



Arts Integration Conference

For Educators

Create.
Integrate.
Transform.

artcore

epic
Educational Policy
Improvement Center

Conference Schedule

8:00 - 8:45	Check-in and Breakfast	First Floor
8:45 - 10:15	Keynote Session	First Floor
10:15 - 10:30	Break	
10:30 - 11:30	Morning Presentations	
	Arts Integration: How, What, & Why	Rm 202
	Experiencing Learning	Rm 210
	How and Why to Add the Arts to STEM	Rm 215
	What Do You See?	Rm 216
11:30 - 11:45	Break	
11:45 - 12:45	Lunch	First Floor
12:45 - 1:00	Break	
1:00 - 2:00	Playshops	
	The Art of Deep Observation	Rm 202
	Practical, Powerful, & Persuasive Prints!	Rm 210
	Your Body as an Instrument	Rm 215
	Thinking Flexibly: Theater in the Classroom	Rm 216
	Portraits for Building Empathy	Rm 308
2:00 - 2:15	Break	
2:15 - 3:15	Afternoon Presentations	
	Energy and Insight	Rm 202
	Comics: Visual Narrative Writing	Rm 210
	What is Maker Education?	Rm 215
	STELLAR	Rm 216
3:15 - 3:30	Break/Snack	First Floor
3:30 - 5:00	Capstone Session	First Floor

Welcome!

Thank you for attending our inaugural Arts Integration Conference for Educators! Your presence at today's event demonstrates your commitment to arts education, professional development, and our shared community's next generation; *thank you*.

Lane Arts Council has provided high-quality arts education in partnership with schools across the county for over 40 years. Over the past three years, we have been working in partnership with the Educational Policy Improvement Center and five local middle schools, through our ArtCore initiative, to integrate the arts into teaching and learning. *The results have been astounding.*

- ArtCore students are excited to be at school, demonstrate a desire to learn, embrace challenges and learn from mistakes.
- Our research indicates that ArtCore students produced more than twice as many novel and meaningful ideas than before their participation in ArtCore.
- The teachers participating in ArtCore report a growth in their own strengths and creativity. Said one teacher, "this approach to education is why I started teaching in the first place!"

The arts are essential in all of our lives and in developing young people who are confident, creative and critical thinkers. Many of us at today's conference have witnessed this first-hand, and for those new to the arts: *a warm welcome.*

Regardless of where you are at on your creative journey, today you will gain new skills and strategies that you can *directly implement* in your classroom. You will also have the opportunity to be a participant in a special arts integration activity (playshop) led by our teaching artists.

Together, we are increasing access to meaningful, creative engagement that is critical for all aspects of personal and professional success. Thank you for your passion and dedication.

Enjoy the day!



Liora Sponko

Liora Sponko
Executive Director
Lane Arts Council

Keynote Session

8:45 am - 10:15 am



2017 Keynote Address Sam Seidel

Lane Arts and ArtCore are excited to welcome **Sam Seidel** as the keynote speaker. Mr. Seidel is the Director of the Student Experience Lab at the Business Innovation Factory and author of *Hip Hop Genius: Remixing High School Education* (Rowman & Littlefield, 2011). Seidel speaks internationally about innovative solutions to challenges facing schools, community organizations, and prisons. He is a passionate and experienced leader in education transformation.

Seidel has taught in a variety of settings from first grade to community college. He has built and directed programs for young people affected by incarceration. As a consultant, Seidel worked with leading national education organizations, including the Black Alliance for Educational Options, Big Picture Learning, and Jobs for the Future, as well as a spectrum of other clients on a diverse set of projects, ranging from redesigning a statewide juvenile justice system to working with the Rockefeller family to repeal the Rockefeller Drug Laws. Seidel was the Director of Partnerships, Annual Reviews, and Student Leadership for the Association for High School Innovation, a national network of school developers and replicators funded by the Bill & Melinda Gates Foundation.

Seidel graduated from Brown University with a degree in Education and a teaching certification. He was a Scholar-in-Residence at Columbia University's Institute for Urban and Minority Education, and a Community Fellow at the Rhode Island School of Design. He is always learning.



@husslington



hiphopgenius.org



Morning Presentations

10:30 am - 11:30 am

What Do You See? Nori Rice

Room 216

Visual Thinking Strategies is facilitated discussion on carefully selected art images. The facilitator asks the students three questions:

- What's going on in this picture?
- What do you see that makes you say that?
- What more can we find?

