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FINE ARTS CLASSES CONTRIBUTE TO THE HIGH RANKING OF MARYLAND PUBLIC SCHOOLS

THERESA ALO, PH.D. Fine Arts Department Chair, North Point High School Charles County Public Schools

For four straight years, Maryland schools have ranked among the nation's top schools. Although the claim that equitable funding and an increase in test scores are amid the indicators for this ranking, Fine Arts Education should not be overlooked. Going back to the late 1800's and the demands of Horace Mann including visual arts and music in the common Spring 2012

In this issue

Theresa Alo Fine Arts Classes

Contribute to the High Ranking of Maryland Public Schools

Eleni Dykstra Message from the President

Elisa Patterson Award-Winning Maryland Art Educators

Katie Gutwald CONNECT: An MAEA Professional Development Day Done Well

Lauren Bishop The Benefits of Blogging

Jeff Sharp Art Museum Experiences Spark a Life-long Love of the Visual Arts

Louis West Highlights from the 2011 Annual Maryland Art Education Members Exhibit

continued on page 3...



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MESSAGE FROM THE PRESIDENT

ELENI DYKSTRA President MAEA

With the Common Core Standards upon us, we are charged with the mission to ensure that all students, no matter where they live, will be prepared to achieve success in postsecondary education and the workforce. We need to ask ourselves, "What is success?" I found reflecting on my work was a key component to success in my own art room as I went through the National Board Certification process. I had to closely examine my beliefs, assumptions and biases regarding teaching and learning, and most importantly, determine how those beliefs influenced my classroom practice. Since teaching is often an uncertain, dynamic and complex practice, we as art teachers must make constant judgments about appropriate goals, teaching methods, and students' learning. Problems in education have no fixed answers; therefore, it is important that we constantly reevaluate our decisions. Reflection allows us to improve our ability to make appropriate, sound judgments, thus becoming empowered decision-makers.

Recent articles in *The Baltimore Sun* and *The Washington Post* ranked Maryland Schools Number 1 in the country for the fourth consecutive year. This issue of the *Gazette* asked our membership to consider responding to the following questions: *How is art impacting this trend? What does it look like? What are YOU doing that contributes to our Number 1 standing?*

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; encouraging study of art teaching; 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.

FINE ARTS CLASSES CONTRIBUTE... (CONTINUED FROM PAGE 1)

schools in Massachusetts, the arts have been proven to be an aid to the curriculum and an overall enhancement to learning. Current researchers show a positive correlation of achievement and the arts which was emphasized by educational reformer John Dewey between arts instruction and cognition, which guided curricular decisions beginning in the late 1800's and spanning through the 1900's (Darby & Catterall, 1994).

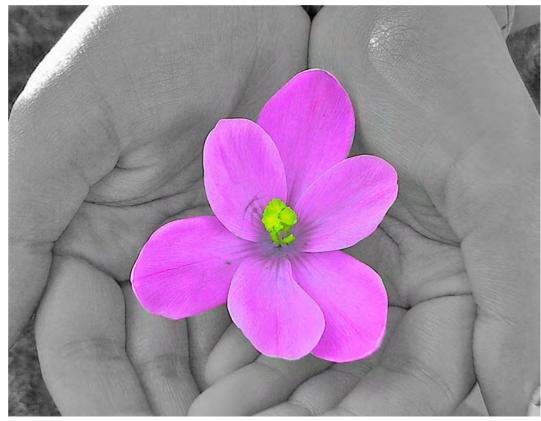
So, how are the visual arts helping Maryland keep its high educational ranking? If you have the opportunity to see an arts class in a Maryland public school, you will see that arts education

appeals to the various intelligences by providing students numerous deliveries of information that are attuned to diverse learning styles found in modern classrooms. The arts are compatible with Gardner's (2006) nine intelligences, which include: linguistic, logicalmathematical, musical, spatial, body-kinesthetic, naturalistic, interpersonal, intrapersonal, and existential, all stemming from artistic tendencies. This makes the arts classes appealing to a wide variety of students.

The arts are unique in that they take ideas,

which are starting points for thought, discussion, reading, viewing, writing, and examining these ideas from an artistic point of view to generate overarching themes to help students connect the visual arts to ideas that exist in the school curriculum (Walling, 2006). The arts classrooms are where students can discuss their opinions and share their experiences in a non-threatening environment.

