

\* Indicates Hands-On Workshops

Workshops are for ALL Audiences unless Indicated

## WORKSHOP SERIES A (9:00 - 10:15 a.m.)

---

### 1 WHAT FLOATS YOUR BOAT? TEACHING LINE DRAWING WITH INFLATABLES\*

Have you ever struggled to set up a still life for your students to work from? In this workshop, you will learn how to teach drawing skills using the large, simple, approachable forms of inflatable pool toys! Participants will actively engage in activities that improve drawing accuracy and reflect on best teaching practices. Participants will be able to immediately incorporate this lesson into their home classrooms with a modest \$10 investment in a pool toy inflatable.

*Paul Rosiak, Award winning Figure Drawing Artist, Da Vinci Initiative Educator  
www.davinciinitiativeatelier.org*

### 2 THE IMPACT OF ART EDUCATION ON ARTISTIC LEARNING AND BEYOND

Students will present their Brooklyn College masters research projects by engaging in discussions about current trends in art education and pedagogy, which meet 21st century teaching skills. For example: how social themes in the art curriculum impact adolescent engagement in art; how empathy can be developed in youth through multicultural art education; how a puppetry project can build creative problem-solving skills; and how attitudes change after a discussion of selected works by celebrated artists.

*Herman Jiesamfoek, Associate Professor at Brooklyn College; Daniel Branch, Christina Carpio, Rachel Senchoway, Alicia Martinso, Celina Leroy, Brooklyn College graduates with a master's in art education.*

*Danielson:1a, 1e, 3c, 2a, 4e  
Blueprint Strands: Exploring Careers and Life-Long Learning*

### 3 INCORPORATING SOCIAL JUSTICE ART EDUCATION IN YOUR CURRICULUM: AN ENCOUNTER WITH ARTWORKS BY LINDA STEIN\*

Linda Stein's multi-media artworks address social justice topics such as xenophobia, the Jewish Holocaust, empowerment and heroism, gender fluidity, sexism, and displacement. Participants in this workshop will create objects of empowerment that relate to Stein's collaged tapestries and sculptures. Artmaking will include a variety of mixed media, image, and text, using various materials like fabric, bubble wrap, tape, markers, and paint. Participants will share their creations and their ideas about how to incorporate what they learned in their classroom.

*Cheri E Ehrlich, Assistant Professor, Southern Connecticut State University;*

*Ann Holt, Art and Design Education Professor, Adelphi University*

*Danielson:1a, 2a, 3b*

*Blueprint: Art Making; Developing Art Literacy; Making Connections Through Visual Arts; Community and Cultural Resources*

### 4 NO WATER TEMPERA PAINT K-5 INCLUDING HANDPAINTED COLLAGE PAPER\* (ELEMENTARY)

Revolutionize your classroom management with easier set up and

cleanup. Participants will experiment with tempera paint, color mixing, tints and shades, and share the challenges and joys of their discoveries. A powerpoint will illustrate 25 K-5 painting lessons. Participants will create a collage using a masterwork; co-create criteria; see a demonstration; and use formative assessment and revision. A mindful transition and a Q & A session provide the basis for collaborative classroom planning.

*Angela Fremont, NYC DOE Visual Arts Teacher/Retired*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources, Exploring Careers and Life-Long Learning*

### 5 CONTEXT & PERSPECTIVE: COLLABORATIVE DESIGNS FOR URBAN LANDMARKS, MONUMENTS & MEMORIALS\* (ELEMENTARY AND MIDDLE SCHOOL)

Participants will experience a collaborative approach to project-based learning (PBL) as they design and build a landmark, monument, or memorial that addresses a community issue. They will learn by doing as they model a student's educational experience. This challenge will incorporate PBL instructional techniques as well as architecture, design and art concepts, material exploration, and the manipulation of scale and proportion. Participants will learn a dynamic approach that can be used in their classroom.

*Kenneth Jones, Executive Director, Salvadori Center; Juliana Wong, Senior Educator, Salvadori Center; Emiliano Maghallyghen, Architect*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources, Exploring Careers and Life-Long Learning*

### 6 FASHION REVOLUTION: ART, TECH, AND SOCIAL JUSTICE\*

Learn how pre-service art and K-12 education students researched the question #whomademyclothes, exploring their global fashion footprint via a collaborative, interactive mural, using sound and light. Workshop materials include NPR's Planet Money Makes a T-Shirt, @fashionrevolution.org teaching materials, bare conductive touchboards, sound, mixed media and light. Participants will create a collaborative artwork prototype.

