

2023

# Bright Sparks This is me! poster exhibition

Education guide for teachers and students



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The annual Bright Sparks poster exhibition is back at Incinerator Gallery and all Moonee Valley school students from Prep to Year 10 are invited to enter their self-portraits into the exhibition. This guide is filled with prompts, activities, questions and explorations designed to assist educators in engaging their students in the 2023 Bright Spark's Poster Exhibition's theme: **This is Me!** and getting them to create a poster to submit to the exhibition!

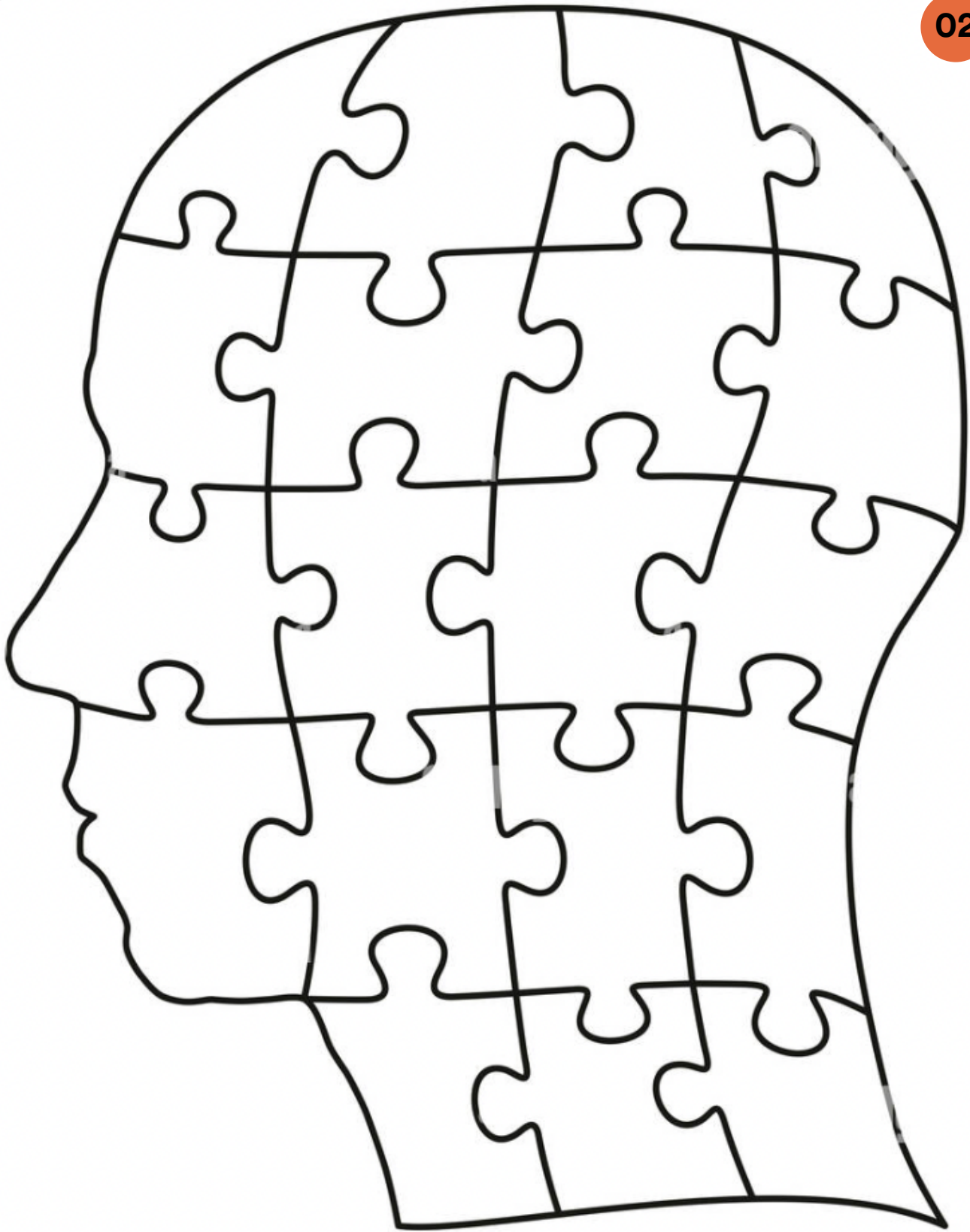
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# Exploring the theme

## This is me!

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This section includes an array of questions, graphic organisers, mind maps and think sheets that educators can adapt and use, across the year levels, to get students thinking about the theme 'This is Me!', exploring and expressing the different parts of themselves that form their identity and creating a curiosity box of information about themselves that they can use to create a poster for the 2023 Bright Sparks Poster Exhibition.



## This is me!

Get students to think about all the different parts that make up who they are. Students can draw, write and/or place images inside the various puzzle pieces to explore and express the pieces that make them who they are.



# Strength and values

Use the character strengths and personal values lists on the following pages to help students explore, identify, and unpack the different strengths, values and traits of their character.

Students can use the visual below to write their strengths and character traits and use these as fodder to create art works that capture these.



**I AM**

## Strengths and values

# The 24 Character Strengths

These are the strengths we all possess. Which of them are strongest in you?

## Transcendence

### Appreciation of Beauty

- Awe
- Wonder
- Elevation

### Gratitude

- Thankful for the good
- Expressing thanks
- Feeling blessed

### Hope

- Optimism
- Future-mindedness
- Future orientation

### Humour

- Playfulness
- Bringing smiles to others
- Lighthearted

### Spirituality

- Religiousness
- Faith
- Purpose
- Meaning

## Temperance

### Forgiveness

- Mercy
- Accepting of other's shortcomings
- Giving second chances

### Humility

- Modest
- Letting one's accomplishments speak for themselves

### Prudence

- Careful
- Cautious
- Not taking undue risks

### Self-Regulation

- Self-control
- Discipline
- Managing impulses & emotions

## Justice

### Teamwork

- Citizenship
- Social Responsibility
- Loyalty

### Fairness

- Just
- Not letting feelings bias decisions about others

### Leadership

- Organising group activities
- Encouraging a group to get things done

## Humanity

### Love

- Both loving and being loved
- Valuing close relations with others

### Kindness

- Generosity
- Nurturance
- Care and compassion
- Altruism

### Social Intelligence

- Aware of the motives/feelings of self and others
- Knowing what makes other people tick

## Courage

### Bravery

- Valor
- Not shrinking for fear
- Speaking up for what's right

### Perseverance

- Persistence
- Industry
- Finishing what one starts

### Honesty

- Authenticity
- Integrity

### Zest

- Vitality
- Enthusiasm
- Vigor & Energy
- Feeling alive

## Wisdom

### Creativity

- Originality
- Adaptive
- Ingenuity

### Curiosity

- Interest
- Novelty-seeking
- Exploration
- Openness

### Judgement

- Critical Thinking
- Thinking things through
- Open-mindedness

### Love of Learning

- Mastering new skills
- Systematically adding to knowledge

### Perspective

- Wisdom
- Providing wise counsel
- Taking the big picture view

For students in Grades 5+, you may wish to get them to complete the [VIA Character Strengths Youth Survey](#) →



[Explore other Strengths resources](#) →

## Strengths and values

# Personal values list

What is most important to you? Sort the values into IMPORTANT TO ME, VERY IMPORTANT TO ME, NOT VERY IMPORTANT TO ME to help you create your own personal values.

<b>ACCEPTANCE</b> <i>to be accepted as I am</i>	<b>ACCURACY</b> <i>to be accurate in my opinions and beliefs</i>	<b>CHANGE</b> <i>to have a life full of change and variety</i>	<b>COMFORT</b> <i>to have a pleasant and comfortable life</i>
<b>ACHIEVEMENT</b> <i>to have important accomplishments</i>	<b>ADVENTURE</b> <i>to have new and exciting experiences</i>	<b>COMMITMENT</b> <i>to make enduring, meaningful commitments</i>	<b>COMPASSION</b> <i>to feel and act on concern for others</i>
<b>ATTRACTIVENESS</b> <i>to be physically attractive</i>	<b>AUTHORITY</b> <i>to be in charge of and responsible for others</i>	<b>CONTRIBUTION</b> <i>to make a lasting contribution in the world</i>	<b>COOPERATION</b> <i>to work collaboratively with others</i>
<b>AUTONOMY</b> <i>to be self-determined and independent</i>	<b>BEAUTY</b> <i>to appreciate beauty around me</i>	<b>COURTESY</b> <i>to be considerate and polite toward others</i>	<b>CREATIVITY</b> <i>to have new and original ideas</i>
<b>CARING</b> <i>to take care of others</i>	<b>CHALLENGE</b> <i>to take on difficult tasks and problems</i>	<b>DEPENDABILITY</b> <i>to be reliable and trustworthy</i>	<b>DUTY</b> <i>to carry out my duties and obligations</i>

