

WINTER 2020

# FRESH PAINT

VOLUME 43 • ISSUE 4

# Spring Forward Towards Youth Art Month





YOUTH ART MONTH®

Art Connects Us

**The national Youth Art Month (YAM) program provides a forum for recognizing skills developed through visual arts experiences, including problem-solving, creativity, observation, and communication.**

Youth Art Month is celebrated during the month of March. FAEA invites all art educators to participate in YAM activities! Celebrations can be as simple as a single class learning activity that focuses attention to the value of arts; or celebrations can involve collaborations which result in multi-school art exhibits. You can start with one thing that you already are doing successfully and design a way to share the value gained by your students- with parents, with school administrators, with the community, and/or with politicians.

**FAEA** FLORIDA ART  
EDUCATION ASSOCIATION 



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### OUR COVER ARTIST

**Gabriela Rodriguez (grade 11)**  
*Melancholy*  
Painting  
Wellington High School  
Teacher: Jerilyn Brown

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

*Fresh Paint* is a quarterly publication of Florida Art Education Association, Inc., located at 402 Office Plaza Drive, Tallahassee, Florida 32301-2757.

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Conference digital  
Winter digital  
Spring/Summer (May) digital

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# PRESIDENT'S REFLECTION

Dr. Jackie Henson-Dacey  
President, FAEA



The holiday season is behind us and it is time to gear up for the spring semester with our students in the studio classroom, hybrid/remote, and virtual learning platforms. Youth Art Month is March and sharing our enthusiasm for our students' art-making, writing about the exhibitions, and publishing on social media adds to the richness of our community. Documenting our successes as educators and spotlighting our students' creations is what makes spring semester so vibrant. Share your program successes by participating in the 2021 K-12 Student Art Assessment & Virtual Exhibition. Becoming part of this project will affirm the power of art education in our state, districts, and schools. Now is the time to showcase why the Arts are Essential for Education.

The 2021 NAEA Convention will be held virtually on March 4-7. Due to the pandemic, professional learning has changed for all art education associations throughout the nation. I participate in quarterly Zoom meetings with the Southeastern Regional representatives and we are all experiencing new challenges. Some of the common concerns we address are based in professional development and innovative solutions to meeting our membership's needs and keeping our state's associa-

tion financially secure. I am honored to be part of this 'think tank' as your state leader and have shared some of our success stories. Thanks to the leadership of President-Elect and Chair of the Professional Development Committee, Nancy Puri, and the hard work of the committee members, we had a highly engaging weekend of learning and sharing at our first virtual annual conference. We are continuing to develop a plethora of virtual experiences for our members. Continue to check on our website monthly for up-coming events and digital resources to help you design the best practices in art education.

Thanks to the dedicated work of the retiree division and the Legacy Task Force, FAEA has recently published *Our History 1940-2019*. This document has renewed my spirit as an art educator and provided me with a sense of awe in our volunteer association that we have built upon as innovators and exemplary artists!

A handwritten signature in black ink, appearing to read 'JH Dacey'.

## K-12 Student Art Assessment & Virtual Exhibition

The purpose of the program is to serve as a statewide assessment for visual art and promote the achievements of students enrolled in visual art classes throughout Florida.

The 2021 K-12 Student Art Assessment & Virtual Exhibition is now open and accepting student artworks. **The submission deadline is Monday, March 15, 2021.**

➡ **ENTER HERE** ⬅

# 20-21 BOARD OF DIRECTORS



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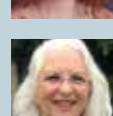
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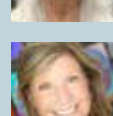
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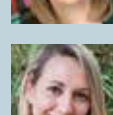
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**Member at Large**  
Christy Garton  
Orange County







Kathleen D. Sanz, PhD  
Board Consultant, FAEA

## GOVERNMENT RELATIONS/ADVOCACY

### Legislators and Committees

The leadership of the Florida Senate and the House of Representatives are key to legislation moving forward.

The President of the Senate is Wilton Simpson. The Speaker of the House is Chris Sprowls. The legislative Committees have been finalized for the 2021 session.

#### Senate

##### Appropriations Subcommittee on Education

- Chair: Senator Doug Broxson
- Vice Chair: Senator Manny Diaz, Jr.

##### Education Committee

- Chair: Senator Joe Gruters
- Vice Chair: Senator Shevvin D. "Shev" Jones

#### House of Representatives

##### Higher Education Appropriations Subcommittee

- Chair: Rene "Coach P" Plasencia
- Vice Chair: Amber Mariano

##### PreK-12 Appropriation Subcommittee

- Chair: Randy Fine
- Vice Chair: Melony Bell

##### Early Learning and Elementary Education Subcommittee

- Chair: Vance Arthur Aloupis Jr.
- Vice Chair: Elizabeth Anne Fetterhoff

##### Post-Secondary Education and Lifelong Learning Subcommittee

- Chair: Amber Mariano
- Vice Chair: Rene "Coach P" Plasencia

We would ask that, if you are a constituent for a legislator that is on one of the committees, or is a committee chair that you let us know so that we can have a strong list of constituents of key members. It is critical in the coming months that we continue to increase relationships with our senators and representatives. The decisions that are made at the state level impact all students and teachers. Please be sure that you talk with your legislators and develop ongoing relationships with them. For a full list of Legislative Committee members use the links below and/or go to the FAEA website where they are listed. <https://www.myfloridahouse.gov/Sections/Committees/committees.aspx> <https://www.flsenate.gov/committees>

#### Advocacy Committee

The FAEA Advocacy committee will participate in our annual meeting, along with the Florida Music Education Association, the Florida School Music Association, and the Capital City Consulting at the end of January to discuss legislation and develop legislative platform for arts education. We will begin to develop talking points for members to use before, during, and after the session. We are awaiting the legislative platforms from the Florida Association of School Administrators (FASA), the Florida School Board Association (FSBA) as well as the Florida Association of District School Superintendents (FADSS). We like to review the platforms of these organizations to coordinate efforts to promote quality education for Florida students.

#### 2021 Legislative Session

The 2021 Session is scheduled to begin on March 2, 2021 and end on April 30, 2021. Once the full legislative platform is developed, we will distribute it to members and post it on our website. One part of the platform will be a request for legislation that was filed last year to

institute the Florida Seal of Fine Arts. The language below is drafted language that we will propose be filed.

The Florida Seal of Fine Arts for high school graduates will be established to recognize each high school graduate who has attained a high level of fine arts course work. The purpose of the Florida Seal of Fine Arts is to encourage students to develop high level skills in performing and/or visual arts.

The Florida Seal of Fine arts shall be awarded to a high school student who earns a standard high school diploma and who meets the requirements established by the State Board of Education. In establishing the criteria for awarding the Seal, the state board shall include all of the following:

- Completion of three (3) year-long or the equivalent of 3 credits of sequential courses in dance, music, theatre, and/or visual arts with a “B” or higher.
- Completion of an additional full credit is required in the same or a different art form and two fine arts related co-curricular activities.
- Students must share their talent and industry knowledge by providing at least 20 hours of arts related community service and presenting a capstone presentation on their experience.

We will continue to keep you updated through the website and member emails about legislation that may impact fine arts specifically and education generally.

**Relationships are critical to advocacy work for your district. Developing professional relationships with key decision makers is vital to your program.**

Whether a public, public charter, private, or Home school who can help to influence the decisions for our programs? In the coming months, schools and school districts will be determining their budgets for the 2021-2022 school year. It is critical that we voice the needs of our programs with the school board and the school district administrators. They will make the decision at the local level. We know and believe that the arts are essential for students. We need to convince others and ask for financial support for our programs. Decision makers also impact not just the budget, but allocations, class schedules and the like.

