

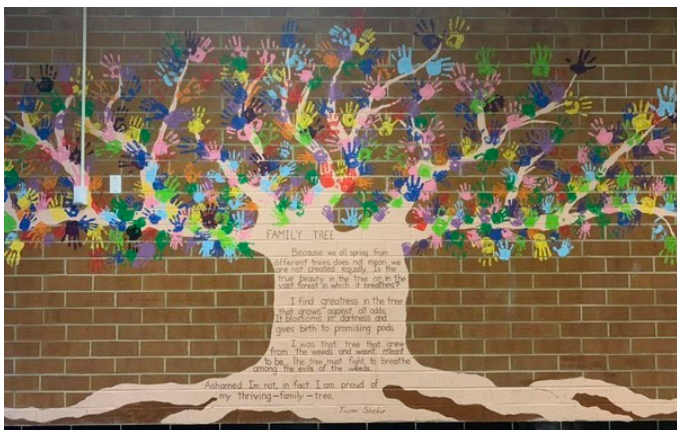
# ART TO ART

## PGCPS Visual Arts Newsletter

### Have a Great Summer Lisa Stuart Whitehead

While it has been a strange year in education, we have learned a lot about ourselves as teachers as well as learned more about our students. I congratulate you for switching over to distance learning in a matter of weeks. Education will never be the same and I look forward to taking this new journey with you. As you reflect on where we have been and where we will go, please know that Visual Art plays a vital role in what our students need for a well-rounded education. Creativity is one of the most essential skills being used right now, all over the world in every field. We teach this vital skill every day! There is no going back—only forward. We are so fortunate to live in Maryland because I believe we live at the epicenter of arts education. Our Governor, State Superintendent, CEO, and Community all value the arts. We are at the forefront and we lead the charge nationwide. While I don't know what the return to schools will look like, I am confident that the arts will play a vital role. So, get some rest, recharge your batteries, reframe your thinking, learn from your mistakes, and get ready to work to propel visual arts education into the future! Have a great summer, I will miss you, but I am but a phone call, google hangout, or email away!

I leave you with this thought to contemplate this summer: As we potentially return to in person instruction, what will be the vital components of art education we will need to teach in person vs. online? What will we give them in person that they can't learn on YouTube?

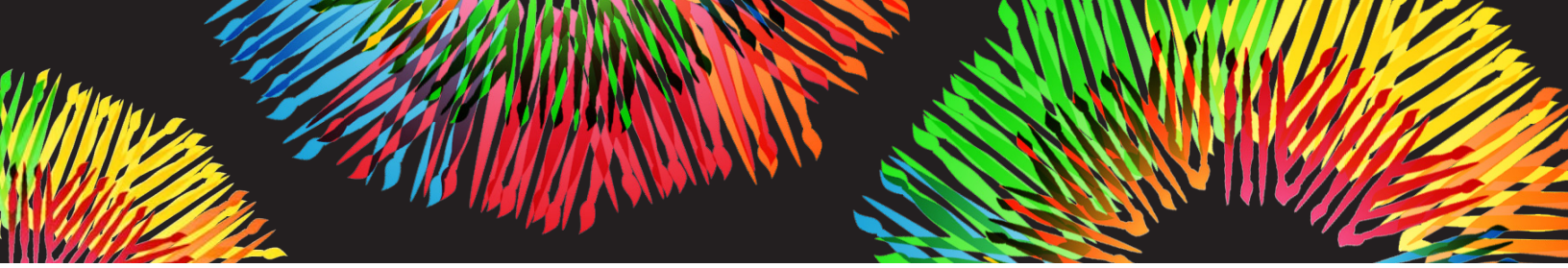


*Gaywood Elementary School celebrated Arts in Our Schools month with a beautiful display of a school family tree.*

### Teacher and Student Art Exhibits

**PGCPS ONLINE**  
**quARTantine**  
**TEACHER ART EXHIBIT**  
June 1- June 30, 2020  
[pgahc.org/teachergallery](http://pgahc.org/teachergallery)  
Featuring artwork created before and during the pandemic  
PGAHC PGCPS

**ONLINE**  
**STUDENT ART EXHIBIT**  
JUNE 1 - JUNE 30, 2020  
[www.pgcps.org/gallery](http://www.pgcps.org/gallery)  
Featuring student artwork created before and during distance learning.  
PGCPS HARMONY HALL ARTS CENTER  
PGAHC THE CLARICE  
PRINCE GEORGES COUNTY CENTER FOR PERFORMING ARTS



## Our Scholars' Work at the Phillips Collection, DC Christina Kunze, Parkdale High School

Students researched a person they felt was revolutionary in some way, and support their choice in writing. Students were very excited with the outcome of their work and I am very proud of them! Unfortunately, the students were not able to go to their very own art opening, and now that the museum is closed, they may not see their work displayed in person.

