Jemina Watstein

Professional Portfolio

*Please note the design of this presentation, in conjunction with my entire application package is 100% original…a work of Watstein art if you will.

Welcome!

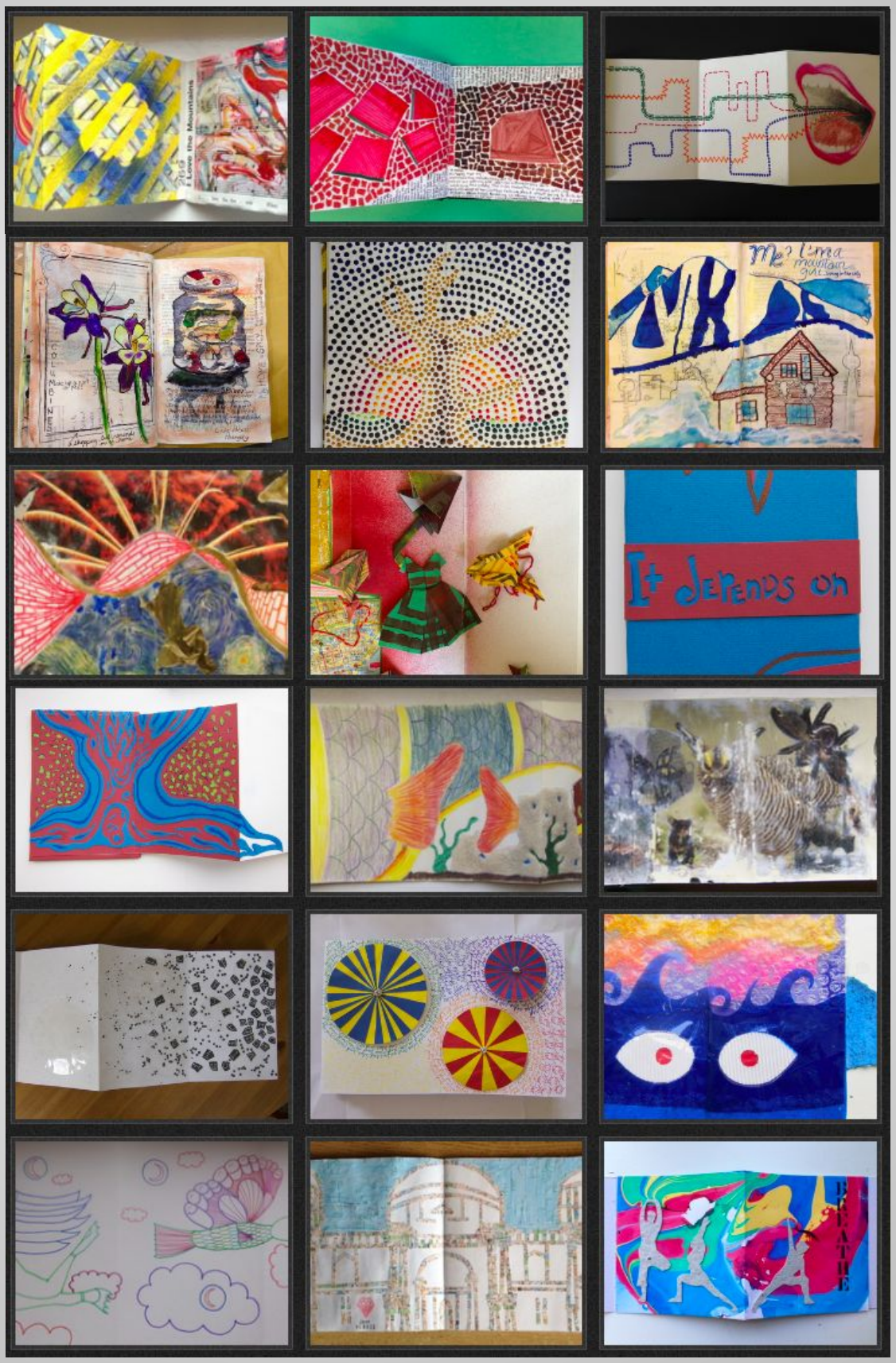
Master in Fine Art Photography

