

ART TO ART

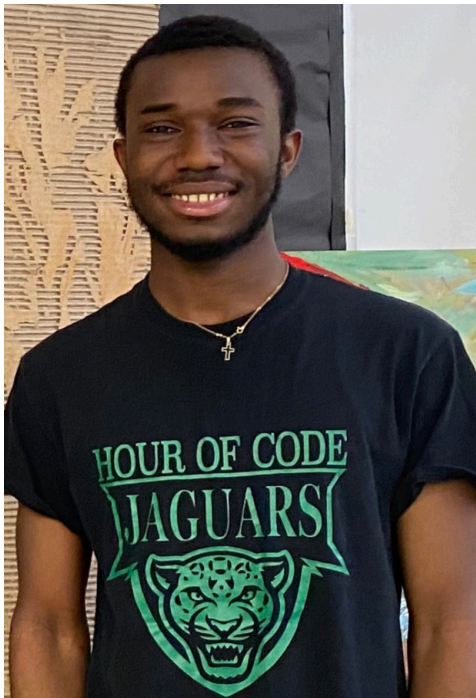
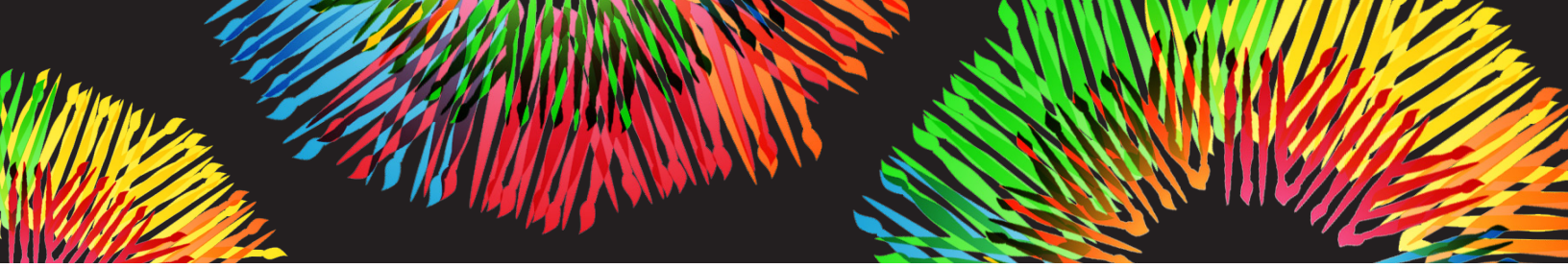
PGCPS Visual Arts Newsletter

PGCPS Countywide Art Exhibit

By Elizabeth Stuart Whitehead

In April and May the Visual Art Department hosted three regional countywide exhibits. The North County Art Exhibit was located in the Grand Pavilion of The Clarice A. Smith Performing Arts Center, located on the University of Maryland Campus. The Central County Exhibit was located in the Center for Creative and Performing Arts at Prince Georges Community College. The South County Exhibit was located at Harmony Hall Art Center in Fort Washington, which is part of the Maryland-National Capital Parks and Planning Commission. Nearly all PGCPS schools were represented in these exhibits, and over 1,000 attendees came to the three receptions. Thank you to all of our location partners as well as the Prince George's Arts and Humanities Council for providing refreshments for the receptions. We can't wait to do it again next Spring!





Student Spotlight: Lusenie Turay

By Christina Kunze
Charles Herbert Flowers
High School

2024 Congressional Art Competition Winner

Congratulations are in order for Junior, Lusenie Turay, who most recently won the 2024 Congressional Art Competition. His work, *Regal Musing*, will be displayed in the U.S. Capitol for one year! Lusenie’s exciting year was made possible by his hard work and dedication.

Lusenie’s AP 2D Art Journey

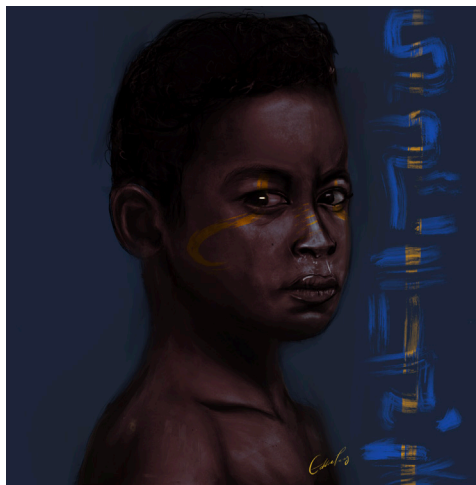
“My sustained investigation centers on telling the untold stories of Sierra Leone. Having moved to the United States, I’m inspired to share the depth and beauty of my home coun-

try. People are largely unaware of Sierra Leone, and when they are it’s often associated with war and hardship. Through my artwork, I want to challenge this one sided view. I want to showcase the rich culture, tradition, and untold stories that define my home country. My first hand experiences from being born there, along with the stories of my family, shed light on the beauty and complexity of the overlooked people.”

Lusenie hopes to study Engineering or Architecture in college. [Watch his interview with WCTv.](#)

Lusenie’s Leadership Roles

- John Hopkins Applied Physics Laboratory MESA
- National Society for Black Engineers (NSBE Jr.) President elect
- 2025 Class Officer-secretary



Regal Musing, by Lusenie Turay



PGCPS/MAEA Award Recipients

By Elizabeth Stuart Whitehead

Congratulations to the ten awardees for receiving PGCPS district and state awards from the Maryland Art Education Association.

Each year, MAEA recognizes district and state teachers as well as leaders for their contribution to the art education profession in Maryland. This year PGCPS also had two state level awardees! Virginia Bute-Riley, art teacher at Vansville Elementary, received the Maryland Art Educator of the Year award! Dr. Aimee Bridges, an art teacher from C. Elizabeth REIG Regional School received the Middle Level Art Educator of the Year!

Darrell Clark, Novice Elementary
Bradbury Heights Elementary
School

Lori Daniels, Novice Middle School
Imagine Morningside Public Charter

Ashley Williams, Novice High
School
Bladensburg High School

Kevin E. Coleman, Career High
School
Crossland High School

Nikki Brooks, Educator as
Practicing Artist Award
James McHenry Elementary School

Dr. Aimee Bridges, Career
Middle School
C. Elizabeth RIEG Regional School

Laurie Lea Hunt, Advocate for
Inclusivity Through Art
DuVal High School

David Snipes, Career Elementary
School
Mount Rainier Elementary School

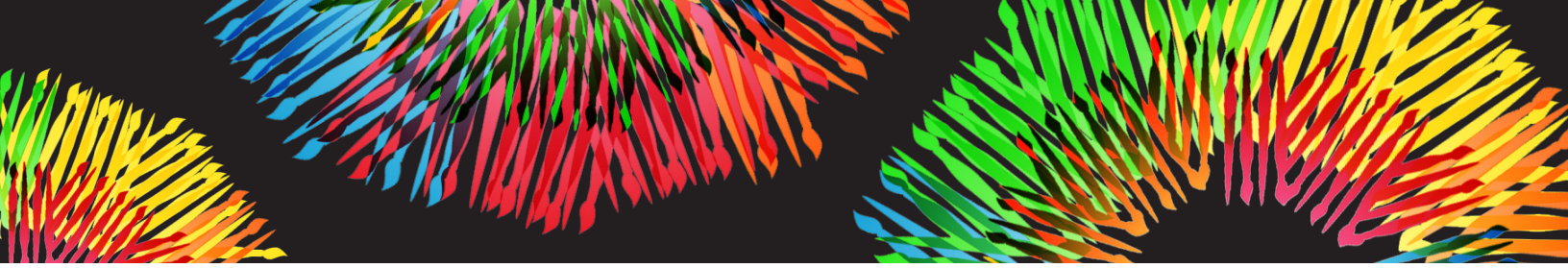
Dr. David Rease Jr., Administrator
Award
Director, Equity, Diversity, and
Belonging



Virginia Bute-Riley, art teacher at Vansville Elementary, received the Maryland Art Educator of the Year award!