State level decision makers include Governor DeSantis, your senator, your representative, Commissioner of Education, Richard Corcoran who oversees the Florida Department of Education. The Florida Art Education Association is working at the state level on legislation advocating for visual arts in our schools, become engaged with your state association.

**Critical actions for FAEA members**

- Stay informed. Read eblasts from FAEA office, plan to participate in webinars, etc.
- Offer to go on a legislative visit or call your legislator depending on how they are communicating during Covid 19. Following the visit make sure to let us know of any issues or concerns.

Advocacy is a critical part in our way of providing for students and teachers what is needed for the visual arts. BE THAT ADVOCATE!

Remember the Arts are Essential for all Florida students.  
Kathleen D. Sanz PhD

CALENDAR

2021

FAEA continues to monitor the fluid situation related to the spread of COVID-1. The concerns for health, safety, and the impact on members remains the top priority. We invite you to visit [FAEA.org](http://FAEA.org) for the latest information.



AB FRESH PAINT UT FAEA

**MISSION STATEMENT**

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

**ADVERTISERS**

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# Division Updates



Elementary School Division  
Division Director

Colleen Schmidt  
Partin Elementary School  
Osceola County

Hello Amazing Elementary Art Teachers! I hope you had a wonderful winter break and that you were able to get in some relaxing time with family and friends! A well deserved break, but now we are moving on into the second half of the school year. January and February are my favorite teaching months. In my experience the students return from the holiday break much calmer and ready to make some serious art. This school year has been so challenging for all of us, I am hoping we get some peaceful teaching time and fabulous art-work created by our students!

On the horizon is the annual celebration of Youth Art Month in March. Celebrate your students' successes! Display their art, have an art festival or art show! Send student

art gifts to your school Board Members and local politicians! Show them how much the arts mean to our students! For more ideas try this website: <https://councilforarteducation.org/youth-art-month/>

The NAEA Virtual Conference is March 4-7 and promises to be "the largest [virtual] gathering of visual and media arts educators in the world!" Registration is open now! Check it out at <https://www.arteducators.org/events/national-convention>.

The 2021 K-12 Student Art Assessment & Virtual Exhibition is now accepting entries until March 15<sup>th</sup>. Prepare your student work and enter!

Be on the look for more virtual professional development that will be offered by the FAEA in the coming months. The board is continuing to work on quality programs to engage and enrich our members!

Lastly, Happy New Year and keep doing your best for your students because our work is vital to student success!!

**NATIONAL ART EDUCATION ASSOCIATION**  
SHAPING HUMAN POTENTIAL

**FAEA received the 2020 NAEA award for Fresh Paint magazine and an honorable mention for the FAEA website!**

**NATIONAL ART EDUCATION ASSOCIATION**  
www.naea-arts.org

*In Grateful Recognition of Outstanding Achievement and Exemplary Service*

The Board of Directors and Members of the National Art Education Association hereby express their warm appreciation to:

Florida Art Education Association  
2020  
Newsletter Award Category III

*Th. H. Mavis R. Reisman*

**NATIONAL ART EDUCATION ASSOCIATION**  
www.naea-arts.org

*In Grateful Recognition of Outstanding Achievement and Exemplary Service*

The Board of Directors and Members of the National Art Education Association hereby express their warm appreciation to:

Florida Art Education Association  
2020  
Website Award Category III Honorable Mention

*Th. H. Mavis R. Reisman*



# Division Updates



Middle School Division  
Division Director

Ashley Monks  
Indiantown Middle School  
Martin County

Happy New Year Middle School Art Educators! We made it to a New Year! Few! What a year 2020 has been. I hope we all have a fantastic new year and our art rooms are filled with incredible student work! One thing that the new way of teaching has taught us is organization. What have you gotten rid of and what have you truly enjoyed? What is essential for us to teach in art? Many of you have created art kits that either schools or donors have supplied you with the tools to create them. These kits have been a great help to keep students accountable for their own supplies. Sketchbooks are used to keep all of our student work in for the school year and has been a chronological showcase for many.



With the new year, I hope that you find a new medium that you have been wanting to explore or a new artist to follow. I often create work with my students when they are working on a project and share with them the newest artist I found. I often use Instagram in my classroom for research on classroom projects. I often search with hashtag then a medium for example #oilpastels.

Oftentimes, I get side tracked and find myself following many artists within the medium. Connecting with artists through social media is beneficial for you and your students will enjoy seeing you use Instagram as well.



High School  
Division Director

Latonya Hicks  
Largo High School  
Pinellas County

Now that our annual conference is behind us let's share, engage, and create art as we head into the next semester. Celebrate the closing of 2020 and anticipate the endless potential of the new calendar year to offer opportunities to grow as teachers, makers and virtual ambassadors. Holiday breaks and participating in the conference always brings renewed energy and creativity to the studio classroom but this year it has reached further than ever by route of the virtual platform. Reflecting on what we have learned through the many experiences adds to the excitement in the studio. The keynote speakers were so inspirational that their passion for "art as advocacy" can help fuel the fire within us all.

In the high school environment, with all the buzz in the air about getting students college-ready, career-ready, and instilling modern skills, I have no doubt that we as art educators are inspiring our students to be more introspective of their own creations and to create deeper connections within their personal learning journey. Youth Art Month is approaching and with it the opportunity for our students to share the things that matter to them through their art. The theme this year is "Art Connects Us" so check out the 'Youth Art Month' page on the FAEA website at [www.faea.org](http://www.faea.org)

Have an epic start to the beginning of your semester and please contact me with any information you wish to share.

## FAEA JOB BOARD

For those seeking employment  
in schools, museums, or  
organizations with art education  
related openings.

[faea.org/programs/job-board](http://faea.org/programs/job-board)

# Division Updates



Supervision/Administration  
Division Director

Pamela Haas  
School District of Osceola County Fla  
Osceola County

Welcome to a new year full of new beginnings and fresh starts! I am excited for many upcoming opportunities through FAEA and for the future of arts education. If last year proved anything it is that participation in the arts translates to the Social Emotional Learning (SEL) of students. The arts directly integrate the five core competencies of SEL, self-awareness, self-management, social awareness, relationship skills, and responsible decision making. This arms us with evidence to advocate for the arts during Youth Art Month which is celebrated the entire month of March. What plans to do you have enlighten your stakeholders on the importance of the arts during Youth Art Month?

The FAEA will be continuing its digital learning events



throughout the spring. If you have yet to check these out, I highly encourage you to do so and share with your teachers. All digital-learning workshops are also available on-demand through the FAEA website. If you are looking for more professional development opportunities, consider attending the 2021 NAEA Convention, which will be held virtually on March 4-7.



The 2021 K-12 Student Art Assessment & Virtual Exhibition will be accepting artwork submissions until March 15th. The K-12 Student Art Assessment & Virtual Exhibition serves as a statewide assessment for visual art and promotes the achievements of our students giving us yet another tool in our advocacy tool belt.

As we begin 2021, know that the important work we do as administrators and supervisors does matter in uncovering the transformative nature of the arts! Let us focus our efforts on advocating for stronger arts education in our own districts and throughout Florida. Wishing you a year full of good health and art making!

