

WINTER
2023



e-STAR

A TEXAS ART EDUCATION ASSOCIATION NEWSLETTER

OUR MISSION:

To promote quality visual arts education in Texas by promoting visual arts education as an integral part of the curriculum through professional development of knowledge and skills, representation of the art educators of Texas, service and leadership opportunities, and research and development of policies and decisions relative to practices and directions in visual arts education; to sustain and advance professional development; to encourage and promote the advancement of knowledge and skills.

TAEA ★ 14070 Proton Road, Suite 100 Dallas, TX, 75244. ★ 972.233.9107 ★ info@taea.org

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Be a part of the next

e-STAR

We invite members to submit
articles and events by submitting
them to the editor.



Deadline for the next issue:

March 31st, 2023

The e-star is the official newsletter of the Texas Art Education Association and is published four times a year: Fall, Spring, Summer, Winter.

For more information, visit:

[TAEA E-STAR](#)

Cover Art:
"Bees and Honey"
by Sonmely Fonseca
2022 Jr. VASE Platinum

Jackson Middle School
North East ISD



PRESIDENT'S MESSAGE



The First Time I Saw a Studio

I was young when I first saw a real studio. We were on the coast at a place called Goose Island, above the island was a pier. My dad was a fisherman when we were on vacations, and we went to see somebody about some bait. Wondering around I noticed a garage like building set to one side of the pier. The building was larger than most around it. It wasn't a garage, so there was a fairly large window that you could see into. There were bushes in front of that window and being curious I had to see what was inside.

I walked over pushing my way through the bushes. I was young at the time, so I wasn't very tall and had to stretch to peeked over the edge of the window.

Inside of the building were shelves and paintings hanging on the walls. In the middle of the room was an artist's easel. I realized that on the shelves were tubes of paints. I was fascinated because even at that early age knew that I wanted to be an artist. But here for first time I was seeing an actual studio like the ones I had seen in books.

From then on, I always felt I needed a studio. Even when I used watercolors when I was a child, I always made a point to have a physical place to work. It was easy to do when my dad had a metal shop, and I could go over and play with the different metals and create three-dimensional works learning how to use tool at the same time. I also chose two-dimensional work in addition to that. So, I created these studios on my own since I was supposed to take over the family business or become a politician. I would build the equipment I needed such as desks, tables, and easels so that I shaped my own space.

As, I progressed over many, many years I always kept the heart of the studio with me. It may have been as simple as the tabletop in a cafe. It may have been as complex as going to an upstairs room in a building my grandparents lived in or helping build glass furnaces. If lacking a certain piece of equipment, I would buy it or more than likely build it to fit my needs by using skills my father taught me. These are all things that I still do.

I want you to think about all those places that inspired you. All the places that you felt were special that you worked in. Did you study there? Did you create there? These are the places that we try our best to recreate for the people that we mentor and teach.

We've gone from collections of artists and artisans working together to individual artist who have no physical place to be. We have always carved out places to work. Even if it is outdoors and you carry your own studio with you, you still create.

Therefore, when you think of those that you mentor or teach, think about how they feel about the space around them. How they may be inspired by you working in that space. Their responses that you have a studio in your home that they would like to see. As much as art means to all of us it is a definition of our space and time. Create, study and inspire being an artist first and foremost.