Students are expected to look carefully at the works of art, talk about what they see, back up their ideas with evidence, listen to and consider the views of others and discuss many possible interpretations. The facilitator paraphrases comments neutrally, points at the area being discussed, and links and frames student comments.

Visual Thinking Strategies is a transferrable skill that can be used not only when looking at art, but can be used when analyzing poetry or solving math problems. Research has shown that medical students using Visual Thinking Strategies improve their observation skills. It has been used in the business world for teaching employees how communicate and work as a team. It is most commonly used in the classroom to teach students to be independent learners who think for themselves. The method is student-driven and uses open-ended questions to engage students in group discussion. Students learn how to solve complex problems with an emphasis on providing evidence while considering and building off the ideas and observations of others.

Read the Visual Thinking Strategies vision statement at
<http://www.vtshome.org/what-is-vts/about-us/mission-philosophy>

Nori Rice received a BA in Psychology from the University of British Columbia and a MS in Arts Management from the University of Oregon. Her research focuses on Visual Thinking Strategies for medical students. She currently works for Imagination International Inc. as Program Manager for the Tracing Memories Program (iii.global/tracing-memories). She also is an art instructor on the Imagination Art Bus, Artie, where she visits rural schools for 8-10 week art programs for K-12 students. Through supporting the Jordan Schnitzer Museum of art with their Education Programs she is able to continue practicing Visual Thinking Strategies and coaches teachers on how to use the method.



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iii.global/tracing-memories
www.rrpark.org/artie-school-bus.shtml

Morning Presentations

10:30 am - 11:30 am



Arts Integration: How, What, and Why
Dr. Mike Nord

Room 202

Arts integration can be thought of as a flexible practice serving students from early childhood to graduate school. It operates towards a variety of ends. Creativity, exploration, and reflection are processes central to the many different arts integration models that might be practiced. The focus of the creative, explorative, and reflective processes are determined by questions of how, what, and why practice arts integration.

This presentation will offer some routes to defining individual answers to these questions, and provide some models reflective of several sets of potential answers.

Dr. Mike Nord is a Professor of Music and Chair of the music department at Willamette University. He received his doctorate from Columbia University Teachers College in New York City where he was a founding member and Teaching Artist for the Creative Arts Laboratory, an innovative arts-integration professional development project begun in 1994. Active as a performing and recording artist for Leo Records, Nord has toured internationally with both music and integrated arts projects including collaborations with dancers Mao Arata and Makoto Matsushima, percussionist Georg Hofmann, and artist Ann Kresge.

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 willamette.edu/cla/music/faculty/nord/index.html

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Morning Presentations

10:30 am - 11:30 am

Experiencing Learning

Kemy Joseph

Room 210

This interactive presentation provides teaching techniques to engage students through collaborative and reflective activities that enhance learning.

Participants will learn the foundations of Experiential Learning, engage in hands-on demonstrations of the model, and discuss strategies for implementation.

By adopting this teaching approach, participants can also help students develop a propensity for reflecting on their life's experiences in ways that empower them to continually strengthen their social and emotional learning skills.



Kemy Joseph is a Lane Arts Council Teaching Artists and the founder of U R Awesome Inc., a national nonprofit helping people embrace their worthiness and limitless potential to do good in our world. U R Awesome's leadership programs are highly interactive workshops that utilize the Experiential Learning Model to coach educators and students to further develop the leadership skills needed to increase empathy, collaboration, and engagement in their schools.

Kemy holds a Bachelor's in Communication, a Master's in Brain-Based Teaching and Learning, and an Educational Specialist Degree in Teacher Leadership. He has used the Experiential Learning Model in keynotes, school assemblies, classrooms, professional trainings, and organizations across the country. He is excited to share the model with conference attendees and empower them reap the many benefits he has experienced over the past seven years.

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Morning Presentations

10:30 am - 11:30 am



How and Why to Add the Arts to STEM Bill Funkhouser & Heather Gaiera

Room 215

This presentation will discuss the historical characteristics of outstanding STEM lessons and why the Arts are a natural addition to create STEAM. The goals of STEM education and the Arts are surprisingly similar and mutually beneficial.

