

Fresh Paint

Spring/Summer 2019

Volume 42 / Issue 2

Finding and
Owning a
Research
Path in Art
Education

Transitioning
To Retirement

2019 FAEA K-12
Student Art
Assessment
& Virtual
Exhibition
Winners

Art
From The
Heart



2019

AWARD NOMINATIONS

NOW WITH UPDATED AWARD DESCRIPTIONS!

FAEA invites all members to participate in the nomination process to elect individuals that they believe offer outstanding contributions to art education.

**VISIT FAEA.ORG FOR
MORE INFORMATION.**

**SUBMISSIONS ARE OPEN
MAY 1 THROUGH JUNE 10.**



2019 MEMBER VIRTUAL EXHIBITION CALL FOR ENTRIES

Submissions accepted June 1st - September 3rd

Visit faea.org to enter

Patricia R Cummins, *Dunes Triptych/Indiana Dunes Artist-in-Residence 2018*, oil on canvas.



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ABOUT THE COVER

Hillary Almanzar, Grade 11 (2019)

Ms Universe

watercolor, color pencil, acrylic

Wellington High School

Teacher: Jerilyn Brown

Fresh Paint

The purpose of this publication is to provide information to members.

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Important Dates

Membership Renewal is open

Award Nominations due by June 10, 2019

Member Virtual Exhibition Entries
accepted June 1-September 3, 2019

Summer Workshop Registrations are open

The Master Series

June 7-8, 2019

ArtLabs

June 18, 2019 (Sarasota)

June 22, 2019 (Fort Lauderdale)

June 25, 2019 (Stuart)

June 27, 2019 (Winter Park)

July 13, 2019 (Satellite Beach)

Annual Conference November 7-10, 2019

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Fresh Paint is the award-winning publication of the Florida Art Education Association (FAEA) that contains articles of interest to art educators of all levels – from kindergarten through college level. It is published 4 times annually and distributed to more than 700 art teachers, school district art supervisors, museum educators, higher education professionals, community art educators and artists, as well as other state and national art associations. *Fresh Paint* is a terrific venue for businesses and organizations to reach art educators and decision-makers.



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President's Note ...



**Lark Keeler
President, FAEA**

Lately, I've been thinking about all of the aspects of teaching that most folks outside of our profession don't really know much about. Thank you for doing some of these ongoing extras as a visual arts teacher. I know this is just a small list of the many things that we teachers do. I hope that it will bring a smile to your face, along with some warm memories.

1. Secure the tooth that has just fallen out into a precious package to be taken home.
2. Listen to student fears, concerns, and worries.
3. Translate artmaking into the universal language that all students can understand.
4. Rescue art from the garbage bins.
5. Uplift the student that is having a difficult day.
6. Learn from a student's perspective, a whole new way of seeing a famous work of art.
7. Identify student work that is missing a name, just by the way that it is drawn.
8. Remind students not to touch work in an art museum.
9. Explain what has happened to Mona's eyebrows.
10. Encourage the student that needs to take it to the next level.
11. Discover a way to make the paint splatter on your clothes look like it was planned.
12. Fist bump and high five when needed.
13. Build up the strongest immune system, ever.
14. Teach a future teacher.
15. Teach a parent about careers in the arts.
16. Teach administration about the importance of the arts.
17. Tie soggy shoe laces.
18. Make an award-winning bulletin board display.
19. Design and assemble costumes, props, stage displays, and makeup.
20. Install an exhibition that promotes positive self-esteem and pride in your students.
21. Help a colleague by drawing a _____.
22. Teach the art of sharing, caring, persistence, and resilience.
23. Collect toilet paper tubes and other trash like they're treasure.
24. Show students the beauty in everyday life.

This summer, I hope you are able to carve out some time to reflect upon all of the little, everyday actions of kindness, compassion, strength, and love you give as an educator to your students, workplace, community, and colleagues. Feel good about this incredibly important work that you do. For many students, you are the best part of their day. Take the time this summer to recharge and be reinvigorated. There is no other profession quite like art education. 🎨

Lark Keeler
President

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 art teachers with the knowledge, skills, and support that will ensure the highest quality instruction possible to all students in Florida.





Board Consultant's Report

Kathleen D. Sanz PhD
Board Consultant, FAEA

Advocacy/Government Relations

The 2019 Legislative Session closed on May 4th after opening on March 5th. Throughout the session, staff and volunteers spoke with legislatures and their aides on the potential impact of proposed legislation on the fine arts. For the 2019 session, there were 1,861 bills filed with 195 that passed.

To review the summary and see the full text and the status of the bill being signed (or vetoed) by the Governor, please use the "Details" link beside each bill below.

K-12 Education CS/SB 7070 [DETAILS](#)

- ☑ **Schools of Hope:** Expands the "Schools of Hope" program that lets charter schools open near consistently low-performing public schools. Allows charter school operators to open schools in "opportunity zones."
- ☑ **Teacher Testing:** Eases the testing requirements attached to teacher certification. Allows a longer period of time for teachers to pass the test.
- ☑ **Vouchers:** Creates a scholarship program for private schools for families of four who make roughly \$77,000 a year or less, using public money.

Workforce Education CS/HB 7071 [DETAILS](#)

- ☑ **Financial Literacy:** Requires all school districts to offer a financial literacy course consisting of at least one-half credit as an elective. (Not required for students to graduate).
- ☑ **Career-Technical Education:** Expands apprenticeship programs, adds career planning support for students, and offers to replace a science graduation credit with a computer science course.
- ☑ **Workforce Education:** Requires middle-school students to take a course in career education planning. Allows certain course substitutions for high-school graduation requirements. Requires high schools to offer a financial literacy elective course. Creates a career and technical education high school graduation pathway. Establishes degree articulation agreements between colleges and universities.

Implementation of Legislative Recommendations of the Marjory Stoneman Douglas High School Public Safety Commission CS/CS/SB 7030 [DETAILS](#)

- ☑ **Guardians:** Expands the school guardian program to allow teachers and other staff to volunteer to carry a gun on campus after undergoing screening and training by a local

sheriff's office. Not all school districts plan to implement the guardian program.

Taxation CS/HB 7123 [DETAILS](#)

- ☑ **Referendum Money:** Requires school districts to share future local referendum money with charter schools.

Anti-Semitism CS/CS/HB 741 [DETAILS](#)

- ☑ Requires schools and colleges to address allegations of anti-Semitism in the same way that they address racism.

Higher Education CS/SB 190 [DETAILS](#)

- ☑ Raises the requirements for the merit-based Bright Futures scholarships. For the "Academic" scholarship, which covers full tuition and fees at state universities and colleges, the required SAT score would rise from 1290 to around 1330. For the second-tier "Medallion" award which covers 75 percent of tuition and fees, the benchmark would rise from 1170 to about 1200. USF Sarasota/Manatee are branch campuses, prohibiting a Florida College System institution direct-support organization from giving, directly or indirectly, any gift to a political committee, etc.

Education CS/SB 292 [DETAILS](#)

- ☑ Requires school districts to allow authorized students to wear military dress uniforms at high school graduations.

Department of State, Division of Cultural Affairs (DCA) Grant Funding

Annually, the Florida Art Education Association applies for funding from the DCA "Culture Builds Florida Matching Grant" program. In recent years, the Association has received partial funding based on Department of State approved budget. Additional information will be available once Governor DeSantis signs the budget.

