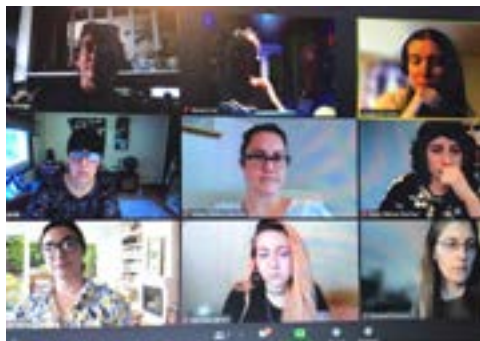
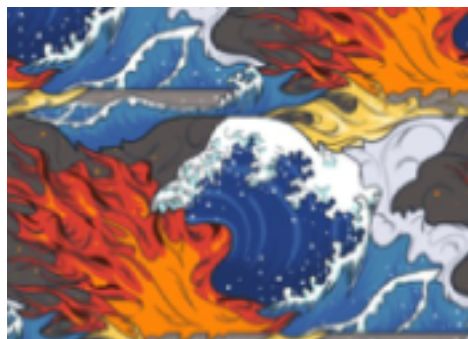




# THE MAEA NEWS

An official digital publication  
of the Massachusetts Art  
Education Association

Vol. 7–No. 2 Fall/Winter Edition 2021



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## President's Message



*From: Melissa Mastrolia*

### Happy fall Massachusetts Art Educators,

I hope you are finding the changing weather and leaves inspiring. I was able to attend a family wedding this weekend - entirely outside - and I just marveled at the beautiful crisp weather and changing leaves. It was such a treat to be able to reconnect. Perhaps this message finds you doing some of that reconnecting yourself - reconnecting with your students and colleagues, reconnecting with your 'school year' routines, reconnecting with your school year rhythm.

If I'm being honest, I'm still working on reconnecting and finding my school year rhythm. I haven't settled back into all of my school year routines. I'm finding preparing my breakfast and lunch at the start of the week is the last thing I want to do on my Sunday evening. Getting my daily lessons finalized more than a day before has been a huge struggle for me. Writing this message, I can't help reminding myself (and you) that it's going to take time to settle back in, to find our school year rhythm, especially this year. It's important that we remember that for ourselves AND our students.

When you settle in and are ready to reconnect with your art education association, I'm happy to share that MAEA has been putting together a number of amazing opportunities for you. Our Professional Development Committee has put together an amazing year-long [Watch Party Discussion Series](#) that connects with the monthly NAEA webinars. They are also working on additional PD opportunities.

Our Conference Committee has also been working hard to put together our first ever virtual conference which includes live and asynchronous sessions. The live virtual events are scheduled during the weekend of November 13-14 and include Zoom webinar keynotes by Chanel Thervil and Cindy Meyers Foley, as well as additional sessions. Asynchronous sessions will go live on the conference website on November 7 and will be available to view through January 31, 2022. [Check out all of the session offerings and register here.](#)



We would also like to reconnect and welcome new art educators to the board. MAEA is currently looking for interested members for a number of board positions, including President-elect, Early Childhood Representative, Advocacy Liaison, and Webmaster. The deadline to submit letters of intent for any positions is November 30, 2021. [More information, including a full list of positions and responsibilities can be found on the MAEA website.](#)

Looking forward to reconnecting with many of you at the conference next month and throughout this school year.

*Melissa Mastrolia*

PHOTOS COURTESY:  
MELISSA MASTROLIA





## Letter from the Editor

*From: Jane McKeag*



IMAGE COURTESY:  
JANE McKEAG

Next deadline: **Friday, February 4, 2022**

Hello art educators,

I am writing to you on a beautiful crisp fall day with the hope that you have time to soak some of this beauty in. I am thrilled to be able to introduce the first article by Emily Moran, the new MAEA ED&I Director-Elect in this issue, along with stalwart contributors Lydia Gruner and Margaurita Spear on the many goings-on in the world of art education in our state this summer, among many other excellent contributors.

We have entered new territory, gaining footing in both virtual and in-person teaching again. My current licensure-track students at UMass Amherst have braved their new worlds with vigor. I asked them to respond with the first few words that came to mind when thinking about pre-practicum this fall, and I've made a graphic using those words, above. Thank you to all who contributed!

Do you recall the ups and downs of your first teaching experience? I remember that I had real difficulty accepting criticism from others because I was overly critical of myself. We all have our challenges and I feel like teaching art to young people brings out our best and worst qualities...what do *you* think?

**Write for the News!** Please email me at [editor@massarted.com](mailto: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

**November 9**  
**6:00 - 8:00 pm** Location: Zoom

**December 13**  
**6:00 - 8:00 pm** Location: Zoom

Don't forget you can attend remotely by logging in via Zoom. Please email [secretary@massart-ed.com](mailto:secretary@massart-ed.com) if you plan to attend a meeting. Please email [secretary@massart-ed.com](mailto:secretary@massart-ed.com) if you plan to attend a meeting.

