Welcome Back!

Art Educators of Minnesota
MISSION STATEMENT
Promote and advocate quality art education for all learners through networking, sharing and collaborating with local, state and national resources and provide information and professional growth opportunities for all art educators of Minnesota.

Art Educators of Minnesota
2020 NAEA Newsletter Award Recipient
Call for Art Leaders!

Art Educators of MN is expanding our board and we need YOU to fill open positions!

Calling for nominations for President Elect

AEM has an open call for nominations for President Elect. Please see the AEM website for requirements and application forms, including Nomination form, Resume, Head Shot, and a Position Statement to be presented to the voters. Nominations are open from August 15-September 30. Candidates will be presented to the voters October 1-15. Voting will take place October 15-25. Look for emails on candidates and voting this fall!

Be a part of the ART! AEM needs you!

An Do you want to be involved in AEM, but not sure where to start? Thinking about building your leadership skills with a supportive team? Feeling like you want to give back to the arts community, but sure of your commitment level? AEM is looking for arts leaders to join our committees and support our programming throughout the state of Minnesota! You could sign up just to help with individual events or jump into serving on our board. Go to our website and click on “Be a Part of the Art” link: http://www.aem-mn.org/about-us/be-a-part-of-the-art/.
Reflective Growth

In the past 2 years we have had so many barriers and obstacles to overcome, but hopefully we all can step back and reflect on the growth from these challenges. As I reflect on my time as president of AEM, on my teaching practices, and on my own human struggles, I can see that my professional and personal growth through the time of COVID is perhaps some of my greatest learning to date. The struggles we all went through challenged my assumptions of leadership, education, and the balance of professional and personal lives. There were days where it was difficult to even get out of bed, let alone teach in front of a computer screen for hours each day. But what got me through these days was the idea that my colleagues, my students, and my family were all going through similar struggles. That every day was a new opportunity to reach out to my students and bring a “new normal” to art class so they felt supported and enriched through their own art and experiences.

This process of reflection is important as we look to the future of AEM, our classrooms, and our own personal self-care. The AEM board has been diligently working the past year to update our constitution and policies, restructure and add more members to our board, and reinvent how we as an organization can support you, our members. We will be rolling out these new initiatives in the coming months, and I look forward to hearing from you on what you think about the changes and how we can support you even more. My goals for when I became President of AEM a few years ago were to bring in new leaders on the board, update the policies and the structure of AEM, and to hopefully be a positive force for change in art education. My time as president is coming to an end, but I know that AEM is stronger and ready to move forward into the future.

As we start the next school year, we have to remember all of the challenges of the past year and embrace the changes to come. I know that my own classroom will look and feel very different from “the way I always did it” before. The incorporation of technology will open a whole new world of art and artists that my students can explore. It will streamline my assessment processes and provide new ways of student feedback. The lens of equity and inclusion will surround every moment in my classroom so all students can feel heard and be seen. Celebrating the diversity in my students by taking a student-centered approach to what they want to learn and think and feel. I am so excited to get into my art classroom to start implementing all that I have learned… and of course to actually see their beautiful faces in person and not just a tiny circle on the computer screen!

This brings me to my final reflection, personal self-care. My journey with this started while in School for Art Leaders a few years ago. SAL taught me to be mindful of the world around and within me. Taking time for yourself might have been even more of a challenge through COVID. The stress of simply going to the grocery store could bring me to tears, not hugging my parents for over a year was excruciating and feeling that I was failing my family and students was a daily struggle. But as I navigated these fears and frustrations, I was reminded to pause and breathe, to be mindful of the moment and find good in it, and to accept my failure as a place to grow. My mantra was “finding growth in the uncomfortable”. And since I was often uncomfortable, I discovered so many new ideas, paths to take, places to explore that I never would have found before. Being mindful of my emotions and accepting that I needed to breathe helped me find growth within. I hope to never experience a time like this again, but I am content to know that we made it to the light at the end of the tunnel. It is bright and beautiful and I hope to share this space with you all. Be safe in the coming year and find joy daily!

