

2019 Illinois Art
Education Association
Award Recipients

MOSAIC

Illinois Art Education Association Winter 2020



Focus on the
Standards:

Creating

Imagined Plants

Lesson Plan for Grades K-12



Blick Construction Paper
Item #11409



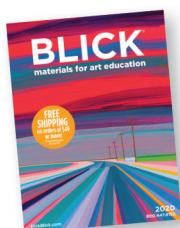
Papier Mâché Clay Pots
Item #01356

Take a cue from Dr. Seuss, create a new plant “species,” and share its importance within an ecosystem

As timely a story as it was 50 years ago, “The Lorax” describes a world where trees disappear because of non-sustainable industry practices. This lesson encourages students to create their own unique and colorful plants, and then imagine the ideal environment in which they will grow, thrive, and benefit humans and other organisms.

[DickBlick.com/lessonplans/imagined-plants](https://dickblick.com/lessonplans/imagined-plants)

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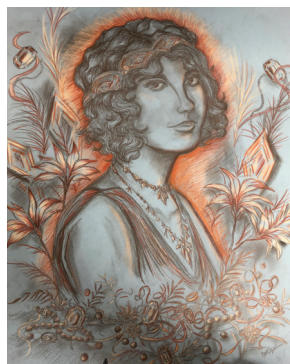


32

Lesson Plans based on work by Illinois Artist, Javier Chavira

Kristen LaJeunesse-Roach honored as IAEA Teacher of the Year!

22



30

Did you miss the Student Show at the 2019 Conference? See the complete list of student artist winners here!

The purpose of the newsletter is for Communication and as a forum for the expression of ideas. The IAEA encourages contributions of articles or description of activities related to art education. Opinions expressed by the authors may or may not represent the views of the Association, its members, or its governing body.

We welcome carefully proofread articles and good quality photographs. The Illinois Art Education Association publishes one print issue and regular issues online at www.ilaea.org.



Illinois Art
Education
Association

Submission Deadlines:

Print submissions due
December 31st

Submissions:

Jennifer Wargin and
Kerry Parrish, Editors
MOSAIC@ilaea.org

Publications Coordinator:

Laura Milas
Publications@ilaea.org

Poster Coordinator:

Heidi O'Hanley
Posters@ilaea.org

Advertising Coordinator:

Heather Kostal
Advertising@ilaea.org

IAEA Website:

<http://www.ilaea.org>

President's Message 2020

From IAEA President, Nick Hostert

President@ilaea.org



Redefining Our Vision

We all know the importance of a contemporary, innovative arts education experience for students of all ages. Dedicating time to develop our creativity through the arts is not merely a nice experience to break up one's daily academic or professional routine, it is also proven to produce more successful students and workers with an essential skill necessary to advance our society.

72% of business leaders say creativity is the number one skill they are seeking when hiring, for any type of job. According to American for the Arts E-Book Series, *Arts Education Navigator: Facts & Figures*, a student involved in the arts is four times more likely to be recognized for academic achievement and 18% less likely to drop out of school. We also know participation in the arts increases compassion for others, improves communication, and brings diverse communities together.** It short, participation in arts benefits everyone and penalizes no one.

As our IAEA board members began this year, we built upon our strong history of committed arts educators volunteering their time to define a vision that expands quality arts education in Illinois. We developed a strategic plan with four main goals: 1) expand our network of collaborators and connections; 2) support equitable arts education for all; 3) refine and grow our presence; and 4) establish our association as the premier professional development provider for visual art, design, and media education in Illinois. I'm happy to report we've already made great progress toward achieving these goals, including:

- **Rebranding:** This year, we updated our logo, branding, and website to better reflect our organization and its mission while providing an enhanced experience. Improvements include automatically renewed membership options, a mobile-friendly experience, and a new conference app. I'm happy to share we won a national award for our efforts, receiving the 2020 National Art Education Website Award for our association category (Category III).
- **Evolving professional development:** We conducted a survey for teachers, administrators, and district officials to identify the most relevant professional learning needs of art, design, and media educators. We continue to refine our Webinars, which are now open to all! We are establishing Design and Media Arts Interest Groups, as well as an Equity, Diversity and Inclusion Committee, to define a roadmap to serve all educators. These teams are working on outreach and programming. As of this fall, the IAEA Design Interest Group has been established.
- **Advocating for equitable arts access:** We've developed new resources to help you advocate in your school, community, and state. We partnered with the School of the Art Institute of Chicago for the One Great State Exchange, to enable 15 high school students from underserved rural areas in our Southern region to attend its Early College Program Summer Institute for free.

Join us in helping to advance IAEA's vision: Share a webinar with a colleague, meet with your council, advocate for the arts in your community, and, of course, continue to be a valued member of the Illinois Art Education Association.

Sincerely,



Nick Hostert
President, Illinois Art Education Association

From the Editor(s)!

*Kerry Parrish, Art Educator, Crystal Lake Central High School and
Jennifer Wargin, Art Educator, Oak Lawn Community High School*

MOSAIC@ilaea.org

The focus of our MOSAIC Magazine this year is **Creating!** We are looking at this standard in a broader scope. Art teachers are always teaching students to create, however, it spans beyond finished product on a wall. We are more than just art teachers. Teaching is only a portion of what we do in a day.

The contributing writers have shared stories and insight into how they're building creativity. Their process expands beyond aesthetic beauty. Enjoy how these educators have successfully created real world connections for their students in a variety of ways. From equitable access, student voice through cross-curricular collaborations, encouraging opportunities, leadership, building communities and developing relationship skills within safe-spaces, the students of these educators will go on to **create** more!

Art does not exist in a vacuum. It is our duty to advocate and share our creativity with our stakeholders. Lets show them **creating** is the heart of a quality education.

In order to provide more content, several articles have QR codes attached. These QR codes are links to supporting resources, photographs and other materials so you can use this information and continue to **create** resources that work for you!

How are you showcasing the **creative** opportunities you provide?
What are your students creating? Tell us your story!

#ilaeacreate



**ARTIST
TALK**
FEATURING
YOU!

How would you like your
Mosaic...Paper or Digital?



Regional Councils

What are Regional Councils?

Regional Councils provide opportunities for educators to come together in their local regions for professional development, social gatherings, and advocacy efforts. Get to know the other arts educators in your area and enhance your practice. Contact your Regional Council leadership if you have an idea for an event or want to share programming in your area and be sure to stay connected with dedicated Facebook groups.

Council FAQ

How do I know which council is right for me?

Councils are determined regionally in the state by county. Check out the map on the IAEA site.

Can anyone plan an event or social outing?

Yes, any member can! The council depends on the input of its members, who best know the variety of activities and opportunities in their area. Submit an event request or contact your council leadership.

How should I let IAEA know what's going on in my area?

Post on your council's Facebook group or contact your council leadership.

Northeast Council Report

From Gina Szulkowski, Northeast Council VP

NorthEastVP@ilaea.org

Happy 2020!

Thank you to those who were able to attend Cocktails or Coffee Events as well as our professional development activities in 2019. The goal of the NE Council this year is to build community. Teaching can be exhausting and emotionally draining. Whether it's a particularly challenging student, administration, an 11 day strike or balancing work and home life, stress is part of the job, and most of us are the only art teacher in our schools. Other art teachers are invaluable sources of support. That is why we are all so excited to attend the IAEA conferences and leave with a sense of renewal, excited to get back into the classrooms.

Last year, the "Cocktails with the Council" brought a small bit of the fellowship and support we felt during the conference to a micro-brewery near you. Please make some time and mark your calendar and make sure to become a member of the IAEA NE Region Facebook Group to get announcements for more events and Professional Development opportunities.

Speaking of getting your hands dirty making art, if you don't already do so, think about submitting your work to The Illinois Art Educator Exhibition. The details for entry are at www.ihsee.org/art-educator-exhibition-info. There are also some amazing studio residencies for art educators. UIUC has the Summer Educator Micro-Residency Art Program, and the Maine College of Art has Feed your Soul (www.meca.edu/info-for-educators/feed-your-soul). Both of these residencies are week long opportunities to reinvigorate your studio practice. Chicago and its suburbs are rich with art studios that offer workshops, make and take classes and BYOB art experiences.

We all became educators because we love art, love making art, and want to create a future generation of artists and art lovers. I hope to come to your corner of the NE Region very soon for a "Cocktails with the Council" or see you at one of the Professional Development Opportunities we will have in the future. Have a great year!

Northeast Council Activities

February 1

Cocktails/Coffee with the Council
4pm: Terza Piano, Art Institute of Chicago
Tour the museum if interested

March 7 – Cocktail with the Council

5pm: Square Celt Ale House & Grill
39 Orland Square Drive, Orland Park

April 17 – Cocktail with the Council (joint)

4pm: Englewood Brews
821 W 63rd Street, Chicago

May 2 – Galley Visit and Coffee

12 pm: Hyde Park Art Center
5020 S. Cornell Avenue, Chicago

June 6 – Cocktails, Food Trucks

& Ice Cream with the Council
5pm: Fuel & Cream
324 E Central Blvd, Villa Park

July 6 – Art Festival

Frida's Birthday Celebration
Cleve Carney Museum of Arts – All Day

August 1 – Cocktail with the Council

TBD Joliet Prison Art Walk
5 pm: Elder Brewing

September 19 – Art Walk

12pm: Naperville Art Walk

October 17 – Cocktail with the Council

5pm: Wine Goddess
702 Main Street, Evanston

November 7 – Cocktail with the Council

5pm: Oak Park Brewing Company
155 S Oak Park Ave, Oak Park

Northwest Council Report

From Rebecca Hubbs, Northwest Council VP

NorthWestVP@ilaea.org

Happy 2020 to all of the Northwest Council members! Thank you to those of you who were able to attend our council meeting at the IAEA conference at the Q Center. Potential upcoming events:

- Digital painting
- FRIDA KAHLO 2020 at the Cleve Carney Museum
June 1st - August 31, 2020
- Workshops at the Fineline in St. Charles, IL.
- Possible workshop at Smith Studio and Gallery in Geneseo, IL.

"We want YOU" to submit events for our corner of the state. It can be as simple as a coffee meet-up focusing on what you are passionate about! For instance, I am a TAB teacher. I would love to host a meet-up of TAB teachers in and around the Northwest region to chat about our practice! It's super easy. The information is on the IAEA website. If you are interested and don't want to go through the process of filling out the Events request form, PLEASE contact me and I will do it for you!

Resources:

- Are you aware of the resources we have online?
Please check out our archived Webinars.
- Advocacy resources
- Job Postings
- Capitol Day!
- Sign up now to stay informed at ilaea.org/creativecapitol.
Relatedly, we want to better connect members with legislators in their districts a goal and a precursor to capitol day.

Advancing IAEA's Vision:

- How can our council support IAEA's mission? What topics are of particular interest or greatest need for us?
- Last winter we discussed having a way to welcome new members into the IAEA. We are curious if there are volunteers in each council that want to be part of a "Welcome Wagon" for new members. Please invite prospective members to our council meetings and events.
- An IAEA membership makes a great gift for student teachers!
- Use the URL **Smile.amazon.com** when you shop and identify IAEA as the charity you wish Amazon to donate to!

If you need anything, please reach out to:

Donna Davis, Events Coordinator at nwevents@ilaea.org or

Jeanna Goeringer, Communications Coordinator at

nwsecretary@ilaea.org.

South Council Report

From Josh Shearer, South Council VP

SouthernVP@ilaea.org

Many exciting things have been happening in the South Council this past year. Most importantly, Meridian district 101 restarted their art program in January of 2019, and Century District 100 brought back art to their students in August of 2019. In August of 2018 no student in Pulaski County Public Schools had an art teacher. In August of 2019 all students in Pulaski County Public Schools have access to the joy, wonder, inspiration, and education the art classroom provides. Moving forward in 2020, with the Arts Indicator in Illinois' Every Student Succeeds Act, and the New State Funding Formula for Education, more schools will revitalize their arts programs. Soon we will live in a state where all students have access to the invigorating learning we provide every day.

