

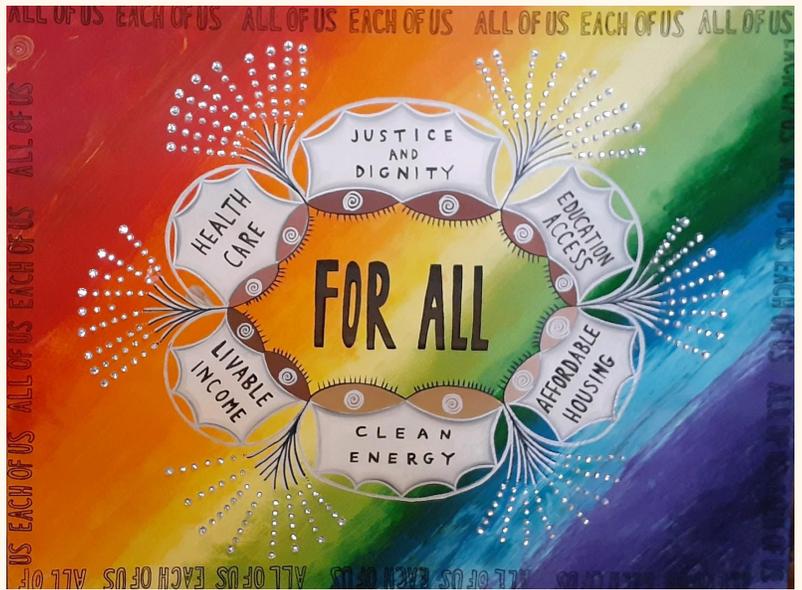
Northeast Elementary School Mural Proposals for our Amphitheater!

1 - Elan Shapiro

As an artist, I mix together playful, meditative, doodle-like images with short phrases about positive futures we can create. I aim to encourage people to believe we can create together “the beautiful world our hearts know is possible” (Charles Eisenstein).

I’ve led environmental education programs for elementary school children and art making sessions for kids, using the outlines for my sketches as jumping off point

The image is a collaboration with an artist neighbor, Jennifer Whitaker, who also works with children, and who would share in engaging students and parents in birthing the mural. The original image may change significantly through the engagement process.

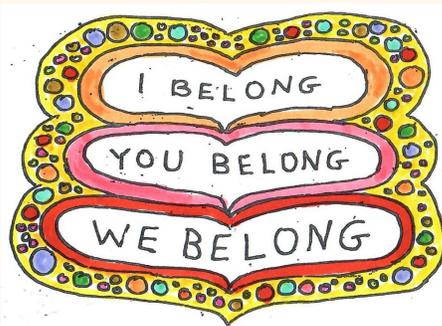


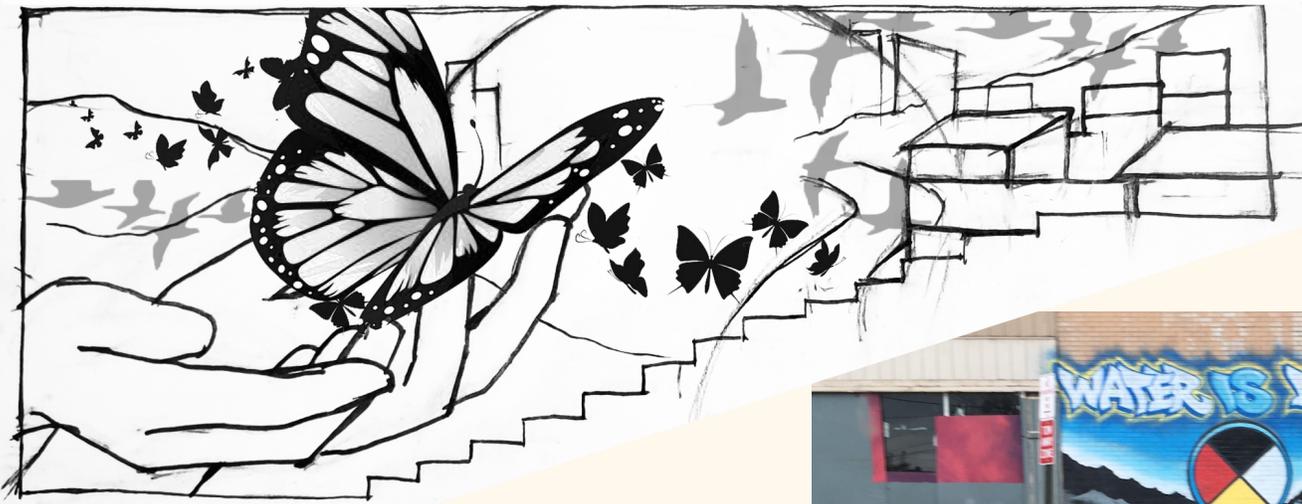
Previous works:



Showing up is our power.
Story is our way home. Truth is our song.
We are the brave and brokenhearted.
We are rising strong.