<b>ECOLOGY</b> <i>to live in harmony with the environment</i>	<b>EXCITEMENT</b> <i>to have a life full of thrills and stimulation</i>	<b>GENEROSITY</b> <i>to give what I have to others</i>	<b>GENUINENESS</b> <i>to act in a manner that is true to who I am</i>
<b>FAITHFULNESS</b> <i>to be loyal and true in relationships</i>	<b>FAME</b> <i>to be known and recognized</i>	<b>GOD'S WILL</b> <i>to seek and obey the will of God</i>	<b>GROWTH</b> <i>to keep changing and growing</i>
<b>FAMILY</b> <i>to have a happy, loving family</i>	<b>FITNESS</b> <i>to be physically fit and strong</i>	<b>HEALTH</b> <i>to be physically well and healthy</i>	<b>HELPFULNESS</b> <i>to be helpful to others</i>
<b>FLEXIBILITY</b> <i>to adjust to new circumstances easily</i>	<b>FORGIVENESS</b> <i>to be forgiving of others</i>	<b>HONESTY</b> <i>to be honest and truthful</i>	<b>HOPE</b> <i>to maintain a positive and optimistic outlook</i>
<b>FRIENDSHIP</b> <i>to have close, supportive friends</i>	<b>FUN</b> <i>to play and have fun</i>	<b>HUMILITY</b> <i>to be modest and unassuming</i>	<b>HUMOR</b> <i>to see the humorous side of myself and the world</i>

## Strengths and values

# Personal values list

What is most important to you? Sort the values into IMPORTANT TO ME, VERY IMPORTANT TO ME, NOT VERY IMPORTANT TO ME to help you create your own personal values.

<b>INDEPENDENCE</b> <i>to be free from dependence on others</i>	<b>INDUSTRY</b> <i>to work hard and well at my life tasks</i>	<b>MINDFULNESS</b> <i>to live conscious and mindful of the present moment</i>	<b>MODERATION</b> <i>to avoid excesses and find a middle ground</i>
<b>INNER PEACE</b> <i>to experience personal peace</i>	<b>INTIMACY</b> <i>to share my innermost experiences with others</i>	<b>MONOGAMY</b> <i>to have one close, loving relationship</i>	<b>NON-CONFORMITY</b> <i>to question and challenge authority and norms</i>
<b>JUSTICE</b> <i>to promote fair and equal treatment for all</i>	<b>KNOWLEDGE</b> <i>to learn and contribute valuable knowledge</i>	<b>NURTURANCE</b> <i>to take care of and nurture others</i>	<b>OPENNESS</b> <i>to be open to new experiences, ideas, and options</i>
<b>LEISURE</b> <i>to take time to relax and enjoy</i>	<b>LOVED</b> <i>to be loved by those close to me</i>	<b>ORDER</b> <i>to have a life that is well-ordered and organized</i>	<b>PASSION</b> <i>to have deep feelings about ideas, activities, or people</i>
<b>LOVING</b> <i>to give love to others</i>	<b>MASTERY</b> <i>to be competent in my everyday activities</i>	<b>PLEASURE</b> <i>to feel good</i>	<b>POPULARITY</b> <i>to be well-liked by many people</i>

<b>POWER</b> <i>to have control over others</i>	<b>PURPOSE</b> <i>to have meaning and direction in my life</i>	<b>SELF-ESTEEM</b> <i>to feel good about myself</i>	<b>SELF-KNOWLEDGE</b> <i>to have a deep and honest understanding of myself</i>
<b>RATIONALITY</b> <i>to be guided by reason and logic</i>	<b>REALISM</b> <i>to see and act realistically and practically</i>	<b>SERVICE</b> <i>to be of service to others</i>	<b>SEXUALITY</b> <i>to have an active and satisfying sex life</i>
<b>RESPONSIBILITY</b> <i>to make and carry out responsible decisions</i>	<b>RISK</b> <i>to take risks and chances</i>	<b>SIMPLICITY</b> <i>to live life simply, with minimal needs</i>	<b>SOLITUDE</b> <i>to have time and space where I can be apart from others</i>
<b>ROMANCE</b> <i>to have intense, exciting love in my life</i>	<b>SAFETY</b> <i>to be safe and secure</i>	<b>SPIRITUALITY</b> <i>to grow and mature spiritually</i>	<b>STABILITY</b> <i>to have a life that stays fairly consistent</i>
<b>SELF-ACCEPTANCE</b> <i>to accept myself as I am</i>	<b>SELF-CONTROL</b> <i>to be disciplined in my own actions</i>	<b>TOLERANCE</b> <i>to accept and respect those who differ from me</i>	<b>TRADITION</b> <i>to follow respected patterns of the past</i>

## Strengths and values

# Personal values list

What is most important to you? Sort the values into IMPORTANT TO ME, VERY IMPORTANT TO ME, NOT VERY IMPORTANT TO ME to help you create your own personal values.

<b>VIRTUE</b> <i>to live a morally pure and excellent life</i>	<b>WEALTH</b> <i>to have plenty of money</i>	Other Value:	Other Value:
<b>WORLD PEACE</b> <i>to work to promote peace in the world</i>	Other Value:	Other Value:	Other Value:
Other Value:	Other Value:	Other Value:	Other Value:
Other Value:	Other Value:	Other Value:	<b>IMPORTANT TO ME</b>
Other Value:	Other Value:	<b>VERY IMPORTANT TO ME</b>	<b>NOT VERY IMPORTANT TO ME</b>

## Need more inspiration?



[Watch this video on identity and values](#)



[Explore identity and values resources for adolescents](#)



[Want more values activities? Check these out!](#)





# This is me!

Have students complete a 'This is Me' profile to help them gather and record lots of informaton that could inspire posters about themselves for the 2023 Bright Sparks Poster Exhibition.

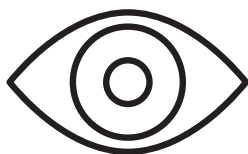
## Basic Details:

Name:

Birthday:

Home town:

Eye colour:



Hair colour:

## Family Details:

List family members names and ages, including any pets:

## Favourites:

Food:

Animal:

Friend:

## Hobbies:

## Strengths:

## Future:

What do you want to do in your future?

Why do you want to do this?

## Fun Fact:

## What I wish people knew about me:

# This is me!

If I could be an animal I would be...

Why would you be this animal?

If I could have one superpower, it would be....

Because....

Colours that represent my personality...

Happy Place:

My happy place is....

It makes me happy because...

It has...

Words to Describe Me:

Favourites:

Book:

Movie:

Song:

If I could change the world, I would change...

# This is me!

## More About Me:

Culture:

Country of birth:

Religion:

Languages:

Star Sign:

## Important Things:

The most important things in my life are...

## Unique Me:

The most unique things about me are...

## Symbols of Me:

Draw symbols that could represent you.

## I Care About...

## Memories:

What's your happiest memory?

Why?

## I am inspired by...

## The personality traits I am most proud of are...

# 100 questions to help young people know and understand themselves

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Choose from this list of questions to get the conversation going in your classroom and to help young people explore who they are! Couple these discussions with some writing and drawing responses to help your students start to build possible art work ideas for their poster submission!

1. What are your strengths?
2. If you could live anywhere in the world, where would it be? Why?
3. What are your goals for this school year?
4. Who do you talk to when you have a problem? How do they help?
5. What do you like to do for fun?
6. What is your greatest fear?
7. What do you wish your parents knew about you? What do you wish your friends or classmates knew about you?
8. If you could have one wish, what would it be?
9. Where do you feel safest?
10. If money was no barrier, what would you do and why?
11. What does failure mean to you? Have you ever felt like a failure? How did you cope?
12. How can you tell that you're getting angry? What does your body feel like? What are you thinking?
13. What makes you unique and different?
14. What's something that adults (parents, grandparents, teachers, etc.) say to you that has really stuck with you?
15. What is your proudest accomplishment?
16. What things are in your control? What's out of your control? How does it feel to notice that some things are out of your control?
17. What do you like about your school? What do you dislike?
18. What do you do when you're stressed out?
19. What's something nice you could say to yourself?
20. What is your happiest memory?

# 100 questions to help young people know and understand themselves

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21. What do you do when you're feeling down?
22. What is your favorite book? Movie? Band? Food? Color? Animal?
23. What are you grateful for?
24. What do you like about yourself?
25. What brings you joy?
26. If you could choose one book, movie or song to describe your life, what would it be?
27. Where do you want to travel in the world and why?
28. What has been your favourite age and why?
29. What is one movie or book character that you feel most connected to and why?
30. Would you say you're more of an extrovert or an introvert?
31. If you could live anywhere in the world, where would you live and why?
32. If you could only eat one food for the rest of your life, what would it be?
33. What's one thing that can instantly make your day better?
34. Do you have any pet peeves?
35. Which meal is your favorite: breakfast, lunch, or dinner?
36. What song always gets you up moving?
37. What activity instantly calms you?
38. Ideally, how would you spend your birthday?
39. What's your favorite season and why?
40. What's your most prized possession and why?
41. What would be the first thing you'd do if you won the lottery?
42. How do you enjoy spending your alone time?
43. What causes are you passionate about?
44. What's an essential part of your daily routine?
45. Who or what never fails to make you laugh?
46. What would your perfect day look like?
47. Do you collect anything? What? Why?
48. If you could say one thing to your future self, what would it be?
49. Describe future you.
50. What's your favorite family memory?