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[www.ringling.edu/SCS](http://www.ringling.edu/SCS)

SARASOTA ART MUSEUM  
[www.SarasotaArtMuseum.org](http://www.SarasotaArtMuseum.org)

**CREATIVITY  
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# Division Updates



**Retiree  
Representative**

**Bonnie Bernau  
Alachua County**

After the challenges of 2020, this seems like the perfect time to take a deep breath! Perhaps you can already look back and realize that with even during such unprecedented times, you see how your art educator creativity became survival skills. I am amazed and awed by the dedication of those working diligently to engage students in innovative ways! As retirees, this would be a great time to reach out and acknowledge their hard work in your district. A note or text message would probably make their day!

One topic that came up in the recent FAEA Board Advocacy Committee meeting was the idea of reaching out to those in newly- or re-elected governmental positions in Florida to help them stay aware of the value of art education in our schools. If you don't know your



area representatives, you can look them up easily—The Florida Senate: <https://www.flsenate.gov/PublishedContent/Reference/Publications/Links/SDIR2.pdf> and The House of Representatives: <https://www.myfloridahouse.gov/Representatives>. There are wonderful advocacy resources on the FAEA website for prompts. If you are so inclined, a letter to the editor or news-paper article on Youth Art Month would keep our important message in the

forefront—find out how a local school is celebrating and make them the stars. Your perspective is a wise one!

If you are like me, you are working to reduce a lifetime of accumulated stuff, so when you find FAEA memorabilia, I encourage you to submit pictures with captions from past years' events to [jeny@faea.org](mailto:jeny@faea.org) for our organization's Storytelling Project. I hope you will help tell our story as only you can!



**Higher Education  
Division Director**

**Jeff Broome  
Florida State University  
Leon County**

The start of a new year is often associated with both a sense of hope and reflection. On the one hand, 2021 is no different for me; I enter the spring semester with a sense of hope that the new year *has* to offer improved situations from the ones I experienced in 2020. Yet—if I'm truly reflective—I must admit that I began the previous year with a similar sense of optimism and had no indication that 2020 would offer the troubling set of circumstances that it did. In the end, then, I'm left with a prevailing sense of uncertainty as we begin the new year.

Within this abundance of uncertainty, perhaps we can seek some solace in the established patterns of a typical spring semester. The excitement of the first weeks of class will inevitably give way to new rhythms of teaching and learning, before returning to the usual patterns of finals week and graduation. In the spaces between those bookends, March will bring events associated with Youth Art Month and we can look forward to the National Art Education Association Convention on March 4-7. Although many of these expected events will take on different shapes and forms, we will count on them as we do the changing of the seasons or the rising of the sun. In that sense, then, I like our odds and remain firm in my beliefs that the Higher Education Division of FAEA will be ready for whatever 2021 may send our way.



# Division Updates



Local Art Education Assembly  
Division Director

Christine Schebilski  
Heron Creek Middle School  
Sarasota County



During the November 2020 FAEA Virtual Conference, awardees were recognized during the Awards Reception. Recently I interviewed Abigail Callaway, winner of the Local Art Education Assembly Award. The interview left me refreshed and inspired—I am excited to introduce her to you.

Abigail teaches at Dr. Phillips High School in Orlando, FL and has been part of the Orange County Art Education Association for nearly 8 years. Part of her role with OCAEA is to curate and organize the Annual Orange County Public Schools Art Educator Faculty Exhibition. She is a Leadership Committee Member, and Facilitator and Teacher of Professional Development Workshops for Art Teachers in OCPS. OCAEA Art Teachers are encouraged to participate in monthly art exhibitions and competitions, and they are very involved across their school district during Youth Art Month in March. To collaborate and maintain connections and relationships, OCAEA has Art Teacher Socials. Abigail says, "I enjoy the camaraderie and professional relationships I have made with many fellow art teachers in my county and school district." Her advice for getting members involved is to promote online using social media and email, host exciting workshops and socials, lift each other up with thoughtful check-ins, and encourage collaboration. To keep members involved, she suggests inviting members to help with planning and organizing events that support art education and art educators, and keep it fresh and interesting by having new and useful workshops. Abigail has so many great ideas that it's clear to see why she was chosen for this unique award.



Museum  
Division Director

Miriam Machado  
Patricia & Phillip Frost  
Art Museum @ FIU  
Miami-Dade County

## Reframing our Museums

It's the New Year and a new era for museums and museum educators. The impact of Black Lives Matter as well as the pandemic has made museums worldwide, halt and question their leadership, core values and institutional practices. Both events spotlighted the issues that hung over our heads in the past and pushed them to the forefront. We are accountable for the systemic obstacles we have created within museums, both consciously and unconsciously. The confluence of these two historic events lies in our reckoning with the true meaning of accessibility.

Because of COVID, we pivoted quickly to a more inclusive digital approach, opening our museum doors to a wide audience. The breadth and depth of our dialogues have had a laser focus on race, equity, accessibility, and relevance. Conversations now intentionally center around innovative use of collections, virtual exhibitions, and relevant education programs.



In this new era, exhibitions will focus on permanent collections organized around **multiple narratives. Inclusive storytelling will empower audiences to embrace broader views of diverse cultures. Museums across the board will organize** exhibitions that focus on serving communities outside the museum walls.

As museum educators, we have been charged with checking our own biases and to think of our institutional use of language and voice. Come to terms with the challenging conversations, that need to take place inside the museum with your colleagues. Participate in peer discussions and blogs that provide valuable resources to guide your work and make you a strong contributor to institutional change.

As we forge ahead, remember that spiritual generosity and accountability to those around you is fundamental as we reframe our practice.

# T H A N K Y O U

to our 2020-2021 Partners!

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NSU Art Museum Fort Lauderdale





# Just Painted

Though Just Painted is intended as a source for new and emerging art professionals, this month's edition is for teachers of every level, as the year 2020 put us *all* in the position of new teacher. With little to no guidance, we faced the daunting task of setting up technology in our classrooms (or carts) for online classes, hybrid (online/face-to-face) classes, and sanitation stations and rotations for limited resources in our face-to-face classrooms, or a combination of all of the above. Teaching experience did not matter

when August rolled around, and the importance of social emotional learning took on a whole new importance.

As always, the arts community pulled together for support during this time of uncertainty, offering not only valuable resources, but the chance to bond through our shared challenges. Individuals and groups created social media sites, allowing their members to share lessons, stories, and technical solutions. Art associations dedicated pages on their sites to post hundreds of resources. And professional organizations created free lessons geared towards distance learning.

I felt a list of just some of these resources, as recommended by our colleagues, would be of value. Thank you to my fellow board members and teacher friends who answered the call over break for their favorite and most helpful sites!

If you're not a member yet, your national, state, and local art education associations are worth their weight in gold, with many resources and professional development opportunities geared specifically to the current teaching environment.

The website/Facebook page of your local Art education association may be a valuable tool for ideas, resources and lessons, in a format that matches your district's policies as well.