Current students need to have skills that emphasize the value of creative and problem solving skills in order to compete in the global market. These skills are accumulated and



Olivia M., Severn River Middle School, Anne Arundel County Public Schools

expanded upon through arts education. Visual arts, music, and drama have been shown in studies to contribute to the development of self-regulation (Baum & Owen, 1997), in reading and reading comprehension, writing, and verbal expression (Catterall, 1998), and social studies conceptual understanding (Aschbacher & Herman, 1991). Students who participate in the arts possess the ability to consider different vantage points of a problem and to work toward a solution. Burton, et al. (2000) concluded that students' engaged in the arts had better habits of mind, intuition and practical and logical modes of thought. This premise is furthered by Gamwell (2005) whose research also suggests that learning through the



arts provides a vehicle for students to become actively engaged in the construction of their own learning. Cognitive capacities, dispositions, and attitudes associated with imagination, creativity, and critical thinking (Darby & Catterall, 1994), and other cognitive components such as elaboration, fluency, originality, and ability to take multiple perspectives and layer relationships (Burton et al., 2000) are enhanced by participation in the fine arts.

There have been studies involving at-risk students and their increased success in all facets of education with the addition

Audrey D., Severn River Middle School, Anne Arundei County Public School

Students can be taught to search their minds for images and they can be guided through the process to select appropriate images that enhance learning and increase retention. The arts play an important function in human advancement, increasing the growth of cognitive, emotional, and psychomotor pathways (Sousa, 2006). The arts are to be credited with characterizing aspects encountered in the world whereas most academic subjects are concerned with breaking it up into analytical pieces (Brown, 2001). of arts education (Alo, 2009). There are various other research studies that can be sited to further emphasize how the arts aid students academically, but the ranking of Maryland schools serves as a foothold for the arts to continue contributing to student learning and understanding. Fine arts classes are an explosive venue for learning.

Included in my art classes are complex pedagogy with many layers of purpose that build on fundamental skills, which include critical and creative thinking, communication, interpersonal relations, and self-discipline. One particular lesson embraces advertising. Students begin by critically evaluating many existing advertisements. Because our current society is inundated with advertisements, visual images have emerged as one of the most persuasive forms of communication. These visual images present all aspects of the current world's conditions. Upon completion of the advertisements, students participate in a group critique. The group critique is an excellent vehicle for cultivating critical thinking as it provides a sensory anchor where students can focus on a physical object as they present and discuss outcomes. The artwork is instantly accessible as students can make their point by looking back at the artwork being critiqued. Through the discussion of art,

In my classes, students are taught to look explicitly and implicitly to notice things that may otherwise go unnoticed. After the initial investigation, students select a cause that is important to them, research it, and create a mind map into the essential aspects of that cause. This process allows students to not just see the world by a set of categorizations, but instead to have the opportunity to experience the world of advertising in their own context.

Hailey W., Severn River Middle School, Anne Arundel County Public Schools

Students then design their advertisement com-

bining old and new skills with great consideration going to target markets and layout. Not only does this encourage students to looking at things in a new way, but it also lends itself to evaluation and reflection for decisions made to create their artwork. Students are encouraged to take risks and explore ideas through experimentation not only visually, but verbally.

students are able to develop problem-solving skills. A visual arts education provides multiple pathways for developing students' critical thinking and communication skills and provides them the means to interpret and negotiate today's visual culture. I contend that my classes are assisting not only my students, but the ranking of Maryland schools.

references on page 8...



Award-Winning Maryland Art Educators

ELISA PATTERSON

Editor, Gazette Museum Educator, National Gallery of Art

Recent articles in *The Washington Post* and *The Baltimore Sun* ranked Maryland schools number one in the country for the fourth consecutive year. At the 2012 National Art Education Association (NAEA) conference held in New York City this past March, it was clear that Maryland art educators were certainly contributing to this ranking. A number of our teachers were recognized for national awards.

This writer caught up with several of the awardees and they were asked the following questions:

What did you receive an award and what does it look like in your practice?

What does it mean to you to have received this award?

Here are some of their responses:

SUZANNE OWENS—EASTERN REGION SUPERVISION AND ADMINISTRATION ART EDUCATOR AWARD

"I have the responsibility to lead visual arts instruction, curriculum development, staff development, and program evaluation for 120 K-12 schools encompassing over 76,000 students in our large urban-suburban public school district. I try to lead collaboratively by empowering veteran and new teachers alike to take ownership for the quality of their teaching, excellence in their lesson and unit designs, responsibility for student achievement, and positive growth in their careers as professional art educators. I consider advocacy for the visual arts as an important part of my job and work to feature the artistic achievements of our students throughout Anne Arundel County and the State of Maryland..."

