

ART TO ART

PGCPS Visual Arts Newsletter



Youth Art Month Flag Winner

PGCPS Won Again! (4 years in a row!!!)

We won the Youth Art Month flag contest for middle school! Donovan W., Grade 6, Samuel Ogle Middle School. PGCPS Teacher: Nichole Sampson.



March is Youth Art Month

Youth Art Month is a celebration of the visual arts! The Council for Art Education (CFAE) administers Youth Art Month. Youth Art Month encourages support for quality school art programs, and promotes art material safety. The Council for Art Education (CFAE) administers the program at the national level. The program provides a medium for recognizing skills developed through visual arts experiences unlike any other curriculum subjects, including problem solving, creativity, observation, and communication.

MAEA Award Winners

By Lisa Stuart Whitehead

Several PGCPS art teachers received awards from the Maryland Art Education Association. Please see the press release below.

PGCPS Career Art Educators of the Year

- Alisha Johnson
- Fatima Esparza
- Melvin Twine

PGCPS Novice Art Educators of the Year

- Katrina Connelley
- Karen Thomas
- Rebecca Bailey

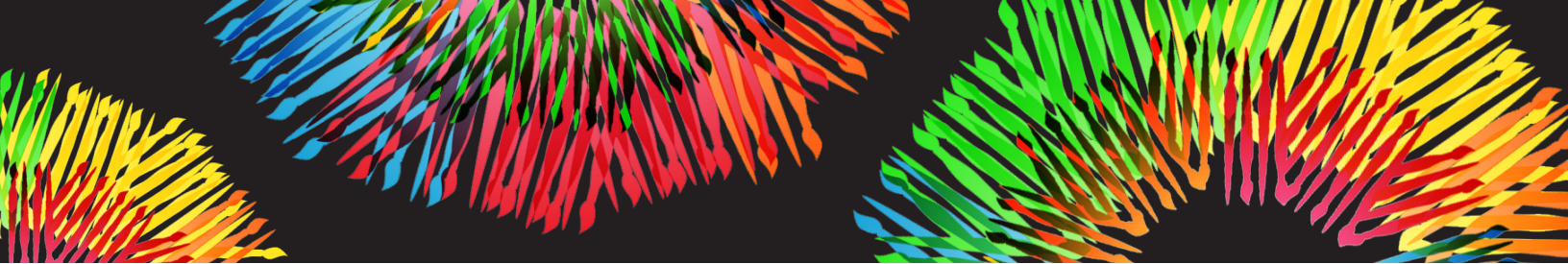
PGCPS Emeritus Art Educators of the Year

- Al Spekis

The objectives of the Maryland Art Education Association (MAEA) Awards Program are to recognize and honor excellence in the many outstanding individuals of our state association. These awards provide professional attention and increase public awareness of the importance of quality art education at all levels

Seven art educators have been recognized with state awards from the MAEA. These educators are recog-

Continued on page 2



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nized for the exemplary commitment and leadership to the field of art education at the state level. Each year MAEA members are invited to nominate educators in several categories. Nominations are adjudicated by an awards committee examining accomplishments and commendations.

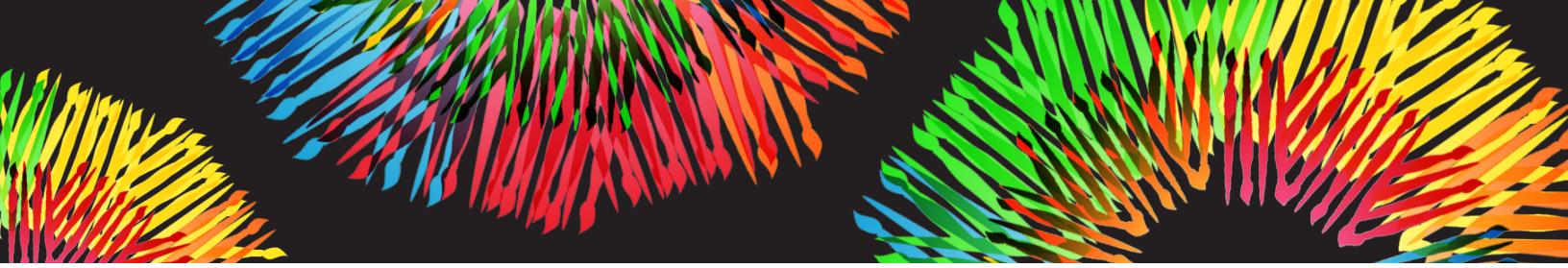
49 public school art educators and two administrators have been recognized with district awards from Anne Arundel County, Baltimore City, Baltimore County, Charles County, Howard County, Prince George's County, Washington County, and Worcester County through the MAEA. This recognizes their excellence and service at the local district level. Each year district and independent school supervisors are invited to submit a slate of award winners in the categories of novice, career, emeritus, and administrator.

