Create:
Students will be given time to practice sketching, drawing, designing, sculpting, painting, printmaking, and creating their own art work inspired by the concept/s behind the work of student artists’ work or by their reactions to the work.

Observe:
Students will observe art work created by UW students. They will notice the diverse media: oil painting, drawing, sculpture, clay, metal, mixed-media, design, and printmaking; and they will be able to identify them. The first step in understanding any work of art is to take the time to look closely.

Question:
Students will have an opportunity to read, write, sketch, listen to museum educators, artists, and to come up with questions about the concepts behind the varied media and art making processes. They will question how the artists’ use media and create style. Students will be encouraged to question their responses to each artist’s work.

Reflect:
Students will evaluate their final art products with other students from their classes and with teachers and museum educators. They will be given feedback on the art work and the concepts behind the making of the art work. After this process, each person will then write an essay about their process of making art and the concepts behind their work. This portion of the museum experience can be carried out in the student’s home school and classroom.

Explore:
Students will be encouraged to research any and all aspects of the student art exhibition.

PurPOse Of This PACKET:
To provide K-12 teachers with background information on the exhibitions and suggest age appropriate applications for exploring concepts, meaning, and artistic intent of work exhibited, before, during, and after the museum visit. The focus of this educational packet and curricular unit is for students to observe the work of University of Wyoming student artists, at different levels and of different ages, working in varied media, to question the work, to explore it, to discuss the jury process, and to reflect back on the entire process.

CURRICULAR UNIT TOPIC:
The Jury Selection Process: How it works and how it supports the creative process.
INTRODUCTION

The 35th Annual Juried University of Wyoming Student Exhibition features work from undergraduate, graduate and post-baccalaureate students currently enrolled at the University. This annual exhibition provides an opportunity to showcase the work being made by students from a variety of disciplines and academic programs at UW. Students may submit up to three works for consideration and the exhibition is selected by an outside juror. The juror for this year’s exhibition is Gary Emrich, head of photography and video art at the Rocky Mountain College of Art and Design. Emrich is also an artist, working with found imagery and mixed media. As in the past, this year’s exhibition is full of creative and interesting work by UW students.

WHAT IS A JURIED ART EXHIBITION?

A juried art exhibition is an adjudicated art competition. The juror is usually of some reputation in the arts (whether as an art maker or a curator or gallery director). The competitions usually have some guidelines and a fee to submit art work. Often, the final exhibition has a catalog or monograph for the show and there is usually prize money for the top three submissions (usually awarded by the juror). Juried exhibitions vary in scope and quality. Normally, one would look for national or international entry requirements and location (a major city vs. a small town no has ever heard of . . .). There are tons of these throughout the country, and it is a good way for an artist just starting out exhibiting their work to get some exposure.

Ricki Klages, Art Department Head, University of Wyoming

(Guidelines for the UW Student Juried Art Exhibition 2010: See appendix)
JUROR’S STATEMENT:

As a college art educator, I relish the opportunity to look at the work of art students, and so I was excited when Susan Moldenhauer asked me to jury the 2010 University of Wyoming student art exhibition. I selected artwork that balanced strong original ideas and concepts with technical expertise; art that transformed risk into reality.

I would like to congratulate all the students who submitted work. I know that it takes discipline, hard work and courage to put yourself out there like this. I recommend you use rejection as an energizer. And always remember that a juried show is as much a reflection on the interests and intentions of the juror as it is the quality and depth of the artwork that is submitted.

Gary Emrich
Head of Photo/Video, Department of Fine Arts
Rocky Mountain College of Art & Design

Top: Chancellor Havlik, Art, Freshman, Malus, 2009, Paper, mixed media, 16 x 18 x 17 inches, Lent by the artist
Bottom: View of Melting Flower Pot 3 by senior art major Evan Majors.
Madison Becker
Art, Junior
Broken
2009
Oil
4 x 6 feet
Lent by the artist

Hannah Benigro
Art, Senior
Death of the Clown
2009
Graphic design
36 x 24 inches
Lent by the artist

Eric Berg
Art, Senior
Untitled
Not dated
Oil
24 x 40 inches
Lent by the artist

Bethany Birkemeyer
Art Education, Senior
Seeds of Fiber
2009
Beeswax, jute fiber
52 x 14 x 2-1/2 inches
Lent by the artist

Haylee Bolinger
Art, Senior
Strangers
2009
Mixed media
Dimensions variable
Lent by the artist

Carmen Clayton
Art, Senior
Light and Shadow
2009
Conte
Dimensions not known
Lent by the artist

