

\* Indicates Hands-On Workshops  
Workshops are for ALL Audiences unless Indicated

## WORKSHOP SERIES A (9:00 - 10:30 a.m.)

### 1 MURAL MAKING: PUBLIC ART TRANSFORMING PUBLIC SCHOOLS\*

Empower students to create public art murals that transform public schools into centers of creative collaboration and change. Learn how to mobilize entire classrooms (or multiple classes) to conceive and execute a shared vision, together. Raise the bar of possibility as completed murals serve as a continuing reminder of what's possible when communities and schools partner for sustainable change.

*Jeremy R. Del Rio and Sam Wisneski, Executive Director and Creative Director, Thrive Collective*  
Danielson: 1a, 1e, 2a, 3c, 4e

### 2 MAKING CONNECTIONS BETWEEN ART AND ARTMAKING\*

Join the Whitney Museum's Coordinator of Family Programs to explore how students can learn from artists and be inspired by a work of art in the classroom. You will discuss an artwork in the Whitney's collection and then take part in a hands on activity that allows you to use your own creativity while also engaging with techniques, ideas, and processes behind the work. Attendees will have the opportunity to brainstorm artmaking ideas inspired by other works in the Whitney's collection.

*Billie Rae Vinson, Senior Coordinator of Family Programs, Whitney Museum of American Art.*  
Danielson: 1a, 1e, 3b, 3c

### 3 WEAVING USING RECYCLED MATERIALS\*

This is a hands on workshop in which participants will create their own simple loom using recycled cardboard and will weave a small wall hanging. A motivational power point describes the weaving process and the color theory used by the Kente Weavers in Ghana, Africa. Yarn, straw, ribbon, scarves, and other recycled materials will be used for weavings. Participants are encouraged to bring materials that they might want to include in their work.

*Lisa Kaplan, Rachel Carson IS237Q, NYCATA/NYSATA/NAEA*

Danielson: 1a, 1e, 2a, 2d, 3b, 3c, 3d, 4e

### 4 STARTING IN KINDERGARTEN! PAINTING WITH TEMPERA\*

Learn how using masterworks and creating clear criteria, a checklist, and peer assessment,

can support you in the messy world of tempera paints. Attendees will see a brief powerpoint of K-5 painting projects at PS 69 and receive a handout of the ppt. Experience color mixing, developing a painting, and classroom management strategies.

*Angela Fremont, PS 69K Vincent D. Grippo School*

Danielson: 1a, 1e, 2a, 2d, 3b, 3c, 3d, 4e

### 5 THINKING SPACE/ DRAWING SPACE\*

Participants will draw origami boxes, and then draw the process of unfolding these boxes before building their own from information held in their sketches. This activity builds spatial reasoning skills, which entail understanding, manipulating, and transforming two and three dimensional objects, in the world, and in our minds.

*Andrea Kantrowitz, Assistant Professor, Graduate Program Coordinator, SUNY New Paltz*

Danielson: 1e, 3b, 3c, 4e

### 6 "SURVIVING CHARLOTTE'S WEB", CLASSROOM OBSERVATION, QUESTIONING AND ASSESSMENT FOR THE SECONDARY ART EDUCATOR\*

Attendees will learn various ways to critique and assess visual arts projects using Bloom's Depth of Knowledge Chart. Within groups, they will use a variety of assessment techniques for middle through high school which will encourage students to use challenging vocabulary when they assess their own work. Participants will create questions, prompt, and rubric in reference to an assignment from the presenter who will use the DOK chart.

*Erin-Marie Elman, 6-8th Grade Visual Arts Educator, IS96K Seth Low Intermediate School*

Danielson: 1a, 1e, 2a, 2d, 3b, 3c, 3d

### 7 HOW TO TEACH THE ARTS OF ANCIENT CHINA AND MEXICO\*

Learn how to create art projects that teach the dynasties of China and the periods of Ancient Mexico. One from each country will be hands-on activities, with art supplies included. Hand outs will include lesson plans and links to information about a travel study grant. Travel to these places on a grant!

*Pearl Lau, Art Educator PS 230K*

Danielson: 1a, 1e, 2a, 3b, 3c, 3d, 4e

### 8 USING MASTERWORKS TO DEVELOP VISUAL PERCEPTION SKILLS

Working collaboratively, teachers will explore how masterworks presented to students in a museum or a classroom setting may be used to help all students, particularly the special needs students in their art rooms, to develop visual perception skills. All art teachers, including those who work with Occupational Therapists, are welcome.