Since they cannot be honored in person at this time MAEA will be celebrating them on social media on Facebook (@MDARTED), Twitter (@MDartED), and Instagram (@marylandarted).

The award recipients will be formally honored by MAEA at an event to be held in 2021, details to follow. MAEA encourages districts and institutions to join us in celebrating these amazing educators on their own platforms. "We are honored to recognize these amazing educators for their service and dedication to their students, schools, and field of art education," said Sherri Fisher, President-Elect "Each of them truly understands the power of art to shape human potential."

Madison Hueston, Charles H. Flowers High School, creates the artwork for an upcoming National Institutes of Health study.





My Art Pulled Me Through

Lydia Peters,
Perrywood Elementary

As most of us, this period has been rough, and especially for those of us living alone. It took me a few months before I got hold of myself and really put my energy into creating Art.

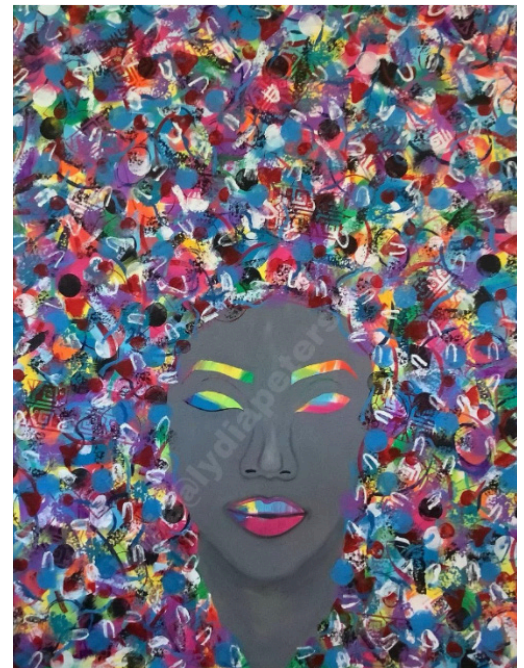
Once I got started, I became unstoppable! There isn't a day that I did not paint. As a result I have a huge collection..... Over 100 paintings of various sizes. At least 30 of them were done in the last six months, I think...I stopped counting and instead I just have fun!

Paint was the only thing that centered me and kept my many anxious moments in tack. I explored new

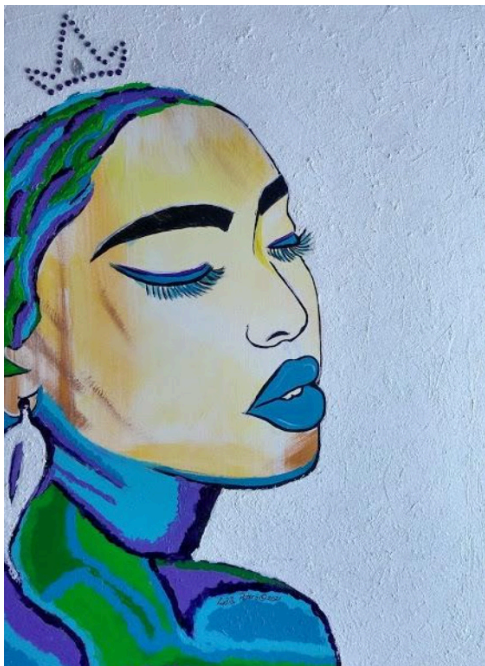
techniques and styles. Here are a few of my paintings.



Basirah 2



Bold and Beautiful ME



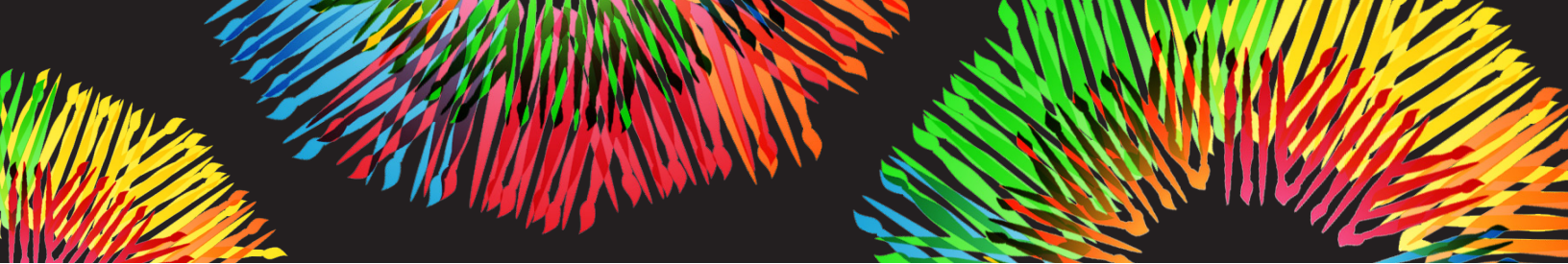
Unbothered 2



Color Me Bold - Lion



King



Have You Made a Parade Today?