Cleveland Rocks!
Western Region Leadership Summit

Art Educators of MN board members participated in the Summer Western Region Leadership Summit in Cleveland, OH June 22-25, 2021. President Jen Olson and Board Member Jan Spencer de Gutierrez represented MN, along with 15 other state leaders from our region. This year’s summit had a festive feeling as we gathered in person to celebrate art educational leadership. Keynote speaker was past president of NAEA, Thom Knab. Tom’s message was the storytelling of his journey into Arts education, and the driving question of “Why Arts, Why Arts Education?” Guest speakers were Nancy Walkup from Davis publications, Michael Skura on Social Media Footprint, and Matt Young on ESSR CARES Act funding. Policy work included editing five position statements and reviewing NAEA’s NEW 2021-2025 Strategic Plan. The highlight of the summit was previewing NAEA’s new Cultural Competency in Teaching Leadership Certificate Program. Christopher Bruce, Libya Doman, and Cathy Rosamond presented NAEA’s training and provided us with thoughtful and engaging activities to push our understanding of cultural competency and ED&I’s impact on our art classroom, our students, and ourselves. The Cleveland Museum of Art was within a few blocks from Case Western Reserve campus, and we enjoyed the museum and the surrounding grounds through our stay.
NAEA runs a monthly online webinar series that are free to members and are at a reasonable cost for non-members. I was fortunate to be able to attend the July webinar entitled, “Changing the Art Education Landscape”. The presenters were David Rufo, James Rees and Elizabeth Stuart Whitehead. The session was particularly appropriate given how the effects of the pandemic over the past almost 2 years have dramatically effected teaching and learning. The discussion revolved around the paradigm shifts that of necessity needed to take place effecting how education had to be delivered in ways that were substantially different than what has been the traditional in person classroom mode of instruction. The use of electronic devices, virtual experiences, and a host of ways designed to empower students had to be employed with various levels of success across the K-12 curriculum.

What the presenters found to be the positive effects of this shift in education included the following:

- An art-based, creative thinking approach to the delivery and substance of the material proved to be an effective way to engage students
- The online approach allowed for more time to review material
- Turn in times for assignments tended to be more fluid
- Teachers were often more lenient
- There was more effort on the part of teachers to help students get more work done due to having to come up with a greater variety of approaches that needed to be instituted
- There tended to be more communication and connectivity between students and teachers

- Students had more independence and needed to become more self-reliant
- Greater proficiency in using technology in various ways
- National art standards are helpful in targeting learning

On the negative side of things, many students and teachers also had the following comments:

- Change is hard – transitioning to being 100% online was particularly challenging
- The technology gulf is problematic due to lack of equal access
- In many cases there was too much schoolwork being given to students – needs to be a focus on essential learning
- Students with hearing issues and rely on lip reading had a difficult time watching teachers who were masked
- Many students had a hard time being self-motivated
- Lack of supplies was often an issue
- Not being able to connect with other students and teachers in person was hard
- Missed school life / social interactions
- Extra-curricular activities were not available
- Students found it hard to learn by themselves
- The need to connect, have and build relationships with others, needs to be a priority
- Educational systems need to respond to student needs
- Students needed help to deal with turmoil and grief – there was a negative impact on well-being and health of students

Additionally, comments by teachers on what they found to be beneficial due to having gone through the shift in their teaching practices, and where they could see increased advantages, were as follows:

- Technology access was stepped up
- There was support from their colleagues and staff
- Zoom sessions allowed for more connectivity with peers
- There was more teacher interaction
- Classroom management was different and easier to maintain
- Online teaching meant less commuting
- Organization of lessons was more efficient
- Digital records were easier to access
- Keeping parents up to date on technology would allow for more student success – encourage greater parent involvement
- Providing more online offerings would allow for greater student choice
- Student learning styles could be better attended to through having multiple learning platforms
- A push for renewable resources would reduce waste
- Increased reflection time
- Smaller class sizes
- More transparency with decision making
- Annually updating curriculum to stay current and reflect student experiences
- Better way to increase proficiency in 21st century skills – the art curriculum can help to teach and reinforce those skills
Final reflections by the presenters on what should come next included:

- What should be the purpose of face-to-face instruction in the future
- Re-examine the role of the art room as the creativity hub for making / learning / thinking
- Teacher interaction with students to help provide deeper understanding
- Provide students time for practice, discovery, etc.

