

ART TO ART

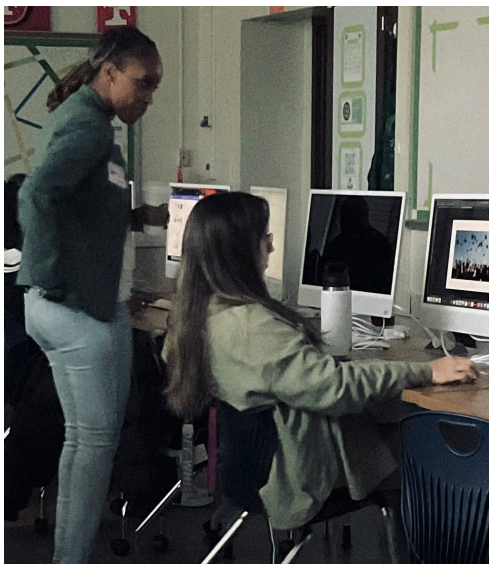
PGCPS Visual Arts Newsletter

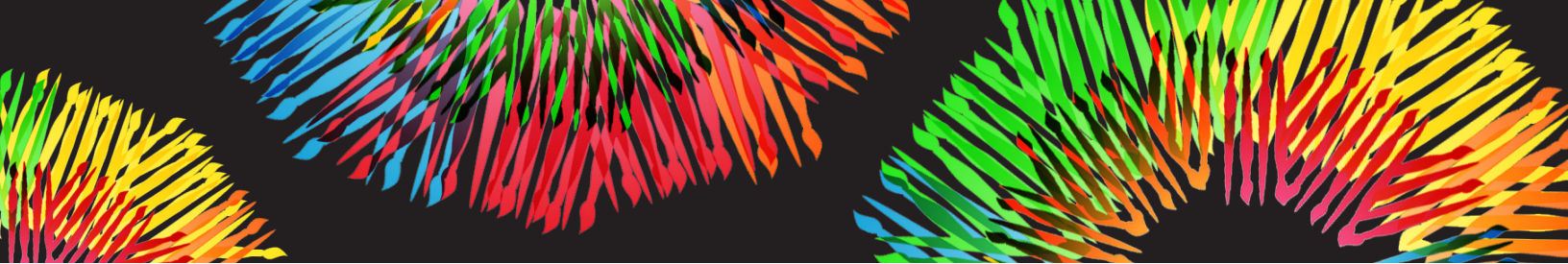


Apple and Adobe Visit PGCPS Visual Art Rooms

By Elizabeth Stuart Whitehead

On January 19th, seven representatives from Apple and Adobe came to visit Surrattsville and Roosevelt High Schools to see *Project: Creativity* in action. Through ESSER funding, we were able to upgrade all Graphic Arts Labs with new iMacs and provide 1:1 iPad Pro's with an apple pencil and a keyboard to all graphics, photography, and Advanced Placement students. This project allows students to create beyond the four walls of the classroom and create from anywhere. This is the largest deployment project of its kind in our area so these two organizations wanted to come see our program in action. The feedback we received was overwhelmingly positive and both organizations were proud of all we have accomplished. They were excited to see our dream come to fruition and commented on how our students will be advanced in their technology skills for College and Career. I wanted to thank all of the graphic arts, photography, and AP teachers for embarking on this journey, and there is much more work to be done! Plans are in motion for follow up professional development and coaching sessions for teachers. Stay tuned!





DuVal Student Wins Competition in Denmark

By Laurie Hunt

DuVal student, Johari Green’s photo, “Angels in the Dark”, won 1st place in the inaugural Jacob A. Riis Photography Award. According to a letter received from the Riis Museum. “This program recognizes, celebrates, and empowers youth photographers ages 13-18 whose talent, creativity and community-building spirit are making the world a better place with their cameras....We were very impressed by the photos we received from both Danish and

American youth. The images represented a wide variety of issues and subject matters and captured the intensity, complexity, and beauty of our world.”

