brings together a wide range of organizations to focus on the needs of this important age range, ages 10 to 15. The key messages for the celebration are:

- The importance of parents being knowledgeable about young adolescents and being actively involved in their lives;
- The understanding that healthy bodies plus healthy minds equal healthy young adolescents;
- The realization that the education young adolescents experience during this formative period of life will, in large measure, determine the future for all citizens; and
- The knowledge that every young adolescent should have the opportunity to pursue his or her dreams and aspirations, and post-secondary education should be a possibility for all.

2007 CALL FOR SUBMISSIONS

Call for Artwork - Entries due April 2, 2007

We are featuring original student artwork in the online publication "Expressions from the Middle" and on the poster that is sent to over 34,000 people worldwide. Students' whose artwork is selected will receive a cash prize *plus* international recognition!

GUIDELINES FOR SUBMISSIONS:

- The original artwork should show how today's young adolescents lead the way in making a positive difference in their homes, schools, communities, and the world. Include two or three sentences telling us about the artwork and how it relates to the theme.
- Students can choose their favorite kind of media to work with.
- Color copies and quality photos of artwork are preferred; however, we do accept original artwork. Please keep in mind that submissions will not be returned.
- Each submission must be sent with a completed entry form.
- Visit <http://www.nmsa.org/moya> for more information.

Well, that ought to be enough to keep you busy until the next issue of Fresh Paint. Have a great spring!

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BOARD OF DIRECTOR'S NOMINATION FORM

••• NOMINATOR MUST BE A CURRENT FAEA MEMBER •••

I _____ attest that _____
Name of Nominator Name of Nominee

is a FAEA member, and I nominate him/her for the following board office:

- President-elect
- Secretary
- Elementary Division Director
- Middle School Division Director
- High School Division Director
- Higher Education Division Director
- Museum Division Director
- Supervisor/Administration Division Director

Nominee Information

Nominee _____
(Dr., Mrs., Ms., Miss, Mr.) Last First M.I.

Nominee's Home Address _____
Street/PO Box City State Zip+4

Current Employer _____ Position/Title _____

Work Address _____
School/Building Street/PO Box City State Zip+4

Home Phone () _____ Work Phone () _____ E-mail _____

Nominator Information

Nominator _____
(Dr., Mrs., Ms., Miss, Mr.) Last First M.I.

Nominator's Home Address _____
Street/PO Box City State Zip+4

Work Address _____
School/Building Street/PO Box City State Zip+4

Home Phone () _____ Work Phone () _____ E-mail _____

NOMINATIONS POSTMARKED AFTER MAY 1 WILL BE INVALID.

For Office Use:

Membership Verification _____ Initials _____

Expiration Date _____ Membership # _____

Please address envelope, and mail to:
FAEA BOARD NOMINATION
Florida Art Education Association, Attn: Lisa Kammel
402 Office Plaza • Tallahassee, Florida 32301-2757

STANDARDIZED VITA FORM*

Please Type or Print

The information on this form will be reviewed by a Board nomination committee and sent to the FAEA state office for use in the FAEA Magazine Fresh Paint, and other publications.

Name _____
(Dr., Mrs., Ms., Miss, Mr.) Last First M.I.

Award for which nominated _____
Print exact Officer title listed in on the previous page

Home Address _____
Street/P.O. Box Apt# City State Zip+4

Title (Currently employed as) _____

Work Address _____
Street/P.O. Box Apt# City State Zip+4

Home Phone () _____ Work Phone () _____ E-mail _____

List degrees held, Institution(s) and other education:

List FAEA activities on the state level including offices held, committees, honors, service, etc.:

List local art education association activities, offices held, committees, honors, service, etc.:

List other leadership roles and accomplishments:

List membership in other professional organizations, including offices held, honors, etc.:

List publications and/or exhibits:

List other teaching and/or related experiences:

Attach
recent
3 inch x 5 inch
PHOTOGRAPH
here.
(Black and White
preferred)

Nomination Packet, with photograph, and support materials must be postmarked by May 1st

Please address envelope, and mail to:

FAEA BOARD NOMINATION
Florida Art Education Association
Attn: Lisa Kammel
402 Office Plaza
Tallahassee, Florida 32301-2757



** This Standardized Vita Form has been modeled from the NAEA Standardized Vita Form.*



FAEA Members, Tracy Canada, Maria Miele, Nancy O'Neil, Tom Prestopnik, Senator Bill Frist, R TN, two unknown people, FAEA Members Chris Kretzer, Amy Taylor

A MEMORABLE CONFERENCE IN 2006

Tom Prestopnik, FAEA Member

Friday night, October 20th, at the Modis Building in Jacksonville at the FAEA Conference Juried Exhibition Reception, I was standing by myself waiting for my friend Chris. A young woman came up to me and asked if I was an art teacher at South Fork High School. I assured her that I had been, and she admitted to being one of my past students. Since we were mostly art teachers there I asked if she was now an art teacher, and she told me that she was in security. Impressed with the art work on display that night I guessed that she was watching over the paintings and other works of art. Again assuming that she lived in Jacksonville, I asked, but she told me that she lived in Washington D.C. She then told me that she was security with US Senator Bill Frist, Senate Majority Leader. I asked if she was wired for sound and packing "heat" she told me that, being his bodyguard, she was. He was at a meeting upstairs in the Modis Building and would be exiting to the elevator into the lobby in about half an hour. Without letting on about his impending appearance, I convinced my friends to wait around for a little while longer after most of the art teachers had left. Soon the Senator came through the lobby and was very cordial and political. He shook hands, signed autographs, and posed for photographs. Meeting Senator Frist was the icing on the cake to a very successful and enjoyable conference.



HELPFUL HINTS TO ATTEND THE 2007 FAEA CONFERENCE

Professional development is an important part of being a quality art educator. We recognize that attending the FAEA Conference can be costly for some. Here are some helpful hints that will assist you to fund your attendance at the annual FAEA Conference.

Ask Now! Share your intentions to attend the 2007 FAEA Conference now! Talk to your principal today about attending the 2007 FAEA Conference in Orlando, October 18-21, 2007. Check your school district calendar and see if you have the state professional day on October 19, 2007. Ask what funds would be available for you to attend from SAC, Title II, school funds, PTA funds, or other district funds. Request a substitute early. If you request early, you have a better chance of securing funds.

Be a presenter. Submit a proposal to be a conference presenter, many districts give funding priority to conference presenters.

See your professional development department for possible payment of conference registration fees. Remind them that you will be attending meetings that are vital to alignment of your visual arts curriculum. Share that you will be attending sessions that also address connections with reading, writing, math, science, and FCAT. FAEA presenters are right on target with offerings in these areas and you will return with a wealth of pertinent information to help you bring your classes fabulous learning experiences. Also, Title II funds can be used for professional development. Please check with the person or department that handles the distribution of those funds.

Make your hotel reservations early to get the conference room rate. The

FAEA conference room rate at the Florida Hotel and Conference Center is \$135/night.

Find buddies to share a room, car, etc. Four to a room can work very well if you remember to: respect each others property, space, time, and bathroom needs, among other things. If you have sleeping disorders supply your mates with earplugs. Imagine staying at a hotel four days and paying for only one!

Join hotel and airline frequent member clubs. Eventually you can earn free flights or hotel rooms.

Charge groceries, food, and daily expenses on credit cards that give cash, flight, and travel rewards in return. Important: Pay Off Monthly!

Reserve your flight as soon as feasible in order to get lower fares. Check with internet sites offering reduced rates, preferably on the airlines you have frequent flyer miles with.

Several exhibitors will offer special food opportunities. Whether you find a reception, discounted meal, free breakfast, drinks and snacks or appetizers, you can save money and meet some great people.

The free art supplies many vendors give away are great to take back to the class.

Trade babysitting or child care duties with a trusted friend. Give your husband a break too so he likes the idea of you going to conference.

Going to the annual FAEA Conference provides you with that special get-a-way to spark your initiative to face those classes with a new outlook. It's worth it!

FAEA MEMBERS JURIED EXHIBITION VS K-12 VISUAL ART DIGITAL EXHIBITION FOR STUDENTS

For the past year, the FAEA Board of Directors has been working on establishing a FAEA K-12 student exhibition. In the recent survey, our members have indicated that they are in favor of a statewide student exhibition. The Board also had to take a serious look at the annual FAEA Member Juried Exhibition and its future. In the past years this exhibition has been plagued with low participation and deadline extensions and even then, participation is not strong among the membership. The costs of the FAEA Juried Exhibition have continued to climb and the membership has complained about the rising entry fee. To counteract this, the prizes were increased, but this has not helped with participation. At the January 2007 Board meeting, the decision was made to discontinue the FAEA Juried Exhibition in the current form.

This spring, FAEA will introduce a K-12 Visual Art Digital Exhibition Pilot Program for students. Through a pilot exhibi-

tion, FAEA will be able to create a statewide visual arts recognition for student of FAEA members. The call for entries can be found on the preceding pages. This exhibition will debut at the 2007 FAEA Conference in Orlando.