*Karen Rosner, Coordinator of Visual Arts, NYC-DOE, Office of Arts and Special Projects*

Danielson: 1a, 1e, 3c, 4e

### 9 RECENT RESEARCH IN ART EDUCATION

Brooklyn College Graduate Students present their thesis presentations on practices in the K-12 classroom. Current research argues that Art Education is the key to improving literacy and critical thinking skills.

*Dr. Androneth Sieunarine Adjunct Assistant Professor, JJ Rudisill, Meg Carmody, Shauna Woods Gonzalez, Lindsey Matousek, Nataliya Bellony, and Jean Calderone, Art Educators*

Danielson: 1a, 3b, 4e

### 10 UNCOVERING HIDDEN HISTORIES WITH SOUND AND LIGHT: A STEAM & HUMANTIES PROJECT \*

Learn how to incorporate conductive interactivity in student artworks. Workshop demonstrates how a large-scale interactive wall mural can be made using light and sound microprocessors. Combining a dual humanities and STEAM approach, we highlight lesser-known historical narratives of US history via physical/digital archives, then create symbolic representations enhancing meaning with light and sound using TinyLily microprocessors for LED light and Bare Conductive Touch Boards for sound.

*Ann Holt PhD, Adelphi University, Faculty, Tiffanie Sorice, Student, Adelphi University, Ashley Smith, Student, Adelphi University, Samantha Barone, Student, Adelphi University*

Danielson: 1a, 1e, 3b, 4e

## PLENARY SESSION

(10:45 a.m. - noon)

## LUNCH

12:15 a.m. - 1:15 p.m.

## WORKSHOP B

(1:30 - 2:30 p.m.)

### 11 CULTIVATING LONG-LASTING SCHOOL AND COMMUNITY PARTNERSHIPS

Learn the "ins and outs" of navigating a new school culture to build your art program's presence. This forum for administrators and arts teachers with two years or less full-time experience will present strategies for cultivating meaningful relationships, inside the school building, and outside, in the community. Building and sustaining partnerships benefits all students' arts learning.

*Christina Soriano, Art Teacher- NEST+m, NYCDOE*  
Danielson: 1a, 1e, 3c, 4e

### 12 CULTURAL EXCURSIONS IN THE ARTS: A MULTI-DISCIPLINARY DISCOVERY OF HOW CULTURE AND ART INFLUENCE ONE ANOTHER.

History has shown us time and time again that art is more than a depiction of the senses; it is a reflection of a culture itself. To truly understand a culture, immersion is the key. Youth for Understanding USA offers art teachers strategies for unlocking students' understanding of artistic expressions, as well as the ways culture and history collide, influence, and evolve, in tandem. We will discuss various funding options which could be applied to this type of cultural experience.

*Ingrid Rosario & Heather Deno, Youth for Understanding USA (YFU USA)*

Danielson: 1a, 3c

### 13 BEYOND SHOW AND TELL: CREATING A TOUCHABLE COLLECTION IN YOUR CLASSROOM

Staff from the Brooklyn Children's Museum will discuss the impact of creating a hands-on collection in the classroom and will model inquiry based learning and visual thinking strategies. With BCM's touchable collection of 30,000 objects as reference, we will model three concrete object-based activities that teachers can adapt in the classroom: "Objects as Self-Portrait," "Creating an Object-based Exhibit," and "Still Life Drawings."

*Hana Elwell, Director of Exhibits and Interpretation, BCM; Kate Calleri, Manager of Collections Interpretation BCM*

Danielson: 1a, 1e, 2a, 3b, 3c

### 14 INCORPORATING SKETCHBOOKS INTO YOUR CLASSROOM INSTRUCTION

Participants will learn best practices for integrating regular sketchbook use in the art classroom. Teachers will discover the benefits of using sketchbooks for classroom management, assessment and reflection, student autonomy, material exploration, risk taking, problem solving, and personal reflection.

