

# Scope

THE ART EDUCATION NEWSLETTER FROM THE UNIVERSITY OF TEXAS- FALL 2015

## A Map of Where We've Been:



Scope

is a newsletter dedicated to keeping UT's community of art educators connected. The mission of the newsletter is to communicate the interests and accomplishments of current students, alumni, and faculty.

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Our returning second year students spent their summers all over the U.S. Madeleine and Margaret traveled the farthest; they were in Boston and Milwaukee. We were lucky to also have many students choose to stay in Austin, too! Continue below to learn more about our second-year students' summers!

## What We Did Last Summer...

### Beth Link, Community Focus:

This summer I spent most of my time reading and preparing for my thesis. I also got to travel to New York, Ipswich, Massachusetts, and Conifer, Colorado. I taught art classes at the Umlauf Sculpture Garden, Anne Richards School for Young Women Leaders, and at the Dougherty Arts Center.

### Margaret Bridges, Community Focus:

This summer I worked at First Stage Children's Theater in my hometown of Milwaukee, Wisconsin, developing and implementing curriculum for 3rd and

4th grade students at the organization's theater academy. In addition to working, I completed a majority of my research for my thesis, which is also being conducted with First Stage. Finally, I ate a lot of cheese curds, because I was in Wisconsin.

### Hillary Vincent, Schools Focus:

Interning for the Acadiana Center for the Arts in Lafayette, Louisiana, this summer was a treasured experience. This community arts program specializes in integrating the arts with various

disciplines. I taught week-long themed camps throughout the summer for ages 6-12. My favorite memories were spent learning more about my students and their passions in life through the works they created... they never ceased to surprise me!

**Marie Petersen, Museum Focus:**

This summer, I interned with the Education Department at the McNay Museum of Art in San Antonio. While there, I worked with squishy babies, active toddlers, sassy teachers, and messy prep rooms. It was great. I commuted from Austin 2 days a week and listened to many podcasts and all of *Harry Potter and the Half Blood Prince*. When I wasn't driving or at the museum, I was eating at tons of restaurants and food trucks in



**Stephanie Sandoval, Schools Focus:**

This summer, I had so much fun writing curriculum for a local art education program for kids called, *Monet & Me*. I spent my time teaching kids, ages 4 - 10, about Jasper Johns, Chuck Close, and many other artists. Not only that, the children had so much fun working with different media to create projects inspired by these artists. It was a very busy summer but I had so much fun working with such talented students!

Austin and procrastinating on my thesis.

**Ellen Murray, Community Focus:**

I began my internship with the Mobile Art Program, which continued through the fall semester. Mobile Art Program provides free art activities for senior adults living in Austin, Texas, and they focus on serving low-income nursing homes, Alzheimer respite programs, and adult day programs. My thesis is based on my experiences as a teacher in the Mobile Art Program.

**Michelle Voss, Community Focus:**

This summer, I worked on a major grant application to the National Endowment for the Arts to support the development of The Betty and Edward Marcus Sculpture Park, and I got to enjoy multiple tests of Roger Hiorns massive bubble machine installation for the *Strange Pilgrims* exhibition at Laguna Gloria.



**Elizabeth Williams, Museum Focus:**

This summer I interned with Family and Community programs at the Denver Art Museum. I helped with summer camps, worked Create Playdates, and helped maintain spaces for creativity throughout the museum. In addition, I was able to prototype a project for Create Playdate. We had young visitors make field guides using sun paper and mixed media.

**Madeleine LePere, Museum Focus:**

I was lucky enough to work at the Boston Children's Museum in the Art Studio all summer under a truly wonderful mentor. I got some awesome practice working with little kids and great opportunities to work on future programming. I was really inspired and came back with a lot of new and exciting ideas for incorporating opportunities for play in an art museum setting. Right before I left, I got the opportunity to attend an exhibition prototyping session where we physically made additional components for existing exhibits and observed kids interacting with them. The whole summer was incredibly insightful with regards to the process behind the product of encouraging playful learning and I look forward to working with these ideas more in my thesis.

## What We Did Last Summer Cont.

### Stephanie Nordlund, Museum Focus:

I spent the summer in Denver, Colorado, where I interned at the Denver Art Museum and the American Council for the Blind of Colorado. Between the two organizations, I was able to collect data for my thesis, which involves creating and evaluating multisensory resources. Additionally, through my internship at the DAM, I assisted with visitor evaluation and access programs. Finally, as a side-job, I worked at an art gallery, where I curated and designed an exhibition and helped create a mural arts festival. When we weren't working, Elizabeth and I explored the outdoors, including camping and doing our first 14er!

