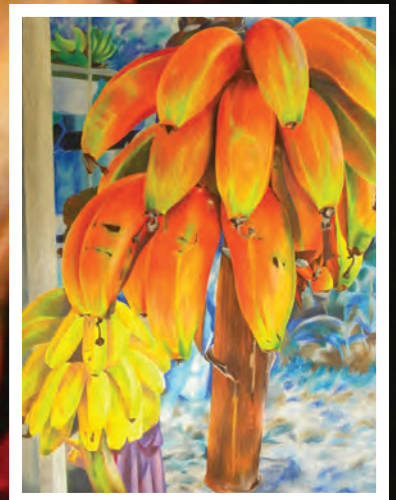
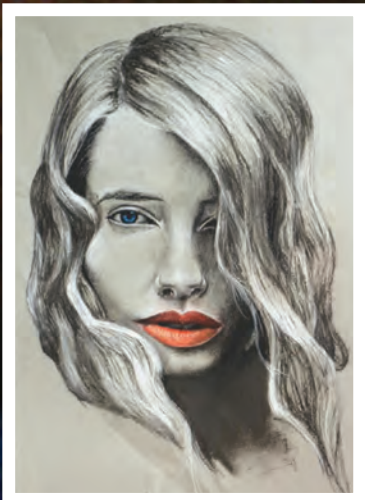


ARTBEAT

Volume 5, Fall 2013



ART EDUCATORS OF NEW JERSEY

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YAMBEAT

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Yambeat is the annual publication reporting on the Youth Art Month Events throughout the State.

YAM is supported by the Art Educators of NJ, donations and by members like you!

Cover Art Work from our High School Scholarship Winners

Shannon Levin

High School: Bergen County Academies
Art Teacher: JoAnn Onnembo

Emely Taveras

High School: Toms River High School North
Art Teacher: Joyce Houlihan

Alicia Suarez

High School: Bergen County Academies
Art Teacher: JoAnn Onnembo

Alyssa Gonzales

High School: Alyssa Gonzales
Art Teacher: Meredith Hudson

Special Thanks to all those who worked on Artbeat:

**Cheryl Parisi, Jen Tionson, Karen Kiick, Ellen Hargrove, Linda Devlin and Debbie Greh,
and to all the authors and contributors**



President's Message
Ellen Hargrove
President AENJ
ehargrove@aenj.org

New Teacher Evaluation System

The words send some of us into a blood pressure raising tizzy, strike fear into the hearts of others, and make almost all of us stressed at the thought of the increased paperwork (and no additional time in our schedules to deal with it). But what are we really facing and fearing?

While all districts were required to have teacher training completed by July 1st, school districts are not equally informed or prepared for what is coming. We are all working towards a goal that is amorphous, as it keeps changing, even as our districts try to implement required evaluation procedures. This makes it difficult to envision a realistic picture of what we will be doing, and how it will actually impact each of us. And the unknown is scary.

Fortunately there is a good amount of information available to educators. While we have been conditioned to think of them as enemies engaged in some counterintuitive battle over public education, both the NJDOE and NJEA have links on their websites to help us stay abreast of new regulations and legislation, share information on AchieveNJ, SGOs, SGPs, and provide resources and tools to help us each take an active role in our own evaluation process.

AENJ will continue to post helpful information and links on our website, and at the 2013 AENJ Fall Conference we have

planned numerous offerings to support and inform our members, and help clarify the new ideas and practices the evaluation system will bring. Both Anthony Fitzpatrick (current NJDOE Implementation Manager), and Willa Spicer (past NJ Deputy Education Commissioner) are scheduled to speak. Their expertise can help us better understand AchieveNJ and the new Educator Evaluation System, as well as fathom how to write those dreaded SGOs (Student Growth Objectives). We have several other presentations relating to this topic, all designed to help encourage conversation, raise comprehension and increase our comfort level.

In addition to becoming more informed and taking responsibility for being as prepared as possible, we all need to view the coming changes through a rosier lens. I'd like to encourage fellow educators, especially classroom teachers, in choosing to think positively. Increased observations and required documentation doesn't need to mean increased criticism. It can mean more opportunities to be seen in action, and to be recognized for a great job being done. It should mean fair and consistent records being kept and looked at by our administrators, which will be proof of the dedication, knowledge and abilities we bring to the classroom and our profession.



Left: Meet Me at the Met

Above: Reception at the Department of Education

One Million Bones

By Lisa Winkler

This past school year, my students participated in the One Million Bones art installation at the National Mall to raise awareness for genocide in Sudan, The Democratic Republic of the Congo, and other parts of the world. Participating in the entire process was a once in a lifetime experience!

First, I received the e-mail with a call for handcrafted bones. I met with the social studies teachers in our school and asked if they would be willing to discuss genocide in Africa in their classes. This project met NJ's holocaust education standard, and gave us a format to talk about current issues in the world. We used the curriculum guide materials provided in our packet from the One Million Bones project. I also shared videos about the project with the students available on YouTube.

We completed about 130 bones using plaster wrap over newspaper and paper towel tube structures. Students studied anatomy in the process. We packed and shipped all of the bones to DC. We periodically looked at the www.studentsrebuild.org website for updates on the project. We would get updates, on Facebook and Pinterest, about student activities all over the country.

My colleagues and I decided to take the project one step further, and planned a trip to DC to see our work installed at the National Mall. I registered our group with the Students Rebuild website to let them know that we were going to see the installation on Monday, June 10th. Representatives of the Enough Project, at <http://www.enoughproject.org> then contacted me. They were organizing advocates for the Act Against Atrocities Advocacy Day.

Once we arrived in Washington, we attended a modified version of the Enough Project's activist training. We reviewed the legislative process and learned about ways we could advocate for atrocities in The Congo and Sudan. We learned that we could put pressure on phone companies and ask for legislation for "conflict free cell phones" in The Congo, and also to ask for a Senate Foreign Relations Committee hearing on the Sudan. You can find more about these issues at the Enough Project website. Our staff and students were very impressed with the professionalism and organization of the reps from the Enough Project. They provided lanyards, resource materials, and schedules for our day.

After a quick lunch, we headed to The Dirksen Senate Office Building. We had an appointment with Jodi Herman, Deputy Staff Director for Senator Robert Menendez. Senator Menendez is the Chairman of the Senate Foreign Relations Committee. We met in the actual Foreign Relations Committee hearing room. When Ms. Herman arrived, she explained her duties as Staff Director, the responsibilities of the Foreign Relations Committee, and the issues that were currently being handled by the Committee. She was extremely gracious and down to earth, and the students asked a lot of questions. We asked for our two key issues (conflict free cell phones and a hearing on the Sudan) and also gave her one of the bones from the One Million Bones project. We took lots of pictures with her afterwards.

On our way to the bones display we looked at the sites of DC, including the Supreme Court and the Capitol Building. Unfortunately it poured rain during our walk, but we made it to the bones. We admired the display and had a moment of silence.

For the final exam in class, students wrote thank you notes and a reflection on their experience. Some student comments included:

"It was just touching to see everyone come together for this, and to remember that so many people died. The whole experience was just amazing."

-Chaley, age 12

"We were able to take part in being activists. Our voices were heard through those bones. We finally had an opportunity to make change happen in other countries. We have made a difference and now we need someone to make change happen. This was a once in a lifetime opportunity and I'm glad we took advantage of it. If the conflict in Africa does ever stop I'll know that I was part of the solution. This was a very moving project and I'm glad that I got to be a part of it."

-Mackenzie, age 12.

Overall, it was such an awesome experience to see our work displayed at the mall, to collaborate with amazing colleagues, to make the connections to advocate for important issues through art, and to be activists for the day. Most importantly, students learned that they may be one in a million, but their voices can be heard and they can make a difference in the world. If you ever have the opportunity to participate in an activity such as the One Million Bones project, seize it, but don't just stop there, take it that one step further.



Art, A Social Practice: One Million Bones 2013



by Dr. Jane Graziano, Professor, Art Education, Rowan University, and Lisa Confora, High School Art Teacher, Atlantic County Special Services

The One Million Bones Project took place on the National Mall in Washington D.C. June 8-10. Over one million handmade bones were carefully placed on the mall as a visible petition against genocide and the humanitarian crises in regions such as the Democratic Republic of Congo, Sudan, Burma, Somalia and Syria. The bones were symbolic of those who lost their lives and those who survived the atrocities of intolerance. For each bone made through Students Rebuild, \$1 up to \$500,000 was donated from the Bezos Family Foundation to CARE so that they can continue to provide assistance to the survivors in these regions. Artist Naomi Natale was the founder of this project. For information go to: <http://www.onemillionbones.org>

Clearview Regional High School (Mullica Hill NJ) and Vineland High School (Vineland NJ) students worked diligently during the spring to amass several hundred handmade bones that joined the millions of bones donated by others from around the globe on the National Mall. Art teachers Sandra Koberlein and Alison Dombrowski (student teacher) from Clearview, and Jennie Perez-Marorano and Jenna Ings (student teacher) from Vineland, joined Rowan University's Jane Graziano and her Art Education students in teaching a unit where students learned more than the facts of genocide and human anatomy; they learned the lesson of "caring" about a world they will one day inherit. An art installation of their work was held on Rowan University's main campus just prior to traveling to the capital.

Collingswood Middle School art students also participated in the project. Art student, Lotus age 12 created a bone and was one of a million people

who contributed in creating awareness of the devastating impacts of war and the struggle to survive in those troubled areas. Lisa Winkler, her art teacher, organized the field trip which allowed Lotus the opportunity to feel the impact of the project first hand.

Before viewing the National Mall, we had the opportunity to meet with Sen. Menendez's assistant and relay a message of hope and awareness; that children, no matter where they live, should have the same rights to education, freedom, and family; and, that the youth of America do care about others and the world they live in. Lotus's class presented the assistant with one of the hand made bones, as a reminder to make a difference the lives of the afflicted children. We were then dropped off at the National Mall where we had a moment of silence for those who have died. Lotus said, "There are just so many..."



The articles on pages 4-7 feature One Million Bones, a project of The Art of Revolution, an organization dedicated to leveraging the power of art to inspire activism. For more information go to: <http://theartofrevolution.org>



Wake up the Artist-Teacher in you with Advocacy

by Genecie Cammacho-Azollini

Keeping advocacy alive in your classroom can allow a teacher to stay motivated in Art Education. As a member of the Art Educators of New Jersey one can gain advocacy ideas through student or teacher exhibits. This can help the schools administration understand how art education can remain beneficial in schools. It also displays the professionalism and passion art teachers have by being involved outside of school hours.

Taking advantage of the benefits AENJ offers for advocacy is a great motivator for teachers. Teachers can share their passion for art through advocacy. They can allow others to be proud of their own or students hard work and effort. It is rewarding to celebrate your students' accomplishments through being selected in exhibits. Students can also gain confidence and positive experiences, which help them to continue to grow and keep their passion for art.

AENJ provides several student exhibits that help teachers advocate for their districts art programs. Information on the following exhibits can be found on our website:

New Jersey Performing Arts in Newark

NJEA Student Exhibit

Youth Art Month State Exhibits in Trenton

Youth Art Month County Exhibits

AENJ Advocacy Calendar Contest

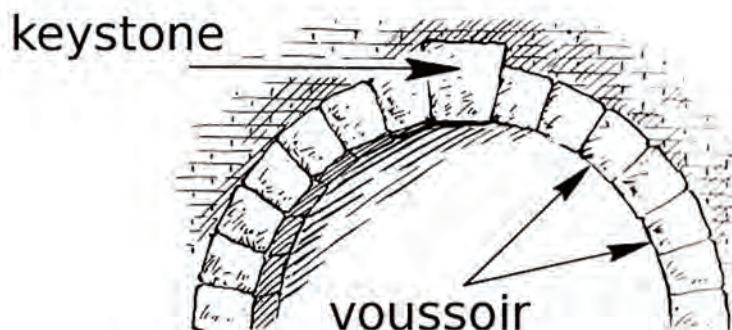
With so much focus placed on core subjects these exhibits help to re-engage your administration on the importance of art education. The more experiences the teacher provides for their students to participate in exhibits the better professionalism and enthusiasm is shown.

Another benefit AENJ provides is our members' Exhibit at Kean University. The exhibit takes place from June to July months. Artist-teachers display their passion for art through exhibiting their professional and personal artwork in the Howe Gallery. This year the artwork consisted of 3D mixed media, jewelry making, drawings, collage work, and paintings. Teachers were honored during the reception on Wednesday, July 24th. Every artist-teacher admired each artwork since they were all unique, personal, and meaningful.