Looking at the Landfill, 2009

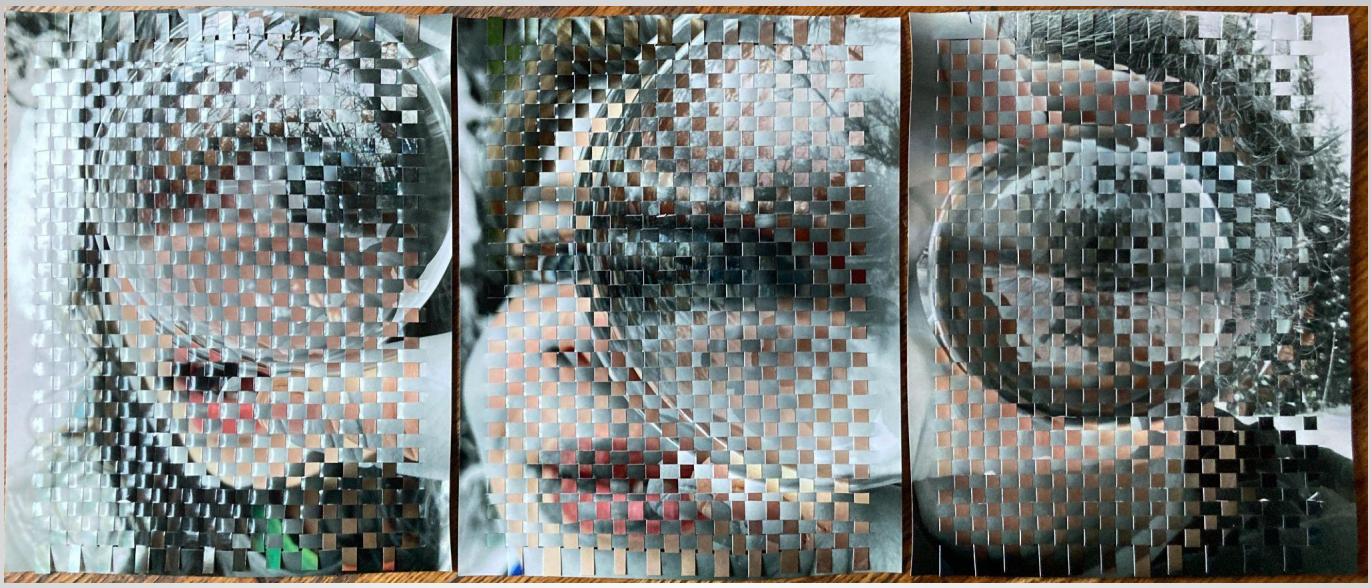
Naked Reflections, 2014

Flowers on Flowers, 2010

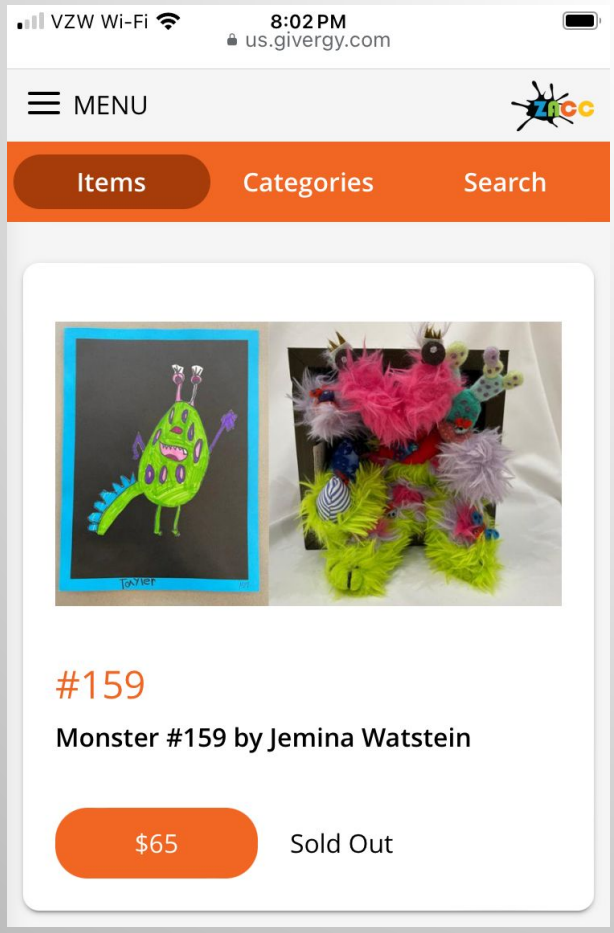
Contributions to the ECISketchbook Rotation
Multi-media entries made between 2012-2017



