



NEW YORK CITY ART TEACHERS ASSOCIATION/ UNITED FEDERATION OF TEACHERS

INSIDE/OUTSIDE: YOUNG ARTISTS RESPOND TO THE COVID-19 PANDEMIC

Guidelines and Instructions

NYC Teachers are invited to submit up to 10 student artworks

Submission deadline for Images & Statements: **Tuesday, April 20th 2021**

Contact: Joan L. Davidson, nycata.uft@gmail.com

“Identifying feelings, concerns and activities are the first steps in the process of creating an image”.

Goals:

1. To encourage students to give a visual form to their feelings, concerns and activities during Covid-19.
2. To provide challenging art-based curriculum strategies that will promote opportunities for students to gain appreciation, sensitivity and empathy for each other.
3. To provide a digital exhibit space for selected artwork for example: You Tube and a Museum-like web site.
4. To recognize all participating teachers and students.

Exhibit Selection Criteria: Interpretation of theme; Clarity of message; Craftsmanship

Media, Form, Genre and Size: Work can be in any media, size, form (two or three dimensions), or genre (figurative, symbolic, realistic or abstract). Words can be included in the image.

Motivating words: hobbies, anger, lonely, brave, hugs, sad, cooped-up, confused, scared, worried, hurting, suffering, helping, family, laughter, time, safe, escape, solitude, independence, friends, heroes, memories, wishes, dreams, self-esteem, identity. What other words can you or your students think of?

Content: The image can show the student’s experience or can tell about another person’s experience.

SUBMITTING STUDENT ARTWORK AND WRITING (10 images with statements per teacher.)

NEW EASY TO USE TEACHER FRIENDLY STUDENT ARTWORK/WRITING ENTRY FORM

<https://www.schoolartshow.com/submissions/2021-student-exhibit-opportunity>

Images will be kept and archived by NYCATA/UFT and may be used for future student exhibits and/or publications.

Download/View our Free Teacher Resource Guide:

A comprehensive 23 page resource and unit guide that include:

Project goals; CDC Guidelines relating to what & how to understand feelings and concerns (K-12) during Covid-19, Bibliography, Suggested written statement content, Questions to motivate students, Process activities, Ways to use other arts to inspire students, Art-making activities, Art reproductions, Samples of student work and their statements.

Timeline:

Tuesday- April 20th – Image& Statement Submission deadline

Week of April 27th – Adjudication. Work will be grouped: Grades 1-3; 4-6; 7-8; ungraded; 9-12

Week of May 3rd – Teacher notification

Wednesday, May 26th 4-6:30pm – Virtual Exhibit, Reception & Recognition.

Students will have an opportunity to speak about their work.

Exhibit Coordinator: Joan L. Davidson, President Emeritus, NYCATA/UFT

INSIDE/OUTSIDE21 NYCATA/UFT

Unit Overview-Lesson Ideas/Motivation

Excerpted From our Teacher Resource Guide. Download the Full Guide [Here](#)

Goals:

- To encourage students to give a visual form to their feelings, concerns and activities during Covid-19.
- To provide challenging art-based curriculum strategies that will promote opportunities for students to gain appreciation, sensitivity and empathy for each other and inspiration from each other.
- To provide a digital exhibit space for selected artwork for example: YouTube and a Museum-like web site.
- To recognize all participating teachers and students.

Content: Content is open to personal interpretation. Students' artwork can show the student's experience or can tell about another person's experience. Image Statement* (140 words or less) to accompany the image.

Media, Form, Genre and Size:

Work can be in any media or genre (figurative, symbolic, realistic or abstract). Words can be included in the image.

Exhibit Selection Criteria: Interpretation of theme; Clarity of message; Craftsmanship

Media, Form, Genre and Size: Work can be in any media, form (two or three dimensions), or genre (figurative, symbolic, realistic or abstract). Words can be included in the image

Motivating words can be:

hobbies, anger, lonely, brave, hugs, sad, cooped-up, confused, scared, worried, hurting, suffering, helping, family, laughter, time, safe, escape, solitude, independence, friends, heroes, memories, wishes, dreams, self-esteem, identity. What other words can you or your students think of?

Suggested Questions:

1. What are you doing differently in your life during Covid-19?
2. What makes you feel safe/secure during Covid-19?
3. What hobbies have you explored during Covid-19?
4. What activities do you like doing during Covid-19?
5. What activities do you like doing least during Covid-19?
6. How have your feelings changed during Covid-19?
7. What do you miss doing during Covid-19 with family and/or friends?
8. What/Who helps you feel better during Covid-19?
9. In what ways have people become heroes because of their jobs or actions during Covid-19?
10. How have you helped your family or friends during Covid-19?
11. What are ways you view the OUTSIDE world while you are cooped-up INSIDE?

Student Statement Format:

Statement (140 words or less) - can take the form of prose, a poem, a song, a rap.

A statement (for grades 1-3 verbal statements can be transcribed by an adult)
For early childhood, writing can be only a title or a description of the content of the work.

Writing can start midway through the art making process so that ideas that come up during the writing activity can be included in the image.
For example, where the experience took place, reasons for feeling scared; sad or isolated.

***Suggested Statement Content:**

- A description of the work.
- Tell a story that connects to your artwork.
- A description of feelings during the experience shown in the picture.
- How did the process of making the artwork affect what you are communicating in your picture?
- How did you use color, patterns, value, shapes, lines, size, composition, to communicate what you wanted to tell about?
- What were challenges you faced as you created your artwork, and how did you solve the challenges?
- What risks did you take while creating your artwork?
- What do you think is good about your artwork?

Resources (Art Reproductions). View these reproductions and much more in our [Free Art Teachers Resource Guide](#).

Frida Kahlo, [Self Portrait with Thorn Necklace and Hummingbird](#), 1940 (identity, use of symbols-suffering)

Kehinde Wiley, [Haitian Women](#), 2014 (self-esteem, identity)

Ernest Ludwig Kirchner, [Berlin Street](#), 1913 (exaggeration& expressive color)

Kathe Kollowitz, [Death Seizing a Woman with a Child](#), 1934 (scared, protection of child)

Kathe Kollowitz, [Woman Protecting Her Children](#), 1934 (safety, protection)

Jacob Lawrence, [The Shoemaker](#), 1945 (hobby)

Roy Lichtenstein, [Crying Girl](#), 1963 (sad, isolated, lonely, worried)

Edvard Munch, [The Scream](#), 1893 (worried, anxious, scared, hurting)

Pablo Picasso, [Guernica](#), 1937 (symbols -communicating feelings,)

Ben Shahn, [Handball](#), 1939 (memories, wishes, hobby)