



THE MAEA NEWS

An official digital publication
of the Massachusetts Art
Education Association

Vol. 7-No. 1 Summer Edition 2021



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President's Message



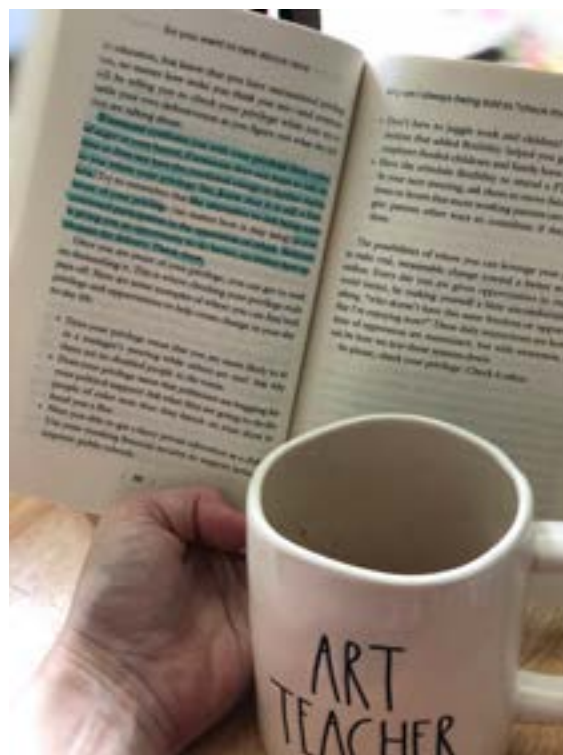
From: Melissa Mastrolia

Welcome Summer 2021!

I cannot believe we have made it to this place. I know many art educators across the state have wrapped up their 2020-2021 school year. Congratulations

on making it through one of the most challenging years of your career. Now is your time to renew and reinvigorate yourself, so you are ready to come back to your learners in the fall. To my community arts, museum educators, and year-round art educators, I hope you are celebrating as well, and most importantly finding ways to renew and reinvigorate yourself. My hat is off to everyone who taught this year, but especially to those of you continuing through the summer.

As I've found myself slowing down since school wrapped up for me on June 15, I've been getting back into things that I found I stepped away from. I've been able to actually get through a few chapters of a book I've had on my bookshelf since last July (*So You Want to Talk About Race* by Ijeoma Olu) and even spent some time reorganizing my studio space. This time spent slowing down has also included looking forward to what next school year will look like, which has me reflecting on a recent panel discussion I was on for the Department of Elementary and Secondary Education and the Arts Leaders Network.



In June I had the opportunity to be on a panel with other arts education organization leaders to discuss *Lessons Learned in the Arts During the Pandemic*. The two other panelists (METG's Dennis Canty and MMEA Ceco; Adderly) and I were asked to consider the impact of the pandemic on our disciplines as well as what it will take to return to a new normal; how arts educators can utilize their newfound tech skills and resources; as well as what arts administrators and teacher leaders should consider as we navigate back to the fullness of arts programs in our district.

Across all three disciplines it was clear that the pandemic impacted arts programs significantly. We had significantly less time with students and had to make significant curriculum adjustments. Some arts educators were required to teach outside their content areas. Arts spaces were repurposed for other programming and many elementary art educators were required to teach on a cart. Certain mediums did not transition well into a virtual format and required arts educators to reimagine their curriculum entirely. With all of the difficulties that arts educators faced this year, there are some positives! I found that arts educators collaborated with their school/district/state colleagues in ways that they hadn't before. In my specific district, I

found myself more connected to the other elementary art educators, sharing important resources, like tips and tricks for teaching on a cart! As we navigate our new normal it is my belief that we need to ensure that visual arts educators are back to teaching their previous course loads. Schools and districts need to prioritize hiring paras, monitors, and building based substitutes. Schools and districts need to also prioritize getting arts educators back into their classrooms - teaching on a cart is not how arts instruction should happen in Massachusetts!

We all learned how to use new technology this year; it was our only option to successfully make it through the year! I am continually impressed by how many visual art educators learned how to successfully put together virtual art exhibits to present student artwork to the community. It is my belief that this is a great strategy to continue past the 2020-2021 school year, especially for schools that lack the space to exhibit an entire school's artwork. It also provides flexibility for parents, caregivers, and extended family to view the exhibit in a way that works with their schedule. A virtual exhibit also provides out-of-state or international family members to enjoy the exhibit. Check out Alice's article on page 22 for three different tools you can use to put together a virtual art exhibit next year!

What technology did you learn how to harness for your instruction this year that you plan to continue? [Join the Massachusetts Art Educators Facebook group to share your thoughts!](#)

The most important part of the panel discussion in my eyes was how arts administrators and teacher leaders can support their arts educators as we navigate to this new normal. Arts administrators need to also advocate for larger budgets to build up consumable supplies. In my district I was lucky to have some COVID funding for supply kits, but I also put together individual supply kits of speciality supplies. I will need funding to replace those art materials for next year. Many arts programs had their funding cut significantly this year, and that needs to be built back up, and even beyond previous funding levels. Arts administrators should also advocate for districts to allow funding to be spent throughout the year. Many schools and districts require orders to be placed in the summer. I'm worried with the continued supply chain issues, ordering once in the summer may hinder what visual art educators are able to purchase for their art programs.



IMAGE AND PHOTO COURTESY:
MELISSA MASTROLIA



Arts administrators and teacher leaders should be providing their visual arts educators the space or “permission” to rethink their curriculum and art program. This is a perfect time to consider and discuss what went well and what did not; what we want to go back to and what different approaches we may want to try. For example, I know many visual art educators had to set up hybrid and virtual curriculum that were more student-directed and choice-based due to the nature of limited supplies and face to face instruction time. This is the perfect time for teachers to consider ways to shift to an art program that provides more space for student choice and voice. This revision could happen formally or informally - to me it's more about posing the question to visual art educators.

