



# Gazette

*Service Knowledge Leadership Professional Development*

www.marylandarted.org

Fall 2012



## THE ONLINE DIALOGUE: EXAMINING ART CLASSROOM BLOGGING AND WEBSITE CREATION

**BENJAMINE TELLIE**

Artist and art educator

Charles E. Smith Jewish Day School, Rockville, MD

How might virtual spaces be used to encourage students to become more reflective and articulate about their creative endeavors at the intersection of art and self-identity?

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## MESSAGE FROM THE PRESIDENT

**ELENI DYKSTRA**  
President MAEA

**T**hank you to the almost 400 art educators who attended and truly made the 2012 Maryland Art Education Association Conference at James H. Blake High School in Montgomery County a great conference. Sincere appreciation goes to Linda Adams and her conference committee who created a day filled with learning opportunities, a nationally renowned key note artist speaker, workshops, exhibits and lots more. Our keynote speaker, art educator and community-based artist Olivia Gude, delivered a speech which indisputably engaged the audience in her thought-provoking ideas and approaches to teaching. This set the tone and launched our conference to a powerful start. I ask you, *“How do we measure the creative process that produces something that touches the spirit and soul?”* MAEA is dedicated to supporting creative endeavors and to giving art educators the tools needed to mold the hearts of young people into valuable global citizens. We want to be a voice for you—ever mindful of the needs of our members and the need for continued arts education advocacy. *We are one with you and we are one of you.*

Like other states, MAEA is continuing to undergo website improvements and to build social media networks. Some things to

*continued on next page...*

### 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.*

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watch for in the near future: clearer tabs to quickly locate what you need and a discussion area where teachers can “meet” and “discuss.” The use of online registration for our professional development and conference has been successful thus far, and we continue to tweak that service for maximum ease of registration. The MAEA is working hard on how to best serve our arts educators. Your membership is more important than ever to building networks within our organization. To better serve our membership, the MAEA council will be reviewing feedback that we received from the conference to find the best ways to structure our organization for maximum efficiency in fulfilling our mission statement and supporting Maryland’s art educators. If you are interested in joining these efforts, I invite you to please contact me personally at [maea.dykstra@gmail.com](mailto:maea.dykstra@gmail.com). I’d be happy to hear your ideas and discuss how they can impact our structure and effectiveness!

I hope to see you all at the annual National Art Education Association Conference in Fort Worth, Texas.

Sincerely,

MAEA President



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# THE ONLINE DIALOGUE...

*(CONTINUED FROM  
PAGE 1)*



**Art and design students, Shira T. (front, grade 11) and Marli A. (back, grade 10) blogging online in class**

Using blogs and websites are an emerging priority for students in the art classroom. These technologies benefit students through developing written, communication, and collaborative skills in conjunction to their visual arts learning (Overby, 2009). In addition, these technologies allow students to become more reflective and reflexive critical thinkers as they study their art and the artwork of others.

Classroom blogging and website building can be accomplished in both public and private schools through personal computers, public computer labs, or even smart phones. Along with the incorporation of technology in the art curriculum come challenges, rewards, and invaluable resources for student learning.

Blogs and websites are important for the following reasons:

- They are purposeful tools for student learning and engagement
- Teachers can incorporate modern technology in their art lessons and empower students to interact inside a digital social space
- They allow students a space to reflect and discuss work inside and outside the classroom
- Teachers can post classroom resources, develop student art portfolios, and showcase work and discussions with parents and the school community
- Students can reflect on their work privately

- to further their thoughts in a public space
- Blog discussions may be used as an opening or closing activity
- Students enjoy using social media and it keeps their interest

### **EXPLORING SELF-IDENTITY THROUGH HOME**

In a recent project, I asked my 10<sup>th</sup>- and 11<sup>th</sup>-grade art students to examine what the term home meant to them. Students examined their lives as it related to their hometown, searching for meaningful, visual information—symbols, maps, places, and friends and family members they interact with.

In response, students used mixed media to create an artwork and blogged about their work after each class session. As the lesson began, we explored some of the German expressionist work of Munch, Marc, Kirchner, and Macke and discussed contemporary techniques and concepts of expressionistic works—layering paint, overlapping form and color, introducing digital media, as well as expressing meaning and mood in an artwork.

