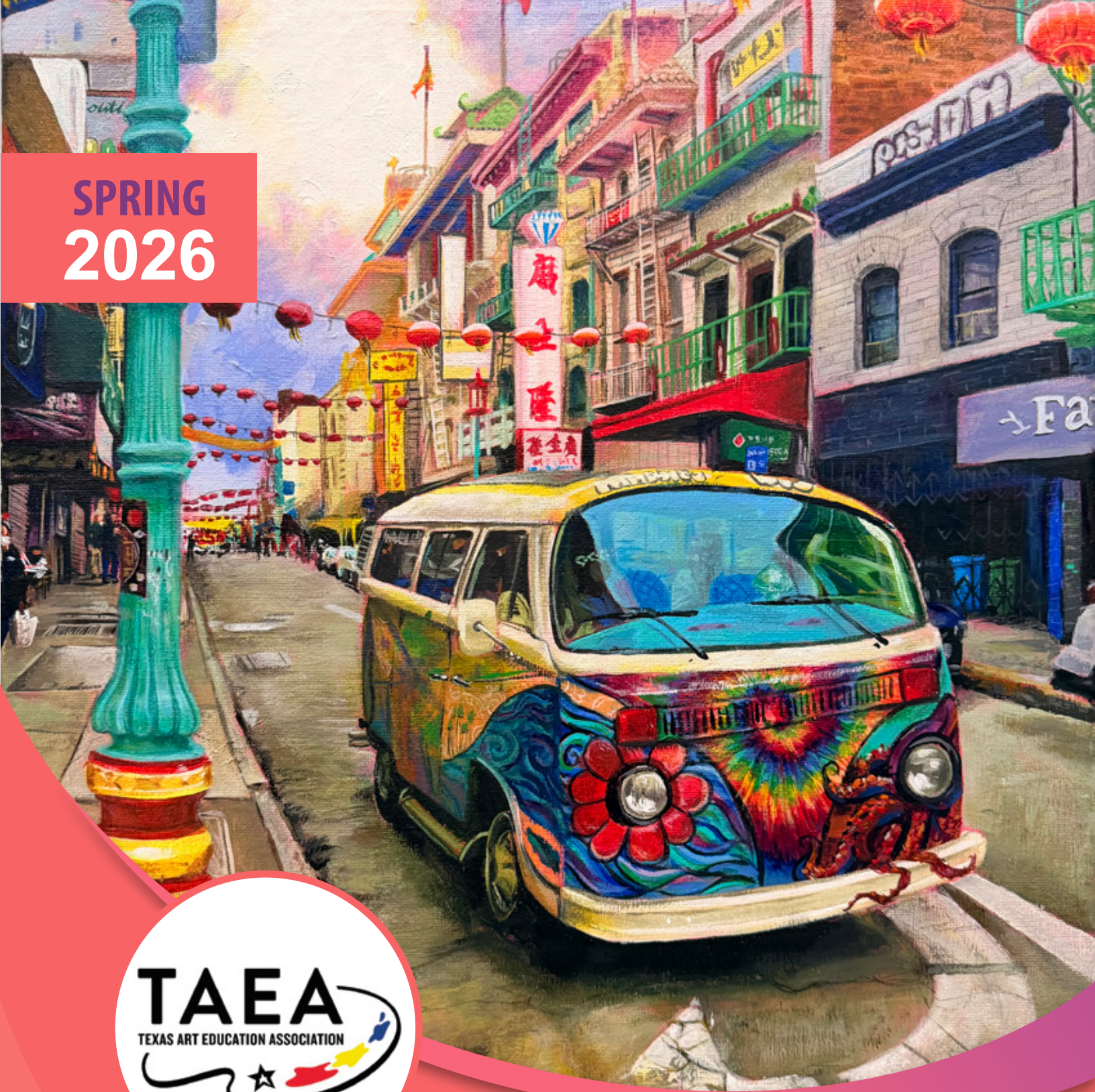


SPRING
2026



e-STAR

A TEXAS ART EDUCATION ASSOCIATION NEWSLETTER

OUR MISSION:

The purpose of TAEA is to promote quality visual arts education in Texas by promoting visual arts education as an integral part of the State of Texas' curriculum. This support will be through professional development of knowledge and skills, representation of the arts educators of Texas, service and leadership opportunities, and research and development of policies and decisions relative to practices and directions in visual arts education. Concurrent purposes are to sustain and advance professional development and to encourage and promote the advancement of knowledge and skills in the art field.

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:

July 1st, 2026

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:
"Ethnic Enclaves"
by Lauryn M.
2026 Gold Seal Winner

Carroll Senior High School
Carroll ISD



PRESIDENT'S MESSAGE



Hello friends and fellow art educators,

In my first message to you, I spoke about gratitude, grace, and growth. As we move forward, I continue to see those themes reflected in the steady, meaningful work happening in art rooms across Texas each day.