# 100 questions to help young people know and understand themselves

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51. What's the best piece of advice a family member has given you?
52. What's your favorite way to spend time with your family?
53. How do you show your family you love them?
54. What's your favorite family tradition?
55. What's the most important time you have spent with your family and why?
56. What's something your family would be surprised to learn about you?
57. Do you have any friends you would consider family?
58. What physical traits do you share with your relatives?
59. What stories did your family members tell you growing up?
60. How did your parents (and/or grandparents) meet?
61. What makes you proud of your family?
62. What can always bring your family together?
63. Do you share a name with anyone in your family?
64. Where did your name come from? What is the meaning of your name?
65. Would you rather go back in time to meet your ancestors, or travel into the future to meet your descendants?
66. What do you think makes someone a "good person"?
67. What do you look for in a friendship?
68. What is the biggest life lesson you have learned so far?
69. Do you believe what is meant for you will never miss you?
70. If you had only one sense (hearing, touch, sight, etc.), which would you want?
71. What makes you feel at peace?
72. What makes you feel most accomplished?
73. Which of your personality traits are you most proud of?
74. If you could snap your fingers and instantly make the world better, what would you do?
75. What's the scariest thing you've ever had to do?
76. What does self-care look like for you?
77. What's one thing you can't live without, and why?
78. Are you an optimist or a pessimist?
79. Are you an introvert, extrovert, or ambivert?
80. What do you dream about?

# 100 questions to help young people know and understand themselves

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81. Do you think our dreams have hidden meanings?
82. When you want to give up, what keeps you going?
83. Do you live by any words of wisdom?
84. What is your favourite quote or saying?
85. If you could do anything, besides what you're doing now, what would you do?
86. What's on your bucket list?
87. If you found out today was your last day on Earth, what would you do?
88. If you could relive one moment in your life so far, which would it be?
89. Which famous person in history would you want to spend the day with?
90. If you could time travel, when and where would you go?
91. What's one thing you would do if you knew you couldn't fail?
92. What's the one thing you would love others to know about your culture?
93. What's your favourite story about yourself?
94. How would those who know you best describe you?
95. Would you rather be a superhero or a villain?
96. If you could instantly become an expert in something, what would it be and why?
97. Who is your hero and why?
98. Do you have a nickname? What is it? What's the story behind it?
99. If you were an action figure, what accessories would you be sold with?
100. What would an amusement park designed specifically to make you happy, be like?

# 'I am' poem

Use this poetry prompt to get students writing creatively about themselves. Encourage them to create an image that expresses their poem.

I am \_\_\_\_\_  
*(Two special characteristics)*

I wonder \_\_\_\_\_  
*(Something you are curious about)*

I hear \_\_\_\_\_  
*(An imaginary sound)*

I see \_\_\_\_\_  
*(An imaginary sight)*

I want \_\_\_\_\_  
*(A desire you have)*

I am \_\_\_\_\_  
*(The first line of the poem repeated)*

I pretend \_\_\_\_\_  
*(Something you pretend to do)*

I feel \_\_\_\_\_  
*(A feeling about something imaginary)*

I touch \_\_\_\_\_  
*(An imaginary touch)*

I worry \_\_\_\_\_  
*(Something that bothers you)*

I cry \_\_\_\_\_  
*(Something that makes you sad)*

I am \_\_\_\_\_  
*(The first line of the poem repeated)*

I understand \_\_\_\_\_  
*(Something you know is true)*

I say \_\_\_\_\_  
*(Something you believe in)*

I dream \_\_\_\_\_  
*(Something you dream about)*

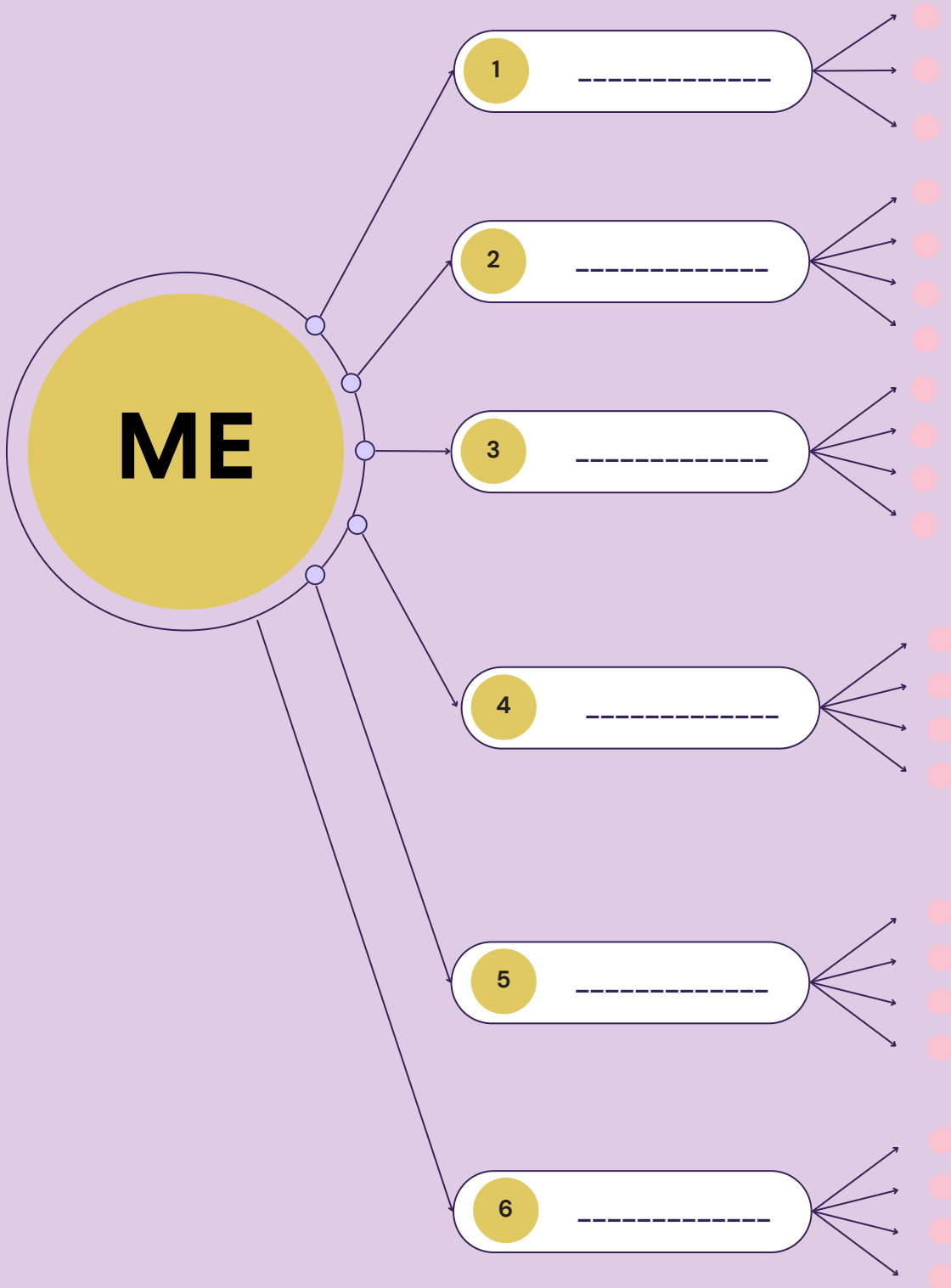
I try \_\_\_\_\_  
*(Something you make an effort on)*

I hope \_\_\_\_\_  
*(Something you hope for)*

I am \_\_\_\_\_  
*(The first line of the poem repeated)*

# Mind map you!

Get students to write down the 6 most important parts about them in the boxes labelled 1-6 in the middle row. Have them expand on each part with further detail to help generate possible ideas for a poster that explores and expresses 'THIS IS ME!'



# Exploring the theme

## This is me!

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This section includes an array of Self-Portrait examples created by artists in different styles and genres to help support your exploration, across the year levels, to get students thinking about how artists portray themselves in self-portraits and create a well of inspiration for their own art making around the theme 'This is Me!'. It includes a list of prompting questions to help guide your discussions and analysis of the art works, and which will lead students to think deeply about what elements to include in their own art work. We will also unpack three key terms - self-portrait, portrait and identity.