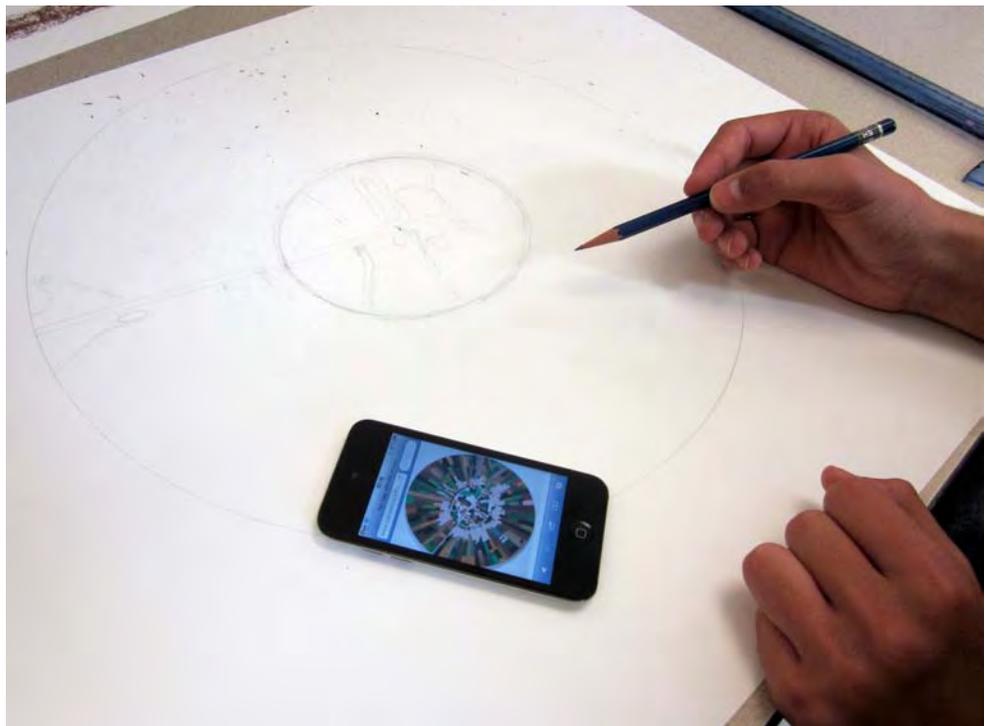
Students then examined their chosen mediums by creating rough drafts or “explorations” to learn more about the possibilities and limitations of their materials (Smith, 1993). This exercise, supported by student-centered group dialogue, allowed students to connect and relate materials to their sense of what home meant to them. After the exploration exercise, students began working on their final pieces and were even more immersed in their blogging experience by

answering and responding to questions on a regular basis.

### **STUDENTS TAKING CHARGE: STUDENT LEADERSHIP ROLES WITHIN A CLASS WEBSITE/BLOG**

I use WordPress (wordpress.com) for my students' classroom website and blog. After each class session, students blog about their artwork and take turns being the photographer (taking photos of students working and uploading photos to the site), web editor (updating written information on the site), and web designer (making changes to the template or structure of the site). Students answer question prompts and communicate with each other about the process and progress of their work on our classroom blog.

When I first incorporated blogging in my classroom, I created the blog and made all the changes myself, giving students the responsibility of answering my posts and dialoging with their peers.



**Tal Ben B. (grade 10) uses an iphone to do image research for an artwork**

I found they weren't completing the blog posts to their full potential and I sensed an overall feeling of being uninterested in the blog experience.

I discovered that if each student had a role in developing the website/blog, they became very interested in the project as a whole and learned more about the process of website creation and blog management. Placing students in charge of their creative endeavors and learning about the technologies granted them the opportunity to develop themselves as self-taught learners (Gregory 2009).

### **EXPLORING STUDENT AND COLLABORATIVE BLOG DIALOGUE**

During my lesson, students used their problem solving abilities, senses, and curiosity to effectively carry on on deep, meaningful conversations. I posted some questions throughout the lesson to ignite their thinking:

- What's one thing you can add or take away from your design?
- Imagine you were inside your design, how would you feel? If this was your environment, where would you go? What equipment would you need to get around? What do you notice around you? If you had to spend the night inside your work, who or what would you run into?

- Comment on your own work and a classmate's work. Provide feedback and suggestions for how you and the person you're commenting on can continue.
- What's one thing you discovered about yourself by studying your life at home and what home means to you? How has that impacted your artwork and yourself?