I remain deeply grateful. Grateful for your dedication, your creativity, and the care you bring to your students. The impact of your work is not always measured in numbers or recognition, but in confidence built, perspectives broadened, and voices strengthened. That quiet influence is powerful. It shapes futures.

Grace feels especially important in this season. Grace for ourselves as we balance the many responsibilities we carry. Grace for our colleagues as we collaborate and learn from one another. And grace for our students as they take creative risks, make mistakes, and discover their own artistic paths. Grace reminds us that growth is not rushed, it unfolds with patience and understanding.

And growth is happening. It happens when we reflect on our practice. It happens when we remain open to new ideas. It happens when we honor the traditions of art education while also imagining what is possible for the future. Growth does not always arrive in dramatic change; often, it is found in small, consistent steps forward.

As members of this association, we share a commitment to the transformative power of visual art education. We are connected not only by our profession, but by our belief that creativity matters, that it enriches lives and strengthens communities.

Thank you for the work you continue to do with heart and integrity. It is an honor to serve alongside you. May we move forward together...with gratitude for where we have been, grace for where we are, and confidence in the growth still to come.

With appreciation,

- Sandra Newton



SAVE THE DATES!

DISTRICT OF DISTINCTION DUE

6/12/2026

ROBERT PARKER SYMPOSIUM

6/15/2026

TAEA CONFERENCE PROPOSAL DEADLINE

6/15/2026

SARA CHAPMAN LEADERSHIP RETREAT

6/16 - 6/18

Are you following us?

Click below to follow our accounts!



Upcoming NAEA Professional Learning Webinars



**Riding the Creative Wave: Visual
Journaling Techniques to Spark
Artmaking All Year Long**
Wednesday, July 15th | 7–8pm ET



CALL FOR SUBMISSIONS:

Integrating Emerging Technologies into Art Education

TRENDS

The Journal of the Texas Art Education Association

Deadline: May 29th, 2026

Creative Writing, Research, & Arts-Based Submissions

Submit at www.taea.org/taea/publications-trends.asp

Contact: trends@taea.org

JOIN US AT THE NEXT TAEA CONFERENCE NOVEMBER 12-14, 2026



MOODY GARDENS, GALVESTON TX

CALL FOR WORKSHOP PRESENTERS!

The application process is now open for TAEA workshop presenters for the 2026 Fall Conference in Galveston, TX, November 12-14, 2026.

Your peers need you and your expertise. Please share!

Application deadline is June 15, but don't let the time slip away. Apply today

CHAIR-ISH THE MASTERS



**MOODY GARDENS
GALVESTON, TX.
NOV. 12-14**



**CHAIRING
IS
CARING!**

**DESIGN A CHAIR FOR A FAMOUS
ARTIST TO DONATE TO OUR SILENT
AUCTION AT THIS YEAR'S CONFERENCE!
THE CHAIR SHOULD BE STANDARD SIZE
OR SMALLER (NO OVERSIZED CHAIRS).
JUST BRING YOUR CHAIR TO CONFERENCE
AND REGISTER IT ON SITE.**



BIG ART DAY



Two Halves.
One Flight



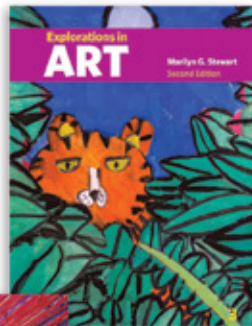
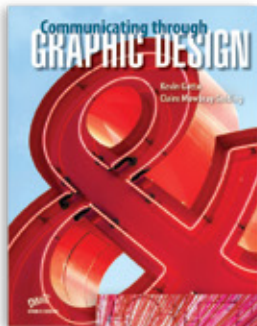


Pasadena ISD





K-12 Art Lessons & Resources



Explore flexible and relevant resources art educators rely on to support learners. Davis offers:

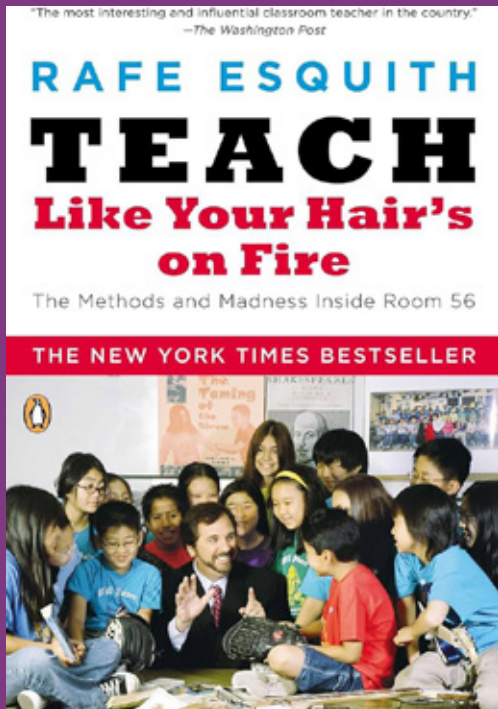
- curriculum and lessons,
- *SchoolArts* digital platform,
- professional development,
- Davis Digital,
- Davis Art Images,
- and more!