*Cindy Maguire, Director, BFA Art & Design Education at Adelphi University*

*Ann Holt, Art and Design Education Professor Adelphi University*

*Assisted by BFA Art & Design Education Students Adelphi University*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources*

### 7 TECHNOLOGY IN THE ART CLASSROOM - FULL STEAM AHEAD!\*

Participants will learn how to create a Google form that enables students to reflect on a work of art. They will engage in an art/technology self-reflection that will help them identify ways they can adopt technology in the classroom. The reflection will recommend suggestions based on their choices. Finally, they will plan an introductory art/technology lesson for their classes, according to grade level, using their newly-acquired Google forms skills. Important: Please bring your Laptop/Notepad.

*Michele Kelly, Art Teacher, PS207K Elizabeth Leary*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources, Exploring Careers and Life-Long Learning*

### 8 LANGUAGE IN MOTION: ANIMATION FOR ELLS\*

How might students use animation design and movement to tell a story? How might hands-on engagement with text reframe our approach to language? Participants will explore animation software by working collaboratively in groups on one word i.e., "Citizen". We will focus on how the word might take on different meanings in different languages, how the word looks (design of letter forms) and moves (animation). Participants will reflect on the challenges and changes needed for classroom use.

*Nelle Stokes, Executive Director, Magic Box Productions, Inc.*

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

*Blueprint Strands: Making Moving images; Literacy Connections; Cultural Resources; and Career and Lifelong Learning*

### 9 CREATING WHOLE SCHOOL COLLABORATIVE MURALS\* (ELEMENTARY)

Create a collaborative mural with your students in grades K-4. Participants will discuss the why behind creating these large pieces of temporary works, the themes that are commonly used, and their own ideas for mural themes. They will have an opportunity to ask mural making questions while they enjoy a hands on experience creating a mural with their peers. Handout: lesson plans for the creation of a mural.

*Teddie Davis, Elementary Visual Art Teacher and Instructional Leader, Uncommon Schools.*

*Danielson: 1e, 2d, 3C*

*Blueprint Strands: Art Making, Making Connections Through Visual Arts, Community and Cultural Resources*

### 10 WHAT IS COLOR? HANDS-ON EXPLORATION OF THIS ESSENTIAL QUESTION TURNS STEM INTO STEAM\*

Our experience of specific frequencies of electromagnetic radiation has motivated innovation, exploration, and expression throughout human history. Explore the Science and Meaning of Color by participating in fascinating experiments! Explore additive and subtractive primaries; watch colors shift as wavelengths interfere; uncover the role of color in imperial conquest; and explore the meaning of color as essential cultural expression. Participants will reflect and share what color(s) mean to them.

*Kate Yourke, President, Make: STEAM*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources*

## LUNCH

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

## WORKSHOP SERIES B (1:45 - 2:45 p.m.)

---

### 11 ART INTEGRATION: USING MENTOR TEXTS TO CONNECT READING, WRITING, AND ART\* (ELEMENTARY)

The Squiggle Book, authored by the presenter, teaches skills of alliteration, personification, couplets, vivid adjectives, and colorful vocabulary. Groups will examine the book and, in their own drawing, expand a colorful squiggle in the book. Participants will reflect on all of the drawings with a gallery walk. Based on the book's contents and the drawing experience, participants will explore

ways to incorporate writing into students' art experiences. Participants will leave with a series of lesson plans.

*Elizabeth Correll, Elementary Teacher, Birchwood Intermediate School, South Huntington Union Free School District; Author: The Squiggle Book Danielson: 1a, 2a, 3b, 4e;*

*Blueprint Strands: Art Making, Developing Art Literacy*

### 12 GENDER INCLUSIVITY IN THE CLASSROOM (MIDDLE AND HIGH SCHOOL)

LGBTQIA+ students are at risk for rejection and isolation in the home and classroom. There's a growing resistance to today's dominant gender structure. Learn how teachers can make a difference by opening students' minds to gender inclusivity and respect for others, while assisting LGBTQIA+ students to embrace and discover themselves. Explore methods for adopting gender inclusive praxis and critically examining hegemonic gender assumptions. Engage in a visual exercise that will anonymously reveal common gender stereotypes and enable you to incorporate new skills in classroom practice.