Developing a strong discussion with students and having them direct questions to their peers ensures that a community discussion is taking place. A student can even take a leadership role as a "post person" in which he/she is assigned the task of posting multiple questions for the class as a prompt to build off of.

Placing students in leadership roles of website creation and blogging experiences, and rotating those roles throughout class sessions, enhances student learning and embraces meaning. Websites and blogs are useful tools for students to reflect on their artworks, dialogue about peer work, and invigorate decision-making and creative problem solving skills (Yang, 2009). Recording the life and process of an art project is important for students, parents, teachers and administrators to see. Students have a chance to view their unfinished work and think about how they will approach it next, which slows them down to really reflect and comment on what they are trying to accomplish.

### **REFERENCES**

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- Smith, N. (1993). *Experience and art: Teaching children to paint*. New York: Teachers College Press.
- Yang, S.-H. (2009). Using blogs to enhance critical reflection and community of practice. *Educational Technology & Society*, 12 (2), 11–21.

## **TO LEARN MORE**

Visit [www.cesjds.org](http://www.cesjds.org) and  
[www.benjamintellie.com](http://www.benjamintellie.com)

# BEST PRACTICES IN PREPARING ELEMENTARY STUDENTS FOR MUSEUM VISITS

## JOAN NEWCOMER

Teacher, McDonough School  
MAEA AIMS Director

Pre-first and first-grade students at McDonough School feel very excited and comfortable when they go on their docent-led tours of the Baltimore Museum of Art (BMA). Their art teacher, Beckie Lamborn, is the reason. Beckie has done a lot to get them ready.

The pre-first students go on a tour called *The Elements of Art*. Beckie has written, illustrated, and sung the song, *Elements of Art*, on YouTube. If you go to YouTube and search for “Elements of Art beckmovies” ([www.youtube.com/watch?v=Rg\\_In4IL9aM](http://www.youtube.com/watch?v=Rg_In4IL9aM)), you can see for yourself how catchy this tune can be for a pre-first child. These five-year-old students sing this song and are able to name all the elements quite easily. Beckie uses music, rhythm, and repetition to charm her students into learning.

In addition to writing this song, Beckie visited the BMA in advance of the tour and got permission to photograph one hundred pieces of artwork that she felt would be meaningful to her students. She used these photos to create a game to prepare them for their tour. The game is called *Art Quest*, and is similar to the way one plays Bingo. Many hours were spent on PowerPoint, scrambling the images that were shot at the museum to create a variety of five-by-five inch Bingo-style



cards. The big challenge is to make each card different. Images of artwork from the museum are picked out of a box one at a time, and pre-first children search their cards to see if it contains the same picture. Chips are placed on the cards where the images are found, and if there is a vertical, horizontal, or diagonal line of pictures

with chips, a child will say, “*Art Quest!*” By exploring these images in such a joyful way children become quite enthusiastic when they finally visit the museum and see the works of art in real life.

Once they have played *Art Quest*, pre-first students investigate photos of BMA artwork individually to search for the different elements of art. They look at artwork by Matisse, Degas, Barye, or other BMA artists, and identify how they have used line,

the name of the child who responded to it (like a table of contents). Every child in the class is given a copy of this booklet to take home. This allows each student a chance to expand their learning beyond the classroom and provides a wonderful way to share their excitement about the upcoming trip. All of these meaningful experiences lead up to a conversation with the students about the parts of art that they might see after looking at the pictures they have observed and drawn.



First grade students go on the *Animals in Art* tour at the BMA. Their first activity of the year is a drawing of an animal. Then, they design animal T-shirts to wear on their next visit. Fabric markers are used on 100% cotton T-shirts to draw animals and their habitats. Beckie has found the markers an easier material to use than crayons because these shirts only need to go in the dryer to set the color. Fabric crayons require ironing. The *Animals in Art* tour at the BMA has become integrated into McDonogh’s first grade curriculum and a Baltimore Zoo trip is also part of the day. Beckie reads the Tom Miller book, *Can*

shape, color, space, and/or texture. The template that is used for this exploration has a space for a pencil drawing of the child’s interpretation of the artwork, and a space at the top of the page for writing a sentence in the endearing way that only a five-year-old can. The elements of art are written down the side of the page as a reminder of what is to be explored. Students work at their own rate with some filling in more pages than others. Once this assignment is complete, Beckie will copy all of the classmates’ drawings and put them together to create a booklet of their responses. The first page has photos of the original BMA artwork with

*a Coal Scuttle Fly*, to prepare children for this trip. Tom Miller’s furniture with painted animals is a favorite part of this tour. Children also get a chance to play *Art Quest* if time permits. A follow-up activity to the tour is the creation of felt animal hand puppets.

