



Gazette

Service • Knowledge • Leadership • Professional Development

MAEA STATEMENT OF PURPOSE

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



Maxwell T., 12th Grade
Ground Zero, Painting
Carver Center for Arts and Technology

PRESIDENT'S MESSAGE



BRENDA MAKLE
MAEA PRESIDENT

School is O-U-T! To all art educators, I hope that you have had a wonderful school year. It's now time to rest, reflect and reinvigorate. Now is the time to relax. I hope you will find time to enjoy family and friends. Make it your business to find some time to read, to see the ocean, to find a quiet spot, and to create some art!

With down time, take a few moments to reflect on your successes and analyze your challenges. . .then make more art! Vow to work to improve the challenges prior to the start of the new school year. Self-reflection is always good.

Summer is also a time to renew. I encourage each of you to take time to participate in professional development activities. We are very fortunate to live in an area that has so much to offer in the arts. Our museums, such as the National Gallery of Art, Baltimore Museum of Art, The Walters Museum, Reginald F. Lewis Museum of Maryland African American History and Culture, and others have several institutes and workshops and other activities available. Check out our institutes of higher learning: Maryland Institute College of Art, University of Maryland, Towson University, and others. They, too, provide opportunities to renew during the summer months. Don't forget Maryland Artist Teacher Institute (MATI), sponsored by MSDE and AEMS. Remember to renew with art making!

I hope that summer is enjoyable! I look forward to seeing you in the fall.

SAVE THE DATE



MARYLAND ART EDUCATION ASSOCIATION FALL CONFERENCE

OCTOBER 21, 2011

**Maryland Hall for the Creative Arts
and Bates Middle School**

Annapolis, MD

For more information on Maryland Hall for the Creative Arts:

<http://www.mdhallarts.org>

For Directions:

<http://www.mdhallarts.org/generalinfo/mapdirections.html>





**2011 MAEA Fall Conference at
Maryland Hall for the Creative Arts and
Bates Middle school – Anne Arundel County**

October 21, 2011

Maryland Art Education Association

Proposal Form

“Emerging Perspectives: Creating and Promoting Quality Art Programs”

The Maryland Art Education Association Fall Conference will provide participants a remarkable array of sessions, including hands-on activities, research-based discussions, as well as opportunities to work with local artists.

If you choose to present a 1-hour session you may consider a variety of formats including;

- panel discussions
- presentation of research, special topics, events
- lesson presentation with a mini hands-on experience

Presenters of a 2-hour session should consider a more in-depth hands-on experience.

Please print or type:

Mr. Mrs. Ms. Miss Dr. _____

Home address: _____

Home Phone: _____ email: _____

Work Location _____ County/District _____

Address: _____

Work phone: _____

Title of Session: _____

CHECK ONE: 1 hour session 2 hour session 20 minute round table session

Level of instruction: **Elementary • Middle • Secondary • Higher Ed. • All • Student Chapter**

Description of session in three sentences or less: (For publication in Fall *MAEA Gazette* and web site)

Number of participants limited to: _____ **Supplies participants need to bring:** _____

Audiovisual equipment: Laptops and LCD Projectors are not available. **Internet access available. Please include site(s) so that testing can be completed prior to the conference.**

Request for AV equipment, other than laptops and LCD projectors: _____

PRESENTER AGREEMENT: I am aware that if my proposal is accepted I will be required to register and, as a member in good standing, pay the processing fee only for registration.

Signature: _____ **Date:** _____

Please Return or Fax to:
Suzanne Owens
Co-Chair, MAEA Conference
Coordinator of Art
Anne Arundel County Public Schools
2644 Riva Road
Annapolis, MD 21401
Fax: 410.222.5620

Deadline: Postmarked or Faxed by July 7, 2011

INCOMING MAEA OFFICERS 2011

President-Elect - Eleni Dykstra



Treasurer - Lori Snyder



Secretary - Sarah Neubold



Coming This Fall

H.O.T.

HANDS ON TECHNIQUES



Look for upcoming professional development opportunities in September. Work with new materials, network with colleagues from around the state and create art! Plan to participate!