In conclusion, it is important to keep art education alive in your school through advocacy. AENJ provides that for all of our members through the many opportunities provided through student and teacher art exhibits. Teachers can share their passion for art by participating in exhibits and going beyond teaching in art. Students also gain positive experiences in art and continue to grow professionally as artists.

Does the Keystone Arch Meet a Hope of Ours?—or, Strength and Grace Can Be One!

Donita Ellison



I taught Art History at LaGuardia High School in Manhattan for many years, using the Aesthetic Realism Teaching Method. It is based on the education founded by Eli Siegel, the 20th century poet, and critic. I've seen this method work in my classroom with thousands of students. For a teacher to know what I'm fortunate to have learned—that the purpose of education and life itself is to like the world on an honest basis—is an absolute necessity! Aesthetic Realism also explains the biggest interference with learning: the desire in a person to have contempt, to get an "addition to self through the lessening of something else."

In teaching the unit on the art of ancient Rome, my class studied how the keystone arch was central to its great architectural structures. There is the Pont du Gard, a powerfully-built aqueduct consisting of a series of graceful keystone arches, built in the 1st century BC in Nîmes, France. What makes this structure beautiful—and also made my students change, and want to learn—is in this principle stated by Eli Siegel: "All beauty is a making one of opposites, and the making one of opposites is what we are going after in ourselves."

This aqueduct with its repeating curves and strong vertical supports, carried 100 gallons of water per day over a distance of 30 miles for each city resident, making possible the fountains and public water works. "Clearly this is powerful, but does it have something else?" I asked. "Is it also ever so graceful, with those curves?" I've seen that students—including

ing the toughest young men—long to be both strong and graceful, or gentle, and suffer because they feel they can't be both. They think if they have gentleness they'll be weak and people will take advantage of them. My class began to see that this aqueduct does something they were hoping to do: it puts opposites together.

One student, David, wanted to know how the aqueduct worked, and we learned that the power of gravity is what made the water flow. Built on an exquisitely calculated decline, from the water's source high in the mountains, the water flowed downward to the city fountains. Rafael was amazed to learn that this aqueduct was designed to withstand the strength of flooding river currents and has remained standing for 2000 years even as more modern bridges in the area have washed out in heavy flooding! "Wow, that's strong!" he said. "What did this strength come from?" I asked. The strength actually depends on that curved, graceful thing—the arch. As we read from our textbook, Gardner's Art through the Ages, this description of the Pont Du Gard, there was a sense of awe:

Each large arch spans some 82 feet and is constructed of uncemented blocks weighing up to two tons each.

The class saw the amazing relation of solidity and lightness in this structure. Vocabulary words for the lesson



were keystone and vousoir. The voussoirs, I explained, are the wedge-shaped stones fitted around the sides of the arch, and the keystone is the topmost voussoir. The keystone, the last stone placed at the highest point in the arch, locks all the other stones or voussoirs into place. The downward pressure it exerts gives the arch its strength. The other voussoirs, in turn, send a counter pressure upwards on both sides, holding the keystone in place. The strength of an arch, we learned, depends on something that has amazing delicacy—the precision with which the voussoirs are fitted together—and all done without any cement! The class was thrilled to see that the keystone which is at the center—the thing upon which all that power depends—seems to be the lightest, even the most vulnerable thing, with nothing but space underneath it! George, who rarely showed any emotion, was excited, “That’s really cool,” he said.

I read sentences from a historic class titled “Architecture Is Ourselves,” taught by Ellen Reiss, the Aesthetic Realism Chairman of Education, in which she explained that the arch is a very elemental thing, and one of the big achievements of the human mind: The crown of the arch seems unsupported from below: matter is making for this tremendous lightness. The grand moment in arch construction is when the keystone ... is inserted: it seems it would fall, but it’s the thing that holds the two sides together.

In this arch massiveness is the same as lightness—strength is the same as delicacy or grace. Seeing these opposites as one in a structure that has joined earth, sky, and water for thousands of years, my students had more hope for themselves.

Bio:

Donita Ellison is a sculptor, printmaker and an Associate at the Aesthetic Realism Foundation in New York City. In seminars on the subject of art and life she has spoken about the lives and work of artists, including Barbara Hepworth, Hokusai, Louise Nevelson and Auguste Rodin. She has been a guest lecturer at The Pennsylvania Academy of the Fine Arts and El Museo del Arte de Puerto Rico, and regularly gives staff development workshops.

High School Scholarship Winner, Shannon Levin

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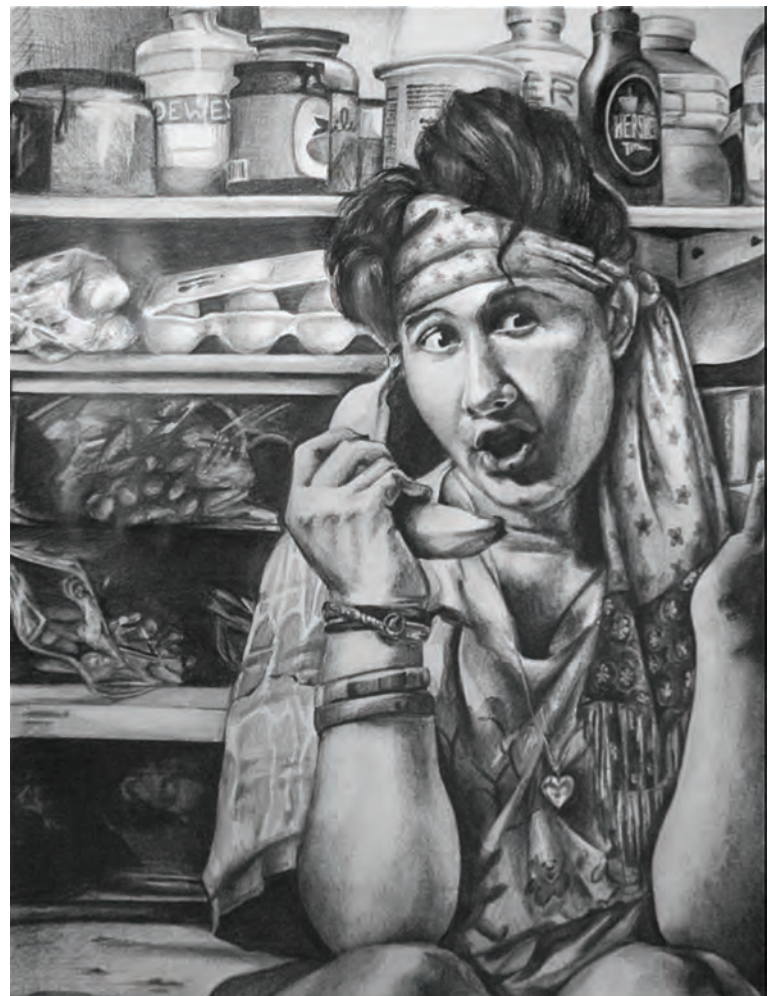
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A MEET AND TEACH FINE ARTS NIGHT

By Teri Trumpbour
Art Teacher, Manasquan Elementary School

Can you imagine sitting with Claude Monet, talking with Vincent Van Gogh or having your own piece of art critiqued by Leonardo Da Vinci?

On Thursday night, June 6, 2013, many artists from all over the world and from many different historical periods showed up on the Jersey Shore at the Manasquan Elementary School Fine Arts night. The show had over 2000 pieces of artwork on display created by kindergarten through eighth grade students. Students also set up 20 different tables where they prepared medium and supplies to teach what they had learned throughout the 2012-2013 school year.

Forty students dressed and studied specific artists so they could share history and techniques used by the artists they portrayed. Throughout the hallways of the entire school would be artists waiting to speak and answer questions about themselves and their artwork from the public. Other students who were not dressed as artists were set up with supplies to teach family members and the public, many techniques used in art that they learned throughout the school year. The many family members were able to create pieces of art using many varieties of specific mediums.

Much was done in advance for the show. We reached out to the high school theatre department for costume and make-up assistance and the music department supplied a folk-duo to perform in the main lobby during the show. We also played specific music related to the historical time of artwork in other parts of the building. In the beginning of the year we decided upon which famous artists would be portrayed and acquired costume pieces, beards, wigs and props for them. Each artist held a palette of colors and small cards with re-productions of their most famous artworks. Most of the students performing as famous artists were kindergarten through third grade. Other students taught hand-building clay techniques, water resist, mosaic, blind contour, Sumi-e painting, etc.



Jenny Kesler and I as the Art teachers at MES feel it is important to have a full interactive night of visual arts so the public can better understand the vast amount of knowledge our students must gain while studying the visual arts. Having the students perform and teach showed the amazing amount of knowledge our students retained over the school year. The visual arts teach our children history, critical thinking and performance. Our community could feel the strength of our subject.

This fine arts night gives students the chance not only to share their year's work, but to show the public how they have grown as artists.



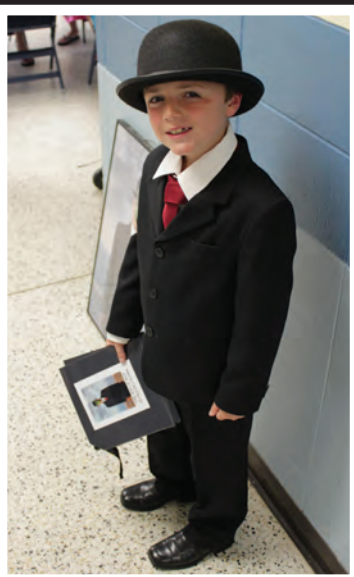
Who Are They?

Answers below

a



c



b



e



d



f



g



- a: Georgia O'Keeffe
- b: Faith Ringgold
- c: Rene Magritte
- d: Grandma Moses
- e: Frida Kahlo
- f: Leonardo DaVinci
- g: Norman Rockwell



The ART of Making a Change

Unfortunately bullying is everywhere. No one is immune to it. Perhaps in sharing this creative mural making experience with others, piece by piece we can make a change!

By Sandra Koberlein

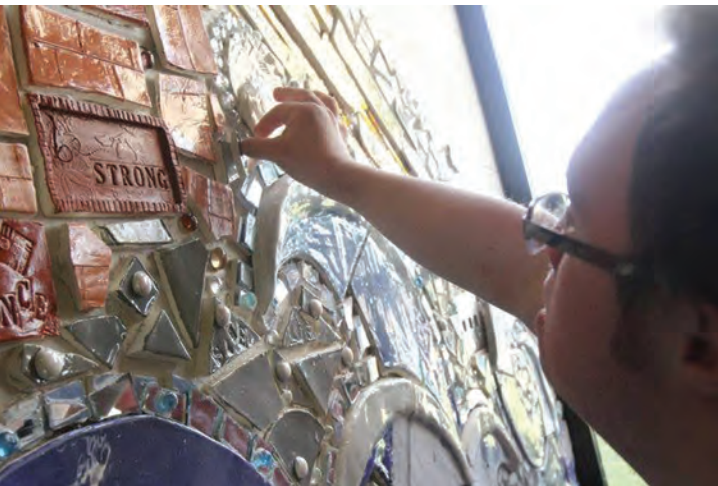
Self-expression and self-esteem are critically important parts of every child's development that are particularly challenged during their high school years. As our community of administrators, teachers, students, and parents are becoming more aware, new and dangerous forms of bullying and peer pressure are affecting our students' ability to freely express themselves. Through the process of designing and creating a collaborative ceramic mosaic mural, students were given a positive experience that honors individuality and teamwork and provides a creative outlet that gives voice to their own ideas.

During the 2012-13 school year, Clearview Regional HS in Mullica Hill, NJ was awarded an Artist in Education residency grant and a Target Arts Foundation grant. Along with school budgets, these grants were used to fund the development and installation of a large scale ceramic mural. The process of creating a collaborative mural from generating imagery associated with bullying, to hand making each and every tile that was ultimately glued to the wall, provided students with an opportunity to work together in groups and settings that they normally would not have experienced during their regular schedule of classes.

All levels of arts students, from Experiences in Art up to Advanced Placement Art students as well as students in the Learning Differences self-contained class worked on the project together. This mix enabled the students to interact in a creative setting that fostered a positive outcome for all involved. The creative process enabled students to come out of their comfort zones, in order to write poetry and create imagery on the often hidden topic of bullies and bullying.

During the residency, students and staff gained the experience of working with professionals in the arts. Resident ceramic teaching artist Gail Scuderi, who uses her art as a form of communication, spent most of the 20 day residency working directly with the students. She was assisted by visiting artist Joe Brenman, sculptor and mosaic artist, who has worked on several large scale ceramic murals for the Mural Arts program in Philadelphia.

