



Winner of the 2012,
2013, 2015, 2016, 2017,
2018, 2019, 2021, 2022
NAEA State Newsletter
Award!

the NYSATA news

An Official Digital Publication of the New York State Art Teachers Association

Volume 53 • No. 4 • Spring/Summer Edition 2024



Fish by Liam Murphy
Birds by Portia Gu

About the News

The Association shall focus on the following purposes in support of its mission:

- Secure wider recognition of the importance of art education for all
- Develop and implement strategies for statewide advocacy
- Research, analyze, and inform the membership about current trends and other legal, educational, health-related, and economic issues that affect art education
- Provide high quality professional growth opportunities for the membership
- Recognize the achievements of students and art educators in New York State
- Foster leadership among members of the Association
- Monitor and influence policies and legislation that affect art education at state and local levels.

NYSATA News Mission Statement

The NYSATA News desires to bring informative content in an easy to read and understand form to the art teaching professionals of our New York State Art Teachers Association membership.

Written by art teachers from pre-K to college level, this newsletter seeks to present meaningful and helpful narratives about the challenges, failures, and successes in art classrooms. The editors feel that there are valuable resources for educational theory and practice available elsewhere – and that this publication showcases authentic classroom experiences, where art teachers reveal their insights, frustrations, discoveries, mistakes, and triumphs – personal and instructional.

Our mission is to be a platform for teachers' voices. We believe that our pages are a valuable place to share experiences, and that the honest, informal quality of the writing provides realistic inspiration and a genuine sense of community in our profession.

The mission of NYSATA is to promote and advocate for excellence in art education throughout New York State.

The NYSATA News publishes official announcements for NYSATA as well as commentary and research on topics that are important to art educators. The opinions expressed in editorials and articles are those of the authors and do not represent NYSATA policies. The NYSATA News encourages an exchange of ideas, and invites submission of news or articles for publication. To submit news or articles, please contact Editor, Marty Merchant, at merchantmartin@gmail.com. Advertising inquiries should be sent to sponsorship@nysata.org.

Inquiries about receiving the NYSATA News should be directed to the Membership Chair Terri Konu, 9200 Sixty Road, Phoenix, New York 13135, (315) 695-2500, e-mail: tkonu@nysata.org. To change your address, please log into the NYSATA website and update your own address and contact info in your profile.

Photo Submissions: Graphics should be in jpeg, tiff, or pdf format, 150ppi. Photographs and print-ready art are always welcome in jpeg or pdf format. For purposes of accurate identification and acknowledgement, photos sent to the NYSATA News must be accompanied by the following information: your name, phone number, and e-mail; name and address of photographer; and first and last names of persons in the photo (in order from left to right, front to back). If art work is presented, the artist's name, school name, teacher name, and NYSATA Region must be included. Additionally, any photos that depict students under 18 must have parental permission to be printed.

An award winning publication, the NYSATA News has been named winner of the National Art Education Association State Newsletter Award Category 3 in 2012, 2013, 2015, 2016, 2017, 2018, 2019, 2021, and 2022. Chosen by a panel of visual arts educators from across the nation, this award honors art education publications that demonstrate outstanding achievement and exemplary contributions to the field of art education.

Members of the 2023-2024 Contributors Board

Executive Editor.....Martin Merchant
 Layout and Design Editor.....Alyssa Marchand
 Proofreader.....Jo Merchant
 President's Message.....Carol Ann Pinkans
 Notes from Albany.....David Seligman
 Youth Art Month.....Heather McCutcheon and Tracy Berges
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 Advocacy Committee.....Valerie Hark Savage and Dr. Samantha Nolte-Yupari
 Retiree Roundup.....Phylis Brown, Kathleen Bushek, Geraldine Link
 Curriculum Committee.....Timothy Needles and Christine Attlessey-Steger
 Sagamore Institute.....Michelle Schroeder and Beth Atkinson

NYSATA members interested in serving on this board or contributing articles are encouraged to contact Marty Merchant at merchantmartin@gmail.com

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Executive Editor.....Martin Merchant
 Layout & Design Editor.....Alyssa Marchand
 Proofreader.....Jo Merchant
 Guest Contributors: Samantha Colbert, Kim Kane, Anna Pellicone and Jenna Marotta
 Photos: Marty Merchant and article authors.

Dancing Paper Vase

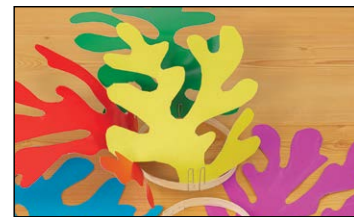
Lesson Plan for Grades 5-12



Make: Form rings of different sizes from flat basket reed. Glue ends together.



Create: Cut shapes of same height from card stock. Keep movement and motion in mind when creating shapes.



Assemble: Glue shapes to the first ring, then the second. Use clips to hold in place while glue is drying.

Papercut shapes float between two rings, creating visual movement and energetic spaces.

Taking inspiration from the work of Henri Matisse, students draw, cut, and assemble paper shapes into a vibrant, three-dimensional vase.

CHECK OUT NEW lesson plans and video workshops for students of all ages at [DickBlick.com/lesson-plans](https://www.dickblick.com/lesson-plans).



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President's Message



Dear NYSATA Members,

We are Art Teachers of Excellence and are accustomed to stepping up, for that is how we keep our programs sustainable and vigorous; we continually re-imagining projects and stay up to date with state and national standards. Art teachers are multifaceted and when stepping up, we do so in many ways that have such positive effects on our students. We step up by creating a safe haven for those who flourish through creating art and by nurturing students while expanding their body of knowledge and skill sets in the visual arts and media arts. As art teachers, we have the power to step up and give our students the opportunity to exercise their voice through their artwork in a manner which often is far more powerful than the written word. We even possess power to step up and change the trajectory for children, for research shows that students who embrace the arts stay in school and succeed in school, which positively affects students' future successes in life and work. In a sense, art teachers are ambassadors, and we are blest to teach art from a multitude of cultures that connect us to amazing young humans through the academics of art.

As a team of art professionals, we also step up by providing information, knowledge and encouragement. This includes support with class projects, exhibits, contests, events and collaborative artworks, such as murals. It has been incredible to celebrate colleagues who have stepped up and have art students engaged in creating beautiful and intriguing artworks utilizing various mediums. This also includes students creating school murals, mosaics and paintings, which connect students with their learning environment and foster a sense of community pride. It has been incredible to celebrate the art shows which take numerous hours to crop, matt, label and hang and that showcase students amazing artwork. Be that an art show within the school or within the community, the hard work that goes into making these art shows happen is worth every minute when a student stands next to their artwork and proudly states with a smile, "That's mine".

As art teachers, we also step up by supporting each other as teaching-artists and remind each other to keep creating, for creating art makes us whole and is vital for an artist's wellbeing. Be it through solo studio time or with other Art-ners, remember to take time to indulge the artist within. Perhaps consider stepping out of your comfort zone and leading a workshop or studio project. It's a wonderful feeling to guide and inspire art colleagues through CTLE/PD and this can lead to other amazing opportunities and new friendships.

Stepping outside of your comfort zone is not easy – let's compare it to learning to draw – the more you do it, the better you get at it. What is outside of your comfort zone depends on the individual and many find advocating for budgets and programs to be most uncomfortable. Be it presenting in front of the PTA or the BOE, when conveying your passion for what is best for students and art education, you will find your voice. Advocating for quality art programs is one of the most difficult stepping up venues for art teachers, for often it takes us out of a comfort zone, but in a world of post-Covid tight school budgets, stepping out of comfort zone and in front of administrators may be necessary for art programs to maintain funding that is susceptible to cuts when budgets are tight. Advocating for more course offerings at the High School level and/or more allotted class time at the Elementary Level are also outside of comfort zones and are necessities that are best supported by researching what are your area schools offering, and use that information as a platform to maintain and/or build program. Collaborate with art colleagues and reach out other NYSATA Members to determine what is the best path to take when advocating for Visual Arts and Media Arts Programs.

In case you are wondering, I stepped outside out of my comfort zone when submitting my ballot for President. This art teacher of 36 years, who started volunteering for NYSATA in 1986 as a junior in college and has served on the BOT since 2016, is honored to serve as your NYSATA President. The NYSATA BOT is a truly remarkable group of volunteers, and their level of dedication is extraordinary. Our NYSATA Members are an astonishing group of art professionals who are amazing teachers, artists and people.

As an association of art professionals, I truly hope that you find NYSATA to be a source of reference, support and inspiration. For the stepping up and for the stepping out of your comfort zone, thank you for all you do to ensure quality art programs for all students and advocating for the Visual Arts and Media Arts.