Wolf Trap Residency Brings Drama to the Art Room

By Sara Levi, Visual Art Teacher

“Let’s put on our elephant feet...and our wrinkly skin and our big elephant ears and our elephant trunk!”

These words might sound strange and funny to the ear. But if you were in Sara Levi’s Art Classroom [SL1] when Melissa Richardson led the students through her Costume Closet acting game, you would be the odd one out if you were not jumping out of your seat and becoming an elephant too.

This scene is a snapshot of *Animals on Parade* an integrated multidisciplinary Drama and Visual Art unit. Students learn how to visualize and generate artistic ideas (Common Core Visual Art Standard) using a variety of tools including their bodies. As a part of the Wolf Trap Institute for Early Learning Through the Arts Residency, Mrs. Levi and Miss Melissa joined forces, taking arts integration to a new level. While student learning and engagement was at the center of this collaboration, the program is an opportunity for teachers to practice new strategies to increase creative arts in their classrooms.

The original *Animals on Parade* unit focused on recognizing animal characteristics and festive illustration. Now with Miss Melissa’s



After embodying different animals through movement, student created animal illustrations. Students had to show details that answer “Does your animal walk, crawl, swim or fly?”

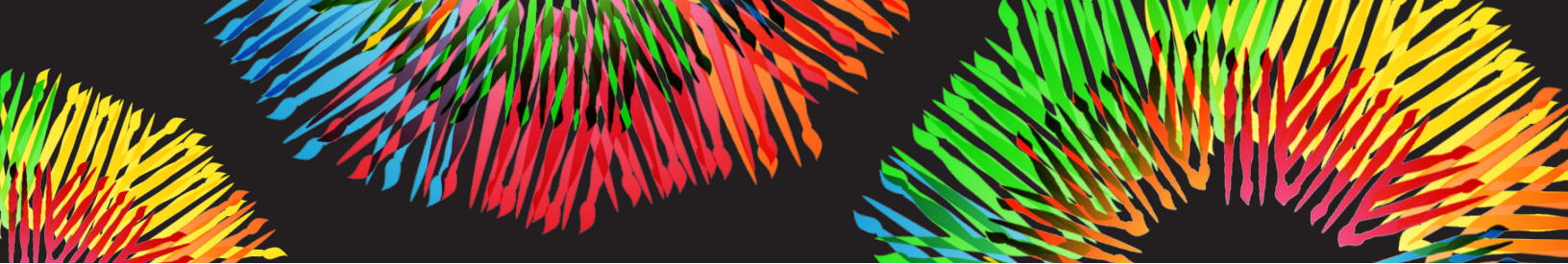
acting expertise, students engage in multiple active tasks using their whole bodies to learn about animal traits and parades. Students discuss big idea questions like “How can you use your body to tell a story?” “What is a parade?” “Why do people celebrate?” “How are animals represented in parades?” “How do people use maps for parades?” With this line of questioning, students make connections to their own life, acting and drawing every step of their own parade.

To top it off, this year students and teachers did everything on Zoom. Miss Melissa and Mrs. Levi and discussed the challenges of virtual instruction during their preparation. It is harder to direct students who are not in the same physical room. Still, integrating acting is a great

tool during distance learning. Many students responded extremely well when asked to stand up and move. Incorporating movement into class is a key component to keep students engaged while having so much screen time during the day.

This learning year has been crazy and confusing for students and families. Addressing students’ needs through social emotional learning has become an important part of education online. Exploring animal behaviors allows students to act out various emotions they might be feeling. In addition, the topic of parades provides a safe space for students to celebrate their homes and individual learning spaces. Miss Melissa commented that she really enjoyed seeing students proudly talk about

Continued on page 5



Continued from page 4

their homes as they planned their own parades and identified personal landmarks. Having time to be happy and excited (share good things) helps students be positive about their learning.

“It’s time to take off our elephant feet...and our wrinkly skin, and our

big elephant ears and our elephant trunk. Shake off anything else that was left behind. Carefully close your closet so everything is safe for next time. Take a deep breath and return to your seat.”

After a taste of the action, students are eager for more. So have you made a parade today?



Miss Melissa introduced acting strategies to the students using her Actor’s Toolkit.



1st grade students try on animal body parts through the Costume Closet acting game.



Gearing Up for My Solo Exhibition

By Barry Keith

My students at Mattaponi elementary are enjoying after school art club still, which an achievement I attribute to their parents as well as my students. I am gearing up for my October solo exhibition at Gallery Underground in Crystal city, VA. Here are a few pieces, both 36" x 48".

