

The Ohio Department of Education, Arts Division
in partnership with

East Central
Ohio Art Education Association
Carroll — Columbiana — Holmes — Stark — Tuscarawas — Wayne

Presents

*Teachers as Artists:
Innovation in practice*

April 2010
Ohio Department of Education
25 South Front Street
Columbus, OH

 **Ohio** | Department
of Education



East Central Ohio Art Education Association Statement

Visual art teachers (or “specials” as we are better known within public schools) strive each and every day to bring a love of the visual arts everywhere we can...after all, it is our own love of the visual arts that led us on a path to where we are today—**a place of artistic wonder, packed full of imagination, creativity, innovation and inspiration**—upon which we strive to shine a light for the benefit of all Ohio school children PK-12.

Like all artists, our personal artwork in this exhibition is a reflection of these things and while we have the daily responsibility of many roles, it is the role of the “artist who teaches” that we highlight in this exhibition. We hope that as you view our artworks, you think not only of a rich knowledge base which defines who we are as artists and teachers, but also, the **impact one teacher and one subject can have on so many young developing minds** as well. After all, the skill set of imagination, creativity and innovation is inherent not only in our subject matter and daily lives, but also embraces our classrooms each and every day as well.

*Randall Robart, Past Regional Director, East Central Ohio Art Education Association
Current 1st Vice President, Ohio Art Education Association (OAEA)*

Acknowledgments

It was first Randy Robart who approached me in the fall of 2008 with the idea of the first *Teachers as Artists* exhibit at the Ohio Department of Education (ODE). I am indebted to him for pursuing the project and doing the outreach and promotional work with teachers in the Ohio Art Education Association East Central region.

At ODE, Superintendent Deborah Delisle was supportive and enthusiastic. Scott Hoshor shared his eye for fine detail and Paul Johnson and Scott Norris saw to all our facility needs. Teresa Cole helped enormously with the unpacking, tracking and inventory of works. And Sterling Roberts took beautiful photographs of many of the two- and three-dimensional pieces. The excellent appearance of the show and catalog attests to the artistic capabilities of Molly Uline-Olmstead who served as exhibit designer. It was a great pleasure to work with her again.

Finally, I am grateful to all the participating visual art teachers who responded with amazing creative energy to contribute a variety of imaginative works to the show. Thank you.

Nancy Pistone, Arts Consultant, Ohio Department of Education

[**Note:** Artists’ statements in catalog respond to the question, “How do you use your imagination as an artist and a teacher?” The question was inspired by *Imagination Conversations*, a national project of Lincoln Center Institute.]

PATRICIA L. KUNTZ ANDERSON

Triway Local Schools | Teaches grades 9-12



Symbols
Batik on cotton

Imagination and creativity are a part of everything that I create and every lesson that I teach.



Dogwood Scarf
Painting on silk

In the batik, *Symbols*, I used visual symbols to depict a world in which we are all one. There are symbols of different religions worked into this piece of art including Buddha (Buddhism), cross (Christianity), moon and star (Islam), shell (Hinduism), star (Judaism), sun (Native American), and yin-yang (Chinese). Other symbols in the piece include flames symbolizing the Great Spirit that flows through us all—fetuses and falling hands that show we are all children of this earth and our bodies will return to this earth—the tree, which represents the earth that nourishes us, the air that we breath and the water that we drink and animals with whom we share this world.



Learning From the Generations
Mixed media,
wood, beads,
trinkets, and felt

In *Dogwood Scarf* I used lines to represent all the lines that we need to stay within the rules for living within society. The dogwood flower was used as a symbol for staying within the guidelines of Jesus.

In *Learning from the Generations*, my imagination took me from a pink felt heart that I was making to felt flowers to the lives of my mother and grandmothers. To this art I added little symbols of things that these special ladies taught me or of the moments we shared.

As an art teacher, I use imagination and creativity to help the students express their ideas. Sometimes we express our ideas with symbols. Sometimes creativity shows itself within the medium – using it in a new way or mixing different media together or using everyday objects in art. I have used the other arts to push the students to be creative, such as music in drawing class. Imagination in my classroom takes us to experiment and try new options. Who knows what the next day will bring.