### About the Course, by Hilary Katz, Manager of Teacher Initiatives

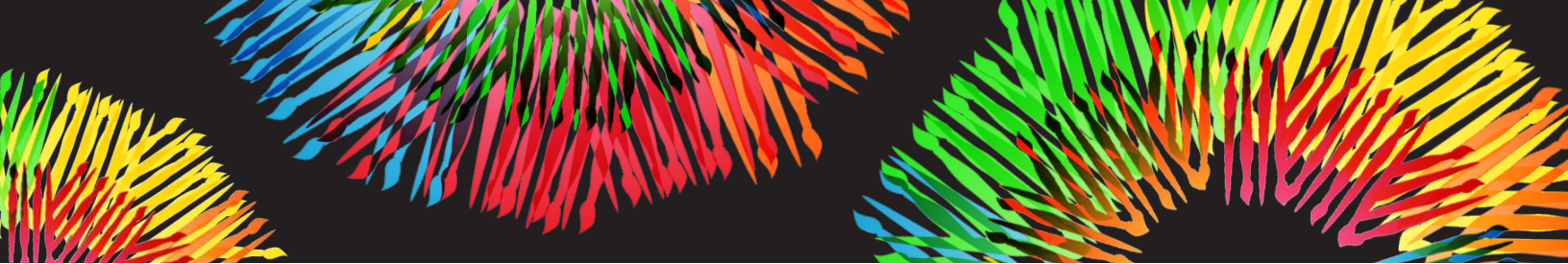
Teachers from across DC and Prince George's and Montgomery Counties participated in the Connecting to the Core Curriculum arts integration course. Educators learned and practiced techniques for integrating the arts into the curriculum to reach students with multiple learning styles. Educators engaged in several art techniques. As the culminating project for the course, the educators designed and facilitated arts-integrated lessons in their classrooms using the Prism.K12. Work was displayed in the Community Exhibition, Phillips Collection.

Source: <http://blog.phillipscollection.org/2020/03/30/prism-k12-creativity-and-curriculum/>



Jacqueline's rendering of Jon Bellion; singer, rapper, songwriter, and record producer.





## **Adapt and Adjust: Exploring New Ways to Exhibit**

**Barbara Joann Combs**

Artist, Educator, Community Arts  
Facilitator



When I moved to Greenbelt I was looking forward to becoming a part of the art community and taking some ceramic classes. But the pandemic changed that plan...or did it? The Greenbelt Recreation ARTS has adapted to the pandemic and started offering opportunities for artists to continue to create and share online. I decided to adapt too.

This pandemic has made me step out of my comfort zone and try some new ways of exhibiting my artwork. At first I thought this would be streamed on Zoom or GoogleMeet but each artist was to host their 15 minute segment on Instagram! Oh no!

Not only did I have to muster the courage to talk to strangers for 15 minutes about my artwork but now I have to figure out how to use another

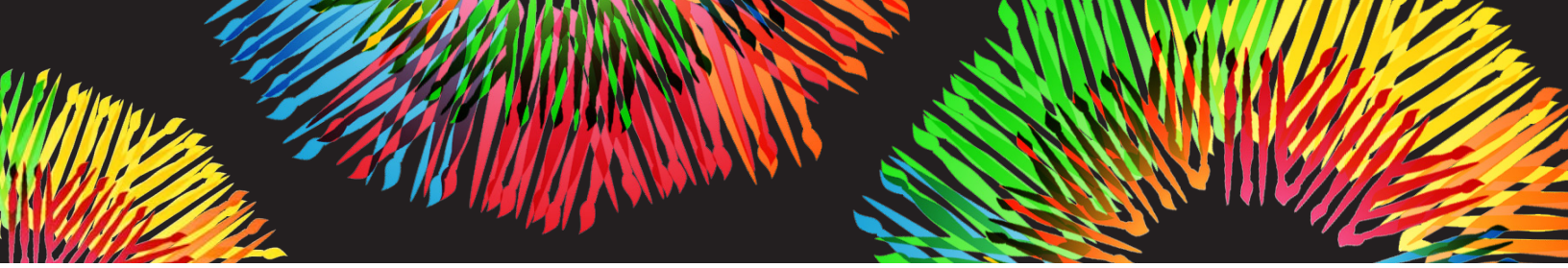
social media application as well! There were many helpful resources that walked me through having an Instagram LIVE event and only time will tell.

The opportunity to exhibit one's current artwork virtually is an invaluable asset to an artist and their portfolio. You don't need anything but your phone to start!