The Illinois Library Association, the School of the Art Institute of Chicago, the Illinois General Assembly and the Illinois Art Education Association have partnered up with the southern most eight counties of Illinois to provide a unique learning opportunity. In hopes of accessing talent in art starved areas of our state, and bridging the growing urban/rural divide, students in the southern eight counties are participating in an art project with the School of the Art Institute. This past October, students in the Southern Council were able to view a panel discussion at Southern Illinois University, or Shawnee Community College as it was taking place in Chicago. This year's discussion was about the First Amendment. Students are currently making artwork for a competition. This artwork will travel the state from library to library and 15 lucky winners will be able to attend the Early College Summer Program at the School of the Art Institute in Chicago.

We are still having our monthly meetings so if you find yourself in Carbondale on a first Tuesday please reach out. Also, look to our website for updates on the South Council Spring Conference.

Keep up the great work.

Central Council Report

From Carol-Lynn Comparetto, Central Council VP

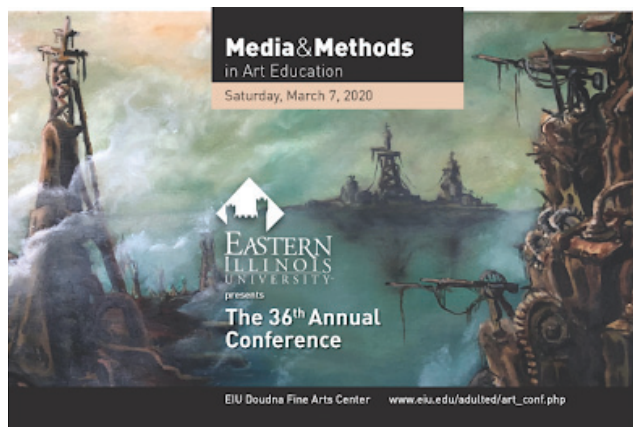
CentralVP@ilaea.org

Past PD Events

Summer 2019 Central Council hosted two Makers Meetup events (Cyanotypy and Basket weaving). These meetups provided professional development hours, introduced teachers to new art making processes, provided for collaboration time and gave teachers time to create!

Newsletter

Be sure to check your email for our quarterly newsletter! We have teacher and student spotlights, pro tips and general information about central council!



Events

Media Methods

- Hands on, professional development workshop for art teachers
- March 7th, 2020 at Eastern Illinois University
- Registration is \$75 due Feb. 12th

Call for Presenters/Ideas:

- We are looking for art teachers/ artists to host a Makers Meetup! Makers Meetups are an opportunity to learn an artmaking process, make art and get professional development! In the past, we've held these events in teacher's classrooms, but the location is up to you! Last summer we hosted a Cyanotype workshop and a basket weaving workshop.

If you're interested in hosting or have an idea for a workshop spring/summer 2020, contact centralvp@ilaea.org.

Our current designs on Redbubble include this one:



Our designs can appear on your desired product from redbubble.com/shop/ilaea

We are also looking for your design submissions: hand-drawn, digital, and mixed media images.

Submit your art work to graphics@ilaea.org. You can also submit student art work. Details about permissions will be emailed to you if you are interested.



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Sound Design, Live Event Production, Studio Recording

High School Summer Programs also available.

Flashpoint Chicago, A Campus of Columbia College Hollywood is a private, WASC accredited, nonprofit college offering unique degree programs that fuse creative studies with liberal arts. With locations in Chicago and Los Angeles, Flashpoint Chicago offers opportunities in two major hubs of the creative media industry.

We are dedicated to graduating the best prepared, most highly pursued creatives in the industry. Our programs are designed to take your creative intuition, mix it with a strong technical foundation, and turn you into the kind of creative you want to be.

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Timothy McDaniel
(BFA Art Education)





Advocacy

From Former Advocacy Advisor and
IAEA President-Elect, Michael Jon Skura



I ADVOCATED
for the
ARTS
TODAY

What is Creativity? (And why is everyone talking about it?) Lastly, How Can it Guide Art Advocacy?

“Creativity is the act of turning new and imaginative ideas into reality. Creativity is characterized by the ability to perceive the world in new ways, to find hidden patterns, to make connections between seemingly unrelated phenomena, and to generate solutions. Creativity involves two processes: thinking, then producing.”

-Defined by www.Creativityatwork.com

Sound familiar? It's one of our number one goals that we strive to instill in our students every day. Daniel Pink and others have described our next skill sets, heading deep into the 21st century, to be the Conceptual Age (creators and empathizers). The first workforce was in the Agriculture Age (farmers), next came the Industrial Age (factory workers), and currently, we are in the Information Age (knowledge workers). But we can start preparing for Conceptual Age (creators and empathizers) and Art Instructors have the opportunity to lead the way.

“Left-brain linear, analytical computer-like thinking is being replaced by right-brain empathy, inventiveness, and understanding as skills most needed by businesses. In other words, creativity gives you a competitive advantage by adding value to your service or product and differentiating your business from the competition.”

-Paraphrased from Daniel Pink

In regards to Advocacy, there are many ways we can highlight these invaluable skills that can help young people and they can be learned.

Sharing with Our Stakeholders:

The first and most convenient way we can advocate is by sharing with our parents, administrators, board members, and legislators books and articles that highlight these skills of creativity & innovation; like the following:

- What is Creativity
- A Whole New Mind: Why Right-Brainers Will Rule the Future
- The Innovators DNA
- Creativity and Innovation workshops
- A curated list of creativity tools and techniques
- Seven Habits of Highly Creative People
- Reflections on Working with Centers of Excellence
- Can Creativity be Taught?
- ROI on Creativity Training
- How to Educate More Creative Problem Solvers

Art Advocacy Resources

Find links to all the resources at left here!



Making Connections for Our Stakeholders:

When displaying our student artwork, highlight the creative skills that students used to accomplish their projects. Create posters, printable quotes from the above articles, take pictures, and document student process so that stakeholders can see student artwork is not pulled from the internet but instead is worked on, problem solved, revised, corrected and completed. Post the student's artwork on Social Media, take advantage of your school's bulletin boards, display cases, and the district's as well.

Engaging with Our Stakeholders:

Invite stakeholders into our classroom to show how these skills are being learned, assessed, and mastered by our students. As mentioned above, post bulletin boards, with quotes, student process, and examples of student artwork on social media. Also, invite local legislators, board members, district & building administration, and parents to see student artwork at an art show, displayed in your building, tag them on social media, etc. engage, engage, engage.

Future Advocacy Events to Keep in Mind:

National Art Advocacy Day at DC this upcoming March
Art Advocacy Day at Springfield March 17th, 2021.

Watch for your Art Advocacy Newsletter for more information.

Mark your calendar
for National Art
Advocacy Day
in D.C.
March 17, 2021.



Our current designs on Redbubble includes:

It is a design based on Banksy, but you got that, right? Is art ever pure? Our student artists need our support. Art education always needs us spreading the news. Right? We are ideas, thought and image. We are art education in Illinois. ilaea.org

Our designs can appear on your desired product from redbubble.com/shop/ilaea

We are also looking for your design submissions: hand-drawn, digital, and mixed media images. Submit your art work to graphics@ilaea.org. You can also submit student art work. Details about permissions will be emailed to you if you are interested.



We are proud to bring IAEA members the 3rd year of relevant professional development. No need to travel, IAEA webinars bring great ideas from art educators directly to your home. Join us live online or watch the recording when it fits your schedule. You can even earn PD hours within two weeks of webinar presentation.

Be sure to check out the webinar archives showcasing amazing art ed content from our fantastic presenters: <https://ilaea.org/programs-events/webinar/>.

Thank you to the 2019-2020

Webinar Presenters (so far) . . .

- **Janet Taylor and Matt Milkowski**
Teaching with a Twist: Innovative Tweaks to Transform your Traditional Lesson Plan
- **Kellyanne Mahoney and Dr. Nettrice Gaskins**
Teaching the A in STEAM with Tinkercad
- **Jeanine Campbell, Stacy Lord, Holly Kincaid and Theresa McGee** Managing the Middle: Practical Classroom Management
- **Chris Sykora** How Creativity will Save Schools
- **Lindsey Moss** Surviving (and Thriving) with a Substitute: A Guide to Missing Work When You Need To!
- **Jeanne Bjork** Digital Get's Dirty: Alternative Photographic Printing Techniques
- **Jon Grice** Professional Learning Communities 101: Making it Work for Singleton Teachers

Upcoming Webinars

- **Luke Jenner** Digital Arts (March)
- **Kerry Parrish and Aaron Cummins**
Game Based Strategies for Creativity and Feedback

Topic or presenter suggestions?

Please email webinar@ilaea.org

The Illinois Art Education Association is looking for people to present at the 2020 IAEA Conference. Pssst...That means you!

Submitting is quite simple. Just visit ilaea.org to fill out an easy, quick form.

The IAEA is proud to announce

2020 NAEA Website Award

2020 National Art Education Association Website Award, Category III

IAEA

LEARN AND EARN PD ONLINE

FREE TO MEMBERS

Art Ed Webinars

Sargent Art Youth Art Month Winners 2020

"TAKE A JOURNEY
THROUGH ART"



Grand Prize Winner: Thalia Wesclitz

Mother McAuley Liberal Arts High School, Grade 12



Elementary Winner: Alexa Mesi
Ivy Hall Elementary School, Grade 1



High School Winner: Kennadee Gabby
Marion High School Unit #2, Grade 10



Jr High Winner: Amanda Hansma
Yorkville Middle School, Grade 8

March 2020

is Art Education Month #ilyam



Illinois Art Education Association ilaea.org

Representing Illinois Art Teachers and Supporters of Visual Art Education since 1935



Beyond Buzzwords – Diversity, Inclusion and Equity: Inclusion in the Art Classroom

by Lindsay Johnson, Roosevelt Middle School, River Forest

WHY – First, Connect With Your Purpose

Create an elevator pitch of your intention for the art room, to clarify your understanding and role in supporting diversity, inclusion, and equity. Mine is, **“Cultivating curious, courageous, and creative communities.”** Through intentional equitable design that connects to students’ individual curiosities, encourages safe risk taking, and anticipates unique creative expression, we’re able to build inclusive communities that celebrate diversity.

WHO – Know Who Is In The Room

Creating community doesn’t happen without intention. Students want to feel seen, heard, and included as part of a greater whole. When initially observing and reflecting on my own classroom, we were isolated artists who happened to be in the same room making art independently alongside each other for a quarter. We now spend several days on community-building activities at the beginning of each rotation, launch art making with a collaborative piece, and have built in continuous peer feedback opportunities.

WHAT – Diversify Resources Available to Students

Creatively curate a wide variety of resources for your students by including digital collections from international museums or checking out art books from your local library. Art, like books, should be mirrors, windows, and doors. Our students will view themselves as courageous and creative if they see a diverse array of artists that mirror themselves. They will expand their understanding of others if they see windows into the unfamiliar through art. Through open doors they can practice courage and communication when creating in partnership with artists from different communities.

Additionally, review the mediums used by students. If able, broaden the choices given to students to elevate all forms of art: folk, traditional, digital, 2D, 3D. For example, I initially planned our classroom 3D printer to only be used for specific occasions, but persistent students convinced me that the inability to use it more regularly was a barrier to their creativity. With simple directions now posted near the printer, students have been able to work independently and successfully more frequently.

WHERE – Thoughtfully Organize the Art Studio

Creative classroom design plays a big role in designing fair opportunities for achievement. Students should have access to and feel ownership of the space. Beyond being easily accessible, clearly organized, and labeled, consider how technology could support equitable access to materials and instruction. QR codes and websites for example, with pictures, videos, artist inspiration, and tutorials on how to use materials, could dramatically increase student autonomy.