Maddie Costigan
Art, Senior
Fashioned Phalanges
2009
Graphite, steel, wire, nickel, Plexiglas
6 x 3-1/2 x 11 inches
Lent by the artist

Jedadiah Cracco
Art, Senior
Untitled
2009
Iron
16 x 5 x 6 inches
Lent by the artist

Sarah Dahlinger
Art and Marketing, Senior
Birgi Woman
2008
Charcoal, conte
27-3/4 x 21 inches
Lent by the artist

Drew Davis
Art, Junior
Memento Mori II
2009
Oil
30 x 40 inches
Lent by the artist

Spencer Duncan
Theater Performance, Junior
Branch
2009
Photography
14-1/4 x 12-1/2 inches
Lent by the artist

Alethea R. Durney
Art, Junior
Time of Change: Surface and Motion
2009
Plaster, watercolor, shellac
9 x 14 x 14 inches
Lent by the artist

Jackie Fankell, Ty Lorenz, and Gary Staebler
Art
Axiom Clothing Store
2010
Graphic design
Dimensions variable
Lent by the artists

Allison French
Art, Senior
Floating in the Past
2009
Intaglio, solar plate
30 x 20 inches
Lent by the artist

Kevin French
Art Education, Post baccalaureate
Shovel
2009
Intaglio
17 x 20 inches
Lent by the artist

Self Portrait with Tape
Not dated
Watercolor
30 x 37-1/2 inches
Lent by the artist
Courtney Googe  
Art, Senior  
**Do a Good Deed and Throw it in the Sea**  
2009  
Stoneware  
16 x 6 x 6 inches  
Lent by the artist

Isaac Grover  
Art, Junior  
**Tongue Thieves**  
2009  
Adobe Illustrator  
11 x 17 inches  
Lent by the artist

Chancellor Havlik  
Art, Freshman  
**Malus**  
2009  
Paper, mixed media  
16 x 18 x 17 inches  
Lent by the artist

Hilary Havlik  
Art, Junior  
**Superbia**  
2009  
Oil  
30 x 40 inches  
Lent by the artist

Sarah Hayman  
Art, Post baccalaureate  
**Omnipresent**  
2009  
Prisma Color, Gesso, Ink  
30 x 72 inches  
Lent by the artist

Jennifer Heater  
Art Education, Senior  
**Finding**  
2009  
Intaglio  
12 x 12 inches  
Lent by the artist

Jonathan Hickerson  
Art, Post baccalaureate  
**The Collective Mind Supported by Individuals of Our Age**  
2010  
Wood, wire, Plexiglas  
85 x 75 x 75 inches  
Lent by the artist

Bryce Huhta  
Art, Post baccalaureate  
**Dreams of Consciousness**  
2009  
Colored pencil, acrylic  
29-1/2 x 23-1/2 inches  
Lent by the artist

Michael Hurley  
Art, Post baccalaureate  
**Nature Restricted 1.1**  
2009  
Mixed media  
8 x 8 feet  
Lent by the artist

Nyla Hurley  
Art, Post baccalaureate  
**Forgotten**  
2010  
Intaglio, aquatint, hand stitching  
36-1/2 x 26 inches  
Lent by the artist

Amy Jurekovic  
Art, Senior  
**Madame X**  
2009  
Acrylic  
40 x 30 inches  
Lent by the artist

Dakotah Konicek  
Art, Sophomore  
**Porifera**  
2009  
Plaster, acrylic  
16 x 14 x 11 inches  
Lent by the artist

Jacquie Lahr  
Art and Zoology, Sophomore  
**Hot Fudge Sundae**  
2009  
Acrylic  
31 x 27-1/2 inches  
Lent by the artist

Noel Larsen  
Art Education, Junior  
**Entangled**  
2009  
Bronze, aluminum  
13 x 4-1/2 x 3-1/2 inches  
Lent by the artist

Andy Lindberg  
Computer Science, Senior  
**Whiteout**  
2009  
Poster design  
35 x 23 inches  
Lent by the artist

Linda Lytle  
Art, Senior  
**Seeing the Invisible**  
2009  
Lithograph  
12-1/2 x 12-1/2 inches  
Lent by the artist

Evan Major  
Art, Senior  
**Melting Flower Pot 3**  
2010  
Acrylic  
64 x 52 inches  
Lent by the artist

Nuray Packard  
Art, Post baccalaureate  
**Movement**  
2009  
Bicycle wheel, mixed media  
26 inches diameter  
Lent by the artist

Andrew Parker  
Art, Senior  
**Büyük Cammi**  
2009  
Silkscreen on baklava box  
12-1/4 x 8-1/2 x 2 inches  
Lent by the artist