I would love to include your input in the next Just Painted column! Please share your favorite online resources, class-



**Elementary Art Teachers (K-5<sup>th</sup> grade)**  
<https://www.facebook.com/groups/446798302195279>

**Online Art Teachers (K-12)**  
<https://www.facebook.com/groups/ONLINEARTTEACHERSK12>

**Middle School Art Teachers**  
<https://www.facebook.com/groups/middleschoolart>

**Art teacher resources -**  
<https://www.facebook.com/groups/203653697684141>

**Online Art & Design Studio Instruction in the Age of "Social Distancing"**  
<https://www.facebook.com/groups/onlineartanddesigninstruction>

**Art Teacher Life**  
<https://www.facebook.com/Art-Teacher-Life-404151036453828>

**Art Teachers Making Art**  
<https://www.facebook.com/groups/485587375252094>

**FAEA**  
<https://www.facebook.com/FloridaArtEd>

room stories and advise, and/or what would be the most helpful for new and emerging teachers to navigate the world of education. Message your comments from our Facebook page: <https://www.facebook.com/FloridaArtEd>

*\*Sites listed are suggested sources of information from art teachers around the state and may or may not reflect the recommendations of FAEA.*

**Michael Ann Elliott**  
 FAEA Board of Directors,  
 Chair of the FAEA New Professionals Committee,  
 Interim President of OCAEA







### **Edutopia**

<https://www.edutopia.org/>

### **Edutopia: How to Teach Arts During Corona Virus**

<https://www.edutopia.org/article/show-must-go-online-arts-teachers-adapt-home-instruction>

### **Cassie Stephens:**

<https://cassiestephens.blogspot.com/>

### **PBS Stakeout! The Art Assignment**

<https://www.youtube.com/user/theartassignment?app=desktop>

### **Harvard Arts**

<https://arts.harvard.edu/>

### **The Art of Education: 8 Ways to Use Digital Drawing in the Art Room**

<https://theartofeducation.edu/2019/09/06/8-ways-to-use-digital-drawing-in-the-art-room/>

### **Smores.com: Digital Design in the Art Classroom**

<https://www.smores.com/w6s4e-digital-design-in-the-art-classroom>

### **Scholastic: 4 Websites Where Kids Can Create Digital Art**

<https://www.scholastic.com/parents/school-success/learning-toolkit-blog/4-websites-where-kids-can-create-digital-art.html>

### **Art Education Research Institute**

<https://www.aerinstitute.org/>

### **National Art Education Association's Monthly Webinar Archives**

<https://virtual.arteducators.org/monthly-webinar-archives>

### **Anti-Racist Art Teachers**

<https://sites.google.com/view/antiracistartteachers/anti-racist-art-resources/professional-development>

### **Incredible Art Department**

<https://www.incredibleart.org/lessons/elem/elemlessons.html>

### **The National Gallery of Art**

<https://www.nga.gov/education/teachers/lessons-activities.html>



### **SEL Arts**

<https://selarts.org/>

### **Calm School Initiative**

<https://www.calm.com/schools>

### **Mind Yeti**

<https://www.mindyeti.com/v2/s/dashboard-v17>



### **NAEA - Over 70 resources to help with online learning**

<https://www.arteducators.org/learn-tools/articles/630-elementary-division-remote-learning>

### **FAEA - 75+ Virtual museums and collections, online tools, resource sites, and art making and enrichment sites.**

<https://faea.org/publications/distance-learning/>



### **Davis Art**

<https://www.davisart.com/free-resources/teaching-art-online/>

### **Dick Blick free lessons**

<https://www.dickblick.com/lesson-plans/>

### **Nasco**

<https://www.enasco.com/lessonplans>

### **Teachers Pay Teachers**

**(there is a charge for some lessons)**  
<https://www.teacherspayteachers.com/>

### **Crayola**

<https://www.crayola.com/lesson-plans/>



# FAEA AWARD WINNERS

The Florida Art Education Association is proud to recognize individuals for their achievements, success, and contributions to the Association's mission.

## 2020 PEARL KREPPS LEGACY AWARD (NEW AWARD)

**William Chiodo**  
Retired  
Miami, Florida

## 2020 FLORIDA'S OUTSTANDING ART EDUCATOR OF THE YEAR AWARD

**Dr. Nicole Crane**  
Elbridge Gale Elementary School  
Wellington, Florida

## 2020 LIFETIME ACHIEVEMENT AWARD

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Retired  
Miami, Florida

## 2020 DISTINGUISHED SERVICE AWARD

**Rosa Ansoleaga**  
Miami-Dade County Public Schools  
Miami, Florida

## 2020 ELEMENTARY ART EDUCATOR OF THE YEAR AWARD

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Jacksonville, Florida

## 2020 MIDDLE SCHOOL ART EDUCATOR OF THE YEAR AWARD

**Amanda Holloway**  
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Preparatory Middle School  
Jacksonville, Florida

## 2020 SECONDARY ART EDUCATOR OF THE YEAR AWARD

**Julie Orsini Shakher**  
Dr. Michael Krop Senior High  
School  
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## 2020 SUPERVISOR/ADMINISTRATOR OF THE YEAR AWARD

**Laurie Hoppock**  
Duval County Public Schools  
Jacksonville, Florida

## 2020 HIGHER EDUCATION ART EDUCATOR OF THE YEAR AWARD

**Dr. Joo Kim**  
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## 2020 PRINCIPAL/ADMINISTRATOR OF THE YEAR AWARD

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Air Base K-8 Center  
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## 2020 MUSEUM EDUCATOR OF THE YEAR AWARD

**Pamela Coffman**  
Museum of Art  
DeLand, Florida

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**Rachel Silver**  
North Beach Elementary School  
Miami Beach, Florida

## 2020 NEW PROFESSIONAL AWARD

**Lana McEntee Duchene**  
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Miami, Florida



**2020 RETIRED ART EDUCATOR  
AWARD**

**Julie McBride**  
Retired  
Tallahassee, Florida

**2020 LOCAL ART EDUCATION  
ASSOCIATION LEADER AWARD  
(NEW AWARD)**

**Abigail Caroline Callaway**  
Dr. Phillips High School  
Orlando, Florida

**2020 CHARLES DORN HIGH SCHOOL  
STUDENT AWARD OF EXCELLENCE**

**Kris Zavoina**  
East Lake High School  
Palm Harbor, Florida

**2020 NATIONAL ART HONOR  
SOCIETY – FLORIDA STUDENT AWARD**

**Lesly Patricio**  
North Port High School  
North Port, Florida

**2020 FRIEND OF ART EDUCATION  
AWARD**

**Jodi Sypher**  
Lowe Art Museum  
Miami, Florida

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# CONGRATULATIONS

20  
20

## FAEA VIRTUAL EXHIBITION WINNERS

The following award recipients were recognized at the 2020 FAEA Virtual Conference. You can view these and past winners by visiting [FAEA.org](http://FAEA.org).