In Seattle, “At The Center of the Earth”



VIOLA CAPITOL-JEFFERSON
NEW TEACHERS CHAIR

Often times we are not afforded the opportunity to spend several hours in a major museum during our annual National Art Education Association Convention. I made an exception in Seattle. Chicago-based artist Nick Cave’s exhibit, “Meet Me at the Center of the Earth,” had such rave reviews in several Seattle newspaper that I refused to travel so far and miss one moment of exploring its contextual content and artistic forms. Even the wind and the rain of a damp Seattle day could not discourage, deter, nor impede my journey to the center of the earth.

I arrived by foot and cab at the Seattle Art Museum (SAM) during the morning hours to avoid the afternoon crowd. After acquiring my free passage into the museum’s interior (nice perk from the convention), I was instructed to enter the Cave exhibit through the museum’s African Art collection, which for me, was a treat in itself. As I left the African Collection, I paused a moment near a Yoruba Egungun mask with yards upon yards of beautiful fabric, which when worn by a dancer had the potential to whirl out into space. It reminded me of the “cyclonic motion” of Nick Cave’s “wildly improbable beings” in silks, sequins, fur, and crochet that I had read about on display in the adjacent room. Whether planned or not, this was an appropriately rich juxtaposition of this ornate African art form as an introduction to Mr. Cave’s engaging mannequins, which were dressed with colorful, highly textured, whimsical, imaginative, enormous “sound suits.” They were monumental creature forms (furry, funny, fastidious, fabulous, and thought-provoking) with animal and human characteristics.

Mr. Cave’s craftsmanship was impeccable. Although he used a collage technique in connecting fabric edges with a variety of stitches onto his giant figures and sculptural forms, it was difficult to locate the connection of one piece to another. Therefore, each suit and sculptural form he created appeared to be one strong unit wrapped intricately and exquisitely in

a potent web of color and texture.

Although static like the Egungun mask, Cave’s figures and forms appeared to also exude a spirit of freedom and movement. It was obvious that the artist, like his African counterpart displayed a strong interest in the power of cloth. There were no restraints on experimentation and embellishment. Sequins, buttons and beads, colored yarns, fur, stitched flowers and birds, crocheted dollies, recycled fabric and materials were sewn meticulously into powerful seamless suits reminiscent of the Yoruba Egungun mask, Mardi Gras, religious ceremonial costumes, and the movable sculptural figures of Nigerian artist, Sakari Douglas Camp. Although Mr. Cave claimed no origin for his ideas, the elements of Africa were evident and immensely strong as he explored the themes of community, identity, and performance.

Photographs and video performances on screens interspersed throughout the exhibit displayed the wearable sculptural “sound suits” in action. The museum visitors that I observed viewing the videos were captivated as the suits moved, rotated and gyrated through space changing configuration and sound. Like the dancers in the mask performances of the African masquerade, the wearers became anonymous allowing them the freedom of limitless expression as they surrendered to being possessed by the suit. Each “sound suit” and sculptural form took on a personality all its own yet remained part of a larger art form.

Mr. Cave combined fashion, sculpture, installation, performance, video and photography with the skill of a master conductor and orchestrated an exhibit so compelling and profound that the need to return and explore each form again and again was omnipotent.

Hours passed. I missed several sessions at the convention. However, the intriguing and engaging experience I had at the Seattle Art Museum was worth the change in my itinerary.

Montgomery County's Elementary Integrated Curriculum



SARAH DELPHUS NEUBOLD
ELEMENTARY DIVISION DIRECTOR

Recently, Montgomery County Public Schools (MCPS) was awarded a five million dollar grant from the Investing in Innovation (i3) Fund. MCPS was one of eleven school districts nationwide to be given this funding from the U.S. Department of Education. One requirement of the grant application was to have a partner that would be willing to provide at least 20% in matching funds. MCPS has partnered with Pearson, a major education publishing company, to pioneer the development of a curriculum that aligns with the recently adopted Core Curriculum Standards. The Elementary Integrated Curriculum (EIC) is an online interactive learning community that integrates critical and creative thinking skills and academic success skills across all of the content areas including reading, writing, math, science, social studies, information literacy, music, physical education, and art. The online format is interactive and allows all MCPS educators to share ideas and resources. It is also a source for continuous professional development.