The photo will be part of a special exhibition at the Jacob A Riis Museum in Ribe, Denmark in 2023.

As the 1st Place winner, Johari will receive a one-time \$1000 award.



Johari Green’s photo, “Angels in the Dark.”

Teacher as Artist Exhibit at PGCC “Shifting Paradigms”

By Elizabeth Stuart Whitehead

17 teachers from PGCPS were juried into the first annual Shifting Paradigms Teacher/Artist Exhibit which took place at Prince George’s Com-

munity College in the Center for Performing Arts Gallery. The work will be up through February 28, 2023.

JAN 17 - FEB 28, 2023
SHIFTING PARADIGMS
 TEACHER/ARTISTS FROM PGCPS JURIED SHOW

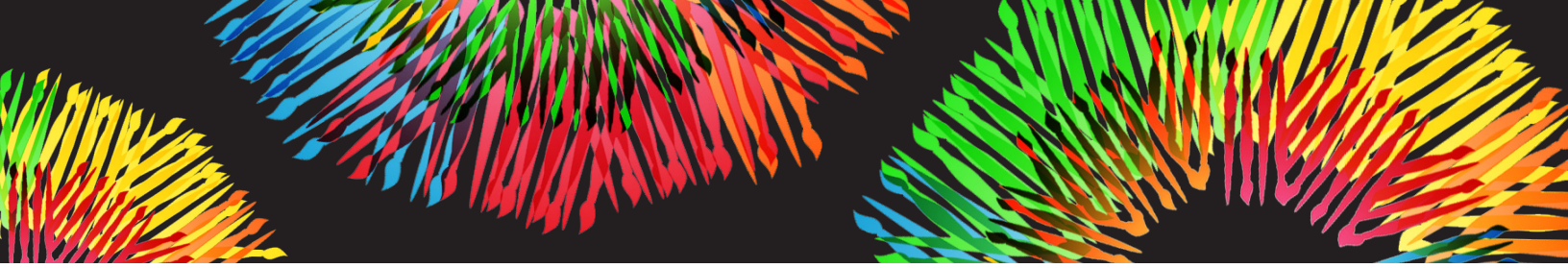
Featuring

Marjorie A.	Tiffanie Anderson
Nikki Brooks	Kim Burgess
Kelly Clendenin	Barbara Joann Combs
Jessica Gitlis	Resha Jarvis-Garay
Charles Griffin	Christina Kunze
Susan Lipczenko	Anne McHugh
Jemil Miller	Jon D. illAuthor
Karen Thomas	Gilbert Trent
Annette Williams	

Reception
 Jan 26, 6-7PM

PRINCE GEORGES COMMUNITY COLLEGE CENTER for PERFORMING ARTS Art Gallery





PGCPS Art Exhibition Panels were placed down the middle of our main hall in a zigzag pattern and artwork panels were draped over each one.



All 24 homerooms with a total of 495 students were able to exhibit their creative talents in this exhibit at Gaywood ES. Some classes were able to complete two panels, some only one panel.

