



## *34rd Annual Juried University of Wyoming Student Exhibition*

January 31 – February 14, 2008

University of Wyoming Art Museum 2008  
Educational Packet developed for grades K-12

### **Purpose and Focus of this packet:**

To provide K-12 teachers with background information on the exhibits and suggested age appropriate applications for exploring the concepts, meaning and artistic intent of the 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*

#### **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.

#### **Explore:**

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

#### **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.



**Jennifer Heater, *Untitled*, 2008, porcelain, 2-1/2 x 29 x 8 inches, lent by the artist**

#### **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.

## Introduction

The 34th Annual University of Wyoming Student Exhibition is an important event in the history of the university. A juried art show gives undergraduate art students and UW students a unique opportunity to experience a professional juried art exhibition judged by a professional juror.

### 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 2009: See appendix)

### Juror's Statement

*My experience as a professor, gallery curator and working artist has given me a strong background in selecting the art for this exhibition. I serve as a juror often but I most enjoy jurying student shows because the academic environment is so chock-full of artistic growth. I relish the opportunity to be part of that growth pattern, even if it is on a micro level compared to the bigger scheme of a student's formal education. I salute every artist who entered the show. Thank you for your creative self-expression.*

*Academia is an environment that formally trains those fortunate souls who possess a creative-rich mind to visually articulate themselves. Student shows help to edify and nurture the ongoing process for students working to develop their own visual vocabulary, which is a profound venture. The criteria I used to choose works for the 34th Annual Juried University of Wyoming Student Exhibition included identifying the artists who clearly negotiate a path between freedom of expression, experimentation, a love for their materials and mastery of craft.*

*See for yourself. The work in this show - to my eyes at least - represent the entries that are rich in concept development, well crafted, visually intriguing, compositionally strong, but most importantly well finished and presented. In looking at the many fine art works submitted for the exhibition, I was struck by the determination and courageousness of many of the artists who wrestle with ideas and concepts to make art that is individual.*

*Whether or not students received awards, it is clear how hard all of these students worked, and they definitely have something to show for it. I enjoyed the diversity of works ranging from a person's portrait with a dessert on her head to an installation of tear-shaped pods that suspend from the ceiling to the various ceramic tea pots and many more successful prints, paintings, photos, sculptures, drawings, ceramic and mixed media works.*

*One of the reasons I agreed to jury a show in an academic context was that this exercise can be such a potent tool to promote critical thinking and dialogue. I saw it as a learning opportunity, and I'm grateful to have had it. Of course it is a teaching opportunity as well – but you'll be the judge of how well that went.*

– Jennifer Garner  
Assistant Professor  
Director/Curator  
Center for Visual Art  
Metropolitan State College of Denver

## 34<sup>rd</sup> Annual Juried Student Exhibition

**Sammy Baysinger, Art (Junior),**

*Moonlit Willows*, 2009, photography, 8 x 10 inches, lent by the artist. *Nestled*, 2008, ceramic, 4 x 20-1/2 x 20-1/2 inches, lent by the artist

**Haylee Bolinger, Art (Senior),**

*Prostiwhoshion*, 2009, lithograph, 32 x 26 inches, lent by the artist. *Smerphies*, cast Aluminum and mixed media, installation variable, lent by the artist

**Josh Boudreau, Art and Graphic Design**

**(Senior),** *Confessions of a Lovely Room*, not dated, black and white silver gelatin print, 16 x 20 inches, lent by the artist

**Kathy Buckardt, Art (Junior),** *Beaten but still*

*smiling*, 2008, ceramic, 7 x 7 x 8 inches, lent by the artist

**Garth Cossairt (Senior),** *Art Student*, 2008, oil

on canvas, 20 x 25 inches, lent by the artist

**Jedediah Cracco, Art (Senior),** *The Pugilist*,

2008, oil on canvas, 25 x 35 inches, lent by the artist. *Untitled*, 2008, mixed media, 25 x 18 x 4 inches, lent by the artist