*Topography, Acrylics and Woodcut on Gallery Wrap Canvas, 40" x 30", 2020*



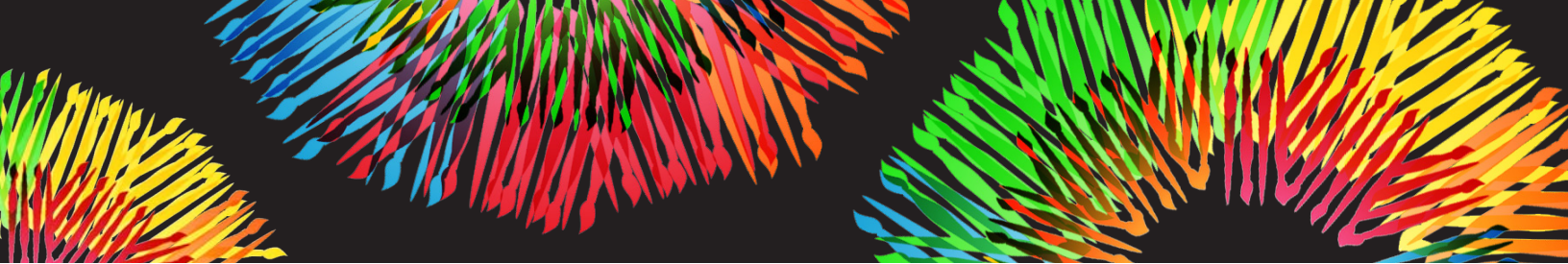


## Romare Bearden Field Trip

Phaedra Byrd, Potomac High School

In February I took my students to see the Romare Bearden exhibition at the David C. Driskell Center at the University of Maryland. Upon entering the exhibition my students started exploring the exhibition, something our docent said she has not witnessed before. My students actively explored using all of the tools in their slow looking toolbox including their cell-phones to analyze the images.





## Teach Art with Only a Pen or Pencil, Maybe Paper

By Christine Wilkin,  
Eleanor Roosevelt High School

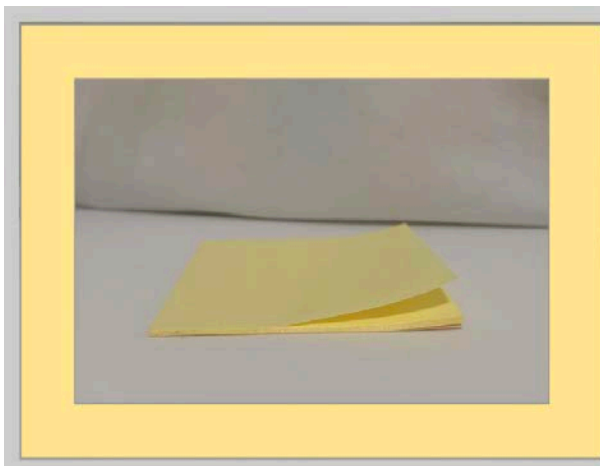
It happened so fast. Students came to 8th period at Eleanor Roosevelt High School barely able to participate in class because of rumors of possible Coronavirus floating around the school. Followed by an announcement by our principal saying very calmly and diplomatically that we would close our school to be cleaned because of Coronavirus. Students responded automatically and packed up to leave as quickly as possible. Sketchbooks were left on the shelves, work left on the desk, items were left in their lockers, and even I left my computer charger in my desk and quickly exited the school. Thankfully, I remembered to shut down the kiln before I left.

In the following days there were several school closures and distance learning plans rolled out to teach

kids over Google Classroom with only a pencil, or pen and maybe paper. Pablo Picasso once said, “We artists are indestructible; even in a prison, or in a concentration camp, I would be almighty in my own world of art, even if I had to paint my pictures with my wet tongue on the dusty floor of my cell.” Thankfully, we are not that destitute because the school would never dream of making cuts to the art supply budget.

We are making art out of whatever we can find. We make bouquets out of recycled materials for Mother’s

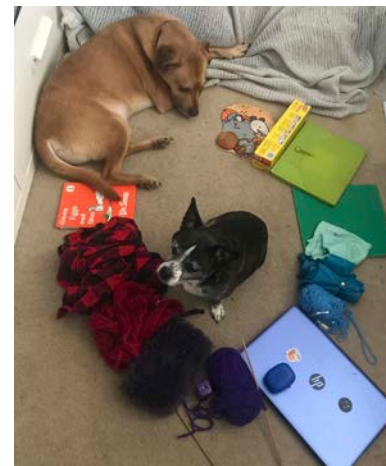
Day. We make color wheels out of found objects. We curated a virtual museum out of objects we found from around our homes and critiqued the objects as if they were works of art, like Marcel Duchamp did with “Fountain” in 1917. We make shrines. We make installation art. We take photos with our phone. We make zen gardens. We make sculptures with cardboard. And maybe we will draw on a dusty car window with our finger. Artists are indestructible. But, please oh please, do not take my art supply budget away.

