



Matt Grundler: Hey everybody, this is Matt and Laura Grundler. Welcome to another episode of the Creatively Connected Classroom. We have with us another amazing person. I know I say that every week, but every time we talk about them, is Matt Weimann. Matt, we just wanna welcome you to our chat today and we appreciate you taking time with us.

Laura Grundler: Being a part of the creatively connectedness. So Matt, I understand you are a third grade teacher and you are a general classroom teacher and we'd love to hear more about your own journey as an educator and a little bit about your background, so can you share that with us?

Matt Weimann: Sure, sure. I teach at Willow Lane Elementary in East Penn School District, in the Lehigh Valley of Pennsylvania. I've been teaching there... so I long-term subbed when the school first opened about 10 years ago, and then I long-term subbed a little bit more, got a contract... but this is a second career for me actually, and I don't know if you guys know that.

Matt Weimann: I ran a home painting business before being a teacher.. I see you smiling. It was residential repaint, and specifically custom painting. We worked with colors, my wife and I actually had a business together. It was just the two of us going into a million different homes, in all these developments in Pennsylvania with these newer homes. But we weren't doing new construction, we went in to do the decorative work. I hung wallpaper we did faux finish, that kind of thing. So I've been around paint for a long time-

Matt Grundler: Awesome-

Matt Weimann: and color.

Matt Weimann: But I wanted to get into the classroom because I was tired of working all by myself. And I felt like I had a gift to offer, and elementary was a really fun... I can be pretty cheesy. So... you know, I felt like that kind of fit my... that was like my niche. And it's been an exciting, fantastic journey for me. But I love bringing creativity to every lesson, and every day I'm doing something... I reflected about this chat... I do something artistic, I think, just about every single day.



Matt Grundler: That's awesome-

Matt Weimann: Once I reflect on it.

Matt Grundler: That's great.

Laura Grundler: Well that was actually going to be one of my questions for you, you know, as K12ArtChat we really don't... we've kind of moved beyond just art teachers, and we want to invite all educators into the conversation about creativity. So what was something... I mean I'm curious how you found an art chat, and how you felt compelled to connect to it on Twitter.

Matt Weimann: Well there's probably quite a few reasons, actually. One is, I am like the king... or I should say captain... of lifelong learning. I'm all about teaching myself and always growing, so I love art, and I've always wanted to know more. So that right there is probably one of the main reasons I was connecting to your chat.

Matt Weimann: Plus, one of the things I like about teaching elementary is that it's on my level, I am a third grader... You know so, joining your chat, I was hoping to not be overwhelmed too much. And I have to tell you, both the audience and the people who participate in the K12ArtChat, have been so inviting, welcoming, and I love chatting with you guys. And no one makes me feel like I'm an outsider, just because I don't know the big names or techniques.

Matt Weimann: I want to take what you guys have to offer plug it into my classroom, is what I'm really looking for.

Matt Grundler: Awesome.

Laura Grundler: That's awesome.

Matt Grundler: Yeah we got a lot of resources of people from all around the U.S. and even around the world, who even Laura and reach out to those people, and we're like "hey, I don't know about this," or "we don't know anything about that."

Laura Grundler: I think that's a thing, like you said we're all, I mean hopefully, educators. We're all lifelong learners. And in anything, there's no way to know it all...



we can't. I mean, as much as Matt and I love art, we don't know it all. I'm still learning about different movements, and different techniques, and artistic mediums, and things that I've never experienced.

Laura Grundler: So I think any way we can take the fear out of that learning, and to be comfortable with creativity, is really important. How do you take the fear... especially with third grade, I'm going to get on third grade right now, because-

Matt Grundler: We have a third grade-

Laura Grundler: We have a third grader, we have an older-

Matt Weimann: I saw that in the chat-

Laura Grundler: Yeah, she's definitely a third grader. But you know, one of the things we notice about Matt having been a elementary art teacher, and I work with all grade levels in our education. And I go into elementary schools and I see... you want kids to be kids and to just explore and experiment. And our first grader last was... I let our kids create in my journal a lot, which I really love, because later I can see oh this is when Tatum was in the first grade, and this is what she created, and now look at how she's grown.

