

# Art Advocacy & Mutual Support

- Stay in touch with pre-service co-hort and other art education colleagues.
- Attend (present) at art ed. Conferences and other professional opportunities.
- Asking for help and support models and encourages that behavior for others.
- You can't do it all. Find small ways to stay connected and avoid feeling isolated.
- Acting as an advocate or providing mutual support is a part of your practice that can build over time.

Presented by Sue Pezanoski Browne



Press **esc** to exit full screen

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# Art Education Committee of the MTEA

(Milwaukee Teachers Education Association)



Blockprint by Chelsey Boyle



## MTEA Art Ed Committee formed three workgroups:

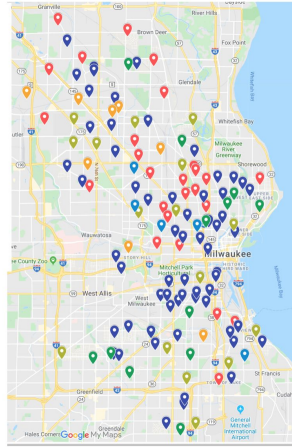
- Policy writing
- Public campaign
- Mutual aid





MPS Art Teacher Staffing — 2019-20 School Year  
<https://drive.google.com/open?id=1RbZY5ibEmP8h2EuJX-scEg9rSFQJlUO&usp=sharing>

<p>✓ MPS Schools w/NO Art Teachers</p> <p><b>Individual sites</b></p> <ul style="list-style-type: none"> <li>Andrew S. Douglas Middle S...</li> <li>Aurora Avenue School</li> <li>Bay View Montessori Upper...</li> <li>Carroll Academy</li> <li>Congress Public School</li> <li>Edgely-Find Street School</li> <li>Gresham Elementary School</li> <li>Harford Elementary School</li> <li>Hawthorne School</li> <li>Hopkins Lloyd Community...</li> <li>Gwen T. Jackson Early Chi...</li> <li>Kofoe Avenue Elementary S...</li> <li>LaFollette Public School</li> <li>Lee Learning Center</li> <li>Maple Tree Elementary Sch...</li> <li>Regin H. Mercante School</li> <li>Milwaukee Academy of CH...</li> <li>Parkview Public School</li> <li>Wiley Elementary School</li> <li>Story Elementary School</li> <li>Gilbert Street Elementary S...</li> <li>Thomas School</li> <li>Thurston Woods Public Sch...</li> <li>Townsend Public School</li> <li>Whitaker Public School</li> <li>Westside Academy</li> </ul>	<p>✓ MPS Schools w/ Art Teacher</p> <p><b>Individual sites</b></p> <ul style="list-style-type: none"> <li>Andrew S. Douglas Middle S...</li> <li>Aurora Avenue School</li> <li>Bay View Montessori Upper...</li> <li>Carroll Academy</li> <li>Congress Public School</li> <li>Edgely-Find Street School</li> <li>Gresham Elementary School</li> <li>Harford Elementary School</li> <li>Hawthorne School</li> <li>Hopkins Lloyd Community...</li> <li>Gwen T. Jackson Early Chi...</li> <li>Kofoe Avenue Elementary S...</li> <li>LaFollette Public School</li> <li>Lee Learning Center</li> <li>Maple Tree Elementary Sch...</li> <li>Regin H. Mercante School</li> <li>Milwaukee Academy of CH...</li> <li>Parkview Public School</li> <li>Wiley Elementary School</li> <li>Story Elementary School</li> <li>Gilbert Street Elementary S...</li> <li>Thomas School</li> <li>Thurston Woods Public Sch...</li> <li>Townsend Public School</li> <li>Whitaker Public School</li> <li>Westside Academy</li> </ul>	<p>✓ MPS Schools w/ Art Teachers</p> <p><b>Individual sites</b></p> <ul style="list-style-type: none"> <li>Andrew S. Douglas Middle S...</li> <li>Aurora Avenue School</li> <li>Bay View Montessori Upper...</li> <li>Carroll Academy</li> <li>Congress Public School</li> <li>Edgely-Find Street School</li> <li>Gresham Elementary School</li> <li>Harford Elementary School</li> <li>Hawthorne School</li> <li>Hopkins Lloyd Community...</li> <li>Gwen T. Jackson Early Chi...</li> <li>Kofoe Avenue Elementary S...</li> <li>LaFollette Public School</li> <li>Lee Learning Center</li> <li>Maple Tree Elementary Sch...</li> <li>Regin H. Mercante School</li> <li>Milwaukee Academy of CH...</li> <li>Parkview Public School</li> <li>Wiley Elementary School</li> <li>Story Elementary School</li> <li>Gilbert Street Elementary S...</li> <li>Thomas School</li> <li>Thurston Woods Public Sch...</li> <li>Townsend Public School</li> <li>Whitaker Public School</li> <li>Westside Academy</li> </ul>
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The MTEA Art Education Committee met weekly from October, 2019 until May, 2020 to pass the first ever Administrative Art Policy in MPS.