Lifelong attitudes about art and expressing oneself visually begin at an early age. Strong art education practices like these help children’s beginning experiences to be very positive and enable them to feel comfortable embracing art as a meaningful part of their life.

# ANNUAL SHOWCASE OF OUTSTANDING MARYLAND STUDENT ARTWORK

## **LAURA PATACCA-KERR**

Oakleigh Elementary School  
Baltimore County Public Schools  
MAEA Student Exhibits Coordinator

The Maryland Art Education Association (MAEA) was pleased to celebrate 220 student artists at this year's MAEA Fall Conference in Silver Spring, Maryland. There was a lot of excitement and pride as many of the emerging artists from across the state of Maryland, along with their family and friends, came out to be honored and recognized for their exemplary artistic achievements at an afternoon reception. MAEA congratulates the efforts of our young artists represented in this exhibit, as well as their teachers/mentors. Our appreciation goes out to the art educators, coordinators and supervisors, administrators, parents, and school systems for promoting and fostering the growth of these important skills. Congratulations again to our student artists and teachers and we hope that you had a chance to enjoy the exhibit!

Zoe R.  
Oakleigh Elementary School  
Baltimore County Public Schools



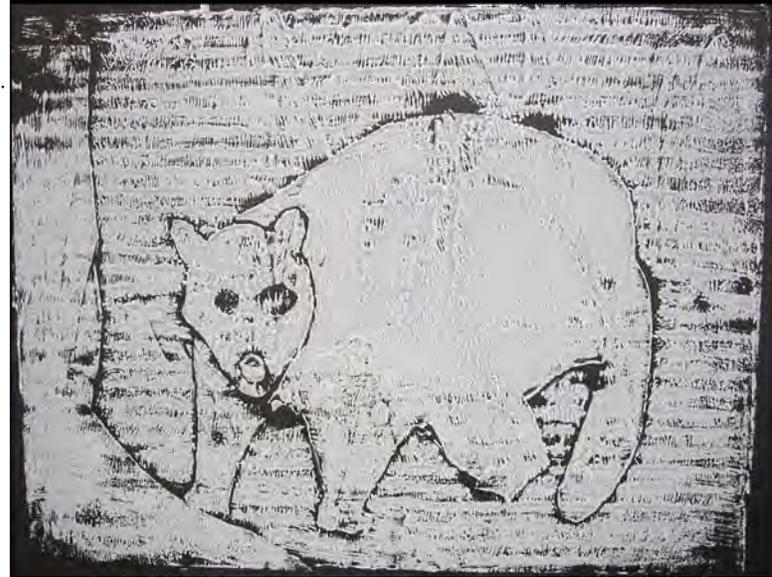


**Kirsten M.**  
Duval High School  
Prince George's County Public Schools

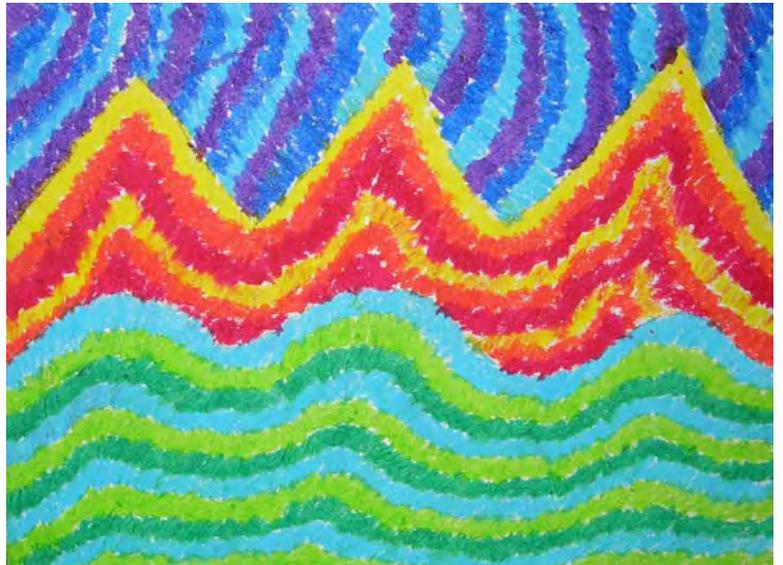


**Bryanna D.**  
Oakleigh Elementary School  
Baltimore County Public Schools

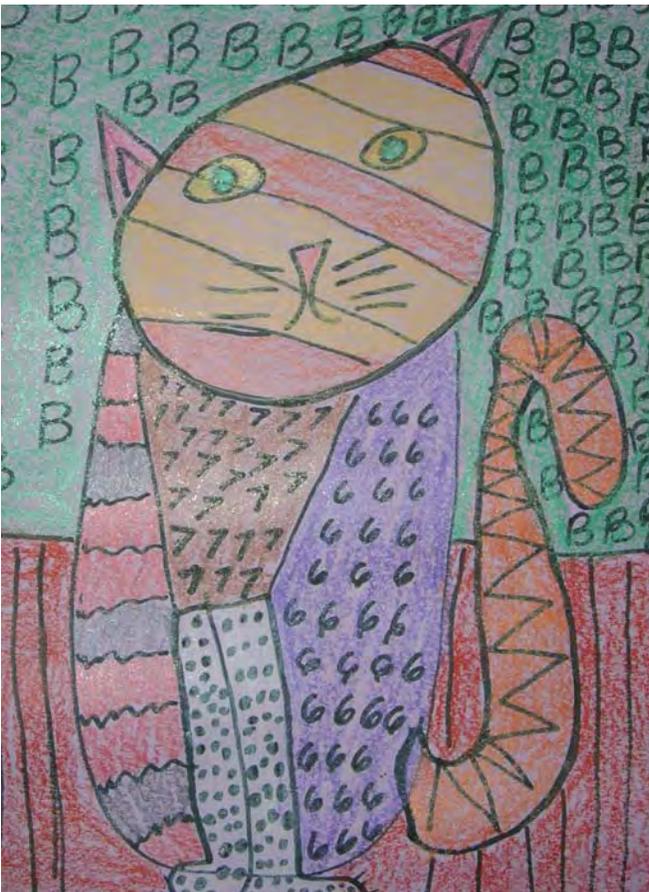