WHEN/HOW – Develop Routines to Continually Refine for Equity, Diversity, and Inclusion

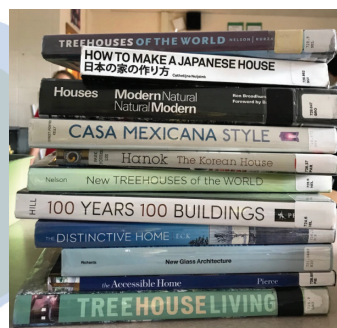
Equitable design and responsive instruction is a journey, not a destination. First, determine the specific areas you need to grow. Create a trusted community of colleagues to support you, and if you aren’t already, center student voice in the design process and ask their feedback. Ask, make improvements, and ask again!

Want more? Try Culturally Responsive Teaching and the Brain, National Equity Project, and connect with Lindsay and her Art Classroom on Twitter!



Resources

Find links to all the resources below!





Creating Student Voice Through Cross-Curricular Collaborations

by Heather Stanich, Fine Arts Department Chair, Oswego East High School
and Stephanie Krzeminski, History Teacher, Oswego East High School

We're living in a historic time, one that has produced some of the most incredible moments for young people and their voices. From Emma Gonzales to Greta Thunberg, people worldwide have been impacted by the work of young people. Responsive teaching practices provide outlets for students to connect their learning and experiences as a whole, but this is not always an easy task to achieve. To engage the 21st-century learner, educators not only have to balance standards and schedules but also incorporate opportunities for student-centered growth.



“For all of these projects, it is important the students play with the software to gain a familiarity with its technical functions.”

Heather Stanich and Stephanie Krzeminski
Oswego East High School

Creating these student-centered opportunities requires more than just willing students, it also requires substantial planning on the back end for teachers and necessitates having teachers that are comfortable with being uncomfortable. Culturally relevant teaching can be tricky for a plethora of reasons, but at Oswego East High School, there are teachers who have actively sought ways to give students a platform on which to engage their school and community in a dialogue.

My first exploration was abstract storytelling through a collaboration between drawing and band students. The artists and musicians shared their thoughts about and identified significant rhythms or patterns that could be drawn from their music. We presented the finished work during a concert, projecting the art as the band played. The artwork was also displayed in our Performing Arts Center.

Continuing this cross-curricular approach, I joined Stephanie Krzeminski, History and AP Seminar teacher at OEHS. Together, we brought the AP Studio Drawing, AP Design, and AP Seminar students together to create a Black Lives Matter Exhibition. The students collaborated through small in-house field trips using the opportunity to build background knowledge. They interpreted a theoretical lens to portray and explain the Black Lives Matter movement through a piece of artwork. Becoming part of a special collaborative exhibit in Monmouth College's Fine Arts Gallery, the exhibit won the Monmouth College Highlander Leadership Kaleidoscope award. Student, Reese Rousseau, won a Scholastic Gold Medal American Vision Award and Gold Medal in Digital Art. After receiving his award at Carnegie Hall in New York City, his artwork traveled the country with Scholastic's travel exhibition. The ripple effect continued with Kaitlin Mikrut, a current student at the University of Illinois, with a painting that was chosen to be in the Museum of Science and Industry for their Black Creativity Exhibition.

Other notable projects included Students for Peace, Art and War, and most recently, a collaboration analyzing key social movements and current issues that have meaning in their lives. This project allowed students to research and challenge personal perspective by focusing on one particular lens. Students formed groups based on a social justice

Resources

Find links to all the resources below!



issue of their choice. #OEsocialjusticandart, now a global conversation allowing collaborative artistic opportunities through the following lenses: Climate Action, No Poverty, and Peace, Justice, and Strong Institutions.

Please scan the above QR code to see specific details about each project, how to implement, and the wonderful opportunities these teachers have **created** for their students to connect and present art that matters to their students and inspires change.





« CLASSES OFFERED »

DESIGN THINKING AND CREATIVE ACTIVISM



Taught by Chris Sykora

Creativity is undervalued and underutilized even though it's the #1 skill needed in the contemporary and future economy. Participants will engage in lessons focused on teaching creativity and projects that are meaningful collaborative experiences for your students. We will also discuss how to create lessons centered around SEL, civic engagement and creative activism. Finally, if your school is a STEAM school, or looking to transfer to STEAM, this class will also showcase interdisciplinary units that will engage communities and promote student agency through design thinking.

DIGITAL PHOTOGRAPHY & PHOTOSHOP BOOT CAMP



Taught by Deanna Sortino

Are you new to teaching digital photography? Have you been teaching it for a few years and are just looking for new projects, new methods, and new Photoshop tutorials? This class will provide you with an entire cutting edge digital curriculum, including step-by-step handouts, tutorials, and PowerPoints with students examples. You will be completing these photo shoots, reviewing ways to teach the camera, and going through tutorials for how to edit photos. You will leave with 7 rock star and award winning digital photo shoots and countless tutorials. and resources!

EXPERIMENTAL DRAWING & MIXED MEDIA TECHNIQUES



Taught by John Zilewicz

Challenge your perception of what drawing is. Explore the boundaries of traditional approaches in drawing media and gain a better understanding of how to use a variety of materials. Experiment with the unfamiliar and the unexpected. Discover different approaches for challenging students to be more experimental, to become a risk taker and to stretch the known limits of what might be considered drawing. Workshop participants will be introduced to a variety of techniques, exercises and lesson plans designed specifically for teaching these very concepts.

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Creating Opportunities for Teens at The Art Institute of Chicago

by Maura Flood, Program Manager, Teen Engagement and Partnerships
Department of Learning and Public Engagement, The Art Institute of Chicago

From museum overnighters to behind the scenes job shadows to teen-led gallery tours with mood rings, Teen Programs at the Art Institute has offered events, workshops, and internships for teens since 2006. All teen programs at the Art Institute center around youth voice. All are free to young people or are offered to them as paid opportunities.

An individual's relationship to cultural institutions is often determined during childhood. Teen Programs at the Art Institute supports youth in establishing a positive, rich, enduring connection to museums. Our institution is dedicated to preparing teens to shape the future of museums, both as audiences and as emerging leaders in the field. Towards this end, the topics my colleagues and I are currently exploring include: accessibility, equity and inclusion, the value of art objects, social activism, professional skill development, and youth leadership.

Why do we feel lucky to work with teens? Teens bring a unique critical, even radical perspective to museum education. Rather than being passive participants in our programs, teens at the Art Institute work closely with staff to co-create resources, produce events, and teach. Teens are recognized as designers, organizers, artists, and performers. We rely on their collaboration to **create** youth-led experiences that make the museum more relevant, engaging, and alive.



What can a cultural institution be for teens? Over the years, teens have shared their ideas with us about what young people might want from a cultural institution. Their input guides the design of teen programs at the Art Institute. We have learned that teens want to:

- Learn about themselves, art, and cultures from across time.
- Set the terms of their own learning experience.
- Share their stories and talent with the world.
- Make an impact driven by their passion and empathy.
- Have meaningful, transformative experiences that they will remember forever.
- Discover more possibilities for their future.

Below is a list of this year's Art Institute of Chicago Teen Programs highlights for high school students.

"An individual's relationship to cultural institutions is often determined during childhood."

Maura Flood
The Art Institute of Chicago

For Chicago Teens

Paid Internships

Seasonal and year-round paid internships in the Learning and Public Engagement Department. Teens work with museum mentors, go behind the scenes at the museum, design and lead public programming, connect with our world-renowned collection, and gain professional skills.

Free Admission

The Art Institute is free for Chicago high school students (17 and under) every day.

Resources

Find links to article resources here.



For All Teens

Teen Audio Guide

An audio guide recorded and produced by teens for their peers. This guide is available online or through the Art Institute app. The set features spoken word, short stories, poetry, soundscapes, and playful conversations all inspired by artwork in the galleries.

JAM - Jobs at Museums

A day-long museum career day for high school and college students featuring gallery talks, a staff panel discussion, and early professional leadership training for teens.

Exuberus Teen Night

A teen party at the Art Institute featuring, teen DJ sets in the galleries, open mic, teen-led tours, artmaking, a city-wide art exchange, and free food.



Stitching a Creative Community: The Journey

by Ailysh Cooper, 9-12 Arts Educator, Oak Lawn Community High School

After my first year of teaching, I wanted to get more involved in after-school life. With art and photo club taken, I had something different in mind: fiber arts. Many stitching fiber arts (cross-stitch, knitting, and especially crochet) occupied my free time from a young age, especially after my Grandma introduced me to crochet. After a long day, crochet is a relaxing way to continue being creative with hands-on, focusing on the structure of a pattern or the challenge of designing your own finished object. Lots of students have a need for creativity with this kind of flexibility, so I pursued crochet and other stitchery as a club.

My Grandma began helping with the creation of the club during my first year of teaching by sorting materials from her collection she could donate: crochet hooks, patterns, and LOTS of yarn. During this time, she suddenly passed, leaving behind supplies and a library of knowledge for me and my future students.

Starting was easy and not intimidating. After submitting paperwork and meeting with administration, the club named Stitching Spartans was ready

for advertisement! I pitched the idea to my classes and other clubs. At our first meeting, setting out tea and crochet supplies, I met four students. They learned how to hold the materials and create a simple chain. Over the next few weeks, a small group of 4-8 regulars emerged, growing skills from chains, to creating lumpy rectangles, to beautiful scarves and beginner blankets. Some students enjoy following a pattern and learning the stitches involved, while others go their own way creating from their imaginations. They've become choosy about texture of yarn and stitches.

When new students join, the others teach them how to crochet – not me. Quiet leaders have emerged to form a wonderful classroom culture after school. The 1-2 hours we spend crocheting each week has formed a caring and creative community where students bond with each other over something relaxing. Ground rules have emerged: no gossip, and only come when you have time. The Stitching Spartans promotes wellness, so if it is too stressful to make it one week, they can come another time. They can check out supplies to take projects home or on vacation. If a student feels socially awkward, they have a project in front of them to work with and can be naturally quiet until they have grown comfortable with the group. Parents and students alike have told me how the club and stitching has benefitted their mental health.

From the creation of the Stitching Spartans, I have learned that it is easy to form small, creative communities promoting wellness and friendly social groups while teaching how to be creative in an un-intimidating way. The students enjoy having a positive bond with a teacher, and understand how they fit into my grandmother's legacy. As for the next step of growing the club, that is in the hands of the Stitching Spartans – they know how to **create** a culture on their own now.





Fostering Creativity as an Arts Administrator

by Jessica Aulisio, Art Department Chair, Schaumburg High School

Arts educators foster creativity every day, every hour, every minute. At the end of the day, that type of brain power leaves me fulfilled albeit exhausted. Continually evolving, growing, and keeping our curriculum current as technology advances at the speed of light, I often envy teachers who open a book, print a worksheet and go. So how do I foster creativity among a team of art educators who are asked to be creative at every turn? Here are three key suggestions to foster creativity within your team:

What Fills Your Creative Cup?

As the semester begins, ask your team what fills their creative cup? It's important to know what your teams need to feel and be creative. Maybe your teams creative cup is filled by going to state or national convention, learning from their peers. Great!. Maybe your team enjoys creating art. Fantastic! Find a way for your team to make art or attend a workshop together. Maybe their creative cup is filled by working with peers in other departments. Awesome! Create opportunities for cross-curricular collaboration. Creativity has a trickle effect. The more fulfilled your team feels creatively, the more benefits you'll see in the classroom.

There is no "I" in Team

Creating a supportive, trusting team can be hard and takes time. As a newer arts administrator, I knew team building had to be one of my biggest goals. Teams are creatively fulfilled by observing, participating and supporting one another when things get tough or we feel stuck. As arts administrators we get to observe our teams all the time, but when was the last time your team observed each other?

"Fostering creativity in the classroom starts from the top and should be welcomed into your team environment."

Jessica Aulisio
Schaumburg High School



What fills
your
creative
cup?

Encourage your team to participate in a project alongside the students during a prep period. This is where the creativity, teamwork, and support really starts to take off.