The creative process started with visiting writer Shelley Benaroya. Shelley facilitated a two day poetry workshop that brought students together to help them document the school movement to become an "Up-Stander" to bullying rather than a by-stander. At Clearview HS, someone who stands up to bullying, rather than being a bystander is referred to as an Up-stander.



During the workshop, Shelley encouraged students to create visual poems that would later be used to generate imagery for the mural.

Once the poetry was created, students met and worked in groups sketching images that stood out in the poems. AP Art students used the group drawings to create a visual narrative from the imagery delineated in the poems and sketches. The completed drawing was transferred to the selected wall location and work on creating the clay tiles commenced in the classrooms. The art rooms slowly began to fill with pieces of "the deep sea, a beacon of light, illuminating rays, guiding orbs, and a great tree with deep roots and welcoming branches". Lines from the poems were stamped into tiles offering messages of hope and solidarity. Clay and words became a visual manifestation of the poems created that expressed occasions when students had been bullied or had been a bully.

As the project developed over the months, so did the school-wide interest, other students and faculty began asking to participate in the mural project. This project not only raised the level of awareness and discussion around bullying, but also created an environment where students could express themselves creatively as individuals while participating in a community project that at once celebrates the creativity of the individual, while fostering unity, tolerance and understanding.

Ultimately, the written and visual creative process provoked communication and sharing about the important topic of bullying. The entire process of the mural was documented by students of the school's media department enabling even more students' participation in the project. Students from Journalism classes wrote articles about the process for the school newspaper.

The mural project also gave students an art making experience which facilitated healthy situations to participate in understanding and addressing issues that shape their world, allowing them to express their feelings, and gave them a sense of community. The Up-stander ceramic mosaic mural is a permanent testament to the power of art to transform lives and give those who are feeling desperate, hope that they do not suffer alone.

Using the Upstander mural project in their proposal, Sandra and AIE teaching artist, Gail Scuderi applied for and were selected to participate in the Rauschenberg Power of Art 20th Anniversary Celebration that took place in Washington D.C. in May. Together they attended and shared experiences collaborating with teachers, developing cross discipline lessons and creating successful inclusive art-making models.

For more information please contact:

Sandra Koberlein: Clearview Regional HS Visual Art Teacher koberleinsa@clearviewregional.edu

Meghan Cangi-Mammele: Clearview Regional HS Visual Art Teacher

Gail Scuderi: Teaching Artist gail.scuderi@gmail.com

Student Poetry:

*I am the blue in the dark never ending universe
My voice is the whisper of the wind
I am an invisible speck of dust
My mind is a dark dense forest of confusion
I was pushed into a bottomless pit of sorrow
The door to peace locked
No key to be found*

*To whosoever stays up at night dreading the next day
To the person that wonders why
I stand to say it will end
The pain will soon become your past
To the person who is scared to be who they are
The one that strives to be liked
It will come
Be true to yourself
You will find friends who like you for you
A friend that you have to change for
Isn't 'a friend you should yearn for.
By: Becky Furey*

The Artists Obligation

*To whoever is lonely,
look at the night and hear the song the animals sing
The chirp of the cricket
The whistle of the bird
And the call of the owl
To whoever is afraid look at the Moon
How it stands alone
But helps everyone in sight
To whoever is tired look at the river
And how it runs forever
But never complains
To whoever is quiet look at a book
It doesn't speak but talks for ages
To whoever is sad watch the work
Cry each night to the moon
But rise strong each morning
By: Jarrett Edelman*





Art is Elemental

Earth, Water, Fire, Air. Environmental education through art.

By Karen Kiick

Three years ago, I began rewriting our middle school curriculum based on an environmental theme, and called it Art is Elemental. We delve into topics like population, sustainability, waste and wastefulness, pollution, recycling and upcycling, and single use disposable plastics. This past year marked the completion of the first three-year rotation cycle! It has been so much fun!

Our school-wide theme changes yearly, and all 500+ sixth through eighth grade students experience the same unit but create different art works. Our 2010 theme was earth, and they learned about artists who use the earth as their material, canvas, or conceptual motivation: Robert Smithson, Christo & Jeanne Claude, Andy Goldsworthy, Nils Udo, Alan Sonfist, Marc Dion, Chris Jordan and others. The students created art inspired by the earth, and participated in discussions about why it is an important topic. We discuss the topic of earth from a planetary perspective, but also consider earth to be the soil that grows our food.

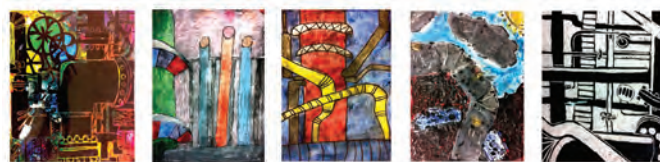
Our 2011 theme was water. Within the water unit, we investigate artists who use water as their subject matter, their muse and their material. We looked at and/or revisited the following artists: Claude Monet, Christo & Jeanne Claude, Stanley Meltzoff, Wyland, Chris Jordan, Edward Burtynsky, and Richard Lang and Judith Selby Lang. The students learned about gyres (the swirling vortexes in our oceans), the great pacific garbage patch and some startling facts about how our oceans' marine life is being harmed by our trash. We also discussed the phenomenon of bottled water and how it is the best selling packaged beverage. We pay to drink it from a plastic bottle, even though it comes out of our sink!

The 2012 school year's theme was fire/air. Our topic addressed issues surrounding fossil fuels and what extracting and burning these resources does to the air that we breathe. We discussed natural and manufactured causes of air pollution and looked at what is happening right now in China. We explored the work by the following artists: Diego Rivera, Charles DeMuth, Fernand Leger, Rene Magritte, Vincent Van Gogh, Steven Spazuk and Edward Burtynsky. We talked about industry, oil, factories, power plants, forest fires, and sky.

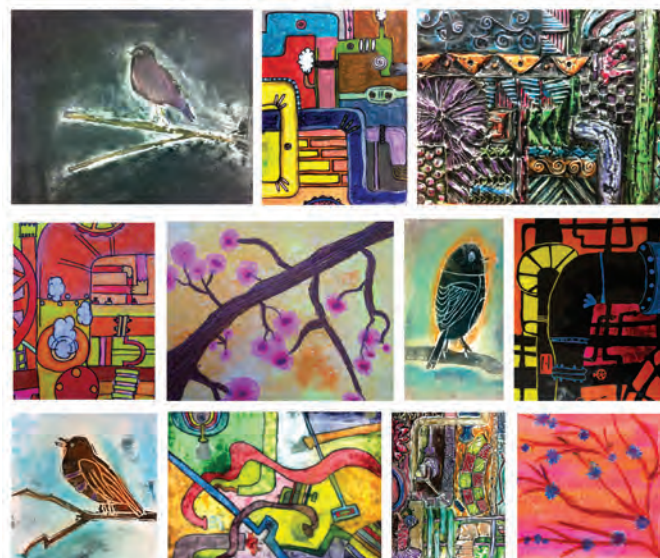
Each year, we finish the school year with a group installation created from things we worked on throughout the year. These temporary installations have become a highlight of the art show. The 2013 installation, *Aero: Art Education Renews Oneself*, was created from the cardboard boxes that our art supplies were shipped in. We also created a nine-foot wide inflatable version of *Starry Night* from the air-filled packing squares that came inside those boxes.

This thematic approach to art making has given a more focused meaning to my school's very brief cycle art classes. Each middle school student has art for about 22 class periods a year! In what adds up to be 15 hours, my students are learning more than *how* to make art – they are learning *why*!

Check out our videos from all three of our installations and learn more about the Art is Elemental curriculum at: kiickstart.com



Art is Elemental – Fire / Air







Endangered Species:

by Cheryl Parisi

In recent years, the second grade teachers at my school have asked for my help with their ecosystem science fair projects. The students learn, in their classrooms, about penguins on the endangered species list and I have obliged the teachers because the students get to work with clay (Crayola Model Magic) and then paint their individually designed penguins.

However, this made me start to think about what I could do with these second graders that was related to the environment. I wanted to give them more of a choice of which endangered animals to learn about, and cover a number of visual arts standards in one unit.

First, I decided, for diversity's sake, that two of the classes would work with animals from the North American continent and the other two would work with animals which can be found in forests and rain forests from other parts of the world.

Examples shown to both classes on the Smart board included: Grey and Arctic Wolves, Red and Arctic Foxes, Barn and Snowy Owls and the Grizzly Bear (all from the North American continent,) as well as the Indochinese Tiger found in Laos, Cambodia and Viet Nam; the Douc Langur Monkey (also from this region,) several species of Toucans located in Central and South American and the Coahuilan Box Turtle from Mexico. As the students studied the photos, we discussed possible reasons why the animals were on the endangered or near threatened list. I also showed them paintings, etc. by the artists Henri Rousseau and Jamie Wyeth in addition to Albrecht Durer's "The Hare" and Winslow Homer's "The Fox Hunt." Finally, samples of work (collages) I created were displayed so that they'd have an idea of what the project expectations were.



A Cool Way to Cover a Hot Topic

During the next session, we discussed what warm and cool colors were and how they made us feel. The students, depending on which class they were in, then chose a creature from the North American Continent or a creature from one of the other parts of the world. If they were part of the first group, they would be using warm colors as part of a sunset scene in the midst of a snow-bound winter. If they were from the latter group, they would use cool colors to help represent the steamy forests where their creatures live.

All students would then start to sketch their animals. As they worked, I took a group of eight students at a time to apply strips of tissue paper to white tag board with Mod Podge. This took several weeks to do because of class size (approximately 25 students per class.) For the winter scene, Mod Podge with silver glitter was applied to make the snow glisten. If the other students were having problems with their drawings, I had written work related to the subject matter that they could do until I could help them. This work could include writing a short essay telling me why they liked a certain painting done by one of the above mentioned artists.

The next step (this was still while some students were working on their animal drawings) was to show them how to draw simple trees and foliage appropriate to their scene. White Birch trees were chosen for the winter scene (very easy) and simple brown trees for the other. Once the trees were done, they were glued onto the picture.

As the students finished their rough drafts, I had them draw their animals on a small piece of white tag board. Texture was discussed and a demonstration of how it could be done with color pencils followed. After fur, feathers, etc. were added, the students then cut the animals out and glued them onto the foreground of the picture.

Finishing touches were added. Leaves and grass were cut out of construction paper and added to the tropical setting. An ultra-fine point pen was used by the students to create the textured bark on the Birch trees. Although it was a time-intensive project, it was a product that the students were quite proud of.



Teaching Conservation through the Arts

by Cynthia Percarpio

Art enables us to approach many different subjects in an appealing way, while still addressing the Elements and Principles of Design in the process. Art is undoubtedly a universal language, which enables us as art educators to address holes in the curriculum, or emphasize concepts, which are essential to being both human and a thoughtful member of society.

My students focused on sea life this past year. It was rather a coincidence that this theme was chosen during the year that Super Storm Sandy devastated the Jersey shore. Seeing Wyland, the famous marine artist and conservationist/educator, at the National Art Education Convention the previous spring, had inspired me. Mr. Wyland was quite dynamic and seemed quite open to communicating with art educators in the field.

Part of our art show committee's goal was to raise money for several organizations, which focus on helping NJ sea life. We found these organizations through a list of approved/accredited charities on the State of NJ

Government website. We chose Clean Ocean Action, the Marine Mammal Stranding Center, and to adopt (sponsor) a penguin from Jenkinson's Aquarium in Point Pleasant. We rose close to \$1,000 - which enabled us to help more than one charity.

First, I formed a parent committee to help plan our art show and silent auction. Several dedicated moms helped to brainstorm ideas, research charities, locate hard to find materials, and recruit more volunteers to help display materials and work at the silent auction during the evening of the art show. In a nutshell they help with many aspects of our huge endeavor, and enable me to focus more intently on my students. I am very blessed to have such support.

Starting in September, I researched K-5 projects which coincided with the art curriculum, but also related to the science curriculum whenever possible. For instance, grade four studies New Jersey so we focused on sea turtles, which live in NJ waters. We also addressed the



lionfish, an invasive species that originates in the Pacific, but now has been found as far north as Long Island.

We looked at the work of Wyland, which have lovely quotations focusing on ocean conservancy. These posters, available through Scholastic were borrowed from one of our fifth grade teachers, Mr. Leddy, who uses them as a part of the science curriculum. The students loved the images and had many questions for Wyland. We wrote questions to Mr. Wyland who kindly answered! These questions and answers were displayed in the hallway with Wyland's work for all to see at the art show.

One of the key features in our art show was our Black Light Hallway. The students created numerous projects utilizing fluorescent materials such as fluorescent model magic, fluorescent oil pastel and jellyfish made from recycled plastic and painted with glitter paints and fluorescent paints. Curtains were created to block the light and we replaced the fluorescent tube lighting with black lights. The results were quite stunning!

