



Gazette

Service Knowledge Leadership Professional Development

www.marylandarted.org

Winter 2018



Amy Sherald

MAKECHANGE: MAEA CONFERENCE SPEAKERS EFFECT CHANGE THROUGH THEIR ARTISTRY

NAN PARK, FACULTY, MICA
MAEA Conference Chair

The 2017 MAEA Conference, held at the Maryland Institute College of Art on October 20th, attracted 420 attendees and was our largest conference ever, breaking last year's prior attendance record and making the two years at MICA our largest conferences to date. The conference theme, MakeCHANGE, brought attention to art as a catalyst for change outward, in the world around us, and inward, as a powerful force for effecting change and nurturing presence within ourselves and our students. We anchored our conference with three local, MICA-affiliated speakers, Amy Sherald, Valeska Populoh, and Olivia Davidson. Their talks, described below, shared a rich visual narrative of how they are, through their artistry, making change in our community.



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MESSAGE FROM THE PRESIDENT

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Happy New Year MAEA!

This time of year inevitably has us reflecting on the past and setting personal goals for the future. As we consider what MAEA has accomplished this past year and what is to come in the New Year in this issue of the *Gazette*, I wanted to personally thank all 420 art educators who came to the Maryland Institute College of Art for the Fall MAEA Conference. Your energy, enthusiasm, and professionalism has helped to elevate arts education in Maryland. We had an amazing day of inspiring guest speakers, presenters, workshops, vendors, artist market participants, and art teacher exhibition! Thank you once again to Nan Park, conference chair, and the MICA community and MAEA committee for making this conference such a success.

We also must congratulate ALL the state and district award winners recognized on November 18th, 2017 at the ceremony hosted by the Walters Art Museum in Baltimore. It was an amazing event that highlighted some of our very best student artists and art teachers in Maryland. MAEA even introduced a new leadership award this year, given in recognition of outstanding contributions and service to the art education profession. **The Linda Popp Leadership Award** was established in honor of its namesake, who has long been a positive ARTFUL force in both Maryland and throughout the nation. Linda Popp realized early on in her career that actively participating in professional associations like MAEA play an important part in keeping the arts at the center of a child's education. She continues to promote and believe that through organizations such as MAEA/NAEA, art educators are able to stay

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.

informed and current with research and changes in the field that make us vital to our teaching profession as we educate the whole child. Although semi-retired from public education, she has left a legacy that continues to inspire the latest generation of art teacher-leaders. We all see Linda as a role model and each of us could share many stories about how she has made a positive impact on us personally, in our professional lives, and through the hundreds and thousands of our students. In the spirit of this authentic Maryland visual arts leader, the inaugural Linda Popp Leadership Award was presented to **Pat Cruz** for her dedicated work in Maryland with advocating and connecting people from different cultures, disciplines, and districts while serving all teachers and students.



Sarah Neubold, Linda Popp, Pat Cruz, Gino Molfino

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MAEA Gazette published online 3 times per year (Cost would be for all 3 issues)

- 1/4 Page: \$75.00
- 1/2 Page: \$125.00
- Full Page: \$200.00

Conference Brochure (only)

- 1/4 Page: \$25.00
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Gazette and Conference Brochure

- \$90.00 (Save 10% when advertising in both.)
- \$150.00 (Save \$25.00 when advertising in both.)
- \$250.00 (Save \$50.00 when advertising in both.)

Contact Elisa Patterson, editor, for more information at e-patterson@nga.gov

Circulation: MAEA website-656 on list and any others who click on our site

Conference Attendees: approximately 350-400

MESSAGE FROM THE PRESIDENT

(CONTINUED FROM PAGE 3)

As we move into 2018, we have worked out the glitches with our online meeting option to provide remote access for those members interested in participating in monthly council meetings. So if you cannot attend a meeting in person, consider becoming involved from the far reaches of the

state remotely. Dates, locations, times, and online access information are sent out via email to all members and posted via the newly redesigned website at www.marylandarted.org.

Make a New Year's resolution to join us in 2018! CONNECT WITH US: Full council meetings are open to all current and prospective membership. Meetings are organized around our continued work that supports organizational Advocacy, Communications, Membership, State/National Recognition Programs and Professional Learning. We would love to have you join us in strengthening visual arts education throughout Maryland.