What are you going to continue from this year and what are you going to leave behind? [I invite you to share your thoughts on the Massachusetts Art Educators Facebook group!](#)

As you reflect on this year and all that you've been able to do (which is a lot, even if it doesn't feel the same as previous years), I invite you to consider sharing your learning at the 2021 MAEA Virtual Conference. The Conference Committee has just finalized our theme (Rebirth. Renew. Reinvigorate) and have put out the call

for session proposals. [The deadline for submission is August 8 and the virtual conference will go live November 13.](#) I hope you will join us!

As you saw in my last message in the [spring edition](#), if you are excited about the work that MAEA has accomplished this year, [I invite you to attend an upcoming MAEA Board meeting, join an MAEA committee, or submit your intent to serve and join as a Board of Director.](#) Currently we are looking for members to [take on a number of open positions](#), including Preservice Division Director, Retired Representative, Awards Committee Chair, Exhibitions Committee Chair, and Webmaster. MAEA is by members for members. We hope you will consider dedicating some of your time to the important work that we do.

Melissa Mastrolia



IMAGE COURTESY: MORGAN HARPER NICHOLS, [STORYTELLER APP](#)



Letter from the Editor

From: Jane McKeag



AN A-MAZ-ING MAZE I MADE TO SEND MY KIDS AT OVERNIGHT CAMP

Next deadline: **Friday, October 1, 2021**

Hello Massachusetts Art Educators, future Art Educators, and those who love them!

Re-reading my previous editor's note from February, I viscerally recalled the sense of heaviness and gloom of that long-ago pre-vaccine era. At the time, I was trying to stay positive but since then I've truly lost it a few times in trying to balance work and home life. I am so relieved to report that I have childcare for my youngest (thank you to all the wonderful early childhood educators!) as of the last few weeks and my oldest two have been at overnight camp for the past week. They are having the time of their lives!

I want to invite everyone to a [MAEA Virtual Roundtable Discussion](#) on Thursday, August 19th from 6:30 pm to 7:30 on the topic of art teacher assessment in our state. Sohee Koo, MAEA Higher Education Division Director, and I are eager to discuss CAP and other assessments with you as we unpack our first year as teacher educators in Massachusetts. It has not been easy, to say the least. Please join us if it could help you prepare for your fall semester, mentoring a student teacher or student teaching!

I also want to highlight the beautiful art and nature connections this issue, from Community Arts Representative Laura Evonne Steinman's article encouraging us to get our hands dirty, to incredible student work made with or inspired by nature in the virtual YAM exhibit, to John Nordell's breathtaking photography in the natural world. We might all benefit from this reconnection to nature as we begin to rebuild, repair, and rejuvenate our artistic practices and get ready for a new normal with our students in the fall. Enjoy!

Write for the News! Please email me at editor@massarted.com and I can walk you through the submission process. Please also read the official submission guidelines, which includes links to the Artwork and Photo Release Forms as well as help with citing scholarship, if needed: <https://massarted.com/news/maea-news-submission-information-guidelines/>

Jane



Upcoming Events

Board Meetings

July 12 6:00 - 8:00 pm	Location Zoom
August 16 6:00 - 8:00 pm	Location Zoom
September 13 6:00 - 8:00 pm	Location Zoom
October 12 6:00 - 8:00 pm	Location Zoom
November 9 6:00 - 8:00 pm	Location Zoom
December 13 6:00 - 8:00 pm	Location Zoom

Attend remotely by logging in via Zoom. Please email secretary@massarted.com if you plan to attend a meeting.

2021 Virtual Conference - Rebirth, Renew, Reinvigorate

[Deadline for Conference Session Proposals](#) - August 8

Early Bird Registration Opens - September 13

Virtual Conference is Live - November 13

Summer Professional Development & Roundtables

[Wicked BooksmART - Making Artists](#) starts July 14

[Collaborating on Art Curriculum](#) runs August 9 - 13

[Roundtable Discussion for Those Involved in Visual Arts Teacher Preparation](#) - August 19 6:30 - 7:30 pm

Check out the MAEA calendar for updated information, including committee meetings: massarted.com/about/calendar



[@MassArtEd](#)



[Massachusetts Art Education Association](#)



[@MassArtEd](#)



So...You Are Thinking of Starting Up a NAHS/NJAHS Chapter?

by Heidi Hurley

MAEA NAHS Representative

National Art Honor Society and National Junior Art Honor Society are amazing ways to involve yourself and students in national recognition, scholarships, and connectivity to 58,000+ outstanding art students throughout the world.

As a sponsor, your support to your students is unmeasurable. Size and structure of a chapter is up to you. NAHS is based on three foundations: Art Scholarship, Character, and Service. Registered chapters receive a Chapter number and support from the NAEA/MAEA site. By-Laws, Constitution, and Chapter resources and handbooks are also readily available.

On June 3, 2021 the MAEA sponsored an informal virtual sharing session run by Heidi Hurley the MAEA/NAHS Representative. This was an opportunity to share ideas, stories and get feedback on how to start up a chapter. Every chapter can be

different, and starting up can be daunting, but doesn't have to be. You can get support with the help and advice from our own NAHS team as well as the NAEA web support. At our session, a discussion was centered on involvement and program opportunities for our students. One idea is to have a postcard exchange across the state with other NAHS chapters, similar to Artist Cards, where chapter members will create postcards and mail out to other participating chapters.

Keep your eyes open for the next NAHS/NJAHS sharing session in late August and or reach out to Heidi Hurley anytime! nahs@massarted.com

IMAGE BY HEIDI HURLEY

JUNE 3, 2021 VIRTUAL NAHS/NJAHS SHARING SESSION. PARTICIPANTS ARE CORINE ADAMS, HEIDI HURLEY, KATHLEEN FLYNN AND TAMERA BURNS.

