

ART EXCHANGE

An Art Educators of Minnesota Publication

Wisconsin Art Education Association Fall Conference in Collaboration with:

- Arkansas Art Educators
- Art Educators of Iowa
- The Art Education Association of Indiana
- Art Educators of Minnesota
- Massachusetts Art Education Association
- North Dakota Art Education Association
- South Dakota Art Education Association

Registration will be open in September, more information to come. \$75 registration fee. All sessions will be accessible online until 12/31/2020

**WAEA
2020
VISION**

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WAEA Fall Conference in Collaboration with AAE, AEA, AIA, AEM, IAAEA, IAAEA & MAEA

Keynote Speaker Laura Grundler



**WAEA
2020
VISION**

WAEA Fall Conference in Collaboration with AAE, AEA, AIA, AEM, IAAEA, IAAEA & MAEA

Keynote Speaker Cindy Ingram



**WAEA
2020
VISION**

**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.



Letter from President Jennifer Olson

As I write this letter to all of you, it is still July and the future of education in Minnesota is still unknown. What I do know is that we made it to the end of the 2019-2020 school year, we supported our students the best we could with limited supplies and resources, and we are already thinking about the start of the next school year. I hope you have taken sometime over the summer to refresh, reflect, and renew yourself and are ready for the next challenges we face as educators. Planning for the new school year is daunting and AEM will be there to support you. Arts are essential, and so are art teachers!

AEM has been working this summer on revising our Constitution and Bylaws, and developing new committees that align with AEM's mission and NAEA's goals. More information will be coming this fall and I can't wait to hear your feedback on the changes. We will be looking for new board members and committee members from all across Minnesota. I hope you consider joining the board, or showing your support by volunteering for committees or one time events. The thought

of leading, advocating, or volunteering can be overwhelming, especially with the world we live in. AEM is your community, is your support system, and is only viable when we take a risk to become more involved and lead.

AEM is planning for the "2020 Vision" Fall Conference in collaboration with WAEA and other state organizations for a virtual conference on October 24, 2020. This will be a jam packed event!! Also, we will be hosting an "Arts in the Park" show that you can join! Look for more information coming soon!

The future of education has always ebbed and flowed, and this year will present new challenges and changes for all of us. I will be there to support you and your students, the AEM community will be there for you and your students, and together, we will rise to the challenges and changes before us. Be safe, healthy, and kind.

Ready, Set, ART!

2019 & 2020 Retiring Art Educators

AEM would like to thank the following retiring Minnesota art educators for their many years of service, inspiring students and helping them to realize their individual artistic potentials:

Linda Jensen - Highland Elementary School

Paula Eickman Kennedy - St. Peter High School

Shanda Landes - Glencoe-Silver Lake High School

Stephanie Nowack - Columbia Academy

Karen Rossbach - Mounds Park Academy

Terry Norton - Homecroft and Lester Park Elementary Schools

Brenda Deterling - Stowe and Piedmont Elementary Schools

Erv Kuutti - East High School

Kathryn Petri - Harriet Bishop Elementary School

Shanda Landes - Glencoe-Silver Lake High School

Pat Fair - Armstrong High School

Ann Phillippi - Anoka Middle School for The Arts (AMSA)

Kevan Nitzberg - Anoka High School

AEM Presents “Art in the Parks”



Feel stuck in a creative rut? Tired of being in your house? GET OUT AND MAKE SOME ART!

AEM is formally inviting our members to make art with us this summer! The only catch?

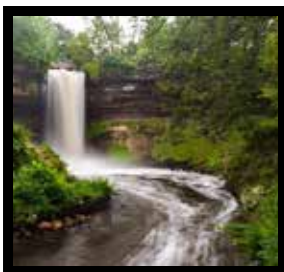
Incorporate local, state, or national parks within your artwork and you are eligible to display your artwork with us!

We are hosting a virtual exhibition this fall and an in person exhibit at our 2021 Fall conference! We were inspired by the National “Art in the Parks” program that has been around for 100 years!



1. This summer/fall, visit any local, state, or national park. Get inspired by your surroundings and create an artwork (or two!) in whatever medium you choose that reflects your vision on how that park inspired you!

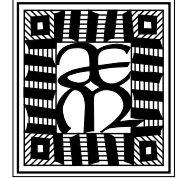
2. Once you have completed your piece, we need;
 - a. Artist statement
 - b. Label info (title, medium, size, & date)
 - c. A high-resolution, high-quality photo of the artwork
 - d. Send email with all information to:
aemprofessionaldevelopment@gmail.com
Attn: Tracy
 - e. Submit by OCTOBER 1st, 2020



News Regarding The 2021 Minnesota Scholastic Art Awards



**Scholastic
Art & Writing
Awards**



The 2021 Minnesota Scholastic Art Awards Committee has determined that this coming year's event will be conducted virtually due to the uncertainty of how students will be able to receive their education this year as a result of the COVID 19 pandemic. It had been suggested last spring that teachers try to hold onto artwork from their students that was worthy of Scholastic consideration. Additionally, other student artwork whose images were saved were submitted and saved virtually could also be included in this year's competition in addition to anything that will be created this fall. The only other significant change will be that portfolios will now only consist of 6 works as opposed to 8 but will be required to have an artist statement submitted along with them. The Committee has spent time over the summer months to consider how the judging, awards distribution & ceremony, as well as the exhibiting of the winning work will take place. More information concerning these specifics will be forthcoming as they are finalized. The event will still be co-sponsored by the University of Minnesota's Regis Center for Art and the Art Educators of Minnesota. We are looking forward to seeing your students' work and celebrating their efforts once again this year!