As FAEA phases out the annual FAEA Member Juried Exhibition, a concern was expressed regarding honoring our member artists. A new feature in *Fresh Paint* has been added to each issue that will highlight FAEA member artists. In the first email call for artists, there were 40 submissions. From this strong response, each issue of *Fresh Paint* will feature FAEA member artists along with a short interview.

FAEA is striving to offer exhibitions that promote visual arts education throughout Florida and recognize the achievements of our students and visual arts educators. Please share any ideas with the FAEA office regarding our efforts.

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**Florida Art Education Association
K-12 Student Visual Art Digital Exhibition
Pilot Program
2007**

The vision of the Florida Art Education Association is to provide Florida visual art teachers with the knowledge, skills, and support that will ensure the highest quality instruction possible to all students in Florida.

The mission of the Florida Art Education Association is to promote art education in Florida through professional development, service, advancement of knowledge, and leadership.

The Florida Art Education Association is launching a statewide K-12 Student Visual Art Digital Exhibition Pilot Program to promote the achievements of students enrolled in visual art classes throughout Florida. This first year will be the pilot year for the program which will enable FAEA to create a statewide K-12 Student Visual Art Digital Exhibition.

The exhibition will be open only to K-12 students of current members of the Florida Art Education Association. In 2007, entries are limited to 1 (one) entry per student and the Florida Art Education Association will accept up to 1,000 (one thousand) total entries.

Exhibition:

- The K-12 Student Visual Art Digital Exhibition will be shown at the upcoming FAEA Conference, October 18-21, 2007, in Orlando, on the FAEA Web site, and selected works will be featured in *Fresh Paint*
- Students will receive statewide recognition.

Entry Fee and Requirements:

- There is a \$5.00 entry fee per student for submissions.
- The art teacher submitting artwork must be a current FAEA member. Visit www.faea.org to renew or start your membership with FAEA.

Specifications and forms:

- Current FAEA members are eligible to submit 1 (one) entry per student (*see guidelines for digital specifications*).
- Students must complete the entry and photographic release forms to be eligible.
- All mediums are accepted.

Selection Criteria (judging will be based on the following criteria):

- Skill and Technique
- Originality and Creativity (*see notes on plagiarism*)
- Personal expression

Judging Process:

- A group of jurors will score all entries with a standard rubric.
- All jurors will be trained.

Submission of Artwork:

- All submissions will be submitted in the digital format indicated below.
- Up to 1,000 entries (limited to 1 entry per student) will be accepted.
- Entries must include digital artwork in the appropriate format, completed entry form and photographic release form, and the entry fee.
- Submissions must be postmarked no later than May 25, 2007.

Guidelines for Digital Submissions:

For 2-D Artwork: The camera lens should be parallel to the artwork surface. Do not angle the lens as this distorts the image. Experiment with a variety of lighting to see what works best. Avoid camera flash back or images that are too dark. Fill the frame of the camera with the artwork. Do not allow school red brick to appear in the shot! For 2-D artwork that will fit on a bed of a digital scanner, scan the image at 100%.

For 3-D Artwork: Submit two images (different views) of three-dimensional artwork, **See below for details.** Do not allow school red brick to appear in the shot! Consider using a black or white background.

Adjusting with Software: FAEA asks that images are only altered in the following ways:

- Orientation:** Works should be rotated properly so that a work is not laying on its side when viewing. Re-orientation during adjudication may not be possible, or may distort the dimensions of the image.
- Cropping:** crop background other than the artwork.
- Color adjustment:** Only to adjust for lighting during photography and not to enhance the artwork itself.

JPG files: JPG should be captured by a 2+ megapixel camera. Set camera for "fine" or "extra fine" resolution not "web" or "normal." For photograph AND 13s participants may scan the print at 100% and save as a JPG file.

- Image Print Size:** Each JPG file must be at least 1500 x 2100 pixels.
- Image Quality:** should be at 300 dpi.
- File Size:** Each JPG file should be at least one megabyte but no greater than 10 megabytes. (Generally, JPG files at 1500 x 2100 pixels are approximately 4 – 5 megabytes or less.)

Save Files As:

Name the file with participant's "LastName_FirstName", category, and title.

For long titles abbreviate with a few key words.

Example:

Smith_John Drawing Self Portrait in Blue.jpg

Smith_John Graphic Design Logo Project.jpg

Burn the JPG images to CD-ROM:

Using CD burning software *such as* Roxio Easy Media Creator (www.roxio.com) or another program, save the files per category to CD-ROMs in the schema as outlined in the following pages. If you hire a professional digital photographer, you may want to share the following information and have the photographer burn CD-ROMs for you with the following organization in mind. Label School CD-ROM and protect each CD-ROM with a jewel case or paper sleeve.

Mail the CD-Rom, entry fee, and completed student submission forms postmarked no later than May 25, 2007 to:

Florida Art Education Association
K-12 Student Visual Art Digital Exhibition
Attn: Lisa Kammel
402 Office Plaza
Tallahassee, FL 32301

For questions, contact Lisa Kammel, Program Director, at (850) 445-1825 or lisa@faea.org.

**Florida Art Education Association
K-12 Student Visual Art Digital Exhibition
Entry Form**

Please complete all sections

Student Name : _____

Student Home Address: _____

Student Home City, State, Zip: _____

Grade: _____

Age: _____

School Name: _____

School Address: _____

School City, State, Zip: _____

School Phone: _____

School Fax: _____

Art Teacher Name: _____

Principal Name: _____

Art Teacher Email: _____

Art Teacher Phone: _____

Title of Art Work: _____

Description/Media: _____

Art Work Dimensions: _____

Year Created: _____

All work must be executed by the student, except in photography, where students are not required to develop, process, or enlarge their photos themselves. By signing the entry form, both the student and teacher/parent have certified that the work is the student's original, created by her or himself and does not infringe upon the intellectual property rights of any other individual or entity. Any work found to be plagiarized will be disqualified and any awards granted will be withdrawn.

Signature of Student

Signature of Art Teacher

Date

There is a \$5.00 entry fee per student.

Please send a check or money order for payment with this entry form.

Florida Art Education Association Artwork and Photographic Release Form

**Please complete this form and return it with the completed entry form, entry fee, and CD-Rom to:
Florida Art Education Association, 402 Office Plaza, Tallahassee, Florida 32301**

For questions, contact Lisa Kammel, Program Director, at (850) 445-1825 or lisa@faea.org

Use this form for all artwork and photographs. A parent/guardian signature is necessary if the subject is under age eighteen years of age. The requested information must be inserted by you before the form is signed.

I hereby grant to the Florida Art Education Association (FAEA), and their respective licensees, successors and assigns, the right and permission, with respect to artwork and photographs created or taken by/of me or the minor named below on whose behalf I am signing, and with respect to any printed matter in connection therewith, to do the following:

1. To include such artwork and photographs in all editions of the *Fresh Paint* or *Wet Paint*, in all media, and in advertising, publicity, and promotion thereof.
2. To use my name, or the name of the minor on whose behalf I am signing, in connection with the foregoing.

I hereby release, discharge and agree to indemnify and hold harmless the FAEA and their respective heirs, legal representatives, licensees, successor, and assigns, from all claims and demands whatsoever arising out of or in connection with the foregoing, and waive any right in inspect or approve the same.

(Signature of Creator/Subject of Artwork/Photograph)

(Print or Type Name)

(Street)

(City) (State) (Zip Code)

(Daytime Telephone Number)

I hereby certify that I am the [parent and/or guardian] of _____, a minor under the age of eighteen years, and hereby consent on behalf of said minor to the use of any of the photographs taken of said minor pursuant to the terms set forth in this Artwork and Photographic Release, including, without limitation, the release, discharge and hold harmless provisions thereof.

(Signature of Parent of Guardian or Minor Creator/Subject of Artwork/Photograph)

(Print or Type Name)

(Street)

(City) (State) (Zip Code)

(Daytime Telephone Number)



Art Darts

BEST PRACTICES ... AND IMPLEMENTATION

"An arts education helps build academic skills and increase academic performance, while also providing alternative opportunities to reward the skills of children who learn differently." Gavin Newsom, Mayor of San Francisco, California.

INTEGRATION OF BEST PRACTICES WITH OTHER DISCIPLINES

Cross-curricular lessons, integrated learning, and transdisciplinary instruction are buzzwords for teaching art and whether it is social studies, language arts, math, science, or other subjects, the visual arts remains a prime location for applying what students learn in other subjects. The visual arts are so versatile; they can be tweaked to meet unlimited needs for learning and understanding. When young students cannot formalize their thoughts into written words, an illustration expresses their ideas. Later older students provide illustrations to support their verbiage in a science fair project or researched report. That old adage, a picture is worth a thousand words, is alive and well. So much of what is learned about space walks or sonograms only comes visually. This article focuses on the visual aspect of teaching that art teachers execute so well.