- Surveys
- Letters of support
- Writing sessions
- Meetings with art teachers, administrators, school board members, local university and arts organizations
- Freedom of Information requests
- Collecting and disaggregating data
- Giving testimony at School Board meetings
- Banner and sign-making sessions



January 22, 2020

Milwaukee Board of School Directors  
Milwaukee Public Schools  
5225 W Vliet St  
Milwaukee, WI 53208

To the Milwaukee Board of School Directors:

*"Art is not a mirror to reflect reality, but a hammer with which to shape it." —Bertolt Brecht*

We request that the Board consider approval and development of the attached Milwaukee Public Schools Art Education Policy presented by current practicing art teachers organized as the Milwaukee Art Educator Committee of the Milwaukee Teacher Education Association.

We believe that every MPS student deserves an equitable developmentally appropriate art education that is responsive to their diverse cultural and lived experiences. The arts celebrate multiple perspectives, problem-solving, creative risk-taking, dialogue, self-reflection, personal expression, perseverance and envisioning solutions. Art has the potential to help students cope with trauma and empower their voice and agency. We believe that, "...the arts are a particularly potent way to activate imagination and a broader understanding of injustice, its consequences, and the range of alternative possibilities." (Bell and Desai, 2011). We wish to support the success and retention of early career teachers, especially those whose own identities mirror the demographic of our students. Accomplishing these goals will require trust and cooperation between all vested players in the work of educating our students, the future citizens of Milwaukee. This includes teachers as the frontline practitioners, district administrators, and partnerships with local universities and arts organizations. The staffing of full-time, well prepared and licensed art teachers who are permanent members of the schools in which they serve will help us to achieve these goals.

We believe that not only MPS, but Milwaukee, is worth fighting for. We celebrate the people, energy, arts and culture that are flagships for the State of Wisconsin. We also recognize the overwhelming need to be advocates in the fight against the segregation and socio-economic hardships that persist in our City. We wish to work together to equip our students to be successful citizens and future leaders in our communities.

The authors of this MPS Art Education Policy Proposal are both early career and veteran teachers, elementary through high school, and from all regions in the City of Milwaukee. Not only are we MPS teachers, we are also artists, patrons of the arts, neighbors, voters, homeowners and parents of MPS students. Most importantly, we aspire to be fierce advocates for our students and their families. As workers for the largest employer in Milwaukee, we share a common cause with our students, as their learning conditions are our working conditions. Following the successful Board resolution for music education and in advance of voting for the MPS referendum, now is the time for us to speak out as advocates for strong and equitable art programs for all of the students of MPS.



Art Action Milwaukee — Updated 2/12/20

## MPS Art Education Policy Proposal

Presented by the Milwaukee Art Educators Committee of the MTEA

### Conditions for Quality Instruction of Art

- Art curriculum, practices, resources and support shall be responsive to the diverse cultural, socio-economic and lived experiences of all students in MPS, including students of color, LGBTQ+, immigrant, English language learners and students with disabilities.
- MPS Fine Arts Manager shall be responsible for ensuring that the following hours of instruction are met:
  - Each student in grades K-3 and K-4 shall have regular art instruction for no fewer than 30 minutes per week.
  - Each student in grades K-5—2 shall have regular art instruction for no fewer than 60 minutes per week.
  - Each student in grades 3—4 shall have regular art instruction for no fewer than 75 minutes per week.
  - Each student in grades 5—8 shall have regular art instruction for no fewer than 100 minutes per week, or the equivalent as averaged annually.
  - Each art class in grades 9—12 shall meet at least three times weekly for a minimum of 120 minutes per week.
- Class sizes for art instruction shall be determined pursuant to Administrative Policy 7.25, Class Size.
- Secondary students shall be required to take necessary prerequisites before any advanced classes.
- Prep time for art schedules in high school and middle school shall be equivalent to the schedules for other content areas. Prep time for art schedules in elementary and K-8 shall be a minimum of 45 minutes per day.
- Elementary and K-8 art schedules shall include a minimum of five minutes between classes for transitioning groups, not to be counted as prep time.
- Art instruction shall be conducted in a dedicated classroom that is appropriate to studio practices and the study of art, including appropriate storage space, furniture, technology, tools and sink access.
- Art material budgets shall be a minimum of \$10 per student served, with regular increases to keep up with the rate of inflation. Art material budgets shall provide the necessary supplies, equipment and technology to meet National and State Standards.
- MPS Fine Art Manager shall be responsible for an annual inventory of all fixed assets for studio arts, and ensure their availability for use in an equitable manner within art programs across MPS.