I had the chance to talk with two elementary art educators, Kim Haden and Ron Kohler, who recently changed positions from school-based art educators to full-time instructional specialists writing curriculum for the EIC team. I asked them how the EIC will impact the future of art education in Montgomery County.

Neubold: How is the EIC art curriculum different from the “old” art curriculum?

Kohler: The most noticeable aspect is the format change to an online environment; gone are those cumbersome curriculum binders with detailed lesson plans. In their place are sample learning tasks that are really “seeds” the teacher can develop to address student needs and tailor to match their interests. These sample learning tasks are examples of how the required components of the curriculum such as, standards and indicators, could be taught.

Haden: Art teachers have always challenged students to develop critical and creative thinking and academic success skills; the difference now is that these skills are made explicit. The basic principles behind Elliot Eisner’s Ten Lessons the Arts Teach are now being realized with the inclusion of Thinking and Academic success skills in all content areas. Students are learning ways their brain processes information and are taught strategies to improve thinking and learning. All subject areas will address a set of identified skills at the same time and these will be reinforced across the student day.

A marking period overview provides the ability for teachers to see the other content area concepts and topics for the week. This overview will serve to inspire many cross-content connections. During the writing process, curriculum writers of all content areas come together and identify connections to develop tasks that span multiple subjects. As a result, there are numerous learning opportunities that integrate the arts. This is something that art teachers would love to do on a regular basis but in reality, rarely is there enough time to meet and plan with teachers of other subjects. One goal of art teachers is to enrich student learning by encouraging all teachers to include more arts-infused tasks and for art teachers to embrace learning in all content areas. The result is a more seamless student day that enables students to discover connections among the subjects they are studying.

Kohler: Teachers have the ability to add lessons and resources they have developed to the site for their colleagues across the county to share. In the former art curriculum, art teachers were fairly isolated in their planning process. The EIC provides a more collaborative environment for art teachers to plan



Ron Kohler and Kim Haden in front of the EIC “wheel” of thinking and academic success skills

Montgomery County's Elementary Integrated Curriculum, Cont'd

together. There are discussion boards to promote communication and the sharing of best practices. Instructional resources have been designed to fit the learning tasks and many are immediately available in digital formats. The site is live and any curriculum revisions and updates can be delivered immediately.

Neubold: How will the EIC improve the quality of art education in MCPS?

Haden: This curriculum highlights natural

connections and will foster collegiality among teachers of all subjects. One of our goals in writing this curriculum is to inspire teachers and engage students. When students have experiences that support and broaden learning in multiple-content areas, their understanding of a topic is deepened.

Kohler: For example, many content areas challenge students to analyze and interpret works of art and students are getting the message that art plays an important role in

the human experience. Topics from other subject areas are often used to challenge students to create artwork with personal meaning and substance. Art has a unique opportunity to enrich students' lives and its position is more central. Students are becoming more sophisticated viewers and thoughtful creators of art and that will insure life-long appreciation of the arts.

If you are interested in learning more about the EIC, check out the MCPS website at <http://www.montgomeryschoolsmd.org/curriculum/integrated>.

AIMS Schools in Maryland



JOAN NEWCOMER
AIMS DIRECTOR

AIMS stands for the Association of Independent Maryland Schools. It is a voluntary organization of private, independent, elementary and college preparatory schools in Maryland and the District of Columbia. It currently consists of 115 schools with over 45,000 students from pre-school through high school. Each AIMS member school is a not-for-profit corporation and is governed by a volunteer board of trustees. AIMS schools, although diverse in the populations they serve, have the following in common: they are similarly incorporated and organized; they are non-discriminatory; they are independent of most governmental regulation; and they are able to address individual student needs by maintaining favorable student-teacher ratios and relatively small class sizes. The organization provides professional

development opportunities and requires member schools to go through an extensive accreditation process. The premier professional development opportunity offered is the AIMS Fall Conference held annually in the Baltimore Convention Center.