In addition to each student creating a sea themed project each individual class created a group artwork, to raise money at the silent auction. My Fourth, and Fifth, grade students created ceramic beads, which were made into necklaces, and sold for \$10.00 each. We made over 50 necklaces, most of which sold. The Second and Third graders each drew and cut out a fish, which was then decoupage on a painted and lined wine box. These were quite lovely, as well as useful. My Kindergarteners had leftover painted paper from their Mr. Seahorse project, so each child cut out a large scale, wrote their name on it and applied it to a large collaged fish that we made. Our First graders made a simple school of fish, a la Ed Emberly, using fingerprints and fine Sharpies for their image, on a shared sheet of fadeless paper. The First and Kindergarten works were framed with colorful inexpensive frames from IKEA. All in all we had 17 pieces plus the necklaces available for our fundraising efforts.

What is important to understand is that the school year is so busy and efforts can sometimes be forgotten as the year comes to a close. This is why it is essential that the students and community have a clear understanding of where their money is going, and how they are making a difference. We had both the Marine Mammal Stranding Center and Clean Ocean Action visit our school on separate occasions, and do a presentation. I made a three-foot check for publicity purposes and had the photos sent to the local newspapers. Jenkinson's provided us with tickets to their aquarium and a stuffed penguin doll. These items were raffled off, along



with the extra necklaces, to any lucky student who could guess what species of penguin we 'adopted' or sponsored from Jenkinsons. An educational bulletin board had been set up in the school foyer to promote the free raffle.

All in all, the Sea Life theme was a great success. I feel that the students walked away with a meaningful experience.

Cynthia Percarpio is the Lead K-8 Art Teacher for Millburn Township Schools

Think eARTh! Revisiting the 3 R's: Reduce, Reuse and Recycle

By Ellen Hargrove



I don't know about you, but as a youth (for me, an eternity ago, in the 70's) I was absolutely convinced that our future on this planet would be filled with clear blue skies, clean bodies of water, and vast green meadows leading up to mountains overflowing with lush forests. I thought we were all going to stop littering, "We must conserve!" would be our mantra, and industries would stop polluting. I also thought the government cared enough to keep us all in line. I can still remember watching the tears run down the face of a dignified, but obviously heartbroken, Native American man in a powerful commercial showing the horror of man's abuse of our planet and its natural resources. I was totally convinced, and can honestly say that many decisions I've made over the years were influenced by that experience.

Fast forward to the 21st Century, where I'm now trying to educate my young students about our obligations to each other, our future, and the Earth. I want them to

make environmental awareness, and a commitment to the management and preservation of our natural resources, a regular part of their everyday lives. So the new unit I plan to write has to be grounded in fact, and needs to be communicated and taught through Art. And of course, it has to be fun.

So I planned lessons and activities for my Kindergarten through 5th grade students. We created a bulletin board at each of my schools (I teach at three), where the students were in charge of posting facts and information on recycling, and about conservation and other environmental information. We took "trips" via Youtube and went around the world, visited recycling centers and landfills, and even got to rock out (thanks to songs like "R E C Y C L E", which was set to the music from Aretha Franklin's song *Respect*, and sung by a trio of female workers at a recycling center). We collected plastic bags, magazines, papers, and all types of 3D recyclable objects to use in our art making. And of course, we talked. Sometimes we had official class discussions, but over the course of the marking period we

had amazing casual talks and small group discussions as we worked, and I think these were key in making the ideas and ideals of environmental awareness and social responsibility real to my students.

It was rewarding to me to overhear my young students express their feelings and thoughts to each other, and to hear their opinions and ideas about how we should be taking care of our planet, as well as what changes they want to see made. We listed ways in which we wasted less, and brought in the evidence (sometimes added to the bulletin boards). We talked about what changes we were encouraging at home by using less disposable and more reusable items, by conserving water and electricity, and by rethinking how we viewed the idea of "need". This especially seemed to be a revelation to the kids. They began to pay more attention to advertising, with its push to increase consumerism, and how purchases added to the quantity of stuff we had, and subsequently had to dispose of.

As for our actual art experiences and art work, I couldn't have been more pleased with the involvement of the students or the outcome. Both short and long term lessons and projects seemed sincerely invested in. One idea-oriented assignment my 4th and 5th grades really got into was about Re-design and Re-purpose. The students had to choose an object, rethink a purpose for it, then draw up a plan and write a description for how to change the object and its function. They also had to sketch what it would look like in its new existence. This was all done on giant (12 by 12 inch) Post-Its, which the kids loved, and which could easily be hung and rehanged as they moved from the class critique, to the bulletin board area, to a location to be viewed at our end of the year art festival.

Product oriented lessons included: *This is My Earth* (collages by Kindergarten, which used up old blue and green construction paper that was not good for anything else but the recycling bin), *Tall Trees* (1st grade mixed media pieces using newspaper, old brown bags, wallpaper remnants and painting with paper towel tubes), *Fun Found Object Faces* ("Junk" Sculptures by 2nd grade), *Earth Art With Heart* (paper weaving, collage and multi media, by 3rd grade), *Wild World Word Weavings* (weavings made with collected fibers from many sources, and integrating writing about the wonders of our planet, 4th grade) and *Earth Elements Embossings* (5th grade metal repousse, with marks and patterned designs inspired by the elements of Earth, Air, Water and Fire).

This unit made a big impression, and not just on my students. The artwork and the learning that went into the lessons excited other teachers, administrators and parents. The feedback was enthusiastic and supportive. And I must admit, I was impressed myself. The artwork

was amazing and I feel like my students worked with a sincere sense of purpose. They got the chance to make real, symbolic art, and to understand the power that art has to express, inform and inspire others. What more could I ask for?



Prints, Prints, Prints

by Cheryl Parisi

Each year I like to change at least one assignment at all grade levels in order to give a little variety to what I am teaching my students. As we all know, those approximately 36 classes (once a week for 40 minutes in my case) can end up being 33 classes or less depending on Monday holidays, the weather, or assembly programs that always seemed to fall on one day of the week and always at the same time. Because of this, I try to cover as many standards as I can in one project.

This year I decided to have my fourth grade classes create prints using soft, rubber-like material that some people use in lieu of linoleum blocks. I hadn't attempted block printing in a long time because of safety concerns with linoleum cutting tools. Before committing myself to doing this project and putting in my supply order, I purchased a rubber sheet and experimented to see if I could cut into it without doing major harm to myself. The experience and final result was a pleasant surprise.

At the beginning of the unit, I introduced my students to prints done by artists whose work they hadn't seen before. A woodcut by Albrecht Durer: "Holy Family with Three Hares," 1498; a lithograph by Jaune Quick-to-See Smith: "Celebrating 40,000 Years of American Art," 1995; and a lino-cut print by Elizabeth Catlett: "Harriet," 1975. I chose Smith's lithograph because I was able to

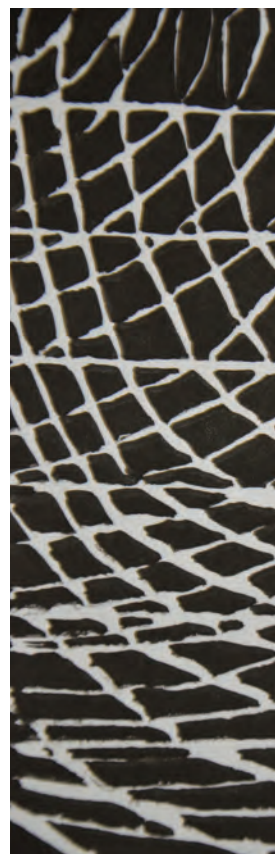
obtain a signed and numbered print of a variation of this work several years back through a grant.

As I showed the students the prints, I asked them to compare and contrast how the works were accomplished. I also wanted them to note the use of texture as I explained how they were able to achieve it. After the discussion, I demonstrated how to create a print using the proper tools with an emphasis on safety.

The next part of the unit dealt with deciding what type of image they wanted to create. I told my students that I wanted them to do thumbnail sketches of at least three or four ideas. These ideas could include a still life, landscape, portrait and abstract design.

Once each student finished the sketches, we discussed which one might make the strongest image for their final draft. As art teachers, we all know that everyone works at their own pace so I was able to stagger the talks with my students. But, as we also all know, this takes time and what people outside our profession might think would only take one or two sessions, could take three or four. However, when I did give the go ahead to a student, they created their rough draft on paper in the same size area that the image would be drawn on using a rubber block. This way, they understood the block's restrictions: 4 ½" x 6" before they tackled any drawing on the rubber sheet.

When the first student was ready to work on his/her rubber block, I gathered the entire class around the



demonstration table in order for them to again see an example of how they were supposed to use the tools safely and effectively. As the students continued to reach this point, they could see me so that I could guide them concerning which tool would be most effective for the lines they'd be carving.

I think the most difficult part was when one or two students were finished and ready to do the final printing process. At this point I still had students working on the final paper draft, drawing on the block or doing the carving.

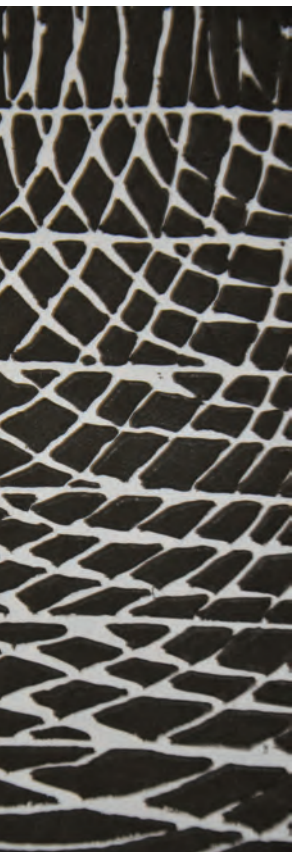
This year, since it was the first time I had done this in a long time, I decided to hold off on the printing until everyone was ready to take it on. To compensate for what could have been lost time, I planned a lesson which would incorporate art history, critique and aesthetics. I again showed the students images of Smith's "Celebrating 40,000 Years of American Art" and Catlett's "Harriet" on the "SMART Board." We discussed each work and then I asked questions that would help guide them as they would then independently write answers to other questions that I prepared concerning the cultural and historical influences, their reasons for liking or not liking each image and why the one image they chose drew them to it. The questions could be answered over the course of the next few weeks as students finished their carving. In addition, I supplied word searches that related to the topic and books ("Getting to Know the World's Greatest Artists" by Mike Venezia) that they could read and answer questions about artists

such as Mary Cassatt or Andy Warhol, whose art included printmaking.

The easiest part was the printmaking. My students loved seeing how the block changed in looks as they inked it up. The lines they had carved became more obvious. But, the best part was seeing their time-intensive artwork appear on paper after they used the brayer to transfer the image and peel away the sheet.

Things that might be helpful: After the students decided what image they wanted to use, I had them all write down what color they wanted to use for their print. I then made my own list in order to group the students according to the chosen colors. This made the printing go a lot faster. Be prepared with plenty of paper for printing, manila tag board, which can be used as an inexpensive inking plate, and have the ink ready to go.

On the last day of the unit, I showed the students the actual print in my art room created by Jaune Quick-to-See Smith. I also showed them where she placed her signature and date. We then discussed the use of edition numbers and their placement on the finished prints. With pencil in hand, each student was ready to complete their very own first edition!



Art, Innovation, and Ideas: TCNJ's Juried K-12 New Jersey Student Exhibition

By Lisa LaJevic



This past summer, The College of New Jersey (TCNJ) hosted *Art, Innovation, and Ideas*, a statewide, juried K-12 student art exhibition. The exhibition recognized exemplary artwork created by New Jersey's K-12 students, as well as showcased innovative lessons designed by New Jersey's talented art teachers. The show consisted of 120 artworks, which were on display from June 2 through June 23, 2013 in the campus art gallery and two side installation rooms. The exhibition highlighted innovative art making that aimed to connect student learning and art to the real world, academic subjects, social issues, big ideas, and/or contemporary art.

The call for submissions was open to all New Jersey K-12 art teachers. Each teacher could submit up to three submissions, which included a digital image of the student artwork and completed submission form with contact information and lesson plan details. Individual or collaborative two-dimensional, three-dimensional, and media artworks were welcomed. More than 440 artworks were submitted from 152 different schools (representing 111 New Jersey towns) and reviewed by a jury of five contemporary artists, curators, art educators, and art advocates. Internationally acclaimed artist, illustrator, and author Faith Ringgold known for her painted story quilts joined New Jersey artist and educator Aylin Green, Baltimore-based sculptor and fine artist Christine Tillman, painter and director of Art Collaborations in Princeton Heather Barros, and TCNJ Gallery Director Emily Croll in reviewing the submissions.