# Art analysis questions

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*What is your first impression of the art work?*

*What is your first impression of the person captured in the art work?*

*What is the person's facial expression or body position? What features of the face have they more or less exaggerated? How do you think the artist felt when they created this self-portrait?*

*What are they wearing? What would it feel like to wear the clothes they have on in this portrait?*

*Would you like to meet this person – why or why not? What would you ask them?*

*How might you describe this portrait to someone who hasn't seen it? Is it realistic or distorted in some way?*



# Art analysis questions

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*What materials and techniques has the artist used ?*

*How is the artist's identity shown in the work. What kind of personality would you say the artist had? What features of that personality do you think appear in the art work ?*

*Are there any clues in the background of the work - or any parts or symbols in the work - that might tell you more about who this person is ?*

*How is the artist communicating a story about themselves? What story is it telling ?*

*Most artists have done self-portraits. Why do you think artists are interested in painting their self-portrait? What ideas can be told through a self-portrait? List them.*

*What mood is created in the self-portrait? What colours are used? What feelings do you relate each of the colors with? List all the colors and give an adjective that might define each one.*



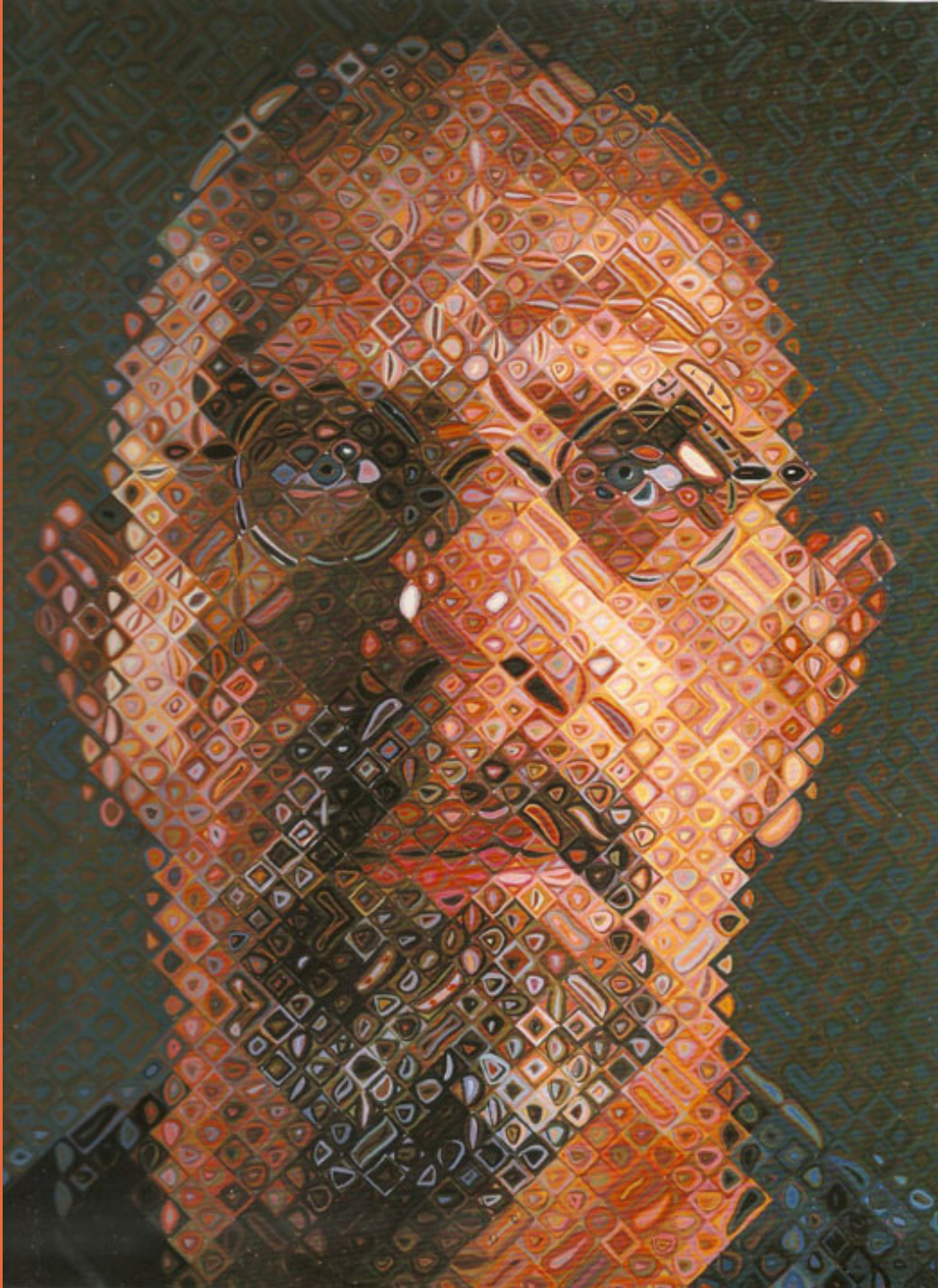
Gustave Courbet, *The Desperate Man*, 1845,  
Private Collection



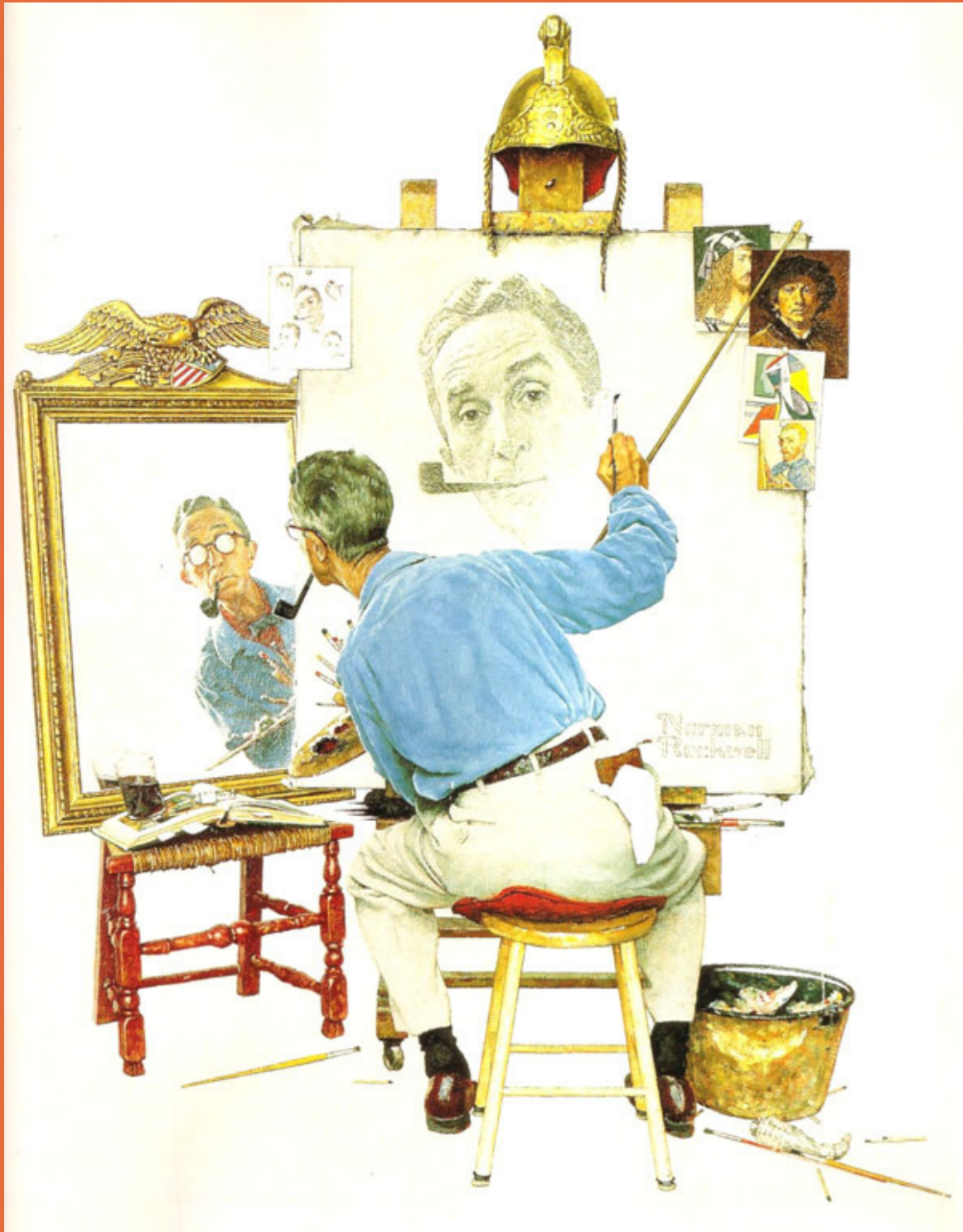
[Explore more self-portraits](#) →



Chuck Close, *Self-Portrait*, 2000-01, White  
Cube G



Norman Rockwell, *Triple Self-Portrait*, 1960,  
Norman Rockwell Museum





Frida Kahlo, *Self-Portrait with Monkey*, 1943, Jacques and Natasha Gelman Collection of Modern and Contemporary Mexican Art

