



Gazette

Service • Knowledge • Leadership • Professional Development

MAEA STATEMENT OF PURPOSE

The purpose of this organization is to encourage, strengthen, and promote the role of the visual arts in education by: promoting quality instruction in visual arts education conducted by certified art teachers; improving the conditions of art teaching; and encouraging and conducting research in art education. To these ends the Association will: hold public discussions; sponsor institutes, conferences, and programs; publish articles, reports, and surveys; and work with other related organizations to provide advocacy for arts education.



S. Calta
St. Paul's School for Girls
AIMS School, Baltimore County

PRESIDENT'S MESSAGE

New Beginnings



Eleni Dykstra
MAEA PRESIDENT

I am enthusiastically writing this, my first article, as President of the Maryland Art Education Association. As I focus my thoughts on the year ahead and the work to be done, the theme of New Beginnings truly has a combined personal and professional relevance. As a wife, mother, daughter, friend, student, teacher, and artist, I will be pushed to explore ways in which these roles intersect with a new perspective. I know that they are not separate entities, but independent fields that will inform and encourage one another. I hope to carry on the exemplary efforts of past president Brenda Makle to move our organization forward. She was instrumental in creating our new website, www.marylandarted.org, which provides members the opportunity to see all that MAEA has to offer. Next, I want to thank our returning Council members and welcome new members to the group. I know that as an all-volunteer organization, the people who agree to be on the MAEA Council do so because they are dedicated to advancing our organization's objectives to further Art education through professional development, advancement of knowledge, advocacy, and leadership. These objectives enable us to contemplate facets of our work as an organization and inspire us to keep going. There are many opportunities to get involved with the MAEA. Come join us!

As the Council convenes at the next several meetings, we will divide into focus groups to brainstorm and begin to develop our strategic plan that aligns with the NAEA. This plan will play an important role in guiding our thinking, planning, and decision-making over the next two years. The following are the principal goals we will initially address:

Learning -MAEA will provide professional development opportunities that help members become more effective educators, artists, leaders, and advocates for visual arts education;

Community -MAEA will develop and strengthen partnerships with the arts community;

Advocacy -MAEA will update methods and programs to promote art education and quality art teaching;

Organizational Vibrancy-MAEA will conduct a Leadership Retreat. Through this retreat, state association leaders will share information, network, problem solve, and bond together as a learning community.

As educators, we often ask our students to "imagine possibilities" to come up with solutions in a new way. For our organization, we will need to take ideas from what is being done by the NAEA and to consider where and how those ideas will translate at the state level. This is a new beginning and I want to say *Thank You* for the privilege of serving as the president of MAEA.

If you would like to contact me, please do not hesitate to do so at maea.dykstra@gmail.com

Sincerely,

A white rectangular box containing a handwritten signature in cursive that reads "Eleni S. Dykstra".

What Is Your Role In Arts Integration?



Virginia Bute-Riley
Elementary Division Director

Many schools begin a new year with the goal of achieving AYP. As schools strive to make gains in order to meet testing standards, educators will look for the “stuff” that will take their students’ learning to the next level. Research continuously demonstrates and promotes the arts as the vehicle to attain highly desirable levels of learning—learning that delves deeply into meaning-making, higher-order thinking, creativity, and communication.

In May 2011, the President’s Committee on the Arts and the Humanities published *Reinvesting in Arts Education: Winning America’s Future Through Creative Schools* (2011). The report advocates arts education for its promising effect on student achievement in all subject areas, as well as its long-term benefits in students’ lives. The Committee recommends developing the field of arts integration and cites in the report some of our own Maryland schools, such as Montgomery County’s AIMS schools, for closing the achievement gap with the help of arts based learning strategies.

What does this mean for our practice as art teachers? Some Maryland art teachers are already working in arts integration schools or performing arts schools while some of us are in schools that have students that see us only three or four times a year. Others work in arts positions somewhere in between that range. Wherever we fall on the spectrum, we can take our work to the next level by helping to immerse our children in the arts and to give them increased interactions with authentic works of art that result in high levels of learning.

Let’s explore the ways in which an art teacher can assist a science teacher with integrating art activities into a lesson on plants and facilitate an in depth engagement with art. The art teacher, for example, can be the resource that helps a classroom teacher transform a science lesson from an activity where students paste together shapes to show plant parts

to a more open-ended activity allowing for the discussions, student choice, and decision-making that encourages creativity. We can develop activities with the science teacher that guide the students in examining the paintings of Georgia O’Keeffe and challenge the students to imagine what a flower might look like to an insect. We can show the students how to draw parts of a flower they choose, how to blend colors in order to render form, and how to crop the image of the flower to make the viewer see a new point of view and feel that they indeed might be the bug walking on the petal. These types of activities can help teachers, who are already engaging students who enjoy the physical activity of cutting and gluing, to really unleash the creativity of their students.