Topic	Comments	Links
How many members are required to start a chapter?	10 members are required to start a chapter. The chapter fee is \$100.00. The chapter fee is \$100.00. The chapter fee is \$100.00.	
How much is the chapter fee?	The chapter fee is \$100.00. The chapter fee is \$100.00. The chapter fee is \$100.00.	
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Getting Dirty - Survival Guide Reflections During a Pandemic

by **Laura Evonne Steinman**

MAEA Community Arts Representative and
Arts Educator/Naturalist

*"One thing I've learned in the woods is that there is no such thing as random. Everything is steeped in meaning, colored by relationships, one thing with another."
— Robin Wall Kimmerer, from her book "Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants"*

Getting dirty is something I have always done for as far back as I can remember. It always felt so right to have dirt under my nails. **Mud pies on a hot summer day in a stump, mixing paint colors that got all over my skin and clothes**, and of course the whole transformation that happened in the process of getting dirty! The tactile sensory input was grounding. I felt grounded getting dirty. Does nature make you feel grounded? How so?

Getting dirty during a pandemic sort of sounds like an oxymoron. But it's a must! Getting dirt under your nails is scientifically proven to be healthy for the good bacteria in our systems along with chilling us out in general...and we all know that chilling out is also a must!

I suggest:

- Get dirt under your nails
- Chill out
- Reflect on what makes you feel grounded.

Because of working in therapeutic environments (766 MA Special Education schools), I worked in-person throughout the pandemic, with only a mini-bit remote. It was messy for sure, trying to figure it all out and be safe and messy at the same time--another reason we got outside that much more!

Another item for the list:

- Fresh air! Take a moment and go outside. If you aren't already aware of your breath, take a few deep breaths in, or if you are feeling like doing some yelling, go for it!



IMAGES BY LAURA EVONNE STEINMAN



Ask questions about our bodies and our surroundings. Let's look at trees:

Being outside with the trees, look at the trees and recognize the bark: Which bark structure is a maple tree? A pine? What about a birch?

Observe the first wild flowers of springtime that are edible - violets. Ask the plants permission to pick them. Bring them inside and look even closer. What do you see? Draw and paint the flowers and then make them into fresh violet lemonade.

Taste what you created! So many connections are happening from learning about the land to the colors to the chemical reaction that happens in making the lemonade. All senses are integrated during a messy pandemic.

A student asks, "Can we plant lemons here?" What questions do students bring up? Where do particular plants grow? What does a plant need to survive?

We threw and painted ceramic pots, then grew and planted spider plants for their pots for their rooms on the units where they live with an instruction guide.



Plant instructions:

- Water (feed)
- Sing (talk to)
- Keep near sunshine (soak up the sun/Vitamin D)

Sounds like more survival instructions for our list as humans.

If we don't have these basic items, how can we chill out our nervous systems and do really anything? Who can you think of that was/is inspired by the natural world?

So as we move forward and the colors of the flowers are blooming larger, the raspberries are ready to pick and the squash flowers are popping, How do you incorporate everyday dirt into your ground



practice as a creative arts educator?

How do you survive and thrive yourself and with the peeps you create with?

Remember this list to start and then go from there:

- **Get dirt under your nails (plant something or dig something up)**
- **Chill out (lay on the ground and cloud watch)**
- **Breathe in deeply or yell out strongly**
- **Water yourself**
- **Sing out loud**
- **Soak up the sunshine**

Reflection questions to ponder and integrate into your art practice/pedagogy:

- Where do you feel at home in nature and why?
- Do you know what trees, wild flowers grow naturally where you are based?

Suggestions: plant plants, grow a garden, start a worm bin, paint local chickens, etc.

“The beauty of art is that it allows you to slow down, and for a moment, things that once seemed unfamiliar become precious to you.”
-Kehinde Wiley, Artist

Laura Evonne Steinman (she, her, Laura Evonne) has been facilitating out-of-the-box hands-on messy arty experiences to folks of all ages for decades. Laura Evonne currently teaches art at the Stetson School, a residential therapeutic school for males ages 9-21. Laura Evonne is on the MAEA board as a Community Arts Representative, on the ED&I Task Force, and the Conference Committee.

When Laura Evonne isn't creating with peeps she is working with, she is getting her nails dirty digging in her gardens, weaving outside, and going on nature walks with her cat.





Statewide Youth Art Month 2021

by Helen Downey

MAEA Treasurer and YAM Committee Member

On March 1, 2020, MAEA held their annual Family Celebration for both the Statewide YAM Exhibit and the High School Student Recognition Exhibit. The latter is separate but umbrellaed under Youth Art Month. Both exhibits are displayed simultaneously at the State Transportation Building in Boston. One thousand plus attendees at the celebration enjoyed approximately 850 student works of art on display that had been submitted by 130 art teachers from across Massachusetts. Then, just 9 days later, COVID!

Obviously, when we began to discuss YAM 2021 we knew we could not have an in-person exhibit, but given the enormous challenges (art) teachers had been dealing with, would they want or be able to participate in an exhibit, even if it was virtual? Both a Student Recognitions survey and YAM survey answered that question with a definite YES! So the committees began work on two statewide 2021 virtual exhibits.

Art Teachers are awesome!!! Incredibly, despite how difficult 2021 was, 172 teachers registered for the Statewide YAM exhibit and in the end 132 participated submitting a total of **750 outstanding student works of art!**

The Massachusetts Amazing Emerging Artists Recognitions Exhibit also had amazing participation with 94 of the works entered being juried into the exhibit. Over \$2500 in awards were presented to 27 students for their art.

You can view both of these exhibits by visiting the MAEA website, massarted.com and scrolling under Events.

We also participate in the National YAM Gallery which is held annually at the NAEA Convention. Due to limited physical display space, we typically can only send a few pieces of art to this exhibit, which are selected by the MAEA President (called the President's Choice Awards). As this was also a virtual exhibit in 2021, we were able to choose 42 works to receive this acknowledgement!

We also send a YAM flag to the national YAM gallery. Unfortunately Sargent Art, which for several years has generously sponsored the YAM Flag Contest, informed us they were no longer able to provide prizes. Given that fact, combined with everything Covid, we chose to skip the flag contest this year. We hope to find a new company to sponsor the flag contest for 2022. We will keep you posted.