### Staffing

- All students pre K—12 shall receive art instruction by employees of Milwaukee Public Schools who hold the art educator license for the State of Wisconsin, or are enrolled in an accredited program to receive the state license within three years.
- Each one full-time art educator position shall be filled with placements of no more than two schools.
- Filling art positions through private contracted arts services shall be phased out during a three-year implementation toward full staffing of licensed art teachers.
- Community artists contracted through the District shall work in mutual collaboration with the MPS employed art teacher/s staffed at the school in which the community artist is working.

### Recruitment and Hiring Practices

- MPS Fine Arts Manager shall work with art educator training programs at universities and colleges to invite, recruit, and support teachers of color.
- MPS Fine Arts Manager shall recruit, hire and retain successful student teachers training in MPS schools.
- MPS administrators shall improve the timeline for the accessible public posting of available positions in order to align to the licensure of recent graduates, and to be competitive with other districts.
- Applications for new hires shall be processed in a timely manner.

### New Teacher Support & Retention

- MPS administrators shall provide early career art teachers in their first three years with a mentor who has experience in the teaching of art at the pertinent grade levels.

### Professional Development

- All MPS art teachers shall be provided with a minimum of two full school days for professional development that includes studio practices (including new technologies), curriculum writing, instructional strategies, effective assessment, connecting to community resources and historic/contemporary art movements.
- MPS Fine Arts Manager shall survey all art teachers regarding professional development needs, and provide opportunities for art teachers to assist in the development and implementation of professional development.
- Individual art educators shall have the flexibility to pursue alternative professional development in order to meet the needs of their specific school community.

## What we were asking for:

- Equitable art staffing and programs for all students
- Culturally responsive curriculum
- Sufficient hours of instruction
- Reasonable class sizes
- Adequate amount of prep time
- Transition time between classes (elementary & K-8)
- Dedicated art rooms with adequate space & equipment
- Positions staffed with licensed qualified art teachers
- No more than two school placements for each full-time art teacher
- Recruit successful student teachers
- Recruit qualified teachers of color
- Provide early career teachers (3 years) with qualified mentor support
- Professional development that is relevant and created with teacher input.

# Final MPS Administrative Policy Art Education Passed unanimously on May 12, 2020

## ADMINISTRATIVE POLICIES OF THE MILWAUKEE PUBLIC SCHOOLS

### ADMINISTRATIVE POLICY 7.XX ART EDUCATION

#### 1) STATEMENT OF PURPOSE

The Milwaukee Board of School Directors (Board) believes that each person deserves the opportunity to develop the skills and knowledge necessary for participation in and appreciation for the arts. To that end, the Board shall require that the instruction of art be provided within all Milwaukee Public Schools (MPS).

All students shall be provided the opportunity to have visual art instruction and to develop 21st-century skills and understandings through art education.

#### 2) STANDARDS FOR THE INSTRUCTION OF ART

(a) Art instruction shall be provided in accordance with a written comprehensive art curriculum, including developmental experiences involving the four artistic processes; create, resent, respond, and connect.

(b) Art instruction shall be provided for all pupils in grades kindergarten through 6 and shall be performed by, or under the direction of, a licensed art teacher.

(c) Art classes shall be available to all pupils from grades 7 through 12 and shall be taught by a licensed music teacher.

(d) No student in MPS will be denied access to participation in any school's art education program. Students with disabilities shall have access to art instruction in a manner consistent with their individualized education plan.

(e) All art education staff are to be employees of Milwaukee Public Schools and be licensed by the State of Wisconsin.

(f) School leaders are responsible for the scheduling of elementary, middle, and high school art classes to ensure that all students receive the appropriate amount of instruction.