The submissions were assessed on four main criteria: (a) student creativity and innovation, (b) ability of the artwork to communicate an important message, story, or thought, (c) the lesson concept behind the work and its connection to real world, academic subjects, social issues, big ideas, and/or contemporary art, and (d) how well the lesson challenged or pushed traditional boundaries of the visual arts in K-12 schools. Although every grade level was represented, because of the limited gallery space, only 120 artworks were selected for the show. The review process was extremely competitive; the acceptance rate was approximately 28%.

The concept for this juried show originated from my experiences visiting various New Jersey schools to observe pre-service art teachers. I am often quite impressed with not only the quality of artwork being produced by K-12 students, but also the quality of dedicated art teachers. I hoped this exhibition would bring together artworks that positively represented all the wonderful lessons that I see on a weekly basis (in individual schools located in different geographic areas) in one exciting artistic space! Furthermore, as an art educator, I am particularly interested in art that transcends the boundaries of what we typically think of as “school arts.” As the world is changing, I believe it is vital that arts pedagogy and curriculum reflects the world in which we live. Art is inherently connected to life, so it is important to encourage students to explore themselves, others, and the world through the arts. I get excited when I see art teachers experimenting with new ideas that push beyond comfortable outdated routine art lessons (i.e., arts lesson that are taught year-after-year—similar to what was taught when I was a K-12 student decades ago).

Understanding that teaching is a very challenging profession, this show recognized the hard work and creativity of our New Jersey art educators and students. There is so much potential for learning through the arts, and I hope this exhibition helped to showcase the endless possibilities! With plans of organizing another juried K-12 student art show in the near future, I hope you consider submitting your student artwork! Congratulations to all of the participating art teachers and students, and thank you to everyone involved in making this exhibition a huge success!

Photo Credits:

Photographs were taken by Wayne Hollendonner of Double Exposure Photography.

The Art Exhibition Poster was designed by Mallory Guzzi.



New Jersey Performing Arts Center

The New Jersey Performing Arts Center and AENJ are again collaborating to bring the visual and performing arts together. Your students' artwork could be displayed beautifully in the Victoria Theatre lobby and be viewed by thousands.

This year NJPAC also used artwork from members' students for their CD and Anthology covers.



2013 Winter Art Exhibit

Artwork is due by November 20, 2013.

Setup: Sunday, December 8th, 10am

Opening Reception: Saturday, December 14th,
11:00am-12:00pm

2014 Late Winter Art Exhibit

Artwork due by Friday, January 17, 2014

Setup: Sunday, February 9th, 10am

Opening Sunday, Reception: February 23th, 11:00am-
12:00pm

2014 Spring Art Exhibit

Artwork is due by Monday, March 24, 2014

Setup: Sunday, April 6th, 10am

Opening Reception: Sunday, April 27th, 11:00am-
12:00pm

Things to remember

NJPAC provides frames...so size is MANDATORY!

Artwork will mount to 12x18 horizontal image or 18x24 vertical image.

You may mount artwork on construction paper to make the artwork the sizes above. No other size artwork can be accepted.

10- 18x24 images and 20- 12x18 images are selected for every exhibit.

The AENJ Permission Label must be completed and attached to the back of each piece. Labels can be found at: <http://www.aenj.org/pages/njpac>

Information on when work is due to Genecie Comacho Azzoline can be found on the AENJ Website: www.aenj.org and in WebBeat

Watch for announcements regarding submissions for the AENJ 2015 Calendar and Fall NJPAC Exhibit in WEBBEAT and at www.aenj.org



Day of Swing at NJPAC

During the Moody Jazz Festival in the Fall, there will be a Day of Swing. The NJPAC campus will be filled with dance classes, music jam sessions, storytelling and more! During the Day of Swing, NJPAC would like the Art Educators of New Jersey to display an exhibit that has a jazz theme. We would like art teachers to submit student art work reflective of the movement, fluidity, or history of jazz. The artwork could be literal (music notes or a portrait of Dizzy Gillespie) or it could be an abstract that is reflective of the improvisational nature of jazz.

All artwork used for the exhibit will be chosen by NJPAC. Please submit no more than three students per teacher.

Please use Artsonia to submit work for consideration, and include a statement from the students

<http://www.artsonia.com/museum/collections/detail.asp?coll=332>

KEAN University: AENJ Artists Show Their Work

The Kean Show Featuring the work of AENJ Members, ran from June 6 to July 25. The closing reception, held July 25th, was attended by the artists and their families.

Over 30 works were featured in the Gallery; the artists are featured in the group shot below! There was a wide range of work, from jewelry and sculpture to watercolor, drawings and photography. Be part of this

exhibit next year; watch for information through Web-beat and on the website: www.aenj.org

Thank you to Kean University for offering us this wonderful space for the AENJ Members' Exhibit, and to Genecie Camacho-Azzolini for organizing it and Pat Branche and Jennnier O'Brien for hosting it!



Board Members and Award Winners at NAEA in Fort Worth



J. Onnembo, L. Devlin, D. Greh, K. Klick and E. Hargrove at the Stockyards



AENJ at NAEA Convention, Fort Worth, March 2013

by Barbara Calvo and Gene Neglia

The National Art Education Association's annual convention was held in Fort Worth, Texas from March 7-10, 2013. We were eager as always to attend this exciting conference for art educators although we had to be at Newark airport at 3:00 am to board our flight at 5:25 am. Upon arriving and checking in to the Omni Hotel at 10:00 am, we quickly got our conference materials and headed to workshops by 11:00 am, the Fort Worth Convention Center was conveniently located across the street from the hotel.

This year's convention was filled with events, speakers and presentations that would appeal to everyone attending. The problem has always been what to do given the myriad of choices from 8am to 9:30pm with so much happening simultaneously! The opening night Task Party was a celebration of Texas culture, local music, and of course art where participants could do an individual or collaborative art activity, or have your picture taken in one of the many Texas-themed cut-outs. Picture yourself in a Stetson hat with a bright bandana and a six-shooter in each hand! Also for everyone's enjoyment and shopping pleasure, The Artisans Gallery which was brimming with outstanding handmade art and craft items made by NAEA members, all at reasonable prices.

Among the highlights of the conference were the Super Sessions; the first Super Session on Friday was given by Lois Gibson, a forensic artist gave an overview of her work, assisting the LA county police in apprehending criminals. The second Super Session was given on Saturday by noted sculptor Jesus Morales. How lucky AENJ is to have Mr. Morales as our keynote at the AENJ Conference this coming October! The Texas Artist Series was popular and thought-provoking, featuring three artists, Eric McGehearty talking about the challenges he faced as a dyslectic artist; Luther Smith, a photographer who captures his North Texas landscape, altered by nature and man; and husband and wife Cam Schoepp and Terri Thornton, who shared how they juggle dual careers of university art professor, museum curator and as artists.

Another event that is a highly anticipated is touring the exhibitor booths. There were over 100 exhibitors represented who provided

interactive demonstrations, workshops within the hall, free samples to participants, and great give-a-ways at the conclusion of the convention.

Although there was so much to see and do within the convention and off-site workshops, Fort Worth provided many unique experiences. This was definitely not a city with a lot happening within walking distance of the hotel but the hotel had free shuttle service. Seven area museums offered convention attendees free or discounted admission. We experienced The Modern Museum of Fort Worth which was huge but the art was spread out so you were not visually bombarded with many images at once. Many pieces were unusual and thought provoking affording hours of enjoyment. A trip to Fort Worth is not complete until you visit Stockyards Station where the biggest attraction is a longhorn cattle drive right through the streets. They moved pretty slowly though, guess they cattle were tired! This event took place several times each day. Also there was the Texas Trail of Fame, the Texas Cowboy Hall of Fame, a rodeo and shops and restaurants. The Cast Iron restaurant in the hotel was our "go to" place for food, a bountiful breakfast buffet and local lunch fare with a local flavor...venison chili anyone?

AENJ members receive awards. Jenn Tionson was the recipient of the Claire Flannigan Award. This award is the highest award for Youth Art Month, given to an individual who demonstrated outstanding achievement amongst all participating states. Gene Neglia received the New Jersey Art Educator of the Year for 2013. Gene has been an art educator for 40 years and taught in Franklin Lakes before going to Rowan University as an adjunct professor. Dr. Kim Defibaugh received the Eastern Region Art Educator Award. Kim is currently the supervisor of art and music in Toms River.



The NAEA Convention is an annual event which affords one an excellent opportunity to accumulate professional development hours as well as a chance to learn, socialize, meet and network with art educators from around the world. The next convention will be held in San Diego in 2014. Did you know that AENJ offers a grant to attend the NAEA conventions? We hope to see you there!

A Note of Gratitude

By JoAnn Onnembo

Pen, pencil, brush.... all marks matter. Marks matter because they are an extension of human expression, emotion, and passion. When marks become beautiful works of art, they matter even more. They matter more because they no longer belong solely to the artist but to every eye that gazes upon them. To some through a casual glance and to others in a way that embraces, acknowledges, and may even become part of them. Sometimes the acknowledgement makes a mark on the maker that is equally indelible. Such is the case with the Scholastic Art & Writing Awards and their supporting sponsors. I wish I could package the pride, sense of accomplishment and elation that accompanies student artists and their teachers when, after competing with over 230,000 elite works of art, theirs is chosen as a national medal winner. And then to have that remarkable accomplishment celebrated at Carnegie Hall as they share the stage and the spotlight with the likes of Meryl Streep, Sarah Jessica Parker, Zac Posen and Usher! It is a moment that the greatest riches could not buy; an empowerment beyond words. And it doesn't stop there. Three days of activities, celebrations, events, scholarships, and an amazing, authentic NYC exhibit at the Arnold & Sheila Aronson Galleries ...only to be followed by a continuum of future opportunities. Imagine, as a teenager, being recognized (your name in print!) in the NY Times and ...having the Empire State Building lit in gold in your honor! Envision the smiles of students from across the U.S.A. as they pass each other on the streets of NYC... walking with medals around their necks; a visual recognition, a unifying symbol amongst friends and strangers, who have become new friends as they silently appreciate and acknowledge each other as artists of note. Instant infusion of confidence and self-esteem!

I have always believed that a teacher's true reward comes in the successes of his or her students. As an educator and an artist, I have been fortunate to have a few of these moments. Much of my gratitude goes to Scholastic for offering opportunities, and honoring the value and efforts of teachers and students in their quest for artistic voice, freedom of expression and a human connection. But more importantly, for support-



ing those who commit themselves to a future in the arts, philosophically and financially; giving value to the concept, and acknowledging through action, that art is not a supplement; art is human.

To the very generous Scholastic Awards people and their affiliates...you are a class act...a work of art. In true Carnegie Hall fashion... Bravo! Applause! Standing ovation! Thanks for the memories and my sincerest gratitude for showing the world.... that marks do, indeed, matter.

For a peek... www.artandwriting.org/carnegieweb-cast2013





Art@NJEA

Hurricane Sandy got in the way of what would have been the 2012 Art@NJEA exhibit, so we're hoping for much better weather for this year's show! This special K-12 student exhibit features work from around the state in a professional and inviting display.

And here's the best part – the only thing you have to do to be part of it, is submit student work!! AENJ makes it easy...no matting, no framing, no wires, no tape, no nothing....just ART. The rest is all done for you!

The postmark deadline for mailed submissions is October 9, so there is still time for you to be part of this year's show. All you have to do is follow the directions that were emailed to you in the September Web Beat, or go to the AENJ website, download the back label form and mail it along with the work to Lisa Conklin. The work must be mailed flat and postmarked by October 9. The form requires parent permission, so if you do it right away, you can still make this year's show!

We hope to see your students Art @ NJEA!



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Above: Student drawing of the General Pencil Building, Jersey City

The Emotional Color Wheel: Helping kids work abstractly and expressively.

By Eric Gibbons

We all know that red is a powerful color. If you were walking along and saw some red on the ground, you would have a reaction to that—a visceral, primal reaction. It would not matter if you were in China, the jungles of Brazil, or the island of Tahiti—red for all cultures, shocks, warns, and alerts us. It is no coincidence that stop signs all over the globe use the color red. This is the premise of the new book, *The Emotional Color Wheel*. Step by step, in full color, the emotional values of both color and shape are explored and connected to core concepts that the student already understands.

Circles are playful while squares are a stable shape for building. Triangles are sharp and great for expressing aggression. Yellow is sunny and positive, blue is calm and cool, green is the color of growth, and red is downright dangerous.