Encourage Divergent Thinking

Coming to education from the corporate world allowed me to see systems in a global way. As a new teacher many times my ideas for systematic improvements were met with a "that is not how we do it here" or a firm "no". While these answers were sometimes justified, many times I was able to make the change because an administrator heard me and said "yes and..." I need to remember to meet curiosity and outside perspective with open ears and encourage these ideas. Just because "this is not how we do it here" or "no" may be your initial reaction, perhaps a little creative problem solving and perspective could be the new way you start to do things.

Fostering creativity in the classroom starts from the top and should be welcomed into your team environment. Make sure they know you are prioritizing their individual creativity and listening to what they need to feel fulfilled. Provide space for your team to learn, grow and support each other, fostering their educator creativity through collaboration. And finally, be open to new ideas and divergent thinking that comes from your team's brainstorming once you prioritize their creativity.



Creating Confidence in Young Artists

by Lauren Catalano, Arts Educator, Abraham Lincoln Elementary School, Glen Ellyn

Encouraging creativity and fostering student learning is the key role of an Elementary Art Teacher. Children at this level are often experiencing art class for the first time. Depending on what classes they choose in their higher education, it may be the only time they receive weekly art lessons. Over the past 8 years in art education, I have observed time and time again, students struggling to come up with an idea, followed by putting themselves down for what they created, claiming “I can’t do it” and “It’s not very good.”

One of my top art room rules is to Be Respectful, which includes respecting ourselves and our artwork. I always encourage students to try, and that it is okay to make mistakes. That is how we learn. My current school has done an amazing job instilling the Growth Mindset into our students and I carry that into my art room as well. I tell my students that everyone is an artist and refer to them as such. Each of us is an artist. We **create** art in different ways, which is what makes art so unique. I tell them if we want to improve specific skills then we need to practice, just like if we want to make it to the NBA we need to practice. You don’t just wake up on the team. It is the same with art.

When students are not sure how to draw something, I will bring scratch paper and show a step by step process. One of the worst things, in my opinion, that we can do as educators is physically draw or paint on a student’s artwork. That leaves the impression that they are not doing it correctly or their work wasn’t good enough. That can squash creativity and causes a child to retract their ideas. No matter what, as I circulate my classroom during each class, I always make it a point to compliment students on various areas of their work, helping them build the confidence they need to move forward with their creative thoughts. I believe putting artwork on display throughout the building and community inspires all students. Students love to see their artwork and others’ work on display. At the start of each year, I do a collaborative project where each student in the school creates a small piece that goes into a larger group mural which is then displayed throughout the entire year. That way all year long everyone has work on display.

It is so important for us as educators to continue teaching students about artists, history, technique and allowing experimentation in a wide variety of media. It is our duty to give them the best art experience we can. Encouraging them to be creative is at the top of that list.





Winter Performance Sparks a Wonderland of Student Creativity

by Jeremy Blair, Greenbriar Elementary School, Northbrook

Winter Sing performances are an annual highlight in Northbrook District 28. After decades of this tradition, alumni hold this school memory dear to their hearts. New to the district, I was to decorate the auditorium my own way. Initially believing this task was mine for parents and students to enjoy, I see the process differently now.

After taking classes on Project and Choice Based Learning, and the TAB approach to teaching, I saw the Winter Sing not as my artistic opportunity, but rather my students. They could design, **create**, and showcase their artistic talents enhancing their performance. Students love the challenge of designing something their parents and peers will see. They own their choices and are proud of their creative contributions.

The timeline between Thanksgiving and the Winter Sing performance, can be tight. This year we had two weeks to design, create, and set-up the

auditorium. My 1st and 2nd grade students created 3D paper icicles, using an online tutorial. Once completed, students glued them to strips of cardboard, and shimmed those between hallway ceiling tile grids.

Older students make their own choices and decisions for decorations. After brainstorming ideas for a large auditorium mural, we got to work using iPads, Tayasui Sketches app, and a classroom set of Logitech Crayon styluses. Once completed, students voted on elements they liked from the sketches. After combining these into one design, they began unique tasks from cutting butcher paper, sketching and enlarging images onto the mural, painting the penguins, igloo, or snowman, or using crayons and chalk pastels to create glowing stars and southern lights (aurora australis).

My fourth graders drew from family trips to Chicago during the holiday season, specifically, window displays at Macy's. The students were to imagine they

were a design firm asked to create two window displays in the hallway to the auditorium. The students immediately got to work designing on their iPads, collaborating with one another on ideas, and ultimately voting on what should be in each window. Once imagery was selected, students projected this onto foam insulation. After cutting the images using a hot knife, each student took turns painting the foam pieces. Once complete, the pieces were arranged inside the practice rooms according to the layout the students created. Adding dramatic lighting between the layers really showcased the designs.

While I understand this is more than most people would consider putting into a one day winter program, I believe it is important for students to feel proud of their entire performance including **creating** ambiance to set the scene. It certainly was a magical experience from start to finish. The older grades gained life experiences displaying their talents to truly make their winter performance an arts showcase.

Resources

Find links to article resources here.



Using Instagram to Create Connections

by Lindsey DiLeo, Wendy Guss and Zachary Wisser, High School Arts Educators, Cary Grove

@carygroveart

Most likely teachers look down on a student riding a garbage can through the halls of their school. Cary-Grove High School's art teachers did this and posted it to Instagram. To be fair, we were just acting like an Elf on the Shelf.

Cary-Grove is a suburban High School 30 miles outside of Chicago with about 1700 students and three Art Teachers. We started using Instagram in 2013 when we noticed our students using it. Since then it's become essential to brand and build community in our department.

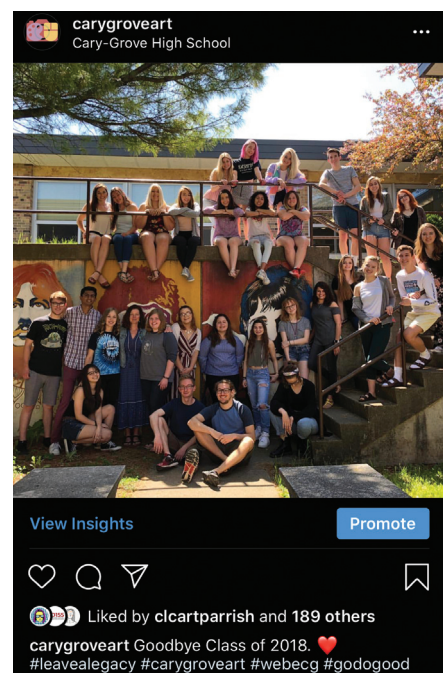
@carygroveart has over 1,400 followers consisting of current and former students, administration, parents and more. It is the platform students use most. Instagram showcases student artwork and brings viewers behind the scenes of the department. We like to think it helps answer the question, "What do they do down there in Art?" But we also use it to shamelessly brag, promote and advertise. Our IG content is geared toward our students. We don't shy away from showing the fun we have as art is fun, funny, cool, and different.

In the beginning, launching contests asking for art merchandise, we asked students to "Like", Comment, or Follow us. Having IG Art Shows, we collect and post student work, encouraging them to tag us using our hashtag. Taking photos of students and their art intending to gain followers, parents and community can see our creativity. Alumni work and contact information is also shared hoping to build connections between their followers and our students.

We are constantly thinking, "what makes students pay attention and feel connected to the art department?" We post pictures of the three teachers complementing their work and accomplishments, or missing them during Institute Days or just acting ridiculous. That explains breaking the garbage can rule, dressed as the Elf on a Shelf for our annual CG Art Halloween costume.

Our IG had a lot of spam covering our antics on October 31st, TPing the Principal and stealing the Drivers Ed car! (Check it out to see for yourself.) As a business account, our Instagram tracks insights for our posts. Earning 189 likes, reaching 720 people, and having 500 views, our audience seemed to enjoy the story. Instagram has been a convenient tool for reflecting on personal, department goals as well as evaluations and year end reflections.

Starting with social media can be scary! Through our process we've made changes to comply with district policy regarding communicating with students on social media. In the past seven years, and only one inappropriate student comment, our students treat our Instagram the way they treat our department, with respect and pride. If you are looking for ways to use it, scroll through our feed and stories. Please feel free to reach out to us with questions. We truly feel Instagram helps keep our CG Art community **creating** connections. Whether students have had one art class or graduated from our AP program, Instagram is an extension of our department and program.





Creating Safe Spaces in Art Education

by Jennifer Wargin, Arts Educator, Oak Lawn Community High School

@Snapshoted

What is a safe space for students and how do we **create** that space? After 20 years of teaching, I have learned there isn't one right way. What works one year, doesn't always work the next. Each group of students is unique as their cultures and times change. We too, continue to change and grow. The tool that I do find continued success with is having consideration for and building relationships with our students. This, along with Social Emotional Learning (SEL) focused artistic processes as the driving force behind my curriculum, create a classroom where students are ready and willing to take risks.

The beginning of a school year is the time to welcome students and assure them of their value in our classes. Simple rephrasing of classroom expectations to collaboratively building a list of what we CAN do in the classroom and developing a common language of what that looks like is the first step. We celebrate failures, hanging up overexposed darkroom prints or weak sketches on bulletin boards and students reflect on these as part of their artistic process. We also use regular Mood Meter check-ins, developing our emotional intelligence allowing connections and awareness for our class community.

Once we are a community, we're ready to learn SEL competencies. Our learning standards require us to teach our students to respond, create, connect to and present artwork. This is risky business if we want our artists to use "societal, cultural, and historical contexts" (IL Cr) along with



personal experiences through their art making process. Our standards and the 5 SEL competencies (Self-Awareness, Self-Management, Social Awareness, Responsible Decision Making and Relationship Skills) naturally complement each other. Developing eleven essential questions based on these competencies and aligning them to the eleven visual art anchor standards has taken me on a journey in art education richer than I could imagine. Please know that I did not rewrite my curriculum. I made it personal.

As a photography teacher, an old project focused on composition was to create a photogram demonstrating the principles of design. The planning process hit anchor standard 1: generate and conceptualize artistic ideas and work. Focusing on relationship skills and self-management, I added: "How do we deal with our own feelings/thoughts through actionable art making?" The project became conversations between students and teachers focused on the idea of "I wish you understood..." as a prompt. Teachers and administrators came to talk with students and these conversations became the ideas used to create the new photograms. A few adults even came to assist students in the planning and execution of the new work!

The project gave an opportunity to see the "other" and use empathy to develop our relationships and manage our reactions. Art students are always going to learn about composition and artistic technique. Using SEL in the curriculum creates opportunities for our artists to grow as humans. There is no safer space!



Resources

Please scan the QR code if you would like to see more SEL Focused projects!





2019 Illinois Art Education Association Award Recipients



Kristen LaJeunesse-Roach

Illinois Art Education Association Art Educator of the Year

Kristen, lovingly known by her students and colleagues as “LaJ” grew up in Lake Zurich, Illinois, and attended Lake Zurich High School, where she currently teaches art + design courses. She has been an IAEA and NAEA member since 2001. She earned her BS in Art Education from Illinois State University with Dr. Linda Willis-Fisher and Dr. Edward Stewart, and she found her passion

for ceramics earning a concentration under Paul Sacaridiz and Tyler Lotz in 2004. In 2013, she graduated with an MA in Art Education from Boston University. She taught art education at the elementary level for three years prior to receiving her current position, teaching AP and Honors Studio Art, Ceramics, Sculpture and Photography courses at the secondary level. She has continued her education through Northern Illinois University, Augustana University, Penland School of Craft, the School of the Art Institute and Columbia College. She is an active member of NAEA’s Design Interest Group, attending Summer Studio, presenting at the convention, and attending their Re-Design Education Symposium in Florence, Italy.

She believes in the value of building positive relationships with, and between, her students. She purposefully builds a culture of respect, positivity and understanding. She advocates for the importance of art + design education across all content areas, and she promotes the teaching of creativity as a core skill. In the classroom, she presents opportunities for students to creatively explore their personal passions and the social impact these passions can have on the school environment, community, and world.