Several years ago, Dr. June Hinckley, DOE Music and Fine Arts Program Specialist, led an arts workshop in Volusia County on how the arts connect with reading. She and Dr. Mary Palmer, University of Central Florida, spearheaded the establishment of the Florida Alliance for Arts Education and secured the grant for Arts for a Com-

plete Education (ACE). Many documents have been produced over the years with an underlying cross-curricular theme to support teachers through the arts. An early document, *The Arts and Reading: Making the Connection*, contained ideas for including phonemic awareness, phonics, vocabulary, fluency, and comprehension in arts classrooms. Dr. Hinckley's workshop turned on a bright light bulb that showed teachers how they are effectively teaching the concepts in reading without realizing it. She always said that we simply have not used the same vocabulary as other subject areas, so the arts had not been recognized for teaching reading and art simultaneously. After that workshop, a 13"x19" poster (info below) was developed for the art classroom that defined the link between the visual arts and reading. The connections are easy to grasp and certainly speak the vocabulary that the other teachers and principals understand.

CREATING ART IS VISUAL COMMUNICATION

Students apply reading skills when creating their art.

For example, students

- Practice phonemic awareness, use of phonics, fluency, and comprehension when studying art.
- Use prior knowledge to learn new concepts and create new images.
- Distinguish fact from fiction and opinion when discussing art works.
- Learn art vocabulary, rich with terms, processes, and concepts.

- Classify and reorganize information to synthesize a unique piece of art.
- Determine the main idea and point of view in the artwork.
- Recognize tone and mood in the artwork.
- Evaluate the artist's purpose.

Other FAAE documents include a variety of teacher resources and student accommodations.

- *Exploring the Christopher Still Murals in the Florida House of Representatives* is a Teachers' Resource Guide on CD containing K-12 lesson plans and activities. Each school in Florida was sent a copy of the CD.
- *Middle School Project of Florida History through Art 2004-2005*, based on the Christopher Still Murals, challenged students to research a local historical topic, write a story based on the research and create the accompanying illustration.
- *Exploring the Spanish Colonization of Florida* is a poster that serves as a K-12 teacher's guide for teaching the arts and culture, language arts, reading, and social studies.

Find more information regarding the latest in FAAE projects at www.faae.org.

Social Studies has traditionally been a natural fit for cross-curricular and multicultural activities that are centered around the lives of individuals who have produced artifacts, images, structures, or records of visual history. Just think of the artists who have portrayed the arrogance of generals or the subtleties of a filigreed piece of jewelry;



Students participate in Voice Your View at the Orlando Museum of Art

we understand those times better through an honest portrayal by artists.

Exploring cultures helps students discover, appreciate and understand other belief systems. In studying the Japanese culture, ask students what they would do if “Aunt Jane in Toledo” were ill. Many would say that they would send flowers or at least a card. In Japan, a thousand cranes would be sent as that is the symbol of good wishes. Constructing an origami crane (<http://monkey.org/~aidan/origami/crane/>) is a good exercise in angles, following directions, and dexterity. Once students figure out the method of construction, many go on to make all different sizes of cranes and take them to other teachers. Explain to students about sumi-e, traditional Japanese brush painting (<http://en.wikipedia.org/wiki/Sumi-e>). Show students how to sit, how to hold and move the brush and how to think about the process. Discuss the seal that *signs* the artist’s name and how it is carved, not always as a direct translation of a name, but as the sounds of syllables in the name. Construct a Zen Garden in a plant

saucer filled with sand and a small stone or two. Pass it around with a plastic fork to allow students the opportunity to arrange their own “ripples” in the sand to emulate water. Listen to the responses; students will find the activity restful and peaceful just as some business executives do who have such small gardens on their work desk. Next, let the students explore the concept behind ceremonial tea by squaring off a section on the floor with brown paper as the room into which the guest will arrive without knocking since it would be rude in this culture to require an invited guest to knock first. The host may not even be in the room when the guest arrives and enters appreciating what is seen on the walls. After the greeting (bow), the host and guest (two students) enjoy tea and cake, realistically or figuratively. Ask students if they like chocolate cake, and how big a piece they usually eat. At the ceremonial tea, the cake may actually be the size of a marker lid or smaller. For more information on ceremonial tea, contact the Morikami Museum in Delray Beach (<http://www.morikami.org/>).

The subsequent art lesson could include the incorporation of traditional elements of plant, animal, nature, domestic and complex designs and Satatshu’s method of composition based on circles so add concentric circles and tangents. Elements may be repeated according to a mathematical sequence such as the Fibonacci number series (0,1,1,2,3,5,8,13,21,...) which is found in plants and the nautilus shell although the spiral would not be integrated into the design. Positive and negative areas, scale and proportion, black marker or pen stippled and crosshatched shading creates a high contrast image ready for the copier machine (see image #1). If a diagonal line is drawn from corner to corner on an 8 ½” x 11” page and horizontal and vertical lines are drawn larger than the ¼ of the original page, the proportion will stay the same. When the image is completed, it is reduced to the ¼ page, cut out and glued appropriately as the front of a card, such as a Mother’s Day or thank-you card. Students may type a message in a selected font, print it, glue it to the inside and recopy the note

Art Darts—continued from page 29

card, folding it twice to send in an easy-to-find envelope at the local office specialty store. Or the image could be colored or scanned into the computer and colored in a paint program (image #2). Teachers may discuss this appreciation in the quiet and serenity of the Japanese culture or continue the introduction of cultures with ecology when introducing Native Americans or belief systems when looking at symbols of the Adinkra or good-bye cloth in the West African culture. Each culture shows students different aspects of how lives may be more fulfilled when new ideas are embraced.

Search for the following sites and resources for integrating the visual arts at:

- Institute for Education and the Arts: engaging K-12 subjects with the arts at <http://edartsinstitute.org/>
- Ford Foundation concerned with assisting achievement through the arts

Image #1: (SDR Preston)



Image #2: (SDR Preston)



at http://www.fordfound.org/publications/ff_report/view_ff_report_detail.cfm?report_index=549

- A California site at <http://www.teachin-garts.org/>
- CyberMuse Teacher's online art resource tool at http://beaux-arts.ca/cybermuse/teachers/index_e.jsp
- Chapter 5 that integrates art and other subjects at http://www.earlychilded.delmar.com/pdf/koster_ch05.pdf
- Kentucky Arts Council Curriculum Department site lists many other Web sites on this topic at <http://artsCouncil.ky.gov/Education/curriculum.htm>
- The Kennedy Center incorporates all the arts or visual arts with any subject such as math, science, language arts, and social studies. The standards are also noted along with rubrics and links for more information at www.artsedge.org
- NWREL site for School Improvement Research Series provides ideas to assist in developing integrated curriculum at www.nwrel.org/scpd/sirs/8/c016.html
- Crossing Cultures and Identity explores cultural identity, bilingualism, and cross-cultural experiences at <http://www.digitrends.com/crossingcultures/>
- Cultures Observations Database records comments by travelers at <http://www.cultures.org/>
- Native American Culture at <http://www.ewebtribe.com/NACulture/>
- Native American Cultures: Mexican and South American at <http://indian-cultures.com/>
- Aboriginal Art at <http://www.aboriginalartonline.com/culture/culture.php>
- African Cultures in Cuba at <http://afrocubaweb.com/>
- Immigration and the change in Native American culture at http://memory.loc.gov/learn/features/immig/native_american.html
- Crizmac Art & Cultural Educational Materials, Inc. at <http://www.crizmac.com/index.cfm>
- Calculus and Art of Helaman Ferguson at <http://www.helasculpt.com/gallery/index.html>

Two excellent resources that art teachers would use often and should be in their libraries are:

- Linderman, M. G. (1997). *Art in the elementary school*. Boston, MA: The McGraw-Hill Companies, Inc. See Chapter 9 on Multicultural and Interdisciplinary Art
- Stephens, P. & Walkup, N. (2001). *Bridging the curriculum through art interdisciplinary connections*. Glenview, IL: Crystal Productions

Another excellent and important resource is the local community museum, which continually develops programs to supplement and enrich school curriculum. The following section, by Susan Merrill Rosoff, Curator of Education at the Orlando Museum of Art, provides another integration for art.

VOICE YOUR VIEW: MAKING THE CONNECTION BETWEEN ART AND LITERACY AT THE ORLANDO MUSEUM OF ART

FCAT, FCAT, FCAT. The high stakes nature of this test often makes it the sole focus of the school curriculum. Although most principals support fine arts programs, and realize that they are important to the education of the whole child, many feel it is risky to spend time on art, especially prior to FCAT testing. So, how can educators keep a focus on art in the testing environment? How can a museum help ensure that art stays part of the curriculum? One solution is to include writing activities that deal with art criticism.

To reassure principals that time spent at the Orlando Museum of Art was a good investment, we designed *Voice Your View*, a tour that uses art criticism and writing-based activities to help students interpret works of art. The tour activities make use of Feldman's art criticism steps. It also relates directly to the expository, narrative, and persuasive types of writing students use on the Florida Writes! Assessment. The museum's strategy correlates with the objectives of classroom teachers and art teachers.