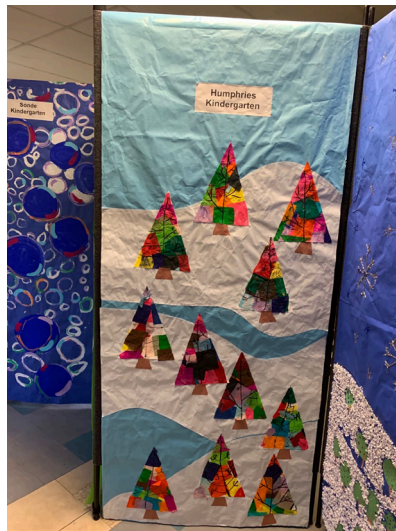
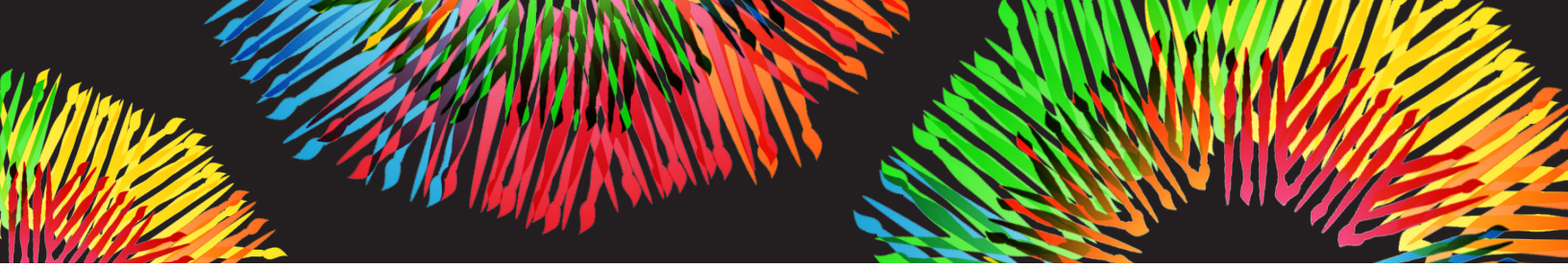
Student Art Exhibit at Gaywood ES

Barbara Joann Combs

Our Winter Concert and Student Art Exhibit was the first in-person Creative Arts family event after the Pandemic and a huge success because of the students, parents and staff coordination. On a rainy evening in December we had a packed multipurpose room full of students' families and relatives. After the concert, all attendees walked down the hall viewing the artwork panels; picked up refreshments; and walked down the other side of the hall to view the other side of the panels.

All 495 students, from PreK through 5th grade, in 24 homerooms, were able to participate. Each homeroom class voted on a topic to create, planned their designs, and worked collaboratively on an artwork using drawing, paint, and/or collage techniques. My focus this year is reinforcing The 5-Step Studio Process because it is the same process students use to write and to think: Plan and Practice—questions, discussions, thumbnails and prelims; Begin to Create—sketching, arranging, designing and assembling; Revise—re-work, move and remove, improve; Add Finishing Touches—details, color, presentation; and Share and Reflect—exhibit, add to portfolio, self-assess.

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I used the TAG Method of feedback/assessment at the end of the project to help students strengthen their use of art words and learn to speak positively about each other's art. TAG stands for, tell the artist something you liked, ask the artist a question, and give the artist a suggestion. TAG can be used in art and in writing.

The whole process of putting the exhibit together was fairly easy. PGCPs Art Exhibition Panels were dropped off, I put them together, and added the artwork. 5th grade students helped me take the artwork down, along with the panels, and we distributed the artwork panels to each homeroom. The exhibition panels were picked up the next day. Teachers and students were talking about the exhibit the next day! Such a positive process and outcome but I'm not sure how I will top that for next year!

20
23

Student

ART EXHIBIT

Prince George's County Public Schools

North County

The Clarice Smith Performing Arts Center
8720 Alumni Drive, University of Maryland, College Park MD
On Display: May 2nd, 9am - May 12th, 4pm
Reception: May 10th 6:30-8pm

Central County

Prince George's Community College, Center for the Performing Arts
301 Largo Road, Largo MD
On Display: April 18th, 9am - May 2nd, 9pm
Reception: April 20th 6:30-8pm

South County

Harmony Hall Regional Center
10701 Livingston Road, Fort Washington MD
On Display: May 11th, 9am - May 25th, 7pm
Reception: May 11th 6:30-8pm