Silver Key Award Winning Students Selected for the MSP Exhibition.

Kathryn Erickson	In the flowers	Drawing & Illustration	18"x24"	Kevan Nitzberg	Anoka Senior High School
Isabella Femrite	Elin	Drawing & Illustration	16x20	Molly Vadnais	Central Middle School
Alexandra Valencia DeL	Bathroom	Digital Art	Email sent 2/11	Hannah Starke	Columbia Heights High School
BaoBai Xiong	Vulnerability from Bryant	Photography	11x14	Cheryl Burghardt	Fridley High School
Emerson Massie	Harrison	Photography	16x20	Jennifer Peterson- Cramer	Osseo Senior High School
Mary Pfeifer	Rest In Turmoil	Printmaking	9x12	Jeremy Lundquist	Perpich Center-Arts Education
Jordan Moe	Blue Figure	Mixed Media	17x20	Patricia Fair	Robbinsdale Armstrong High School
Tigerlily Bass	Jealousy	Painting	8x10	Todd Knutson	Pequot Lakes School
Lizzy Jones	Grandpa Berry	Painting	16x20	Kari Halker- Saathoff	St Michael-Albertville High School
Kallyn Amundson	Coverall	Drawing & Illustration	12x18	Kari Halker- Saathoff	St Michael-Albertville High School
Madison Gaulrapp	In Sickness and In Health	Digital Art	12x15	Sara Henrikson	St Michael-Albertville High School
Gavin Velander	Inclusive	Design	12x15	Dan Monett	St Michael-Albertville High School
Bella Baldwin	Twisting Logistics	Photography	12x15	Joshua Ausman	St Michael-Albertville High School
Mary Heil	Trudge	Photography	12x15	Sara Henrikson	St Michael-Albertville High School
Samuel Sovis	Transitioned	Digital Art	12x15	Joshua Ausman	St Michael-Albertville High School

How the MSP Scholastic Silver Key Awards Show Came Into Being.

By Kari Halker-Saathoff

I was part of the NAEA committee, and I volunteered to write a proposal to have student artwork on display to welcome all the Art Teachers to the National Art Education Conference. In writing this proposal, I had to address how the show was going to be a thought-provoking and memorable experience for airport users, meaningful ways for people to experience our culture, environment, history, educate people about the region, and encourage further exploration. I also had to partner with an art(s) organization (AEM and NAEA), and how I was going partner with local arts, cultural, and community organizations. I had to consider all those things as well as how the artwork was going to be selected. We decided to choose Scholastic Silver Key winners if the proposal was accepted - and it was! Once approved, I found out that we could only use 2D artwork. Next, I had to figure out approximately how many works of art could fit into the display case. There were many moving parts to make things happen for this show. That all changed when the NAEA was canceled, and there was a question as to if the show would go on! But fortunately, it all worked out and was on display until the end of the summer.

2020 Minnesota Scholastic Art Awards

Art Educators of Minnesota curated this display of Silver Key winners from the 2020 Minnesota Scholastic Art Awards to showcase some of the region's talented young artists.

The Minnesota Scholastic Art Awards program is a regional affiliate of the national Scholastic Art & Writing Awards program, which recognizes creative teens, and provides scholarship opportunities for graduating high school seniors.

Since 1923, the Scholastic Art & Writing Awards have recognized and celebrated the vision, ingenuity, and talent of our nation's youth. Young artists and writers participating in the program become part of a community of their peers, along with countless educators who support and encourage the creative process.

ARTS
@MSP

ART EDUCATORS
OF MINNESOTA



Inclusion+Diversity+Equity+ Access Through the Arts

By *Kevan Nitzberg*

After attending the virtual ZOOM Penumbra Theater presentation that was held in conjunction with the Perpich Center for Arts and Education in July, I thought it would be a good idea to provide a list of resources dealing with multiple arts forms that could be a repository for arts teachers to access in order to implement a multi-arts approach in dealing with the issues that are mentioned in the title for this piece. As we already know, students have a variety of strengths and interests that are expressed in many ways: through music, dance, visual and media arts, acting and creative writing among others. Employing those different approaches to helping students express themselves creatively could give both students as well as teachers added avenues for utilizing artistic expression to address the issues that so divide and exclude various populations. The following is an online list of links to organizations, programs and other resources that represent a variety of arts disciplines and teaching paradigms that might prove to be useful in helping to create, inform and engage students and teaching practices in the development of a more inclusive and culturally informed learning environment:

Penumbra Theater

<https://penumbratheatre.org/education/>

113

<http://www.113collective.com/about-113>

Collide Theatrical Dance Company

<http://www.collidetheatrical.org/>

Kaddatz Galleries

<https://www.kaddatzgalleries.org/>

Katha Dance Theater

<https://kathadance.org/>

Minnesota Music Coalition

<https://www.mnmusiccoalition.org/#/>

The Somali Museum of Minnesota

<http://www.somalimuseum.org/>

StoryArk

<https://storyark.org/>

The Show Gallery Lowertown

<https://theshowgallerylowertown.org/>

Sprayfinger

<http://sprayfinger.com/>

Umbrella Collective

<https://www.umbrellaco.org/>

Guthrie Theater with Ty Defoe and Larissa Fast Horse

<http://www.joycefdn.org/staff/guthrie-theater-with-ty-defoe-larissa-fasthorse>

Arts Consulting Group

<https://artsconsulting.com/arts-insights/inclusion-diversity-equity-access-resources-for-arts-and-culture-leaders/>

