The Dalí Museum's Student Surrealist Art Exhibit
“Delusions, Desires and Delicacies”

Hillsborough
March 20 – May 2, 2021

Initiated in 1992, this annual juried art exhibit presents work by middle and high school students whom we invite to explore ideas and visions similar to those explored by Salvador Dalí and the surrealists. This year, the theme is “Delusions, Desires and Delicacies,” a theme that encourages students to explore these dream-like ideas inspired by our subconscious wants and fears.

Sigmund Freud, the father of Psychoanalysis, was one of the first scientists to propose that dreams were not just the residue from sleep. He argued that dreams function like a language, and can be interpreted scientifically in order to understand a person's fears, desires, and motivations. His dream studies greatly influenced the surrealists, who looked to their dreams for inspiration. An avid follower of Freud, Dalí described his paintings as “hand-painted dream photographs.”

“Delusions, Desires and Delicacies” encourages students to create dream-like visions and look to their dreams for inspiration. The definitions suggest possible approaches to the competition: a delusion is “a belief that is firmly maintained despite being contradicted by what is generally accepted as reality...” Desire is “a strong feeling of wanting to have something or wishing for something to happen.” A delicacy is “something delightful or pleasing, especially a choice food considered with regard to its rarity, costliness.” Each definition suggests a possible approach for students to create their own "hand-painted dream photograph."

These three words encourage students to reflect on erroneous beliefs and fantasies associated with their dreams, while emphasizing the extravagance and opulence of their ideas. All 2D media types are welcomed and encouraged as submissions. We look forward to seeing your students' work!
Student art from 2019 SSAE exhibits

Phoebe Studniarz: 400 Rabbits

Anabella Ugeto Suarez: The Mythical Sea

Haley Blair: Hands off! That’s a Cact-Eye!

Loren Watson: Lepidopterophobia

Bridget Kimball: Distorted Trance
Artist Statements

To encourage students to reflect upon their creative processes and to articulate their artistic decisions, we ask students to consider the questions below as they reflect upon their artwork. Students must limit their responses to 50-75 words.

- What inspired you?
- How did the exhibit's theme influence you?
- How do you connect to this artwork? What makes this work important to you?
- What was your method for creating the work?
- What did you learn from making the work?
- What makes your work surreal? Which surrealist techniques did you use?
- What do you want the viewer to know?

Details:

- Artist statements are not required for the initial jurying process
- Teachers should attach artist statements and submission forms to the back of artwork before delivering art to the Hillsborough County Art Office
  - Artist statements may also be emailed to ptush@thedali.org
- Artwork Release Form and Artist Statements are due by Friday, March 10 to the Dalí Museum
- Artist statements may be considered in the awards judging but scoring remains based on the merit of the artwork in accordance to the scoring rubric
  - Artist statements may bolster submissions but will never be detrimental to scoring
- Please advise students that artist statements will appear on display to the public with their artwork if selected for the exhibit – please do not include private information
Resources

The Dalí Museum produced two videos to support students and teachers prepare for the Student Surrealist Art Exhibit.

"Surrealism: The Big Ideas" is an 11 minute introduction to Surrealism. The video goes through the history of Surrealism and its key components. Consider it Surrealism 101.

"How to Make Surrealist Art" is a film featuring Pinellas teachers describing the show to inspire students to create their own surrealist art. The video introduces surrealist techniques, including dislocation, transformation and symbolism, and presents prompts to try in the classroom.

Find the videos here: https://thedali.org/programs/education-2/activities-2/
or on The Dali Museum’s YouTube account.

Both the Dalí’s Flickr account and website have examples of past exhibits:
https://www.flickr.com/photos/dali_museum/albums/72157709367501216

Hillsborough County Exhibit Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Feb. 26</td>
<td>Work due to Hillsborough County Schools Art Office</td>
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<tr>
<td>Mar. 2</td>
<td>Judging</td>
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<tr>
<td>Mar. 3</td>
<td>Accepted artworks announced</td>
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<tr>
<td>Mar. 10</td>
<td>Selected student’s artwork Release Form and Artist Statements due to the Dalí Museum</td>
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<tr>
<td>Mar. 20</td>
<td>Hillsborough Exhibit opens</td>
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<tr>
<td>Mar. 26</td>
<td>Awards judging; award-winning works announced</td>
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<tr>
<td>Apr. 13</td>
<td>Reception at The Dalí, 6:30-8:30 PM (* if possible during social distancing - TBD)</td>
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<tr>
<td>May 2</td>
<td>Last day of exhibit</td>
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<tr>
<td>May</td>
<td>Artworks returned to the Hillsborough County Schools Art Office</td>
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Entry Requirements

- Up to 6 entries per teacher & one work per student
  - If two teachers submit for the same student, only one will be chosen for consideration

- Finished work must be 8"x10" to fit frames and cannot be thicker than ½"
  - If work does not fit into frame, the work will be disqualified

- While we cannot accept 3D objects nor clay reliefs (due to fragility), photographs of 3-D pieces are encouraged. They will be judged on the merit of the photograph first and on the merit of the object second (see photo of 3D object pg.2).