*Fariza Badrieva, Art teacher and lead teacher at New Dawn Charter High School;*

*Patricia Murphy, a lead teacher at Eladia's Kids in Prospect Heights; Cory Sempler, lead teacher for NYC Pre-K for All program at Eladia's Kids on Flatbush Avenue, Brooklyn. All graduate students at Brooklyn College pursuing a master's degree in art education.*

*Danielson: 1b, 1d, 2a, 2e, 4a*

*Blueprint Strands: Demonstrating Knowledge of Students, Creating an Environment of Respect and Rapport, Managing Classroom Procedures, Communicating with Students, Growing and Developing Professionally*

### 13 ARTISTS AS ENVIRONMENTAL ACTIVISTS

Emma Nordin, Manager of Education initiatives, Art 21

How do artists incorporate environmental activism into their practice? Expanding the role of the artist, Minerva Cuevas, Olafur Eliasson, and Mel Chin contemplate how art can function as a "civic muscle," offering solutions to global problems like climate change. In this workshop, learn how three artists from around the globe advocate for creative expression while problem-solving and acting as agents of change. Group will collaboratively use resources from Art21 to model how to incorporate these artists and ideas into future lessons.

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

*Blueprint Strands: Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources, Exploring Careers and Life-Long Learning*

### 14 MAKING ART BOOKS WITH DISCARDED MATERIALS- ENVELOPE BOOKS\* (ELEMENTARY AND MIDDLE SCHOOL)

Make art books with discarded envelopes while teaching creative reuse. See samples of ten books and make an Accordion Folded Book, a Hand Sewn Book, and a Pop Out Book. Discuss ideas for content related to the curriculum. Learn about visiting Material for the Arts which has free supplies such as envelopes, boxes, bottles, and much more that you can pick up at their warehouse in Long Island City. Handout - diagrams for 25 easy to make books.

*Joy Suarez, Master Teacher Artist, Material for the Arts;*

*Marion Theodore, P.S. 59 Art Teacher, Retired.*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources, Exploring Careers and Life-Long Learning*

### 15 HOW TO TEACH THE ART OF MESO-AMERICA\*

Explore art projects from several different groups of Meso-Americans. Learn how the Maya were one of four groups that invented writing, a graphic form of communication. Hands on Project: Write your name in Maya and then carve it into a bar of soap to create a group stela, which you can also do as a class stela. \*\*\*Please bring ONE BAR OF IVORY SOAP to this workshop.

*Pearl Lau, NYC DOE, Art Educator, NYSATA, Region 8 Co-Chair*

*Danielson: 2a, 2a, 3c, 4e*

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources, Exploring Careers and Life-Long Learning*

## 16 STUDENT SCHOLARSHIP OPPORTUNITIES AND MODELING WAYS NYC RESOURCES CAN BE USED BY STUDENTS

Presenter will share, NYC resources for outside programs that engage students in supplemental art making experiences through local art community organizations and museums. Discover scholarship opportunities and programs not enough people know about. A Power Point will show ways resources were used by students. Participants will engage in a dialogue about how these resources can be used to enhance their teaching practice and, in this way, they will learn new ways to benefit their students and school community.

*Marne Meisel, Art Educator, Brooklyn High School of the Arts*

*Danielson: 2a, 3c, 4e*

*Blueprint Strands: Making Connections Through Visual Arts; Community and Cultural Resources; Exploring Careers and Life-Long Learning*

## 17 YOUTH AS COLLECTORS: RAPID RESPONSE COLLECTING FOR YOUR CLASSROOM (MIDDLE AND HIGH SCHOOL)

Through this social issues/ art activism-focused session, teenage interns and the curator from the Brooklyn Children's Museum will present an object collecting initiative the "Teen Rapid Response Collecting Taskforce." Learn about the launching experience and how rapid-response collecting uses objects as tools for students to engage current events in the classroom. Participants will reflect on incorporating rapid-response object collecting into their classroom and community settings as a tool to bolster art activism and social justice lessons.