Recent works



Look Into My Eyes, 2023



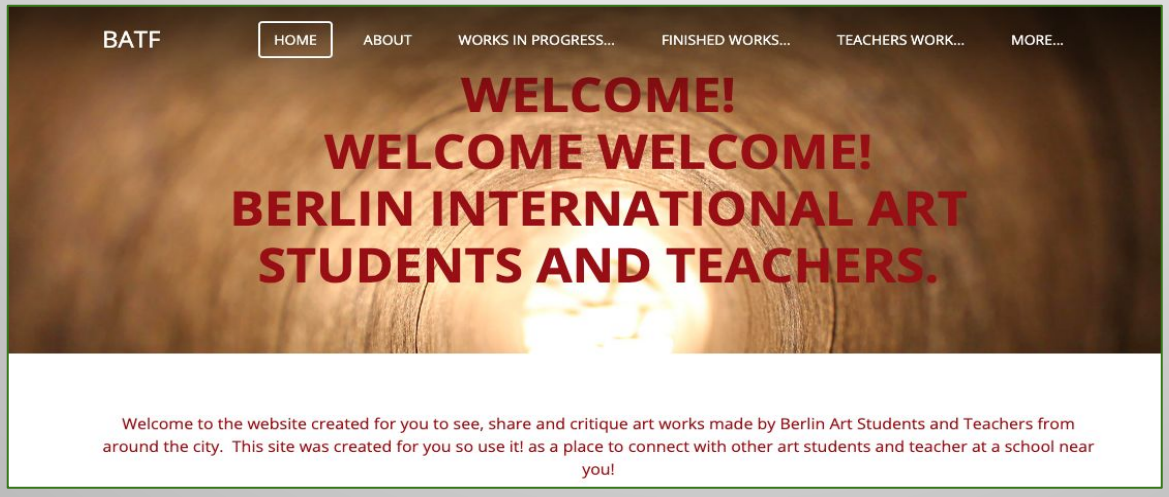
The Monster Project, 2024

Educational & Professional Websites

- ➔ http://www.jeminawatstein.com/
- ➔ https://tcksarteducation.weebly.com/

- ➔ https://saugatucksportsfishing.com

- ➔ https://jemsartclass.weebly.com/ ~ some links maybe broken but you can see my intentions…



- ➔ https://berlineartstudents.weebly.com

Lesson Plan Template

Teacher	Grade	Unit/Day 1
		/

Unit Objective	• *Students will understand* • *Students will be able to discuss* • *Students will be able to create* • *Students will be able to connect to*
Lesson Objective	• *Students will be able to* • *Students will be able to*
Essential Question (1-3 total) Link to How To	• *Open-ended, Provocative, and Challenging* • *Begin with **WHY** or **HOW*** ○ *ex: How does learning about art impact how we perceive the world?*
Activity	• *Students will choose* • *Students will create*
Materials	• *Materials include: large paper, paper strips, scissors, glue sticks, bins, demo video, Slideshow (images from…)*
Vocabulary	• *Art Styles:* ○ *ex. impressionism*
	• *Medium:* ○ *ex. collage*
	• *Elements of Art:*
	• *Principles of Design:*
Assessment	• *Personal Communication – (ex. I can check for understanding by having students utiliz vocabulary and explain ideas during inquiry discussion.)* • *Performance – (ex. I can ask students to explain their art during independent work tim as I circulate around the room.)*

Tune In	Find Out	Sort Out	Go Further	Make Conclusions	Take Action

Textile Collage
Unit Title

PASSING THE CRAFT TO THE NEXT GENERATION. We may not rely so much on quilting, embroidery, or weaving techniques as much as our ancestors had in the past, but it is important to keep these skills alive and to pass them on. Fiber arts have a very rich history and importance not only in our country, but worldwide. From the brightly colored Kimonos of Japan to the tapestries of Europe, students can appreciate the techniques used in preserving history. –Heidi O'Hanley

Unit Objective	• Participants will understand how to combine shapes to make a collage. • Participants will be able to create a collage made out of a variety of different fabrics. • Participants will be able to connect to personal narratives.
Lesson Objective	• Participants will be able to combine shapes to make a collage. • Participants will tell a personal narrative through their collage.
Essential Question (1-3 total) Link to How To	• How have your family/ancestors used fiber to tell a story? • What is a story you would like to tell?
Activity	• Participants will choose what fabric (there will be a large selection of textures and patterns and the marbled and tye dye fabrics they made last week) they use to create a collage. • Participants will create a collage by cutting out shapes and gluing and or sewing the shapes together.
Materials	• Materials include: fabric scraps, pins, scissors, fabric glue, embroidery thread, thread, sewing needles, buttons (optional), pencil, paper, large ziplock bags, sharpie, seam ripper, technology to look at a website as a group.