The following were links to resources that were provided as part of the webinar:

Student Voices – Learning During a Pandemic:
https://www.youtube.com/watch?v=oFtnfAU64pc

Radical Thinking for Equitable Futures:
https://www.imaginablefutures.com/learning-reimagined/

http://www.meeting-support.com/downloads/182094/29456/Learning_Reimagined_Radical_Thinking_for_Equitable_Futures.pdf

Collaborate: NAEA:
https://collaborate.arteducators.org/home

Prince George’s County Public Schools (PGCPS): 500 Ways to Cope:
https://sites.google.com/pgcps.org/pgcps-500-ways-to-cope/home

Future NAEA webinars can be found by clicking here.

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Events at the Walker Art Center
This Fall and Beyond

By Sarah Abare

Rayane Tabet: Deep Blues
On view through October 24th

Candice Lin: Seeping, Rotting, Resting, Weeping
On view through January 2nd, 2022

Low Visibility
On view through November 21st

Five Ways In: Themes from The Collection
On View through January 1st, 2023
AEM is moving in a new direction with professional development opportunities that we offer. Starting this school year, we will be transitioning to seasonal professional developments.

**Fall**

**Make & Takes**

This year, we are hosting a virtual Make and Take event to get us all ready to go back to school. Several art teachers from around the state will be contributing virtual presentations that range from lesson plan ideas, classroom management, and technology tips. Look for information on our Social Media:

Facebook - Art Educators of Minnesota
Instagram - @ArtEducatorsOfMinnesota
TikTok - @ArtEducatorsOfMinnesota

**Winter**

**MDE Licensure**

We are connecting with MDE & Perpich Center for Arts Education to offer Visual/Media Art specific presentations that will cover the necessary requirements for relicensure in Minnesota. This includes:

- PBIS
- Differentiation
- Mental Illness
- Suicide Prevention
- Reading Preparation
- ELL
- Cultural Competency

**Spring**

**Pedagogy**

We will focus on important and engaging pedagogies within the visual arts classroom. This includes SEL (Social Emotional Learning), TAB (Teaching for Artistic Behavior), and others.

**Summer**

**Fill Your Artistic Soul**

After a school year focusing on your classroom and your students, it is time to focus on YOU as an artist! We will be hosting different artistic retreats throughout Minnesota. Whether it is for one day or multiple days, join us and reconnect with your artistic side.
AEM to Receive the 2021 College of Liberal Arts Civitas Community Catalyst Award

The Civitas Awards are in their third year and recognize individuals and organizations who are strong partners of the College of Liberal Arts, as well as individuals and organizations that make a difference in the community. AEM was nominated by Teréz Iacovino because she considers Arts Educators of Minnesota to be a catalyst for change in the community in a manner that is aligned with the college’s purpose. The award will be presented in October at the new Liberal Arts Engagement Hub in Pillsbury Hall on the University’s East Bank campus.

This award is being given due to the collaborative work between Art Educators of Minnesota, the Minnesota Scholastic Arts Award Committee and the Regis Center of the Arts, and the Weisman Art Museum at the University of Minnesota, in facilitating the annual Minnesota Scholastic Art Awards. This past year has presented a unique set of challenges due to having to hold this event online. Even with the necessity of having to reinvent this celebration of the students in 7th – 12th grade who submitted their artistic achievements, there were over 2,000 entries this year in 13 different art categories. The works from this year’s competition may be seen by clicking here.

The Art Educators of Minnesota Executive Board

- Jeff Pridie
- Jessica Jones
- Jennifer Olson
- Kris Holsen
- Heidi Miller
- Kevan Nitzberg
- Laura Anton
- Erika Kuhler
- Trent Edwards

The members of the Minnesota Scholastic Art Awards Committee

- Howard Oransky
- Teréz Iacovino
- Jamee Yung
- Diane Scully
- Kevan Nitzberg
- Kari Halker Saathoff
- Galilee Peaches
Regional News: SAVE THE DATE!

By Deb Hannu

An art teacher mini-conference is tentatively planned for SATURDAY, NOVEMBER 13 by several PCAE Regions, tentatively at Cragun’s Resort, Brainerd MN.

Watch for terrific content and an opportunity to be TOGETHER AGAIN with your colleagues!

If you would like to be on the “please send info” list, or would consider presenting, please add yourself to the attached list!

Thank you!