Ashley McNew  
Art, Sophomore  
**Geared Economy**  
2009  
Screen print  
11 x 14 inches  
Lent by the artist

Ashley McNew  
Art, Sophomore  
**Ranae**  
2008  
Graphite  
22 x 17-3/4 inches  
Lent by the artist

Conor Mullen  
Art, Senior  
**Shiva Shiva Ya**  
2009  
Intaglio, watercolor  
36-3/4 x 28-3/4 inches  
Lent by the artist

Home on the Range  
2010  
Linocut  
36-3/4 x 28-3/4 inches  
Lent by the artist

Nyla Hurley  
Art, Post baccalaureate  
**Non-figure Self Portrait**  
2009  
Plaster, chicken wire  
Dimensions variable  
Lent by the artist

Sean D. Matoon  
Art, Senior  
**Porta Septemtrionalis**  
2010  
Silkscreen on baklava box  
12-1/4 x 8-1/2 x 2 inches  
Lent by the artist

Steven Peck  
Art, Senior  
**Self Portrait**  
2009  
Screen print  
11 x 14 inches  
Lent by the artist
Erica Ramsey  
Art and Women's Studies, Senior  
*A Little Bit Bad, Somedays*  
2010  
Oil  
24 x 24 inches  
Lent by the artist  

Gabrielle Reeves  
Art, Post baccalaureate  
*On Road*  
2009  
Oil on canvas  
54 x 74 inches  
Lent by the artist  

4 Doors  
2009  
Watercolor  
38 x 30 inches  
Lent by the artist  

The Saddle  
2009  
Oil on panel  
40 x 30 inches  
Lent by the artist  

Katrina Romine  
Mental Health Counseling, Graduate  
*Everywhere*  
2009  
Oil  
23 x 19 inches  
Lent by the artist  

Will Ross  
Universities  
*Under Hanhepi-wi*  
2009  
Intaglio  
14-1/2 x 10-1/2 inches  
Lent by the artist  

Kimberly J. Shannon  
Art, Senior  
*Out of Context Series*  
2009  
Oil  
30 x 40 inches  
Lent by the artist  

Jeminie Shell  
International Studies and Environment and Natural Resources, Graduate  
*Bird in Hand*  
2008  
Photography  
16 x 20 inches  
Lent by the artist  

Magnus Snyder  
Art, Senior  
*Social Justice Poster, Impact of the Gay Marriage Ban*  
2009  
Print graphics  
22 x 34 inches  
Lent by the artist  

Jessica Tanguay  
Art, Junior  
*Nude Study I*  
2010  
Oil  
30 x 40 inches  
Lent by the artist  

Stephanie Ann Thomas  
Dance Performance, Senior  
*Principle Solo*  
2009  
Charcoal  
13 x 7 feet  
Lent by the artist  

Dan Toro  
Art, Senior  
*November 11th*  
2010  
Oil  
32 x 41 inches  
Lent by the artist  

Angela I. Weber  
Art, Senior  
*Buck Rail*  
2009  
Bronze  
10 x 26 x 10 inches  
Lent by the artist  

Leighton White  
Art, Senior  
*Guardian*  
2009  
Woodcut  

Angela C. Wolff  
Art and Art Education, Post baccalaureate  
*Portrait of a Modern Prince, Qajar Dynasty, Persia*  
2009  
Oil  
26-1/8 x 17-1/2 inches  
Lent by the artist  

Hand-built Vessel  
2009  
Ceramic  
19 x 13 x 6 inches  
Lent by the artist  

Everett Woodward  
Psychology, Post baccalaureate  
*Teapot #2*  
2009  
Ceramic  
14 x 10-1/2 inches  
Lent by the artist  

Left: Jacquie Fankell, Ty Lorenz, and Gary Staebler  
Art, Axiom Clothing Store, 2010, Graphic design, Dimensions variable, Lent by the artists  
Right: Maddie Costigan  
Art, Senior, *Fashioned Phalanges*, 2009, Graphite, steel, wire, nickel, Plexiglas, 6 x 3-1/2 x 11 inches, Lent by the artist
LESSON OVERVIEW

Students will learn about the different media in this exhibition and about the juried art process. Students will explore the ideas behind the juried art process by reading the juror’s statement. They will closely observe each piece of art and determine what the art conveys to them and how the juror’s ideas support the statement. Students and teachers will consider these concepts and how the concepts help to create the art. They will also consider how the medium in which the artist chooses to work influences the individual work.

In the Shelton Studio students will be given the opportunity to create art work inspired by a concept they have thought about after viewing the 35th Annual Juried University of Wyoming Student Exhibition or they will create art work in response to the art work itself. The students may choose to model a piece of art they feel strongly about or feel connected to. They may want to create art in response to the juror’s statement. Students may want to make interdisciplinary and global connections with their art work.

