

2016 Scholastic Art & Writing Awards



**Scholastic
Art & Writing
Awards**

Alliance for
Young Artists
& Writers

Dive in to your imagination!

Classroom Poster

How to Enter in 5 Easy Steps

New in 2016 Announcements

Educator's Guide • Classroom Exercises

ABOUT THE SCHOLASTIC ART & WRITING AWARDS

For more than 90 years, the Scholastic Art & Writing Awards have recognized the exceptional vision of our nation's youth. Established in 1923 by Scholastic founder Maurice R. Robinson, the Scholastic Awards have grown to become the nation's highest honor and largest source of scholarships for creative teens. Through a nationwide partner network of 118 Affiliates, the 2015 Awards received 300,000 submissions spanning 28 categories of art and writing. Students are encouraged by their educators, both in schools and through out-of-school programs, to submit their original work. All students in grades 7 through 12, whether in public, private, or home schools, can apply. Notable Scholastic Awards alumni include Andy Warhol, Sylvia Plath, Cy Twombly, John Baldessari, Kay WalkingStick, Richard Avedon, Stephen King, Luis Jiménez, and Truman Capote—to name just a few.

RECOGNITION

In 2015, the Alliance and our Affiliate partners provided recognition at the regional and national levels to more than 60,000 teens. Of these top regional award recipients, more than 17,000 went on for consideration at the national level, with more than 2,000 students receiving National Medals. National Medalists in the poetry category also have the opportunity to be selected for the National Student Poets Program (artandwriting.org/nspp).

EXHIBITION

More than 1,000 works of art and writing by National Medalists were shown in the Art.Write.Now.2015 National Exhibition at the Sheila C. Johnson Design Center at Parsons School for Design at The New School and Pratt Institute's Pratt Manhattan Gallery. Throughout the year, selections of work will travel the country with the Art.Write.Now.Tour 2015—with upcoming stops in Springs Preserve, NV; Grand Rapids, MI; and Bozeman, MT—or spend a full year on display at the U.S. Department of Education or the President's Committee on the Arts and the Humanities in Washington, D.C.

How to Enter in Five Steps

Registration for the 2016 Scholastic Art & Writing Awards opens on Wednesday, September 16, 2015. On this date, you can start your submission process in five easy steps:

1. Create an account on artandwriting.org/registration
2. Upload your work
3. Sign the submission form
4. Pay your submission fee, or obtain a fee waiver
5. Mail your submission form

PUBLICATION

The Alliance features works by National Medalists of both art and writing in our annual National Catalog. Additionally, we publish a collection of exemplary written works in this anthology, *The Best Teen Writing*, and a chapbook that features works from the National Student Poets. These publications are distributed free of charge to schools, students, educators, museums, libraries, and arts organizations across the country. Our searchable online gallery of 30,000 art and literary works from 2010 onward can be accessed at artandwriting.org/galleries.

SCHOLARSHIPS

The Alliance distributes more than \$250,000 in direct scholarships annually to National Medalists. Students can leverage their success in the Awards through our Scholarship Partners, a national network of dozens of esteemed universities, colleges, and art schools for additional opportunities. Additionally, our Alliance Summer Arts Program pairs students with top-tier summer arts and writing intensives around the nation, providing scholarships to talented emerging artists and writers.



**Scholastic
Art & Writing
Awards**

New in 2016!

For information about the
2016 Scholastic Awards,
visit artandwriting.org

**Fashionista
Alert!**

**Have Opinions?
Like Comics?**

Attention future Zac Posens:

Put your exceptional talent in fashion and
jewelry on display!

The Neiman Marcus Award for Fashion
\$1,000 scholarship for 1 student

The Neiman Marcus Award for Jewelry
\$1,000 scholarship for 1 student

Make Political Cartoons!

Honoring the remarkable legacy of
cartoonist Herb Block, this new
category will recognize drawings,
illustration, comic art, and
animation that have a political
theme or message.

Editorial Cartoon
sponsored by
The Herb Block Foundation

\$1,000 scholarships for 3 students

What makes you uniquely you? Flaunt It!

Whether the thing that makes you different is
apparent or invisible, flaunt it! Let your uniqueness
shine. This special opportunity is available across
all art and writing categories.

RBC Flaunt It Award
\$1,000 scholarships for 2 students

Art.Write.Now.Tour

Educator's Guide

Use this resource in conjunction with the Scholastic Awards' national traveling exhibition, in person or online at artandwriting.org/art-write-now-tour.



Limitless Lines

National Core Visual Art Standards:

VA2: Organize and develop artistic ideas and work.

VA9: Apply criteria to evaluate artistic work.

Objective: Students will analyze one method of using line in a work of visual art. Students will synthesize what they learn in a short writing assignment.