- Walter Holland

AWARD WINNERS

2022 TAEA



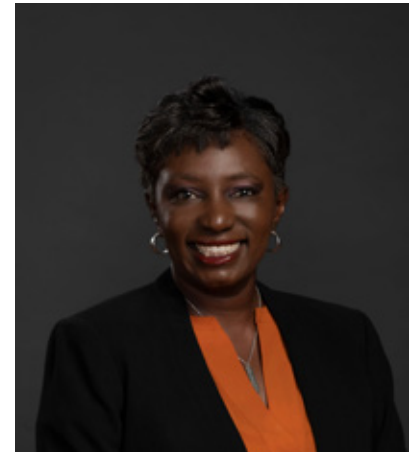
**TAEA
Friends of Art Education**

Jody Henry, Gay Selman, Paul Shimp



**Texas Art Educator
of the Year 2022**

Stacia Gower



**Texas Principal
of the Year 2022**

Tracie Robinson



Outstanding Elementary Art Educator

Julie Gallow



Outstanding Middle/Jr. High School Art Educator

Matthew Wright



Outstanding Senior High School Art Educator

Maureen Doebbler



Outstanding Art Educator Higher Education

Andres Peralta



Outstanding Art Educator Administration Supervision

Sally Doyle



Outstanding Art Educator Museum Division

Kathryn Mitchell



Outstanding Art Educator Retired Division

Kathy Hendrick



Outstanding Art Educator National Honor Society Sponsor

Shelby Meier



Outstanding Art Education Student

Chloe Morrell

**MARK YOUR
CALENDARS!**

TAEA
TEXAS ART EDUCATION ASSOCIATION

OFF THE WALL & OUT THE BOX
EXPANDING YOUR ART EXPERIENCE

2023 TAEA CONFERENCE
ALLEN, TX. NOV. 16-18, 2023

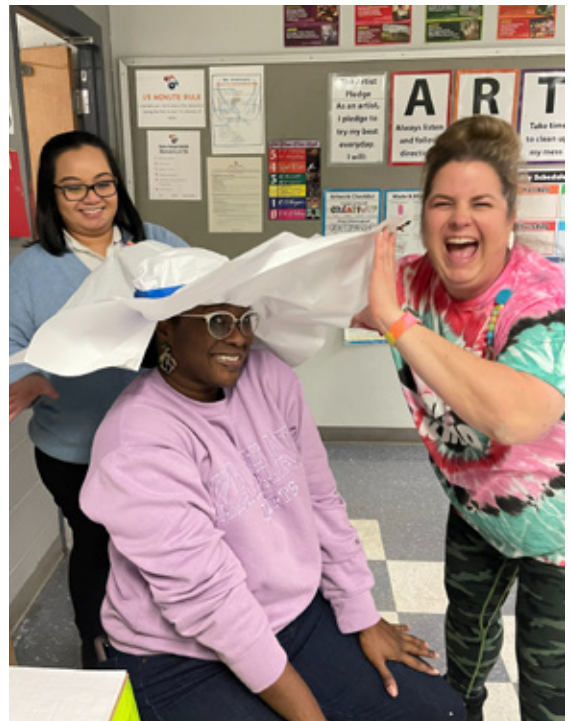
REGION 18 COTERIE

By Baldo Valeriano

coterie [koh-tuh-ree] *noun*

1. A group of people who associate closely
2. An exclusive group
3. Elegant region 18 educators

A delightfully sophisticated tea party brought together art educators and members of the art community in Region 18. Public and private educators from Big Spring and Midland were joined by museum docents, retired educators, and their elegantly graceful host, Baldo Valeriano.