JODI HUPP

Dover City Schools | Teaches grades 9-12



Down Time
Photography

Imagination is a key component in what I teach and in what I try to display in my own work. For my work, I like to show ordinary objects and people in ways that might be normally missed or underappreciated. I look for things that people see on a daily basis, and I search for ways to facilitate others seeing them in a new way. I want people to see the beauty in what is often perceived as less ordinary.

For my students, I want them to use their imaginations by keying in to ways to engage in their surroundings which also enhances the eventual ownership they will feel for their art. I want them to draw in the audience and hold them there for a moment. Technical skill is important, but there is that intangible each individual has in regard to thought, imagination, etc. that no one else possesses. The student needs to look for ways to engage others and experiment with materials and the imagination to produce works that are unique to the individual artist (student) and his or her experiences.

JILL CLUTTER

Triway Local Schools | Teaches grades K-6



The Ultimate Creator
Photography



Mother Nature's Pregnancy
Photography



Tri-Colored Plate
Ceramics

I enjoy integrating imagination into my art by finding a deeper meaning in everyday objects. In doing so, I analyze found objects and create a piece of art that goes beyond the object's original purpose. Integrating imagination into my art allows my spirit to have free reign to compose pieces that depict my inner thoughts to flow creatively. Not only does a new idea energize my creative thoughts, it allows my imagination to take over so I can enjoy the ride.

As an art educator, I feel integrating the imagination in my youth art is an adventure. Students are able to "pretend" and travel to places they may have never seen by using their imaginations. Integrating imagination in my classroom is therefore very important to allow for students to experience different levels of creativity.

LIZ DEBELLIS

New Philadelphia City Schools | Teaches grades K-5



Keys and Buttons
Fabric, found objects and fabric paint



Fall Leaves
Reduction linoleum print



From My Favorite Spot, Fabric, beads, oil paint, and fabric paint

I find the best way to utilize my own imagination as well as that of my students is by looking at nature or other people's artwork. As an artist I keep in touch with what my peers are creating. I am in many different artists groups, both local and international to keep me current with what is happening in the art world. Other people's artwork is a great inspiration to me. I also look at the world around me for creative ideas. I especially love to look at the wonderfully elegant positive and negative shapes branches create as they grow.

As a teacher I use artwork that has been created by famous artists to inspire my students. My students are amazing because they are able to look at artwork by Van Gogh or Da Vinci and create their own work inspired by these great artists yet be completely original. Many students were never exposed to artists before so the artwork they create is fresh and beautiful. It never seems overdone or kitschy, which happens many times when adults create work that is directly inspired by iconic artworks.

HEATHER CONNOR

United Local School District | Teaches grades K-6



Hanauma Bay
Watercolor



Autumn Road
Acrylic



Grandma's House
Acrylic

As a teacher I like to encourage my students to use their imaginations. Of course every art assignment involves imagination, as it is the ability to create new things or new ideas. Providing time for my students to develop their ideas is a key aspect of successful creation. I try to always tell them ahead of time what we will be doing so that they can think about it and not feel like they are under pressure. I don't think you can force imagination, but you can help it flourish. One way to encourage imagination is to create an environment that promotes individual innovation, originality, and provides the personal freedom that allows a student's creativity to blossom.

Imagination is also using your mind to picture things that are not actually real. I ask my students to visualize their design ideas every time they start an assignment. Yet for young students it is also important to provide an aspect of play in their creation processes. In many of my assignments I use stories and have the students begin by imagining what something might be like. For instance, in one lesson I begin by telling the students to put their heads down, shut their eyes and pretend that someone is at the door. It is our fairy godmother and she wants to take us someplace special. I use a different voice and the fairy godmother and I converse over places we should go or things we might do. We might imagine riding on the back of a dinosaur or diving under the sea following dolphins as they swim – imagining what we would see. This type of imaginative play assists the student to further imagine the ideas they may want to create.