2020 Legislative Session

The 2020 legislative session will be held earlier next year, opening January 14, 2020, and will run through March 13. Staff and volunteers will begin working very shortly on strategies to strengthen arts education in Florida. ☑

Have a wonderful summer,

Kathleen D. Sanz
Kathleen Sanz

Your Art, Your Story



Youth Art Month is a national arts advocacy program that is administered by the Council for Art Education, and is typically celebrated in the month of March. This program is designed to encourage support for quality K-12 school art programs, and promote art material safety. The Youth Art Month program provides a forum for recognizing skills such as problem solving, creativity, observation, and communication, which are developed through visual art experiences. There are three main opportunities in which states get involved in Youth Art Month: Flag and Banner Program, Artwork Program, and the Year in Review Report.

Flag and Banner Program

Each state holds a design contest in which students must design a flag or banner that creatively reflects their state and incorporates the national theme chosen for that year. The winning design from each state is then displayed at the Youth Art Month Museum at the annual National Art Education Association (NAEA) conference. This year's national theme was "Your Art, Your Story."

In Florida, FAEA coordinates the annual Youth Art Month Flag Design Competition that is open to all K-12 art students. This year's winning design was created by eleventh-grader Yu Wu from Cypress Bay High School. Her flag, titled *Florida*, represented the state of Florida at the 2019 NAEA Conference in Boston this past March. Congratulations to Yu Wu and her teacher, Amiee Sarajian!



Yu Wu

Florida

watercolor and Photoshop
Cypress Bay High School
Teacher: Amiee Sarajian

Artwork Program

Teachers, schools, and school districts are encouraged to highlight their art programs and showcase the value of art by displaying student artwork to the public. The Youth Art Month program provides numerous resources to help teachers plan ways to get involved, including ideas for activities, fundraising guides, and planning calendars.

The Youth Art Month Museum at the NAEA conference also provides the opportunity for each state to display student artwork. At this year's conference, FAEA displayed a selection of entries from the Youth Art Month Flag Design Competition.

Year in Review Report

Each year, FAEA submits Florida's Youth Art Month national report to the Council for Fine Arts. A digital scrapbook compiles a list of accomplishments in K-12 art programs, such as student art exhibits, advocacy events, community support and outreach, funding for the arts, and other activities that occurred throughout the year. From these reports, the Council recognizes programs for outstanding achievement with financial awards and trophies. To be a part of Florida's yearly report, send photos, descriptions, and/or media articles about your art successes to info@faea.org with the subject title "YAM Event" at any time throughout the year.

How Do I Participate?

Participating in Youth Art Month is much easier than you think – visual arts teachers celebrate the arts every day in their classroom! Celebrations can be as simple as a single class learning activity that focuses attention to the value of arts, or they can involve collaborations that result in multi-school art exhibits. Visit the Youth Art Month page on the FAEA website to learn more about the program and access free resources on activity ideas, sample proclamation letters and press releases, and much more.

Division Updates...



**Elementary School
Division Director**

**Kristina Latraverse
Columbia Elementary School
Palm Bay, FL**

When you walk outside and can feel the sunshine upon your face and smell the sweet scent of sunscreen in the air, you know summer is almost here.

After a year of fostering creativity, cleaning paint spills, and sharing your passion, you deserve a break! Give yourself a high-five and a pat on the pack (attempt it simultaneously for fun), and remember to use these summer months to take care of yourself. Taking the time to recharge your batteries will lead to a happier and healthier you.

If you're looking for quality professional development, look no further! FAEA is offering summer ArtLabs throughout the state. ArtLabs are designed to meet your professional development needs by offering a one-day, six-hour session, to save you those overnight travel expenses. If you happen to be close (to the very centrally located) Brevard County, join me for a day of outdoor nature and art adventures. The Brevard County ArtLab is specially designed for the Elementary Art Teacher. Join me for Shibori Dyeing, creating plant-based dyes safe for those little (or medium-sized) hands, cast-

ing natural materials in plaster, weaving using natural items, glass fusing and so much more!

Thank you again for all you do each day. The impact you make each day is immeasurable.



**Middle School
Division Director**

**Christine Schebilski
Heron Creek Middle School
North Port, FL**

Congratulations to Maggie Vidal-Santos on her NAEA award of Southeastern Region Middle Level Art Educator. Maggie is from Miami Beach, FL, and teaches at Ruth K. Broad Bay Harbor K-8 Center. The Southeastern Region of NAEA represents ten states, and she was chosen out of the many applicants from each state. Maggie was recognized during two awards receptions at the 2019 NAEA Convention in Boston.

This year FAEA is introducing new summer learning experiences that you won't want to miss out on. With the needs of FAEA members in mind, initiated and driven by President-elect Jackie Henson-Dacey, hands-on intensives called the Master Series and ArtLabs have

**student
surrealist
art exhibit**

the dali museum
invites Florida teachers to visit the
Statewide Student Surrealist Art Exhibit
May 18 - August 25

Visit our website for more information about the Exhibit - thedali.org/ssae
We look forward to seeing your 2020 entries!

Artwork by Miguel Correa, Dunnellon High School, Manon County

**FAEA
FLORIDA ART
EDUCATION
ASSOCIATION**

Membership in the Florida Art Education Association is open to all art teachers, art supervisors, arts administrators, museum professionals, university professors and students, those who are retired from the profession, and anyone passionate about our goals.

Division Updates...



FAEA Board Members and Awardees. From left, Dr. Nicole Crane, Maggie Vidal-Santos, Joanna Davis, Pamela Brown, Chrissy Schebilski, Dr. Jackie Henson-Dacey, and Lark Keeler.

been established. These studio art studies should be considered an opportunity to perform research in one's field. In an article by Michelle Tillander, University of Florida, she explains that "research is formalized curiosity" (2019)¹. Bring your curiosity and travel to one of the many ArtLabs or the Master Series that are scattered throughout the state. With a shorter study and more statewide offerings than in the past, participants can cut down on travel costs and time away from family.

A panel of enthusiastic presenters will guide participants through learning and exploring an array of art media. There will be one Master Series and five ArtLabs. Presenters represent elementary, middle, and high school levels. With a wide variety of workshop offerings in several different locations, the board hopes that each member can find an avenue of curiosity that interests them in their personal research.

May your research experience in the summer programs inspire and educate your personal path in art education. Early in June, head to Tallahassee for the Master Series and choose a 2D or 3D pathway. For ArtLabs, come explore Digital Painting at Ringling College of Art and Design. Try your hand at watercolor landscapes with FAEA's High School Division Director Amiee Sarajian at Nova Southeastern University. Then hop on up the coast to Stuart to create collagraph and reduction prints with middle school art teacher Ashley Monks. Love printmaking? Continue heading north to Orlando for monoprints with middle school art teacher Kymberly Moreland-Garnett. Take a little break and in July have fun with nature in the park at Satellite Beach with Elementary Division Director Kristina Latraverse. Come to one or come to all! I hope to run into some of you at one of this summer's new learning programs! For further details and to register, visit the FAEA website.

1. Tillander, M. (2019). *Finding and Owning a Research Path in Art Education* [PDF document]. Retrieved from e-mail March 11, 2019.