Sincerely,
Gino Molfino
president.mdarted@gmail.com

*We had an amazing day of
inspiring guest speakers,
presenters, workshops,
vendors, artist market
participants, and art teacher
exhibition!*

MAKECHANGE: MAEA CONFERENCE SPEAKERS EFFECT CHANGE THROUGH THEIR ARTISTRY

(CONTINUED FROM PAGE 1)

“INHABIT: REFLECTIONS ON AN ARTS PRACTICE IN RESPONSE TO COMMUNITY AND PLACE”

**VALESKA POPULOH &
OLIVIA ROBINSON**

In a collaborative presentation, Olivia Robinson and Valeska Populoh reflected on how living in Baltimore deeply shaped their respective art practices, influenced their cultural organizing work, and motivated their research and learning. For both artists, creative projects have become an important way of grappling with questions about injustice and inequality, engaging with history, learning about the land beneath their feet, and building relationships with communities in Baltimore.

Valeska Maria Populoh works as an educator, cultural organizer, artist and performer in Baltimore. She teaches at the Maryland Institute College of Art and is an affiliated artist with Black Cherry Puppet Theater. Valeska has a passionate interest in performance, specifically masquerade, pageants and puppetry and their role in political expression, public ritual and community building.



Valeska Populoh



Olivia Robinson

Olivia Robinson is a multimedia artist whose work spans performance, installation, research, and community engagement. Olivia's diverse body of work, which ranges in scale from hand-built textile circuits to architectural-scale inflatable structures, investigates issues of justice, identity, community, and transformation. She lived and worked in Baltimore, MD for 15 years and now resides in Pittsburgh, PA.

“WHAT DOES IT MEAN TO BE A CULTURAL PRODUCER IN A CITY LIKE BALTIMORE, AND WHAT POWER DO WE HAVE AS ARTISTS TO CREATE REAL CHANGE?”

AMY SHERALD

Amy Sherald's move to Baltimore in 2002 has had a direct impact on her work and has greatly influenced the trajectory of her studio practice. Amy spoke about those changes and her experiences moving to and working in Baltimore, including ways that she has chosen to engage with her art in the community.

Amy Sherald is a portrait painter who explores the ways people construct and perform their identities in response to political, social, and cultural expectations. She is known for using a grayscale to paint skin tones as a way of challenging the concept of color-as-race. Amy was born in Columbus, Georgia, but now resides and works in Baltimore. Most notably, in 2017, she was selected to be the official portrait painter for the former first lady, Michelle Obama.

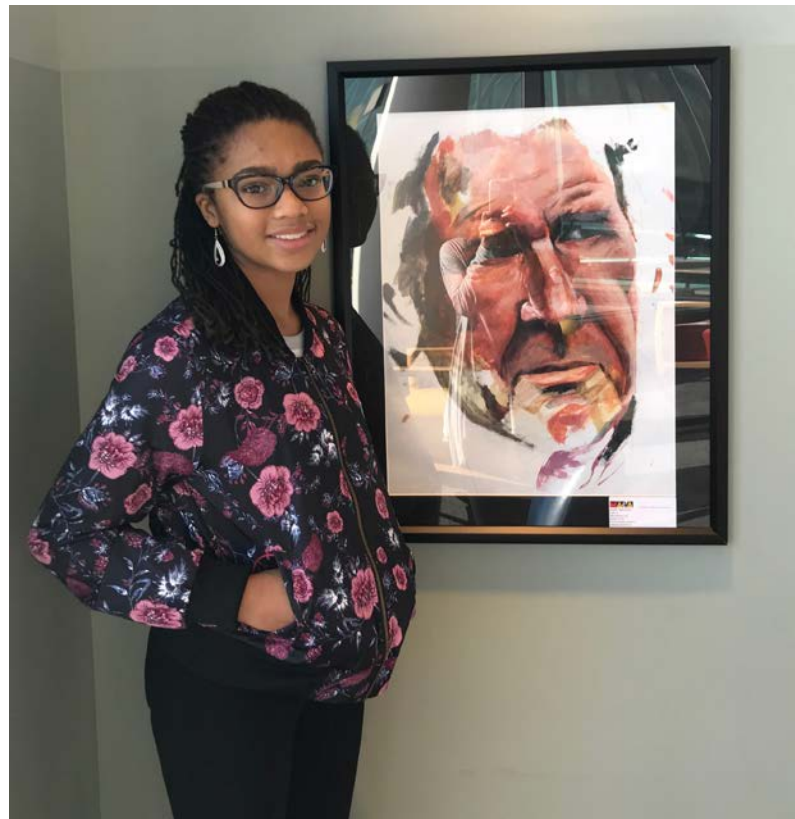
MARYLAND STUDENT CREATIVITY SHINES ONCE AGAIN