**2021 Virtual Conference - Rebirth, Renew, Reinvigorate**  
Virtual Conference is Live - November 13 & 14

### Professional Development

November Watch Party - November 10 - Organizing Student Art Exhibits for Maximum Success

December Watch Party - December 8 - Engage Your Students Through 3D Design

January Watch Party - January 12 - SEL Practices: Self-Care for Your Students and YOU

Check out the MAEA calendar for updated information, including committee meetings: [massarted.com/about/calendar](https://massarted.com/about/calendar)



[@MassArtEd](https://twitter.com/MassArtEd)



[Massachusetts Art Education Association](https://www.facebook.com/MassachusettsArtEducationAssociation)



[@MassArtEd](https://www.instagram.com/MassArtEd)



from all regions in the state of Massachusetts. Please contact: [edi@massarted.com](mailto:edi@massarted.com) for more information.

**2021 ED&I Meeting Schedule (through December)**

**Thursdays 6:30-7:30pm**

10/21

11/18

12/16

**ED&I in Art**

I always tell my students that it is a courageous act to put a mark on a piece of paper, or a brushstroke on a blank canvas, and that each time they do this they are brave. As art educators and artists, we are blessed with the “superpower” of the visual nature of what we teach and what we do. Indeed, in addition to the structural changes we seek to navigate together, to implement change in our classrooms and at our schools, taking time for ourselves to reflect on our roles and responsibilities is equally important. And so, in closing, I would like to thank Jaimee Taborda for sharing her work, as I believe she is brave and courageous too.

Mrs. Taborda (she/her) has been an integral part of MAEA’s ED&I Task Force since 2019 and has been teaching high school visual arts for 14 years. She is currently transitioning into her new role as a Technology Integration Specialist for her district, and she is an artist. Mrs. Taborda is currently in the process of creating a body of work that explores what it means to be white in the United States, ranging in size and using a combination of text and imagery.

