



RECONNECTION



Cover Art

This is my Calling, Sara Kaltwasser, Artist in Residence/Art Program Supervisor.

In this time of pandemic, we have seen what it means for people to rise up in to roles of leadership. ...Not the kind of leadership that is about supervision, or power, or even some idea of success. But rather, a form of leadership that is about taking on the responsibility to care for another person. The kind of leadership that centers the humanity that we all share, and that reveals the better angels of our nature.

Leadership isn't the grand gesture. It abounds in the moments of quiet compassion. It manifests even when you feel the existential fear of not knowing what the future will bring. I see this leadership in the countenance of my coworkers. I hear it in the voices of my sisters and brothers; all frontline workers.

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Mission

Our mission is to advocate for and advance art education in Maryland to fulfill human potential and promote global understanding. Art instruction is a vital component of every child's core education. Visual arts experiences cultivate creative expression, innovative thinking, problem solving, and personal development.

MAEA Gazette

The *MAEA Gazette* is published up to three times a year by the Maryland Art Education Association (MAEA). The *MAEA Gazette* is shared with all members through email and is available on the organization website marylandarted.org.

Those interested in contributing to or advertising in *The MAEA Gazette* should contact maea@marylandarted.org.

RECONNECTION

Our Fellow MAEA Members,

A poster by Spencer Charles, "How Can We Move Forward When Everything is Backward," in the [Posters for Change](#) calendar speaks to me. Every day for the month of May (and a few weeks in June), I connected to it each time I walked by it, or sat and contemplated it with the stresses of life surrounding me. When we came up with the theme of "Reconnection" for this issue of the Gazette, I kept thinking about how hard it has been for so many people for so many reasons for so long. How can we regain a sense of normalcy when normalcy is being redefined? How do we reconnect with one another when we have all changed?

This issue shares both our thoughts as we move forward and how, as an organization of art educator volunteers, we have been working to connect with each other and you for this past year. Vernon Fains, our VP of Advocacy, speaks about the opportunities we have to display both our students and our own artwork. Jamila Bellamy and Jemil Miller, our VPs of Programs, reflect on their "Elephant in the Room" webinar series that opens dialogue regarding equity, diversity, and inclusion. Lindsay Miller, VP of Membership, shares the video of our virtual awards ceremony this year. Monica Heiser, an art teacher who just completed her first year of teaching, shares "Knock, knock; Who's there? Home Visits During A Pandemic" about her experience connecting with students and their families in person. David Anderson, our Middle School Division Director, provides insights on how you can connect your work with a larger audience with "How to Have your Work Published." Our Division Directors for Elementary, Middle Level, Secondary, Independent Schools, Higher Ed, and Museum Educators report from their areas of specialty to further connect art educators across Maryland.

There are beautiful works of art by art educators and student artists throughout this issue. The Communications Committee requested members and students to submit works using "masks" as a theme. Inspired by the accessory that has accompanied all of us through the Pandemic, the artworks reflect how, symbolically, masks can convey a variety of powerful



messages in art. These works are accompanied by an artist statement that collectively communicate the loss, resilience, and transformation that have defined the year. In addition, we have student work submitted by members and shared with us through our Advocacy Committee.

As you "reconnect" with yourself and your artistic and/or scholarly practice this summer, please also consider subscribing to MAEA's calendar on [Google Calendar](#) or [iCal](#), which we also share at the bottom of our organization's website. We share dates and times of MAEA meetings, deadlines, and events. Our calendar also includes statewide events at museums or outside organizations that might interest art educators. In addition, you can keep up with us on [Facebook](#), [Instagram](#), and [Twitter](#). Please follow us and share your work!

Thank you and congratulations for making it this far through unprecedented times. We hope to reconnect with you later this summer at our retreat or in the fall at our 2021 Conference.

Sincerely,

Katherine Hess

VP Communications, Gazette Co-Editor in Chief

Rachel Valsing

MAEA Secretary, Gazette Co-Editor in Chief

PRESIDENT'S MESSAGE

Wow, what a crazy school year. From global pandemic, civil unrest, virtual learning and educational budgeting founded on “lost learning”, it is safe to say this has been an unprecedented year. As they tend to do, art educators have stepped up to meet the needs of students despite all the new and additional challenges. Education is hard work – rewarding, but hard work. On top of the traditionally difficult aspects of education, this year made us all feel like we had to “start over” regardless of if this was your first year in the profession or thirtieth.

Despite the challenges, this year has created positive and hopefully lasting outcomes. In some ways, the necessity for virtual instruction and meetings has prompted schools to put more devices into the hands of their staff and students. This increased access to technology will help our students by giving them more tools to work with as they learn. This virtual world has in some ways increased our connection to people, in some cases prompting reconnecting. This has become clear in our MAEA meetings and events. More people, from further geographic locations, have been able to join the conversations. The physical distance is no longer a barrier stopping member involvement. This year made us flex



more with our instructional delivery and student engagement and increased our tools for both. Many teachers have learned, grown, and are better because of these additional obstacles.