*Kate Mirand Calleri, Curator and Manager of Collections Interpretation and three Teen Collection Interns.*

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

*Blueprint Strands: Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources, Exploring Careers and Life-Long Learning*

## 18 "UNRAVELING CHARLOTTE'S WEB": QUESTIONING AND ASSESSMENT TECHNIQUES FOR THE ART EDUCATOR (MIDDLE, HIGH SCHOOL AND SPECIAL EDUCATION)

Within groups, participants will use the Depth of Knowledge chart as the basis for creating questions to develop formative and summative assessments. This will lead to a conversation about various questioning and assessment techniques that will help participants show their students how they can use questions, self-reflection, and challenging vocabulary to discuss their processes and products.

*Erin-Marie Elman, Art Teacher, I.S.96K Seth Low*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts.*

## 19 GLOBAL CONNECTIONS/GLOBAL INTERACTIONS

Broadening our vision and our knowledge of artwork beyond the Western canon, art teachers explore the cultural belongings of indigenous peoples in the Metropolitan Museum of Art collection. While firmly acknowledging their intrinsic value, unique aesthetic qualities, and iconography, teachers find alignment between indigenous works and traditional works of art they use in their art rooms. Join the exploration! Rich resources provided.

*Karen Rosner, NYC DOE Director of Visual Arts*

*Danielson:1d, 4a*

*Blueprint Strands: Literacy in the Arts, Making Connections, Community and Cultural Resources*

## WORKSHOP SERIES C (3 p.m. - 4:15 p.m.)

### 20 OBSERVATIONAL DRAWING USING NEGATIVE SPACE\*

Often when drawing from observation, we concentrate on the object itself. This workshop challenges participants to draw floral still life by noticing the space around the actual object. Examples of negative space drawing will inspire participants as they learn how to apply the lesson within a classroom setting to teaching curricula. They will also reflect and discuss their works and the experience. Presenter will provide charcoal and paper.

Handout: A lesson plan on Negative Space Drawing

*Mary Agramonte, Art Educator, Rafael Hernandez Dual Language School P.S./I.S. 218X*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources*

### 21 FREEDOM TO DANCE: STEAM WORKSHOP ON MAKING DANCING DOODLE BOTS\*

This DC motors STEAM workshop connects the concept of dance as a human right to artmaking. Participants will create doodle bot drawing machines. The dancing doodle bots will represent each participant at a doodle dance party. The social justice curriculum focused on freedom to dance, will be the basis of a dialogue on how a STEAM curriculum can encourage students to self-reflect through critical ideas with artworks that serve as extensions of the self.

Handout: Related resources on materials

*Ann Holt, Art and Design Education Professor, Adelphi University*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts.*

### 22 GEL PLATE MONOTYPE: A TOOL FOR ACCESSIBILITY AND SCAFFOLDING IN PRINTMAKING\*

This workshop demonstrates the use of Gel plate surfaces for easy to clean multimedia practice. Participants will create multilayer monotype prints, exploring techniques that use additive and reductive processes. Working within the theme of identity, the group will begin with a handprint, explore text with the names, and use photographs to produce reductive portraits. Following the materials exploration and printmaking there will be an opportunity to reflect on, and discuss, this application for classroom practice. (limit: 15 participants)

## ARTWORKS NYCATA•UFT 19



### HOW ART EDUCATION SHAPES LIVES

## STEERING COMMITTEE >

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

**ALBERT JUSTINIANO**  
**DEB DeSTAFFAN**  
**CLARICE MIMS**  
Graphics

**ANDRONETH A. SIEUNARINE**  
**DEBORAH DESTAFFAN**  
Program

**ANTONIO JACOBS**  
**STEPHEN M. DRAKES**  
Registration

**DEBORAH DeSTAFFAN**  
Workshop Summary Book

**ANTONIO JACOBS**  
Digital Communication

**LISA KAPLAN**  
**JACKIE CRUZ**  
**ANU SIEUNARINE**  
**ALBERT JUSTINIANO**  
Artist/Teacher Exhibit

**JACKIE CRUZ**  
Student Exhibit

**LISA KAPLAN**  
Commercial Exhibits

**MARIO ASARO**  
Recognition Awards

**IKUKO WAKIYA**  
Museum Resources

**TANYA CINTRON**  
Hospitality

**SHANI PEREZ**  
On-Site Arrangements

**MARION THEODORE**  
**ERIN-MARIE ELMAN**  
Conference Evaluation

**STEPHEN DRAKES**  
Higher Education Liaisons

**BEACON HIGH SCHOOL**  
RUTH LACEY, Principal

**UNITED FEDERATION OF TEACHERS**  
**MICHAEL MULGREW**, President  
**GEORGE ALTOMARE**, Professional Committee  
Director  
**CRYSTAL DEORAJ**, Professional Committee Coor-  
dinator