Laura Grundler: But what was cute last night, or not cute, but profound might be a better word, and she kept saying, "I'm experimenting. I'm experimenting in your journal. I am experimenting with this..." because she was using a water soluble crayon, basically. "And I'm experimenting, and I'm going to see what happens when I add water to this. And I'm going to what happens when these colors mix."

Laura Grundler: And you see that with a first grader, they are fearless. They just want to try it and go for it. But when you hit third grade, I've noticed in third grade it seems to be that that's when the fear begins to develop. And that they hold back more, instead of being fearless. So how do you engage third graders in that continued effort to be fearless in creativity, to try it to see if it works?

Matt Weimann: I know I said I was a third grader, but I think possibly I'm a first grader because... I think more than anything I model that fearlessness, and as much as I love art and I love working with all different mediums, and I



bring it into the classroom, a lot of times... and the first question during this chat kind of had to do with this, I just mess around with mediums. And we just try things out.

Matt Weimann: Now kudos to your third graders' teacher, because your third grader picked-up that word "experiment" and is using it so wonderfully with art. That's really exciting to me. I'm going to bring that into my classroom, and say "we're going to experiment with some illustrations today, and pictures."

Matt Weimann: But I think more than anything, when I'm teaching my class I don't teach them just the concepts of the day, I teach them life skills. And I think what you hit on is one of the most important things in life. And art is a great place to practice that.

Matt Weimann: Oh my goodness, my kids are playing different sports every single day, their parents are bringing them to all these really competitive team outings. And when they lose, they know it. And boy, they feel horrible. And they don't want to lose, and they're all about winning. With art, there's no winners. If you produce something, if you like it, then you won.

Matt Weimann: And I think just presenting an attitude, first of all not judging one another, whenever we leave comments whether it be in a blog, or about art, or whether we're praising someone for the work that they did writing, or drawing... it always has to be positive. That's first and foremost.

Matt Weimann: So I sort of protect them from becoming afraid of their art. And I think those are a couple points that are probably pretty useful for any grade, really.

Matt Grundler: Yeah, no, I mean I agree with you completely on that. I remember probably four years ago, making that conscious step, instead of just calling my classroom the "art room," I changed the whole mindset by calling it the "art studio." So kids would come in, we'd talk about what is an art studio. And so many kids they walk in, they're like, "well, you're the artist." And I'm like, "no, you're an artist too, because you're making art, and you're making it in a studio."

Matt Grundler: And I think also being able to change the mindset of a critique, you know it has such a bad connotation to it. And just saying, "hey, you know



what? We're not critiquing, we're not ripping in to it, we're not making fun of it." We're just getting feedback. We're saying "hey, what do you think of this process? Where can I make improvements?" And then they tend to shy less away from that fear of, "oh my gosh, that really hurt when they made fun of my drawing," or they made this or that.

Laura Grundler: Well I think you know, one of your questions in here Matt was about connecting art making, to language arts. And anytime we can connect arts... I mean Matt and I say this all the time, but really art connects the dots to all subject areas. Just like the word "experiment." We experiment in science, we experiment in art, those processes aren't so dissimilar.

Laura Grundler: And so, I'm curious, how you connect those dots for your kids. And you know it does help with the fearlessness when you can make those connections, but I'd love to hear your response to how you connect language arts to visual arts.

Matt Weimann: There's so much to say on all these topics... oh my goodness, I feel like there's ten points right there.

Laura Grundler: Yes-

Matt Grundler: Oh yeah.

Laura Grundler: Go for it.

Matt Weimann: But I'll say, one of the classiest terms that I bring into the classroom, and I hope the model is... going back to what Matt was saying just for a second, is "facilitating." And-

Laura Grundler: Uh-huh (affirmative).

Matt Weimann: rather than any kind of critiquing, I will give them some pointers, and this goes for language arts Laura, but also in anything that they do, and even in the way that they talk to one another, right. I'll give them some ways to do it in a classier way, but also the students all know that only the captain does that... like they do not do that.

Matt Weimann: But mostly I model... and those are actually like usually private moments. But often times I'll model what it is they give feedback. And it's just like



behavior you know, if I see a student who's not sitting properly, well then what do you do, you praise the kid right next to them, right. For sitting so well and paying so close attention.