This year the topics of civil unrest, policing practices, and equity have dominated educational events, training, conversation, and study. Much like increased technology, this topical hyper focus has, in some ways, increased our connection or reconnection to people. Most have been looking further within, at our own beliefs and biases, at the representation of cultures within our curricula and lessons, how we represent and respect people in our discussions and how these examinations can help provide relevant, contemporary art education to all students.

At the MAEA we have always celebrated the determination and adaptability of art educators and this year has been a testament to their ability to overcome and succeed. I am in awe of what you do and hope we can support you as you ensure our students' continued growth in their artistic skills, art appreciation, aesthetic knowledge, and application of artistic literacy to whatever professions they pursue.

Christopher Whitehead
MAEA President

STATE & NAEA HIGHLIGHTS



UPCOMING WEBINARS

NAEA offers free webinars for all members (MAEA members are also automatically NAEA members) that may earn professional learning credit. [Registration is open.](#) Dates for all the webinars listed below are also on the MAEA calendar (learn how to sign up on page 3).

- **July 7:** Changing the Art Education Landscape: What's Next?
- **August 4:** Achieving Instructional Equity in Hybrid and Virtual Learning Spaces: Inclusive Art Room Strategies for Meeting the Diverse Needs of Students With Dis/abilities
- **September 1:** Maximizing Your Virtual, Hybrid, and Face-to-Face Classroom Management
- **October 6:** Not a Toolkit: Thinking With, Through, and Against Whiteness
- **November 3:** Organizing Student Art Exhibits for Maximum Success
- **December 1:** Engage Your Students Through 3D Design
- **January 5:** SEL Practices: Self-Care for Your Students and YOU



UPCOMING WEBCAST

In addition to the suggestions in David Anderson's article on page 14, “How to Have your Work Published,” you may want to check out NAEA's “Writing for Art Education” webcast Thursday, July 22, 2021, from 7-8 p.m. [Register here.](#)

- **February 2:** Connecting With English Language Learners in the Visual Arts Classroom
- **March 16:** Community-Based Art Education: Making, Teaching, and Research With/in Community Settings
- **April 6:** Teaching Media Arts: Exploring New and Emerging Approaches
- **May 4:** Empowering Students Through Project-Based Learning
- **June 1:** Equity, Diversity, and Inclusion in Art Museums

MESSAGE FROM ADVOCACY

Vernon Fains
VP, Advocacy

Our mission at the Maryland Art Education Association, in part, is to advocate for and advance art education in our state to fulfill human potential and promote global understanding.

This past year had no shortage of difficult moments with the pandemic and racial injustice, just to name two.

Art educators have risen to provide safe spaces for students' joy and pain; bravery and anxiety; triumph and despair. Teaching and learning have been reimagined and repositioned to respond to situations that have created a new normal, whatever that may be.

How can we continue to advocate for visual arts as we navigate through difficult and challenging times in a fast-changing world?

Art advocacy is a daily activity. Here are some ways you can advocate for visual arts:

- Know the facts. Art expression is fundamental to the human experience. It allows us to examine and express what it means to be human, bringing ideas and people together, dismantling barriers, and countering misconceptions of others. Understand the value of visual arts education for personal and community connections.
- Share your story. Your voice and interests matter to the decision makers, including boards of education, policy makers, and community members. As professional art educators we understand the essential value art education provides to learners of all ages and proficiencies.



- Help students share. You can provide a brave space for your students to share their stories through art making and celebrate their experiences from process to product. Art advocacy helps build skills in self-advocacy, self-expression, and confidence.

MAEA continues its art advocacy by celebrating student art making experiences as they respond to and document their world. During this past school year, our students created art for the annual **Youth Art Month Maryland Flag Contest**. Our students also participated in the annual **MAEA BWI Airport Spring Exhibit**, where this year's theme is *Capturing the Moment*. Teachers and students will also share their artworks created in isolation during this pandemic in the **Maryland Makes Art Virtual Museum** during the summer.

There will always be challenges and obstacles, but our art educators, students, and families continue to inspire the MAEA to support art educators and be champions for the whole child.

Opposite Page:

Maryland Youth Art Month Flag Contest Entry, Cheyenne Kuloweic, grade 5, Montgomery County

Top Right:

A Moment of Peace, Anika Amin, grade 11, Howard County Public Schools

Bottom Right:

Bear 2021, Jayden Cole, grade 7, Baltimore County

Art educators have risen to provide safe spaces for students' joy and pain; bravery and anxiety; triumph and despair.