Tune In	Find Out	Sort Out	Go Further	Make Conclusions	Take Action

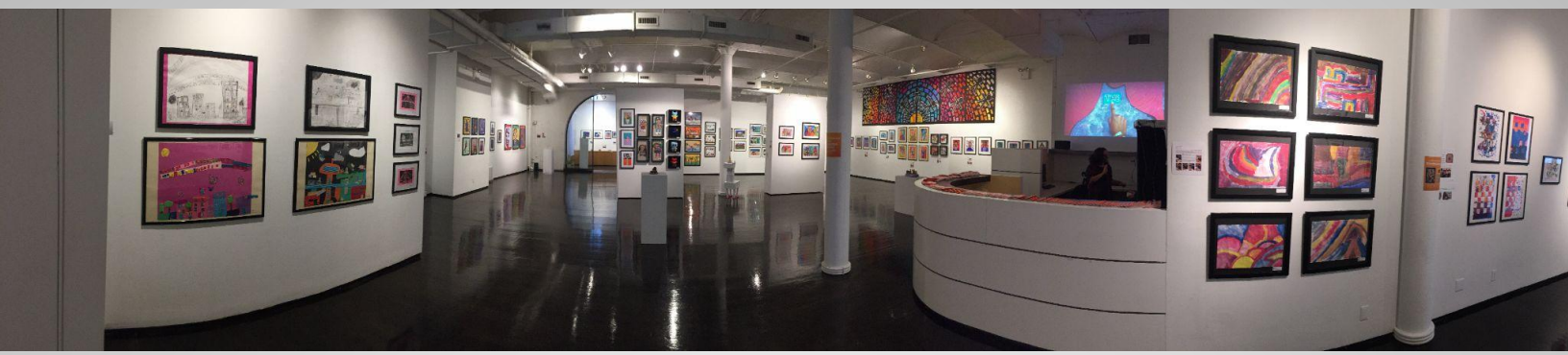
Purpose: Unit Plans were written by the SA Visual Arts Leadership Team as an example of what inquiry based lessons look like over the course of each unit. This tool is intended to help STMs and Art Teachers see the thoughtful progression of an entire unit, as well as, the materials that are in the SA Visual Arts Scope & Sequence. We recognize that this is not the only way to teach fiber arts, but it serves as an example to provide context, clarity, and inspiration. Teaching from this script is not required but is an option for Art Teachers.

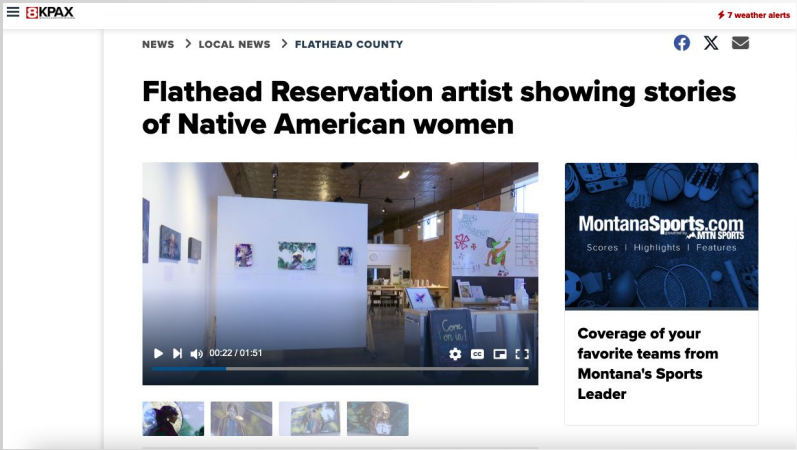
Teacher	Grade	Material or Unit Title
Mallory	3rd & 4th	Fiber

