

The Stippled Catfish

Article:

RESEARCH AND PROJECT-BASED
ART: COMPLETING WORK FOR THE
LOWELL MILKEN UNSUNG HEROES
ARTEFFECTS PROJECT ART
COMPETITION



Important Dates

Fall Conference~
November 14-15,
2020
Jackson, MS/Virtual

NAEA Convention
(Chicago)~
March 4-6, 2021

Get Involved In MAEA News

Members are invited to
submit articles through
the editor,
Catie Stoltzfus

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schools.com](mailto:cstoltzfus@madison-schools.com)

Next News deadline to
January 22, 2021

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President's Note...

Greetings MEAE Members!

In addition to the traditional blue and white face masks, I now have a whole collection of masks that range from solid colors to printed masks with paintings and sports logos on them. I check every morning to make sure that I have the right mask and a spare in the car. My school provides me with a face shield and boxes of latex gloves. I carry at least one bottle of hand sanitizer with me everywhere I go. There's one in my backpack and another one in my car. My classroom has 2 hand sanitizing stations and we are provided with buckets of disposable wipes so that we clean everything from our desks and chairs to our art tools. My first duty every morning is to check my students' phones showing the "campus clear" app as green or clear to go. We are nearing the end of the fall semester and this has all become the standard routine for us. For right now, this is the "new normal."



Randy Miley
President, MAEA

Where does art fit into all of this? How is it part of the new normal? We are all at different schools and have different stories to tell. We can share how our "normal routine" got unraveled this fall and how we now invest many hours of preventive maintenance to protect our students and ourselves. We can talk about how our lesson plans now have a heading titled "social distancing." As art teachers, we can certainly talk about how our social environment is either stifled or awkward. Yes, the new normal has impacted us all.

When I think back to the fall of 2020, however, I will always consider the resiliency of the teachers and students. My thoughts are about art teachers and the sacrifices they make. The "invisible germs" are everywhere and we either choose to fight them or completely alter the teaching of art. Thankfully, we have chosen the former – to fight them. Our students are important and the subject – art – is no less important due to the pandemic. Art is our way of dealing with issues. It gives students an opportunity to express themselves – to be creative. Amidst all of the change in routine, the sanitizing, and social distancing, art remains a constant. I notice in my classes that students are eager to work. It doesn't matter if they have to clean pencils or brushes to do so. They are willing to make adjustments to get to the making of art. This is the time that we can all find "the new normal."

We faced a similar dilemma with the fall conference. After much deliberation, the Board of Directors decided to move forward and on November 14-15 to go virtual with one day of hands on workshops. Look over the conference prospectus in this newsletter and find your place in this year's conference. We all need to step back, participate, and refocus. *Don't forget how important the teaching of art is to the students.* I look forward to seeing you online or in person at one of our workshops.

Randy Miley, Ph.D.
MAEA President



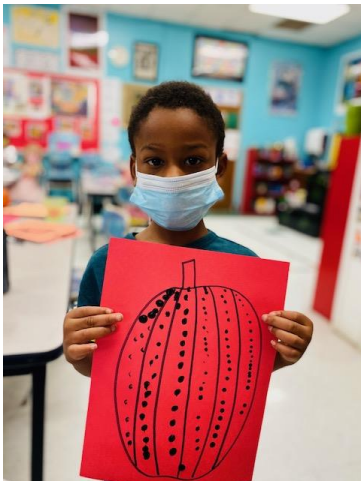


Brandi Hoxie
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Division Updates...

Brandi Hoxie's K-4th grade art students at Popp's Ferry Elementary School in Biloxi have been learning about Yayoi Kusama, Wassily Kandinsky, and Henri Matisse.

Students learned about the life of Yayoi Kusama and had fun using an unconventional method of painting their polka dots on pumpkins ~ Q-Tips!



Every student K-4th created Kandinsky inspired concentric circles and they are displayed together as a huge collaborative piece in the hall at Popp's Ferry Elementary.