Dr. Aimee Bridges, an art teacher from C. Elizabeth REIG Regional School received the Middle Level Art Educator of the Year!



Neuro Blooms at PGCPS

By Leslie Holt

Neuro Blooms at PGCPS was developed in partnership with Prince George's Arts and Humanities Council and PGCPS. In the 2023-24 school year, we piloted the project at 3 high schools: Eleanor Roosevelt, Northwestern, and Duval.

Neuro Blooms is a project by local artist Leslie Holt that uses the power of art to make mental health conditions visible and beautiful. Neuro Blooms are eye catching graphics based on brain scans of people with

different mental health conditions. PET scans reveal unique maps of brain behavior and function and provide compelling visual evidence that mental health conditions are largely based in the brain. Neuro Blooms spark curiosity about a largely private topic to dispel damaging myths and promote better understanding of the struggles and unique offerings of neurodiverse people.

The Neuro Blooms at PGCPS project had two main parts:

1. An installation of large decals of Neuro Blooms images in public areas of the school. Included in this

installation are information panels about the different conditions represented, with a QR code that connects to the PGCPS mental health resources website.

2. An art activity staged outside the cafeteria during lunch periods which included posting on a board the answer to a prompt about how to support someone struggling with their mental health. In addition, we passed out Neuro Blooms coloring books, and students were invited to sit and color Neuro Blooms coloring pages.



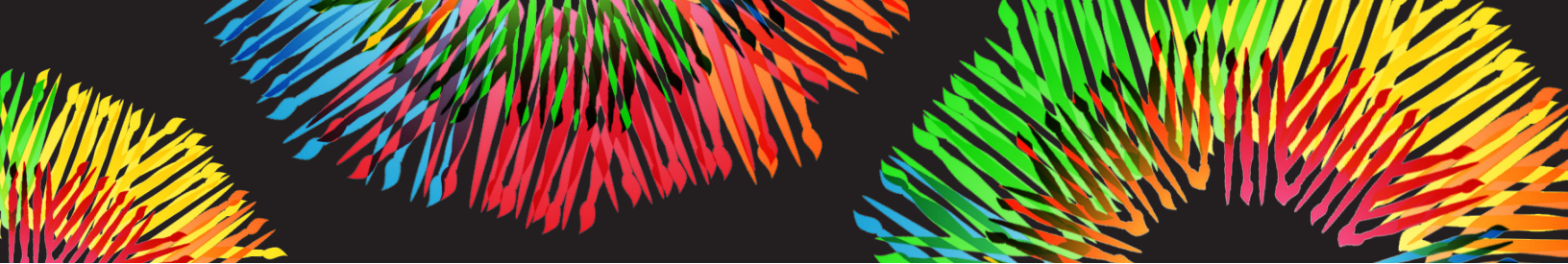
Students installing decals at Eleanor Roosevelt High School.



Decals at Duval High School.



Art activities at Duval and Eleanor Roosevelt High Schools.



PGCPS Students' Art Shines Bright at the Reginald F. Lewis Museum

By Amanda Espina

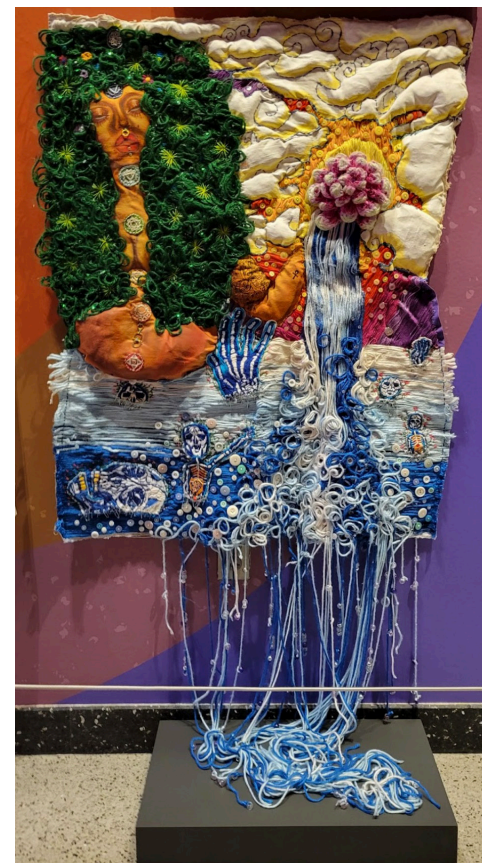
For 19 years, The High School Juried Art Exhibition at the Reginald F. Lewis Museum has provided an opportunity to honor the artistic talent of Maryland youth from all 25 school districts in the state. Partnering with the Maryland State Education Association (MSEA), the exhibition and programming explore young people's visions for the future.

The 2024 theme, "Light the Lantern," honors the contributions, brilliance, and innovation of Black artists, thinkers and creatives.

"Black Woman Genius" celebrates the works of Black women fiber artists including Elizabeth Talford Scott. Elizabeth Talford Scott was an American folk artist, known for her quilts. Her quilts evolved into dense compositions, often abstract and asymmetrical, with references to family rituals, personal stories, and the rural environment of her childhood. Students were encouraged to create and submit original artwork that reflects either of these themes. Twenty-five pieces were selected from hundreds of entries statewide.

Students were honored at a reception on May 4th where they received certificates and cash prizes.

Three students from Suitland High School's Center for Visual & Performing Arts specialty program are featured in this impressive exhibit.



*Samadhi Jones, 12th grade
The Awakening
First Place - \$1000 award
Teacher: Amanda Espina*

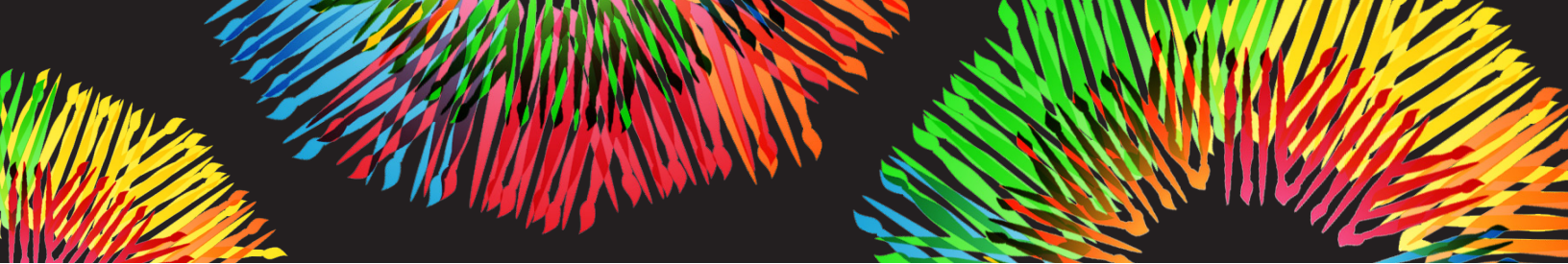


**Annual High School Juried Art Show Exhibit on display
May 4th - Fall 2024**

Reginald F. Lewis Museum of Maryland African American History & Culture
830 E Pratt Street
Baltimore, MD 21202