(g) Class sizes for art instruction shall be determined pursuant to Administrative Policy 7.25, Class Size.

(h) Art instruction shall be conducted in class space that is conducive to the study of art.

#### 3) HOURS OF INSTRUCTION

(a) The school leader shall be responsible for ensuring that the following hours of instruction are met:

- (1) Each student in grades K3-K4 shall have regular art instruction for no fewer than 30 minutes.
- (2) Each student in grades K5-2 shall have regular art instruction for no fewer than 60 minutes per week.
- (3) Each student in grades 3-5 shall have regular art instruction for no fewer than 75 minutes per week.
- (4) Each student in grades 6-8 shall have regular art instruction for no fewer than 100 minutes per week.

10.31.2019

Approved:	Adopted:	3/22	Class Size
Reviewed:	Reviewed:	1/20	Revised:
Reviewed:	Reviewed:	10/11/19	Reviewed:
Reviewed:	Reviewed:	10/11/19	Reviewed:

Approved:

Reviewed:

MONITORING AND EVALUATION

10/11/19

Administrative Policy 7.XX

# Teacher Resource of the Week

Lynden Sculpture Garden Art-Educators-in Residence

[Click here \(April 10, 2020\).](#)

## RESOURCE OF THE WEEK

Lynden  
SCULPTURE GARDEN

### Virtual Teaching Practices:

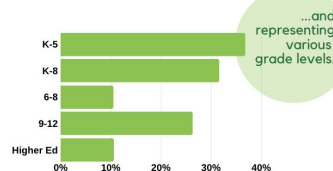
We asked art educators, in the Milwaukee area, to fill out a survey and share their experiences thus far with online learning during this time of school closures and social distancing, due to the COVID-19 virus.

Takeaways from our shared experiences so far...

#### THANK YOU,

We heard from educators across Southeastern Wisconsin and representing multiple school districts...

- Brown Deer
- Franklin
- Grafton
- Mapledale - Indian Hill
- Milwaukee Public Schools
- Merrill Area Public Schools
- Sioux Falls
- Waukesha
- Wauwatosa
- Woodlands School
- Saint Francis
- UWM



85%

OF ART EDUCATORS ARE COMMUNICATING WITH STUDENTS AND FAMILIES

&

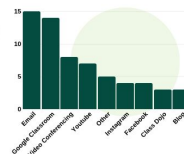
At least 1 to 3 times per week

75%

OF ART EDUCATORS REPORT LITTLE TO NO GUIDANCE FROM ADMINISTRATION

## ONLINE PLATFORMS

While the majority of the respondents confirm that nothing can replace the benefits of in-person teaching & learning, there are several platforms that are helping us to provide art instruction and stay in touch with students & families.



### SOME POSITIVES BENEFITS TO SPECIFIC ONLINE PLATFORMS

Email and Google Classroom are the most frequently used platforms, according to the teachers who responded. The reasons given include the ease of use, 24-hour access, and offering the best ways for students to send in their assignments.

YouTube and Instagram are preferred for the frequency of contact that they provide, as those are the platforms that students most often visit in their free time.

Email, phone calls and Facebook are the best ways to stay in touch with parents, check-in, and share student progress.

WE ARE ALL, IN OUR OWN WAY, ON A LEARNING CURVE WITH OUR TEACHING DURING THESE CHALLENGING TIMES!

### DRAWBACKS THE CHALLENGES OF VIRTUAL LEARNING

WHAT DO YOU FIND LIMITING ABOUT THE PLATFORMS YOU ARE USING?

- It is not the same as in-person.
- Students have other responsibilities and distractions at home.
- There is the issue of inequality in student access to art materials & technology.
- Not all teachers have the same level of technology access or experience with using technology in their teaching practice.

### HERE FOR MUTUAL SUPPORT

We recognize it is difficult to navigate teaching during these unpredictable times. Our hope is to use this platform to create a mutually supportive space for art educators across the greater Milwaukee and Southeastern Wisconsin areas.

Visit Lynden Sculpture Garden Virtual Hub for more resources

Lynden  
SCULPTURE GARDEN



# RESOURCE OF THE WEEK



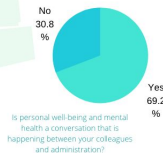
## Creating Balance as an Art Educator

Creating balance means different things to different people, and it is more complex and layered than might first appear for this often used phrase. As we organize our own efforts individually and collectively, we need to proceed with a mindfulness of the different resources and capacities that we each hold and can handle.