Mrs. Torries art classes at Gorenflo Elementary School and Nichols Elementary School in Biloxi learned about several things at the beginning of this school year.

Pattern Cat: Students learned all about the Element of Art: Line and the Principle of Design: Pattern. Students created beautiful patterned cat drawings with a sharpie and then used watercolors to paint them. We discussed a few different watercoloring techniques such as dry on wet, wet on wet, and crayon resist.

Division Updates...



Henri Matisse Collage: Students learned all about the Post Impressionist artist Henri Matisse. They learned what a collage is and how to make one and they learned about Color, Shape, and Rhythm. Students created their own "Cut Outs" using scissors, glue, and multicolored construction paper.



Division Updates...

PreK-First grade students learned all about Primary and Secondary colors with Mouse Paint. Students created textured "cave" art using brown paper and crayons. Students crumbled up their papers to give their "cave walls" a bumpy rock texture.

Upcoming art projects: Notan Pumpkins and Wayne Theibaud Ice Cream cones with Tints and Shades.

Tracy Nock's students in grades K-5 in the Lee County School District have been adjusting to the new normal. Because of the limited sharing of supplies, students have had to adapt by using more basic supplies like colored pencils, crayons, and markers. Below is an example of a Robin Meade landscape 4th graders learned about Victor Vasarely, value and shading to create the Op Art design shown below. Tracy Nook also created a YouTube channel for distance learners to access to create art from home. It's been a challenge, but we are happy that students are still receiving quality art instruction.



Division Updates...

so I have found that it is super easy to lose the strong connections/relationships and student engagement that is usually found in an Art classroom. Also addressing the students social and emotional needs along with their stress levels is so important. Think about having a Mindful Art moment or set aside some time each week for the students to delve into emotional journaling or focus more on the process than the product. Developing these coping skills in art can improve their engagement in class, academic learning, and in life.

If you haven't had a chance to sign up for the 1st MS Virtual Fall Conference, make sure to do that ASAP. It will be a great experience even if we all can't be together in person.

Secondary Shout outs:

Germantown High School had two winners in the Mississippi Bar's Law Day Art Contest for 2020:

1st Place- Taylor Herron, 10th grade
2nd Place- Caroline Walton, 10th grade



Renna Moore
Secondary Division Director*
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Hello Secondary Teachers!

We made it thru the 1st term! It has been such a struggle for each and every teacher as we work virtually, hybrid, and/or face to face, all while trying to wear a mask! My school, Power APAC, is currently 100% virtual,

Don't forget to send me shout outs, brags, or interesting lessons from your classroom for the next newsletter. We want to be able to let everyone know what is going on in your classroom and celebrate your class wins and triumphs.

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Renna Moore

Secondary Division Director



Miriam Wahl

Higher Education Division Director*

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What a semester it has been, so far. I think it can be summed up in two words- monitor and adjust. This phrase was coined by a leading educational researcher, Madeline Hunter, in the 70s and 80s when many schools adopted her theories searching for that magic formula to improve student performance. Fast forward to 2020. I think even Madeline would have to step back and say, "Whoa!"

What I have observed, however, is that art teachers are incredibly resilient. Faced with these uncertain times, we have stepped up and adjusted to a new way of teaching as well as a new way of connecting with our students. (I ask you; how does one teach how to throw on a wheel over Zoom?) In every class, we had to

Division Updates...

monitor and adjust to this new reality and make it work for our students- and we have, for the most part. After careful planning and tweaking tried and true lesson plans, there were still unforeseen problems (monitor and adjust). Those of us not particularly adept at technology learned very quickly, at least enough to get started. (I, for one, usually try to find a 5th grader when I have a technology question.) When class enrollment exceeded the guidelines for the number of students allowed, we figured out how to split the class so that all students had the benefit of both in person and online instruction (monitor and adjust). When we realized that the semester has been shortened by a few weeks, we managed to rethink our lessons so that content and rigor are not compromised (monitor and adjust).