Support the processes of creating, connecting, presenting, and responding with print and digital instructional resources from Davis!

Request a sample and learn more at DavisArt.com.



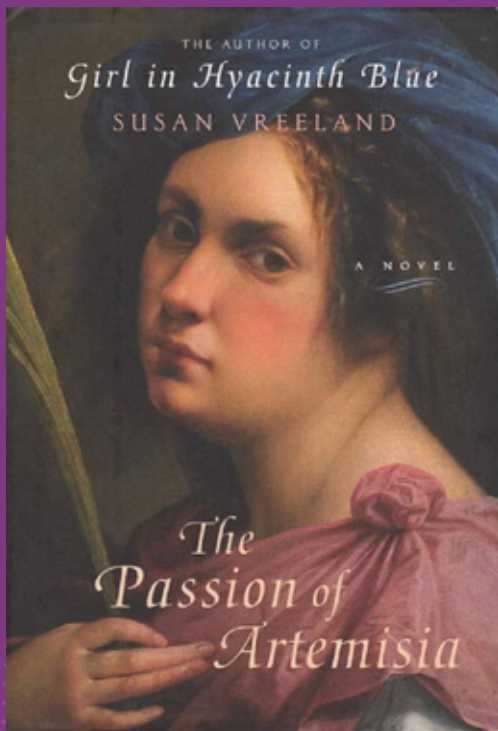
TAEA SUMMER BOOK STUDY



Teach Like Your Hair's On Fire: The Methods and Madness Inside Room 56

By Rafe Esquith

The book offers practical techniques for parents and teachers, focusing on building character, fostering a love for literature, and achieving academic success against the odds. Provides a road map for dedicated teachers and parents to overcome obstacles and achieve excellence.



The Passion of Artemisia

By Susan Vreeland

Susan Vreeland, known for art-related historical fiction. The reader takes a look into the life of Artemisia Gentileschi, a real-life female painter who gained fame in her own time. The book covers her traumatic rape trial, her father's betrayal, her marriage, motherhood, and her rise as a celebrated artist, including her acceptance into Florence's Academy of Art. Explore passion, genius, forgiveness, friendship, love, and the struggle to balance career and family in richly detailed 17th-century Italy, featuring historical figures like Galileo and the Medici.



Scan the QR codes to sign up for the 2026 Summer Book Study!

MEMBER SPOTLIGHT

Dallas Williams

Mansfield ISD



How did you get into teaching?

At the end of my junior year in High school, I came back to school after a 6-month break, not expecting much but knowing I needed to finish just one more year to get out of high school. That's when I met Marilyn Melton, my high school art teacher; she changed my life in so many ways. She believed in me, she encouraged me, and she pushed me to be more than I ever thought was possible. It is because of my desire to be like her and inspire my future students that I am still here today, helping my students see how amazing they are.

Something others may not know about you?

I am a Native American – Citizen Potawatomi Nation. My personal work is not typical “native art”, but instead is a bright representation of my outdoor adventures. I consider my deep ties to nature and its relationships to not only come from the way I was raised but also from my ancestors.

What is your most memorable moment?

Being voted Teacher of the Year by my peers was pretty exciting! I am separated from most of my campus and do not go out of my little art cave very often to interact with my co-workers. So to have them acknowledge all of the things that I do as very uplifting. Also, every graduation party, wedding, and baby event has been emotional. To know that I made enough of an impact on a student's life that they want to share those life moments with me is a powerful feeling.

What do you love most about teaching art?

I love that every day I get to come to school and learn something new. Art gives students a chance to express themselves in so many different ways, and the students are always taking the things I teach them and teaching me. They are the reason I still love my job.

What is your favorite medium to work with?

I have combined my love for sculpture and painting into 3D sculptural painting. In my personal work, I use a spackle compound that I mix up and lots of texture and acrylic color to create works that are an impression of how I see nature.

What does it mean to be a TAEA member?

Over 30 years of teaching, I love giving back to other teachers. I enjoy learning, so TAEA has given me so many opportunities to teach others, and teaching is learning. As a regional rep, I have just started to figure out how I can continue to give back to Texas teachers through providing inspirational in-services and other opportunities.