2022

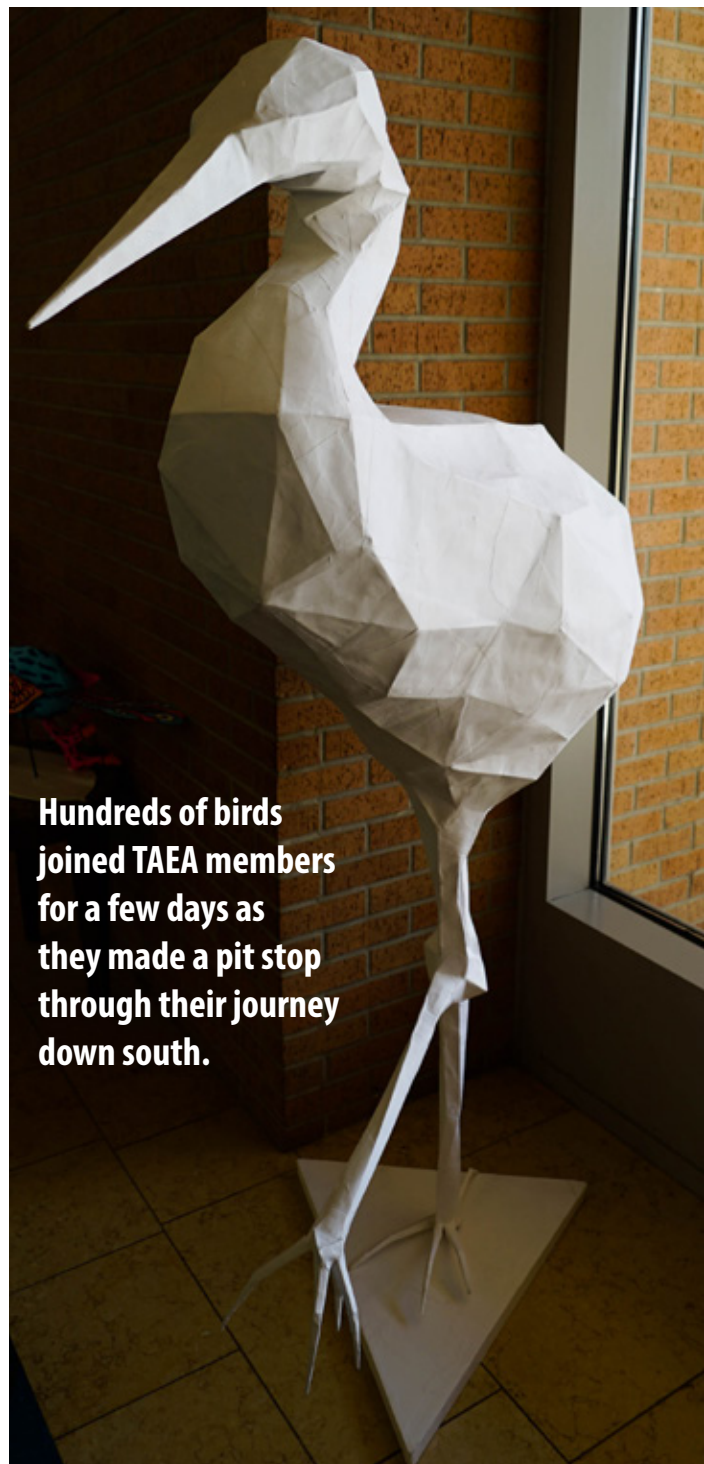
Conference Highlights

LETTING OUR ART TAKE FLIGHT

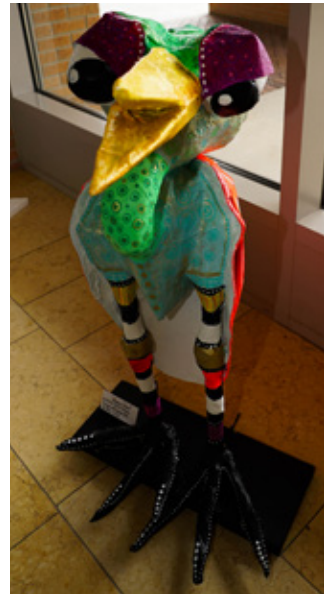
The 2022 McAllen Conference was a South Texas artistic bird delight. Hundreds of art birds of every color, texture, shape, and size created by students and teachers mixed and mingled with the hundreds of art educator as they participated in conference professional development in McAllen.

There were 1021 art teacher educators in attendance for the 2022 McAllen TAEA conference. TAEA provided 206 workshops, over 80 exhibitors and with 12 major art tours and half day and full day Experience Institutes. We honored 12 top ART Educator in each Division along with our TAEA Educator of the Year top award. TAEA announced the District of Distinction Awards for 2022 honoring a total of 59 school districts in Texas. Eighteen districts won the award for the first time this year and sixteen district won the prestigious award for four years in a row! In the state of Texas 1,200 school districts were eligible to apply. TAEA announced 6 new Distinguished Fellows during the 2022 McAllen Conference. This year TAEA introduced our newly designed website with lots of new features provided for our members.





Hundreds of birds joined TAEA members for a few days as they made a pit stop through their journey down south.









TAEA Exhibits at TASA/TASB

The Texas Association of School Administrators and the Texas Association of School Boards (TASA/TASB) collaborate to produce a transformative experience for school board members, superintendents, and other school leaders that improves governance and leadership in Texas public schools and enhances statewide support for public education.

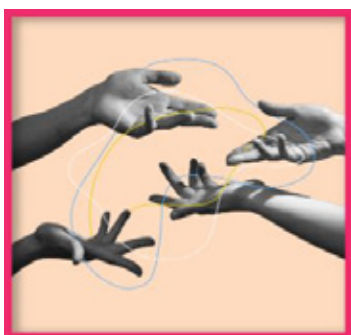
This is the largest convening of Texas public education decision-makers.

Each year, Texas Art Education Association presents an exhibit of Pre-K - 12th grade artwork from across the state at the Texas Association of School Administrators & Texas Association of School Boards (TASA/TASB) Fall Conference. This conference attracts school board members, superintendents, and district administrators from all over Texas.

TAEA also presents an Arts Advocacy booth in the Exhibit Hall, where art teachers from the local area have the opportunity to bring their students and demonstrate quality art making in action.