Participants will collaborate and move together, integrating dance standards with a lesson on atomic change, and evaluate and revise the exercise using tablet technology. Participants will also learn an artful thinking strategy that can be used daily to promote student centered inquiry based learning in classrooms.

Bill Funkhouser earned his undergraduate degree in Mathematics from the University of the Pacific and his Master of Fine Arts degree in Sculpture from Mills College. He has taught math and art in Eureka City School since 1991. He is now a project coordinator for the North Coast Arts Integration Project, a four year federal grant integrating the arts into core curriculum.

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Heather Gaiera earned her undergraduate degree in Zoology from UC Davis. She taught for three years at the Catalina Island Marine Institute gaining experience in outdoor and environmental ed. The first seven years of her school teaching career was in middle school science and health. Heather more recently spent five years teaching 4th grade until being hired as an instructional coach and project coordinator for the North Coast Arts Integration Project.

In the past three years, Heather and Bill Funkhouser have presented at many local, state and national venues on arts integration.

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 www.artsintegration.net/





Playshops

1:00 pm - 2:00 pm

The Art of Deep Observation

Room 202

presented by Briana Linden

Experience a hands-on experiential workshop that uses observational drawing to as a way to connect with the natural sciences! Participants will walk away with tools for observing and drawing that are accessible and adaptable.

Briana Linden has worked in arts/culture/education non-profits since 1997; prior to that she was a preschool teacher. As Director of Programs for Young Audiences, Briana is responsible for the sustainable evolution of existing programming, the development of new programming, and the evaluation of both. She also leads the Teaching Artist Studio, an inquiry-based professional development program designed for teaching artists. An artist and a mother, Briana works in social practice, encaustic, printmaking, drawing and photography.



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Practical, Powerful, & Persuasive Prints!

Room 210

presented by Michele Haney

Explore how printmaking can be incorporated across curriculum to build community, perseverance and thoughtful reflection! This playshop provides an introduction to multiple printmaking techniques, including relief and collograph printing. Participants will have the chance to make a print or two to take with them.

Michele Haney is an Arts Integration Specialist for Lane Arts Council and a Program Administrator for the ArtCore grant through the Educational Policy Improvement Center (EPIC). She holds an MS in Arts Management and a BA in Studio Arts from the University of Oregon. She lives in Salem with her husband and two dogs.



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Playshops

1:00 pm - 2:00 pm



Your Body as an Instrument

Room 215

presented by Mari Livie

Experiment with using soundscapes as a way to collaborate, stretch and explore, and envision! Participants will use rhythm, melody, and abstract sound to create something new. Look out John Cage!

Mari Livie teaches a Music Exploration class to teenaged humans at Network Charter School. She loves it! When she is not teaching she listens to a ridiculous amount of music and podcasts while working in her fiber art studio.

 marilivie.com

Thinking Flexibly: Theater in the Classroom

Room 216

presented by Nate Beard

Stretch and Explore using the embodied learning approach! Using the form of Tableaux (living pictures), this playshop aims to equip participants with the tools and experience needed to create a kinesthetic connection to any academic source material.

Nate Beard is a writer, maker, & actor who has championed art-based youth empowerment for over a decade in Oregon. As an ArtCore Weaver, he spends his time cocreating possibility, meaning, and curiosity with our youth at Hamlin Middle School in Springfield. His multidimensional approach blends improv theater, poetry, and visual art, creating links between art mediums to foster dynamic creative minds.

 nate.artcore@gmail.com

Portraits for Building Empathy

Room 308

presented by Jessica Land

Learn about using the visual arts to model vulnerability, helping students and teachers connect, break down stereotypes, and build understanding! Participants will view and discuss a variety of portraits, and begin an abstract mixed-media self-portrait.

Jessica Land believes in facilitating students' learning by supporting their unique learning processes and styles. Jessica's experience teaching in alternative & traditional public school settings, combined with a background in outdoor and art education, has heightened her sensitivity to the unique needs, interests, and passions of each person.

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Afternoon Presentations

2:15 pm - 3:15 pm

STELLAR

Room 216

Dr Lynne Anderson-Inman, Peggy Marconi, & Karen Battan

The STELLAR Project (Strategies for Technology Enhanced Learning and Literacy through ART) is a professional development partnership involving the University of Oregon's Jordan Schnitzer Museum of Art, the UO's Oregon Writing Project, the Lane Education Service District, and four rural school districts in Lane County, Oregon. It is funded by the U.S. Department of Education's Arts in Education Program in the Office of Innovation and Improvement.