Nominate someone for the next SPOTLIGHT! Click below:

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





The Texas Fish Art Contest is part of a conservation education program designed to interest youth in fishing by encouraging K-12 students to submit original artwork of any fish and a creative writing piece about the participant's fish entry, its habitat or efforts to conserve it. The 2026 Texas Fish Art Contest first place winners include Dalia Morales of Houston for grades 10-12, Alice Zhang of Manvel for grades 7-9, Candice Chen of Bee Cave for grades 4-6, and Cathie Zhang of Austin for grades K-3.

This year's Special Species Award Winner was Annabelle Yuan of Frisco for her artwork of a paddlefish. The Mighty Minnow Award went to kindergartner Haasya Doddapaneni of Frisco.

- tpwd.texas.gov

10-12th Grade Category Dalia Morales



7-9th Grade Category

1st Place, Alice Zhang



4-6th Grade Category

1st Place, Candice Chen



K-3rd Grade Category

1st Place, Cathie Zhang



Generative AI in the Art Classroom

Benefits and Limitations of ChatGPT, Google Gemini, and Magic School

By Christine Grafe

Whether we like it or not, artificial intelligence is now an inevitable part of our world and has sparked significant debate in the world of education. The advancement of online tools such as ChatGPT, Google Gemini, and Magic School, just to name a few, have had a major impact on learning from the lens of both educators and students alike. While these tools offer new possibilities for creativity, instruction, and reflection, they also pose risks related to authorship, originality, and the development of artistic thinking. By using a balanced approach to these new technologies, we can help to ensure that AI supports rather than hinders human creativity, critical thinking, and hands-on artistic practice.

Those of us in the field of art education know the inherent benefits our classrooms provide in the areas of imagination, personal expression, sensory engagement, and the development of a unique artistic voice. We provide an off-ramp from the rigors of data-driven instruction and standardized testing by giving students the opportunity to approach learning from multiple perspectives and out-of-the-box thinking. Rather than positioning AI as either inherently beneficial or harmful, we must realize that its value depends on its use in developing curricula, increasing ethical awareness, and preserving the benefits of artistic practice.

Benefits

One of the main benefits of AI tools is the ability to generate ideas rapidly. This can be an incredible time saver when it comes to lesson planning, theme generation, project management or the development of visual metaphors. It's important to remember that regardless of how "intelligent" AI seems to be, it still relies on human input to generate ideas. This gives us the ability to streamline our planning to particular groups of students and their individual needs.

Recently we had an in-depth staff development in which we were encouraged to unpack and deconstruct our essential unit standards into both ChatGPT and Magic School to develop clear proficiency scales. In this particular exercise, Magic School was the clear winner. Not only was it an excellent choice for developing clear, relatable documentation, but with the built-in integration of Texas standards, it allows the user to seamlessly tailor the interface to the TEKS. It has become my go-to for developing rubrics for my units which I can streamline to the different levels that I teach. Its lesson plan tool not only instantly generates detailed lesson plans for any artist, period, or medium, but it gives me differentiation strategies for both advanced and struggling learners. While I may not have the time to implement every strategy given, it helps me to reflect on and improve my lessons to best serve my diverse student population.

Both ChatGPT and Google Gemini are excellent tools for helping to research new methods and materials with concise and cohesive outputs. I especially appreciate Gemini's ability to offer links to related websites for further research and discovery.

Risks and Limitations

As with any new technology we introduce into our classrooms, care must be taken to preserve those very benefits we provide. We must protect the processes that develop artistic insight such as trial and error, personal experimentation, and physical interactions with materials. While AI can be an amazing tool for generating new ideas and imagery, we must not allow it to undermine the cultivation of individual expression and authentic artistic voice.

Then there are the inherent concerns regarding ethics and copyright. This becomes a particular challenge when we consider the questions regarding originality and intellectual property, especially as it applies to our VASE and YAM competitions. It is also important to note that AI tools can produce inaccurate or biased information and misleading interpretations. It is the teacher's role to actively encourage verification through multiple sources, whether it relates to personal planning or student creative development.

A Guided Use Framework

- Use AI for ideation, not creation...don't let it be a substitute for hands-on learning.
- Process over product...prioritize reflection, experimentation, and revision.
- Complement AI outputs with other sources of information and research.
- Always question accuracy and bias when using AI tools.

Conclusion

ChatGPT, Google Gemini, and Magic School can be powerful tools that can help to reshape and enhance the future of art education. However, their value relies on how we as professionals frame their use to support creativity, reflection, and instructional efficiency. By responsibly balancing the inherent benefits and risks of emerging technologies, we can use these tools to enhance the creative development our students so desperately need.



