



NJEA'S SOCIAL JUSTICE ART CONTEST

Artwork Specifications

- All artwork must be between 9" x 12" and 11" x 14"
- Artwork must be 2-D in nature. No 3-D artwork will be accepted.
- Art may employ traditional media, digital media, or photography.
- Artwork must be correctly labeled with the requested information.
- A label template has been provided and should be completed and affixed to EACH piece.

Contest Specifications

- All artwork must be completed entirely by the student.
- No student may submit more than one piece of artwork.
- Artwork can only be submitted through a dues-paying NJEA member.
- Each local association may submit up to 10 pieces of artwork in both the middle school and high school categories.
- **All entries must be accompanied by a completed parent permission form (see attached page 3)**
- **All work must be submitted to NJEA Headquarters or your regional office by 5pm on Oct. 6, 2017.**
- Artwork chosen for the exhibit will become the property of the NJEA.

Judging

- All judging will be completed by a blind panel of 10 educators from diverse fields, including a minimum of five arts professionals.
- Judging will be completed on the evening of Oct. 11, 2017 at NJEA Headquarters.
- Selected artists will be notified the week of Oct. 16, 2017.

Prizes

- Prizes listed below will be awarded in both the middle school and high school divisions:
 - ★ First Place: \$150
 - ★ Second Place: \$100
 - ★ Third Place: \$50
 - ★ Fourth through Tenth Place: Honorable Mention
 - ★ Top 10 pieces of artwork published in an issue of the **NJEA**

■ **Attention Art Teachers, please use this BACK LABEL for all NJEA Sponsored Exhibits**

Review

Dear Parents/Legal Guardians,

The purpose of this letter is to inform you that your child's artwork has been selected to be exhibited in an exhibit sponsored by the New Jersey Education Association. NJEA is committed to protecting the privacy and safety of all students. With this in mind, NJEA would also like to seek your permission to (1) exhibit the work and (2) possibly publish the work on **njea.org** and in the **NJEA Review**, our monthly magazine.

The artwork will be exhibited at the NJEA Convention in Atlantic City from Nov. 8-11.

With your permission, the artwork may be published on the NJEA website at **njea.org** and also published in the **NJEA Review**.

Answer questions 1 & 2, fill out the form below, and return it to your child's art teacher.

YES, I do NO, I do not:

Give permission for my child's artwork to be exhibited at the NJEA Convention

YES, I do NO, I do not:

Give permission for my child's artwork to be published. I understand the student artwork will be identified by first name and school only. NO LAST NAME will be used.

I understand that the New Jersey Education Association is not responsible or liable for any claim, damages, lost items/artwork, injuries and other liabilities of any kind that may arise from participation in this art exhibit. I also understand that NJEA reserves the right to refuse to include any work improperly prepared to hang, work of the incorrect size or work received after the due dates set by NJEA.

Parent/Guardian Signature. _____

Parent/Guardian Name (please print) _____

Student's Name (please print) _____

Address _____

City _____ Zip Code _____

Phone Number _____ Parent Email _____

Art Teacher _____ Email _____

School _____

Local Association _____

School Address _____

School Phone _____ Teacher Cell Phone _____



All exhibiting art teachers must be members of NJEA. Exhibit of student artwork is a public event and photos/video may be taken. These photos may be published to NJEA publications.



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Race/Class Track

• Scenario #1 (Elementary School)

· One of your classmates has trouble focusing. When he is asked to take out a book, he sharpens his pencil instead. When your group is working hard on your project, he is grabbing the bathroom pass from a classmate and running out of the room. How do you think this looks through his eyes? What about yours?

• Scenario #2 (Middle School)

· A fight breaks out in class between two of your fellow students. Neither of them want to talk about it, but you know that it started through conversations about each other's race. What does that look like through their eyes? What about yours?

• Scenario #3 (High School)

· One of your fellow classmates is consistently late for class. You know that this is due to transportation issues with their home life. Is it your place to bring this to an adult's attention so they can help, or do you mind your own business? What does that look like through their eyes? What about yours and your classmates?

LGBTQIA+ Track

• Scenario #1 (Elementary School)

· Out on the playground you hear two young students arguing. During the argument, you hear one student say to the other, "you're so gay." The student clearly retreats and shows a negative effect to the comment. How does that look through their eyes? What about yours?

• Scenario #2 (Middle School)

· Making sure that there is someone LGBTQIA+ students can go to is incredibly important. You are searching for a staff member to sponsor your Gay-Straight Alliance (GSA) at your school. You and another student have approached a potential advisor. For your art, you decide on their either positive/negative reaction. What does it look like through the eyes of the student making the ask? What does it look like through the eyes of a bystander?

LGBTQIA+ Track (continued)

• Scenario #3 (High School)

· An LGBTQIA+ student has expressed interest in joining the athletics program at your school. However, they have expressed to you that they are fearful of interactions/bullying incidents that have occurred in the school locker rooms. What does that experience look like through their eyes? What does it look like through your eyes?



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Immigrant Track

- **Scenario #1 (Elementary School)**

- A new student has enrolled in your school, but there have been questions about their family's immigration status. Teachers are asking for anyone who knows information about their status to come forward. What does that look like through the student's eyes? What does it look like through yours?

- **Scenario #2 (Middle School)**

- A student in your class has just arrived, but struggles with English. They are falling behind in all of their subjects, but little help is being given to that student to help them. What does that look like through their eyes? What do you see through yours?

- **Scenario #3 (High School)**

- A fellow student is hoping to apply to college, but they are unsure if they are allowed to follow their dreams due to their family's immigration status. The student has worked hard for the past three years, but they feel that their immigration status is the end of their academic life. What does that look like through their eyes? What do you see through yours?