We asked art educators, in the Milwaukee area, to fill out a survey and share their experiences with Creating Balance as an Art Educator during this time of school closures and social distancing. Thank you to all that took the time to complete the survey. While we found many common perspectives amongst the responses to our survey, it is clear that what balance means for each of us is shaped by a variety of factors including but not limited to: health concerns, family needs, and personality differences, along with the level of professional support we are feeling as teachers working remotely.

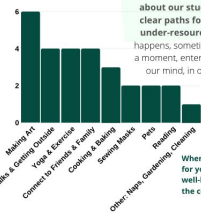
### Balance is about maintaining an equilibrium

between effectively fulfilling our responsibilities to others, contributing to a greater good and making sure that our own whole selves are nurtured. These are personal and collective objectives that we work long and hard for, and we can not always do it alone—maintaining open lines of communication within ourselves and with those who help us to achieve these intentions is essential.



### A sense of equilibrium can be disrupted in various ways,

including too much work with unclear boundaries, a lack of focus and purpose, excessive worries about our students and their well-being (with no clear paths for action), or competing needs in an under-resourced household. When this disruption happens, sometimes we find ourselves stepping back for a moment, entering into an activity or space that centers our mind, in order to begin again with a re-focused attention.

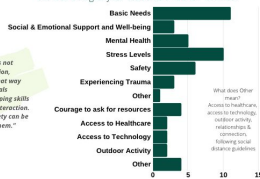


When asked to describe how you are caring for your personal, emotional and physical well-being during this time, here are some of the common responses.

## IDENTIFYING OUR WORRIES

Survey respondents weighed in heavily over concerns for the safety and well-being of their students and families. Worries about basic needs being met, domestic abuse and neglect, job and housing insecurity, mental health. We were able to monitor and be a safe refuge at school. Now, there is a pervasive fear over realities which we feel little or no control. Organizing around this feels big.

Given our current reality, what concerns do you have for the well-being of your students and their families?



"Social distancing is not the same as isolation, however, it can feel that way to young individuals that have not learned coping skills that are used in social interaction. I'm concerned that anxiety can be overwhelming for them."

What does Other mean?  
Access to healthcare, access to technology, outdoor activity, transportation, depression, housing needs, distance guidelines

## TAKING ACTION

Participation can be healing and stress reducing. We can work within our school communities to gain a foothold and have agency in the mutual support of others, thus alleviating the helplessness of isolated worries.

Survey respondents shared ways that school colleagues and administrators can work together to provide care. If these things are not currently happening in your own school community, start the conversation. Identify and network with those who are implementing effective plans.

- Reminding others to take time away from work when needed and encouraging coworkers and employees to disconnect when possible.
- Well-ness check-ins with each other. Ask and listen, "How are you doing?" What do you need?
- Every school community should develop a coordinated plan for connecting with every staff member, student and family on a regular basis. Through these contacts, identify needs and work to meet them.
- Identify and share information about community resources to assist in meeting basic needs (Ayuda Mutua MDE). Erick "O" Ledezma joined Lynden's HOME Conversations on Displacement and the Arts as a presenter and panelist speaker in April 2020. Please visit Ayuda Mutua MDE on Facebook for more information.
- "I would like to provide students and families with resources about staying physically active and involved in the arts."
- Sharing online resources for self-care and mental health resources.
- Encourage each other, students and families to engage in non-technology activities.
- Delivery or pick-up of materials and technology to students' homes.
- Consider non-academic virtual meet-ups for students and families, for social time, games and conversation.

Visit Lynden Sculpture Garden Virtual Hub for more resources



Across the sections of the survey, teachers report the following strategies are being applied to address the well-being of ourselves, our students, our families and our homes.

## BOUNDARIES

- As much as possible, establish a thoughtful approach to clearly defined spaces for working in your home that are separate from activities occurring during your personal time.
- Schedule daily work hours with ample time to be off the clock, and days with no work obligations (this should include guidelines for when you will check and respond to work messages).
- Maintain a space between the work that occurs between you and your students, and what you feel comfortable sharing more publicly.
- Negotiate acceptable and consistent work expectations. Have healthy conversations with others to discuss those expectations and the resources that it takes to achieve those expectations.

"Having a space like my deskoffice where I only do work. Shutting my computer down after 4 PM and not checking any e-mails when I'm off the clock."