In place of the family celebrations, we held a webinar for each exhibit complete with guest speakers. A special thank you to Jim Welu, former director of the Worcester Art Museum and Robb Sandagata, Digital Product Manager and Art Education Consultant at Davis Publications, who spoke for the Student Recognition Exhibit, as well as practicing artists, Daisy Patton and Ethan Murrow who each spoke for the YAM Exhibit. Your presentations were inspiring!

Finally we were excited that a number of the teachers who participated this year had not previously submitted work to the statewide show. Some joined us because it was virtual which perhaps made it easier. Others participated because many of the regional YAM exhibits did not occur. We of course hope that the regional exhibits will run in 2022, but we also hope the teachers who joined the statewide exhibit for the first time this year will be back in 2022. There's no reason not to submit student work to both!

See you in fall,
The YAM Committee



ARTWORK BY ALICE M., GRADE 12

DARTS

FAIRHAVEN HIGH SCHOOL



ARTWORK BY JOSHUA F., GRADE 10

LAND OF THE FREE, RIGHT?

SAUGUS HIGH SCHOOL



ARTWORK BY EMILY Z., GRADE 4

HOSPITAL CAR

101 ART STUDIO QUINCY



ARTWORK BY ISAIAH R., GR 5

THE LAND OF THE DINOS

PITTSFIELD PUBLIC VIRTUAL ACADEMY



Working with Students with Special Needs: Speech Therapy

We know it exists, but how can it help?

By Lydia Gruner, MAEA Special Needs Representative

Who are these people holed up in little cubby offices providing services for our students? We know they exist, we know they help kids learn how to communicate. What else do we know? I find that until I actually went and asked for more information I had no idea what speech pathology actually covered or what happened when a student was pulled from class for speech services.

I met with Nichole Mahoney, our SLP at The Devereux School, to discover just what a speech and language pathologist does. At the very basic level "Speech-language services are designed to optimize individuals' ability to communicate and swallow, thereby improving quality of life" (Asha.org).

Most schools have a speech pathologist either in-house or one that serves many schools in one district. Speech pathologists are responsible for treating students identified during special needs screening and diagnostic testing. Each student has a treatment plan and goals that are part of a student's IEP (individual education plan).

ASHA the American Speech, Language, and Hearing Association describes SLPs as:

"Speech-language pathologists, also called SLPs, are experts in communication."



IMAGE COURTESY: SCANLONSPEECH.COM

SLPs work with people of all ages, from babies to adults. SLPs treat many types of communication and swallowing problems. These include problems with:

Speech sounds—how we say sounds and put sounds together into words.

Language—how well we understand what we hear or read and how we use words to tell others what we are thinking.

Literacy—how well we read and write.

Social communication—how well we follow rules, like taking turns, how to talk to different people, or how close to stand to someone when talking. This is also called *pragmatics*.

Voice—how our voices sound. We may sound hoarse, lose our voices easily, talk too loudly or through our noses, or be unable to make sounds.

Fluency—also called *stuttering*, is how well speech flows. Someone who stutters may repeat sounds, like t-t-t-table, use "um" or "uh," or pause a lot when talking. Many young children will go through a time when they stutter, but most outgrow it.

Cognitive-communication—how well our minds work. Problems may involve memory, attention, problem solving, organization, and other thinking skills.

Feeding and swallowing—how well we suck, chew, and swallow food and liquid. A swallowing disorder may lead to poor nutrition.

Who Are Speech-Language Pathologists, and What Do They Do? (asha.org)

That's a lot more than most of us think of as "speech." All of the various treatment categories listed above cover a variety of disabilities and SLPs treat them all. When you dig into each category you really get to see how that disability effects learning.

Speech sounds/Articulation/Fluency

This one is the easiest for us to perceive when working with students. We tend to blend these three concepts. They are the ones that we think of most commonly-- how well a student can put sounds together to make words. But making those sounds is only the beginning.

Language

Language is a complex subject and covers both hearing and speaking. How well a student processes not just what they say but also what they hear is essential. When a student is interpreting the sounds that we make when speaking and forming sounds to reply to us they are using several levels of language skills. A snag in any one of those levels makes it hard for a student to understand what we are saying. Their ears might work fine and yet they still can't really process what we are saying. There is more to language than we realize. Thankfully

in art most of our teaching is very hands-on and students can navigate without relying on language skills all the time. The exception tends to be when we are calling a group together or first introducing an assignment, we have a tendency to use words before we get the materials out. If you didn't understand the announcement from the teacher, then chances are you're going to be missing a lot of important information.

Social Communication

Treating social communication difficulties overlaps a lot with occupational therapy and psychology. SLPs use specific strategies to teach students to be more aware of conversations and teach students strategies that can help them express themselves. Often this includes tone of voice, conversation skills, rate of speech and others. Encouraging students to practice their strategies is key to their growth.

Assistive Communication

SLPs can help students develop their communication skills through assistive devices. For students who cannot speak or have a difficulty processing words, pointing to an image or tapping out a message on a device is often more effective. Some might think that if the student just practices more they will get faster or better at talking, but that's not always the case. Sometimes assistive devices are excellent tools. If your student has a device or a communication binder, learn how to use it. Taking the time to learn the student's communication method means a great deal to them and allows them to trust their communication with you. One thing of note is that a device is important for the student, it's their method of communication, and it's personal. Never touch a student's device or binder without asking. Consider their device part of



their personal space. Never ask that the student leave the device in their main classroom, if they use it to communicate, it belongs in the art room.

As art educators we are fairly confident that we know the best ways to teach our students and that once a student crosses the threshold of our classroom we know best. I used to approach assistive devices like a crutch and felt successful when I could teach a student to do a project without using their device or support. But here's the thing, ***that device is not like a crutch for a broken leg, they aren't using that device as a temporary support.*** In most cases that device or support is a strategy a therapist or teacher has spent dozens of hours teaching the student to use. That device is a tool not a crutch, it's similar to eye glasses it helps the student interact and access the world.

What to do with this information?

If you're teaching what feels like or may actually be hundreds of thousands of students then isolating the communication needs of individual students can be....well not easy. What you can do is adapt your teaching to better support students who struggle with communication skills. In the end this will benefit everyone. Here are the top tips from our speech and language pathologist.