MFA **H** *The Museum of Fine Arts, Houston*



REGION 4

2026 SUMMER PROFESSIONAL DEVELOPMENT

JOIN THE MFAH OBJECT-BASED LEARNING TEAM FOR AN IMMERSIVE PROFESSIONAL DEVELOPMENT EXPERIENCE DESIGNED FOR ART EDUCATORS. THROUGH GUIDED GALLERY EXPLORATION AND STUDIO PRACTICE, TEACHERS WILL LEARN STRATEGIES TO STRENGTHEN STUDENT ENGAGEMENT, CRITICAL THINKING, AND CLASSROOM CONNECTIONS THROUGH WORKS OF ART.

07/30 Primary K-5

07/31 Secondary 6-12



Register today!



2 SESSION OPTIONS

30 OR 31 JULY 2026

10AM TO 4PM

MUSEUM OF FINE ARTS, HOUSTON

1001 BISSONNET

HOUSTON, TEXAS 77005

WORKSHOP INFO

- \$40/DAY
- LIMITED SPACES
- INCLUDES PARKING, LUNCH, AND MATERIALS
- OPEN TO ALL TAEA MEMBERS

QUESTIONS? REGION4REPRESENTATIVE.TAEA@GMAIL.COM

DEADLINE TO REGISTER/CANCEL JULY 10, 2026

REGION 17 SUMMER CERAMICS WORKSHOP

\$20



Thursday, May 28th



8 AM - 3 PM



Lubbock Municipal
Garden and Arts Center

We will be hosting a representative from AMACO. They will be providing a hands-on demonstration of glazing techniques on leather-hard slab forms using ceramic printing inks. Slabs, glazes, and tools will be provided.





EARN 6 CPE CREDITS EACH DAY
SCHEDULE:
MORNINGS 9-12 AM
AFTERNOONS 1-4 PM
\$20/DAY OR \$50 FOR ALL 3
DAYS

REGION 12 SUMMER MINI- CONFERENCE

JUNE 9-11, 2026

- DAY 1 - SCULPTURE
 - LEARN CLAY HAND-BUILDING TECHNIQUES AND EXPLORE CLAY ALTERNATIVES
- DAY 2-DRAWING AND PAINTING
 - MAKE YOUR OWN CLAY BOARD AND HAVE FUN WITH ALCOHOL INKS
- DAY 3- MOSAIC AND FIBER ARTS
 - CREATE MOSAIC MASTERPIECE AND HAVE FIBER FUN



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Nov. 12-14, 2026

**Moody Gardens Hotel and
Convention Center
Galveston, TX.**

VEHICLE FOR LEARNING



Aldine ISD Visual Arts and 2026 Art Car Parade

In the summer of 2024, Rebecca Bass from The Orange Show Center for Visionary Art reached out to the Career and Technical Education (CTE) and Visual Arts departments in Aldine Independent School District about forming a partnership for the 2026 Houston Art Car Parade.

This marked Aldine ISD's first year participating in the Art Car program through a collaborative effort between the Visual Arts and CTE departments. The goal was to bridge careers in the arts and automotive fields through the creation of an art truck, which the district received in January 2025 as a donation from Gilman Automotive Group. Gilman Automotive has partnered with The Orange Show for several years, supporting local schools and encouraging campus participation in the Art Car Parade.



Art educator Ms. Onochie and automotive educator Mr. Burrell took the wheel in guiding students through the project. Together, they helped students steer their classroom learning into real-world applications by blending artistic theory, technical automotive skills, and creative problem-solving. Through this collaboration, students experienced how innovation in the arts can move beyond the classroom and into the community.

During the 2025–2026 school year, Aldine ISD expanded the Art Car initiative by adding several art vehicles across campuses through new partnerships and continued collaboration with the CTE department. For the 2026 Art Car Parade, the Visual Arts Department also introduced the all-male campus Impact Leadership Academy to the program. Under the leadership of Mr. McCraw, students selected the theme “Art Is the Cure.” This theme reflects the young men’s continued journey as artists in Houston. Students have exhibited their artwork at the historic Eldorado Ballroom and in the campus gallery at the University of Houston. Through the innovation of Mr. McCraw and a partnership with the Contemporary Arts Museum Houston, students at Impact Leadership Academy are beginning to see careers in the arts not as distant destinations, but as real pathways they can pursue.



The Art Car program has truly become a vehicle for learning for Aldine students. Through collaboration, creativity, and community partnerships, students are driving their ideas forward, exploring career pathways, and taking pride in artwork that travels beyond the classroom and into the streets of Houston. As these art cars roll through the city during the parade, they carry more than sculpture and paint—they carry the voices, imagination, and future possibilities of our young artists.



Get Creative!



TEXAS FINE ARTS SUMMIT 27
THE DISCIPLINE OF DISCOVERY

Inspire your students!
Summit 27 online professional
development for art teachers.
www.cedfa.org

Texas Art Educator of the Year



Jami Bevans

Texas Art Educator of the Year Jami Bevans— was recognized at the NAEA conference in Chicago — Jami is a passionate and visionary leader in art education whose work spans classrooms, leadership roles, and the wider arts community.

