

VSA International Art Program for Children with Disabilities Call for Art

2018-2019 Theme

Yo soy...Je suis...I am...My Family

Use activities from any of the VSA Teacher Resource Guides to create pieces for the call for art.

http://education.kennedy-center.org/education/vsa/resources/visual_arts.cfm

Below is a list of suggested activities that can be used to address the theme.

2017–2018 Yo soy...Je suis...I am...Motivated to Create

1. Looking in The Mirror.....page 19
Creating a mosaic sculpture that is significant to the student in relation to their family or culture.

Grade level: 5–8

In creating artwork inspired by experience, memory, and discovery, artists communicate their understanding of their world to the viewer. In this lesson, students will create reflective mosaic sculptures of an item or a symbol that they feel is significant to them (personally or culturally) to build understanding among their peers.

2. Motivated by Music II.....page 31
Identifying a song with significance to student's family and creating an album cover.

Grade level: 6–12

Many musicians commission artists to create cover art for their albums or singles. Often, these artists take inspiration from the music, listening to songs multiple times and creating work based on the imagery presented in the lyrics or how the music makes them feel. The artist tries to communicate visually what the musician has attempted to communicate through sound. With album cover art, these two art forms work together to present an idea to a consumer. In this lesson, students will learn about album covers, select a song or album, and create cover art through the visual arts medium of their choice.

3. Merging Dots.....page 37
Drawing or painting one or more family members.

Grade level: 3–8

The 19th century saw an explosion of science surrounding optical perception, which is how our eyes and brains work together to recognize and process colors and images. During this time, Michel Eugène Chevreul wrote about the perception of complementary colors (opposing colors on the color wheel) and how they could be used together in paintings to create visual harmony. This idea of harmony among colors was utilized by artists, such as Georges Seurat, who were credited with starting the pointillism movement. Pointillism is the use of small dots of color, juxtaposed and overlapped, to create an image. The use of small dots to create larger images is the inspiration for this project, in which students create a self-portrait using small dots of color.

4. Portrait of a Leader.....page 43
Creating a portrait of a leader in the student's family.

Grade level: 9–12

In this lesson, students will consider who has been historically identified as a “leader” and how they have been portrayed in traditional Western portraiture through symbols and ornamentation. Using the example artwork of Kehinde Wiley, students will examine how the artist used these classical techniques and modes of portrayal to depict modern people of color. Through discussion and reflection, students will determine their own values and definitions of power and leadership and create a portrait of a leader of their choosing in the highly-ornamented style of portraiture from which Wiley took his inspiration.

2016–2017 UBUNTU Yo soy...Je suis...I am...Because you are

1. Lesson 2: Art Think Tanks Serving Us All.....page 16
Students and their families contribute to their community.

Grade level: K–12

In this lesson, students will explore how service is more than simply providing monetary support. Students will be challenged to think of ways to give of their time and talents to improve the lives of those around them as they work with peers in “Art Think Tanks” focused on solving community problems. The students will then perform the service activities planned.

2. Shining a Light on The Goodness in our Midst.....page 43
Celebrating the goodness in family members through trading cards

Grade level: 3–12

In this lesson, students will examine artists who draw attention to injustice around us. In some cases, artists identify wrongs that should be righted; in others, artists show viewers a way to support the creation of a just and tolerant world by recognizing goodness. Students will create artist trading cards (simple gifts designed to be given away) that represent times when they have witnessed just behaviors.

3. Courage all Around Us.....page 58
Celebrating the courage of everyday moments in family life.

Grade level: 9–12

Despite adversity, challenges, and hardships, people show courage every single day in acts both large and small. This lesson empowers students to think of everyday moments of courage as something noteworthy and special. Students will take portraits and exhibit them in a “Courage Gallery.”

4. Expressing My Gratitude.....page 66
Expressing gratitude toward family members.

Grade Level: 6–8

Consciously expressing gratitude is a choice to share that which is good in our lives. This can be a powerful act that enriches everyone around us. In this lesson, students will express gratitude through the creation of fabric gratitude banners, which can then be publicly displayed.