**Julian D.**  
**Grace Episcopal Day School**  
**AIMS**



**Makayla C.**  
**Ft. Washington Forest Elementary School**  
**Prince George's County Public Schools**



**Briana M.**  
**Calverton Elementary School**  
**Prince George's County Public Schools**



# PERSPECTIVES FROM THE MAEA MARKETPLACE



Susanna Fields-Kuehl (left) and Lorena Baines (right) at the National Gallery of Art programs and resources table

“I look forward to the MAEA annual conference every year. You may have seen me sitting at the National Gallery of Art table with Susanna Fields-Kuehl at some point over the past several conferences. Through my job at the National Gallery in Washington, DC, I work with local Mary-

land, Virginia, and DC high school teachers and students throughout the academic year. While national conferences offer the chance to meet educators from all over the country, I love catching up with colleagues, collaborators, and old friends at MAEA. My time at the table also lets



me share Gallery resources with a wide range of experienced and student teachers. For example, this year we handed out a brand new teaching resource: the Art in the Classroom Poster. This version focuses on Edouard Manet's *The Railway* (available online at [www.nga.gov/education/posterpdfs/manet.pdf](http://www.nga.gov/education/posterpdfs/manet.pdf)), but topics and works of art will change on a regular basis. In addition to spreading the word about an exciting teaching tool, we were able to collect feedback on the spot from those who will actually use the poster in the classroom. The MAEA marketplace is a place where I can connect with old acquaintances, build new contacts, and spread the word about National Gallery resources.”