Upcoming NAEA Professional Learning Webinars



Building Inclusive Classroom Communities

Wednesday, March 1st | 7–8pm ET



Unpacking Inquiry to Support Learners

Wednesday, April 5th | 7–8pm ET



Reimagining Art Ed. Curriculum Through Learner-Centered Inquiry

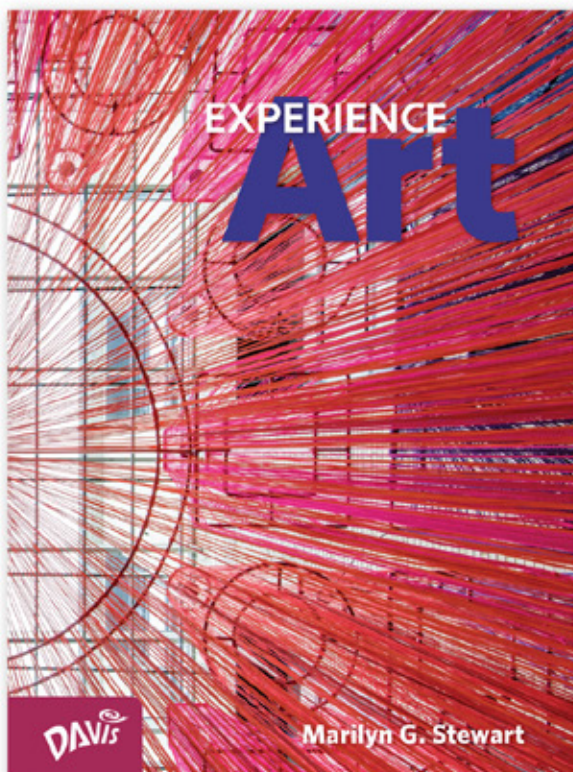
Wednesday, May 3rd | 7–8pm ET



Experience Art

FIRST EDITION By Marilyn G. Stewart

Give students artmaking experiences that illustrate the significance of art and visual culture in their lives. Designed specifically to help all students express their ideas and feelings through art, *Experience Art* is the most relevant resource available for middle school art rooms!



PRINT + DIGITAL

For more information about this exciting new program, visit **DavisArt.com/ExperienceArt**.

Theme-Based Learning

Unit themes such as Messages and Identity underscore the relevance of art in students' lives. These enduring understandings foster active inquiry and offer opportunities for natural connections across the curriculum.

Essential Questions

Content organized around Essential Questions puts students on a path of inquiry that engages them deeply and helps them connect learning directly to their lives and the real world.

Process-Based Studios

A wide range of dynamic studio experiences foster divergent outcomes that create personal connections to students' artwork.

Choice

Studio experiences empower students to take ownership of their learning by offering them opportunities to make choices about what they create using contemporary and traditional approaches to artmaking.



Contact your local representative, Scott Benson, at **508-612-2650**, or email **SBenson@DavisArt.com**.



WHAT CAN AN ART MUSEUM DO FOR ME?

I hope you can recall at least one good experience you've had visiting an art museum. Perhaps you also remember a bad one. Museums can be incredible places of learning and discovery. They can open your eyes to new ideas, teach you something about yourself, or take you to another world. What an art museum is NOT is just a building where everyone behaves and stays quiet all of the time. One of my favorite classic Peanuts comic strips depicts Sally and Marcie in a museum. The last line reads: "Try not to have a good time...this is supposed to be educational..." It's easy to laugh, but what a tragedy that is!

I grew up visiting museums – science museums, history museums, and art museums. I was fortunate to do most of these visits with my school. I thought museums were just ok until my 5th grade teachers took us to an art museum on a special class trip. A woman that I thought must be 100 years old at the time started to give us a tour. I had very low expectations. We all sat on a cold floor as she began talking about a painting of a woman in Paris. She dissected the painting by asking us to find clues, make hypotheses, and solve mysteries in order to create a story about the work. It was a game changer. I looked around the room and no longer only saw paintings on walls but rather stories, mysteries, scandal, love, loss – and in all of them, I saw life.

What is your personal story with art museums? If you haven't visited one in a long time, you might be surprised at just how much museums want to do for you as an educator. You can take a class there just for fun, receive continuing education credit, enjoy an educator's discount on admission or even membership, teach a summer art camp for extra cash, or attend a public art talk. If none of that interests you, find out if your local museum ever hosts festivals with vendor booths, organizes educator art exhibits, provides traveling trunks, loans out special supplies or equipment (like printing presses), holds yoga classes or movie nights, hosts artist meet-and-greet events, or will provide lesson plans for your classroom. These are just a few things that The Grace Museum offers for area teachers just like you.

What then can museums do for your students? The Grace partners with our local school districts in many ways to enhance students' art experiences. Each year, we host day-long workshops where advanced art students get to interact with their peers from other schools and share their love of creative expression. The museum brings in professional artists to teach these classes and to talk about the process of creating and selling their own work. Featured gallery artists are also invited into local classrooms for special visits with students. We provide additional art lessons and a Grace instructor to support our elementary classrooms.

What about Youth Art Month? Many communities and museums offer special exhibits and activities that your students can take part in. Each year, The Grace Museum holds a special one-month gallery show that features over 1,000 works of art from area K-12th grade students. We also host a juried art exhibition for advanced placement high school students that includes college scholarship opportunities. The great news for you is that many museums all over Texas are doing similar things! You may need to reach out and ask, but I bet they would love to partner with you and your students any way they can.

What museums are in your town? Find out and contact them today! You may find a new place to relax, learn, and explore – and you may very well change a life forever.