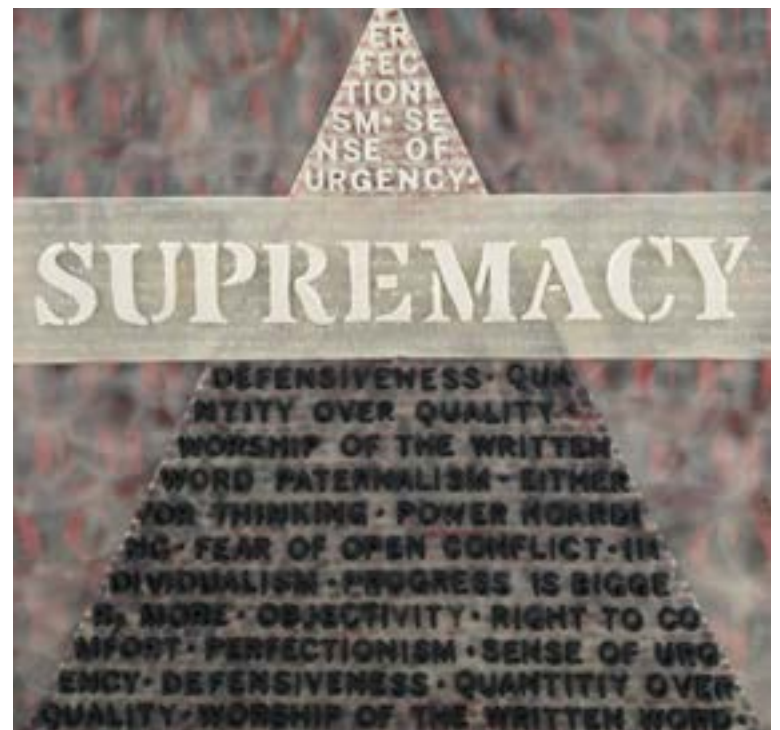
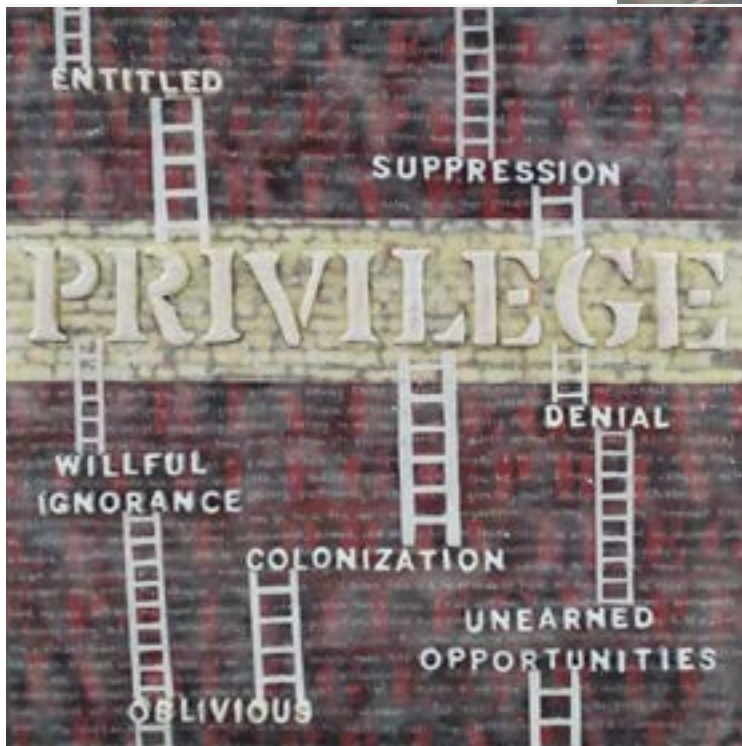
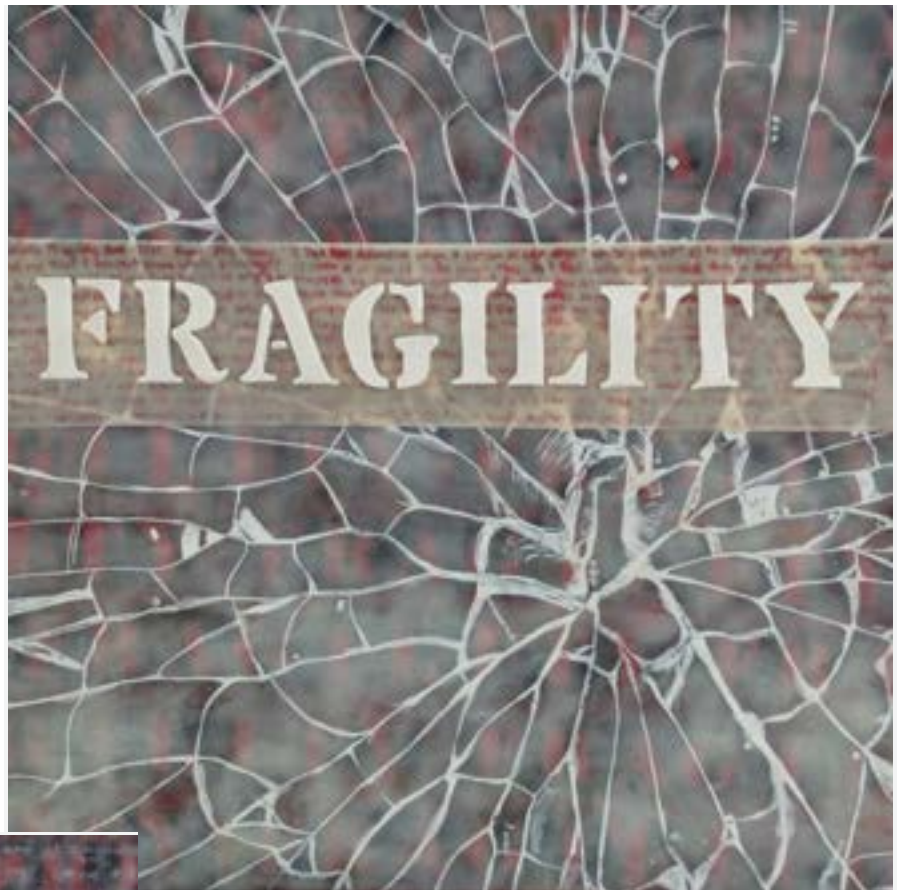
Of her current “works in progress” Mrs. Taborda shares,

*Drawing explicit attention to whiteness, this body of work is a personal and collective call to action. Too often, white people such as myself walk through life unaware of the privileges we are afforded due to the color of our skin. The viewer will be confronted with uncomfortable truths about the oppressive power of whiteness, something that Black, Indigenous, and People of Color have understood for generations. I hope my work will draw people into conversation and provoke white people to leave behind color evasive rhetoric in order to co-create a more equitable society.*

If you have student artwork and/or your own artwork that addresses equity, diversity, and inclusion, and you are interested in sharing it in the next MAEA Newsletter, please contact: [edi@massarted.com](mailto:edi@massarted.com)



SILENCE (DETAIL)  
IMAGE COURTESY: JAIMEE TABORDA



CLOCKWISE FROM LEFT: *PRIVILEGE*, *FRAGILITY*, *SUPREMACY*  
 IMAGES COURTESY: JAIMEE TABORDA

Join an MAEA facilitator for a companion discussion following the live monthly NAEA webinars. Viewing the NAEA webinars is not required, but may add to your experience.

All Watch Party discussions start at 6:00 pm ET.