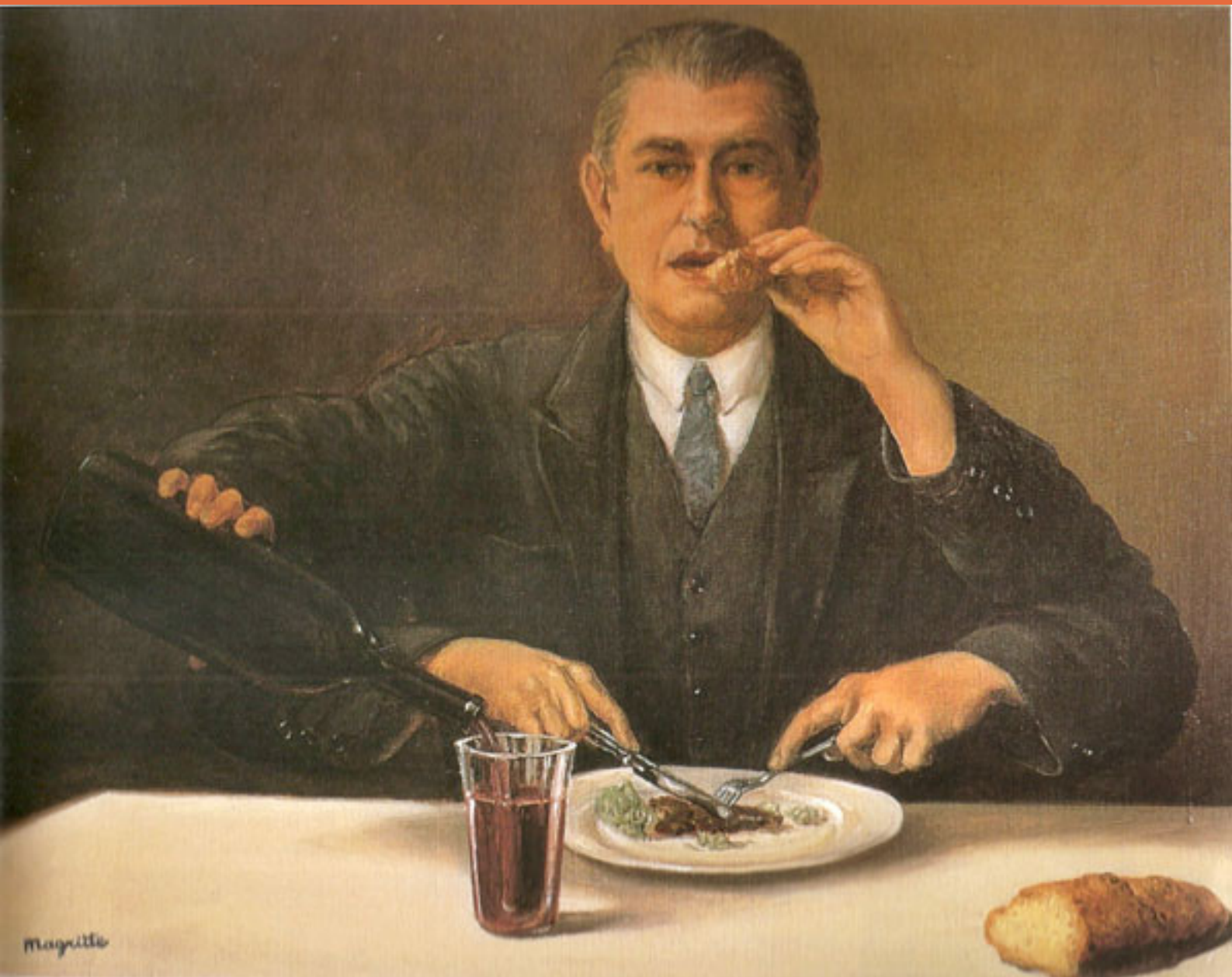




Marc Chagall, *Self-Portrait in the Twilight*,  
1938-43, Private Collection.