-KATHRYN MITCHELL



The Grace Museum is a place for all ages to explore art, history and creativity. Our 1909 building was originally the Hotel Grace, and was built to welcome travelers on the railroad. Since 1992, The Grace Museum has been a cornerstone to Abilene's downtown revival into a welcoming center of the arts, dining and family activities for this dynamic

Texas Art Education Foundation



Guillermo Jimenez, Pasadena, TX.



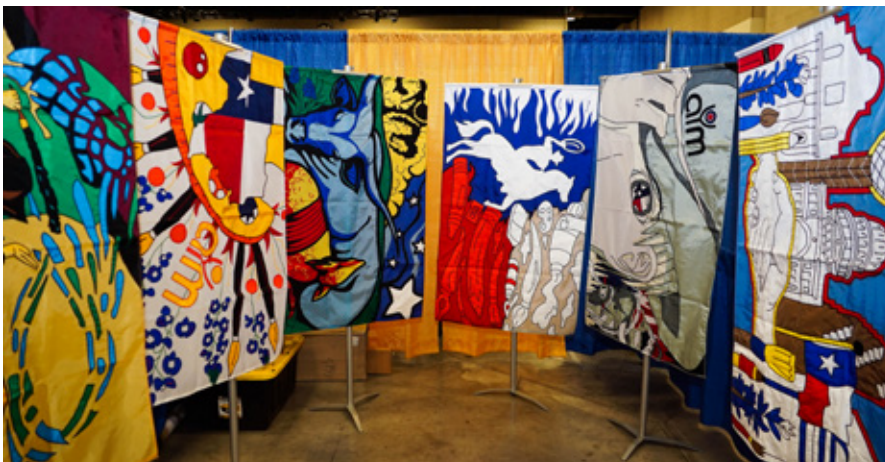
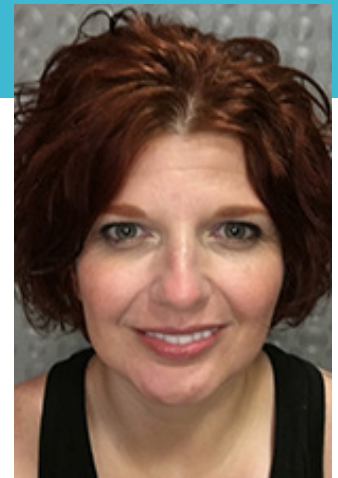
Jennifer Recio, San Antonio, TX.

Texas Art Education Foundation (TAEF) is pleased to announce the 2022 scholarship recipients of the Dale Battle Memorial Conference Scholarship. Established in 2011, the Dale Battle Memorial Conference Scholarship provides funds for first-year art educators to attend the TAEA Annual Conference in order to grow their teaching skills and connect them with the art education community — building on his legacy of giving back to impact students.

TIFFANY SILVERTHORNE

NAMED A 2022 YOUTH ART MONTH AWARDEE

We are thrilled to announce the awardees for 2022 Youth Art Month Digital Reports. The Council for Art Education Board Members highly appreciate your support and coordination for this year's submission. We are also very excited to see a return of In-person YAM activities and many new faces promoting this historical event since 1961. Some of you are new to the program and we certainly would be happy to provide YAM program support and background for you.





NAEA NATIONAL CONVENTION | APRIL 13–15

SAN ANTONIO



Hundreds of options for professional learning, connectivity, and creativity!

Join visual arts, design, and media arts educators from around the world at this epic event!

CHOOSE FROM TWO WAYS TO PARTICIPATE:

NAEA23 HYBRID

Hybrid registration includes access to hundreds of in-person sessions, exhibits, and more; plus all virtual content during and after the event.

DEC 15–MAR 15

AFTER MAR 15

Active Member Pricing

\$230

\$260

Non-member Pricing

\$315

\$345

See additional member pricing online.

NAEA23 VIRTUAL

Can't make it to San Antonio? Join us virtually and engage in 50+ live and 100+ pre-recorded sessions; plus all archived content after the event.

DEC 15–MAR 15

AFTER MAR 15

Active Member Pricing

\$135

\$150

Non-member Pricing

\$235

\$250

See additional member pricing online.

REGISTER NOW!

www.arteducators.org



FROM NAEA22 ATTENDEES:

“The sessions were informative, encouraging, and extremely helpful to me as a new art teacher.”

—Joli Holzhauser

“I was able to bring home several new lessons and strategies that I can directly apply to my teaching practice.”

—Katy Bernheim

“Learning alongside other art educators is the best P.D. out there. NAEA is a fantastic way to recharge your art teacher super powers!”

—Elizabeth Murphy

See details on registration, sessions, workshops, hotel discounts, scholarships, and more online.