**Tessa Dallarosa, Art,** *Billiard Balls in Nest*

*Boxes*, 2008, charcoal, 31 x 25 inches, lent by the artist

**Spencer Duncan, Theater (Junior),** *Petal*,

2008, photography, 10 x 10 inches, lent by the artist

**Hollie Engdahl, Art (Senior),** *Overgrown*,

2008, aquatint, 16 x 20 inches, lent by the artist. *A Dangerous Perch*, 2008, embossed etching, 5 x 7 inches, lent by the artist

**Samantha Fields, Art Education (Senior),**

*Composition in Blue & Orange*, 2008, oil on panel, 18 x 18 inches, lent by the artist

**Allison French, Art (Senior),** *Earth & Sky*,

2008, ceramic, 6 x 9-1/2 x 5-1/4 inches, lent by the artist. *Numi*, 2008, ceramic, 9 x 8 x 4-1/2 inches, lent by the artist

**Kevin French, Art (Senior),** *Quiet Strength*,

2008, graphite, 9 x 14 inches, lent by the artist

**Jamie Fritz, Art (Post-Baccalaureate),** *Static*,

2008, televisions, cast iron, fabric, 36 x 66 x 18 inches, lent by the artist. *Precarious Refuge*, 2008, cast paper, Lurecraft, found objects, installation size variable, lent by the artist

**Hilary Havlik, Art (Sophomore),**

*Disbelieving Separation*, 2008, oil and collage, 40 x 30 inches, lent by the artist.

*Every Rose*, 2008, oil, 24 x 24 inches, lent by the artist

**Sarah Hayman, Art (Senior),** *Bone Flood*,

2008, intaglio, 8 x 11 inches, lent by the artist

**Jennifer Heater, Art Education (Junior),**

*Untitled*, 2008, porcelain, 2-1/2 x 29 x 8 inches, lent by the artist

**Kayla Horning, Art and Art Education**

**(Senior),** *Portrait of Chris Copley*, 2008, oil on panel, 24 x 18 inches, lent by the artist. *Little One*, not dated, intaglio and aquatint, 13 x 11 inches, lent by the artist

**Michael Hurley, Art (Senior),** *Frozen Prairie*,

2008, mixed media, 72 x 48 inches, lent by the artist. Oil, mixed media, 72 x 48 inches, lent by the artist.

**Abby Jackson, Undeclared and Sculpture**

**Minor (Sophomore),** *Pods of Self*

*Representation*, 2008, mixed media, 16 x 24 x 18 inches, lent by the artist

**Amy Jurekovic, Art (Junior),** *Woman with a*

*Pearl Earring*, 2008, acrylic, 36 x 36 inches, lent by the artist. *Portrait in a Box*, 2008, oil, 30 x 20 inches, lent by the artist.

**Bethany Karban, Art Education (Senior),** *Tying*

*the Knot*, 2008, plaster and moss, 67 x 11-1/2 x 34 inches, lent by the artist.

*Untitled*, 2008, melted cups, 23 x 7-1/2 x

23-1/2 inches, lent by the artist

**Katherine Kerber, Graphic Design and Art**

**(Senior),** **Hannah Benigno, Graphic Design**

**and Art (Junior),** **Steven Neuberger, Graphic Design and Art (Junior),** *The Spill Brewery*, 2008, mixed media, installation variable, lent by the artists

**Alysia Kraft, Art (Senior),** *Storyteller*, 2008,

case pewter, cast plaster, found object, 24-1/2 x 15-1/2 x 4 inches, lent by the artist. *Plainsong*, 2008, cast paper, fiber, horse teeth, acrylic, 18 x 11-1/2 x 4 inches, lent by the artist