The goals of the STELLAR Project are to expand learning and literacy in the visual arts through intensive professional development on Visual Thinking Strategies, evidence-based reasoning, and argument writing.

Visual Thinking Strategies provide teachers with an effectively powerful approach to increasing visual literacy by asking students three questions. When teachers pose these questions, learning happens. The questions ask students to stake claims about what they see in a piece of art and how they interpret it, to support their claim with evidence from the image or object, and to have reasoned discussions and respectful discourse. Because the focus is on thinking and reasoning, teachers can use Visual Thinking Strategies to promote visual literacy across the curriculum. And use of Visual Thinking Strategies can help teachers meet Common Core State Standards in English Language Arts such as: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Dr. Lynne Anderson-Inman is a nationally recognized leader in the area of online learning and literacy, with an emphasis on technology supports for struggling and marginalized students. She is a tenured professor in the UO's College of Education, former Director of the Center for Advanced Technology in Education (1995-2010), and Director of the Oregon Writing Project (OWP) at the UO since 2003.

Peggy Marconi is a former middle school reading/language arts teacher with experience teaching in rural schools in both Alaska and Oregon, where she has also directed Title I programs. She is currently Project Coordinator for the STELLAR Project and Associate Director of the Oregon Writing Project (OWP) at the UO, managing its outreach efforts since 2004.

Karen Battan is an English and Spanish teacher at Oakridge High School and part of the STELLAR Project since its inception. In 2015 Karen became a STELLAR Project Mentor, providing leadership and support to other teachers in her district.

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Afternoon Presentations

2:15 pm - 3:15 pm



Energy and Insight
Perrin Boyd & Kit Stafford

Room 202

Step into the power, challenge and joy of integrating the arts with core curriculum! By fully participating in an arts experience educators will gain confidence, engage in creation, and collaborate with others. To establish a safe environment to learn, you will be led in playful movement activities to create a trusting, non-competitive environment. The intent is to craft an open atmosphere and introduce activities that can be immediately replicated in a classroom. Laughter, mingling, and spontaneity are the goals.

The heart of our presentation will address the concepts of assessment, both in the core and the arts curriculum. The arts can be used as a method for assessing learning, however rich integration includes assessment of the artistic form as well. Using a specific curricular concept, participants will discuss its characteristics; reflect on elements necessary to fully comprehend the concept, and then using one art form design a presentation demonstrating their knowledge. Props will be provided for creating dance, performance, spoken word, music and dance activities. Following the creation stage will be an open discussion of assessment tools, establishing rubrics and culmination activities to complete a successfully integrated lesson.

Our presentation is fully participatory because confidence happens with engagement, discussion and opening oneself to the vulnerability and challenges presented to students in the arts integration process. All are encouraged to come with questions, prepare to take risks, and leave with hands on activities to use in their classrooms.

Kit Stafford's life experience includes practice in dance, theatre, sculpture, jewelry, pottery, fabric art, performance art, painting and poetry. She has been a teaching artist in public and private schools and artist residencies for thirty four years. Her expertise in Arts Integration allows her to share her joy in collaboration and commitment to education.



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Perrin Boyd's journey to Arts Integration naturally evolved combining her circus experience and a Master's of Arts in Teaching. As a teaching artist for 24 years she has brought joy, creativity, movement and vulnerability to every curricular area. She has vast professional development experience, mentored teachers in arts integration, written grants and coordinated arts programs.



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Afternoon Presentations

2:15 pm - 3:15 pm

Comics: Visual Narrative Writing

Julie Voelker-Morris & Catherine Ballard

Room 210

This presentation will demonstrate a microlab, process-based lesson plan using comic visual narrative creation as an assessment tool of student learning, which can be applied to multiple content areas or learning outcomes.

Participants will use a simple 3-panel comic scenario to stretch and play with activities that do not have specific outcomes but build on cognitive, psychomotor, and affective skills. Participants will reflect upon their own work process through the development of and revision of comic panel narratives based on observation and dialogue with other participants.

