

## **Keynote Speaker**

*Bob Reeker*

*K-5 Visual Art Specialist*

*Elementary Technology Leader*

*Lincoln Public Schools*

*Former NAEA Western Region Vice President*

*Nebraska Wesleyan University Adjunct Instructor, Art Education*

*Nebraska Art Teachers Association President Elect, July 1, 2020-June 30, 2022*

*Online Art Teachers (K-12) Facebook Group Co-Director*

## **Leadership: Recognizing Self and Inspiring Others as Leaders**

Educators are leaders! It's important to recognize that art educators are leaders...leaders in our learning environments, in our community, in our state associations, and at the regional and national levels. Let's explore how each of us brings skills and efforts to the many groups we belong to and how the associations and organizations we connect to, must capitalize on individual strengths to garner success. Examining and reflecting on the WHY of leadership is vital for inspiring others to become leaders and for each of our own personal & professional journeys in leading!

## **Featured Speaker**

*Dr. Amelia Kraehe*

*University of Arizona*

## **Arts Equity: Revisioning the Art(ist) Education Pipeline**

This talk looks critically at the K-20 arts education system using the tools of arts equity to see the effects "pipeline" using the visual metaphors for arts equity to show how they can be used to understand the system of arts education and the structured pathways art students traverse from K-20 arts education system.

## **Guest speaker and Digital Conference Mentor**

*Dr. Trina Harlow*

*Assistant Professor of Art Education*

*Department of Art and Design*

*College of Arts, Humanities, and Social Sciences*

*University of Central Arkansas*

*NAEA Public Policy and Arts Administration President*

*Founder: Online Art Teachers (K-12)*

## **Hope, Honesty, and Healing Storyboard Project**

Six years of evidence-based research regarding the Storyboard Project will be shared and how this project incorporates a restorative creative experience, assisting students in visualizing hope, honesty, and healing. Social emotional artistic learning will be addressed, ensuring that teachers can be prepared for the stories told.

## **Critical Art Education Competencies for the New World-OATK12**

*Dr. Trina Harlow & Bob Reeker*

Learn how the service project – Online Art Teachers (K-12) – became a structural force of service during swift pandemic remote instruction. In this session, 5 critical art education competences will be shared regarding remote or blended instruction-invigorating curriculum, energizing instruction, meaningful motivation and assessment, sensible supplies, and increased digital instruction skills. Digital Choice Board templates will be shared.

## **NMAEA Member-Led Workshops**

### **Digital Art Apps for the Virtual Classroom**

*Diane Lea, Art teacher, Rio Rancho HS*

Teach digital courses like graphic design and photography and are scrambling to find programs for your kids to use on laptops and chromebooks? Me too!!! Or maybe you're a studio arts teacher looking for ways to include digital media in your virtual or hybrid classes. I've got a quick rundown of the best free, web-based and app-based programs - create everything from vector and raster graphics to design assets using pre-made and self-uploaded original art. It's all in here!

### **Design Slam!**

*Diane Lea, Art teacher, Rio Rancho HS*

*Miranda Ziegler, Jeffco Public Schools/CAEA*

Design Slam is a fun, exciting, creative, problem-solving competition where students learn to demonstrate essential skills as both participants and audience. Design Slam is an activity adapted from the American Institute of Graphic Arts. Learn how to integrate the Design Slam concept into your curriculum. It integrates project-based, work-based, and collaborative learning and teaches students to connect art skills and creative thinking to any career pathway. Design Slam can be adapted to remote/virtual, in-person, or analog learning. A few examples of Slam activities: Design a Compostable Drink Container; Create a new symbol for the dollar sign; Create a composited image using the idiom 'The Elephant in the Room'; Design a Scheduling App for a Ramen Restaurant.

## **Do No Harm: Trauma-sensitive Practices for Educators, Coping Strategies for Us and Our Students**

*Mary Durfey, Elementary Art Educator/Bluffview Elementary/FMS, NMAEA Secretary*

As educators and leaders we want to support our students and families during this trying time and know art is a wonderful place to support emotional well-being and can be very healing. Mindfulness has also proven to have so many benefits including self-regulation. As a fellow educator I want to share some things I have been studying, the need to be aware and mindful of how best to incorporate these supports without overstepping our areas of responsibility and expertise, understanding the language and the basis behind trauma-sensitive practices gives us

the best foundation. I will also be covering a little about how SEL competencies thoughtfully and intentionally embedded can support our students as well.