*Katherine Huala, Visual Arts teacher, PS/IS 49Q*

Danielson: 1a, 1e, 2a, 3b, 3c

### 15 SOCIAL JUSTICE IN THE VISUAL ARTS CLASSROOM

Teachers will review lessons that raise social awareness in the classroom and inspire children to create artwork around current events. Participants will create a small piece of art that connects to a cause that is important to them under the prompt, "What would you fight for?" We will discuss the successes and obstacles of using social causes as a conceptual focus in art-making.

Laura Pawson, Juan Morel Campos Secondary School NYCDOE

Danielson: 1a, 1e, 2a, 3b, 3c, 4e

## 16 INSPIRING LEARNERS THROUGH ART

This workshop will introduce an interdisciplinary framework for engaging students in discussion about works of art. Participants will learn how to develop inquiry based experiences that invite students to make connections between their lives, social studies curriculum, and works of art from across time and place.

Nicola Giardina, Astor Fellow for K-12 Education, The Metropolitan Museum of Art

Danielson: 1e, 2a, 3b, 3c

## 17 CRAFTING CREATIVE SPACES FOR ELL STUDENTS

How can we create spaces for teens who are English Language Learners to think critically and engage with art-making? In this interactive workshop, we will introduce our free summer program for NYC high school students: Youth Insights (YI) and discuss the challenges and benefits of maintaining exploratory spaces for ELL students within a larger institution.

Dyeemah Simmons, Coordinator of Teen Programs, Whitney Museum of American Art

Danielson: 1e, 2a, 3b, 3c

## 18 ENVIRONMENTAL ACTIVISM IN THE ARTS CLASSROOM\*

Connecting the Visual Arts curriculum with Science, specifically Environmental Education/Activism is the focus of this workshop. The arts classroom provides an opportunity to explore issues of concern like endangered species and their habitats. Using art as a vehicle, students can support their causes. Participants will create a block print of an endangered animal they care about. Handouts include suggested activities and resources for bringing Environmental Education to life in the art classroom.

Janet Lombardi, PS 60 Staten Island & Zach Lombardi, Visual Arts Educator, PS 200 Brooklyn

Danielson: 1a, 1e, 2a, 2d, 3b, 3c

## 19 DRAWN TO DRAWING: INVESTIGATIONS INTO IMPROVING DRAWING INSTRUCTION\*

Drawing plays many valuable roles in artistic practice. Knowing "how-to draw" is an important aspect of a student's artistic identity. Discover how one educator's investigation into drawing worked towards improving student skills, generating creative thought, providing formative assessment, and promoting observation. Includes strategies for all levels and tips for new practice.

Jason Holt, Art Teacher, PS 36M

Danielson: 1e, 2d, 3b, 3c, 3d

## 20 INTEGRATING SPECIAL NEEDS IN ART EDUCATION

Every student has the right to independent expression in the arts. In this workshop, techniques and modifications will be presented to use with students with physical disabilities in the art room. Things like fine/gross motor and work surface modifications will be presented. Relevant visuals and videos will be shown based on Irene Savage's previous work with this student population.

Irene Savage, Art Educator, NYCDOE, IS 230Q

Danielson: 1a, 1e, 2a, 3c

## WORKSHOP C

(2:45 p.m. - 4:15 p.m.)

## 21 (REPEAT OF #5) THINKING SPACE/ DRAWING SPACE\*

Participants will draw origami boxes, and then draw the process of unfolding these boxes before building their own from information held in their sketches. This activity builds spatial reasoning skills, which entail understanding, manipulating and transforming two and three dimensional objects in the world and in our minds.

Andrea Kantrowitz, Assistant Professor, Graduate Program Coordinator, SUNY New Paltz

Danielson: 1e, 3b, 3c, 4e

## 22 OUTSTANDING EDUCATORS' BEST PRACTICES

Come to a lively discussion and presentation as the 2017 NYCATA/UFT Art Educators of the Year awardees share their work. Learn and share ideas with your colleagues and find out how to nominate our future outstanding art educators, administrators, and advocates!