Find registration details at:  
<https://massarted.com/professional-development/maea-watch-party/>



## Upcoming Dates:

10/6 NAEA Webinar  
10/20 MAEA Watch Party  
11/3 NAEA Webinar  
11/10 MAEA Watch Party  
12/1 NAEA Webinar  
12/8 MAEA Watch Party  
1/5 NAEA Webinar  
1/12 MAEA Watch Party  
2/2 NAEA Webinar  
2/9 MAEA Watch Party  
3/16 NAEA Webinar  
3/23 MAEA Watch Party  
4/6 NAEA Webinar  
4/13 MAEA Watch Party  
5/4 NAEA Webinar  
5/11 MAEA Watch Party  
6/1 NAEA Webinar  
6/8 NAEA Watch Party



## Collaborating on Art Curriculum

*By Margaurita Spear, MAEA PD  
Committee Chair  
Emily Valenza, Visual Arts Faculty at  
The Winsor School  
Maura Jereb, Specialist Director  
and Art Educator at Neighborhood  
House Charter School*

For one week in August a group of dedicated art educators came together for a virtual professional development offering with one common goal: collaboration among peers around the topic of visual arts curriculum. This rare opportunity to share ideas, receive constructive feedback, and find genuine support is seldom experienced by those who teach art beyond their preservice years. MAEA set forth a goal to provide the time and space to build a micro-community of art educators where they would have access to shared resources, timely discussions, and new ideas. Collaborating on Art Curriculum, a 25-hour week-long offering, was the realization of that objective. The success of this professional development is best expressed by those who attended its inaugural run.

**Maura Jereb:** As an elementary art educator and an administrator, I was attracted to this unique professional development opportunity for multiple personal and professional reasons. As an elementary visual arts educator, the idea of dedicated space and time to share in a deep dive with others about my thought process and planning regarding my curriculum proved highly beneficial. Being af-



IMAGE COURTESY: VESNA SRNIC

fording a structured framework from which to work on my curriculum goals with the expectation of a targeted and accountable end product was incredibly helpful. Additionally, having colleagues standing by in real time to bounce ideas off of helped to both direct and ground my thinking as well as affirm it.

As an administrator this experience was equally beneficial, as I was able to virtually step into the art rooms of fellow art teachers from a variety of backgrounds, experiences, districts, and school environments as an engaged observer. Getting a glimpse at how other schools and district departments operate while discovering what obstacles and / or perks other school systems struggle with or enjoy was incredibly valuable. I was also able to collect best practices to use in my own classroom and to share with my peers in my own district.

The week was thoughtfully organized with a clear structure and timeframe to work from, but also freedom to get the most out of it based on our needs as individuals in and across groups. Prior to the first day I was worried that being a veteran teacher participating in this group might mean that



IMAGE COURTESY: VESNA SRNIC

I would be sharing more than getting much out of it; that was most definitely not the case. Our elementary group consisted of veterans, those a few years in, and freshly minted teachers. Due to our common goal and the expectation of collaboration that this opportunity held, we were all able to contribute meaningfully to one another's work through authentic conversation and support for one another.

Margaurita was a tremendous facilitator throughout the in-person conversations and in the Padlet, making comments and connections and sharing or directing us towards resources, artists or ideas to support our work. She brought a wealth of information at the start of the week to acclimate us to the many ideologies and approaches to teaching art, all of which were shared on the Padlet with multiple additional resources. The use of the Padlet was a fabulous way to share resources, collect and streamline communication, connect individuals or initiate group conversations, ask questions and engage in feedback in real time. It was also a continued resource in that it is still active and accessible.

***I truly appreciated the format that this PD provided. It gave me a sense of pride, accomplishment and affirmation in what I do and how I do it. It took the specialist teacher out of the lonely space they often find themselves in and brought them to a space where rich conversation with peers and colleagues about the work we are passionate about was celebrated, affirmed and supported.***

#### **Emily Valenza:**

The secondary level group was comprised of diverse educators: a seasoned teacher focusing on eighth grade work with ample choice, a new high school teacher building her first ceramics curriculum plans, a professor interested in aesthetics and intergenerational cultural exchange, and myself, an elementary art educator transitioning to teaching middle and high school students.



This professional development was unique, in that it centered connection and trusted the participating teachers to guide the entire week based on their individual goals. Our time was structured with presentations from the facilitator, which sparked discussion, provoked reflection on educational theory and practice, and grounded us in overarching student goals. It was a beautiful thing to be able to speak with fellow art teachers about our ideas, get feedback, share resources, and brainstorm freely. This workshop could easily be held regularly as a way to build strong professional learning networks and help art teachers feel less isolated in their practice. It was refreshing to be trusted to use this time in the way we each felt necessary, and tailor the ideas shared to our own unique learning communities.

The workshop used a Padlet as a way to share ideas, comment on posts by others in the cohort, and organize resources. We were divided into groups based upon the age of our students, but were able to view content created by both groups, which allowed us to consider links between our division levels. Often elementary and secondary teachers are kept in separate meetings for collaboration, and the ability to connect through the Padlet reminded the participants that our goals and ideas often aligned and much could be learned from each other.