Pushing the Envelope: A Mail Art Gallery Show

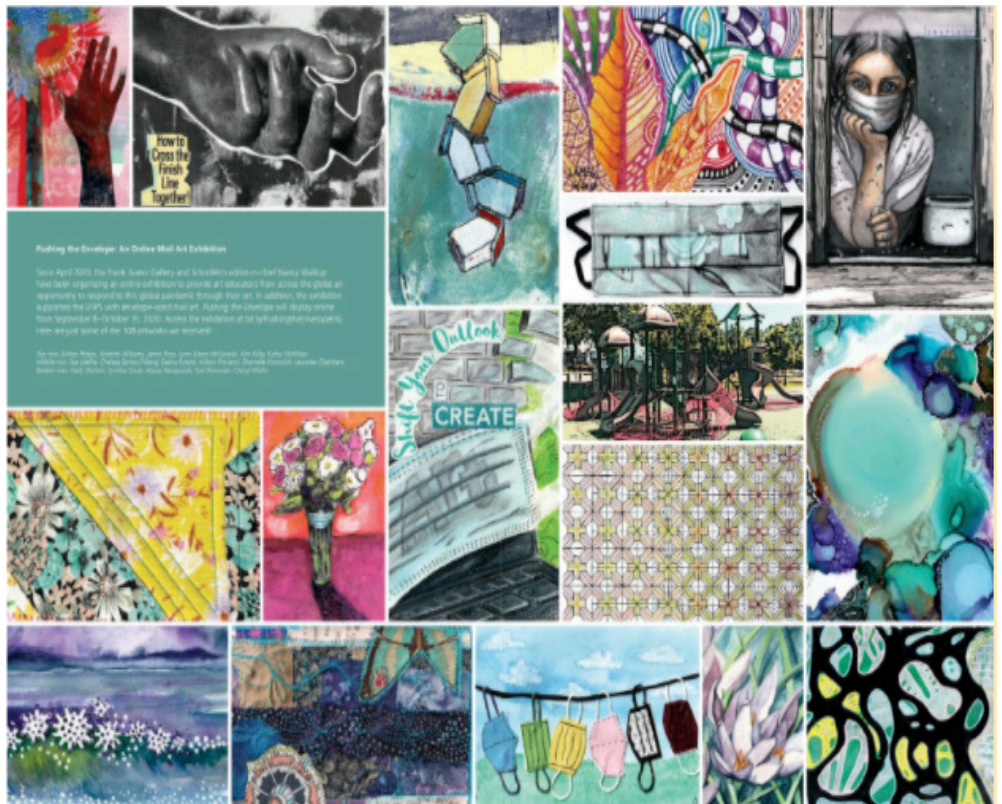
Annette Williams

I was selected and featured in the November Issue (2020) School Arts Magazine. The actual exhibit was online at the Frank Juarez Gallery. The following is a writeup about the show, which has already taken place.

A collaboration between the Frank Juarez Gallery and SchoolArts Magazine

The Frank Juarez Gallery, SchoolArts Magazine, and Sheboygan North High School is pleased to announce a collaborative on-line exhibition titled, "Pushing the Envelope: A Mail Art Exhibition". This physical and online exhibition features over 100 works of art from local, regional, national, and international art educators.

Since April 2020, Nancy Walkup, editor of SchoolArts Magazine and Frank Juarez, art educator, gallery owner, and contributing editor of SchoolArts Magazine have been working on organizing an exhibition that provided art educators from across the globe the opportunity to respond to this global pandemic