Mario Asaro, NYCATA/UFT Executive Vice President, Recognition Awards Chairperson, MS158Q

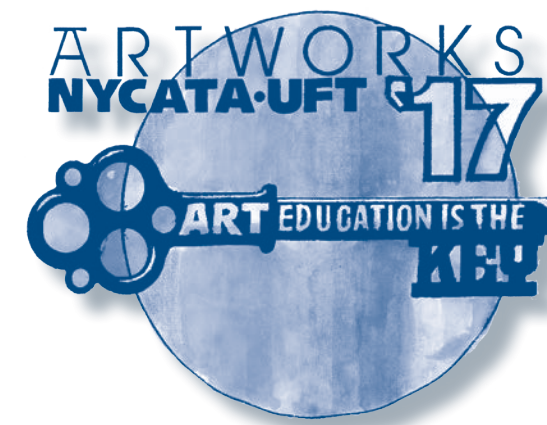
Danielson: 1a, 1e, 2a, 2d, 3b, 3c, 3d, 4e

## 23 (REPEAT OF #2) MAKING CONNECTIONS BETWEEN ART AND ARTMAKING\*

Join the Whitney Museum's Coordinator of Family Programs to explore how students can learn from artists and be inspired by a work of art in the classroom. You will discuss an artwork in the Whitney's collection and then take part in a hands on activity that allows you to use your own creativity while also engaging with techniques, ideas and processes behind the work. Attendees will have the opportunity to brainstorm art-making ideas inspired by other works in the Whitney's collection.

Billie Rae Vinson, Senior Coordinator of Family Programs, Whitney Museum of American Art.

Danielson: 1a, 1e, 3b, 3c



## STEERING COMMITTEE >

JOAN L. DAVIDSON  
Conference Coordinator  
President NYCATA/UFT

SHANI PEREZ  
Program

THOMAS F. NAEGELE  
DEBORAH DESTAFFAN  
Graphics

ANTONIO JACOBS  
STEPHEN M. DRAKES  
Registration

DEBORAH DeSTAFFAN  
Workshop Summary

ANU SIEUNARINE  
ALBERT JUSTINIANO  
Artist Teacher Exhibit

JACKIE CRUZ  
Student Exhibit

LISA KAPLAN  
Commercial Exhibits

MARIO ASARO  
Recognition Awards

ERIN-MARIE ELMAN  
Museum Resources

MARION THEODORE  
Hospitality

SANDRA FEIRMAN  
Conference Evaluation  
and Statistics

ANU SIEUNARINE  
IKUKO WAKIYA  
Higher Education Liaisons

BEACON HIGH SCHOOL  
RUTH LACEY, Principal

UNITED FEDERATION OF TEACHERS  
MICHAEL MULGREW  
UFT President

GEORGE ALTOMARE  
UFT Professional Committee Director

CRYSTAL DEORAJ  
UFT Professional Committee Coordinator

# CONFERENCE SCHEDULE

**8:00 a.m.-8:50 a.m. REGISTRATION BREAKFAST**  
*(Cafeteria, 1st floor)*

**COMMERCIAL EXHIBITS**  
*(Cafeteria, 1st floor)*  
Talk with our exhibitors, experiment with their materials, glean ideas for curriculum planning.

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**8:30 a.m.-2:30 p.m. STUDENT EXHIBIT**  
*(Cafeteria, 1st floor)*

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**8:30 a.m.-4:30 p.m. ARTIST EXHIBIT**  
*(Cafeteria, 1st floor)*  
"Unframed Works On Paper"

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**9:00-10:30 a.m. WORKSHOP A**

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**10:45-noon PLENARY SESSION**  
*Auditorium 7th Floor*

**PLATFORM GUESTS**

GEORGE ALTOMARE  
*UFT Professional Committees Director*

ELLEN SULLIVAN  
*NYSUT Art Committee Coordinator*

**WELCOME**

JOAN L. DAVIDSON  
*President NYCATA/UFT, Conference Coordinator*

**GREETINGS**

KAREN ROSNER  
*Coordinator of Visual Arts, Office of Arts and Special Projects NYC Department of Education*

**AWARDS PRESENTATION**

MARIO ASARO  
*NYCATA/UFT Executive Vice President and Recognition Awards Chairperson, MS 158Q*

**ARTIST OF YEAR & KEYNOTE SPEAKER**

**LINDA STEIN**  
*Artist, activist, educator, performer and writer with two gender-bending traveling exhibits: The Fluidity of Gender and Holocaust Heroes: Fierce Females.*  
[www.lindastein.com](http://www.lindastein.com)

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**12:15-1:15 p.m. LUNCH**  
*(Cafeteria, 1st floor)*

**COMMERCIAL EXHIBITS**  
**STUDENT EXHIBIT**  
**ARTIST/TEACHER EXHIBIT**

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**1:30-2:30 p.m. WORKSHOP B**

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**2:45-4:15 p.m. WORKSHOP C**

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**4:20-4:45 p.m. CLOSING RECEPTION**  
*(Cafeteria, 1st floor)*  
Raffle Prizes and Complimentary Museum passes. Signing of Attendance Validation forms (in your Conference packet) for professional development hours from Joan Davidson or designee.