**Joy Williams**  
*Black Love Matters*  
Raku ceramic sculpture of a kiss  
**AMACO/brent Award**





**Donna C. Haynes**

*Outbound Departure*

Vintage metal train tracks and accessories, wood, wire, solder

**Art Systems of Florida Award**



# CONGRATULATIONS

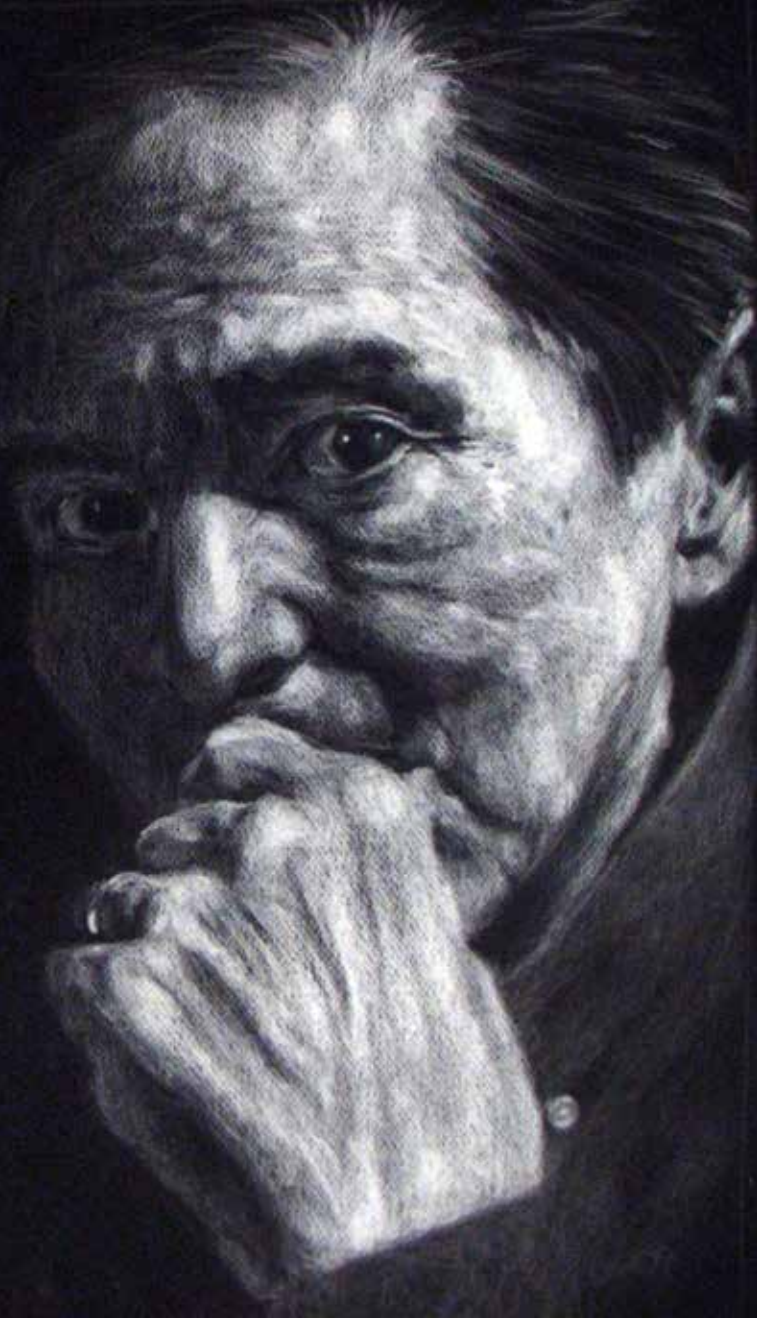
20  
20  
FAEA  
VIRTUAL  
EXHIBITION  
WINNERS



**Christopher J. Roll**  
*Contemplation (Alexis in Mourning)*  
Oil on repurposed canvas  
**Blick Art Materials Award**







**Gerald Obregon**

*Pensive*

White color pencil on black paper

**Dade Art Educators Association Award**



**Robin M. Lemo**

*Badass Women*

Stoneware and underglaze

**Highwater Clays of Florida, Inc. Award**

# CONGRATULATIONS

20  
20  
FAEA  
VIRTUAL  
EXHIBITION  
WINNERS



**Julie F. Orsini Shakher**  
*Nina*  
Oil paint on canvas  
**NASCO Award**



**Nadyia L. Duff**  
*The Hills*  
Marker, ink, Sharpie, watercolor,  
acrylic on Bristol paper  
**Ringling College of Art  
& Design Award**





**Laura J. Victore**  
*Amata*  
Ceramic sculpture  
**Ringling College of Art & Design Award**



**Charles P. Gaffney**  
*Melo*  
Oil paint on digital drawing (paper)  
**Ringling College of Art & Design Award**



# CONGRATULATIONS

20  
20  
FAEA  
VIRTUAL  
EXHIBITION  
WINNERS



**Estelle L. Perez**  
*The Air, Pregnant With Rainbows, Shatters Its Mirrors over the Groves*  
Mixed media on Arches  
**Ringling College of Art & Design Award**



**Patricia R. Cummins**  
*Pastel Painting at Zabriskie Point, Death Valley*  
Oil on canvas  
**Ringling College of Art & Design Award**







**Ariel M. Jones**  
*Angel*  
Oil painting  
**Ringling College of Art & Design Award**



**Heather R. Blackmon**  
*Why It's still so hard to build a smart home*  
Oil painting  
**United Art & Education Award**



SUGGESTIONS FROM  
RESEARCH  
CORNER  
THE FIELD



# Art à la Carte: Survival Tips for Art Teachers on a Roll!





*Egda Claudio, elementary art teacher at Florida State University School, with her art cart.*

*Christina B. Bain  
University of Texas at Austin*

*Patricia C. Syrocki  
North Syracuse School District*

*Editor: Dr. Christine Davis*

## **FAEA Note**

This article is a reprinted manuscript originally published as an NAEA Advisory in 2002. Authorization to republish the article was granted by the National Art Education Association and the lead author. The FAEA Editorial Board specifically selected this article for republication due to the increased number of art teachers working from a cart during the COVID-19 pandemic. The FAEA Editorial Board understands that some of the suggestions and content below may not apply to delivering art instruction from a cart in the midst of restrictions imposed by the coronavirus, but stands firm in our belief that there are useful recommendations in the article for art educators to consider when working in similar circumstances. As such, readers should carefully cross-reference the suggestions from this article with the current recommendations of the Center of Disease Control and Prevention (2020) for operating schools during the COVID-19 pandemic.

*(Continued on page 28)*

## Art a la carte

Continued from page 27

Research and common sense tells us that a school's physical environment has an impact on art teaching and learning (Cash, 1993; Corcoran et al., 1998; Rivera-Batiz & Marti, 1995). The fact remains, however, that as American schools' populations increase, art teachers are often the first to lose their classrooms. Therefore, the likelihood that you may encounter teaching art from a cart at some point in your career may become even more predominant in schools in the 21<sup>st</sup> century. This article provides helpful suggestions for classroom management, organization, and storage for those faced with teaching art from a cart.

### Classroom Management

Before you begin teaching art from a cart, it is important to make some very clear cut decisions about your classroom management. For example, will you utilize the same classroom management techniques for behavior that each classroom teacher does? If so—how will you keep all of the differences straight? Most art teachers who teach on a cart simply set and enforce their own rules. Although you will go over your rules early in the year with each class, it is advisable to write out your set of rules and display them in a prominent location every time you enter a classroom. An easy solution would be to write the rules out on poster board and laminate it. One creative art teacher had her rules printed on her art apron. As new students arrive throughout the year, you will not have to continually go over the rules with them, or hear “I didn't know that wasn't allowed.” Furthermore, simply pointing to the art rules sign can help as a reminder to students if they begin to become disruptive.

Whether or not the classroom teacher remains in the room during your art time may directly or indirectly affect your teaching. Therefore, it would be helpful to talk to your principal to find out if he or she has a policy regarding this situation. If there is no policy, then you need to decide whether or not you will feel comfortable if the classroom teacher remains in the room while you are teaching. This may vary from teacher to teacher, depending greatly on your personality and the personalities of the classroom teachers. In our experience, most teachers who remained in the classroom simply made themselves as unobtrusive as possible. In gen-

eral, these teachers also made a point of telling their students, “please pretend that I'm not really here right now. I'm not here to help you or answer questions until after art time.” In a few instances, however, the teacher's presence and authority were so overbearing when she remained in the room that she frequently took over discipline in her classroom. During these situations, the environment became stifling for the children.

### Organization on the Cart

Perhaps it would be more accurate to say carts—plural—as many art teachers utilize more than one cart at a time. For example, since clay is such a messy material (and we were determined our students would not lose out simply because we had an art classroom that came to them), we had one cart that was devoted to holding



clay and clay tools. If you have only one cart, however, creative art teachers often use plastic bins that can be filled and emptied easily in order to organize materials for various projects and classes. Other art teachers rely on color coding which helps them locate lesson plans and material lists quickly and easily. For example, one art teacher put all of her first grade lesson plans in blue folders, second grade in yellow folders, third grade in red folders, and so on. She kept all of her lesson plans for the day on her cart, but the color coding helped her locate lesson plans quickly and easily. This art teacher also clipped an index card that listed the materials for each lesson on her lesson plans. This helped her in two important ways: she could identify the materials she needed for each lesson at a glance, and it helped her make sure that the materials got back on her cart at the end of the lesson. Otherwise, you may soon find that many of your paint brushes and art supplies end up quickly scattered around the school!