MESSAGE FROM PROGRAMS

Jamila Bellamy & Jemil Miller
VP, Programs

What if every teacher in the portion of North America that we refer to as the United States made a commitment to expanding the hearts and minds of our future leaders? What if, in addition, the educators were unified on a path to expanding their own hearts and minds. Just imagine how different we could make this country. It might become a place worth risking your life to reach as an immigrant.

The events of the past twelve months have imposed so much pressure on everyone that most people would like to see meaningful change take place. As a response to the last year and the impact of decades of irresponsible and inappropriate treatment of human beings, the MAEA is sponsoring an ongoing dialog that we call *The Elephant in the Room Series*. In these sessions we target topics that include, but are not limited to: cultural appropriation in the classroom, the importance of cultural diversity in instruction, the continuing Civil Rights Movement for people of color, teaching demographics that do not match your own, and learning how to make polite and respectful inquiries.

Please join us. All are welcome. You do not have to be a member yet to attend. Discussion topics we have covered are “Representation Matters,” “Awareness Analogies,” and “The African American Experience: Twenty Questions.” We look forward to your participation in future events leading to our growth as individuals and as an organization.



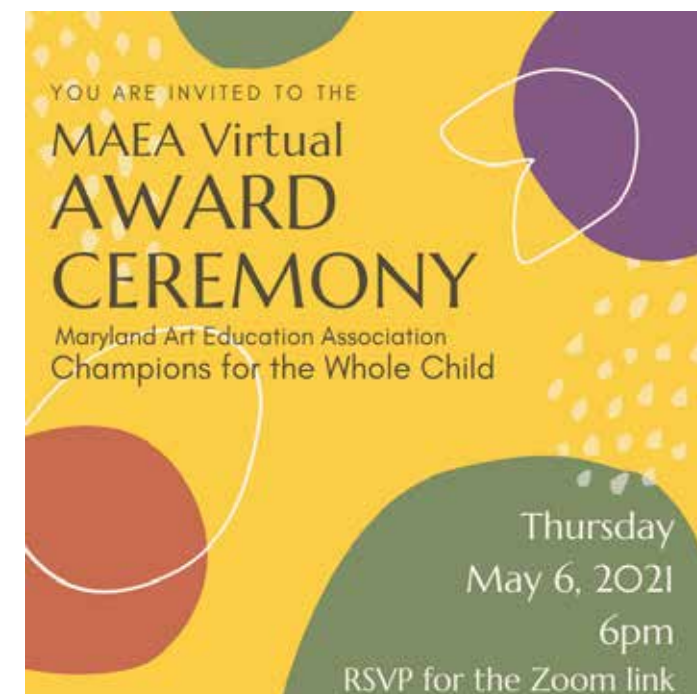
Just Out of Reach, Maiya Hall, grade 12, Baltimore City Public Schools.

This piece, Just Out of Reach, represents the justifications I've had to make in order to prove myself as a black, queer individual in america. The yellow figures represent the people and opportunities presented to me throughout my life that slip away as a result of the dismissiveness of intersectionality. Often times a mask is placed on my persona, not by choice, but by the societal pressures surrounding me.

MESSAGE FROM MEMBERSHIP

Lindsay Miller
VP, Membership

In May, family and friends attended the MAEA Award Ceremony from all over to celebrate the 2020-2021 district, regional, state, and national award-winning art educators through a virtual ceremony. While this virtual format can never stand up to the backdrop of The Walters Museum (where the event is traditionally hosted), a virtual ceremony allowed for some special opportunities. Jan Perdue, a docent at The Walters, brought a little of the museum tradition to the event through a congratulatory video. We welcomed guest speakers Brad Hudson, Associate Professor and Coordinator of Sequential Arts at the University of Maryland Eastern Shore and Freelance Artist, and Dr. Pamela Harris Lawton, Maryland Institute College of Art's Florence Gaskins Harper Endowed Chair in Art Education. These speakers reflected on the ceremony's theme “Champion for the Whole Child” and



their experience as teachers, life-long learners and artists. The MAEA Regional Representative and Division Directors introduced this year's award winners. Award winners felt the love and support of their peers when everyone unmuted to cheer and clap! You can still use the #MAEACHampions hashtag to celebrate the art educators that have impacted you or a loved one. To watch the whole ceremony you can go to this [link](#).



Breathe, Jeremy McDonald, art teacher, Saint James School.

A dirty unused mask laying on the ground tells a story. It tells a story of our county in a time of crisis. A time when we all, for multiple reasons, can't breathe.

KNOCK, KNOCK; WHO'S THERE? HOME VISITS DURING A PANDEMIC

Monica Heiser
Visual Arts Teacher

“Jawad! Don’t throw that eraser! I know where you live.” In a joking tone, we have all told our students to calm down or behave with the threat of visiting their homes. This pandemic and virtual teaching called our bluff. Okay, do we actually know where our students live?