My sample shape shows off my personality. Rounded edges represent my fun or playful side; the rectangular base represents my strength and stability. The brown on the bottom shows an earth-tone for potential, yellow for my positive attitude, green because as a teacher I help my students grow, blue for my calm nature, and polka dots to show off my humor. (See attached)

After this, students can begin, at a very early age, to express the

emotional values of people, situations, and things with color and shape. If mom is a happy person but can lose her temper now and then, a yellow triangle might be a good symbol. Dad is a hardworking brown square. Students can even color in the spaces between shapes to show their relationships to each other.

Difficult topics too can be explored, like divorce, moving to a new school, grief and loss. The use of abstraction makes it safer to express these feelings and taps into student's visual problem solving skills.

I have some student samples showing their family and the relationships between each member as a watercolor painting, and another as a mobile in 3-D. The unique thing about this lesson and many of the lessons outlined in the book is that they can be done in either 2D or 3D.

The additional benefit to expressive colors is that it gives teacher a whole new mode in which students can explore color on a more personal level. We have all done drawing projects and require students to use warm colors or cool colors to understand these concepts. Now students can use this resource to color in the emotional values of the objects they have drawn.

What would a meal look like if you painted the food with colors that express what foods you like and don't like? Imagine a portrait painted using colors to express how we feel about that person or how that person feels about their world. Surely knowing how to manipulate warm and cool colors is important, but now students can discuss their deeper feelings about a subject. Their judgment, stereotypes, fears, hopes, and aspirations with the freedom of those ideas coded in color, shape, and even pattern. (See hands painting sample)

The book is available in both elementary and regular editions to appeal to all your students, and includes more than 20 lesson suggestions.

Elementary Edition <https://wwwcreatespace.com/4250631>

Regular Edition <https://wwwcreatespace.com/4250643>

AENJ Members can use discount code 2PY4TP97 for 20% off during the convention month of October.

The books are available on Amazon but the discount codes will not work there.

More books from Firehouse Publishing can be found at www.FirehousePublications.com



Recognizing Kelsey Long:

NAEA's 2013 Higher Education Student Achievement Award

By Lisa LaJevic

It is an honor to congratulate Kelsey Long as the recipient of NAEA's 2013 Higher Education Student Achievement Award. This annual award recognizes excellence in student achievement in art education at the College/University level.

Ms. Long was a 2012 graduate of The College of New Jersey (TCNJ) where she majored in Art Education. She student taught at Holly Hills Elementary School in Westampton Township Public School District and the American School in Bilbao, Spain. Not only did Kelsey graduate with a strong GPA, but she consistently went above and beyond expectations during her college coursework and student teaching. For example, while student teaching in Spain, she designed an art exchange lesson with art students at Trenton High School. Collaborating with Judy Sears, a Trenton high school art teacher (with whom she was placed with during her junior professional practicum), she designed a lesson that asked students in both New Jersey and Spain to create artworks about their personal lives and cultures, and then they exchanged the artworks to learn more about one another.

As a passionate advocate for arts education, Kelsey is active in professional organizations. She was the recipient of AENJ's College Scholarship in 2011, a co-presenter at the 2010 and 2011 AENJ Annual Conventions and 2012 NAEA Convention in New York City, and also co-authored an article for the 2012 ArtBeat. The presentations and article showcased the work of contemporary artists and highlighted meaningful lesson ideas for K-12 art teachers.

As the recipient of this prestigious award, Kelsey was invited to be a Monthly Mentor blogger on the NAEA website this past April! Her advice and experiences as a novice art teacher were very relevant for young art teachers and art education students!

Congratulations Kelsey! Your creativity, dedication, and outgoing, positive personality are wonderful contributions to our national and New Jersey art education community. We wish you the best of luck as you begin a long and successful art teaching career!



Pictured (from left to right) are Dr. Lisa LaJevic, Kelsey Long, and Dr. John Laughton, the Dean of TCNJ's School of Arts and Communication. Photo taken by Vicki Wang.

AENJ South Fall Workshops:

Sculptured Books

with Jeanne Jablonski /

October 12, 2013 at Gloucester Community College
Jeanne Jablonski attended Rowan University as an art student and taught at Logan Township

Watercolor

with Marie Natalie

November 2, 2013 at Gloucester Community College
Marie's enthusiasm for water color is infectious!

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The Artists-in-Education Program is a cosponsored project of Arts Horizons, Young Audiences New Jersey & Eastern Pennsylvania and the New Jersey State Council on the Arts/Department of State, a Partner Agency of the National Endowment for the Arts. Additional funding is provided by the Geraldine R. Dodge Foundation.

Everything Was Gone

By Linda Devlin

Unfortunately, disasters, natural or man made, strike us without warning and when we least expect them.

We don't get to choose our disaster. Disaster selects us. We can't foresee its level of intensity or its degree of impact. We all hope it's not going to happen to us

I teach art at St Rose High School in Belmar, NJ, a beautiful shore community. St Rose is a small high school with an enrollment of 500 students. Our school has rather humble walls but the students and the faculty are a warm and welcoming family.

My art room was located in the basement of a 100 year old building. What the room lacked in modern conveniences was forgiven by the unique vintage glass cabinetry and the welcoming decorations and posted art work. The view from my room was out 4 windows which were typical basement windows. One could only see peoples feet as they walk by. On a good stormy day my room would flood with small pools of water. Often you could see a small stream run across the floor and puddle directly under my desk.

It was business as usual pre-storm. On Friday, October 26, 2013, the meteorologists were predicting only a possible threat of a hurricane. So as I prepared to leave the building I lifted everything off the floor. I elevated my file cabinet to the top of an art table and on top of that, for extra special peace of mind, I placed a treasure trove of my teaching exemplars. This big Rubbermaid bin contained 36 years of art making, hundreds of samples. My legacy! Alphabetized, organized, and lesson plans attached to each one. I actually laughed as I placed the box on the top of the shaky tower. I was thinking this was slightly overkill but what the heck!

By October 29, 2013, the weather predictions had changed drastically. The path was highly unusual. The storm was heading right for us.

Super-Storm Sandy was a day of devastation and isolation. We found ourselves disconnected, not something we are accustomed to in this world of internet and texting. No lights, no TV, spotty phone coverage. While the storm rocked our lives I watched the sky light up as transformers exploded and I worried about my friend who had called me at 8:30 that night to say she



was going up to the second floor because the water was coming in through the front door.

I was safe. I had no idea how badly the Jersey Shore was being pounded by Sandy's surge. Then came news of fires, people being swept away, buildings floating. The not knowing was frustrating.

On October 30 I felt compelled to do something. I had so many friends out there who I knew had suffered, so my husband I loaded up our car with brooms, mops, rakes, garbage bags and basic cleaning tools and headed out. We spent the day helping and then headed up to Belmar to check out my school.

I can't tell you the fear I felt as I entered Belmar. The town was empty. The streets east of Main St. were filled with water. As I walked through the school grounds and wound my way around buildings my classroom came into sight and there I saw the parking lot filled with water. It was obvious the water was filling my entire room to the ceiling. Everything was floating. I was speechless, and emotionless. I was empty.

Eight feet of water filled with muck, scum, 700 pounds of fish and 4 turtles found their way into the lower levels of St Rose High School. Everything from two art rooms and a music room floated for 4 days in this pool of gunk. Finally after pumps and generators were able to remove all the water nothing was deemed salvageable. Think about your art room. Think about what you store in between the walls: the supplies, the functional furnishings, paper cutters, printing presses, computers, printers, student art work, my seniors' portfolios, my personal art work and exemplars. All floated for 4 days in a bowl full of yuck!

Everything was gone.

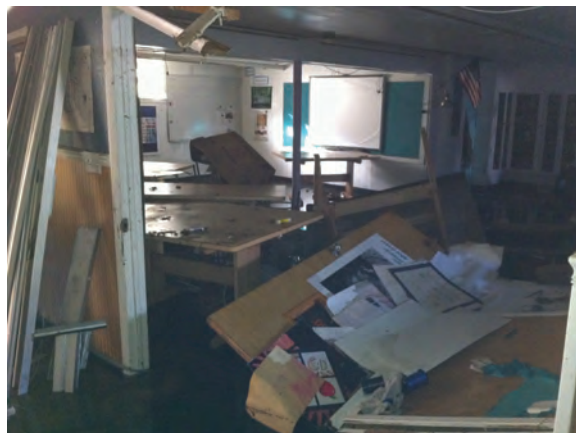
The road that followed was long and difficult. I would say that the 2012-2013 school year was the most difficult, but also the most heart warming experience both my students and I have lived through.

While we don't choose our disaster, we do get to select our pathway to recovery and make choices that show the strength of our character. It is our choice how we react and deal with disaster.

Sandy's devastation gave us opportunities to focus on the importance of the process of making art and not so much the end product. In essence it was more about the journey of art making than the destination. Making art allowed us to heal and move forward.

Art inspired people from all over the world to reach out to us and by making art, we were united. Art teachers and students from over a dozen states held fund raisers to purchase supplies for St Rose. In most cases the fund raising took the form of producing some type of art and selling it or in one case, putting on a play and sending us all the proceeds.

Facebook was an amazing tool. AENJ members heard about our problems through the AENJ page and sent supplies and funds. Suzanne Teidemann an AENJ member began a webpage "Shells for the Jersey Shore"



which focused on St. Rose and other school's art programs that had been devastated by the storm.

A congregation in Connecticut created a "Christmas Giving Tree" of art supplies and gift certificates to craft stores, wrapped them all up and delivered them to us the day before Christmas. To see my students open these gifts gave me great hope when I needed it most. What we all had considered ordinary supplies before Sandy were now highly treasured.

Two concerts were staged in Belmar and Red Bank to raise money for the arts.

All of this reminded us we were not weathering Sandy alone. The list of people and their stories is too long to mention everyone.

Art 's impact is immeasurable and far reaching. There is not a rubric to determine the learning and coping skills acquired from our Sandy disaster. To my knowledge there is not a bubble on a standardize test which judges a students knowledge for these life skills. Our Disaster, our reaction and our recovery taught us all to be a little stronger, kinder, thoughtful and thankful. It taught us to step up, stand up, and support one another as we encounter a disaster.

Thank you all for your thoughts, prayers and donations. We survived our disaster and realized that people are there for us and that "Hope does Float!"



AENJ 2013 Scholarship and Grant Winners:

AENJ Past Presidents Graduate Scholarship:

Rosemaire Singalewitch, Jennifer Peppe,
Sandra Koberlein

AENJ College Student Scholarship:

Ashley Garguilo, Kristy Lopez

AENJ Senior High School Scholarship Awards:

Shannon Levin

High School: Bergen County Academies
Art Teacher: Joann Onnembo

Alicia Suarez

High School: Bergen County Academies
Art Teacher: JoAnn Onnembo

Emely Taveras

High School: Toms River High School North
Art Teacher: Joyce Houlihan

Alyssa Gonzales

High School: Alyssa Gonzales
Art Teacher: Meredith Hudson

Grants:

AENJ Special Events Grant

Lisa LaJevic

AENJ RICK LASHER Professional Growth Grant (NAEA)

Mychelle Kendrick

AENJ NAEA Convention Pre-Service Teacher/Student Professional Growth Grant

None

AENJ Conference Residency Grant

Felicia Collins

AENJ Summer Workshop Grant

None

AENJ Student Art Enrichment Grant (1st - 11th Grade)

Alexandra Harms, Maya Bhamre,
Angelyse Estevez

AENJ Executive Board Youth Art Month Grant

Sandra Koberlein and Joe Morano
Gloucester, Salem and Cumberland Counties
Susan Bivona and Lisa Conklin, Somerset County

AENJ Grant Information

Applications Due: April 15, 2014

The entire process for applying for an AENJ Grant has been put ONLINE This makes applying for a grant even easier!

We encourage ALL members to apply!

The AENJ Student Enrichment Grant is intended to provide AENJ art teachers an opportunity to encourage their students entering grades 1 through 11 to participate in art classes, beyond those offered by the regular school curriculum.

The AENJ Summer Workshop Grant was established to encourage art teachers to attend summer workshops to rejuvenate themselves as artists and enhance their skills as educators.

Would you like to attend our October 2014 conference in New Brunswick, NJ or the Spring 2014 National Art Education Association (NAEA) Convention in San Diego? AENJ recognizes attendance at these events as important to the professional growth of our members. Two grants are available to help you defray the costs of participating in these two annual events.

The AENJ Residency Grant presents members the opportunity to spend extended time at our fall conference. Grantees are reimbursed for ONE night's stay in the hotel to encourage their full participation, including evening programs and activities, as a part of their professional development experience.

The Rick Lasher Professional Growth Grant was named after former AENJ President Rick Lasher for her dedication and commitment to professional growth and development of all art teachers in NJ. Grantees receive \$500 to financially support their attendance at the NAEA Convention.