lewismuseum.org

Continued on page 6



Continued from page 5



*Christian Hafford, 12th grade
Flare of Batiste*



BLACK WOMAN GENIUS

Elizabeth Talford Scott

Tapestries of Generations

February 1st through September 30th

REGINALD F. LEWIS MUSEUM OF
MARYLAND AFRICAN
AMERICAN HISTORY
& CULTURE

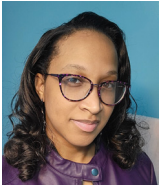
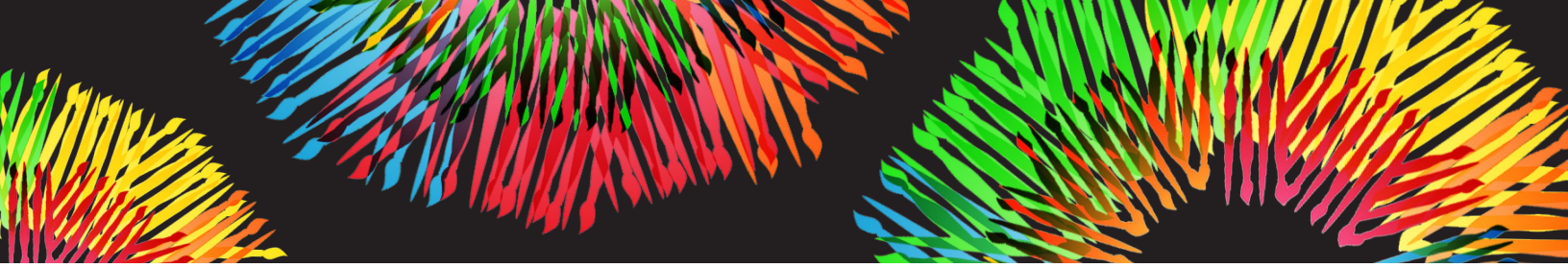
**Black Woman Genius: Elizabeth Talford Scott -
Tapestries of Generations on display**
February 1st - September 30th 2024

Reginald F. Lewis Museum of
Maryland African American History & Culture
830 E Pratt Street
Baltimore, MD 21202

lewismuseum.org



*Anosia Sheets, 11th grade
"B"*
*Honorable Mention - \$150 award
Teacher: Michael Burroughs*



Poetic Imagery

By Rachel Edmunds

I have been integrating different content with art to help students make connections across various content areas. In this Arts Integration unit, 8th grade students learned about the life and art of Georgia O’Keeffe, then created their own artwork inspired by her art style. To accompany their artwork, they wrote poetry to present alongside their Georgia O’Keefe inspired artwork.

Poetry is a language art that evokes mental images from abstract ideas, while the artwork of Georgia O’Keeffe closes in on the three-dimensional form of natural objects to create abstraction in a visual form. The connection of using abstraction and creating imagery is a strong connection that these two art forms share, so poetry was a great match for this specific artwork. Check out a few combinations of student artwork and poetry.



Untitled by Jada T.

Green grass long
Stems brown petals many plants
Many white leaves



Special Tulip by Gloria R.

Nature has many things
But only tulips have
Elegance as virtue



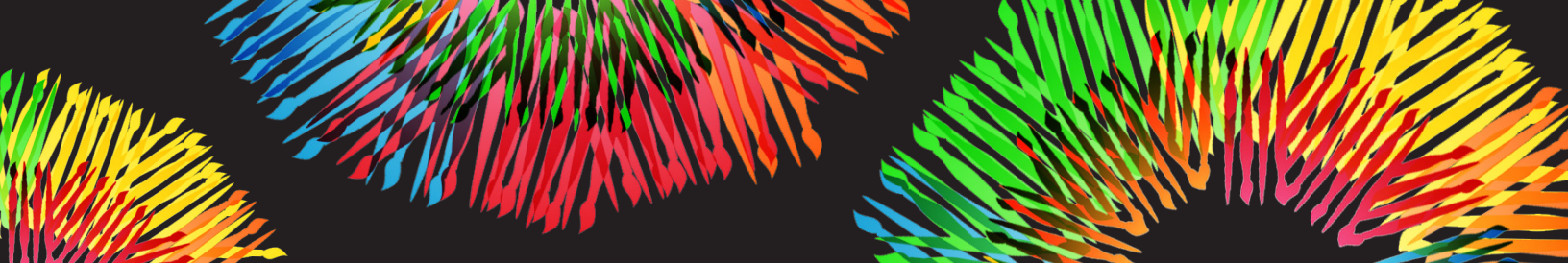
All Flowers Are Nice by Eric L.

Flowers are cute
All flowers are nice, when
Seen we relax



Under the Sea by Allison R.

Hard sandy shells
Found deep in the beach
Under the sea



Art Show: Water Water Everywhere

By Fylis Peckham
Montpelier Elementary School

At the Bowie City Hall Gallery located right next to Bowie Town Center, my artwork will be featured in a group show. The show will hang from May 18 to September 21, 2024. The show includes two of my acrylic paintings one entitled “Peaceful Sail at Sunset” and the other is “Ocean Angel Hand.” Peaceful Sail at Sunset is on the first floor in the East Gallery adjacent to the elevator and Ocean Angel Hand is on the second floor. The gallery hours are Monday through Thursday 8:30am-8pm and Friday 8:30am-5pm. The show hangs until September 21, 2024. I hope you have a chance to check it out.



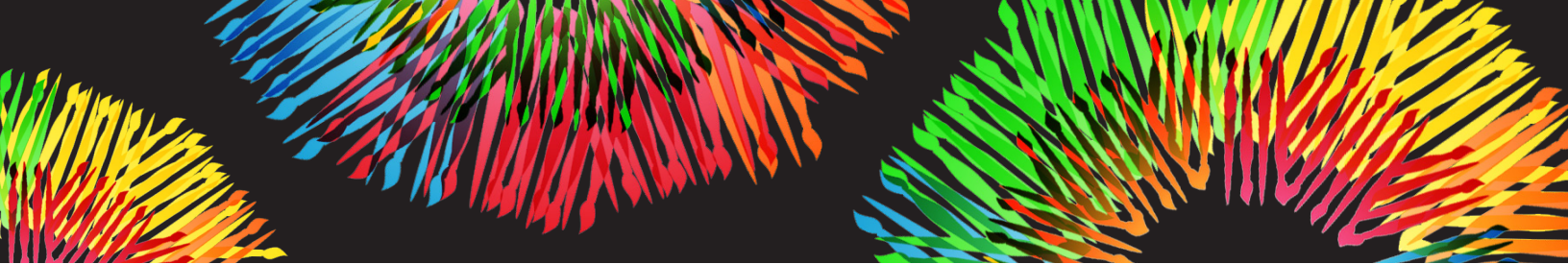
76th Annual PGASF Program Booklet Artwork Competition Winner

By Godfrey Rangasammy, Ed.D.
Supervisor of Science (PreK-12)
Prince George’s County Public Schools

Student: Catherine Arnez
School: Duval HS
Teacher: Niesha Backus

Congratulations to Catherine Arnez for their winning cover design of the 76th Annual Science Fair booklet!





The Perfect Art Project During Testing : How do you Zentangle?