One of the biggest challenges of a first-year teacher is getting to know your students, and with many students unwilling or unable to turn on their cameras, I needed a more direct approach than jokes and threats: home visits. I was inspired by an article, [Funds of Knowledge for Teaching: Using a Qualitative Approach to Connect Homes and Classrooms](#), which examines the role of home visits as a way of activating funds of knowledge – the wisdom that students have learned embedded in their home lives, culture, and families. First, I wanted and needed to make connections with my students and their families to help engage my students, and second, they needed art supplies and often lacked transportation or the free time to come to the school to get the materials. Over the course of a week, I went to about ten of my students’ homes, dropping supplies and meeting their families. Even staying respectively sensitive to quarantine guidelines by wearing a mask, not hugging, and staying six feet apart, seeing and talking to my students, seeing their eyes light up with joy for having a visitor, seeing the mural art in neighborhoods, walking into their homes, and meeting their families was all so incredibly humanizing for both myself and my students.

One of my students, Jawad* (an incoming 9th grader), briefly invited me inside his home. When I walked into his living room, his entire main wall was covered with his and his brother’s perfect attendance certificates from elementary and middle school. Seeing this wall covered in what mattered to him and his family most – attendance records and doing well in school – was so inspiring and humbling to see the dedication of my student. It helped me know that if he missed a zoom class, I should call and check-in with him because showing up to school was very important to him.

Another student Kione* (an 8th grader) also invited me inside his home. Raised by his grandmother, she showed me around their humble but elegant home in Sandtown-Winchester, a neighborhood in Baltimore, MD. The walls were painted a vibrant orange and beautifully decorated. As she led me to their dining room, she showed me a wall similar to Jawad’s but different: instead of attendance certificates, this wall was covered in framed pictures of African American heroes. Everyone including Gordon, aka “Whipped Peter,” who was an enslaved African American who escaped from a Louisiana plantation in March 1863; a heated Malcolm X at the lectern; the smiling “Forever President and First Lady,” Barak and Michelle Obama; and Black Jesus with his arms open, all

*Names of the students have been changed to protect their identities.



stood framed on the orange wall above their dining room table. She asked me who I thought Gordon was, and although I had seen the image before, I was unable to name the image. She explained to me that they look at these images every day to give them strength and courage. As an art teacher, his grandmother re-taught me the power of images. The pride she and Kione had in their legacy of black power helped me learn about his cultural funds of knowledge and who and what inspired him. It connected me with his grandmother in a deep and personal way. That visit also opened a line of communication with his grandmother in which we subsequently would often call and text each other to check on her grandson’s schoolwork and also to wish each other pleasantries like Happy Valentine’s Day.

continued page 12...

[s]eeing and talking to my students, seeing their eyes light up with joy for having a visitor, seeing the mural art in neighborhoods, walking into their homes, and meeting their families was all so incredibly humanizing....

At the End of the Day, Linna Zhu, student, Towson High School. I was inspired by the news reports on families that work in the frontline of the pandemic and by the longing felt through dense suits and coverage. I used highlighter and pens to create this artwork, and they connect with the message through their ability to develop stray yet coherent lines and neon effects, which symbolize the commotion caused by the unknowns and the light at the end of the tunnel. The message of this work is to share kindness and appreciation to those running towards the danger, helping the victims, and offering them comfort. They have loved ones too!



Home visits are one of the best ways to learn from and connect with your students.

Not sure where to start? Here are some tips on how to start visiting the homes of your students:

- 1. Gather and collect contact information.** Use a google form to gather cell numbers, addresses, parent names, and emails. This is also a good opportunity to ask the students about their pronouns, favorite colors, etc. Even if you don't stop by their home, you now have up-to-date contact information to reach the students and their families.
- 2. Communicate a specific reason to come by their home.** Do you have an assignment that could be clarified by stopping by with a home visit? Do you have supplies that can help them with creating their art? Or maybe you just want to come by and introduce yourself? Text or call and let the families know why and when you hope to stop by.
- 3. Prioritize the students who are struggling or who have expressed a need for more help.** This pandemic has been especially hard on students with special needs. Stopping by their homes can give them that extra support.

- 4. When visiting a home, respectfully ask to come inside.** Most of my home visits I stood outside the stoop and talked to the families, which was beneficial to see the neighborhood and meet the other family members, but it is a much more intimate experience to be talking together inside the home. If they decline, respectfully understand their need or wish for more space.
- 5. Be open.** Engage with the student and families with a receptive mind and heart, assuming the role of the learner. They have cultural funds of knowledge that they can teach and show you if you are willing to learn. This can be a bridge to deeper learning when you connect this knowledge with your art curriculum in your class.
- 6. Keep records.** Save the student addresses in your Google maps to remember where they live and in case you need to return. Also, track your visit in a Google form to create a log of your visits in case the documentation is needed in the future and/or to plan follow-up visits.