TOGETHER AGAIN - PCAE Regional Mini Conference
Art Education and Diversity Equity

Represent! Diversity and Equity in Arts Education (video) – Marc Mervin
https://www.youtube.com/watch?v=w57HugU3kpk

Equity, Diversity and Inclusion - NAEA
https://www.arteducators.org/equity-diversity-inclusion

5 Strategies to Help Black Students Feel at Home in School – Ralinda Watts
http://www.edutopia.org/article/5-strategies-help-black-students-feel-home-school

Exploring Perceptions About Identity Through Self-Portraits – Edutopia
https://youtu.be/yNm3xM4B00s

The Importance of Equity and Diversity in Art Education – Wisdom Baty

NAEA Town Hall Conversations: Art Education and Equity, Diversity, and Inclusion
file:///C:/Users/Kevan%20Nitzberg/Downloads/NAEA%20Town%20Hall%20Conversations_Art%20Education%20Diversity%20Inclusion.pdf

Visual Art Education and Cognitive Development

Arts Integration and Cognitive Development – Dawn Baker

How Art Can Strengthen Cognitive Skills – Sydney Art School

https://www.hekupu.ac.nz/article/early-childhood-learning-through-visual-art

The Role of Interactive Visual Art Learning in Development of Young Children’s Creativity – Sylvia Stavridi

New Studies Link the Arts to Crucial Cognitive Skills (video) - Edutopia
https://fb.watch/6stGyTl5Se/

Free Online Technology

Photopea: Image editor
https://www.photopea.com/

Gimp: Image editor
https://www.gimp.org/

Krita: Drawing software
https://krita.org/en/

Inkscape: Drawing software
https://inkscape.org/

Anim8or: 3D modeling and animation software
https://www.anim8or.com/

Art Museum Websites

Minneapolis Institute of Art
https://new.artsmia.org/

Walker Art Center
https://walkerart.org/

Weisman Art Museum
https://wam.umn.edu/

Tweed Art Museum
https://www.d.umn.edu/ma/

Plains Art Museum
https://plainsart.org/

Minnesota Museum of American Art
https://mmaa.org/

The Museum of Russian Art
https://tmora.org/

Art Institute of Chicago
https://www.artic.edu/

National Gallery of Art
https://www.nga.gov/

Smithsonian Institute of Art Learning Lab
https://learninglab.si.edu/

National Museum of the American Indian
https://www.facebook.com/NationalMuseumOfTheAmericanIndian/

National Museum of African American History and Culture
https://www.si.edu/unit/african-american-museum

United States Holocaust Memorial Museum:
https://www.ushmm.org/

Dallas Museum of Art
https://dma.org/

San Francisco Museum of Modern Art
https://www.sfmoma.org/
News from Perpich

EIGHT SCHOOL DISTRICTS SELECTED FOR MINNESOTA’S COMPREHENSIVE ARTS PLANNING PROGRAM

Full story here: https://perpich.mn.gov/eight-school-districts-selected-for-minnesotas-comprehensive-arts-planning-program-2/

Perpich Center for Arts Education is proud to announce the 2021–2023 award recipients for the Comprehensive Arts Planning Program (CAPP): Art and Science Academy, Brooklyn Center Community Schools, Burnsville-Eagan-Savage School District, LoveWorks Academy, Minnesota Excellence in Learning Academy, Monticello Public Schools, Russell-Tyler-Ruthon School District, and Zumbro Education District.

CRAIG FARMER ACCEPTED INTO NATIONAL ENDOWMENT FOR THE HUMANITIES SUMMER WORKSHOP

Full story here: https://perpich.mn.gov/craig-farmer-accepted-into-national-endowment-for-the-humanities-summer-workshop/

Craig Farmer, Art History Instructor, has a busy summer ahead as he has been accepted into a week-long National Endowment for the Humanities (NEH) Summer Teacher Workshop entitled “Mapping a New World: Places of Conflict and Colonization in 17th Century New England.” Farmer was pleased to share the news, adding, “This will be my third NEH workshop and I’m looking forward to bringing into my classroom what I will learn.”

HAILEY PETERSEN (VISUAL ARTS 2021) NAMED 2021 SCHOLASTIC ART & WRITING AWARDS NATIONAL GOLD MEDALIST, SCHOLARSHIP WINNER


The nonprofit Alliance for Young Artists & Writers announced the National Medalists of the 98th annual 2021 Scholastic Art & Writing Awards — the nation’s longest-running and most prestigious scholarship and recognition program for young artists and writers in grades 7–12. Perpich Arts High School is thrilled to announce that Hailey Petersen (Visual Arts, 2021) has received their highest honor, a Gold Medal Portfolio Award!