She is currently engaged in teaching and learning the design process, as it reflects what she has always believed; a teacher is a designer of learning experiences, and that new and better things are possible, and students can make them happen. She is collaborating with her district’s STEAM Committee, and is co-writing a future-forward learning experience grounded in design thinking. She has co-sponsored Art Club, taught a National Gold Key Scholastics award winner, a Visionary Art Award winner through IHSAE, contributed and volunteered for IHSAE, District 95 Art Show, and the North Suburban Conference Art Show. Her personal work has been accepted in various shows including the Art Educator Exhibition and the Chicagoland Artist Exhibition at the Bridgeport Art Center.

On any given day, walking into her classroom would ignite the senses; one would hear jamming tunes and student-artists conversing about the latest YouTube tutorial they found, one would see a flutter of activity including hand drills mixing plaster, inks pouring out of eye droppers, and a pile of found-objects to be transformed. One’s nose would sense darkroom photo chemicals and perhaps the onion that a student brought in with which to print. One might feel compelled to touch the stuffed animal an artist is felting, and have to stifle the need to throw clay on the pottery wheel. The creative play, experimentation, and positive responses to perceived failure, would seem palpable.

When not teaching, Kristen can be found creating ceramic sculpture and functional pottery, traveling abroad with her husband, Ryan, and playing outdoors with her sons, Levi (4), and Evan(2). In reaction to the award, she commented “Thank you to those who nominated me and who supported my nomination. I am truly honored, pleased and humbled to receive this award and to join past recipients who I have long admired and respected. With the unwavering support of my family, colleagues and friends, I have been able to pursue my passion and make art my life”.

2019 Illinois Art Education Association Award Recipients



Though not all pictured above, current Unit 4 Art Teachers are:

Lucy Christianson, Elizabeth Chong, Carol-Lynn Comparetto, Josh Doniek, Ravyn (Rogers) Drone, Melissa Farley, Scott Fernsler, Stacey Gross, Melissa Hahn, Holly Hummel, Amy Johnson, Jill Kjolreim, Amy Lozar, Michael McLoughlin, John Odum, Emily Pawlicki, Shannon Percoco, Priscilla Putman, Enrika Stulpinaite-Maldonado, Grant Thomas, Lolita Zwettler

Champaign Unit School District 4

Illinois Art Education Association **Best School Art Program**

Twenty years ago, Champaign Unit 4's art program had a mere seven art teachers serving fourteen schools. Only one of those teachers served an elementary school. Today, the program boasts 21 art teachers with a collective service of 213 years to Unit 4 students. High school art enrollment has quadrupled in the past 10 years, serves 25% of the total student population, and reflects both schools' demographics.

Champaign Unit 4 art teachers balance being practicing artists and excellent art educators. This both inspires authentic art experiences and offers students a glimpse into the professional art world. One thing that makes them stand out is their willingness to work together and collaborate K-12 to align the curriculum, providing equitable experiences to all students.

The art teachers of Unit 4 pushed to design their own professional development specific to their content area and collaborated with community institutions to ensure professional growth. Most of these professional developments were peer-led, spotlighting the unique talents of Unit 4's art educators. This shared expertise and collaboration ensures a challenging, culturally relevant art experience for Champaign's youth.

In reaction to this award, the Unit 4 art department stated, "We are ecstatic to receive the highest level of recognition from our state's professional organization. We pride ourselves on our collaboration to ensure the students in Champaign schools receive an equitable and high quality arts education from kindergarten through 12th grade."

About Champaign Unit School District 4

"Over the past two years, our collaborative K-12 art educators have worked extensively to write a vertically aligned Art curriculum that is culturally relevant and engaging to our students... We are pleased to support a program that brings life experiences to our students through critical thinking, effective communication, collaboration, and creative problem solving skills. Our students grow in self-confidence and self-direction, create meaning, immerse in new technologies, and engage other cultures through learning in Art classes."

- Dr. Susan Zola

Superintendent Champaign Unit School District 4

"The art educators in Champaign Unit 4 work well together, are self-directed and motivated, have a strong work ethic, and a genuine compassion to work with traditionally underserved students in our community. Not only do they inspire and grow our young students into artists, they are respected as local artists in our community as well."

- Dr. Susan Zola

Superintendent Champaign Unit School District 4

"It is not just one or two art teachers within Champaign that do all of these things. But rather, it is the whole group of Champaign art teachers. I see the more experienced art teachers mentor the newer art teachers in the district, which has helped the KAM educators to continually start and strengthen our relationship with them all. Throughout, the strong partnership between the KAM educators and the Champaign art teachers has always remained positive, supportive, and honest, which has allowed us to continually provide high quality arts experiences to the public school students of Champaign."

- Anne Sautman

Director of Education, Krannert Art Museum



Jessica Aulio

Illinois Art Education Association **Early Professional Art Educator of the Year**

Jessica Aulio is a fifth year art educator in Township High School District 211 and a first year art department chair at Schaumburg High School. She is passionate about helping all students experience self worth through artistic expression; connecting people through experiences in art making; and

bringing energy and insight from district and national experiences to update curriculum to weave visual art and its applications through the high school community.

“As a teacher, I want students to experience art making in relevant and authentic ways as a path of discovery to prepare them for life after high school. That means applying visual thinking and creative problem solving. These skills are vital to student’s success no matter where their path leads. I love engaging students in this process and watching where it will take them,” Ms. Aulio said.

Ms. Aulio has developed an award-winning Broadcast Media curriculum that was approved as a district-wide Visual Arts Course in 2019, and a career-focused

Graphic Design curriculum that gives students experience in developing projects for the school, district and surrounding community. She teaches Broadcast Media, 3D Design, Adaptive Art, and Photography.

Ms. Aulio has a Masters of Art in Teaching, Visual Arts, from Columbia College Chicago; a Bachelors in Fine Arts, Photography, from the Savannah College of Art and Design; and is currently working towards a Masters in Leadership, Principal Endorsement, from Northeastern Illinois University. Her teaching career follows business experience in operations management. She was the first full term Preservice Division Director to serve on the national board of NAEA from 2015-2019 and led the development of the newly formed Preservice Division to support new art educators. She has presented at numerous state and national art education conferences. Ms. Aulio is a native of Leawood, Kansas. When not teaching, she enjoys time with her husband, Mark, and making art through photography, ceramics, printmaking, and painting.

In response to this award, Ms. Aulio said, “I am so touched and appreciative of this recognition. The experiences I gained first through IAEA and through the NAEA board have shaped my early teaching career, enabling me to bring emerging practices and ideas to my school, district and fellow leadership team and teachers. I am thankful and fortunate to experience their collaboration and to practice visual thinking and creative problem solving in action with fantastic students every day.”



Randy Craig

Illinois Art Education Association

Junior High/Middle School Art Educator of the Year

Randy is in his 14th year teaching art and graphic arts at Thompson Jr. High School in Oswego, IL. He inspires students both in and out of the classroom with a wide array of teaching activities and lessons to both grab their attention and to help them think outside the box within the art realm. He demonstrates a true passion for the arts and works to instill that same passion within every student that walks through his classroom door. Mr. Craig is tireless in his efforts to create a safe and fun learning environment to foster artistic creativity.

Outside of school, Mr. Craig is an active artist in the local art scene, creating diverse artwork using various types of media. When not teaching he runs two creative businesses as a way to expand his repertoire of art skills: a t-shirt company and a photography company. His style of artwork centers on illustration inspired by pop culture, graffiti and comic books. His work emphasizes the method of layering and the process of creating the artwork.

Mr. Craig’s comments, “I am honored and humbled to receive this amazing award and to be recognized by the IAEA. There are so many people that have helped me become the art teacher I am today, and I am grateful for all of their influences. I take great pride in passing my love of the arts onto the students that enter my classroom. I hope to inspire them to recognize they are capable of great things if they are willing to try. I am beyond proud to receive this wonderful award and look forward to the future of my teaching career.”

2019 Illinois Art
Education Association
Award Recipients

2019 Illinois Art Education Association Award Recipients

2019 Professional Development Grant Recipients:

Matthew Winkelman
Kristen LaJeunesse-Roach



Mike Divelbiss

Illinois Art Education Association **Elementary Art Educator of the Year**

Mike Divelbiss is an art educator teaching in Oak Brook, Illinois. Before graduating from the University of Iowa with his BFA with a double major in Art Education and an emphasis in ceramics, Mike spent a few summers in England and Germany working as a camp counselor and director for “Camp Adventure”. It was during these European adventures that Mike developed a case of the “travel bug” and a love of working with children. He completed his student teaching experience at Otahuhu College in South Auckland, New Zealand. In 2002, Mike returned to Chicago to accept the offer to teach K-5 art and considers this one of his greatest blessings. Mike later earned a Masters of Elementary Education from the University of Illinois Urbana-Champaign. He also was pulled to merge his love of teaching and creating art with his passion for travel and helping those less fortunate. While planning his first of two mission trips to Zambia, Mike developed an organization called “Art with a Mission Inc.,” also known as “AWAM.” The goal is to empower artists of all ages to create and sell quality work that could then produce resources to help children in need. The organization has since provided much needed resources to many children in need and helped with the construction of a new school in Cambodia.

As for his teaching philosophy and style, Mike retired his Discipline Based Art Education approach years ago when he discovered Choice Based Art while attending the NAEA conference in Chicago. While it was challenging to let go of a successful and polished curriculum, Mike strongly believes that Choice Based Art education was the best way to teach and reach his artists. Mike says “the wonderful thing about teaching Choice, is that it never gets old and there’s so much to learn and grow as an art educator. I’ve always preferred teaching the younger artists because of their fearlessness, and with Choice I can encourage them to take risks and make mistakes without being afraid to fail.”

Mr. Divelbiss, better known as “Mr. D.,” believes it is an incredible honor to even be considered, let alone recognized as the Elementary Art Educator of the Year. He notes that, “We are the products of our past and I feel incredibly blessed to have had so many talented and remarkable educators inspire and guide me on this journey. I am especially fortunate to be teaching in an amazing school community that not only supports, but cherishes the arts, and obviously I am most grateful for my wife and family for their constant love and encouragement.”



Rob Moriarty

Illinois Art Education
Association

Secondary Art Educator of the Year

Rob Moriarty is an artist and educator whose artistic and teaching practices are interdisciplinary and collaborative; a bricolage of studio and street art practices, contemporary visual culture and community building. His work explores the

transformational power of art, technology and community; all of which have shaped his identity as an artist, art teacher and human.

In the classroom, Moriarty embraces technology to explore contemporary artistic practices and popular visual culture. He understands that collaboration is a critical practice in both the classroom and the school community. Moriarty produced the Fronteras Community Art Music Video and Street Art Curriculum Project (2019) which included more than 400 students and faculty members who created visual art, recorded music and produced a music video. The collaborative art project resulted in an installation that spanned several hallways, a music video and stimulated much conversation.

Moriarty believes that art teachers should lead in the transformation of school culture and school facilities toward a more creative learning environment. Moriarty has been collaborating with and leading students through large scale public art projects since the mid-1990's. Moriarty is an Affiliate Artist of the Chicago Public Art Group (CPAG). The community-based public art model of CPAG and their artists has had lasting impact upon his work as an artist and as a teacher. Additionally, Moriarty has organized collaborative street art protest projects that involved creating non-permission, non-destructive acts of public protest art.

Moriarty is a founding member of the Art and Culture Commission of Lemont and has created several large-scale, collaborative public art projects for his hometown. Those murals and mosaics can be found in Lemont.