BARBARA KALIE

Orrville City Schools | Teaches grades K-4



Ballet Practice
Oil



African Medusa
Clay

"Every child is an artist" Part of imagination is the ability to make errors, and to discover how to learn from them. The other part is the difficult task of trying to view things from many different angles, experiences and emotions. So when "happy mistakes" happen, we explore them, define them and express our feelings about them. We try to put them into context, into a history. Children should be allowed to explore with their art. This is their work, their development and their history. It is through this exploration that they become unique. All other faucets of education can be framed around the art experience, be that history, math, science, language arts, psychology etc. Through their imaginations, children have the opportunity to change our world. As Walt Disney once said, "If you can imagine it, it can happen."

JANICE MORI GALLAGHER

Euclid City Schools | Taught grades 7-12 and is now retired



My Versatile Landscape
Fabric, silk ties, beads, and found objects



Ancient Echo of Leather and Beads
Leather, wire and beads



These Three: Faith, Hope, Love, Series
of three wooden boxes with recycled objects

Throughout my career I have used art as a way to ignite imagination and to connect students to other content areas and to themselves. I have published articles and produced videos about the connection between art and the creative spirit.

I began using art as a pre-writing activity. Students, both classroom and adults, found that art nurtured imagination. They could write about their art and from their art. Working with poets, musicians and photographers, I discovered that, once the imagination of the students is engaged, I could teach history through art and music through art.

During the last 20 years of my career in public education, I designed professional development focused on helping other teachers use art activities to connect their students to content, other artists and to themselves. For me and for my students, art became a way to foster imagination and doorway of discovery...an invisible web of connections.

KAREN KLAEHN

Orrville City Schools | Teaches grade 5-8



Winter Escape
Acrylic



Wild Fire
Acrylic

As an artist I'm inspired to create things that haven't been seen before. I look to things around me: nature, architecture, and the human form. Memories of past experiences and adventures often find their way into my creations. Things that affect me deeply and emotionally are also a catalyst because through my art I can express and release those feelings.

As a teacher I also look to the things around me: mass media and popular culture images, famous artists and current trends. I like to make use of recycled materials that would otherwise be deposited in a landfill. I'm motivated to create new projects and lesson plans and I am always striving for new and different ideas. I'm never satisfied with what's been done before, but how I can make the artistic experience better for my students.

SHERRIE DENNIS

Triway Local Schools | Taught grades 9-12 and is now retired



Doyle, a portrait,
Oil pastel on paper

I have always worked from life for most of my paintings, meaning that I use a source to begin from. But it is imagination that brings drama into the piece. My first piece, *Bar Harbor Lighthouse* is a watercolor that while I use realism to depict the scene, also has a dramatic, somewhat romantic air by the use of light and color. Mere copying of nature is pleasant yet when one adds some drama into the image, the image is then transformed to a new level.



The Madonna
(after Botticelli)
Egg tempera and
acrylic gesso on
panel

The second piece, *The Madonna*, is a study of Botticelli's grand painting of the Madonna and child. I began it years ago in graduate school as an assignment using renaissance techniques, such as egg tempera. The image is painted on wood coated with rabbit skin glue, sanded and then homemade gesso was applied. Egg yolk was then mixed with the pigment and ground into paint. It was tedious to say the least. We were not expected to complete the painting but to learn about the laborious methods involved. Recently I decided to complete the painting on my own terms so I began repainting it with acrylic paint glazes over the crosshatched image. I tried to imagine the love, joy and sorrow of the Virgin and added a cross that runs through the painting and off into the frame which I also painted. My imagination and empathy were what helped me to complete the painting.



*Bar Harbor
Lighthouse*
Watercolor on
paper

The third piece is a drawing I made while taking teacher classes at the Savannah College of Art and Design. We were studying the techniques of Rembrandt using a direct light source and limited palette of oil pastels. We drew from a live model, "Doyle". He was an excellent study and I drew his shirt a little more ruffled and drew in his earring and hair pulled back to create an image of Doyle from long ago. Imagination.