Sue's assistant superintendent, Dr. Maureen McMahon, summed up what a day in Sue's life can look like as Coordinator of Art in AACPS: "...a leader who can begin her day collaboratively writing new science-tech-engineering-ART-Math (STEAM) courses with scientists and engineers, move to designing a propaganda art club for our new Homeland Security high school Signature Program, transition to facilitating arts integration professional development for K-5 language arts teachers, and finish the day meeting with community leaders and politicians grappling with and discussing the funding for our future performing and visual arts high school."

Sue is proud to accept the award "as representative of AACPS Superintendent, Dr. Kevin Maxwell, and a fantastic team...in my forward thinking school district" where the belief in participation in the visual arts leads to student success in their careers and their lives.

ELIZABETH STUART—MARYLAND ART EDUCATOR

Elizabeth (Lisa) has spent the majority of her education career actively involved with MAEA and NAEA, serving in a variety of positions such as MAEA Elementary Division Director, Supervision/Administration Director, and Co-editor of the *Gazette*. She is the MAEA president-elect. In her current job as content specialist, she is tasked with supporting 350 art teachers in curriculum, assessment, and instruction and also supports the dance and theatre programs in Montgomery County Public Schools. She continually strives to improve opportunities for art teachers, and is co-organizing a rich program of speakers for the Fall MAEA conference.

Lisa is very excited to become a published author; her book on using art to teach reading comprehension will be published this fall.

Lisa is honored to receive this award from NAEA, particularly because she knows who has received it in the past, "the biggest and best in the education world." However, getting this award

"mid-career is kind of like a mid-life crisis—it will push me to continue to strive for excellence in this path I have chosen."

SARAH NEUBOLD—EASTERN REGION ELEMENTARY ART EDUCATOR

Sarah's students "produce quality art (because she) provides them with opportunities to make creative choices and express their own unique ideas.

"I do not, however, think I do this any better than most art teachers. I know so many outstanding teachers and I'm always getting new ideas and learning from them. I think what, perhaps, made me stand out as a nominee was my leadership and involvement in our profession beyond my own art room. I am very active at my district level in advocating for the elementary art program and our art teachers. I'm active at the state level as part of the MAEA Executive Council." She is also involved at the national level, regularly attending and presenting at NAEA Conventions.

"I feel very honored to have received this award. I found it encouraging and motivating at a time when I don't always feel like a very good art teacher. I was out on maternity leave in the fall. I

"I know so many outstanding teachers and I'm always getting new ideas and learning from them."

—Sarah Neubold

love being a mom and I love being a teacher but I've definitely found it a challenge to find a good balance between work and home. On days that I am really struggling and haven't gotten much sleep, I remind myself that I am an award-winning art educator. It motivates me to live up to that honor. This award has also been very humbling. I was lucky enough to receive this award in the company of excellent art educators from the other regions across the country. Then I heard Samantha Melvin, our National Elementary Educator of the Year, speak about her program. I thought to myself, 'Wow, I need to do better. There is always something to learn and ways to improve.'"

AMANDA KODECK—EASTERN REGION MUSEUM EDUCATION ART EDUCATOR

Amanda is particularly proud of her work with arts integration at the Walters Art Gallery, noting that art "reaches beyond just the visual arts teacher." She has worked in a variety of ways to bring art to teachers. Amanda helped develop her museum's arts integration website and makes sure that teachers know how to use it, is active in providing professional development for all teachers, and provides instruction to foreign language teachers in showing them how to use art to sequence stories.

Amanda stated that "it meant a lot to be recognized by someone outside of the museum field; someone whom I serve, in the school system."

TO SEE A LIST OF ALL NATIONAL AWARD WINNERS

Visit the NAEA website at www.arteducators.org/grants/ Award_Winners_Website.pdf

FINE ARTS CLASSES CONTRIBUTE... (CONTINUED FROM PAGE 5)

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Go Behind the Scenes at Washington, DC, Art Museums!



NaeA SummerVisionDC A Professional Learning Community for Art Educators 2012

Join a professional learning community!

Spend 4 art-filled days in Washingtor DC, exploring permanent collections current exhibitions, and the museum itself as a work of art!

Register today! Registration is limited to 25

participants per session.

