

spring 2011

fresh paint

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AND EXPLORE**

YOUTH ART MONTH



faea

FLORIDA ART EDUCATION ASSOCIATION



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 FLORIDA ART EDUCATION
 ASSOCIATION

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Information for advertisers can be located on page 22 of this issue, and at www.faea.org.



Jack Matthews, President
District Specialist/Visual Arts K-12
Duval County Public Schools

I am reminded of a few lines in a song from *Jesus Christ Superstar*: “Look at all my trials and tribulations; sinking in a gentle pool of wine. Don’t disturb me now, I can see the answers ‘til this evening is this morning, life is fine.” Well, I’m here to tell you life IS NOT fine. If you have been reading the newspaper on a regular basis, you are aware of the plight of education should Governor Scott have his way. In my county alone, we would be looking at an additional deficit of 41 million dollars. Many superintendents are fearful of what these cuts will do to the quality of our educational system. One can only cut out so much toilet paper in one’s budget. It comes down to programs and personnel.

It is time for each of us to get off of our “blessed assurances” and take some action. If you have not contacted the Governor’s office or your legislators, then you need to do this NOW! The FAEA website contains a contact listing of all Florida legislators. You can easily find yours.

I have been in education for 31 years. Although each year we are faced with cuts, I have never seen a time such as what we could easily face this next year. We all have a plethora of advocacy material to share. If you need more, go to Americans for the Arts’, Florida Alliance for the Arts’ or NAEA’s websites. Send this information to your legislators. First and foremost, our political leaders in Tallahassee need to be educationally informed about the arts, their effect on learning and the need to educate the whole child. Additionally, continue to educate your school board and school administrators. It is imperative that we be heard and on a daily basis!

Last, but not least, please welcome Dr. Kathleen Sanz, the new Executive Director for FMEA/FSMA and Board Consultant to FAEA. She has taken over for James Perry who has left to pursue other opportunities. We welcome Dr. Sanz and we look forward to working with her.

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The mission of the Florida Art Education Association is to promote art education in Florida through professional development, service, advancement of knowledge, and leadership.

The vision of the Florida Art Education Association, hereinafter designated as FAEA or as the Association, is to provide Florida visual art teachers with the knowledge, skills, and support that will ensure the highest quality instruction possible to all students in Florida.

WHAT'S NEW?

The Hinckley Center for Fine Arts Education has hired a new Executive Director for the Florida Music Educators' Association/ Florida School Music Association (FMEA/ FSMA). Dr. Kathleen Sanz has been hired to lead both associations and serve as a Board consultant for the Florida Art Education Association (FAEA). Dr. Sanz will replace James Perry who moved back to his home state of Texas to take on another position.



Dr. Sanz holds a Bachelor's, Master's and Ph.D. in music education. She is a true education specialist with her most recent position being that of Supervisor of Curriculum and Instructional Services where she co-directed the curriculum department for the Pasco County Public School System. She is a past presi-

dent of the FEMEA, FMEA, and the MENC Southern Division and has a great level of competence organizing, implementing and administrating large projects. Through her work as a school district director, she is very well versed in legislative issues and processes important to education.

Dr. Sanz prides herself as a bridge builder and problem solver. She understands the challenges of Florida, and is committed to serving the members of FMEA, FSMA and FAEA to ensure that the interests of fine arts education are sustained and improved.

We are very excited about the future, and we hope you will join us in giving Dr. Sanz all the support she needs to move our association to new heights.

DON'T FORGET!

2011 K-12 Visual Art Digital Exhibition entries due postmarked March 31, 2011

2011 Conference Proposals due postmarked April 11, 2011

2011 Award Nominations due postmarked April 30, 2011

2011 Board Nominations due postmarked May 30, 2011

Information for the above can be found at www.faea.org

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NEW!
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ELEMENTARY SCHOOL DIVISION



Bonneville Elementary

Can you believe we are here? It scares me how quickly time is flying these days. The end of the year is quickly approaching, whether we are ready for it or not.

NOW is the perfect time to ADVOCATE by letting everyone in your school, your community and the state, know how MUCH your program has enhanced the education of your students. At the elementary level there are times when no one has any idea what is happening in art class. All they see is the artwork sent back with their students, with no understanding of what the student actually accomplished. Many times the Principal doesn't even know the extent of what you do in your class. The end product does not always tell the whole story. So....let the world know! Here are some suggestions you might use to advocate and

Pembroke Pines Elementary Charter School



“educate” your faculty and community:

- Display a brief written explanation of the process the students had to work through with the artwork.
- Write an art newsletter once a month or once a quarter for your faculty and staff talking about the various projects in which your students are involved, explaining exactly what they are learning and how it ties into their academic classes. This can be done on paper or by e-mail.
- If possible, send your art newsletter home with your students so the parents can learn about the quality of your program.
- Start a blog or a website about the work done in your classroom. You can refer everyone to it as a way to advocate your art curriculum.
- Send a copy of the lesson plan when returning artwork to teachers. This lets them know the extent of your planning and what the students had to do to accomplish this project successfully.
- If you don't do this already, PUT THE WORK OUT THERE! Show the school what you are doing by displaying the student work so teachers and parents can see what is happening with the stu-

Bonneville Elementary



dents during art. This can help teachers see what is happening with other classrooms during art.

- Have a student art show, either on or off campus.
- Send your principal an “End of the Year” letter, outlining the accomplishments and success experienced in your program throughout the year. Believe it or not, sometimes, they don't have a clue.
- If you can, host “Art Nights” to bring the families in together. Have a 10 minute talk about how the art helps teach various other concepts and then have some fun making something. The sky is the limit.

Youth Art Month is the perfect excuse to toot your art program's horn.

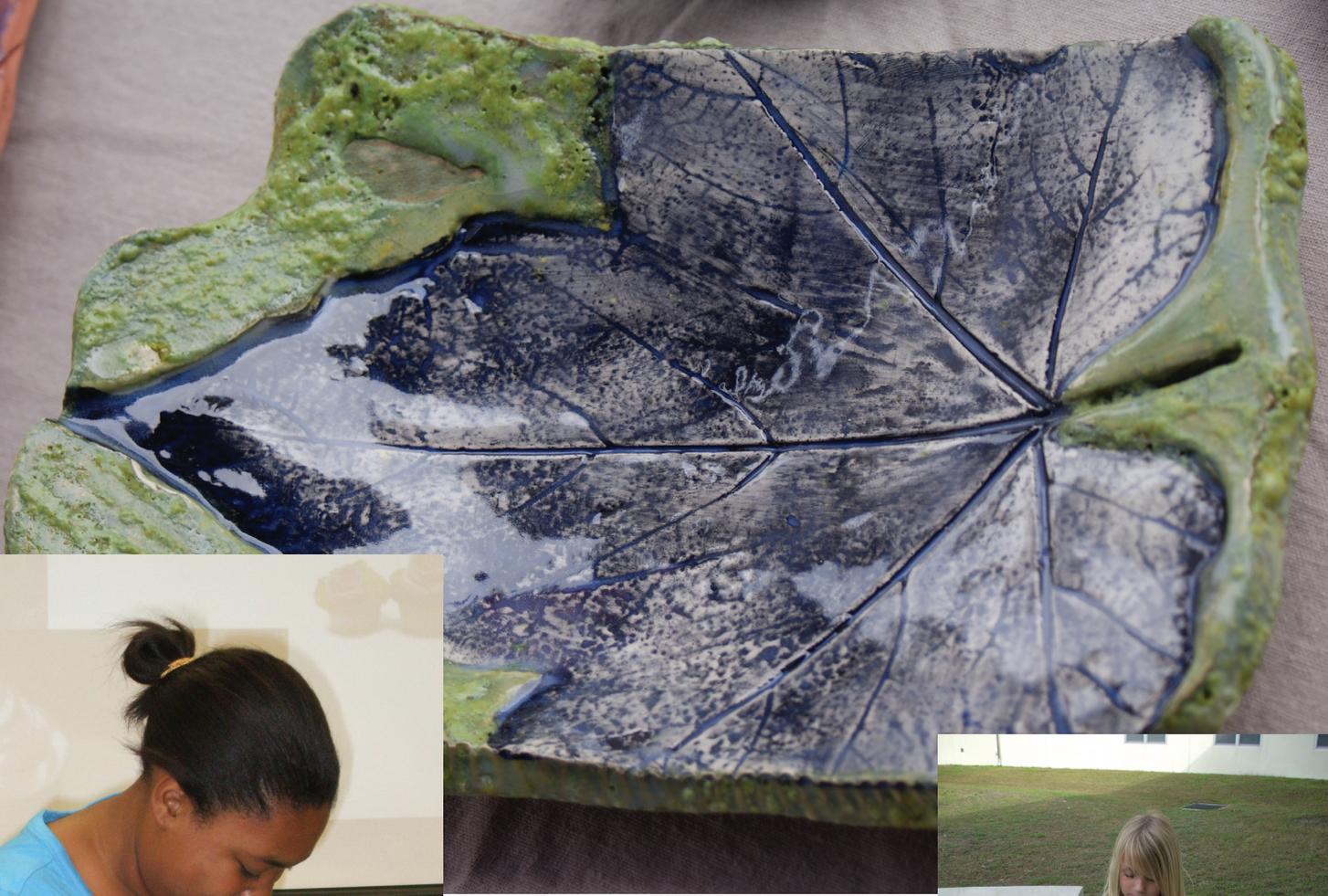
MEMBER HIGHLIGHTS:

Julie Stone, from Lincoln Avenue Academy in Polk County, has an Art for a Cause Program that she does with her students. Here is a link for her community outreach project: [Http://lincolnavenueacademyart-departmen.weebly.com/index.html](http://lincolnavenueacademyart-departmen.weebly.com/index.html) Check it out!

Tiffany Gower, from Bonneville Elementary in Seminole County, has two after school art clubs for students; one is for mixed-media and the other for clay. She advocates art by hosting Family Art Nights and displaying art anywhere she can, i.e. farmer's market, public libraries, etc.

Melissa Maxfield-Miranda, from Redland Elementary in Miami-Dade County, reported that local DAEA members are working on an art/letter writing lesson as a campaign to not remove the arts from the elementary curriculum. The plan is to send these to Tallahassee. They are hoping to get counties all over Florida to do the same thing. If interested, please contact Michael Flaum at mflaum@dadeschools.net.

Lucia Romano, from Pembroke Pines Elementary Charter School in Broward County, has an annual art exhibition in a gallery setting, spotlighting art from children with autism. The exhibition has been very well received! She also hosts 8-session art clubs. Each 8 weeks she focuses on different media and skills.



Bonneville Elementary

know that education, in general, must be funded to the fullest and that the ARTS are a vital part of the success of our students and the future success of our state. I don't have to tell you all this, but NOW, NOW, NOW is the time to start making ourselves heard in Tallahassee.

OTHER IMPORTANT ITEMS:

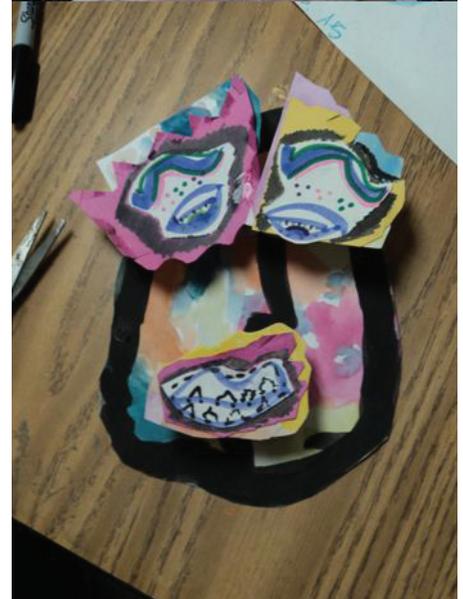
As much as I have LOVED serving you all in this capacity, it is time to begin thinking about my replacement. Board nominations are due May 30th. Please e-mail me with any questions.

We are also looking for nominations for our Elementary Art Educator of the Year! I know you have a colleague or two that deserves this recognition so start working on the packet today. Award nominations are due by April 30th.

K-12 Visual Art Digital Exhibition entries are due March 31st.

2011 Conference Presentation/Workshop Proposals are due April 11th.

All forms can be found on the FAEA website at www.faea.org.



These are all wonderful activities that help demonstrate the importance of the arts! Please let me know other successful ways that can be shared.

Now the other part of Art ADVOCACY is to send as many letters, e-mails and make as many phone calls as possible to our state legislators letting them know the value of the arts in education. We need to let them



Brenda Dalton, Division Director
Lecanto Middle School, Citrus County

MIDDLE SCHOOL DIVISION

CREATE A PROGRAM THAT SPEAKS FOR ITSELF!

In this time of scary rumors about cutting programs and reducing funds to education we need to really shine. Be your own best promoter of your art program by making it the best around.

Create a visual statement every time you have the opportunity to share. Put up those displays of your student's fine work. Show others evidence that you are teaching your students valuable skills and creative thinking.

Today my new principal said to me that he had just spoken to a parent who chose to move into our school district because they wanted their sixth grade student in my art program. He added that in all of his years as an administrator he had never had that happen. I quietly told him that other parents have done this before. Wow! What a rush! People I have never met know my art program through word of mouth. Imagine building a program so strong that parents seek you out.

Do you strive to make every day a special one for your students? Do you eagerly look forward to displaying their creative work with others?

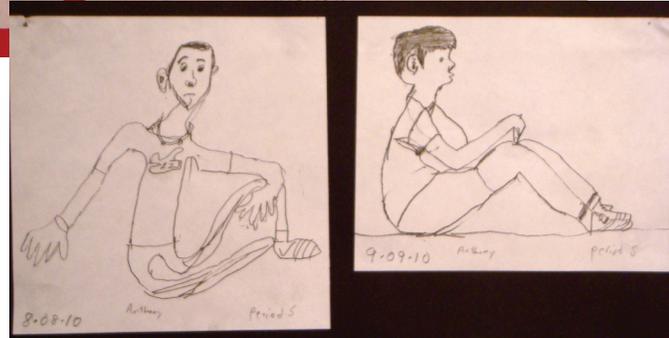
On your students' first day through the door have them do preliminary drawings to record what they know. Do not in any way influence these drawings. They are to just do their best drawings of hands, faces and figures. Record that level of knowledge before you have influenced it. After you have taught them about drawing what they actually see studying negative space, angles, shapes and



contour line reintroduce them to the hand, face and figure once again. Now compare the before and after drawing skills. When you can justify your program's influence on your students learning and self confidence, you can advocate for its continuance.

Have your students write about their experiences in the art room and what it means to them. This will show that not only are students learning, but art means something to them. Send a form home asking for parent input also.

Above are some of my students' works from this year. The drawings you will see



as pairs are the before and after works of one student showing their work when they entered my program and their work one month later. Let me know what you think.



Marla Armstrong, Division Director
Broward County Public Schools

SUPERVISION/ADMINISTRATION DIVISION

As we slip into another season of changes, we find ourselves challenged and inspired by the work that we do. As budgets are reduced, we argue that the arts are essential for the development of imagination and technological innovation. As we compete in the global economy, the arts are playing a vital role that cannot be understated.