Americans for the Arts

<https://www.americansforthearts.org/by-topic/social-change>

Arts Midwest

<https://www.artsmidwest.org/news/2018/12-17/twelve-mn-organizations-selected-artslab-2019>

Minnesota Compass

<https://www.mncompass.org/disparities/resource-directory>

AIGA Minnesota

<https://aigaminnesota.org/committee/diversity/>

Minnesota State Arts Board

<http://www.arts.state.mn.us/>

Five Wings Arts Council

<https://www.fwac.org/resources/mn-state-arts-board>

Art Education and Cultural Diversity

<http://d2aohiyo3d3idm.cloudfront.net/publications/virtuallibrary/0892363932.pdf>

How to be a Culturally Responsive Art Teacher

<https://theartofeducation.edu/2020/06/06/how-to-be-a-culturally-responsive-art-teacher/>

Culturally Responsive Teaching: What You Need to Know

https://www.understood.org/en/school-learning/for-educators/universal-design-for-learning/what-is-culturally-responsive-teaching?utm_source=google&utm_medium=paid&utm_campaign=evrgrn-may20-edu&gclid=Cj0KCCQjw3ZX4BRDmARIsAFYh7ZJBswYdxViB4mrPpw5tAmQYi8Y2YkA4fzVImRykGpw5BWXCmmlLirLlaAn8yEALw_wcB

Engaging Students with Culturally Responsive Arts Education (University of Minnesota)

<https://cehdvision2020.umn.edu/blog/culturally-responsive-arts-education/>

NAEA Position Statement on Diversity in Visual Arts Education

[file:///C:/Users/19528/Downloads/NAEA%20Position%20Statement%20on%20Diversity%20in%20Visual%20Arts%20Education%20\(1\).pdf](file:///C:/Users/19528/Downloads/NAEA%20Position%20Statement%20on%20Diversity%20in%20Visual%20Arts%20Education%20(1).pdf)



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:

Quarter Page: \$110 per issue
or \$305 for all 3 issues

Half Page: \$165 per issue
or \$480 for all 3 issues

Full Page: \$225 per issue
or \$660 for all 3 issues

Make Checks Payable to AEM Total Amount Submitted: \$ _____

Mail Checks to: Kevan Nitzberg, Art Exchange Editor

1212 Briar Street

Orono, MN 55391

Submit all artwork and ad copy to: Kevan Nitzberg, Art Exchange Editor
knitzberg999@centurylink.net

Company Name: _____

Contact Person: _____

E-mail: _____

Street Address: _____

City, State, Zip Code: _____

What do we KNOW will hold true for planning for next year?

Answer #1: We All Need to Support Each Other!

Many of us are in a scenario of having used the summer for healing and engaging in learning to address equity, diversity, and inclusion as a key value of our work as arts educators. It is my hope that you have been able to find time to do the necessary work of preparing yourself mentally and emotionally for creating learning experiences that fully support all students in whatever needs they bring to the classroom in the fall. At the Perpich Center, we have already begun to offer and engage in critical dialogues and professional development opportunities in our recent Race Workshops with Penumbra Theater Company and we will continue to bring you more offerings in the future. At the NAEA, we have engaged in intercultural competence work and are engaged in multi-faceted approaches to address systemic racism within art education and our across all levels of arts education leadership. Please take a moment to read the open letter from NAEA President-Elect Dr. James Haywood Rolling, Jr. for a practical roadmap for tangible next steps our profession can take in this critical area. You can see it within this issue of the AEM Newsletter or view it directly via this [link](#).

I also know that how we return to our schools is something that is on everyone's minds. Many of us have not been able to catch our breath from the last school year, as we have been part of the return to school planning teams in our respective districts/systems.

MN Department of Education (MDE) guidance has been completed for the arts, but MDE has yet to release that guidance at the time of the deadline for this AEM article submission. There will be information forthcoming to help guide you in your work with art students, but there are many other things to consider, which are useful considerations no matter how we return and they are outlined below. To start, a small team of us created the NAEA guidance that you can find [here](#). There will be more specific tools and resources forthcoming from our collaborative work with MDE, as well as from each of the Arts Area Specialists at the Perpich Center for Arts Education. We see this as ongoing work and not just work that you will do over the remaining weeks of summer or early fall.