**LORENA BAINES**

Museum Educator  
National Gallery of Art

“Sitting next to Lorena at the MAEA annual conference offers me a great opportunity, one that I don’t get very often: talking with teachers! Working in Education Publications at the National Gallery of Art, and specifically

online resources, my day to day is spent behind a computer thinking about how best to connect our collection to classrooms across the nation. In just this one day, I’m able to not only spread the word about our 120+ teaching packets and DVDs available for free-loan through NGA Learning Resources ([www.nga.gov/education/learningresources](http://www.nga.gov/education/learningresources)) but, more importantly, to get feedback from those actually using the resources. It’s very helpful to know what programs work well in the classroom, which need updating, and which, quite frankly, aren’t effective! I had some wonderful discussions with teachers who were well-acquainted with lesson plans on NGA Classroom ([www.nga.gov/education/classroom](http://www.nga.gov/education/classroom)) and learned that the interactive features were a great supplement to their curriculum. Of course, these conversations can continue outside of the annual conference and we would love to hear more from all of you at [classroom@nga.gov](mailto:classroom@nga.gov) as we continue to help bring art into the classroom.”

**SUSANNA FIELDS-KUEHL**

Media Projects Coordinator  
National Gallery of Art

# SIGHTS & SOUNDS FROM THE MAEA FALL CONFERENCE



The 2012 MAEA Conference chair, Linda Adams (right) ably assisted by co-chair Lisa Stuart (left).

*"The conference was well organized, kudos to the team who put it together. I was very impressed. I left feeling inspired and rejuvenated. Thank you."*



*"The keynote speaker was WONDERFUL. What a great way to start the day and her words were in the back of my mind throughout the conference."*



**QUOTES COMPILED BY RAVEN BISHOP, NBCT** (Art Teacher, Severn River Middle School, Anne Arundel County Public Schools; MAEA Middle Level Division chair)

**PHOTOGRAPHS BY GINO MALFINO** (Visual Arts Resource Teacher, Howard County Public Schools; MAEA VP of the Program Committee) & **ELISA PATTERSON** (Senior Educator, National Gallery of Art; Editor, MAEA Gazette)

*"2 workshops: Glass Fusing and Olivia Gude's Dirty Drawings—I've never registered for workshops before and I'm so glad I did. I will definitely do that again next year! The time to practice a new art form (and photograph other art teachers' solutions to use as examples) was so valuable to me!"*



*"Thanks for a great conference. As a DC teacher, I felt very welcome and learned a great deal!"*



*"The session demo examining and deconstructing the act and art of teaching in the visual art classroom was great. Everyone involved in presenting it was awesome."*



*"I have taken the Journal Junkies workshop previously and I did recommend it to colleagues. I am so glad you were able to offer that."*



*"I loved the vendors and hearing from the other art teachers about their classroom organization and yearly planning."*



*"Thank you for your enthusiasm and inspiring us to be better teachers!"*

*"Thank you for opening your conference to other NAEA members. The conference was very informative, stimulating, enriching and enjoyable."*









# ANNOUNCING...



THE MARYLAND ART EDUCATION ASSOCIATION AND SARGENT ART  
INVITE YOU TO PARTICIPATE IN A K-12 ART COMPETITION

## YOUTH ART MONTH MARCH 2013 FLAG CONTEST “THE EARTH WITHOUT ART IS JUST EH”

ALL ENTRIES MUST BE POSTMARKED BY FRIDAY JANUARY 11th 2013!

The Maryland Art Education Association will select a Flag design to represent the state of Maryland. The design will be made into a 3' x 5' flag and flown at the National Convention in Fort Worth, Texas and at the YAM Museum and in Washington D.C. during the month of March. The winning student and their teacher will also be recognized at the annual flag ceremony sponsored by the Council For Art Education held during Youth Art Month.

Sargent Art has once again partnered with MAEA to present the Youth Art Month Flag Design Contest! Sargent Art will present student and teacher prizes for the first place winners in each of the following categories: Elementary, Middle and High School in the form of art supplies and a certificate for each student. Sargent Art will also provide an all expenses paid trip to New York for the OVERALL STATE WINNER of the Youth Art Month Flag Contest, his/her one parent and the Art Teacher!

Visit <http://marylandarted.org/> to download the flag contest template, official contest rules, as well as YAM Observance documentation for the YAM Scrap Book! If you have any questions feel free to email Ayla M. West, MAEA YAM Chair or check out the MAEA website and become a member of the YAM group!

Past Participants will notice the modification to the Flag Template. Please make sure to document the number of students who participate in creating flag designs before you select the 3 you will be sending on at least one of the 3 flag designs you submit.

Thank you for your support and participation as well as documentation of Youth Art Month!!

Ayla M. West  
Art Educator  
MAEA YAM Chair  
Perryville High School  
Email: [amwest@ccps.org](mailto:amwest@ccps.org)