She holds a BFA and teaching certifications in art and math and continually advances her skills through professional development. As Department Head and an award-winning educator, Jami champions creativity and leadership through the arts. Her service to art education and TAEA includes; TAEA president, treasurer, and secretary; active involvement with VASE and served on the Blue Ribbon Committee. An engaging presenter at state conferences and local events, Jami's 37-year career spans high school teaching, art director, and authorship. Inducted into the TAEA Distinguished Fellows, she exemplifies excellence in art education.





2026 Youth Art Month Spring Exhibition

Bullock Texas State History Museum











Grants & Scholarships



6.1.26

Submission Deadline

Do you have a professional development project or research you would like to pursue? Are you a TAEA member? Is one of your students going into art education? Then apply for a 2026 TAEA Grant or Memorial Scholarship from the Texas Art Education Foundation!

Apply NOW!

www.txartedfoundation.org

More Information

tim.lowke@txartedfoundation.org

Depth Perception

Lesson Plan for Grades 3–12



Step 1: Fold construction paper—accordion style—to form sides. Cut colored art paper in half.



Step 2: Cut paper as frames that recede in size. Cut objects from inner pieces. Apply depth-enhancing techniques as listed in lesson plan.



Step 3: Assemble by gluing cut frames in the folds of black paper. Position large objects on front frames, and smaller ones in the back.

Explore the principle of depth in art using perspective, shading, scale, and more within a simple, tunnel-like paper sculpture.

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



SCAN TO VIEW
LESSON PLAN

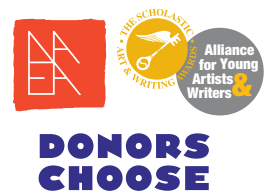


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STATE

VASE













Exciting Members Art Show Changes for 2026!



We are pleased to share exciting updates about the upcoming annual Members Art Show hosted by the Texas Art Education Association (TAEA). This year, the show has been thoughtfully re-envisioned to better highlight and celebrate the exceptional artwork created by our members.

Streamlined Categories

In response to member feedback, we have simplified the entry categories to make the submission process more intuitive. Previously, some participants found it challenging to determine the most appropriate category for their work. To address this, we have refined the categories into three clear divisions:

- Photography/Digital
- 2D
- 3D

This streamlined structure ensures a more straightforward experience for entrants while maintaining the diversity and richness of artistic expression within our community.

With the consolidation of categories, we are also pleased to announce an increase in prize money. Best of Show and first-, second-, and third-place winners in each category will receive enhanced awards, further recognizing the outstanding talent and dedication of our members.

New Incentive to Enter

In addition to expanded awards, we are introducing a new incentive for participation. Each teacher who submits artwork will receive one additional entry into the conference giveaway drawings. Please note that this incentive applies per teacher, not per artwork submission. With the incredible prizes generously provided by our valued vendors and sponsors, this added opportunity offers even more reason to participate.

Introducing the Winners Circle Show

This year also marks the debut of our Winners Circle Show. While the exhibition will continue to be featured online and displayed digitally during the conference, we will now also host a physical showcase highlighting the top winners in each category. To make participation as convenient as possible, teachers will not need to transport their original artwork. Printed reproductions will be created for display in the physical exhibition.

Our Commitment to You

With all of these exciting changes, we want to assure you that entry costs will remain minimal for our art teachers. We are committed to keeping the show accessible while elevating the overall experience and recognition for participating artists. Entry fees will remain \$5 per submission.

These enhancements reflect our ongoing commitment to celebrating the extraordinary creativity and professionalism of TAEA educators. We look forward to seeing the incredible work our members will share and to honoring the remarkable talent within our community.

Stay tuned for the 2026 entry forms coming in August! If you have any questions, don't hesitate to reach out to Members Art Show Chair Robin Perkins at rperkins@gainesvilleisd.org

About the Juror

Ruthie Partin is a multidisciplinary artist, tattooist, and muralist based in Gainesville, Texas. She is the owner of Bold Hearts Tattoo and manages multiple art-driven companies, bringing together fine-art training, entrepreneurial vision, and a deep commitment to creative community building.

Ruthie holds a B.F.A. in Studio Fine Art from East Central University in Ada, OK, where she focused on large-scale metal sculpture, pottery, and other sculptural media. She went on to earn a Master of Arts from the University of Oklahoma, and will begin pursuing her Ph.D. in Arts Administration in 2027.

Her artistic practice spans custom tattoo design, large-scale murals, and fine art, often defined by expressive linework, symbolic imagery, and strong emotional narrative. Working alongside her husband and creative partner, Charles Partin, she has contributed to several public art projects throughout Oklahoma and Texas.