KRISTIN FILIPOVICH

Graphic Arts Teacher
Elmwood Elementary School, BCPS
MAEA, Director, Elementary School Division

BWI SHOW

This Fall MAEA continued its tradition of highlighting the hard work, dedication, and creative growth of Maryland youth from kindergarten to 12th grade. On November 11th, honored students and families attended the reception and certificate ceremony at the Baltimore Washington International Airport Youth Art Gallery located on the Observation Deck. This year's theme, "Design of the Past, Present, and Future," captured a range of subject matter and media to display in the 24 frames hanging in the gallery space. Mr. Phennicie, BWI's Director of Office of Corporate and Community Relations, shared that this 20-year partnership with MAEA has been instrumental in BWI's commitment to supporting the arts and celebrating student achievement. Building on the message of the power of the arts, the ceremony's guest speaker, Mary Beth Northen, Maryland 2017 Elementary Art Educator of the Year, shared her personal journey of art education from a young child to committed art teacher in Montgomery County Public Schools. She



Yaela G., Monarch Academy, AACPS

stated that "my art teacher(s) seemed to get me...and] when I walked into the room, I was going to have a different adventure." In the spirit of adventure, middle school artist, Yaela G. from Anne Arundel County Public Schools, Monarch Academy, shared, "it was my first time using acrylic paint... I typically work in charcoal and pencil." She

also mentioned that she was stepping out of her comfort zone and was guided by her art teacher to take on the challenge of learning a new medium. The collection of student work will be up until May 2018.

WALTERS STUDENT EXHIBIT

One week later, on November 18th, students and families attended the Walters Student Exhibit ceremony and reception. Some 170 student pieces from 11 Maryland counties filled the Walters Sculpture Court. A real testimony to the visual arts thriving in Maryland schools for students and their teachers. Countless parents, grandparents, teachers, and supervisors, were elated for the recognition being bestowed to the young artists. A big thank you to Gino Molfino, Brittany Powell, and Allie Smith, who played such a vital role in making this event memorable for students and families.



Eva A., Clemens Crossing Elementary, HCPSS



Myah H., Dayton Oaks Elementary, HCPSS

On November 11th, honored students and families attended the reception and certificate ceremony at the Baltimore Washington International Airport Youth Art Gallery located on the Observation Deck.

ART FROM THE WALTERS STUDENT EXHIBIT



Hailey N., Hilltop Elementary, AACPS



Farruh N., Pikesville HS, BCPSS



Ayran R., Clarksville Middle School, HCPSS



Cindy G-C., Duval HS, PGCPs



Kailah F., Baltimore Polytechnic Institute, BCPS

ART FROM THE WALTERS STUDENT EXHIBIT



Levi B., Millersville Elementary, AACPS



Mikyla M., Manchester Valley HS, CCPS



Carmen W., Martin Luther King, Jr. Middle School, PGCPs



Logan K., Carroll Manor Elementary, FCPS



JOB ANNOUNCEMENT EDITOR OF THE MAEA GAZETTE



The Gazette is the award-winning, professional online newsletter of the Maryland Art Education Association. It reports on activities of MAEA, provides scholarly articles, announcements, and other news of interest to Maryland art educators. It is currently published three times per year—September, January, and June. This is an announcement for a new editor of the newsletter.



REQUIREMENTS:

This position requires familiarity with the activities of the MAEA organization and Fine Arts Education, proficiency in the English language, experience with copy-editing and editorial style, knowledge of graphic design, and responsiveness to deadlines. MAEA member highly preferred.