KERI STRATTON

Dover City Schools | Teaches grades 9-12



Mirage
Acrylic and
collage

I think the key element in encouraging imagination is to constantly remind myself and my students to try new things. If we know exactly how a composition will look before we begin, we haven't really taken any artistic risks. If we challenge ourselves to expand our initial ideas or concepts then we are cultivating our imaginations.

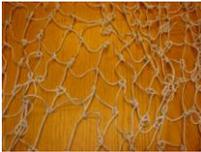
Our imaginations can take us on journeys with no limits if we nurture our own creativity by exploring new processes and media. I believe that writing and drawing are two of the best ways to show others how imaginative we can be. I try to develop lessons for my students that teach a concept and engage them to apply that concept to create varying artistic works.

HOPE A. LONG

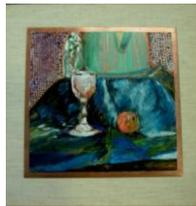
Wooster City School District | Retired



Spring
Glass
mosaic



*Interconnec-
tions*
Fiber



*Goblet, Still
Life*
Acrylic on
copper

Problem solving through creative thinking has many positive results. First, it enables one's brain to be more flexible. Striving for creative solutions to art problems stretches both one's brain and one's abilities. Second, brainstorming is a wonderful technique to solve artistic problems as well as the problems of life. Third, creative approaches to problem solving help one to meet life's challenges with more success. Fourth, the future belongs to creative people. The people who will be successful in the future will have the ability to be creative. Fifth, one must think outside the box not only in the realm of art but also in one's daily life. Sixth, an imaginative approach to problem solving encourages one to become a more critical thinker. In conclusion, one of the rewards of making artwork is to reject the obvious answer and to dig deeper within oneself for the uncommon answer.

ELAYNE LOWE

Beaver Local Schools | Teaches grades K-4



Look Outside
Watercolor
and marker



*A Bit of
Gettysburg*
Acrylic paint



*Remember
Wyoming*
Homemade
paper and
dried flowers

Art has very different meanings to the person that creates the work of art versus those that view my art or purchase art for personal pleasure. I painted *Look Outside* as a tribute to my father because he taught me to look beyond the obvious to see the beauty of nature around me as a small child. I met my first professional artist when I was in third grade when she painted portraits of my girlfriend and her brother. I would sit there and watch thinking what it would be like to her. I could always imagine myself doing things and going places that were out of my reach as a child because I grew up in a very small town but I never forgot that special feeling I had that day wondering what it would be like to be an artist. Teaching has enhanced my life by giving me more opportunities that I ever expected or could dream of. I never doubt myself, my ability to have a positive influence on those around me, or the gift of my creative efforts which make people smile.

CATHERINE LYNCH

West Holmes Local School District | Teaches grades K-5 and 9-12



Relic Series One
Soft pastel on burned paper with tree bark, thread and ribbon on burlap

Art tells stories, stories which evolve with time and which are different for each viewer. As artists, the stories we feel compelled to share with others grow from our experiences and influences and yes, from our imaginations.



Relic Series Two, Soft pastel on burned paper with tree bark, thread and ribbon on fabric

A very wonderful asset of teaching large groups of children is the wide range of experiences and ideas they bring with them – their stories. These stories are invaluable in abbreviated form during brainstorming and shared in greater depth in artistic illustration.

I often challenge my students to find the way they can best share what makes them unique within the framework of the given assignment. In viewing the widely imaginative fruit and vegetable portraits created by Giuseppe Archimboldo a student who felt uncomfortable drawing faces came to life when I encouraged him to illustrate something more to his liking. Soon he was engrossed in drawing a truck composed of wrenches and screwdrivers beneath a sky of hammer and nail clouds.

Of course it is also a teacher's job to push students beyond the comfort zone of their interests and experiences. By exposing them to the styles of many artists and art movements their own imaginations are broadened.

What a wonderful gift we are given as teachers, to imagine unlimited possibilities in our students.

MICHELLE PELINO

Crestview Local Schools | Teaches grades 5-8 and Gifted Art



Flower Jungle
Watercolor

As an art teacher and artist I want to instill the idea that everyone can learn how to be creative, expressive and learn about art. My versatile background and love of art in so many different mediums has influenced how I approach my students. My ongoing passion for art inspires my students by influencing their knowledge and lives.