Make sure that at the beginning of the year, you or your principal stress to the faculty that materials should never be taken off of your cart without your permission. Although it is unthinkable that anyone would purposely sabotage your art lesson, if teachers or staff help themselves to the materials on your cart, that is exactly what will happen. Often you may not have time to cut more paper or you may not have enough supplies to cover your classes. However, since many art teachers do share materials with classroom teachers, make sure that you clarify what materials you will share and how teachers may obtain them.

### Storage

When we taught on a cart, our art supplies were stored on shelves in a room where the entire school had access to them. This was problematic because we frequently ran out of paper and paints or would discover that supplies had simply “disappeared.” Other art teachers have reported that they have make-shift storage for their art materials in cafeterias, boiler rooms, and closets. Metal shelving with plastic storage bins and cardboard boxes are good ways to organize materials because the boxes or bins can be clearly labeled.

While storage of art materials is one issue, what is commonly ignored by administrators is the need for art

teachers to have storage space for students’ “works in progress” or projects that take more than one week in duration. Before we began teaching on a cart, we asked each classroom teacher if he or she would mind donating a small space in the classroom for art works in progress. Many classroom teachers designated a small portion of their room for art storage space, or provided a box that could be filled with ongoing work.

### Advantages

While teaching art from a cart has many disadvantages, in all fairness, it also has several advantages. By traveling from classroom to classroom, you will be exposed to many different types of classroom management techniques. Although some may not work for you, you may find several tips that are effective and that you adopt. You will also have an opportunity to see and hear what students are working on in other curricular areas, such as reading, social studies, math, etc. We enjoyed this because it allowed us to develop several art lessons that integrated with other subject areas. Although teaching art from a cart can be challenging, we can truly say it was never boring!

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*Survival Tips (Continued on page 30)*



# Survival Tips For Teachers

**consider** the best way to utilize the space and arrangements in each classroom. Talk to the classroom teacher ahead of time if you think a different classroom arrangement would facilitate specific lessons.

**consider** asking administration about using “alternative” classroom space—this could consist of moving some work tables outside (weather permitting) for messier work.

**inquire** about storage space for projects—space for storing art materials—space for matting or framing children’s artwork.

**develop** a routine so the children will clearly know when class is beginning and ending. For example, hanging up the art rules to signify the beginning of class and adding a star to a behavior chart at the end of class.

**display** your rules during art time. Consider laminating them—or think of other creative ways to display them!

**look** into “Partners in Education” programs—perhaps local businesses will donate a variety of materials that could serve as art materials.

**get** involved in school activities. Being a part of the school community is important.

**consider** getting involved with the PTO/PTA. Parents can be your strongest supporters—and serve as art helpers too! Parents are great at cutting paper, hanging displays and labeling art work.

**make** organization a priority—make sure materials are easy for you to find. Plastic bins, cardboard boxes, and portfolios are all strategies that may help.

**consider** laminating large sheets of construction paper. These can be used as “placemats” for messy projects so you won’t have to carry as much newspaper around with you.

**consider** using color coding to help you stay visually organized. All of the first grade lessons could be in yellow folders, second grade could be blue, and so on.

**ask** classroom teachers about their curriculum or check out existing state curriculum in order to see how you can design interdisciplinary units.

**write** out a list of supplies for each class’s lesson on index cards. This will help you see whether or not all materials have been distributed ... and more importantly whether or not they all make it back on the cart before you go to your next class!

**find** a mentor who has experience teaching on a cart, or another teacher in your building who really supports you. This will help give you perspective.

# Teaching Art A' La Cart

## DON'T

**assume** that the classroom layout will remain the same from week to week. Classroom teachers change desks and furniture. Ask them to keep you posted when they rearrange.

**forget** about valuable assets you have in your own school, for example, enlist the help of parents to do a myriad of activities (cutting paper, hanging work, etc.)

**automatically** assume that each classroom teacher has storage space for art projects. Ask if you can leave artwork, etc.

**assume** that the classroom teacher will stop her lesson when your art time is to begin. Be flexible, but communicate the importance of art class starting on time.

**be afraid** to ask the classroom teacher if she has student helpers that can assist you. (Passing out supplies, etc.)

**forget** you can display your rules in creative ways . . . perhaps you could have them printed on the front of your art apron!

**forget** about centers—they can serve as extensions for students who finish early.

**forget** to display student work—around the school and community. Include a brief explanation of the project and objectives of the lesson—to educate about the benefits of a strong art program.

**forget** about those students who finish early. Have an extension ready for them to work on. Free drawing time, artist word searches, and computer art games may all be possible extensions.

**assume** that you can help yourself to the classroom teacher's supplies of tape, glue, pencils, etc. . . . Make sure you have all necessary supplies with you.

**assume** there will be appropriate supplies for cleanup. Keep damp paper towels in plastic bags for fast clean up. Have a role of paper towels, soap, and a few sponges on your cart.

**assume** you can write on the board. Classroom teachers often have lists they don't want erased. Consider bringing a small dry erase board with you.

**let** art be the best kept secret in your school. Let people know what you are doing—send letters home to parents, write updates in the school newsletter, feature children's art works on school web pages, or hang work around the community.

**think** that teaching on a cart lasts forever—it's usually a temporary situation!



# CHEAP TRICKS

*By Nan Williams*

Well, you're all set. You have a generous budget and plenty of time for all of your classes. (If that's the case, then read no further!)

But if you have time and money challenges, there is hope. Many years ago, I was asked to begin an elementary art program in an inner city school, and was given a budget of \$.18 per student for the year's supplies! And because of high turnover, I often needed double supplies. Fortunately, arts folks love challenges, and I plunged headlong into scrounging, re-purposing, and inventing solutions. This became a habit that sustained me throughout a career in K-12 and higher education, and I continue to enjoy finding efficient and economical solutions.

In spite of challenges like 30 minute classes, no preparation time, and meager budgets, we are committed to delivering rich and substantive art programs; we are driven by passion and resourcefulness. I learned that once I had precious tools like scissors, staplers, brushes and glue, I'd better make them



last forever. Students enjoy knowing how to trouble-shoot a pesky stapler instead of pounding on it, and understanding that a glue top already has a “toothpick” that functions well whenever you close the lid, so no mutilation needed! There’s a lifelong lesson here, to appreciate the purpose and design of a tool, and take care of it.