Matt Weimann: Same thing with art. If one student is having a hard time getting across... I recently did an assessment where students had to show the fear from a story. And this is where language arts was tied beautifully to artwork. The students had to draw a picture, and the only parameter was that it had to show the emotions of the characters in the story. And the characters clearly were terrified, I mean the story was called Swarms of Terror.

Matt Weimann: If the artwork showed people smiling, I'm sorry, but that's wrong... and I talked to them about that before they had to do the assessment. So I didn't get any smiles... But also, if kids were drawing squirrels, guess what, that's kind of wrong too.

Matt Weimann: So I would facilitate how to give the positive feedback to those students, so that we're all learning how to talk to one another in an appropriate way.

Matt Weimann: And then as far as connecting the dots, oh my goodness. I love that, because I think of my classroom, my teaching, the whole thing, as cognitive... like neuroscience. Where, we have connections between neurons, and it's like the art... the synapses are just lines of paint. In fact, my computer cover has the artistic brain, with just like rainbow colors... splotched all over it.

Matt Weimann: I definitely use it in math, science, language arts, you name it... spelling, or drawing words. So first time, this year, I did sentence... and this will... and maybe we shouldn't put this in the podcast, I did sentence diagramming.

Laura Grundler: Ohhh, you said something naughty.

Matt Weimann: I did, I know, I know.

Laura Grundler: Ohhh.

Matt Weimann: But you know why I did it, and why I'm interested in it? It's because it turns a sentence... this might sound cheesy-



Laura Grundler: It's visual.

Matt Weimann: It turns a sentence into art. They loved it. They absolutely loved it.

Laura Grundler: Yeah. It's funny I was just in a meeting not too long ago where we talked... there was a lot of badmouthing about sentence diagrams. And I thought, you know-

Matt Weimann: I can't believe that you even know what that term is-

Laura Grundler: Oh I know right, well-

Matt Weimann: That's like old school.

Laura Grundler: Oh we were, that's how we were taught.

Matt Grundler: Yeah. Yeah.

Laura Grundler: But, I love that you talk about this idea of being classy... your topic for the chat was Connecting With Class, and we love your bow tie.

Matt Weimann: Ah, thanks. Bow Tie Tuesday.

Laura Grundler: There you go. Well Matt used to wear a tie on every Thursday-

Matt Grundler: It was Tie Thursday-

Laura Grundler: Yeah, Tie Thursday. He would wear a long tie, every Thursday.

Laura Grundler: So tell us, and maybe Matt can answer this too, what is the idea about being classy in the classroom, and showing them how to act with class?

Matt Weimann: There's so many layers to this, and I think there's layers to everything. But with this particular thing... so I'm a very creative... when they ask me what I have to bring to East Penn when I was being interviewed, I said "well, I'm a pretty creative person..."

Laura Grundler: Yeah-

Matt Weimann: And the first couple years, and I am, the first couple years, I was just kind of like getting my feet wet. But I wasn't walking in, I was jumping in puddles. And water was splashing all over, just a big mess.



- Matt Weimann: My students definitely got a lot out of my classroom, but I realized, I needed structure. And the more creative you are, in my experience in elementary, the more structure is necessary.
- Laura Grundler: Mm-hmm (affirmative).
- Matt Weimann: And I like the term "class" because it's cheesy, so it's right up my alley. But also like I said earlier, I like developing or teaching the whole person. So in my classroom I always talk about manners, and how to just treat one another. Because a lot of times in third grade it's all about just your attitude and like how you say things... and more than even the content, it's like well what happened, what was behind the scenes, why did you say that. And if you act, or behave, or live from that attitude of being classy, then only good things can come from that.
- Matt Grundler: Yeah.
- Matt Weimann: That's sort of my philosophy.
- Susan Riley: Hi there, this is Susan Riley, founder of EducationCloset. If you love these conversations with Team Grundler and friends, please be sure to check out @k12artchat on Twitter. The chat is held every Thursday at 8:30 PM central, and it's a great way to continue the conversation. Just go to Twitter.com and search #k12ArtChat
- Susan Riley: We look forward to chatting with you over there soon. Now let's head back to the show.
- Matt Grundler: No, I think that was one of the things that interested me when I happen to come across... when I happen to find you on Twitter. And I'm glad you brought up that lesson with the fear, because that was the other thing that kind of hooked me in, when I saw, a general classroom teacher using technology. And using it in a really creative way, as far as having these kids... and some of them I saw, like your students took selfies with it, and then like went back in a drew using the Markup app, or one of the other apps, to go back in to edit their photo. And I just thought that was fantastic.
- Matt Weimann: I like using a hybrid of pretty technical, technology apps... and we got iPads this year for the first... well, we got iPads, so we're one to one this



year. But we've had iPads in the classroom, and we've got a conglomeration of different tech tools. But I jumped right into the tech world when I started teaching.