Julie Voelker-Morris is an instructor in the Arts and Administration Program at the University of Oregon. She also serves as co-editor of "CultureWork: A Periodic Broadside for Arts & Culture Workers," sits on the Advisory Board for ArtCore, and serve sas a member of the editing team for "Studies in Art Education," the premier research journal of the National Art Education Association. Her current research interests include contemplative pedagogy in the arts and culture classroom, the state of arts education policy and practice in Oregon, representations of comic book superheroes, and the history of large-scale theatrical pageants in the City of Eugene, Oregon.

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Dr. Catherine Ballard is also an instructor in the Arts and Administration Program, where she teaches classes on arts education and curricular development for pre-service teachers and community arts programming. She loves to travel, and her adventures, along with her appreciation of artists and artistic processes, as well as her own creative explorations, help to inspire and inform her teaching. Facilitating and encouraging others to take adventures, and explore and play with possibilities, is what draws her to teaching and particularly teaching in and about the arts.

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Afternoon Presentations

2:15 pm - 3:15 pm



What Is Maker Education

Nick Spicher

Room 215

Since the first Maker Faire in 2005, “making” – the merger of science, technology, creativity, design, and the DIY ethos – has grown into a worldwide movement. Makers have had an impact on industry, art, fashion, leisure, and most notably here, education. Maker spaces are emerging in schools, libraries, and museums worldwide, including here in the Eugene area.

Themes we will discuss and explore together:

Maker education is open-ended, project-driven, and creative--and therefore reveals the commonalities across the disciplines of art, science, and engineering.

Maker education embraces “technology” in the broadest sense. Projects may be “hi-tech,” “low-tech,” or “mixed-tech.” Hi-tech can be expensive, but there are great maker lessons for all budgets.

Maker education is not necessarily location-driven: a school “maker space” is useful, but many maker activities can be done in the home classroom.

Try out these hands-on, open-ended activities with us, or on your own:

- Paper circuits: <http://highlowtech.org/?p=2505>
- Art Bots: <http://tinyurl.com/SFArtBots>


Nick Spicher has been the Education Director at the Science Factory, Eugene’s hands-on science museum, since 2010. In this role he has coordinated a wide range of STEM and STEAM education programs for pre-K-8 students, teachers, and families. Since 2012 he has coordinated the Eugene Mini Maker Faire (eugene.makerfaire.com), an annual festival celebrating local makers and their work. In 2016 he was invited to attend a workshop convened by the White House Office of Science and Technology Policy as a “maker ambassador,” and he is working to build a network of makers throughout Oregon.

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Capstone Session

3:30 pm - 5:00 pm

Arts Integration: A World Café

To finish off the day, Rachael Carnes, ArtCore Program Coordinator, will facilitate a lively discussion for the entire group, focusing on the practical applications of arts integration models.

The discussion will follow the **World Café** method. World Café is a global conversational movement, with active participants and practitioners in business and organizational settings on six continents. The World Café methodology is a simple, effective, and flexible format for hosting large group dialogue.

The World Café is built on the assumption that “People already have within them the wisdom and creativity to confront even the most difficult challenges; that the answers we need are available to us; and that we are **Wiser Together** than we are alone.” Find out more about World Café at www.theworldcafe.com/



Also featuring a performance by

Cullen Vance

Cullen is a self-taught musician based in Eugene. He's best-known for his “Live Electric Looping Violin” performances, where he records loops his own accompaniment. Cullen is a Lane Arts Council Teaching Artist, and regularly performs his looping for student assemblies. For this performance, he will integrate live looping with participant reflections recorded throughout the day.

 www.cullenvancecreative.com/

Lane Arts Council



Lane Arts Council was founded in 1976 by a group of artists and arts activists who identified the need to have a centralized arts agency to serve all of Lane County. Lane Arts Council was developed to: foster audiences for the arts and connect them to arts in their community; increase access to the arts, especially among youth and underserved populations; and bolster the capacity of artists and arts organizations. To accomplish this, Lane Arts Council provides three types of arts services:

Arts Learning for Youth: Typically in partnership with schools, this includes in-school artist residencies, arts integration, artist apprenticeship programs, performance assemblies, summer camps, and after-school arts programs. The goal of all youth programs is to increase the availability of high-quality arts education.

Community Events: This includes Lane Art's Councils monthly First Friday ArtWalk, and community festivals, including mural tours and Fiesta Cultural, which draws hundreds of Latino and non-Latino community members together for a multi-site festival of Latino art, culture, dance, food, and music. The goal of these events is to engage community members of all ages and demographics in participatory artistic and cultural experiences.