Perhaps the best illustration of how teachers value the writing strategies occurred during the very first docent led tour of *Voice Your View*. In August 2006, a group of fourth graders from a school with a high percentage of students on free and reduced lunch came for *Voice Your View*. This elementary school was a "D" school in 2001. That

school raised its grade to an "A" in 2006.

As the first tour activity got underway, the classroom teacher accompanying the group left the gallery and was commenting loudly in the atrium area. Fearing that there was something terribly wrong about the tour, the docent went to investigate. The teacher, who had tears in her eyes, said that she was just grateful that the museum "got it." She went on to add that this was just the kind of activity the students needed. She was so glad to see the connections between art and literacy that she was moved to tears. She said her class would be doing more of this activity when they returned to school.

Voice Your View, which makes use of our collections of traditional and contemporary American art, has three components. The first part is called "You Be the Judge." We ask students to notice their initial reactions to works of art. Whether they say, "That's cool," "I hate that," "I love the colors," or "I can't believe that's in an art museum" doesn't matter. We want students to talk about their reaction and then figure out why they felt that way. Students describe what they see, analyze what the artist has done, interpret the meaning, and evaluate it. Students then select art works to receive awards based on three categories: 1) what is the most difficult to make; 2) what is the most unusual material; 3) what is the most fun to make. They must write a statement (expository writing) telling why the artwork they selected is worthy of an award. They must make sure to have a beginning, a middle, and an end to their report, and good detail to support their judgment.

During the second part, students select a painting that "speaks" to them. They describe the piece and tell how they relate to the piece. The docent reviews the concept of a simile. Then, using the prompt "I am like.....," students write about whatever

painting they selected. Their response can be based on a real feeling or an imagined event, but they are asked to support their ideas with details, use good examples of what is meant, and descriptive words (narrative writing).

Part three involves a persuasive writing activity called "Art Rules!" After students spend a few moments to find a work of art they find intriguing, they discuss what interests them about the piece, and describe it for someone who cannot see it. Students then imagine that they are the owners of the "Art Rules!" gallery and attempt to "sell" the work of art to the docent, posing as a customer in the gallery. To sell anything, deep knowledge of the product is required. Knowing this, we ask students to write a list of the work's attributes. Many use the elements of art and principles of design to describe and persuade the docent of the value of the piece.

The *Voice Your View* tour is fast becoming an anchor program, because of its connections to Florida Writes! Certainly there were some question marks at the beginning. Some of the docents felt that we were allowing art to become a handmaiden to literacy. We countered that we were asking students to use art criticism skills. The arts resource teacher, who said art criticism was often overlooked in the classroom, reinforced the need for this component. We also pointed out that art was the central focus of all that we were doing. We were helping students learn how to look at art on their own, and develop critical thinking skills. Some docents were enthusiastic some skeptical. The positive attitude of the students and their deep engagement in discussions converted most of the skeptics.

The enthusiasm of the teachers for *Voice Your View* is palpable. On evaluations of the program they have said:

I like that you tied in writing because writ-

ing is major in fourth grade. (Lake George Elementary)

This program directly relates to FCAT Writes, descriptive writing, use of vivid words, colorful language, similes. (Frangus Elementary)

The docent was wonderful at eliciting responses from students about the artwork. Students were able to apply comments to expository writing activity. (East Lake Elementary)

You've done a great job engaging the students and making them think and not just look. Thank you. (Three Points Elementary)

Although there is not time in the gallery to write a polished report, many teachers use what the students have written in the museum as a first draft. Spelling, capitalization, and punctuation can be corrected in later drafts.

Art teachers find that visual literacy is growing. Students enjoy being asked their opinions and getting to voice their view. The museum likes the tour because we can use any kind of art with elementary or secondary level students, and students have a meaningful experience. Who wins? Everyone.

QUESTIONS?? COMMENTS??

Thanks to Susan Merrill Rosoff of the Orlando Museum of Art for contributing to this article on integrating the visual arts with other subjects. Send comments, inquiries, or narratives regarding past or current topics and the next topic on *summer opportunities at higher education and at the museums* to preston-v.arts@hotmail.com. To assist in telling the story, include student artworks or photographs with anecdotal information. Go to the FAEA Web site to find the release forms for artwork and photography at <http://www.faea.org/files/FAEA-Art-Photo-Release-Letter.pdf> or written narrative at <http://www.faea.org/files/FAEA-Author-Release.pdf> to help tell your story. Thank you!

SAVE THE DATE

**2007 FAEA CONFERENCE • OCTOBER 18-21, 2007
THE FLORIDA HOTEL AND CONFERENCE CENTER
ORLANDO, FL**

ELEMENTARY ART IN THE CLASSROOM

Each edition of *Fresh Paint* will feature student artwork in an effort to showcase art education in our schools. In January, we asked the elementary division members of FAEA to submit student artwork for an opportunity to be featured as the cover image for the spring edition of *Fresh Paint*. Elementary division FAEA members from all across the state submitted their students' artwork for consideration. All of the artwork we received was wonderful and a testament to the high quality of arts instruction being delivered by our members.

We have selected five elementary students to showcase in this edition of *Fresh Paint* of which one student's artwork is featured on the cover. Information about the five students whose artwork was selected is below. Look for high school student artwork to be featured in the summer edition of *Fresh Paint*.

ABOUT OUR COVER ARTIST

Jerone Lane

Grade 5

Just Like O'Keefe

Oil Pastel

Dr. Mary McLeod Bethune Elementary School

Art Teacher: Karen Nobel

Jerone Lane is a fifth grader at Dr. Mary McLeod Bethune Elementary, a Title I School in Riviera Beach in Palm Beach County. He is an exceptionally talented young artist who has demonstrated an early ability to master any art project using any medium. "Everything Jerone touches turns to gold," says his art teacher, Karen Nobel. "I first met Jerone last year and was



immediately impressed and inspired by his artistic abilities. Since then, I have called upon him to create art for every community art event in which our school would participate. Each time, his talent and dedication emerged as his artwork continued to progress into one beautiful student masterpiece after another." Over the last two years, Jerone's artwork has been in many shows and contests and has received numerous honors and awards. In addition, he has represented his school well by being a scholarship recipient for year-long classes at The Armory Art Center in West Palm Beach. As Jerone's artwork receives increased recognition, his academic performance continues to reach new levels, which is a true testament to the value of art education in our schools. *Just Like O'Keefe* was created as part of his portfolio requirements for Bak Middle School of the Arts in West Palm Beach. Everyone is hopeful that Jerone will be accepted into Bak next year, joining his seventh-grade brother Tyrone, in order to pursue his passion in the visual arts.

ABOUT OUR FEATURED STUDENT ARTISTS:

Zoelle Coetzee

Grade 2

My Clown

Crayon and tempera

Van R. Butler Elementary School

Art Teacher: Constance Rogers



Zoelle Coetzee is 7 years old and lives with her mother, father, and big sister in Santa Rosa Beach. She loves singing and making art. She especially likes working with markers and painting. She also looks forward to attending Art Camp in the summer at Mr. and Mrs. Arts' home studio. Zoelle loves animals and is hoping to have a pet rabbit in the future. She would like to be a teacher when she grows up.

Kathleen Colman
 Kindergarten
Black Cat on Concentric Rug
 Watercolor
 Community School of Naples
 Art Teacher: Rene Conti



Katie Colman is a very active 5-year-old attending Kindergarten at The Community School of Naples. Her favorite parts of the school day are playing on the playground, art class, and music class. She also likes to twirl her baton and play soccer. She is a terrific big sister too. This painting looks like her cat Ally, which is older than she is.



Madison Eup
 Grade 2
Weird Bird
 Marker
 Chain of Lakes Elementary School
 Art Teacher: Norma Vantrease

Madison is nine years old and in second grade. "I like everything about art," she says. "But I especially like to draw Hello Kitty pictures and to paint." Her dream is to become the greatest artist ever! In the drawing *Weird Bird*, Madison used warm colors for the bird and cool colors for the background. She put stars in the sky to show it is night.

C'Dayva Rolle
 Grade 4
Japanese Bridge
 Watercolor and tempera
 Dr. Mary McLeod Bethune Elementary School
 Art Teacher: Karen Nobel



C'Dayva Rolle is a fourth grader at Dr. Mary McLeod Bethune Elementary, a Title I School in Riviera Beach in Palm Beach County. C'Dayva is a role model student who finds art "fun and interesting." She is extremely dedicated to the process of art and is eager to learn all she can. C'Dayva has been selected to join the school's Bak Art Club, a year-long after school club that helps students to prepare for the visual arts audition for Bak Middle School of the Arts in West Palm Beach. Her featured artwork,

Japanese Bridge, was part of a six-week Monet study after her art teacher's summer travels to Giverny, France. C'Dayva's art teacher, Karen Nobel, uses master artists and a study of their life and works produced to introduce students to concepts in art that can be applied to art production, criticism, and help them form an appreciation for art aesthetics. "Through my experiences and observations while traveling internationally in countries rich in artistic history, combined with the value of discipline-based arts education as an approach that fosters critical thinking skills, I have begun to develop a means to bring the world of art within reach to students who may have never even left the state of Florida." – *Karen Nobel*

HOW CAN YOU HELP FAEA?