Matt Weimann: But because I like art so much, and I like tactile things, I like them writing on paper still. My classroom is definitely not paperless. But I will have them draw on dry-erase boards, so that we're not cutting down as many trees. And then we'll take pictures of it, but I want them molded... our new thing actually is clay. And-

Laura Grundler: Whew.

Matt Weimann: It's cool because you can mold it, it's the kind that doesn't dry. You can mold it, and then you can make new things... you can mold it into a different shape the next time. But you can take pictures from all different angles. And use shadow, and like I said, it's so layered.

Matt Weimann: And the differentiation comes in the fact that every kid is doing something totally different and has different abilities.

Matt Grundler: Yeah-

Laura Grundler: Yeah, we actually... this is not our term, and I don't even think it's Cathy's term, but our good friend Cathy Hunt us the term "tradigital." Like so you're blending traditional art-

Matt Grundler: And digital.

Laura Grundler: And digital art, to make a final art form-

Matt Weimann: I like that.

Laura Grundler: Yeah, so look-up "tradigital," because that's what you're doing.

Matt Weimann: So funny, I had a teacher who was observing a student teacher a couple years ago, watch me and my class. And the student teacher was just visiting my class, and she wasn't even my student teacher, but we were co-teaching. And then afterwards, that graduate level teacher, was telling me what styles I was using in my classroom, and I was like, "oh, really? That's cool..." I don't know, I just do my thing, you know-



- Laura Grundler: And you know, that's it-
- Matt Grundler: That's the thing-
- Laura Grundler: That's it, you just do your thing-
- Matt Grundler: You just do your thing, and you see the success that comes from it-
- Laura Grundler: Yeah, good teaching is good teaching, it doesn't always have to have a label. And that's something we all need to just focus on is, I don't need to have a name for my pedagogy, as long as it's reaching kids and making a difference, that's the most important thing.
- Matt Weimann: It is good though, to have those labels, I definitely don't shun those. And I'm going to look up that term, because it's lifelong learning, and I like connecting with people and deepening the skill, right?
- Laura Grundler: Hm-hmm (affirmative).
- Matt Weimann: You know, you can mess around with clay, you can get a lot out of it. But then you start researching it, and learning, and deepening your understanding. And you get so much more out of it.
- Laura Grundler: So true-
- Matt Weimann: Studying masters, and different techniques.
- Matt Grundler: And watch [Matt Cockerel 00:18:08] do pottery with his feet.
- Matt Weimann: I love that.
- Matt Grundler: You know, I mean he was trying to figure out ways to keep kids interested.
- Matt Grundler: You started to touch on it, and I think we want to go back to it, about the tech and the app smashing. What was the project that you kind of felt like you app smashed and did it well? Or that your students, did I should say.
- Matt Weimann: Sure, well the recent thing that we're doing right now is where making books in... but, as far as doing it well, I don't know... like I said it's kind of



my M.O. to just mess around with stuff. I tweet things that I like, and that's kind of how art is too, right?

Laura Grundler: Uh-huh (affirmative)-

Matt Weimann: Like whatever you see that speaks to you. But one thing that's speaking to me right now is making these storybooks within the Pages app. You can bring in so many different things... and I haven't published any of these books yet, but you can actually publish two iBooks. So anyone who goes onto iBooks can actually download your students' books, and this is going to be right around the corner for me. But my students learned about this from our tech instructional teacher Dylan Peters, who came into the classroom... he actually taught me, and I love learning.

Matt Weimann: So I got so excited, it was right after National Unicorn Day, and I was like "okay everybody, you know those unicorns we just drew on paper? Here we go..." So we used the Pages app, and we drew the unicorn within the Pages app, and then if you animate the drawing, it actually draws it before your eyes, within the story.