One year, I had to use the newly decorated teacher’s lounge for my



classroom, and couldn’t do anything wet or messy. So I did a whole year of fiber arts, including weaving, basketry, stitchery, backstrap, god’s eye, coiling, quilting, flags, banners, and many other forms. It was a luxurious opportunity to focus on a rich, rigorous and relevant curriculum that included all current standards, cultural and historical connections, techniques, customs, costumes, (Image 5, “Agatha”) symbolism, critical thinking, math, science, language arts, technology, geographical origins of fibers and more – all with minimal expense. Students were never bored, and actually felt proud about

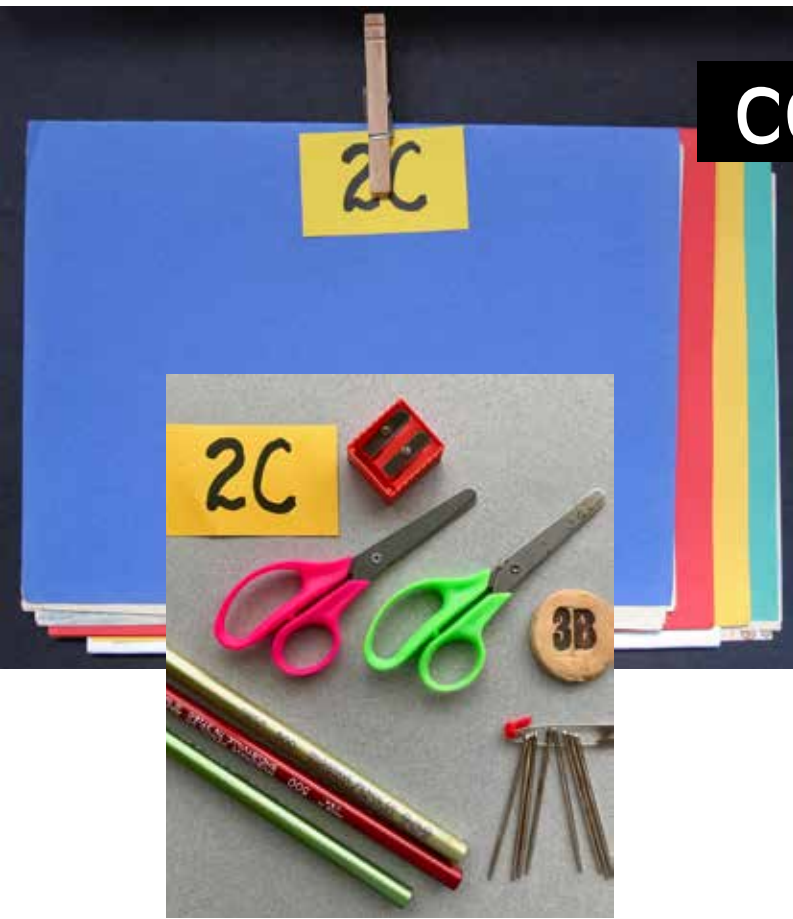
their expertise. At the end of the year, a Fibers Festival, serving as natural advocacy, included families in exhibits and demonstrations. (The PE teacher enjoyed his turn at spinning!) A grant summarizing the experience, provided funding for many more years. Ah, yes, said Shakespeare: “Sweet are the uses of adversity.” I’ve come to embrace problems as opportunities, and we can anticipate good outcomes. Every art teacher has a book full of triumphs (and probably a few disasters!).

*(Continued on page 34)*



*So, here are a few of my favorite shortcuts, tips and tricks that have saved time and money:*

## COLOR CODING

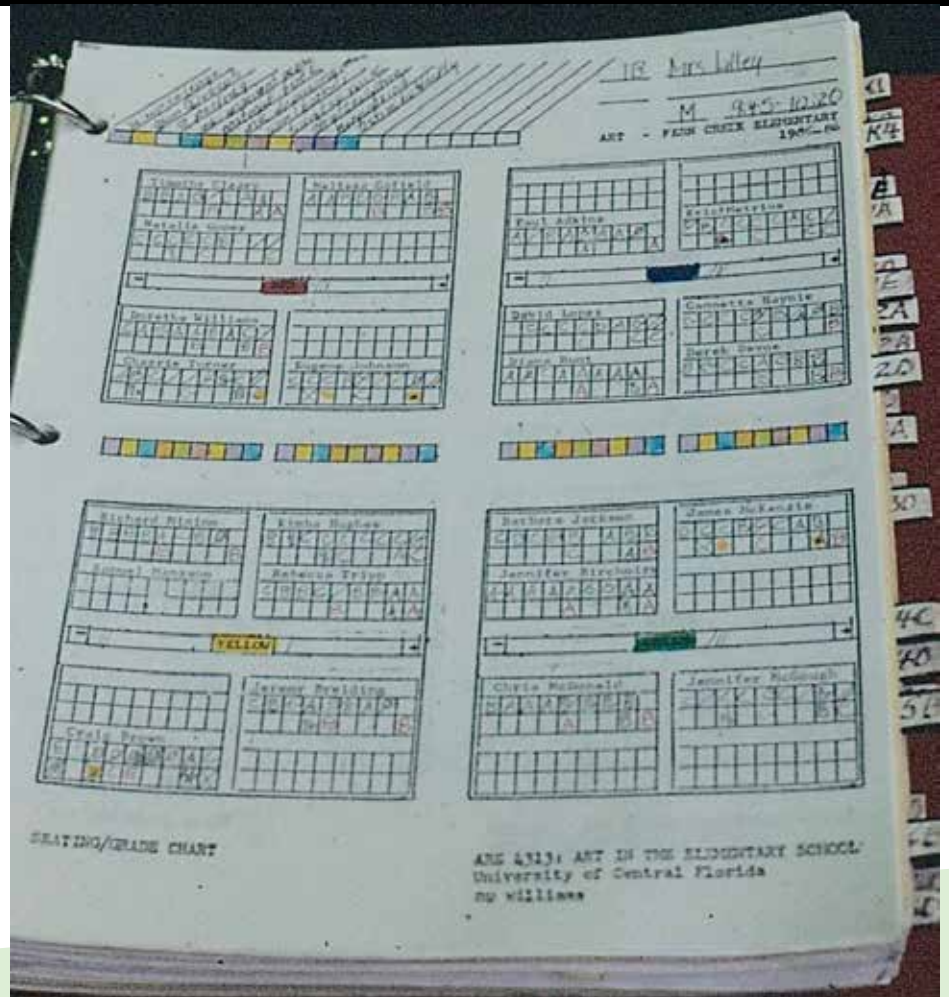


- Groups of 6-8 students are assigned a color identity, used for things like tools and group color folders. A rotating table leader distributes, returns and counts supplies, checks for names, empties trash, and returns everything to a central table. This process is fast and efficient, and encourages students to stay in their seats unless they have a job. Groups compete in various activities like “quick, quiet, and accurate clean-up.”
- Assign each class a code: 2A, 2B, etc., so a student need only write name and code on paper or project. The code is used for grade book dividers, work in progress, kiln loading, etc.



- A reusable 2”x3” color tag can be attached with a clothespin for each group’s work. For example, one class would have a label “4C” in a color assigned to that grade. So if Sam is moving and wants the painting he’s started, you can go right to it by looking for “4C / blue folder.” Plastic newspaper bags, pinned together by group, are helpful for small work.
- For my first 20 years without a sink, each group had a color water pitcher with dishpan that doubled as a trash container. A spray bottle and a squirt bottle are also handy water sources. This actually works better than crowding around a sink.
- Yarn needles can be placed on a color yarn-marked safety pin, passed out and collected by the leader who keeps the pin on his/her shirt. Any missing needles are to be paid for by the leader. Once I figured this out, we never lost another needle!

- Grade book binder is tabbed in schedule sequence, and one page can show color group seating, attendance, grades, points/prizes and more. A transparent overlay allows a washable pen to make notes for the next session.
- Use spreadsheets listing all class rolls on a grade level, so highlighting can keep track of students' exhibition participation, who's moved, etc.

