

Art Teachers Symposium 2017 Workshop Descriptions

TITLE <i>PRESENTER</i>	DESCRIPTION: HANDS -ON OR PRESENTATION	LEVEL SEAT LIMIT \$ MATERIALS
<p>Pond Life Exploration</p> <p>Hands-on</p>	<p>A hands-on exploration of the life in a pond. Participants will capture aquatic creatures to find answers to the questions: Who is who? What do they do? How do they grow? Where do they go? A brainstorming session on how this hands-on life science exploration can inspire art.</p> <p>GEORGE STEELE / Morning keynote speaker, educator and environmentalist</p>	<p>MS 20 Free OFFERED TWICE</p>
<p>Laser Cut Light Box</p> <p>Hands-on</p>	<p>Interested in STEAM? This workshop will touch on two areas where art process intersects with STEM using digital fabrication and electronics. In this hands-on workshop, participants will create their very own unique light-up art object while being introduced to laser cutter technology. All digital files and workshop resources will be shared with participants.</p> <p>ERIN RILEY / Afternoon keynote speaker, Director of the Engineering and Design Lab, Greenwich Academy</p>	<p>HS 20 \$5.00 OFFERED TWICE</p>
<p>Emphasizing Metacognition and Reflective Writing in the Art Classroom</p> <p>Presentation</p>	<p>It is so important for students to reflect on their artistic practice and articulate the reasons behind their creative decisions. This workshop will offer various forms of metacognition and reflective writing practices that can help build students' critical thinking skills and inform the work they create in our classes. Metacognition can sound fancy and intimidating, but it simply means having an awareness and understanding of one's own thought processes. For our students, it refers more precisely to the processes used to plan, monitor, and assess their understanding and performance.</p> <p>EMILY DOMBROFF / Mamaroneck High School, Art Department Chair</p>	<p>HS 20</p>
<p>Scanner Art</p> <p>Computer Lab Hands-On</p>	<p>Drawing inspiration from Xerox Art that began in the 1960's, Scanner art is created by putting objects down on the glass and pushing scan to create an image. Unique manipulations can be created by moving the objects at different speeds and with different resolutions, as well as by adjusting the distance from the object to the glass. Couple these unique images with some advanced tools and techniques in Photoshop and you have a one of a kind image every time. The workshop will demonstrate multiple approaches to scanning a variety of materials, demonstration of advanced photoshop techniques, and will include time for participants to experiment with the scanning process.</p> <p>ROBYN TALBOT-HOWARD / John Jay HS, Wappingers CSD</p>	<p>HS 20</p>
<p>Froebel's Gifts for the 21st Century</p> <p>Hands-On</p>	<p>In the 1800's, Friedrich Froebel, credited with the invention of Kindergarten in Germany, developed a series of educational "gifts" or toys that were made of wood in order to aid in early childhood cognitive development. This workshop aims to present educators with Froebel's Gifts for the 21st century, tools and educational toys that integrate basic principles of physical computing into the art classroom. Educators will get the chance to play and explore simple types of contemporary "gifts" that include: drawing machines, cardboard robots, electric origami, and plush circuit monsters, which embody basic components of physical computing, core art principles, and allow for generative and diverse outcomes. Educators will receive an overview of these examples, and will have a hands-on opportunity to explore and reconfigure these "gifts", which they can take away.</p> <p>JARED PEER / SUNY New Paltz Art Education undergraduate student</p>	<p>All levels 20</p>