### Elise Chevalier, Museum Focus:

I served as the Teen Programs intern at The Contemporary Austin, where I worked with some amazing educators and even more amazing teen artists. I assisted Teen Programs in selecting a new round of Teen Council members, organizing a teen artist and mentor exhibition, and preparing for the regional Teen Convening at Artpace in San Antonio. I also cozied up to some spreadsheets to evaluate program participant data, shared research on national teen event trends, and created interactive maps to show when and where The Contemporary reached teens throughout Austin.

### Rebecca Dearlove, Community Focus:

I spent my summer in Austin, Texas, interning at the Blanton Museum of Art in public programming. I also began working with the awesome community organization Fusebox Festival. I have been doing everything from planning events to writing grant proposals and it truly has been the best! I spent the rest of the summer traveling, swimming, and doing a lot of reading and movie watching.

### Allison Clark, Museum Focus:

I spent my summer hiking the Hollywood Hills, eating pizza on the beach, dodging movie premiers, and, most importantly, interning at the Museum of Tolerance in Los Angeles, California. I primarily worked as a gallery teacher, employing inquiry-based tours for K-12 students and police cadets. Additionally, I contributed to museum evaluation efforts; marketing, outreach, and research strategies; training provisional docents; and designing and installing the temporary exhibition, *The Road to Freedom: El Monte Sweatshop Workers' Survivor Quilt Project*.



Find Out More  
About Our First  
Year Graduate  
Students

### **Morgan Keefer, Schools Focus:**

Morgan Keefer is an Austin native who received her BFA in Studio Art from Abilene Christian University last spring. She is entering the Art Education program in the schools focus with the goal to teach K-12 grade art courses. Currently, she teaches at an art academy in town and spends time with family and friends as often as she can. She's excited for what's to come and can't wait to be teaching classes full-time.

### **Nohemi Rodriguez, Community Focus:**

Nohemi Rodriguez graduated with her Bachelor's in interdisciplinary studies and a minor in bilingual studies this past May. She now begins her journey in the Art Education Master's program with a focus in community. Ready to experience life within this city, she hopes to spend her time exploring all the beautiful moments Austin has to offer and to continue to grow as an artist.

### **Kirstin Cutts, Museum Focus:**

Kirstin Cutts received her undergraduate degree from New College of Florida, concentrating in French and English literature with a specialization in bayfront note-taking. In her hometown of Gainesville, she worked with UF Performing Arts and the Harn Museum of Art before arriving in Austin to begin her studies in the museum focus of Art Education. She's still getting used to big city life so far from the beach, but Barton Springs and the abundance of craft beers are making the transition easier.

### **Clare Donnelly, Museum Focus:**

Clare Donnelly hails from Rhode Island and holds a BA in Art History from Georgetown University. After spending the last few years gaining practical experience in art museums in DC, Venice, and Austin, she enters the museum focus of the Art Education graduate program with an interest in adult audiences and social justice issues. In her free time, Clare loves going to concerts and attempting to keep up with Austin's incredible food scene.

### **Kelcie Tisher, Museum Focus:**

Kelcie Tisher is a born and raised Texan from Houston. After earning her BA in Art History from UT, she couldn't imagine going anywhere else to further her education. Kelcie is in the museum focus and is excited for this program! She enjoys practicing yoga, going to Renaissance festivals, food, and her cat, Vincent.

### **Carrie Williams, Community Focus:**

Carrie Williams is from North Little Rock, Arkansas. She received her Bachelor's degree in Art Education from the University of North Texas. She is looking forward to working with communities in Austin with projects focused on culture and technology. Carrie spent the last 5 years as an Art and English teacher in Japan as well Indonesia. Yes, she can speak some Japanese, but not much. She obviously loves sushi, but also enjoys scuba diving. Weird, right?

### **Ariel Spiegelman, Museum Focus:**

Ariel Spiegelman is originally from Knoxville, Tennessee, and earned her BFA in Studio Arts at the University of Connecticut. She is now working toward her Master's in Art Education with a focus in museums. Ariel is currently a Gallery Teaching Fellow at the Blanton Museum of Art and is excited to become involved with the Austin community!