By Melinda Conrad-Brown

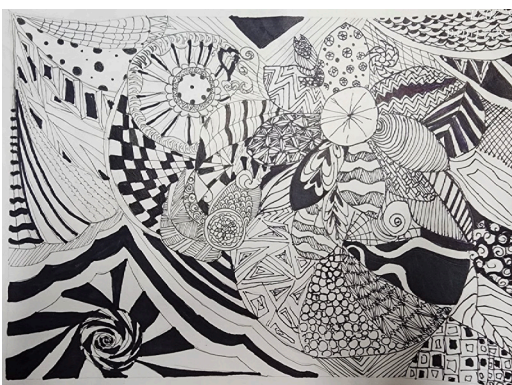
What better way to relieve MCAP stress than go with something Zen? Doodling and letting your creative juices flow proved to be a big hit with my 250+ students at Buck Lodge Middle School, during testing.

It was my vision, once completed, to have a huge display of their work throughout the school. Ultimately, hanging over 170 pictures (so far), the kids and staff may be seen looking up while they are walking instead of forward in the halls, searching for their favorite picture.

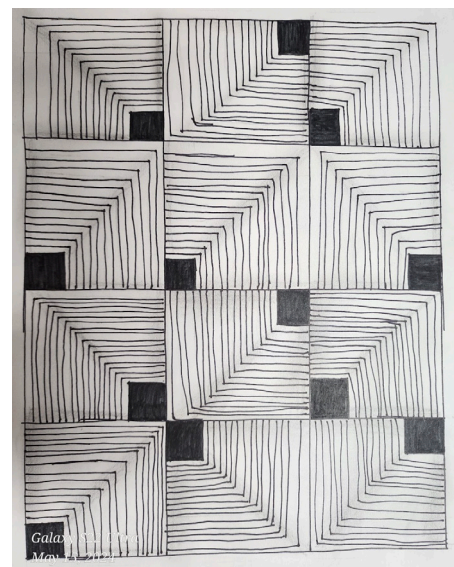
I presented the assignment just before testing and they completed their work during testing. While they were working they watched videos of different Zentangle techniques to help inspire them. I was also inspired and created several myself. How do you Zentangle?



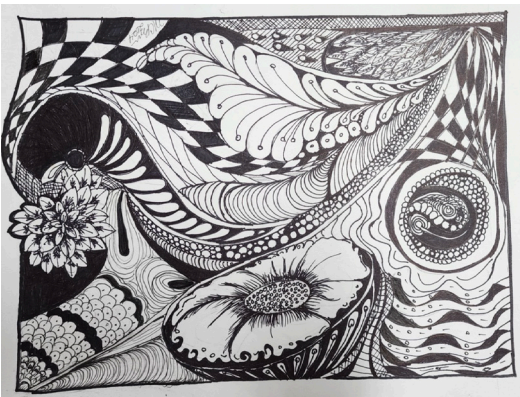
Student work hung up around the school.



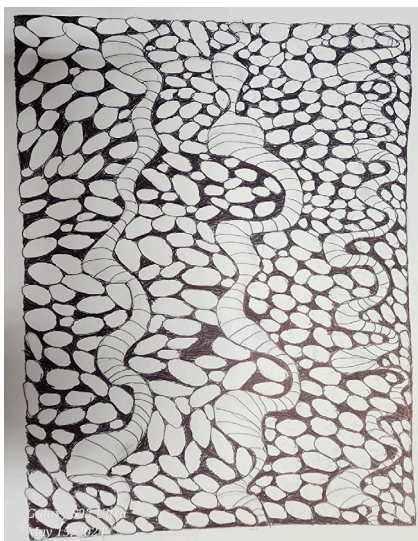
Grade 6, Buabucha Sonsiri.



7th Grade, Maryori Giselle Pirir Flores.



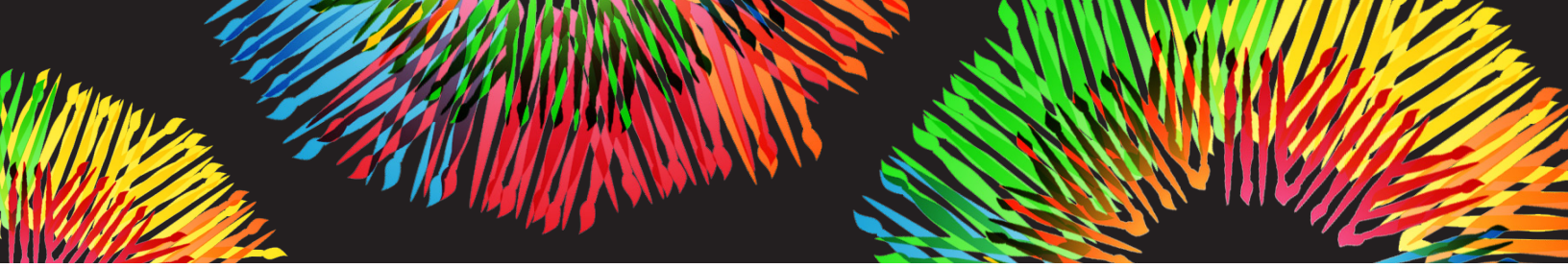
Ms. Melinda Conrad-Brown, Digital Design/Art Teacher.



Grade 7, Rochelly Paulina Maldonado Avelar



6th Grade, Katerine Mariela Maldonado Avelar



When We Used Our Pure Imaginations

By Grace Edgin

Hello I am Ms. Edgin here at Imagine Lincoln I have to say it has been a fun, exciting, messy, and creative time with our scholars. I would like to about some of the few classroom art projects the scholars had worked throughout this year.



What is the Purpose of a Mask?

One of my favorite art projects was with my second graders which was creating different masks. I would ask them open ended questions such as: What do you know about masks? Afterwards Students analyzed the purpose and significance of masks around the world. For an example, the scholars discovered such Chokwe masks from areas of

Africa near the Democratic Republic of Congo and Angola. The scholars also discovered about the purpose of vejigante mask from Puerto Rico. While learning this new material the scholars learned new vocabulary words such Geometric.



Our Favorite Artist

While still learning about different culture masks the second graders pointed out their favorite artist was Cyrus Kabiru. He is a Kenyan self-taught artist who designs exaggerated glasses made by assembling waste materials recovered in the streets of Nairobi, his hometown. The students afterwards were able to use different materials around the room such as pipe cleaners paper towel rollers glue paper mache to design their own unique glasses.

One of the Best Parts as an Art Teacher

Another fun project I enjoyed with the scholars was the 7th graders they had discussed about Principal of Design the one of the main categories we were discussing was about

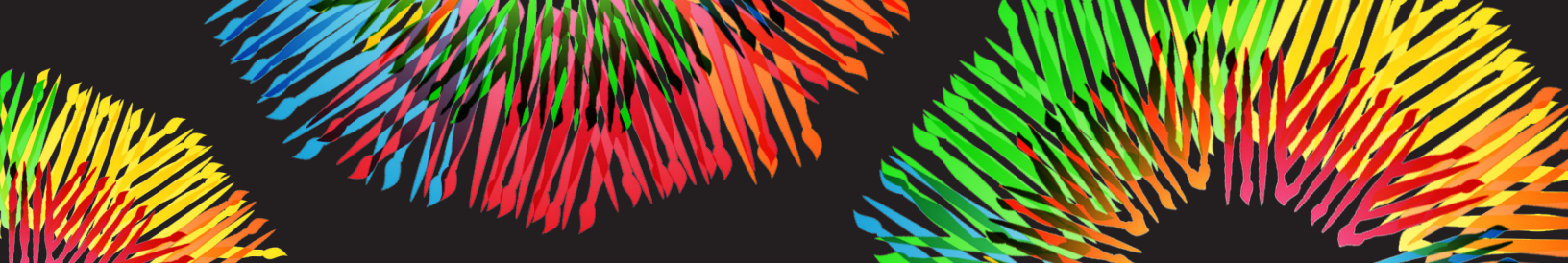
Unity. The best part of this assignment was making sure each individual scholar fully gain the knowledge what identifies Unity within art. This lesson plan was fun and challenging at the same time because this took quite some time for the scholars to fully grasp what Unity meant.