Visiting these students helped me get to know their families in a more personal way than is possible inside the classroom. The fact is that we are not in a traditional classroom – we are in a zoom classroom – which makes home visits even more crucial. The article by Luis C. Moll, Cathy Amanti, Deborah Neff, Norma Gonzalez concludes, and I cannot agree more, that “these are neither casual visits nor school-business visits, but visits in which the teachers assume the role of the learner, and in doing so, help establish a fundamentally new, more symmetrical relationship with the families of the students.” As teachers, we are always learning, and home visits are one of the best ways to learn from and connect with your students. So don't be afraid to knock, knock, and wait for the “who's there?” or otherwise the joke will be on you!



Monica Heiser is a first year teacher of Visual Arts at *ConneXions: A Community Based Art School* on the westside of Baltimore City, Maryland. She presented at the NAEA 2021 Virtual Conference on technology in the presentation “Embracing the Future: Are You Ready for Anything?” Feel free to reach out with any questions at mpheiser@bcps.k12.md.us.



Opposite Page

Gnarled Secrets, Talia Crowe, grade 10, Queen Anne's County.

Above

Sunflower Field, Odalis Reyes Gutierrez, grade 11, Prince George's County.

HOW TO HAVE YOUR WORK PUBLISHED

David Anderson
Mindfulness Coordinator



'2020', Lexi Elgin, grade 12, Washington County.

When assessing my work in the classroom, I find that journaling often provides clarity regarding my successes and areas that need improvement. Through these written self-reflections, I often find gaps in my instruction, curriculum, and student assessment. I start by asking a series of questions:

- How did I get to this point?
- Are the students engaged?
- Is my instruction explicit?
- What do I need to do to connect with more students?
- Is this content relevant and meaningful? Why?

These self-reflections are then submitted to my administration as a supplementation to my end-of-year evaluation. Each year, my school requires self-directed professional development. Rather than being nudged in any specific direction, I opt for the formula of self-reflection.

These documents also act as springboards for developing article submissions and conference presentations. My mindset tends to be: if I am going to do all this work, I might as well get as much mileage as I can.

You can do this!

For article submissions and presentations, consider the Maryland Art Education Association as a place for sharing your lesson ideas and best practices.

[SchoolArts Magazine](#) is also a great starting point. They provide an honorarium, “up to \$100,” based on the number of accepted articles, a free one-year subscription, and six copies of the issue your article was published; great for handing out to your students and administration! Be aware, the timeframe between submission, acceptance, and publication can be a lengthy process – up to 2 years. In my experience, they tend to accept the articles “as is.”

...developing a written account of what you have accomplished during the school year will undoubtedly inform your work as a teacher. But consider taking it to the next level by sharing what you have learned...

[NAEA](#) also has several venues for publishing your work and often provides themes for which to consider.

For any publication submission, I strongly encourage the use of [Grammarly](#). Grammarly allows you to filter a suggested audience, adjust the overall tone, and configure other aspects that can make your writing more attractive. Your work is likely to stand apart from other submissions if the publisher has fewer edits to make. An app like Grammarly can help facilitate.

In summary, developing a written account of what you have accomplished during the school year will undoubtedly inform your work as a teacher. But consider taking it to the next level by sharing what you have learned with others through article submission or a conference presentation. The process will help you grow as a professional, art colleagues will benefit from your shared experiences, and your administration or supervisor(s) will appreciate your willingness to extend your work beyond the walls of your classroom.



David Anderson is a middle school art teacher at the Gilman School in Baltimore, Maryland, and the winner of the 2020 Eastern Regional Middle Level Award for art educators. He is the Division Director for Middle Level educators for MAEA, and is a member of the Communications Committee.

INTEREST AREAS

DIVISION DIRECTORS

Elementary, Katelyn Smith

Middle Level, Dave Anderson

Secondary, Jen Pitoniak

Higher Education, Diane Kuthy

Museum, Verónica Betancourt

Pre-service, Sage Baxter & Harmony Murray

Supervision & Administration, Tamara Mills

Retired, Linda Popp



Morning Tree, Beckett Hoffman, Jemicy School (AIMS), grade 5.

ELEMENTARY

Katelyn Smith

The following are a collection of testimonials from a group of Anne Arundel County Elementary Art Teachers who formed a group known as “Art Teacher FM,” which Michele Shrum of Sunset Elementary School started when school went virtual back in the Spring of 2020. Michele writes, “I reached out to other art teachers in my cluster, and our group grew by word of mouth. We used to meet on Fridays – hence the FM (Friday Meets).”

We met virtually once a week for about an hour. It was a “come and go” as you please model. We had a weekly agenda but were flexible to talk about anything on our minds and support each other. We also made a Shared Google Drive where we exchange lessons. Everyone contributes what they can like lesson ideas, tech tips, and grading tips.