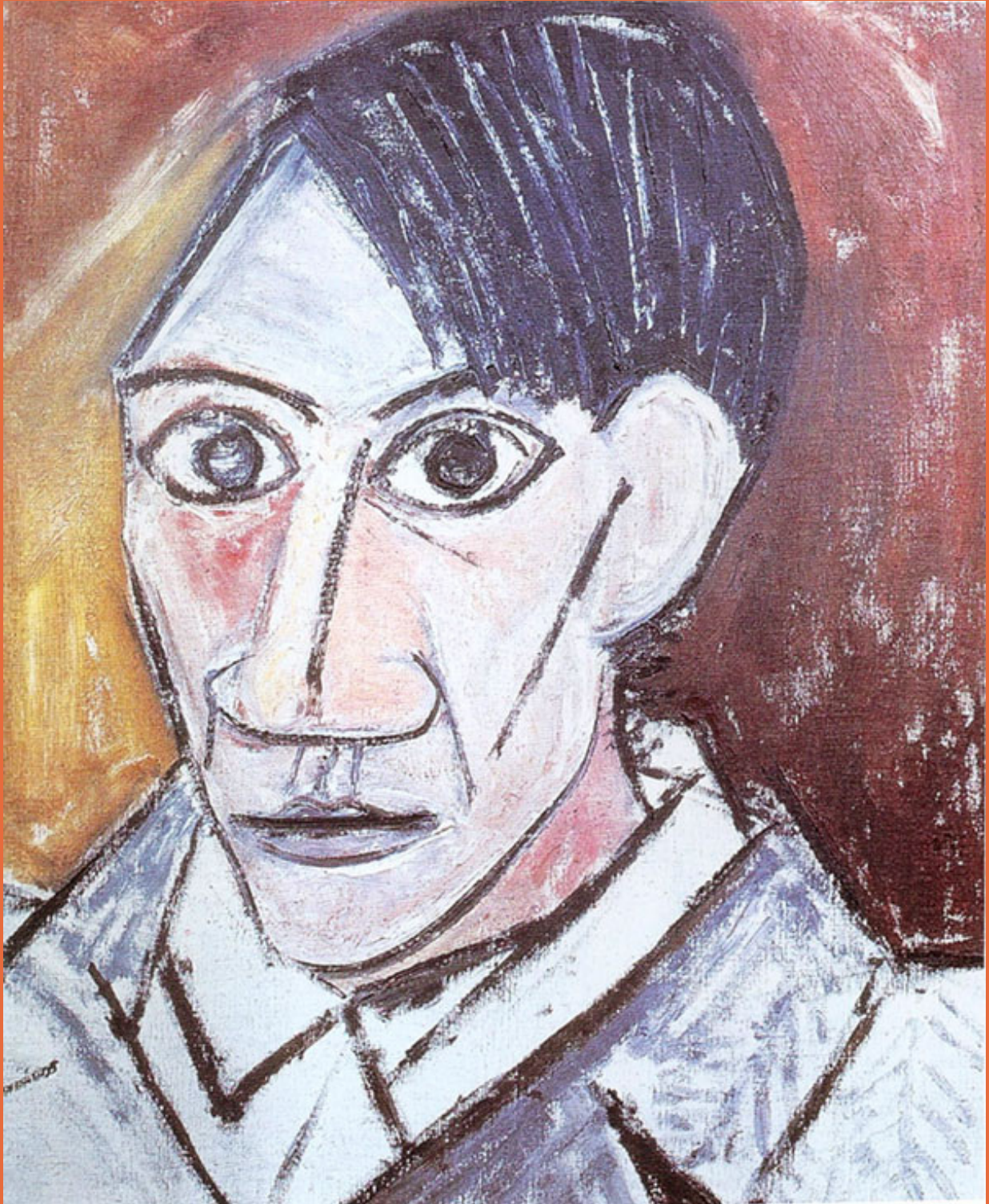


Rene Magritte, *The Wizard*, 1951, Private Collection





Pablo Picasso, *Self-Portrait*, 1907, National Gallery Prague



[Explore more self-portraits](#) →



Vincent Van Gogh, *Self-Portrait with Bandaged Ear*, 1889, The Courtauld Gallery

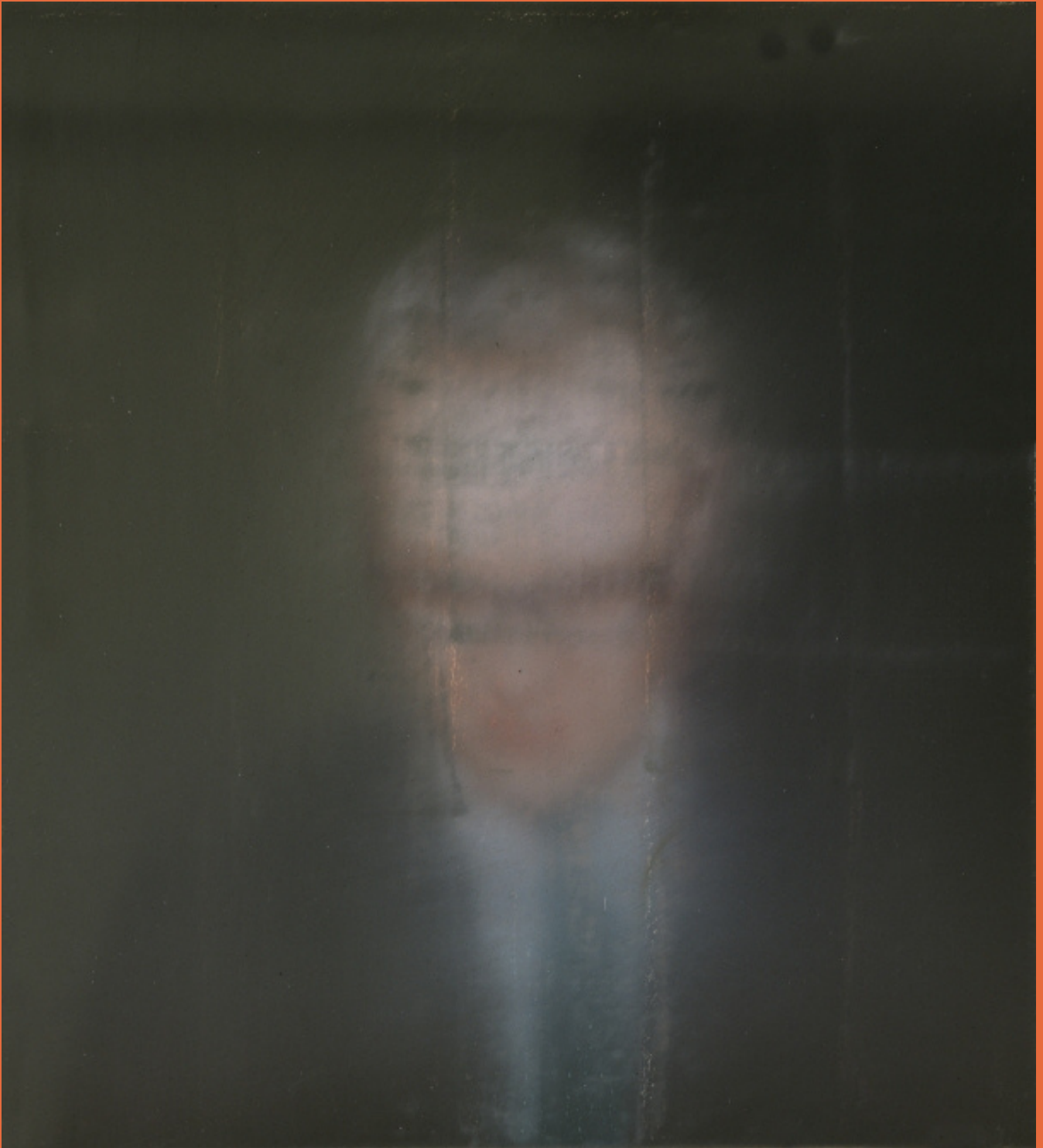




Yayoi Kusama, *Self-Portrait [TWAY]*, 2010,  
Asia University Museum of Modern Art



Gerhard Richter, *Selbstportrait*, 1996, MET  
Museum



[Explore more self-portraits](#) →



Jean-Michel Basquiat, *Self-Portrait*, 1984,  
Guggenheim Bilbao



Cindy Sherman, *Untitled #533*, 2010



[Explore more self-portraits](#) →



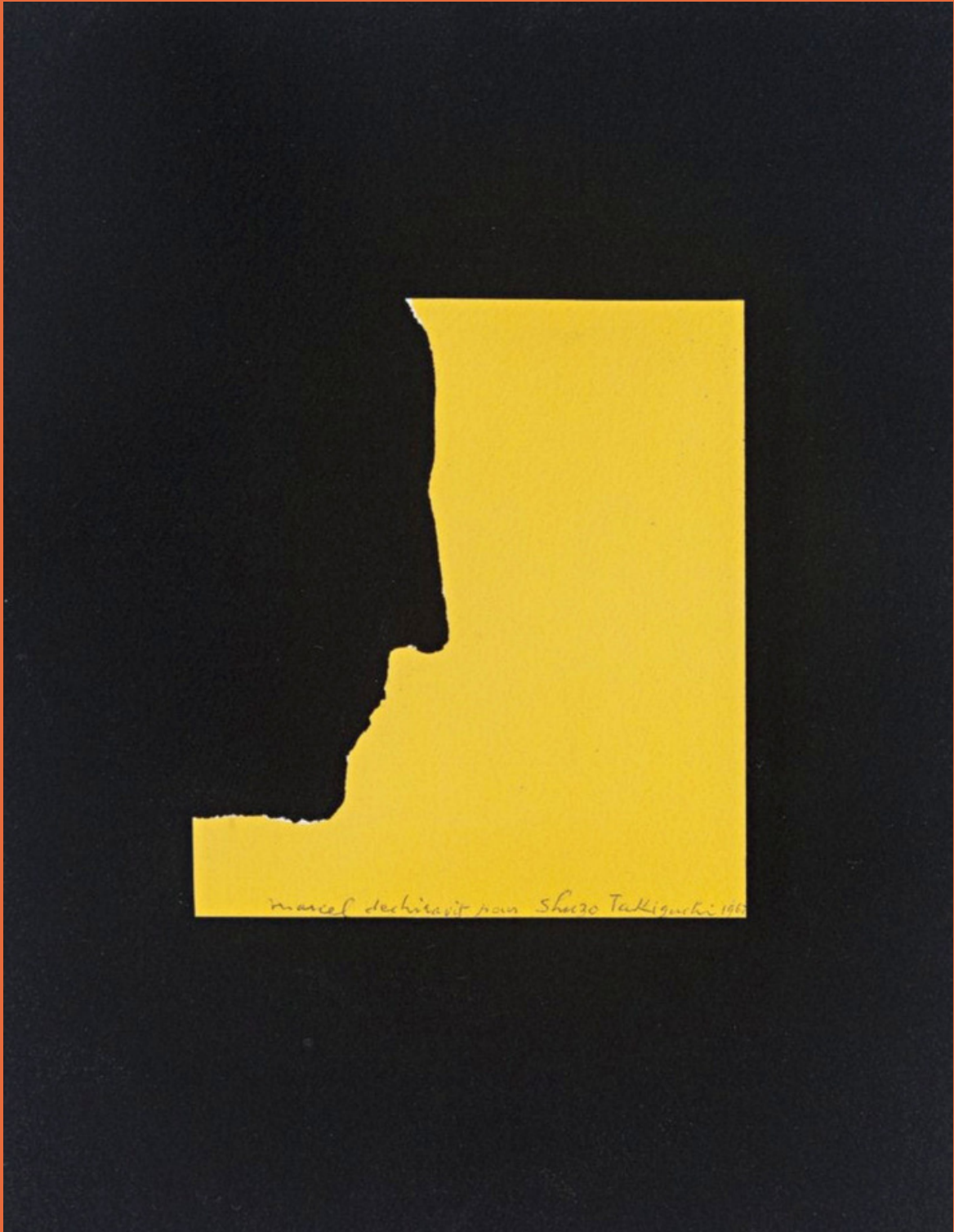
Andy Warhol, *Self-Portrait no.9*, 1986,  
National Gallery of Victoria