"Living with my partner who is also working online and when we live in a small apartment I feel like I can't really find another quiet space to work. Our internet has also been extremely slow and I have had many technical difficulties."

"I think that the well being of teachers needs to be taken into more consideration. I feel like there's a huge expectation to deliver and over deliver but a lack of encouragement and resources to pour into our own cups."

## RELATIONSHIPS & CONNECTION

Many respondents consider virtually connecting with family and friends a form of personal care, with such activities as conversation, dinner parties, and drawing groups. Relationships in our home environments deserve time for relaxation and play. As educators, we can also encourage these same healthy activities for our students and families.

"While this situation is very difficult, it has forced us to be very thoughtful and resourceful. It has been inspiring to see how colleagues and students have risen to and embraced the challenges. It has brought many of us closer together...I think."

## SOLITUDE

Respondents identified that personal care can involve healthfully disconnecting, through activities such as napping, reading, long walks with your dog, or deactivating Facebook.

"Letting myself have some 'me' time."  
"I'm enjoying time to myself."  
&  
"Take time away when needed and disconnect when possible."

[Click here \(May 1, 2020\).](#)



# RESOURCE OF THE WEEK



## Celebrating Small Successes

As we begin to approach the final weeks of the school year, it is helpful to reflect on small moments that kept you motivated and made you smile. Whether it is a piece of artwork from a student, a small interaction with a parent, or the mutual support felt between you and your coworkers, these moments are what help us continue to inspire and educate our students. There is a **fluidity between personal art practices and teaching practices** as we navigate teaching and living in the same spaces. We can embrace that connection, rather than seeing them as at odds with one another.

No matter what the circumstances of our personal and professional lives were or currently are, no one is making it through this experience seamlessly. Do your best to shake off any feelings of inadequacy, stress or guilt. **With heavy doses of courage, resilience and perseverance**, we are making it through to the end of the school year.

### Celebrate how far you have come!

*We know how to own our mistakes.  
Let's confidently own and celebrate our successes.*

#### With Students...

- "Ah-ha" moments.
- A student feeling excited to enter your virtual classroom.
- Learning from their tech skills.
- Feeling connected.
- A student--you weren't expecting to hear from-- sending you a completed piece of art.
- Inspiring art making in the whole home.
- An unexpected note of thanks from a student or parent.

#### With Your School Community...

What is one action you took to strengthen your school community?  
What is one example in which you provided mutual aid to a colleague?

#### With Your Teaching Practice...

- Learning new:**
- Methods of Communication
  - Digital Platforms
  - Art Making Processes
  - Collaboration Skills

#### With Your Personal Art Practice...

- Discovering and revisiting art making processes.
- Sharing your work.
- Adding to your professional portfolio.

#### Other Accomplishments...

Is there any other area of your life that you are celebrating?

## Preparing for the Final Stretch

*The final weeks of the school year are typically hectic times for art educators;*

Clearly, none of this will occur in the usual fashion, if at all. This is likely to have an emotional impact on us all, as we acknowledge the many traditions that our students and their families will miss.

- wrapping up assignments,
- creating portfolios,
- planning art exhibits,
- decorating for school-wide events,
- completion and graduation ceremonies,
- staff gatherings,
- deep cleaning of our teaching spaces,
- and more.

Now, **take another moment to appreciate** the many ways that you have routinely contributed to your school community as each and every school year winds down.

**List some of those things. Look at that list.**

## Re-imagine

### End-of-the-Year Traditions

#### Given our current context, how might we:

- Put on an exhibition of student artwork?
- Compensate for missed field trips?
- Celebrate the accomplishments of the school year?
- Create a plan to manage the materials in our art spaces?
- Create closure with the school community?
- Say goodbye to our students and send them off for summer?

**Choose one event or tradition** that you can still help to make happen given our current reality. Perhaps, you will choose a platform in which to create a virtual exhibit of the art your students have created this school year, pre & post school closures. Perhaps, you can collaborate with colleagues to plan a virtual completion ceremony for your kindergartners, 5th graders, 8th graders or graduating Seniors.