As elementary art teachers, we are often used to being isolated within our school buildings, but the pandemic increased our challenges exponentially. We have seen many changes since we started a year ago, and we have helped each other navigate as our situation keeps evolving.

– Michele Shrum

People in administrative positions can plan and create documents about how we should do things; however, they may not be able to foresee issues that arise if they are not in a teaching position. Talking to other art teachers about planning, ideas, and technology is better spent than reading a PowerPoint for general information.

– Beth Doolittle

This group provides a relaxed & informal environment for art teachers to share projects, explore different teaching strategies, and discover opportunities in hands-on and digital lessons. It’s a way to meet colleagues while teaching at home for new & veteran teachers, discuss art students’ concerns/challenges and enhance the teacher’s & students’ social & emotional learning. Plus, grow in our technical skills. It’s been the BEST!

– Amy Degenhard

Art Teachers FM has been a regular highlight of my week. No matter how many other meetings or tasks I need to do, I make this meeting a priority. It regenerates me to see other teachers while in a virtual environment, especially art teachers. I and my students have benefited from the institutional knowledge of my colleagues through sharing lessons, strategies, tech tips, and positive experiences. When I’m excited about a project or my students have impressed me, I know the teachers in this group will want to hear about it.

– Lauren Elfring

Being the only art teacher in my school, it was often challenging finding answers to my numerous questions about teaching art virtually. This group has provided a comfortable and supportive space for people going through the exact same thing. Before Covid-19, it was rare to talk to other art teachers (only once or twice a year at our all-county in-service or at art shows). It has been a breath of fresh air getting to share ideas, tips, challenges, and successes with other elementary art teachers. The FM group has been so helpful in my teaching (and mental health) this year, and I hope we can continue even after we are back in the building normally.

– Emily Pfeifer

MIDDLE LEVEL

David Anderson

I have not always been able to meet weekly with this group because of conflicts with other meetings as I work in a school with later hours, however when I am able to join I always come away with valuable information. I have learned tons from the other members in this meet, and as a group we have been able to troubleshoot challenges we face as art educators in the virtual/hybrid world.

– Tracy Edwards

Early on in the pandemic, I had an overwhelming sense of inadequacy for being an effective art teacher. This was something I had not felt since my first year of teaching, 24 years ago. The ever-increasing difficulty to gauge the effectiveness of my “newer” lessons left me in a perpetual state of self-reflection. After a few weeks of online instruction, this feeling drifted to bouts of depression.

Fortunately, I had become attuned to these feelings from past experiences and knew I needed to discipline myself. I made concerted efforts to close the computer, get out of the house, and begin regular “walking meditation” routines. The hardest part was putting on my shoes and walking the first 50 yards. But without fail, the



Now is a great time to break out any notes, cards, or emails you have received in the past. Spend some time revisiting those memories as a reminder that YOU are essential...

fresh air and change of scenery always lifted my spirits. After the first mile, I would typically catch myself mumbling under my breath, having conversations with family, colleagues, students, and parents. By the second mile, I would settle into a stride, begin to notice my surroundings, and take photos, some of which found their way onto canvas and allowed me to relive the experience.

Three months into quarantine, I returned from one of these walks to find a postcard in the mail from a sixth-grade student who had taken Art with me earlier in the school year (pre-lockdown). On the front, a hand-drawn image of two feet on a skateboard. On the back, he wrote:

Dear Mr. Anderson,

I really miss being in art, and I wish I were in school too. I hope you are doing well. I am trying watercolor, but I prefer pastels and acrylic paint. I hope to see you soon!

I choked up. This card could not have come at a better time. I rummaged through my home art supplies, found an old frame, and slipped the card inside where it now hangs on a wall near my home/school/workspace – a space that I have

rearranged and moved no less than five times in the past year to accommodate my drawing and painting demonstrations!