Support for Artists and Arts Organizations: This includes fiscal sponsorship of arts organizations, professional development workshops, re-granting of funding from the City of Eugene, and arts advocacy. The goal of these activities is to increase the capacity of artists and leaders of arts organizations to more effectively serve their respective audiences and the larger community.

Last year, Lane Arts Council provided arts education to over 9,000 students, increased the capacity of nearly 50 arts organizations and dozens of professional, practicing artists, and welcomed over 18,000 participants to events like the monthly First Friday ArtWalk, Fiesta Cultural, and others.

 lanearts.org

Liora Sponko, Executive Director

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Laurette Garner, Arts Education Program Manager

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Stacey Ray, Program & Communications Coordinator

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EPIC is a nonprofit consulting group that strives to help educators better equip students for success. We help districts and schools create learning communities with the right systems and supports so that all students are graduating truly ready for college, career, and life.

Mission

We see a future where education works for all students; where readiness and success are defined by students' engagement, adaptability, and what they can do with their knowledge, rather than just content mastery and testing. We want to be a creative catalyst inspiring, equipping, and linking schools to create this future.

EPIC Senior Lead Researcher, Ross Anderson

As a Senior Lead Researcher at EPIC, Ross plays the role of strategic thought partner and creative catalyst in his work supporting school improvement, responsive program evaluation, action research, and innovation. In the ArtCore project, Ross serves as project director and principal investigator, currently. In his work with schools in ArtCore and around the country, he targets creative engagement of teachers, school organizations, and students in learning as the lever of change. Ross researches the growth of creative, collaborative, and self-directed learning skills, the learning conditions and instructional programs that develop those skills best, and how those skills affect student motivation, engagement, and achievement in school. His work looks at how the arts can bridge emotional, social, and cognitive processes in learning across academic domains. Ross has presented at six national conferences on research from ArtCore and published four studies to date in professional journals or as chapters in books.

 epiconline.org

Ross Anderson
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ArtCore



Using creative strategies borrowed from millennia of arts-making, ArtCore addresses school-wide learning goals by engaging students in creative production.

This year, ArtCore teaching artists have woven their work into the fabric of five local middle schools, working alongside classroom teachers to integrate the arts and creative process into teaching and learning. Almost 90% of participating teachers believe ArtCore increases student motivation and engagement in school.

Rather than a one-size-fit-all approach, ArtCore offers ongoing professional development for classroom teachers — through teaching institutes and site-based staff trainings — where classroom teachers can become versed in a variety of creative processes and arts integration methods. Through these experiences, classroom teachers develop the confidence to bring their own creative abilities to lesson planning, as they work towards supporting school-wide learning. As a result, educators have increased the frequency of creative teaching strategies in their classrooms.

As a teacher at Network Charter School recently shared, “I realize that no one besides me has the creative power that I do. I want to teach this.”



www.artcorelearning.org

Rachael Carnes, Program Coordinator

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Lane Arts Council Educational Programs

Lane Arts Council is proud to offer a flexible line-up of high-quality arts education programs. For more information, go to lanearts.org or email Laurette Garner.

Artist Residencies

Professional visual, fine, craft and performing artists work with students and teachers to create extended educational arts activities, teach new skills, develop creative thinking, and offer career insights. One week of Artist Residency provides four learning sessions per day, over five days (20 hours). A typical Artist Residency is two weeks (40 hours).

Performance Assemblies

Performing artists and ensembles from a variety of cultures and artistic disciplines provide lively entertainment, enrichment, and arts education. Performance Assemblies are 35-45 minutes in length and often include an interactive discussion period.

Arts Apprenticeships

Middle school and high school students are paired with professional artist mentors in the Eugene/Springfield community for 25 apprenticeship hours over a 6-10 week period. At the end of each term, students present what they learned at a showcase event with other apprentices, friends and family members.

All About Art summer camp

A Veneta community program presented in partnership with the Lane Arts Council offering safe, fun, accessible, hands-on experiences in the arts for youth during the summer for three 1-week sessions.

"Art does not have to be pretty. It could also be weird. It could be messy. It could be made of moss or anything you want."

-student, McKenzie River School





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