<p>Creating Art Using Processing</p> <p>Computer Lab Hands-On</p>	<p>To computer science engineers code is considered to be another language in the same manner as English or German. Using code to create art opens opportunities to explore new artistic language and experiences that use a lot of STEAM. This workshop will show you how to get started, where you can find resources, show student examples from a short introductory code unit, and hopefully get you coding too. All you need is a computer and the internet to introduce this STEAM-Y medium.</p> <p>BRENDA SYWALSKI / Monticello High School</p>	<p>All levels 20</p>
<p>Tesselations</p> <p>Hands-On</p>	<p>Tessellations exist at the intersection of art, architecture and mathematics. True tessellations in the mathematical sense are repetitions of the same shape, with neither overlaps of the shape nor gaps between them. In this workshop, I invite participants to first explore simple mosaic and tile patterns through coloring blank templates and then move into the creation of unique tessellating shapes based on the same properties of parallelograms that students study in middle and high school geometry classes. Although we will work by tracing around cardboard creations, we will end the workshop by discussing how open source dynamic geometry programs, such as geogebra, can more directly connect the art and mathematics classes. Participants will leave with their own tessellation along with simple instructions for re-creating the project with their own students, math notes that explore the design in both geometric and precalc terms, and suggestions for other areas of connection between the art and mathematics classroom.</p> <p>GREG STEPHENS / Hastings High School, Math Department Chair</p>	<p>HS 20</p>
<p>ArtEmboss Tiffany Style Black Starburst Book</p> <p>Hands-On</p>	<p>The ArtEmboss Tiffany Style Black Starburst book embossing lesson will enable students to design a book's covers reminiscent of Louis Comfort Tiffany's leaded line glass work. The Starburst origami fold will be used for the designed pages to carry the theme from nature throughout the book. This is a cross curricular lesson involving the Visual Arts, Art History, Language Arts, Math and Science.</p> <p>PHYLLIS ANNETT, Art Consultant for School Specialty</p>	<p>MS 20 Free OFFERED TWICE</p>
<p>Incorporating the Digital Into the Traditional: A Curriculum Workshop</p> <p>Presentation</p>	<p>One of the most prominent questions facing Art Educators today is how to incorporate the ever-increasing body of digital and technological advances into an arts curriculum without abandoning the time-honored traditions they typically teach. Student and Pre-service teachers from SUNY New Paltz who have begun experimenting with ways to merge these two worlds will explore real-world applications of modern technology to traditional artistic disciplines with attendees.</p> <p>CALEB LOCOCCO, MALLORY SPINA, JOSEPH SANTARPIA / SUNY New Paltz Art Education undergrad students</p>	<p>HS 25</p>
<p>Cultivating Curiosity: Research in the Studio</p> <p>Presentation</p>	<p>How do we cultivate student's curiosity and connections to knowledge in all its forms? How might art making methods encourage deeper engagement with various disciplines? This workshop investigates how a choice-based art curriculum can transform how students connect disciplinary knowledge through art making. Based on my MS. Ed thesis, this lecture further expands on my teaching experiences in both private and public schools. I will focus on the potential in collaborating with other teachers and cultivating a supportive studio space that encourages scaffolded learning and inquiry-based methods.</p> <p>AMY MOTTOLA / Ellenville Central School</p>	<p>HS 20</p>
<p>Beyond kitsch: more than just technology</p> <p>Presentation</p>	<p>"Kitsch: art or design considered to be in poor taste because of excessive garishness or sentimentality". Educators and students always strive to create something meaningful and expressive. When learning a new skill or exploring a new medium, shallow results are often disguised by the thrill of the new. This issue arises frequently when using new media and technology in the art classroom due to it's steep learning curve and novelty: discovery and accomplishment replace significance and substance. Through personal work focused on wearable electronics and micro-controllers, educators will be shown finalized art pieces, example lessons, and methods that support technology projects which avoid novelty and engage meaning.</p> <p>JARED PEER / SUNY New Paltz Art Education undergraduate student</p>	<p>HS- College 20</p>

<p>Historic Painting Remix</p> <p>Studio Hands-On</p>	<p>Prints of Historic Artwork can be the subject of great critiques, they can also be a starting point for student Artwork. Participants will choose an Art print and gesso out 75% of the image, leaving 25% as a starting point for their new Artwork. See how this project was introduced to one group of students as well as their finished work. Since this project lends itself to many different lenses of focus and interdisciplinary connections, a further list of ideas will be generated among the workshop participants, then distributed at the conclusion of the session. Participants will leave with their own example and a wealth of inspiration.</p> <p>JEN ARMBRUSTER / Putnam Valley High School</p>	<p>All 20 Free</p> <p>OFFERED TWICE</p>
<p>Intuitive Painting Workshop</p> <p>Studio Hands-On</p>	<p>Let go of expectations and overcome obstacles in the creative process! In this workshop, participants will focus on the art practice of Intuitive Painting, which adopts a bold and fearless approach to painting as discovery and self-expression. Prompts will guide you in using acrylic paint, ink, collage and other art media. This workshop will provide you and your students the confidence to engage in their art practice!</p> <p>SHERYL LEVINE / Brewster High School, ret. , Katonah Arts Coordinator (??)</p>	<p>All 20 \$3.00</p> <p>OFFERED TWICE</p>
<p>Sketchbooks: A Means and an End</p> <p>Presentation</p>	<p>Draw your way out of conflict, illustrate a point of view, document a collection, or design a story. When students develop a portable drawing habit they can record, organize and reflect on daily life in and out of your classroom. Breakfast, road trips, science lab, a short story, history class, geometry --- all can inspire images that complement the space they share with words. Please bring your sketchbook and a marker or two.</p> <p>GINA PALMER / Wappingers Central School District ret.</p>	<p>HS 20</p>
<p>Art and Data: Visual Literacy and Data Visualization</p> <p>Presentation Computer Lab</p>	<p>Data visualization is an art form that sits at the very tip of the shared space between visual art and information. We live in a visual world driven by detail-oriented data. Visual literacy is now an important part of our everyday lives. The industry of data visualization is one that is becoming increasingly important as more and more aspects of our lives are digitized, categorized, and collected. It is a marriage of art with science, technology, engineering, and mathematics that establishes the importance of literacy in our visual culture.</p> <p>CORY MERCHANT / Hastings High School</p>	<p>HS 20</p>
<p>Pollinating Engagement with Bees through Sculpture</p> <p>Hands-On</p>	<p><i>"If the bee disappears from the surface of the earth, man would have no more than four years of life left on earth."</i> <i>attributed to both Einstein and Rudolf Steiner</i></p> <p>How might you teach sculpture techniques and materials while contributing to saving the bees at the same time? Participants in this hands-on workshop will make plaster molds from recyclable materials to create press-molds for seed-packed sculptures. The seed sculptures are all-in-one pollinator packets of compost, soil, and seeds, ready to be distributed in areas in need of wildflowers. The workshop is designed with affordable and space-efficient materials and processes to provide educators an accessible means to integrate STEAM and sculpture into the classroom. Bee facts and a simple, clean classroom worm-bin design will also be shared.</p> <p>EMILY PUTHOFF / Hudson Valley Bee Habitat SUNY New Paltz Sculpture Program ELENA SNIEZEK, JEN WOODIN, LINDSAY LOFORTE</p>	<p>MS 25</p>
<p>Multidisciplinary Architecture Project</p> <p>Presentation</p>	<p>3D Art students in Putnam Valley High School worked with the design group Arch4kids, through a BOCES Arts in Ed grant to design a sculpture for the school courtyard. The goal of this joint venture was to provide students the opportunity to gain real world problem solving skills locally, as they learned about the design process. This project was treated as a public art competition, in which architects usually set the criteria for and then select the public art that will enhance the built environment. Students worked together to sketch their design ideas, built a maquette of their proposed sculpture, and finally created a persuasive slide presentation to move the student body to vote for their design. What started as just a sculpture quickly morphed into an entire courtyard redesign, and a challenge between two class periods of 3D Arts.</p> <p>LISA FURLONG / Putnam Valley High School</p>	<p>All 20</p>