Tips for the art room from a speech pathologist:

- Pre-teach all items; let students know what's coming up.
- Keep your rate of speech steady.
- Don't use fifty words when ten will do; be concise.
- Leave time for processing speed; students need to process not just their own thoughts but also your words. Auditory processing can take more time than you might expect.
- Model everything. If you're describing how to tape a paper down, model it. If you're describing how to carry something fragile, use your hands to model it.



- Include pictures in your instructions. Unless you are testing a student's reading abilities, make instructions as straightforward as possible.
- Put pictures around the room- use pictures to demonstrate what you're talking about. We have posters showing the steps for throwing on the wheel, but we rarely have pictures of other complicated tasks. Make a photo series showing how to wash a palette, or a photo of how the space should look when cleaned up. What other places in your room might photos be helpful?
- Talk to your SLP if you see that your student has speech services, ask if there are any strategies you can help reinforce, or methods that work for that student.

References
www.asha.org



Resources from MAEA Board Discussions around Anti-Bias and Anti-Racism

By Melissa Mastrolia, MAEA President

Over the last year, the MAEA Board of Directors have included time in our monthly board meetings to discuss anti-bias and anti-racist topics that have presented themselves in our own teaching practice. This has included how we've handled difficult conversations, advocated for our students, and resources we have recently come across. We hope you find these resources helpful. If you have additional resources you would like to share, please send them to our newly elected ED&I Director-Elect, Emily Moran at edi@massarted.com.

General Resources including Webinars and Professional Development

[Anti-Racist Art Teachers Activism Resources](#)

[Adding Voices Patreon](#) is creating Anti Racist Culturally Responsive Art Curriculum

[How to be an Anti-Racist Educator](#)

[10 Resources for Teaching Anti-Racism](#)

[Learning for Justice Webinars](#)

[Initiatives for Developing Equity and Achievement for Students \(IDEAS\)](#)

Hollaback! - www.ihollaback.org/resources

Book Recommendations

[Cultivating Genius](#) by Gholdy Muhammad

[Our Skin: A First Conversation About Race](#) by Megan Madison and Jessica Ralli, Illustrated by Isabel Roxas

[Your Name Is a Song](#) by Jamilah Thompkins-Bigelow, Illustrated by Luisa Uribe

[NAEA Position Statements](#)

[NAEA Position Statement on Visual Arts Education and Social Justice](#)

[NAEA Position Statement on Use of Imagery, Cultural Appropriation and Socially Just Practices](#)

[NAEA Position Statement Regarding the Use of Race Based Mascots in Educational Settings](#)



Lynn Public Schools All City Art Exhibit 2021

By Patty Klibansky, MAEA Division Director of Supervision/Administration

This year the [Lynn Public Schools \(LPS\) student art exhibit, All-City Art Exhibit](#) was virtual. And there is a plan to include in-person student exhibitions for next school year. Many Lynn students are extremely talented, and it is clear there is an appreciation for creative learning in the curriculum. The Lynn Public Schools Visual Art Department consists of licensed educators: 22 Visual Art Teachers, 1 Art Therapist, and 1 Assistant Director of Curriculum and Instruction of the Arts.

The All-City Art Exhibit is usually held at LynnArts, Inc. to utilize the gallery spaces there since 2003. The Curriculum Director of the Arts, Patty Klibansky, organized professional learning opportunities in the school district and at the Addison Gallery of American Art to train all LPS Art teachers to build their skills about professionally exhibiting student art. The Lynn Public Schools All-City Art Exhibit has grown in the past several years offering rich opportunities for students to experience a real art exhibit at Lynn Arts, Inc., as well as many other exhibit opportunities, including the Peabody Essex Museum's Creative Collaborations Exhibit, Massachusetts Art Education Association Youth Art Month Exhibit, and Lynn Courthouse Exhibits.

In planning this All-City Art Exhibit, students are taught to show their artwork and the processes involved from start to finish, in all classrooms by their art teacher. The art teachers plan this event beginning in October every school year during monthly meetings. It takes several months of instructional planning that is worthwhile and leads to the culminating (usually) in-person event during



ARTWORK BY ARIA M., GRADE 12
PUPPET
LYNN CLASSICAL HIGH SCHOOL

the first week of May, which falls during ArtWeek, a week-long event offering cultural activities for the local community and Boston.

Students exhibited a wide variety of their art, created both during in-person classes and in students' homes during remote learning. Much of the art was created this school year. The art is very impressive and showcases the artistic growth of students from Pre-K students through Grade 12. The teachers taught their lesson plans and collected student art digitally throughout the school year. Every art teacher decided, along with their LPS Arts Director, which art pieces were to be included in the exhibit. The photos of artworks were edited by each teacher for image quality and labeled.

Ms. Leah Warren, the Classical High School Art Teacher, thoughtfully devised the digital iMovie slides as our beautiful final showcase of student art for our Lynn school community.

The inspiration behind the art exhibit is the process of art-making and exhibiting as a real artist. Students experience community connections as actual artists and can showcase their art alongside other students from all of the Lynn Public Schools. The artworks are standards-based and include portraiture, landscape, abstraction, and sculpture.

The art teachers align their lessons daily to the Massachusetts Curriculum Frameworks, using their prepared visual art videos, lessons, slides, and activities, all created by the art department's teachers. The art lessons include daily learning objectives, assessment, art content and English vocabulary, curriculum frameworks, methods for art processes, including drafting, revising, exhibiting, and critical response. Students are taught the elements of art and principles of design and art appreciation.

Students learn to apply artistic techniques and they develop their unique, personal expressions.

The Lynn Art Department is so proud of our students and how their exhibit came together, especially during a pandemic. Lynn has amazing talent! The hardworking students, dedicated teachers, and supportive leaders put great effort in connecting with Lynn's students all year.