Pre-Service Teachers: the NAEA Convention pre-Service Teacher/Student Professional Growth Grant. Grantees receive \$500 to financially support their attendance at the NAEA Convention. The application for this grant only is due: December 31st, 2013.

A full description of ALL the AENJ Awards, Grants and Scholarships as well as all the necessary forms can be found on our website at: <http://www.aenj.org/>

Scholarship Information

High School Scholarship Applications Applications Due: February 21st, 2014

The DUE DATE for the High School Scholarship is February 21st, 2014. ALL Applications and Portfolios will be completed ONLINE!

In 2012, AENJ provided \$10,000 in scholarships to students at all levels. Take advantage of this opportunity to help your students further their education; they are the future of our profession. Candidates for this award include high school seniors interested in pursuing the study of visual art or art education in any public or private school of higher learning. It is our intention to select a student whose submission is diversified. The nominator must be an active member of AENJ for a period of not less than two years.

The deadline for High School scholarship applications is February 21st! You need to submit your student applications by February 21st, 2014 so that the scholarship committee may evaluate them. Students selected to receive scholarships are honored at the Governor's Awards in Art Education ceremony in May 2014.

Graduate & College Applications Applications Due: April 15, 2014

The entire process for applying for an AENJ Scholarship has been put ONLINE. This makes applying for a scholarship even easier! We encourage ALL members to apply!

Are you a college student majoring in visual art or visual art education? Are you an AENJ member pursuing a degree in art education or an art teacher pursuing a master's degree in an art related field such as Art Administration, Art Supervision, Museum Education, Art History, Art Curriculum or Studio Arts? If you answered yes to either of these questions, you are eligible to apply for AENJ scholarships of at least \$1,000 that are paid directly to your college tuition.

Information about all scholarships can be found on the AENJ website: <http://www.aenj.org/pages/scholarships> Descriptions of the AENJ Past Presidents' Graduate Scholarship and College Student Scholarship can be found on this page along with links to their Application Information Sheet.



High School Scholarship Winners:
Shannon Levin, Alicica Suarez and Emily Tavares

Over \$10,000 worth of Grants and Scholarship awarded last year!

Award Winners for 2013

Congratulations to:

Linda Devlin

The 2013 New Jersey Art Educator of the Year Award for Distinguished Achievement : Established to honor a member of the association whose long term dedication to the visual art profession and dedication to AENJ goals, leadership and teaching experiences are recognized as exemplary

Genecie Camacho Azzolini

Anthony Guadadiello (service) Award: Established to honor former President, Anthony Guadadiello, whose dedication to the joy of service was a major part of his tenure in office. It recognizes outstanding contribution and service to AENJ.

Maggie O'Brien, Middletown Arts Center

John Pappas Award: Established to honor former President John J. Pappas, whose dedication to the idea that arts education is universal and inclusive involving those who support arts experiences from a wider perspective. This Award is appropriate for supporters of the arts who are in the commercial or corporate fields OR in art related organizations that are not specifically educational by nature

Lillian Whitaker, Principal, Nellie K. Parker School, Hackensack

George DiBouno Award: Established to honor former President, George DiBouno, whose dedication to arts education in New Jersey was marked by a realization of the power of leadership in education to move the arts to the forefront. This award is for those who are "within" the field of education, but not Art Educators

Division Awards:

Elementary:

Kelly DiGioia and Barbara Suchernick

Middle:

Jennifer O'Brien

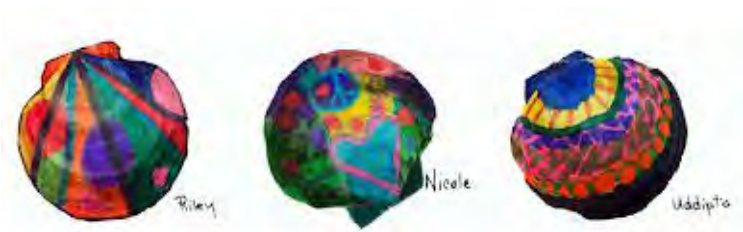
High School:

Mindy Barrett (Bombback) and Lisa Winkler



Suzanne Tiedemann

Special Executive Board Award for her service to art educators throughout NJ in her Shells for NJ Shores Project.



Do you know someone who deserves recognition as an outstanding art educator?

*Does your Principal or Superintendent support the arts?
Is there a community leader in your area who has been supportive of your art program?*

Please take the time to nominate someone! Everything you need can be found on our website www.aenj.org/awards.



2013 Governor's Awards Winners: Linda Devlin, Ellen Hargrove, Karen Kiick, Teri Trumpbour, Jenn Tionson, Gene Neglia (missing: Dr kim Defibaugh)

Youth Art Month

Youth Art Month was created in 1961 by the Art & Creative Materials Institute (ACMI), a non-profit association of art and craft materials manufacturers, in cooperation with the National Art Education Association. In 1984, ACMI created the Council for Art Education (CFAE) to administer the nation's Youth Art Month program and to encourage funding for the program.

This year's New Jersey Youth Art Month festivities were held at a variety of venues. Several counties throughout the state held their exhibits on college campuses, hospitals, libraries, local businesses, government offices, state parks and historic sights. Students, artists, families, teachers, administrators and local government officials attended many of the receptions throughout the state. Each county also submitted six pieces of student artwork to be exhibited at the New Jersey Youth Art Month exhibit at the State House in Trenton.

This year's state reception was on March 30th, and the high school and elementary receptions were packed with student artists, families and teachers. Each student received a generous bag of art supplies donated to NJ YAM by Nasco, General Pencil, Sax. The artists also received a YAM button, a state YAM shirt! The refreshments were generously provided by AENJ and Costco of Union.

At the high school reception, artist Bernard Solco painter, shared with us his view of art. Mr. Solco, whose main focus is painting bar codes and pop art images and portraits in black & white. He encouraged the high school artists to always pursue their dreams and to never give up. Also this year, we had the pleasure of honoring Jim Weissenborn of General Pencil as our Honorary Youth Art Month Chair. This award was bestowed to Mr. Weissenborn and General Pencil for their generosity of donating supplies to the various county and state YAM shows.

Some very important people made the YAM celebrations special. Governor Christie and US State Senators Sweeney and Sarlo, and other local and state officials showed their support by proclaiming March as Youth Art Month. All in all, it was a very special day for the young artists and their families.

2014 Youth Art Month Reception Date:

March 7, 2014 at the State House in Trenton
Go to www.aenj.org for more information

Make YAM a huge success in 2013: participate in your local county YAM!!

You can view the YAM artwork by visiting www.artsonia.com/schools/aenj

Also remember to check out the Artsonia sponsored YAM exhibit and be on the lookout for the 2014 YAM Design Contest!



YAMBEAT 2013

Mercer County

This year Mercer County celebrated Youth Art Month with Artworks in Trenton. Artworks is Trenton's downtown visual arts center, promoting artistic diversity by fostering creativity, learning, and appreciation of the arts. Artworks generously donated gallery space to exhibit work from schools around the county. They are also responsible for Art All Night; "an annual 24-hour art extravaganza". We are very grateful for the space Artworks donated allowing schools from East Windsor, Hamilton & Robbinsville to exhibit the creative experiences of Mercer's youth. Artworks invited us to exhibit alongside The Children's Home Society of New Jersey and allowed space for nearly 100 pieces. During the opening reception while guests enjoyed yummy cake, cold juice & sweet treats they also wrote & posted comments to artists using Post-It Notes that were then posted on or near the artwork. All school-aged guests were given a door prize & exhibiting artists were also honored with certificates.



Middlesex County

Looking back over the last five years, Middlesex County YAM has evolved into a premier art exhibit. The number of participating teachers and students has steadily grown as has the support of our administrators and mayors. But one thing remains constant. Each and every year we are delighted by the enthusiasm that radiates from the venue. Student artists couldn't be prouder, nor could their parents. Everywhere you look there are smiling faces, looks of amazement and pride in the parent's face and each of those moments memorialized in a photo. As you meander through the venue, students are engaged in conversations about their art work and that of others. Down the hall, Carteret High School's National Art Honor Society works with students on button making. And then there's the refreshment table. It couldn't get better than this!



This year, student artists were recognized for their outstanding work during a presentation that was attended by over 200 parents, teachers, and guests. Each student received an award along with a goodie bag with art supplies that were generously donated by General Pencil Co., Sargeant Art, and School Specialty. We are very thankful for their continued support especially in these economic times.

Most importantly, we would like to thank all the teachers that participated this year. We would also like to recognize Gayle Ford and Kristen Barth who assisted with the set up and refreshments. We look forward to working with everyone next year and continuing to celebrate our talented Middlesex County students.

Susan Catrone
Patricia Branche, co-chairs

Warren County



The Warren County YAM Art Show reception was a magical night of beautiful art, live music and food. Nine elementary and middle schools participated in the annual art show. The reception took place on Friday evening, April 26, 2013 from 6 to 8 PM at the Independence Municipal Building, Rt. 46, Independence, N.J.

Approximately 100-150 artists, friends and family members attended the reception. The artwork is on view through the month of May. The live music was a three piece group of classical musicians provided through the generosity of the Warren County Cultural and Heritage Commission. The commission also supplied the display boards for the art work. There were many comments made by parents and friends as to the quality of the children's art work. Many people appreciated an event of this nature for children and families to be part of. A wonderful night was had by all.

Hudson County

Liberty Science Center
This year the Hudson County Youth Art Month exhibit has hosted by the Liberty Science Center. Student work from Hoboken, Jersey City and Kearny were proudly displayed in the lobby of the building.

The Culinary department of Jersey City Public School and Chef Matt Black created a rice crispy cake painted like Starry Night, and hundreds of cupcakes in the form of a palette. To entertain the guests and student artists, the choir from P.S. 23 performed. One of the main attractions was the living artworks, students dressed like works of art that were posed throughout the reception. This year Hudson County YAM was sponsored by Nasco, General Pencil and Dick Blick. Each student received a goodie bag with art supplies to encourage their creativity.

Bergen County



This year Bergen County's Youth Art Month took place at The Bergen Community College Ciarco Learning Center in Hackensack for the second year. The Bergen County Executive, Kathleen Donovan was present at the exhibit and spoke about why art education is important in Bergen County schools. The exhibit lobby was filled with students, school board members, principals, superintendents, teachers, and parents. Blick Art Materials donated over 800 art supplies, which were given out to every student artist. Over 700 art pieces were displayed from our schools.

The chair of Bergen County YAM, Genecie Camacho-Azzollini spoke about the importance of art education. If art education was not present in a child's life and if there were no art teachers, a child's artistic ability and passion for the arts will be lost. She thanked the art teachers who set up outside of school hours in order to make the art exhibit take place. "A lot of time is spent by many art teachers making sure the public understands why art is beneficial to the school, communities, and students" – Genecie Camacho-Azzollini

The art exhibit was successful and continues to grow with more art teachers participating in AENJ Youth Art Month events. "Thank you for your effort in advocating for the visual arts in NJ by participating in this exhibit". - Genecie Camacho-Azzollini and Jennifer O'Brien

Below: Hudson County Youth Art Month



Burlington County

The Burlington County Youth Art Month Exhibit had a new location this year. The artwork was on display at the Moorestown Public Library from March 18-28th. Parents, friends, and family filled the meeting room on the evening of March 28th to celebrate the students being honored. The opening message was given by President Ellen Hargrove followed by the teachers' presentations and Chair Felicia Collins. Participating art teachers welcomed their students as they came inside the art-filled space to enjoy seeing their artwork displayed on the library walls. The refreshments included delightful cupcakes, cheese/meat trays and Rice Krispy treats. During the program, students were called up by their art teacher and given their certificate along with a grab bag provided by Dick Blick Supply Company.



Proclamations and endorsements from the townships of Willingboro, Burlington, Moorestown, Easthampton, Hainesport, Maple Shade and Beverly were prominently displayed in the room and mentioned in the program books. This was an overwhelming increase from last year for our county and was awesome for our teachers to see. In addition, there was an advertisement in the calendar section of the South Jersey Moms Magazine. The library director, Joseph Galbraith, could not make the evening program but gave us great feedback from the local patrons and welcomed us back next year. The show was a great success again this year due to the participation of our art teachers, support from our parents and the enthusiasm of our students!