[Explore more self-portraits](#) →



Marcel Duchamp, *Self-Portrait in Profile*, 1967,  
Metropolitan Museum of Art

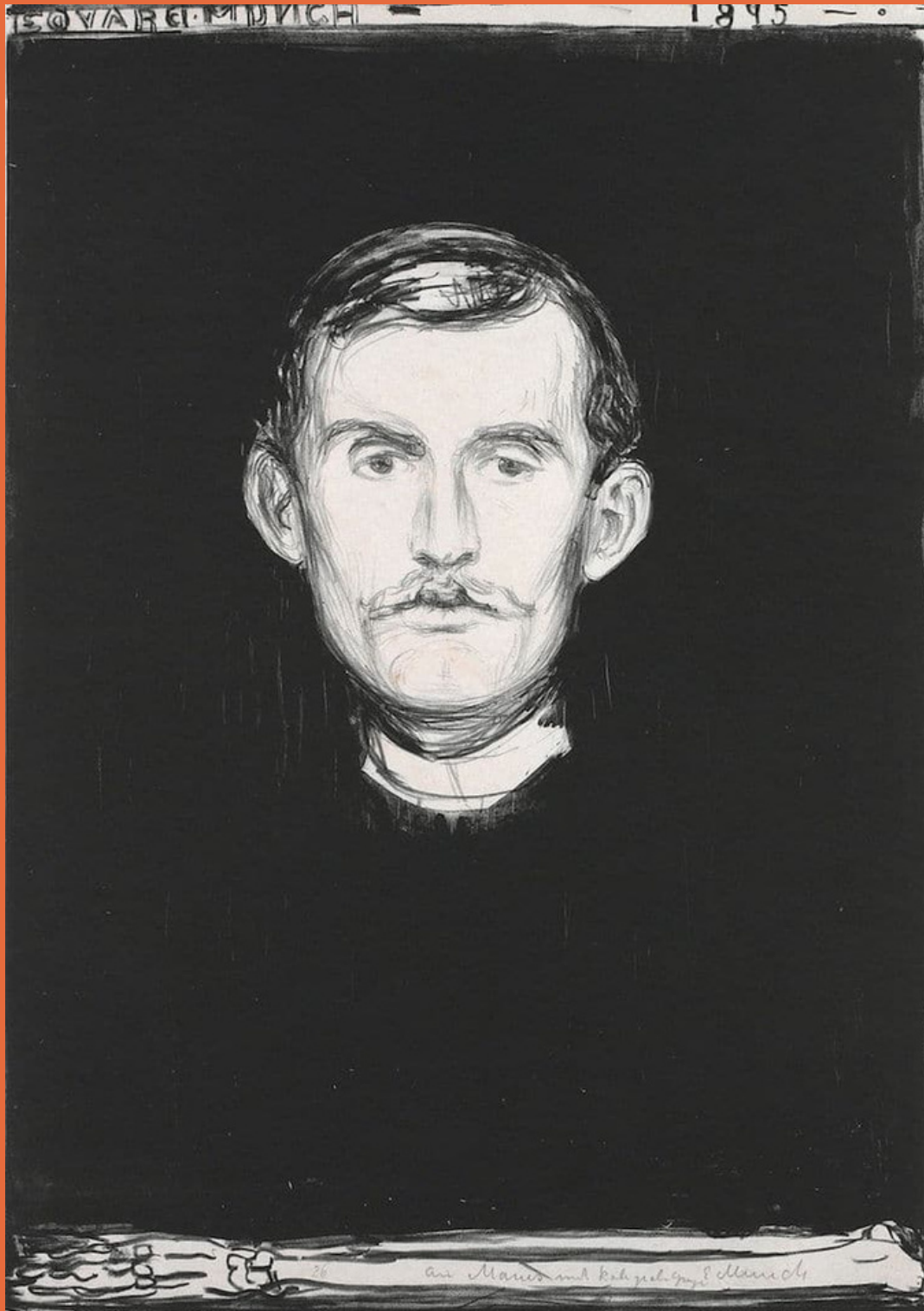


Salvador Dali, *Soft Self-Portrait with Grilled Bacon*, 1941, Dali Theatre Museum





Edvard Munch, *Self-Portrait with Bandaged Ear*, 1895, British Museum



Paul Gauguin, *Self-Portrait with Halo*, 1889,  
National Gallery of Art Washington





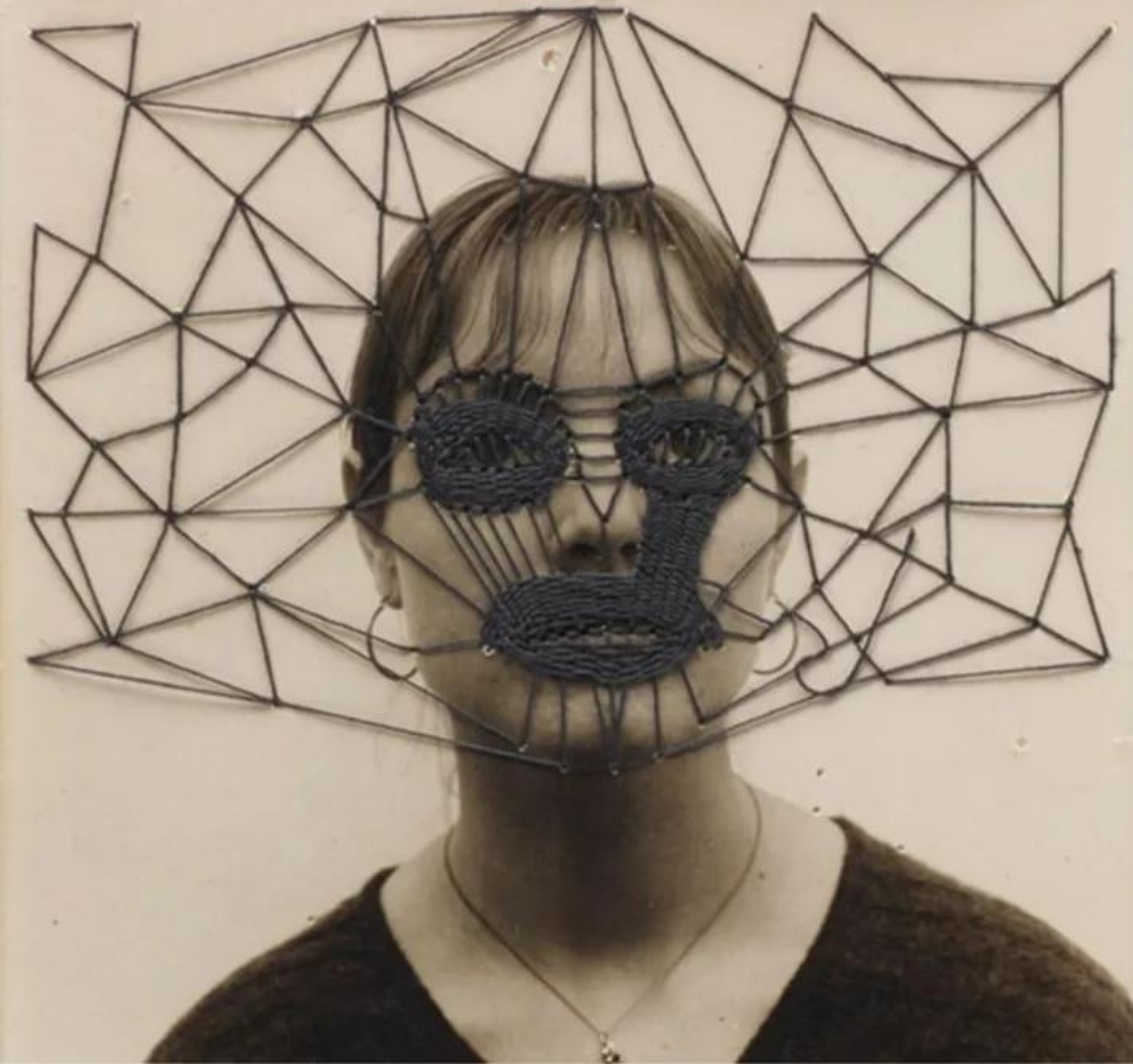
Valie Export, *Identitätstransfer 2*, 1968, Museum of Modern Art



[Explore more self-portraits](#) →



Annegret Soltau, *Self in A Net With Masks*,  
1974-75, Richard Saltoun Gallery



[Explore more self-portraits](#) →



# Core terms

## IDENTITY

*Identity is the way we perceive and express ourselves. Factors and conditions that an individual is born with—such as ethnic heritage, sex, or one’s body—often play a role in defining one’s identity. However, many aspects of a person’s identity change throughout his or her life. People’s experiences can alter how they see themselves or are perceived by others. Conversely, their identities also influence the decisions they make: Individuals choose their friends, adopt certain fashions, and align themselves with political beliefs based on their identities. Many artists use their work to express, explore, and question ideas about identity.*

## SELF-PORTRAIT

*A self-portrait is a portrait that an artist makes of themselves. Just like a portrait of another person, a self-portrait can be in any medium, and include as much or as little information as the artist wishes. Sometimes artists make self-portraits to express their personality and inner world. Posture, body language and facial expression provide clues about the artist’s mood and personality.*

## PORTRAIT

*A portrait is an artwork that tells a person’s story. The artwork can be made of any material, from painting on canvas to a piece of performance art! Portraiture can tell us about how we see people. Portraits often show us what a person looks like, but they can also capture an idea of a person or what they stand for. Portraits can also tell us how a person wants to be seen, and capture a particular mood that the sitter is experiencing. This can be described through choice of colour and a general atmosphere in an image.*

# Thinking questions

## This is me!

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This section includes some thinking questions that educators can use with their students as they start to create a self-portrait for the 2023 Bright Sparks Poster Exhibition. These questions are designed to get students rumbling with ideas on how they might like to tell the story of who they are and be represented in their art work and using these ideas to create an art work!