Sincerely,
Carol Pinkans
NYSATA President

Editor's Message

Martin Merchant



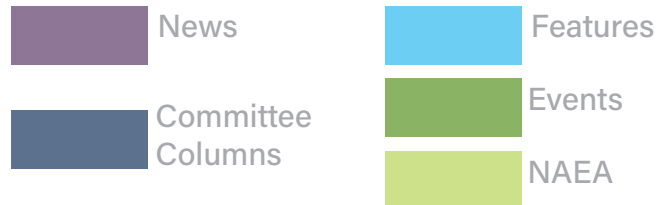
Many art teachers I have known were brave, independent, innovative thinkers who constantly tried to put their ideas into action. Guided by their students and some internal compass, they took risks, recalibrated their lessons and behaviors, and pursued effective teaching and mentorship. In this issue of the *NYSATA News* we hear from some of those among us who stepped up to the plate, stepped out of their comfort zone, stepped into the unknown . . . and in that zone, that mental region of uneasy promise, they discovered new pathways. It takes courage, confidence, and a strong belief in the power of teaching art.

Editor's apology and correction:

In the last issue there was an editor's error in Bob Wood's memorial piece for former Associates in Instructional Services for the Arts Roger Hyndman. The full name of the abbreviated DDP was incorrectly posted as "Differentiated Diploma Pathway." It should have read, "Drawing and Design for Production." The issues surrounding Drawing and Design for Production were very important to Roger, Leslie Yolen, Jen Childress, and many others, and this correction is important.

Your participation in our community is valued and important!
"Like" and/or follow us at:

NYSATA website www.nysata.org/resources
Facebook <https://www.facebook.com/nysARTEach/>
Twitter @nysARTEach
Instagram @nysARTEach



NYSATA News Advertising Details

Ad sizes

- Quarter page printed program (free to all exhibitors): 3.5" w x 4.75" h, 150ppi JPG, PNG, or PDF
- Half page: 7.5" w x 4.75" h, 150ppi JPG, PNG, or PDF
- Full page: 7.5" w x 10" h, 150 pixels per inch JPG, PNG, or PDF
- Logo for NYSATA website (sponsors): recommended 285px x 165px JPG or PNG
- WhoVa app banner (upgrade): recommended 700px x 210px (max 1000px x 1000px) JPG or PNG

Pricing

- \$50 Digital issue quarter page
- \$75 Digital issue half page
- \$100 Digital issue full page
- \$75 Fall print issue/conference program quarter page
- \$125 Fall print issue or conference program half page
- \$200 Print issue/conference program full page
- \$100 Logo and link on website (one year)
- \$100 WhoVa conference app banner ad (non-conference exhibitor)

Publication/Submission Deadlines (bear in mind, we love early birds!):

- NYSATA News FALL (Digital, Printed Conference Promo) – Aug 15 (published Sept/Oct)
- Conference Printed Program – Oct 15 (published early Nov)
- NYSATA News WINTER (Digital) – Feb 1 (published Feb/Mar)
- NYSATA News SPRING/Summer (Digital) – May 15 (published June)

Publication Details:

Conference program ads and printed issue ads appear in B/W (except inside front cover and inside back cover). All exhibitors registered by August 15 are eligible for a free additional ¼ page ad in the *NYSATA News* Fall Conference Promo edition (print) which appears in B/W.

Digital issue ads appear in full color if you provide a full color ad. For best results, please provide a color and B/W version of your ad.



the NYSATA news

Winner of the 2012, 2013, 2015, 2016, 2017, 2018, 2019, 2021, 2022 NAEA State Newsletter Award!

Call for Contributions

Calling for Contributors to the Fall 2024 *NYSATA News*

Art and the Machine
This issue of the *NYSATA News* will go online in October 2024
Deadline for content submission is September 15.

Art teachers have traditionally prided themselves on their personal artmaking skills – they are painters, printmakers, sculptors, photographers, graphic designers – which carries into their careers as artist/teachers. There has always been an ambivalent relationship between the handwork artists and the Photography/Media Arts people. Technology and the visual arts have generated debates over who should qualify to teach an art course? What content qualifies as an art course? Where is the line between a production-based media and a fine arts curriculum?

... on the other hand, there are those among us who see emerging and evolving technologies as a source of new artistic capabilities, and enthusiastically embrace these tools to create new and exciting opportunities for students to explore their creative potential.

And how does the expanding of artificial intelligence programs blur the lines – and where are the lines? Sisters or opponents?

In this call for proposals, we ask that you to consider these possibilities:

- What opportunities have you provided students to use new apps, AI software, and other emerging media technology to support or extend their creative process? What results might you share that would inspire other art educators and students to expand their repertoire of tools to use with students?
- How do you keep current on what tools are available and become aware of artists who are pushing creative boundaries with technological tools?
- How does your visual arts program balance the Studio and Media Arts curriculum to benefit all students? What are the trends in your course registration? How does the Guidance Department influence the way students choose?
- How well has your district integrated Media Arts into their elementary curriculum? How do you move from computers as a study/homework tool to a visually creative instrument?
- Thorny questions arise as more artificial intelligence software comes into the creative worlds of teenagers. What issues have you confronted when this kind of powerful tool gets into student hands? How have you negotiated the issues?
- What is the conversation dynamic in your classroom, or among your colleagues, that explores the differences between a totally human creation and one generated by a machine?

We hope this edition of *NYSATA News* will encourage art teachers to share their artmaking and teaching experiences which thematically connect to the concept of taking risks – both in their personal lives and the life of their art classrooms.

Articles (around 500 words) and features (around 2000 words) should address this theme in some manner. There is no specific length required or recommended – say what you need to say. Remember – student artwork (with permissions) is always more than welcome, along with examples of your own plans and rubrics.

You can use our latest issue for reference. The newsletter welcomes and encourages images but be sure you have signed permission slips for student artwork /classroom activities showing students' faces (we have a form). Images should be .jpg format / a minimum of 5x7" at 150 ppi. Please contact us with your idea. We can discuss your piece, deciding on how we can best help you. We appreciate the time and effort you will put into your work for the newsletter – remember how much it will enrich and inform the readers. Find the latest issue here: <https://www.nysata.org/nysata-news>

Marty Merchant, *NYSATA News* Editor, merchantmartin@gmail.com and Alyssa Marchand, Layout Editor

NAEA Awards

Kelly Verdi, NYSATA 's President-Elect, wants us to realize how prominent New York art teachers are recognized nationally. She provided us with a portion of the slide show from the NAEA awards presentation during this year's convention in Minneapolis - thanks, Kelly!



Thomas Knab
Eastern Region Art Educator



New York - Heather McCutcheon



National and Eastern Region Award Winners

NAEA Inducted Fellows 2024



Rika Burnham, NY

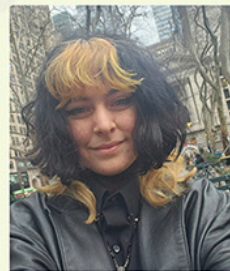


Ami Kantawala, NY

Rising Stars from the Eastern Region



Ray Aoki, MD



Rain Deiderichs, MD



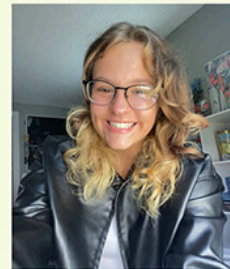
Mary Dunn, CT



Natalie Monsale, NY



Phoebe Pinder, NY



Kayla Smith, CT



Audrey VanNosDeln, PA

Eastern Region Award Winners



Eastern Region Elementary
Art Educator
Kelly Hanning, NY



Eastern Region Secondary
Art Educator
MaryJane Long, DE



Eastern Region Higher
Education Art Educator
Amy Pfeiler-Wunder, PA



Eastern Region Supervision &
Administration Art Educator
Michele Agosto, NY



Eastern Region Preservice
Art Educator
Grace Harrison, MD

Newsletter Award Category I
Vermont Art Educators Association
Website Award Category III
New York Art Teachers Association
Website Award Category III Honorable Mention
Pennsylvania Art Education Association



NATIONAL
ART EDUCATION
ASSOCIATION

FOR IMMEDIATE RELEASE

New York State Art Teachers Association 2024 Website Award Category III

Alexandria, VA—The National Art Education Association has named New York State Art Teachers Association as the recipient of the 2024 Website Award Category III. This prestigious award, determined through a peer review of nominations, recognizes excellence in the development and ongoing maintenance of a state/province association or interest group website. The award will be presented at the NAEA 2024 National Convention in Minneapolis.

NAEA President Wanda B. Knight states, "This award is being given to recognize excellence in professional accomplishment and service by a state/province association or interest group."

Founded in 1947, the National Art Education Association is the leading professional membership organization exclusively for visual arts educators. Members include elementary, middle, and high school visual arts educators; college and university professors; university students preparing to become art educators; researchers and scholars; teaching artists; administrators and supervisors; and art museum educators—as well as more than 54,000 students who are members of the National Art Honor Society. We represent members in all 50 states plus the District of Columbia, U.S. Possessions, most Canadian Provinces, U.S. military bases around the world, and many foreign countries.

The mission of the National Art Education Association (NAEA) champions creative growth and innovation by equitably advancing the tools and resources for a high-quality visual arts, design, and media arts education throughout diverse populations and communities of practice.

For more information about the association and its awards program, visit the NAEA website at www.arteducators.org.