PGAHIC | HARMONY HALL REGIONAL CENTER | PRINCE GEORGE'S COMMUNITY COLLEGE | THE CLARICE

Contact: elizabeth.stuart@pgcps.org

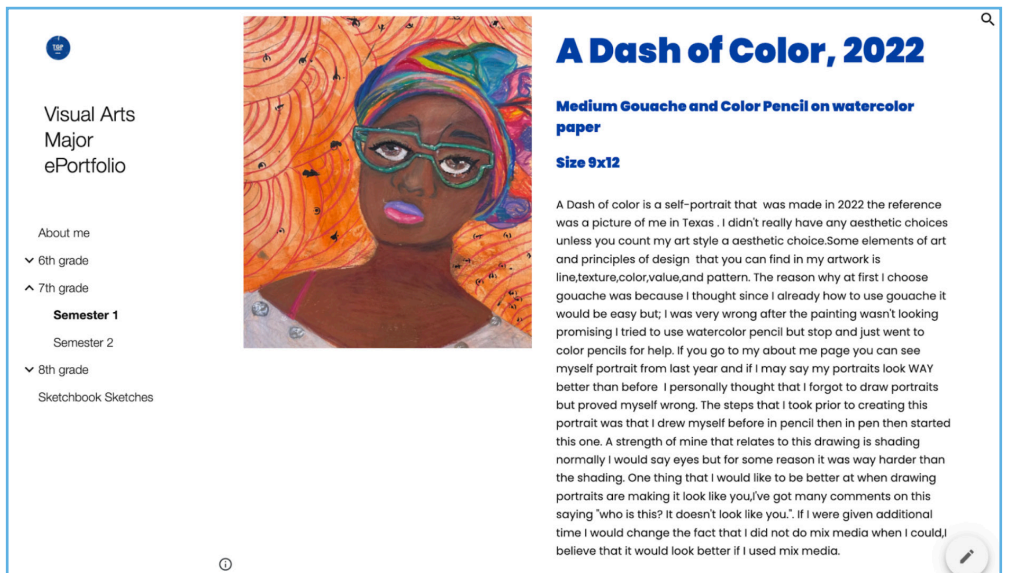
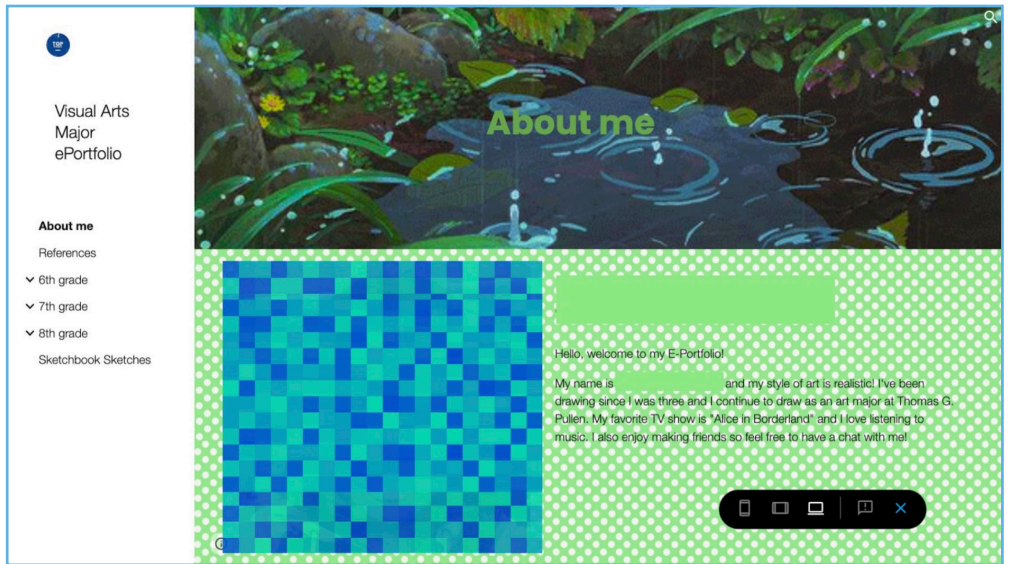
Creating Student ePortfolios in Art Class

By: Allison Gragg

I currently work at Thomas G. Pullen K-8 Creative and Performing Arts Academy, where students who are in grades 6-8 select a major and receive specialized instruction in one of the following content areas: visual arts, piano, band, orchestra, dance, chorus, drama, and media arts. By the end of eighth grade, students across all majors are expected to complete the Exit Technical Assessment (ETA), where they are expected to put together a portfolio that is a culmination of their learning and growth throughout the program. To better prepare my 6th and 7th grade visual arts majors for the ETA, I began integrating student ePortfolios into my instruction using Google Sites. After researching ePortfolios and having experience implementing ePortfolios into my instruction, I genuinely believe that ePortfolios can be beneficial to secondary students who are taking visual arts classes in schools across the school district, not limited to VPA/CPA schools.