KATE VINOSON PRESENTS AT ASSOCIATION FOR EXPERIENTIAL EDUCATION CONFERENCE

Full story here: https://perpich.mn.gov/kate-vinson-presents-at-association-for-experiential-education-conference/

Kate Vinson, Visual Arts Instructor, recently presented a workshop at the Association of Experiential Education (AEE) South East Regional Conference. The workshop, titled Art, Making & Experiential Education: Creating Connections focused on deliberate connections, intersections, and the benefits of using art, and art-making, to expand, enhance, and strengthen a variety of experiential education programming. The workshop investigated ways to personalize art education both as an active programmatic tool and a way to expand client engagement. The workshop used the art of book making to facilitate and demonstrate interdisciplinary connections. Vinson had a global audience with participants from Colorado, Georgia, North Carolina, USA and Jakarta, Indonesia, etc.

HERB JOHNSON III (DANCE 2010) NAMED JEROME HILL ARTIST FELLOW

Full story here: https://perpich.mn.gov/herb-johnson-iii-dance-2010-named-jerome-hill-artist-fellow/

The Jerome Foundation recently announced the 2021 grant recipients in the second round of the Jerome Hill Artist Fellowships program. Among the recipients of the 60 Fellowships awarded is Herb Johnson III (Dance 2010). Ten artists were selected in each of the disciplines of dance, film/new media, literature, music, theater/performance/spoken word, and visual arts. The award winners are early-career artists based in Minnesota and New York City.

JEREMY HOLIEN BEGINS ROLE ON NATIONAL ART EDUCATION ASSOCIATION BOARD OF DIRECTORS


Jeremy Holien, Education Specialist in Visual and Media Arts, recently began his role as Director of Supervision and Administration of the National Art Education Association (NAEA) Board of Directors. The transition from Division Director-Elect to Director took place at the NAEA National Conference, held virtually, in early March. His term will end in 2023.
Regional Art Teacher Leader Session with Joaquin Munoz

Back in May the Regional Art Teacher Leader group was able to have the 2nd of 2 sessions that featured Assistant Professor Joaquin Munoz from Augsburg University. The session, held virtually, featured a discussion around being able to hold conversations that promoted understanding as opposed to a more debate styled approach that often is associated with competition and power dynamics that can be unfair to both marginalized populations as well as student. This included the dynamics involved in working with students and shifting power to students as opposed to having the instructor wield all of the control in the classroom. Among the different approaches for engaging students in order to empower them included one on one conversations as well as small group discussions.

As part of the session Mr. Munoz arranged the RAT-L attendees in groups of 2 for short, individualized conversations. Instructions were given based around different topics and in order to set the desired tone, the participants were asked to give permission to one another for discussing the topic at hand as well as to let each other know what their participation in the conversation was to be about. We were asked to speak from our own experience and to approach how we were sharing information with the intent to convey information as opposed to attempting to convert the other person to a particular point of view.

All of the participants found these exercises to be extremely beneficial and rewarding and certainly helped to create a sense of camaraderie. The positivity that was experienced is certainly something that can easily be transferred to a classroom environment that will reinforce both the learning taking place as well as a sense of ownership among the students in that learning as they become an active part of the experience.

By Kevan Nitzberg

More information about Mr. Munoz can be found by clicking here.

More information about the Regional Art Teacher Leaders group and professional development opportunities at the Perpich Center can be found by clicking here.