**Jacquie Lahr, Animal Science and Art**

**(Freshman),** *Cozy*, 2008, charcoal, 31 x 25 inches, lent by the artist

**Lisa Lofgren, Art (Post-Baccalaureate)**

*Scene 1: India*, 2008, watercolor and print, 21 x 36 inches, lent by the artist

**Evan Major, Art (Sophomore),** *Caffeine*

*Dream*, 2008, oil, 30 x 20 inches, lent by the artist

**Hauva Manookin, Undeclared (Graduate)**

*Between Here and Nowhere*, 2008, photograph, 14 x 12 inches, lent by the artist

**Ben McFadden, Art (Senior),** *Transparent*

*Reflections*, 2008, monotype, 21 x 23 inches, lent by the artist

**Riley McKenna, Art Education (Senior),**

*Starry Barn*, 2008, linoleum print, 11 x 13 inches, lent by the artist

**Caitlin McKernan, Graphic Design (Senior),**

*Counter Spice House*, 2008, graphic design, installation variable, lent by the artist. *Caged Bird Quote Movie*, 2008, digital design, after effects, installation variable, lent by the artist

**Stephanie Meyer, Graphic Design (Senior)**

*Masterpiece*, 2009, pastel, 11 x 14 inches, lent by the artist

**John Paul Militti, Graphic Design (Senior),**

*Detective Dick*, 2008, graphic design, 9 x 2-1/2 inches each, lent by the artist

**Conor Mullen, Art and Psychology (Junior),**

*Synesthesia*, 2008, mixed media, 26 inch diameter, lent by the artist

**Stephen Mullins, Art (Junior)**

*Humble Insides*, 2008, iron and paper, 20 x 7-1/2 x 5 inches, lent by the artist

**Erica Ramsey, Art and Women's Studies**

**(Senior),** *Warm*, 2009, oil on canvas, 37 x 31 inches, lent by the artist

**Gabrielle Reeves, Art (Senior),** *Istanbul*

*Window 1*, 2008, watercolor, 19 x 16 inches, lent by the artist

**Bethany Reisner, Art (Senior),** *Vacancy*, 2008,

ceramic, 6 x 8 x 9 inches, lent by the artist

**Aaron Roberts, Art (Senior),** *Lost Hope*, 2008,

mixed media, 32 x 40 inches, lent by the artist

**Will Ross, Art (Junior),** *4 p.m.*, 2009, oil, 18 x

24 inches, lent by the artist

**Samantha Smith, Theater and Art (Junior),**

*Beat*, 2009, plaster and mixed media, 28 x 28 inches, lent by the artist

**Cassandra Stackis, Art and Art Education**

**(Senior),** *Portrait of Alysia Kraft*, 2008, oil on canvas, 18 x 24 inches, lent by the artist

**Jeremy Stegall, Art and Journalism (Senior),**

*100 Year Old Door Knob*, 2008, photograph, 16 x 28 inches, lent by the artist

**Paul Tholl, Art Education (Junior)**

*Strength*, 2009, stoneware and acrylic, 20 x 12 x 10 inches, lent by the artist

**Dan Toro, Art (Junior),** *Lake Marie*, 2008,

watercolor, 13-3/4 x 34 inches, lent by the artist

**Travis Wall, Graphic Design (Junior),** **Mark**

**Robertson, Graphic Design (Sophomore),**

**Louis Eckardt, Graphic Design (Junior),**

*Peristyle*, 2008, mixed media, installation variable, lent by the artists

**Leighton White, Art (Junior),** *Self Portrait*,

2008, intaglio, 16 x 20 inches, lent by the artist *Untouchable*, 2008, woodcut, 35 x 43-1/4 inches, lent by the artist

**Avalon Wilson, Graphic Design (Senior),**

*Time is like a circus*, 2008, digital, installation variable, lent by the artist

**Everett Woodward, Psychology (Senior),** *Black*

*Teapot #2*, 2008, ceramic, 9 x 9-1/2 inches, lent by the artist

*Peach Blossom Teapot*, 2008, ceramic, 12-1/2 x 11-1/2 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 the artist chooses to work in 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 34th 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.

**Samantha Fields,**  
*Composition in Blue & Orange,*  
2008, oil on panel, 18 x 18 inches, lent by the artist



**Amy Jurekovic, *Woman with a Pearl Earring,***  
2008, acrylic, 36 x 36 inches, lent by the artist.

## Essential questions

Here are some questions to consider when looking at the exhibition, *34th 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?



Everett Woodward, *Peach Blossom Teapot*, 2008, ceramic, 12-1/2 x 11-1/2 inches, lent by the artist

- 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.