# CONFERENCE SCHEDULE

**8:00 – 8:50am** **REGISTRATION**  
Cafeteria 1st Floor  
BREAKFAST Cafeteria 1st Floor

**8am – 2:15pm** **Commercial Exhibits**  
Cafeteria 1st Floor  
Talk with our exhibitors, experiment with their materials, glean ideas for curriculum planning.

**8:30am – 4:30pm** **STUDENT EXHIBIT**  
Cafeteria 1st Floor

**8:30am – 4:30pm** **ARTIST/TEACHER EXHIBIT**  
Cafeteria 1st Floor  
“UNFRAMED WORKS ON PAPER”

**9:00 – 10:15am** **WORKSHOP A**

**10:30 – noon** **PLENARY SESSION**  
Auditorium 7th Floor

**PLATFORM GUESTS**  
MARIO ASARO, President, NYCATA/UFT  
Recognition Awards Chairman  
Art Educator, M.S. 158 Queens

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

GEORGE ALTOMARE  
UFT Professional Committees  
Director

ELLEN SULLIVAN  
NYSUT Art Committee  
Coordinator

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

**AWARDS PRESENTATION**  
MARIO ASARO

**ADVOCATE AWARDEE**  
SENATOR JOSÉ M. SERRANO, New York State  
Senator, Chairman of Committee on Cultural Affairs, Tourism, Parks and Recreation, 29th Senate District.

**12:15 – 1:30pm**

**1:45 – 2:45pm**

**3:00 - 4:15pm**

**4:20–4:45pm**

**ARTIST-OF-THE-YEAR AND KEYNOTE SPEAKER INTRODUCTION**  
JOHN CLOUD KAISER,  
Education Director,  
Materials for the Arts.

**ARTIST OF THE YEAR & KEYNOTE SPEAKER - JEAN SHIN**  
Designer of ELEVATED, the new Manhattan Second Avenue Subway station, Lexington Avenue and 63rd Street. She is nationally known for her monumental installations that transform thousands of donated everyday objects, like losing lottery tickets, pill bottles and tea stirrers, sports trophies, sweaters into elegant expressions of identity and community engagement. Shin has exhibited work in 150 museums like MoMA, Brooklyn Museum and the Museum of Art and Design. Currently she is exhibiting at Storm King Sculpture Park, Mountainsville, NY. Numerous Awards include two NY Foundation for the Arts Fellowships. Shin was born in South Korea and raised in the U.S. With a BFA and a MS from Pratt Institute, she is a tenured Adjunct Professor at Pratt. [www.jeanshin.com](http://www.jeanshin.com)

**LUNCH** Cafeteria 1st Floor  
Commercial Exhibits  
Student Exhibit  
Artist/Teacher Exhibit

**WORKSHOP B**

**WORKSHOP C**

**CLOSING RECEPTION**  
Cafeteria 1st Floor  
Raffle Prizes and Complimentary Museum passes. Collection of CTLE Forms and On-Site Evaluations.

*Kelly McGrath, Art, Education, Graduate Student, Hunter College*

*Danielson: 1a, 2a, 3x, 4e*

*Blueprint Strands: Art Making*

**23 SHADOW PUPPETRY AND STORYTELLING (ANA MENDIEA – A BODY OF ART) (MIDDLE SCHOOL AND ABOVE)**

This workshop will explore classroom implementation of shadow puppetry for Middle and High School students by demonstrating techniques of script building, storyboarding, vocalization, stage production, and shadow puppet making.