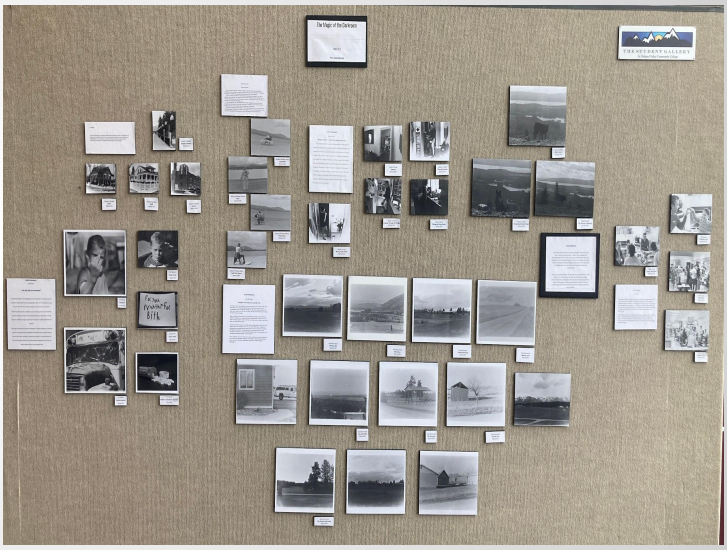
Unit Overview

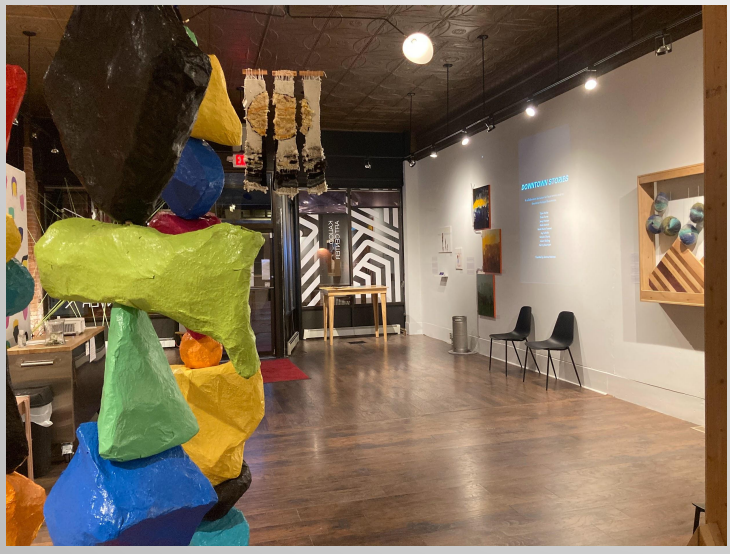
Cumulative Activity	Scholars will create knit and woven structures and installations that respond to the environment.	**Essential Questions**	• How might you use yarn to create a dimensional piece of artwork? • How do artists use their artmaking to respond to the world around them? • How do artists transform a space?
NYS Visual Arts Standards	• **VA:CR 1.2.3** Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art making process. • **VA:CR2.1.4** Explore and invent artmaking techniques and approaches. • **VA:CR3.1.3** Elaborate by adding details to an artwork to enhance emerging meaning. • **VA: PR4.1.3** Investigate and discuss possibilities and limitations of spaces, including electronic for exhibiting artwork.	**Unit Objectives**	• Scholars will be able to create their own looms for weaving. • Scholars will be able to manipulate yarn through weaving, finger knitting, and knot tying. • Scholars will learn about artists that install fiber works to respond to the environment. • Scholars will learn how to respond to their environments through the creation of fiber structures and installation.
Timeline	**Lesson 1 / Tune In:** What are all the different ways you might be able to manipulate yarn? **Lesson 2 / Find Out:** What is dimensional artwork? What are some ways you might be able to manipulate the yarn to create something dimensional? **Lesson 3 / Sort Out:** How does an artist create an artwork that is either installed or dimensional? **Lesson 4 / Go Further:** How does an artist create a piece of artwork that transforms a space? **Lesson 5 / Make Conclusions:** Where will your artwork be installed or placed? What do you need to do to complete this artwork? **Lesson 6 / Take Action:** Tell us about your installation!		
Materials	**All Weeks**: • Yarn in different colors and thicknesses. • Scissors.	**Vocabulary**	• **Yarn** - A soft fiber that can be used for weaving, knitting, knot tying, and more! • **Dimensional Art** - A piece of artwork that can be

Exhibitions I have curated









Grants I wrote and managed for Community Projects

LOCAL

Traffic Boxes Become City Art

Four colorful traffic signal boxes are the first in an ongoing municipal project

BY SKYE LUCAS
NOVEMBER 10, 2021

Artwork by artist Megan Crawford adorns a traffic light control box at Main and 6th Street East in Kalispell on Nov. 3, 2021. Hunter D'Ambuomo | Flathead Beacon

ARTIST

KALICO Invites Community to Lend a Hand in New Community Art Project

The art center will offer drop-in opportunities and classes so that people can contribute to the creation of columnar garden sculptures that are intended for the grounds of the Hockaday Museum of Art