Students and teachers may research and engage in conversations about the collection before arriving at the art museum, using the study guides (available on-line) to explore some of these ideas. While here they will spend time in the galleries closely observing the work, discussing it, writing about it, and sketching it. They will begin conversations about the theories presented by the juror, which will lay the groundwork for future opportunities to pursue these ideas in their home classrooms and schools.

Dakotah Konicek, Art, Sophomore, Porifera, , 2009. Plaster, acrylic, 16 x 14 x 11 inches, lent by the artist
ESSENTIAL QUESTIONS

Here are some questions to consider when looking at the exhibition, *35th Annual Juried University of Wyoming Student Exhibition*.

- What is the significance of a juried art exhibition?
- Do you find a theme in this exhibition? If so, what is it?
- What is visual culture?
- Why does the juror think understanding our visual culture is so important?
- Can you identify the concepts behind any of the works you are viewing? What do you think that they represent?
- Do any of the works speak to you? Do you feel anything for any work?
- Do any of the works make you think of something you have never thought of before?
- What is it in the art work that is persuading you to think or do?
- What else about the art created makes you think or feel something?
- Do these works present the culture, the social and political climate of today? How so?
- Do these works connect to a global art community? How so?
- What is art?
- Is it an idea? A process? A product? All three?
- What is a concept?
- How does an artist take a concept and create art from it?
- Why do we make art?
- How do we find our creative processes?
- Do our human needs and wants motivate this process?
- Is it in response to personal thoughts and desires?
- How does a viewer recognize a concept in the artwork by observing it?
- What are examples of concepts?
- How do the paintings, sculptures, prints, drawings you view in this exhibit express ideas?
- Can viewing art and thinking about the concepts behind the artwork change the viewer’s perceptions, thoughts, and feelings? How so?

ART QUESTIONS TO CONSIDER

Pick a few pieces in the exhibition to focus on and try and figure out how the works were created and what techniques were used to make the art work.

- What are the different media represented in this exhibit?
- How are they alike in any way?
- How are they different in any way?
- Which media are you drawn to and why?
- Which works are you drawn to because of colors, textures, lines, marks, light, shadow, shapes and forms?
- Which works are you drawn to because of subjects and objects?
- What do we mean by *style* and technique when we speak of art?

PRE-VISIT ACTIVITIES

In order to prepare students for their museum visit and extend learning possibilities, we suggest that teachers and students consider the following activities.

- Students will read and research the different media in this exhibition in art magazines, books at the library, educational and exhibition materials on the UW Art Museum’s Web site, and on the internet.
- Students will research information on the juried art process.
- Students will explore different artist’s techniques in creating their works.
- Students will read the juror’s statement on the UW Art Museum’s Web site under *Education*, then, *Curricular Materials*. 
PREREQUISITE SKILLS/KNOWLEDGE

Museum staff will work with teachers to ensure that all projects are age and skills appropriate. At the very minimum:

- Students should have some familiarity with sketching and drawing objects.
- Students should be able to identify shapes, forms, and colors.

MUSEUM ACTIVITIES

These activities are suggestions. Museum educators will work with teachers to carefully tailor all classes to their students’ needs, in support of classroom goals and district and state education standards.

PART 1
TIME FRAME: 45 MINUTES
(IN THE GALLERIES)

- Students will closely observe the works of the UW art students on exhibit in the art museum.
- They will identify lines and marks, brush strokes, textures, shapes, forms, patterns, repetition, color, light and shadow, composition and design, technique and style in the existing work.
- Students will discuss what they see with museum educators.
- They will explore the artists’ prints, sculptures, mixed-media, drawings, designs and paintings in relationship to the creative process.
- They will explore the concepts behind the art work in the exhibit.
- Using worksheets, students will respond in writing or drawing to the work they see by recording their observations and their own thoughts about the work.
- Students will answer questions on a museum worksheet.
- Students will engage in discussions about their observations and their answers and sketches with one another and with the teachers.

PART 2
TIME FRAME: 45-60 MINUTES
(IN THE SHELTON STUDIO)

The following projects may be considered individually, or combined, or museum staff will work with teachers to develop specific projects which support ongoing classroom work.

- Students will explore the concepts of the UW students’ art works by drawing, painting, sculpting, printmaking, designing, or whatever media they choose to work in.
- Students will create an art piece trying to make something from a concept they identified in the 35th Annual Juried UW Student Exhibition or from a work which inspired them.
- Students will explore techniques in the making of a drawing, sculpture, painting, print, design, mixed-media, etc.