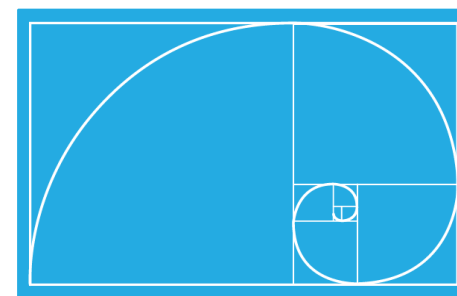
Congratulations to Cindy Henry, NYSATA Website Coordinator, for earning this recognition for NYSATA's website.

NYSATA Conference 2024

Artistic intelligence pertains to the ability to create and understand art. It involves skills related to creativity, imagination, and emotional expression. This type of intelligence engages human cognitive and emotional capacities. Artists, musicians, writers, and other creative individuals often exhibit high levels of artistic intelligence. Artistic intelligence is subjective, and different people may have varying interpretations and preferences when it comes to artistic expressions.

Artificial intelligence (AI) refers to the development of computer systems that can perform tasks that typically require human intelligence. These tasks include problem-solving, learning, language understanding, and decision-making. It enlists the creation of algorithms and models that enable machines to mimic certain aspects of human intelligence. This can range from simple rule-based systems to more complex machine learning and deep learning approaches. Unlike artistic intelligence, AI is often designed to be objective and rational, focusing on logical problem-solving and data-driven decision-making.

While artistic intelligence is a human attribute related to creativity and expression, artificial intelligence is a field of computer science that aims to replicate or simulate human-like intelligence in machines. The two concepts serve different purposes and operate in distinct domains; yet there are questions about their intersection and whether artificial intelligence can be part of a human creative endeavor.



ARTISTIC INTELLIGENCE

**NYSATA 76th Annual Conference
November 22-24, 2024
DoubleTree Hotel, Binghamton**

Inspiring Keynote Speakers • 100 Workshops • Commercial & College Exhibitors • Student Scholarship Winners • Student Art Exhibit • Hands-On Studio Workshops • Awards Banquets President's Dinner • Member's Art Exhibit and Silent Auction • Artisans Market • Whova App

Registration opens in September. Watch your email and www.nysata.org/2024-conference for updates.

Registration

\$159	Member Early Bird
\$189	Member After Nov. 1
\$120	Student/Retired/Unemployed Member Early Bird
\$150	Student/Retired/Unemployed Member After Nov. 1
\$245	Non-Member (No Early Bird Rate)

Meals

\$188	Full Meal Package* (Save \$10)
\$25	Friday or Saturday Lunch
\$50	Friday Dinner (buffet)
\$60	Saturday President's Reception & Plated Dinner
\$38	Sunday Brunch

\$135 Room Rate at the DoubleTree Hilton, Binghamton, NY

Great Camp Sagamore



Beth Atkinson

This is an exciting year for the NYSATA Summer Institute at Great Camp Sagamore. Our program has grown in leaps and bounds over the last few years – so much so that we have added a second week to our program. Participants could choose from week one where we offer our original “little bit of everything” program or one of our weeklong strands in printmaking, fiber arts, plein air or independent study. Participants in Week Two can choose from the original program or one of our weeklong strands in fiber arts, plein air or independent study. Our tuition for the week includes room, board, most materials and instruction from our two outdoor educators, Wayne Fisher and George Steele, who enhance our program with their extensive knowledge of the wonders of Adirondacks, its animals, insects, plants, and the stars above.

Along with our regular programming we are lucky to have an Artist in Residence each week who will share their artistic talents and expertise with our program participants. Our Week One Artist in Residence is Katie Morris, an art educator and professor at the Maryland Institute of Art. “As an artist/teacher/seeker, Katie Morris does not distinguish between history and becoming. Her work is an exploration of labored tinkering with utilitarian materials trying to mirror a human interest to be seen as something other than what they appear.” (<https://katiemorrisstudio.com/>).

Our Week Two Artist in Residence is Kate Sydney, an accomplished metalsmith and jeweler. “Kate Sydney is an alchemist of timeless designs with a modern edge and natural feel. She employs striking gemstones and precious metals in each of her one-of-a-kind creations. Kate takes Mother Nature’s gifts and concocts wearable vessels, which are reflections of the staggering beauty of our planet.” (<https://katesydney.com/>).

Our program for 2024 is already full. But we do have a waiting list. If you are interested in this year’s program, email Beth Atkinson at sagamore@nysata.org or at bethatkinson12@hotmail.com and request to be put on the waiting list. If you are interested in our program for 2025, please mark your calendar now. Our program usually fills on the day that registration opens which is usually sometime at the end of January or beginning of February. Our Summer Institute also offers three scholarships each year, one full scholarship, one \$500. scholarship for new participants, and one full scholarship for retirees. For more information, check out the NYSATA Summer Institute under the “Programs” tab on the NYSATA.org website for more information.

Advocacy Committee

Regulations Require Proactive Advocacy: Understanding the Recent Changes to the IAAP Pathway and Regulation 100.5

Advocacy Committee Co-Chairs Valarie Savage and Dr. Samantha Nolte-Yupari

We hope you have “Stepped Up, Stepped Out” during the 2023-24 school year. While every school year is filled with rewards and challenges, the results of taking risks and stepping out of our comfort zones provides valuable opportunities for growth and learning.

As NYSATA advocacy chairs, we have recently reflected on our 2023-24 NYSATA News articles. We asked you to step up and step out of the boundaries of your classroom, and we hope the results have been positive. We asked you to proactively leverage what you are already doing, or to generate new, but reusable, newsletters and communication tools. We also asked you to consider how to say “no” and set boundaries to protect your time, resources, and courses. Sometimes the idea of advocating for the arts is overwhelming and prevents us from acting. And other times we are spurred to action because we feel we must speak out. In these situations, having the knowledge needed to debate and converse confidently on the issues is essential. If you are asked questions regarding the New York State art requirements for pre-K–12 grade students, can you answer correctly? Are you aware of the state regulations regarding courses that can be taught by both art and CTE teachers? Do you know how to find the answers?

[Part 100](#) of the Commissioner of Education Regulations provides details on the requirements for pre-K–12 school programs in New York State. To advocate for the effective and successful teaching of the NYS Standards for the Arts knowledge of the regulations cannot be left up to administration and counseling. Art educators with insight on the requirements can “step up” and provide valuable input when schools discuss changes to programming and teacher assignments. We urge you to study and know the requirements by visiting the NYSED website.

Earlier this year, NYSED proposed changes to part 100.5 of the regulations. This section of the amendment relates to Career and Technical Education (CTE) and [Media Arts](#) Course Flexibility for the Individual Arts Assessment Pathway (IAAP) and [Career and Technical](#) (CTE) +1 Pathways to High School Graduation. The amendments allow media arts courses, including courses with titles such as: photography, graphics, and printmaking, to be taught by art OR Career and Technical Education (CTE) certified teachers.

NYSATA, New York State Media Arts Teacher Association (NYSMATA) and additional educators responded to the proposed amendment citing concerns about the integrity of arts programming, course curricula, and student learning experiences. Despite our advocacy efforts, NYSED adopted the [amendment](#) effective on March 27, 2024.

The amendment changes who is eligible to teach courses in an approved CTE program and IAAP pathway:

1. IAAP students are able to take approved classes under the instruction of a visual arts teacher **or** a CTE teacher.
2. CTE students are able to take approved classes under the instruction of a visual arts teacher **or** a CTE teacher.

In order to understand the implications of this change it is first important to understand a key point of the current regulations involving approved CTE programs and IAAP pathway for the arts. The regulation assumes “identical content” of both the CTE and arts course syllabi in the approved courses. The amended regulation, which allows a course to be taught by either the CTE teacher **or** the visual arts teacher, to students of either program/pathway would thus require a content review to ensure that the course content meets the learning standards and needs of both programs. Alternatively, it also means that if a CTE teacher is taking over a course primarily for the IAAP pathway, previously taught by an art teacher’s teaching load, then the CTE teacher would take over the arts teacher’s syllabus and content-intact. They would adopt the content in its entirety in good faith. It also means that if two sections of printmaking have significantly different content, they would need to be revised to work for both the CTE program and IAAP pathway before being “cross-listed” to work for students in either program. It is



important to keep in mind that the goals of the amendment are to provide districts flexibility during a teacher shortage to maintain course offerings and to provide increased access to the IAAP pathway and approved CTE programs for students. Therefore, art teachers should engage in open discussion and advocate to ensure the art content and learning standards are maintained regardless of whether a CTE teacher or an art teacher is teaching the course.

Next, it is important to note that the amendment does not change teacher eligibility for course assignments outside of the approved CTE program or IAAP pathway. Therefore, if the visual arts course is not part of your school's IAAP pathway, then it is not eligible to be taught by a CTE teacher. However, the course Drawing Design and Production and courses designated as media arts can continue to be taught by both appropriately certified CTE teachers and visual arts certified teachers.