JOB DUTIES:

- Create overall plan for content and timeline according to the activities and interests of MAEA members and in accordance with the goal and mission of the organization
- Prepare, rewrite, and work with authors to make sure articles follow APA style
- Reads copy and detects/correct misspellings or errors in punctuation or syntax
- Verifies facts, dates, statistics
- Makes sure photo and artwork consents are obtained
- Works with the designer to oversee the design and meet the online publication deadlines
- Attendance at bi-monthly MAEA meetings and other organizational events

PAID POSITION: Remuneration is \$500.00 per issue



TO APPLY:

Please send a cover letter indicating your relevant experience **and** a resume to Elisa Patterson, e-patterson@nga.gov



DEADLINE FOR APPLICATION: FEBRUARY 14, 2018

A REDESIGN OF THE MAEA WEBSITE

WWW.MARYLANDARTED.ORG

CHRISTOPHER WHITEHEAD

MAEA Vice-President Communications

The Maryland Art Education Association launched a redesigned website at the annual fall conference in October. Please visit us at www.marylandarted.org. This new design was a collaboration between the President, Gino Molfino and the VP of Communications, Christopher Whitehead with suggestions from MAEA Board of Directors and members. The goal was to use a more contemporary design to simplify visitor movement, reduce the number of “clicks,” and still provide you with all of the pertinent information in an efficient and timely manner. Our focus for the site will be on YOU and the other members of our MAEA community. In the “Meet Our Members” page we would like to spotlight our members and their achievements and of course their students’ work. We hope to include more instructional resources, as well as teacher and student artwork. For the most up-to-date information and announcements, check out our blog page under the “What’s Up” tab on the website. Learn about our Student Scholarships and Teacher Micro-Grants on

the “Development/Membership” page or our great Professional Learning opportunities. Both pages can be found under the “Member Services” tab where you can also find information on our Advocacy initiatives and download copies of our award-winning *Gazette* newsletter. In the footer of every page, you can find our contact information, blank forms, social media links and access to the National Art Educators Association website. We hope you like the new design and it is easy to navigate. If you have any comments or suggestions please reach out to crwhitehead@aacps.org.

*Our focus for the site will
be on YOU and the other
members of our MAEA
community.*

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ACTIVATING CREATIVITY
ENGAGING LEARNING
ADVOCATING FOR
YOUNG ARTIST

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MEMBER SPOTLIGHT: MARY BETH NORTHEN



VIRGINIA BUTE-RILEY

MAEA Vice-President for Development/
Membership
Art Teacher, Vansville Elementary School,
Prince Georges County Public Schools

Mary Beth Northen, our featured member for this issue of the Gazette, is MAEA's 2017-2018 Elementary Art Educator of the Year. Mary Beth teaches at Arcola Elementary School in Montgomery County. She has been teaching at Arcola ES (which she lovingly refers to as "ARTcola") since 2007. Mary Beth enjoys supporting

colleagues. She has mentored student teachers from both the University of Maryland and Towson University, as well as faculty new to MCPS and students. Mary Beth has presented at the Montgomery County Arts Conference, MAEA state conferences, and was selected to present at the 2018 NAEA convention in Seattle, WA.

Mrs. Northen's teaching philosophy is environmentally centered, regularly working with students to repurpose and recycle materials in their artwork. Perhaps the best example of this was in the installation of Arcola's Green Sculpture



Garden in 2016. This school-wide collaboration project resulted in 16 sculptures of native plants and animals made entirely of wood and recycled bottle caps and brought beauty to areas of otherwise bare school grounds. Upon the tragic loss of three students in 2017, Mary Beth organized the creation of the butterfly memorial project to create three additional sculptures as part of the permanent installation.

Mrs. Northen is the founder and chair of Arcola's STEAM committee. In this role, she has organized and presented at Arcola's annual STEAM night since 2013. In 2016 Mary Beth created a fundraiser to integrate technology into the art room. She now instructs her students on how to use iPads as an art medium and a tool with which to document their artwork. An advocate of contemporary art, Mary Beth has drawn inspiration from everything from Cyrus Kabiru's "C-Stunners" to Mademoiselle Maurice's origami installations. Connecting her students to these innovative artist gives her students a tangible link to the current world around them, further inspiring creativity.

WHY DID YOU BECOME A VISUAL ARTS TEACHER?

I became an art teacher because the art room was the one room I felt I was celebrated. I was



a daydreamer, doodler, dancer, singer of silly made up songs. These talents were celebrated in the art room vs suffocated in my homeroom. I wanted to create that safe place of self-expression with no wrong answers for kids like me.

DESCRIBE YOUR JOB.

For the past 15 years, I have taught elementary visual arts at MCPS. In 2007, I was hired to open Arcola ES which I call ARTcola. Arcola is a Title I school which is around 89% Hispanic. All students receive free breakfast and 80% receive free or reduced lunch. My students face many hardships which make learning difficult. In my art room, I try to give my students opportunities to express themselves through art. I also make sure our art room is a safe place where we are all successful and there are no wrong answers.