Minnesota Colleges and Universities with Art Education Programs

- University of Minnesota – Twin Cities
- Hamline University – St. Paul
- Moorhead State University - Moorhead
- Minnesota State University - Mankato
- Bemidji State University - Bemidji
- Southwest Minnesota State University – Marshall
- Winona State University - Winona
- Saint Cloud State University – St. Cloud
- Augsburg University – Mpls.
- University of St. Thomas – St. Paul
- Concordia College – Moorhead
- Concordia University – St. Paul
- University of Minnesota – Duluth
- St. Olaf College – Northfield
- Gustavus Adolphus College – St. Peter
- Bethel University – St. Paul
- Macalester University – St. Paul
- University of Northwestern – St. Paul
- Metropolitan State University – St. Paul

*all above are links*
Art Educators of Minnesota  
*Art Exchange Newsletter Advertisement Rates*

Check for Size of Ad:
- Quarter Page: ___ Half Page: ___ Full Page: ___

Check below above for issues you wish to advertise in.
- Fall: ___ Winter: ___ Spring: ___ All: ___

Online link to commercial vendor site on AEM web site (http://www.aem-mn.org) Annual Fee: $200 (check box)

URL Address: ____________________________________________________

Make Checks Payable to AEM Total Amount Submitted: $ _______
Mail Checks to: Kevan Nitzberg, Art Exchange Editor
1212 Briar Street
Orono, MN 55391

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Submit payment to:
c/o Kevan Nitzberg  
Art Exchange Editor  
1212 Briar Street  
Orono, MN 55391  
763-506-6431  knitzberg999@centurylink.net

Please Note Submission Deadlines:
- Fall Issue: July 15th
- Winter Issue: December 15th
- Spring Issue: March 15th

Vendor Link: annual fee applied to link is activated

Submit all artwork and ad copy to: Kevan Nitzberg, Art Exchange Editor  
knitzberg999@centurylink.net
Saint Paul Public Schools, in partnership with Minnesota Museum of American Art (the M) and Ordway Center for the Performing Arts, presented a special exhibition of selected artworks in a variety of mediums by SPPS visual art high school students. This annual showcase celebrates students’ artistic skills and talents.

This year, the exhibition was presented digitally and from June 27-July 17, large printed vinyls of the student art is on display on the exterior windows of the M.

The Minnesota Museum of American Art
350 Robert Street North
St. Paul, MN 55101

Located in the Historic Pioneer Endicott
651-797-2571

Please see the exhibition catalog
Peace Windows

Create faux stained glass with symbolic images in the style of Marc Chagall.

(art+ social studios; art + literature)

Late in his career, artist Marc Chagall produced a number of paintings using glass as his medium. One of his most popular pieces is entitled “Peace Window,” created for the United Nations World Headquarters. The intent was to produce a living memorial to all who had lost their lives in the cause for peace. Chagall’s colorful, dream-like images symbolize peace, love, tolerance, and faith.

In reality, Chagall’s life was filled with tragic events and the world he lived in was anything but peaceful. In light of this fact, students can recognize an artist’s ability to choose to share healing, inspiration, and encouragement.

Using peace as a theme, students create transparent paintings with floating imagery and Chagall-like soothing colors.

GRADES 3-12 Note: Instructions and materials are based upon a class size of 24 students. Adjust as needed.

Preparation
1. View images of Marc Chagall’s paintings and stained glass, and pay close attention to his symbolism and positioning of icons.
2. Cut tissue into approximately 6” x 6” squares. Squares do not need to be even or tidy. Plan for 15 to 20 squares per student.

Process
1. To create “stained” background color, stack 10 squares on a coated paper plate and spritz with water.
2. Distribute liquid watercolor in cups and use droppersto transfer color from the cup to the stack of tissue. Saturate with blue paint, then add one or two drops of green and purple. The paint will soak through the stack to cover each piece.
3. While the watercolor dries, discuss the following prompts to generate ideas:
   - What are some of the symbols we use to indicate peace? (peace icon, dove, making a “V” with fingers)
   - What are some things that you would describe as peaceful? (a garden, a starry sky, a beach, etc.)
   - What are some of the things you can do to feel at peace? (reading, hugging, sleeping, drawing, etc.)
4. Drawing on their responses to these questions, students should use markers to draw five or six images on the remaining tissue squares. Markers will bleed through the tissue and the drawing will be visible on the other side. Cut around the images.