Also significantly, the list of affected [courses](#) are "approved **media arts** courses" as defined by NYSED. This means that teachers should consult the list for courses that may be affected, such as, graphics, film, photo, and printmaking. Traditional visual arts courses, such as, Art History, AP Art, Drawing and Painting continue to be ineligible to be taught by a CTE teacher.

Finally, in addition to *who* can teach the course, the amendment covers an additional point regarding the distribution of credit awarded for courses taught by a certified visual arts or certified CTE teachers. This distribution will be determined at the "local level." Consequently, art teachers should pay attention to teacher assignments, and student enrollment in IAAP courses and CTE courses in their district over time. Potentially, art students could complete an IAAP pathway by taking courses entirely from a CTE teacher. Art teachers should advocate for a balanced distribution of courses when and if CTE teachers are assigned NYSED defined media arts courses instead of the visual arts teacher and advocate for rigorous art instruction for media arts students from a visual arts teacher.

Regulation changes can feel boggy and confusing; but after taking the time to decode the NYSED regulations you will be able to converse with administration confidently and with expertise in your subject area. If your district is not currently offering the IAAP pathway and the current changes seem irrelevant please keep in mind that changes to programming happen all the time and often without the art educators' input. Gaining knowledge of all the visual arts regulations ensures that passing comments, hallway conversations, and couched inquiries can be met head on. Advocacy is proactive.

Advocacy is also a collective effort as well as an individual act. Being able to understand your fellow art teachers' experiences and support their efforts to learn/understand/articulate the regulations and brainstorm is essential.

While we have urged you to consider when to say "yes" and when to say "no", we also realize that sometimes a hard "yes" or a hard "no" isn't possible. When it comes to NYSED regulations, you may need to carefully negotiate a middle ground that maintains the integrity of the visual and media art learning standards and focuses on student experiences/learning. Prioritizing student learning remains the heart of advocacy. We hope you take time to reflect on your advocacy efforts this past school year and to take the time to further your knowledge of the NYSED regulations regarding art programming.

2024 Election Results NYSATA Executive Officer Positions

NYSATA is pleased to announce the results of the 2024 Executive Election. Congratulations to the dedicated individuals who will serve state and local members over the next term.



Congratulations to the new President-Elect Kelly Verdi



Congratulations to the Re-Elected Treasurer Amanda Falling

Portfolio Project



ARE YOU READY FOR PORTFOLIO PROJECT 2.0

With new standards should come a shift in what we do.

A new version of the Portfolio.

An adjudication built on

- Student choice
- Open ended selections
- Less busy work with more in-depth learning
 - Creativity and process at the forefront
- An authentic look at the student as an artist
- An emphasis in presenting and conversation
 - Tied to the 'new' standards
- And best of all a completely STUDENT DRIVEN process.

This coming Spring 2025 Portfolio Project will be getting a revamp and some freshening up to match our current state standards. For those who have loved and supported the current program - don't worry, it still has all the great things that make our project so special. For those looking for something that really showcases the standards in action, that's where we are headed and can't wait for you to see the work we've done.

Our pilot program or portfolio project 2.0 completed its second year in regions 4, 9, and 10 where students and adjudicators rolled out the new program. With its success we will begin this summer rolling out webinars about the new program and training to catch everyone up to speed. We will be sending out more information early summer for professional development opportunities and will also be training our coordinators to field questions and get everyone in their region started.

Be on the lookout for more information and exciting new opportunities!

Notes from Albany



David Seligman
Associate in Instructional Services, Visual Art, New York State Education Department

Greetings, colleagues. It is my hope that your school year is going well. I am thrilled to remind you that Individual Arts Assessment Pathway (IAAP) applications are now open on the [NYSED Business Portal](#) for any school district or BOCES that would like to offer the IAAP beginning in September 2024. Previously approved IAAP school districts and BOCES do not need to reapply. IAAP applications will be delegated in the New York State Education Department (NYSED or "the Department") Business Portal to Superintendents, who may, in turn, delegate the application to an appropriate arts supervisor or administrator. Currently, over 180 schools and nearly 5,000 students statewide are actively engaged in the IAAP, underscoring New York's pioneering status as the sole state offering an individualized arts portfolio to fulfill graduation requirements.

To facilitate the integration of media arts courses into IAAP sequences a regulatory amendment was proposed by NYSED. The [Proposed Amendment of Section 100.5 of the Regulations of the Commissioner of Education Relating to Career and Technical Education \(CTE\) and Media Arts Course Flexibility for the Individual Arts Assessment Pathway \(IAAP\) and Career and Technical Education \(CTE\) +1 Pathways to High School Graduation](#) was adopted at the March 2024 Board of Regents meeting. These amendments, which became effective as a permanent rule on March 27, 2024, permit students pursuing an IAAP or NYSED-approved Career and Technical Education (CTE) program to earn either arts or CTE credit for specific media arts courses, regardless of whether the teacher is certified as CTE teacher or a visual arts teacher. For example, a visual arts teacher instructing a photography course could now, pending district approval, instruct CTE students for CTE credit and vice versa. This discretionary local flexibility applies exclusively to IAAP sequences and approved CTE pathways, fostering adaptability within districts while maintaining educational standards. The amendment does not apply to every course for arts diploma credit. A list of Department-approved media arts courses for use in students' IAAP sequence and NYSED-approved CTE program will be posted on the Office of Standards and Instruction [IAAP website](#). As the use of the flexibility is locally determined, you are encouraged to discuss any questions or concerns you have about this flexibility with your arts directors, principals, and/or other school administrators.

As the Department continues its review of [graduation measures](#), the importance of arts education remains a key area of focus. In November 2023, NYSED presented the [recommendations of the Blue Ribbon Commission on Graduation Measures](#) to the Board of Regents. The Blue-Ribbon Commission identified high-level skills, knowledge areas, and competencies that holistically reflect successful outcomes of P-12 education. One of the twelve recommendations of the Commission was that diploma credit requirements must include fine and performing arts, with 81% of participants recommending that the Department continue to ensure that fine and performing arts is embedded into required credit courses. If you are interested, you can [subscribe to receive updates on graduation measures](#) in New York State.

Although the deadlines have passed for the Summer of 2024, I am delighted to note the return of in-person programming at the [NYS Summer School for the Arts](#) as well as the [Arts Scholarship program](#).

As we approach the culmination of the 2023-2024 school year, enjoy the journey of *creating, presenting, responding, and connecting*. Please contact me if I can ever be of assistance at David.Seligman@nysed.gov

Youth Art Month

Stepping Up, Stepping Out with Youth Art Month

Heather McCutcheon, Patti Krakoff, and Tracy Berges



March is Youth Art Month, a time where we celebrate the creativity and talent of young artists across New York State. This month-long celebration shined a spotlight on the importance of arts education and the positive impact it has on the lives of young people.

Throughout this past March, there were a multitude of events, art shows, and activities taking place to honor Youth Art Month. From school exhibitions to community showcases, students have the opportunity to display their artwork and share their unique perspectives with the world. This year, many schools and organizations have taken to social media to showcase the incredible talent of young artists, using platforms like Instagram, Facebook, and Twitter to share their creations with a wider audience.

We are so proud of all the students, teachers and communities that were Stepping Up, Stepping Out to celebrate. As teachers you encouraged your students to push themselves creatively, to step out of their comfort zones, and to take risks in their art-making.

As art teachers we know the benefits of art making, and that art education provides students with the ability to practice numerous soft skills, while exploring who they are. When we promote Youth Art Month and bring the community effectively into our classrooms, we are sharing with others what we already know to be true, that art education matters. Youth Art Month is a celebration of each of our young artists' unique perspectives and personal journeys.

As we reflect upon another year of celebrating Youth Art Month, let us take a moment to appreciate the creativity, passion, and talent of young artists. Let us support and encourage the next generation of artists as they continue to step up, step out, and make their mark on the world through their art.

A big thank you goes out to all the teachers who have courageously stepped up and stepped out by sharing student artwork, organizing art shows, inviting dignitaries to these events, and spreading the word about Youth Art Month to everyone willing to listen. Your dedication and support are truly appreciated!


Be sure to share with us the events and programs you took part in or coordinated in honor of Youth Art Month. Here is the form link, which will remain open until June 1st. Thank you for your participation!

Ms. L's Art Class 6h · 🌐

Happy Youth Art Month! Each Reynolds artist was given a Draw with Me book today to kick off our month long celebration of art.

Each page contains a drawing prompt for the artist and a friend or family member to draw together.

Feel free to post photos when your artist brings their book home. Some teachers are having the kids work on them in school. #nysyam2024



Heather Anastasio @Heath... · 2h · 🌐

Camera ✓
Computer ✓
Paintbrush ✓
Mr. Rochford's students can do it all! @emeadowschools @EastMeadowArts @EMHSJETS #nysYAM2024



Ravena-Coeymans-Selkirk CSD 3m · 🌐

The RCS Art Department has joined together with the RCS Community Library to display student artwork in celebration of Youth Art Month! Stay tuned to see how our students and staff celebrate self-expression and creativity during the month of March. Read more about the student art display by clicking the link!



rcscsd.org
Youth Art Month Kicks Off With District Wide Art Show At RCS Community Library

mrs_malones_classroom · 🌐



5 likes
mrs_malones_classroom Spreading the word #youthartmonth #yam24 #legodots #legoart #printmaking #artadvocacy #nysata3 #highschoolart #arted

Works of Art with Mrs. Watson-LFMS 15m · 🌐

March is Youth Art Month! Dreaming in Art paper loom is coming along beautifully! #nysyam2024 #littlefallsmiddlechoolrocks #livingthedream #mystudentsrock #region3rocks #ilovevmyjob



mrsbarroom 12h · 🌐

Take A Pic Tuesday Fun!