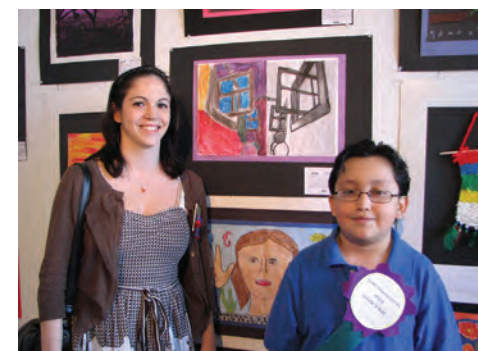
Felicia Collins
Burlington County Chairperson

Hunterdon County

Hunterdon County celebrated their Seventh Annual Youth Art Month Exhibit at the Hunterdon Health and Wellness Center in Clinton, New Jersey on Saturday, March 23rd. Over 120 pieces of artwork from schools across the county were proudly displayed from March 2nd-March 23rd. Artists and families totaled over 200 throughout the afternoon; viewing the wonderful art and dabbling in the hands on arts and activities table. Attendees enjoyed a closing ceremony and reception from 12-1pm on the 23rd where each participant was honored with a certificate. The Shop Rite of Clinton generously donated plenty of bakery style cookies, apple juice and water bottles for the artists and their guests. Hunterdon County's Youth Art Month is made possible by the Art Educators of New Jersey, and the county chairs, Debbie Paragone and Kelly DiGioia of Clinton Township.



Middlesex County YAM





Somerset County

The Somerset County Youth Art Month Exhibit was hosted by the Center for Contemporary in Bedminster, NJ and in partnership with the Art Educators of New Jersey. The chairs for this event were Susan Bivona & Lisa Conklin. The Somerset County Youth Art Month Committee includes: Kimberly Ace and Alicia Bynoe. Working together it was another very successful YAM event!

Part I showcased works from Somerset county students in grades 6-12 and ran March 1 through March 10, 2013 with an artist's reception on Sunday, March 10, 2013.

Part II of the showcased works created by Somerset county students in grades K-5 and ran March 15-24, 2013 with an artist's reception on Sunday, March 24, 2013.

Over 17 art teachers from Somerset County participated from the following schools: Cedar Hill, Liberty Corner, Mount Prospect, Oak Street, and William An-nin Middle schools in Basking Ridge; Central Elementary School from Warren, Hillsborough High School in Hillsborough, Montgomery Academy in Gladstone, Montgomery Upper/Lower Middle schools in Skillman, Bound Brook High School, and Somerville High School.

Since 1970, the Center for Contemporary Arts has been a strong advocate of quality, educational visual arts programming for children, teens and adults. We welcome Elie Porter who has supported our efforts to make YAM a successful event filled with activities, workshops and a raffle.

We were excited to receive the AENJ YAM grant for Somerset County. This allowed us to have a guest artist, Dan Fenelon, at the middle school and high school reception. Dan spoke about his techniques and demonstrated them. Dan also allowed students to take part and work on a mock mural design.

At the kindergarten through 5th grade reception students had the opportunity to take part in hands on activities and the potter's wheel was demonstrated this year as well.

Susan Bivona and
Lis Conklin



Sussex County

The 16th annual Sussex County Youth Art Month Exhibit was on display at the SCA&HC Gallery in Newton from March 7 – March 21, 2013. More than 100 pieces of student artwork from Sussex County's public and private schools were on display! These masterpieces ranged from kindergarten collage to 12th grade digital photography.

Once again, both the elementary and upper grade reception nights lined Spring Street and filled the gallery to capacity with proud young artists, family members and art educators. All visitors were welcomed through the gallery doors by a local favorite charity band, R.E.N.O., which made the visual arts stroll even more entertaining. In addition to the live music, light refreshments were served during each reception.

The exhibition was co-sponsored by the Sussex County Arts & Heritage Council. Their mission is to foster and promote the artistic and cultural vitality of Sussex County. Many thanks to Mary Jo Mathias, SCA&HC's Executive Gallery Director, who worked so generously by donating the gallery space in support of Youth Art Month.

Melissa Hayes, Sussex County Chair,
Stillwater Township School



Start with Art: State Exhibit: March 2013

By: Jenn Tionson, State Chair

It was another successful year for YAM. Our state exhibit at the New Jersey State House in Trenton had over 120 pieces of



student are work on display in the corridors of the historic building. Families, students, art teachers and administrators joined for two receptions to celebrate the success and creativity of the students of New Jersey.

Artist and AENJ member, Jude Harzer, was the guest artist and speaker for the high school reception. Jude spoke about her journey to become an artists as well as her work with children as an art teacher.

This year's national flag ceremony was held at the National Art Education Association Conference in Fort Worth,

Texas. Flags from around the country are proudly displayed along with an art exhibit from each state. This year New Jersey was the proud recipient of the Claire Flannigan Grand Youth Art Month award in recognition of its Youth Art Month activities.

This year our sponsors were General Pencil, Nasco and Artsonia. These companies donate art supplies for each participating artist in support for Youth Art Month activities. If you are interested in participating in this year's Youth Art Month county or state exhibit, contact your county YAM chair, www.aenj.org.



Union County

The Union County YAM exhibit celebrated its second year at the Plaza @ Elizabethtown Gas Company/Liberty Hall Center in Union, NJ. The exhibit was held from February 26th through March 15th.

This year, 98 pieces of K-12 student artwork were on display in the Plaza atrium! Student artists, families and art teachers came out in record numbers to the closing reception on March 15th. Dr. Deborah Greh- AENJ Historian, Teri Trumpbour- AENJ Secretary, and Jenn Tionson, AENJ State YAM Chair also stopped by to show their support. At the reception, each student artist received a special YAM award and tons of art goodies donated by Blick, Crayola, Faber-Castell, General Pencil, Makins, Nasco, Sakura, Sargent, Sax-School Specialty, Sketch for Schools and WeVeel. Artsonia also donated some gifts from their online gift shops for parents to view.

Delicious refreshments were generously donated by Elizabethtown Gas Company and Jina Cakes. A huge thanks goes to Timothy Williams from Elizabethtown Gas Company and Joseph Suttile from the Plaza for helping us secure the exhibit space and for help with the food donations.

It was a wonderful night for all who attended. Everyone enjoyed the exhibit and the food. Many comments were made on the beauty of the natural light of the exhibit space. Kudos for another great year of YAM in Union County! To view a slideshow of the event, go to: <https://sites.google.com/site/njunioncounty-am/home/teacher-files/uc-yam-2011-pics> To view the Union County YAM exhibit online, go to www.artsonia.com/union-county1



Morris County

Morris County's 2013 Youth Art Month Show was a huge success. We should extend many thanks to St Clair's Hospital for hosting this fabulous occasion. In addition to the many school art programs, this year's YAM show featured a Musical Ensemble from Randolph High School. Gift bags were provided by Sax, Dick Blick, and Nasco. Guest artist Hannah Frustol (Randolph HS 2015) completed charcoal portraits and generously donated her proceeds to the Mary Gill Scholarship fund. Our goal for the 2013 YAM show is to increase the participation of more Morris County Schools as well as continue to showcase our students work at this wonderful event.



Ocean County

The 2013 Ocean County Youth Art Month exhibit was hosted by Magnolia Gardens Assisted Living in Toms River. They were very pleased to host a community art event. They have a budget for programs and activities. Consequently they made an outdoor banner to welcome everyone. They advertised the date and then bought charcoal pads and a set of charcoal pencils for every student in the show. They even had their residents vote and gave gift certificates for their favorite pieces.

Sixty three pieces of art were submitted by 16 teachers. (Numerous teachers chose not to participate this year because of disruptions from Superstorm Sandy). From those County Winners six were chosen for the State Show in Trenton. Several of the State Winners and their teachers attended the reception at the Statehouse including Ocean County Chair, Michelle Dillon and Co-Chairs Allison Berman and Stephanie Kitzmiller.

The Ocean County Youth Art Month Show started on March 2nd and ended with a reception on March 26. It included the State Winners from Ocean County. The art hung in the main area where residents could congregate and sit and look at the art. There were an estimated 200 attendees at the reception. Fruit, cheese, cookies, etc, were served and people could sit at tables to watch the award ceremony. Students were given certificates and goodie bags in addition to the supplies from Magnolia Gardens. They included donations from School Specialty, Dick Blick, Nasco and AENJ.

At the end of the evening, after Teachers and Chairs took the remaining art down, several residents begged us not to remove it. They said they enjoyed being able to see the art all month. It made the show even more special knowing that it had uplifted their spirits a bit.



Gloucester, Salem and Cumberland Counties

WHAM! BAM! THANK YOU YAM!



Gloucester, Salem and Cumberland counties joined forces this year at the annual Youth Art Month show sponsored by the Gloucester County College and the Art Educators of New Jersey. The show included live performances by Jazz vocalist Carolyn Kearny, along with young musician and break dancing star Liam Kinnarney. Inspired visitors were given the opportunity to create works on site at two craft tables for make and take fun. Over 100 students participated, many donating work that was sold at the show to benefit those suffering from Hurricane Sandy. A huge thanks goes out to Diane Macris and Eoin Kinnarney of the Gloucester County Cultural and Heritage Foundation and all of the teachers and student's involved in producing an amazing show.

Joe Marano : Pitman HS Visual Art Teacher
jmarano@pitman.k12.nj.us

Sandra Koberlein: Clearview HS Visual Art Teacher

Monmouth County

There was excitement in the air at the Middletown Arts Center where the Monmouth County YAM reception took place. The Arts Center was filled to capacity, with over 140 pieces of art sent in by 30 art educators from 20 different districts from Monmouth County.

While people were viewing the artwork, they could listen to the quiet folk music sung live by the duet, "Donohue and Flarity" Manasquan High School students, Sean Flarity and JD Donohue sang a repertoire of music setting the mood for almost seven hundred people to calmly appreciate the many pieces of 2-D and three-D creations displayed by our Monmouth County students.

In one corner of the gallery the nationally known wood decoy carver, Kevin Hammell showed off his talents by carving a variety of birds and animals. In the other corner of the gallery, people were amazed as Tucker Ritchie showed his expertise in architecture by folding paper into intricate origami sculptures.

In another area of the building were four hands-on activities that adults and children both participated in, creating a variety of different pieces, all having a different theme. One table's activity was "Start with Art," where people created designs for their own key chain. The second table was "Go with Art," which had model cars that needed personal designs. The third table was "Kick it up with Art," where the children had fun designing their own kickballs with colorful designs. The last table was "Wear your Art," where the young and

old created colorful masks both with marker and gemstones which everyone wore during the awards ceremony.

The reception provided four tables of healthy foods such as: cut fruit and vegetables, cheeses, chips and dips, small sandwiches and drinks which were served as refreshments.

After viewing the artwork, the crowd was asked to move into the theatre. The crowd, wearing their masks and smiles, filled the theatre in anticipation of the awards ceremony. The AENJ Executive Board, Jenn Tiognson, YAM Chair for NJ, School Administrators, teachers and parents were thanked for all of their hard work. The Executive Director, Maggie O'Brien and her staff from the Middletown Arts Center were also given great thanks for their help in making our Monmouth County YAM possible. All students then received an official YAM certificate along with an invitation from Artsonia. Each student also received an ample stuffed gift bag with donations from many companies such as: General Pencil Co., SAX, and Triarco as well as from the AENJ. Teachers were thrilled to be honored with a self-selected hardbound book from Abbe-Ville Press for their personal art library. Monmouth County YAM recipients were thrilled to have some of the AENJ Executive Board members attend, including: Linda Devlin, Past President; Dr. Deborah Greh, Historian; and Barbara Calvo, Membership Chair.

Everyone from Monmouth County left having had a great YAM experience!





Camden

Camden County's YAM exhibition was held at the Voorhees Town Center during the month of March. The closing reception was well attended and included a certificate ceremony, refreshments, make and take craft stations, and face painting. Over 70 students were included in the show, represented 10 local schools. Students artwork and YAM design contest submissions were on display. Students received gift bags filled with goodies from local vendors. Congratulations to Noa Boonin, Thomas Dezii, Lotus Ezell, Rachel Forsman, Michelle Pham, and Samantha Smith who represented Camden County at the State reception. A special thanks to everyone who helped to make the event special.

Essex County

Essex County Celebrated Youth Art Month on March 19th at the beautiful Hall of Records on MLK Blvd. in Newark, NJ. There were over 75 pieces of artwork on display for the entire month, culminating with a wonderful reception hosted by J. DeVincenzo, the Essex County Executive and his staff. There were over 20 schools represented from throughout Essex County.



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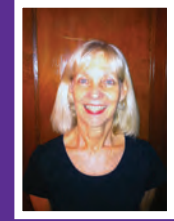
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To contact a member of the Executive Board please visit our website at: www.aenj.org
For more information on these or any articles in Artbeat, go to www.aenj.org and remember: to receive the latest updates and announcements from AENJ, make sure you are receiving **WebBeat**

If you would like to write for Artbeat, deadline for submissions is June 15th.