WHAT IS THE BEST PART OF YOUR JOB?

I would say the best part of my job is when I get to see my students work through their own artistic process. They get frustrated but persevere and then they get the biggest grin on their faces. For that moment they feel like they can accomplish anything.



ARE THERE ANY OTHER “HATS” THAT YOU WEAR IN ADDITION TO BEING AN ART TEACHER?

At my school, I am also the STEAM committee chair. Our committee was the result of my arts integration passion and the STEM craze. Now we have an annual STEAM night full of STEAM activities and presentations of STEAM lessons we have taught throughout the year.

Outside of school, I am a mother of 7-year-old twins, Owen and Maggie, and wife of my architect Eli (<http://en-architects.com>) in Catonsville, MD. We have two rescue dogs Joey Ramone and Andy Warhol. In my spare time, I enjoy painting, cooking and being outdoors.

WHAT HAVE BEEN THE HIGHLIGHTS OF YOUR CAREER SO FAR?

In 2014 I worked with the entire school community to create Arcola's Green Garden. It was a year-long project that brought awareness to the amount of waste we created and how to transform it into art.

HOW WOULD YOU DESCRIBE YOUR OWN ARTISTIC PRACTICE?

In my art room, I like to introduce contemporary artists who my students can connect with through social media vs the old masters that they really can't relate to. From there, I like to walk my students through the artistic process with design-based lessons. My students create artworks in response to challenges. The results are open-ended, unique to each artist and the only wrong answer is to create nothing.

This is how I practice as an artist myself. I enjoy seeking inspiration from other artists and nature. I then select my medium and I challenge myself to create. I never really know how it will turn out but I allow myself to explore my artistic process.

WHAT CHANGES WOULD YOU LIKE TO SEE IN OUR PROFESSION?

I would like the arts to be truly valued as an integral part of our student's education. Too often we are regarded as “Specials” at the elementary level which fuel our society's view of the arts as something extra or a hobby.

INNOVATION AT THE INTERSECTION OF THE ARTS AND REFUGEE ENGAGEMENT AT TOWSON UNIVERSITY

BY KATE COLLINS

Program Director, M.A Interdisciplinary
Arts Infusion, Towson University

The MA program in Interdisciplinary Arts Infusion at Towson University (towson.edu/maiai) is breaking ground this year with two innovative courses that focus both locally and globally on refugees and the role of arts and arts educators in supporting and engaging this vulnerable population. The first course was a special topics course offered this Fall 2017, that program director and professor Kate Collins named YAAAS! – Youth Artists and Allies Taking Action in Society. We partnered with the Baltimore-based Refugee Youth Project <http://www.refugeeyouthproject.org>, and in particular, we worked with teens involved in this program who attend Patterson High School in southeast Baltimore. For eight weeks, the graduate students in the MAIAI program, mostly public school teachers of all grades and subject areas, worked along side 14 refugee high school students at their school. As an arts course focused on social action, our interest was in exploring how collaborative artmaking could help to support our young partners in several areas—navigating language barriers (most students speak at least three languages, but English is the newest), learning about higher

education (a high priority subject to them), and in shedding light on their experiences and the issues they care about. The course was also invested in giving teachers an intimate window into the experiences of refugee students so that they could become more informed allies and advocates in their own school settings. In addition, they reflected on how collaborative artmaking can foster relationships amongst refugee and American students, between which there can often be fear and miscommunication.



**Kowser Dress- source of inspiration for
Conversation Piece, Photo by Kate Collins**



Conversation Pieces created by MAIAI graduate students and Refugee Youth Project partners, Photo by Michael Bussell

We feel deeply fortunate to have had an amazing group of young people join our program. Our refugee student participants were largely from Eritrea, Sudan, and Syria, though their journeys as refugees have often taken them through numerous other countries before landing in the U.S. In the end, the eleven MAIAI graduate students who were involved referred to engaging in this

partnership as a life-changing experience where, as teachers, they were able to work alongside the young people as fellow collaborators—learning, exploring, and co-creating original work together. This kind of close collaboration between teacher and student (with an almost one-to-one ratio) is something that does not often happen in a typical school day, but our dynamic evening program was fortunate to have that flexibility. In the end, we wound up creating a series of visual art works that we called *Conversation Pieces*, a title inspired, in part, by Grant Kester's book *Conversation Pieces: Community and Communication in Modern Art*. Our works, co-created by pairs and small groups of graduate and high school students, reflect the relationships formed between teacher and student, integrating image and text (in both English and the students' native languages) as a way to shed light on the important conversations and discoveries made during our time together. We were able to share

We feel deeply fortunate to have had an amazing group of young people join our program.