<p>An Open Conversation about STEAM approaches in Art Education</p> <p>Presentation</p>	<p>Art has always provided diverse opportunities for communication, expression, and motivating activities for all types of learners and as we move into a new era of art education our programs should be able to further support this. This conversation of visual arts teachers will allow us to communicate and share approaches to this type of classroom and curriculum. The focus will be on exploring ways to incorporate 21st century skills in the art room and on methods to leverage the A in STEAM to connect with other content areas. It is open to K-12 art teachers that are open to idea of integrating other content areas into the art curriculum but keeping the fine arts alive in ways that will motivate, engage, and create real world experiences for their students.</p> <p>DANIELLE MICHIELINI / Brewster Central School District, C.V. Starr Intermediate School</p>	<p>All 20</p>
<p>Advocating for the Arts through establishing a STEAM curriculum</p> <p>Presentation</p>	<p>Put Art at the center of STEAM in your district. Learn how Art educators from Sleepy Hollow High School established a STEAM program that features interdisciplinary projects led by art teachers. Workshop leaders will share their curriculum and lesson plans that promotes ways to use visual arts as vehicle to model mathematical and scientific concepts that increases retention and understanding of key concepts of all three subject areas. The concepts of design thinking and inquiry will be explored.</p> <p>ANGELA LANGSTON, KRISTEN DREHER / Sleepy Hollow High School</p>	<p>HS 25</p>
<p>You have a 3D Printer, iPads and a 3D Scanner, now what?</p> <p>Hands-On</p>	<p>A exploration into how art educators at Sleepy Hollow High School are using STEAM technology in innovative ways to inspire and motivate 21st century learners.. You will be lead through a Tinkercad 3 D printing lesson as well as ideas on how to use iPads and 3D scanners in traditional studio art classes. Tips on starting a Makerspace at your school will be covered. Numerous lesson plans and websites to jump start your STEAM program will be available.</p> <p>MARY ROSENBERG, GARY BENTON / Sleepy Hollow High School</p>	<p>HS 25</p>
<p>Nature Landscape Weavings</p> <p>Hands-On</p>	<p>If you have never tried weaving before, check out this hands-on class! I'll share with you information on the basic vocabulary, techniques and material needs. While I answer your questions...we weave! In connection with George Steele's ideas of bringing nature into the classroom, I will show you ways to make a nature based landscape into this woven art form.</p> <p>MONICA SCHOR / James S. Evans Elementary, Wappingers CSD</p>	<p>All 25 \$3.00</p>

Any workshop with extra fees - cash only, which will be taken at the door before entry. Fees are collected to defray the cost of the materials and supplies provided. SUNY New Paltz is not responsible for any materials, supplies, or working tools.