When: Choose from 2 sessions: July 10-13 or July 24-27

Where: Washington, DC

Cost:* \$449 for NAEA Members, \$499 for Nonmembers

How: CLICK HERE to register online

Information: CLICK HERE

for detailed information

*Registration cost covers tuition, Visual Journal & Portable Studio supplies, *The Museum Experience: The Discovery of Meaning* book, NAEA's new advocacy gear: "Art Matters" tote bag and luggage tag, ALL museum admissions, educator packets, some museum shop discounts, closing SVDC

reception/celebration, and surprises.

- Learn and network with educators from around the country!
- Rediscover Washington, DC, through the Museum Experience while actively advancing visual literacy and critical-thinking skills for preK-12 classroom applications.
- Study diverse perspectives for understanding how the Form+Theme+Context (FTC) of works of art and artifacts shape layers of meaning.
- Use interdisciplinary pedagogy and engage in object-specific strategies that deepen learners' engagement within classroom and museum settings.
- Experience mini-lectures, visual journaling with your own Portable Studio, interactive discussion of readings, and hands-on learning to complement your learning experiences.

Go behind the scenes, explore sculpture gardens, examine artworks, and participate in studio and other hands-on learning as you connect with educators at these museums:

- National Gallery of Art
- Freer Gallery and Arthur M. Sackler Gallery
- National Museum of African Art
- National Museum of Women in the Arts
- The Phillips Collection
- Corcoran Gallery of Art
- National Building Museum
- Smithsonian American Art Museum

National Portrait Gallery

SVDC is a Professional Learning Community (PLC) of diverse art and non-art educators. Invite colleagues to join you in learning how to use interdisciplinary concepts in your classrooms.

The only real voyage of discovery consists not in seeking new landscapes but in having new eyes.
—Marcel Proust

National Art Education Association 800-299-8321 | info@arteducators.org | www.arteducators.org

CONNECT: AN MAEA Professional Development Day Done Well



Participants in the CONNECT Professional Development Day

KATHRYN GUTWALD

Art Teacher, Mars Estate Elementary School Baltimore County Public Schools

This past April, MAEA hosted CONNECT, a Saturday professional development workshop for Maryland art educators at the Howard County Center for the Arts. Approximately thirty participants from counties all over Maryland attended the all-day event. The participation fee included lunch, a sketchbook, a text by Eric Scott and David Modler, and a chance to win prizes.

The event consisted of two sessions that ran simultaneously in the morning and afternoon so that all participants could attend both sessions in small group settings. In between sessions, participants had a chance to eat, network, and shop some school specialty demos. The sessions offered were "Visual Journals: Comparisons and Obsessions" presented by Eric Scott and David Modler, and "DEMO: Deconstructing the Act and Art of Teaching in the Visual Art Classroom" presented by Rachel Valsing, Jen McBrien, Sherri Fisher, and Jesse Dortzbach.

During Modler and Scott's session, participants had the opportunity to peruse through the presenters journals and begin some journaling of their own. Scott and Modler, both teachers and artists, presented ideas regarding their practices in journaling. During the session they discussed journaling as a means to finding a voice and elaborated on ways to remedy obstacles that many students face in beginning the journaling process. Participants were able to try out these ideas in the provided sketchbooks or their own journals during and after discussion.

Valsing, McBrian, Fisher, and Dortzbach, four high-school teachers from Baltimore County, held a corresponding presentation that explored the impacts of teacher demonstration and student inquiry. Each presenter discussed ideas about teaching art skills, while simultaneously scaffolding creativity and student discovery. This thoughtprovoking session, also shared strategies for connection-making and inquiry in the art room. After the presentation, participants engaged in a rich discussion of the topics and shared perspectives in regard to their practices and experience.

Both sessions were well-received by participants, who also expressed gratitude and enthusiasm in regard to the day as a whole. Participants walked away with great ideas, giveaways, and a new plethora of ideas. With such a warm reception and beneficial impact, this event has set precedent to be followed. Be on the lookout for future MAEAhosted professional development opportunities!