**High School
Division Director**

**Amiee Sarajian
Cypress Bay High School
Weston, FL**

Summer is right around the corner! It's that time of year again when we reflect on our teaching and wrap up our classrooms once again. Some of us might even be organizing for an annual art show. Our school wide Art Splash is the culmination of our hard work and effort coming together for one BIG celebration at the end of the year. We certainly are blessed to teach a subject that can be so beautifully displayed at the end of the year. How lucky we are! Lucky to have the support and guidance of each other as well. As we hug our students goodbye and thank them for letting us teach them, don't forget to thank your colleagues as well. The support they provide for us, and vice versa, is a gift that many other professions rarely experience.

Your summer vacation plans are probably already in order and professional development, as well. Hopefully you plan on attending some of FAEA's ArtLabs or Master Series in various places across the state. There are several that are relevant to high school, and it's not too late to register. ArtLabs are meant to be a one-day art-making intensive, so you can travel without having to stay overnight. The Master Series Workshop is in conjunction with FSU and is over two days, offering a variety of art-making immersions. There is something for everyone in Sarasota, Fort Lauderdale, Stuart, Winter Park, Satellite Beach, and Tallahassee.



This November is also going to offer a unique experience at FAEA's fall conference. Whether you have signed up to lead a workshop or just simply plan on attending, get ready to extend your long weekend in the most peaceful, inspiring location yet! I hope to see you there in beautiful Ponte Vedra. Get involved with best (and new) practices for AP Studio Art in a conference forum this fall. AP portfolio changes will be in full swing for the 2019-20 school year, and we can share our ideas. Whatever you create this summer, or the new places you visit, I wish you inspiration in your endeavors and hope they enlighten your teaching and living for the best of what you enjoy the most. See you soon!

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Division Updates...

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**Higher Education
Division Director**

**Debra McGann
University of Central Florida
Orlando, FL**

Hope you are enjoying the spring season so far!

This is the time of year to start planning for summer and the adventures that lie ahead. I will be continuing an adventure that I recently started. I joined a coached running team to train to run/walk a charity 5K. I made it through the 12-weeks of training and ran/walked the 5K. Although a short race comparatively, being a part of that team has given me renewed inspiration and confidence in several other areas, namely, my personal artwork. Running can be similar to creating artwork; it takes motivation, endurance and persistence. Even though I was fairly athletic growing up, I had never trained for distance running, so this was a very different kind of challenge. Since I have been running/walking, I feel like my mind is clearer, and I have many new ideas for my artwork.



The takeaway is that it is never too late to try something new, and this leads to my plan for the summer. I plan to try several new directions in my artwork ... and I will keep running/walking to hopefully build stamina and to illuminate more creativity.

(Keep in mind the juried Member Virtual Exhibition, which accepts artwork from June through September, and also the Summer Workshops.)



**Museum
Division Director**

**Claire Clum
Boca Raton Museum of Art
Boca Raton, FL**

Happy Spring! My enthusiasm for the 2019 Annual Conference is at a new level! The Board met in February at the Sawgrass Marriott Golf Resort & Spa to become familiar with the space and determined the basic layout for the upcoming four-day conference. The facility is fantastic; but, don't be fooled by the "Golf Resort" title! Beside golf, there are many activities, beautiful venues, and convenient shopping within walking distance. Additionally, the museums close by in Jacksonville are superb! There will be a museum excursion planned on the first day of the meeting. If you are interested, be on the lookout in late summer for the agenda, and register quickly, as I anticipate that it



Grounds at Sawgrass Marriott Golf Resort & Spa

will fill up. Remember that the conference takes place later this year, November 7-10.

FAEA is bubbling with activity, as this is the exciting time of year in which members submit proposals for a demonstration, art forum, or workshop for the annual conference. Submissions are accepted now through April 30; don't delay! I am hopeful that the Museum Division will build on the momentum of our successful implementation last year. We increased our division offerings by 125%, while we maintained no change in our membership numbers. I am very appreciative of our dedicated members who shared their expertise and provided stellar programming for the attendees.

In April, I am dedicating my time toward increasing our division's membership ranks. The campaign targets the approximately 60 visual art museums in Florida. Each institution's museum educators have been asked to join and make a difference. I invite EVERY member of FAEA to personally contact and encourage their local museum educator to join. FAEA is better and stronger when professional educators from around the state actively participate. Don't be shy, be an advocate for the Association that provides both inspiration and education.

New in this issue of *Fresh Paint*, the Museum Division will highlight academic programs provided by museums around the state. We kick off this new article by highlighting the programs in the Northeast region. Providing information on our programming is another benefit and enables division members to share and showcase our work. It is a great marketing tool, as well. We encourage Florida art educators to become familiar with us and utilize the programs that we provide.



**Supervisor/Administration
Division Director**

**Nancy Puri
Polk County Schools
Lakeland, FL**

The year is already flying by; it is hard to believe that there are only a couple months left in this school year! With Spring Break behind us, there is so much work to be done to finish up the year and prepare for summer and the coming school year.

For the past few years, hiring and retention of teachers is one of the biggest concerns for all of us. I know that I have already begun interviewing, attending job fairs, and doing everything I can to get po-

Division Updates...

sitions filled as early as possible. Please remember that FAEA hosts a job board which is easy to use and can help you get the word out about your openings.

I wanted to also give you an update on the K-12 Exhibition which has been juried. The letters to teachers and administrators have been sent and now we are ready to celebrate the students whose work was selected for this year's exhibition! The overall teacher/school participation for this year was the about the same as last year, however, the number of entries were slightly down. I want to mention that both Hillsborough and Orange Counties each increased their overall participation by 100 students or more!

The next thing to look for is the Member Exhibition. Information is available online regarding the important dates. This is the perfect opportunity for your teacher artists to participate on a statewide level and to gain recognition and exposure of their artwork. Please encourage them to submit work when the time comes! As supervisors, we need your help to get the word out about these exhibitions and to encourage your teachers to participate. Without your help, the programs will not be as successful!

For summer, the Professional Development Committee has been working hard on an engaging and fun line-up for summer learning; the following are things to look forward to and share with your teachers: There will be a Master Series Workshop at FSU. This two-day experiential learning experience is the perfect way to immerse yourself in art making on June 7th and 8th. Then there will also be five ArtLab workshops held around the state. Detailed information can be found on the FAEA website.

I wish you all the best and hope that these last few weeks go smoothly for all of you!



Districts Assembly

Latonya Hicks
Largo High School
Largo, FL

I've never been particularly into "spring." After all, isn't it always "spring-ish" in Florida? Or, do those three days of cold snap count? Even still this year I am drowning in a full pool of excitement. Spring means SUMMER is almost here! Some of your/our members are probably like me, so it is super important to remind those we represent that the end is in sight. You can do it ... with exclamation points and not question marks. Focus on a strong end to what was hopefully a mindful, kind, and creative year.

Arts are a necessity for all of us and we need to continue to find ways to include the joy of creation in our lives. With that said we have to plan for the "beginnings" as we approach the "ends." Conference

registration is OPEN, so take inventory of how we feel? What do we wish we had learned, taught, experienced, or discussed? How can we help our members to facilitate their own psychology stockpiling? My answer is CONFERENCE! Plan to attend, volunteer, and enjoy this year's conference in November, and THEN encourage your membership to do the same.

This year things will be different. We took your advice and made some changes.

New session formats include:

- 🕒 Demonstration Session (30 min.) – demonstrate a topic through an exploration and investigation of an art technique that will inform and inspire
- 🕒 Art Forum (50 min.) – share a topic through a presentation that will inform and motivate
- 🕒 Workshop Session (90 min.) – lead a "hands-on" experience that demonstrates an in-depth art medium strategy or process

Contact a board member today about how you can make a difference and prompt change in the world you can actually control.