- Recruit a new member
- Recruit a previous member to re-join
- Provide a workshop at the 2007 FAEA Conference
- Advocate the arts in your school and community
- Communicate with your local legislator about the importance of the arts in our schools
- Tell us how we are doing—member feedback helps us serve you better



SPOTLIGHT ON FAEA MEMBER ARTIST:

IRINA ASHCRAFT

Irina Ashcraft has been teaching Upper School art at Trinity Prep since 2003. Originally from Latvia, Ashcraft arrived to the United States in 1999 and has since made her home in Orlando. Irina holds two Bachelor's Degrees acquired in Latvia—one in World Literature and one in Fine Arts. She received her MA in Art Education at the University of Central Florida. In addition to teaching the love and appreciation of art to her students, Ashcraft also actively pursues her career as an artist. In the world of art, she is known as Irina Kovnacka (her maiden Latvian last name, pronounced as Kov-not-ska). Irina's works have been exhibited locally and worldwide, with her recent one-woman art show at the Gallery on Cork Street in London. Her stellar auction sales record of oil paintings has placed Irina among the most successful emerging fine artists on the Sotheby's On Line Auctions since December, 1999. She is also listed in the prestigious MAYER 2000/01/03 Inter-

national Auction Records, a catalog that is often referenced by art agents and serious art connoisseurs. Irina's widely collected works hang in galleries, corporate offices, and private residences in the US, UK, Asia, and Europe. Among her Scandinavian collectors are Swedish Consulates to Spain and Venezuela.

ARTIST INTERVIEW

Name: Irina Kovnacka Ashcraft

Profession: Artist, Art Educator

Place of Employment: Trinity Preparatory School

City: Winter Park, FL

County: Orange/Seminole (the school property is actually divided between these two counties)

HOW LONG HAVE YOU BEEN A PRACTICING ARTIST?

I have been doing art and participating

in art exhibits since my graduation from my first art college in 1995. I attended two art colleges in Latvia (one of The Baltic states in Eastern Europe) majoring in ceramics and then in oil painting.

WHAT IS YOUR PREFERRED MEDIUM OF EXPRESSION?

I have worked primarily with oils for the past eight years. Although this medium is not always convenient when working outside the studio, I love oils because of their depth and vibrancy.

WHAT IS THE FIRST ART EXPERIENCE YOU REMEMBER?

My first experience with art goes back to my early childhood. Although no one in my family was artistically inclined, my mother, an elementary teacher, made sure I had plenty of opportunities to express myself through art. My first clear memory of doing art is painting on large rolls of paper

Red Boat, Oil on gallery wrapped canvas, 2005



Fragile Glass, Oil on canvas, 2005



Sapphire Dusk, Oil on canvas, 2005



laid on the floor with red paint (the only color that happened to be available in the house at that moment). I am sure I made a lot of mess, but I was never discouraged by my parents from using paint because it required a lot of clean up. Perhaps this is why painting is my favorite medium.

HOW HAS ARTS EDUCATION CHANGED SINCE YOU WERE A STUDENT? HOW IS IT THE SAME?

Since I received my education in Latvia, I cannot attest from my own experience to how arts education changed here in the US. From what I see and read, I infer that the pendulum has been swinging from expressionist to discipline-based to standard-based approach; I also see the departure from so called “stencil” or “cookie-cutter” school art and into more authentic processes where students are mimicking the approaches and techniques that contemporary artists undergo while creating art. Despite the many changes, art education is the same today because it is still fighting for its place in the core curriculum. Students, in the past and today, enjoy taking art and learning important skills, but unfortunately not all the schools offer visual arts or offer them sporadically at this time. I think that we need to continue to advocate for the visual arts in the community and with parents; it is its own discipline that has unique benefits to students’ education and should not be perceived as an optional activity that has little value.

St. Life in Red and Blue, Oil on canvas, 2004



WHO WAS MOST INFLUENTIAL ON YOUR CAREER AS AN ARTIST AND YOUR CAREER AS AN ART EDUCATOR? WHY?

Both my artist and art educator careers were inspired by art educators! Ever since I was in elementary school and throughout my college years I have been lucky to have teachers who motivated me and made me believe in my abilities. My high school art teacher was the one who convinced me to apply to art college, and during my college studies in Latvia, my senior year painting professor was the one who encouraged me to keep creating despite the grim prospect of soon becoming a “starving artist.” The power of his influence helped me become successful at making art full time, and also inspired me to consider becoming an art educator. My most recent influence and role model has been my UCF Professor Dr. Thomas Brewer, under whose tutelage I worked to receive my Master’s degree in art education.

AS AN ART EDUCATOR, HOW DO YOU MAKE TIME TO CREATE YOUR OWN ART?

It is certainly not easy to bring myself to do art after a long day of teaching. I mostly get my “me time” on the weekends and also during long school holidays, such as Christmas and summer breaks. In addition, I have open studio time in the art room once a week, where I invite my art students to join me for a couple of hours after school to work on our art projects. They set up their easels, and I pull out mine. I enjoy working

World’s Edge, Oil on gallery wrapped canvas, 2005



alongside with my students; at these times, our relationship dynamic becomes more like between fellow artists, not like between students and teacher.

DO YOU HAVE ANY SUCCESSFUL TECHNIQUES OR SUGGESTIONS FOR MARKETING YOUR ARTWORK FOR GALLERY SHOWS, EXHIBITIONS, SALES, ETC.?

It is hard for an art educator to find time to create art, and even more so to market it. I think that it is a good start to become known in your own community and use local resources to show your artwork: community events, festivals, charitable events, and public spaces such as libraries and restaurants; they all are excellent venues to start showing your art. When first arriving to Orlando eight years ago, I started establishing my contacts by calling and visiting every art gallery and organization in the phone book, which led me to meeting artists and art professionals and getting exposure for my work. Eventually, this is how I ended up meeting my art representative who today markets my art nationally and internationally: he saw my painting in a window of a gallery in Winter Park, and contacted me with inquiry to represent me.

HOW DO YOU ENCOURAGE YOUR STUDENTS TO CONTINUE THEIR PURSUIT OF THE ARTS IN SCHOOL AND BEYOND?

I think that showing students that I create my own art serves as a powerful motivator; they see that I practice what I preach, and I can relate to them from my own experience when they feel stumbled or frustrated during their art-making process. I believe that each art student has their own artistic style and personality, and my goal is to encourage them to pursue what they are good and unique at instead of making them adopt the style and medium that I work in. There is nothing more satisfying than telling a student that I believe in his or her abilities and seeing that person try harder and eventually blossom because of the encouragement that they receive.

Students are encouraged to create original artworks in the form of an Artist Trading Card

MARCH IS YOUTH ART MONTH

FAEA WILL SHOWCASE
YOUR STUDENTS' ARTIST
TRADING CARDS
AT THE 2007 FAEA
CONFERENCE: ARTWORKS

ARTIST TRADING CARDS (ATC's) are miniature works of art created on 2 ½ X 3 ½ inch or 64 X 89 mm card stock. They are originals, small editions, and, most importantly, self-produced. Students in grades K-12 are encouraged to create ATC's. Any medium can be used as long as the card will still fit into a vinyl trading card sheet. Art teachers can teach the elements of art, color theory, portraiture, landscape, collage, ink, cut paper, drawing, and painting. There are so many creative ways to make an ATC!

- Teachers are asked to bring student ATC's to the 2007 Conference (please place them into a 9 pocket vinyl card sheet, like the ones used for baseball card collections)
- On the back of the card students will need to write their name, grade, school, and an artist statement (i.e. why art is important to them, how they were inspired to make art)
- We will tape hundreds of these vinyl card sheets together to create a large piece of artwork and display them in the lobby of the conference hotel.



PLEASE PLAN ON
PARTICIPATING IN
YOUTH ART MONTH
2007: ARTWORKS!

Celebrate
Youth Art Month
today and have
your school
represented at
the 2007 FAEA
Conference in the Artist

Trading Card display!

For more information about ATC's or for ideas, visit these Web sites:

<http://www.artist-trading-cards.ch/>

<http://www.cedarseed.com/air/atc.html>

<http://www.geocities.com/edsatc/>

<http://www.atcards.com/>

<http://www.cedarseed.com/air/atc.html>

http://www.stampington.com/html/artist_trading_cards.html

<http://www.alternatorgallery.com/alternator/atc.html>

<http://www.atcards.com/>

<http://www.lisavollrath.com/pages/69>

http://www.associatedcontent.com/article/36114/aceo_art_card_editions_and_originals.html

ARTS ADVOCACY—PUTTING IT TOGETHER!