FOR MORE PHOTOS FROM THE CONNECT PD DAY

Visit the Maryland Art Education Association website at http://marylandarteducationassociation. ning.com/profile/SCraigLlewellyn

Participants in the CONNECT Professional Development Day

THE BENEFITS OF BLOGGING

LAUREN BISHOP

Lower School Art Teacher, Calvert School AIMS-Baltimore County

Maryland is brimming with talented educators of all types and I am honored to be part of the Art Education variety. The Baltimore Sun and The Washington Post ranked Maryland schools number one in the country for the fourth consecutive year. Art educators are impacting this trend as much as anyone. It is, perhaps, attributable to the many efforts we put into extending a meaningful relationship with art beyond the classroom experience. I subscribe to low tech experiences, such as sinking one's fingers into a new, cool chunk of clay and inhaling the earthy aroma or smudging a smocked arm with new media, as ideas spread across an empty page. I also see true relevance in the high tech approach as well. An area in which I have extended art education for my elementary age students is through the use of a simple online blog. It contains information and activities for families to discuss and enjoy together at their leisure and allows for child-led family discussions as many topics are introduced in the classroom first. A few elements on the blog include the Artist of the Week exercise, current and past projects, grading rubrics, and art challenges.

The *Artist of the Week* is a ritual we do at the beginning of class. We take time to have a "five minute museum" exploration of a contemporary

artist with an image, or sometimes a video, projected on a white board. The goal is to recall vocabulary, materials, techniques, and skills from current and past projects, while exploring innovative new art. We set a goal of at least ten to twenty student comments that contain art vocabulary. There are a myriad of responses across first to fourth grade. For instance, one might say "The top left has lots of primary colors" or "I notice the color scheme is mostly warm monochromatic values" or "I can tell by the texture this might be a clay sculpture." All of the comments are meant to warm up students and keep them fresh. Occasionally, a selected student will assume the coveted role of "student blogger" and type a short blog post about the Artist of the Week. Parents can also view the Artist of the Week slide and continue the conversation at home.

Parents might also ask their little artist about ideas for his or her current project. Question prompts or inspiring thoughts about what the children are working on in class can also be found on the blog. An example of this may be "How will I include three figures in my foreground, middle ground, and background?" or "What are tints, tones, and shades and how can I include them in my painting?" Each lesson allows students to conceptualize their own ideas based on these seeds, or inspiring questions. Those questions dovetail with the materials, techniques and skills demonstrated in a lesson. The projects are then assessable by aligning with the material, skill and technique components as well as the seed questions.

Student examples of current and past projects are photographed and uploaded to display the students' efforts and successes. This is particularly exciting, as students enjoy having their masterpieces showcased for the world to view. In a very adorable way this is a small version of fame for them. It is a bit of an incentive as well. The student artwork posted meets the goals of each lesson: to explore new ideas, take art risks and maintain careful craftsmanship. The blog also contains relevant classroom information such as the grading rubric, smock reminders, updates on current school events and so on. Posted occasionally, families will find ideas or challenges for using new or old materials in creative ways. A few examples of the ideas are posted for the viewer's inspiration. Or, a challenge may be for the classroom. For example, this year students are challenged to fold one-thousand origami cranes outside of class to hang in our art studio.

A blog allows art teachers to not only continue instruction beyond the school hours, but also to introduce exciting things for which there is neither time nor budget. For instance, you may want students to enjoy an exciting art application on the iPad but do not have access to any tablets. A quick blog post can direct families to the link and extend the teacher's reach while at the same time guiding students towards a multi-faceted relationship with art. Blogs provide all-hours accessibility to exciting and new discoveries posted by teachers.

As we look into the future of art education we will surely discover other interesting technologies for maximizing the teachers' impact in and out of the formal classroom. After all, it is a meaningful relationship with art that we are nurturing more so than any one particular project. Creating a blog may be a way art educators can contribute to that goal and extend education beyond their classroom confines. However, any way we can generate a deeper and longer lasting connection for our young artists will influence their impression for a lifetime.



All artwork by 3rd graders from Mars Estate Elementary, Baltimore County Public Schools

ART MUSEUM EXPERIENCES Spark a Life-long Love of the Visual Arts

JEFF SHARP

Visual Arts Instructor, Century High School Carroll County Public Schools

Art museum visits are an essential and memorable part of a visual arts education. Recently, I ran into a former student I taught as a seventh grader over fifteen years ago. He expressed to me how though he never considered himself an "artist," he deeply appreciated our school field trip to the Baltimore Museum of Art. That trip fostered an interest in the visual arts that led the student to make many subsequent visits to a variety of art museums.