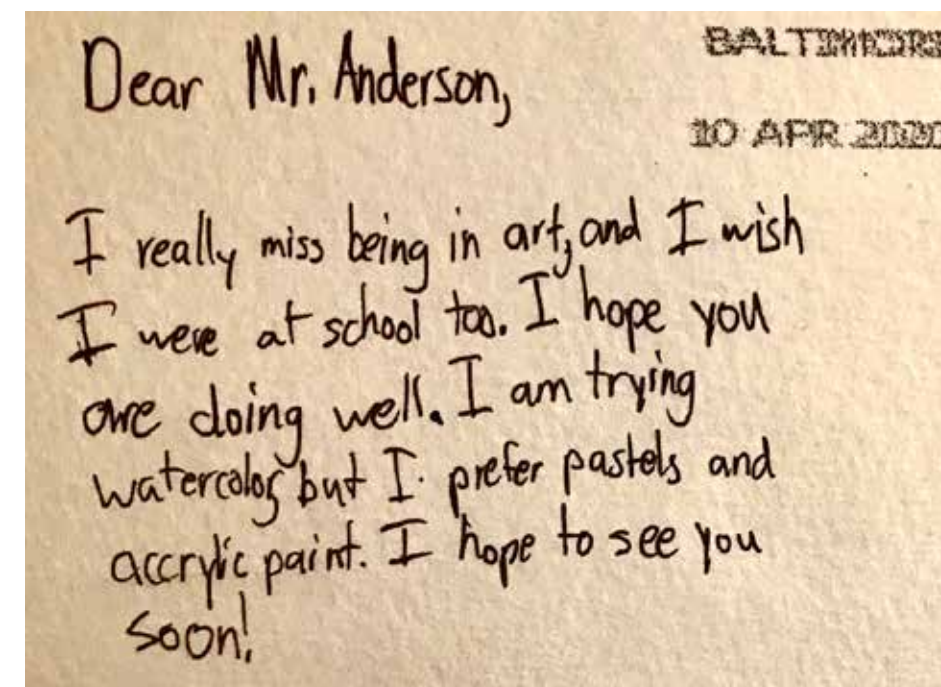
At the start of my teaching career, some great advice offered to me was to save the “thank you” notes received from colleagues, parents, and students and revisit them periodically.

Now is a great time to break out any notes, cards, or emails you have received in the past. Spend some time revisiting those memories as a reminder that YOU are essential, especially to your students. And, after taking this time for yourself, send a kind note to a colleague or student – pay it forward.

I have been thinking lately about how my lessons and curriculum have changed over the past year, particularly considerations for material limitations and the urgency to keep the subject matter topical and meaningful.

As you reflect on the adjustments you have made this past year, consider the following:

- How has your curriculum changed?
- What do you find essential now that is perhaps different than a year ago?
- How will these changes impact future instruction?



Postcard sent to David Anderson from one of his Middle School students.

We are all looking forward to some reprieve; perhaps it is a get-away, a hobby, or working on your art. Whatever it is, I hope it brings you joy. I am looking forward to a time in the near future when we can share ideas in-person. Until then, be well, make art, and smile often.

SECONDARY

Jen Pitoniak

Hello from the Secondary Division. As with all art educators throughout the state, secondary art educators have had a tough year. When teaching virtually, we rarely get our students to turn their cameras on, and, at least statistically, our students haven't returned in as large numbers as students at the lower grades. And, I haven't started to talk about the whole hybrid thing. I'm pretty sure it's why my hair has suddenly started going gray. It's made for some trying times.

However, there have been some bright spots that I have found. Things like seeing students accepted to college to study art or art education. Watching my secondary special education art students develop better fine motor skills as they have chosen to draw during the pandemic. And seeing the amazing art that has come out of this time. I'm hoping that you have found some positives in this difficult season. The secondary division is planning a virtual get-together in the very near future to discuss both the positives and the negatives that have come out of this time, and what we can do as we move forward. Please let me know what I, and MAEA, can do to help you.



*A Little White Lie, Hallie Stratford, Broadneck High School.
My piece represents the times we hide our emotions for the sake of helping others. It is also supposed to show the damage that can come along with ignoring your own emotions.*

INDEPENDENT SCHOOLS

Jeremy McDonald

Greetings, my name is Jeremy McDonald, and I teach at Saint James School in western Maryland. I am the proud representative of independent school art educators for MAEA.

On February 28th, 2020, Saint James School went on spring break. Two weeks later, we delayed the return to school and classes by another two weeks as the county started to shut down. After that, it was decided that it would not be possible to bring out students back to live on campus safely, so we went virtual to finish the school year. Like all educators that spring, we had to reinvent the wheel. Over the next year and a half, I taught in every format: asynchronously, virtually, hybrid, and finally in-person.

Throughout that time period, I was the only art teacher at my school. Like most independent schools, my school exists in a social bubble with little interaction with other schools or teachers. One may think being alone would be nice when trying to isolate during a pandemic, but not when needing to connect with other like-minded teachers. Being a member of the MAEA provides an opportunity to connect with a community of art educators across the state. If you are like me, a solo art teacher at a school with no district, county, or affiliation with other schools, the Maryland Art Education Association can help "reconnect" you with your peers within the art field education.

Being a member of the MAEA provides an opportunity to connect with a community of art educators across the state.



Top
Holding Back, Brooke Loveless, grade 12, Queen Anne's County.
Bottom
Expressive Selfie, Alyssa Scalia, grade 10, Queen Anne's County.

HIGHER EDUCATION

Diane Kuthy

The NAEA's first online conference was incredibly inspiring. Several weeks out, I am still learning from the on-demand and taped live sessions. Often in past conferences I have missed important sessions because I wanted to be in two places at once. The ability to see all sessions over an extended time is certainly a silver lining this year. As a result, I feel like I have a more comprehensive view of what is happening across divisions and interest groups.