As we look to the future, Next Generation Sunshine State Standards, Visual Arts

were developed with tomorrow in mind. Twenty-first century skills are firmly planted into the NGSSS Visual Arts, so our students are prepared to compete in the global economy. It is our job to see that the standards are delivered with rigor, relevance and professional integrity.

Psychology Today posted an article on February 14, 2011; *Artsmarts: Why Cutting Arts Funding Is Not A Good Idea*, with

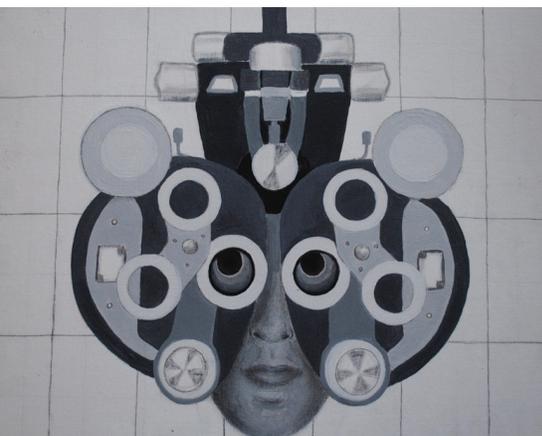
inspiring quotes about the value of the arts from CEO's of major technological companies. The constant in that article was recognition that the arts, like science and engineering, challenge notions of impossibility. The article emphasizes the synergy between arts and science, creativity and curiosity – skills that make for an innovative and educated

(Continued on page 11)



HIGH SCHOOL DIVISION

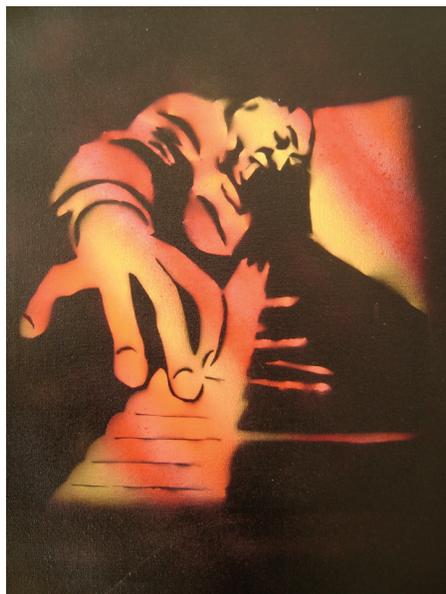
In the great words of Henry Moore, "There's no retirement for an artist, it's your way of living so there's no end to it". This is one of the nice things about teaching art. We enjoy what we do and retirement is a time when great energy can be devoted to our creations. Developing a great visual arts curriculum is one of our best creations at school. My personal focus this past year has been on examining creativity in the adolescent learner. I have found that a semi-structured discourse session helps students understand the phenomenon of creativity. When students are able to articulate the moment they ex-



Sara Collins, Riverview High School, *Corrected Vision*, acrylic and pencil on paper



Taylor Pohlman, Riverview High School, *Octaladies*, pen and ink on paper



John McGinn, Riverview High School, *Jazz Player*, spray paint on canvas

perience creativity, then greater artistic development can occur. With more and more schools and administrators turning to 'data analysis' to justify programs, I have decided to give you an example of how you can collect this data to raise the visual arts to new levels of recognition.

Data analysis using the *t*-test can show how statistically significant a student's learning is in the visual arts, specifically when you examine creativity. All you need to do is begin a unit of study with a base line questionnaire (a pretest) to assess student knowledge. Then you can administer the same questionnaire (the post test) after the group critique. The pre and post questionnaire information can be put into a spreadsheet and you can produce statistical evidence that supports the acquisition of knowledge. You can be as specific in your questions or you might want to look at the student's perceptions of learning. Either way you will be implementing the mathematical procedure for a *t* test: For a one-sample multivariate test, the hypothesis is that the mean vector (μ) is equal to a given vector (μ_0). The test statistic is defined as:

$$T^2 = n(\bar{\mathbf{x}} - \mu_0)' \mathbf{S}^{-1} (\bar{\mathbf{x}} - \mu_0)$$

where n is the sample size, \mathbf{X} is the vector of column means and \mathbf{S} is a $m \times m$ sam-

ple covariance matrix. Don't PANIC, many simple Excel programs can do the math for you. By conducting research based assignments in your studio classroom will enable you to produce findings that could help educational stakeholders seeking to fund visual arts programs as well as leading social change in high school curricula by deepening the understanding and importance of teaching in the visual arts. I'm not saying this is easy, but if you take the time (once a year) to fully document student learning statistically, it will enable you to stand up and justify visual arts programming. For more examples of how to conduct research in the art studio, visit me at the National Art Education Association (NAEA) convention in Seattle, Washington in March. I'll be sharing my research in a poster session on Saturday afternoon.

On a lighter note, take time to enjoy the company of your students. Answer their questions with other questions to stimu-



Keira Bartley, Riverview High School, *Sneakers*, reduction print

late them cognitively. Allow adolescent students to formulate their own ideas and problem solving strategies. When we do this, optimal happiness is achieved!



MUSEUM DIVISION

ad-vo-ca-cy [ad-vuh-kuh-see] *noun*. – the act of pleading for, supporting, or recommending; active espousal.

I don't know about everyone else, but this winter and spring my "to do" list has been getting longer!

TO DO:

- Save local school district's art programs
- Save Florida's Division of Cultural Affairs
- Save the National Endowment for the Arts, National Endowment for the Humanities and the Corporation for Public Broadcasting

I've been personally writing a lot of letters and e-mails in my efforts to achieve these goals, as well as drafting letters on behalf of my boss, board committee chair and talking points for colleagues and staff to use in their own communications. I've been playing nice, too, I assure you – channeling my deep passion for these issues into positive and constructive language as a citizen and an education professional. (Cranky, angry rhetoric may feel good temporarily, but is not helpful and diminishes the chances of developing a productive, long-term relationship with decision-makers.)

One of the initiatives my museum has put into motion in our community will hopefully go a long way to checking off my first box as "done." We've been working with the local art educators in my school district to quantify (for the first time) how many students are participating in their programs, how many minutes of instruction they receive weekly and what kind of budgetary resources they have been working with over the past five years to further the aims of positively impacting the lives of our children. The district in my county has 19 different school programs, so it isn't very big compared to some. But as a museum-based art educator, I can be a helpful outsider to coordinate the gathering of this site-based information into a "Big Picture". We've also been offering my institution as a "safe place" for teachers to talk about these matters. Gathering this data will at the same time assist my museum in seeing where the successes, challenges, and needs are for possible partnerships, new programs or better use of existing museum programs.

An idea that I am proposing to my museum to address the other two boxes on my list is to form a board of trustees' working group on advocacy issues. As we all know, in our institutional eco-systems, board members can be very

well-connected through business and social contacts. My museum has never spent a lot of time "playing the game" of engaging in politics, preferring to seize their own boot-straps and not be beholden to the vagaries of a lot of government support. But it is dawning on many (here and elsewhere) that participating in this political arena is not only about funding issues, but about the very values we have and demonstrate in our society through public support. My museum (and my programs) have benefitted from state funding from the Division of Cultural Affairs as well as federal funding through the National Endowment for the Arts – and it is this support that allows my museum and other institutions to serve as a vital cultural resource for children and adults at home, in Florida and beyond. Board members are not paid staff (it is expected by some that staff might have self-preservation motives behind their advocacy) and can be powerful advocates if informed, focused and strategically directed to leverage our shared interests into action.

I encourage you to find your voice and speak in favor of these values we all hold dear. Gather information, tell the story, the arts are more than worth it.