#nysyam2024

Amanda Benoit Reels · 10m · 🌐 Selena Gomez · 🌐

Join us for our Youth Art Month celebration! Art Club's annual event with handmade mugs, awards, food, and more! #youthartmonth

RFA Art Club Presents
GET MUGGED
for Youth Art Month
March 27th 5:00-7:00 | RFA Large Cafeteria

Celebrate the Arts with:

- Games
- Raffles
- Snacks and Beverages
- Handmade Mugs
- Craft Vendors
- Award Ceremony 6:00pm

\$5 ENTRY


\$10 MUGS

Scan to Pre-order a custom mug.

The ARTS Council of the Southern Finger Lakes 1h · 🌐

Our first Make Arts Mondays project video is now live! This week learn how to use basic stitches to make embroidered birds with Satyavani Akula.

Come create along with us. Visit: <https://bit.ly/MakeArt24>



NYS General Services @N... · 13h · 🌐

Today, Commissioner @JeanetteMoy announced the 2024 K-8 #EmpireStatePlaza Art Collection exhibit opening!

Held annually during #YouthArtMonth, #CapitalRegion students are invited to create their own pieces by interpreting the Plaza Art Collection.

More: on.ny.gov/4cedW2X



nysata_region9 · 🌐

nysata
NEW YORK STATE ART TEACHERS ASSOCIATION

Don't forget March is Youth Art Month!!

Follow @yam_newyork to see Ideas for school events and use the #nysyam2024 to share what you are doing!




1 like
nysata_region9 March is Youth Art Month!! Show your support! 🌈🎨

WMHT Public Media added a new photo. 48m · 🌐

We are so excited to share more pieces from #YouthArtMonth with you!

These pieces of art come from Castleton Elementary (Schodack Central School District), Berlin Elementary (Berlin Central School District), Rensselaer Junior Senior High School (Rensselaer City School District), and Boulevard Elementary (Gloversville Enlarged School District)!

Explore the full gallery: wmht.org/youthartmonth



New York State Education Department 2h · 🌐

March is #YouthArtMonth, and this year's theme is "Dream in Art." Learn about the many ways we can all demonstrate the value of art in our schools and communities from the New York State Art Teachers Association: <https://bit.ly/3KHPd8s> #ArtsEducation #YAM24 #NYSYAM2024 Youth Art Month New York State



homerartrooms · 🌐

HOMER CELEBRATES YOUTH ART MONTH

IMAGINATION CELEBRATION CORTLAND COUNTY SELECT SHOW

MARCH 20-APRIL 8TH @ THE ACE GALLERY
OPENING RECEPTION MARCH 21ST, 5-8PM

TOM VARANO-EMOTION INTO ART
MARCH 21ST DURING THE JH/INT SCHOOL DAY

PAINT NIGHTS AT THE JH
MAY 26TH AND 27TH
TEACHER LEAD PRINTING ON CANVAS

1 like
homerartrooms March is Youth Art Month 🌈

#nysyam2024 #arteducation

pegunder #nysYAM2024



pegunder A little recap of our @sufferncentralsd Art Show. Such great talent being displayed all weekend! Thank you t...

NYSATA Region 2 is at Cultural Life Center at Roberts Wesleyan University. 48m · Rochester · 🌐

Join us at the Davison Gallery from 5-7 for our Region 2 Student Art Show for Youth Art Month! #YouthArtMonth #NYSATA #nysataregion2



MineolaFineArts @MineolaFineArts

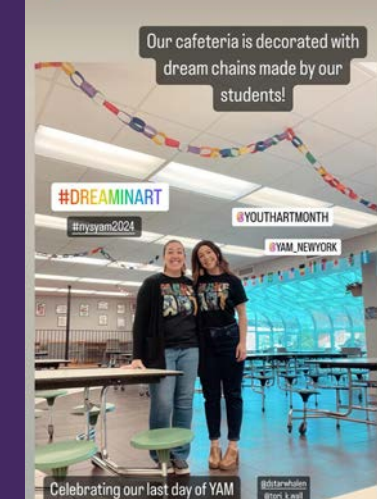
@youthArtMonthNY @MineolaMS
Mineola's middle school learners are creating incredible art and their own gallery with frames they made out of cardboard. #MineolaProud



Art at Hamilton CS 34m · 🌐

Our cafeteria is decorated with dream chains made by our students!

#DREAMINART #YOUTHARTMONTH #nysyam2024 #YAM_NEWYORK



Celebrating our last day of YAM Spirit Week with new matching Make Art shirts!!! 🎨🌈

Olympics of the Visual Arts

NYSATA's 2024 Olympics of the Visual Arts took place at the Saratoga City Center, Saratoga Springs, NY on May 13, 2024. This year, Anne Manzella, working for the second time without her long-time co-chair Roger Hyndman, strove to stage this amazing event, which brings artmaking students together from all over the state for a day of creativity under joyous pressure.

Report from the Front Lines: Olympics of the Visual Arts 2024

Anne Manzella

O.V.A., O.V.A., O.V.A.

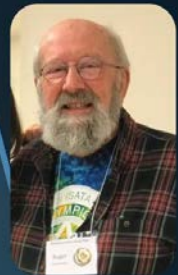
The hundreds of students in attendance at the 42nd Olympics of the Visual Arts Competition were as enthusiastic as ever this year cheering the OVA chant. Our Chair Emeritus, Roger Hyndman, would be so impressed.



This year we were pleased to have 189 registered teams from around the state at the Saratoga City Center. We had a robust turnout with 43 Elementary teams, 58 Middle level teams, and 88 High school teams.

In Memoriam Roger Hyndman (1937-2024)

Over 40 years ago, Roger founded the NYSATA Olympics of the Visual Arts (OVA), the largest live student program of NYSATA. OVA provides children with opportunities in creative collaborative problem solving and showcases excellence in the arts. The program highlights opportunities for arts career pathways and the essential contribution of the Arts to society. OVA remains relevant as an exemplar in contemporary practice; highly anticipated and attended to this day. Numerous Art Education Associations around the country have expressed interest in starting a program such as OVA in their state.



Problem Themes

- DRAWING: The Rabbit Hole
- PAINTING: Dreamscape
- ILLUSTRATION: Mandela Vision
- SCULPTURE: Dancepiration
- FASHION DESIGN: Spyware
- ARCHITECTURE: Deep Dwelling
- PHOTOGRAPHY: Dramatography
- INDUSTRIAL DESIGN: Safety Cycle

2024 CATEGORIES



Participation Highlights

ELEMENTARY Teams: 43
MIDDLE LEVEL Teams: 58
HIGH SCHOOL Teams: 88

DRAWING: 35
PAINTING: 38
SCULPTURE: 24
ARCHITECTURE: 24
ILLUSTRATION: 23
FASHION: 21
PHOTOGRAPHY: 19
INDUSTRIAL DESIGN: 5

The most heavily entered categories this year were Drawing and Painting. The Drawing prompt was to depict an interpretation of going down a Rabbit Hole, and the painters in attendance depicted Dreamscapes. Using paper products only as the primary construction material, the Fashion teams all produced garments reflecting Spyware this year. One team

from each level joined us on the awards stage during the closing ceremonies to deliver an encore performance of their catwalk presentations.

We could not facilitate a successful design competition without the help and support of all of our 35 volunteers, who dedicated their time and energy to helping support the teams in their category design areas and adjudicate their long term and on-demand design solutions. Speaking of the On-Demand Design challenge. This year teams had 90 minutes to develop an artwork inspired by the game Mouse Trap and Rube Goldberg Machines. Teams created their interpretations of a Chain Reaction Kindness Contraption aimed at moving an opponent in the board game to the finish. Our top finishers in the On Demand Category were from Brewster (elementary level) Goshen (middle level) Hicksville (high school level) and a team from Trumansburg received the Hyndman Creativity Award.



We will soon post our awards slides on the OVA page of the NYSATA website for viewing, and list all the winners in each category. Certificates of participation have been emailed to all registered district contacts to share with their students.



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Introducing the Retiree Committee

We three, Kathleen Bushek, Gere Link, and Phyllis Brown, currently serve as co-chairs of the NYSATA Retiree Committee, and are working together and making plans, seeking to find ways to keep retirees involved and engaged in NYSATA. We are excited to form a community of NYSATA retirees, and as co-chairs, we thought we'd tell you a little about us, in our own words.