Thank you and YOU CAN DO IT!

continued on page 12

How does one transform this ball of clay?

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Making Things Happen

We are nearing the summer months, and yes, time flies quickly by when you are old(er)! But that's not what this article is about. This article is about doing something with your life once you are retired. You will find there is an article in this *Fresh Paint* called "Transitioning into Retirement." Yes, the article is about me, written by fellow art educator and retiree Geraldine Leigh. I am hoping that in future editions we can highlight more retirees and the lives they build once retired.

I think what enters one's mind when approaching retirement is the question "What am I going to do with myself now that I'm retired?" You go from a set routine day after day, and then it's gone. This can be a frightening situation. I can only tell you what I did as I confronted the "Big R." I was determined not to spend time in bed; not to sit around watching the boob tube; not wishing and dreaming of things I wanted to do. Instead, I made it happen. In some circumstances, "it" happened to me.

I decided I would get up early each morning, reminded by my father's message ingrained in my brain that when you sleep in, you've wasted the better part of the day. I also tried (not always successfully) to go to the gym three mornings a week. Definitely NOT successful! While still employed, I never seemed to have time to do my own art so I made a plan to have a studio built on my property. I had purchased a kiln before retiring so I was determined to move into the direction of clay versus paint. As I pursued working in clay, I began creating my "healing

hearts," giving them to people who had just lost a loved one. I also found a way to sell the hearts in order to raise money for a local food bank. Both gave me a feeling of satisfaction and contentment.

As I mentioned, sometimes "it," or my life after retirement, found me. I was sent an email asking me to get involved with a company called VIDA. Through this company I have been able to have many of my paintings transformed into women's apparel and home accessories. I was approached by School Specialty to be one of their professional consultants. An opportunity arose at my church for me to become its choir director. I was asked to oversee activities for the Senior Adults, which has been very rewarding. Professionally speaking, I am still involved with state and local art associations, art exhibitions and in-service activities for those who are still teaching.

I believe many of you could say your lives are just as fulfilling. For those of you who

have not yet created that new life for yourself, I hope this message can be an incentive to find your path. If you are still wondering what to do with yourself, might I suggest the following incentives:

Summer Workshops – The Master Series at Florida State University will no doubt prove to be exciting and well worth attending. These workshops will hone old skills or develop new ones. The dates are June 7-8. There is also a series of workshops in five locations throughout Florida beginning June 18. Check out the FAEA website for further details and registration.

Conference – The FAEA Conference will be in Ponte Vedra Beach north of St. Augustine. This year it will be held November 7-10. TWO major events during the conference that involve retirees will be our annual panel discussion with new and emerging art teachers and our "Big Give-Away." If you are interested in being part of the panel discussion, please contact me. Start going through your closets, garages and attics for anything you can bring for the Give-Away. This is always a huge success. Begin making your plans to stay at the beautiful Marriott at Sawgrass. The cost is \$139/night. Again, go to the FAEA website and see what is included. Want to volunteer to help at Conference? Contact me.

Summer may soon be approaching with fall right around the corner. Yes, time is flying by, but I refuse to think of myself in the "fall of my life" (although I do seem to fall a lot these days!). Retirement has allowed me to reinvent myself. I hope the same can be said for you. 🍷



international museum day

Saturday, May 18, 2019

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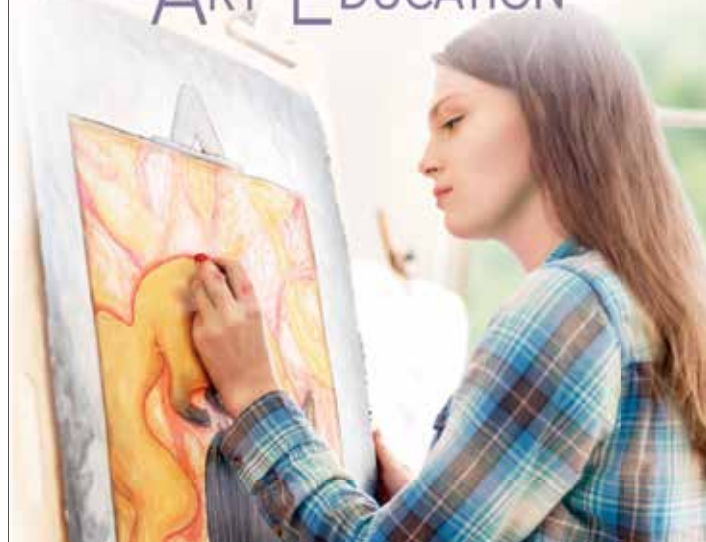
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K-12 Student Art Assessment & Virtual Exhibition

At the end of every spring semester, FAEA celebrates the artistic achievements of students, teachers, and school art programs by coordinating the K-12 Student Art Assessment & Virtual Exhibition program. As Florida's premier program for assessing student artwork, the K-12 Student Art Assessment & Virtual Exhibition serves as a tool to help visual arts teachers develop their art programs and foster performance in the classroom.

This year, over 1500 entries of outstanding artwork from students across all art disciplines were submitted into the program! Each entry was thoroughly evaluated and scored by highly-trained adjudicators with a research-based rubric specific to the student's academic grade level, which was based on national models. Based on the student's score, the awards consisted of: "Award of Emerging Artist" for those with a score up to 3.0, "Award of Merit" for a score of 3.0-3.4, "Award of Excellence" for

a score of 3.5-3.9, and the "Award of Excellence with Distinction" for a perfect score of 4.0.

All artworks that received an "Award of Excellence" and an "Award of Excellence with Distinction" are featured in a virtual exhibition on FAEA's new online gallery. Additionally, the artworks that received the "Award of Excellence with Distinction" will be exhibited at the 2019 FAEA Annual Conference in Ponte Vedra Beach on November 7-10.

FAEA would like to thank Sargent Art for sponsoring the prizes for the 2019 K-12 Student Art Assessment & Virtual Exhibition. The Elementary, Middle, and High School winners will receive a certificate and art supplies worth \$100 in retail value. Their teachers will also receive classroom art supplies worth \$300 in retail value. The overall winning student awarded "Best in Show" will receive a \$1000 check, and their teacher will receive classroom art supplies worth \$1500 in retail value. As a "thank you" for supporting your students' academic endeavors in art, Sargent Art has also generously sent participation gifts to the schools whose Principals had sent their participation information during the submission process.

You may view this year's, and previous years', virtual exhibitions, prize structure, submission guidelines, and scoring rubrics on the Student Exhibition page on the FAEA website.



**Thank you to Sargent Art for
sponsoring prizes for the 2019 K-12
Student Art Assessment & Virtual Exhibition**

Best in Show



Charlotte Bayly
Desperation
color pencil
Clearwater High School
Teacher: Clayton Burkey
Grade 10

Seline Onispahiogla
Sewer's Dozen
felt
North Beach Elementary
Teacher: Rachel Silver
Grade 4



Elementary School Winner



Madison Cyr
Steps & Tunes
oil pastel
Safety Harbor Middle School
Teacher: Nicole Eiler
Grade 7

Middle School Winner

Annabelle Dunlop
Pigeon's Bakery
marker on paper
Lake Region High School
Teacher: Emily Griest
Grade 11



High School Winner

Please join FAEA in congratulating the winners of the 2019 K-12 Student Art Assessment & Virtual Exhibition!