Answer #2: Advocacy for Programming Will Need to Continue

I know that job assurance is something many arts educators are thinking about as we enter a new era of education. We are entering a great deal of uncertainty with challenging financial outlooks for schools. One of the things we are prohibited from doing, within our roles at the Perpich Center for Arts Education, is advocating to save teacher positions, programs, and worker scenarios. However, we can provide you with strategic coaching and connect you to resources. Through my role with NAEA, there are several resources that are of service to advocating for your programs:

- NAEA has resources to support the fact that the arts are considered part of a well rounded education plan [here](#).
- Utilize [NAEA's Advocacy Toolkit, the "Why Visual Art Matters" publication, white papers, and position statements to make your case for supporting visual art/design educators and programs](#).
 - **NAEA's Advocacy Toolkit:** <https://www.arteducators.org/advocacy/advocacy-toolkit>
 - **Advocacy Resources:** <https://www.arteducators.org/advocacy>.
 - **Why Visual Arts Ed Matters:** <https://www.ecs.org/visual-arts-matter/>
 - **NAEA #VisualArtsEdMatters Campaign:** <https://www.arteducators.org/advocacy/advocacy-toolkit/visualartsedmatters>
 - **NAEA Position Statement on the critical role of certified visual art educators:** <https://www.arteducators.org/advocacy/articles/503-naea-position-statement-on-certified-licensed-visual-art-educators-in-pre-k-through-12-school-settings>
 - **NAEA White Paper essay, Section V: Ensuring Excellent Visual Arts Education for Every Student:** <https://www.arteducators.org/advocacy/advocacy-white-papers-for-art-education>
- The American Academy for Pediatrics [website](#) on states, "It is also critical to maintain a balanced curriculum with continued physical education and other learning experiences [arts] rather than an exclusive emphasis on core subject areas."

Answer #3: Free materials will continue to be important!

Save the Date for the Paper Industry Midwest FREE Paper Drive

While much waits to be determined about how to safely offer this event, please take a moment to place the following date on your calendar to access FREE PAPER:

Teacher Paper Pick-up – September 19, 2020 from 9:00 AM to 11:00 AM

Follow emerging details about this event here: <https://www.pimw.org/workforce-jobs-youth/paper-drive/> and check out last year's event in order to best prepare for your trip. I have been in contact with the organizers of this event and they are still currently hoping to provide this opportunity, however please know a final decision will be made closer to the time of the event.

For over 40 years, PIM members have generously donated their surplus paper to schools across the state. This opportunity provides much needed support for the art classroom. Each year PIM hears from the teachers about how much they appreciate the generosity of their members. Member participation literally saves print and art programs for thousands of students every year!

Answer #4: We will all need to increase our digital fluency.

No matter what instruction looked like for you at the end of the 2020 school year, this one thing is almost certain: You will be well served for increasing your digital fluency as time goes on. It makes sense, if you have not started to do so already, to move your content to an online learning space should you need to rely on it for future distance learning instruction. When one considers the possibility of having to be socially distanced in the classroom, the potential for a hybrid model that may have students coming on a rotational basis, or a full online/distance learning model that requires all instruction to be done remotely, the more you can shift to utilize digital means of instruction the better. It will allow you to prioritize the time you have students with you in your classroom if opportunity happens for you.

To help in this shift consider the following:

1. What were the most significant struggles for distance learning instruction these past few months? How can you address those constraints?
2. What were the most significant benefits of your learning management system (Schoology, Seesaw, Blackboard, Google Classroom, etc) over these last few months? What were the drawbacks? If there were drawbacks, do products/solutions/tools exist that can address those issues going into next year? Will there be a cost that you need to plan for?
3. Which tools can you start using REGARDLESS of how we return to the classroom in the fall that will be useful REGARDLESS of if we are in a face-to-face, hybrid, or distance learning model? Also think about how you will be nimble should nearly immediate changes need to happen across models of instruction. Imagine if a classroom or school has an outbreak and you need to be ready to deliver instruction completely remotely the next day. Also think about how particular technology is supportive in all of the possible models of instructional delivery, for example, learning the ins and outs of YouTube and it's tools is useful no matter how we return. I am happy to consult on solutions if you need direction.
4. What fluencies do you need to gain this summer, and in the coming school year, to help you increase your preparedness for the fall?

As always, take care of yourself during these challenging times. Know I am here to help you virtually until the time comes that we can offer professional learning opportunities together in person again.

We WILL get through this together!

Jeremy Holien



Blick
Construction
Paper
Item #11409



Elmer's
Glitter Glue
Item #65304



Imagined Plants

Lesson Plan for Grades K-12

Take a cue from Dr. Seuss! Create a new plant species and imagine its role within an ecosystem.

More relevant than ever, "The Lorax" describes a world where trees disappear because of non-sustainable practices. This lesson encourages students to create their own unique and colorful plants, and then envision the ideal environment in which they will grow, thrive, and benefit humans and other organisms.

DickBlick.com/lesson-plans/imagined-plants

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Arts Standards Rulemaking Process Update, July 2020

What are the recent developments in arts standards rulemaking?

The Administrative Law Judge (ALJ) released a report on March 31, 2020, in the matter of the Proposed Permanent Rules Related to Minnesota K-12 Academic Standards in the Arts, Office of Administrative Hearings (OAH) 5-9005-35173; Revisor R-4531. This report was reviewed by the Chief Administrative Law Judge (chief judge) and the chief judge issued an order and memorandum on April 9, 2020. The proposed arts standards rules were disapproved due to lack of statutory authority.

In response, the Minnesota Department of Education (MDE) submitted a request to the chief judge to reconsider the decision under [Minnesota Statutes, section 1400.2240, subdivision 4](#). The chief judge issued an order and memorandum on July 8, 2020, granting MDE's request for reconsideration. Based on MDE's clarifications and explanations, the chief judge determined that MDE has the statutory authority to adopt the proposed rules.

For more information about the 2018 arts standards rulemaking process, including the original [Administrative Law Judge's report](#), and MDE's Request for Reconsideration, and the chief judge's Order and Memorandum, [visit the MDE Arts Academic Standards Rulemaking web page](#).

What happens next?