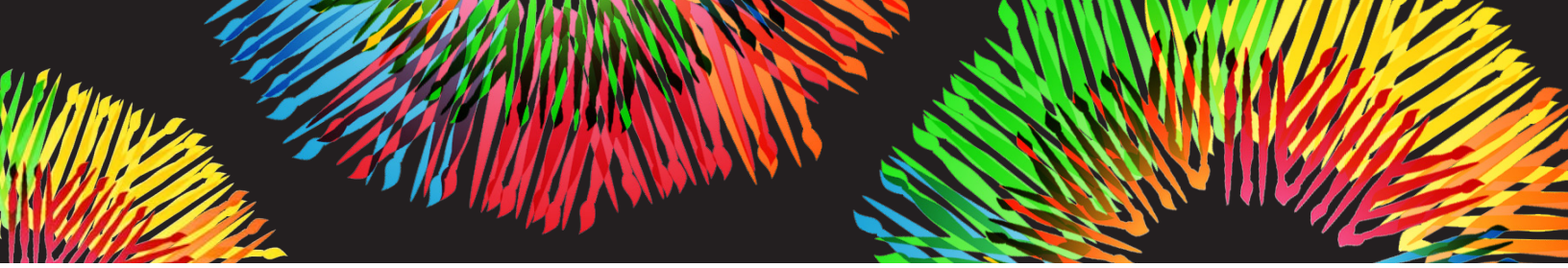


Post-it  
“Square Notes”

Paper  
1977

This artwork is made of paper lined with adhesive, giving it multiple layers. It’s square-shaped and has a smooth and plain yellow texture. These notes are very recognizable due to its iconic pale yellow color that have been used for decades.





## Spring Did Not Know

Elena Gastón Nicolás

I wanted to summarize with fragments of a poem what has happened in these months.

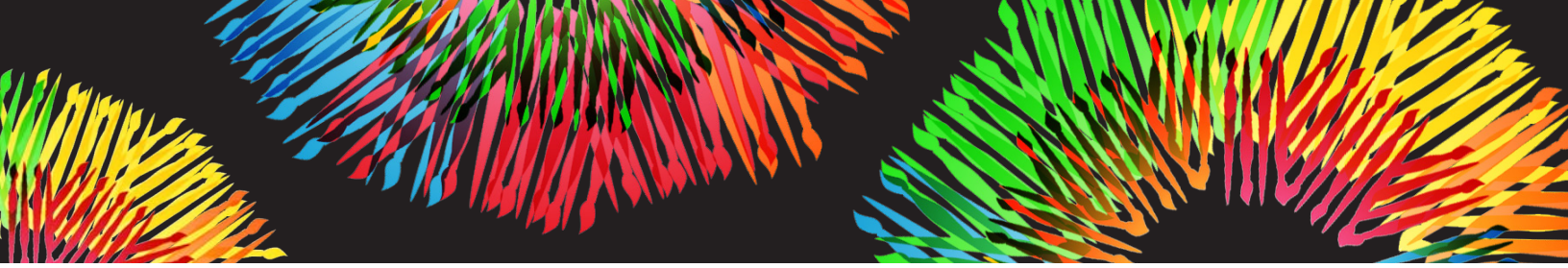
In their ARTworks, my (Phyllis E. Williams S.I. & Cesar Chavez D.L.S.I.) students have expressed THE FORCE OF LIFE, Small condensate and big jobs: Chromatic Circles and Spring Blossoms.

It was not easy, but everyone's effort was worth it. I just have a tremendous FEELING OF GRATITUDE. THANK YOU ALL for keeping school moving forward!



"It was March ...2020,  
 The streets were empty, closed stores,  
 People were no longer going out.  
 However, spring did not know.  
 The flowers kept blooming  
 The sun shining, the swallows coming back  
 The sky colored pink and blue.  
 It was March ...2020, Young people studied connected.  
 Everyone was in mandatory quarantine.  
 Spring did not know, it and the roses bloomed again.  
 The pleasure of eating together discovered.  
 To write leaving the imagination free, reading flying with fantasy.  
 There were those who learned a new language.  
 Who understood that he truly love.  
 The importance of greeting and affection understood.  
 The year the world seemed to stand still.  
 Spring did not know it and the flowers gave way to the fruits.  
 Then we went outside, with tears in the eyes.  
 Without masks or gloves. Hugging our neighbor.as our brother.  
 Then summer came.  
 However, spring did not know. It was still there, nonetheless.  
 Despite the virus...Despite the fear...Despite death  
 Spring did not know and taught everyone  
 the force of life.