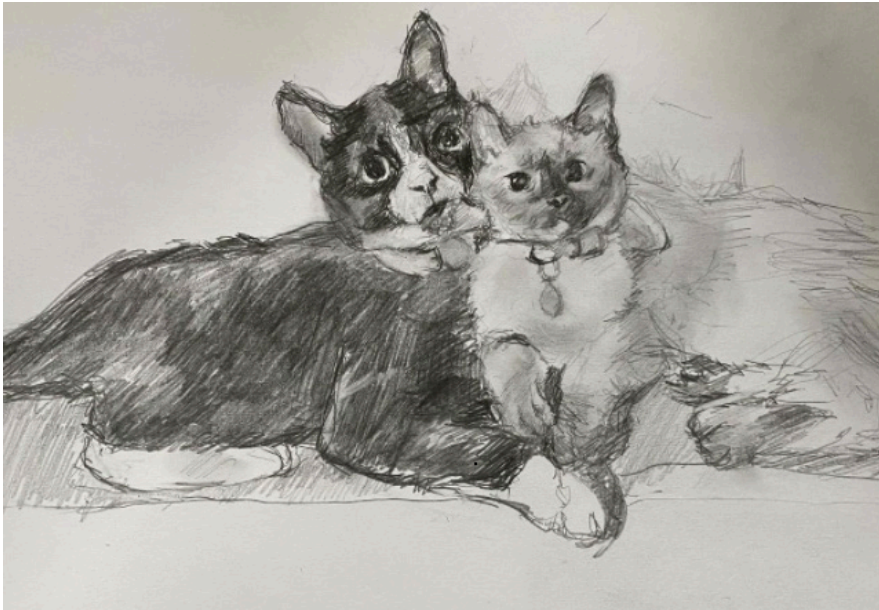
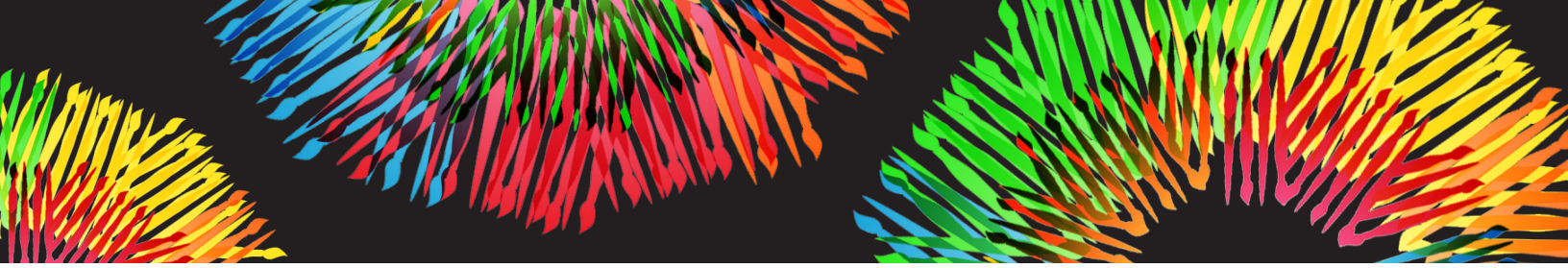
Annette Williams's work, "How to Cross the Finish Line Together" is shown at the top left, second one to the right.

through their art and how it has impacted the remainder of the 2019-2020 school year both professionally and personally. In addition, to support the United States Post Office with envelope size mail art.

Walkup writes, "The idea came from an initial desire to help the post

office and to give teachers an engaging way to express their responses to the coronavirus. I had been involved in previous mail art exhibitions and found them to be fun and quickly created due to the small size."

From June to the end of July, 108 submissions were received.



Giving Back to the Community

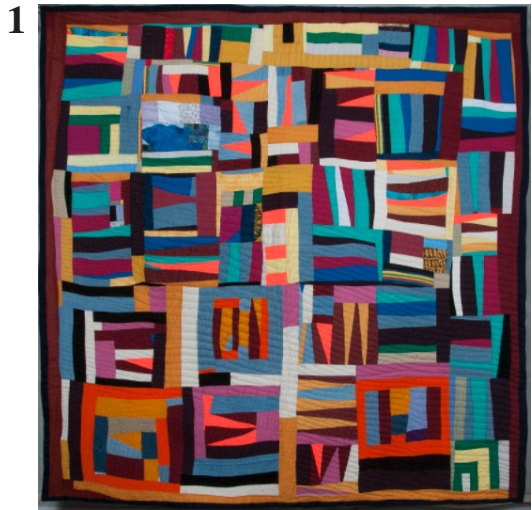
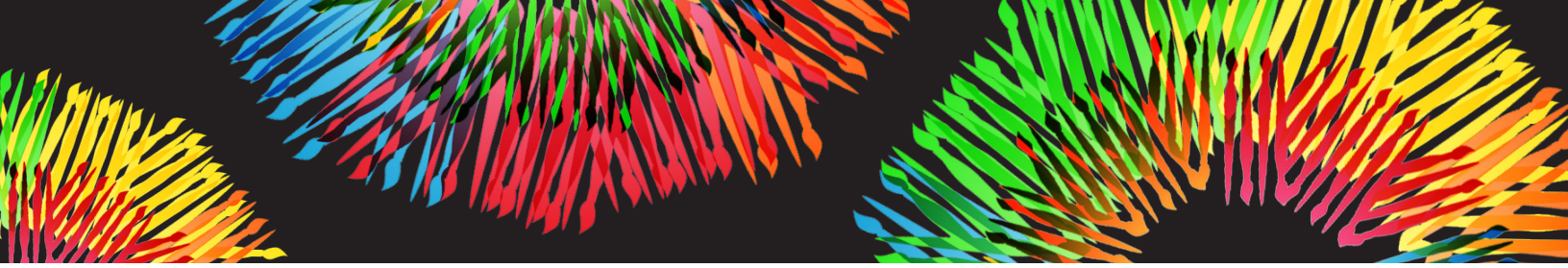
By Jacqueline Gaskins

Mrs. Gaskins' students have adopted a local pet veterinarian hospital as their creative space. This brand-new hospital has been open for one year and only one side of the facility exhibits beautiful art. Well, the Charles H. Flowers students are going to correct the situation by donating watercolor paintings of cats, which will balance out the animal display. The students are currently in the design sketch stage and will complete the installation in April. These very gifted students are amazing



with their talents and generosity. We are proud of the CALM, JOY and LOVE customers will feel while observing the art as they are waiting to see the doctor. We are so proud

of this permanent installation which will include all types of cats. We invite you to visit one day this summer to the newest Vet Hospital in Bowie.