The rulemaking process for the 2018 arts standards (the proposed rules) will proceed. The proposed rules have been returned to the ALJ to complete the formal review. As part of the review, the ALJ will determine whether MDE has met all legal, procedural, and substantive requirements. MDE anticipates that this review will be completed by late summer or early fall.

The outcome of this review will determine the next steps in the rulemaking process. The ALJ may approve the rules as they are written. He may require or recommend that MDE make changes to the proposed rules based on his review, comments received, and/or testimony heard at the hearing.

Will the implementation year for the 2018 arts standards change?

If you have already started the process of transitioning to the 2018 arts standards, you may continue. At this time, the implementation timeline for the 2018 arts standards has not changed. The implementation year continues to be the 2021-22 school year and MDE does not currently anticipate a delay in this timeline.

For questions, contact mde.academic-standards@state.mn.us.

Museum Media Resources

By Kevan Nitzberg

The following are a list of media resource links to various museums that are available to view and might be particular useful as teaching resources in a virtual setting :

The Whitney Museum

Meet the 2019 Biennial Artist: Tomashi Jackson

<https://whitney.org/media/42652>

Meet the 2019 Biennial Artist: Daniel Lind-Ramos

<https://whitney.org/media/42718>

Meet the 2019 Biennial Artist: Kota Ezawa

<https://whitney.org/media/42870>

Meet the 2019 Biennial Artist: Jeffrey Gibson

<https://whitney.org/media/42627>

LACMA

James Turrell: You Who Look

<https://youtu.be/kU7f7KkKRmM>

A Brief History of John Baldessari

https://youtu.be/a730zQW_P-I

Museum of Modern Art

Introducing Virtual Views: Faith Ringgold

<https://youtu.be/-4Stf0ELfDU>

Art Institute of Chicago

Mayor Lightfoot Visits the Art Institute

<https://youtu.be/stkO-X9Jb28>

Museum of Fine Arts: Boston

Co-Sign: Street Art

<https://www.mfa.org/exhibition/the-mural-project/co-sign>

San Francisco Museum of Modern Art

Look Back: Pioneers of '90s Mission Arts Scene

<https://www.sfmoma.org/read/mission-school-1990s/>

Hirshhorn Museum

Protest Rirkrit Tiravanija on Symbolism and

<https://youtu.be/83YASXWdSpC>

AIGA Minnesota Design Camp®

40th Anniversary (1980-2020)

October 2-5, 2020

This registered trademark event has become one the leading regional design conferences in the country. It began 40 years ago as the Minnesota Graphic Designers Association (MGDA) Lutsen Design Conference at Lutsen Resort, Lutsen, Minnesota, on the North Shore of Lake Superior. Over the decades, the conference has taken place at other Northern Minnesota locations including Grand View Lodge and Madden's on Gull Lake.

<https://aigaminnesota.org/committee/design-camp/>

AIGA Minnesota Design Camp® 40th Anniversary:

See further information and updates at

<https://aigaminnesota.org/event/design-camp-2020-40th-anniversary/>

About AIGA Minnesota:

<https://aigaminnesota.org/about/>

I thought Art Educators of Minnesota members would want be aware of this since, according to the AIGA Minnesota website, "Design Camp® is made up of illustrators, photographers, educators, graphic designers, art directors, students, web developers, executives, copywriters, visual artists, sculptors, project managers, design entrepreneurs..."

Submitted by AEM Associate Member Patrick Redmond, M.A.; AIGA Minnesota (MGDA) Past President, former Board Member, and current Member.

Note: MGDA became the Minnesota Chapter of AIGA, the American Institute of Graphic Arts, now known as "the professional association for design".™

I was honored to serve on the inaugural AIGA Minnesota Design Camp® (MGDA Lutsen Design Conference) committee, and the 30th and 40th anniversary committees.

<http://www.patrickredmonddesign.com/about/reagaminnesota.html>



YAM Co-Chairs, Laura Anton & Shanda Landes

Save the Date!

Youth Art Month 2021

YAM Flag Design Contest

Theme: Art Connects Us

Flag Designs Due: December 16th

YAM Student Exhibition

Minnesota State Capitol: February 13th -27th

Set Up: February 13th

Reception/Award/Take Down: February 27th

Student Artwork Information and

Art Delivery Due: February 10th

(Subject to change due to ongoing COVID 19 concerns)