Bite me!
Watercolor and salt

I believe that each student is able to learn and express him or herself artistically. As an art teacher my students develop basic skills and visual awareness helping their intellectual growth, a sense of identity and creative self-expressions. My students discover the ability to problem solve, collaborate and incorporate art into other subjects.



That darn orange line!
Watercolor, oil pastel and salt

My art is a reflection on many years of teaching and learning about art. I feel that the flowers that I have painted are from my childhood. My mother had a flower shop and died when I was 16. Flowers remind me of the times spent with her and bring a peaceful feeling to my soul.

KATHRYN CRAIK MATTHEWS

United Local School District | Teaches grades 7 and 9-12



Turtle Baby Comes Home
Watercolor



Angela & Q
Hand carved block stamp with acrylic stitching and quilting, hand application of paint on fabric



Timmy 2
Stamp, paint, quilt on fabric

How do I incorporate imagination into my art and into my teaching?

Much of my work deals with narrative from life told through the eyes of my imagination. I enjoy using personal symbols to further enhance my stories. I find that surface design on fabric is a good way to incorporate what I need to say. I like to print, draw, and paint on fabric and embellish the surface with quilted stitches and layered images. Sometimes I also write on my art ranging from musings to a few very specific words. In my watercolor painting titled *Turtle Baby Comes Home*, I use only the pushing of the paint to show my solution to the fate of the bronze sculpture *Turtle Baby* by Edith Baretto Stevens Parsons, a work that was disrupted by the renovations of the Cleveland Museum of Art. From the time that I was a young art student visiting the museum, I developed an attachment to *Turtle Baby*. In fact, I would always visit her first, just to say hello. Then the museum was closed for renovation and *Turtle Baby* was removed. During the subsequent years, I needed closure for the fate of *Turtle Baby* so I decided to bring her home to my own backyard through the imaginative creation of my watercolor painting.

My two favorite artists are Faith Ringgold and Charles Burchfield. Although seemingly very different, both artists show the blending of imagery, story and symbols within their work. My other two pieces, *Angela Q* and *Timmy 2* show my imaginative use of applied images from life combined with stamped symbols that spin a narrative beyond the expected surface.

How do I transfer this imaginative use of media and thought to my students? Every day I strive to encourage my students to make their work their own...under the structure of the Ohio Visual Art Content Standards.

CHRISTOPHER TRINER

North Canton City Schools | Teaches grades 9-12



Downtown Flutter
Watercolor

When I began my career I saw myself as an “art teacher.” The longer I teach, the more I realize I have to be an “artist” to truly serve my students. I cannot imagine any teacher of any subject not practicing their craft in some form. I cannot shut off my creative outlet and continue to be a strong educator. I try to have my students see contemporary art as a statement about our lives, our times and why it is important to them.

Being innovative in my own personal work as well as the lessons for my students is my challenge... and it is with great pride that I am always thinking about what is new and what is next for my classes. What gets them thinking beyond what they know now about art, our world and their own capabilities is what makes being an artist and an art teacher such a rewarding combination!

SANDY RENÅ MILLER

West Holmes Local Schools | Teaches grades 9-12



Self-Portrait
Ink

“Ms. Miller, I think imagination is encouraged or discouraged by the culture and time period. I feel lucky because we are encouraged more in this time period than in the past. Look at everything around us; imagination and creativity are very valued today.” – Senior Art IV Student



Pelican
Ink

This was a statement that came about during a discussion on imagination. The students initially appeared intimidated by the terms *creativity* and *imagination*. While digging deeper, I found that students were worried about sounding egotistical about claiming to be imaginative. What an interesting thought, a highly valued concept is one they are fearful of claiming.

In my own work and life imagination is vital. I try to step outside my own comfort zone in style and media to help increase the levels of creativity. For instance, in the pieces I have submitted for this show, I have explored a new drawing technique that is much looser and freer in application. It is scary to work this way for me. I have to allow my hand to be more bold and fearless in applying ink to paper.