As a reward I decided to have a first-time art field trip to National Museum of African American History and Culture. Where we had the 7th graders through 5th graders attend this experience, but the scholars were also doing this in honor of Black History Month.

I walked around different groups and ask open-ended questions about the definition of unity. There were a lot of students who finally comprehended the meaning of the word. For example, one scholars pointed out how there are a lot of baseball uniforms in the sports department in the art museum, which would be a sign of unity because the team works together.



Third-grade vivid artwork, using different materials such as oil pastels, colored pencils, crayons, and glue.



PGCPS Art Students Selected for Juried Art Competitions

By Laurie Hunt and Monique Connealy

The following students had work selected for juried competitions—meaning they submitted work and had to be selected to even compete.

Montpelier Arts Center (Laurel, MD) 12th Annual Artists on the Rise: Juried Teen Exhibition

Duval High School

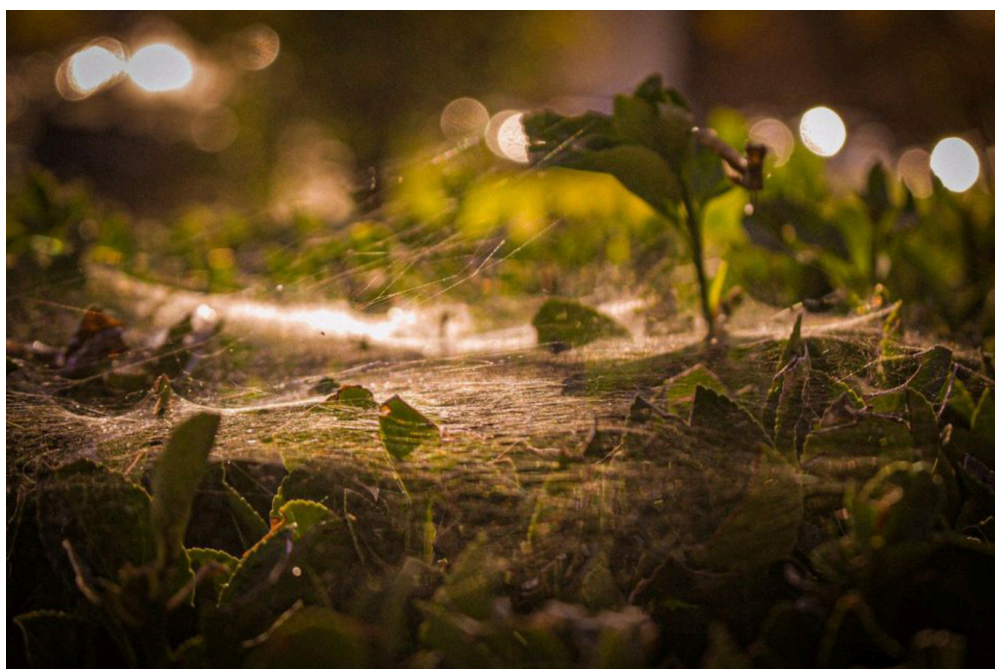
- Timothy Harper, grade 12
- Jordan Hunt, grade 9
- Henry Ibezim, grade 12
- Fatoumata N’Gompe, grade 12



Fatoumata N’Gompe, Grade 12, Owens, Digital Print.



Henry Ibezim, Grade 12, The Boxer, Digital Print.

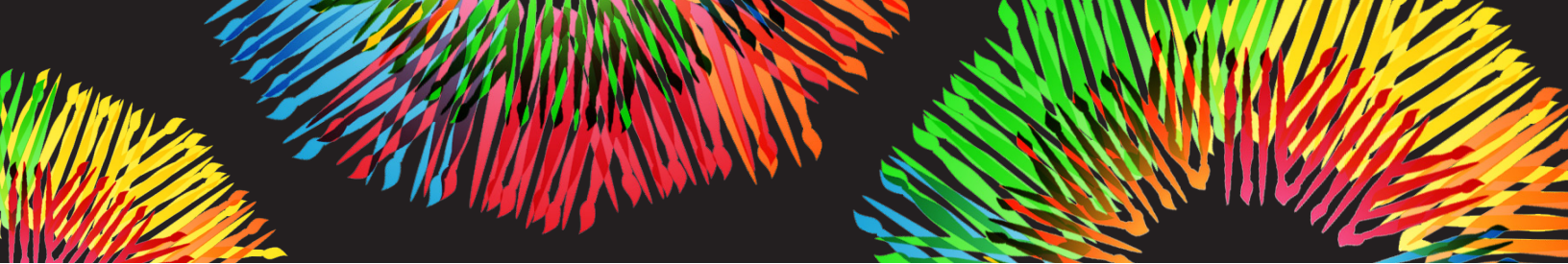


Timothy Harper, Grade 12, Seamstress, Digital Print.



Jordan Hunt, Grade 9, Glenstone Compliments, Digital Print.

Continued on page 12



Continued from page 11

**Montpelier Arts Center
(Laurel, MD) 12th Annual
Artists on the Rise:
Juried Teen Exhibition**

Eleanor Roosevelt High School

Taylor Gaston Love, grade 11

Zadyn Higgins, grade 11

Patricia Liu, , grade 12

Venus Liu, grade 12

Shabad Singh, grade 11

Alysa Trivett, grade 12

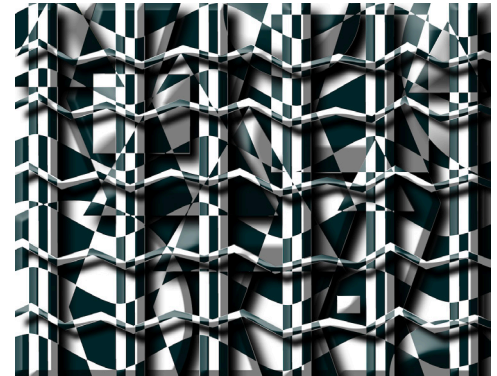
**Patricia Sitar Arts Center
(Washington DC)
14th Annual Art
Competition ‘Life in Color’**