# Thinking questions

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? Why would you make a self-portrait?

? How do you decide what to put in the background? For example, self-portraits can also include physical objects that symbolize something important to you (or that are literally important to you, like a pet).

? How do you see yourself?

? How do you want others to see you?

? What style of art best expresses your personality? Why?

? Who are you as a person?

? What is important to you?



# Thinking questions

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What are your hobbies?



Self-portraits allow people to decide how they want to be seen by others. What would you like your self-portrait to communicate something about your personality or interests and how? (e.g., clothing, props, expression, pose, or a combination thereof).



What are your favourite colours?



What colors reflect your current mood?



What words would you use to describe your personality?



How would you want to be represented in a self-portrait?

# Thinking questions

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What would you choose to wear?



What objects or props would you want to be included?



What would you choose for your pose, expression, and setting?



What would your choices communicate about you?



What would you like to be remembered for?



What are your best qualities?

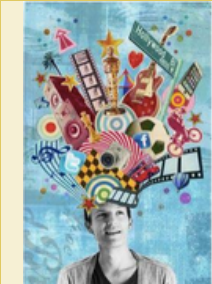


What is important to your identity?

# This is me!

## Art ideas board

This board provides an array of different, adaptable art-making ideas to inspire your students to create art works that explore this year's 2023 Bright Sparks Poster Exhibition theme: *This is Me!* Click on the pictures to go to links.



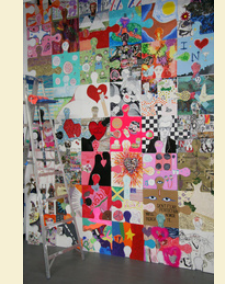
Students create an identity collage - using their photo and images that show what makes them who they are!



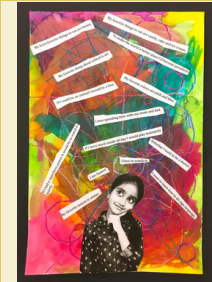
Students create a mixed media self-portrait - using a collaged background of images & a hand-drawn self-portrait.



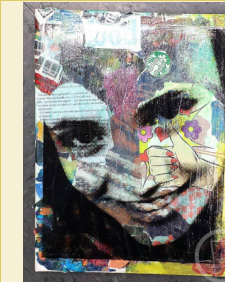
Students create a photo self-portrait with a message about what they stand for!



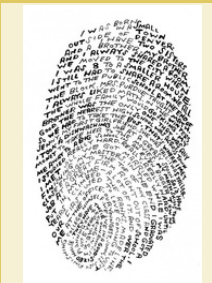
Students across the school each create a puzzle piece that represents their unique identities to create a collaborative piece celebrating diversity.



Students create an abstract collage self-portrait with words & images that express everything about them!



Students create a graffiti-inspired mixed-media self-portrait to show the world who they are!



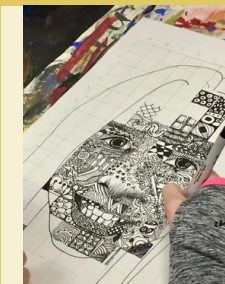
Students create a unique fingerprint self-portrait - using words to tell their story!



Students create a whimsical mixed media self-portrait to express their dreams.



Students create a half cartoon digital self-portrait.



Students create a Chuck Close-inspired grid self-portrait.



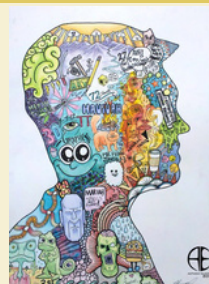
# This is me!

## Art ideas board

This board provides an array of different, adaptable art-making ideas to inspire your students to create art works that explore this year's 2023 Bright Sparks Poster Exhibition theme: *This is Me!*  
**Click on the pictures to go to links.**



Students create a self-portrait sketch and digital art series.



Students create a symbolic self-portrait silhouette with doodles and symbols that represent them!



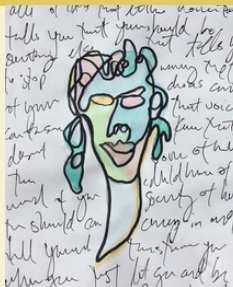
Students create an abstract self-portrait collage.



Students create an embroidered self-portrait inspired by Jose Romussi.



Students create a Jonni Cheatwood-inspired self-portrait using color and abstraction to express the inner!



Students create a 'momentary' continuous line self-portrait with words to express who they are in a brief moment of time!



Students create a photo sculpture self-portrait inspired by Brno Del Zou.



Students create a 1-point perspective drawing of their room that expresses their identity.



Students create a touch map - a list of everything your hand has come into contact with - to tell their stories.



Students create a self-portrait from a continuous line to express their inner emotions in the style of Adam Riches.

# Artist statement

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Use this artist statement flow chart and prompts to get students writing about the art works they have created.

# 1

## DESCRIBE YOUR ART WORK

What does your artwork look like? What is the subject matter? What is the title of your work? What elements or principles are most obvious in your work?

# 2

## HOW DID YOU CREATE YOUR ART?

What media is your artwork made from? What tools, techniques or processes did you use to create your artwork?

# 3

## WHAT IS THE BIG IDEA BEHIND YOUR ART WORK?

What or who inspired your artwork? What does this artwork express about you? What emotions did you try to show in your artwork?

# 4

## WHAT WERE YOUR GOALS FOR THIS ART WORK?

What are your goals as an artist? Did this piece help you reach your goals? Why or why not?

# 5

## WHAT ARE YOUR OVERALL THOUGHTS OF YOUR ARTWORK?

What did you learn in creating this artwork? Is the final piece what you imagined? How so? How will this piece influence your future artworks?

# Curriculum links

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The activities in this guide link to many different curriculum areas.

## ENGLISH

### *Reading and Viewing*

- Expressing and developing ideas

### *Writing*

- Creating literature
- Creating texts

### *Speaking and Listening*

- Language for interaction
- Expressing and developing ideas
- Interacting with others

## VISUAL ARTS

- Expressing and Express Ideas
- Visual Arts Practices
- Present and Perform
- Respond and Interpret

## CRITICAL & CREATIVE THINKING

- Questions & Possibilities
- Meta-Cognition

## PERSONAL & SOCIAL CAPABILITY

- Self-awareness and Management
- Social Awareness and Management



# Key dates

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Pop these key 2023 Bright Sparks Poster Exhibition dates in your diary!

## **Saturday 7th October 2023**

Bright Sparks Poster entries OPEN!

## **Sunday 19th November 2023**

Bright Sparks Poster entries CLOSE!

## **Friday 1st December 2023 to Sunday 21st January 2024**

Bright Sparks Poster Exhibition Display

## **Tuesday 6th February to Sunday 18th February 2024**

Posters available for collection from Incinerator Gallery

# Guidelines and entries

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- Posters must be flat 2-dimensional works
- Posters can be no larger than A3 (29.7 x 42 cm) in size
- Posters must have a completed [entry form](#) secured to the back
- Posters sent digitally must also include an attached completed [entry form](#)
- Students must attend school or live within the City of Moonee Valley
- Entry is open to students from Prep to Year 10 only
- 1 entry per student
- Posters may be posted or hand-delivered to Incinerator Gallery, 180 Holmes Road Aberfeldie, VIC 3040 during regular Gallery open hours from Saturday, 7 October to Sunday, 19 November 2023
- Posters will be available for collection from the Gallery from Tuesday, 6 February to Sunday, 18 February 2024 during regular Gallery open hours
- Posters not collected within this period will be disposed of at the discretion of the Gallery
- Incinerator Gallery will do their best to ensure as many posters as possible are displayed but cannot guarantee all entries will be displayed
- Posters may be digitised and displayed on screens across Council venues, published on MVCC websites and social media channels in order to promote the Bright Sparks exhibition and Incinerator Gallery
- Teachers may enter their classes' posters as a batch of entries.
- Families may enter their children's posters individually.

## Incinerator Gallery

- 📍 180 Holmes Road Aberfeldie 3040
- 🕒 11am to 4pm, Tuesday to Sunday  
except public holidays
- ☎️ 03 9243 1750
- 🌐 [incineratorgallery.com.au](http://incineratorgallery.com.au)
- 📘 /incineratorgallery
- 📷 @incinerator\_gallery

## Moonee Valley Language Line

العربية	Arabic	9932 1471
廣東話	Cantonese	9932 1472
Hrvatski	Croatian	9932 1473
Ελληνικά	Greek	9932 1474
Italiano	Italian	9932 1475
Somali	Somali	9932 1476
Español	Spanish	9932 1477
Türkçe	Turkish	9932 1478
Tiếng Việt	Vietnamese	9932 1479
All other languages		9932 1480

National Relay Service 13 36 77  
or [relayservice.com.au](http://relayservice.com.au)