What is an ePortfolio?

An ePortfolio, unlike a traditional portfolio, is a digital collection of artifacts that demonstrates a student's learning and growth overtime, and invites students to acknowledge a shift in materiality that allows them to adopt and adapt to a new set of tools (Cicchino et al., 2019).



Student ePortfolio examples.

This digital format will allow students to make more rhetorical choices about how they select, curate, and document and record artifacts for their ePortfolios, in addition to building their web design skills.

Benefits

Student Agency: ePortfolios foster student agency by allowing students to take ownership of their learning

and reflect on their learning, which will strengthen student's reflective practice and ability to set meaningful learning goals for themselves.

Collateral Learning

By creating ePortfolios, students can create a visual representation of how their knowledge and skills have expanded over a period of time. For

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example, visual arts majors can include artifacts in their ePortfolio that demonstrate how their knowledge pertaining to portraiture has expanded from sixth grade to eighth grade. Knowledge expansion about portraiture can pertain to a student's improvement of portrait drawing skills, or student expanding their knowledge on the history of portraiture as a theme throughout art history, and how that research has had an impact on their artwork.

Identity Development

An ePortfolio can assist with student's identity development by offering students an opportunity to participate in a type of storytelling that gives them an alternative way of conveying their personal relationship with visual art allowing students to consider the audience of their ePortfolio outside of the realm of a social-media. Student ePortfolios for a particular class can be added to a shared Google Drive folder where students can view and provide feedback on their classmates' ePortfolios for a class critique.

Selling Art to Prevent Gun Violence

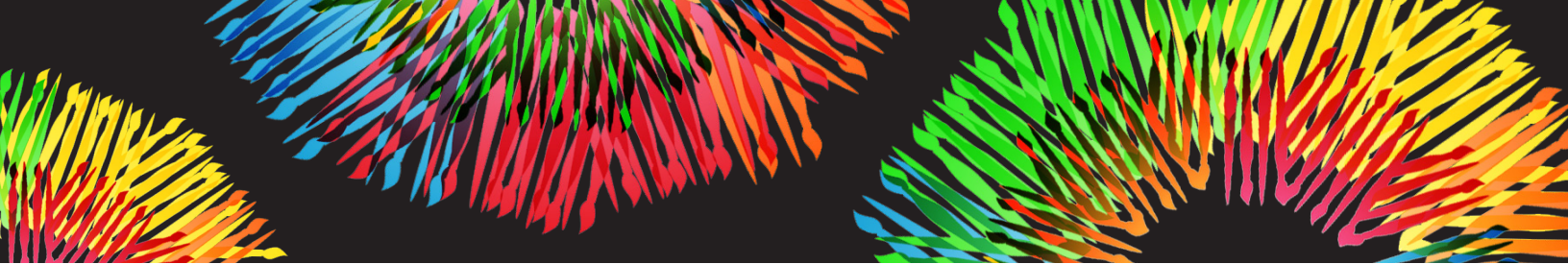
By Fylis Peckham

Just heard about another school shooting. I feel awful and like there is nothing I can do about it. I am a school teacher and an artist and feel particularly vulnerable around this issue and realized one day after reading about a school shooting in the news that there is something I can do. My realization was that I

could contribute money to Marylanders to Prevent Gun Violence. I made a commitment to contribute money to Marylanders to Prevent Gun Violence each time I sell a piece of artwork. I have been doing this since I heard a speaker from their organization give a speech at Tifereth Israel.



Painting sold by Fylis Peckham as a way to contribute money to Marylanders to Prevent Gun Violence.