MEMBER SPOTLIGHT

MARIO MUNGUIA

Chisum High School, Chisum ISD

Creative Crossroads: Meeting at the Intersection of Studio Practice and Teaching



The two-way street metaphor is often used to describe building constructive relationships and encourage meaningful dialogues. I apply this philosophy in my art class to ensure ideas and learning go both ways between my students and I. However, practicing and exploring art comes with so many unique liberties and approaches to learning that I prefer calling our classroom a creative crossroads.

At our very special creative intersection we ask: Who's coming and who's going, how did we get here, where will we each choose to go next and why? These are all excellent questions that reflect the creative flow I share with my students which is partly fueled by the effort I make to balance my own independent art making with teaching.

I feel personally that art making validates my existence: I live to create. I also see this as a personal gift I can share with as many individual beings in the world as possible. Impressing this gift on the minds of youth is critical to meeting needs such as expressing emotions, establishing a platform to communicate ideas to a broad audience, and to promote self-worth. I model creating works of art as a benefit to my well-being and I follow a lineage of art-making that was instilled in me by my former teachers and professors. It is pivotal for me to pass the torch on to inspire the future generations of bright artists.

Art holds profound power that is capable of changing the world, but it does no good sitting in a folder or tucked away in a pocket or notebook. IT NEEDS TO BE SEEN. I work just as diligently to enter my students in as many shows as possible so that they may value their own creations and see them in a new light. Last semester alone we had several students accepted into a mixed collection of twelve local, regional, state-wide, and national shows. When all the hard work pays off, we are all left with the impression that magical things can happen if we pursue our passions and stay with them.

Before stepping into education I committed myself mostly to ceramics in the course of my undergraduate and graduate career. Although I do not force my students into a particular style, naturally some of them take visual influences from my sculptures, which are typically figurative and feature bold colors and patterns. I do however stress the importance of developing their own visual voice and independent practice. In my advanced art classes students are free to choose a preferred medium and style.

Nominate someone for the next SPOTLIGHT! Click below:

<https://tinyurl.com/4ys2eva9>



They continually grow and go further along their own path making critical choices that each individual student addresses differently. As a collective network of artists we look to each other for inspiration, critique, and motivation.

Shortly after I began teaching I found myself painting again only because I noticed how much fun my students were having. Whereas before I worked almost exclusively with clay, working with my students drove me to explore a medium I typically neglected. Now I paint just as much if not more than I sculpt. This is evidence that context and circumstance has had a significant impact on how, when, and what I create.

As an artist I am always active in the world, observing and stimulating my mind with life experiences. There is no doubt that my students have made a significant impact in my approach and process and I proactively seek daily interactions with them to help nurture my practice. It is important for me to go beyond the lessons, the rubrics, and curriculum. When we engage, in essence as budding professionals, we realize the gravity of our work carries on more meaning than meeting an objective or earning a grade. When we meet at the creative crossroads we share our journey and our experience, we actively listen, and we encourage each other to pursue what lies ahead with determination and vigor. Art can change the world, it may not happen overnight, but we can reflect these experiences with every step and every piece we make.

Chisum ISD, a 2022 District of Distinction



THE DISTINGUISHED FELLOWS OF THE TEXAS ART EDUCATION ASSOCIATION 2022

Congratulations to the following Outstanding TAEA Members for their nomination and acceptance as a TAEA Distinguished Fellow.



CRISTINE GRAFE

It has always been my belief that the process of making art is much more important than the final product. In an ever changing school environment, art has remained a constant in providing students with opportunities to develop timeless skills. The art room provides the space for students to research and develop ideas, to experiment with media, to express their thoughts and feelings, to collaborate and critique, and to be creative. Being involved with TAEA has not only provided a deeper understanding of and appreciation for the profession, but has provided many of those same opportunities for us as art educators in an accepting and supportive environment. TAEA continues to set the standard for our field, and it is an honor and a privilege to serve this organization that has given so much.

JOAN FINN

My joy is to help students to recognize their ability, to awaken their imagination and creative process. To give them the tools to make work; be it studio, computer, pen to paper, or podium. Guide them through their discovery, applaud their successes, and recognize the gift of their failures! I am also a resource, a sounding board, a task master, a champion of any cause, which propels my students out into the world, a campaign manager, and I am, at any given moment their biggest fan! "Earth without art is just eh..."



VICTOR RAYGOZA

I believe that each student is unique with equally unique needs and interests. Each student needs a stimulating environment in which to grow and mature creatively and artistically; as well as, emotionally, intellectually, physically and socially. My life as an artist and art educator has been to instill a love of learning within the arts and will be instilled in every student and this love of learning will guide them as they become creative explorers of the world. Through critical thinking, the ability to pose and solve problems, self-discipline, and self-confidence we in the arts will help our youth to become a productive, contributing member of society.