#### Come together to create closure

*Choosing one ambitious goal to help your school community come together and close on this very unusual end of a school year can allow us to let go of all that we could not control, and allow us to look forward to the summer and some time to rejuvenate.*

Visit Lynden  
Sculpture Garden  
Virtual Hub for  
more resources

We know that whatever the 2020-21 school year holds, we are not going back to the "old normal". There will be a "new normal" that is still uncertain. Know this: **What you have accomplished during this time has been preparing you for what will come next.**



[Click here \(May 8, 2020\).](#)

## RESOURCE OF THE WEEK

### Online Exhibitions

Celebrating the artwork of  
students & teachers

Lynden  
SCULPTURE GARDEN

Visit Lynden  
Sculpture Garden  
Virtual Hub for  
more resources

### Pop-Up Teacher/Artist Exhibit

Thank you to the generous teachers/artists who  
contributed: a teaching exemplar, images of  
work from their own art practices, and their  
thoughts on teaching during the school  
closures due to COVID-19.

[Click Here!](#)

Enjoy the show!



Prezi  
Community Space

Prezi is a presentation  
software that uses motion  
and visual mapping to  
present images and ideas  
in an interactive style.



### Google Slides

Google Slides has many features that allow  
you to be creative. In one "slide" you can  
create a custom space to display  
messages, artwork, pose questions, and  
share videos and it is compatible with  
Google Classroom. Click the link below to  
see an example of how to display student  
artwork using Google Slides, as well as a  
resource with templates featuring other  
creative spaces.

[Click Here!](#)



### Interactive Discussion

Flipgrid is an interactive platform where  
students and teachers can post short videos  
under the topic of their "grid". Photos,  
emojis, symbols and text can be added to  
these videos as well. Students can respond  
to individuals or the whole group with  
feedback, questions, and suggestions. Click  
the link below to see an example of how a  
student might share their artwork using  
Flipgrid.

[Click Here!](#)



### Video Sharing

Movie and other video editing  
applications are effective options  
for showcasing your students, their  
artwork, or the art of teacher/  
artists. Export as an mp4, then  
upload to YouTube, Vimeo or other  
video sharing sites.

[Click Here!](#)



### The Importance of Show, Share and Tell

We hope that you find these tips and  
resources helpful in planning your own  
virtual sharing/exhibition of student work.

The end of the year school displays,  
gallery nights and family events are not  
occurring as they usually do from year to  
year. It is vital and important to showcase  
the amazing and creative work that our  
students are doing. Let's all and the school  
year on a high note!

Please take a few moments to fill out our  
"Celebrating Small Successes as an Art Educator" survey.

## Pop-Up Teacher/Artist Exhibit

### Celebrate Our Successes

To continue celebrating our small  
successes, enjoy this showcase of the  
work that we are doing as art educators  
during this time. Here we present both  
our teaching exemplars and work from  
our own personal art practices.

Lynden



Prezi

[Click here.](#)

[Click here \(May 22, 2020\).](#)

## RESOURCE OF THE WEEK

lynden  
SCULPTURE GARDEN

### Racial Justice Resources for Art Educators

In this week's post, we are addressing the topic of racial justice, a pressing issue that every art educator must grapple with in their teaching. There is no way to address this topic here in a comprehensive way, or to provide any easy answers. We claim no expertise, and are only publicly joining others in committing to move toward understanding and action, with the knowledge that our students are watching and listening. **Our goal is to share the urgency of committing ourselves to this work, and to point ourselves in some useful directions.**

Making change begins with ourselves. Heading into the summer months, we may find some time to continue the work of understanding our own biases and where we are located within systems of privilege. **After understanding comes action.**

We are horrified by the murder of George Floyd in Minneapolis, Minnesota this week. It's difficult to accept the reality that this is not an isolated incident of police violence. The massive systemic failures to ensure justice further traumatizes not only the families and communities of the victims, but every marginalized community. Indeed, every one of us and our students are impacted, especially our black students.

[Click here.](#)

Lynden's Programming  
Call & Response  
and HOME



Reggie Wilson and Neil Performance Group: Cities

Lynden is committed to creating the conditions for thoughtful production, fruitful collaboration. **Innovative presentation for artists of color** and connecting these artists to our community. Increasingly, our public programming—exhibitions, residences, performances, workshops—revolves around two initiatives:

**Call & Response and HOME.**



To Wilson, Eliaz, and Neil: Cabinet of Curiosities

Call & Response is a cross-disciplinary, community-focused, artist-driven approach to programming. Since 2015, Lynden's been working with artists, scholars, educators, and community members to construct a space for artists of color working across disciplines to **celebrate the radical Black imagination** as a means to **re-examine the past and imagine a better future**. This has redefined Lynden as a place where **Black creativity is nurtured and celebrated**, and where Black people are **"united in resistance, and survival"** as being explored.