Moriarty received his M.S. in Art Education (2015) from Northern Illinois University and his BFA in Art Education (1997) from University of Illinois at Chicago. He has taught in the Visual Arts Department at JS Morton District 201 since 1998. Moriarty is currently teaching Design, Video and Visual Art at Morton West High School in Berwyn, IL. Twitter @MoriartyRob IG: @evloverob



John Siblik

Illinois Art Education Association **Art Administrator of the Year**

John Siblik is proud to be an educator and artist teaching at Northern Illinois University. He most recently served as Director of the School of Art and Design at NIU. Previously, John served as Dean of the School of Liberal Arts at Upper Iowa University. John's passion lies in collaborating with students and community members on and off campus, working with faculty, getting involved with community projects, creating community-based art projects and providing art programming. Much of his work as Director of the School of Art and Design at Northern focused on engaging with high school and community college partners to build pathways for career success. Students interested in finding ways to forge productive, engaged lives as citizens leading an "artful" existence benefit from the removal of barriers. Students can seamlessly move from high school to community college to NIU to study art and design. Building these relationships with area educators at all levels has led to significant collaborations including annual community college and high school exhibits, providing innovative art and design workshops, and collaborating with local elementary schools to support arts programming. Siblik was named the 2019 Illinois Art Administrator of the Year by the Illinois Art Education Association.

Growing up in Lemont, Siblik attended Northern Illinois University majoring in Art Education and Painting. He received his MFA in Painting and Drawing from Southern Illinois University at Carbondale. Siblik has spent 29 years as an educator, administrator and artist; beginning his teaching career at Mount Carroll Schools. At NIU, Siblik teaches Drawing, 2D Foundations and Figure Drawing.

Recent honors and exhibits include a National Endowment for the Arts grant through the National Historic Trust to fund the construction and installation of "Garden in the Sky", an environmental sculpture project installed along the historic Illinois and Michigan Canal in Lockport and "River Weaving", an environmental sculpture project sponsored by the Illinois Art Museum.

In reaction to the award, Siblik comments, "I am both humbled by and honored to receive this award from the IAEA. My consideration for this award would not have been possible without the amazing support of faculty, staff and administration at NIU. While art production does require solitude and reflection, great art and design requires collaboration and engagement. The same is true for the arts community at NIU. Along with area high schools and community colleges, we strive to launch students towards life-long learning, engagement and citizenship with art as the mon connection."

Siblik lives in DeKalb with Michel, and daughters Piper and Maret.

2019 Illinois Art Education Association Award Recipients

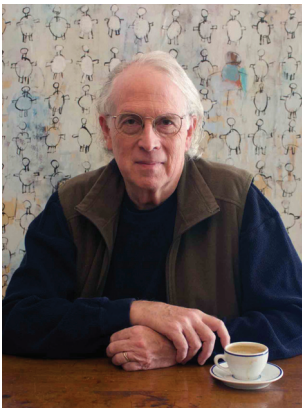


Theresa McGee

Illinois Art Education Association **Distinguished Member Award**

Theresa McGee has been an active IAEA member since first joining as a Northern Illinois University student in 1996. She is a National Board Certified educator currently teaching her sixth year at the middle school level, after many years teaching art to K-5 students in Hinsdale, Illinois. A frequent presenter online and at local, regional, and national conferences, Theresa covers topics including technology integration, classroom management, design thinking, and literacy. Theresa has also significantly contributed to art education through Illinois art advocacy, articles written for her multi-year technology column in SchoolArts, featured lesson in a new Davis Publications book for Media Arts, and by representing her student's outstanding artwork which was exhibited for many years in the IAEA traveling show. As a result of her many contributions and innovative teaching strategies, she was awarded numerous prestigious awards including the National Art Education Technology Outstanding Teaching award, Apple Distinguished Educator, National PBS Teacher Innovator winner, Outstanding Contributions to IAEA, and IAEA Elementary Art Educator of the Year.

Theresa's IAEA leadership began in 2009 as the Digital Editor; founding both the IAEA Facebook and Twitter accounts, the first of any state art education organizations. Two years later she served as IAEA State Vice President and Awards Coordinator for four years. Shortly thereafter, she began a two-year term as IAEA President from 2017-2018. During this time, she established the first state-led art education online PD that has been going strong ever since. As a result of this success, she was invited to share our pioneer webinar series with other states at the NAEA Leadership Convention. Under her leadership, IAEA won the NAEA Presidential Citation Award for superior achievements contributing to the improvements of art education. The past year she has served as IAEA webmaster and as the lead team member on the new IAEA logo and website redesign. Most recently, Theresa has been named NAEA Vice President for Western Region.



Richard Siegesmund

Illinois Art Education Association **Distinguished Service to the Field of Art Education**

Richard Siegesmund is Professor of Art and Design Education at Northern Illinois University. Dr. Siegesmund came to Illinois in 2012 following a decade of service at the University of Georgia where he was awarded the Distinguished Service within the Profession Award by the Georgia Art Education Association. Before joining academia, Dr. Siegesmund enjoyed a 15-year career in museum administration.

He holds a Ph.D. in Art Education from Stanford University, where he studied under Elliot Eisner. An elected Distinguished Fellow of the National Art Education Association (NAEA), he is also a recipient of the organization's Manuel Barkan Memorial Award for the significance of his published research on the 1997 NAEP Arts assessment. His journal articles have appeared in Phi Delta Kappan, Studies in Art Education, and the International Journal of Art & Design Education. He is

currently co-editing with Cathy Smilan a book on high school visual art assessment to be published by the NAEA.

With Melisa Cahnmann-Taylor, he co-edited Arts-Based Research in Education: Foundations for Practice published by Routledge. A second edition of this book was released in 2018. A new book from Routledge on visual methods in the social sciences is being co-authored with Kerry Freedman and is forthcoming in 2020. He has served as a Fulbright Scholar to Ireland and a Fulbright Specialist to Belgium. In addition he has been an invited instructor at the University of Granada, Spain. He has received fellowship awards from the Getty Education Institute for the Arts and the National Endowment for the Arts. With the University of Georgia, he has led elementary art education instruction in both Italy and Costa Rica.



Dr. Patricia Belleville

Illinois Art Education Association

Distinguished Member Award

Before moving to Illinois Dr. Patricia Belleville had been a member of the Kentucky Art Education Association and their state representative to USSEA. She started presenting at state conferences in 1998 and currently co-presents with her students.

She was on the Illinois Art Education Association Central Council 2006-2018, and she was the Illinois Art Education Association Central Council Vice President 2013-2016. During the New Standards transition and PERA Assessments she conducted workshops throughout Central Illinois for art teachers. She created a web series for the IAEA with her student Katelin Portz on PERA Assessments. She received the 2008 Illinois Art Education Association Higher Educator of the Year. In 2015, she received the United States Society for Education through Art's Ziegfeld Award for Service to International Art Education. Every year at Eastern Illinois University since 1996 she has coordinated the Media & Methods Conference.

She started going to the NAEA conferences while she was teaching and started presenting at NAEA in 1996. She has also participated in the NAEA Women's Caucus and the NAEA Seminar for Research in Art Education. She was a part of several sub-committees: the Conceptual Task Force, Philosophy of Art Education and Practices in Art Education.

From 1985-1991 she was an elementary art teacher at Fort Knox, Kentucky. She co-authored the district elementary art curriculum for the Ft. Knox School District. She was the school coordinator for the Artist-in-Residence Program at the Ft Knox Elementary Schools. She was a coordinator for the district in-service program for art teachers.

She was an Editorial Associate for Visual Arts Research Journal and reviewed articles for publication from 1992-2013. She was also a consultant and textbook reviewer for Wadsworth Thompson Learning, a consultant for a University of Texas Museum Research Project in 1999, and for the University of Illinois in October 1999.

She developed an Online Master in Art Education program in 2012 that launched in 2014. Her graduate program grew to 80 students from across the U.S. and internationally by 2017. She is currently a member of, and the secretary for, the state Higher Education Art Association and works with the Illinois art articulation initiative.

Karen Popovich

Illinois Art Education Association

Distinguished Member Award



Karen Popovich is currently teaching high school art at Metea Valley High School in Indian Prairie School District. She began her teaching career in 1996 and over the past 23 years has spent time teaching elementary, middle school, and high school art. In 1996, Karen completed her Bachelor of Arts degree from North Central College and received her Masters in Art Education from Northern Illinois University in 2001. She earned National Board Certification in 2009.

Karen has been an active member of the Illinois Art Education Association and National Art Education Association since 1997. She has presented many sessions and workshops at state conferences and national conventions. She has also presented locally and regionally on the new standards, as well as other topics such as curriculum and assessment in the visual arts. From 2010-2014 she served as Secretary for the IAEA and from 2014-2018 served as the IAEA State Vice President. She served on the National Art Education 2016 planning committee and is currently on the planning committee for the NAEA 2021 Convention in Chicago, IL. In 2007, Karen was honored by IAEA as the Middle School Art Educator of the Year, and in 2012 was named the IAEA Art Educator of the Year. The National Art Education Association presented Karen Popovich with the National Secondary Art Educator of the Year award in 2013.

Karen Popovich is very involved in her school, district, and local community and has spent time serving on various committees. She sponsors the National Art Honor Society and has served as Art Club sponsor. In addition, she is a board member for ArtSpeaks which is a group of stakeholders in the Naperville area that sponsor events to raise awareness of the role the Arts play in a comprehensive public school education. Karen has served as the Fine Arts Festival coordinator for the past 20 years. She is a strong proponent of exhibiting student artwork in local art exhibitions and the community.

Karen and her husband Paul reside in Sugar Grove, IL along with their two sons, Brady (age 16) and Preston (age 12). Karen enjoys creating art in various media while focusing on fiber, printmaking, and mixed media approaches.

2019 Illinois Art
Education Association
Award Recipients



Joan LeGrys Mills

Illinois Art Education Association
President's Award

Joan Mills is an art educator, artist, and advocate for the arts and art education. Joan currently teaches art at Fry Elementary School in District #204, Naperville, IL. Joan serves her district as an elementary art PLC coordinator. She currently serves the Illinois Art Education Association (IAEA) as the Professional Development Coordinator. As coordinator, she maintains records, transmits records, and assists in coordinating professional development activities. She served the IAEA as President, Regional Vice President, and Regional Treasurer.

In 2009 Joan was recognized as the IAEA elementary art teacher of the year. Joan has exhibited her artwork in Naperville area galleries.

Joan holds a BS in Art Education, an MS Ed, and NBPTC in EMC art.

IAEA DISTINGUISHED MEMBERS

Eugene L. Aiassi	Don Gruber	Angela Paterakis
Craig Anderson	Olivia Gude	Karen Popovich
Dr. Carmen Armstrong	Jerome Hausman	Mary Acierio Ridley
Robert Basso	Connie Heavey	Colette Rinn
Dr. Anne L. Becker	Kathryn Hillyer	Robin Russell
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Dorothy Bennett	Joanne Hogan	Marilyn Schnake
Meg Bero	Pat Indovina	Roger Shule
Becky Blaine	Lorelei Jones	David Smith
Mary Bortz	David Knoebber	Dr. Ralph Smith
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Ruth Esserman	Dennis Morris	Linda Willis Fisher
Truman Fox	Hector Munoz	John Yakel

Snap Button Poetry

Lesson Plan for Grades 3-12

Wearable art combines visual design and "found" poetry

Many may consider a pin-back button as a trinket to be worn and thrown away. For an artist, however, these "disposable" pins can provide a canvas for extraordinary art. This project gives students the freedom to combine their own words with visual design elements to create wearable mini masterpieces.