ARTWORK BY KATINA H., GRADE 10
REFLECTION
LYNN CLASSICAL HIGH SCHOOL

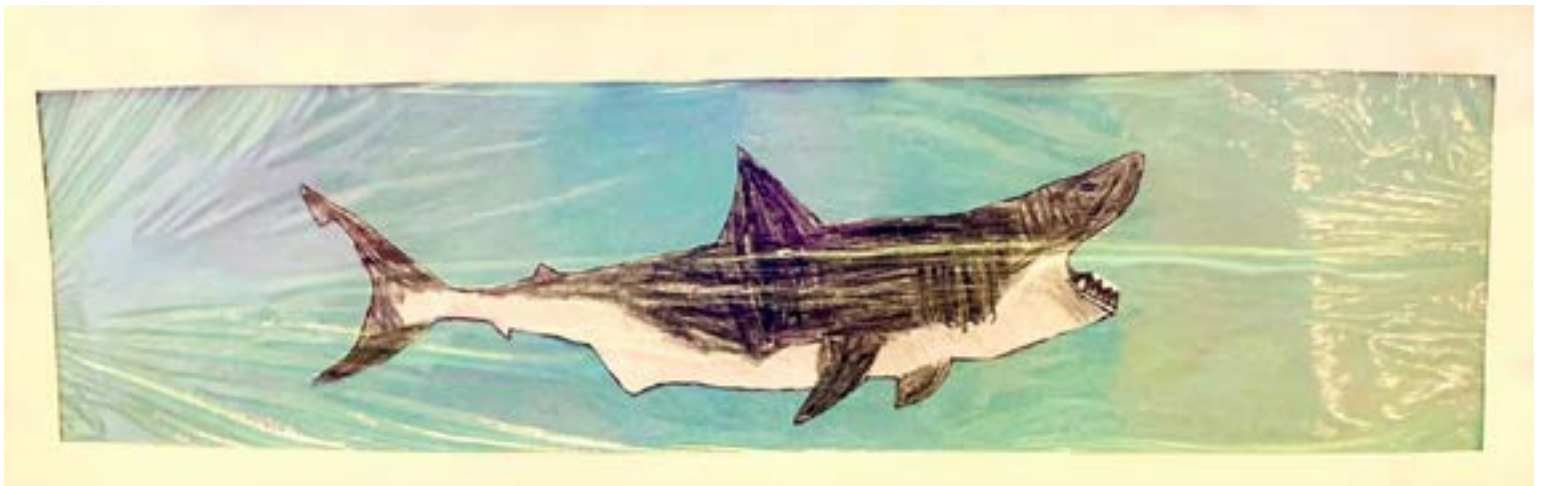


We hope everyone has a chance to check out our student All-City Art Exhibit. [Please check out our YouTube video!](#)



ARTWORK BY DOMENIC M., GRADE 6
SHARK
FECTEAU LEARY MIDDLE SCHOOL

ARTWORK BY ADDYSON N., GRADE 5
ENTERING LYNN MASK
SHOEMAKER ELEMENTARY SCHOOL



Tissue Vases

Lesson Plan for Grades K-6



Blick Liquid Watercolors
Item #00369

Royal & Langnickel Rig
Kids' Choice Lil' Grippers
Deluxe Assorted Set of 6
Item #06082-1669



Step 1: Apply pieces of tissue paper to a plastic cup with a mixture of water and polymer gloss medium and a flat brush.



Step 2: Create texture by bunching, twisting, and forming tissue paper and attaching it with the adhesive mixture.



Step 3: Paint tissue paper with acrylic or liquid watercolor, then fill the container with soil and add seeds or a plant.

Transform plastic bottles and cups into colorful, textural containers for plants and flowers.

Upcycle everyday objects to create 3D artwork! Using a mixture of water and medium, students layer strips of tissue paper to the outside of discarded plastic containers. Twist, bunch, and fold to create texture, then add color to create an earth-friendly vase.

[DickBlick.com/lesson-plans/Tissue-Vases-from-Recycled-Containers/](https://dickblick.com/lesson-plans/Tissue-Vases-from-Recycled-Containers/)



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Facing Forward with Technology

By Alice Matthews Gentili
MAEA Advocacy Liaison
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We are wrapping up one of the most challenging years in education. All of us in our capacity as art educators have worked hard to meet the needs of remote, hybrid, and face-to-face learning. While many of us were interested in technology integration before the pandemic, we have all integrated technology out of necessity this year. Most of us look forward to a post-pandemic return to hands-on art exploration in our classrooms. When that joyous day arrives, I'm hoping we hang on to at least a few of the technologies we have been using over the past year, including virtual art shows.

While I have enjoyed hosting both school-wide and state-wide in-person art shows, I see many benefits of continuing to create virtual art shows once people can congregate in school spaces to look at art again. **Art shows are advocacy.** We grow interest in our programs and build community with art shows. Traditional on-site art shows are ephemeral in nature, reaching only those who are available for a specific evening or afternoon, or with longer exhibits, for viewing times arranged most often during the day. Virtual art shows are a great way to boost our audience. With sharable links, virtual shows can make viewing possible for fam-

ily, friends, and colleagues across the miles, at all times in all time zones. In my school, attendance at our annual on-site art show (one night, 6-8 pm) is less than one hundred people, whereas my online gallery last year engaged close to two thousand viewers.

There are many ways to create virtual art shows. Those I am sharing are primarily student made, for two reasons. The first is that with a student-centered approach, the results will be more meaningful as students focus on intent and curation. The second is time. While I wholeheartedly recommend continuing with on-site art shows for advocacy and community, they are a lot of work. No matter the size of the show, they take days of preparation and planning before the actual hanging of artwork even begins. Taking down the artwork and sorting it by student and class is another time-consuming part of the process. Let's look at three virtual art show options where the teacher is the facilitator, and the students create the exhibit:

ThingLink

The Thinglink platform works with a landing page (jpeg) onto which one adds buttons (tags) that serve as targets to links and galleries. Each tag

HOSTING PAGE FOR
THINGLINK

IMAGES COURTESY
ALICE GENTILI



links to its own gallery, whether on Artsonia, in Google Drive, YouTube, or blog posts, to name just a few options. Students upload their work to the gallery or sharing platform and the teacher (or student in the upper grades) connects the galleries through ThingLink. This platform creates an interactive experience for the viewer.