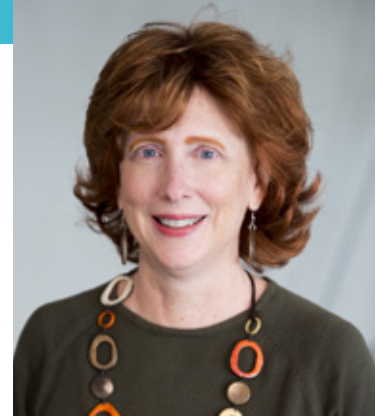


PAM ARNOLD

Foster and encourage original creativity in children by staying positive, creative, open minded and connected through TAEA. TAEA is the place to get reconnected, rejuvenated, and refreshed with your art friends!

DR. CHRISTINA BAIN

Art is for everyone, and in a democratic society, every person deserves a quality art education. Art education is more than making “pretty pictures” to decorate the refrigerator, it helps us make sense of the world around us, connects us with those next to us, and helps us look inward to discover our own strengths. Art education is for the young and young at heart, and is practiced in schools, museums, and community settings. TAEA provides important services for their members, by offering instructional resources, scholarship support, professional development, and leadership training. To me, TAEA is a community that I feel very fortunate to belong to!



SANDY NEWTON



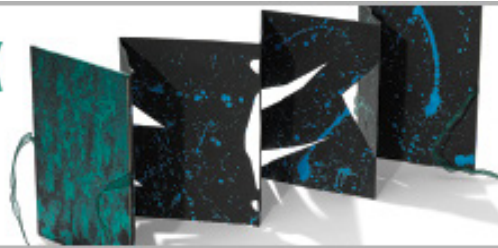
Art and art education are unique and special opportunities for students. The arts offer students a voice, an avenue for creativity, a means of self-expression, and the ability to process thoughts and ideas. Art feeds the soul and lifts the spirit. We are all products of our experiences and the arts allow us to share our thoughts, feelings, and needs with the world in an unequalled and special way. The Texas Art Education Association supports the arts and Art Education in an impactful way to allow students to experience these opportunities, and supports the artist/educators that make it happen.



Metallic Shadow Book

Lesson Plan for Grades 3-12

Visit us in the vendor hall at this year's conference!



BLICK

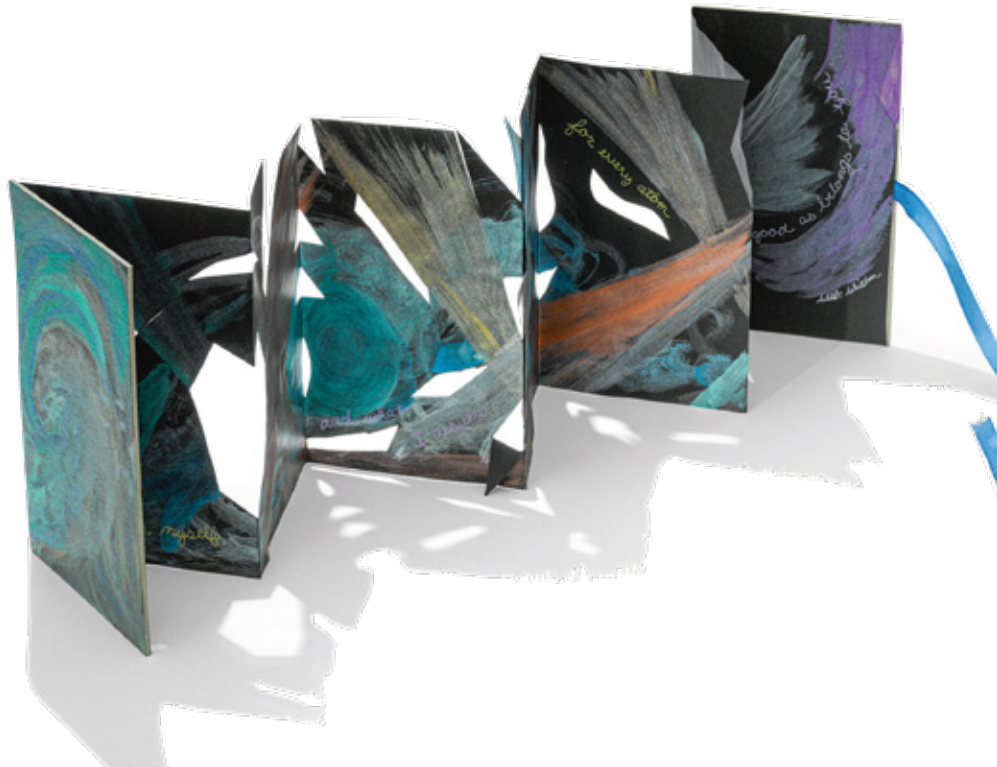
LEARN MORE

Metallic Shadow Book

Combine bookmaking, papercutting, and poetry, then enhance with a metallic shine.