2015–2016 Yo soy...Je suis...I am...The Word

1. We Are Here: Our Personal Journey in the World.....page 7
Mapping favorite memories of time with family.

Grade level: 3–8

Journeys can be taken alone or with company, and can be literal or symbolic. Maps can assist us in journeys, guiding us to our destinations and showing what can be found along the way. In this lesson, maps serve as a metaphoric and symbolic way to depict personal journeys through memory. Parts of the body serve as the “canvas” in this lesson in which students discover alternative forms of maps, including the map art of Paula Scher, Arthur Merton, and Annette Messenger.

2. My Personal History in the World.....page 19
Creating personal family portrait assemblages.

Grade level: 7–12

Everyone has a history, ancestors, and a past told best when they go to the historical source. In this lesson, students are encouraged to talk to those who came before them to reflect on how they arrived at the present. The works of Vik Muniz, Robert Rauschenberg, Brian Jungen, Kehinde Wiley, and the story of the 6 Million Paperclips project provide a framework to begin this exploration. With their newfound knowledge students will create personal family portrait assemblages.

3. We Are One...World.....page 53
Celebrating uniqueness and similarities among families. Using scratchboard, create tiles representing family traits for “exquisite corpse.”

Grade level: 3–6

People differ in size, color, skill, personality, and ability, but are united by our humanness. Traits that make someone unique can and should be celebrated. The act of embracing the differences, unites us as one human race.

4. Joining Together in The World.....page 73
Creating mobiles illustrating favorite colors and shapes of family members.

Grade level K–12

All people are part of a universal chain that makes up the world, no matter how different each person's story or history. Every individual is a link that plays an important part in the success of the whole chain. In this lesson, students will create a personal "link." The individual links of each students will be joined together creating a class mobile representing the powerful whole. Through an examination of Liza Lou's Continuous Mile and Backyard, Do-ho Suh's Some/One, and Claire Fontaine's Passe-Partout students will appreciate how each individual element is essential to the whole and creates a powerful message.

2014–2015 Yo soy...Je suis...I am...The Future

1. Where Will I Play.....page 4
Creating a play space for the whole family to use together.

Grade level: K–3

Using simple construction paper techniques, students design a personal play space.

2. What will my Home Look Like.....page 22
Creating a family home.

Grade level: 4–8

Our homes reflect where we live and what we value, as well as providing shelter. While our basic need may be simple protection from the elements, we have long created homes that reflect our values and identities. Students will create paper mache homes using a found object armature, completing them with acrylic paint and embellishments.

3. How Does the Past Inform my Future.....page 59
Creating a collage using family history

Grade Level: 7–12

In this lesson, students will create a layered collage representing elements of the past. This collage will then be reproduced and a final layer of color will be added as a metaphoric representation of the future.

2013–2014 Yo soy...Je suis...I am...

1. I am a Sandwich.....page 20

Creating a sandwich that represents qualities, traits, interests of student and family members.

Grade level: 7–12

Students will create a metaphoric self-portrait clay box in the shape of a sandwich. This project is inspired by the works of Vincent Van Gogh, Jorge Pardo, and Kristine Yuki Aono. These artists present an introduction to metaphoric representation of self through the use of specific objects reflecting personal qualities, interests, and traits.

2. Weaving Personal Stories.....page 34

Collecting materials from family members to weave a story of meaningful moments and memories.

Grade level: 1–12

In this project, students investigate the use of found objects, recyclables, and personal objects, as artistic material that can be used to reflect the individual parts that make up the whole self. The work of Janine Antoni and Aminah Brenda Lynn Robinson show us how objects can define components of our identities, even hold our memories. Materials chosen by the students are collected, woven, and/or joined together to create a work that integrates these individual objects/memories/pieces into a finished portrait.

The call for artwork requires the following information for each entry

- *About the Submitter:* Name, Email, Phone and Relationship to the artist
- *About the Artist:* Name, Age, Location, and Disability.
- *Artist Statement:* Describe the artwork. What is your artwork about?
- *About the Artwork:* Title, Size, and Medium.