Artful Afternoon Workshop: Gee's Bend Inspired Paper Quilts

By Barbara Joann Combs

Inspiration

Nicole DeWald, Arts Supervisor at Greenbelt Recreation ARTS' asked me to develop a virtual art activity for the Sunday, February 7 Artful Afternoon series in honor of Black History Month. My research started with The Association for the Study of African American Life and History because they are the founders of Black History Month and develop a

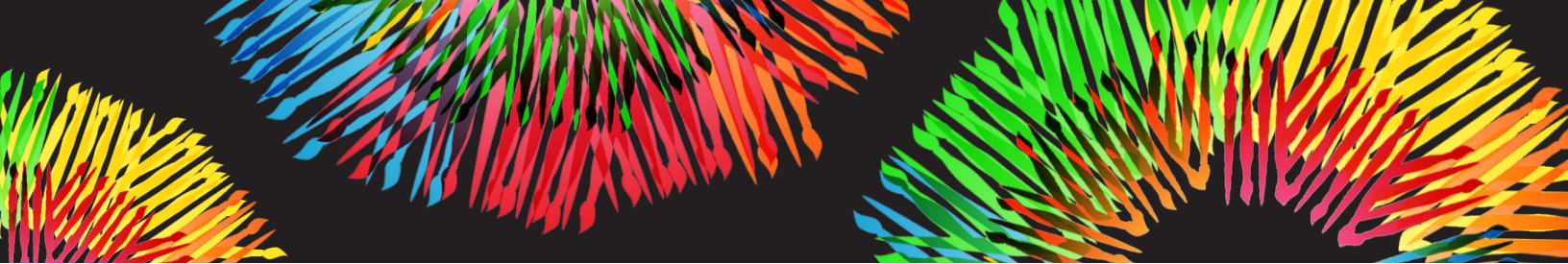
theme each year. The Black Family: Representation, Identity, and Diversity was this year's theme.

Quilt making is a universal artistic activity that all cultures can relate to. Individual identity quilt squares would have been ideal but a paper quilt was more realistic with our logistic and time constraints. A group of celebrated, intergenerational artists from Boykin, Alabama were the creative inspiration for this workshop. This area is also known — problematically — as “Gee's Bend” after a former plantation on the site owned by Joseph Gee. The artistry of the quilters has flourished

from the mid-nineteenth century to the present day. Their community is surrounded on three sides by the Alabama River; this relative geographic isolation, compounded by the termination of ferry service during the Civil Rights movement, is believed to have contributed to

1. *Mary Lee Bendolph. Grandma Strips, 75" x 77", cotton, 2009*
2. *Mary Lee Bendolph. Blocks, Strips, Strings, and Half Squares, 84" x 81", cotton, 2005*
3. *Chrissy Wilkin, Mother-In-Law's Tongue, 9" x 12", Collage on Paper*
4. *Barbara Joann Combs, Refrigerator, 8.5" x 11.5", Collage on Paper*
5. *Barbara Joann Combs, Flower Pots, 8.5" x 11.5", Collage on Paper*

Continued on page 9



Continued from page 8

an unusually high degree of cultural continuity in their way of life. As many as four generations of quilters have been active in several families. Their patterns were based on what the quilters saw in their everyday lives like a shed, fences, porches, roads.

After gathering the research, photographs, YouTube links, and exemplars, Nicole put them into an online activity guide.

Artful Afternoon

Before the workshop, participants could pick up a materials kit at the Greenbelt Recreation ARTS center which included white paper, decorative papers, and a glue stick. Like the Gee's Bend quilters, the participants were encouraged to observe their surroundings to find lines, shapes, patterns, and colors. Then to take these ideas and sketch them out on paper. I encouraged using recycled papers, photos, or trinkets to add detail and make their paper quilts personal

Participants were free to make the paper quilt as big or as small as the paper they collected. Our Artful Afternoon gathered a wonder mix of seniors, adults, children, and educators. I loved seeing how they began with an idea on paper but were free enough to let it morph into something else as they began to create paper quilts that represented their home and personality.