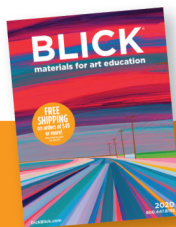
DickBlick.com/lesson-plans/snap-button-poetry

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2019-2020 Student Show Artists

from Student Art Show Coordinator, Susan Tiemstra

TEACHER	GRADE	SCHOOL	STUDENT
Dr. Sherry Abdelhadi	K	Fairmont School	Malaya Cole
Dawn Bertolotto-McKay	K	Hilltop Elementary	Christian Madsen
Laurel Scigouski	K	McDole Elementary	Grace Loftus
Heidi O'Hanley	1st	Frank A. Brodnicki	Maya Gaseinica
Tricia Fuglestad	1st	Dryden Elementary	Sonny Manglaris
Heidi Gilkey	2nd	John Stewart Elementary	Anelli Lopez
Katie Swalve	2nd	Westminster Christian	Mason Baxter
Amanda Borchert	3rd	River Valley School	Eva Higgins
Carolyn Kendell	3rd	Hermes Elementary	Aryanna Rosario
Colleen Grigg	3rd	John Shields Elementary	Berlyn Rubio
Heather Kostal	3rd	Elm Elementary School	Catherine Liu
Eryn Blaser	4th	Meadow Ridge	Ava Bosman
Dr. Sherry Abdelhadi	5th	Fairmont School	Gerardo Martinez
Joan Mills	5th	Fry Elementary School	Keira Keegstra
Heidi O'Hanley	5th	Brodnicki Elementary	Michael Dziabala
Marsha Stoll	5th	Minooka Intermediate	Ahnika Dudley
Rene Douglas	5th	Lyle Elementary	Lily Fish
Susan Tiemstra	5th	Prospect Elementary School	Karen Gu
Tina Wagner	5th	Valley View Elementary	Breanna Ullrich
Alicia York	6th	Glenn Westlake Middle School	Rebekah Eisner
Jen Baker	6th	Bloomington Junior High School	Ta'Shawn Watkins
Dr. Sherry Abdelhadi	6th	Fairmont School	Valerie Zurita
Kristen Peck	6th	Saint Clement School	Samantha Retelny
Carissa Zill	7th	Hester Junior High	Victoria Helms
Kelly Eggleston	7th	Woodland Middle School	Mahi Shah
Theresa McGee	7th	Hinsdale Middle School	Katie Tschosik
Kelly Sabatini	7th	Marie Murphy	Sumi Pandiri
Camille Strode	8th	Thomas Metcalf	Annie Sinclair
Donna Davis	8th	Still Middle School	Elliah Chamberlain
Elizabeth Farnesi	8th	Wilkins Junior High	Claudia Zygmunt
Kelly Eggleston	8th	Woodland Middle School	Samantha Lund
Alicia York	8th	Glenn Westlake Middle School	Bradley May
Alicia York	8th	Glenn Westlake Middle School	Xander Delguidice
Luanne Gritton	8th	John Deere Middle School	Daisy Almanza
Rebecca Hubbs	8th	Wredling Middle School	Kassandra Leon
Dorothy Ramey	9th	Stockton High School	Brynn Haas
Venessa Hardy	9th	Lisle Sr. High School	Isabella Pellicano
Amber Akes	10th	Marion High School	Anna Creviston
Laura Milas	10th	Hinsdale Central High School	Samara Jaquez
Nick Vogt	10th	Pontiac Township High School	Kimberly Fitzsimmons
Diane Siese	11th	Galena High School	Kristin Farrey
Dr. Carol Bristol	11th	Westminster Christian School	Kenzie Ring
Judd Shutt	11th	Crystal Lake Central High School	Jocelyn Arizaga
Michael Skura	12th	Oswego High School	Devin Brown
Frank Bush	12th	Henry Senachwine High School	Kaitlin Vainowski
Judy Krueger	12th	Johnsburg High School	Megan Dunn

2019-2020 Student Art Show Traveling Schedule

The IAEA Student Art Show travels throughout the state to different schools and public venues every month.

November 22-23 **Lisle, Illinois**
IAEA State Conference *Host: Susan Tiemstra*

November 22-24 **Chicago, Illinois**
Digital Art Show IASB/IASA/IASBO Joint Conference
Hosts: Michael Skura, Chris Sykora & Susan Tiemstra

December **Justice, Illinois**
Justice Public Library
Host: Heidi O'Hanley, Liz Farnesi & Rene Douglas

January **Hinsdale, Illinois**
Hinsdale Hospital *Host: Susan Tiemstra*

February **Bloomington, Illinois**
Bloomington Junior High School, District 87 Office
Host: Jen Baker

March **Lockport, Illinois**
Fairmont School District 89
Host: Dr. Sherry Abdelhadi

April **Normal, Illinois**
Thomas Metcalf Laboratory School
Host: Camille Strode

May **Wilmette, Illinois**
Marie Murphy School *Host: Kelly Sabatini*

June **To Be Determined**

July **To Be Determined**

August **Lisle, Illinois**
Lisle Public Library *Host: Susan Tiemstra*



Deadline to enter for the 2020-21 Student Show is May 1, 2020. Scan this QR code to access the Submissions page.



From the 2019-2020 Student Art Show



Student Artist:
Elliah Chamberlain
8th Grade
Still Middle School
Art Teacher:
Donna Davis



Student Artist:
Michael Dziabala
5th Grade
Brodnicki Elementary
Art Teacher:
Heidi O'Hanley



Student Artist:
Grace Loftus
Kindergarten
McDole Elementary
Art Teacher:
Laurel Scigouski



Youth Art Month

from IAEA YAM Coordinator, Tricia Frost

youthart@ilaea.org

2020 Poster and Flag Contest Winners Announced

Youth Art Month is celebrated across the nation every March to encourage support of the Arts in our schools. To kick off this annual event, Illinois Art Education Association (IAEA) holds a state-wide poster/flag contest. The winners' designs are included on Illinois' state flag that will be on display at the National Art Education Association convention in March.

The poster/flag contest is sponsored by Sargent Art and awards grade level winners for Elementary, Jr. High, and High School and one Grand Prize. Grade level winners awarded with \$100 worth of art supplies and \$300 worth for their teacher. The grand prize winner awarded with \$500 worth of art supplies and \$1,000 worth for their teacher.

Help IAEA celebrate Youth Art Month this March by using #ilyam on Facebook, Twitter, and Instagram showing us what you did with your students. Prizes will awarded by sponsors.

CONGRATULATIONS TO THE WINNERS!

Elementary

Alexa Mesi, Ivy Hall Elementary, Buffalo Grove
Grade 1
Art Teacher: Katherine Lindgren

Junior High

Amanda Hansma, Yorkville Middle School, Yorkville
Grade 8
Art Teacher: Elizabeth Pankau

High School

Kennadee Gabby, Marion High School Unit #2
Grade 10
Art Teacher: Amber Akes

Grand Prize

Thalia Wesclitz, Mother McAuley Liberal Arts High School, Chicago
Grade 12
Art Teacher: Kathleen Gordon Davis





JAVIER CHAVIRA



ARTIST STATEMENT

Javier Chavira is an artist who has no misgivings about creating images that straddle the line between realism and abstraction. He is as much at home with the technical rigor of academic tradition and the liberating nature of formalism. The Mexican-American artist's early work encompassed mainly surrealist and non-objective tendencies, but after the tutelage from the acclaimed painter Patrick Betaudier, in graduate school, his oeuvre focused prominently in the exacting realism of *Technique Mixte* or oil over tempera

grassa painting. This process, perfect for realist pictures, begins by creating a Grisaille, monochrome oil painting, with numerous translucent glazes or Sfumato that soften the transition of light and dark tones. In Javier's work, the painting is completed at monochrome stage with colors complementary to the transparent and colored Plexiglas that covers the finished work. Doing so unifies the positive and negative picture plane and emphasizes the objectness of the work.

ARTIST BIOGRAPHY

Javier Chavira (b.1971), a Professor of painting and drawing at Governors State University, earned a M.F.A. in Art from Northern Illinois University in 2002. Javier's work has been included in many solo and group exhibitions in regional and national venues including the Nevada Museum of Art, Tampa Museum of Art and the Witte Museum. His award winning work is included in numerous private and public collections including The National Museum of Mexican Art and the prestigious Mexican Art from the Bank of America Collection. Javier currently resides in Park Forest, Illinois with his wife, Sarah, and daughter, Paloma.

OUR LESSON PLAN CONTRIBUTORS



Elementary Lesson: My name is Eryn Blaser and I live in Joliet, IL with my husband, Erik. We are both active artists and Arts advocates. I have been an Art Educator at Meadow Ridge School in Orland Park for thirteen years. I received my B.S. degree in Art Education with a minor in Art History from Southern Illinois University Edwardsville. I also received my Master's degree in Interdisciplinary Art Education with Curriculum and Instruction from National-Louis University. I love to incorporate and expose my students to different types of art forms, techniques, artists, cultures, and integrating subject matters. I enjoy seeing how my students take the tools, techniques, and information about the history and artists into creating their own works of art. It's amazing to be the observer of their imaginations and creativity unfolding!



Middle School Lesson: Elizabeth Farnesi-Mitchell earned her undergraduate degree in Art Education at Northern Illinois University then went on to get a Master's degree in drawing and painting from Governors State University. Elizabeth is in her 15th

year teaching art at Wilkins Jr. High in Justice, IL. Her love and enthusiasm for art is not only seen in the classroom but also how her students respond. She creates an open relaxed atmosphere for students to create and achieve more than they thought possible. Outside of school, Elizabeth creates large-scale pieces that bring out the natural raw beauty in the moment that is captured through the use of light and shadow. Although Elizabeth primarily uses charcoal, she also uses various media to bring her work to life. Her work is often inspired by her own personal thoughts and experiences, allowing each piece to tell its own story



High School Lesson: My name is Debra Cleary and I live in Dixon, IL with my husband, Terry. Together we have raised three children. I have been the art teacher in Amboy CUSD #272 for twenty-three years. I enjoy teaching students to help them find their

creative spirit and encourage them towards self expression. I enjoy painting and create abstract artworks that are inspired by nature's color and textures. I received my Bachelor of Science in Art Education from Northern Illinois University and my Master of Arts in Art Education from Eastern Illinois University.

Watch for the poster at the
IAEA 2020 Conference!



Middle School Lesson Plan

LESSON TITLE: TECHNIQUE MIXTE

ART TEACHER:

Elizabeth Farnesi, Wilkins Jr. High
Indian Springs District 109, Justice, IL

GRADE LEVEL: 7th & 8th Grade Mix

POSTER ARTIST: Javier Chavira

OBJECTIVES:

1. TSW be able to demonstrate persistence by using *Technique Mixte*.
2. TSW be able to apply *Technique Mixte* to a portrait painting.
3. TSW be able to reflect and revise their painting while it is in progress.

LESSON SUMMARY:

Students will learn the traditional painting style of *Technique Mixte* through creating a portrait in acrylic paint.

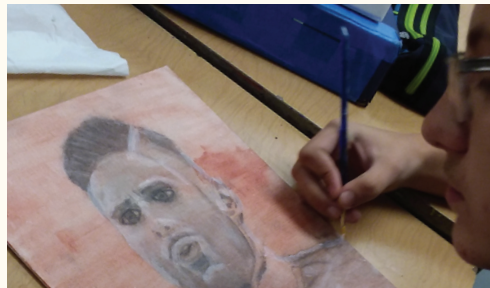
STANDARDS:

VA:Cr2.1.7 a. Demonstrate persistence in developing skills with various materials, methods, and approaches in creating works of art or design.

VA:Cr3.1.8 a. Apply relevant criteria to examine, reflect on, and plan revisions for a work of art or design in progress.

TIME: Twelve 40-minute sessions

MATERIALS: Acrylic paint (Raw Umber, Mixing White, Red Oxide), Gloss Medium & Varnish, paint brushes, mixing trays or cups, canvas panels or mixed media paper- 8x10 or smaller, charcoal pencils, spray fix, information on Javier and samples of his work.



NEW VOCABULARY: *Technique Mixte*, Acrylic Paint (Raw Umber, Mixing White, Red Oxide), Charcoal, Gloss Medium & Varnish, Spray Fix

SEQUENCE:

Day 1: Exploring Concepts

- Intro to Javier and his concept. Look at images of Flemish Renaissance masters. Explain that they will create a portrait and have them find a picture. You could have them create a portrait of themselves or someone they know or admire.