*Irene Vella*



## My Art Practice

**Elena Gastón Nicolás**

It's my second year in PGCPs as a Spanish Visitor Teacher. With around 760 students, it is a challenge although I have already adapted to the American culture and learned different ways of teaching our subject.

The Five Kingdoms Lighthouse is now in the project SOOSOS Save Our Seas Save Our Seas.

The purpose of this Art Impact group exhibition (led by Carolyn Godridge) is to raise awareness of the alarming marine pollution in the Caribbean Sea and all the oceans across our planet.

What ramifications do you see? What beauty and marine and land life are at risk to be lost if positive actions are not immediately taken? What solutions can you share through your art?

We want to remind and uplift the viewers with visual art highlighting the beauty of marine life above and beneath the Caribbean.

Art makes a difference on our world. This exhibition makes a worldwide social responsibility request to save our seas, oceans, rivers and lakes from growing pollution. Let this art motivate you to do your part, however small or big, to save our oceans and seas, and the marine life therein.

I have also continued to advance personally with my artistic career.

I articulate my work around The Three Ways of Spiritual Knowledge:



*What Water gave me. Santa María della Salute (Venecia), Elena Gastón Nicolás*



*St. John Apocalypse, Elena Gastón Nicolás, Oil on Canvas.*

The Alchemical Way, the Priestly Way, and the Way of the Warrior. Goodness, Truth and Beauty (Healing the Roots). I have learned that in Nature is all there is to know. I follow

a spiritual life. I am very concerned with the future of the planet and have been involved in the study, protection and conservation of natural biotopes. I paint with all my heart.



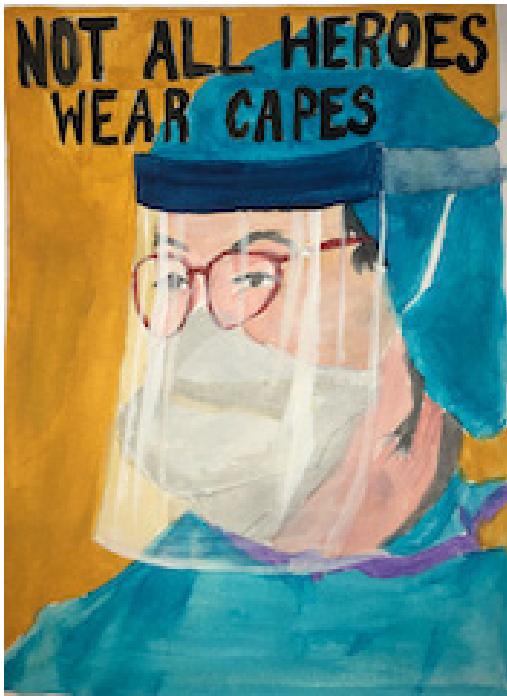
## Celebrating Healthcare Heroes

Allison Richo, Oxon Hill High School and Eric Butters, Laurel High School

Students at Oxon Hill High School and Laurel High School participated in a call for artwork by the UM Capital Region Health system to celebrate our region's healthcare workers. Students were challenged to use text and images in any art media of their choice to show their appreciation for our region's doctors, nurses, and other healthcare professionals. The artwork is being digitally displayed throughout the UM Capital Region Health system.



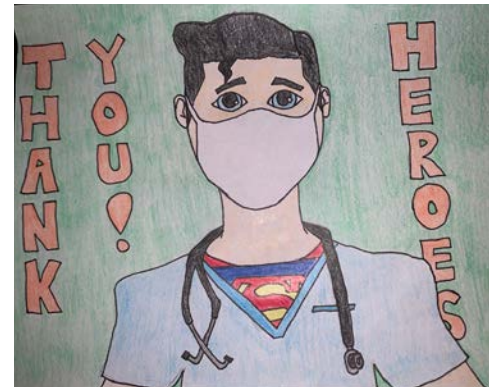
Kean Adaoag, Grade 10, Oxon Hill HS



Lorenzo Mercado, Grade 9, Oxon Hill HS



Alisson Siliezar Arevalo, Grade 11, Laurel HS



Adrian Jovel, Grade 10, Laurel HS



Jazen Capili, Grade 9, Oxon Hill HS



Jake Garcia, Grade 9, Oxon Hill HS



Tammy Vu, Grade 10, Laurel HS





## Distance Teaching

### Highlights from the Art Teacher Survey

#### What are some positive outcomes of distance learning?

Students were able to work on their projects for as much time as they needed. Some students submitted outstanding work. Families worked together on art projects. Some students took full advantage of office hours. *-Fylis Peckham*

During my regular 30 minute classroom there can be occasional interruptions with school announcements, announcements for a student to come to the office, a late student coming into the classroom, and negative student behavior. I don't have anything interrupting art instruction now!