Art comes from personal experience. Many works of art, including visual art, music, and literature, have been inspired by the simple act of taking a walk and observing nature. Imagine sitting under a tree. Watch the light come through the leaves and create shadows on the ground. What thoughts appear during this experience? In this lesson, personal engagement with nature is combined with poetry, bookmaking, papercutting, and painting. The result is a wonderfully dimensional work of art!

Abstractly cut paper is folded into a freestanding accordion book, creating shadows and light patterns on the surrounding environment. The book is made stable using Fredrix Cut Edge canvas panels for the cover. The eight pages created by the accordion fold can be used to display one line each, creating an octave poem that can be read when open or by turning the pages, just like a regular book. Finally, FW Pearlescent Liquid Acrylic Inks are applied for a shimmering glow.





THE TEAGUE CHRONICLE

teaguechronicle@sbcglobal.net
www.teaguechronicle.com

Have a great week, Katy Hammon

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No. 48

Thursday, December 1, 2022 — Teague, Texas



Hearne ISD fine arts director and Teague alumnus Willie "Beasley" Keener Jr. gives a presentation at the recent Texas Art Education Association convention.

Courtesy Photo

PASSION: TEAGUE ALUM FINDS CALLING IN ART, EDUCATION

By Jason Chlappek

news@teaguechronicle.com

If there are two things Willie Keener Jr. is passionate about, they're art and education.

Keener, a 1991 graduate of Teague High School, gets to work with both of his passions on a daily basis. He is the fine arts director for Hearne ISD.

"I am passionate about not only art, but education," Keener said. "Education is Liberty. I work tirelessly to ensure all my students are successful."

In the short time Keener has

been with Hearne ISD, he has accomplished a lot.

"I have enhanced band, reestablished the art program, and implemented a theater arts program as well," he said.

Keener also spoke at the Texas Art Education Association convention recently. He's also a TAEA Scholar Leader, spotlighted in the George Bush museum, and ranked in the top 1.3% of art educators in the State of Texas.

"(Art education) is a very strategic process," Keener said. "I base all of it on research, data, and TEKS alignment. Also, AVID

strategies and vertical/horizontal alignment to assist with closing the achievement gap. Then structure college and career days to plant seeds and prepare students for the future and real-life situations. I also engage the parents/community in monthly or bi-monthly events with the school district."

During his career, Keener has worked in Marlin and Waco ISDs prior to Hearne. He has helped those districts achieve many accolades both in the arts and academics.



Hearne ISD fine arts director and Teague alumnus Willie "Beasley" Keener Jr. poses with some of his students.

Courtesy Photos

WHAT THOUGHTS AND FEELINGS ARE NUDGED AS YOU VIEW THESE STUDENT ARTWORKS?



The light and dark values tend to make us think of many things like textures, space, contrast, and perhaps we might move to the subject of the art or maybe the feelings that it evokes. Perhaps you can go even further into just sensations that come to mind. Let's have fun with our intuition and sense of play. The light ribbons or cords are woven through the crossed fingers of a human form Are the fingers holding the ribbons or are the cords holding the fingers together? Are the cords to be held close or to be broken and cast away from the worn and tired. Why do we care about the theme, does it matter that we know the meaning or can each of us determine our own theme. Light valued line of cord interact with each finger and what do they tell us? The overlapping of time, of cultures, of ideology. Does the intense values of light and dark control our thoughts? The various values imply distance and depth. What are the hands holding beside just the ribbon cords? We need to ponder and deliberate about what the viewer's eye is seeing.... Ask questions, critique, and bring our own personal meaning to the artwork. Let's take off in another direction: Is there a purpose in mind for ribbons weaving in and out of the fingers - darks and lights take me to the relationship that each has formed. With the presence of sharp contrast comes thoughts of fear, control, conflict, disappointment, confusion.

How are the two artworks alike or different? Which piece gives you more material to ponder? The cat is telling us something ... can you imagine what it might be? We are again asked to deal with a variety of values. The finite lines of direction in a single whisker so light in value you can barely see it. What does it imply? The earth-shaking sounds of a roar from within the cavernous dark mouth. Perhaps a cry for help or need? The head pointed upward as if looking at something or talking to someone. There is a subtle arrangement of soft furry lights and darks mindful of tenderness to the touch, comfort, and love, yet the mouth is harsh, cruel, dangerous I need to ask more questions! The skill of contemplation and the act of pondering about works of art is golden to an artist art educator. Try it! Even better try it with students!

-Sara Chapman,
TAEA Executive Director



**“Let’s have fun with our
intuition and sense of play.”**

Thank you for reading the

e-STAR **WINTER** 2023

Submissions wanted!

Send student artwork and article submissions to the editor by clicking the link below.