All of this to say that, yes, it has been a challenge. And yes, most of us put in the extra time to make sure we had a well-reasoned and thoughtful plan. But really, it is what we do most of the time. We can't foresee the future, but it is our responsibility to make sure we are providing every opportunity to equip our students to thrive in the world in which they find themselves. Even one such as this.

Take heart my friends and colleagues.

We've got this!

Research and Project-Based Art: Completing work for the Lowell Milken Unsung Heroes ArtEffects Project Art Competition

BY: RENNA MOORE

As more and more art teachers are asked to align their lessons with the “core” classes and introduce more writing, it is always great to find an organization and competition that embodies that while embracing the Arts. For the past few years, I have had students submit work for the Lowell Milken Center for Unsung Heroes’ ArtEffect project which combines the research and writing that Administration wants, with the creative art production and community outreach that I want in my classroom.

The Lowell Milken Center for Unsung Heroes, which is located in Fort Scott, Kansas, is one of the many educational foundations funded by the Milken Family Foundation. Their focus is to work with students and educators from all different disciplines to develop projects that focus on “Unsung Hero” role models that has shown courage, compassion, and respect for others. They believe that by incorporating a project-based learning approach, students can develop, discover, and express the stories and historical impact of these heroes in their own lives, schools, and communities. Basically it gives them the opportunity to discover their own responsibility and power to effect positive change in the world. The museum and think tank located at the LMC, features the stories, along with student work and research, of the unsung heroes. As the museum says “These stories of everyday people are proof positive that one individual has the power to make a profound difference in the lives of others.”

The LMC focuses on 2 different programs: The LMC Fellows program and their Unsung Heroes projects. The Fellows program was created to unite top educators for

a prestigious, merit-based PD opportunity where they gain knowledge, resources and ongoing support to enhance their classrooms and help students cultivate a passion for learning by creating projects that initiate positive change. Many members of National Art Education Association, including NAEA President Thomas Knab, have been chosen as LMC Fellows. The Unsung Heroes' projects focus on wartime, civil rights, and STEAM heroes, cultivating in the 2 competitions: the Discovery Awards and the ArtEffect Project. The LMC also offers numerous lesson plans that fulfill multiple parts of the National Art Standards.

While the Discovery Awards focuses on students discovering, researching, and creating a project that uncovers and features a new Unsung Heroes who can serve as role models and inspire other to create change, the ArtEffect project is research, creating a piece of artwork, and sharing it with your community based off of an Unsung Hero that is already in their museum. Both competitions give out numerous cash prizes to their winners totaling \$29,500. Last year, we had the honor of one of our seniors receiving the grand prize (\$6,000) for the ArtEffect competition.

The ArtEffect Project has the students use visual storytelling skills to celebrate their chosen Unsung Heroes in a piece of high-quality creative visual art that uses their story in a unique and compelling way. Since it is based on historical figures, visual references of the hero can be used. But it's very important that the student's artwork is not just nice portrait of the hero, but a creative interpretation of their story. Students are then encouraged to showcase their community impact and inspire social action or change. Both individual and group projects are eligible to be submitted and the projects must be entirely student-produced. Winning projects are then displayed in the LMC's Hall of Unsung Heroes in Fort Scott, Kansas.

For each submission, students are required to have a complete Application Form, an Impact Paper,

and up to 3 high resolution jpeg photos of their artwork. There is no size limit and the following media are acceptable:

- Dry media 2-D: drawing, photography, charcoal, graphite, pastels
- Wet media 2-D: painting, watercolor, acrylic, oil, printmaking
- Digital/mixed media: photography, textiles, paper collage, graphic design
- 3-D media: sculpture, ceramic

The impact paper, which is recommended to be minimum of 500 words to a maximum of 1,000 words, wants the student to express 3 things:

1. What do you find inspirational about your Unsung Hero and why?
2. What is your vision behind your creative interpretation?
3. How did you share your project with your community?