Both Maura and Emily's accounts reflect the spirit of collegiality that flowed throughout the group's week together. The recurring emphasis on the benefits of and appreciation for collaborative, dedicated time partnered with the freedom to explore individualized content with depth and shared goals is a testament to the importance for such professional development opportunities for all art educators.

Maura talks about specialist teachers often being in a lonely space while Emily alluded to helping art teachers feel less isolated. These are common feelings we art teachers encounter in our professional lives because we are often the only art teacher in our buildings. While our counterparts in other classes benefit from common planning time and shared curriculum, we find ourselves doing it on our own. This was one of the main reasons MAEA chose to offer *Collaborating on Art Curriculum* this past summer. We recognized the need within ourselves mirrored in the experience of others like us.

***Should Collaborating on Curriculum become a regular summer offering? Well, the experiences of its first attendees implies that it should be.***



**Call for  
Submissions!**

## 2022 MASSACHUSETTS AMAZING EMERGING ARTISTS RECOGNITIONS VIRTUAL EXHIBIT

The Massachusetts Art Education Association will again be sponsoring the MAEA Recognitions Juried Exhibit. This will be a virtual exhibit as it was for 2021.

### Basic Exhibit Information:

- . Open to grade 9-12 art students of MAEA members
- . Media Categories: Drawing, Painting, Mixed Media, Photography, Digital/ Graphic Design, Ceramics, Sculpture, Jewelry, Fashion, Printmaking
- . Artwork must be accompanied by an artist statement
- . Digital submission to ArtCall (starting early December)
- . One entry per student
- . \$5 submission fee per entry

Watch for the specific submission date - complete details coming soon...

Questions email: [student\\_recognition@massarted.com](mailto:student_recognition@massarted.com)



SHAYLA WYNNE, NORWOOD HIGH SCHOOL



SAMANTHA KEEFE, OLIVER AMES HIGH SCHOOL, NORTH EASTON



## Making Artists Wicked BooksmART Book Group

*By Lydia Gruner*

Our summer Professional Development (PD) book group went off without a hitch; thanks to Jaimee Taborda and all of her hard work! Jaimee and I facilitated the group which ran all summer and included art educators from all over the country. We had educators from Maryland, New York, Florida and all over Massachusetts. We had so many different classroom demographics to work with!

Our book choice, [Making Artists by Melissa Purtee and Ian Sands](#), is one of the latest books for Teaching for Artistic Behavior (TAB) educators. This book really focuses on secondary education and being a special needs educator myself, I invited Jaimee on board as a secondary school TAB expert. Jaimee brought resources and knowledge to the group that helped broaden our understanding of TAB.

### [TAB – Teaching for Artistic Behavior](#)

TAB has been around for a long time now, yet it can be hard to take the leap into implementing it. At the beginning of the book group, Jaimee shared the resources below for all of us to dig in to. The continuum below from Diane Jaquith on the TAB website is incredibly insightful. I found this simple tool helped a lot of us to orient where we were and where we wanted to go.

As the weeks went by this summer, we got to know each other a little better and explored our personal challenges and sticking points in implementing TAB. It's always amazing to see how other teachers view problems and chal-



lenges; I find that listening to how a problem is seen from different points of view is incredibly enlightening. We finished off our study by creating artwork together. Even through Zoom, working among other artists is inspiring. In this age of Zoom and Covid caution I had forgotten exactly why artists have studios together or why sharing a studio space with another human can be such a boon to creativity. If you haven't used a book study for PD I suggest you do so, whether it's with MAEA or another group. **Gaining knowledge as a group is motivating!**

Here are some thoughts from other participants:

The virtual book club was just what I needed this summer for PD. The format is very well organized on Google Classroom and it was wonderful to connect with fellow art teachers to discuss choice based teaching. The textbook was a great choice! Thank you! I plan to do art journals.  
- Simone Kivett

I love this book! I have made a PowerPoint presentation with slides that incorporate some of the topics in the book. I am using it as a guide to teach art this year to my middle school students. We have opened the Drawing, Collage, Painting centers using them as inspiration and support. My students are loving creating art using the 4 step ATP - artistic thinking process - inspiration, development, creation, and reflection. I am loving this process so much, too! It just makes practical sense to organize the projects around this process. It flows so naturally!

-Pam Hill

I learned a lot! Letting go of control and having trust that students will go where they need to go in an art classroom was major for me. My teaching is more student-centered, more trusting, more easy-going. Students with whom I might have 'locked horns' with in the past over what they were doing or not doing, are feeling welcome and relaxed and doing the work in my photography digital and analog darkrooms. I think the thing that has made the most impact on my teaching this fall was the reinforcement of the idea that students learn best when happy, trusted, and relaxed, when they feel like it's safe to take risks, make mistakes, and keep on trying. The course has helped me develop more of a growth mindset in my classroom this fall for both my students and myself.