Brene Brown





Our proposal focuses on articles 13 and 14 of the Universal Declaration of Human Rights, emphasizing all human's right to freedom of movement and to seek asylum. Borders and State control do not exist in the natural world; open hands reach out from the left side of the mural design, both releasing and embracing a flutter of birds and monarch butterflies traveling amidst sprawling hills and favelas. The birds and butterflies move under a bright hopeful sun. Humans too, deserve the right to migrate and move freely, especially from situations of climate crisis, oppression and civil unrest. The upper right hand corner will read paraphrased text from the articles "Everyone has the right to seek and to enjoy in other countries asylum from persecution." & "Everyone has the right to freedom of movement and residence within the borders of each state."

We are a collective of street artists, graffiti writers, and organizers based in Washington, DC. In partnership with friends and allies, we seek to shift the consciousness of the masses, empower and support our communities, and challenge systems of violence through art. Specifically, we work to support communities through public art and murals, community workshops, and other art programming that uplifts voices, provides inspiration and access to art as a tool for empowerment. We also strengthen campaigns for social, economic, and environmental justice through strategic art direction and action.

Our artists have worked with youth in many ways. We've organized wheat paste, spray paint, and mural workshops for young people. Shani runs a summer youth art program in DC's Chinatown for middle school age youth, and has facilitated many youth art workshops with Asian Pacific American community organizations since 2015.



Water is Life/ End Dakota Access Pipeline, Cleveland, OH



Somos Southwest, Detroit, MI



Water is Life/ End Dakota Access Pipeline, Washington DC

3 - Filomena Jack

The concept of the mural involves the idea that regardless of color/shape/form we can all come together to be the change we want to see in the world. This mural can also act as a lesson about light passing through a prism.

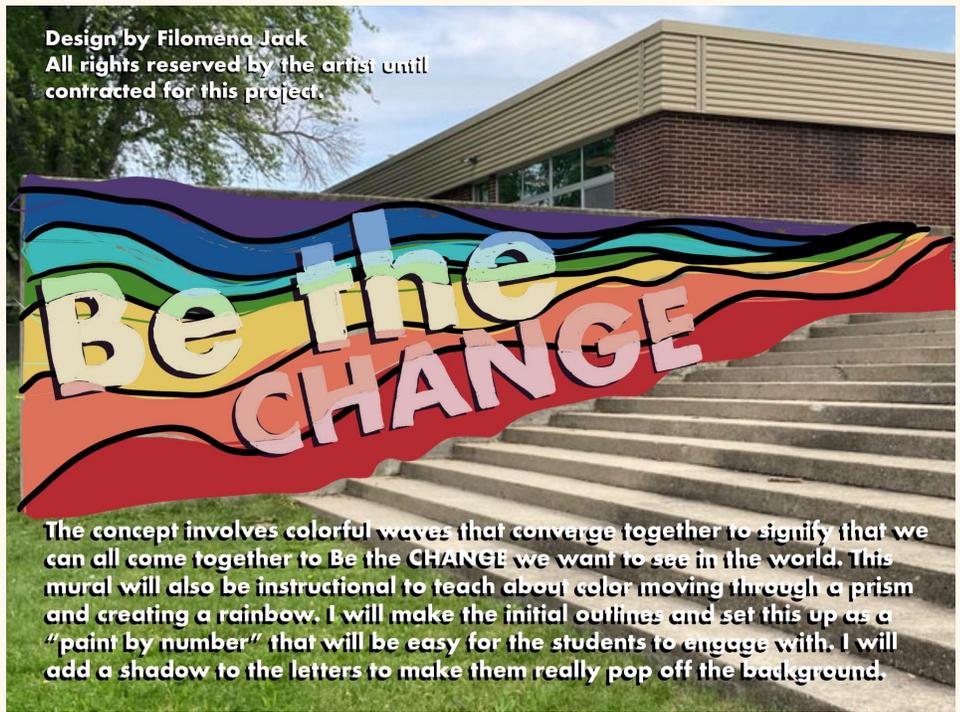
I will outline the shapes and create a "paint by number" set up for the participants to follow. At the end I will tidy up the lines and add a drop shadow to the text to make the words stand out against the background.