**24 STEAM + DESIGN IN THE CLASSROOM\***  
Cooper Hewitt, Smithsonian Design Museum will offer a hands-on exploration of how Design Thinking can be an integral tool for connections to STEAM, Common Core, 21st Century Skills, and project-based learning.  
*Michelle Cheng, Professional Development Manager, Cooper Hewitt, Smithsonian Design Museum, Meagan Mahaffy, Education Assistant, Cooper Hewitt, Smithsonian Design Museum*  
*Danielson: 1a, 1e, 2a, 2d, 3b, 3c, 4e*

**25 TEACHING ARTISTS AND ART TEACHERS: MAKING CHANGE THROUGH COLLABORATION**  
Using a think tank format, four NYC art teachers and teaching artists will continue an ongoing discussion about collaborating, developing curriculum, and engaging students in exciting ways through art residencies. Providing leadership, inspiration, and concrete steps, this session will be helpful for anyone interested in pursuing teaching artist programs for the first time, or improving ongoing teaching artist programs in schools.  
*Laura Pawson, Juan Morel Campos Secondary School/Art Teacher; Patrick Rowe, The Bronx Museum of the Arts/School and Community Partnerships Manager*  
*Danielson: 1a, 1e, 2a, 3b, 3c, 3d, 4e*

**26 NEGATIVE SPACE DRAWING \***  
Participants will explore the power of observing and drawing negative space from still life. This workshop will challenge participants to approach a still life by relishing the space around objects and the shape of the negative space within and between objects. This hands on experience will be helpful for curriculum building. Presenter will provide drawing materials.  
*Mary Agramonte, Rafael Hernandez Dual Language School PS/IS 218X, NYCDOE*  
*Danielson: 1a, 1e, 2a, 3b, 3c, 3d, 4e*

**27 MAKING VISUAL ART INTEGRATION MEANINGFUL\***  
Participants will: 1) Reflect on their current (K-12) practice and develop teaching strategies that honor artistic growth while expanding interest, curiosity, and knowledge in social studies; 2) Explore how art materials can provide them with tools for teaching content and assessment according to NCSS and NCCAS standards; 3) Construct a 3D project that would engage students in meaningful integration of art and social studies.  
*Linda Louis, Brooklyn College/Bank Street School for Children; Maria Richa, Art Educator, Bank Street*  
*Danielson: 1a, 1e, 2a, 3b, 3c, 3d, 4e*

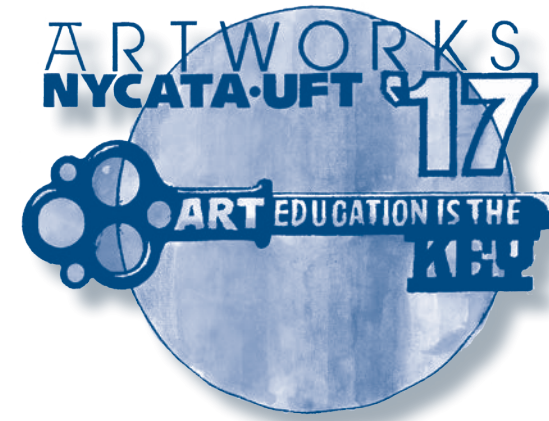
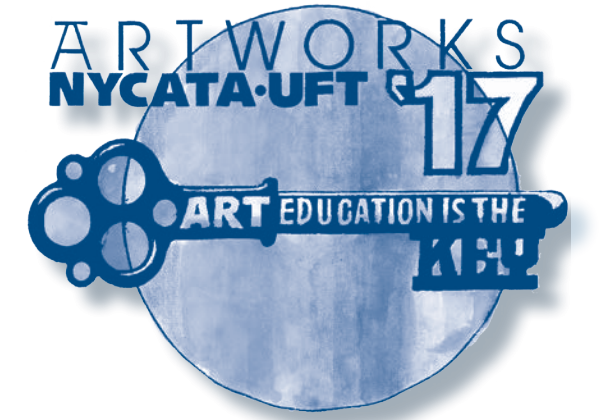
**28 SELF AND OTHERS: BODY SCULPTURE MAKING THROUGH LINDA STEIN'S THE FLUIDITY OF GENDER\***  
Artist Linda Stein focuses on issues of protection against bullying and bigotry. Participants will make their own body sculpture; learning ways to imagine protection through 3D wearable form. Educators will also explore the interactive teaching website Social Justice Art Education with Linda Stein's Art.  
*Dr. Ann Holt, Visiting Faculty Art and Design Education, Pratt Institute, and Adjunct, Adelphi University, Cassidy Del Orfano, Adelphi Alum Art and Design Education, 2017*  
*Danielson: 1a, 1e, 2a, 3b, 3c, 4e*