-Debi Milligan

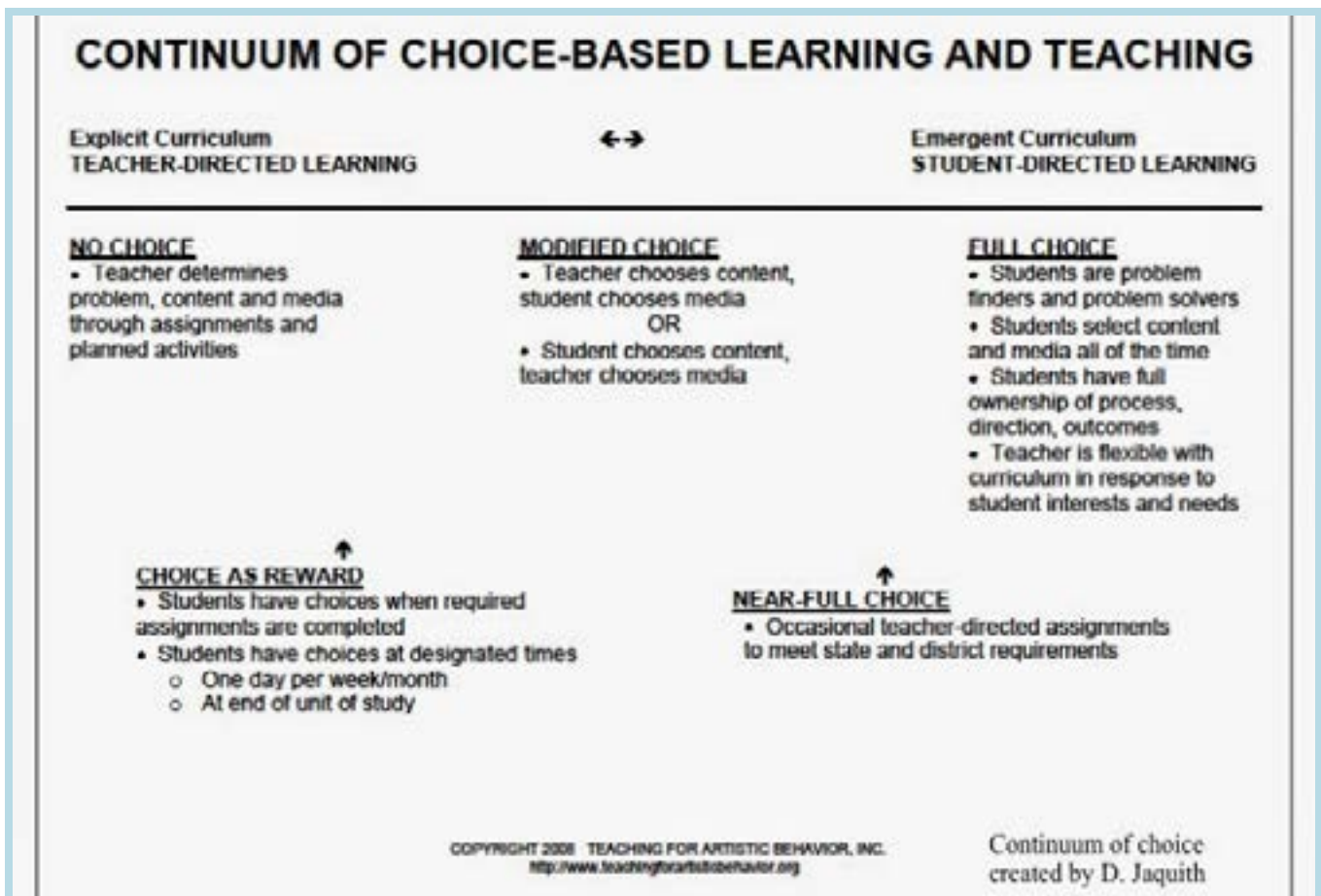


IMAGE COURTESY: DIANE JAQUITH



## Independent School Division Update

By Billy Claire

Hello to all of the independent school art educators! I am pleased to write this letter to you after all that has happened over the past two years. While we're not through the end of the pandemic yet, it feels like there is light at the end of the tunnel. Which sometimes can be a train heading the other way...

In updating my email list of independent school art educators in Massachusetts, I was struck by the number of people who had changed jobs over the past year and a half. I was very sad to see some old friends missing from their school's directory, but excited to see so many new faces. It's a good time to be an art teacher as there were so many job openings. Independent schools found themselves in an opportune position during the pandemic, and people I spoke with all said that enrollments were through the roof. Many parents looked at what their local public schools were doing as a response to the pandemic and started looking at independent schools. As a result, we had many new, strong students,

and, in my case, very excited about art!



MAEA RECOGNITIONS 2021 AWARDEE,  
KATHERINE ZUIS, CARDINAL SPELLMAN HIGH  
SCHOOL

At the start of this year, administrations started talking about returning to "normal" but what normal is, looks different to what we did two years ago.