### **Maggie Exner, Schools Focus:**

Maggie Exner is from Memphis, Tennessee, where she received her BA in Studio Art from Rhodes College. For the past several years, she has worked at an art museum and a frame shop; made art in the form of drawing, screen-printing, collage, and design; and played in lots of bands. She fell in love with Austin several years ago when coming to SXSW, and always secretly dreamed of moving here. Now her dreams have come true at UT, where she is entering the Art Education program with a focus in schools. She hopes to one day teach high school art and incorporate technology and media in the classroom.

## Find Out More About Our First Year Graduate Students Cont.

### Amelia Fleming, Schools Focus:

Amelia Fleming is entering the Art Education program with a focus in schools. She studied Photography at Savannah College of Art and Design in her home state, Georgia. Over the last two years, she revamped pre-college programs in Savannah and Boston, instilling a structure enabling creativity for both students and staff. Outside of school, she loves to make things (artwork, food, messes...), watch the Golden Girls, read and hang out with Ophelia the cat.

### Kathryn Farkas, Community Focus:

Kathryn Farkas, a native of Kansas City, Missouri, enters the Art Education program with a community focus. She holds a BFA in English from Dominican University in River Forest, Illinois. Happily and inadvertently, she discovered her interest in pursuing art education while teaching English in a kindergarten in South Korea. Recently returned from studying in Budapest, Hungary, she is excited to settle in a U.S. city as lively as Austin.

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## Alumni Interview By: Rebecca Dearlove

Emily Cayton, the Associate Educator for Teachers & Docents at the Contemporary Austin and UT alum, has been kind enough to answer some questions for *Scope*. I asked her a number of questions about the incredible work she does at The Contemporary, as well as about her experience in the Art Education program here at UT:

### Rebecca Dearlove: Could you tell me a little bit about your work at Contemporary Austin?

Emily Cayton: *As the Associate Educator for Teachers and Docents, I work with three very interconnected groups of people. I work with our volunteer docents to set up learning opportunities and trainings that connect to our current exhibitions. We focus on exhibition content and tour techniques, and we are always experimenting with innovative ways to teach from objects/installations. This facet of my duties connects the education department with our curatorial department in order to learn about the exhibitions through multiple lenses. The teacher part of my job involves working with a wide range of educators in central Texas. Through various professional development offerings, usually with a studio-based component, I work with about 200 teachers each school year. Connecting with teachers in the galleries or around the sculpture park gets them all excited to share the exhibition with their students. A docent-led tour connects what the teachers want out of an experience with what the docents and I have been working on during our trainings and brainstorming sessions. In addition to working with these two groups of people, I collaboratively work with the entire education department on all kinds of projects.*

## Alumni Quote:

### Rebecca Dearlove:

How has the Art Education Program at UT prepared you for the work you are doing now and the work you will do in the future?

### Emily Cayton:

*An incredible facet of the program at UT is the diversity of ideas and opinions of what art education looks like and how its future can be shaped. Sitting around those tables and discussing contemporary issues helped all of us find our niche in this exciting field. I've maintained great connections with my peers, who are now peppered around the country! My time at UT offered so many opportunities to experiment and take risks. Our professors championed being a reflective practitioner throughout my time at UT. Most importantly, the professors modeled and made reflection strategies transparent, so when I have to evaluate and regroup, I already have tools to make this process streamlined and productive.*

**RD: What was your thesis topic? Could you tell me a little about your research/writing process?**

*EC: I wrote about the Internet, art museum websites, and how people use them. Writing about the Internet is like taking a snapshot of a moving target, so I wanted to capture what people were doing in that moment. I used a narrative research methodology and wanted my tools for story collection to reflect the topic at hand, so I set up a very open-ended blog and invited anyone to share how he or she used museum websites. I didn't really set any parameters about length or who was answering, so my stories were wide ranging. My research process could've lasted forever, and I probably would've enjoyed that. Right at the end of my research, there were a bunch of brand new articles/postings about participation online that could've taken me to all kinds of places, so it was very difficult to stop reading. As far as advice goes, everyone's thesis is different and it's really important to remember that throughout the entire process. Some people need more help with writing while others need more help with ideas or synthesis or structure. It'll be hard, but try not to compare your progress with someone else. Basically, "comparison is the thief of joy." –Theodore Roosevelt.*

Thank you so much Emily for answering my questions so eloquently. We wish you the best.