BY SHERRON LONG, PRESIDENT
OF THE FLORIDA CULTURAL ALLIANCE

The challenge: bring order to the whole.
Through design.
Composition.
Tension.
Balance.
Light.
and Harmony.

Stephen Sondheim's *Sunday In The Park With George*

Some of the lyrics from "Putting It Together" from Stephen Sondheim's *Sunday In The Park With George* provide a perfect framework to outline key elements of arts advocacy:

*First of all, you need a good foundation,
Otherwise it's risky from the start.
Takes a little cocktail conversation,
But without the proper preparation,
Having just a vision's no solution,
Everything depends on execution...*

*Link by link, making the connections
Piece by piece, working out the vision night and day.
All it takes is time and perseverance
And a little luck along the way.
Putting in a personal appearance
Gathering supporters and adherents...
Harmonizing each negotiation,
Balancing the money with the mission
Putting it together, that's what counts!*

**Putting it together is what counts.
Your vision, experience, commitment,
and actions are vital pieces to help:**

- design and build strong arts foundations in our schools and communities;
- compose and deliver powerful and positive messages to policy makers;
- creatively manage and redirect tensions to remove roadblocks to our successes;
- find balance to stay focused and moving forward; and
- unify and empower a harmonious statewide voice for the arts.

The challenge is to bring order to the whole; to direct light and attention on vitally important arts and arts education issues; to make the appropriate connections to policy makers; to engage in the process, not just observe; understand and help shape the issues and actions; show up and speak up ...

**Bit by bit, putting it together...
Every moment makes a contribution,
Every little detail plays a part.**

Play your part. Putting it together is what counts. And YOU COUNT.



Artist John Wong draws a portrait of Norcrest student Lorin Wingert.



L-R: Denise Diaz, Pamela Solares and Alex Isaly display their "Empty Bowls."

NORCREST ELEMENTARY RAISES MONEY FOR "EMPTY BOWLS" BENEFIT

DONATIONS GO TO SOLDIERS' FAMILIES THROUGH OPERATION BRAVE KIDS

The long, brightly lit hallways of irrigation firm Hoover Pumping Systems on Powerline Road in Pompano Beach were transformed into an art gallery on Tuesday night, January 17. Bright drawings of animals and imaginary worlds lined the walls, and long tables held dozens of small, carefully painted ceramic bowls. Children and parents filled the hallways, admiring the art and picking out their favorite bowl for purchase.

The drawings and ceramics were the work of Norcrest Elementary School students, who were participating in Broward County's "Empty Bowls" program. The students created the bowls to raise money for a charity of their choice. The Broward school that raises the most money will win a trip to the half-time show at the upcoming Super Bowl.

Event organizer and Norcrest teacher Mary Cavaioli explained that the students themselves chose "Operation Brave Kids"

because they wanted to help other children in their immediate community. "Now that 211,000 more service men and women are going overseas, their families will need even more help, so we decided to choose Operation Brave Kids. We were also happy to learn that 100 percent of the funds we contribute will go to the kids."

The students made and decorated the bowls with great pride, and watched with excitement as their bowls were chosen for purchase. In his artist's essay, student Spencer Peseaux said that "What it means to me to be part of a community is that you could help people who need help."

Bill Sullivan of the Pompano Beach Exchange Club was on hand to represent Operation Brave Kids, which has "collected over \$400,000 since 2003, every penny of which has gone to the children of local soldiers. We give every child of a parent deployed in the Middle East something every month, whether it's a certificate from Wal-Mart, Publix, or somewhere else, we ask the family what they need most." Sullivan added that, "Many of the families choose Publix cards, because their breadwinner is not only

away from home, they aren't paid as much as they are in civilian life, which can get pretty difficult for their families."

Local watercolor artist and portraitist John Wang also participated in the event, with a portion of his fee for drawing children's portraits also going towards the benefit. Children were lined up around his chair, watching in awe as he deftly captured the personalities of the kids on paper.

Norcrest PTA president Rachel Leach and VP Julie Watson provided food in keeping with the "Empty Bowls" theme - soup, chili, and macaroni and cheese, with chocolate chip cookies for dessert.

The event host, Hoover Pumping Stations, not only provided the perfect location for the "art gallery", the firm made a cash donation to the event.

Student Ashley Newsum summed it all up when she said, "Volunteering is important because you can help people who need it."

Karen Newcombe is Assistant Editor at the Observer, a Deerfield Publishing, Inc. newspaper, www.observernewspaperonline.com



Cover of the VSA arts of Florida holiday card

LAVOY STUDENTS' ARTWORK CHOSEN FOR VSA ARTS OF FLORIDA HOLIDAY CARD

The 2006 VSA arts of Florida holiday card was created by two of LaVoy Exceptional Center's student artists. LaVoy is part of the Hillsborough County School District. Both artists, Johnny and Shanica, are special education students at LaVoy. Working as a team they created the cover for this exceptional greeting card. It is a multimedia piece based on the concept of friendship. The two figures are holding hands and working as a team, much like the students at our school. The piece was done under the supervision of their art teacher, Holly Loy. The work was part of a collection that included numerous pieces based on friendship and cooperation between all people.

LaVoy Exceptional Center is located in Tampa near the airport. The makeup of our student population is: 58 Black, 33 White, 27 Hispanic, 3 Asian, 4 Multiracial; 87 students are male and 38 are female; 85% percent are on free and reduced lunch; and 19 are identified as LEP. Our students have moderate to severe disabilities. They receive services from exceptional education programs which include Autism Spectrum Disorder, Visually Impaired, Moderately Mentally Handicapped, and Severely/Profoundly Mentally Handicapped and Severely Emotionally Handicapped. The age range of our students is 3 to 22. Support services are provided in the areas of Hearing Impaired, Orientation and Mobility,

Vision, Occupational Therapy, and Physical Therapy. There are a total of 124 students at LaVoy.

The mission of VSA arts of Florida is to create a society where people with disabilities can learn through, participate in, and enjoy the arts. VSA arts of Florida is a member of the international network of VSA arts, an affiliate of the John F. Kennedy Center for the Performing Arts. Founded in 1981 by the Florida Department of Education and the Florida Department of State, VSA arts of Florida is housed at the University of South Florida. It provides inclusive arts, education and cultural opportunities for and by people with disabilities.

SOUP UP THE ARTS

Some of the 461 ceramic bowls made and glazed by SHS Art Club

The 5th Annual Soup Up the Arts fund raiser was held on December 25, 2006 at Sebring High School's Smith Center in Highlands County. Hundreds of people came with tickets in hand to choose a ceramic bowl created by students of Steve and Jack Van Dam's Art Club. Art Club members had been creating and glazing bowls since the beginning of the year and finally finished with 461 ceramic bowls.

People could choose from almost any color or design. People could also upgrade their ticket to get some really creative bowls. But what good is a bowl without soup? So of course their ticket also included a hot

dinner of soup, bread, dessert, and a drink. Local businesses such as Red Lobster, Outback Steakhouse, and Latin American Café as well as generous parents donated food for the event.

Preparation for this major event took a lot of time. The theme for this year was Roman Times. The plan was to create a theme as if you went on a trip to Rome. There were flowers, plants, statues of David, an arch, columns, an art show, a fountain, and a DJ playing Roman theme music. Students and teachers even wore togas and sandals to add to the theme of ancient times.

Ross Cooper was the top bowl maker.

He created over half the bowls himself. He entertained the public by demonstrating his talent on the wheel. The High School Show choir also sang.

The Soup Up the Arts event is a major fund raiser for the Art Club. Monies raised are split between student art scholarships for seniors and for a charity. Each year the students investigate and decide on a charity to give the other half of the money. This year the students heard about a little baby who needed a lot of surgery to overcome a genetic disease. The baby was a 10-month-old who the Art Club decided to adopt and raise money to help with his medical bills. The Art Club raised \$129.00 the night of the event in separate donations and a silent auction. This money was donated immediately to the family of the small child and later over \$2,000 was donated to help with the medical bills. Shortly after the fund raiser the Art Club was able to celebrate because they were part of the effort that helped the baby receive the needed organ transplants.

The lessons learned in such an endeavor are so priceless. The Art Club was able to get the FFA chapter, show choir, culinary classes, janitors, teachers, staff, local businesses, community, as well as each other involved in this special effort to help a small child. They gave hours and hours to create bowls which they gave up for the cause. Their only reward was their name appearing on the bottom of the bowls picked by various people of the community. Lessons learned in citizenship and service will last for life times. It can best be described in the words of Art Club president Emily Van Dam, "Soup Up the Arts went really well. It was a lot of fun. I got to present some money to the baby's father. I'm glad we got to donate money towards a good cause. It's refreshing, knowing that all the hard work we did went to a family that needed help and support."