Little Farewell

By Elena Gastón Nicolás

In this winter season of silence, contemplation and gratitude, I open my heart for a little and tender farewell. I know we will meet again soon.

There is still half a school year to go, but I am already packing up. I do not know if I will be able to return next year, because my PGCPs J1 visa expires. I wish to continue my American adventure, if possible with you in a couple of years.

I arrived in 2018 brimming with enthusiasm and curiosity to soak up this wonderful culture. Maria Flores World and Classical Language Supervisor connected me with Elisabeth Stuart Whitehead, who opened the door for me. Jemil Miller straightened my steps, Kelsey Abney taught me classroom management tricks and wonders; Balibrea, my genius coach, Lorca Bebe, the column that supported the hypostyle hall; Amanda, Camila, Virginia, Susan, Barbara, Kisha, Monique...All of you, Visual Art Team! I have no words to express my gratitude to the whole. How great you are!

I was a Spanish Middle-High School teacher for 13 years. You gave me the opportunity to teach Elementary Art during 5 years. I take in my baggage, the sights and smiles of each and every one of my students, the complicity and collaboration of my colleagues, the appreciation of my administrators, your landscapes,

the rain, the sun, and a tremendous stream of light and strength in abundance. I have grown and learned a lot as a human, as a teacher and as an artist. I will continue growing wherever I am. I look forward to staying in touch and sharing our achievements and accomplishments.

Its time to enjoy full throttle with you until the end of my stay. Time flies.

As Frida Kahlo would say, “I unconditionally embrace the fleeting and the beautiful.”

I Love you All!



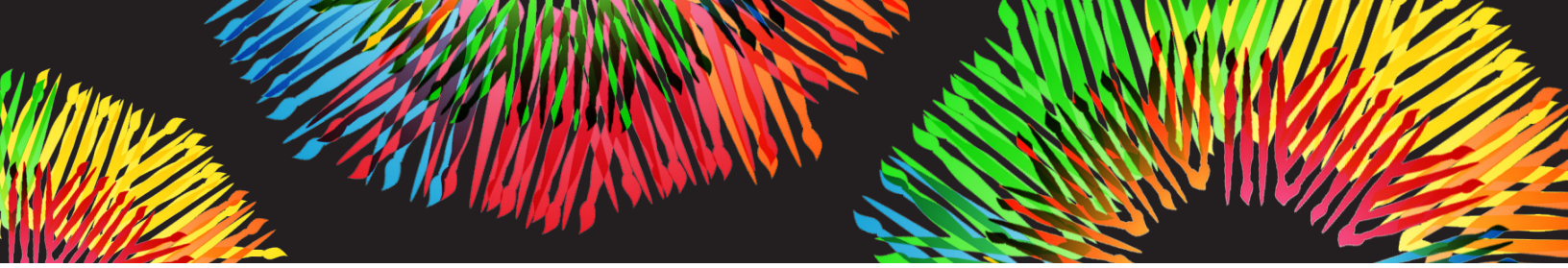
1st Grade Portraits Black History Month Phyllis E. Williams SIES.



Spanish Heritage Month Spain Poster.



Eco-Art Contest.

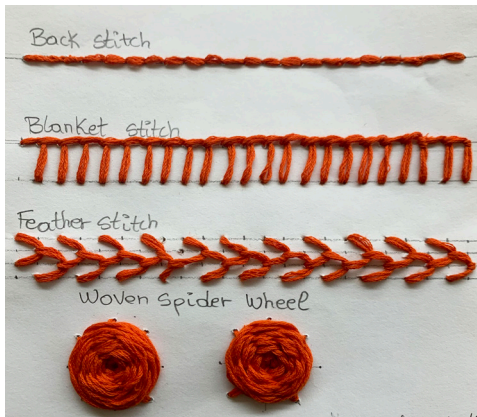


Engaging Art Improves Student Attendance

By Monique Connealy

Last year was the first time I introduced this Stitching Unit. It was so successful that I will never stop doing it. The prompt I gave them was “friendship,” which is very broad, allowing them a wide range of ideas to represent what that topic means to them.