BY MIKE KORDENBROCK
MARCH 24, 2022

Michell Wang shapes pieces out of clay on a pottery wheel for KALICO's columnar sculpture project at KALICO Art Center in Kalispell on March 19, 2022. Hunter D'Ambuomo | Flathead Beacon

Monday, December 30, 2024 — DAILY INTER LAKE — 32.0°F

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Hundreds of hands create tile mural at Kalispell Middle School

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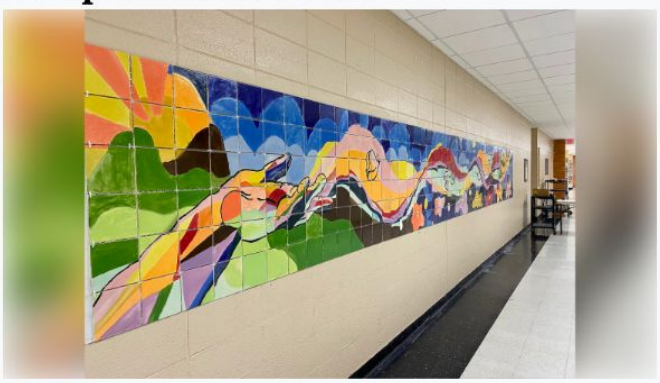

A tile mural was recently installed at Kalispell Middle School. The mural is made up of 300 ceramic tiles created by sixth- through eighth-graders in collaboration with KALICO Art Center to foster inclusivity of student of different abilities. (Photo courtesy of Liz Cummings)

Sunday, December 29, 2024 — DAILY INTER LAKE — 35.0°F

Local News | Sports | Events | Obituaries | Submit Obit | Letters to the Editor | Classifieds | Newsletters | Podcasts | GameHub | Subscriptions

Artists paint in downtown Kalispell

Artist Alyssa Shaw works on a rendition of a Clarence Rundell mural for the Kalispell Downtown Association and KALICO Art Center's Downtown Art Challenge on Saturday, Aug. 27. Ten artists each referenced a different Clarence Rundell mural that Rundell painted in 1936 in what is now Rocky Mountain Outfitter on Main Street in Kalispell. The

Quotes from Former Students

- I cannot think of constructive feedback for the instructor. Jemina is one of the best.
- I enjoyed her as a teacher a lot! Her sources and feedback were very helpful.
- The inline feedback was all inclusive and very detailed. That was appreciated and I know took a ton of time on the instructors part.
- The instructor was excellent. She answered questions and offered clear explanations of the course expectations.
- You have been a great teacher. Sometimes a teacher/artist will make me feel intimidated but I never felt that from you.
- You have been a great teacher. You are patient and clear with your instructions.

Quotes from Colleagues

- Mrs. Watstein has earned a reputation as an excellent problem solver, a thorough task-manager, and above all a personable colleague who is very easy to work with. During her tenure with the Success Academy Charter Schools she was entrusted to run the K-12 art program including restructuring the in-school art curriculum, overseeing all aspects of after school clubs, and providing professional development to the teaching and administrative staff. I have always been impressed by her ability to manage the technical-side of the job and think strategically, while being able to handle the day-to-day needs of the program. Her passion is evident to students and teachers and her dedication to education is the driving force behind Mrs. Watstein's success in her role.
- I recommend Mrs. Watstein very highly and I am excited about her continuing to use her leadership and curriculum building skills in an environment in which she can make an even larger impact on education and community. Your organization would be lucky to have someone as talented and dedicated as Jemina Watstein as part of your team.
- In our team meetings, the discussions can get weighted down on details and process but Jemina often takes on the role of making sure we don't lose perspective of the big picture which is to educate our community. It is Jemina's style to add value to all members of our team even if it doesn't have an impact in her specific area.
- Jemina wrote a grant to bring art into the hands of students in our elementary school and my class was the lucky class chosen to work with her. She spent 10 weeks teaching, learning and watching how each student is inspired and molded their final project to their personalities. Her vast resume of teaching art around the world was fascinating to watch unfold in her lessons and approach to working with students. She is very quick to make connections with her students and provide consistent support for their needs. She has proven to build strong relationships with all the students she works with. Jemina is very organized and has integrity throughout her day. She had shown many times over, she was able to work with swings in creativity and can scaffold and triage tasks to meet expected deadlines and goals. Her strong interpersonal and communication professionalism have permitted her to hold positive working relationships with her students and colleagues.