Some students were not engaged in the regular classroom and some students didn't always do the sketchbook homework. But I noticed that some of those same students were doing the work remotely. I don't know if it was because they were bored or if their parents were making them do the work.

Parents were actively involved. Many took more pictures than they needed to. They would send photos of the process and the finished project. One parent made Word documents with color, text and added photos of the student's work. I would get many emails asking for clarity but I also received emails of gratitude as well.

*-Barbara Joann Combs*

Much more personal, virtual face-to-face connections with individual students and parents. *-Eileen Cave*

I feel a little closer to some of my students! I also love the more immediate feedback I can give.

*-Anonymous*

New tech tools for teaching.  
*-Jessica Wade*

Learning how to apply lessons using Nearpod (saves so much time on grading), Screencastify, Davis textbooks, and Google Classroom.  
*-Michelle Ryan*

Learning to facilitate students online, opportunity to connect with parents who you normally would not hear from. *-Anonymous*

I have had time to work on making video tutorials, which is something I have wanted to do to supplement demonstrations in class.  
*-Chrissy Wilkin*

Distance learning has allowed me to look at my teaching practices and use of technology in and outside of the classroom. I have discovered a wealth of new resources that can be used inside and outside the classroom to engage and further student learning. I have been able to look at what I am teaching and doing and am really trying to drill that down to support student learning - what students need to know and be able to do. As an art educator I had to look at my reliance on production and skill building in a new light.

*-Phaedra Byrd*

Being able to give students responses to their work directly. Students

have written directions and can review them. :-)

*-Suzanne Koch*

#### Share some challenges in which you were able to find creative solutions.

Reaching 100% of students....Moved from about 20 - 30% to 50 - 70% in some classes. *-Anonymous*

I tried to get around the problem of limited materials at home by assigning students projects with very mundane materials (ex: flour+water to make paper mache paste) or process-oriented projects that were not about a permanent end result.

*-Jessica Wade*

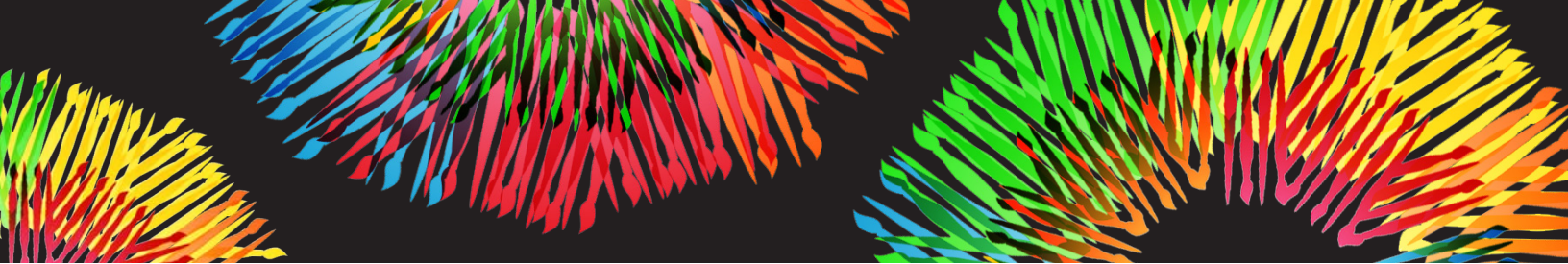
Students not having art supplies at home. We came up with a lot of projects that used found objects to make art. *-Chrissy Wilkin*

The schedule often made it difficult for student to meet and keep up with work. The workload for students were unbalanced, which created a difficult asynchronistic environment for electives. My solution was set up scheduled office hours for students. I also gave student additional points for contacting me during the week for assistance or to share.

*-Phaedra Byrd*

I felt like students couldn't show off their work to their classmates as easily and receive the validation they need. I started posting their work on Class Dojo for the whole school to see when they do something exceptional! *-Anonymous*

*Continued on page 12*



*Distance Teaching Survey*  
*Continued from page 11*

Researching doable engaging lesson plans. Teaching Ceramics or any 3D subject has been tricky. Students are not interested in doing work that is not ceramics. Students can't see what others are doing. I will have to use a method for that in the fall.  
-*Suzanne Koch*

Try to combine the digital resources with my specialist colleagues and the way to sequence the task, review the participation and graduate students.  
-*Elena*

When I found myself repeating the same answers to parents, I decided to write out some standard replies to questions and save them in my Notes application in MacBook Pro. I would just copy and paste the replies to the repeating questions. Always adding their name and a thank you for warmth.  
-*Barbara Joann Combs*