This year, I was especially inspired – across all the divisions – by the amount and the quality of sessions focused on or informed by an anti-racist lens. Over the last few years, I have been encouraged by NAEA's commitment to equity, diversity, and inclusion yet skeptical about the ability of an organization steeped in white supremacy to make the systemic change necessary. After this year's conference, I believe we are starting to achieve critical mass.

Although anti-racist practices have been slow to gain traction in our field, this work has deep roots in the NAEA. This year is the 50th anniversary of the Committee for Multi-Ethnic Concerns (COMC). "Race and Ethnicity: Unlocking Excellence, We Are Golden Together," focused on celebrating and honoring that history. Maryland's beloved Jay Tucker and David Driskell figure prominently in COMC history told by art education historian and past president Debra Ambush. And Maryland is part of COMC's future as Pamela Harris Lawton gave the Grace Hampton invited lecture during the session.

Throughout the conference the formerly marginalized experiences and voices of BIPOC art educators were intentionally foregrounded. I am humbled to have such wise and resilient colleagues and to be part of a growing momentum towards racial justice in our profession.

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Artist Teacher Diane Kuthy has organized curricular, social, and artistic provocations for educators in museum, virtual, community, and school contexts. Diane is currently an assistant professor of art education at Towson University, where she has the honor and responsibility of nurturing the next generation of art teachers. Her arts-based research focuses on preparing pre-service art teachers and their students to critically understand the historic role of visual and material culture in creating, maintaining, and resisting white supremacy. Diane received her PhD from the Language, Literacy and Culture program at the University of Maryland in Baltimore County and her MFA from the Mount Royal School of Art at the Maryland Institute College of Art.



MUSEUM

Verónica Betancourt

My name is Verónica Betancourt. I'm the Director of Interpretation at the Baltimore Museum of Art (BMA). For the last year, I've been in a long-term relationship with another museum. This was never supposed to happen.

Pandemic anxiety was peaking in April 2020, when Addie Gayoso, a friend and colleague at the National Museum of Women in the Arts (NMWA) asked: Does anyone want to teach with me? Teaching can be a solo endeavor; when combined with the displacement from galleries, and all the learners who animate these spaces, museum education was downright lonely. My immediate thought was to see what we could do that would not only work as a digital program, but still connect to the artwork that was on view. The fact that the BMA was celebrating 2020 Vision—a year of acquisitions, exhibitions, and programs dedicated to female-identified artists—made a partnership with NMWA obvious. Every year is about women artists for them!

With that collegial and conceptual connection as our foundation, Addie and I launched BMA x NMWA, a talk show that always and only features women artists whose work is on view or in the collection of one of the two museums. We talk once a month, on a live broadcast, with international artists and curators about timely and timeless issues: Art in Protest in July 2020, examining work inspired by protest and made for Black Lives Matter demonstrations; Healing in November, on the heels of the election; America, from the perspective of Native artists and curators.

This early pandemic experiment has grown into a new model for digital connection across two museums. Through sharing digital space, museums that might have seen each other as competitors for a regional arts audience have become close collaborators that continually amplify each other's exhibitions and missions.

Verónica Betancourt, Director of Interpretation, joined the BMA in 2019. She is responsible for setting the vision and strategy for all exhibition and collection interpretation, whether it takes the form of a gallery interactive or a tour. Prior to the BMA, Betancourt was the Manager of Gallery Learning at the Walters Art Museum. Her scholarship has focused on culturally responsive visitor studies, and she is working on a book drawn from her dissertation, "Visiting while Latinx: An Intersectional Analysis of the Experiences of Subjectivity among Latinx Visitors to Encyclopedic Art Museums," which won the 2020 Elliot Eisner Doctoral Research Award from the National Art Education Association. She has taught at the Wexner Center for the Arts and at The Ohio State University, both in Columbus, Ohio. She earned a Ph.D. and M.A. in Art Education, from The Ohio State University, and a B.A. in Art History, from Swarthmore College.



Galaxy, Nicole Hobbs, student & NJAHS member, Crofton Middle School. Sometimes masks can hide the fact that a person has no nose.

GET MORE INVOLVED WITH MAEA, YOUR ART EDUCATION ORGANIZATION



- Submit artwork to a show!



- Apply for a grant or scholarship.



- Pay attention to the work of our new ED&I Commission.

LIKE AND SHARE MAEA SOCIAL MEDIA POSTS.



- Attend an MAEA program.
- Lead an MAEA program.
- Submit a presentation for our conference.



- Write an article or submit artwork for the Gazette, or recruit others to submit.
- Copy-edit the Gazette.
- Format the Gazette.

ATTEND MEETINGS FOR ALL MEMBERS!



- Write or draw a blog post for the website or recruit others.



Spring, Taisiya Korobova, grade 5, Montgomery County.



Connecting Through Art

2021 Conference
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Save the Date:
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