Flag Design Competition

2021 YAM theme:

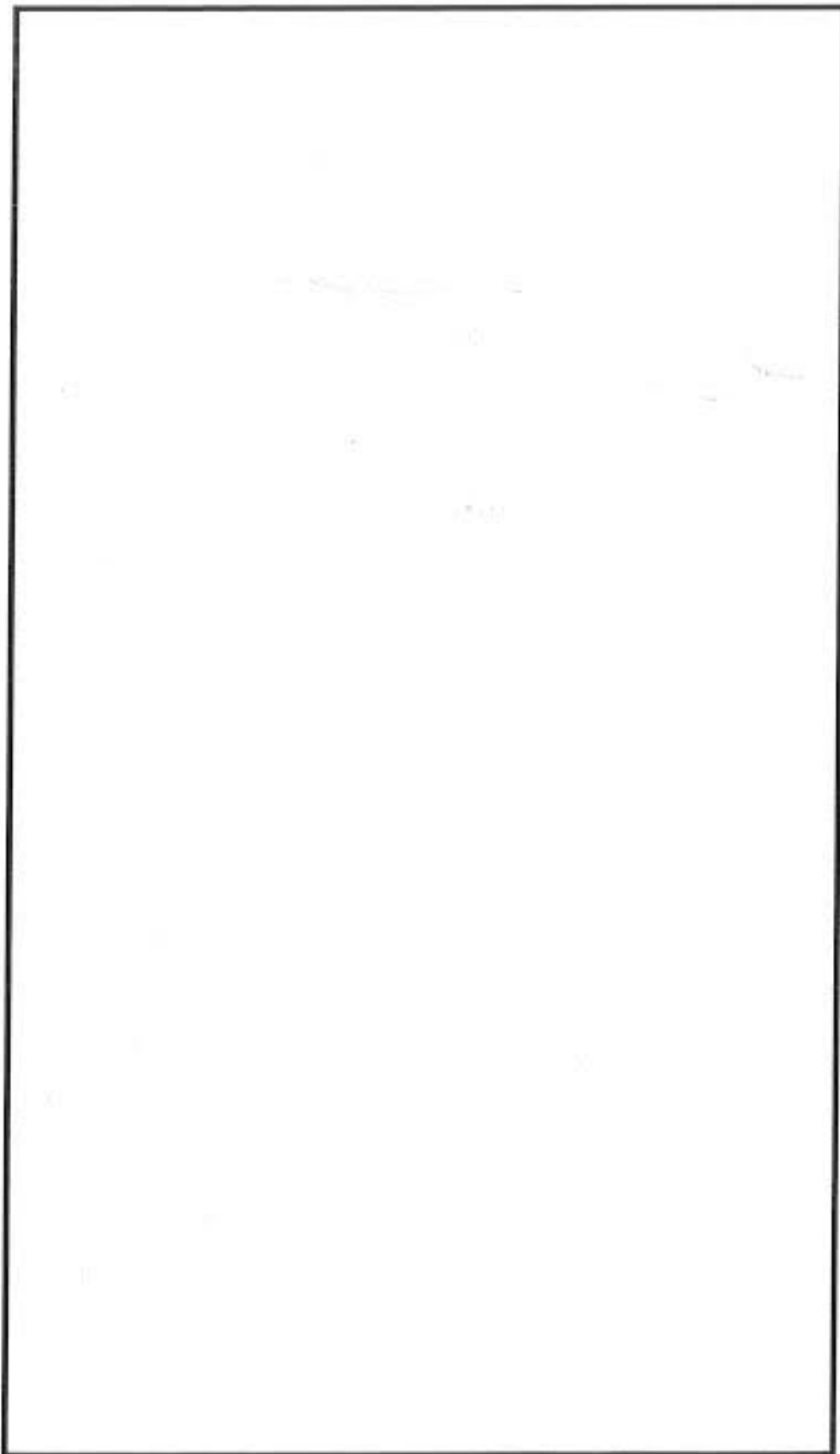
“Art Connects Us”

Requirements:

1. Completed in full color on the flag template
2. “Art Connects Us” theme
3. Must include the word Minnesota in the design
4. Can be horizontal or vertical
(will be hung vertical at NAEA)
5. May include the words and/or logo for Youth Art Month
6. Sent digitally to youthartmonth@gmail.com
by December 16th, 2020

(The Elementary Level winning flag will be displayed at NAEA, the Middle Level winning flag will be made into YAM promotional posters, and the High School winning flag will be made into YAM promotional postcards)





Student name _____ Grade Level (circle one) k-5 6-8 9-12

Teacher Name _____ Teacher e-mail _____

School Name _____

School Address _____



AEM Spotlight Nomination Form

2020-2021

Please nominate your students! High School Art instructors are invited to nominate as many as three outstanding students- (Who will be Seniors 2020-2021 school year), who have demonstrated high levels of artistic, academic, leadership, and interpersonal relationship skills and who, in the nominator's opinion, have the potential of becoming qualified future visual art instructors. Up to three or four award winners will be selected in early October based on 200-300 word essay and background information that the student provides on their application. Application requirements include submitting at least three images of their artwork as digital attachments when sending their application. The recipient of the Spotlight Award receives a complimentary registration for the AEM Fall Conference. The first place recipient will be recognized and awarded at the Fall Conference AND at the YAM Show in February. The student's artwork will ALSO be on display at the Fall Conference, YAM Capitol Show AND at the **NAEA National Conference** which will be in Chicago, March 4-6, 2021!! Runner up winners-2nd,3rd and Honorable Mention will be awarded and recognized at the YAM Capitol Show.

All three or four selected award winners will receive a voucher for art supplies and receive recognition and awards at the 2021 Youth Art Month State Capitol Student Exhibition-Reception in February. The first place winner will be our honorary guest during the one-day annual fall conference in November 2020. **His/her teacher will also receive a complimentary Fall Conference Registration.** All award applicants will receive a Spotlight Award Certificate signed by the AEM President. The certificate may be used as an accompanying recommendation with the candidate's application for admission to a post-secondary art education program.

Please nominate students who you feel would be ideal candidates for this recognition and honor. You may email this form to youthartmonth@gmail.com by September 16th, 2020. An application and information regarding the purpose of the Spotlight Award and selection process will be emailed to the nominees under your name once the nomination forms have been received, (or may be found on the AEM web site). Please include your school address and your email. **Applications will be due by September 30th, 2020. Please send typed nomination forms and applications as attachments along with digital images of the student's art to youthartmonth@gmail.com.** Students, teachers, principal's will be notified in early October so they can make plans to attend the November fall conference. The Youth Art Month Capitol Show will be in February, 2021. NAEA in Chicago will be March 4-6, 2021.