POST VISIT ACTIVITIES

We have found that students achieve maximum benefit from a museum visit when time is scheduled for post-visit activities. Here are some suggestions:

- Students discuss or write about their museum experiences, reviewing what they learned, what has special meaning for them, how they will use new information and skills.
- Students continue to create more art back in their home schools using the same concept they used in the creation of an art piece in the Shelton Studio.
- Students continue to explore and respond to the artists’ works and juror’s statement; they will explore and respond to how the medium and the creation work together.
SUGGESTED CURRICULUM USE

The study of the different media and the artists in the 35th Annual Juried UW Student Exhibition ties to multiple curricular areas including art, history, social studies, writing, reading, geography, philosophy, commercial art, math, science, music, dance, and technology. Museum staff will work with teachers to address specific Wyoming Teaching Standards and to align museum projects and studies with ongoing classroom curricular units.

SOME RECOMMENDED RESOURCES

These are a few of many resources available. We welcome other suggestions that teachers and students find helpful which can be added to this list:

- UW Art Museum Web site
- Exhibition descriptive materials (contact the museum education program for more information)
- Research on the internet about the media which interests them.
- Research on the social, political, historical, geographical, and technological connections with the art works.

MATERIALS TO BE SUPPLIED TO EACH STUDENT

Materials for selected Shelton Studio projects are provided by the art museum.

ASSESSMENT AND DOCUMENTATION

In order to ensure that our museum tour program is meeting the needs of teachers and students, we may ask that participants help us assess the activities and learning that take place.

**Examples of evaluation tools include:**

- Students will self-assess using a quick survey that asks them to consider their response to the gallery discussions and explorations, and their studio experience,
- Teachers will assess the overall visit by completing a quick-survey that asks for their observation and assessment of students’ experiences, as well as assessment of the overall process of the museum visit.
- Museum educators will record their observations and assessments.
- When studio time permits, we will ask students to briefly discuss their art completed in the Shelton Studio.

Museum staff may take photographs of students and teachers to document the learning taking place and the work produced during a museum visit. These are available to teachers upon written request for use in teaching and student portfolios.
APPENDIX: GUIDELINES FOR THE JURIED EXHIBITION

Juror Gary Emrich
Media & Video Artist/Photography Professor
Rocky Mountain College of Art and Design

Eligibility
Any undergraduate, graduate, or postbaccalaureate student enrolled at the University of Wyoming during the 2010 Academic Year.

Media
Original artwork including paintings, drawings, prints, photography, sculpture, graphic design, ceramics, and mixed media may be submitted. Two-dimensional works must be ready to hang (matted and framed under glass or plexiglass). Three-dimensional works must be stable. Bases will be provided by the UW Art Museum.

Procedure
A maximum of three (3) works per student may be submitted. Submitted works should have one (1) Identification Tag affixed to the back of each work in addition to a completed entry form. Please contact Sarah Gadd, registrar at 766-6634 if you have questions.

Awards
Awards will be announced on Friday, January 29, at 6:30 p.m. Cash awards: Ann Simpson and Family Award, Lisa Lewis Dubois Student Exhibition Award, the FMC Honors Award, Margaret Arth Award for Excellence, First Interstate Honors Award, Jacquie Buchanan Graphic Arts Award, the National Advisory Board Award, UW A&S Dean’s Office Award, the UW Student Art League Award, and the University of Wyoming Art Museum Awards

Purchase awards: Joe C. Tull Memorial Purchase Award in Printmaking and Photography, UW President’s Office, UW Office of Academic Affairs, Office of Student Affairs, UW Division of Administration, UW Libraries, UW College of Health Sciences, the UW Outreach School, Murdock/UW College of Law, UW College of Engineering and Applied Science, and the Staff Senate

Schedule

Thursday - Friday, January 14-15
Deliver work: Art Museum, 9 a.m.-4 p.m.

Thursday, January 21
Accepted work posted, 10 a.m.: Art Museum & Art Department Office

Thursday - Friday, January 21-22
Pick up unaccepted work: Art Museum, 9 a.m.-4 p.m.

Friday, January 29
Opening reception, 6-8 p.m. and Awards Ceremony at 6:30 p.m.

Saturday, January 30
35th Annual Juried Student Exhibition opens

Monday, February 1
Award-winning Student’s Walkthrough
7 p.m.

Monday, March 1
20:20 | Students
7 p.m.

Saturday, March 13
35th Annual Juried Student Exhibition closes

Monday - Tuesday, March 15-16
Pick up exhibited works: Art Museum galleries, 9 a.m.-4 p.m.

Arrangements for returning work can be made on a case-by-case basis