Kathleen Bushek: I retired from 33 years of service as a Visual Art Educator from Fonda-Fultonville Central School in 2019. Most of my career I taught at the elementary level.

I joined NYSATA in 1985. I have served NYSATA as Region 6 Chair, Region 6 Alternate BOT Representative, STEAM Chair, NYS Visual Arts Standards Trainer, and NYSAAE NYSATA Member at Large. I continue to serve as NYSATA Region 6 Portfolio Site Coordinator. I also serve on the Olympics of the Visual Arts Committee and the NYSATA Retiree Committee.

I am actively involved in Children's Ministry where I use Visual Arts to engage and encourage children in building their faith.

Gere Link: I retired June 2020 and my retirement started very busy and hasn't let up. I sold a house, moved, bought a house, and moved again. For the last year I've been in renovation mode and I'm loving the outcome! Once done with the renovations and unpacking, my retirement plan is to teach after-school programs, workshops, and keep on supporting NYSATA!



I have a BS and MS in Art Ed. I enjoyed teaching for 32 years for grades pre-K through 12, special ed and regular ed, both for private and public schools in Schenectady, NY and for ONC BOCES in the Southern Tier. I was able to stay home for nine years to raise my four children.

I joined NYSATA in 2001. I have served on the Board of Trustees and volunteered in various capacities, including conference planning, workshops, the Legislative Art Show and more, and am excited to help with the newly formed Retiree Committee.



Phyllis Brown: I began teaching art in 1976 at Peru Central High School, and then spent the bulk of my career at the elementary and middle levels at North Warren Central School, retiring in 2012 after a total of 37 years. While teaching, I served my local union in various capacities, and now in my retirement years, I maintain my union connection as a member of the NYSUT Arts Subject Area Committee. Upon retirement, I opened my small business, DragonWing Arts, an after-school art class which ran successfully until the pandemic forced its closure. Since then, I've immersed myself in art-making; the pandemic was the start of a particularly prolific time for me artistically, creating large abstract acrylic-on-canvas collages, "tiny worlds" paintings based on close-up photos I've taken while kayaking, and more. In spare time, I knit sweaters for my young grandchildren!

My first introduction to NYSATA occurred when I was a student teacher attending New Paltz. I was invited by my cooperating teacher to spend the day at a convention in the Catskills, and I still recall the excitement of that event. Over the years, I have attended many more conventions, often presenting hands-on workshops, and continue to do that into my retirement. I served on the NYSATA board as a Region 6 Rep for several years after my retirement, and now am excited to be Retiree Committee co-chair.

Can't We All Just Get Along?

Samantha Colbert, HS Art Educator, Berlin High School, Cherry Plain, NY (Region 6)

Editor's note: Samantha Colbert didn't shy away from a potentially thorny, provocative theme for her students – she was willing to take a risk, manage the process, navigate intervention, and allow her student artists room to excel.

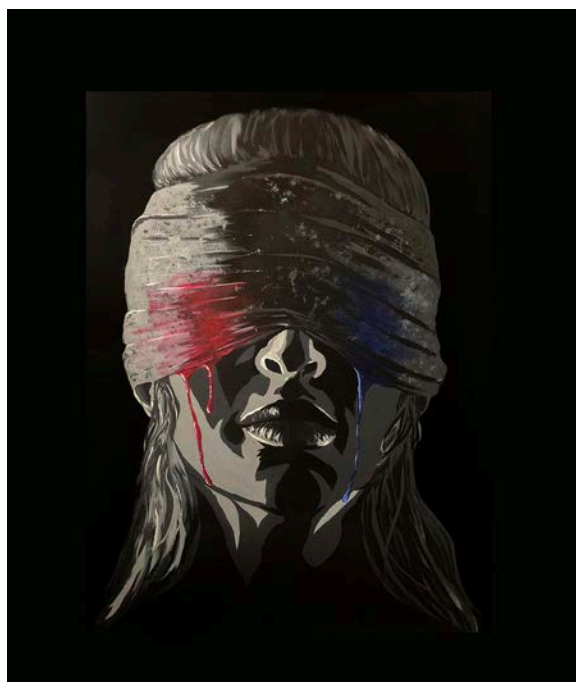
In the Fall of 2022, I introduced the "Advocacy" theme to my high school Drawing and Painting class. After learning various techniques and media earlier in the year, these overarching themes are used to focus their pieces, while also giving differentiated choices. Students are encouraged to pick a socio-political or environmental issue and use their voice to create original artwork surrounding that topic.

Opening up this proverbial "can of worms" can be tricky. Working in a rural, largely conservative geographic area, with little diversity in terms of population and preferred religion, can be difficult to navigate. We have several conversations about debate, kindness, tolerance, and understanding while investigating this theme. I communicate that unless their opinion is openly hateful against a person or group, that as long as they show their opinion in a respectful way, they are free to express their voice. Students also complete an Artist Statement to further explain their stance on the topic as well so that initial visual impressions cannot be misconstrued.

While I may not personally agree with many of my students' opinions and political affiliations, I feel it is important to remain impartial as an educator. I can, and do, ask open-ended questions that may require them to think more critically about their stance, sure, but I try my best not to impart my own opinions onto them.

One of my senior students was particularly passionate about

expressing their dissatisfaction with our polarizing political climate. Instead of creating a painting with combative or angry imagery, which he very well could have, he chose to depict a crying blindfolded woman with tears streaming down her face. One side in blues, and the other in red, to symbolize the two political parties in our country and how we aren't seeing or listening to one another. His point was communicated, but not polarizing to



Tears of Miss Justice Mourning A Broken System

any one group. The piece was ultimately titled, "Tears of Miss Justice: Mourning a Broken System." Anyone who saw this in-progress painting in our classroom studio was moved by it. After completion, we submitted the piece into our High School Regional Art Exhibition and it was accepted. Everyone who saw the piece in press releases on our district

website and social medias outpoured with nothing but love. It truly brought our school community together in pride and opened up many conversations about how we as a society can do better.

Then one day that February, I was going through my email and one came through about a national competition: "Democracy Collection NAEA Student Competition" put on by the Art in Embassies (AIE) and NAEA. I had never heard of the AIE, and as Art Educators, we get so many emails about contests and competitions that it can sometimes be overwhelming, but something told me to open it and check it out. The criteria description couldn't have been more perfect: to explore the theme of democracy through art.

My student, Daniel Rivera, was awarded *Best in Show* out of the entire country for his piece. He was honored at the Art in Embassies' 60th Anniversary Celebration at the Smithsonian's National Museum of American History in September 2023. Rivera's artwork will also become a permanent part of the Democracy Collection within the Art in Embassies repository, from which U.S. ambassadors will have a chance to select it for display in their residences around the globe.

All because he was a student encouraged to respectfully use his voice to evoke change. And because his teacher read her email.



Daniel in front of Smithsonian



Daniel and Me in front of the White House

Information about this NAEA award is housed on our district website here: <https://berlincentral.org/2023/06/23/senior-daniel-riveras-work-wins-national-competition-to-be-featured-at-smithsonian/>

Information about the U.S. State Department's "Art in Embassies" program: <https://art.state.gov/democracy-collection-naea-competition/>

Samantha Colbert has been an Art Educator at Berlin MSHS for the past 14 years, teaching Middle School up through college-level. She has run several extracurriculars, such as Art Club, NAHS, OVA and Yearbook Club, but her position as one of the Teachers Union VPs keeps her the most busy these days. She was also a co-recipient of the 2015 Art Educator of the Year Award for Region 6.



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Breaking and Entering

Kim Kane

Editor's Note: Kim Kane stepped up when she saw an opportunity to expand her art program and serve students in a new way. She started a focused art group that benefited learners on many levels.

"You are breaking my mind but opening new doors. Wait, that's breaking and entering," said one fourth grader looking at a concept in a new way.

"I'm questioning my existence," was voiced by a sixth grader immersed in a problem-solving challenge. How often are we hearing kids say things like this in class? Probably not often enough. I set out to change that.

For several years, since the shift to RTI (response to intervention), I have been asking administration for the opportunity to work with small groups of students. The students would be challenged by having their learning enriched through the arts. Infusing art into what classrooms are studying is par for the course. However, teaching academic concepts through the arts shifts the focus and opens a world of creativity and deeper learning.

Students need to be taught at their instructional level as well as challenged to go beyond. More than ever, teachers are caught in cycles of covering the required material while spending so much of their time and energy redirecting behaviors. Social emotional learning is needed in all settings. What happens to the kids who are quiet and well behaved in a large class? They often are not given direct attention from the teacher because they are able to regulate their behavior on their own. Traditional RTI groups help to fill the gaps and give extra support to those not meeting grade level expectations. What about the students who learn the material quickly and do not need to be redirected? Why do others get time and attention poured into them but the students doing the right things do not. What is the intervention that is appropriate for them? I believe it is the opportunity to learn in a creative, small group environment. Who better to provide hands on, application- and project-based higher level learning with choice than the art teacher?