The focus will be on integration of ELA, Art, and Drama. Presenters will perform an original shadow puppet play, Ana Mendiea – A Body of Art. Participants will discuss how shadow puppetry can be used as a tool for teaching about artists. Handout: Lesson Plan

*Christopher Harrington, Artist and educator and graduate student pursuing his master's degree in art education at Brooklyn College. Co-Presenters: Erin Dunn, Laura Bronzini, Christine Brandt, all Brooklyn College graduate students pursuing a master's degree in art education.*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources, Exploring Careers and Life-Long Learning*

**24 OIL PAINT IN THE ART CLASSROOM? ARE YOU CRAZY?\***

Are you intimidated by teaching oil painting in your art classroom? Participants will actively engage with the art-making process and reflect on how to best teach oil painting techniques in a safe, clean, well-managed classroom. The workshop will cover three major color theory concepts – value, chroma, and hue – through a series of color mixing exercises. Participants will be able to incorporate new knowledge into their classrooms by using the color theory concepts with any materials already on hand like crayons, acrylic paint, etc.

*Paul Rosiak, Award winning Figure Drawing Artist,*

*Da Vinci Initiative Educator*

*[www.davinciinitiativeatelier.org](http://www.davinciinitiativeatelier.org)*

**25 PAPER, LIGHTS, ACTION: 3D PAPER CONSTRUCTIONS ENHANCED WITH COLORED LIGHTS\***

The possibilities of 3-D paper constructions are greatly expanded with the addition of LEDs. Moving between individual and collaborative activities encourages greater experimentation and risk-taking. Applications include the development of spatial reasoning through 2 and 3-D transformations; color theory; and guided drawing as reflection. Pedagogical strategies for classroom use emphasize serendipity and co-learning through engagement with materials. Handouts.

*Andrea Kantrowitz, Assistant Professor, SUNY New Paltz*

*Danielson: 1a, 1e,*

*Blueprint - Art Making; Developing Art Literacy; Making Connections Through Visual Arts*

**26 CHALLENGING CONCEPTIONS OF QUALITY IN CHILDREN'S ARTWORKS**

This presentation challenges teachers to define “quality” in students' work, highlighting a shift in focus from craftsmanship to artistic thinking and student agency. The Studio Habits of Mind (Studio Thinking, Hetland, et.al., 2007/13) will be the framework participants use to reflect, identify, and contribute to a list of quality work attributes that emerge during art class. Participants will learn strategies which implement Studio Thinking practices, support artistic learning, and develop a culture of informal critique and self-reflection.

*Diane B Jaquith, Retired K-5 Art Teacher, Newton, MA; Co-Founder of Teaching for Artistic Behavior; Co-Author: “Studio Thinking from the Start”*

*Danielson 1a, 2a, 3b,*

*Blueprint Strands: Art Making, Art literacy, Making Connections Through Visual Arts*

**27 COURAGE THROUGH CREATIVITY\***

Presenter will share ink on yupo techniques and discuss how this colorful meditation process can teach one to live a more fulfilling life. Participants will work together and experiment with making art on the water resistant yupo surface using objects found in everyday life and nature. The group will reflect on the process and results of the artmaking and discuss how to incorporate these techniques in the classroom.

*Jessica Joy London, Artist and Designer who holds an MFA from the University of Michigan*

*Danielson: 3c,*

*Blueprint Strands: Art Making, Making Connections Through Visual Arts, Community and Cultural Resources, Exploring Careers and Life-Long Learning*

**28 OUTSTANDING EDUCATORS' BEST PRACTICES**

2019 Outstanding Art Educator Awardees will present their best practices and show examples of student artwork/school programs and ways they support arts education. Participants are encouraged to join the conversation.

*Mario Asaro, Art Educator, MS158Q, President/Awards Chair, NYCATA/UFT*

*Awardee Co-Presenters: Jessica Holske, P.S. 22; Erin-Marie Elman, I.S.96K Seth Low; Erica Yonks, Martin Luther King HS of Law, Advocacy and Community Service*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Community and Cultural Resources, Exploring Careers and Life-Long Learning*

*Level: All*

**29 S.T.E.A.M DEMYSTIFIED WITH THE LEWIS LATIMER HOUSE MUSEUM\***

Participants will discuss ways to include S.T.E.A.M. education in an arts-ed practice. Presenter will use the Tinker Lab program as an example, and model a typical Tinker Lab workshop in which participants will learn how to assemble a simple circuit. In breakout groups, participants will come up with a lesson plan that incorporates a simple circuit in an arts discipline of their choosing. The workshop will conclude with a discussion on methods for incorporating technology into an arts curriculum.