Day 2: Transfer Image of portrait

- Have students draw the portrait on canvas. You could have them grid it out or project.

Day 3-5: Charcoal drawing, fix drawing

- Students use charcoal on canvas to create a fully rendered, shaded drawing.
- Once charcoal drawing is done, spray fix to keep it in place.

Day 6: Red Oxide Layer

- Mix red oxide with gloss varnish medium and apply a thin transparent layer over drawing.

Day 7-8: Add Whites

- Once red oxide dries, add white with gloss varnish medium and start to have students paint in lights and highlights.
- The students will have to apply several layers to achieve the lightness they need.

Day 9-10: Add Darks

- After students finish with their lights they will then add transparent layers of raw umber mixed with the gloss varnish medium to bring out their darks and shadows.

Day 11: Rework Whites/Darks

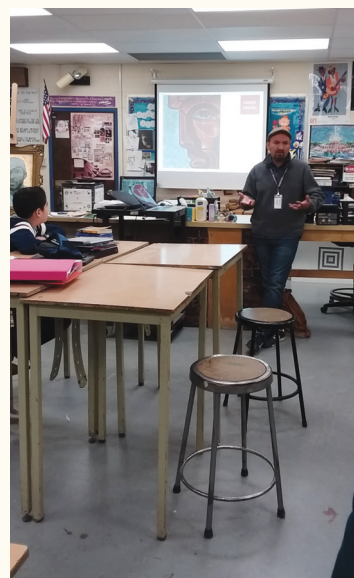
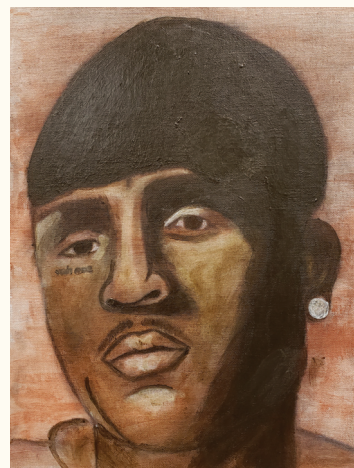
- Students check their lights and darks and either add more layers or, if needed, students could veil over the whole project with white (which would soften the painting) and then add layers of raw umber again.

Day 12: Veil Color/Artists Statements

- You could have students apply transparent veils of color over their piece or keep it as is.
- Students upload their finished photos to Artsonia and write their artist statements.

ASSESSMENT QUESTIONS:

1. How do artists and designers learn from trial and error?
2. What role does persistence play in revising, refining, and developing work?



High School Lesson Plan

LESSON TITLE:

JAVIER CHAVIRA INSPIRED ARTWORK

ART TEACHER:

Deb Cleary, Amboy High School
District #272, Amboy, IL

GRADE LEVEL: High School, Grades 9-12

OBJECTIVES: Students will create an artwork that is inspired by the artwork of Javier Chavira.

LESSON SUMMARY:

Students will design and create an artwork that illustrates the artwork of Illinois artist Javier Chavira. Students will plan their design in their sketchbook. Students will use their design as a guide to create their artwork. Students will experiment with different materials in their sketchbook and then select which materials they use to create their artwork.

STANDARDS:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

VA:Cr1.2.I Shape an artistic investigation of an aspect of the present day life using a contemporary practice of art and design.

VA:Cr2.1.II Through experimentation, practice, and persistence, demonstrate acquisition of skills and knowledge in a chosen art form.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

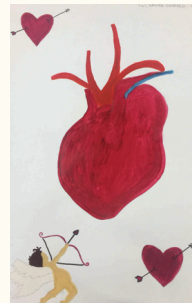
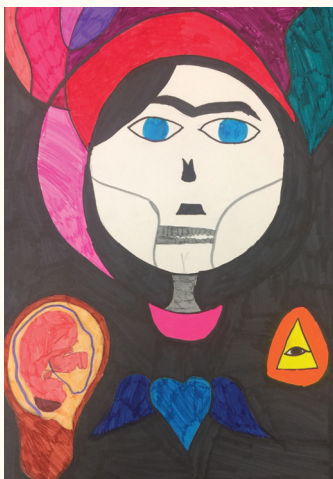
VA:Re8.1.I Construct meaningful interpretations, supported by evidence, of an artwork or collection of works through describing and analyzing feelings, subject matter, formal characteristics, artmaking approaches, contextual information, and key concepts.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

VA:Cn11.1.I Describe how knowledge of culture, traditions, and history may influence personal responses to art.

TIME: Ten 42-minute sessions

MATERIALS: Examples of Chavira's artwork, student sketchbooks, 12" x 18" white paper or 11" x 14" canvas panel, markers, tempera paints, color pencils, acrylic paints, watercolors, pencils.



NEW VOCABULARY:

- **Javier Chavira** - American Artist, uses traditional Mexican imagery, Catholic influence (iconic depictions of saints) in his artwork
 - Born in Mexico in 1971
 - BA from Governors State University, 1996
 - MA from Governors State University, 1999
 - MFA from Northern Illinois University, 2002
 - Lives in Illinois with wife, Sarah, and daughter Paloma
- **Reliquary** - container for holy relics
- **Icon** - a person or thing regarded as a representative symbol or as worthy of veneration
- **Veneration** - Great respect, reverence

SEQUENCE:

Day 1: Discuss vocabulary and introduce students to artist Javier Chavira. Students read bio and artist statement on Chavira, as well as view the artwork. Class discussion of Chavira's artwork.

Day 2: Students work in sketchbooks and create a design that illustrates Chavira's style. Students start shade drawings using color pencils, markers, tempera, or acrylic paints.

Day 3: Students select materials to create their artwork.

Day 4: Students work on their artwork. Teacher meets with each student to check on progress.

Day 5-9: Students work on their artwork.

Day 10: Students finish their artwork and write an artist statement to accompany their artwork. Students answer assessment questions and turn them in with finished piece. Student's artwork will be displayed in the library.

ASSESSMENT QUESTIONS:

1. How did the artwork of Javier Chavira influence your artwork?
2. How does your artwork reflect information about yourself?

Resources

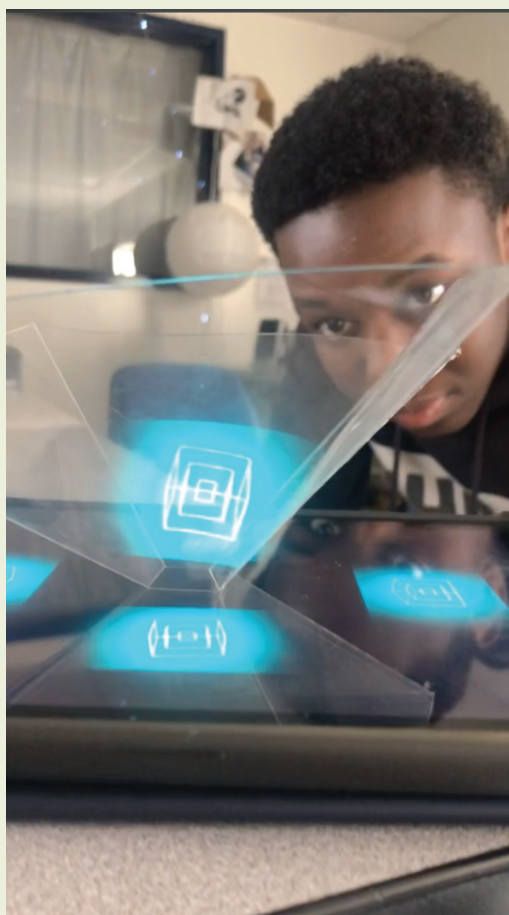
Find links to all the resources here!



Creative Ways to Turn Digital into Physical: Creating Holograms

From Luke Jenner, Visual Art & Design, JB Conant High School

tjenner@d211.org | @JennerArtDept



Teaching digital art at the junior high and high school levels leaves me craving physical displays, as well as have products for students to take home. Printing student work feels a bit lacking, and 3D printers can be expensive, limiting, and don't provide an output for our time-based digital works. Creating holograms, using transparency film and devices have changed this. Physically building in class gives students agency over their construction, manifesting their virtual creations into something they can hold. The process includes software creations, 3-D modeling, sculpting, 2-D animation, as well as basic video and animation editing.

To diversify my students' software experience for our holograms, I tap into Blender. This free, open source 3-D creation suite is intuitive with an easy learning curve and countless YouTube channels offering tutorials for all skill levels. During the animation process we explored a simple shape motion graphic with glow-effects applied, adding the 'cool' factor. This step of the process, including teaching students Blender's interface and basic navigation, took two 50-minute periods. Their level of satisfaction for their first day creations was higher than previous software.

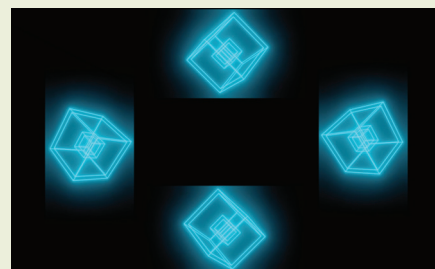
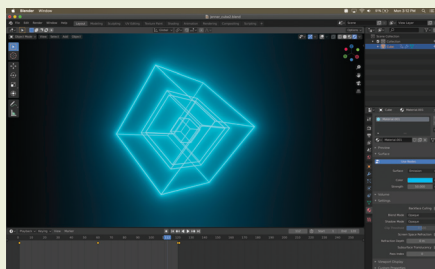
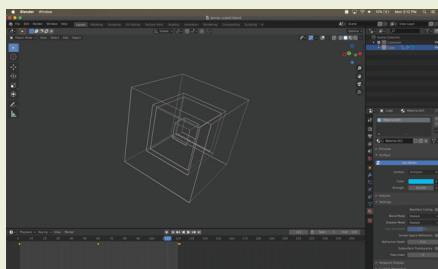
After animating using properties of key-framing, we export, or render, the video. To compile the video to be hologram ready, we used Adobe Premiere, though the same effect could be achieved in After Effects, Final Cut, iMovie, Sony Vegas, etc. The goal is to **create** one video sequence composed of four videos; two exported animations and a duplicate of each. Once set, students duplicated the animations for a longer video. Ours was around 30 seconds. Then, the videos are exported and sent to a phone or tablet to be used for holograms!

Finding templates for the plastic pieces that allow the hologram to come to life, can be found from a quick web search. Our template can be printed on standard letter-size transparency, a size that worked well for iPads. Some students opted to print templates at phone sizes so they could take and use them on their personal devices. Once finished, the holograms are ready to go!

After this is all accomplished, creativity can flow! My students quickly discovered ways to alter the animation's color over time along with the brightness of the glow effect. Methods of display are also open for creative solutions. Displaying the hologram on a device is already exciting, though when placed on sculpture-display pedestals in a dark room, a hologram gallery becomes an engaging, walk-around experience. With the assistance of our resident sculpture teacher, students built a display box for the iPads with viewing-holes that invite the audience to peer inside to view the holograms, adding an extra level of curiosity to the experience. How else can we display student work? Trophy cases? Plexi-glass devices on tv screens? The more creative we get with displaying our digital work, the more visible our students become to the greater school community!

Use the hashtag
#ILAEAdigitalarts to share lessons, tradigital hacks
(traditional+digital) and keep the conversation going!

#ILAEAdigitalarts



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Whereas, Art plays a significant and vital role in our culture, economy and the education of our children, it is the mission of the Illinois Art Education Association to provide leadership for the advancement of excellence in art education.

- Providing support, direction and advocacy for quality art education
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Membership@ilaea.org

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Publications@ilaea.org

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YouthArt@ilaea.org

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StudentAdvisor@ilaea.org

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Advocacy@ilaea.org

Advocacy Committee NE Regional Representative

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johnsonl@district90.org

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ProDev@ilaea.org

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Graphics

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graphics@ilaea.org

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Kristen LaJeunesse
Matt Winkelman
dig@ilaea.org

Special Needs Liaison

Kelly Gross
kellygross@photobykg.com

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Illinois Art
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