I presented my proposal to administration more than once and to more than one administrator before the classes began. The time was finally right, and our current administrator was very supportive of the concept. Once permission to go ahead was granted, a vision statement was written. A letter to parents was drafted. An email to the staff was sent. Meetings with the principal, grade level teachers, and myself were held to determine the groups of students. Classroom teachers looked through their data to determine which students were academically eligible. We developed groups of 8 from each grade level, grades 3-6. Groups would meet for 30 minutes 2 out of every 6-letter day cycle for one marking period. Groups would be reevaluated with the intent to be fluid.

We were ready to go. But how would I field the landmine questions from the students that were sure to come? Questions such as, "Are we here because we are smart?" I'm smart enough not to answer that with a yes or a no. So I prepared some Google Slides explaining the vision and the selection criteria while redirecting students to keep a growth mindset. We also discussed the behavior expectations. They were to behave appropriately, period. If not, they would be sent back to class for the day with a reflection sheet to fill in. They could return to the next class to discuss the incident. If we came to a resolution, they could stay. If there was another issue in the future, the same would happen. However, after the second conference they would no longer be on the roster for the rest of the marking period.

It needed to feel different than art class. So from the moment they walked in the door, I changed things up. I invited them to draw a card with a color on it. That was the table they sat at for the day. The other person was their consultant, not their partner. Tables, group sizes, and



consultants would change based on the task. They had journals to keep notes in and Chromebooks at the ready. We began with challenges such as "How can you explain and demonstrate to an alien, the concept of one half using a square?" As they worked through the thought process, it evolved by using lined paper, origami paper and eventually landed at notan and/or tessellations. They were hooked.

Nōtan (濃淡) is a Japanese design concept involving the play and placement of light and dark elements as they are placed next to the other in the composition of art and imagery. *Wikipedia*

As the sessions progressed, I wanted to provide them with more choice and Teachers Pay Teachers is a fantastic resource. They chose some project-based learning activities.

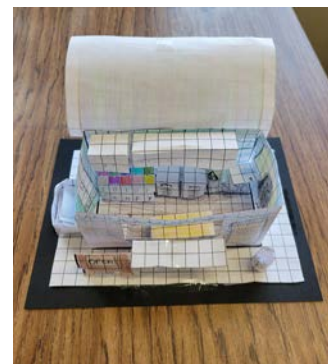
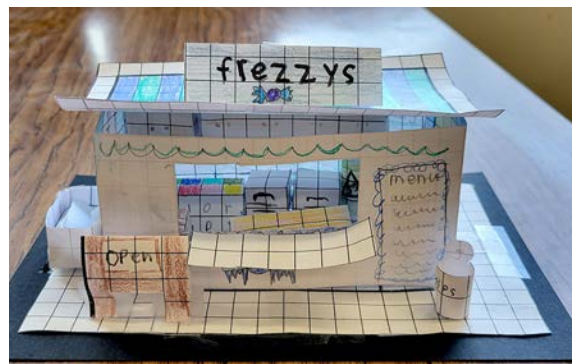


"Fourth graders celebrated reaching the end of their math adventure by playing a quick round of three part creature musical chairs."

They created their own business plan and made a model of a store.



Others used graph paper and math skills to create a model of a food truck.



Going through "a choose-your-own-adventure" by solving math problems to advance was one group's choice. Another created mini books which included their research in words and pictures on topics of interest to them. We played art jeopardy the week I was moved out of my room for construction. They took virtual field trips and reported about them when there was a sub. The groups also helped in practical ways. One group created games they could play for indoor recess using very limited supplies. Canva provides free accounts for educators and we used the Promethean board to collaborate and create a reflection sheet to use at the end of the marking period.

The reflection sheets had spaces to explain what they were most proud of, what was most challenging, a blank space to add what they each wanted, and a box to say something else to the teacher. Some of the comments were: "I love this and wish it was forever."; "I had a wonderful time with my classmates and I'm so glad I got to do this. It was so fun."; "This RTI was something I looked forward to every week."; "Thank you so much for letting me be a part of this fun little class. I really appreciate you and the inspiration you have given me."

We gave inspiration to each other. Instead of supervising a recess, I stepped out and stepped up. But to everything there is a season, and our marking period was closing. In the words of a student, "What? It's not for the rest of the year? You can't make me go back there!" But alas, they realized the value and relented knowing another student would benefit from the experience.

Students in regular art classes started to notice and ask about the projects the enrichment groups created. One student in fourth grade said he hoped he got to do that because he saw what his brother in sixth grade did. What a great incentive for academic achievement and good behavior.

It seems counterintuitive to add more work when we are feeling overwhelmed and overworked already. However, maximizing our talents as art educators and advocating for small group instruction instead of coverage periods can energize us as well as the students we teach. I encourage you to break and enter.



Kim Kane is a Pre-K through sixth grade art educator at N.A. Walbran Elementary School in Oriskany, NY. With multiple degrees - AS in Fine Arts, BS SUNY Oswego, and MS in Reading Education from SUNY Cortland, she holds permanent certifications for Art N-12, Elementary Education N-6, Reading N-12. She enjoys international travel with family which provides limitless inspiration for the arts. Currently in her 33rd year of teaching and having experience in many varied assignments, she can attest to the fact that art is a necessity for the full development of a better quality of life for all people.

It Just Keeps Getting Better, and Better.

Anna Pellicone

As many of you read this, I will assume that at some point during your career you have *obsessed* over a lesson: the details, the flow, the materials, the content, the ...well everything. Creating dynamic lessons is just one thing we do every single day but what happens when that lesson we have been obsessively planning falls short? I experienced this failure last year when I was teaching my Studio in Art class *The Magic of Printmaking*. My extensive background couldn't prepare me for what was about to happen but with the help of another teacher and inspiration from my students I just might be able to make it better.

I remember being in high school and pulling prints off a rubber Goytaku (a traditional Japanese method of printing fish). Up until then, I never experienced



An example of a Goytaku print "plate".

the excitement of making art like I did that day. The freedom of inking, making a mess, trying my best to wrap the paper around the rubber to get the best imprint, trading prints with other students and even cutting some up to make something more, I was hooked. I decided to dedicate my undergraduate and graduate degrees to printmaking. Once I landed my current full-time teaching position, I knew that I needed to incorporate printmaking into my curriculum – but how? Identity – that's how.



The lesson, using the Self-Portrait theme, yielded spectacular results. But . . .

Since this was my first time teaching high school students and with three sections of roughly 24 students in each class there was a lot that I needed to figure out. I spent hours planning, making examples, and redesigning. Each time I pulled a print, I figured out something new I should do in my instruction. I had everything ready for the big day, but nothing could prepare me for what was on the horizon – blood and lots of it.

Things started out great! The kids were really excited to take their own self portrait photo, trace their image onto their linoleum blocks and quickly picked up the concepts of positive and negative space. Everything was going to plan until we started carving our blocks. Before I knew it, little "EEEeps!"; and "ahhhs," and "oh no's" started popping up in my classes. Students were cutting themselves as they carved

the linoleum blocks. The nurse even put out a small basket of band aids so the kids could just go grab what they needed. I was thankful for the band aid support but was confused – what was going wrong?

I did everything I was taught – ALWAYS carve away from yourself, lock your hands in a perpendicular angle, rotate the block to make it work for you. So what was happening? Slipping – that was what was happening. The kids were correctly following all my directions, but they were struggling with the slipperiness of the material. In addition to slipping, the natural way we want to carve is not perpendicular but at an angle. Being a seasoned printmaker, I just know how much pressure I need to use to hold the block down and carve simultaneously or what angle to carve at – something I initially overlooked. Watching the students work it looked like they needed a third hand and then it hit me, something that I never used but was the perfect solution to this problem – the bench hook.

The project concluded and even though there were some gushers ... the kids seemed to really enjoy the project. I watched them trade prints, work with one another experimenting and even overheard, "This is really difficult... I like it." It brought me back to the joy I felt when I first learned printmaking. But the issue was still there – how do I make these bench hooks? Bench hooks aren't a new thing but angled ones are rare and if you find them, they are expensive. I did what most art educators would do – make my own. I created several sketches of my idea but didn't have the resources in my

classroom to create them.

I decided to reach out to one of our technology teachers, Mr. Corbett, who helps the drama department build their sets for the play every year and builds some pretty cool sculptures in his free time. When I first came to the woodshop, Mr. Corbett asked me, "So what are we making?" and I explained. He was happy to help me and after laughing at my crooked measurements he cut the recycled wood from the past year's play set. I spent a whole afternoon in the woodshop following my plan, perfectly gluing and nail gunning each piece together and



Tech teacher Max Corbett cutting up spare wood as he fashions a bench hook for Anna's printing class.

before I knew it, I had a set of homemade bench hooks. I thanked Mr. Corbett for all his help and promised to trade him a print as my thanks.

I waited patiently until this year and started to plan and re-plan my lesson. I made some adjustments and started teaching a new group of students the magic of printmaking. When our carving day came, I still taught them the things that were taught to me but this time I added something new – how to use the bench hooks. I immediately noticed a shift in their carvings. Sure, some students were slipping a little but once they got the hang of how to place their blocks in the bench hooks, they started cutting like butter. My students



Students at work, carving their linoleum blocks, using the custom-made bench hooks.

this year weren't scared to redo a line or try to make it wider, they started noticing where they needed to redo a carve. I watched them rotate the block, lock it into the bench hook and carve, carve, carve.