FAEA would like to thank all of the students, teachers, and schools that participated this year. We hope you will look forward to entering even more outstanding artwork in 2020.

To view this year's Virtual Exhibitions featuring all of the artworks that received the "Award of Excellence" and the "Award of

Excellence with Distinction," please visit the FAEA website. We encourage you to celebrate your students' artistic achievements by sharing the virtual exhibitions to your students, their parents, and your school administrators.

Special thank you to the 2019 K-12 Student Art Assessment & Virtual Exhibition sponsor, Sargent Art, for providing the prizes for this year's winners and the participation gifts.



Finding and Owning a Research Path in Art Education

By Michelle Tillander

Finding a path in art education is about research, in the broadest sense of that word, that is, research is formalized curiosity.¹ One of my art education students, Rebecca Franke, recently described how to find “a research path in art education”: “To find a path combines deeply felt, personal dreams and a pragmatic approach to teaching art” (2019). I often wonder what sustains art educators in a profession and career and why they engage in research. Along with this question, I have considered the characteristics and qualities of many career art educators whom I have known over the years. These attributes include:

- Being comfortable with inquiry and open-endedness
- Being content with problem-solving and out-of-the-box thinking
- Being at ease as makers/creators and with trial and error
- Being relaxed with seeing and navigating the world differently, therefore thinking differently

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Research Path in Art Education

continued from page 18

A sustainable path consequently becomes an engagement with the craft of teaching art. As Richard Sennett (2008) stated, “Every good craftsman conducts a dialogue between concrete practices and thinking” (p. 9). The dialogue between concrete practices and

thinking is the craft of research. This dialogue requires a plan of action that is rooted at the core of students’ passions that will enable them, through personal research, to own and sustain their art educational practice, and therefore be a catalyst for change.

The following students have engaged in “poking and prying” as part of their art educational practice and professional interests in the University of Florida Art Education program.

Patricia Phillips, a graduate student in art education, is exploring the art student in elementary schools to possibly include additional elements examining creativity, motivation, fear of failure, and locus of control. Aml Altwayjri is investigating cross-cultural education and scholars’ case studies to examine their methods, applications, and efficiency. Melissa Defabrizio is concentrating on fostering the integration of animal advocacy into art education and seeing how this integration might be mutually beneficial.

Several art educators have an interest in underserved communities, and each educator brings a unique perspective to their art educational interests. Rachel McDonald, an MFA graphic design student, is inspired by the wage disparity in her hometown. Rachel wants to create a project that would impact students in a positive way via creative entrepreneurial processes and design thinking.

Transformative research in practice is research that challenges interpretations, mainstream and institutional findings, and paradigms. Marina Sachs’s research pursuits fall within areas where communities have limited or insufficient access to quality art education. Marina is focused on how educators are uniquely positioned to deal with racial and social justice. Her co-founded restorative justice project, Lakota Youth Speak, partners with Native American Lakota youth and community members to address issues of inequity, food insecurity, and cultural preservation through art experiences. Gianelle Gelpi’s passions are guiding her to research reviving studio art practices in after-school programs centered in underserved communities.

To engage research at the undergraduate level, I created an assignment in a certification methods class called a Professional Development Plan (PDP). Students evaluate gains in personal development, including a growth of self-confidence, an independence of work and thought, and a sense of



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accomplishment (Lopatto, 2006). The PDP provides pre-service art educators with an opportunity to explore a subject of personal interest related to teaching art.

Rebecca Franke, in addition to getting her Florida certification, has created a PDP to simultaneously research youth-oriented boat-building programs and to eventually build wooden boats with underserved youth. Similarly, pre-service art educator Rebecca Law is committed in her art educational practice to focus on developing self-esteem through the art learning environment. Sullivan and Gu (2017) asserted that practitioner research places emphasis on meaningful accounts of experiences that are localized and richly contextualized (p. 57). Ingrid Martinez, prior to her art educational internship, researched and developed art resources as an art teacher practitioner for high school students. The purpose of that research was to globally connect with many other cultures. She believes it is imperative that preconceptions and misconceptions are clarified through engaging young people with art practices around the world. Laura Showers is interested in developing effective, inclusive student art learning through classroom posters for her art classroom. These posters highlight research-based instructional methods, strategies, and procedures for elementary school age students to refer to when developing various content-specific questions throughout the year. University of Florida art educators' research provides a critical engagement with how the developed research practices impact real-life situations and the cultural interface of teaching and learning in and through the arts. 🍷

Footnote

¹ "Research is formalized curiosity. It is poking and prying with a purpose." — Zora Neale Hurston

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Mission Statement

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



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ART

From The

HEART



Projects With A Purpose

By SuzAnne Devine Clark

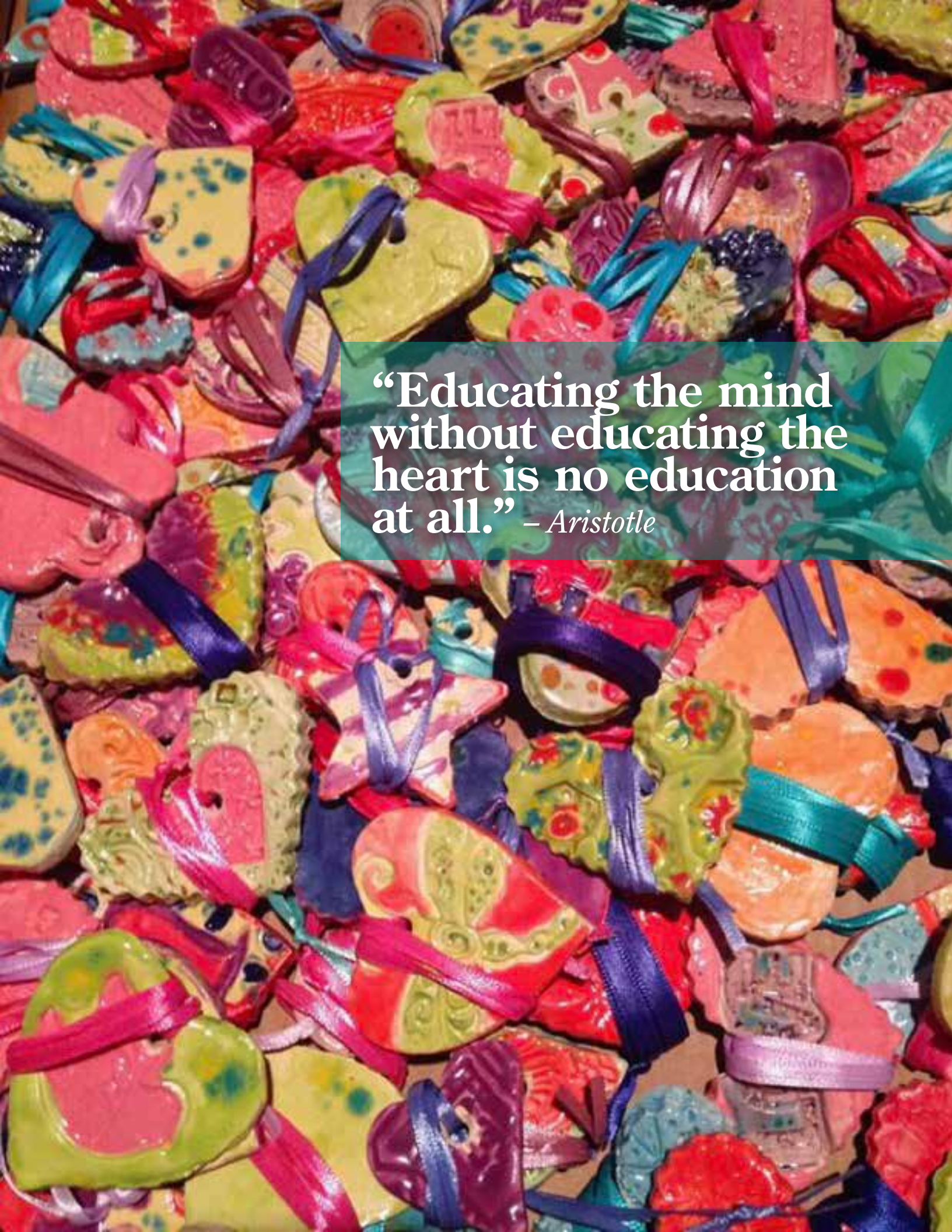
My name is SuzAnne Devine Clark, and I've been the proud art teacher at Deerfield Beach Elementary School in Broward County Florida since 2000. Each year since 2005, my art students have participated in Art From The Heart—Projects With A Purpose in my art class. We create art, ask for a donation, and give the money raised to a worthy cause. Students usually create small necklaces, pendants, and pins out of clay or mat-board and ask for a \$1.00 donation. We are a Title I school, so any donation the