If your colleagues would like to participate in this worthwhile recognition program and currently are not members of Art Educators of Minnesota, please encourage them to join. A membership registration form, nomination submission form and Spotlight Application are available on our website at www.aem-mn.org.

2020-2021 Future Art Educator Spotlight Award Nominations

(Please print or type-email this form as attachment. The invitation letter and application will be emailed to you and the students.)

Instructor's Name _____

School Name _____

School Address _____

Instructor's email address _____

Principal's email address _____

Instructor's phone number _____

Student Name:

1 _____ Email: _____

2 _____ Email: _____

3 _____ Email: _____

Please email nomination form, student application and digital images to youthartmonth@gmail.com; subject line: "Future Art Ed. Spotlight Award."

Nominations DUE: Sept. 16, 2020

Student Application DUE: Sept. 30, 2020

Questions? Contact: youthartmonth@gmail.com



As communities of color across the nation join with allies to resist the systemic racism that violently impacts the daily lives of those we are entrusted to teach and protect, NAEA is more committed than ever to be unceasing in our efforts to illuminate the necessity of greater equity, diversity, and inclusion. NAEA stands with those demanding swift justice for those individuals and institutions whose crimes against humanity and defiance of accountability will no longer be overlooked.

Black Lives Matter: An Open Letter to Art Educators on Constructing an Anti-Racist Agenda

Read "[Black Lives Matter: An Open Letter to Art Educators on Constructing an Anti-Racist Agenda](#)" written by Dr. James Haywood Rolling, Jr. President-Elect of the National Art Education Association Chair of the NAEA Equity, Diversity, & Inclusion Commission Professor of Arts Education, Syracuse University for insight and suggested actions for art educators.

[Download "Black Lives Matter: An Open Letter to Art Educators on Constructing an Anti-Racist Agenda" offsite link](#)

NAEA Equity, Diversity, & Inclusion Commission

Established in 2019, the NAEA Equity, Diversity & Inclusion (ED&I) Commission is working to ensure an inclusive art education professional community open to all. Commissioners work in concert with the NAEA Board of Directors, state association affiliates, and members to respond to previously unaddressed and newly emerging issues, to advance NAEA ED&I priorities, and sustain the work already begun by the NAEA National Task Force on Equity, Diversity, & Inclusion.

During June and July of 2020, the ED&I Commission is working with NAEA Board members to prioritize recommendations made by the [ED&I Task Force](#), conducting a gap analysis and establishing actionable language, timelines, and assignments for each recommendation.

[See the NAEA ED&I page to follow this work as it unfolds this summer.](#)

NAEA Position Statements

NAEA's platform and position statements relate to national issues or topics of interest to the profession and/or field of visual arts education and advances the mission of the organization. We are sharing the following position statements that can be helpful in communicating the need for social change and also may be helpful in supporting your students.

- [Diversity in Visual Art Education](#) [Adopted April 2014; Reviewed and Revised March 2017]
- [Attracting Diversity into the Profession](#) [Adopted March 2016; Revised and Adopted July 2016]
- [Freedom of Speech Through Visual Expression](#) [Adopted July 2011; Update of 1991 Statement on Censorship and the Arts Reviewed and Revised April 2014; Reviewed and Revised March 2019]
- [Visual Arts Education and Social Justice](#) [Adopted March 2015; Reviewed and Revised March 2018]
- [Use of Imagery, Cultural Appropriation and Socially Just Practices](#) [Adopted March 2017]
- [Reaching Learners who have Experienced Trauma](#) [Adopted April 2020]
- [Positive School Culture and Climate](#) [Adopted March 2016; Reviewed and Revised March 2019]

Art Education Journal Instructional Resources

Each issue of NAEA's Art Education Journal includes an instructional resource. The following are resources that can be used in the classroom and beyond to foster dialogue about and understanding of why Black Lives Matter.

- [Art to Bring About Change: The Work of Tyree Guyton](#) offsite, [Melanie L. Buffington](#)
- [Eric Garcia: Warrior With a Pen](#) offsite, [Judith Briggs](#)
- [Exploring Racism through Photography](#) offsite, [Cass Fey, Ryan Shin, Shana Cinquemani, and Catherine Marino](#)

- [From the Streets to the Students: Tion Bukue and Empowerment Through Graffiti](#) offsite, [Matt Christenson](#)
- [Kara Walker: Subtlety as a Big Idea](#) offsite, [Laura K. Reeder](#)
- [Power and Control: Responding to Social Injustice With Photographic Memes](#) offsite, [Amanda K. Arlington](#)

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The Art of Protest

By Kevan Nitzberg

Throughout history, visual imagery has been a powerful tool to both awaken public awareness as well as to point out the need for significant changes to be made in society. The recent horrific murder of George Floyd that was available on video for the world to see was the proverbial straw that finally caused massive responses both nationally as well as internationally to the systemic racism that has been fostered against people of color both locally and globally for centuries. While the technology that is available today is able to create and transmit widespread images much more quickly, the history of images conveying injustice and devastation have also been with us for as long as artists have been creating visual responses to those events. Some of the earliest overt examples may have been in the social criticism and political satire that marked the works by 19th century French artist, Honoré Daumier (1808-1879), whose paintings and lithographs often were used to illustrate the plight of the working class as in his painting 'Third Class Carriage', as well as his most unflattering caricatures of the bourgeoisie (the mid to upper middle class). His lithographs were particularly effective as multiple prints were distributed both in printed material as well as separate works. They also got him arrested and jailed.