Google Sites with Google Slides

The Google Suite for Education is used in many schools and because students use it for most of their subjects, they navigate Docs and Slides with relative ease. One way to harness this familiarity to create a virtual art show, is for the teacher to share a slide show template, which students copy to make their own gallery slides. They can easily add text for labeling and for artist statements. Meanwhile, the teacher (or student in the upper grades) creates a host page with Google Sites (website) and adds the student slide decks to the site. Tabs can be added to the home page of the site for different grade levels or courses. This platform creates an interactive experience for the viewer, including artist statements.

Padlet

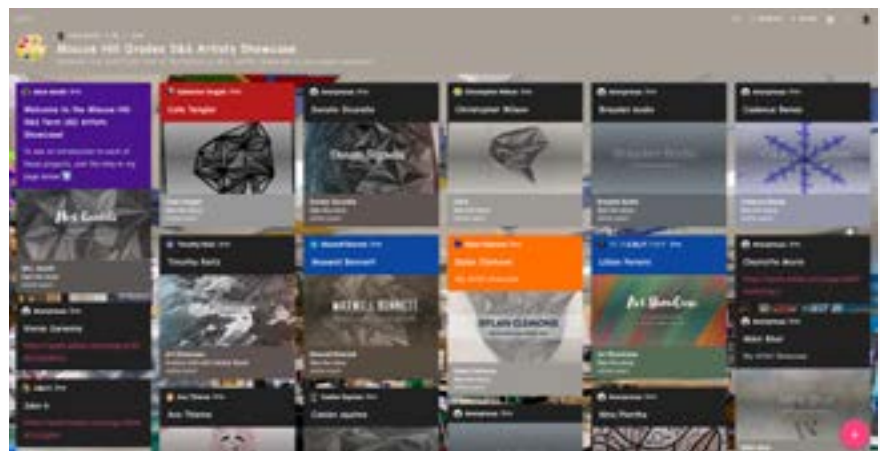
As with Google Sites, once a host page is created in Padlet, students can upload links to their galleries. Galleries can be created in any platform such as Artsonia or Adobe Spark. Students can easily attach their links and text to the Padlet wall simply by clicking a plus sign. Padlet also features options for an active audience through “liking” or commenting.

While these are just three options for virtual art shows, all focused

on student content creation, there are many alternatives. Examples of these options, links, a list of alternative options including pricing, and the presentation video, “The Show Must Go On! Right?!” from the AET PechaKucha at NAEA21 can be found on my blog listed in the references.



USING GOOGLE SITES WITH GOOGLE SLIDES



PADLET WALL FOR STUDENT GALLERIES

References

Gentili, A. (2021, March 7). The Show Must Go On! Right?!. Home. <https://mon-alisaliveshere.me/2021/03/07/the-show-must-go-on-right/>



Conservation Storytelling: Reframing How We Frame Our Visions

By John Nordell

Ever have that learning moment when you suddenly see the world in a new way?

Last fall I encountered Conservation Storytelling, an approach advocated by photographer and educator Jaymi Heimbuch. She urges visual communicators to share their love of our planet by creating and sharing images that educate others about the wonders of nature, environmental challenges faced, and solutions manifested.

A light bulb went off for me. Each of my regular visits to wildlife sanctuaries and state parks suddenly became an opportunity for conservation storytelling. The subject matter was the same, but the viewpoint and framing was different and deeper. Furthermore, when posting on social media, aiming to build visibility, I note the locations and tag the environmental organizations.

I worked as professional photographer, primarily as a photojournalist, for over twenty years, and now, for the last fourteen, as an educator.



WINTRY ABSTRACTION - NATURE NEAR HOME - TOWN CONSERVATION LAND



PORCUPINE- QUABBIN RESERVOIR WATERSHED PUBLIC LANDS

Based on these divergent foundations, I love to capture images in a variety of ways, from straight-ahead photojournalism to in-camera multiple exposure abstractions. It is a delight to approach our natural world in this varied manner.

And, in the “you can teach an old dog new tricks” category, seeing the world with conservation storytelling eyes has led me bring a telephoto lens on my hikes, hoping to capture wild animals up close and personal. A month ago I photographed a porcupine climbing a tree.

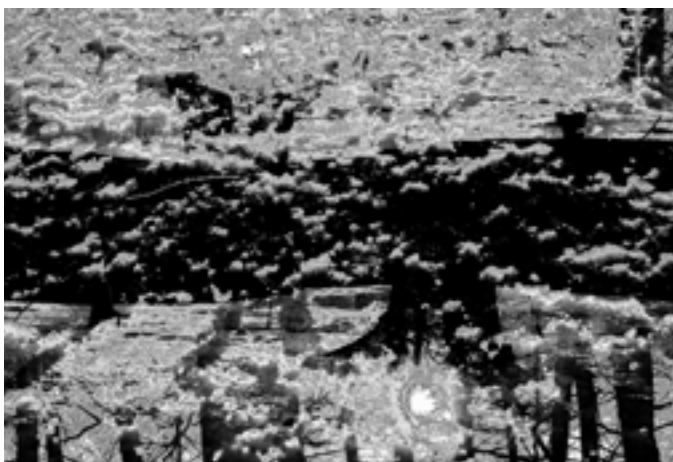
I have photographed presidents in the White House and worn a gas mask and helmet covering riots in South Korea. However, I had never intimately documented wildlife. I keep pinching myself, thinking, “I photographed a porcupine!”

Here’s to reframing how we frame our visions.