***Many of us threw our curricula out the window and started fresh during the pandemic, keeping the program going in the face of potential quarantines. As we go through this school year, many of the new ways we taught look better than the old ways.***

I find myself taking a critical eye to the assignments that I created last year, and many of them will be implemented again this year. For example, we took a number of virtual museum visits last year and I want to continue to do some of those, particularly the Tate museums in the UK. I have found that many of the diverse artists featured in Tate's Instagram account have influenced some of my assignments.

This year will definitely have its challenges. Supply chains are strained and I would urge you to look ahead and order far in advance of needs. That, and pricing has skyrocketed as well. I would encourage you to look at the price increases of some key supplies that you order in thinking about approaching administrations regarding budget increases for next year.

As always, if you have suggestions as to how I may be able to help address issues relating to independent schools in Massachusetts please email me at [independentschools@massarted.com](mailto:independentschools@massarted.com)

Billy Claire

NATIONAL ART EDUCATION ASSOCIATION

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**MARCH 3-5**

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[www.arteducators.org](http://www.arteducators.org)



## Refresh with Goal Setting

*By Margaurita Spear  
MAEA Early Childhood Division  
Rep and PD Committee Chair*

For all intents and purposes in my mind the new year begins every September, not at midnight on December 31<sup>st</sup>. I think this is because pretty much my entire life is built around the academic calendar, even when I am not actively teaching. Some people make New Year's resolutions, many of which they know they will never actually do. I detest making resolutions for that very reason. Instead, I make goals that include big ideas and smaller checklists. For me, September is a chance for a fresh start after some time spent reflecting on the previous twelve months.

Reflection. That is such an important component to goal setting, possibly the most important part. Self-reflection, or the act of looking inward and assessing oneself, can challenge even the most accomplished of people. It means recognizing what is lacking and acknowledging what fills us up or brings us joy. Even more so, it means deciding what to do with that information. Doing nothing is a choice – sometimes it seems the easiest choice, but in the long-run inaction almost never works out. What should we try to do? The same thing we ask our students to do. Make an action plan and have a growth mindset.

*Think of self-reflection as being similar to the ideation stage of creating a work of art.*

Ideation sometimes comes easily, but sometimes it's a real struggle full of frustration and false starts. We may make rough drafts, sketch out ideas, make lists of materials we would like to use, or consider how much time the full project will require to reach completion. Next, comes revision. Revision is a step in the process that we often want to skip or rush through to get to the good part –



MAEA RECOGNITIONS 2021 AWARDEE,  
AIDEN GROCKI, MARLBOROUGH HIGH SCHOOL

the finished art. Revision is important. It's a time to take a deep breath and consider the ideas that you've had kicking around in your mind and really assess if they are something that can be accomplished, if they need to be broken down into smaller parts, or if there is something lacking that you need to attain first. This applies to starting a new art project as well as to setting reasonable goals for yourself.

There are two types of goals lists that I tend to make – the ones that are for myself and the ones that I am asked to submit to administration. These may have some overlap, but usually they are different because I know that I will have to provide evidence for the latter, so after learning from past experience I tend to make those goals much more attainable than the ones that only I will see. It makes my life a little less stressful if I am struggling to attain them or if something external has gotten in the way. You can always choose to exceed your goals, but it's much harder to have to explain why you didn't reach them.

When setting goals, I usually think about what I want to accomplish in one year and what I want to work on that contributes to a longer-term goal.

Short-term goals could be something like rearrange the classroom space for better workflow or to promote student self-sufficiency. This can take a few attempts before you get it just right. Longer-term goals could be something like shifting your personal pedagogy from a teacher-directed approach to a student-directed approach. That is a huge goal and it is best tackled in smaller increments. For example, in the first year the goal you list for administration may be to actively research this approach through reading, professional development and perhaps visiting another teacher's classroom. You may also try out some limited choice lesson options, but that can go on your personal goal list.

On your personal goal list, feel free to list ambitious goals, but then break them down into smaller checklists or mini-goals that will add up to the bigger ones. Add all those smaller goals, too, but you may need to prioritize them to tackle them one at a time. Remember, your personal list is for you alone, so format it in a way that makes you feel motivated. Maybe you use color-coding, doodles, or other fun details to make this list something you look at often. You can also decide if a physical paper works better for you or if you prefer to keep a digital list instead.

The goals you present to your administration are usually much more formal. You may be asked to write these up in paragraph form, outlining the goal itself and the steps you plan to take to reach it. Usually, you are asked to submit your goals at the beginning

of the year and you may be asked to revisit them at the end of the year when you will need to submit another paragraph outlining your success, or lack thereof, in reaching them. Again, this is why the goals that go on your professional record should be ones you know you can accomplish in a reasonable amount of time or without adding much more to your already overloaded plate.