As art teachers, we should strive to encourage the students and teachers to engage in different art forms to gain a deeper appreciation and interpretation of artistic works from many different viewpoints. When we collaborate with the language arts teacher to write poetry in response to a sculpture, or invite another teacher to help us transform a dance into an artwork or an artwork into a tableau, we emphasize the methods of thinking that are analytical, creative, and practical. The importance of doing this is best summed up with the following quote from the Summary report:

In order to effectively compete in the global economy, business leaders are increasingly looking for employees who are creative, collaborative and innovative thinkers. A greater investment in the arts is an effective way to equip today’s students with the skills they will need to succeed in the jobs of tomorrow. Retrieved November 18, 2011, from <http://www.pcah.gov/resources/re-investing-through-arts-education-winning-americas-future-through-creative-schools>

Arts integration is essential to a student’s education and their future. As art teachers we must do our part to promote

What Is Your Role In Arts Integration, Continued

and facilitate arts integration in the educational experience. This may require us to do more than what we are already doing in our schools.

New Beginnings



JOAN NEWCOMER
AIMS DIRECTOR

“New Beginnings” seems like an odd topic for me since I have been teaching art since 1970. But, when I think about it, teaching art is filled with new beginnings. Each academic year is a new beginning filled with the challenges of teaching the most meaningful curriculum. I spend part of each summer examining art catalogs and discovering new supplies, books, and visuals to add to my program so I will have fresh ideas as I face a new academic year.

I also devote part of my summer vacation to exploring the arts and crafts of the places I visit. Last summer, we went out West where I discovered Kachina Dolls and Native American weavings that worked so well with my students’ studies. Sometimes I take a photograph, and other times I purchase visuals such as the Native American sand painting and the dream catcher magnet that I found in a gift shop

in Arizona. I find it valuable to travel and explore the artwork of the regions I visit. These experiences seem to always bring new inspiration to my art room.

The teachers and administrators I work with also contribute towards making each year feel like a new beginning. They often come to me with new ideas that they would like art students to work on. MAEA art teachers who attended this year’s October conference got to see one of these ideas when I co-presented about an inspiring new beginning that took place at my Lower School last year. I was asked, along with a fellow Lower School art teacher, to coordinate the creation of two mosaic murals that would represent the Chesapeake Bay and be made by students. With the help of a visiting artist (who was also a parent of two of our students), our entire Lower School of three hundred and

twenty-eight children created a mosaic tile for themselves and contributed ceramic animals and backer tiles for the two big murals. This was last year’s new beginning. We had lots of support from parents, administrators, the maintenance crew, and classroom teachers as we watched our dream come into fruition!

The students we teach are a major part of what makes each academic year a new beginning. Even if we teach the exact same children, they have grown over the summer and they come back with different capabilities. Each year there are new students to get to know and new challenges of finding the best ways to reach them so that their strengths can shine in the art room. Lower School art teachers need to understand how to teach the most appropriate concepts, media, and techniques for our students’ skill levels.

New Beginnings, Continued

Attending the MAEA Conference and the AIMS (Association of Independent Maryland Schools) Convention each fall have been major sources of inspiration as I begin each new year. The keynote speaker at this year's AIMS Convention was Sir Ken Robinson, author of *The Element: How Finding Your Passion Changes Everything*. Robinson is considered one of the world's leading thinkers and speakers on creativity and innovation. He writes about talent, passion, and achievement. He defines *the element* as the point at which natural talent meets personal passion. When a student arrives at her element, she feels most inspired, most true to herself, and is able to achieve at her highest level. You may be familiar with one of Robinson's earlier books, *Out of Our Minds: Learning to be Creative*, which deals with creativity in education and business.

Something that Sir Ken Robinson repeated was, "Life is not linear, and education should not be linear either. It is organic." He stated that everyone is born with unique, natural talents and that each person is a miracle. "The problem," he said, "arises over whether or not we find our talents and utilize them". . .and "that there is a contradiction between education and the nature of being human." One of my favorite quotes from him was, "If you do something that you love, you never work again." His challenge to us as teachers is to help students find what they are good at and what they love. We need to help students understand the world around them and the world within.

Even if you started teaching over four decades ago, there are still new beginnings. There are still inspirations and new ways to look at and deal with our role as art educators. We are never too old to look at our work in fresh and exciting new ways.



Details of Chesapeake Bay Mural

Student Art Exhibition at the MAEA Conference October 2011



INFORMATION AND REMINDERS

MAEA Executive Council and Committee Members

Executive Council

President: Eleni Dykstra
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President-Elect: to be elected

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Historian: Jay Tucker
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Museums: to be named

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Advocacy Committees

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Youth Art Month: Ayla West
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New Teachers: to be named

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Meetings Schedule

All MAEA members are invited to attend Executive council meetings. For more information please contact any council member. Email addresses are listed on this page.

January 12, 2012

February 9, 2012

March 15, 2012

April 12, 2012

May 10, 2012

June 14, 2012

Conferences and Conventions

2012 NAEA National Convention

March 1-4, 2012

MAEA Conference

October 19, 2012

Upcoming Student Exhibits

MAEA State House Exhibit 2012

(formerly known as the Underground Art Exhibit)