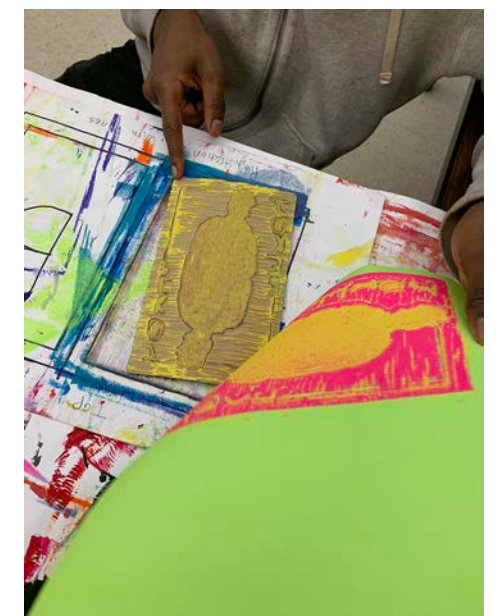
Noticing the mismatched wood, students asked me, "what are these made from?" I told them the story of how Mr. Corbett helped me. The many conversations that followed, "Oh! I saw the play last year." and "Mr. Corbett is a G!." We laughed and made conversation about this year's play and how their prints were turning out.

One student asked, "So... what are we

going to do with these?" I finally had a chance to share my planning and



replanning and explained the magic of trading prints and making books. One student mentioned that they have never made a book before but was excited to



see what the other kids made for their portraits. When the big day came and I started to pass out the prints, students started asking one another, "Who did you get?!", and with great enthusiasm said, "Yes! I got the one I wanted".

This reworked lesson turned out better than I could have ever imagined. The incorporation of homemade bench hooks allowed for students to feel



confident and supported during carving. Teaching multilayer color registration was difficult but watching my students help one another and try different techniques made it worth it. Having students help me with the designing and installation of all their work created an engaging and meaningful display.

Finally, the best addition to this lesson – the books. I felt that last year students didn't understand the significance of exchanging prints with one another. Creating a tangible source for them to flip through and build allowed for them to take pride in the work they were



making and looked forward to sharing prints with one another.

At that moment I realized that despite accidents, set-backs, and the twists of fate, if you stick with what you love, if you believe in your mission – that what you know is worthwhile, engaging and is important to share – things will straighten out, and keep getting better and better.



The final hallway display – that celebrates the work and promotes the unit.

SCAN ME



This QR code is linked to a shared Google Drive folder with the pocket zine, rubric, and another material that I made for my workshop, *The Magic of Kitchen Litho*, at the last conference. (November 2023).



Born and raised in Northern New Jersey, Anna still considers herself a "Jersey Girl" at heart. For the past twelve years she has called the Capital Region of New York home.

When Anna is not teaching, or pulling prints she enjoys spending time with her family, collecting vintage Sailor Moon memorabilia and rewatching movies. Anna holds both a BFA and MFA in Printmaking.

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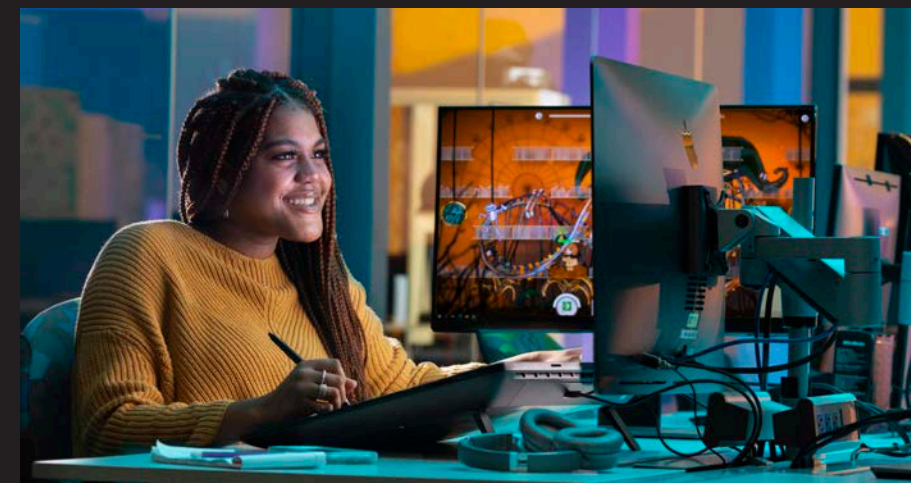


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Learning to Love Elementary Art

Jenna Marotta

Editor's Note: despite the dreams we follow, fate can deal us a different hand – and disturbingly, fate also asks us to choose. In this touching reflection, Jenna Marotta tells us about the decision she faced, how she dealt with it, and the consequences.

I began my journey as an art educator in January 2011, jobs were scarce as schools across the state were facing budget cuts. Many teachers in my area were being excessed, especially in the arts. This made it difficult to begin my career, because most candidates applying for full-time teaching positions had many years of experience, while I was fresh out of student teaching.

My dream was to be a high school photography teacher. I loved the hustle and bustle of a high school building. The idea of inspiring and mentoring students in choosing a college path towards a career in the arts felt like the right fit for me. Photography was always my chosen medium. I loved drawing and painting, but I felt most confident with photography. I brought my DSLR everywhere I went and used photography to capture the authenticity of my surroundings. I was even doing freelance photography work for a local newspaper and occasionally hired by friends and family as a photographer for events. I really wanted to share this passion with students.



"La Piazza di Notte", 2009

The stars aligned for me when I was hired as a leave replacement substitute teacher for a high school photography teacher. Twelve weeks of teaching 9th-12th grade students the ins and outs of capturing a photo, developing film, and perfecting a black and white print. I felt like I was living my dream. Just as this temporary position came to an end, an opening came up in a neighboring district for a full-time photography teacher. It was meant to be, I had just gained experience and had

built a portfolio full of student work as well as my own work. This opportunity was not going to present itself anytime soon, I knew I had to give it my all.

The interview went well, but competition was tough, so I did not expect anything. Soon after, I received a phone call that I did not receive the job, but they wanted to offer me a part-time position, in the elementary school. Elementary school was not what I had pictured for my future. I was disappointed, but also desperate for anything to add to my resume and begin to pay off my student loans, so I decided to take the leap and accept the position.

I knew I could do this; I just wasn't sure what to expect. I didn't have my focus on an elementary curriculum. How would I fill the time? Would I fit in with the other elementary teachers? I loved kids, but I didn't have the bubbly, animated personality they might be expecting. I also was going from seeing my students every day, to seeing them once per week. There was a lot of unknowns. I knew I just had to jump right in, so I went in with a rewards chart, classroom rules poster, teacher examples, and set to work.



My first elementary classroom, unsure where to begin.

There were a few hiccups along the way, and I definitely had to adjust to a new way of teaching. I learned quickly that I could not expect 3rd graders to wash their hands and clean paint brushes without overflowing the sink. I also

learned that elementary school teachers can be competitive with their bulletin boards, and I needed to follow suit. My main takeaway was that my students loved coming to art every week, regardless of how smooth it went or the bulletin board that was produced. The lessons I taught that year ended up being some of the most rewarding and open-ended art projects I've ever taught. Fast forward to 13 years later, and I've been teaching full time in a K-6 school district for over a decade.



My current classroom on the first day of school, September 2023

I've had to overcome many obstacles through the years. Teaching in a room without a sink, hanging art shows on walls that nothing sticks to, limited supplies, classrooms without storage, but all in all I've always found a way to make it work for my students, and they always have smiles on their faces from the beginning of class until the end. I never did become that high school photography teacher, but now I know that wasn't what I was meant to do. Instead, I have the privilege of being the main source of artmaking memories to over 700 students for seven years of their lives. I get to see them grow as students and artists through those seven years. I have the privilege of working with the entire school and students of all abilities. I have seen many students move on to pursuing art classes in their high school as well as careers in the arts.



Jenna Marotta is a dedicated artist and art educator with a BFA in Art Education from LIU Post and an MSEd from CUNY Queens College. She is currently working towards her Advanced Certificate in School Building Leadership through Molloy University. Jenna has been teaching in the New Hyde Park-Garden City Park District for 11 years. Her focus is to build confidence in all students through art. She is a building representative for the NHP-GCP Teacher's Association as well as a member of the district's Diversity, Equity, Inclusion, and Belonging Committee and Technology Advisory Committee.



2019 school wide collaborative project, "What Lifts You" mural

An elementary art teacher is a very unique position. You have the ability to influence student creativity positively or negatively. You have the ability to discourage or inspire. You have the power to be the best part of someone's day. If I didn't take the chance on that part-time elementary position, I may never have ended up where I am now.



Proud of my students' work at the 2023 New Hyde Park-Garden City Park District Art Show

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