The keynote speaker for the 2007 conference was someone of great interest to art educators. Daniel H. Pink, author of the book, *A Whole New Mind (Why Right-Brainers Will Rule the Future)* gave a dynamic presentation. His book validates the art educator's mission as the way to prepare our students for the future. The keynote speaker for 2009 was David Oliver Relin. He coauthored the bestselling book, *Three Cups of Tea: One Man's Mission to Promote Peace . . . One School at a Time*. My autographed copy was signed, "The real enemy is ignorance." It is an inspiring book about one man's efforts to make a difference through education. The fact that the region where he built schools is also a region that trains terrorists makes this book relevant to all educators. The theme for this year's conference was "Sustainability." Our keynote speaker was Dr. Mark Plotkin who wrote, *Tales of a Shaman's Apprentice: An Ethnobotanist Searches for New Medicines in the Amazon Rain Forest*. I was brought to tears as he spoke of the destruction of the rain forest and how a Shaman who he had met knew of cures for diseases utilizing vegetation and wildlife that our medical

culture has no knowledge of. He felt that the best medical practices would combine a Shaman's healing with the medicine that is practiced in our country. I was happy to see that there was a children's version of *The Shaman's Apprentice* illustrated by Lynne Cherry.

The AIMS Fall Conference is also the place where I have had the opportunity to see artwork on display from independent schools throughout the state. I have used this opportunity to request exemplary artwork for MAEA's exhibit of Maryland's Emerging Artists displayed in the tunnels of the State House in Annapolis during the Maryland Legislative Session. This year's exhibit had over thirty pieces of AIMS artwork (along with the artwork of Maryland's counties and Baltimore City). I also collect artwork for this exhibit as a result of contacting teachers on my email lists. If you are an AIMS art educator who is not already on my email list, please send your email address to jnewcomer@mcdonogh.org. That way I will be able to notify you of pertinent information concerning exhibits and professional opportunities. Students who participate in the State House exhibit receive a Governor's Citation which is not only an honor for the student involved, but also for the art educator providing instruction, and for the school. A goal for next year is to have even more participation since we are allowed to

AIMS Schools in Maryland, Cont'd

exhibit as many as forty pieces of artwork.

The challenge that I would like to present to our current AIMS art educators is to become more involved with your professional art education organizations at the state (MAEA) and national (NAEA) levels. Perhaps you would like to participate in preparing for our Fall MAEA Conference. We especially would like to hear from people who are far away—on the Eastern Shore, Southern or Western Maryland. You are not too far away to mail me an outstanding piece of artwork for next fall's MAEA Conference or next year's

State House Exhibit. Help your school become recognized for the outstanding art programs that you teach!

I also want to congratulate our AIMS teachers who were recipients of awards at our October, 2010 MAEA Conference. As your AIMS Representative for MAEA, I would love to hear about some of the exciting activities that are going on in your programs. Please send this to me at my email address above, and perhaps you could be featured in a future Gazette article. Some exciting events that have been going on at McDonogh School

(where I teach) this year have been the creation of two new mosaic murals for our lobby through the combined efforts of our Lower School students, art teachers, and a visiting artist. Also, through the joint efforts of our Lower, Middle, and Upper School students, we were recognized for creating the longest print in Maryland. The Baltimore Sun described our 800 foot print as "Maryland's longest continuous art print."

I look forward to hearing from our AIMS MAEA members.

WHAT'S GOING ON IN YOUR CORNER?

A Visit to the Barbara Ingram School of the Arts



ELISA PATTERSON
GAZETTE EDITOR

A few weeks ago, I had the opportunity to visit the Barbara Ingram School for the Arts (BISFA) in Hagerstown, Maryland. Opened in 2009, this magnet school is dedicated to the visual and performing arts and is part of the Washington County Public School system (WCPS). Principal Michael Thorsen and Dr. Teresa Roberts, Lead Visual Arts Teacher, were kind enough to spend several hours orienting me to this exciting new school.

The school is housed in the former Henry's Theater, located in the heart of the downtown Hagerstown Arts and Entertainment district. When you walk through the door of the four-story renovated brick building, art is evident everywhere: a student art show is on view and candelabra from a recent production of Phantom of the Opera are displayed.