MAIAI grad students and Refugee Youth partners at work, Photo by Kate Collins

our works as part of a small open house event at Towson University in early December. Now, we look forward to presenting our works again at an Open Hours event at the Baltimore Museum of Art on January 20th as part of their Imagining Home exhibit. Our aim is to make this an ongoing partnership between the Refugee Youth Project and the MAIAI program at Towson.

Building on this interest, and knowing that artists, arts educators, and arts organizations all over the world are coming up with entrepreneurial efforts to employ the arts as a means to support and engage refugees, the MAIAI program is now planning a study abroad course to Berlin for the summer of 2018. The new course is called Art as Sanctuary in Berlin: Innovation in Arts Engagement and Integration for Refugees and it will be led by program director, Kate Collins as a 12-day trip departing at the end of June 2018. In contrast to the U.S., Germany and Berlin, in particular, have accepted unprecedented numbers of refugees. Not surprisingly, schools, arts organizations, and individual artists are innovating in fascinating ways to support this massive influx of displaced people from across the globe. Students

on this trip will have a chance to examine how Germans and refugees have worked together to create spaces for the arts to help with navigating language differences, fostering personal expression, maintaining cultural identity, building relationships, healing trauma, integrating with new communities, speaking out on human rights issues, and much more. We will visit the Pergamon Museum where Arabic speaking refugees now lead guided tours through the Arabic art collection. We will visit primary and secondary schools where the arts have been vital tools for Welcome Classes designed for new refugees. And we will enjoy a fantastic array of theatre performances, choir concerts, social agency visits, and public art walking tours that all intersect with and support refugees in an entrepreneurial manner while also taking in the beautiful cultural sites of Berlin, Hamburg, and Potsdam, Germany.

This graduate-level study abroad course welcomes individuals who are not Towson graduate students. About half of the students in the MAIAI program are visual art teachers, so MAEA seems like a fitting place to promote this opportunity. If you are participating in a graduate program at another university (or intend to) or you have a bachelors degree and simply have an interest in this unique opportunity, we encourage you to reach out to Kate Collins at kacollins@towson.edu for further information and visit the website for this study abroad program. Scroll down the web page and you will see a link for a very helpful PowerPoint to fill you in on lots of the details of the trip. <https://towson-horizons.symplicity.com/index.php?s=programs&mode=form&id=33910ed1779f1a8aa0c02b13fb1ce364>. For those looking for a more global perspective on the refugee crisis and the role that the arts and art educators have to play, this is bound to be a one-of-a-kind experience. Applications must be submitted by March 15, 2018.

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EILEEN CAVE

Visual Art Teacher, Rosa Parks Elementary School, PGCPs

The *Community Tapestries* workshop is the first of three workshops planned in the Living Legacies series. The purpose of this series is to train teachers how to teach culturally rich and relevant social studies curriculum for grades 3-12, using the resources in the Faith Ringgold Study Room and artwork in the David C. Driskell Center's collection. On November 13, 2017, art educators from Prince George's County attended a workshop held at the Dr. David C. Driskell Center on the campus of the University of Maryland, College Park. I designed and led this 3-hour workshop, with the support of the Prince George's Arts & Humanities Council and the PGCPs Visual Art Dept., to offer a peer-focused, networking learning experience for teachers in grades 3-12 utilizing African American art.

Community Tapestries included a gallery talk by Nathan McDonald, the exhibit curator of *The Last Ten Years: In Focus*, and a research briefing in the Faith Ringgold Study Room by the Driskell Center archivist, Stephanie Smith. In October, I also had the good fortune of attending a panel discussion by exhibiting local artists which included Dr. David



Kevin Cole's sculpture *Jacob's Ladder- Do Lord Remember Me* was discussed during the gallery talk in November.

C. Driskell, Alonzo Davis, Floyd Coleman, Cheryl D. Edwards, Anett Fortt, Martha Jackson Jarvis, Ulysses Marshall, Percy Martin, Valerie Maynard, E.J. Montgomery, Preston Sampson, Sylvia Snowden and Lou Stovall. The insights gained by listening to this renowned group of African American artists further fueled my excitement and gave me more ideas about using the exhibition works for curriculum development.