You are also allowed to include photos and links that help illustrate the way the project was able to reach the community. LMC brings in professionals from multiple fields to judge the competition entries and uses the following factors to evaluate projects and determine scores:

Creative Interpretation of the Unsung Hero's Story

Finished work demonstrates thoughtful, self-directed and independent ideas that are personally relevant in exploring visually how the Unsung Hero created positive change in history by improving the lives of others through their actions.

Project Quality

The student's mastery of the subject is apparent in the concept, composition and execution of the work, and reveals a sense of quality, attention to detail and time spent on the work. The final product demonstrates an understanding of and expertise in the medium being used and its capabilities.

Project Impact

The project's design and execution demonstrates an intent to share the Unsung Hero's story widely in order to raise awareness and create positive community impact. The student has documented the reach of his/her project in a clear and compelling manner.

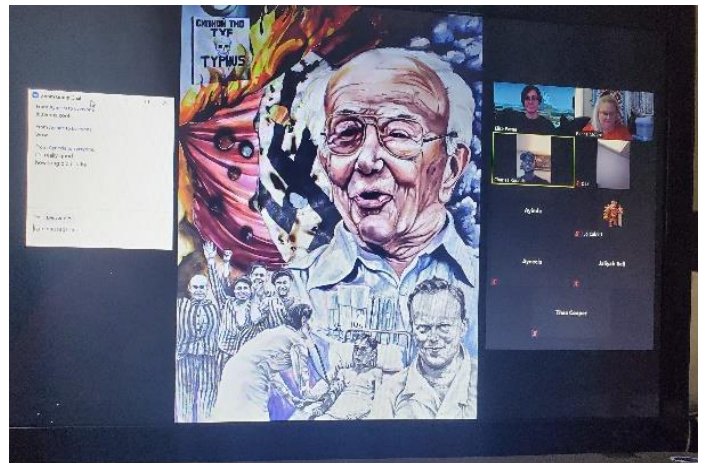
Last year's winner, Charles Rounds, chose to create artwork celebrating Dr. Eugene Lazowski. Charles's piece titled "Saved by Science" depicts the doctor's story of how he saved thousands of Polish Jews during World War II by injecting them with a harmless bacteria that caused them to test positive for typhus. This caused the Nazi army to quarantine an entire town of Jews and safely survive during Holocaust. His piece was created using watercolor, graphite pencil, and burned collaged paper. Of his work, Charles Rounds III said, "Like Eugene Lazowski, I want to liberate people. I want them to be at peace with all of the chaotic things that surround them in this world. Similar to the way Eugene



used his knowledge of chemicals and medicines to heal the suffering of the Jewish people, I use my art as refuge for those who seek happiness in times of adversity." Due to dealing with a nationwide quarantine, Charles had to adapt the way he planned on sharing his work with the community. Besides creating a website where he had the artwork and his impact paper displayed, he led numerous Zoom presentations to different virtual classes around the Jackson area.



It ended up being an amazing and rewarding experience for him and the classes that he presented his research and art work. This year's deadline is April 25th, 2021 and they will announce the finalist on May 10th and overall winners May 30th.



The prizes for this year are:

Grand Prize (6th-12th grade)
\$6,000

Senior Division (9th-12th grade)
Best in Show - \$3,000
Second Prize - \$2,000

Junior Division (6th-8th grade)
Best in Show - \$2,000
Second Place - \$1,000

More information about the competitions and the Lowell Milken Center for Unsung Heroes can be found at their website:

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

2020-2021 YAM Theme



The Council for Art Education (CFAE) administers the national Youth Art Month Program, typically celebrated in March. The national Youth Art Month Program is designed to encourage support for quality school art programs for grades K-12. Youth Art Month provides a forum for recognizing skills developed through visual arts experiences, including Problem Solving, Creativity, Observation, and Communication.

The Flag and Banner Programs allows each state to design a flag or banner using the national theme, “Art Connects Us.” Each state uses the Overall Award winners design for the flag but also has a High School, Middle School, and Elementary winners as well. Click [HERE](#) for an application.