MUSEUM LEARNING IN THE NEWS

Real vs. Virtual: Examining Works of Art Online

A lesson plan on [Google's Art Project](#) of particular interest to art educators.

Stories to Tell: Curating an African-American History Exhibit

This is a great process-oriented lesson inspired by the Smithsonian's new [National Museum of African American History and Culture](#) and how they are working with individuals and communities to understand and select the objects and messages that reflect the shared experiences of African-Americans.

Auschwitz Shifts From Memorializing to Teaching

While this story deals with the institutional challenges of interpreting history rather than expressing issues of art or art education, the Holocaust Education Resource Council's [2011 art contest](#) and other artistic opportunities could be connected to a discussion of these issues and how we tell important stories through images and words.

ADVOCACY – USE THIS NEWS

The 2011-12 budget cuts proposed by the leaders of the House of Representatives in January included eliminating the National Endowment for the Arts, the National Endowment for the Humanities and the Corporation for Public Broadcasting. [The combined 10-year budget savings would be \\$7.8 billion](#). How much is that?

- The same amount [U.S. Airlines made on baggage fees](#) in one year.
- The same amount [PepsiCo spent to buyout 2 bottlers](#) last year.
- The same amount [retail stores made on unused or discarded gift cards](#) last year.
- Nearly the same amount [modest Medicare reforms will save](#) for the rest of this year.
- The [U.S. Army lost this amount in Iraq in an accounting error](#) and can't explain it. "We don't know what we paid for."

Ten years of quality arts, humanities and broadcasting is not "equivalent" to any of these transactions. These proposed cuts equal only 0.0003% of the \$2.5 trillion deficit. Let's tell the story - the arts are more than worth it.

- In the 2011 resolution passed by the House in February to provide budgetary funding for the remainder of this year, [the National Endowment for the Arts current budget was cut by \\$20.5 million](#). That's a 15.5% cut for initiatives already underway – in some cases snatching away arts programs from deserving audiences.
- [Florida Governor Scott's 2011-12 budget](#) proposal cuts \$4.4 million from the Division of Cultural Affairs, eliminating all arts, culture and historical grants.
- [Since 2006-2007, there has been a 95% reduction in Florida's investment in its arts and culture industry](#). This year the state has invested only 5¢ per Floridian for arts and culture. Last year, Florida was ranked 50th in per capita state spending on the arts at 14¢.

RESOURCES TO FIND YOUR VOICE

- [NAEA – Advocacy Resources for Challenging Times](#)
- [Arts Education: Creating Student Success in School, Work, and Life](#)
- [The Creative Industries in Florida](#)
- [Investing in Arts Development](#)
- [FAEA – Legislative Resources](#)



HIGHER EDUCATION DIVISION

This year at Jacksonville University we're conducting searches for two new faculty members. Why am I telling you this? Because as we've been going through this process it brought to mind a number of aspects of art education that I feel are important. Most importantly, we're all interested in the same thing - the success of our students.

Why do we study art? There are studies that will tell you that studying art encourages critical thinking and enhances the problem solving capabilities of children. There are studies that show that studying art helps children develop spatial awareness and enhanced academic abilities. Most interesting to me is the fact that students who study the arts are more likely to do well on standardized tests such as the FCAT.

However, once we're beyond elementary and middle school art becomes a choice for students. The ones who continue on into college find that they have a need - some might call it a compulsion - to create. This brings me back to our faculty searches. It really hit home with me why we do what we do. I looked at the work of the aspiring teachers and the work of their students and I noted several points that I found interesting.

First was the work from the classes of teachers with very strong personalities and/or a strong personal style. The work of the students tended to mimic the work of the teacher. This always makes me wonder if the teachers are just teaching what they know, helping the students a little too much or if their egos encourage (I'm sure subconsciously) the students to become little clones of themselves.

The second type of teacher is the one whose personal work is uninteresting or even mediocre but whose students' work is excellent. To me, these people are more teachers than artists and are usually very inspiring to the students because they love what they do and even if they're not overly talented, that enthusiasm motivates the students.

The third type is the "Artiste." You know the type - old hippie, beret wearer, you fill

in the stereotype. This person has trouble discussing anything outside of the realm of art. For this person art is not something you make, it's a lifestyle. In my experience this person can be a great teacher but frequently turns off those students who want to be artists but perhaps want to go into a commercial art field rather than art with a capital "A".

The last one is the well-balanced artist/teacher. There are a lot of us, ahem, I mean them, out there. They tend to lead by example, whether by design or accident. Their students admire their work and appreciate that they are working professionals. But most importantly, they try to work with what abilities the students have and the concepts they bring with them. They don't try to change them or mold them as much as guide them to find their own path.

Of course this is all generalization, but our faculty searches helped to put back into focus what I'm here to do. I need to create to be happy. I need to express ideas visually because I'm a visual person. I need to help younger artists find their own visual language so they can create and express their ideas. I need to make them aware of all of the careers, benefits and rewards (not monetary, that's for sure) available to someone who chooses to become an artist.

I don't mean to disparage anyone who falls into one of these very unscientific categories. I had teachers of all of these types and I benefitted greatly from learning from them and sometimes just associating with them. All of the artist "types" can be very successful teachers if they utilize the skills they have and remember that they're in it to educate the students and not to impress them, not to support a lifestyle or use art education as a means to some other end - like becoming an administrator (not that there's anything wrong with that).

Some of this article may be stating the obvious but our search process has been a sort of shot-in-the-arm for me. I've been inspired to re-examine my teaching philosophy and my own work and by next fall I'll hopefully be a better teacher and mentor for my students.

Supervision/Administration Division

—continued from page 8

work force. The authors, Robert and Michele Root-Bernstein, put it succinctly: "The arts may not be rocket science; but they make rocket science possible".

With that in mind, the Visual Arts Course Description Writing Team, under the leadership of Dr. Linda Lovins, Arts Education Specialist with the Florida Department of Education, has been looking closely at arts courses offered and is in the process of revising the Course Descriptions to meet the needs of students today and in years to come. After a comprehensive study of data, the driving issues are meeting the needs of students throughout the state and preparing students for post secondary education and the competitive work force. The team has been given a blank canvas to offer students/schools the courses they really need to move arts education forward!

As legislation is addressed and budgets become an issue, please keep your eye on Legislative Alerts on the FAEA webpage. We need to stay connected as we face the same challenges together. And.....we need to advocate how the arts prepare students for success in markets that did not previously exist. The new reality is that the global economy needs innovative thinkers and the arts foster innovation and creativity!

The Florida Art Education Association is also fortunate to have Dr. Kathleen Sanz join us as the FAEA Board Consultant. Dr. Sanz brings with her a deep knowledge of the Florida education system and a passion for the arts within Florida. Through her work as a Director with Pasco County Public Schools, she is well versed in legislative issues and processes important to education.

Bookmark and visit the FAEA webpage frequently. Consider submitting an Award Nomination (due April 30) or a Board Nomination (due May 30) for a colleague who will help support the vision and mission of FAEA.



division updates

RETIREES GROUP

Spring must be coming because cuts to education and the arts are back in the news. It would be nice to think, ho hum, been there, done that, and we are still here, so let's just continue on as usual. BUT, this is not the year for complacency. Art advocacy should be in overdrive by every art educator.

The local, state and federal governments have overspent and not collected enough back to run the country. The situation is critical. Our collective debt is too high. Responsible people are responding and calling the question of "Where do we get the money?" Political forces are rallying to cut budgets and the arts are high on the list. Although we have proven time and time again, even with scientific data, that the arts are not a frill and are essential for educating the minds of our children in order to compete in this global society, art and education are named for cuts.