Duval High School

Jordan Hunt, grade 9



*Taylor Gaston Love, Grade 11,
Untitled, Oil on Canvas.*



Venus, Grade 12, Untitled, Digital Art



*Zadyn Higgins, Grade 11, Untitled,
Mixed Media.*



*Shabad Singh, Grade 11, Sunset,
Digital Art.*



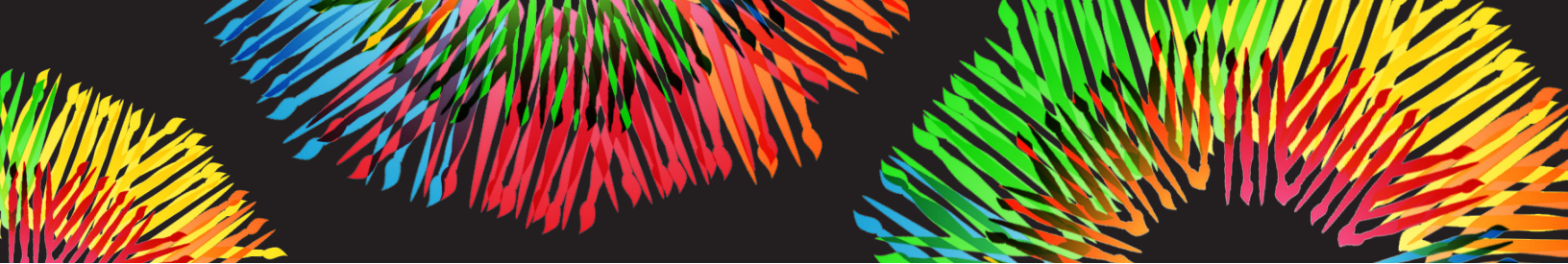
*Jordan Hunt, Grade 9, After the Rain,
Digital Print.*



*Patricia Liu, Grade 12, Untitled,
Cut Paper.*



*Alysa Trivett, Grade 12, Untitled,
Acrylic on Canvas.*



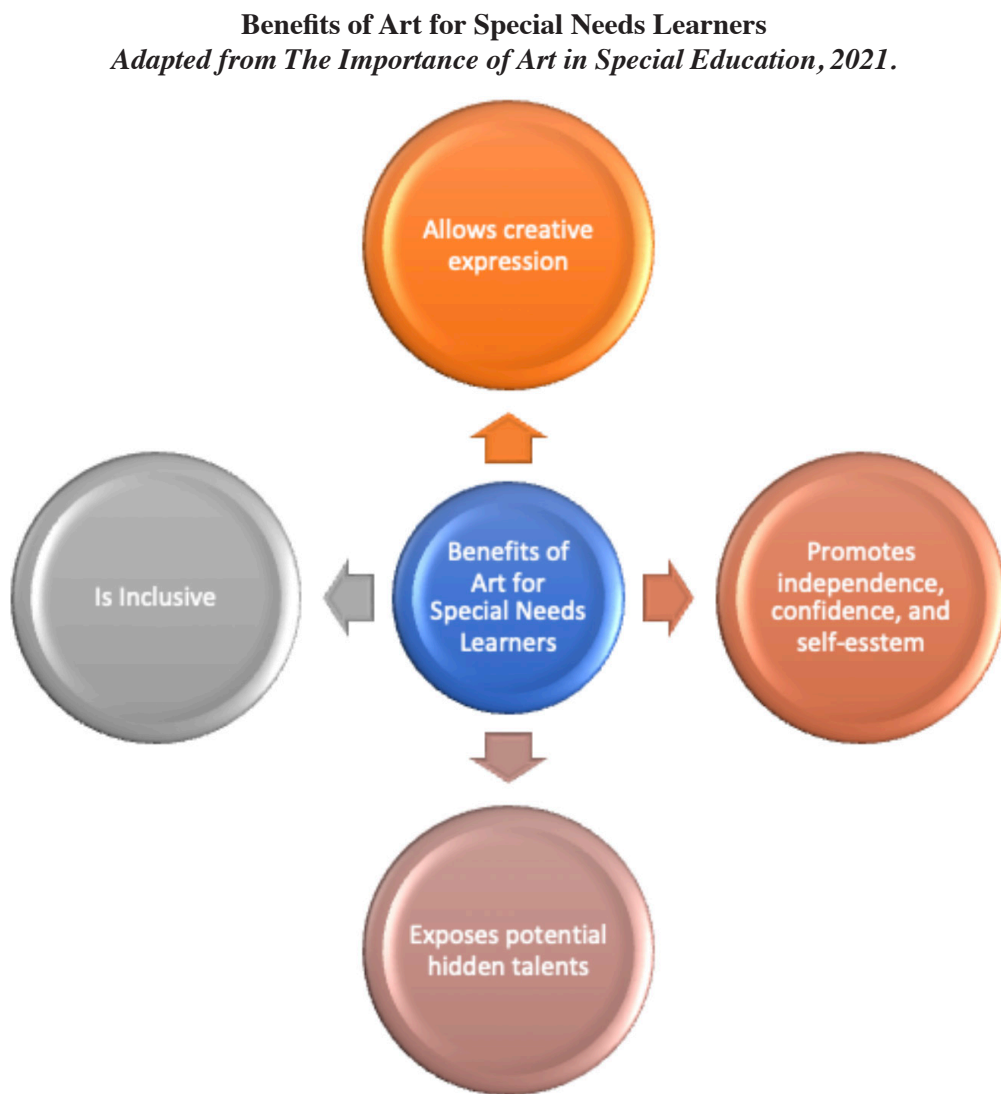
Reflections of a Regional Art Teacher

By Dr. Aimee Bridges

Words cannot express the nervousness, apprehension, and excitement that I felt when I took on the charge of becoming a regional school art teacher. Even as a seasoned art educator I was not sure if I would be able to give my new students what they needed, but I knew that I would do everything in my power to reach those who many think are unreachable. I dare say no student is unreachable or unteachable. It's said that all students "can" learn. I take that notion one step further. I believe all students "do" learn, but it is up to us as to what they learn, and my regional babies are no different. It was with this concept in mind that I did what I do best - I learned. As a life-long learner I immersed myself in books, articles and professional developments geared towards special needs populations and I modified my teaching practices accordingly.

First Things First

I reflected. By now we are all aware of the practice of reflection and should be reflective practitioners in our field, but reflection is often saved for last. I postulate that reflection should be at the beginning and end of our thought processes. Thus, I reflected. I reflected on what I knew about teaching. I reflected on my experiences with students within the general educational setting who had 504's and IEPs. I reflected on my son,



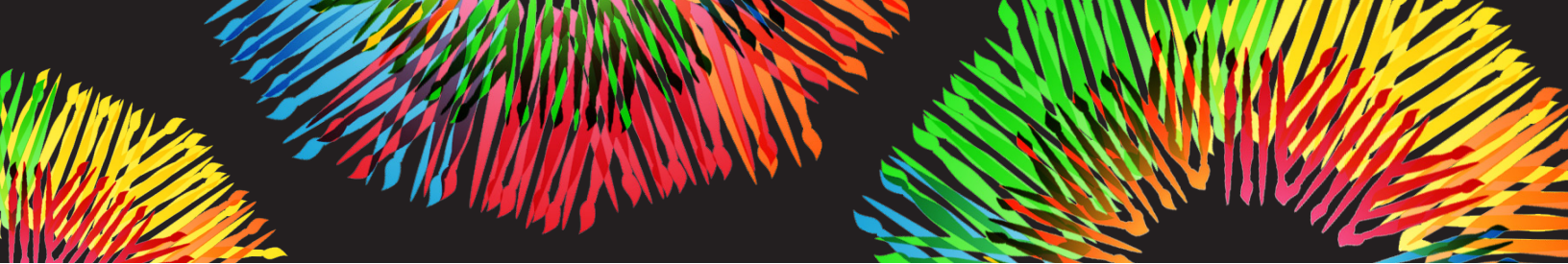
who has Autism. I reflected on the benefits of the arts in education, and I asked myself "What do these benefits look like for students with special needs?" This was my starting point.