### **Virtual Museum Field Trips**

*Michelle Sanchez-St.Andre, NexGen Academy, High School Art Teacher, NMAEA Current Past President*

The objective of the workshop is to provide art educators with internet tools to organize their virtual classroom into small groups, and take them on a field trip to a museum. Attendees will learn new online tools, to help navigate through this online realm while keeping online instruction fun and students engaged. Online resources will include Google Meet, Docs, flippity, Jamboard and Peardeck. In this virtual classroom setting, it is easier than ever to take your students on a FREE Field trip! In this workshop you will learn how to add a museum field trip to your curriculum while increasing your knowledge in the virtual world and keeping your students engaged.

### **Connecting with Museum and Non Profit Educators**

*Shannon Bay, Program Manager, Adult and Community Engagement, Georgia O'Keeffe Museum,*

*Co-Presenters: Joanne Lefrak, Mollie Parsons*

Learn how to engage with your local museums and non profits for resources for educators and students! The Santa Fe Community Educators Network is a group of informal educators representing over 40 organizations in Santa Fe who have created unique programs for northern New Mexico classrooms. Learn about resources they have and expand your thinking of who you might partner with in your community.

### **Department of Cultural Affairs Online Learning, Virtual Museum Visits, and Visiting Educators**

*Aurelia Gomez, Deputy Director, Museum of International Folk Art*

An invitation and overview of the online educational resources that the NM Department of Cultural Affairs has to offer. The divisions of state cultural resources represented will show art educators what tremendous online learning opportunities, synchronous, asynchronous, and even at-home hands-on, are available online from the International Folk Art Museum, the New Mexico Museum of Natural History and Science, the New Mexico Museum of Art, the National Hispanic Cultural Center, the New Mexico History Museum, the Center for New Mexico Archaeology, and the New Mexico Historic Sites across the state. Use the online links to invite a DCA educator to your classroom to address your classroom needs.

### **Matisse Underglaze Applique**

*Kathy Skaggs, Teacher, Workshop Consultant at AMACO-brent*

*Diana Faris*

Project Based Learning. Using Matisse as our inspiration, we will cut sheets of underglaze newsprint to applique colorful designs on a slab of clay. Video demonstrations include application of underglaze to newsprint sheets, and the cutting and designing of applique composition. Tips include how to successfully transfer images to clay slabs & form a finished piece.

### **Distance Learning & AMACO Classroom**

*Kathy Skaggs, Teacher, Workshop Consultant at AMACO-brent*

*Diana Faris*

Virtual/ Digital Learning. Overview of various clay projects and teaching resources available on-line via different platforms. Ready-to-use presentation materials include “Ceramics 1 & 2 Curriculum”, “Stages of Clay”, “No Kiln, No Problem- DIY Clay Animation”, “Become a Kiln Master” and numerous lesson plans and technique videos.

### **NMAEA and NM Scholastic Art Awards**

*Nikki Turman, Art Teacher, Del Norte High School*

*Joseph Baca, Art Teacher, Hayes Middle School, Adjunct Lecturer, UNM Art Education*

Teachers will learn how easy it is to help art students ages 13 and up enter their best work in the NM Scholastic Art Awards. Entering artwork in Scholastic Art Awards in New Mexico is easy, but it takes courage for students to choose their best work and have it judged by art experts. With so many teachers and students becoming skilled in distance learning during the pandemic, the digital submission process will be a snap. Find out how. Learn about the wide variety of categories of artwork accepted, the holistic criteria for judging student art in middle and high school divisions, and the awards and potential for recognition for art educators and their students.

### **Davis Workshops**

***Self-Care for Art Teachers: The Visual Notes Project*** by Lisa Kay

Description: Focus on how to practice self-care during a tumultuous time. Spend an hour with Dr. Lisa Kay, renowned expert in art education and art therapy, for a hands-on making session. Bring a sketchbook, or a small piece of paper (4" x 6" works well), and your favorite art materials to participate in the project while learning about therapeutic approaches in art education with a focus on teacher self-care.

***Making Artists: Choice-Based Art Education*** by Melissa Purtee and Ian Sands

Melissa Purtee and Ian Sands, authors of *The Open Art Room* and *Making Artists*, conduct an open-ended discussion of TAB and Choice-Based Art Education for grades 6–12.

***Adaptive Art: Deconstructing Disability in the Art Classroom*** by Bette Naughton

Bette Naughton, author of *Adaptive Art*, presents a variety of instructional methods to adapt art activities, media, tools, and techniques to meet the needs of students with a wide range of challenges.

### *Artful Approaches for Teachers and Students*

Jane Dalton and Kristi Oliver walk us through body scanning and breathing techniques often used in mindfulness practice to help soften, settle, and calm both the body and mind. Bring your favorite art material and a piece of paper. Learn techniques for using mindful art-making to strengthen the imagination and enhance the creative process.