Students unwrap the bowls for display



NEWS FROM VSA ARTS OF FLORIDA

POSITIVE IMPACT THROUGH ART PROGRAMS: LOCAL ORGA- NIZATIONS COME TOGETHER TO SHOWCASE THE WORK OF TAMPA ARTISTS WITH DISABILITIES

The Louis de la Parte Florida Mental Health Institute (FMHI) and the USF Collaborative for Children, Families & Communities is hosting a Spring Art Exhibition to showcase the work of Tampa-Bay area artists with mental and physical disabilities. A selection of drawings, paintings, prints, installations, silk-screens, and sculptures will be on display February 1 – April 13, 2007 at the FMHI building during regular office hours.

An opening reception was held February 1st from 11:00 am-1:00pm at FMHI. Artists from VSA Arts of Florida, Pyramid Foundation Inc., MacDonald Training Center, Mental Health Care Inc., and Project Return Inc. attended the event.

"This is an invaluable opportunity for the community to meet and greet artists whose lives have been positively impacted by supportive art programs," said Judi Jetson, USF Collaborative Director. "The Tampa Bay Community is fortunate to have such organizations dedicated to helping individuals focus on their abilities rather than their disabilities, and we are proud to be a part of this special exhibit."

FMHI is located on the USF Campus at 13301 Bruce B. Downs Blvd, MHC 1129, Tampa 33612. For additional information about the exhibit, contact Storie Miller at (813) 974-5468.

FLORIDA ARTIST SELECTED FOR SMITHSONIAN EXHIBITION

Jessica Goldberg, a senior MFA major at the University of South Florida, was selected out of 206 entries as one of 15 award winners in the VSA arts/Volkswagen of America Destination Anywhere Juried Art Competition. The exhibition was first shown at the Smithsonian and is being readied to tour the country. The selected artists share \$60,000 in prize money. Jessica is also a member of the VSA arts of Florida Artist Registry and is one of their work study students. For more information on Jessica visit <http://jessicajoyart.blogspot.com> or <http://www.jessicajoyart.com>.

In Memory Of ...

JUNE HINCKLEY



We are very sad to report the passing of June Hinckley who lost her battle with lung cancer on February 24, 2007 at her daughter's home in Birmingham, Alabama. Her absence leaves a significant void for all who knew her, both professionally and personally.

June Hinckley served as the Fine Arts Specialist at the Florida Department of Education for 23 years, served as the national president for MENC: The National Association for Music Education, and was a driving force for Florida's music and fine arts education progress for these many years.

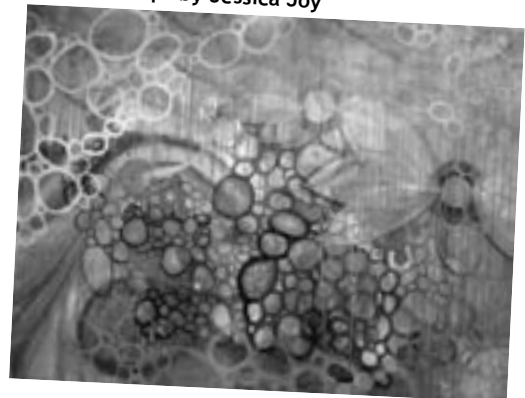
Ms. Hinckley gave numerous workshops and keynote addresses on music education and the role of the arts in strong schools nationally and internationally. She has had articles published in Education Leadership, The Music Educators Journal, Arts Education Policy Review, and The Music Teacher. She was also a member of the elementary and middle school general music writing team for Warner Brothers new Music Expressions © music series.

Ms. Hinckley was a founding organizer of the Arts for a Complete Education Project for the Florida Alliance for Arts Education. She received numerous awards and recognitions during her career, including the Hall of Fame Award from the Florida Music Educators' Association, the ACE of Hearts Award from ACE/FAAE, and an honorary Doctorate of Music degree (2001) from Stetson University in recognition of her national and state leadership for the arts. She also was selected in March of 2004 as a Lowell Mason Fellow by MENC.

The June M. Hinckley Memorial Music Scholarship has been established with the Florida Music Educators' Association. As designated by June's family, this scholarship will be awarded to a high school senior Florida All-State student who will enter the music education profession. Contributions may be sent to FMEA, 402 Office Plaza Dr, Tallahassee FL 32301-2807.



World of Wisps by Jessica Joy



NATIONAL FOUNDATION FOR ADVANCEMENT IN THE ARTS ARTS RECOGNITION AND TALENT SEARCH (ARTS)

The National Foundation for the Advancement in the Arts' (NFAA), headquartered in Miami, is a publicly supported non profit, non governmental organization whose mission is to identify emerging artists and assist them at critical junctures in their educational and professional development. NFAA also strives to raise appreciation for, and support of, the arts in American society.

NFAA's Arts Recognition and Talent Search (ARTS) program identifies high school seniors in performing, literary, and visual arts. The ARTS program is the nation's only program for high school seniors in ALL art forms. Students are judged against a standard of excellence for their age groups within their artistic discipline.

NFAA is also the exclusive nominating agency for the Presidential Scholars in the Arts. The Presidential Scholars program is a national recognition program administered by the U.S. Department of Education to honor some of the nation's most distinguished graduating high school seniors.

The 2007 winners from Florida are listed below:

PRESIDENTIAL SCHOLARS VISUAL ARTS WEEK FINALISTS:

Lizette Avineri from Lake Worth, FL
Visual Arts/Level II Award
Alexander W. Dreyfoos Jr. School of the Arts

Rebecca Mock from Lantana, FL
Visual Arts/Level II Award
Alexander W. Dreyfoos Jr. School of the Arts

Lillian Erlinger from Miami, FL
Film & Video/Level I Award
St. Peters Lutheran College

VISUAL ARTS HONORABLE MENTION AND MERIT WINNERS:

Honorable Mention winners placed in the top 5% of all national applicants.

Merit winners placed in the top 10%

Alton Bradley, II from Jacksonville, FL
NFAA ARTS Merit Award in Visual Arts
Douglas Anderson School of the Arts

Francisco Anduiza from Miami, FL
NFAA ARTS Merit Award in Visual Arts
New World School of the Arts

Christina Barrera from Palm Beach Gardens, FL
NFAA ARTS Merit Award in Visual Arts
Alexander W. Dreyfoos, Jr. School of the Arts

Kelsey Berkley from Ponte Vedra Beach, FL
NFAA ARTS Merit Award in Visual Arts
Douglas Anderson School of the Arts

Sunny Cavan from Jacksonville, FL
NFAA ARTS Merit Award in Visual Arts
Douglas Anderson School of the Arts

Mercedes Chaparro from North Palm Beach, FL
NFAA ARTS Honorable Mention in Visual Arts
Alexander W. Dreyfoos, Jr. School of the Arts

Megan Chin from Jacksonville, FL
NFAA ARTS Merit Award in Visual Arts
Douglas Anderson School of the Arts

Anthony Cudahy from Fort Myers, FL
NFAA ARTS Merit Award in Visual Arts
Fort Myers Senior High School

Bryan DeLoach from Miami, FL
NFAA ARTS Merit Award in Visual Arts
Dr. Michael M. Krop Senior High School

Charde Fuller from Jacksonville, FL
NFAA ARTS Merit Award in Visual Arts
Douglas Anderson School of the Arts

Daniel Gonzalez from Miami, FL
NFAA ARTS Honorable Mention in Visual Arts
New World School of the Arts

Thomas Gonzalez from Royal Palm Beach, FL
NFAA ARTS Merit Award in Visual Arts
Alexander W. Dreyfoos, Jr. School of the Arts

Nikolas Guardia from Boynton Beach, FL
NFAA ARTS Honorable Mention in Visual Arts
Alexander W. Dreyfoos, Jr. School of the Arts

Carmen Guillen-Casal from Miami, FL
NFAA ARTS Merit Award in Visual Arts
Coral Reef Senior High School

Latrice Jackson from Miami, FL
NFAA ARTS Honorable Mention in Visual Arts
New World School of the Arts

Elizabeth Jimenez from Jacksonville, FL
NFAA ARTS Merit Award in Visual Arts
Douglas Anderson School of the Arts

Vaughan Ling from Miami, FL
NFAA ARTS Honorable Mention in Visual Arts
Design & Architecture Senior High School

Susana Londono from Miami, FL
NFAA ARTS Honorable Mention in Visual Arts
Design & Architecture Senior High School

Staci Maloney from Jacksonville, FL
NFAA ARTS Merit Award in Visual Arts
Douglas Anderson School of the Arts

Noyra Martinez from Miami, FL
NFAA ARTS Merit Award in Visual Arts
New World School of the Arts

Amanda Moody from Pensacola, FL
NFAA ARTS Merit Award in Visual Arts
Booker T. Washington High School

Thi Nguyen from Jacksonville, FL
NFAA ARTS Merit Award in Visual Arts
Douglas Anderson School of the Arts

Joshua Nieves from Kissimmee, FL
NFAA ARTS Merit Award in Visual Arts
Osceola County School for the Arts

Andrew Odum from Royal Palm Beach, FL
NFAA ARTS Merit Award in Visual Arts
Alexander W. Dreyfoos, Jr. School of the Arts