Ruthie continues to shape the region's creative landscape through her studio work, public art, and the growing network of art businesses she leads.



CLICK HERE TO REGISTER NOW!

FOLLOW US !

**Are you following TAEA
on social media?
Scan the QR Code to
connect with us!**



IT'S TIME TO NOMINATE!



**2026
TAEA AWARDS**

**LET'S GIVE OUR FELLOW ART EDUCATORS AND
ADVOCATES THE RECOGNITION THEY DESERVE!**



2026 TAEA SARA CHAPM

Event Logistics & Details



**June 16-18, 2026
at Mo-Ranch**

Join us in Hunt, TX, for three days of leadership development and creativity.



\$225 Registration Fee

Includes two nights of lodging, all meals, and session materials. *roommates will be provided



**Limited to 40
Participants**

Registration closes April 30 or when the 40-person limit is reached.



Tuesday-Thursday, June 16-18, 2026

The TAEA Leadership Retreat is for members of TAEA who are interested in developing leadership skills and volunteering to serve in TAEA leadership roles. 2026 Leadership Retreat will focus on leadership philosophy and preparation through art making, presenters, and the book *Great Leaders Grow* by Ken Blanchard and Mark Miller.

Mo-Ranch is located outside of Kerrville in the heart of the Hill Country on 500 acres along the Guadalupe River. Mo-Ranch is a beautiful location and lends itself to en plein air and photo opportunities, so bring your favorite art supplies. The drive to Mo-Ranch is very winding with wildlife by the road side, so take your time and enjoy the views. Check out Mo Ranch website for more information.

Activities at Mo-Ranch include River Front and Hiking/Biking Trails, Pool, Basketball, Sand Volleyball, Tennis and Frisbee Golf Course. All is first come first use and any equipment can be checked out at the Registration Building. If you enjoy biking, bring your own bike.

AN LEADERSHIP RETREAT

The Retreat Experience



Leadership Through Art

Study leadership philosophy while engaging in *en plein air* painting and photography.



"Great Leaders Grow" Focus

Curriculum centers on the leadership book by Ken Blanchard and Mark Miller.



Post-Retreat Opportunities

Participants are encouraged to serve TAEA roles or present at the November conference.

After attending the TAEA Sara Chapman Leadership Retreat, participants are highly encouraged to:

- Present a workshop at the next TAEA yearly conference,
- Serve TAEA and/or a local art organization in a leadership role.

Registration will continue through Friday, May 15, 2026, or until we reach the registration limit of 40.

COST: \$225.00 — Includes room, food, and all sessions

ALL Attendees — Bring art supplies for art making on your own. The location is beautiful and lends itself well to *en plein air* and photo opportunities, but it is also very rocky in areas.



Artificial Intelligence: Taming the Beast

Dr. Kari Murphy

What an exciting time to be an educator as artificial intelligence (AI) reaches into teaching and learning! Throughout my career, I have witnessed the integration of transformative technologies—the calculator, the computer, the Internet, and the iPad—each changing how I taught and how students learned. AI is no different. While the evolution can be both exhilarating and intimidating, we cannot ignore it. As educators, we have a responsibility to be proactive in preparing our students for tomorrow’s workforce.

Reframing AI as a Creative Tool

Rather than viewing AI as a replacement for artists, think of it as a creative tool—a “digital assistant” for the studio. AI is a medium, like charcoal or clay. Artists make the key decisions: concept, refinement, narrative, and meaning. AI outputs serve as starting points; craftsmanship, iteration, and interpretation remain central to the artistic process.

Six Essential Considerations for Using Generative AI in Art Instruction

1. Prioritize Privacy and Compliance

- **Know your policies.** Review your district and school policies on acceptable use and state laws protecting student data. If your school system lacks clear guidelines, volunteer to help craft them.
- **Verify tool requirements.** Check age restrictions on generative AI tools. Many require users to be 18 without parental consent or at least 13 with consent. Ensure the tool complies with FERPA and COPPA and protects student data.

2. Teach Responsible, Ethical, and Safe Use

- **Address data scraping.** Explain how AI models are trained on collected data and can generate inappropriate content, sometimes violating copyright and consent. Discuss the unauthorized “scraping” of living artists’ work and help students understand intellectual property rights and how to respect creators.
- **Discuss bias and hallucinations.** Show students how AI can reinforce stereotypes and produce inaccurate results. For example, ask AI to generate images of famous artists; if it shows only men, discuss why the output is biased and how this shapes our understanding of history.
- **Model ethical behavior.** Demonstrate transparent and responsible use. Reinforce digital citizenship by refusing to generate harmful, hateful, or inappropriate content.