## **Contemporary New Mexico Artists**

Artist descriptions, photos, and links are all here:

[https://docs.google.com/document/d/1vJ5KDxPfSoMsFNeqfy1gRaJY\\_01OPA0GapsQ396quco/edit?usp=sharing](https://docs.google.com/document/d/1vJ5KDxPfSoMsFNeqfy1gRaJY_01OPA0GapsQ396quco/edit?usp=sharing)

Share their own online artwork to help build authentic connections among diverse learners.

### *Adrian Aguirre*

Early on Adrian was influenced by the political art from the Mexican muralists, the American realist painters such as George Bellows, and contemporary artists like the South African, William Kentridge. Similarly, Adrian sees art as a powerful medium for addressing social justice. For the past 10 years, Adrian has sought to counteract the dehumanization of immigrants and refugees that has been propagated in the media. His portraits of immigrants combine traditional realism and expressive mark-making to create an emotional experience. Often their gaze is directed towards the viewer. Learners will explore themes of social justice and contemporary figurative art.

### *Rapheal Begay*

Rapheal Begay is a photographer and curator from the Navajo Nation. His photographic series, A Vernacular Response, is a photographic series that represents everyday moments and diverse aspects of the Navajo Nation. In support of the visual legacy of the Diné way of life, the documentation of the environment creates a moment that celebrates and interrogates its source of creation. Furthermore, it is the preservation of the Navajo people and the serendipitous nature found within the everyday; art as experience. In line with self-determination and visual sovereignty, A Vernacular Response Contributes to a never-ending Diné past, present, and future.

### *Paula Castillo*

My art practice is an effort to insert my participation into existing circuits with the special intention of highlighting our vulnerability, our nearness, and our ability to translate and thus, act in the world. My work permits me to participate in small and exposed pieces of empathetic and distorted movement. Ultimately, the final goal for all of my artwork is to expose our real, dense and buried attachments to 'other'. Educators may explore cultural theory in relation to minimalism and biography, contemporary regional art, public art, contemporary sculpture, and

eco-public art. Learners discover the how-to of art-making embedded in a larger urban and environmental context

### *Agnes Chavez*

Agnes Chavez is an interdisciplinary artist and educator whose work integrates art, science and technology as tools for social and environmental change. Her work integrates data visualization, light, sound and space to create sensorial experiences that seek balance between nature and technology. She is the founder of STEMarts Lab, which delivers sci-art installations and STEAM programming for schools, art/science organizations and festivals. Educators will learn how to use her free web platform with art/STEAM classroom activities: <http://www.stemarts.com>  
<http://www.stemartslab.com>

### *Izumi Yokoyama*

I thrive on creating artworks that explore and embrace human struggles within the context of nature. The motifs in my drawings and installation are dark, yet they also hold hopes within. I meditatively thread ephemeral and eternal, evoking nostalgia for the unknown. Learners who experience my art, may be inspired and interested in the technical and conceptual aspects.

### *Suzanne Kane*

The sculptural plants I make are informed by the flora that endures and survives in the harsh climate of the Chihuahuan Desert. I engineer my pieces, blending welded steel with multipart, mid-fire stoneware, embracing a metaphor of this desert botany that is about resilience, persistence, toughness, durability, tenacity and adaptability. Learners may be inspired to build multi-part ceramic pieces, develop texture, and use the natural world to leap toward abstract work.

### *Joanna Keane Lopez*

Joanna Keane Lopez is a multidisciplinary artist currently living in New Mexico. As an artist working in sculpture, her practice is inspired from a cross-disciplinary approach to public, participatory and social engagement. Joanna primarily works with the materials of adobe architecture, earthen plaster and alíz (a clay slip paint) to address conceptions of sculpture in engagement with land. Students may discover how land, home, vernacular architecture, and local environment engage with contemporary sculpture.

### *Eric-Paul Riege*

Eric-Paul Riege is a weaver and fiber artist finding presence in his mind, body, and beliefs through collage, durational performance, installation, woven sculpture, and wearable art. For Riege his weavings pay homage and link him to generations of weavers in his family and exist as living things that aid him in generating sanctuary spaces of welcome. His work is a celebration and study and being of Hózhó--Diné philosophy that encompasses beauty, balance, goodness, and harmony in all things physical, mental, and spiritual and its bearing on everyday experience. Riege uses myth and storytelling to propose homes; spaces of welcome and acceptance and sharing.

Type of Workshop (TW)

P = Presentation, HO = Hands-On, A = Artist Talk

Intended Audience (IA)

E = Elementary, MS = Middle School, HS = High School, S = Secondary, M = Museum, PS = Preservice, LA = Leadership/Administration, HE = Higher Education