## Conference Info.

In the fall of 2015, Art Education program faculty and students shared presentations at two conferences: the Texas Art Education Association (TAEA) annual conference in Galveston, Texas, and the Brushes With History: Imagination and Innovation in Art Education History Conference at Teachers College, Columbia University, in New York. At the TAEA conference, faculty



*I co-presented with Dr. Mayer, Elise Chevalier, and Allison Clark to discuss the use of iPad tours with the Blanton's exhibition, Witness. My portion of the presentation was about the use of free-choice learning and universal design. I was especially grateful for the opportunity to discuss universal design as it ties in with my thesis.*

Stephanie Nordlund, Class of 2016

members Dr. Paul Bolin, Dr. Christina Bain, Dr. Melina Mayer, and Dr. Heidi C. Powell shared research with their Texas colleagues. Graduate students Elise Chevalier, Allison Clark, and Stephanie Nordlund presented at TAEA as well. In New York, UT faculty, alumni, and graduate students presented historical research at the Brushes With History Conference. Dr. Bolin served as a conference organizer and session respondent for Brushes With History, and faculty members Dr. Bain and Dr. Powell presented research papers. Alumni Amanda Barbee, Debra Hardy, and Kirstie Parkinson and graduate students Elise Chevalier, Allison Clark, Rebecca Dearlove, and Michelle Voss also shared historical research at Brushes With History.



*Jon (my husband) has a specific love for Cold War Era media, and I love writing and presenting with Debra Hardy, so this was a great experience from the start. My paper focused on factors impacting children of the day: their comics and social groups, their home life, the challenges and changes within their educational experiences, and finally the impacts of the Red Scare in regards to their school Arts education. This was a fantastic experience, and I look forward to witnessing and presenting more in this format again in my career, hopefully with these two wonderful people!*

Amanda Barbee, Class of 2015



*This semester, I co-presented "Critical Multiculturalism and the Museum Tour" at the Texas Art Education Association's Annual Conference in Galveston, Texas, with Elise Chevalier, Dr. Mayer, and Stephanie Nordlund. I also presented an abbreviated chapter from my Master's thesis, titled "(Re)Telling Stories in Art Museums as a Wartime Service, 1917-1918," at the History of Art Education Conference at Teachers College Columbia University. For the latter presentation, I examined how an educator at the Metropolitan Museum of Art engaged the public through oral and written narratives during the United States' involvement in World War I. This was a wonderfully generative experience for me, broadening my perspective of art education history and how my thesis connects with other topics.*

*Allison Clark, Class of 2016*



## T.A.E.A

Dr. Cristina Bain, Dr. Paul Bolin, Dr. Melinda Mayer, and Dr. Heidi C. Powell, "The Suitcase Diaries: Travel Reflections and Art Education"

Dr. Christina Bain, Nohemy Herrera, Courtney Jones, Anyssa Flores, Paulina Dosal, and Tanya Gantiva, "100 Artists Project"

Dr. Christina Bain, "New Directions in Graduate Student Research"

Dr. Melinda Mayer, Elise Chevalier, Allison Clark, and Stephanie Nordlund, "Critical Multiculturalism and the Museum Tour"  
Elise Chevalier, "Lessons From Dorothy Dunn"

## BRUSHES WITH HISTORY

Dr. Christina Bain, "Discovering Art Education History Through Place, Puppets, and Pedagogy"

Dr. Heidi C. Powell, "Becoming a Curator of Memories: Memorializing Memory and Place in Art Making for Art Education"

Amanda Barbee: "Red Scaring Students: The Cold War's Effects on American Education"

Debra Hardy: "The Detrimental Effects of McCarthyism on African-American Art Institutions"

Kirstie Parkinson: "Life and Work of Helen Gardner: Examining Art Through The Ages"

Elise Chevalier, "Lessons from Dorothy Dunn: The Studio at Santa Fe Indian School"

Allison Clark, "(Re)Telling Stories in Art Museums as a Wartime Service, 1917-1918"

Rebecca Dearlove, "The Museum of Modern Art's Department of Film: How Educational Film Programs Responded to Social and Cultural Changes in the United States"

Michelle Voss: "Women's Work: Art Education for Women in Late 19th Century America"

### SCOPE CONTRIBUTING WRITERS.

ALLISON CLARK, ELISE CHEVALIER, and REBECCA DEARLOVE

DESIGNER AND EDITOR.

ELIZABETH WILLIAMS

FACULTY SPONSOR.

DR. PAUL BOLIN