students offer is graciously accepted. They feel pride in both creating art as well as donating, and I want to empower my students to use their creativity when making art to help other children.

Keeping with Broward County's Character Education Traits, we talk about Kindness, Respect, Tolerance, Courage, Compassion, and Citizenship and our responsibility to make a difference. I read *The Starfish Story* adapted from a poem by Loren Eiseley and discuss with my students how each one of them can and will

make a difference by participating in this project. They will see how their own artwork has a voice and can directly impact another person's life. This is a wonderful way for our students to exhibit positive character education traits and participate in this annual community service project. I call it the power of one, one person (my student), one creation (their art), and a \$1.00 (donation), one idea that can impact many. I teach over 600 students, and I tell them that \$1.00 is not that much,

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“Educating the mind
without educating the
heart is no education
at all.” – *Aristotle*

Art From The Heart

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however if every student, teacher, and faculty member donates \$1.00, we compound that each year into \$700.00 to over \$1,000.00 to help spread kindness to someone in need. Never underestimate the power of a child; I am constantly amazed and inspired by the compassion of my students each time we participate in Art From The Heart-Projects With A Purpose, as art has healing qualities.

Projects With A Purpose started in 2005 as a direct result of Hurricane Katrina. Living in South Florida, we are very familiar with the devastating effects of hurricanes. When Hurricane

Katrina was supposed to hit South Florida but instead struck New Orleans and crippled the community, I knew we needed to help. I have always thought what myself as an art educator and my students could do to help communities heal through the arts. I was fortunate to have amazing art teachers as mentors in my county when I started teaching in 1997, and two of those incredible visionaries Ann Ayers and Ellen McMillan have impacted me to use art as a catalyst for positive change. They created the Pinwheels For Peace Project that we have been implementing in our school



Photo Source: www.pinwheelsforpeace.com



and community since 2005. It was from their inspiration that I got to work right away with my art students and we made a couple thousand cookie cutter hearts out of clay. I had a rubber stamp made that said, “Hearts of Hope For Katrina,” and we stamped that motto into each heart and turned them into necklaces. We raised over \$2,000 and sent it to the American Red Cross Fund for Katrina. From that day Art From The Heart—Projects With A Purpose was created.

Unfortunately, not long after Hurricane Katrina damaged New Orleans, our small beach town community was rocked with two horrible acts of violence against our own students, Michael Brewer and Josie Lou Ratley, both attacked by other students. These senseless acts of violence left everyone wondering why and transformed our way of thinking. I knew that more than anything we needed to show these families love and that these horrendous acts weren’t going to define our city. We needed to shift the thinking from a negative act to something unexpected and positive to lift each other up. I collaborated with my art teacher colleagues at both Deerfield Beach Middle and High School and we created “Hearts of Hope for Josie.” We made hundreds of purple hearts, Josie’s favorite color and there was a “Walk for Josie,” a community event where thousands of people marched through the streets of Deerfield to raise awareness of teen violence. We gave all the proceeds to Josie’s mother to use toward her hospital bills.

The need for us to advocate for each other and have my students involved in projects that can give them a voice using the arts to help heal other hearts became my new focus. I needed to teach my students empathy and have that interwoven into my art curriculum. I remember being interviewed for the local newspaper and the reporter asked me, “Why focus on art with a purpose instead of emulating Rembrandt?” I answered, “I believe that it has become my mission on this earth to pay it forward. Every year we make some sort of artwork, sell it, and donate on behalf of our school. The kids know that they helped someone and that they have that positive power inside of them. This is what is important to me as a teacher, I believe it unites us—it’s the number one thing. This is what motivates me and transforms my students from being complacent to being intentional. We, as teachers, are influencing generations of students, so we must be purposeful and equip them with awareness and skills to make a positive difference”.

My students are used to using art as a way to be philanthropic. In fact, it has become so ingrained in them for the past 15 years that now they often come up with ideas themselves as to who they can help next. They have raised money for The United Way; Food For The Poor; the earthquake in Haiti; the tsunami in Japan; the Puzzle Piece Project to benefit the A-Team, the autism cluster at our school; in honor of fallen firefighter Bill

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Art From The Heart

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Elliott; the Believe In Tomorrow National Children's Foundation; Sandy Hook; Hurricanes Sandy, Irma, Florence, and Michael to name a few; and most recently, "Stones For Stoneman" after the tragedy at Marjory Stoneman Douglas (MSD) High School, which is in close proximity to our school.

My friend and colleague, Sandra Traub, was the art teacher at MSD for many years and sheltered her students on 2/14/18 in her ceramics class. After our own elementary school went into a code yellow and I watched the news for hours that night paralyzed with disbelief, I knew we needed to come together as a school, community, county, and nation to spread love and kindness. I immediately reached out to Sandra, our county art curriculum specialist, and an art teacher, as well as social media community that I am a member of on Facebook to spread the word to send kindness stones – "Stones For Stoneman" – to help create a peace garden at MSD for when the students arrived back on campus. My students, staff, and faculty got to painting kindness rocks and we also were inundated with boxes and boxes of artwork, letters, ban-



ners, and rocks that were mailed to the high school to flood MSD with love from all around the United States.

Out of such a tragedy came an overwhelming need for others to create art in order to help process their own grief and healing through creating art. In a time when Social-Emotional Learning (SEL) is the new buzzword in education, it became even more clear to me how much the arts are vital to one's own existence.

In the days, weeks and months ahead, there was an outpouring of assistance from many organizations. I got involved with The Coral Springs Museum of Art in Coral Springs, Florida. They have set aside a day each week for art therapy and have opened up their museum for students, parents, teachers, and the community to come and talk, meditate, draw, and paint. Broward County art teachers sent "Stones For Stoneman" to the museum and we created a peace and kindness rock garden as a memorial to the students and teachers at MSD. It continues to be a source of comfort to those who visit, read the inspirational messages, and choose to leave a kindness rock to help the garden grow.