As teachers and as artists we have an obligation to take the fear and intimidation out of being imaginative. We need to use the terms of creative and imaginative in praise to enable our students to step out of their self-imposed boxes to become more confident creative beings.

MATTHEW L. RAMSEYER

Orrville City Schools | Teaches grades 9-12



Happy Cow
#1480
Watercolor

When I think about the topic of imagination my mind immediately transfers to the idea of creativity. As an artist, I have found that my most creative moments happen when I am fully engulfed in a project. By choosing a topic that I am passionate about, I am able to fully commit to the successful completion of that idea. Creativity is more than having a “creative eye.” To me creativity is when an artist structures a work of art in a way that takes an idea and portrays it to its fullest capacity while at the same time he or she invites the viewer to bring one’s own ideas or questions into the work as well. It is more than the ability to create art with a strong technique. In my opinion the artwork needs to make a statement.



Untitled
Raku
ceramic

As a teacher, I feel that our number one goal should be to encourage imagination and creativity. Too many students today sit around while decisions are made for them. They mindlessly play video games, buy clothes someone else designs and watch movies others produce.

This poses a real problem in the classroom as a whole because most students want to know exactly what they have to do and how they can do it. In the art room we encourage our students to think on their own, to think outside of the box. The restrictions are not so tight that they are forced to make what we as teachers want, but they can create work that is meaningful to them as an individual, as an artist.

RANDALL ROBERT

Rittman Exempted Village Schools | Teaches grades 8-12



A Siren's Call
Mixed media



Self Portrait
Mixed media



Transformed
Mixed media

Isn't it amazing how people intrinsically know what imagination is; yet they find it difficult to define as an absolute? We wish for the inclusion of imagination, but rely on data in decision making instead. These shouldn't be treated as an "either or", but as a compliment of each other, for as quantifiable as we want art to be, sometimes it's the process that matters most.

As a visual arts teacher, imagination has always been key to unlocking every student's true potential, interest and drive...and while other core subjects require application of facts and theorems that leave precious little room for leeway, the arts allow one to fully engage knowledge to create in a multitude of ways. It is with this in mind that I seek to connect my artistic abilities with the minds, hearts and spirits of my students as well.

Albert Einstein very eloquently defined imagination:

"Imagination is more important than knowledge. For knowledge is limited to all we now know and understand, while imagination embraces the entire world, and all there ever will be to know and understand."

AMY ROHR

West Holmes Local Schools | Teaches grades 6-8



Friendship
Watercolor

In my classroom, I challenge students to use their imagination in many ways. I encourage students to imagine something other than what they already know. Through art, students can imagine what it is like to be in another place, time period or even as another person. Growing up in a small community it can be difficult for students to see themselves in any other place, or doing anything other than what is around them.

I want students to imagine creative solutions for the problems they are presented with in class. When they walk out my door, I urge them to use that same part of their brain to help solve problems in other subject areas and in their daily lives.

Sometimes students need a real push to try something different when it comes to creating artwork. They like to stick to their comfort zone. I try to create an environment where students are not afraid to try something new. I want them to experience different art styles, media and subject matter without the worry of failure.

Within my own artwork I use imagination differently. My favorite subjects are people and places. When painting or drawing a person, I love to imagine what they are thinking, saying or feeling. It is like I am recreating a place. I imagine the people and activities that have come and gone. Visual art can spark the viewer's imagination. I strive to accomplish that with my artwork.

HEIDI SWIFT

Lisbon Exempted Village School District | Teaches grades K-5



She Moves Forward
Bronze



Deconstruction
Bronze

My ideas for art are personal connections that I have made throughout my life. They are mere ideas until I use my imagination to think of ways to transform them into a work of art. My first bronze piece *She Moves Forward* is inspired by the sculpture *Unique Forms of Continuity in Space* by Umberto Boccioni. *She Moves Forward* is a sculpture I created to express my gratitude to my mother, grandmother and the women in my life. Each of them chose to move in a direction that was new and different and to live their roles as women in new ways. Their advancements paved the way for me to pursue a college education and follow my desire to become an artist. I held my idea to make a piece to honor these wonderful women for a long time. My personal journey led me back in time to the smell of pizzelles and the comfort one feels from a family tradition.