Materials (required)
- Blick Pure White Tissue, pkg of 50 sheets, 12” x 18” (11308-1497); share one across class
- Black and Decker TimeShield Thermal Laminating Pouches, 8-1/2” x 11”, pkg of 25 (24523-1325); share one across class
- Blick Liquid Watercolor, 8 oz, assorted colors including Blue (00369-5005), Violet (00369-6505), and Blue-Green (00369-5105)
- Blick Glue Stick, 0.28 oz (23895-1042); one per student
- Mr. Sketch Stix Markers, set of 10 (21299-9010); share one set between two students
- Droppers, pkg of 5 (04958-0000); share two across class
- Holbein Watercolor Atomizer Bottle, 2 oz (02912-1003)
- Snippy Scissors, blunt, pkg of 12 (57040-1009); share two across class
- Sharpie Chisel Tip, Black (21383-2020); share twelve across class
- Iron or Black and Decker Flash Thermal Laminator, 9-1/2” wide (24522-2509)
Here are several photos of graphite portrait drawings made by 7th grade art students from Foley Intermediate School. I guide my students through the facial features as I draw a student in each class. Artists “borrow” information from their own models. Likeness is not a goal for these beginners. The above my drawings. The other examples are works by 7th graders.

Peace Windows
Create faux stained glass with symbolic images in the style of Marc Chagall. (art+ social studios; art + literature)

Late in his career, artist Marc Chagall produced a number of paintings using glass as his medium. One of his most popular pieces is entitled “Peace Window,” created for the United Nations World Headquarters. The intent was to produce a living memorial to all who had lost their lives in the cause for peace. Chagall’s colorful, dream-like images symbolize peace, love, tolerance, and faith.

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Preparation
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Process
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- Blick Pure White Tissue, pkg of 50 sheets, 12” x 18” (11308-1497); share one across class
- Black and Decker TimeShield Thermal Laminating Pouches, 8-1/2” x 11”, pkg of 25 (24523-1325); share one across class
- Blick Liquid Watercolor, 8 oz, assorted colors including Blue (00369-5005), Violet (00369-6505), and Blue-Green (00369-5105)
- Blick Glue Stick, 0.28 oz (23895-1042); one per student
- Mr. Sketch Stix Markers, set of 10 (21299-9010); share one set between two students
- Droppers, pkg of 5 (04958-0000); share two across class
- Holbein Watercolor Atomizer Bottle, 2 oz (02912-1003)
- Snippy Scissors, blunt, pkg of 12 (57040-1009); share two across class
- Sharpie Chisel Tip, Black (21383-2020); share twelve across class
- Iron or Black and Decker Flash Thermal Laminator, 9-1/2” wide (24522-2509)
Sad News: Recognizing the Passing of Former Art Educators

(Reprinted from the Star Tribune)

**Burgess-Thurston, Lola "Jean"**

Age 84 of Anoka, passed away at home on Feb. 17, 2021 in Gilbert, AZ. She was born August 21, 1936 in Minot, ND and was a resident of Anoka since 1963. Jean was one of a kind, full of life and adventure, she will be remembered with great fondness by many friends and colleagues. She was passionate about education and graduated from Mankato State University with a teaching degree and went on to receive her Master's degree and credits from University of St. Thomas with the equivalent of a PhD. She taught school mostly in the Anoka School Dist.11 as an Art coordinator for K-12. After retirement she continued teaching at Summer Academy until 2019.

(Reprinted from Bradshaw Funeral Home)

**Norberg, Judith Norene**

Age 84, of Roseville, passed away June 27th, 2021, surrounded by family who loved her dearly. Preceded in death by parents, Russell and Marie Norberg; and niece, Carol Ann Petersen. Survived by life partner, Lyndon Johnson; brothers, Russell (Gwen) Norberg and David (Arlene) Norberg; niece, Nancee (Guy) Roach; nephews, Daniel (Sophia) Norberg and Jon (Christine) Norberg; many grand nieces and nephews; dear friend, Alice Shea; countless other friends and former art students.

Judith was born on the farm in Oklee, Minnesota on September 1st, 1936, the middle child of Russell and Marie Norberg. Growing up on the farm with her brothers, Russ and David, grounded her and filled her with a compassionate quiet fortitude for the ups and downs of life. She graduated from Oklee High School in 1954 and went on to get her teaching degree from Bemidji State University in 1958. For 34 years, she faithfully taught art at Fridley High School and inspired a plethora of students to treasure art and hone their skills. Judith was an amazing artist in her own right, especially watercolor painting, and displayed and sold her works for many years at the Uptown Art Fair and other venues. She made everything more beautiful whether it was a birthday card written with her exquisite calligraphy or a garden landscaped according to her artistic eye and flair for blending colors. She always dressed with class and looked particularly stunning in purple and magenta.