Since participating in various Projects with a Purpose over the years, I was asked to present at the NAEA convention in Boston in 2019. I was honored to co-present with my longtime friend and art teacher colleague, Donna Casanas, and Florida Atlantic University professor, Dr. Susannah Brown, a topic dear to each of our hearts. "Caring Art Programs Create Strong Schools: Challenging Discrimination, Bullying, and School Violence." We shared how we creatively challenge discrimination, bullying, and school violence through art-with-a-purpose projects that promote hope for all students. My goal is to be able to

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Out of such a tragedy came an overwhelming need for others to create art in order to help process their own grief and healing through creating art.

encourage others to be intentional, be aware, and be kind through the art-making process. Through sharing my projects, I hope to inspire other art educators to create impactful projects with their students, thus having a ripple effect.


I was blessed to meet Megan Murphy, the founder of the Kindness Rocks Project, after getting introduced to her from other earth angels who are on a mission to spread kindness throughout our community, painting it forward one kindness rock at a time. Megan talked about legacy and leaving a mark. She asked, "In the end what will matter most?" She said, "The answer is love, peace and kindness." One message at just the right moment can change your whole day, outlook, and life.

February 14th will never again have the same innocence associated with the day that is supposed to be filled with love, hearts, and togetherness. We were catapulted into a raging storm filled with gut-wrenching horror and disbelief that this was happening in our county. We all knew someone at MSD—a relative, a friend, someone's child, or a colleague. The effects are still so raw that as I'm writing this article for *Fresh Paint*, two more of our beloved students died by suicide. Mental illness is a real issue and must be taken seriously at all times. It is our responsibility as educators to keep engaging our students in proactive experiences that lift each other up and celebrate our lives and our diversities. We need to continue to encourage each other and show kindness and compassion through the arts. Art From The Heart—Projects With A Purpose is how I can actively engage my students to use their voice to help heal others. Art Heals- Love Always Wins. 🍷



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Transitioning To Retirement

By Geraldine Leigh, retired art educator, Duval County

Retirement for an art educator can be an opportunity to rest, travel, perform part-time art-related jobs, study, create art works, and volunteer. Additionally, it can be a time to restore and renew family ties and faith. Jack Matthews is doing them all!

TRAVEL: Since retirement, he has cruised to Jamaica, Haiti, the Bahamas, Mexico, Nova Scotia, and Alaska, with upcoming plans to cruise to Hawaii, the Scandinavian countries, and a return trip to Alaska.

ART-RELATED JOBS: Jack has become a Professional Consultant for School Specialty, providing workshops to art teachers in the Southeastern United States. This has allowed him to maintain relationships with other educators, assisting them with an ability to teach new and creative ideas to students K-12.

STUDY: Although he is not taking classes, Jack's position with School Specialty requires him to keep up with techniques, processes, and other skills necessary to supply meaningful and relevant professional development.

PRACTICING ARTIST: Jack has a home in the middle of two acres of land. After retirement, he built a studio behind his home. Although a former watercolorist, he now works primarily in clay. His work is produced under the name of "Earthy Creations". Each piece has its own uniqueness and appears to have come directly from the earth. One of his projects is called "Healing Hearts," clay hearts created primarily to give to those who have lost a loved one. He also sells these hearts with 50% of the proceeds being donated to "Hunger Fight." To date, the donation has been able to provide over 2,000 meals. Jack has also had images from his watercolors and other surface designs transformed into women's apparel and home accessories for a company called VIDA. His brightly

colored scarves are the most popular in his line. He continues to participate in local exhibitions, special events, and the annual FAEA Artist Bazaar.

VOLUNTEER: Jack serves on the Board of the Northeast Florida Art Education Association/Retired Division, the Florida Art Education Association/Retired Division and on the Northeast Florida Scholastic Art Awards Board, where he is a founding member.

FAITH AND FAMILY: Jack's faith and church are central to his being. He has been the interim worship leader and now directs the adult choir. He is in charge of all seasonal and holiday decorations, sets for events and concerts, and is head of the Senior Adults for whom he plans monthly luncheons and yearly trips. If that isn't enough, he chairs his high school reunion committee and has just finished a very successful event called Ribault Class of '72 "65 Medicare Birthday Party."

Jack and his wife Brenda spend lots of time with family to include his granddaughters (who else would allow himself to be coerced into being part of a production number for their spring dance recital?), son and daughter-in-law, and have future plans to build a multi-family home on five acres of land. The Matthews family travels together, often to Disney World, the Carolinas, and most recently to NYC for Christmas.

Jack Matthews is living a rewarding and fulfilling life since "retiring." The question is, "When did he ever have time to work?" Oh! I lied about the "rest" part. 🍷





Summer Professional Learning

By Dr. Jackie Henson-Dacey, President-Elect/PD Chair

FAEA's Professional Development Committee proudly announces two types of summer learning for our membership.

The Masters Series and the ArtLabs offer extraordinary experiences for educators at each stage of their career path. Keep in mind what Michelle Tillander wrote in her introduction, that to provide the highest Art Education Research articles, educators need professional development that:

- ☞ Allows them to engage in open inquiry
- ☞ Pushes beyond their expertise through problem-solving and out-of-the-box thinking
- ☞ Nurtures the artist within—becoming makers/creators
- ☞ Allows them to see and navigate the world differently, therefore thinking differently



DEPARTMENT OF ART EDUCATION
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The first format is a Master Series, which includes two full days of learning at Florida State University.

Our collaboration with the Art Education Department has graciously invited our membership to become part of Dr. Gloria Wilson's Altered book workshop on **Friday, June 7th**, and a full day of hands-on studio work **Saturday, June 8th**.

The Saturday workshops are either a 2-D pathway (*Photoshop, Alcohol Inks, Needle Felting, and Junk Journal Book Binding*) or a 3-D pathway on Ceramic soft slab construction.

This Master Series will cost \$55 and includes a completion certificate for professional development credits.

Registration is limited, so register today.



The second format are ArtLabs. They are designed to be one-day intensive study throughout the state. We have several ArtLabs to participate in with hopes that one of the ArtLabs will be close to home.

ArtLab

ArtLab	Place	Dates	Description
Digital Painting <i>Lunch Provided</i>	Sarasota	June 18, 2019	Everyone loves learning new painting techniques with Adobe Photoshop – there are always new tricks to learn.
Watercolor <i>Bring a lunch</i>	Fort Lauderdale	June 22, 2019	This ArtLab will focus on exploring, practicing, and applying techniques for artists and their classroom instruction (high school level recommended). Bring an 8"x10" color photograph of a landscape or cityscape. All other materials will be provided.
Printmaking Techniques: Collagraph and Reduction <i>Bring a lunch</i>	Stuart	June 25, 2019	Come explore two printmaking techniques. The first is collagraph printmaking with a variety of plates ready to use. Then stencil and overlap layers. Next, dive into reduction block printmaking. Card stock image and modge podge will be used.
Printmaking Technique: Monoprints and Monotypes <i>Bring a lunch.</i>	Winter Park	June 27, 2019	Come spend a day exploring monoprints and monotypes! Monoprints are a unique process in which a one-of-a-kind image is made. After learning a variety of techniques, water-based inks will be used to create a series of monoprints. The afternoon will be spent learning how to make trace monotypes. Trace monotypes do not require a printing press and are suitable for all grade levels.
MultiMedia <i>Please bring a bag lunch but snacks and drinks will be provided!</i>	Satellite Beach	July 13, 2019	Spend the day by the sea learning, experimenting, and exploring how to incorporate nature with art! This workshop will teach how to create plant based dyes, use reclaimed glass to begin glass fusing, learn the basics of Shibori dying, use clay and plaster to cast natural materials and create a weaving by creating a loom from different materials.

museum spotlight

Museum of Art – DeLand (MoAD)

This new column provides FAEA members with information about Florida art museums and the academic offerings they provide. We kick off the column with a focus on FAEA museum partner, Museum of Art – DeLand (MoAD).