Then

As a regional art teacher my students have varying cognitive and physical abilities and needs which must be addressed when considering art lessons. I quickly learned that planning and accessibility is key

(Cruse, 2017). I create each lesson with the underlying thought of "process over product." My lessons are flexible, simplified, and adaptive. I provide step-by-step instructions in various ways. I utilize core boards for communications, present the information multiple ways using pictures, visual aids, and I model the lessons. I provide students with adaptive art materials and supplies. Alternate assignments are also given

Continued on page 14



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as needed. Additional methods of communication include students' eye gaze, pointing, sign language or verbalization.

Cruse (2017) stated that art levels the playing field, and I wholeheartedly agree and add to this premise that art levels the playing field and allows room for high expectations. I have always and continue to have high expectations for my students. I expose my students to artists with disabilities who are practicing and successful in their own rights; artists like Paul Smith (Cerebral Palsy), Stephen Wiltshire (Autism), and Peter Longstaff (No arms). I use expectations to show my students that I believe in them not as something for them to fail. I always start each lesson with my motto "There is no right or wrong way to make art."

Last But Not Least

Let us not forget the most important part of teaching regardless of who we are teaching, relationships. I cannot stress enough how building relationships, not only with your students but with their caretakers, the staff in your building, just all stakeholders will propel your teaching career. I am not saying change who you are; I am saying do not negate the importance of this step. As an introvert who suffers from PTSD and depression, I know we may not want to invest in building relationships outside of the relationships we build with our students, but it takes a

village. I view my students as if they were my children. I spend just as much, if not more time with them as I spend with my own children. Seeing my students as mine causes me to be invested in their success, and just like I can't raise my children alone – I can't teach alone. I make it my point to get to know at least one thing about everyone in my building and to speak and be polite. I am also modeling these behaviors for my students. I say this to say, when you build relationships, you gain favor. I can go to anyone in my building, and I know they will go out of their way to help me with whatever is needed. I am not the only one who benefits from this, my students do as well.

Let's Reflect

I will leave you with these final thoughts which can be applied to any teaching assignment:

Be a reflective practitioner (reflect before and after); help while allowing for independence; remember the varying abilities of your students; break it down (step by step directions); use multiple modalities of communication (core boards, visual cues, modeling, differentiate); and let the art flow (process over product).

References

Cruse, C. (2017). The benefits of Art for Students with Special Needs. Retrieved from <https://blog.schoolspecialty.com/benefits-art-students-special-needs/>

The Importance of Art in Special Education (2021). Education Alternatives. Retrieved from <https://ea-schools.org/2021/04/20/the-importance-of-art-in-special-education/>

Excellence in Education Award



Amanda Huizar

Benjamin Tasker Middle School Art Teacher Amanda Huizar will be honored with the City of Bowie's 39th Annual Excellence in Education Award and will be presented with a certificate and monetary award during the City Council meeting at Bowie City Hall on June 3rd, 2024.

Congratulations Ms. Huizar, we are so proud of you!



Children's E-Book Group Project Assignment - Canva

By Melinda Conrad-Brown
Digital Arts Teacher
Buck Lodge Middle School

Coming up with Digital Design projects for Middle schoolers can be a challenge. I figure I'm not going to hit the "Oh cool! This is fun!" mark every time. This one initially got the thumbs down from quite a few students when I prepped them on it a few days before the presentation. Being a new teacher, I started to get discouraged, but then I said to myself...just go with it and see where it lands.

The objective: Wrap-up the end of the school year with a project that included everything they learned about Canva and include new tools that will make their stories more exciting: animations of characters and text; adding music and voice overs. They already learned the basic tools in Canva and visual design methodologies by doing movie poster re-designs, logo designs, and studying graphic design trends from the past to the present.

I told them that we were doing a nursery rhyme eBook. That initially got the boos going, but when I reminded them that the Chronicles of Narnia is super long, they embraced the idea. After I explained

the assignment and the rubric for grading, I went into a background copyright and the Gutenberg eBook collection and how it could be used. I also gave them a brief history of who Johannes Gutenberg was and how he developed the first printing press for books.

Once the students gathered into groups and chose their story from the list I provided, they really got into it. I marveled at how excited they were. There they were scouring the internet for ideas; searching music and clip art; drawing their own images; and picking who would record which character. I loved watching them. I felt like it landed pretty well.

We are just getting started on this eBook journey as our final big project for the year, but I thought that it was a good idea, and maybe other teachers might like it too.

Children's eBook Project

Ms. Brown
Digital Design
Buck Lodge Middle



Why are we designing a children's book?

Because it is fun! You will learn...

- How book design can be done in Canva
- How to layout text across multiple pages
- How to integrate digital art/clip art or hand created graphics into the pages
- How to use color palettes and font themes to help tell the story

You will also learn...

- How to incorporate animation into your book design, such as page or character movements and transitions
- How to adjust auto play and timing
- How to incorporate theme music
- How to add voice-over recording.

Stories that your group will choose from:

- Mary Had a Little Lamb
- Humpty Dumpty
- 3 Little Kittens
- Hickory Dickory Doc
- Old Mother Hubbard
- The Months of the Year

Who is Johannes Gutenberg, and why are we using his collection of Nursery Rhymes?

Johannes Gutenberg invented the first known mechanized printing press in 1455, when he printed the first Gutenberg Bible.

The Project Gutenberg eBook of The Big Book of Nursery Rhymes, by Various

"This eBook is for the use of anyone anywhere at no cost and with almost no restrictions whatsoever. You may copy it, give it away or re-use it under the terms of the Project Gutenberg License included with this eBook or online at www.gutenberg.org."

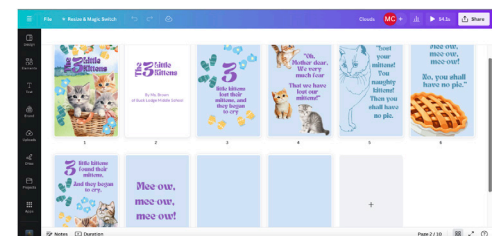
Title: The Big Book of Nursery Rhymes
Author: Various
Editor: Walter Jerrild
Illustrator: Charles Robinson
Release Date: January 13, 2012 [EBook #39562]
Language: English
Character set encoding: ISO-8859-1



How you will be graded (200 POINTS)

This is a Group Project. You will be as a team.

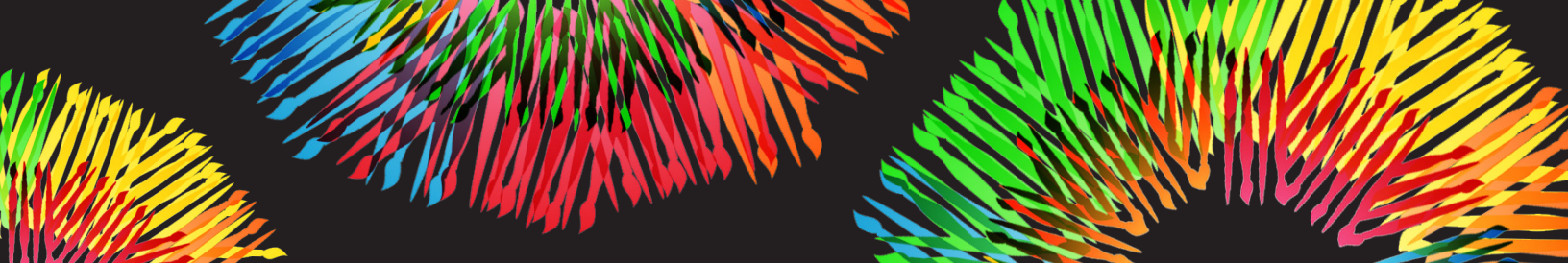
1. Choose the story
2. Choose the style of design that best suits your story (75 pts)
 - a. What design trend will you follow?
 - b. What font style will you use?
 - c. Will the art be hand drawn or clip art?
 - d. What about the color palette?
 - e. Where will you put the animations or transitions?
3. Choose a suitable layout and number of pages to keep the young child's attention. The longer the story the more interesting or exciting it should be. (50 pts)
 - a. How many pages will it be?
 - b. How long will the story be? How many minutes?
4. Who on the team will do the voice over? (50 pts)
 - a. Will there be different voices for the characters?
5. Choose intro and outro music for the story. (25 pts)