Jamie Fritz, *Static*, 2008, televisions, cast iron, fabric, 36 x 66 x 18 inches, lent by the artist.

## Museum Activities

### Part 1 – Time Frame: 45 minutes

- 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 minutes (minimum)

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 *34<sup>th</sup> Annual Juried University of Wyoming Students Exhibitions* or from a work which inspired them.
- Students will explore techniques in the making of a drawing, sculpture, painting, print, design, mixed-media, etc.



Cassandra Stackis, *Portrait of Alysia Kraft*, 2008, oil on canvas, 18 x 24 inches, lent by the artist

### 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 use in the curriculum

The study of the different media and the artists in the 34<sup>th</sup> Annual Juried Student Art 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.

## 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)
- *Color* by Paul Zelanski and Mary Pat Fisher, Prentice Hall, 2003.
- *Principles of Three-Dimensional Design* by Stephen Luecking, Prentice Hall, 2002
- *Techniques of the World's Great Painters*, Waldemar Januszczak, consultant editor, Chartwell Books, 1981.
- *Form, Space, and Vision*, by Graham Collier, Prentice Hall, 1972.
- *What is Art, Painting and Sculpture*, by Nuria Roca, 2003.
- *Kids n' Clay Ceramics Book*, by Kevin Nierman, Elaine Arima, and Curtis Arima, 2000.
- *Fingerprint: The Art of Using Handmade Elements in Graphic Design*, Chen Design Associates and Michael Mabry, 2006.
- *Monotype: Mediums and Methods for Painterly Printmaking*, by Julia S. Ayres, 1991.
- *Art for Kids*, by Kathryn Temple, 2005.
- *The Drawing Breakthrough Book: A Shortcut to Artistic Excellence*, by John Hastings, 2007.
- *Light and Shade: A Classic Approach to Three-Dimensional Drawing*, by Mary P. Merrifield, 2005.
- 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.

## Assessments and documentations of museum tour and studio experiences

In order to ensure that our museum tour program is meeting the needs of teachers and students, we ask that participants complete evaluation surveys. Surveys will be distributed to teachers and students, but they are also available on-line as a pdf file to be downloaded, or they may be requested via email from Wendy Bredehoft, Curator of Education, at [wbredeho@uwyo.edu](mailto:wbredeho@uwyo.edu).

1. Students will self-assess using a quick survey that asks them to consider their response to the gallery discussions and research, and their studio experience.
2. 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.
3. Museum staff and artists/teachers will record their observations and assessments.
4. When studio time permits, we will ask students to briefly discuss their art work completed in the Shelton Studio visit.
5. 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 upon written request to teachers who would like to use them to document the art of teaching and for student portfolios.

# Appendix: Guidelines for the Juried Exhibition

THE UNIVERSITY OF WYOMING ART MUSEUM  
CALL FOR WORK

*34<sup>th</sup> ANNUAL JURIED UNIVERSITY OF WYOMING STUDENT EXHIBITION*  
January 31 – February 14, 2009

and the UW STUDENT ART LEAGUE  
*14<sup>th</sup> ANNUAL SALON DES REFUSÉS* - UP Gallery, January 22 - January 31, 2009

**Juror: Jennifer Garner, Assistant Professor/Director/Curator**  
**Center for Visual Art, Metropolitan State College of Denver**

## AWARDS

**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, Jacque Buchanan Graphic Arts Award, the National Advisory Board, UW A&S Dean's Office, the UW Student Art League, and the University of Wyoming Art Museum

**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, the Murdock/UW College of Law Purchase Award, UW College of Engineering and Applied Science, and the Staff Senate

**~ Awards will be announced on Friday, January 30, at 6:30 pm.**

## SCHEDULE

Thursday - Friday, January 15-16

Wednesday, January 21

Thursday - Friday, January 22-23

Friday, January 30

Saturday, January 31

Saturday, February 14

Monday - Tuesday, February 16-17

February 16-March 28

Deliver work: Art Museum, 9 a.m.-12 noon, 1-4 p.m.