3. Keep the Human in the Loop

Maintain artistic integrity by keeping humans central to the creative process. Use a “Human-AI-Human” approach where AI functions as a tool, not the creator. Integrate AI into traditional art-making, not in place of it.

Human Inquiry or Ideation: The student develops a unique concept by crafting the AI prompt. Effective prompts require clear vocabulary, knowledge of art concepts, and understanding of visual principles. Teach prompt literacy as you would composition—focusing on subject, style, mood, lighting, and technique.

AI Response or Iteration: The student uses AI to generate reference images and explore variations. Teach students to critique AI outputs for bias, hallucinations, and errors. Foster critical discussions: What is authorship? What makes something “art”? How does technology shape creativity?

Human Empowerment or Reflection: The student intentionally uses the AI output as a sketch for a physical artwork—painting, sculpture, or other medium. The final work is entirely the student’s creation. Students can further extend their work by transforming it into new styles using hand-drawn or 3D interpretations.

4. Set Clear Classroom Boundaries

- **Establish usage rules.** Define when AI can and cannot be used. For example:
 - Generative AI for concept development is acceptable.
 - Direct AI submission in place of original work is not acceptable.
 - Students must document which components of their work were AI-assisted.
- Require citation. All AI assistance must be cited.
- Use a hybrid-friendly rubric. Design assessments that evaluate the integration of AI with non-AI work, creativity and originality, process documentation, and technical skill.

5. Choose a Safe Tool

Verify with your school or district administration which AI tools are approved for student use. If your school has not identified a tool, “sandbox” one yourself first—test its filters and boundaries before introducing it to students. Consider a few current educator-friendly options:

- **Adobe Express Edu K-12:** Firefly models are trained only on licensed and public domain content, protecting artists from unauthorized scraping.
- **Canva Shield:** Automatically blocks prompts related to hateful or political content.
- **SchoolAI/MagicSchool:** Allows teachers to create a monitored space where they can see what students enter and generate.



6. Use AI to Differentiate Learning

- **Address creative hurdles.** Use AI to overcome specific challenges, such as blank page syndrome, rather than replacing the artistic process entirely.
- **Leverage AI as a tutor.** Upload student work to a protected AI tool and ask for constructive feedback on lighting, color, form, and composition.
- **Level the playing field.** AI can support students with limited drawing confidence, disabilities, language differences, and perfectionism anxiety—without lowering expectations.

Conclusion

Artificial intelligence is a powerful tool that empowers student agency and creativity. Rather than fearing its potential, educators should embrace it so students feel empowered, not overshadowed. Encourage experimentation and playful “rule-breaking.” Invite students to compare AI-generated and non-AI work and discuss what feels more powerful, personal, and expressive. Our goal is to help young artists discover their unique creative voice—not to create future AI engineers.

Microsoft Copilot, Gemini, and SchoolAI were used to assist in the writing of this article.



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MEMBER SPOTLIGHT

Karla Gabriela De La Fuente

Ida Diaz Junior High



How did you get into teaching?

I began teaching about 10 years ago in the English Language Arts department, where I prioritized culturally relevant literature that allowed students to see themselves and make meaningful personal connections. That experience shaped my belief in the power of storytelling and representation in education. As an artist, I naturally extend this approach into my classroom by integrating culture and history into creative expression. Over the years my work as an art educator has become both my profession and a platform to advocate for inclusive meaningful learning through the arts.

What do you love most about teaching art?

What I love most about teaching art is witnessing students' skills develop over the course of the school year and providing a space where they can express themselves freely. I have seen countless students grow in confidence and technique, and I find it equally rewarding to refine my own skills alongside theirs. There is nothing more fulfilling than watching a student's rendering and creative abilities improve while sharing their artistic journey.

What does it mean to be a TAEA member?

Being a member of TAEA means being part of an incredible network brought together by a shared mission: to serve future generations through expression, creativity, safe learning environments, and a sense of belonging. I have contributed to this mission by advocating for stronger support and representation for art education within my community.

What is your favorite medium to work with?

My primary materials are paper, wood, and found objects- mediums that allow me to explore both structure and transformation. In my studio practice I experiment with papermaking techniques and the integration of organic and inorganic elements embedding a sense of time and space into each piece. I am especially drawn to the malleability of paper and wood, as well as the endless potential of found objects to carry history, memory and meaning. My work began primarily as two dimensional paper collage, but over the past decade it has evolved to incorporate wooden sculptural elements through frame and fully three dimensional forms. By integrating found objects I engage with concepts of Rasquachismo defined by Thomas Ybarra Frausto, embracing resourcefulness, cultural identity, and the transformation of everyday materials into art.

Something others may not know about you?

Something others may not know about me is my passion for different languages- particularly exploring the origins of words, their meanings and how those meanings change, or remain the same over time.

Nominate someone for the next SPOTLIGHT! Click below:

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