CHECK LIST

You need to decide how to break up tasks:

- Research the story you decided to do online and see what other publishers did and figure out how you can make it better with your own art.
- Break up the story into pages
 - How much text and art per page will you use
- Decide on the color palletet you will use
- Decide on the fonts you will use (no more than 2)
- Decide on the style of art you will use (no more than 2 styles)
- Decide on the design trend you will apply
- Decide on animations and transitions
- Decide on voice overs: Narrator and or Characters
- Double check spelling and grammar
- Double check animations and transitions work
- Each team member upload FILE (Not Link) to the Canvas assignment.



Year End Thoughts

By Ms. Dawne Aylor

Teaching Practice

Sonia Sotomayor is a new middle school in Adelphi, Maryland. This year, my plans were to ensure that student art was showcased in every aspect of the school where permitted. Every display case completed in my 6th through 8th grade classes were showcased in “Standards Based Bulletin Board” format so as to ensure that students and staff knew and understood that Visual Arts is not about “just drawing a picture” like many people diminish Visual Arts to be about. With this in mind, I feel that I have really grown as an art teacher with the projects that I have worked on with the students.

My Personal Art Practices

Personally, I feel that teaching Visual Arts has really opened and expanded not only my teaching style; but, my own personal artwork.

I designed my 2nd tattoo for a friend of mine that he got placed on his forearm. I also painted a ceiling tile based on Abstract-Impressionism. This was a really big risk for me because I had to really think about the mediums used and how to set it so that it would not fade. I also selected students to create their own tiles based on the Surrealist artist of their choice. They also performed an Author’s Study about their chosen artist in Nearpod.

After viewing my ceiling tile in my art studio, my principal indicated

that he would like one in his office. I decided to design a tile for him as well since he is the founding principal. I used mixed media (pan oil pastels and tempera/acrylic paint) to create a portrait of Dr. Alicea for his ceiling (by the way, the ceiling tile art was approved by Honeywell and Dr. Alicea).



7th and 8th grade Mini Room Diorama Project, Focused on Recycled goods, origami, and the Elements of Art and Principles of Design.



Lino-cut Prints.



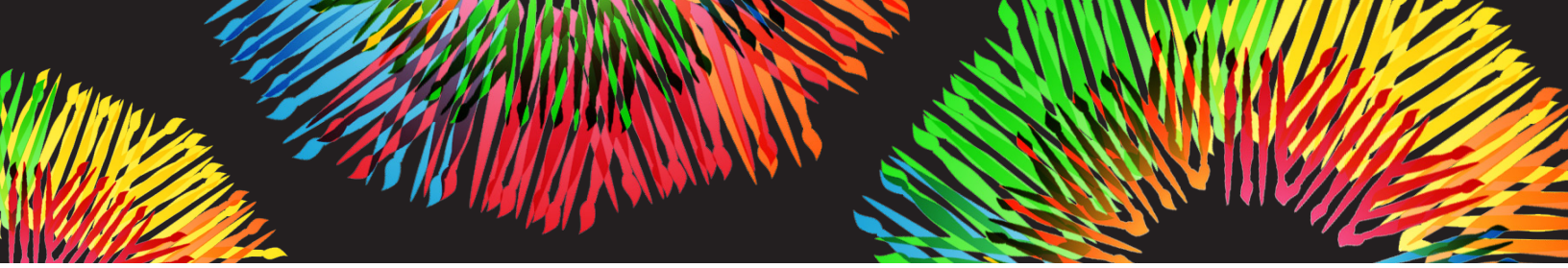
Tattoo Design



Ceiling Tile with Mixed Medium Abstract-Impressionism



Portrait of Founding Principal, Dr. Alicea on ceiling tile-Mixed Media



Happenings at Colin Powell Academy K-8

By Karen Thomas

Art exhibits

I have conducted several art shows in school and outside of school. The one in school was during the ribbon cutting which was called the Winter Show. This was filled with all grade levels.



My school also partnered with a nonprofit organization called PM Ready and did two art shows which reflected on saving the earth and stopping poverty held in Harmony Hall and Oxon Hill Library.



In the classroom

Working with the (NEW) Kiln here at Colin Powell.



Field Trips

We went to the NMAAHC Museum Field Trip where they learned about art history and how to critique artwork.



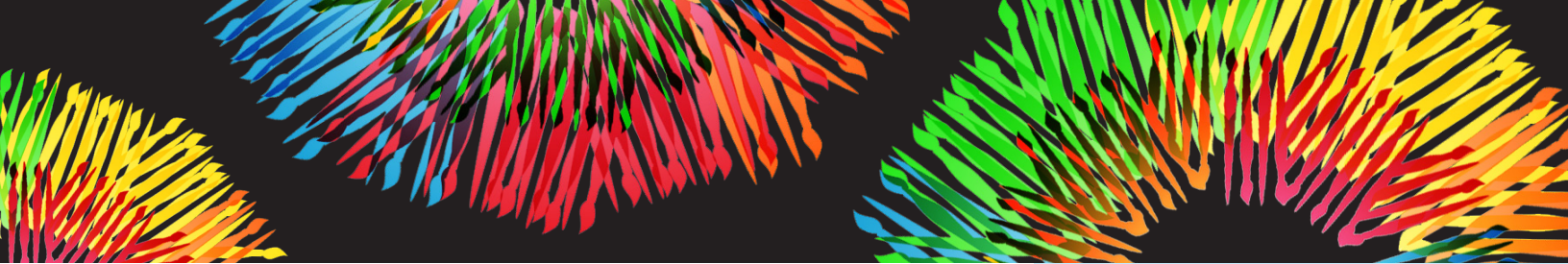
For another field trip we took 100 students to Medieval Times in Arundel Mills, learning the history of that Medieval era. The fashion, food, etc.



Professional Development

Also went to a Art PD on a Sunday about self portrait cubism.

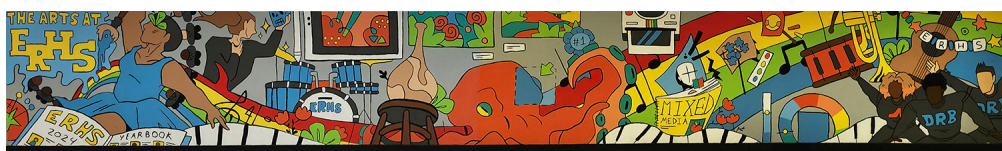




Eleanor Roosevelt High School Art Club Mural

By Monique Connealy

Art Club students collaborated on design ideas to create a mural that represents the arts at Eleanor Roosevelt HS. Senior, Sarah Romero created the design on her Project Creativity PGCPS issued iPad, which was then projected onto the stairwell wall. They painted after school for over 2 months, and have put in over 160 person hours into the painting. We were a little worried that we wouldn't be done by then end of the school year, but we finished just in time.



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.