We began by investigating other artists’ work, then I showed them



this great YouTube video, which demonstrates how to do a variety of stitches. <https://www.youtube.com/watch?v=go89e8xpVYs>. I made it available on canvas so they could review it as they practiced. They had to choose four different styles and practiced on a card stock square. After they did the practice cards, they sketched two design ideas, then selected their favorite. They refined the drawing and traced it onto fabric using carbon paper. They were supplied with an 11” square of muslin fabric, or they had the choice to bring in their own fabric or an article of clothing. A few students did their designs on the back of their



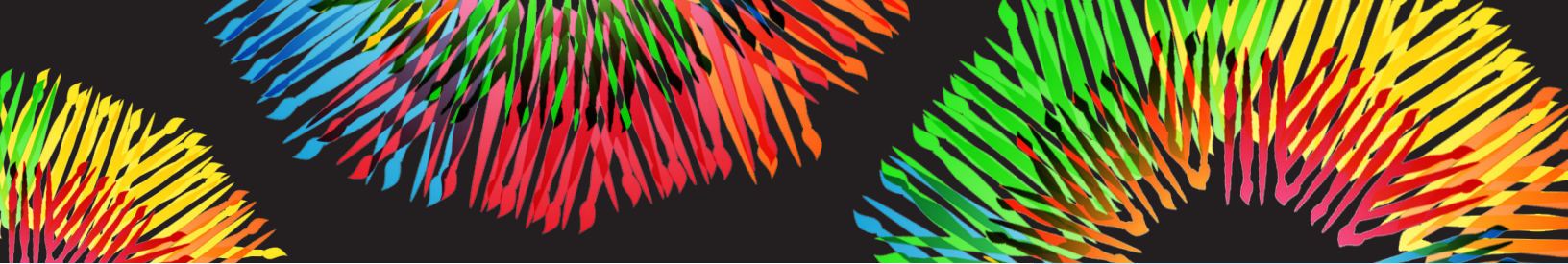
jean jackets, like the galaxy pictured below. Some went on to sew their work into a pillow.

I have to say, in all my years of teaching, this has been the most engaging project in my Basic Design repertoire. The students enjoyed it so much that students who were chronically absent started attending nearly every day. Students who hadn’t made much effort earlier in the year were highly focused on their projects. Here is what some of them wrote in their reflections:

“It was different from what we usually do in class, it was so much fun.”

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“It was really calming and was like meditation for me, very peaceful and quiet.”

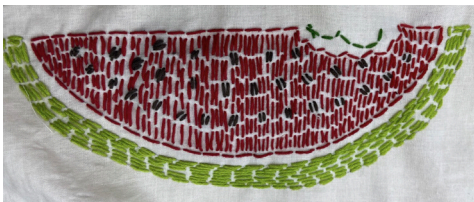
“It was most satisfying to see my design progress over the course of time.”

“I liked how relaxing it was and how it wasn’t hard to do once you learned the techniques.”

“I liked that I got to design the work and pick out the colors to use for it.”

“It was relaxing just sewing and fun making my own design.”

Their work is currently hanging in my showcase. Another teacher asked where I got the patterns for their stitching designs. I had to laugh. They created them!



This is YOUR Newsletter

Share your art news with other PGCPs Art Teachers.

- Did your school do a special installation or mural?
- Do you have an exciting collaborative project to share?
- Did you attend an art exhibit on your own or with your students?
- Are you showing your own art anywhere?*
- Are your students showing their art anywhere?*
- Is there an art event that you think others might like to attend?*
- Or any other Art Teacher related stories you would like to share?

Please submit stories in a Google Document using the button below. Include photos in the document if you wish.

Please keep stories to a half page, single spaced, 12pt type. (Exceptions may be made for length if needed).

*Keep the date in mind if your news has a deadline or specific time frame that may have passed by the time we distribute. Email Monique Connealy (monique.king@pgcps.org) to confirm newsletter deadline.

**CLICK HERE TO
UPLOAD STORIES**