I knew that students would not be able to complete some of the projects that I pulled from the textbooks, with their limited materials at home. Instead of doing the physical art creation I made it into an Art Critique. Doing this in the Nearpod application allowed students to write or record their response and students were more willing to do the work.  
-*Michelle Ryan*

Some students were having difficulty submitting photos to Google classroom. I found other ways for them to submit their work including but not limited to class dojo and email. Some students who had bro-

ken cameras on their chromebooks wrote me a description of the art they had made.  
-*Fylis Peckham*

Teaching students how to use the Chromebook Canvas application to draw when in home art supplies were not available, while never having used Chromebooks in classroom instruction.  
-*Eileen Cave*

### **What did you learn about your students?**

Family support is key to distance learning for the students. Some students truly love art and came to office hours not only to ask questions about art assignments, but we worked together to learn new techniques and get to know each other better.  
-*Fylis Peckham*

My students loved taking pictures with their artwork. But they need more computer skills and understanding the importance of reading directions all the way through.  
-*Barbara Joann Combs*

Visible observations of home life, and the challenges that they face completing DL work.  
-*Eileen Cave*

I learned that my students are very talented when they put their focus into it! I also learned that some of their families support the visual arts and want to hone their children's skills!  
-*Anonymous*

Many of them are overwhelmed with all the work. Students need the classroom experience.  
-*Anonymous*

I learned how determined and resourceful they are. I was so touched

by older siblings (5th graders- not really that old themselves) showing up to help younger ones :-)

I also saw how families were really working together to get on board with distance learning. The whole family was involved in the art project sometimes.  
-*Jessica Wade*

At times it appeared that students were carelessly rushing through the art creation process. This is not the product they would produce in the classroom with me. However, one of my last project choices allowed students to use an online program that had some amazing work. I may do this project again and have the student use a selfie as the starting point.  
-*Michelle Ryan*

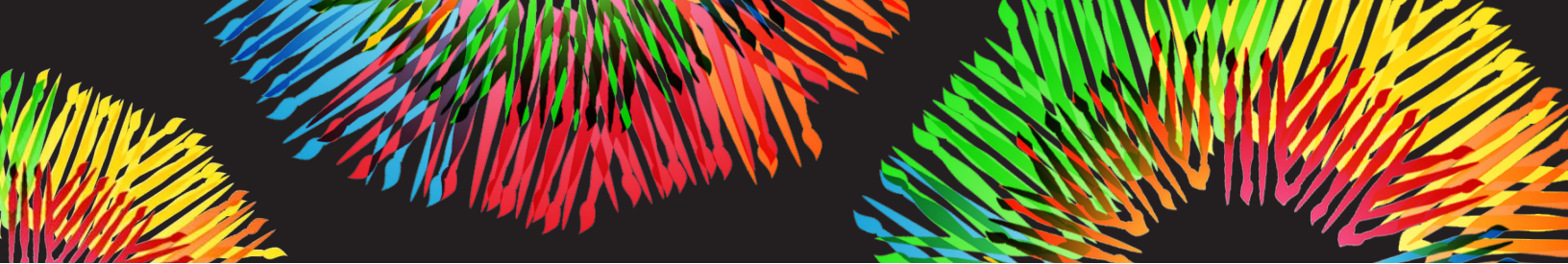
I spoke more with families than I normally do, and I got to know parents better.  
-*Chrissy Wilkin*

That most are resilient and flexible, they will move with the flow. Others are less so and are easily frustrated by a lack of routine.  
-*Phaedra Byrd*

Many students for whom English is not their first language, are missing having visual clues from others in the room. They can't see the process which helps them to understand what the lesson is.

On the positive side, some found art to help them stay involved and distract them from other difficult issues. Several quiet people have been more responsive in texts and meetings.  
-*Suzanne Koch*

*Continued on page 13*



*Distance Teaching Survey  
Continued from page 12*

### **What did you learn about yourself?**

I am good enough at technology even though I had fears about it and was even able to teach others about technology once I learned.  
*-Fylis Peckham*

I actually excel in solitary living conditions because I have the uninterrupted time to process my thoughts and ideas for teaching and communication.  
*-Barbara Joann Combs*

Being a “technodinosaur” is a self-imposed state of mind that can be overcome. Asking for help and learning your own virtual learning style is key. I need the embedded try as you go option, versus watching a 60-minute pre-recorded video and being expected to “absorb and apply.” *-Eileen Cave*

I learned that I am more adaptive than I thought and that I really do love teaching art! *-Anonymous*

I learned how much I rely on and thrive on the face to face interaction in the classroom and struggled to feel engaged with the asynchronous-ness of teaching via recorded lessons. *-Jessica Wade*