Rosemary Olsson: Prosperity in a Million Stories

The event behind HOME is to build a space of healing, of coming together, and of celebrating refugees in Milwaukee through art, food, and performance. It is essential that it be reimagined. The 2019 outdoor festival included water-resist dyeing with Kwanne King Carter, sample foods from many communities, handicrafts and artworks, and back-to-back performances and speeches by artists, community advocates, and refugee organizations. Following the HOME event, we launched a series of **Conversations on Displacement and the Arts**. These bi-monthly, free panel discussions bring together artists and activists.

To listen to the panel discussions, [click here or here](#).



Anissa Bird Carter: BILLY: Anissa Bird Carter in Cities

We work with artists, educators, students, and activists to develop Lynden as a place that responds to community needs.

Constructing a Space for  
Artists of Color

## Local Organizations

Overpass  
Light Brigade



America's  
Black Holocaust  
Museum

"ABHM builds public awareness of the harmful legacies of slavery in America and promotes racial repair, reconciliation, and healing. We envision a society that remembers its past in order to shape a better future—a nation undivided by race where every person matters equally."

"The Art Build Workers (ABW) is a group of six artists, designers, photographers and educators who are based in Milwaukee, WI. We work locally and travel around the country organizing multi-day art builds that help unions, organizations and movements amplify our messages through visual art, media, and archiving. Our motto is that before the march and before the strike there is the art build."

"The Art Build Workers is a collective of artists, educators and designers who are committed to making art that challenges structures of oppression and helps to imagine a better, more just world."

Kim Cosier

"The Overpass Light Brigade was forged in the activist climate of the Wisconsin Uprising. Our messages shine at night over highways and other public spaces. We believe in the power of communities coming together in physical space, as well as the importance of visibility for grassroots and progressive causes. We are a loose and inclusive affiliation of people dedicated to the power of peaceful protest and artful activism."

Voces de la  
Frontera

"Voces de la Frontera is a membership-based community organization, led by low-wage workers, immigrants and youth whose mission is to protect and expand civil rights and workers' rights through leadership development, community organizing and empowerment."

Art Build  
Workers



## Curriculum

Below are sharing some curriculum examples we've done with our elementary and middle school students. We encourage you to share questions, but also please share what you are doing.

"My Life is Important"  
3rd Grade



After studying the life and words of Dr. Martin Luther King Jr., students created self-portraits that included statements of what makes their lives uniquely important.



"Community & Gentrification"  
6th Grade

Students learned about gentrification in their school's neighborhood, reflected on a building they wanted to preserve in their community, and recreated the facade out of clay. We discussed how clay has been used throughout history to preserve information, and how artists choose their materials purposefully to add to the meaning of their work. Students completed the project with a written artist statement about the importance of the building in their lives, and their hope for their community in the future.

"Social Issue Stencils"  
8th Grade

After compiling a list of social issues that are occurring in Milwaukee, the U.S. and globally, students chose a social issue they felt passionate about. We discussed positive and negative space, and students designed and created a stencil that shows the change they would like to see with their issue in the future.



## Resources

Acknowledgment & Accountability

(Source: Southwestern Progressive Alliance for Nonviolence (2005) Building a Multi-Ethnic, Inclusive & American Organization Tools for Liberation Packet for Anti-Racist Activists, Alex & Critical Thinkers)



### Online Resources for Educators

**BLACK LIVES MATTER**  
Jamiah Pitts (2016) *Don't Say Nothing: Teaching Tolerance. Anti-racism resources for white people*  
Racial Justice in Education - Resource Guide: NEA  
The 1619 Project Resource Page: edjustice. NEA  
Until We Are All Free  
Kim Cosier (2020) *What Can Art do in the Perilous Present?*  
ReThinking Schools: Juiceds Collective

For more reading, here are some suggested book titles.



We hope that you will join us in these efforts to educate and equip ourselves toward reflection and action. There are many other resources and organizations dedicated to the struggle for racial justice. Share those that you are finding worthwhile with us at <https://lynden.tour/resource-of-the-week/>, in the comments section or at [agrosch@lyndensculpturegarden.org](mailto:agrosch@lyndensculpturegarden.org)

Visit Lynden Sculpture Garden Virtual Hub for more resources

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