The Museum of Art – DeLand (MoAD), a visual arts museum nestled in DeLand, is a source of cultural focus and is recognized for academic excellence and community outreach. Throughout the year, they host several rotating exhibits, public programs, master artist workshops, and special events. It has two campuses – the Main Museum near Stetson University and its Downtown Satellite. Over the past seven years, MoAD has been providing new and innovative programs. There are two exciting programs to highlight: 1) a professional development for K-12 teachers, and 2) an early childhood arts integration program that services students under 5 years, teachers, and their families.

These MoAD quality programs are impactful! You may be wondering who created these programs and who implements them? A dedicated Museum Educator and her fellow educator collaborators. While she would never think of taking center stage and taking credit, the FAEA *Fresh Paint* Editorial Committee can identify the super Visual Arts educator. It is Pam Coffman, Curator of Education, who with support from the Volusia County Arts Supervisors, Mid Florida Community Services staff, MoAD staff & volunteers, and others, maintains visual arts excellence in Volusia County.

Be on the lookout in the next issue for Museum Spotlight!

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Museum Spotlight

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The Art of Reflection and Response Teacher Institute (ARRTI)

In 2014, MoAD introduced a new professional development initiative, The Art of Reflection and Response Teacher Institute, an eight month long professional development program offered to Volusia County Public School Teachers K-12 in all subject areas. Through collaboration with Volusia County Schools, successful participants can earn 36 Professional Development Credits.

ARRTI begins with an immersive three-day summer seminar and continues with Saturday seminars throughout the school year. It emphasizes the connection between visual and verbal literacy by incorporating an arts integration, inquiry-based model that goes beyond creating art projects in class. It is a teaching strategy that helps teachers merge arts standards with core curricula to build connections and make engaging correlations across content areas. It increases and enhances teachers' understanding of how visual art can support reading, writing, and complex thinking in their classrooms. It offers behind-the-scenes visits of the Museum's resources to develop interdisciplinary lesson plans. More importantly, ARRTI pro-



vides personal and professional growth for participants by reinvigorating their creative spirit, connecting with motivated colleagues, and refreshing their classroom teaching with new ideas.

Marking its fifth anniversary during 2018-19, ARRTI has hosted 78 teachers who have successfully completed the program, with 35 teachers who returned for additional years.

What makes the ARRTI model successful? Most importantly, MoAD's belief that passionate teachers inspire passionate learners. Second, a sincere respect for the professionalism, dedication, and creativity of the participating teachers and that they can

be champions of change. ARRTI provides a variety of innovative ideas and strategies to enhance visual and verbal literacy with flexibility to adapt them to multiple subjects and individual classroom requirements. The program encourages teacher involvement and ownership. Last, ARRTI fosters a support community of educators by giving them time and space to reflect, respond, and renew professionally and personally.

At the end of each ARRTI, MoAD hosts a celebration to recognize the teachers who complete the training. School administrators are invited along with all of the Volusia Board Administrators and Members, Museum Trustees, family/friends and other guests. The highlight of the event is the presentation of Reflect, Respond, Renew, a printed anthology featuring teacher reflections on ARRTI, lesson plans, student works, and personal writing/artwork created by the teachers. A copy is given to all attendees. This publication provides valuable documentation and collateral for the teachers' professional development portfolios and evaluations.

Perhaps our participants say it best:

"ARRTI has benefitted me by giving me the confidence to try new and hopefully, innovative ideas in my classroom. I have learned that there are so many different types of learners, and just because someone does not learn the 'traditional' way, does not mean that person is wrong. I am now a firm proponent of 'outside the box' thinking and encourage my students to look at all the options before solving a

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problem. Being creative is not based off of skill; it is the desire to look forward and use your imagination.”

—Denise Sage, *Algebra 1A, Grades 9-12, Pine Ridge High School*

“ARRTI was like rain after a dry spell that coated educational terrain with dust. It provided strategies for cynicism to wash away with the reuniting of heart to profession. The reasons why I do what I do were revealed to remind me that I chose to teach because it is more than a job. ... Art is courage. It is easy to destroy, but it takes courage to create.” Jane Failer, K-5 Visual Art, R.J. Longstreet Elementary School

“When students have to create rather than recall, they have better retention of the material. We teachers know this but often we are so worried about the tests they have to take that we forget that creativity is a better medium for learning than practice tests and vocabulary quizzes. ARRTI has helped me revive creativity in students who in their own words ‘feel like school has forced the creativity out of them.’”

—Judy Williamson, *9-12 History/Career Development, Pine Ridge High School*

“ARRTI has given me confidence in myself and my ability to bring power to my students. The teachers of the Institute have given me ideas and plans and friendship. I look forward to growing as I learn more about myself and the creative processes of my students. We have built a professional community like no other, and I am grateful that I have been a part of this dynamic group. I am a better teacher because of this Institute and the teachers who shared their unique thoughts and passions during each assembly. The education I received has helped shape me as a person and teacher, and I’ll continue to change and grow because of this opportunity.”

—Kathryn B. Wilson, *English /Language Arts Grades 9-10, DeLand High School*



Arts on the Grow

Arts on the Grow is an arts integration program, designed for children ages 5 and under, to promote the growth of the whole child by connecting artistic and creative development with a wide range of skills including perceptual, cognitive, language, and social skills. This program aligns with the Head Start Child Development and Early Learning Framework and Florida School Readiness Performance Standards.

In 2010, the program development occurred when a collaborative team composed of Mid Florida Community Services Head Start teaching staff and MoAD museum educator wrote an arts integrated curriculum focusing on selected works from the Museum’s permanent collection. The curriculum and lesson plans are designed for integration into small and large group instruction on an ongoing basis. Once the curriculum was completed, the Museum applied and received funding from PNC’s Foundation Grant.

Components of the comprehensive Arts on the Grow program include:

- 1) teacher training;
- 2) educational kits containing images of works from the Museum’s collection along with suggested daily activities and lesson plans;
- 3) classroom library centers with 12 books in Spanish and English that correlate to the images and accompanying lesson plans;
- 4) art supplies;
- 5) parent meetings, programs, and museum activity nights to introduce, maintain, and review the program;
- 6) museum field trip for all participating Head Start students;
- 7) classroom visits by three professional artists;
- 8) end-of-year student art exhibit; and
- 9) final evaluation.

2018-19 marked the seventh year of the Arts on the Grow program, and MoAD now serves six Head Start centers, 18 classrooms, and approximately 340 children and families. A new storytelling component was added to the program and two professional storytellers visit each classroom every other month with a presentation that includes puppetry, music, and participatory activities. The highlight of Arts on the Grow is the student art exhibition. More people attend this event than any other Mid Florida Community Services Head Start parent/family activity.

Mid Florida Community Services received the Program of Excellence Designation by The Quality Initiative, which recognizes and supports excellence and outstanding performance of Head Start and Early Head Start programs across the nation, and Arts on the Grow was cited as contributing to this designation. 🎨



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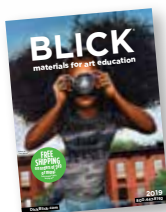
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