Matt Weimann: And then, as far as smashing the app, I mean you could do so many things with it. You could read the book while paging through it, within iMovie, and publish it as a video. I actually have been using Chatter... is it Chatter box, I think-

Matt Grundler: ChatterPix.

Laura Grundler: ChatterPix-

Matt Weimann: ChatterPix-

Matt Grundler: ChatterPix.

Laura Grundler: Yeah.

Matt Weimann: And that was shown to me by one of my students, who has messed around with it... she just just found it as an app on her iPad-

Laura Grundler: Yeah-

Matt Grundler: Yeah-



Matt Weimann: And they were all already using it, come to find out, and I just happened to visit the world, right? It was like walking through the wardrobe, and they were already playing in The Chronicles of Narnia.

Laura Grundler: Wow-

Matt Grundler: That's awesome-

Matt Weimann: So I started using that with some of my paper puppets that I already had in the classroom, and... I had drawn in Adobe Draw and stuff... so instead of it being images, they're actually talking images. And I like with ChatterPix how the image just sits there, right?

Matt Grundler: Hm-hmm (affirmative).

Laura Grundler: Yeah.

Matt Weimann: And the mouth is the only thing moving, so it's not as much of a distraction, as like the whole full-blown animation of iMovie or cartoons and stuff.

Matt Grundler: Yeah. Becomes more of the storytelling.

Matt Weimann: There's so many different apps, and as far as smashing them and using them together, for me it's almost like a challenge. How many different apps can I use in this... "oh, I don't have any music, well let's make a song in Garage Band..." you know?

Laura Grundler: That's awesome.

Matt Grundler: That is, yeah. No that's fantastic-

Matt Weimann: I'm waiting for an app where smells come out of some type of-

Laura Grundler: Ohhhhh, that's be cool. Like Smell-O-Vision- [crosstalk 00:21:18]

Matt Grundler: Maybe.

Laura Grundler: You talked about... your very first question was about artful mess, in a classy place, and making big glorious messes. Why do you think that making a mess is important?



Matt Weimann: Oh, to me that's art. Art to me is more than just the finished product. I feel like art is a journey, and if you're not getting your feet dirty, what kind of journey is that, right?

Laura Grundler: Right.

Matt Weimann: That's hype though, when you're a mess though, afterwards, all sweaty and scratched up by sticks and stuff. I feel like the best art is when you've actually experienced clay in your fingers and, when you go home and you still have paint and art materials under your fingernails, that's when you know you had a pretty awesome art experience-

Laura Grundler: Those are the best days, aren't they? Yeah-

Matt Weimann: Yeah. For sure-

Laura Grundler: I get that because I'm super excited, I get to go teach some clay this week in a middle school classroom, and it's going to be the thing that keeps me going all week, because I just can't wait to have clay, and be with kids, and get messy. I fully understand that-

Matt Weimann: That's awesome.

Laura Grundler: Yeah.

Matt Weimann: Yeah. Get them to stick their noses right up next to it and smell it, so they like every sense... probably not tasting, probably not that-

Laura Grundler: No-

Matt Weimann: But-

Matt Grundler: Not the tasting.

Laura Grundler: Yeah, that might get some phone calls from parents.

Matt Weimann: Yeah, I'm pretty sure some of my students have tasted the flour-water from my papier-mâché material-

Laura Grundler: Yeah.



- Matt Grundler: Yeah.
- Laura Grundler: It happens, it's always one kid.
- Matt Weimann: Oh yeah. I think I've got half a class full of those. They're definitely chewing the newspaper, you know. And as far as the messiness, I just feel like it's more memorable, the messier it is. Right?
- Laura Grundler: Hm-hmm (affirmative).
- Matt Weimann: So if you were nice and neat, and you did your painting or whatever your artwork was, and it came out just perfect, and there was absolutely no problems... and you were so skillful in it that you were able to do it without any stress, well good for you. But... nobody's going to-
- Laura Grundler: That's not reality-
- Matt Weimann: That's not nearly as memorable as someone who is crying because he can't get this line right, or they just can't this ratio, or they can't get this angle for this character just right. And that's the sign of a person who really cares too.
- Laura Grundler: I mean that's such a good point to make, because like the struggle is where the learning really sticks with you, I think-
- Matt Weimann: Yeah-
- Laura Grundler: I think about a lot of students I've had, that have gone on to college, where school was super easy for them. They were just those kids... they knew how to play the game, they knew what to do to get the grade, and to memorize the information, and then purge the information to move on. And school was super easy for them. And then they get to college and they struggle, and they don't know what to do with that struggle.
- Laura Grundler: And that's where, you see them not make it all the way through those four years. And so I think kids have to struggle, and I think that... just like you said, that journey, that process, that's where that... it just sticks with you.
- Matt Weimann: I feel like if a project that I present to my students doesn't cause them to struggle, then I didn't do a very good job coming up with a project.