*Keeping those goals to the minimum required gives you the space to take on new ideas that come up naturally throughout the year, the ability to be flexible with your long-term goals, and the peace of mind that comes with not having to scramble at the end of the year when you forgot to look at that paragraph for eight or nine months.*

Limit those for-admin-eyes goals to ones that you know you can start on early in the year or to ones that you can immediately add to your calendar so you do not forget to do them. We all get busy. Acknowledge that, then set yourself up for success.



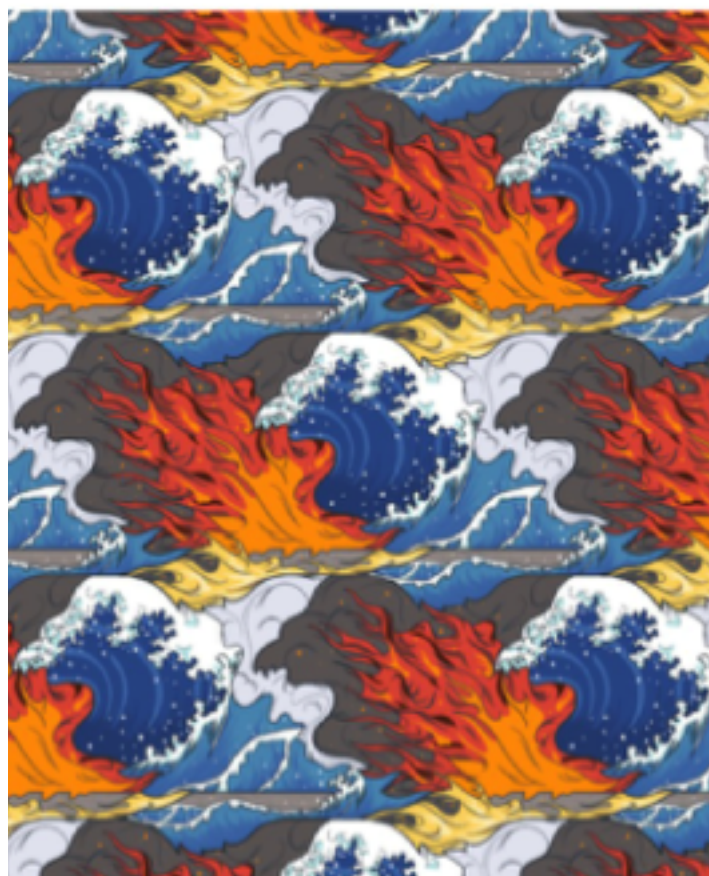
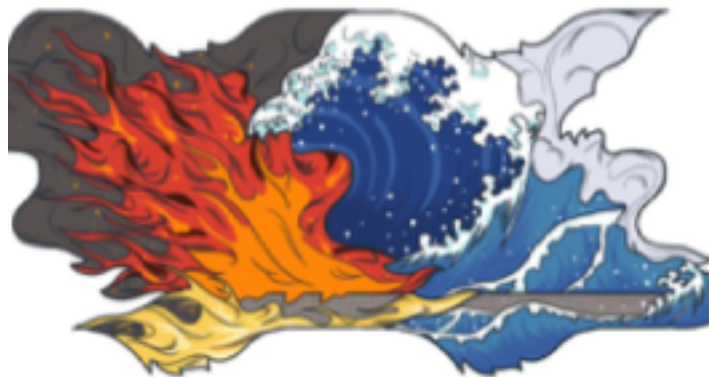
IMAGE COURTESY: MARGAURITA SPEAR



Toot your own horn! Seriously, nobody is going to celebrate your accomplishments unless you practically shout them from the rooftops.

Drawing a checkmark or crossing something off a list is satisfying, but let others know about it, especially if it helps your art program. Did you set up a community art display as part of an advocacy goal? Get that announcement out in the school newsletter, on social media, or even by word of mouth. Work it into every conversation you can! Did you increase community involvement by organizing parent volunteers? Snap photos of those parents in action and share it with the PTA, principal, whomever. Did you go above and beyond in some way, even if it wasn't on any of your goal lists? Include it in conversations with other teachers, with principals, with parents. Did you engage students through an amazing art lesson or meaningful field trip? Share your success with other art educators by submitting an article to this or another publication, then be sure to share the published copy with your administrator. Make yourself heard. You are your own PR department.

MAEA RECOGNITIONS 2021 AWARDEE,  
HARRISON NGUYEN, GROTON-DUNSTABLE RHS





# Printed Pattern Portrait

Lesson Plan for Grades 5-12



Blick Artists' Colored Pencils  
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**A fresh take on portraiture in the style of Kehinde Wiley.**

In this lesson, students recreate the energy of a Wiley portrait without having to hand paint every element. Printmaking is combined with drawing and watercolor painting for a dynamic and engaging mixed media experience.

**[DickBlick.com/lesson-plans/printed-pattern-portrait](https://dickblick.com/lesson-plans/printed-pattern-portrait)**



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