Mr. Michael Thorsen is the dynamic leader of the school. He was a retired principal of the Pittsburgh School for the Creative and Performing Arts when he heard about the developing school. He became involved early on with the design of the studios and theatrical spaces as well as the curriculum. He is passionate, and a self-proclaimed "zealot" for the arts and the school. His enthusiasm for the place is infectious.

Dr. Teresa Roberts displays a quieter, and equally dedicated enthusiasm for her students and art education. She previously taught art in Prince George's and Garrett

counties before taking time off to pursue a doctorate in Education from the University of Ohio. She returned to Maryland to sign on as the lead visual arts teacher of the newly formed school.

What is the history of the school?

In 2001, Dr. Elizabeth Morgan, former art supervisor for WCPS, commissioned a study to determine the arts offerings to Washington County students. The theater was generously donated by Vincent Groh and fundraising began. The mission of the school "is to provide students with a rigorous, comprehensive, college preparatory curriculum rooted in intense, pre-professional training in the arts. . ." which, according to Mr. Thorsen, "is not for the faint of heart." The school offers instruction in five different majors—vocal music, instrumental music, dance, theater, and visual arts, with plans to offer literary arts next year.

What is the admission process?

Students must prepare auditions and written materials in one of the five current. Prospective visual arts students submit portfolios containing assigned and student-selected art work, provide a written statement, are interviewed, and produce an on-site drawing of a still-life.

A Visit to the Barbara Ingram School of the Arts, Cont'd

Who is your typical student and what is a typical day?

Currently there are approximately 200 students enrolled in BISFA, fairly evenly distributed among the five majors with instrumental music heading the list. Students are primarily from the WCPS system but students from private, home, and out of state also attend the school. The typical school day runs from 9:00-4:30 with three hours of arts instruction. Academic subjects are taken at a nearby University of Maryland building. There are no organized sports offered at BISFA and students fulfill their physical education requirement through a mix of dance, aerobics, and yoga.

How is BISFA different from other arts magnet schools?

Many schools for the arts are focused primarily on the performing arts. The BISFA staff sees themselves as providing a more well-rounded, world view approach to education. The school has sixteen full-time teachers and thirteen part-time artists-in-residence. In addition to a full array of arts-related subjects, students take classes in math, science, history, and foreign languages. Advanced Placement and Honors classes are available as well. The school is a partnership between the Washington County Board of Education and The Barbara Ingram Foundation. It is also supported by an active Parent Guild.

How are BISFA students involved in the community?

There are so many opportunities for students to exhibit in the community that they have to be selective. One such example is the bicycle-themed mural created for space located adjacent to a parking garage in downtown Hagerstown. Students took on this real-life project by visiting the site and researching materials as well as talking to bicyclists to find out what they wanted in a bike alcove. Research on the history of Hagerstown and on bicycling was



Students at the Barbara Ingram School for the Arts working on a mural for a public bike alcove in Hagerstown, Maryland

incorporated into the design. The mural was unveiled during National Bike to Work week in May.

What is the main impression you would like readers to come away with about your school?

Arts integration and how other teachers can do this in their classrooms. Dr. Roberts organizes what she teaches around ideas and then teaches the techniques along the way. She tries to convey that "art is about something." This provides a more holistic and real life approach to instruction.

The Barbara Ingram School for the Arts appears to be off to a good start. It is no surprise that this inspiring place was awarded the "New and Emerging School Award" by the Arts Schools Network, an organization of 1500 arts schools nationwide. The award is presented to a promising young Arts Schools Network school in its first three years of development. To learn more about this school visit their website at <http://www.barbaraingramschool.com/>



Mr. Michael Thorsen, Principal and Dr. Teresa Roberts, Lead Visual Art Teacher
Barbara Ingram School of the Arts

INFORMATION AND REMINDERS

Conferences and Conventions

2011 MAEA Fall Convention
October 21, 2011

Upcoming Student Exhibits
BWI Youth Art Gallery

Meetings Schedule

All meetings, unless otherwise stated, are held at 4:30 pm at Faulkner Ridge Center, 10598 Marble Faun Court, Columbia, MD 21044

Future dates to be announced

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

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