Laura Grundler: I agree.

Matt Grundler: Hm-hmm (affirmative).

Matt Weimann: And if a project is going to easily for them, I stop everything and throw them a wrench.

Laura Grundler: Hm-hmm (affirmative).

Matt Weimann: Throw them a curve ball.

Matt Grundler: Oh yeah.

Matt Weimann: Now you have to use your feet. There you go everybody.

Laura Grundler: Yeah.

Matt Grundler: Oh man.

Laura Grundler: You're a lot of fun Matt, I...

Matt Weimann: Thanks.

Laura Grundler: I want to be in your class.

Matt Weimann: Fun is classy, I think.

Matt Grundler: It absolutely is.

Laura Grundler: It is, yeah. Absolutely.

Matt Grundler: I mean, kids were always amazed when I was doing clay and I had a tie on that day.

Laura Grundler: Yeah-

Matt Grundler: And it was like, they were like, "but I..." I'm like, "ah, whatever-"

Laura Grundler: Yeah, it's all good, yeah.



- Matt Grundler: Well, before we part, before we end our conversation, is there any last parting words, words of wisdom that you might feel like maybe we haven't covered, today?
- Matt Weimann: I think mostly the idea of creativity can make people afraid, just that concept. And you talk about being afraid earlier, I would love to talk to the teachers and just say that, even though I bring to my table the concept of being fearless, and that's in my classroom... I was a little bit afraid doing this live chat, and even this podcast, so you do it for the students. And in this case, I'm so grateful to you guys for having me host, and it's been a blast. But creativity doesn't have to be making something from nothing-
- Laura Grundler: Right-
- Matt Weimann: Like, it's okay... to in fact, you so almost have to jumpstart your creativity sometimes. I picture a car that you have to crank, right?
- Laura Grundler: Hm-hmm (affirmative)-
- Matt Weimann: And then start it. You know, a lot of times for me, my lessons or my art projects and stuff, I'll do what I've already seen, or I'll even trace... and my students tracing their own pictures in different apps and marking it up, they're using something to go by. They're not making this up, like straight out of brain, out of nothing. Thunderbolts, or lightning bolts, don't come down and hit the creative teachers.
- Matt Weimann: We simply have, maybe a different skill set, but try to tap into those other teachers who are creative, and just try creative ideas. And then, it will rub off on you, if you feel like you're not creative. I've become more creative, I think I already was, but I've definitely become more creative. And it's only because, I just gave things a try.
- Laura Grundler: Hm-hmm (affirmative).
- Matt Weimann: So just try it. Trying new things is classy.
- Matt Grundler: That's awesome-



Laura Grundler: Agreed. And you make a really good point, I mean Austin Kleon's written several books, *Steal Like an Artist* and *Show Your Work*, that really say to that very point that you made, is that you have to jumpstart creativity. And you can't box yourself in, you just have to try, you just have to get started. And there's no shame in looking at other people's ideas and jumping off from that point. That's a good thing.

Matt Weimann: Definitely.

Laura Grundler: Oh well. I think I will-

Matt Weimann: Thanks a lot for having me.

Laura Grundler: Yeah, I'll let Matt wrap-up-

Matt Grundler: We certainly appreciate it, so we definitely want to let you have the rest of your afternoon, and we look forward to talking with you again.

Laura Grundler: Thank you, Matt.

Matt Weimann: Thank you so much.

Matt Grundler: All right.

Laura Grundler: All right, we'll be in touch [crosstalk 00:27:48]

Laura Grundler: You too, thank you. Bye-bye.

Matt Grundler: Bye, Matt.

Matt Weimann: Bye.

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