We can step up our efforts in educating the public on the fact that art is essential and a core subject. But we cannot stop here. We need to be part of the solution.

We ourselves can look at art education and find opportunities to cut back, and offer those cuts before cuts are made for us. We need to attend local public meetings on budget, art, and education and express our opinions. Some politicians count each person present physically at a political event to be as many as 100 voices. Show up, speak and be counted.

We can look at local, state and federal budgets and offer ways of budget cutting in non-art areas. An example on recommending cuts in government spending would be to advocate that the local library have more

e-reading opportunities and find sources to hook people up with e-readers. Another option is to support the police effort to install electronic data collectors on heavily used highways. Please take the time to think about where you feel that budgets can be cut. Write your local, state and federal representatives. Attend a city council budget hearing and offer ways to get out of debt. The debt of our local, state and federal government is yours; it is not "theirs".

This may involve advocating for higher taxes, a very unpopular and miserable option, but we are in critical times. We know from our own budget, we either stop spending or earn more. Those items which give the greatest return are kept. In my household, we just switched from reading the local newspaper in hardcopy to reading it online for a savings of \$15.00 a month. Government must do the same. It will not do to sit back and expect other art educators to do it because they feel the same way you do. And non-art people are targeting the arts for cuts. Retirees can play a large role in being vocal because many critical meetings are held during the school day. However, every art educator needs to be heard. Emails are great ways of communicating as well as phone calls.

While there is a call for cutting spending, the Obama administration is calling for increased spending on investments which will give bigger returns in the long run. A major goal of art educators is to teach the public that the arts are one of the greatest investments that they will ever make and then help find other options to cut spending. We are not done yet.



2011 FAEA Conference • St. Petersburg, Fla • Nov. 3-6

The 2011 FAEA Conference will be held November 3-6, in St. Petersburg, the #1 Arts Destination on this year's poll of Top 25 Arts Destinations for mid-sized cities as ranked by AmericanStyle Magazine. The conference hotel, [Hilton St. Petersburg Bayfront](#), is located within a short distance of numerous art museums and galleries like [The Dali Museum](#), [Museum of Fine Arts, Chihuly Collection](#), [Morean Arts Center](#), [Florida Craftsmen Gallery](#) and [St. Petersburg Clay](#). The conference program will include events at many of these cultural facilities, including the new Dali Museum which opened in January. Downtown St. Petersburg has experienced a renaissance that focuses around a vibrant art community. Mark your calendars for November 3-6, 2011 and see for yourself. For more information on St. Petersburg, visit: www.stpete.org/arts_and_culture.

Stand Up For FAEA!

Has it been 2 years already? Almost, which means it is time to elect a new Board of Directors.

Are you ready to help steer FAEA into 2012?

Or do you have a colleague who just needs a little convincing to throw their hat or, in our case paint brush, into the ring?

What are you waiting for, download a [Board Nomination Form](#) today!

DISTRICTS ASSEMBLY

We made it through the holidays and now it is time to focus on Youth Art Month, art advocacy and getting all your paperwork ready and mailed in for the conference in November.

Congratulations to Osceola County for having the winning flag design for Youth Art Month. Mereily Albarran, from Poinciana High School, had her painting chosen to represent Florida for Youth Art Month. Mereily's flag will be flown at the Youth Art Month event in Washington, D.C. and at the NAEA Convention in Seattle. In April, it will be flying high at the National Art Materials Trade Association's Convention in Phoenix. It is also nice to know that art events are getting coverage in the local newspapers. Mereily's accomplishments were recognized in the Orlando Sentinel. Congratulations again to Osceola County!

HERE IS WHAT HAS BEEN HAPPENING IN THE LOCAL ART ASSOCIATIONS:

Broward County had a very successful workshop in collaboration with the Boca Raton Museum of Art. There were 25 participants and a great time was had by all. Broward County is also getting ready for Youth Art Month with a big art exhibit at the district school board building. Many art teachers are also having smaller shows at their schools and in the local libraries. In the city of Miramar, they invited the public school chorus in their area to perform at the library show since March is also Music in Our Schools Month. It's all about advocating the arts!

Please let me know what your county is doing to advocate for the arts not only during Youth Art Month, but all year long. We all know how important it is to have our students' artwork seen in public – not just in our schools.

Glenda Lubiner, Chair
Coconut Palm Elementary School,
Broward County



DON'T FORGET THESE IMPORTANT DEADLINES:

- K-12 Visual Art Digital Exhibition due March 31, 2011
- 2011 FAEA Conference Presentation/Workshop Proposals due April 11, 2011
- FAEA Award Nominations due April 30, 2011
- FAEA Board Nominations due May 30, 2011

This year's conference is promising to be a great one! So, start planning for 2011 in St. Pete.

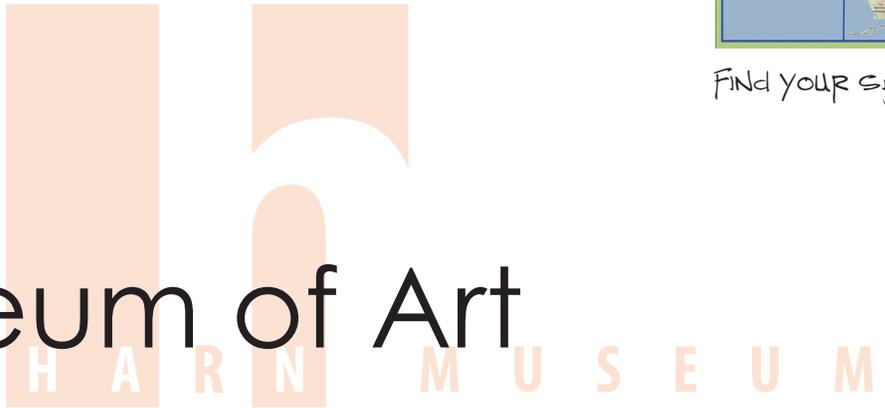
From Osceola County, Superintendent Dr. Michael Grego, School Board Chairwoman Cindy Hartig, Mereily Albarran, Art Teacher Maureen Maurer, Principal Belynda Pinkston, Fine and Performing Arts Resource Teacher Debbie Fahmie and State Representative Mike Hornerd





Find your spot

Harn Museum of Art



One of the largest university art museums in the country, the Harn Museum of Art's collections currently comprise over 6,500 works of art and continue to grow through a well-defined plan in five collecting areas: international contemporary art, modern art of the Americas and Europe, African art, Asian art, and photography. Five curators, each of whom is assigned to one of these collecting areas, are responsible for building the collections, organizing exhibitions and publishing original research. The Harn organizes exhibitions to travel to other venues across the country and distributes its publications nationally and internationally.

The Harn reaches out to its audience through a variety of lectures and symposiums, films and performance events in a 200-seat auditorium and through the Bishop Study Center, offering interpretive support through books, videos and software with lending privileges to teachers. Current educational programming also includes docent-led tours, gallery talks, outreach programming (including programming for seniors), Family Days with hands-on art-making activities, interdisciplinary curriculum units for K-12 schools and teacher workshops. The Harn Museum collaborates extensively on programming and research with units of the University of Florida and provides internships and research opportunities for students.

The Education Department's mission is to develop stimulating academic and community programs that encourage study, reflection and dialogue in response to art.



Gallery learning at the Samuel P. Harn Museum of Art. Photo by Steve Johnson.

SUMMER TEACHER INSTITUTE JULY 17-19, 2011

The Summer Teacher Institute at the Harn Museum of Art on the campus of the University of Florida in Gainesville is an in-depth learning opportunity for Florida educators. This year's Institute will feature the amazing photography of Jerry Uelsmann in the summer-only exhibition, *The Mind's Eye: 50 Years of Photography by Jerry Uelsmann*. The three-day institute allows educators the opportunity to deeply investigate visual art, work with regional artists

and, with other teachers, plan authentic classroom connections to use with students at all levels.