My imagination was embedded with personal experience. It is through my imagination that I made the winds of my sculpture by pouring hot wax into a pizzelle machine. The radical designs of the pizzelle are symbols of family traditions and family advancements. My sculpture honors the women in my life who have given me support to live life in new ways.

GARY SPANGLER

Malone University



In Motion
Hand color photo



Restless
Hand color photo



Worn Out
Hand color photo

During my years of teaching at Massillon Washington High School and Malone University, I have found that photography has been the most satisfying experience for my students. Yes, traditional black and white film processes are not as automatic as digital, but nothing can replace the excitement of working in the darkroom. The conceptual process of selecting a negative for a particular technique is often based on what the student is trying to achieve in their work. Hand coloring is often selected because of what can be done with the picture. Students really enjoy all the polyfiber papers. There are so many options. Therefore, I find that most of my students use this technique whenever they can. The best part is that the image is already there and all they have to do is to choose the media and color in all or selected areas.

JUDITH SINGER

Plain Local Schools | Teaches grades 5-8



Bamboo Raku
Raku-fired
stoneware



Raku Pot
Copper / Crackle
Raku-fired
stoneware



Hawaiian Raku
Raku-fired
stoneware

Just imagine... What if...? Now, what can be made of that? Justification for "saving stuff"! Snack cracker boxes become giant insects. Tree twigs serve as drawing tools or sculpture material. Inventiveness. Curiosity. Exploration. Ideas. Mental images. Picture that! Creative process acts upon inspiration and imagination and produces concrete artistic expressions of mental images, thought and feelings. What sparks imagination? Inspiration may come from environment and life experiences, from natural or manmade objects and materials, from relationships with others, from considering and appreciating creative work of others and from within ourselves. Imagination takes on visual form when there is a desire to communicate and openness to experimentation and discovery. Risk-taking and art-making lead to redesign, adaptation and innovation. Visual expression of imagination engages problem-solving and critical thinking. The development of artistic skills and techniques enhance the manipulation of materials and media to produce thoughtfully designed and well-crafted works of art which effectively communicate thoughts, feelings, and ideas. As visual art educators, we seek to provide sources of inspiration for imagination and opportunities for self-expression and artistic growth.

As artists, we model all aspects of the creative process. We share common ground with students, experiencing all of the challenges of transforming mental images into visual statements. Personally, for me, this all started long ago in the sandbox under the apple tree...Just imagine that!!!

Raku: (enjoyment - contentment)

This English translation of the Japanese word Raku describes the special relationship between pot and maker. Each piece is unique due to the nature of the process – no two pieces can ever be the same. Raku is a firing technique that rapidly heats a clay object until the glaze fluxes. Then the piece is removed from the kiln and rapidly cooled in combustible materials which ignite and smolder in a closed container or pit. This fiery process produces rich, carbon-black clay bodies and crackled or flashy copper-luster glazes. In 16th Century Japan, the making of Raku tea bowl was part of the tea ceremony. However, most modern western Raku pieces are intended to be purely decorative for our visual and tactile enjoyment.

BARRIE ARCHER

Beaver Local Schools | Taught grades 9-12 and is now retired



*Century Plant
on Capri*
Photograph



*Castellina in
Chianti*
Photograph



*Blue Spinningy
Thingy*
Acrylic and silver
marker

Teachers never stop teaching. Artists never stop responding. The works I chose to exhibit reflect prior statements. My work is personally significant for a variety of reasons. The work may reflect any of the elements of design I found instructional or exhilarating. Or the work may document an internal or external moment expressed as deftly as I can. These are my contributions to the human exchange of ideas and energies. You must provide the rest.