Assistant Professor John Nordell teaches courses in the Visual and Digital Arts Program he created at American International College in Springfield, Mass. He blogs about the creative process at CreateLookEnjoy.com Instagram: @john.nordell



RAM TOUGH - WACHUSETT MEADOW WILDLIFE SANCTUARY



BLACK SHEEP (SNOW, SUN & TREES MULTIPLE EXPOSURE) - TOWN CONSERVATION LAND



SAND, SKY WATER IN WINTER DIPTYCH - SANDY POINT STATE RESERVATION



Harnessing ESSER III Funding to Help Restore and Rebuild Your Post-Pandemic Art Program

By Alice Matthews Gentili

One thing I have learned in my role as Advocacy Liaison for MAEA is that advocating for your art program takes many forms. From art shows to social media, showcasing the impact of visual art instruction on student development is important. So is asking for funding for the resources you need in the classroom to get the job done. One potential source of funding for the 2021/2022 school year is ARP ESSER III.

In 2020 and 2021, Congress passed three stimulus bills that provided nearly \$190.5 billion to the Elementary and Secondary School Emergency Relief (ESSER) Fund. The American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021. The ARP Act provides additional funding for school districts to respond to the COVID-19 Pandemic. The Education portion of ARP is known as the Elementary and Secondary School Emergency Relief Funds (ESSER III or ARP ESSER)

This most recent bill delivers \$1,830,128,073 to the state of Massachusetts Department of Elementary and Secondary Education (DESE) to be distributed to local districts. You can see your school district's allocation at this link: <https://www.doe.mass.edu/grants/entitlement-allocation.aspx?view=code&fy=2022&code=119>.

On June 2, the National Art Education Association hosted a webinar for art educators on acquiring ESSER III funds. A big focus of the program was recognizing the arts as vital contributors to a child's mental health and well-being and the importance of the arts in social emotional learning. Here is an



IMAGE COURTESY ALICE MATTHEWS GENTILI

excerpt from the letter to school districts from U.S. Department of Education Secretary, Dr. Miguel A. Cardona, as included in the NAEA presentation:

...State educational agencies (SEAs) and school districts should plan to expend these funds to safely re-open schools as expeditiously as possible this spring, sustain their healthy operations, and address the significant academic, social, emotional, and mental health needs of their students.

...This includes using funds to enact appropriate measures to help schools to invest in mitigation strategies consistent with the Centers for Disease Control and Prevention's (CDC) Operational Strategy for K-12 Schools to the greatest extent practicable; address the many impacts of COVID-19 on students, including from interrupted instruction; implement strategies to meet students' social, emotional, mental health, and academic needs; offer crucial summer, afterschool, and other extended learning and enrichment programs; support early childhood edu-

cation; invest in staff capacity; and avoid devastating layoffs at this critical moment, ensuring that all students have access to teachers, counselors, and other school personnel to support their needs.

The NAEA June 2 presentation is a great place to start as you consider harnessing ESSER III funds for your program. The full slide deck, which includes several concrete examples of the many ways ESSER supports visual art education programs, can be found at this link: <https://drive.google.com/file/d/1QsTLIcpL-S12CvshQsGk7aWrLCPSUDon/view?usp=sharing>

As artist educators, we have spent our lives developing and refining our craft to give a voice to our perspective on the world around us. Creating art is second nature to us, we don't give it much thought, yet if we look back at our formative years, we can easily recognize the impact of visual art on our well-being. Keep this in mind as you consider how to harness some of your districts ESSER III funds for your program. A great resource for evidence of the impact of the arts on social emotional learning is The Center for Arts Education and Social Emotional Learning, whose web page can be found here: <https://artsedSEL.org>

On a personal note, I can attest that there is never harm in asking (as long as you can tolerate a "no" response). Last August, as my husband and I were driving up to Maine for a few

days away, I emailed my district assistant superintendent to ask if there were any funds remaining from the ESSER I (March 2020) allocation that our art department could use to purchase materials for art kits. She got back to me later in the day to say there was about \$8000 we could use. Wow! Used it we did, buying blank pizza boxes, sketchbooks, sketching pencils, styluses, watercolors, etc. for most of our combined 3000 students! While my vacation was changed by having to spend my mornings getting bids for the best deals on materials, I didn't mind. And all the while I couldn't help thinking, what if I had never asked?

IMAGE COURTESY NAEA

How Does ESSER Support Visual Arts Education Programs?

- **Allowable under #3, #5:** Supporting training for art educators on strategies to conduct in-person visual arts instruction safely.
- **Allowable under #6:** Purchasing supplies to sanitize tools and equipment.
- **Allowable under #7:** Purchasing devices for internet connectivity, laptops, and/or supplemental software that would allow for instruction and assessment through virtual means.
- **Allowable under #9:** Paying for additional instruction, such as through an adjunct teacher, private lessons instructor, or full-time teacher, to provide remediation in the visual arts.
- **Allowable under #11:** After-school and summer learning programs to accelerate visual arts learning and support social-emotional learning.
- **Allowable under #13 and #14:** Paying for visual arts educators where enrollment numbers have dropped due to COVID-19.
- **Allowable under #15:** Purchasing materials to set up the visual arts classroom/studio with physical distance between students, such as masking tape, or outdoor tents and/or purchasing equipment, such as a media cart, to make the visual arts classroom mobile.
- **Allowable under #15:** References the statute language included at the end of this toolkit.



NATIONAL
ART EDUCATION
ASSOCIATION



Some recent good news is that art kits shouldn't be necessary this year thanks to a May 17 Covid FAQ update from the DESE Commissioner's office, specific to sharing art supplies:

Are students allowed to share objects (classroom materials or art supplies?)

On May 17th, 2021, after consultation with the MA COVID Command Center's Medical Advisory Board, the Governor announced that given the low likelihood of surface transmission of COVID-19, schools no longer have to avoid sharing objects. This includes classroom materials, items for physical education, or art supplies. Shared objects no longer have to be cleaned or disinfected between use and should follow the updated cleaning guidance outlined below.

The DESE update then goes on to outline the proper cleaning practices, which in my opinion are reasonable. The full FAQ update can be found listed under May 17 at this link: <https://www.doe.mass.edu/covid19/faq/>

If you spent your regular art program budget on art kits last year as I did, even with the ESSER I help, the upcoming school year is a good time to restock the consumables and invest in non-consumables that you weren't able to purchase last fall. The ESSER III funding can be used to rebuild your program. Visual art education meets the qualifications. Don't be afraid to ask.