Registration covers all art materials, a welcome reception, gallery talk, two breakfasts and one lunch. Enrollment is limited to 25 educators. Call (352) 392-9826 x 2112 for registration information or lstevens@harn.ufl.edu



Jonathan Borofsky, American, born 1942
Hammering Man at 2,938,405
1984
Corten steel
24 ft. x 11 ft. x 24 in., 7600 lb.
Gift of the Martin Z. Margulies Foundation

FAEA Museum Spotlight focuses on a member institution each issue. These museums have FAEA museum educators as staff – they are your fellow art educators and are happy to assist you and your students in using their learning resources to support your classroom needs.



Institution:
Samuel P. Harn Museum of Art
University of Florida

Location:
SW 34th Street and Hull Road
Gainesville, Florida 32611-2700

The Harn Museum is located on the University of Florida campus at the UF Cultural Plaza.

Collections:
African, Asian, Contemporary, Modern, Photography

Hours:
Tuesday through Friday, 11:00 am-5:00 pm
Saturday, 10:00 am-5:00 pm
Sunday, 1:00 pm-5:00 pm
The museum is closed on Mondays and state holidays. The Harn Museum Store is open during museum hours.

Phone: (352) 392-9826
Website: www.harn.ufl.edu

Admission cost:
Free admission unless otherwise noted.
Donations are accepted.

Parking information:
Parking is available in the lot directly in front of the museum for a small fee. The amount is payable at the parking kiosk located in the lot. Parking is free on Saturdays, Sundays and during Museum Nights. Free handicap parking is available near the front entrance of the museum. (For individuals with a valid University of Florida parking decal, "all decal" parking is available in the lot and parking garage in front of the Cultural Plaza.)

Founding Year: 1990

Accredited by the American Association of Museums

FAEA Member on Staff:
Bonnie Bernau, Education Curator of Community Programs
bbernau@harn.ufl.edu
(352) 392-9826 x 113

Contact for Student Tours:
Guided and self-guided school and community tours are offered by appointment with three weeks notice. Call (352) 392-9826 or e-mail tours@harn.ufl.edu to schedule a tour. Click [here](#) to view additional tour information.

ARTS ADVOCACY: DID YOU KNOW?

As most of us are aware by now, Senate Bill 736 was heard and passed in the Florida Senate most recently and not surprisingly. This year's version of last year's SB 6, which calls for changes to teacher contracts, evaluations and pay, passed by a vote of 26-12. The bill was immediately certified to send to the House, where the Education Committee will continue to debate its own very similar version. Senate Bill 736 would call for the phasing out of Professional Service Contracts, base 50 % of teacher evaluations on student test scores and introduce a merit pay system.

Concerns regarding this pay for performance system have now become a reality and it is imperative that our focus should now be on ensuring that all arts educators are awarded this opportunity to obtain this performance pay. This means that in order to evaluate teachers by test scores (in part), the state would need test scores for every subject, as currently the FCAT only tests reading, math, writing and science.

As assessment testing will be mandated, we would make certain that these tests are developed and written by arts educators with the express intent of ensuring that the most vital elements of our classes are included, as well as assuring that any testing formula used is fair and equitable across the entire state of Florida.

The most critical area of weakness to this bill is (as always), sufficient funding to for endorsing. Interestingly enough, there were legislators opposing the bill, in part due to their concerns regarding the need to extend three-year contracts to teachers who receive strong evaluations, and due to their concerns regarding the costs required to fund this bill. It should be noted that nowhere in the SB 736 legislation is there an obligation or even an expectation for the state to pay for the creation, implementation, scoring, reporting or storing of the hundreds of thousands of new standardized tests that would be necessitated by the enactment of this bill. Additionally, nowhere in SB 736 is there an indication of how the performance pay bonuses will be funded. This means that local school districts will be required to fund and implement this bill. This could impact our arts programs in critical ways.

In contrast to SB 736, Florida House Bill 289 and its companion Senate Bill 988 have recently been introduced and had their first reading. HB 289 "Public School Student participation in Fine Arts Courses" was introduced on Tuesday, March 8, 2011 into the House. SB 988 had its first reading the same day. Both bills would effectively revise the designation of school grades to include participation rates of students in kindergarten through grade 12 who are enrolled in fine arts courses. These two bills would award bonus points towards school grades when schools meet certain fine arts participation requirements by measuring student participation, access to arts programs and

**IF WE ARE TO ENSURE
THAT BILLS HB 289 AND
SB 988 ARE PASSED,
THEN OUR RIGOROUS
SUPPORT AND EFFORTS
ARE REQUIRED.**

ensuring equity for all students.

At the urging of state Senator Wise of Duval County, data was requested from the Florida Department of Education and analyzed by Dr. Steve Kelly of Florida State University. Dr. Kelly discovered the positive correlation between student achievement and arts courses to be significant. Additionally, the Florida DOE sent memos to Superintendents, Assistant Superintendents and Arts Supervisors in every school district in Florida and included important findings of the 2007 Graduating Cohort, which in turn found positive correlations between the amount of arts education and academic performance. The memo voiced clear support from the Florida Department of Education for arts education.

Furthermore, in a recent letter to governors, United States Secretary of Education Arne Duncan urged states to maintain arts instruction and consider student outcomes first when balancing budgets. He instructed that they "Avoid short-sighted cost-cutting" to reduce education spending. He offered

that cutting back in this "manner damages educational quality and hurts children". In his view, the short-sighted cuts would include: "reducing the number of days in the school year, decreasing the amount of instructional time, eliminating instruction in the arts and foreign languages, eliminating high-quality early learning programs, abandoning promising reforms, and indiscriminately laying off talented teachers be they new, mid-career, or veteran." To read his entire letter, log onto: www.faae.org/adv_value.cfm. Also, information regarding the extrapolated raw data of 2008 Florida high school seniors researched and analyzed by Dr. Kelly, along with a chart of grade point average vs. arts credits can be reviewed at the aforementioned website.

If we are to ensure that bills HB 289 and SB 988 are passed, then our rigorous support and efforts are required. It means that we **HAVE** to become **ACTIVE** participants in voicing concerns, contacting our legislators and supporting those that represent our values. Sitting complacently and waiting for someone else to do our work is no longer an option. We must ALL take ownership for our programs' futures. SB 736 has unfortunately passed the Senate, but it is not too late to continue to contact our local legislators and urge them to support HB 289 and SB 988 if we want to keep our arts programs alive and thriving. Reach out to your PTA, parents, community leaders, administrators, other teachers, and colleagues and inform and involve them in the conversations and contact efforts. Remember, knowledge is power. Your art programs are vital so let your voice be heard and make it count!

REFERENCES

Jennie Smith, 2+2=5...SB 736 doesn't add up., <http://www.examiner.com/dade-county-education-policy-in-miami/sb-736-sb-6-nip-tuck> (March 2011)

Florida Alliance for Arts Education, FAAE, *Secretary Duncan Speaks Out on Arts Education and Budget Cuts*, <http://www.faae.org> (March 9, 2011)

Florida Alliance for Arts Education, FAAE, *Action Alert - Contact your representatives to make the arts count*, <http://www.faae.org> (March 9, 2011)

ARTS ADVOCACY: WHAT YOU CAN DO NOW

PLEASE PREPARE TO ADVOCATE.

TAKE ACTION NOW ON CRITICAL ISSUES BELOW.

YOUR ACTIONS MAKE A DIFFERENCE TO THE FUTURE OF ARTS AND CULTURE.