Accepted work posted, 10 a.m.: Art Museum and Art Department Office

Pick up unaccepted work: Art Museum, 9 a.m.-12 noon, 1-4 p.m.

Opening reception, 6-8 p.m. and Awards Ceremony 6:30 p.m.

34<sup>th</sup> Annual Juried Student Exhibition opens

34<sup>th</sup> Annual Juried Student Exhibition closes

Pick up exhibited works: Art Museum galleries, 9 a.m.-12 noon, 1-4 p.m.

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

Selected pieces from the 34<sup>th</sup> Annual Juried Student Exhibition on display in the Centennial Complex Gallery

## ELIGIBILITY

Any undergraduate and graduate student enrolled at the University of Wyoming during the 2008 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 Satah Gadd, Museum Registrar, at 766-6634 if you have questions.



UNIVERSITY OF WYOMING ART MUSEUM  
34<sup>th</sup> ANNUAL JURIED STUDENT EXHIBITION

ENTRY FORM

PLEASE type or print clearly. Your name, major, and grade level will appear as written on labels.

Name / Hometown \_\_\_\_\_

Address \_\_\_\_\_

Phone # and e-mail \_\_\_\_\_

Major & Grade Level \_\_\_\_\_

Title of Work \_\_\_\_\_ Date (yr.) \_\_\_\_\_ Size (h x w x d) \_\_\_\_\_

Medium \_\_\_\_\_ Price or NFS \_\_\_\_\_ Insurance Value \_\_\_\_\_

Title of Work \_\_\_\_\_ Date (yr.) \_\_\_\_\_ Size (h x w x d) \_\_\_\_\_

Medium \_\_\_\_\_ Price or NFS \_\_\_\_\_ Insurance Value \_\_\_\_\_

Title of Work \_\_\_\_\_ Date (yr.) \_\_\_\_\_ Size (h x w x d) \_\_\_\_\_

Medium \_\_\_\_\_ Price or NFS \_\_\_\_\_ Insurance Value \_\_\_\_\_

*Salon des Refusés*

I would like to participate in the *Salon des Refusés* if any of my work is not selected for the 34<sup>th</sup> Annual Juried Student Exhibition and hereby give permission to the Art Museum to release my work to the Student Art League for inclusion in the 14<sup>th</sup> Annual Salon des Refusés. I will pick up by work from the Student Art League at the close of the *Salon des Refusés*.

Signed \_\_\_\_\_

NOTICE I understand that the University of Wyoming Art Museum will handle all art objects submitted for the 34<sup>th</sup> Annual Juried Student Exhibition in a professional manner. The museum is not responsible for any damage to art objects incurred during normal and proper handling of the work during the jurying process, installation, exhibition, or return to the artist, or by inherent vice. The University of Wyoming Art Museum will insure the works while they are under the care of the museum.

Signed \_\_\_\_\_ Date \_\_\_\_\_

NOTICE I understand that selected pieces from the 34<sup>th</sup> Annual Juried Student Exhibition will be on display in the Centennial Complex Gallery from February 16 – March 28, 2008.

Signed \_\_\_\_\_ Date \_\_\_\_\_

**IDENTIFICATION TAG**

Please place ONE Identification Tag on the reverse of your work.

Name \_\_\_\_\_ Size (h x w x d) \_\_\_\_\_

Title \_\_\_\_\_ Medium \_\_\_\_\_

Date (yr.) \_\_\_\_\_ Price/Ins. \_\_\_\_\_

☒-----

**IDENTIFICATION TAG**

Please place ONE identification tag on the reverse of your work.

Name \_\_\_\_\_ Size (h x w x d) \_\_\_\_\_

Title \_\_\_\_\_ Medium \_\_\_\_\_

Date (yr.) \_\_\_\_\_ Price/Ins. \_\_\_\_\_

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**IDENTIFICATION TAG**

Please place ONE Identification Tag on the reverse of your work.

Name \_\_\_\_\_ Size (h x w x d) \_\_\_\_\_

Title \_\_\_\_\_ Medium \_\_\_\_\_

Date (yr.) \_\_\_\_\_ Price/Ins. \_\_\_\_\_

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