Teaching with Technology: Classroomscreen.com

By Caitlin Johns

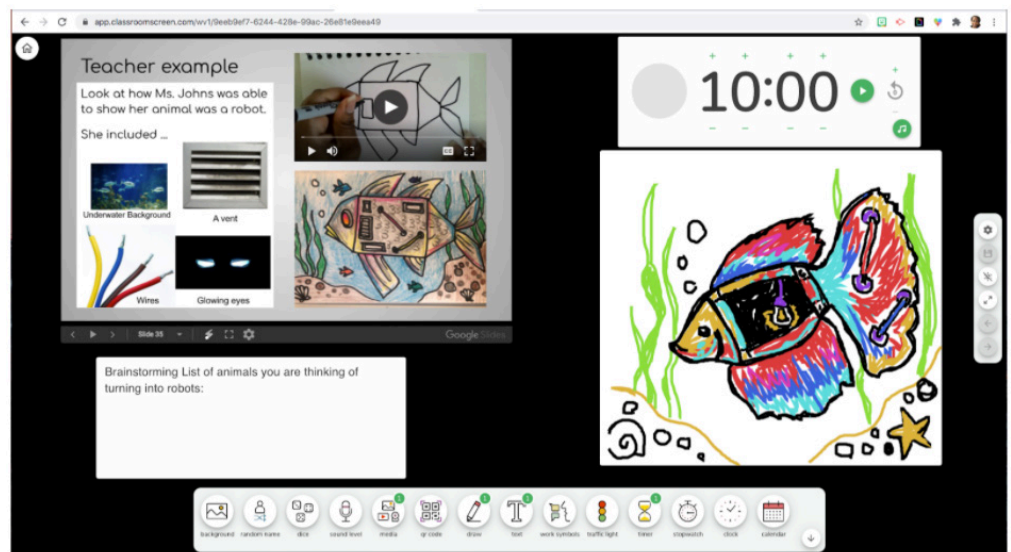
How can we improve in teaching art when we are so accustomed to such hands on learning? How can we engage students to deepen their experience with art? I believe incorporating technology into the classroom can help. There are a variety of programs and tools that have helped but it still also requires brainstorming.

Over this school year I think I have been to more professional developments in one year to help my students than any other year. Several of the training sessions I went to with T3 I found to be informative and applicable even if I was nervous to try it out. One of my favorite training sessions was "Web 2.0 Tools You Can Start Using Now" because they

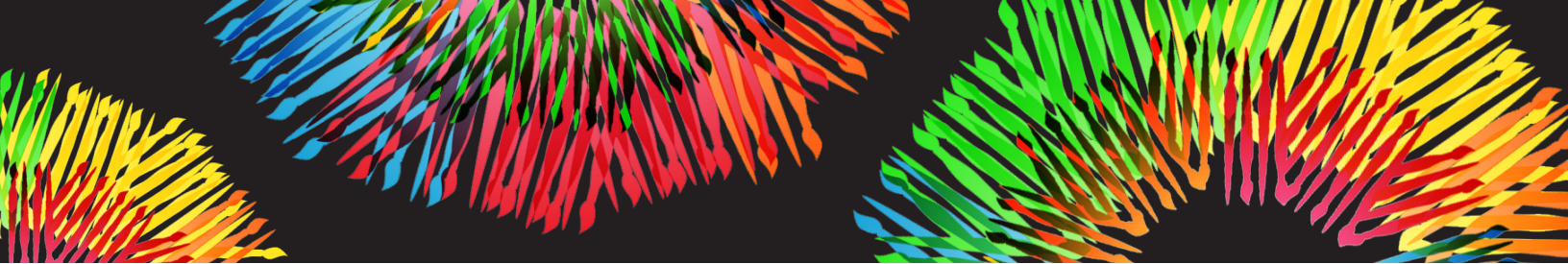
taught me about classroomscreen.com.

I have to say this website felt like a game changer! I had already been using Google Slides but I thought there had to be more ways to make the lesson more interactive. This website allows for the teacher to share embedded google slide presentations while using other gadgets to help with things like a timer, a drawing space, typing for brainstorming among other things.

I love how this website would allow you to do a digital live demonstration like I did with the betta fish robot so you have an alternative to the document camera. The example is from a lesson that my student teacher Cassidy Aley and I worked on for the 2nd/3rd grade students to create animal robots. You can screenshot the screen to capture the ideas for future lessons. This website is a great resource to use.



Sample of How Classroomscreen.com can be used with a lesson presentation, 2021.