I would prefer to use Golden Paintworks Mural Paints as they are very good quality, a local manufacturer, and an ally to artists.

I hold a BFA from Jersey City University, teaching art to varied audiences, including school aged children. In the past I have completed projects like this one for the Community Foundation in Horseheads and the Corning Youth Center. I have a self published art book called Bunzie's Bundalas that teaches a couple of drawing techniques, and includes coloring pages.

My work has been shown throughout the region and I have large scale murals in Watkins Glen and Elmira, and a mural in a historic residence in Southport. I love what I do!

I am also a certified life coach and share positive motivation and good habits with my students.



Previous Works

FilomenaJackStudio.com



4 - Anmarie Ventura



My design for this mural features hands lifting up the layers that represent our human rights. I wanted the design to feel balanced as we are talking about how important it is that everyone is equal and everything is fair. The layer above the hands is fun and free flowing representing our human right to play! Above that are faceless figures, joined together, representing our right to gather peacefully and representing our responsibility to our communities. The layer above that, featuring dripping paint which morphs into space objects, represents our right to enjoy the arts and sciences. That particular right is very close to my heart as an art educator. The "title layer" comes next which tells everyone what this mural is about, "Our Human Rights." All of these things support our word in its various seasons with people residing in all different types of places, urban, rural, igloo, house. There is a small garden on the far left referring to our human right to food, and the gavel on the far right refers to our rights to a public hearing and to be treated fairly under the law. The airplane and the birds flying over the corn field capture that feeling of freedom in general that we have as humans on this earth.



I wanted to create a design that was colorful and fun while also being manageable for students to complete together. I have a lot of experience mural painting with elementary school students; It was a large part of my job as the Studio and Outreach Coordinator at the Stark Museum of Art in Orange, TX where I worked for almost three years. I have attached some photos of me working with students on two projects. I absolutely LOVED this part of my job and have missed it since moving on to my position as the Student Engagement Coordinator at the Herbert F. Johnson Museum of Art at Cornell.

I am very open to working with the students on basic color theory (primary and secondary colors), giving them agency in the design i.e. helping with color choices and including other symbols, and just overall having a great time painting together! Forgive the hasty coloring job. I regret that I have many meetings today, but wanted to make sure and get my submission in on time.

Artist statement:

As an art educator, the work I produce tends to be driven by what I am currently teaching in the classroom, studio, or museum galleries. I enjoy experimenting and creating all kinds of artwork, painting, printmaking, hand building, textile, tile painting. While I oscillate between realism and abstraction, I tend to create work that expresses a narrative and/or seeks to evoke emotion in viewers. The most recent body of work I created was in response to my memories of Hurricane Harvey while residing in Texas. In lieu of attaching those examples here, please visit my website at

anmarieventura.com



5 - Margaret Kops Kuveke

I am a lifelong Ithaca resident, artist, and incoming sophomore at Cornell University. I love to create art and to be able to inspire and teach through my art would be an incredible opportunity!

My proposal features two hands holding planet Earth. It highlights our humanity as individuals and as a collective. This is even more so illustrated with the 30th Declaration "no one can take away our human rights" which I have written in the corner. In the multi color planets, I included other declarations. These are the ones that speak to me the most, but I would be happy to take suggestions from students! This mock up can be easily adjusted to fit the wall.

In addition to working with art, I have a lot of experience working with youth. I am the oldest of five, have been a camp counselor, child care provider for CCE, and a babysitter. I really enjoy spending time with kids, and if this project permits, I would love to incorporate the ideas and help of students in planning which human rights they would like to include in the planets and perhaps even painting! There are solid colors that kids could help me with if they wanted to.