Flash forward to the 20th Century and protest art has blossomed exponentially over multiple issues regarding war, civil rights, women's rights, gender inequality, gender identification, political oppression, climate change, police brutality and the racial inequality that pervades so many of our institutions. Some examples of those artists and artwork include:

- Diego Rivera (Gloriosa Victoria)
- Jacob Lawrence (The Migration of the Negro)
- Ben Shahn (This Is Nazi Brutality)
- Pablo Picasso (Guernica)
- Keith Haring (Silence = Death)
- Willie Bester (Homage to Steve Biko)
- David Wojnarowicz (When I Put My Hands On Your Body)
- Ai Weiwei (Remembering)
- Faith Ringgold (The Flag is Bleeding #2)
- Hans Haacke (MetroMobilan)
- Leon Golub (Mercenaries)
- Krzysztop Wodiczko (The Homeless Projection)
- Paula Rego (The Abortion Pastels)
- The Guerrilla Girls (Do Women Have to Be Naked to Get Into the Metropolitan Museum?)
- Judy Chicago (The Dinner Party)
- David Hammons (The Door)
- Mary Beth Edelson (Death of the Patriarchy)
- Carrie Mae Williams (Family Pictures and Stories)
- Roland Winkler (Poster: Vietnam War)
- and Banksy's street artworks

Additionally, various groups affiliated with the arts, both historic and current, have also used and promoted the use of the arts as a form of social and political protest. They include:

- the Dadaists
- The Art Workers' Coalition
- Pussy Riot
- the Pillsbury United Communities
- Amplifier
- The Center for Artistic Activism
- Nuclear Futures
- Intersection for the Arts
- Alternate Roots
- Arts and Democracy
- The Center for Urban Pedagogy
- Creative Time

As a result of the Black Lives Matter movement we currently have an enormous amount of new images centering around George Floyd and many more people whose lives have been tragically lost due to police brutality. Their deaths have been the catalyst for what hopefully will bring about dramatic and long-awaited change. Perhaps one of the most notable of those images is the one painted by local artist Peyton Scott Russell of George Floyd, whose work, among many others, have prominently become part of our emerging social consciousness

ADDITIONAL RESOURCE LINKS:

Magenta: History's Most Powerful Protest Art

<https://magenta.as/historys-most-powerful-protest-art-29150c02931>

A Brief History of Protest Art

<https://www.format.com/magazine/features/art/brief-history-protest-art>

A History of Protest Art Through Examples - From Ai Weiwei to Banksy

<https://www.widewalls.ch/magazine/protest-art>

Sotheby's: Notes From Art History: Protest, Power, Disruption

<https://www.sothebys.com/en/articles/notes-from-art-history-protest-power-disruption>

Encyclopedia Britannica: Carrie Mae Weems

<https://www.britannica.com/biography/Carrie-Mae-Weems>

Activist Artists – 11 Famous Protest Examples: Ruth Millington

<https://ruthmillington.co.uk/11-famous-protest-art-examples/>

"Make Tea Not War": Eight Examples of 21st Century Protest Art

https://www.artspace.com/magazine/art_101/book_report/make-tea-not-war-eight-examples-of-21st-century-protest-art-55744



High School Artwork Through a Distance Learning Perspective.

By Kevan Nitzberg

While there is no real substitute for in class instruction, the COVID 19 pandemic made that impossible during the end of the 2019-20 school year. That may well impact how education will be able to take place for the foreseeable future. The images included with this article were created at home by my Drawing I and Drawing II students at Anoka High School during Trimester III and submitted to me online.

The focus in Drawing I was primarily concerned with creating effective compositions through working on a series of different sequential projects that emphasized how to best utilize the space not only through the various elements of art and the principles of design, but also to accentuate meaning and personal expression in the works.

Drawing II emphasized the exploration a specific theme selected by the student so that they were able to explore the concept being portrayed in as many ways as possible and in doing so develop a higher level of creative thinking. The results shown in the accompanying works do show that student creativity can transcend even the biggest obstacles to learning which I found to be very reassuring given the obstacles that they were facing due to not being able to be in an actual in person classroom setting.

It does need to be said, however, that not all students were equally successful nor were they equally engaged in their respective classes and a number of students were unable to make the transition to an all online instructional format.

Whether this coming year results in a continuation of last spring or ends up being some hybrid of online and in classroom learning, I hope that for the upcoming winter and spring issues of the Art Exchange that you feel free to send us images of your students work for publication. They can be at any level, K-12 or Higher Ed. You may send them to the following email address:

Knitzberg999@centurylink.net

Images should be sent in a jpg format and be no larger than 8" on a size. If works are to be identified the student artist should be identified by their first name and the first letter of their last name only. It would also be helpful to say what art class that they are from (drawing, painting, ceramics, sculpture, computer art, etc.).

Submission dates are as follows:

- **Winter Issue: December 15th**
- **Spring Issue: March 15th**
- **Fall issue: July 15th**

Thanks in advance for considering to share your students' work!