About This Work: Thomas Diamanty communicates an unexpected idea using line. He divides the composition horizontally with a black line. Then he adds outlines representing clothing blowing in the breeze on a clothesline. By using line to simplify each form, he emphasizes the whimsy of a pair of legs hanging on the line.

Discussion: How does Thomas use line to show the three-dimensionality of fabric? (*He uses lines to represent the folds in the fabric for each article of clothing.*)

How does this artwork play with your expectations of space? (*Thomas uses outlines to show the clothing hanging*



THOMAS DIAMANTY, *Hang Me Up To Dry*, Digital Art. Grade 12, Age 17, Archmere Academy, Calymont, DE. Cheryl Finn, Educator; Delaware State University, Affiliate.

in the foreground, so the background is visible throughout the scene. This flattens the space, compressing the scene.)

Write About Art: Identify another work of art in the exhibition that incorporates line. Write a paragraph about how the artist uses line to communicate an idea.

Character in Color

National Core Visual Art Standards:

VA8: Interpret intent and meaning in artistic work.

VA10: Relate personal experiences to make art.

Objective: Students will consider the relationship between color and mood in a work of art. Students will experiment by using a warm or cool color palette in their sketchbooks.

About This Work: Olga Brevnova develops the mood in this portrait through her use of color. The saturated warm colors in the face seem to glow against the saturated dark background. Olga models the paint to show the contours of the face. Highlights in the face accentuate the intensity of the subject's gaze, while the shadows add a sense of drama.

Discussion: How does Olga use color in this composition? (*She contrasts the rich warm colors of the subject's face with the dark background.*)

How does color affect the mood in this painting? (*The contrast between the warm colors and the dark background gives the painting a feeling of intensity.*)



OLGA BREVNOVA, *Olga*, Painting. Grade 11, Age 16, Belmont High School, Belmont, MA. Mark Milowsky, Educator; School of the Museum of Fine Arts, Boston, Affiliate.

Sketchbook Starter: Sketch a scene using colored pencils. Use warm or cool colors to set the mood.

Write About Art: How can you use language to set the mood? Write a poem about this painting. Use vivid adjectives to capture the painting's atmosphere. Remember: Show, don't tell!

Scholastic Art is a classroom magazine that brings art history to life in your middle school and high school visual arts education program. For more information, please visit scholastic.com/art.

Art.Write.Now.Tour

Educator's Guide

Use this resource in conjunction with the Scholastic Awards' national traveling exhibition, in person or online at artandwriting.org/art-write-now-tour.



Tangible Texture

National Core Visual Art Standards:

VA1: Generate and conceptualize artistic ideas and work.

VA5: Develop and refine artistic work for presentation.

Objective: Students will assess various methods of using texture to develop an artwork.

About This Work: So Young Jang uses texture to trick the viewer's eye by visually relating the texture of grass to the texture of feathers. Whether viewers see a landscape or a group of birds first, So Young's clever use of swirling textures invites viewers to look closer.

Discussion: What is the role of texture in this print? (*The texture creates a visual comparison of two unrelated ideas.*)

How does So Young create the illusion of both grass and feathers at the same time? (*She stylizes the shapes of grass and feathers so a single texture resembles both.*)

Write About Art: Write a paragraph discussing the ways in which So Young's print uses texture to surprise viewers.



SO YOUNG JANG, *Camouflage*, Printmaking. Grade 11, Age 17, Wow Art Studio, Old Tappan, NJ. Taehyun Kang, Educator; Montclair Art Museum, Affiliate.



MADELINE HANTZSCH, *The Great Scooter Accident*, Mixed Media. Grade 12, Age 18, Wauwatosa East High School, Wauwatosa, WI. Kelly Frederick Mizer, Educator; The Milwaukee Art Museum, Affiliate.

Story Sequence

National Core Visual Art Standards:

VA6: Convey meaning through artistic work.

VA7: Perceive and analyze artistic work.

Objective: Students will draw conclusions about the narrative presented in an artwork. Students will develop their own methods of constructing a visual narrative.

About This Work: Arranging the story like the panels in a comic book, Madeline Hantzsch uses a graphic style to simplify the key points. The artist closely crops the second image, the point of conflict in the story, and uses a stark

black and white color scheme to emphasize the importance of this moment in the sequence.

Discussion: How does Madeline communicate a story? (*She arranges simplified graphic images sequentially to represent the four points in the narrative.*)

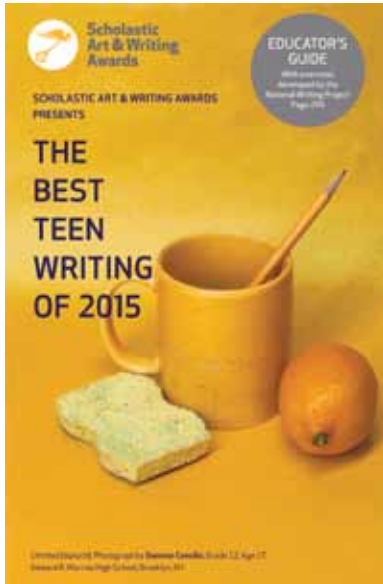
How does the artist emphasize the moment of conflict in the story? (*Madeline stresses the second image by using a black and white color scheme and close cropping.*)

Sketchbook Starter: Identify an important even in your life. Develop a series of illustrations to tell the story.