Liana Ogden from West Palm Beach, FL
NFAA ARTS Honorable Mention
in Visual Arts
Alexander W. Dreyfoos, Jr. School
of the Arts

Sarita Rajpathak from Lake Worth, FL
NFAA ARTS Merit Award in Visual Arts
Alexander W. Dreyfoos, Jr. School of the
Arts

Alana Ramnarine from Wellington, FL
NFAA ARTS Merit Award in Visual Arts
Alexander W. Dreyfoos, Jr. School of the
Arts

Andrew Ross from Boca Raton, FL
NFAA ARTS Honorable Mention in Visual
Arts
Alexander W. Dreyfoos, Jr. School of the
Arts

Aleksandra Safarova from Jacksonville, FL
NFAA ARTS Merit Award in Visual Arts
Douglas Anderson School of the Arts

Vinicius Sanchez from West Palm Beach, FL
NFAA ARTS Honorable Mention
in Visual Arts
Alexander W. Dreyfoos, Jr. School
of the Arts

Nelson Santovenia from Miami, FL
NFAA ARTS Merit Award in Visual Arts
Coral Reef Senior High School

Rachael Starbuck from Miami, FL
NFAA ARTS Honorable Mention
in Visual Arts
New World School of the Arts

Lesvienell Paul Tardeo from North Miami, FL
NFAA ARTS Merit Award in Visual Arts
New World School of the Arts

Rolando Vega from Miami, FL
NFAA ARTS Honorable Mention
in Visual Arts
Design & Architecture Senior High
School

Alexander Zak from Seminole, FL
NFAA ARTS Honorable Mention
in Visual Arts
Gibbs High School

Photography Merit winners:

Ellice Evins from Miami, FL
NFAA ARTS Merit Award in Photography
Miami Palmetto Senior High School

Alexander Zak from Seminole, FL
NFAA ARTS Merit Award in Photography
Gibbs High School

Film and Video Honorable Mention and
Merit winners:

Jonathan Mitrick from Atlantic Beach, FL
NFAA ARTS Honorable Mention in Film
& Video Production
Douglas Anderson School of the Arts

Spencer Morin from Coral Gables, FL
NFAA ARTS Merit Award in Film
& Video Production
New World School of the Arts

Calvin Walker from Jacksonville, FL
NFAA ARTS Merit Award in Film
& Video Production
Frank H. Peterson Academies
of Technology

DR. THOMAS M. BREWER NAMED NAEA 2007 NATIONAL ART EDUCATOR OF THE YEAR



Dr. Thomas M. Brewer, Professor, Coordinator of Art Education, Department of Teaching & Learning, College of Education, University of Central Florida, was selected by the National Art Education Association to receive the National Art Educator of the Year Award. This award recognizes the exemplary contributions, service, and achievements of one outstanding NAEA member annually at the National level. The award was presented to Dr. Brewer during the NAEA National Convention that took place in New York, New York, March 14-18, 2007.

NAEA President, Susan Gabbard, states, "This award is given to recognize excellence in professional accomplishment and service by a dedicated art educator. Dr. Brewer exemplifies the

highly qualified individuals active in the field of art education today: leaders, teachers, students, scholars, and advocates who give their best to the profession. We are proud to recognize Thomas Brewer."

The membership of NAEA includes elementary, secondary, middle level, and high school art teachers in 50 states, representatives from America's major art museums, State Departments of Education, arts councils, and major colleges and universities throughout the United States and 66 foreign countries.

For more information visit the NAEA Web site at <http://www.naea-reston.org>.

ARTIST OPPORTUNITIES

Florida Reading Association Poster Contest

This is a motivational project to promote adolescent literacy. It is open to middle and high school students in Florida. Schools conduct the contest within their buildings and then send the winning poster to the SRC in Daytona Beach to be exhibited and judged. The top designs will be featured on the first FRA educators' calendar as well as the FRA bookmark of the year. Prizes for the winning schools and artists will be awarded also. Here is the link for a look at last year's winners as well as all the rules and regulations:

http://www.flreads.org/contest/poster_contest.htm

Artist-in-Residence Program

The Artist-in-Residence Program at Grand Canyon National Park offers professional artists (writers, composers, visual and performing artists) the opportunity to spend three weeks in the wilds of the North Rim.

For more information, call (928) 635-5398. For more information on this and other residencies in national parks, visit <http://www.nps.gov/archive/volunteer/air.htm>
Deadline: April 1, 2007

Utah Public Art Program

The Utah Public Art Program announces a new call for qualifications and a letter of interest from artists and/or artist teams interested in creating site-specific art for the new Digital Learning Center at Utah Valley State College in Orem, Utah. It is the intent of the committee to commission art for this new facility that is part of the College focus on modern, contemporary culture and media. The total budget is \$313,000. The deadline is April 27, 2007.

For questions, please contact Fletcher Booth at

fbooth@utah.gov or (801) 533-3586. The full RFQ is available at: http://arts.utah.gov/funding/competitions/public_art_commissions/index.html

Residency Program - McColl Center for Visual Art

McColl Center for Visual Art is seeking applications from regional, national, and international artists interested in participating in its residency program. Artists are selected for either a Fall 2008 session, (September 8 - November 24) or Winter 2009 session (January 5 - March 23, 2009). Artists-in-Residence participate in McColl Center for Visual Art's open houses, artist forums, outreaches, workshops, education programs, and interact with other regional, national, and international artists who are in residence.

For application guidelines visit our Web site at www.mccollcenter.org. For questions call Claudia Gonzalez-Griffin at cgriffin@mccollcenter.org.
Deadline: May 7, 2007

Carlisle Arts Learning Center

The Carlisle Arts Learning Center is presenting the 2007 National Juried Small Works Exhibit. The limitations of the artwork are 12", including frame, in any direction. While miniaturism is not a requirement, the spirit of it is encouraged. All 2D and 3D media accepted, except film and video. \$40 entry fee for 1-3 entries, this includes return shipping. Open to US artists 18+. The exhibit will run from May 30 through July 13. **Deadline: May 26, 2007**

For a prospectus, please go to: http://www.carlislearts.org/2007_prospectus.htm or CALC's Web site at <http://www.carlislearts.org/>

Artshow.com

Artshow.com is currently accepting entries for the third annual Art Kudos competition. Open to all artists 18 and older. Cash awards totaling \$3,000. Selected finalists will appear in an online exhibit at www.artku

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dos.com beginning August 15, 2007. \$30 for 3 entries (slides, photos, JPEGs, or TIFs). Please visit www.artshow.com/artkudos for details. Deadline: June 25, 2007

PROFESSIONAL DEVELOPMENT

Florida Humanities Council Florida Center for Teachers

As a Florida teacher you are eligible to participate (at no cost to you) in a Florida Center for Teachers content-rich, experiential week-long seminar if you have never attended one before. Choose from among the following engaging 2007 topics: Florida Folklife, The Social History of Modern Florida, and Seminole and Miccosukee History and Culture.

A fourth 2007 seminar on the Harlem Renaissance requires interdisciplinary teams of teachers from the same school to attend together and requires teachers to share the seminar costs with us. Ideas for funding this seminar are on the Web site at http://www.flahum.org/sections/fct/summer_seminars.html.

If you have any questions, please call Ann Schoenacher at (727) 873-2010 or e-mail aschoenacher@flahum.org.

Annual International Conference & Exhibition

Education for Transformation: Impact on the Children of the World
May 2 - 5, 2007
Tampa, Florida

The conference will be held at the beautiful Hyatt Regency Tampa where one can engage in a variety of activities in Downtown Tampa. This luxury hotel places one within minutes of the convention center, Ybor City, Florida Aquarium and Busch Gardens. This is an ideal setting for learning, networking, and relaxing as you and your educational peers consider how best to inspire children to achieve their highest potential. Plans are well

underway as we prepare to greet over 800 early and middle childhood educators from such countries as Canada, China, Ghana, Jamaica, Korea, Mali and the U. S.

Keynote speakers include award-winning author, educator, and activist Jonathan Kozol, and the 2006 National Teacher of the Year, Kimberly Oliver.

For registration details, please contact Lisa Wenger, Director of Conferences, conference@acei.org, 1-800-423-3563, 301-570-2111, or visit our Web site at <http://www.acei.org>.

RESOURCES

Federal Resources for Education Excellence (FREE)

The U.S. Department of Education is pleased to announce the newly remodeled and updated Federal Resources for Education Excellence (FREE) Web site. It now provides richer, more expansive resources to teachers and students alike. There are over 1500 resources to take advantage of at FREE, ranging from primary historical documents, lesson plans, science visualizations, math simulations and online challenges, paintings, photos, mapping tools, and more. This easily accessible information is provided by federal organizations and agencies such as the Library of Congress, National Archives, NEH, National Gallery of Art, National Park Service, Smithsonian, NSF, and NASA.

Check it out today at <http://www.free.ed.gov>

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