Teachers completed art book making projects (top), and the finished project (below), is shown with the inspiration for the lesson- *Tar Beach*, by Faith Ringgold.



Our workshop activities included writing lesson plans using the *Artful Thinking Strategies*. We made an accordion 3-D book inspired by *Tar Beach*, written and illustrated by Faith Ringgold. We were able to view her edited notes and illustrations before press production in the study room and study biographical information documenting Ringgold's activism as a feminist, civil rights advocate, artist, and educator.

The Living Legacies workshop series is being sponsored by the Prince George's Arts & Humanities Council, as part of the agency's commitment to supporting the best practices in arts education training for county educators. In addition to demonstrating arts integration curriculum writing strategies, I also shared other relevant frameworks, such as the P21 Life Skills standards and the Social Justice Standards. I enjoy this type of extracurricular activity because I am able to promote the wealth of creative assets in Prince George's County and develop a

curriculum that supports racial equity, inclusion, and multiculturalism. Teachers who use this type of engaging curriculum help build important non-cognitive student skills, such as self-efficacy. Another benefit of teacher-led PD training is achieving professional development accomplishments under FFT Domain 4, which I include as part of my annual performance review.

Two upcoming Living Legacies teacher PD workshops are planned for the spring: Voices of Vision-Inspired by Heritage, which will focus on integrating various art forms to portray multicultural identities and teach inclusion, followed by Profiles in Empowerment, which offers explorations in self-identity and ancestral legacies through personal journey mapping. A Patterned Portraits activity will be offered on Saturday, April 28, 2018, at the University of Maryland Day, Open House at the Driskell Center from noon-5 PM. For more information about the workshops, contact Eileen Cave at eileen.cave@pgcps.org or call 240-535-9761.

The insights gained by listening to this renowned group of African American artists further fueled my excitement and gave me more ideas about using the exhibition works for curriculum development.



Exhibiting artists shared their career experiences.

CREATING STORIES AND A STORYBOOK LIBRARY

TRICIA KENNEDY

Art Teacher, Gaithersburg Elementary School, MCPS

Last year I organized a Young Audiences' Arts integration residency with grants obtained from the Maryland State Arts Council and the Montgomery County Arts and Humanities Council. The residency allowed a local author and storyteller, Noa Baum, to perform and explore the art of storytelling with our Gaithersburg Elementary students. The residency began with a performance of multi-cultural folk tales promoting persistence and anti-bullying themes.

Over the next four weeks in my art room, Noa worked with my first-, second- and third-grade classes to craft personally meaningful stories based on the structure of the performed folk tales. Students developed the craft of writing a story in the form of a fractured folktale as well as the art of storytelling. Using their, voice, body, and movement students performed vignettes of the story's beginning, middle, and end. I recorded the storytelling of my student's into print.

Following Noa's residency, my art classes worked on creating collage illustrations of their fractured folktale stories. Students collaboratively created painted papers for the background, middle ground



Student working on an illustrated folktale

and foreground. Each student contributed images of characters, setting, or props in order to create the collaged illustrations. The collaged pages of the stories were combined to make a single book for each class. Through a grant with the Montgomery County Education Foundation, the books were printed in order to provide each child in the class a copy of the book. Additionally, we had some copies to add to the art room library as well as the school library. Students celebrated their printed books on "Publishing Day" by having a reading with classmates and parents before taking their printed books home!

The vast majority of my students are English Language Learners and therefore exploring literacy through arts integration and multiple art forms were engaging, meaningful and effective. Many of our ESOL students were able to speak in English amongst their peers in a very structured and comfortable environment through the use of dramatic techniques. Creating illustrations to pair with the printed stories that were initially performed orally, allowed for greater processing with the ESOL and ELL populations.

This residency enabled all of my students to integrate reading, storytelling, writing and collaborative visual art illustrations in the art room. The process was rewarding because my students had the opportunity to both work with a local artist as well as to engage in a creative collaborative process.

Noa Baum lives in Silver Spring, Maryland. She is the author of her memoir, *A Land Twice Promised*, winner of the 2017 Anne Izard Sto-

rytellers' Choice Award. More information about Noa Baum can be found at <http://noabaum.com/>. Gaithersburg is a Title I school with 82% receiving free and reduced meals (FARMS) and 48% receive ESOL services.



Student working on an illustrated folktale



Author and storyteller, Noa Baum, and students Tawananyasha M. and Jayla D.