- Artwork in the exhibit must be original work and cannot be digital reproductions

- Any work found to be plagiarized will be disqualified
  - Please remind your students to use original ideas and imagery

- The Dalí Museum wishes to show varied work and represent as many schools as possible; please avoid submitting similar work by different students

Exhibit Details

- Exhibit website: [http://thedali.org/ssaes](http://thedali.org/ssaes)

- Open to middle and high school students in Hillsborough, Florida

- Teachers must submit student artwork; students may not submit their own artwork

- Approximately 100 works will be selected for exhibit

- The Dalí Museum frames accepted work for exhibit

- Exhibit held in The Dalí Museum Raymond James Community Room
  - Please call before visiting a student exhibit as the Community Room occasionally closes for private events

- Six middle school works and twelve high school works will receive additional awards (Honorable Mention, Merit and Excellence)

- Artwork will be returned to teachers after the Exhibit
Suggested Surreal Strategies and Techniques to Consider:

- Juxtaposition
- Metamorphosis
- Collage
- Displacement
- Dreamlike settings
- Levitation
- Double images & illusions
- Dislocation
- Transparency
- Transformation
- Symbolism
- Scale

Accepted artwork checklist:

- ✓ The accepted artwork
- ✓ Submission form (page 8 of this document)
- ✓ Artist statement
- ✓ Signed release form (separate document)

Guidelines for judges

- **Theme:** Artwork that addresses appropriately the exhibition themes of Surrealism
- **Originality:** Artwork that exhibits an original approach to process, concept and subject matter
- **Expression:** Artwork that communicates an aesthetic vision or style and visual expression of critical thinking
- **Skill/Technique:** Artwork that exhibits technical competency required to successfully create a work of art in a particular medium
- **Completeness:** Artwork that exhibits thoughtful use of space and equal treatment to all elements of artwork
### Scoring Rubric

| Level 4 | Shows strong evidence of integration between the theme and the visual work.  
| Shows strong use of innovation and creativity.  
| Communicates a strong personal and/or original message.  
| Shows strong application of the design principles and excellent technical use of media to express ideas.  
| Shows strong use of space and is fully finished. |
| Level 3 | Shows good evidence of integration between the theme and the visual work.  
| Shows good use of innovation and creativity.  
| Communicates a good personal and/or original message.  
| Shows good application of the design principles and good technical use of media to express ideas.  
| Shows good use of space and/or is predominantly finished. |
| Level 2 | Shows little evidence of integration between the theme and the visual work.  
| Shows little use of innovation or creativity.  
| Communicates limited personal vision or original message.  
| Shows limited and/or inconsistent application of the design principles.  
| Novice in use of space and/or is partially unfinished. |
| Level 1 | Shows no evidence of integration between the theme and the visual work.  
| Shows trite and/or simplistic approaches.  
| Communicates no personal or original message, and/or is direct copy of copyrighted photographic resources.  
| Shows no understanding of the design principles and/or very little or no technical competence or control of media.  
| Shows poor use of space and/or elements appear to be rushed or unfinished |

The Dalí Museum Education Department thanks you for your participation.

Peter Tush, Curator of Education, ptush@thedali.org  
Denisse De Leon, School Education Manager, ddeleon@thedali.org
Entry Form (required)

<table>
<thead>
<tr>
<th>ACCEPTED ENTRY FORM: STUDENT SURREALIST ART EXHIBIT</th>
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<tbody>
<tr>
<td>• Fill out the form completely and attach to the back of each accepted artwork</td>
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<td>• Check spelling of student's name and title of work</td>
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<td>• Indicate the orientation of the work</td>
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<table>
<thead>
<tr>
<th>Student Name</th>
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<table>
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<tr>
<th>Title of Work</th>
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<th>Media</th>
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<tr>
<td>Be specific</td>
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<td>(colored pencil, acrylic paint, watercolor etc.)</td>
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