Previous Works



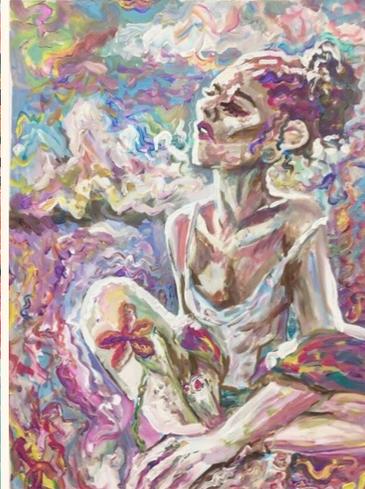
6 - Abigail Tessier



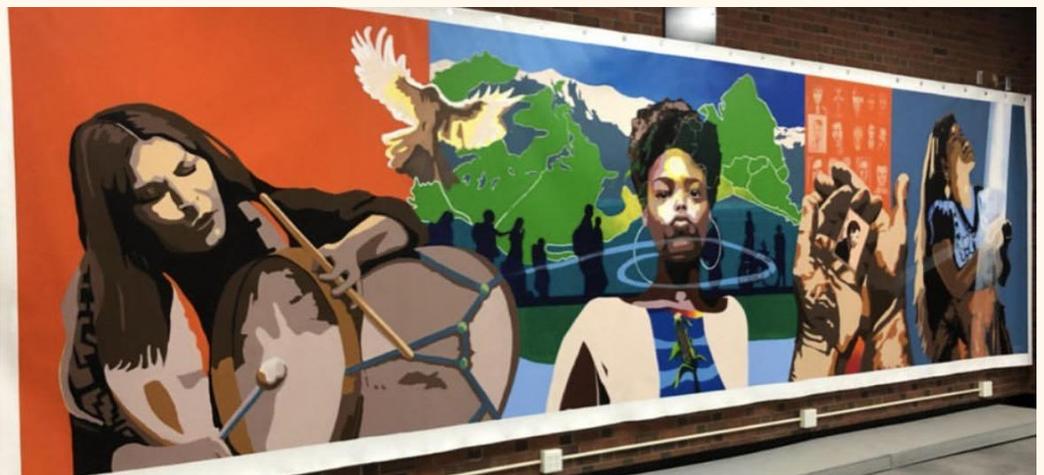
I am a painter from Potsdam, NY. I moved to Ithaca when I graduated college in May 2020 with a Bachelors in Art Studio. Human rights are extremely important to me, and I wanted to create a mural design that would inspire youthful minds to go through their lives with core principles of kindness in their hearts. I have two submissions attached, along with a few images of my previous work (two of my paintings and a mural I helped paint as an intern alongside Francisco Letelier, a human rights muralist).

I love working with the youth. For extra income in high school and college, I babysat a lot of different kids. It is an amazing thing to connect with children through the arts. I encouraged these kids to draw, doodle, and sing and dance. We would most often make chalk art in the sun for hours.

My first mural idea was based on environmental activism and how that will affect incoming generations. It reads "being kind to earth is being kind to each other." I wanted to design my murals with nature themes incorporated. This led me to my next idea, which has a few words on a rainbow background, also with trees like the first. I think this idea would be best if the children participating brainstormed words relating to human rights to paint on the mural together. This would give them a chance to add their ideas to the design.



Previous Works



7 - Egypt Hagan



Motivation for my artwork is the amplification of an untold story. We humans each bear a unique story. I enjoy creating these stories with bold images and an underlying vibrancy that emphasizes the subject. My paintings consist of people and stories that have inspired my journey on Earth and stories that deserve to be heard.

I have many years of mural experience including hands-on community projects. One of my many projects consisted of working with the students at Diamond Minds Transformational Leadership Academy in Miami, Florida. I showed students steps for creating a mural and allowed them to participate and join in the process from the beginning. It will be an honor to use those skills and knowledge towards this project using weather-resistant exterior paints, brushes, and drop cloths.

In my proposal, children are a representation of today's youth from different walks of life. This image signifies our youth coming together as one through the power of learning, laughter, curiosity, and happiness. I hope this mural will bring life to the area and allow students to feel equal and excited to come into the vicinity, ready to achieve their dreams.



8 - Tiffany Robbins and Nerrisa Bess

We are two independent artists from Endicott, NY in Broome County. We have worked together extensively at the elementary school our children attended, running an after school art program in 2018-2019 and various other endeavors. The highlight of that program was involving local families and entire K-5 school in a collaborative effort for a memorial to honor a beloved teacher. We enjoy working with children, and all of the arts.



For your mural we would propose painting and glass mosaic elements combined. In the attached sketch replicating the photo of the back stairs and wall "canvas" areas, you will see several items of symbolism. These are detailed below. The idea is to involve all students in the painting and mosaic details in collaboration with the art department.