Youth Art Month exists to:

- Recognize art education as a viable factor in the total education curricula that develops citizens of a global society.
- Recognize art is a necessity for the full development of better quality of life for all.
- Direct attention to the value of art education for divergent and critical thinking.
- Expand art programs in schools and stimulate new art programs.
- Encourage commitment to the arts by students, community organizations, and individuals everywhere.
- Provide additional opportunities for individuals of all ages to participate in creative art learning.
- Increase community, business and governmental support for visual art education.
- Increase community understanding and interest in art and visual art education through involvement in art exhibits, workshops, and other creative ventures.
- Reflect and demonstrate the goals of the National Art Education Association that work toward the improvement of visual art education at all levels.

For more information please email Kelly Young at kellyyoung@mcsd.us

2020 MAEA Fall Mini Conference

[REGISTER HERE](#)

[Conference Information Packet](#)

Dates: November 14-15, 2020

Locations:

- Saturday: MS Museum of Art/Pearl River Glass
- Sunday: Online Only

Thursday Studio Concentrations

Fused Glass
Melanie McKinley



Handbuilt Ceramic Mugs
Lauren Lewis



Pyrography: Bringing Wood Burning
into Your Classroom and Artwork
Renna Moore



Street Art Sculpture
Lionel Clark



2020 MAEA Awards

Congrats to all winners and nominees



Catie Stoltzfus

2020 Bill Poirier Mississippi Outstanding Art Educator Award



Pearl River Glass

2020 MAEA Prism Award

2020 MAEA Awards



Katie Tarrant

2020 MAEA Outstanding Elementary Division Art Educator Award



Courtney Lipscomb

2020 MAEA Outstanding Middle Level Division Art Educator Award

2020 MAEA Awards



Renna Moore

2020 MAEA Outstanding Secondary Division Art Educator Award



Limeul Eubanks

2020 MAEA Outstanding Supervision/Administration Division Educator Award

2020 MAEA Awards



Merry Barnes

2020 MAEA Outstanding Museum Division Award



Shawn Richards

2020 MAEA Emeritus Division Art Educator Award

2020 NAEA Awards Nominees



Carla Nations

2020 Southeastern Region Secondary Art Educator



Felicia Lee

2020 Outstanding National Art Honor Society Sponsor

2020 NAEA Awards Nominees



Stephanie Busbea

2020 NAEA Marion Quin Dix Leadership Award

Museum Happenings

Southern Region

Museum	Exhibit	Start Date	End Date
Ohr O'Keefe Museum	George Edgar Ohr: I am the potter who was	now	ongoing
	Spaces and People: Dean Mitchell	June 18, 2020	Present
	Symbiotic: Cathy Hegman	TBA	TBA
	The World Through My Eyes	May 2019	Present
	City Within a City: African American Culture in Biloxi		
	Sally Heller	September 29, 2020	November 2020
Lauren Rogers	Collections Interventions: Mississippi Collegiate Art Faculty Invitational	March 17, 2020	present
	Bill Scott: A Garden in the Studio	August 4, 2020	present
	Spirit Lines: Helen Hardin Etchings	August 4, 2020	present

Museum Happenings

Southern Region

Museum	Exhibit	Start Date	End Date
Lauren Rogers	SEEING 20/20: Creativity during COVID	October 20, 2020	present
	HOME//WORK: Collections Interventions by Kristen Tordella- Williams	January 26, 2021	

Central Region

Museum	Exhibit	Start Date	End Date
Mississippi Museum of Art (Jackson)	Four Freedoms by Mildred Nungester Wolfe	now	ongoing
	Spectacles of Modern Life	now	ongoing
	New Symphony of Time	now	ongoing
	Pre-Columbian Art	now	ongoing

Museum Happenings

Central Region

Museum	Exhibit	Start Date	End Date
Mississippi Museum of Art (Jackson)	Leonardo Drew: City in the Grass	now	February 21, 2021
	Van Gogh, Monet, Degas, and Their Times	now	January 11, 2021
	Piercing the Inner Wall: The Art of Dusti Bonge	February 20, 2021	May 23, 2021



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African
Giant
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Plant

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.

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