That with patience and technology we can still reach our students. With sending out my lessons once a week and spending a day recording the grades I spent the rest of my week responding to parent emails/dojo messages. *-Michelle Ryan*

I have more patience that I initially thought I had. I am open to new experiences like suddenly having to work online, challenging but I actually enjoyed learning what I needed to make this successful.  
*-Anonymous*

I am more disciplined than I realized. I really need to work. I can’t sit

around watching Netflix. But, when Tiger King was on, it was like a car accident that I couldn’t look away from. *-Chrissy Wilkin*

That I need transition moments. Times that carry me from one way of thinking to another.  
*-Phaedra Byrd*

I have to learn a lot more about using technology. I feel like I need a personal tutor in new tech, it has been too much to learn, along with researching possible lesson plans and I have not been very successful. I need to be much better organized. I need to be very specific. Usually in the classroom I can catch misunderstandings before we begin but now I need to be much more proactive.  
*-Suzanne Koch*

My ability to improvise in front of the camera and pool resources to make online classes entertaining and creative. *-Elena*

## **Art Team Spotlight**

**Melvin Twine,  
Parkdale High School**

I am but one member of a fantastic group of Art teachers here in Parkdale High School. We make up one of the best Art departments in the county. I’ve been here for 26 years and started with 3 Art teachers in 1994 fast forward to 2020 now we have 7 great Art teachers. We offer Ceramics, Photography, IB & AP Art, Art 1&2, Painting and Drawing, and Basic painting & Drawing to name a few. We enjoy

the complete support from our Principal Dr. Graves-Henderson. Parkdale’s motto is “Turning up the Heat of Student Achievement.” Each Art teacher works very hard everyday to support that motto and support every content area. We promote student success and the success of the entire school. We are much more than an elective.



*The PHS Art team: Left rear is Mr. Ogunsanya, Ms. Kunze, Ms. Adebayo, Mr. Wilkes (who took this picture), front left Mr. Chinkhota, Mr. Twine (Department Chair), and Mrs. Jarvis-Garay.*

## Hands On/Screens Off

Jessica Wade,  
Glenn Dale Elementary School

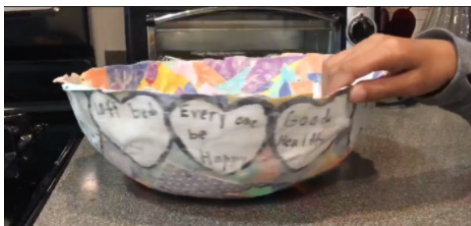
During the period of distance learning I decided to focus on giving students tactile projects which would offer them both a break from screens, and exposure to different art-making materials they wouldn't normally get in the school building. These projects would be very difficult for me to do in the classroom because of storage issues and messiness and teaching on a cart.

An example of one of these projects is a papier mache "wishing bowl." Students made paste with flour+water, and everyone who attempted the project did indeed find these materials at home.

The students were fascinated with how this mixture could adhere to the form of the bowl and then harden. Many double and triple checked with me to make sure they hadn't misunderstood the recipe, and in retrospect I realize this would have been a good opportunity to get some science into the lesson plan.

The process of working with the paper and paste is also emotionally valuable as a soothing activity on its own, but to finish I had the students write some wishes or hopes on a few pieces of paper and paste them on as part of a last layer of social-emotional reinforcement.

It was wonderful to see so many projects returned and to hear time



*3rd grader Hannah Raghobar with her wishing bowl project.*

and again from entire families that they had enjoyed working together. Some people made multiple bowls, some painted them, they made huge ones, and small ones, and multi-colored ones. The project is simple but it offered the chance to investigate and enjoy a lengthy and messy process, which wouldn't have happened in the building. I hope these are objects the students will keep and that will help them to reflect on this time away from school. And perhaps because distance learning ended up nudging families to be involved in artmaking, more and more parents will come to understand the value of art in their student's education.

## This is YOUR Newsletter

Share your art news with other PGCPS Art Teachers.

- Did your school do a special installation or mural?
- Do you have an exciting collaborative project to share?
- Did you attend an art exhibit on your own or with your students?
- Are you showing your own art anywhere?\*
- Are your students showing their art anywhere?\*
- Is there an art event that you think others might like to attend?\*
- Or any other Art Teacher related stories you would like to share?

Please submit stories in a Google Document using the button below. Include photos in the document if you wish.

Please keep stories to a half page, single spaced, 12pt type. (Exceptions may be made for length if needed).

\*Keep the date in mind if your news has a deadline or specific time frame that may have passed by the time we distribute. Email Monique Connealy (monique.king@pgcps.org) to confirm newsletter deadline.

[CLICK HERE TO  
UPLOAD STORIES](#)