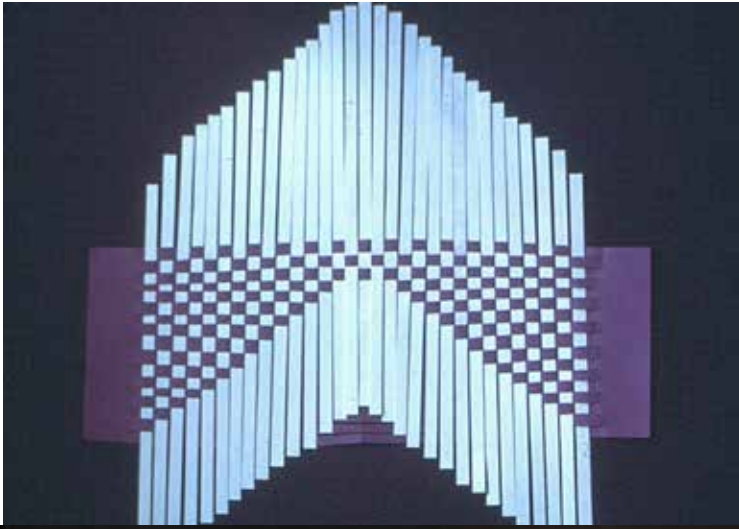


## PROCESS HINTS

- Try to use the same materials all day (or week), for all grade levels. Lessons can easily vary, but it's easier to do "clay" things or "yarn" things.
- After hanging paper towels to dry, I discovered phone books! What a help for color testing, finger wiping, gluing, etc., and they make printmaking and other media so much cleaner: just turn the page to a clean surface. Tear off the used portion at end of day. (I found that covering tables with protective paper was time-consuming and ineffective.)
- For painting cover-ups, T-shirts work well. They're donated, easy on and off, and can "dress" the chairs (to keep shirts off the floor) for the next class, so you don't have to take time to distribute.
- Tracking 1000's of pottery pieces? Make clay disks marked with class code. Discs (1 1/4") stay with the class shelf or box, and remain with class in and out of kiln.
- Recycle clay easily. Drop dry clay scraps into a 5-gallon water bucket, and periodically remove wet clay to plaster bats (pour plaster into aluminum pie tins). When dry enough, knead clay and store in plastic newspaper bags. This is a favorite student job during clay weeks!
- Students respond well to an impersonal timer that sounds 5 minutes before clean-up, to "remain silent and get to a stopping place." A second bell means to do clean-up jobs, with incentives for points and prizes. "Please stand behind your chairs" ensures chairs are pushed in, and shows that students are ready. First group ready gets 3 points, second gets 2 points, third gets 1 point, and last group gets "0" – a useful incentive!

*(Continued on page 36)*





# RESOURCES



- Copy and frame shops are great sources for off-cuts, foam core and mat board. Strips from a copy shop come in many colors and sizes and often heavier weight; they simplify preparation for paper weaving and other work.
- Wallpaper books are helpful for book binding, collage, paper beads and more. (Image 13) Cuts from colored plastic straws make beads, quills or spacers for jewelry. Accordion-folded scrap paper will corral beads for stringing. Foam core and cardboard work well for weaving looms.





## GOOD INVESTMENTS



- Non-fade bulletin board paper, so backgrounds don't have to change often
- Long-reach stapler to bind booklets of many sizes
- Dry-line white-out and glue (for your personal use)
- For crayons, sturdy aluminum pans with piece of tag board in bottom for color testing,

There's much more to discover every day, and it's a joy to overcome obstacles. Conquering challenges is a rewarding part of teaching, enabling us to focus on providing substantive experiences for our students. Maintaining a practical, working environment is a bit like gardening; it's sometimes fatiguing and messy, but the fruit is sweet!



This column provides FAEA members with information about Florida art museums and the academic offerings they provide. Journey with us to Southeast Florida to the Perez Art Museum Miami.

## Museum Spotlight

# Perez Art M





# Museum Miami

Located in Museum Park at the north end of downtown Miami, the Perez Art Museum Miami (PAMM) is a remarkable sight with breathtaking architecture, luscious landscaping, and tempting views of Biscayne Bay. Founded in 1984 and renamed twice, PAMM has matured and grown immensely since opening on its current site in 2017. It is easy to understand its success by its collection and programming as well as its easy access.

*(Continued on page 40)*



# Perez Art Mu

## Museum Spotlight

### Let's look at a few of PAMM's educational programs

Through the *Knight Schools Program*, PAMM provides many resources for K-12 students and teachers. PAMM's largest academic offering are its free guided K-12 tours provided throughout the school year. Through its tours, the Museum welcomes almost 20,000 students annually; making it the largest art education program in Miami-Dade County outside of the public school system. The program is facilitated by a team of 13 Teaching Artists who engage students in a dialogue about the artwork using Inquiry-Based methodology. Typically, the K-12 tours last about 90 minutes and include art-making in the galleries towards the end of the session. Field trips include free admission with registration, a family pass for each participant to visit again with their family, and Miami-Dade County Public Schools receive bus transportation as well.

Due to COVID-19, PAMM's in-gallery tours transitioned to *PAMM in Your Classroom*. While the museum was closed and as school trips have been halted, *PAMM in Your Classroom* seeks to recreate the engaging experience of a fieldtrip within its galleries in the digital format. Classes join PAMM's teaching artists in exploring contemporary art and artists through two interactive sessions: *Let's Talk About Art* and *Let's Make Art*. All sessions are range from 30-45 minutes and are sponsored free of charge.

*Let's Talk About Art*: PAMM's Teaching Artists engage students in a conversation accompanied by a dynamic slide-show presentation highlighting artwork in its collection.

*Let's Make Art*: Students participate in an art-making activity based on the focused artwork. This com-

plementary portion builds on concepts and ideas explored during the slide-show discussion.

One teacher remarked on *PAMM in Your Classroom*, "Our students truly enjoyed not only the art that was presented, but learning all about it. What made it even better for them was the follow up activity that allowed them to feel like an artist. The experience was wonderful and stress free for us as teachers. All the teaching artists involved made them feel important by asking them questions and praising their responses, [thereby] keeping them engaged in the lesson the entire time."

The in-gallery tour program, *Local*





# Museum Miami

*Views at PAMM*, features a different Miami-based artist each month. The program provides visitors with a face-to-face, personal encounter with artists through conversations centered around their art, their practice, and the creative process. This casual, 30-minute conversation focuses on two or three works on view and takes place on the last Thursday of the month. As PAMM adjusted to functioning in a solely digital sphere during the pandemic, it remained dedicated to Miami-based artists and increased the *Local Views* series to take place weekly.

Anita Braham, PAMM's Associate

Director of Adult Programs and Audience Engagement stated, "*Local Views* is one of our most rewarding programs because it allows Museum staff and our audience the opportunity to get to know many Miami-based artists on a more personal level while also highlighting the diverse wealth of amazing artists practicing right here in our hometown. It is refreshing and eye-opening to see the permanent collection and special exhibitions on view through the eyes of a practicing artist while also getting an intimate and personal preview of their own work."

*Art-making in the Galleries* invites

guests of all ages and abilities to be inspired by art on display to explore non-traditional materials through PAMM's drop-in art making station. In the past, visitors have curated their own mini exhibitions, tested their origami skills, sketched with PAMM-o-zine, and created text-based art with found materials.

Lastly, *DIY Art-making From Home* launched only 12 days after the museum closed due to the Covid-19. Led by their teaching artists, *DIY Art-making from Home* activities use everyday materials and serve as a connection to PAMM's exhibitions which encourages virtual exploration through art making from home.

Whether in-person or virtually, take time to visit PAMM and find inspiring and helpful information that you can use in the classroom or studio!

Fresh Paint's next edition will feature a new Florida cultural gem in *Museum Spotlight!*







*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 produced 4 times annually and distributed to more than 850 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.

It is a terrific venue for businesses and organizations to reach art educators and decision-makers.

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