Olympics for a Decathlon

By Elena Gastón-Nicolás

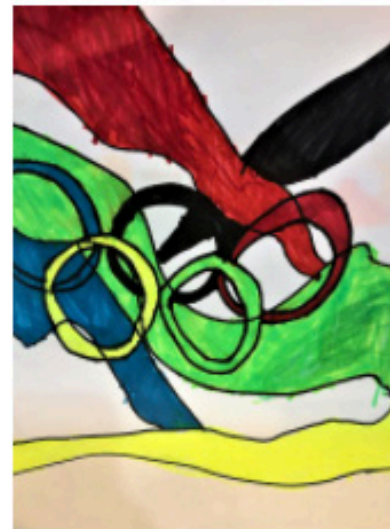
“Our virtual arts integration class exhibition is live!” has just announced Hilary Katz, Manager of Teacher Initiative, and Facilitator of the course: Phillips-UMD Prism. K12 course. The student artwork produced from the course is in the Community Exhibition: The Virtual Classroom as Artspace.

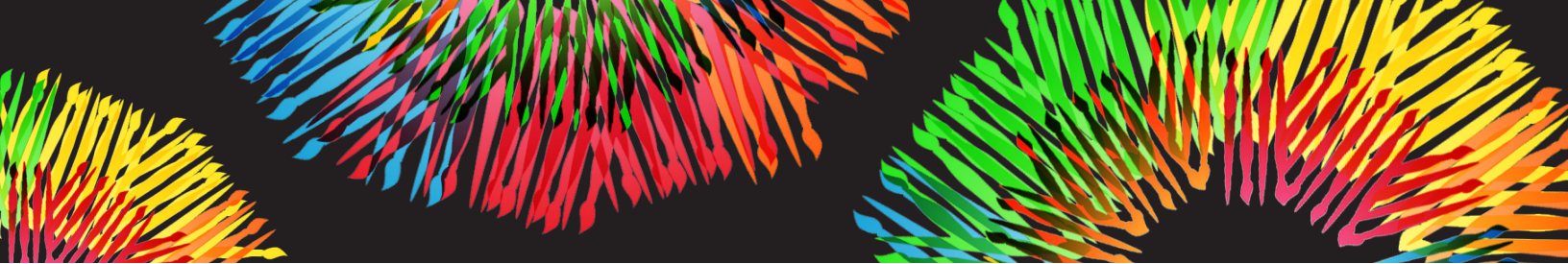
Last fall I had the opportunity to attend “connecting to the Core Curriculum: Building Teacher Capacity for Arts Integration with Prism. K12” Art Integration course. The experience was amazing. It gave me the opportunity to practice and implement arts-integrated lessons. We learned several art techniques, including stop motion animation, blackout poetry, and contour line drawings. We also made a good friends team.

My Didactic Unit and Lesson Plans, integrate Arts, Physical Education and Philosophy.

I focused on José Luis López-Zuñero, a Spanish and American celebrity. Born in 1931. He has written two books in which I have been inspired to create the Core Project. The books deal with happiness, and how to live through sports this journey called Life, with a simple message of the beauty of humanity.

Continued on page 11





Continued from page 10

I worked on Greek Mythology, Manuel de Falla's "Dance of the Fire" music, Piet Mondrian and Hank Willis Thomas.

Students in grades K-2 EXPRESSED themselves by creating original windy flags, flaming torches, and statues of liberty inspired by the Olympic Games. They IDENTIFIED lines and shapes while diving deep into Greek mythology.

As part of Amity's international exchange program, in collaboration

with Maria Lara Pareja at CEIPSO San Sebastián (El Boalo, Madrid, Spain), grades 3-5 designed Mondrian-inspired t-shirts CONNECTING the individual with the group.

Students in grades K-5 made blind contour portraits and human figures in motion. They EMPATHIZED with feelings and sensations produced by athletes' images, stepping inside with Artful Thinking Routines.

IES El Picarral Zaragoza English Language 1 ESO students also collaborated with a project called

"Mitos", writing stories, drawing comics or performing in theatre. They recorded videos of the students talking about the project.

To conceive Art as a Whole to teach Encyclopedic Knowledge is one of my main wonders. I had already worked cooperatively interdisciplinary projects in my country, but this course has opened my perspectives to work more wholly here.

All the students are excited with the showcase. I am deeply grateful for the opportunity and the chance to work with the Arts Integration Team.



De-stress and Inspire

Melvin Twine

During these stressful times I create Art work for 2 reasons. First, it's therapeutic. As we live in these very stressful times I have found that when I create Art my stress levels go down. So, I create a variety of projects that are functional and unique. I keep some of them to fire and glaze and others I recycle. The second reason is that it's inspirational for some of my students. As I create work I have found that it has inspired some of my students to be more creative and ask questions. As

they work on assignments I work as well. So, as my students have mastered the building methods and are more independent I have a little more time to inspire them. I would use the same method the students are using to create my work as a way to reinforce the method. That way they can see what is possible and can engage in some dialogue. I feel it has created a low stress atmosphere in my class. A place my students can see me make mistakes and start over as they should. I always say if you don't like the way something is turning out start over. So, instead of just telling them I show them as well.



Unglazed slab method and glazed coil method (green).

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.

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