TRICIA THORLEY

Wooster City Schools | Teaches grades 9-12



Growth
Cut paper and
ink

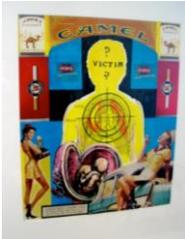
Imagination is a compelling topic in my life both personally and professionally. As an artist I look at my surroundings and see the world through an artist's lens. I see a world full of color and line, movement and contrast, texture and emphasis. Additionally, I envision everything through the eyes of a mother!

I imagine the positive and playful, the chaotic and caring, and the timeless and treasured things in life. I perceive imagination as a problem-solving tool for my students, my children and myself. I imagine the beauty of common everyday things. I alter these things into something not so commonplace and mundane to society. I mold these things into something new and exciting, even rousing or questioning. I want my children (both my own and my students) to appreciate their surroundings and not take them for granted, to view their lives, their futures and their imaginations as endless possibilities for success! Isn't that what growth is all about? Take in the world with both eyes open and make the world what you can with the time you are given. We all search for purpose, whether it is calculated or dreamlike. With passion, determination and support from family, friends, and educators, students can let their imaginations guide them through life with great memories intact!!!

LAUREL WINTERS CANTON COUNTRY DAY SCHOOL | TEACHES GRADES 1-8



Simple Gifts
Mixed media
collage,
acrylic, oil
pastel and
stamping



Golden Girls
Mixed media
collage,
acrylic,
stamping

How do you utilize imagination as an artist and as a teacher? I firmly believe in Albert Einstein's statement that "Imagination is more important than knowledge." I explain that to my students, parents or anyone else who will listen by saying that if all we know is what others have known before us, we as people would never make any progress. We need ALL of our citizens to be creative and imaginative and to see connections that others have not seen before in order to be innovative and to move the knowledge and progress of humankind forward.

I believe that begins in the art room – where students play with shapes and colors, turning and arranging them (Process? Procedures? Flowcharting future programs?), analyzing (Compare and contrast? Similarities and difference?), looking at relationships (Contrasting or complementing? Symmetrical or not?), balancing (Supporting a structure so it doesn't fall?), solving sequential problems (Base layer first and then decoration? Internal support for outside structure?), learning to think in three dimensions (Geometry? Architecture? Performing surgery?). Art is the way we understand ourselves and Relationship to the world—our IMAGInation of our lives.

JULIE FISHER

Tri-County ESC, Wooster, Ohio | Taught in Northwestern Local Schools and is now retired



Dedicated to Billie Holiday
Wool, felt,
sheer organza,
silk flowers



Glass and Copper
Fused glass,
copper wire,
vintage copper
necklace



Stripes
Dichronic and
Clear glass

At 18 months of age my mother said, "give her a piece of cloth or a piece of clay and she is busy all day." That same imagination still prevails in my life and especially in my teaching. I enjoy a challenge. August 2009 in a Primary Day's class at The College of Wooster, one little fella raised his hand. I said to myself, ok if he wants to share I will never get this class going because all the little ones will want to do the same and I am on limited time. Then I realized he might need to use the restroom and so I called on him. He said, "I talked to my friend who was in this class and I told him I don't know about this art class and my friend told me it is art like you never had before." I'm still floating on that revelation. All the hours or research reading, gathering information on the net and planning provided an activity that was exciting, enticing, pleasurable and fulfilling. That is why I continue teaching – the students leave the room more aware and creative than when they entered. I am proud to say I teach young people art.

JUDY ZIMMERMAN

Sandy Valley Local Schools | Teaches grade K-5



Glacier Ram
Digital
photography



Sunset
Digital
photography

To teach a student not to fear trying something new can motivate them to feel free to express themselves with confidence through their own artistic creativity. I ask questions and want the students to be able to use their immediate knowledge and begin the process of creating new and imaginative ideas. Sighting the example of Gauguin as to his changing the way we see and use color. The new idea can then be analyzed, expanded and exposed to other learning areas such as math or science; the student can then respond and assess his or her final product with self-assurance.



Ted Strickland, Governor
Deborah S. Delisle, Superintendent of Public Instruction

<http://education.ohio.gov>

Ohio Art Education Association



<http://www.oaea.org/>

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