The steps with the numbers 1-30 represent each article of the Universal Declaration of Human Rights. We would see the numerals created with mirror mosaic by each classroom and the vertical color wheel represents the LGBTQ+ population who are at the forefront of human rights activism. The right side wall symbol is the human rights logo while the left side is the world in which these rights apply. The multi tone hands symbolize diversity. The background of the earth and human rights logo symbolizes air and water which represent sustaining life. The heart of gold within the steps is a reference to the symbol of a person being truly good and kind at their core, which we all see and strive to build in our little humans as they grow.

We believe this design would be an amazing installation for Northeast Elementary and would greatly enjoy facilitating this work. We would ask that if possible rather than payment to the artist, those funds be added to the budget for materials, so that the mosaic parts of the mural could be achieved. We are happy to donate our time to design and lead this project hand in hand with Mrs. Swanson, her second graders and the art teacher. We also have ideas toward additional sponsorship/fundraising if more square footage of glass mosaic is desired. These elements are hard to resist once the design starts coming together!



Previous Works

The materials list would include quality exterior paint in numerous colors, brushes, glass tiles, mortar, grout, glue and fiberglass webbing. We are confident elbow grease would be plentiful with a call for labor, borrowing and/or donations as Northeast Elementary is known to have a wonderful support system from its families, PTA and ICSD.



9 - William Jihrel Smith

I am interested in Black permanence. The past few years have been plagued with death, both personally and globally. This has me thinking about the things that black people leave



behind and how painting can contribute to the sustainment of ideas and culture. Born and raised in the Midwest, I am interested in Mississippian culture, specifically the people of Cahokia, who were a North American people as culturally sophisticated as the Mayans— but are rarely taught about or mentioned. The only reasons we know of their existence is because of the things they left behind, specifically pottery and earth mounds. I am interested in the ways in which paintings can contribute to permanence— specifically, a kind that outlasts the people who contributed to that specific moment of cultural production. What are the reasons some objects and ideas survive and remain while others do not? I explore this question through a practice that wrestles with abstraction and figuration— the fingerprint is one of the ways I investigate this dichotomy. The fingerprint is simultaneously indexical and autonomous.

Experience working with youth: Not too long ago I had a role as an instructor at a summer camp, where I had my own classroom and was in charge of creating lesson plans and keeping my students engaged. This was one of the most gratifying positions I have had, and many of the relationships I fostered with the students remain today. I have experience teaching as a college teacher's assistant, and it is a goal of mine to teach art at the collegiate level one day. I also have eight nieces and nephews who I love dearly.

Short mural project description: It is my intention to have students draw their own forms and shapes, similar to the ones in the sketch below, so we can then paint them on the wall. I would also like them to incorporate their own fingerprint as well. This way they are able to identify the shapes they made and their contribution even long after they leave this particular grade.

Specific materials list:
Nova Color Acrylic Paint,
blue painters masking top,
transparency paper,
paint brushes,
spray paint,
artboard/cardboard
for stenciling.



Previous Works

10 - Molly Lunn

I have almost nothing but experience in working with the youth beginning with teaching swim lessons to children ages 2-12 throughout high school and college to then continuing my footwear design career where I designed childrens shoes for over 10 years. I wouldn't have it any other way. Working with children has formed my personality and youthful style of artwork. I usually use the color purple in my artwork in reference to human figures, as to not hold a bias towards a particular skin color, which is why I chose purple for the color of the flowers.

-The artwork I created for this submission is definitely on the more lighthearted view of the fight for equality and human rights for all. I chose to simply use the "born free, born equal" taken from the very first declaration. also the figures are jumping for leaping in action, shaded in all varieties to represent diversity and the importance of inclusion and equality.

- I would paint the mural with primarily acrylic based house paint and a can of spray paint.

Instagram: [@m.lunnch/](https://www.instagram.com/m.lunnch/)

Previous works:



11 - Jean-Pierre Verdijo

The key factor in most of my work is presence and unity. All of my art activism is working toward unity. I have so many bloodlines woven into my DNA that it would be an act of self betrayal to work in any other way. I use my art as a vehicle to promote the difficult process of self evaluation and integration of our shadow with that of our golden attributes.

I want to do two things. One I want to put some beautiful color on the wall. Then I would like to hold a space for youth to share their words and images on the concept of Human Rights. I will use those words and drawings to lay down sharp black and white letters and images on the wall. Creating a student lead vision board.



Then I'd like to paint the big question. For the youth to see as they walk to class.

“What is it for a human to have rights?”