1. Take a few minutes to prepare to advocate and learn a few facts:

- Learn a couple of talking points and add your own personal and local points. Access suggested talking points [here](#).
- Review and use the 2011 Legislative Platform for Arts and Culture when you communicate with state policy makers and their staff members. Access the platform [here](#).
- Learn who would receive Florida Division of Cultural Affairs' grants in your county if the Florida Legislature and Governor recommend and approve appropriations for the ranked 2011-2012 Florida Division of Cultural Affairs' grant line item requests as outlined on our 2011 Legislative Platform. Access reviewed, approved and ranked DCA 2011-2012 grant-applicant lists [here](#).
- Review a five-year history of state-arts grants appropriations that demonstrates a 95% reduction of state investment for the Florida Division of Cultural Affairs' grants programs. Access document [here](#).
- If you run an arts and culture organization, learn the economic impact of your organization by using Americans for the Arts free economic calculator. Use the information you learn when you communicate with your policy makers. Access this easy, simple, and free calculator [here](#).
- Review, print, and use the March/April 2011 Advocacy Calendar. Access it [here](#).

2. The Florida Legislature is now in session. Have you communicated with your representative and senator (find out who they are and how to contact them [here](#)) to encourage them to support appropriations that would fund the reviewed, approved,

and ranked 2011-2012 Division of Cultural Affairs' (DCA) grant applicants in your county? Access these ranked 2011-2012 DCA grant lists [here](#).

Why not communicate NOW with all the legislators who represent your county and encourage each of them to begin to RESTORE Florida's investment in its arts and culture resources.

3. Please communicate now with Florida Legislative leaders who establish funding priorities for FY 2011-1012. Let them know the importance of state-funding partnerships to help preserve and create arts and culture jobs in your area of the state. Let them know time to begin to restore Florida's investment in this creative industry.

4. Do you have Florida Legislative members who serve on the Senate Transportation, Tourism, and Economic Development Appropriations Subcommittee OR the House Transportation, Economic Development Appropriations Committee? These members deal with appropriations for arts, culture, and historic resources. Here is an Excel file that lists these committee members organized by counties.

5. Quickly Send E-mails to Your Members of Congress to:

- Help save the National Endowment for the Arts -- take quick action [here](#).
- Support arts education funding and policies -- take quick action [here](#).
- Co-sponsor the House Artist Deduction Bill -- take quick action [here](#).

6. Quickly send an e-mail to President Obama to support arts and arts education in his policies -- take quick action [here](#).

7. Help save NPR and PBS -- take quick action [here](#).

8. Help save the National Endowment for the Humanities -- take quick action [here](#).

Information provided by the Florida Cultural Alliance.



YOUTH ART MONTH 2011 ART SHAPES THE WORLD

Exciting news - in celebration of Youth Art Month (YAM), Florida's YAM flag was on display at the Flag Event held March 9, 2011 in the Rayburn House Office Building, in Washington, D.C. and at the National Art Education Association (NAEA) Convention in Seattle, March 17-20, 2011. School districts across the state were invited to enter the Florida flag design competition. Art Supervisors voted on the entries and the winning design has been made into a flag. Congratulations to Mereily Albarran, a student at Poinciana High School in Osceola County, whose flag design was selected. This lucky Osceola student had her picture taken with her flag design and her Superintendent, School Board Chairwoman, school principal, art teacher and district arts supervisor and it was put in their local newspaper. There were two local newspapers who reported on Mereily's accomplishments.

To help the National Art Education Association celebrate 50 years a call went out for student artwork. Student art was showcased in the YAM Museum at the NAEA Convention. The following Florida school districts were represented: Brevard, Orange, Osceola and Palm Beach.

YAM REMINDER:

Don't forget to let us know all that you are doing during Youth Art Month in your districts. Click on <http://www.faea.org/InnerPage.aspx?id=115> to access the reporting form, read a sample resolution and see Mereily Albarran's flag. Fill out what you can on the reporting form and send it to your art supervisor or to Peggy Nolan, Nolan.peggy@brevardschools.org, by May 10, 2011.



FLORIDA ARTE EDUCATION ASSOCIATION

MEMBERSHIP APPLICATION

JULY 1, 2010 - JUNE 20, 2011

- New Membership
 Renewal Membership
 NBCT

(Please print or type)

Name _____

Home Address _____

Home City _____ State _____ Zip _____

Home Telephone _____

Home Email _____

Work Name _____

Work Address _____

Work City _____ State _____ Zip _____

Work Telephone _____ Fax _____

Work Email _____

County _____ Position _____

Please check the ONE most appropriate division:

- Elementary
- Middle School
- High School
- Museum Education
- Administrator/Supervisor
- Higher Education
- Retired

Mail materials to Home Work
 Email materials to Home Work

Please check only ONE membership choice:

- FAEA Active \$45 _____
- FAEA Introductory \$35 _____
- FAEA Retired \$20 _____
- Undergrad Student* \$20 _____

*Enclose photocopy of Student ID

Associate Membership (non-voting)

- Individual \$45 _____
- Organization \$150 _____

TOTAL \$ _____

Please complete your credit card information below:

MC Visa AMEX Discover Expiration Date _____

CC# _____ Billing Zip Code _____

Cardholder Name (PRINT) _____

Signature _____

Or Enclose a check payable to : Florida Art Education Association

Mail or Fax completed form and payment to:
 Florida Art Education Association • 402 Office Plaza • Tallahassee, Florida 32301-2757
 Fax: (850) 942-1793

SECRETARY DUNCAN VOICES SUPPORT FOR ARTS EDUCATION WITHIN NEW ADVISORY DOCUMENTS TO GOVERNORS

Following up on the recent National Governor's Association meeting in Washington, U.S. Education Secretary Arne Duncan sent a letter to all state governor's urging them to avoid making "short-sighted cuts" and specifically named "eliminating instruction in the arts" as one of the cuts to avoid.

TWO-WEEK FEDERAL BUDGET PATCH ELIMINATES ARTS EDUCATION FUNDING

"Federal funding totaling \$40 million for the Kennedy Center for the Performing Arts' educational programs, arts education grants for [VSA], and grants to train arts teachers are just some of the arts-related programs on the chopping block as Congress and the Obama administration wrangle over how much to cut the 2010-2011

federal budget. The cut was included as President Obama signed a temporary budget resolution designed to keep the government operating through March 18 while the White House and congressional Democrats and Republicans continue talks to reach a final budget agreement."

THE NATIONAL TASK FORCE ON THE ARTS IN EDUCATION HONORS EDUCATION PROGRAMS THAT PROMOTE LEARNING AND CREATIVITY THROUGH THE ARTS

The College Board has named one outstanding school in each of its six regions as the winner of its first annual Award for Excellence and Innovation in the Arts. The College Board, at the recommendation of the National Task Force on the Arts in Education (NTFAE), established the award program to recognize and celebrate the achievements of six K-12 schools that have expanded student potential by promoting

creativity, innovation and critical thinking skills through arts related programs. "I want to congratulate this year's winning institutions for their outstanding commitment to providing access and opportunity in the arts to their students," said College Board President Gaston Caperton. "Research continues to show the vital role that arts education plays in nurturing creativity and contributing to student development. The College Board is proud to take a leadership role in making the arts accessible to all students."