The Best Teen Writing of 2015

Educator's Guide

The Best Teen Writing is an annual publication featuring a selection of Scholastic Awards' National Medalist work. The 2015 edition is available for purchase on Amazon.com.



Use works from teen writers in *The Best Teen Writing* to inspire discussion and guide writing exercises with students.

In Their Shoes

Short Story—Discussion on characterization and voice—35 minutes

Goal: Students explain how authors establish the voice of a narrator to create distinct characters who inform a reader of time, place, and mood.

Activity: Introduce the concept of a story's "voice" by having students discuss popular first-person narratives as well as close third-person narratives that are particularly different and compelling.

Next, choose a piece with highly-engaging character voice(s). As you're reading out loud, have students mark any points in the text where we notice specific character establishment through the tone of the prose, dialects, slang, humor, and other details. After you're finished, have students discuss the following:

- What does the author want us to know, or understand, about the narrator of this story?
- How does the separation of character voices establish a reliable—or unreliable—narrator?

In partners or groups, have students select a narrator and describe his or her personality. Then have them return to the text and find specific details (speech, thought, and interaction with others) to illustrate the narrator's personality and how it informs and shapes the narrative. Share student responses.

Tell Your Story

Personal Essay/Memoir—Writing with a focus on structure and pacing—45 minutes

Goal: Students will write an organized and coherent memoir imitating the format of a Best Teen Writing piece.

Activity: Select a personal essay/memoir from the anthology to read out loud with your students. Talk about the format in which the memoir is written. Discuss the choices made and how those choices are inherently personal, and therefore are inherently suited to convey a personal essay.

Ask your students to write their own memoir modeled after the memoir you have selected. In a group, have the students share their work and discuss unique choices that each student makes, including how those choices convey something personal to the reader.

Change it Up!

Genre-shifting Exercise—40 minutes

Goal: Students will explore form's relationship to function by converting a piece in the anthology to another genre. For example, they will reimagine a play as a poem; a personal essay/memoir as a science fiction/fantasy piece; or a short story as a piece of journalism, reporting on the events therein.

Activity: Have the students choose a favorite piece in *The Best Teen Writing*, then have them reinterpret that work in another genre. Afterward, have the students compare the original to the genre-shifted piece, and discuss how the same information is relayed through contrasting forms.

Free downloads of past volumes of *The Best Teen Writing* are available at artandwriting.org/publications.

Visit the Vision and Voice website, presented by the National Writing Project at visionandvoice.nwp.org to learn more ways in which *The Best Teen Writing* can inspire students in your classroom.

Editorial Cartoon sponsored by The Herb Block Foundation Educator's Guide

Learn more about the legacy of four-time Pulitzer Prize-winning political cartoonist Herb Block and his contribution to American history and free expression at herbblockfoundation.org.

Speak and Draw Your Mind

Editorial cartoons are a powerful way to make a point about an issue. With the support of The Herb Block Foundation, students can earn scholarships and national recognition by submitting original editorial cartoons to the Scholastic Awards!

Pick an issue!

Select an issue that's important to you, whether it's an idea about global warming or cafeteria food. Research your topic and think about ways to present your opinion on it. Is there something absurd or ironic about the issue? How can you symbolize key individuals and themes? What's the most effective way to get others to see your point?

Draw a rough draft.

Nothing fancy! Just sketch something to get the idea across. Write a few captions or "thought balloons" that will make your point.

Refine and edit.

Once the concept is clear, fine-tune your drawing. Take your time so it's clear and simple to understand. Select the best caption and make sure your lettering is neat and dark.

Step back.

Ask someone you trust if the idea of your cartoon comes across. Try to take in the feedback and make any changes you think are necessary.

Put it out there!

Publish your work in print or online, and submit it to the Editorial Cartoon category of the Scholastic Art & Writing Awards at artandwriting.org!



HERBLOCK

The Herb Block Foundation

Herblock Cartoons, © The Herb Block Foundation

Herb Block created and published thousands of editorial cartoons. His work captured the attention of politicians and citizens alike, changing the course of history. Check out his amazing work at herbblockfoundation.org.



**Scholastic
Art & Writing
Awards**

Alliance for
Young Artists
& Writers

**The 2016 Scholastic Art & Writing Awards
open for submissions on September 16!**

Inside:

Classroom Poster

How to Enter in 5 Easy Steps

Educator's Guides with Classroom Exercises

New in 2016 Announcements