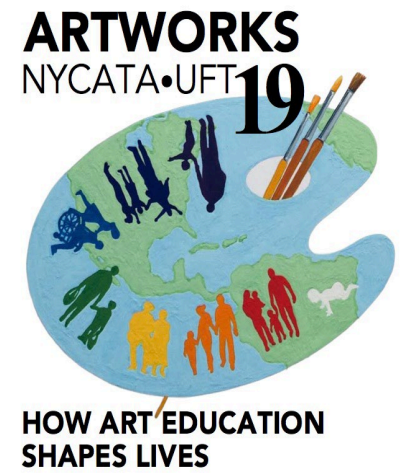
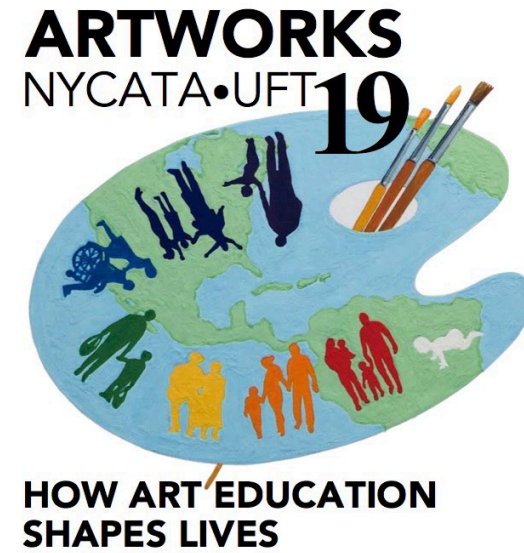
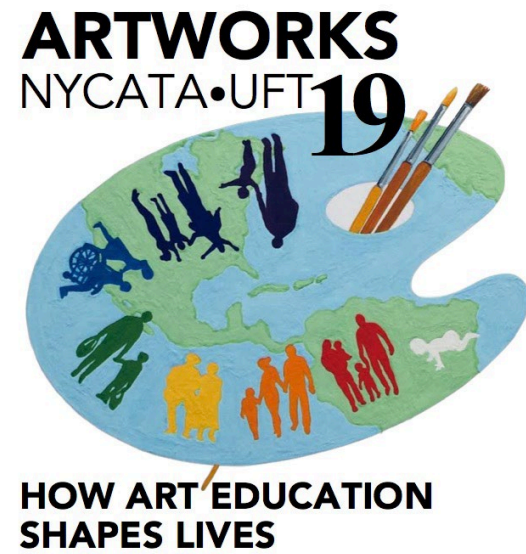
*Alexandra Unthank, Education Associate, Lewis Latimer House Museum*

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

*Blueprint Strands: Art Making, Developing Art Literacy, Making Connections Through Visual Arts, Exploring Careers and Life-Long Learning*



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



# The 38th Annual All Day Art Education Conference

SATURDAY, OCTOBER 26, 2019  
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 38th Annual All Day Art Education Conference

SATURDAY, OCTOBER 26, 2019  
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)

## 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 hours of Workshop or CTLE credit are available for participants who are in attendance from 9am-4:15pm.

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

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

- Teachers CTLE: \$75; NO CTLE: \$35  
\_\_\_ Hot Lunch (must be reserved)

---

- Paras CTLE: \$45; NO CTLE: \$25  
\_\_\_ Hot Lunch (must be reserved)

---

- AW'19 Steering Member, Awardee, Nominator, Platform Guest - No 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.com](http://www.nycata.com)  
[www.uft.org/committees/nycata-uft](http://www.uft.org/committees/nycata-uft)

### Workshop enrollment is limited

<b>SERIES A</b>	9 – 10:15 am
<b>PLENARY SESSION</b>	10:30 – noon All to attend
<b>LUNCH</b>	12:15 – 1:30 pm
<b>SERIES B</b>	1:45 – 2:45 pm
<b>SERIES C</b>	3:00 – 4:15 pm

**Register Online Only:**

<http://www.uft.org/events/2019-nycata-art-conference>

PLACE  
STAMP  
HERE