TWO EXCITING NEW PUBLICATIONS ARE AVAILABLE IN THE NAEA STORE:

[Inter/Actions/Inter/Sections: Art Education in a Digital Visual Culture \(313\)](#), Robert W. Sweeney, Editor

[Art, Culture, and Ethnicity, 2nd Edition \(205\)](#), Bernard Young, Editor

NaEA

Advancing Art Education

SAVE THE DATE

2012 NATIONAL ART EDUCATION ASSOCIATION (NAEA) NATIONAL CONVENTION

MARCH 1-4, 2012
NEW YORK, NEW YORK

NATIONAL ART EDUCATION ASSOCIATION MEMBERSHIP APPLICATION

New

Renewal

I.D. Number _____

(Please type or print)

State Affiliation _____

Name _____

Address _____

City _____ County _____ State _____ Zip _____

Telephone _____ E-mail _____

Membership Categories (Please select one)

- Active \$50
For those engaged in the teaching of art or the direction of programs of art education, or in pursuits closely related to the field.
- Retired \$30
For those who have retired from the art education profession.
- Associate \$50
Non-art educator
- First Year \$40
First time NAEA members for the year of membership only.
- Student \$20
(Enclose photocopy of Student ID and Grad. date)
- Institutional \$170
For institutions directly or indirectly involved in art education. Includes a subscription to Studies in Art Education and one prepaid registration fee for the NAEA national convention.
- Subscription Option \$15
Subscription to Studies in Art Education, a quarterly research journal (non-member subscription fee is higher).

TOTAL \$ _____

Please select ONE professional level below where you spend over 50% of your professional time:

- Elementary Middle Level Secondary Museum
 College/University Supervision/Administration

My check is enclosed

Please charge to my: VISA MasterCard

Credit Card Number _____

Expiration Date _____ Signature _____

Mail completed form to: NAEA Membership Department
1916 Association Drive • Reston, VA 20191-1590
Fax completed form to: (703) 860-2960

**45th Annual NCECA Conference
March 31-April 3, 2011**

The National Council for Education in the Ceramic Arts (NCECA) is bringing their 45th annual conference to the Tampa Bay area March 31 - April 3, 2011, including additional conference activities before and after the main events. This is the first time NCECA will take place in Florida in its 45-year history. "Tidal Forces: The New Wave" conference theme, is expected to attract 6,000+ ceramic artists, clay enthusiasts, students, educators and collectors to Tampa Bay. Most conference events will take place at the Tampa Convention Center, but exhibitions, workshops and events will also convene at more than 50 venues throughout St. Petersburg, Tampa, the Beaches and Sarasota. For more information, visit www.nceca.net/static/conference_home.php.

**Digital Media Festival
University of Central Florida: CREATE
June 16, 2011**

The Digital Media Festival will consist of hands-on workshops, technology demonstrations, tour of the UCF CREATE labs, technology 'arcade', and the Digital Media Challenge exhibition. Festival is open to educators and middle and high school students. For more information, visit www.faae.org/digital.cfm.

**Arts Integration Conference: Exploring an Approach to Teaching
Washington, D.C.
June 27-29, 2011**

Registration is now available for the upcoming Kennedy Center conference, Arts Integration: Exploring an Approach to Teaching, from June 27-29, 2011 in Washington, D.C. at the John F. Kennedy Center for the Performing Arts. The deadline to register is April 15. Please note that space will fill quickly and registrations are

accepted on a first come, first served basis. The conference may be filled before April 15. For more information, visit www.kennedy-center.org/education/ceta/.

**STAR Program
State Teacher/Artist Residencies
The Hermitage Artist Retreat & The Florida Alliance for Arts Education**

The STAR program is designed to honor and nourish the artist in the educator by providing five public school educators from Florida with the opportunity to pursue their artistic work in the inspiring environment of the prestigious Hermitage Artist Retreat. Four-week residencies will be offered to two visual artists; two writers (fiction/non-fiction/poetry/play-writing); and one composer. For more information, visit www.faae.org/STAR.cfm.

Deadline: April 1, 2011

**Fire and Metal Juried Show
Projekt30, West Palm Beach, FL**

The artist as alchemist; the unending quest purify and transform both one's materials and one's self. This is a 30 artist, publicly juried exhibition. All work is presented online, site visitors select the final 30. All participants receive exposure. For more information, visit www.projekt30.com/fire_and_metal_prospectus.html.

Deadline: April 2, 2011

**Fiber Artists Juried Show
Infinity Art Gallery, Online**

Open to all fiber artists. Fiber art is a style of fine art which uses textiles such as fabric, yarn and natural and synthetic fibers. It encompasses a wide variety of styles, including art quilts, wall hangings, sculpture and other 3 dimensional art, weavings and mixed media.

(Continued on page 22)

Russell Noto, Clarks Summit, PA



OPPORTUNITIES FOR EDUCATORS

Visit www.scad.edu/educators for information about scholarships, summer programs and distance learning, as well as weekend workshop and seminars, all designed for educators.

SCAD

The University for Creative Careers.

scad.edu/educators

An advertisement for Triarco Arts & Crafts. The background is a collage of various projects made from construction paper, including a turkey, a fish, and a stack of papers. The text reads: "Arts & Crafts Triarco Supply an entire classroom with this vibrantly colored Triarco construction paper!". Below the text are three bullet points: "Full range of bright and intense colors", "Accepts a broad range of media", and "Perfect for a variety of creative projects". At the bottom, it says "Contact us For Your FREE Catalog! Phone: 1-800-328-3360 • Fax: 1-877-727-2380 www.eTriarco.com".

For more information, visit www.infinityartgallery.com/upcoming/fiber-arts.

Deadline: April 15, 2011

**60th Annual All Florida Juried Competition and Exhibition
Boca Raton Museum of Art,
Boca Raton, FL**

The 60th Annual All Florida Juried Competition and Exhibition will be held June 28 - September 11, 2011. The All Florida annually showcases the best prominent and emerging Florida artists today in the Museum's main gallery, with awards totaling \$3,000. For more information, visit www.bocamuseum.org.

Deadline: April 15, 2011

**Landscape Exhibit
SoftCanvas.com**

Enter your work into SoftCanvas.com's next exhibition "Landscape". If it can be considered landscape, cityscape, seascape, moonscape or any other type of 'scape, it's fair game. All media is open, and creativity is encouraged. Submit up to five unique pieces for only \$10! For more information, visit http://softcanvas.com/?page_id=15.

Deadline: April 18, 2011

**JRW Nature & Wildlife Exhibition
St. Augustine Art Association,
St Augustine, FL**

The St. Augustine Art Association presents the Judith Ryan Williams Nature & Wildlife Juried Fine Art Exhibition, July 1 - Aug 28, 2011. Seeking 2D and 3D representational original works depicting nature and wildlife in all forms (i.e. landscapes, seascapes, florals, plant life, wild animals and marine life, birds, etc.). No photography, video, giclees or reproductions of any kind. For more information, visit www.staaa.org.

Deadline: May 2, 2011

Vans Custom Culture Contest

Vans, the original Southern California surf and skate brand, is holding a nationwide call for high school students from across the United States to join Vans' second annual Custom Culture program: a sneaker customization design contest. Students will submit Vans shoe designs for a chance to win \$50,000 towards their high school art program and be one of five schools chosen to attend and display their work at a museum event in New York City this spring. For more information, visit www.vans.com/customculture.

Deadline for registration: March 31, 2011

AAA Traffic Safety Creative Contest

Kindergartners to high school seniors can use their creative talents to promote traffic safety through a variety of media, from illustrations to photography to poetry. A total of \$7,700 in prizes will be awarded by the Auto Club South Traffic Safety Foundation. For more information, visit the Community at www.AAA.com.

Deadline: April 12, 2011

Digital Media Challenge: Student Art Contest

Students at all grade levels are invited to enter the following: 2D digitally generated image, 2D digital manipulation of an image, 3D primary tools for design and/or production or 4D movie or animation. Winning artists and their teachers will be guests at the Digital Media Festival in Orlando on June 16, 2011. For more information, visit www.faae.org/digital.cfm.

Google Art Project

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