As a high school art teacher, I take my students to an art museum each fall as part of their AP Studio Art experience. We typically visit the National Gallery of Art as it gives my students access to a large assortment of master works which will either directly or indirectly influence the development of their concentration portfolio. For many, it is the first time they have ever set foot into an art gallery and, therefore, the first time they have ever seen famous works of art up close. The trip always makes an impression.

As an instructor (and first time sponsor) in the National Gallery of Art High School Seminar, I have gained another unique perspective of the art museum experience. Students thoroughly research works in the gallery's collection, create an artwork based on their research and then present their findings to a large audience in a formal auditorium setting. It is in an intense and comprehensive program that allows students to become intimate with their chosen works of art. This year, I was fortunate to watch one of my own students grow to become an accomplished art history scholar under the direction of the entire High School Seminar staff. She was proud of the opportunity to deepen her art museum knowledge.

The experience was so positive that I plan to sponsor another student in the High School Seminar program next year. Not only will participation in the program enrich my student's understanding of art, but it will help foster a life-long love of art by encouraging frequent art museum visits.

FOR MORE INFORMATION ABOUT THE HIGH SCHOOL SEMINAR PROGRAM

Visit www.nga.gov/education/hsprog .shtm#seminar



HIGHLIGHTS FROM THE 2011 ANNUAL MARYLAND ART EDUCATION MEMBERS EXHIBIT



2011 Members Exhibit attendees

LOUIS WEST

Art Teacher, Clarksville Middle School, Howard County Public Schools Past Maryland Art Education Exhibit Coordinator

The 2011 Annual Maryland Art Education Members Exhibit was held at the Towson Arts Collective in Towson, Maryland. The show was unique in that all submitted work was accepted. The exhibit featured artwork from over 25 members. The opening reception was held on Friday, November 4, from 6:00 pm to 8:00 pm. The reception was well attended and the awards were announced during the event.

The exhibit was judged by Dr. Susan Hendricks, Coordinator of Art Education at the University of Maryland. She selected the following work for awards:

- Best of Show to Stuart Emmerich, Baltimore County Public Schools for *Revered*, watercolor painting, awarded \$300 prize
- Award of Excellence to Kathryn Gutwald, Baltimore County Public Schools for Go, oil painting, awarded \$200 prize

www.marylandarted.org



2011 Members Exhibit attendees

• Award of Merit to Megary Sigler, AIMS, Roland Park Country School for *Oberon*, clay sculpture, awarded \$100 prize

After a thoughtful and reflective review of the work, Dr. Hendricks had the following to say about the winning artwork:

Regarding *Revered* by Stuart Emmerich: "I found myself returning several times to take another look. I enjoyed both the realistic and ethereal qualities, perspective, color scheme, and attention to detail which all made the work stand out." Regarding *Go* by Kate Gutwald: "I found this to be a captivating yet playful painting that evoked many emotions. The more I looked at it the more *I* saw! I think it makes one wonder just how people really *see*—fully, cautiously, blindly or zealously, dully or indifferently."

Regarding *Oberon* by Megary Sigler: "I found that I wanted to pick up and touch this piece (I restrained my hands from doing so). The intricacies and energy of the sculptured form, along with the rich qualities and nuances of the various textures, all heightened the control of the plasticity of the clay."



Kathyrn Gutwald with Go Award of Excellence

Oberon sculpture by Megary Sigler

Megary Sigler with Oberon Award of Merit

Dr. Hendricks braved an early season snow to attend a judging session before the reception. After the event, she summarized her thoughts and feelings:

"First let me say that it was an honor to judge the MAEA members exhibit! However, along with this honor came some hard work and difficult decisions to narrow the field and choose the winners—especially when there were so many 'winners!'"

On behalf of the Maryland Art Education Association

I would like to congratulate all of the winners and thank all of the artists that participated.

This exhibit relies on the production, devotion, and dedication, of its members. I would like to thank Diane Margiotta and Brian Truax of the Towson Arts Collective. They allowed use of their space and were both patient and diligent in regards to organizing and making the show a success. Many thanks go to Dr. Hendricks for her time and energy needed to judge the show. Finally, I would like to thank Kiersten Bram for her time and expertise used in designing the call for work and the invitations.



THE 2012 MARYLAND ART EDUCATION ASSOCIATION MEMBERS EXHIBIT

is now on view at the Baltimore Washington International Airport

(in the International wing)

Come see the work of fellow Maryland art educators.

THE EXHIBIT WILL BE ON VIEW THROUGH SEPTEMBER 15.

Hammerjack by Benjamin Tellie