## DANIELSON DOMAINS AND COMPONENTS

<b>Domain 1: Planning and Preparation</b> 1a Demonstrating Knowledge of Content and Pedagogy 1e Designing Coherent Instruction	<b>Domain 2: Classroom Environment</b> 2a Creating an Environment of Respect and Rapport 2d Managing Student Behavior
<b>Domain 3: Instruction</b> 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction	<b>Domain 4: Professional Responsibilities</b> 4e Growing and Developing Professionally



NYCATA/UFT Professional Committees  
50 Broadway, Floor 10  
New York, NY 10004



The 37th  
Annual All Day  
**Art  
Education  
Conference**

**SATURDAY, OCTOBER 28, 2017  
8:00 A.M.— 4:45 P.M.**

The NEW BEACON HIGH SCHOOL  
522 West 44th Street, NY, NY 10036  
(between 10th and 11th Avenues)

Celebrating our  
37th Annual All Day  
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522 West 44th Street, NY, NY 10036  
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**REGISTRATION FORM**

CONFERENCE COORDINATOR:  
Joan L. Davidson, UFT 212-598-7772  
uftprofessionalcommittees@uft.org  
Sponsored by the New York City Art Teachers Association/  
United Federation of Teachers

**REGISTRATION FORM**

4 Workshop or CTLE Hours available (9 a.m.- 4:15 p.m.)  
**Early Bird Registration by Tuesday OCTOBER 17TH**  
is essential for workshop availability.  
ONE NAME per form. Please duplicate form for additional names.

Registration fee includes breakfast, hot lunch (if reserved),  
closing sweet reception and workshops.

**Workshops and hot lunch must be  
reserved in all categories below:**

Participant: \$35;  
After October 17th or On-Site: \$55

**AW17 Presenter, Steering Member, Awardee, Nominator,  
UFT Executive Board or Committee Chairperson and  
Platform Guest:** No Registration Fee  
\_\_\_ **Hot Lunch (must be reserved)**

**Full-time College Student** with a current College ID: \$ 15  
\_\_\_ **Optional: Hot Lunch: \$15 (must be reserved)**

**Parent School Representative** with Principal's verification on  
school letterhead: \$ 15  
\_\_\_ **Optional: Hot Lunch: \$15 (must be reserved)**

For Conference details:..... [www.nycata.webs.com](http://www.nycata.webs.com)  
[www.uft.org/committees/nycata-uft](http://www.uft.org/committees/nycata-uft)

**Register Online:**

<http://www.aw17.eventbrite.com>

or make checks payable to NYCATA/UFT and mail

with this form to: Antonio Jacobs  
NYCATA/UFT Artworks 2017  
Professional Committees Floor #10  
50 Broadway, New York, NY 10004

Workshop enrollment is limited. Choose workshop for each SERIES.

1st choice/2nd choice

A \_\_\_/\_\_\_ B \_\_\_/\_\_\_ C \_\_\_/\_\_\_

Name \_\_\_\_\_

School/Arts organization \_\_\_\_\_

City/Borough \_\_\_\_\_

Grades \_\_\_\_\_

Position \_\_\_\_\_

Full-time college student— School: \_\_\_\_\_

Parent representative— School: \_\_\_\_\_

For Confirmation NON-DOE E-mail \_\_\_\_\_

Home phone \_\_\_\_\_

Home address \_\_\_\_\_

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